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The Effects of Basic Study Skills Laboratory Experience

and

Group Counseling on the Self Concept of Borderline

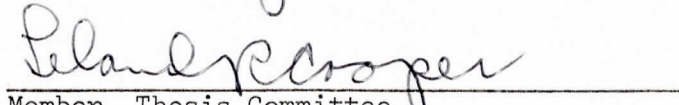
Junior College Students

by

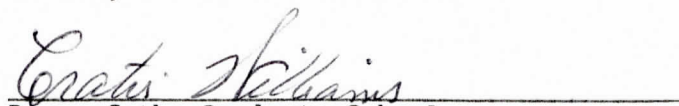
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The Effects of Basic Study Skills Laboratory Experience

and

Group Counseling on the Self Concept of Borderline

Junior College Students

by

James Edward Mallory

A Thesis Submitted to the Graduate Faculty of Appalachian

State University in Partial Fulfillment

of the

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Chapter 1

Introduction

The college bound high school graduate is finding it increasingly difficult to enter college. The cause of the difficulty is clarified somewhat by Fine (1946) who states:

Colleges and Universities have been steadily setting higher admission requirements for the past decade in an attempt to alleviate mediocrity and develop superior students (p. 62).

Since the end of World War II there has been an increase in the need for post high school education. This need places a tremendous burden on the students who decides to pursue an education after graduating from high school with poor grades. The Community College concept has eliminated this problem to some extent by establishing the "open door" policy.

Roueché (1968) defines the "open door" policy:

We accept the commitment to provide an education for all high school graduates and others who profit from instruction. The basic criterion for admission to a Community College is graduation from high school. Individuals eighteen years of age and over who appear capable of profiting from the instruction offered are also eligible for admission in most institutions (p. 14).

It would seem that the problem of entering college is eliminated by the Community College; however, the individual who enters college and is considered a borderline student could find it impossible to succeed.

Collins (1967) concludes that the student who completes high school with College Board scores and high school grades too low for regular acceptance in some colleges usually possess a low self concept.

This student will be unable to compete with other students in basic courses almost insuring failure. Some students cannot progress in any type of collegiate training until they first achieve better mastery of tool subjects or the symbol systems such as reading, composition, listening, speech, fundamental logic, and arithmetic.

Gillham (1967) agrees that the low achiever often has a low self concept. Negative perceptions of himself constitutes a problem for the borderline student who desires an education, but who is ill prepared both academically and psychologically. Gillham (1967) sees the following as problems facing the colleges with borderline students:

1. Identify those students who have a low self concept.
2. Identify those students who are academically weak.
3. Develop a program which will strengthen basic academic weaknesses.
4. Develop a program which will improve the self concept of borderline students.
5. Revise admission requirements for students who do not have the necessary academic background for regular admission but who could succeed with the proper developmental courses.
6. Develop a guidance program for the borderline student.

Statement of Problem

The purpose of this study is to determine whether a student's participation in Athletics or Group Counseling concurrently with Basic Study Skills Laboratory (BSSL) will enhance his feelings about self and add to self confidence with his participation in a basic study skills program. More specifically, the study is an investigation of whether

Junior College students enrolled in a Basic Study Skills Laboratory will enhance their self concept by participation in Athletic or Group Counseling experiences.

Significance of the Study

There are greater numbers of people graduating from high school today than ever before. More students are enrolling in post secondary institutions during this period in time, than at any time in history. With the great number of students participating in education, both secondary and post secondary, it has developed that many students are not getting the necessary attention needed to succeed.

The obvious place and time for remedial education and group counseling is in the high school prior to the students' graduation; however, only a limited amount is being done. It then becomes necessary to intercept the student prior to his entry into college.

The deficient student must have had some difficulty during his years in elementary and high school. This difficulty, in addition to outside influences of which are not aware, has left its mark in the form of a low self concept.

An intervening influence must be interjected at the point between high school graduation and entry into a post secondary institution may be the determining factor for the student to realize a change in his self concept. Combs and Snygg (1959) agree with the intervening influence as an agent for self concept change.

The primary purpose of this study is to determine ways of creating a positive change in a student's self concept during the interim between high school and college.

Definitions of Groups

Three types of groups were involved in the testing, Basic Study Skills Laboratory (BSSL) and Experimental treatment groups. They were as follows:

Educational

This group consisted of students who were enrolled in BSSL only. They did not participate in Group Counseling or Athletics.

Personal growth

This group consisted of students who were enrolled in BSSL and participated in Group Counseling sessions.

Extracurricular activity

This group consisted of students who were enrolled in BSSL and participated in a football training program but did not participate in Group Counseling.

Hypotheses

To facilitate the computation and analysis of data the hypotheses are stated in the null form.

Major null hypothesis

There is no significant difference between sub groups of students enrolled in BSSL in a Junior College when grouped according to BSSL only, BSSL and Athletic and Counseling experiences.

Null Subhypotheses

1. There is no significant difference between students in Control Group I and students in Experimental Group I on pretest scores of the Tennessee Self Concept Scale clinical form.
2. There is no significant difference between students in Control Group I and students in Experimental Group II on pretest scores of the Tennessee Self Concept Scale clinical form.
3. There is no significant difference between students in Control Group I and students in Experimental Group III on pretest scores of the Tennessee Self Concept Scale clinical form.
4. There is no significant difference between students in Control Group I and students in Experimental Group IV on pretest scores of the Tennessee Self Concept Scale clinical form.
5. There is no significant difference between students in Control Group II and students in Experimental Group I on pretest scores of the Tennessee Self Concept Scale clinical form.
6. There is no significant difference between students in Control Group II and students in Experimental Group II on pretest scores of the Tennessee Self Concept Scale clinical form.
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22. There is no significant difference between students in Experimental Group IV pre and students in Experimental Group IV post on scores of the Tennessee Self Concept Scale clinical form.

Assumptions and Limitations of the Study

Assumptions of the Study

For the purpose of this study the following assumptions are made:

1. The subjects of this study are a representative sample of all borderline students who participated in Basic Study Skills Laboratory at Lees-McRae College.
2. The Group Counselors who participated in this study are considered to be equally competent though their approach may differ.
3. A positive or negative change as measured by the Tennessee Self Concept Scale suggests a change in the students self concept.
4. The answers to test questions are considered to be frank and honest.

Limitations of the Study

The following limitations are recognized and reported for this study:

1. This study is limited to 82 students enrolled in the Basic Study Skills Program at Lees-McRae College.
2. The self concept measure used in this study is limited to its sensitivity.

3. The conclusions drawn from this study are limited to populations which are similar to the one from which the participants were drawn.

Chapter 2

Review of Related Literature

In reviewing related literature, emphasis was placed on the student's self concept and Group Counseling. Since this study deals with students pursuing remedial courses, it was essential to review literature related to remedial work.

Perkins (1957) established that the self concept is not a fixed personality trait. It can be altered both positively and negatively depending upon the exterior motivating influence. Buckerner (1970) found that Group Counseling was an effective agent in helping students make decisions involving academic and vocational choice. During the course of this review it became evident that there are differences as to the effectiveness of Group Counseling relative to the effects on the self concept. The literature is reviewed and reported under three headings:

1. Literature related to the definition of self concept and the ability to effect its change.
2. Literature related to the use of Group Counseling to effect a change in the self concept, individual conduct, and attitude in the academic setting.
3. Literature related to basic study skills and remedial programs in relation to their effectiveness as an aid to success in college.

Self Concept

The theory of self or self concept has received a great deal of

emphasis in psychological circles over the past twenty years. Sarbin (1954) saw the self as what a person is. He saw the self concepts as a composite of numerous percepts which encompassed all the values, attitudes, and beliefs toward one's self in relation to his environment. He further states that the self concept influences and in part determines perception and behavior.

Combs and Soper (1957) defined the self concept as the organization of all that the individual refers to as I or me. It is patterned relationship or gestalt. The authors give a degree of stability and consistency to self concept which in turn gives predictability to the individual and his behavior. In a later work Combs and Snygg (1959) contend that the purpose of an individual's behavior is a satisfaction of his own need. The perceptual field is usually organized with reference to the behaviors on phenomenal self. The meaning of an object or event is thus his definition of the relationship between the object and himself.

Taking into consideration the fact that an individual's behavior is influenced by his self concept, it would be well to refer to Super (1957) and his contention that:

. . . a well formulated self concept which takes into account that realities of the working world, makes for an easier transition from school to work than does a hazy or unrealistic concept of the self (p. 111).

If an individual's behavior has been determined by his past experiences and the self concept has been developed due to his experiences and environment then the outcome for the future is predictable. There is an alternative, however, and this is in the form of an intervening situation which would expose an individual to a different environment or insight into himself. Combs and Snygg (1959) contend that:

. . . all behavior is determined by the experiences of which the individual is aware at the moment of action. The individual does not respond to an objective reality but, rather, he responds to situations as he perceives them. The effects of a particular environment are dependent upon the way they are experienced by the individual (p. 17).

In a study by Farensworth (1959) it was found that there is reason to believe that approximately one half of the college drop outs do so because of emotional difficulties. In some cases difficulties are caused by differences between the self concept and vocational or educational choice. The author continues his report with the opinion that freshmen are often undecided about future job choices and have an unrealistic opinion pertaining to their chosen vocation. This results in a tendency to enroll in a curriculum that is not in keeping with their interest or aptitude. This creates a problem for the student and as a result he will drop out or prepare for and enter a vocation for which he is psychologically unsuited. Hoppock (1963) concludes that regardless of whether the self concept is a realistic one or tends toward fantasy it will affect the vocational choices. Therefore, it seems only reasonable to conclude that the self concept has a direct bearing on vocational and educational choice. If these choices are to be to the best advantage of the student, then it is necessary that the self concept be realistic in order that the vocational choice be correct and in keeping with the psychological bearing of the study. An end result it would seem tends toward a college drop out or an individual who is unhappy in his vocation.

Frankel (1964) conducted a study involving 103 boys and 55 girls who attended a six week Advanced Studies Program at St. Paul's School (Concord, New Hampshire). These students were either in the eleventh or twelfth grade or had completed high school and all had a mean SCAT score at the 96 percentile.

The students were tested at the beginning of the course and the items measured were self concept of ability and ideal concept. At the end of the study, which was designed to determine any changes in self attitudes of academically talented high school students, results indicated that the self concept increased a significant amount. Among the items showing significant gains were:

1. Ability to make decisions.
2. Self confidence.
3. Ability to take criticism.

This study is a further indication that the self concept can be modified positively.

Silver (1965) reports:

The development and understanding of ones self concept is closely related to the process of decision making (p. 2).

She reports further that a study of self concept is important because perception of the self tends to affect other perceptions and behavior. Decision making and perception are influenced by the self concept. Another area where the self concept has an impact is in the selection of values. In a study by Brookover and others (1967) it was found that the students self concept of his ability limited academic behavior or school learning. The self concept of academic ability also refers to behavior in which one indicates to himself his ability to achieve an academic task and his ability to compare with others engaged in the same tasks. Self concept of academic ability is only one of the self concepts. Other concepts of self refer to areas of behavior which may vary from that involving school performance. A

person may also hold more than one self concept of his academic ability. These may vary with the person or persons to whom he is comparing himself. Self concept of academic ability does not refer to some underlying mental structure such as a phenomenological self.

The authors continue their summary with the observation that an individual acquires, by taking the role of the other, perceptions of his own ability as a learner of the various types of skills and subjects which constitute the school curriculum. If the individual perceives that he is unable to learn mathematics or some other area of behavior, then this self concept of his ability becomes a functionally limiting factor of his school achievement. Self concept of ability according to the author will have its levels of association with achievement when students attempt to achieve the highest grades which they think they are capable.

Purkey (1967) conducting research for the Florida Educational Research and Development Counsel relative to academic achievement and academic failure determined that it was becoming increasingly clear that difficulties which people experience in most areas of life are closely connected with the ways in which they see themselves and in the ways in which they live. He found that there was considerable evidence of students' failures in basic school subjects, misdirected motivation, and lack of commitment were to a great extent the consequence of faulty perceptions of the self. He defines the self as all the beliefs, attitudes, and opinions which an individual holds of himself. Another research project involving underachievers and self concept was performed by Bowman (1967) in which he

reviewed research studies published from 1963 through 1966. He found that there were a total of the seventeen identifiable characteristics of under-achievers. It is interesting to note that two of the seventeen characteristics appear to be universal. These characteristics are hostility toward others and low self concept.

