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Recognition of the Source of Projection and Self Concept:

An Evaluation of the Onomastic Awareness Model

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by

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Abstract

The purpose of this investigation was to evaluate the Onomastic Awareness Model in terms of the relationship between self concept and the recognition of the source of internalized negative perceptions. W. H. Fitts' Tennessee Self Concept Scale and a modified form of H. G. Padgett's Harpad Interaction Matrices were administered to 88 undergraduate students at Appalachian State University. Two-way analysis of variance, Student-Newman-Keuls Multiple Range Test, and t tests were employed on twelve TSCS Scores to determine the relationships between high and low self esteemed male and female subjects who were either myself or no myself respondents on the Harpad Matrices. The .05 level of significance was selected. The results indicated that among subjects whose self concept scores were above the sample mean, subjects with the higher scores attributed the source of their negative perceptions to others. The hypothesis did not apply to subjects whose self concept scores were below the sample mean. There was no significant difference between males and females on any TSCS Score studied.

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Chapter 1

Introduction

Scholars from as far back as ancient Greece and Rome were interested in the individual's personal identity (Gergen, 1971), yet it has only been in recent decades that much emphasis has been placed on self concept research. More specifically, self and self concept have been topics of behavioral scientists since William James (1890).

In 1943, V. C. Raimy first defined self concept as "the more or less organized perceptual object resulting from present and past observation . . . (It is) what a person believes about himself" (cited in Combs and Snygg, 1959, p. 127). So much research has been carried out on self concept since 1950 (cf. Fitts, 1971) that William Fitts (1972), a pioneer researcher pertaining to self concept, concluded that it would be an impossible task for his center to act as a clearinghouse for all self concept research. Although the research seems to abound, there still are only a few definitive conclusions concerning the antecedents of self concept (Coopersmith, 1967).

Statement of Problem

The purpose of this study was to evaluate the Onomastic Awareness Model of human relations in terms of the relationship between self concept and recognition of the source of internalized negative perceptions as measured by the TSCS. More specifically, the study investigated whether persons with high self concepts recognize that they did not create

the negative ideas they have about themselves, but introjected these ideas from others.

Significance of Study

There were two aspects to the significance of this study: self concept and the Onomastic Awareness Model.

Self Concept

It is well established that self concept, and especially self-esteem, is significantly associated with personal satisfaction and effective functioning (Coopersmith, 1967). In addition, Fromm (1932) reports that hatred against oneself and hatred against others is inseparable. Self concept has become an important topic of research in the areas of vocational rehabilitation (Combs and Snygg, 1959), career development and theory (Super, 1969), influence, persuasion, and dominance over others (Thomas and Burdick, 1954; Hastorf, 1970; and Lesser and Abelson, 1959), and interpersonal relations (Cohen, 1956).

Many prominent theorists in psychiatry have maintained that self concept is of critical importance in understanding mental illness (Gergen, 1971). Self concept, then, has become an important aspect in the understanding of human behavior and mental health.

Onomastic Awareness Model

Closely linked to the idea of self concept is a model of human relations known as the Onomastic Awareness Model (OAM). The OAM, created by Dr. H. G. Radgett (1976), incorporates several aspects of contemporary human relations

theories into one workable model. Emphasis is on unconditional love and acceptance, or agape (Nygren, 1954), and the effect of the accumulation of invalid and useless projections from others on the self concept. Subjective clinical research has been carried out on the OAM by Padgett and his associates. Until this study, however, no objective experimentation had been done on this aspect of the OAM.

Hypotheses

The hypotheses of this research were stated in the null form.

Major Null Hypotheses

There is no significant difference in self concept as measured by the Tennessee Self Concept Scale (TSCS) between individuals who recognize that the source of their negative perceptions come from others rather than themselves and those who consider themselves the source of their negative perceptions.

Null Subhypotheses

Null Subhypothesis I states that with respect to the TSCS Total Positive (TP) Score, there is no significant difference between the total No Myself (NM) Group and the total Myself (M) Group; between the High TP-NM Group and the High TP-M Group; and between the Low TP-NM Group and the Low TP-M Group.

Null Subhypothesis II states that with respect to each TSCS Positive and Task Approach Score, there is no significant difference among subjects on the Subjects Groups and sex variables.

Definitions

So that the meaning of the important terms used throughout this research will be clear, some definitions are provided: self concept and self-esteem and projection.