There are many approaches to changing the self concept and there are many definitions of the self concept. I feel that research proves the ability to effect a positive change. As a comparison we can find research on self concept change in adults and research on self concept change in young children. During an adult education seminar at the University of Wisconsin, Dildine (1969), defined the self concept as a person's inner pattern of thinking and feeling about himself which are most central, conscious, and persisting aspects of his self image. The speaker goes on to say that creative learning and development of the self continues throughout life. If the self has been formed through interaction with existing society, then it seems reasonable to assume that learning and better self realization can continue under proper conditions. Van Hosse (1969) conducted a study of elementary guidance programs and determined that the behavior output of a child tends to be in keeping with his feelings about himself. The self concept is developed as one experiences life, as he faces success or failure, and as he relates to others. The author continues with the conclusion that if a child is to be successful in school and life, he needs to develop self confidence. The student will need to develop a trust and acceptance of others and particular attention should be given to developing a healthy and realistic self concept.

Coppersmith (1969) conducted research in the area of self esteem in which he defined self esteem as the good and bad dimension of the self concept. He found that self esteem as defined is associated with acceptance, moderately high goals, and respectful treatment. He reasons that status, income, and education are only related to high esteem if they are a part of an individual's personal definition of success. He is of the opinion future educational technique should foster high self esteem. The author concludes with the observation that our present educational system hinges on the anxiety provoking and self esteem lowering dependence of students on a teacher's approval for grades and attention.

Group Counseling

In the field of education many techniques have been used in Group Counseling. Though techniques and terms vary, we feel that Engle and Szyperski (1956) best define Group Counseling as:

A method of counseling students in groups in such a way that through exploration of innerpersonal relationships a clear self definition becomes apparent and a more comfortable feeling about ones self occurs. This may be accomplished through honest exploration of feelings and a minimum of emphasis on previous success of achievement.

The objectives of Group Counseling specified by Cribben (1964) are:

1. To help the student satisfy his need for acceptance, security, affection, and a sense of service at a time when such help is needed.
2. To contribute to the development of the student. Assisting him in solving his vocational, educational, and social, and personal problems.
3. To increase his self-insight and self-understanding.

4. To increase his understanding of others, his sensitivity to their feelings, and his respect for their convictions, even when he does not agree with these convictions.
5. To help the student learn the cooperative ways of democracy in shared responsibilities and shared satisfaction at success, in mutual assistance and concern for the good of all.
6. To provide a laboratory of human relations in which the student works coordinately with others on problems and projects of common interest.
7. To help the student to learn the communication skills of attentive listening, confident self-expression, and critical evaluation of ideas.
8. To facilitate the student's effort to learn wise and intelligent fellowship, to fulfill assigned roles and to shift roles according to the changing conditions of the group.
9. To increase the student's rational independence of irrational group pressures, his patience in reaching agreement on basis of reason rather than a majority vote, and his self discipline for the greater good of the group without compromise of principles (p. 5).

Bennet (1963) wrote that Group Counseling was an essential group professional function in a modern personnel program. He interprets the purpose of Group Counseling as the opportunity for a learning experience involving self direction in respect to educational, vocational, and personal social aspects of life. He also sees the opportunity for therapeutic effect of Group Counseling as it applies to the release of emotional tension, the increased insight into personality dynamics, and a redirection of energy in a permissive atmosphere. A study was conducted by Dessent (1964) to test the hypothesis that, a student on academic probation receiving support and insight from a group would obtain higher

grade point averages than those without such an experience. The author obtained records of a group of thirty probationary students which he matched on the basis of age, sex, and number of units taken. He included marital status, parents, and academic or vocational program as variables. This group was designated as Experimental Group and a similar group of non-probationary or experimental group was involved in ten unstructured groups where innerpersonal relationships were discussed. In addition to group sessions, academic advisement and individual counseling were also provided. Of the Experimental Group, 56% earned a 2.0 or higher grade point average at the end of the semester, as compared with 26% of the Control Group. In 76% of the cases, individuals in the Experimental Group received higher grades than their Control Group counter parts. Three Experimental Group members and no Control Group members earned a 3.0 grade point average. Students in the Experimental Group were also observed to improve in appearance and dress, to begin joining clubs, increased dating, and obtained part-time work. In some cases, parents increased family relationships. A similar study was successfully conducted at Phoenix College in Arizona by Garneski and Spector (1966), however, the students involved were not probationary students. This study involved students that were prospective freshmen, who were recruited as volunteers through newspaper publicity and promotional efforts of the local high school counselors. Two hundred and sixty seven counselees accept the program with forty-five being assigned as a Control Group. The Control Group received no counseling. The remaining students were divided into

twenty-two Experimental Groups which did receive counseling, each group averaging twelve students. Experimental Groups met two hours daily for three days within a one week period, or twice weekly over a four week period. The first meeting was devoted to interpretation of vocational interest tests, American college test scores, and the prediction of first semester grades. Other meetings were education centered, focusing on such topics as school policies, curricular offerings, and registration procedures. Students were encourage to identify and investigate curricula most likely to be compatable with their measure interest, aptitudes, and academic potential. Other meetings explored vocational and career information.

In order to determine the effectiveness of Group Counseling, the Experimental Group was compared with the Control Group by grade point averages, semester hours earned, and drop-out rates. The counseled groups achieved at significantly higher level than the Control Group on all criteria except for semester hours earned.

Group Counseling with students prior to admission to college serves several purposes as was determined by Luke (1966) who conducted a study of two hundred students admitted to Bakersville College on probation. These students who had a high school grade point average of less than 2.0 received Group Counseling prior to their selection of academic programs. This resulted in the students being placed in a program more suited to their qualifications and ability levels.

The majority of the students made a grade point average after the first semester, comparable to that received during high school; however, 25% of this group made 2.0 or better. Group Counseling produced a reduced

course load averaging twelve hours. At the end of the first semester 50% of the probationary students were able to be removed from probation.

Padgett and Gazda (1960) investigated the possibility of Group Guidance and Group Counseling having a positive change effect on the self concept of prospective teachers.

Pre and posttest measures of the Tennessee Self Concept Scale among other test were administered to three hundred and two perspective teachers. Prior to and following the series of nine group sessions for one Experimental Group and four group sessions for another Experimental Group. The results of this study indicated that group guidance and group counseling did produce a positive affect on self concept. A positive affect on grade point averages was reported by Roth and others (1967) following a series of counseling sessions. The group participants were attending a psychology seminar class involving study habits and were unaware of group involvement.

Axelberd (1970) reported to the American Personnel and Guidance Association Convention in New Orleans that he had observed a self concept change after involvement in a single twelve hour growth group session. There were four heterogeneous groups of thirty-nine individuals with twenty-one member Control Group which received no group experiences. The Tennessee Self Concept Scale was used to evaluate both pre and post measurements. The Control Group reached a higher positive self concept scale on the pretest measurement, however, on posttest the Experimental Group equaled the Control Group on positive scores and on three scales surpassed the

Control Group. The author is of the opinion that the self concept is influential in determining how effectively an individual functions. If a person feels worthy, then his innerpersonal functioning as well as his intrapersonal functioning will reflect the quality of that feeling. If on the other hand an individual views himself negatively, this too will be apparent in his personal functioning.

A comparison of group counseling versus individual counseling in helping the students move toward an academic major or vocational choice was made. Subjects used in this study were Brigham Young University students. The Experimental Group was involved in group counseling while the Control Group received individual counseling. All subjects involved had requested vocational assistance, although students seeking help at Brigham Young are seen in only two or three interviews. In addition to being as effective, group counseling presents an economic advantage over individual counseling.

Chambers (1969) reported to the Personnel Guidance Association Convention that an open time extended group, run by multiple counselors, adds an effective dimension to the counseling function. An open group is described as no set size and anyone can come. Participant behavior determines what is to be focused upon and when it will be focused on and how long the focus will remain there. From a practical standpoint limit of from three to four hours; however, it should be unlimited. Self growth and self actualization are exemplified by the open time extended group which first provides the atmosphere for the client and then allows him to progress at his own rate to the depth at which he determines. Varying

group structure results in changing the dynamics of groups. Destructiveness or the tearing down of the fences without providing for new replacement patterns is more likely in open groups. The authors continue with the conclusion that there is a significant amount of experimentation as well as creativity observed in open groups. Training values include the opportunity to observe co-workers to see how they handle certain situations. In addition, counselors working with open groups are essentially forced to develop spontaneity and flexibility in style. Research conducted by Hummel (1966) related to the development and evaluation of a model of Group Counseling derived in part from psychoanalytic theory of adoptive functioning and the investigation of certain psychological and social conditions underlying academic underachievement. The author found that for his counseling sessions to be practical they should be conducted one at a time in a sequence of approximately five interviews. It has been suggested that these interviews are too short a period of time for the counselee to explore issues related to such criteria as responsibility, control, and non arbitrariness. The author suggests that counseling interviews should be established to cover an academic year. The author also observed that officially time was lost in interviews because many counselees move cautiously in their assessment of whether or not to cultivate meaningful relationships with the counselor.

Basic Study Skills or Remedial Programs

Many students are attempting to enter college only to find that they are not prepared to complete the basic work which is required. There

is a need for remedial education in junior colleges due to the wide variety of course offerings and the diversity of educational quality in the high schools (Medsker 1960).

A survey of junior college administrators conducted by Schenz (1964) revealed that 91% of the junior colleges admitted low ability students. Only 21% of the junior colleges surveyed had specially designed courses and curriculum for the students. The author points out a need for counseling and remedial education as an integral part of a junior college program.

In a study conducted by Fisher (1965) it was reported that Georgia Southwestern College offered a program during the summer of 1965 to students who did not meet the ordinary entrance requirements. This program was an effort to get the students admitted to college by taking remedial courses during the summer. A follow up study indicated that such a program is effective and that classes should be small and individual attention given. The courses offered should be carefully reviewed and planned for effectiveness. The students involved in this study were the product of a poor background and poor study habits. Although no credit was offered for the remedial courses and no grades given, the students seemed to perform satisfactorily. Forest Park Junior College (1965) launched a remedial program entitled the General Curriculum. This was an attempt to develop a means of meeting the counseling and training needs of educationally disadvantaged students at the junior college level. Development of such students occurs on three different levels:

1. Teaching on the first level basic skills (mathematics, reading, and writing and oral expression) relies to a great extent on auto instructional devices.

2. Teaching on the second level (personal enrichment) emphasizes core concepts and general education courses.
3. Counseling on the third level (adjustment to self and society) is community centered and directed toward establishing student's self esteem and clarifying student vocational goals.

Bakersville College conducted a summer basic study skills program in 1967. All entering students who scored below the eleventh percentile on the Bakersville College entrance examination, SCAT, and English classification test were given additional reading, arithmetic, and group non-verbal intelligence test. From this group twenty-seven volunteers were chosen to participate in a six week, four hour daily program of remedial English, reading and mathematics. Pre and posttests showed mean reading scores improve from grade 8.0 to 8.4 with some students improving by more than two grade levels. Similar improvements were noted in SCAT and the English classification test. In this program attendance was nearly perfect, students admitted worked regularly and student absence was minimal. Students received daily individual attention and the work submitted was corrected but not graded. A laboratory atmosphere was maintained with a student aid to assist the teacher in working with the individual student. Pre and posttest scores and stated student attitude indicated that the program was successful and worthy of continuation. Siver (1967).

Ludwig and Gold (1969) reviewed a developmental program at Los Angeles City College which had been in existence for six years. They report that the program was regularly updated as needed and for the previous two years counselor assistance and student tutors helped regular faculty. In 1968 student tutors were assigned to help both regular and developmental students

in English, math, and life sciences. Research to evaluate both programs was instituted in order to see if tutoring should replace remediation. Questionnaires were sent to students, student tutors, and instructors in the remedial program and to students tutored in regular English classes. In spite of rather sketchy data it was concluded that the developmental program was helpful and should be kept. An evaluation of the tutoring program was not possible; however, the tutored students felt they were being benefited. Grade point averages tend to drop in the first semester but increase in the second semester after developmental work.

Taschow (1969) has determined that generally a Junior College accepts students whose reading level ranges from grade seven to grade twelve. He concludes that in order for the student to progress, a reading program must be established and geared to fit the need. He maintains that a college reading center should be established for students who want to improve their reading in less time, quickly improve study habits, increase vocabulary, or improve their spelling. The author found that reading comprehension was the most prominent deficiency and the instructor should be trained to find each student's reading level and then arrange flexible groupings to encourage discussion and individual instruction. Each student must start at his own level which will allow him initial success and build his self esteem. He must learn to set himself a goal for each assignment and become a flexible reader by adjusting his speed to the complexity of his material.

This review has not been concerned with the source of the student's problems which require remedial education, however, an interesting study

was conducted by Richardson and Elsner (1966) who point out that Junior College instructors are often asked to do in one year what public, elementary, and secondary schools have failed to do in twelve years. Johnson (1965) supports remedial education and states:

It is difficult to defend the admission of all newcomers unless the college provides offerings and counseling adapted to their clientele. (p. 9).

Summary

Literature has been examined to determine how Group Counseling and remedial education have been used to improve an individual's self concept. Attention has also been given to the self concept and its susceptibility to change. The review of literature allows the following conclusions:

1. The greatest emphasis has been placed on defining and identifying the self concept during the fifties and sixties. Numerous books have been written and studies made concerning the self concept in relation to school work and career planning. Generally the conclusions are that the self concept can be changed positively thus effecting his behavior.
2. Group Counseling has been used successfully to alter the self concept. The group procedure is not only effective as an agent for change but appears to be more economical as opposed to individual counseling.
3. Remedial education is becoming increasingly more important to students due to the increased number of enrollees in post secondary institutions. The advent of the Junior College and Community College, with its "open door" policy, establishes a need for education which has not been provided in high school.

Chapter 3

Procedures

In chapter three the subjects of the study are identified, the procedures are discussed, the instruments used in the study are described, and the statistical techniques employed to treat the data is explained.

Subjects of the Study

The subjects for this study consisted of high school graduates accepted for admission into Lees-McRae College with the provision that they complete an eight week Basic Study Skills Laboratory. The Basic Study Skills Laboratory was eight weeks in duration. During this time the students received instruction in Developmental English, math, reading, and writing.

Selection, Treatment, and Evaluation Procedures

During the Spring Semester, 1970, the applications were reviewed to determine those students who could not be accepted as regular college Freshmen. Students who could not be accepted would be given the opportunity to enroll in a BSSL during the summer. Upon completion of the program they would be allowed to enter Lees-McRae College in the fall as Freshmen with the stipulation they would be on ones semesters' academic probation. The criteria used for selection of Basic Study Skills Laboratory students was

700 or below on College Board Scores, High School grade point average of less than 2.0 and those students who had not taken more than one year of Algebra in high school.

At the beginning of the Summer Session eighty-two students had been selected from the regular applicants to participate in the Basic Study Skills Laboratory. By the end of the eight-week session seven students had dropped out. The Basic Study Skills Laboratory participants were divided into six groups. The frequencies of the subgroups are listed in Table 1. The groups are described as follows:

1. Control I (Basic Study Skills only) - This group consisted of students who were participating in the Basic Study Skills Laboratory but did not participate in Athletics or Counseling.
2. Control II (BSSL only and Athletic) - This group combines persons in BSSL only and those who participated in Athletics but did not receive Counseling.
3. Experimental I (Athletic) - Students who were accepted into the BSSL and participated in a summer football training program.
4. Experimental II (Counseling Group I) - Students who completed the BSSL and in addition participated in twenty-four hours of Group Counseling.
5. Experimental III (Counseling Group II) - Students who completed the BSSL and in addition participated in ten hours of Group Counseling.
6. Experimental IV (Counseling Group I and Counseling Group II) - A combination of Counseling Group I and Counseling Group II.

The students participating in Group Counseling were volunteers and were advised of the duration of the counseling sessions. The Counseling Groups met separately and were facilitated by different Counselors. The Athletic Group consisted of students who were participating in an organized

football training program. Seven of the students who withdrew from the program were from Basic Study Skills Only Group and five were from the Athletic Group.

Prior to the start of Basic Study Skills Laboratory classes, all participants were tested using the Tennessee Self Concept Scale (Clinical and Research Form). The students were told that the test would be used as part of their overall Basic Study Skills Training. At the end of the eight-week period the students were called together and the Tennessee Self Concept Scale (Clinical and Research Form) was administered the second time.

Instrument

The instrument used in this study was the Tennessee Self Concept Scale (Clinical Form).

The Tennessee Self Concept Scale contains 100 self-descriptive statements which portray the students own picture of himself. It is based on research that a person's concept of himself influences his behavior and his realistic or unrealistic approach to life. For each of the 100 items, the subject is asked to choose one of the five responses:

1	2	3	4	5
Completely False	Mostly False	Partly False and Partly True	Mostly True	Completely True

The scale has two forms, the Counseling Form and the Research Form. The Clinical and Research Form was used for this study due to the additional data available. The Clinical Research Form yields ten scores with the

positive score providing nine subscores, two conflict scores and the Imperial Scales providing six subscores. The Time score and Number of Deviant Signs score was not employed in this study. It was determined that the scores would not provide useful data relative to this study. The twenty-four scores used in this study are described as follows:

1. Identity - Description of basic identity; how a person sees himself.
2. Self Satisfaction - Description of the feelings about self which the person sees--his self acceptance.
3. Behavior - Perception of own behavior or the way the person functions.
4. Physical Self - The person's view of his body, health, physical appearance, skills, and sexuality.
5. Moral-Ethical Self - Description of self from the moral ethical frame of reference--moral worth, relationship to God, feelings of being good or bad, and satisfaction with one's religion or lack of religion.
6. Personal Self - Reflection of individual sense of personal worth, feeling of adequacy, and of evaluation of personality apart from his body or in relationship to others.
7. Family Self - Reflections of one's sense of adequacy, worth and value as a family member.
8. Social Self - Reflection of one's sense of adequacy and worth in his social interaction with other people in general.
9. Self Esteem - Measure of the overall level of self esteem. (This score is the most important of all scores on the Counseling Form). High scores reflect a tendency to like oneself, to feel the self as valuable and worthwhile, to have confidence, and to act accordingly. Persons with low scores are doubtful about their work, see themselves as undesirable, and are characterized with feelings of anxiety, depression, and lack of confidence.
10. Self Criticism - Ten mildly derogatory statements that most people admit as being true for them. (Defensive people deny most of these statements thus are deliberately presenting a positive picture of themselves).

11. Variability - Degree of consistence. (These scores reflect the amount of variability and inconsistency from one area of self to another. High scores indicate high variability, while low scores reflect low variability, extreme low scores indicate rigidity).
12. Distribution - Summary of the distribution of scores across five choices which provides another measure of self perception--certainty about how one sees himself. (High scores indicate definiteness and certainty about what one says about self. Low scores indicate the opposite. Very low scores may mean defensiveness and guardedness).
13. T/F Ratio - This is a measure of response set or response bias, an indication of whether the subjects approach to the task involves any strong tendency to agree or disagree regardless of item content.
14. Row Variability - This score is the sum of the variations across the rows.
15. Column Variability - This score measures and summarizes the variations within the columns.
16. Net Conflict Scores - These scores are highly correlated with the T/F score. More directly; however, they measure the extent to which an individual's responses to positive items differ from, or conflict, with, his responses to negative items in the same area of self perception.
17. Total Conflict Scores - High scores indicate confusion, contradiction, and general conflict in self perception. Low scores have the opposite interpretation, but extremely low scores have a different meaning. The person with such low scores is presenting such an extremely tight and rigid self description that it becomes suspect as an artificial defensive, stereotype rather than his true self image. The conflict scores are reflections of conflicting responses to positive and negative items within the same area of self perception.
18. Defensive Positive Scale - This is a more subtle measure of defensiveness in the self concept score. The defensive positive score stems from the basic hypothesis of self theory; that individuals with established psychiatric difficulties do have negative self concepts as their level of awareness, regardless of how positive they describe themselves on an instrument of this type. A high defensive positive score indicates a positive self description stemming from defensive distortion. A significantly low defensive positive score means that the person is lacking in the usual defenses for maintaining even minimal self esteem.

19. General Maladjustment Scale - This scale is composed of twenty-four items which differentiate psychiatric patients from non patients but does not differentiate one patient group from another. It serves as a general index of adjustment-maladjustment but provides no clues to the nature of the pathology.
20. The Psychosis Scale - The Psychosis Scale is based on twenty-three items which best differentiate psychotic patients from other groups.
21. The Personality Disorder Scale - The twenty-seven items of this scale are those that differentiate this broad diagnostic category from the other group. This category pertains to people with basic personality defects and weaknesses in contrast to psychotic states or the various neurotic reactions.
22. The Neurosis Scale - This is an inverse scale composed of twenty-seven items. As with other inverse scales, high T-scores on the Profile Sheet mean high similarity to the group from which the scale was derived--in this case neurotic patients.
23. The Personality Integration Scale - The scale contains twenty-five items that differentiate the Personality Integration from other groups.
24. The Distribution - Not to be confused with the previous Distribution score. This score represents the five choices (1-5) used to answer each question. Each number is listed separately.

Reliability and Validity

Reliability

The reliability coefficients are based on a test-retest procedure involving sixty college students over a two-week period. The coefficients range from .67 for Total Variability to .92. Fitts (1965) reported additional evidence of reliability in the similarity to profile patterns found on repeated measures of the same individuals over a long period of a year or more.

Validity

Fitts (1965) referred to four different kinds of evidence to support the validity. He confirmed that the ability to differentiate between groups along psychological lines offered evidence for the validity of the Tennessee Self Concept Scale. Congdon (1958) studied the self concept of chronic schizophrenics. He attempted to isolate changes in the self concept as a result of chlorpromazine treatment. Modified scales of the Tennessee Self Concept Scale were able to distinguish between schizophrenics and normals.

The hypothesis that the self concept reported verbally would differ from the internal frame of reference, the difference being a function of defensiveness was tested by Piety (1958). He found that the modified House-Tree-Person technique and verbal reporting, had enough sensitivity to differentiate between patients and non patients at a significant level. Fitts offered the works of Havener (1961) and Wayne (1963) as additional evidence of the ability of the Tennessee Self Concept Scale to discriminate between groups along a psychological continuum.

The Tennessee Concept Scale was correlated with the following instruments: (a) MMPI (McGee, 1960), cited in Fitts, 1965; (b) The Edward Personality Reference Schedule (Sundby, 1963); (c) The Inventory of Feeling (Hall, 1964 cited in Fitts, 1965), an unpublished instrument by Fitts; and the Minnesota Teacher Attitude Inventory (Quinn, 1957).

Statistical Procedure

For the purpose of treating and summarizing the data of the study the Student's *t* test for difference between two means was employed.

TABLE 1

FREQUENCIES OF SUBGROUPS OF BASIC STUDY
SKILLS LABORATORY

SUBGROUP	FREQUENCY
CONTROL GROUP I	
Basic Study Skills Only	42
TOTAL	<u>42</u>
CONTROL GROUP II	
Basic Study Skills Only	42
Athletic	16
TOTAL	<u>58</u>
EXPERIMENTAL GROUP I	
Athletic	16
TOTAL	<u>16</u>
EXPERIMENTAL GROUP II	
Counseling Group I	8
TOTAL	<u>8</u>
EXPERIMENTAL GROUP III	
Counseling Group II	9
TOTAL	<u>9</u>
EXPERIMENTAL GROUP IV	
Counseling Group I	8
Counseling Group II	9
TOTAL	<u>17</u>

The various subgroups of the study were unequal in number, therefore, the t ratio or distribution was selected as a standard of comparison. In order to obtain the best measure from the data at hand the student t test for the difference between two means was used to obtain the ratio.

The .05 level of significance was used as criteria for determining significance of data. It was determined that a five percent chance of errors would be acceptable.

The data related the following measures: (a) Control Group I, pre and posttest, (b) Control Group II, pre and posttest (c) Experimental Group I pre and posttest, (d) Experimental Group II, pre and posttest, (e) Experimental Group III, pre and posttest, (f) Experimental Group IV, pre and posttest.

The following comparisons were made: (a) Control Group I and Experimental Groups I, II, III, and IV, pretest, (b) Control Group I and Experimental Groups I, II, III, and IV, posttest, (c) Control Group I pretest and Control Group I, posttest, (d) Experimental Group I pretest and Experimental Group I, posttest, (e) Experimental Group II, pretest and Experimental Group II, posttest, (f) Experimental Group III, pretest and Experimental Group III posttest, (g) Experimental Group IV, pretest, and Experimental Group IV, posttest.

Summary

Eighty-two subjects were selected and subgroups according to their participation. The BSSL Only Group participated in BSSL Only, while the Athletic Group participated in BSSL and the Athletic program. The Counseling Groups were divided to accomodate two different time intervals. Counseling

Group I was involved in Group Counseling sessions for a total of twenty-four hours and Counseling Group II participated in group sessions for a total of ten hours. The two Counseling Groups were combined to form an Experimental Group.

The data were collected by administering the Tennessee Self Concept Scale, Clinical Form, to all eighty-two participants prior to the start of the BSSL, Athletic program and Counseling sessions. At the end of the program the Tennessee Self Concept Scale, Clinical Form, was again administered to collect the posttest data.

The data were subject to the t test to determine the difference between means of subgroups. The t ratio of subgroups was established to determine the .01 and .05 level of significance of each score on the Tennessee Self Concept Scale, Clinical Form.

Chapter 4

Analysis of the Data

The purpose of this study was to investigate the effects of a Basic Study Skills Laboratory (BSSL) program, Athletics, and Group Counseling on the self concept of borderline college freshmen. More specifically, the objective was to determine whether there was a significant difference in measured gains of the self concept of BSSL enrollees who participate in BSSL Only and in other college activities.

The BSSL enrollees were grouped according to BSSL program Only, Athletic and Group Counseling. The Tennessee Self Concept Scale, Clinical Form, was used to measure changes in the self concept.