Self Concept and Self-esteem

Although "self concept" can be considered more general than "self-esteem", with the latter being an aspect of self concept, in this work the two were used synonymously. The definition of self-esteem used by Coopersmith (1967) is descriptive of the concept used in this research:

(Self-esteem is) the evaluation one makes and maintains with regard to himself; an attitude of approval or disapproval and the extent one feels capable, significant, successful, and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes the individual holds toward himself (p. 4).

Projection

Padgett (1976) suggested that projections are those behaviors, values, opinions, ideas, etc., that persons have verbally or non-verbally transmitted to others since birth as the "correct" way to act or believe. If a projection is introjected, or accepted, and it is of no value to the acceptor, then a contribution has been made to the person's negative self concept. Introjection of useful projections can be healthy and will result in development of a positive self concept.

Assumptions and Limitations of Study

For the purpose of this study, the following assumptions were made:

1. Response to all test questions were sincere and honest.
2. The Tennessee Self Concept Scale was a valid and reliable instrument for measuring self concept as defined in this study.
3. The Modified Harpad Interaction Matrices gave an accurate picture of one's level of recognition of projections and their source.
4. The researcher was competent and did not bias the subjects' responses in any significant way.
5. The experimental design and statistical techniques used in this study were adequate in carrying out the experiment and in treating and exploring the data.

The following limitation was recognized and reported in this study: The results are limited to the subjects in the study and to similar populations.

Chapter 2

Review of Related Literature

There are very few definitive conclusions concerning the antecedents of self-esteem. Most research on self-esteem attempts to delineate relationships between different levels of self regard and quality of human behavior. Although these conclusions are important, they are nevertheless irrelevant to the present study. The remaining published literature related to the study is scarce.

Literature will be reviewed in three related areas:

1. Literature on the Onomatic Awareness Model;
2. Literature on unconditional positive regard;
3. Literature on the development and characteristics of self concept.

Onomatic Awareness Model

Currently, there is no published information on the Onomatic Awareness Model (OAM). Information on the OAM used in this study is from two unpublished works by Padgett (1975 & 1976) used in classes and workshops. A book by Padgett is being prepared at this writing.

The OAM is a theory of self discovery and realization. It particularly incorporates ideas from Rogers, Maslow, Moreno, Adler, and Ellis. A transliterational form of the Greek onoma (name) is the basis for the word "onomatic". Padgett (1976) states:

The person, who knows his name, is a person of high self-esteem and one who actively is developing and

using his skills. Theoretically, to the degree that the individual is performing up to his possibilities, the individual also has self identity and self awareness.

(p. 1)

Most of the support for the OAM came from first hand experiences of Padgett with "students, friends, and clients in individual and group counseling/therapy sessions and in thousands of psychological evaluations wherein self theory and self concept instruments constitute major diagnostic tools" (p. 1).

The OAM is a theory of both psychological health and psychological illness. It is a theory of control which proposes that personality problems are the result of an individual's acceptance of controls (projections) which do not enhance the basic abilities a person has at birth. Some projections may be accepted and not produce problems.

The theory proposes five stages as levels or states of being.

1. Birth Stage - An individual is born with certain potentialities. At conception, all possibilities and potentialities exist. Their natures are unknown and at any given moment many remain unknown. A person's identity is realized in the slow unfolding of potentialities.

2. Projection Stage - From birth, significant and insignificant persons projected behaviors, values, opinions and ideas on the individual as a course of action to be followed. These verbal or nonverbal projections begin with child rearing practices and expand into abstract values.

With respect to whether the projection will help the individual develop and realize his potentialities, the projection (a) may not have worked for the projector, and will not work for the acceptor, (b) may not have worked for the projector, but will work for the acceptor, (c) may have worked for the projector, but not work for the acceptor, or (d) may have worked for the projector, and will work for the acceptor.

The Projection Stage asserts several propositions. While input from others is essential for adequate development of one's potentialities, others' input is the source of all negative attitudes toward self and will compress identity. Growth and self awareness requires more being input (letting a person be) and less controlling input. More controlling input than being input is present in the person with a negative self concept. As a result, psychological problems and negative self-esteem are the result of an individual having introjected or accepted unsubstantiated statements that have no relevancy to one's basic potentialities. Conversely, health is procreated when the individual relates to others where he is and what he feels is best for him rather than when he tells others where they ought to be and what is good for them.