The null hypothesis was used for the purpose of treating the data statistically:

There is no significant difference between subgroups of students enrolled in BSSL in a Junior College when grouped according to BSSL Only, BSSL and Athletics and BSSL and counseling experiences.

Tabular Organization

Information relative to the means and Standard Deviations of pretest and posttest scores on the Tennessee Self Concept Scale, Clinical Form, are presented in Tables 2-7.

Tables 8 through 29 contain the scores, degrees of freedom, t ratios, and levels of significance for the computed t ratios of scores on the Tennessee Self Concept Scale, Clinical Form.

Results of t Ratios

The results of the computerized t ratios were discussed under restatement of each null subhypothesis.

Null Subhypothesis 1

There is no significant difference between students in Control Group I and students in Experimental Group I on pretest scores of the Tennessee Self Concept Scale, Clinical Form.

According to Table 8 null subhypothesis 1 was rejected for Moral-Ethical Self and the Psychosis scores at the .01 level of significance and Personality Integration score was rejected at the .05 level of significance. Null subhypothesis 1 was not rejected for the other scores of the Tennessee Self Concept Scale, Clinical Form.

The Moral-Ethical Self score as shown in Table 8 indicates that the subjects acceptance of their moral worth and satisfaction with their religion or lack of it is significantly higher for Experimental Group I which means that Control Group I more closely resembles psychotic patients. Both means are within normal limits; however, the Control I group has a significantly larger mean on the Personality Integration score. This difference means that the Control I group had a more satisfactory level of personality adjustment.

Null Subhypothesis 2

There is no significant difference between students in Control Group I and students in Experimental Group II on pretest scores of the Tennessee Self Concept Scale, Clinical Form.

According to Table 9 null subhypothesis 2 was rejected for Self Criticism, Moral-Ethical Self and Personality Integration scores at the .01

Table 2

Means and Standard Deviations of
Tennessee Self Concept Scale Scores,
Clinical Form for Students in Control
Group I

Score	Control Group I Pretest		Control Group I Posttest	
	Mean	S.D.	Mean	S.D.
Self Criticism	36.74	5.33	35.88	5.20
Self Esteem	330.05	49.64	344.40	34.90
Identity	122.67	11.11	126.26	12.62
Self Satisfaction	101.29	14.03	119.79	14.57
Behavior	113.88	15.19	111.40	12.39
Physical Self	70.40	8.65	68.69	8.82
Moral-Ethical Self	40.86	8.25	64.83	8.78
Personal Self	62.07	12.76	62.55	7.25
Family Self	68.45	8.28	70.43	9.43
Social Self	67.50	7.69	69.79	8.93
Total Variability	52.05	11.78	48.10	12.52
Distribution	110.43	14.39	98.62	24.95
5	15.74	8.43	17.10	11.44
4	26.38	7.37	25.02	7.63
3	21.67	10.11	20.36	12.35
2	20.81	6.88	19.74	7.28
1	17.14	7.81	17.55	9.55
T/F Ratio	1.10	.28	1.01	.22
Row Variability	20.19	5.37	18.90	5.70
Col Variability	31.81	8.36	29.90	8.83
Net Conflict	1.88	8.43	4.69	8.62
Total Conflict	31.86	7.72	28.48	7.33
Defensive Positive	54.36	9.29	56.14	7.17
General Maladjustment	92.74	9.97	94.00	11.56
Psychosis	41.14	7.85	49.36	8.08
Personality Disorder	66.76	10.49	69.74	11.50
Neurosis	81.02	10.71	84.24	9.96
Personality Integration	11.93	3.68	9.67	3.28

Table 3
Means and Standard Deviations of
Tennessee Self Concept Scale Scores,
Clinical Form for Students in Control
Group II

Score	Control Group II Pretest		Control Group II Posttest	
	Mean	S.D.	Mean	S.D.
Self Criticism	36.21	7.20	35.72	5.35
Self Esteem	331.88	45.18	342.43	33.65
Identity	122.76	11.21	126.16	12.20
Self Satisfaction	101.47	14.25	115.40	14.53
Behavior	112.78	13.99	110.34	16.33
Physical Self	71.03	8.36	69.88	8.07
Moral-Ethical Self	48.09	8.19	64.57	8.68
Personal Self	62.02	8.37	63.31	7.09
Family Self	68.29	7.88	70.55	9.11
Social Self	66.90	7.26	68.60	8.72
Total Variability	50.71	12.89	47.57	13.99
Distribution	111.64	17.94	102.40	25.08
5	16.12	9.49	16.91	11.59
4	26.29	8.07	25.45	8.59
3	21.29	8.88	20.22	11.43
2	20.38	7.04	20.02	7.97
1	17.17	8.18	17.22	9.50
T/F Ratio	1.09	.54	1.03	.20
Row Variability	19.53	6.06	18.52	5.70
Col Variability	30.98	10.71	29.91	10.80
Net Conflict	1.79	8.93	3.43	8.41
Total Conflict	31.81	7.48	29.66	8.98
Defensive Positive	54.88	7.18	55.69	9.38
General Maladjustment	92.29	9.37	95.72	11.16
Psychosis	48.24	8.33	49.05	7.49
Personality Disorder	67.16	9.70	69.81	10.95
Neurosis	80.83	10.41	84.12	9.50
Personality Integration	11.28	3.66	9.43	4.22

Table 4

Means and Standard Deviations of
Tennessee Self Concept Scale Scores,
Clinical Form for Students in Experimental
Group I

Score	Experimental Group I		Experimental Group I	
	Pretest		Posttest	
	Mean	S.D.	Mean	S.D.
Self Criticism	34.81	5.78	35.31	5.82
Self Esteem	336.69	31.44	337.25	30.86
Identity	123.00	11.69	125.88	11.39
Self Satisfaction	101.94	15.76	103.88	14.89
Behavior	109.88	10.28	107.56	24.50
Physical Self	72.69	7.99	73.00	5.77
Moral-Ethical Self	67.06	8.13	63.88	8.43
Personal Self	61.88	9.20	65.31	6.86
Family Self	67.88	6.95	70.88	8.53
Social Self	65.31	5.78	65.50	7.37
Total Variability	47.19	15.31	46.19	17.67
Distribution	114.81	25.59	117.31	26.07
5	17.13	12.10	16.54	12.34
4	26.06	9.95	26.56	9.23
3	20.31	7.70	19.88	6.41
2	19.25	9.02	20.75	9.79
1	17.25	9.37	16.38	9.63
T/F Ratio	1.04	.34	1.08	.17
Row Variability	17.81	5.74	17.50	9.22
Col Variability	28.81	14.0	29.94	15.38
Net Conflict	1.56	6.90	.13	6.71
Total Conflict	31.6	10.44	32.75	11.26
Defensive Positive	56.25	19.85	54.5	13.80
General Maladjustment	91.13	7.83	100.25	10.33
Psychosis	53.75	7.92	48.26	6.19
Personality Disorder	68.19	7.51	70.00	9.70
Neurosis	80.31	9.76	83.81	8.45
Personality Integration	9.56	3.74	8.81	4.73

Table 5

Means and Standard Deviations of
Tennessee Self Concept Scale Scores,
Clinical Form for Students in Experimental
Group II

Score	Experimental Group II Pretest		Experimental Group II Posttest	
	Mean	S.D.	Mean	S.D.
Self Criticism	42.75	5.47	31.75	7.66
Self Esteem	327.63	27.50	319.00	55.19
Identity	122.38	8.79	122.38	14.42
Self Satisfaction	99.38	13.11	100.25	25.25
Behavior	108.13	10.86	108.88	17.60
Physical Self	66.88	7.52	67.13	10.28
Moral-Ethical Self	68.25	5.33	74.13	11.80
Personal Self	53.33	6.96	52.38	12.78
Family Self	66.50	10.40	70.00	15.70
Social Self	66.00	7.36	67.50	10.92
Total Variability	53.88	19.58	52.38	16.99
Distribution	118.75	20.63	117.63	26.40
5	19.00	9.14	20.50	10.92
4	25.38	6.71	23.75	7.81
3	17.13	6.83	18.38	7.14
2	23.13	6.79	19.13	7.23
1	15.63	6.25	18.25	10.49
T/F Ratio	1.11	.20	.90	.24
Row Variability	21.00	8.24	21.50	7.38
Col Variability	32.88	17.99	30.88	10.02
Net Conflict	3.75	5.55	2.13	7.43
Total Conflict	33.50	8.38	34.13	7.14
Defensive Positive	45.88	11.30	51.25	19.15
General Maladjustment	91.63	6.30	92.63	14.92
Psychosis	49.78	13.64	49.88	7.67
Personality Disorder	66.50	10.40	65.00	15.95
Neurosis	77.50	13.35	77.50	19.84
Personality Integration	19.13	4.29	17.63	4.40

Table 6

Means and Standard Deviations of
Tennessee Self Concept Scale Scores,
Clinical Form for Students in Experimental
Group III

Score	Experimental Group III Pretest		Experimental Group III Posttest	
	Mean	S.D.	Mean	S.D.
Self Criticism	34.22	8.12	34.11	7.68
Self Esteem	327.11	42.81	333.33	35.65
Identity	122.22	12.94	124.22	10.42
Self Satisfaction	96.44	16.72	112.33	16.25
Behavior	108.44	15.24	109.44	12.73
Physical Self	60.78	15.11	67.00	12.04
Moral-Ethical Self	67.78	10.10	64.11	8.19
Personal Self	64.11	9.08	63.78	8.33
Family Self	66.00	10.78	68.11	10.28
Social Self	68.33	8.23	70.33	3.57
Total Variability	53.22	18.22	52.89	16.61
Distribution	112.11	28.99	110.89	23.97
5	18.00	9.12	15.33	7.59
4	23.00	5.02	26.11	4.75
3	20.67	12.26	20.44	8.76
2	20.78	4.76	22.11	5.06
1	17.56	10.01	16.00	9.82
T/F Ratio	.95	.20	1.06	.17
Row Variability	21.89	8.72	20.67	7.69
Col Variability	31.33	12.20	32.22	12.73
Net Conflict	3.11	7.29	.44	5.88
Total Conflict	29.11	10.31	29.11	6.25
Defensive Positive	52.00	19.72	54.56	10.40
General Maladjustment	93.78	10.69	94.22	8.80
Psychosis	49.11	5.64	53.00	8.09
Personality Disorder	75.89	14.19	67.89	9.91
Neurosis	74.44	19.53	77.67	17.17
Personality Integration	8.22	2.68	10.33	4.03

Table 7

Means and Standard Deviations of
Tennessee Self Concept Scale Scores,
Clinical Form for Students in Experimental
Group IV

Score	Experimental Group IV Pretest		Experimental Group IV Posttest	
	Mean	S.D.	Mean	S.D.
Self Criticism	38.24	6.80	33.00	7.48
Self Esteem	327.35	35.32	326.59	44.37
Identity	122.29	10.48	123.35	12.08
Self Satisfaction	97.82	14.69	106.65	20.27
Behavior	108.29	12.95	109.18	14.72
Physical Self	63.65	12.20	67.06	10.90
Moral-Ethical Self	68.00	7.97	68.82	18.87
Personal Self	62.18	8.18	58.41	10.39
Family Self	66.24	10.27	69.00	12.68
Social Self	67.24	7.67	69.00	7.79
Total Variability	53.53	18.27	52.65	16.26
Distribution	115.24	24.86	114.06	24.58
5	18.47	8.86	17.76	9.39
4	24.12	5.81	25.00	6.28
3	19.00	9.94	19.47	7.86
2	21.88	5.74	20.71	6.43
1	16.65	8.26	17.06	9.88
T/F Ratio	1.03	.20	1.05	.20
Row Variability	21.74	8.24	21.06	7.32
Col Variability	32.06	12.20	31.59	11.20
Net Conflict	3.41	6.58	1.24	7.32
Total Conflict	31.81	9.43	31.47	6.75
Defensive Positive	49.12	15.83	53.00	14.75
General Maladjustment	93.06	20.96	93.47	11.70
Psychosis	52.35	10.48	51.53	7.65
Personality Disorder	71.47	13.09	66.53	12.75
Neurosis	75.88	16.47	77.59	17.88
Personality Integration	13.35	3.55	13.71	4.15

Table 8

t Ratios between Control Group I and
Experimental Group I on Pretest Score of
The Tennessee Self Concept Scale, Clinical Form

Score	df	t ratio
Self Criticism	56	1.20
Total Positive	56	-0.49
Identity	56	-0.10
Acceptance	56	-0.15
Behavior	56	0.97
Physical Self	56	-0.92
Moral-Ethical Self	56	-10.85**
Personal Self	56	0.05
Family Self	56	0.24
Social Self	56	1.03
Total Variability	56	1.29
Distribution	56	-0.82
5	56	-0.50
4	56	0.13
3	56	0.49
2	56	0.71
1	56	-0.05
T/F Ratio	56	0.69
Row Variability	56	1.48
Col Variability	56	1.00
Net Conflict	56	0.14
Total Conflict	56	0.10
Defensive Positive	56	-0.50
General Maladjustment	56	0.58
Psychosis	56	-5.45**
Personality Disorder	56	-0.50
Neurosis	56	0.23
Personality Integration	56	2.18*

*Significant at .05 level

**Significant at .01 level

Table 9

t Ratios between Control Group I and
Experimental Group II on Pretest Score of
The Tennessee Self Concept Scale, Clinical Form

Score	df	t ratio
Self Criticism	48	-2.91**
Total Positive	48	0.13
Identity	48	0.07
Acceptance	48	0.36
Behavior	48	1.02
Physical Self	48	1.07
Moral-Ethical Self	48	-9.00**
Personal Self	48	1.87
Family Self	48	0.59
Social Self	48	0.51
Total Variability	48	-0.36
Distribution	48	-1.40
5	48	-0.99
4	48	0.36
3	48	1.21
2	48	-0.88
1	48	0.51
T/F Ratio	48	-0.10
Row Variability	48	-0.36
Col Variability	48	-0.27
Net Conflict	48	-0.60
Total Conflict	48	-0.54
Defensive Positive	48	-2.29*
General Maladjustment	48	0.30
Psychosis	48	-2.51*
Personality Disorder	48	0.06
Neurosis	48	0.82
Personality Integration	48	-4.94**

* Significant at .05 level

** Significant at .01 level

level of significance and Defensive Positive and General Maladjustment scores at the .05 level of significance. Null subhypothesis 2 was not rejected for the other scores of the Tennessee Self Concept Scale, Clinical Form.

The Self Criticism score indicates that Experimental Group II had a significantly greater capacity for Self Criticism than Control Group II. The score for Moral-Ethical Self represents a significant difference between Control I and Experimental II pretest scores. Experimental Group II is better satisfied with his concept of being good or bad and his satisfaction with his religion or lack of it. The Experimental II group has a significantly larger mean on Defensive Positive score than Control I; therefore, Experimental Group II has more unconscious defensiveness.

The Psychosis score establishes that Experimental Group II scored more like psychotic patients than Control Group I, but the scores are not deviant and do not suggest serious difficulty. The score for Personality Integration establishes that Experimental Group II is better adjusted psychologically than Control Group I.

Null Subhypothesis 3

There is no significant difference between students in Control Group I and students in Experimental Group III on pretest scores of the Tennessee Self Concept Scale, Clinical Form.

The null subhypothesis 3 was rejected for Moral-Ethical Self, General Maladjustment, and Psychosis scores at the .01 level of significance and Physical Self and Personality Disorder scores at the .05 level of significance. Null subhypothesis 3 was not rejected for the other scores of the Tennessee Self Concept Scale, Clinical Form.

Table 10

t Ratios between Control Group I and
Experimental Group III on Pretest Score of
The Tennessee Self Concept Scale, Clinical Form

Score	df	t ratio
Self Criticism	49	1.17
Total Positive	49	0.16
Identity	49	0.11
Acceptance	49	0.91
Behavior	49	0.97
Physical Self	49	2.62*
Moral-Ethical Self	49	-8.54**
Personal Self	49	-0.45
Family Self	49	0.76
Social Self	49	-0.29
Total Variability	49	-0.24
Distribution	49	-0.26
5	49	-0.72
4	49	1.31
3	49	0.26
2	49	0.01
1	49	-0.14
T/F Ratio	49	1.52
Row Variability	49	-0.77
Col Variability	49	0.14
Net Conflict	49	-0.41
Total Conflict	49	0.91
Defensive Positive	49	0.55
General Maladjustment	49	-0.28
Psychosis	49	-2.88**
Personality Disorder	49	-2.22*
Neurosis	49	1.42
Personality Integration	49	2.86**

* Significant at .05 level

** Significant at .01 level

The significant difference of the Moral-Ethical Self score establishes that Experimental Group III is better satisfied with themselves in relation to the way they see themselves in respect to good or bad morals and acceptance or rejection of a religious belief. Experimental Group III has a significantly larger mean on Psychosis score; therefore, Experimental Group III is more like a psychotic patient. Both mean scores are within normal limits, but Control Group I is very near the lower limits of the scale. The Personality Integration score is significantly larger for Control Group I, indicating that Control Group I subjects are better adjusted psychologically. The Physical Self score establishes that Control Group I is better satisfied with his appearance physically, his health and sexuality. Control Group I has fewer personality defects than Experimental Group II as indicated by significantly larger mean.

Null Subhypothesis 4

There is no significant difference between students in Control Group I and students in Experimental Group IV on pretest scores of the Tennessee Self Concept Scale, Clinical Form.

According to Table 11 null subhypothesis 4 was rejected for Moral-Ethical Self and Psychosis scores at the .01 level of significance and the Physical Self scores at the .05 level of significance. Null subhypothesis 4 was not rejected for the other scores of the Tennessee Self Concept Scale, Clinical Form.

The significant difference for the Moral-Ethical Self score reveals that Experimental Group IV is satisfied with his image of himself in respect to moral worth and his acceptance or rejection of a religious belief. In this case Control Group I is below the acceptable limits which reveals a

Table 11

t Ratios between Control Group I and
Experimental Group IV on Pretest Score of
The Tennessee Self Concept Scale, Clinical Form

Score	df	t ratio
Self Criticism	57	-0.90
Total Positive	57	0.21
Identity	57	0.12
Acceptance	57	0.85
Behavior	57	1.33
Physical Self	57	2.40*
Moral-Ethical Self	57	-11.55**
Personal Self	57	-0.03
Family Self	57	0.87
Social Self	57	0.12
Total Variability	57	-0.37
Distribution	57	-0.93
5	57	-1.11
4	57	1.13
3	57	0.92
2	57	-0.57
1	57	0.21
T/F Ratio	57	0.94
Row Variability	57	-0.85
Col Variability	57	-0.09
Net Conflict	57	-0.67
Total Conflict	57	0.02
Defensive Positive	57	1.58
General Maladjustment	57	-0.08
Psychosis	57	-4.50**
Personality Disorder	57	-1.45
Neurosis	57	1.42
Personality Integration	57	-1.36

* Significant at .05 level

** Significant at .01 level

serious conflict in the way the subjects see themselves in relation to God, moral worth, and acceptance or rejection of a religious belief. Control Group I has a significantly higher score for Physical Self thus these subjects are better satisfied with their physical appearance, health and sexuality.

Null Subhypothesis 5

There is no significant difference between students in Control Group II and students in Experimental Group I on pretest scores of the Tennessee Self Concept Scale, Clinical Form.

Null subhypothesis 5 was rejected for the Moral-Ethical Self score at the .01 level of significance and the Psychosis score at the .05 level of significance.

The Moral-Ethical Self score reveals that Experimental Group I had a significantly greater acceptance of their moral worth and religious acceptance or rejection. The Psychotic score indicates that Control Group II was more like a psychotic patient than Experimental Group I.

Null Subhypothesis 6

There is no significant difference between students in Control Group II and students in Experimental Group II on pretest scores of the Tennessee Self Concept Scale, Clinical Form.

Null subhypothesis 6 was rejected for the Moral-Ethical Self, Personal Self, Defensive Positive, and Personality Integration scores at the .01 level of significance and Self Criticism score at the .05 level of significance. Null subhypothesis 2 was not rejected for the other score of the Tennessee Self Concept Scale, Clinical Form.

The Moral-Ethical Self score indicates that Experimental Group II had a significantly greater acceptance of their moral worth and religious acceptance or rejection. The significance of the Personal Self score is that

Control Group II has a better sense of personal worth and feels more adequate as a person. Control Group II is less defensive than Experimental Group II. Experimental Group II is significantly better adjusted psychologically. Experimental Group II has a greater capacity for self criticism.

Null Subhypothesis 7

There is no significant difference between students in Control Group II and students in Experimental Group III on pretest scores of the Tennessee Self Concept Scale, Clinical Form.

According to Table 14 null subhypothesis 7 was rejected for Physical Self and Moral-Ethical Self scores at the .01 level of significance and Personality Disorder and Personality Integration scores at the .05 level of significance. Null subhypothesis 7 was not rejected for the other scores of the Tennessee Self Concept Scale, Clinical Form.

The score for Physical Self indicated that Control Group II has a significantly greater acceptance of his bodily appearance, health, and sexuality than Experimental Group III. Experimental Group III is better satisfied with himself from a moral and religious standpoint than Control Group II. Experimental Group III is significantly more like a psychotic patient than Control Group II, although both groups scores are within normal limits. Control Group II is significantly better adjusted psychologically than Experimental Group III.

Null Subhypothesis 8

There is no significant difference between students in Control Group II and students in Experimental Group IV on pretest scores of the Tennessee Self Concept Scale, Clinical Form.

Table 12

t Ratios between Control Group II and
Experimental Group I on Pretest Score of
The Tennessee Self Concept Scale, Clinical Form

Score	df	t ratio
Self Criticism	72	0.72
Total Positive	72	-0.40
Identity	72	-0.08
Acceptance	72	-0.11
Behavior	72	0.77
Physical Self	72	-0.71
Moral-Ethical Self	72	-8.21**
Personal Self	72	0.06
Family Self	72	0.19
Social Self	72	0.81
Total Variability	72	0.93
Distribution	72	-0.57
5	72	-0.35
4	72	0.10
3	72	0.40
2	72	0.53
1	72	-0.03
T/F Ratio	72	0.35
Row Variability	72	1.02
Col Variability	72	0.67
Net Conflict	72	0.10
Total Conflict	72	0.09
Defensive Positive	72	-0.44
General Maladjustment	72	0.45
Psychosis	72	-2.37*
Personality Disorder	72	-0.39
Neurosis	72	0.18
Personality Integration	72	1.66

* Significant at .05 level

** Significant at .01 level

Table 13

t Ratios between Control Group II and
Experimental Group II on Pretest, Score of
The Tennessee Self Concept Scale, Clinical Form

Score	df	t ratio
Self Criticism	64	-2.47*
Total Positive	64	0.26
Identity	64	0.09
Acceptance	64	0.39
Behavior	64	0.90
Physical Self	64	1.33
Moral-Ethical Self	64	-6.74**
Personal Self	64	2.80**
Family Self	64	0.58
Social Self	64	0.33
Total Variability	64	-0.61
Distribution	64	-1.03
5	64	-0.81
4	64	0.30
3	64	1.27
2	64	-1.04
1	64	0.51
T/F Ratio	64	-0.10
Row Variability	64	-0.62
Col Variability	64	-0.43
Net Conflict	64	-0.60
Total Conflict	64	-0.59
Defensive Positive	64	3.08**
General Maladjustment	64	0.19
Psychosis	64	-0.45
Personality Disorder	64	0.18
Neurosis	64	0.82
Personality Integration	64	-5.57**

* Significant at .05 level

** Significant at .01 level

Table 14

t Ratios between Control Group II and
Experimental Group III on Pretest Score of
The Tennessee Self Concept Scale, Clinical Form

Score	df	t ratio
Self Criticism	65	0.76
Total Positive	65	0.30
Identity	65	0.13
Acceptance	65	0.96
Behavior	65	0.86
Physical Self	65	3.03**
Moral-Ethical Self	65	-6.51**
Personal Self	65	-0.69
Family Self	65	0.77
Social Self	65	-0.54
Total Variability	65	-0.51
Distribution	65	-0.07
5	65	-0.56
4	65	1.18
3	65	0.18
2	65	-0.16
1	65	-0.13
T/F Ratio	65	0.77
Row Variability	65	-1.02
Col Variability	65	-0.09
Net Conflict	65	-0.42
Total Conflict	65	0.96
Defensive Positive	65	0.83
General Maladjustment	65	-0.44
Psychosis	65	-0.30
Personality Disorder	65	-2.35*
Neurosis	65	1.50
Personality Integration	65	2.40*

* Significant at .05 level

** Significant at .01 level

According to Table 15 null subhypothesis 8 was rejected for Physical Self and Moral-Ethical Self scores at the .01 level of significance and Defensive Positive and Personality Integration scores at the .05 level of significance. Null subhypothesis 8 was not rejected for the other scores of the Tennessee Self Concept Scale, Clinical Form.

Control Group II has a significantly higher regard for their physical appearance, health and sexuality than does Experimental Group IV. The Moral-Ethical Self score shows a greater acceptance of moral worth and religious adjustment by Experimental Group IV. The Defensive Positive score reveals that Control Group II is significantly less defensive than Experimental Group IV. The Personality Integration mean is significantly different to the extent that Experimental Group IV is better adjusted psychologically than Control Group II.

Null Subhypothesis 9

There is no significant difference between students in Control Group I and students in Experimental Group I on pretest scores of the Tennessee Self Concept Scale, Clinical Form.

Null subhypothesis was rejected for Acceptance score at .01 level of significance and Distribution score at .05 level of significance. Null subhypothesis 9 was not rejected for the other scores of the Tennessee Self Concept Scale, Clinical Form.

Table 16 illustrates that the t ratio for Acceptance score was significant at the .01 level. Subjects in Control Group I are generally more satisfied with themselves than the subjects in Experimental Group I. The Distribution score indicates a significant difference in the way the subjects in Control Group I and Experimental Group I see themselves. Control Group I subjects are more definite about what they say about themselves.

Table 15

t Ratios between Control Group II and
Experimental Group IV on Pretest Score of
The Tennessee Self Concept Scale, Clinical Form

Score	df	t ratio
Self Criticism	73	-1.03
Total Positive	73	0.38
Identity	73	0.15
Acceptance	73	0.92
Behavior	73	1.18
Physical Self	73	2.87**
Moral-Ethical Self	73	-8.87**
Personal Self	73	-0.07
Family Self	73	0.88
Social Self	73	-0.17
Total Variability	73	-0.72
Distribution	73	-0.66
5	73	-0.91
4	73	1.03
3	73	0.91
2	73	-0.80
1	73	0.23
T/F Ratio	73	0.45
Row Variability	73	-1.21
Col Variability	73	-0.35
Net Conflict	73	-0.69
Total Conflict	73	0.00
Defensive Positive	73	2.14*
General Maladjustment	73	-0.22
Psychosis	73	-1.68
Personality Disorder	73	-1.48
Neurosis	73	1.50
Personality Integration	73	-2.06*

* Significant at .05 level

** Significant at .01 level

Table 15

t Ratios between Control Group II and
Experimental Group IV on Pretest Score of
The Tennessee Self Concept Scale, Clinical Form

Score	df	t ratio
Self Criticism	73	-1.03
Total Positive	73	0.38
Identity	73	0.15
Acceptance	73	0.92
Behavior	73	1.18
Physical Self	73	2.87**
Moral-Ethical Self	73	-8.87**
Personal Self	73	-0.07
Family Self	73	0.88
Social Self	73	-0.17
Total Variability	73	-0.72
Distribution	73	-0.66
5	73	-0.91
4	73	1.03
3	73	0.91
2	73	-0.80
1	73	0.23
T/F Ratio	73	0.45
Row Variability	73	-1.21
Col Variability	73	-0.35
Net Conflict	73	-0.69
Total Conflict	73	0.00
Defensive Positive	73	2.14*
General Maladjustment	73	-0.22
Psychosis	73	-1.68
Personality Disorder	73	-1.48
Neurosis	73	1.50
Personality Integration	73	-2.06*

* Significant at .05 level

** Significant at .01 level

Table 16

t Ratios between Control Group I and
Experimental Group I on Posttest Score of
The Tennessee Self Concept Scale, Clinical Form

Score	df	t ratio
Self Criticism	56	0.36
Total Positive	56	0.72
Identity	56	0.11
Acceptance	56	3.69**
Behavior	56	0.79
Physical Self	56	-1.81
Moral-Ethical Self	56	0.37
Personal Self	56	-1.31
Family Self	56	-1.16
Social Self	56	1.67
Total Variability	56	0.46
Distribution	56	-2.52
5	56	0.16
4	56	-0.65
3	56	0.15
2	56	-0.43
1	56	0.42
T/F Ratio	56	-1.15
Row Variability	56	0.70
Col Variability	56	-0.01
Net Conflict	56	1.90
Total Conflict	56	-1.70
Defensive Positive	56	0.59
General Maladjustment	56	-1.89
Psychosis	56	0.49
Personality Disorder	56	-0.08
Neurosis	56	0.15
Personality Integration	56	0.79

* Significant at .05 level

** Significant at .01 level

Null Subhypothesis 10

There is no significant difference between students in Control Group I and students in Experimental Group II on posttest scores of the Tennessee Self Concept Scale, Clinical Form.

Table 17 reveals a rejection of Null subhypothesis 10 for Acceptance, Personal Self and Personality Integration scores at .01 level of significance and Moral-Ethical Self and Total Conflict scores at .05 level of significance. Null subhypothesis 10 was not rejected for the other scores of the Tennessee Self Concept Scale, Clinical Form.

According to Table 17, Control Group I is significantly more satisfied with themselves than Experimental Group II. The Physical Self score represents a greater degree of acceptance by Experimental Group II pertaining to their sense of personal worth. Experimental Group II is better adjusted psychologically and has a significantly higher degree of adjustment as attested to by the Personality Integration score. The Moral-Ethical Self score established that Experimental Group II has a significantly higher satisfaction as for moral worth and religious belief or disbelief is concerned. The Total Conflict score represents a significantly higher self perception and lack of confusion and contradiction by Control Group I. On this score the larger mean indicates a higher degree of confusion, contradiction, and general conflict in self perception.

Null Subhypothesis 11

There is no significant difference between students in Control Group I and students in Experimental Group III on posttest scores of the Tennessee Self Concept Scale, Clinical Form.

According to Table 18 null subhypothesis 11 was not rejected.

Table 17

t Ratios between Control Group I and
Experimental Group II on Posttest Score of
The Tennessee Self Concept Scale, Clinical Form

Score	df	t ratio
Self Criticism	48	1.90
Total Positive	48	1.71
Identity	48	0.78
Acceptance	48	3.06**
Behavior	48	0.49
Physical Self	48	0.45
Moral-Ethical Self	48	-2.60*
Personal Self	48	3.18**
Family Self	48	0.10
Social Self	48	0.61
Total Variability	48	-0.84
Distribution	48	-1.96
5	48	-0.78
4	48	0.43
3	48	0.43
2	48	0.22
1	48	-0.19
T/F Ratio	48	1.10
Row Variability	48	-1.11
Col Variability	48	-0.78
Net Conflict	48	0.78
Total Conflict	48	-2.01*
Defensive Positive	48	1.28
General Maladjustment	48	0.29
Psychosis	48	-0.17
Personality Disorder	48	1.00
Neurosis	48	1.47
Personality Integration	48	-5.95**

* Significant at .05 level

** Significant at .01 level

Table 18

t Ratios between Control Group I and
Experimental Group III on Posttest Score of
The Tennessee Self Concept Scale, Clinical Form

Score	df	t ratio
Self Criticism	49	0.85
Total Positive	49	0.86
Identity	49	0.45
Acceptance	49	1.37
Behavior	49	0.43
Physical Self	49	0.49
Moral-Ethical Self	49	0.23
Personal Self	49	-0.45
Family Self	49	0.67
Social Self	49	-0.21
Total Variability	49	-0.98
Distribution	49	-1.35
5	49	0.44
4	49	-0.41
3	49	-0.02
2	49	0.93
1	49	0.44
T/F Ratio	49	-0.64
Row Variability	49	-0.79
Col Variability	49	-0.66
Net Conflict	49	1.41
Total Conflict	49	-0.24
Defensive Positive	49	0.55
General Maladjustment	49	-0.05
Psychosis	49	-1.23
Personality Disorder	49	0.45
Neurosis	49	1.56
Personality Integration	49	-0.53

* Significant at .05 level

** Significant at .01 level

Null Subhypothesis 12

There is no significant difference between students in Control Group I and students in Experimental Group IV on posttest scores of the Tennessee Self Concept Scale, Clinical Form.

Table 19 reveals a rejection of null subhypothesis 12 for Acceptance, Distribution, and Personality Integration scores at .01 level of significance. Null subhypothesis 12 was not rejected for the other scores of the Tennessee Self Concept Scale, Clinical Form.

The Acceptance score affirms that Control Group I has a significantly higher self satisfaction than Experimental Group IV. The Distribution score reveals that the subjects in Experimental Group IV are significantly more certain about what they say about themselves. Experimental Group IV demonstrates a significantly higher personality adjustment and integration on Personality Integration score than Control Group I.

Null Subhypothesis 13

There is no significant difference between students in Control Group II and students in Experimental Group I on posttest scores of the Tennessee Self Concept Scale, Clinical Form.

Table 20 shows that null subhypothesis 12 was rejected for Acceptance score at .01 level of significance and Distribution score at .05 level of significance. Null subhypothesis 13 was not rejected for the other scores of the Tennessee Self Concept Scale, Clinical Form.

According to Table 20, Control Group II demonstrates a significant difference on Acceptance score. This would indicate a higher degree of self satisfaction by Control Group II. The Distribution score is significant and shows that Experimental Group I has confidence and is certain of what he says about himself.

Table 19

t Ratios between Control Group I and
Experimental Group IV on Posttest Score of
The Tennessee Self Concept Scale, Clinical Form

Score	df	t ratio
Self Criticism	57	1.69
Total Positive	57	1.64
Identity	57	0.81
Acceptance	57	2.79**
Behavior	57	0.59
Physical Self	57	0.60
Moral-Ethical Self	57	-1.11
Personal Self	57	1.75
Family Self	57	0.48
Social Self	57	0.28
Total Variability	57	-1.16
Distribution	57	-3.57**
5	57	-0.21
4	57	0.01
3	57	0.27
2	57	-0.48
1	57	0.18
T/F Ratio	57	-0.65
Row Variability	57	-1.21
Col Variability	57	-0.62
Net Conflict	57	1.45
Total Conflict	57	-1.45
Defensive Positive	57	1.10
General Maladjustment	57	0.16
Psychosis	57	-0.95
Personality Disorder	57	0.94
Neurosis	57	1.82
Personality Integration	57	-3.96**

* Significant at .05 level

** Significant at .01 level

Table 20

t Ratios between Control Group II and
Experimental Group I on Posttest Score of
The Tennessee Self Concept Scale, Clinical Form

Score	df	t ratio
Self Criticism	72	0.27
Total Positive	72	0.55
Identity	72	0.08
Acceptance	72	2.79**
Behavior	72	0.54
Physical Self	72	-1.44
Moral-Ethical Self	72	0.28
Personal Self	72	-1.01
Family Self	72	-0.13
Social Self	72	1.30
Total Variability	72	0.33
Distribution	72	-2.09*
5	72	0.11
4	72	-0.45
3	72	0.11
2	72	-0.31
1	72	0.31
T/F Ratio	72	-0.91
Row Variability	72	0.55
Col Variability	72	-0.01
Net Conflict	72	1.45
Total Conflict	72	-1.15
Defensive Positive	72	0.40
General Maladjustment	72	-1.46
Psychosis	72	0.39
Personality Disorder	72	-0.06
Neurosis	72	0.12
Personality Integration	72	0.51

* Significant at .05 level

** Significant at .01 level

Null Subhypothesis 14

There is no significant difference between students in Control Group II and students in Experimental Group II on posttest scores of the Tennessee Self Concept Scale, Clinical Form.

Table 21 affirms that null subhypothesis 14 was rejected for Moral-Ethical Self, Personal Self, and Personality Integration scores at .01 level of significance and Acceptance score at .05 level of significance. Null subhypothesis 14 was not rejected for the other scores of the Tennessee Self Concept Scale, Clinical Form.

A significant difference is established on the Moral-Ethical Self score indicating that subjects of Experimental Group II have a higher regard for their moral worth and feelings of being a good or bad person. Control Group II has a significantly higher sense of personal worth according to the Personal Self score. In regards to the score on Personality Integration Experimental Group II experiences a significantly higher degree of personality integration and adjustment than Control Group II. The Acceptance score shows a significantly higher degree of self satisfaction or self acceptance by Control Group II.

Null Subhypothesis 15

There is no significant difference between students in Control Group II and students in Experimental Group III on posttest scores of the Tennessee Self Concept Scale, Clinical Form.

Table 22 affirms that null subhypothesis 15 was not rejected.

Null Subhypothesis 16

There is no significant difference between students in Control Group II and students in Experimental Group IV on posttest scores of the Tennessee Self Concept Scale, Clinical Form.

Table 21

t Ratios between Control Group II and
Experimental Group II on Posttest Score of
The Tennessee Self Concept Scale, Clinical Form

Score	df	t ratio
Self Criticism	64	1.86
Total Positive	64	1.70
Identity	64	0.80
Acceptance	64	2.50*
Behavior	64	0.23
Physical Self	64	0.87
Moral-Ethical Self	64	-2.79**
Personal Self	64	3.66**
Family Self	64	0.15
Social Self	64	0.32
Total Variability	64	-0.89
Distribution	64	-1.60
5	64	-0.83
4	64	0.53
3	64	0.44
2	64	0.30
1	64	-0.28
T/F Ratio	64	1.86
Row Variability	64	-1.32
Col Variability	64	-0.24
Net Conflict	64	0.41
Total Conflict	64	-1.35
Defensive Positive	64	1.08
General Maladjustment	64	0.70
Psychosis	64	-0.29
Personality Disorder	64	1.10
Neurosis	64	1.58
Personality Integration	64	-5.13**

* Significant at .05 level

** Significant at .01 level

Table 22

t Ratios between Control Group II and
Experimental Group III on Posttest Score of
The Tennessee Self Concept Scale, Clinical Form

Score	df	t ratio
Self Criticism	65	0.79
Total Positive	65	0.75
Identity	65	0.45
Acceptance	65	0.58
Behavior	65	0.16
Physical Self	65	0.93
Moral-Ethical Self	65	0.15
Personal Self	65	-0.18
Family Self	65	0.74
Social Self	65	0.58
Total Variability	65	-1.04
Distribution	65	-0.95
5	65	0.39
4	65	-0.22
3	65	-0.06
2	65	-0.76
1	65	0.36
T/F Ratio	65	-0.43
Row Variability	65	-1.00
Col Variability	65	-0.58
Net Conflict	65	1.03
Total Conflict	65	0.18
Defensive Positive	65	0.33
General Maladjustment	65	0.38
Psychosis	65	-1.46
Personality Disorder	65	0.49
Neurosis	65	1.68
Personality Integration	65	-0.60

* Significant at .05 level

** Significant at .01 level

Table 23 reveals that null subhypothesis 16 was rejected for the Personality Integration score at .01 level of significance and Acceptance, Personal Self and Neurosis scores at .05 level of significance. Null subhypothesis 16 was not rejected for the other scores of the Tennessee Self Concept Scale, Clinical Form.

The Personality Integration score indicates that Experimental Group IV is significantly better in terms of level of adjustment or degree of personality integration than Control Group II. The Acceptance score infers that Control Group II has a higher degree of self satisfaction than Experimental Group IV. Experimental Group IV is significantly less pleased with their sense of personal worth than Control Group II as attested to by the Personal Self score. The Neurosis score is significant and shows that Control Group II is more like neurotic patients than Experimental Group IV; however, both groups are within a normal neurotic range.

Null Subhypothesis 17

There is no significant difference between students in Control Group I pre and students in Control Group I post on scores of the Tennessee Self Concept Scale, Clinical Form.

Table 24 affirms that null subhypothesis 17 was not rejected.

Null Subhypothesis 18

There is no significant difference between students in Control Group II pre and students in Control Group II post on scores of the Tennessee Self Concept Scale, Clinical Form.

Table 25 shows that null subhypothesis 18 was rejected for Acceptance and Moral-Ethical Self, score at .01 level of significance and Distribution and Personality Integration scores at .05 level of significance.

Table 23

t Ratios between Control Group II and
Experimental Group IV on Posttest Score of
The Tennessee Self Concept Scale, Clinical Form

Score	df	t ratio
Self Criticism	73	1.68
Total Positive	73	1.58
Identity	73	0.84
Acceptance	73	1.99*
Behavior	73	0.26
Physical Self	73	1.17
Moral-Ethical Self	73	-1.32
Personal Self	73	2.24*
Family Self	73	0.56
Social Self	73	-0.17
Total Variability	73	-1.27
Distribution	73	-1.65
5	73	-0.28
4	73	0.20
3	73	0.25
2	73	-0.33
1	73	0.06
T/F Ratio	73	-0.36
Row Variability	73	-1.51
Col Variability	73	-0.56
Net Conflict	73	0.97
Total Conflict	73	-0.77
Defensive Positive	73	0.90
General Maladjustment	73	0.72
Psychosis	73	-1.19
Personality Disorder	73	1.05
Neurosis	73	2.00*
Personality Integration	73	-3.69**

* Significant at .05 level

** Significant at .01 level

Table 24

t Ratios between Control Group I
 Pretest Scores and Control Group I
 Posttest Scores of The Tennessee Self
 Concept Scale, Clinical Form

Score	df	t ratio
Self Criticism	82	0.75
Total Positive	82	-1.53
Identity	82	-1.38
Acceptance	82	-5.93
Behavior	82	0.82
Physical Self	82	0.90
Moral-Ethical Self	82	-12.89
Personal Self	82	-0.21
Family Self	82	-0.14
Social Self	82	-1.20
Total Variability	82	1.49
Distribution	82	2.66
5	82	-0.62
4	82	0.83
3	82	0.53
2	82	0.69
1	82	-0.22
T/F Ratio	82	1.64
Row Variability	82	1.07
Col Variability	82	1.02
Net Conflict	82	-1.51
Total Conflict	82	2.06
Defensive Positive	82	-0.98
General Maladjustment	82	-0.53
Psychosis	82	-4.73
Personality Disorder	82	-1.24
Neurosis	82	-1.43
Personality Integration	82	2.97

* Significant at .05 level

** Significant at .01 level

Table 25

t Ratios between Control Group II
 Pretest Scores and Control Group II
 Posttest Scores of The Tennessee Self
 Concept Scale, Clinical Form

Score	df	t ratio
Self Criticism	114	0.42
Total Positive	114	-1.43
Identity	114	-1.56
Acceptance	114	-5.21**
Behavior	114	0.86
Physical Self	114	0.75
Moral-Ethical Self	114	-10.52**
Personal Self	114	-0.90
Family Self	114	-1.43
Social Self	114	-1.14
Total Variability	114	1.26
Distribution	114	2.28*
5	114	-0.40
4	114	0.54
3	114	0.56
2	114	0.26
1	114	-0.03
T/F Ratio	114	0.79
Row Variability	114	0.92
Col Variability	114	0.54
Net Conflict	114	-1.02
Total Conflict	114	1.40
Defensive Positive	114	-0.52
General Maladjustment	114	-1.79
Psychosis	114	-0.55
Personality Disorder	114	-1.38
Neurosis	114	-1.78
Personality Integration	114	2.52*

* Significant at .05 level

** Significant at .01 level

Null subhypothesis 18 was not rejected for the other scores of the Tennessee Self Concept Scale, Clinical Form.

The Acceptance score indicates that Control Group II, posttest has a significantly higher level of self satisfaction than Control Group II, pretest. Control Group II, pretest, Distribution score shows that this group is less defensive and guarded in test responses than Control Group II, pretest, has a significantly higher level of adjustment.

Null Subhypothesis 19

There is no significant difference between students in Experimental Group I pre and students in Experimental Group I post on scores of the Tennessee Self Concept Scale, Clinical Form.

According to Table 26 null subhypothesis 19 was rejected for General Maladjustment score at .01 level of significance and Psychosis score at .05 level of significance.

The General Maladjustment score reveals that Experimental Group I, pretest is more like a psychotic patient than Experimental Group I, posttest. The test does not define the nature of the pathology. The Psychosis score also shows that Experimental Group I, pretest is more like psychotic patient.

Null Subhypothesis 20

There is no significant difference between students in Experimental Group II pre and students in Experimental Group II post on scores of the Tennessee Self Concept Scale, Clinical Form.

Table 27 reveals that null subhypothesis 20 was rejected for Self Criticism score at .01 level of significance and True-False Ratio score at .05 level of significance.

The Self Criticism score implies that Experimental Group II, pretest was less significantly defensive. The True-False Ratio score shows that

Table 26

t Ratios between Experimental Group I
Pretest Scores and Experimental Group I
Posttest Scores of The Tennessee Self
Concept Scale, Clinical Form

Score	df	t ratio
Self Criticism	30	-0.24
Total Positive	30	-0.05
Identity	30	-0.71
Acceptance	30	-0.36
Behavior	30	0.35
Physical Self	30	-0.13
Moral-Ethical Self	30	1.09
Personal Self	30	-1.20
Family Self	30	-1.09
Social Self	30	-0.08
Total Variability	30	0.17
Distribution	30	-0.27
5	30	0.14
4	30	-0.15
3	30	0.17
2	30	-0.45
1	30	0.26
T/F Ratio	30	-0.42
Row Variability	30	0.11
Col Variability	30	-0.22
Net Conflict	30	0.59
Total Conflict	30	-0.30
Defensive Positive	30	0.29
General Maladjustment	30	-2.81**
Psychosis	30	2.18
Personality Disorder	30	-0.59
Neurosis	30	-1.08
Personality Integration	30	0.50

* Significant at .05 level

** Significant at .01 level

Table 27

t Ratios between Experimental Group II
 Pretest Scores and Experimental Group II
 Posttest Scores of The Tennessee Self
 Concept Scale, Clinical Form

Score	df	t ratio
Self Criticism	14	3.31**
Total Positive	14	0.40
Identity	14	0.00
Acceptance	14	-0.09
Behavior	14	-0.10
Physical Self	14	-0.06
Moral-Ethical Self	14	-1.28
Personal Self	14	0.18
Family Self	14	-0.53
Social Self	14	-0.32
Total Variability	14	0.16
Distribution	14	0.09
5	14	-0.30
4	14	0.45
3	14	-0.36
2	14	1.14
1	14	-0.61
T/F Ratio	14	2.73*
Row Variability	14	-0.12
Col Variability	14	0.27
Net Conflict	14	0.49
Total Conflict	14	-0.16
Defensive Positive	14	-0.68
General Maladjustment	14	-0.17
Psychosis	14	-0.02
Personality Disorder	14	0.22
Neurosis	14	0.00
Personality Integration	14	0.69

* Significant at .05 level

** Significant at .01 level

Experimental Group II, pretest is more inclined to achieve self definition by emphasizing what he is rather than rejecting what he is not. This score also reveals that Experimental Group II, posttest is more inclined to reject what he is and emphasize what he is not to achieve self definition.

Null Subhypothesis 21

There is no significant difference between students in Experimental Group III pre and students in Experimental Group III post on scores of the Tennessee Self Concept Scale, Clinical Form.

According to Table 28 null subhypothesis 21 is not rejected.

Null Subhypothesis 22

There is no significant difference between students in Experimental Group IV pre and students in Experimental Group IV post on scores of the Tennessee Self Concept Scale, Clinical Form.

Table 29 affirms that null subhypothesis 22 is rejected for the Distribution score at .01 level of significance and Self Criticism score at .05 level of significance.

The Distribution score reveals that Experimental Group IV, pretest had a significantly greater capacity for self criticism. The Distribution score asserts that Experimental Group IV, pretest was more definite and certain about what he said about himself than Experimental Group IV, posttest.

Summary

Upon the basis of the statistical analysis of the study the subgroups in the study showed significant differences on Self Criticism, Acceptance, Physical Self, Moral-Ethical Self, Personal Self, Distribution, True-False Ratio, Defensive Positive, General Maladjustment, Psychosis, Personality Disorder, Neurosis and Personality Integration Scores. There were no differences on the remaining scores of the Tennessee Self Concept Scale, Clinical Form.

Table 28

t Ratios between Experimental Group III
 Pretest Scores and Experimental Group III
 Posttest Scores of The Tennessee Self
 Concept Scale, Clinical Form

Score	df	t ratio
Self Criticism	16	0.03
Total Positive	16	-0.33
Identity	16	-0.36
Acceptance	16	-2.04
Behavior	16	-0.15
Physical Self	16	-0.97
Moral-Ethical Self	16	0.85
Personal Self	16	0.08
Family Self	16	-0.42
Social Self	16	-0.67
Total Variability	16	0.04
Distribution	16	0.10
5	16	0.68
4	16	-1.35
3	16	0.05
2	16	-0.57
1	16	0.33
T/F Ratio	16	-1.26
Row Variability	16	0.31
Col Variability	16	-0.15
Net Conflict	16	0.86
Total Conflict	16	0.00
Defensive Positive	16	-0.34
General Maladjustment	16	-0.10
Psychosis	16	-1.18
Personality Disorder	16	1.39
Neurosis	16	-0.37
Personality Integration	16	-1.31

* Significant at .05 level

** Significant at .01 level

Table 29

t Ratios between Experimental Group IV
 Pretest Scores and Experimental Group IV
 Posttest Scores of The Tennessee Self
 Concept Scale, Clinical Form

Score	df	t ratio
Self Criticism	32	2.14*
Total Positive	32	0.06
Identity	32	-0.27
Acceptance	32	-1.45
Behavior	32	-0.19
Physical Self	32	-0.86
Moral-Ethical Self	32	-0.17
Personal Self	32	1.18
Family Self	32	-0.70
Social Self	32	-0.66
Total Variability	32	0.15
Distribution	32	3.33**
5	32	0.23
4	32	-0.42
3	32	-0.15
2	32	0.56
1	32	-0.13
T/F Ratio	32	-0.29
Row Variability	32	0.25
Col Variability	32	0.12
Net Conflict	32	0.91
Total Conflict	32	0.12
Defensive Positive	32	-0.74
General Maladjustment	32	-0.07
Psychosis	32	0.26
Personality Disorder	32	1.11
Neurosis	32	-0.29
Personality Integration	32	-0.27

* Significant at .05 level

** Significant at .01 level

Chapter 5

Summary, Conclusions, and Implications of the Study

Chapter 5 includes a summary of the study, conclusions drawn from the data, and implications of the study based on the results of the statistical analysis of the data and overall findings of the study.

Summary

The purpose of the study was to investigate the effects of a Basic Study Skills Laboratory program, Athletics and Group Counseling on the self concept of borderline college freshmen.

The primary objective of the study was to determine whether there was a significant difference in measured gains of the self concept of enrolees in a Basic Study Skills program.

Literature related to the study was reviewed and reported under three headings:

1. Literature related to the definition of self concept and the ability to effect its change.
2. Literature related to the use of Group Counseling to effect a change in the self concept, individual conduct, and attitude in the academic setting.
3. Literature related to Basic Study Skills and Remedial programs in relation to their effectiveness as an aid to success in college.

The subjects of this study consisted of high school graduates accepted for admission into Lees-McRae College with the provision that they

complete an eight week Basic Study Skills Laboratory (BSSL). During the eight weeks the subjects received instruction in Developmental English, math, reading, and writing. Prior to the beginning of the BSSL subjects were divided into two Control Group (I and II) and four Experimental Groups (I, II, III, and IV). The six groups were defined as follows:

1. Control Group I - Students who participated in the BSSL but did not participate in Athletics or Group Counseling.
2. Control Group II - Students who participated in BSSL only and Athletics but did not receive Group Counseling.
3. Experimental Group I - Students who participated in a summer football training program in addition to participation in the BSSL program.
4. Experimental Group II - Students who participated in BSSL and twenty-four hours of Group Counseling.
5. Experimental Group III - Students who participated in BSSL and ten hours of Group Counseling.
6. Experimental Group IV - A combination of Experimental Groups II and Experimental Groups III.

The subjects of the study were pre and posttested on the Tennessee Self Concept Scale, Clinical Form.

Data collected on the instrument used in the study was subjected to a statistical technique to test twenty-two null subhypothesis at the .01 and .05 levels of significance. The subhypothesis were stated in the null form to facilitate the handling of the data. The student t formula for determining t ratio between two means was used.

This study showed that there were significant differences between pretest measures and posttest measures for thirteen scores of the Tennessee Self Concept Scale, Clinical Form.

The significance of the study centered on three of the twenty-eight scores, namely, Acceptance, Moral-Ethical Self, and Personality Integration.

On pretest measures the BSSL group had a significantly higher ability for self acceptance than the Athletic or Counseling group. On posttest measures the BSSL and Athletic group were combined for pretest and posttest measures; the pretest measure was more significant.

The BSSL program had a positive effect on the subjects' self concept as it relates to one's self or acceptance. The effect could be a result of success in class work and teacher influences. On the other hand the Athletic program had a negative effect as attested to by the negative posttest results when the Athletic group was combined with the BSSL only group. The negative trend by athletes could have been caused by the failure of the athlete to meet the coaches' expectations or those goals which he felt qualified to attain.

On Moral-Ethical Self pretest measures the BSSL group and BSSL and Athletic group showed a consistently less significant religious acceptance than all other groups. On posttest the significant scores applied to a comparison of BSSL and BSSL and Athletic versus the twenty-four hour counseling group. In this case the counseling group had a significantly higher concept of moral worth and religious acceptance. When the BSSL and Athletic groups were combined on pretest and posttest measures it was shown that the posttest score was more significant.

It is indicated that group counseling sessions had a positive influence on the subjects' moral worth concept. The group counseling

participants attended the BSSL sessions as did the BSSL only and BSSL and Athletic groups; therefore, the change factor could have been the group counseling sessions.

The Personality Integration score revealed that the Athletic group and ten-hour Counseling group had a significantly higher level of personality adjustment than the BSSL group on pretest measures. On posttest measures the BSSL and combined Counseling groups had developed a significantly higher personality adjustment.

The pretest measures indicate that group counseling and BSSL had a positive effect on the subjects as opposed to the athletes who had a negative personality adjustment due to a realization, during the summer practice, that they were no longer star athletes. The competition with equally talented athletes placed them in a category which they were not used to.

Conclusions

Upon the basis of the statistical analysis of this study the subgroups in the study showed significant differences on Self Criticism, Acceptance, Physical Self, Moral-Ethical Self, Personal Self, Distribution, True-False Ratio, Defensive Positive, General Maladjustment, Psychosis, Personality Disorder, Neurosis and Personality Integration scores. There were no differences on the remaining scores of the Tennessee Self Concept Scale, Clinical Form. The conclusions will be discussed briefly under the heading of each score.

1. Self Criticism - There were significant differences between Control Group I and Experimental Group II, pretest, Control Group II and Experimental Group II, pretest, Experimental Group II, pretest, and Experimental Group II, posttest, and Experimental Group IV, pretest, and Experimental Group IV, posttest.
 - a. On pretest measures Experimental Group II showed significantly more openness and evidence of more positive mental health than did Control Group I and Control Group II.
 - b. On pre and posttest measures Experimental Group II and Experimental Group IV became less open and more defensive than they were at the beginning of the study.
2. Acceptance - There were significant differences between Control Group I and Experimental Group I, posttest, Control Group I and Experimental Group II, posttest, Control Group I and Experimental Group IV, posttest, Control Group II and Experimental Group I, posttest, Control Group II and Experimental Group IV, posttest, and Control Group II, pretest, and Control Group II, posttest.
 - a. Experimental Group I and Experimental Group II on pre measures showed a more positive self acceptance than did Control Group I.
 - b. Experimental Group IV showed a more positive acceptance of self on posttest measures than did Control Group I.
 - c. On posttest measures Control Group II showed a significant more self acceptance than did Experimental Group I, Experimental Group II and Experimental Group III.
 - d. On pretest and posttest measures Control Group II showed a significant increase in self acceptance than they did at the beginning of the study.

3. Physical Self - There were significant differences between Control Group I and Experimental Group III, pretest, Control Group I and Experimental Group IV, pretest, Control Group II and Experimental Group III, pretest, Control Group II and Experimental Group IV, pretest.
 - a. Control Group I, on pretest measures showed a more positive concept of his state of health, physical appearance, skills and sexuality than did Experimental Group III and Experimental Group IV.
 - b. On pretest measures Control Group II showed a more positive of his state of health, physical appearance, skills and sexuality than did Experimental Group III and Experimental Group IV.
4. Moral-Ethical Self - There were significant differences between Control Group I and Experimental Group I, pretest, Control Group I and Experimental Group IV, pretest, Control Group II and Experimental Group III, pretest, Control Group II and Experimental Group IV, pretest.
 - a. On pretest measures Experimental Group I, Experimental Group II, Experimental Group III and Experimental Group IV had a more positive concept of themselves concerning their moral worth, relationship to God, feelings of being a "good" or "bad" person and satisfaction with their religion or lack of it than did Control Group I.
 - b. On pretest measures Experimental Group I, Experimental Group II, Experimental Group III and on pretest measures Experimental Group IV had a more positive concept of themselves concerning their moral worth, relationship to God, feelings of being a "good" or "bad" person and satisfaction with their religion or lack of it than did Control Group II.
 - c. On posttest measures Experimental Group II had a more positive concept of themselves concerning their moral worth, relationship to God, feelings of being "good" or "bad" person and satisfaction with their religion or lack of it than did Control Group I.

- d. On pretest and posttest measures Control Group II had a significant increase in their concept of themselves concerning their moral worth, relationship to God, feelings of being a "good" or "bad" person and satisfaction with their religion or lack of it.
5. Personal Self - There were significant differences between Control Group I and Experimental Group II, Control Group II and Experimental Group II, and Control Group II and Experimental Group IV.
 - a. On posttest measures Control Group I showed a significantly greater growth in feeling of adequacy as a person, personal worth and relationship to others than did Experimental Group II.
 - b. On posttest measures Control Group II showed a significantly greater growth in feeling of adequacy as a person, personal worth and relationship to others than did Experimental Group II and Experimental Group IV.
6. Distribution - There was a significant difference between Control Group I and Experimental Group IV, posttest; Control Group II and Experimental Group I, posttest; Control Group II, pretest, and Control Group II, posttest; and Experimental Group IV, pretest, and Experimental Group IV, posttest.
 - a. On posttest measures Experimental Group IV was significantly more certain about what they said about themselves than Control Group I.
 - b. On posttest measures Experimental Group I was significantly more certain about what they said about themselves than Control Group II.
 - c. On pre and posttest measures Control Group II and Experimental Group IV both showed a significant increase in the certainty about what they said about themselves.
7. True-False Ratio - There was a significant difference between Experimental Group II, pretest and Experimental Group II, Posttest, Pre and posttest measures show a significant increase in self definition by Experimental Group II.

8. Defensive Positive - There was a significant difference between Control Group I, pretest, and Experimental Group II, pretest; and Control Group II, pretest, and Experimental Group IV, pretest.
 - a. On pretest measures Experimental Group II indicated a more positive self description than did Control Group I.
 - b. On pretest measures Control Group II showed a more positive self description than did Experimental Group IV.
9. General Maladjustment - There was a significant difference between Experimental Group I, pretest, and Experimental Group I, posttest. On pre and posttest measures Experimental Group I showed a tendency to become more like psychiatric patients than non-psychiatric patients.
10. Psychosis - There was a significant difference between Control Group I and Experimental Group I, pretest and Experimental Group I, pretest, and Experimental Group I, posttest.
 - a. On pretest measures Experimental Group I was significantly more like psychotic patients than Control Group I.
 - b. On pre and posttest measures Experimental Group I showed a significant decrease in their resemblance to psychotic patients.
11. Personality Disorder - There was a significant difference between Control Group I and Experimental Group III, pretest, and Control Group II and Experimental Group III, pretest.
 - a. On pretest measures Control Group I had significantly fewer basic personality weaknesses than did Experimental Group III.
 - b. On pretest measures Control Group II had significantly fewer basic personality weaknesses than did Experimental Group III.

12. Neurosis - On posttest measures Experimental Group IV was significantly more like neurotic patients than Control Group II.
13. Personality Integration - There was a significant difference between Control Group I and Experimental Group I, Control Group I and Experimental Group II, Control Group I and Experimental Group III, Control Group I and Experimental Group IV, Control Group II and Experimental Group II, Control Group II and Experimental Group III, Control Group II and Experimental Group IV, and Control Group II, pretest and Control Group II, posttest.
 - a. On pretest measures Control Group I showed a significantly higher level of personality adjustment than did Experimental Group I and Experimental Group III.
 - b. On pretest measures Experimental Group II showed a significantly higher level of personality adjustment than did Control Group I.
 - c. On pretest measures Control Group II had a significantly higher level of personality adjustment than did Experimental Group III.
 - d. On pretest measures Experimental Group II and Experimental Group IV were significantly higher in regards to level of personality adjustment than was Control Group II.
 - e. On posttest measures Experimental Group II and Experimental Group IV showed a significantly higher personality adjustment than did Control Group II.
 - f. On posttest measures Experimental Group II and Experimental Group IV showed a significantly higher level of personality adjustment than did Control Group II.
 - g. On pre and posttest measures Control Group II showed a significant increase in personality adjustment.

Implications of the Study

Upon the basis of this study the implications are that the BSSL and

counseling experiences tend to increase personal acceptance, moral worth, and personality adjustment.

It appears that the significance of the counseling sessions would have been greater had the time for group counseling been extended. The group sessions could be scheduled for the duration of the BSSL program to be attended three hours each week. In order to insure continuity the group counselors should remain constant and not be shifted among the various groups. If only one counselor is to be used it is suggested that the groups be scheduled to allow for total student coverage without involving groups of a size which renders them ineffective.

The study indicates that participation in an athletic program is effective for positive self concept change. It is suggested that experiences of this type be run concurrently with the BSSL program and group counseling.

The results of this study indicate that a BSSL program and group counseling would enhance a remedial education program. This study was concerned with subjects from a private junior college; however, the remedial program could be offered by a senior college, community college or technical institute. The BSSL program and group counseling would have a stabilizing effect on the individual involved in remedial education and make him more successful.

One of the factors involved in student growth through remedial education is the instructor. It is suggested that instructor selection have as the primary concern an ability to communicate with the student who has a low self concept. The instructor should possess an attitude which will encourage and allow success. Initial success by the student appears to

be the primary ingredient to continued achievement and growth. Future researchers should be aware of weaknesses of this study. The following suggestions are made as the result of this study:

- a. That testing the effects of instructors' attitudes and approaches may be implemented by careful selection and evaluation of instructors with philosophies that correspond to the problems of individuals with a low self concept and need for remedial education.
- b. That an orientation period be scheduled to provide the student with detailed information concerning all aspects of the group counseling sessions, testing and remedial programs.
- c. That prospective group counselees be interviewed for the purpose of informing them about the purpose and procedures of group counseling.
- d. That increasing the number of hours of group counseling to at least three hours a week for the duration of the remedial program.
- e. That great care and consideration be given to the selection of group counselors who have philosophies that correspond to the problems of individuals with a low self concept and need for remedial education.
- f. That additional statistical procedures be used to increase the sensitivity of research measures.

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