3. Problematic Stage - As a person introjects projections which do not contribute to the realization of self and one's basic potentialities, negative self-esteem, loss of a sense of self, and/or lack of self-identity result. Negativism directed toward the self is a projected value of another as to what a person should or should not be. There is a

difference between not liking a fact or characteristic about oneself, and not liking oneself because of a fact or characteristic. The former is related to a developmental characteristic originating from an individual's growth process while the latter is an introjected statement from significant others, possibly many statements.

4. Awareness Stage - It is possible an individual will not reach this stage in his/her life where s/he becomes aware of his/her lack of identity and fulfillment and relates them to his/her conformity and the demands of others. It is proposed that not realizing these controls will result in impulsive and/or radical behavior to throw off projected values. Realizing these controls, however, may have the same results. On the other hand, realization of the controls may lead to the individual's beginning to live independently by declaring his/her freedom and throwing off controls.

5. Expansive Stage - In this stage, the individual begins to throw off some projections and finds continuous efforts by others to control. The person refuses to introject values, opinions, etc., just because a significant person offers them. Instead, s/he inquires within him/herself whether such projections have value in his/her life. As the individual begins to experience him/herself as a unique being with skills, talents and strengths previously foreign to his/her thinking, one's speech becomes less evaluative, e.g., fewer "shoulds, oughts, have to's, must's". One feels self as a worthwhile being with increasingly less negative perceptions and

increasing ideas of how to improve self.

The expansive stage proposes the following: (a) As the individual discovers his/her talents, potentialities, etc., one's self image becomes more positive and self satisfying; (b) As the individual becomes less controlled, s/he concurrently will become less controlling of others' behavior; (c) Increased self awareness and realization of potentialities result in less anger, less hostility, and eliminates the basis for blame; (d) As a person becomes aware of self, one concurrently shifts the balance from conformity to standards of others freedom to live by internal standards; (e) As an individual discovers his/her potentialities, gains self awareness, and realizes freedom of self expression, s/he also becomes a stimulus for others to discover their potentialities, find their self-identity, and feel free to express self.

Central to the Onomatic Awareness Model, then, is the tenet that introjected negative projections from others result in a lowered self concept. Furthermore, as one experientially begins to recognize that these negative ideas s/he has about him/herself originated from someone other than one's self, one's self concept will improve. Also important to the OAM is the principle that unconditional love and acceptance is the necessary environment in which a person develops a healthy self concept. The principle is similar to Carl Rogers' theory of unconditional positive regard. The theory and the research which centers around his theory become an important topic for further discussion in this study.

Unconditional Positive Regard

Well known is Rogers' view (1951) that a person comes to feel unconditionally positive about himself as a result of the unconditional positive regard he received from others. Most of the research in this area is correlational in nature. It is difficult to assess whether positive regard for self precedes or succeeds unconditional positive regard for others.

Coopersmith (1967) concluded that one of the three antecedents of self-esteem originating out of the parent-child relationship was total or nearly total acceptance of the child by the parent (the other two antecedents being limitations and flexibility, cf. infra). An early study by Omwake (1954) using three unpublished personality inventories found a consistent tendency for those who accept themselves to be acceptant of others and to view others as being self-acceptant. In addition, those who had a low opinion of themselves rejected others, and saw others as also rejecting themselves.

Medinnus (1965) used Bill's Index, Osgood's Semantic Differential Scale, and a Parent-Child Relations Questionnaire to find that college freshmen high in self-acceptance perceived their parents as loving. He found positively correlated measures ($r = .63, p < .001$) of self acceptance, adjustment, perceived acceptance by parents, and identity with others. In a study conducted on 224 dormitory men, McIntyre (1952) found a significant relationship of attitudes toward self and others to acceptance of others. However, no significant

relationship of attitudes toward self and others to acceptance by others was found. The results may have been biased since the subjects could not remain anonymous and the Phillips Questionnaire used may have been inappropriate. In one study cited by Rogers (1959) the researcher found that those persons who felt least capable of reaching their goals (presumably indicating lower self-esteem) found it hardest to accept people around them.

Related to the effect of significant others on self concept is the hypothesis of Festinger (1954) which says that the tendency to evaluate oneself on the basis of another's opinions decreases as the difference between his opinion and one's own opinion increases. Incorporating this view into study of 87 dormitory men, Kipnis (1961) found the following:

1. Subjects perceived small differences between themselves and least-liked roommates.
2. Subjects who perceived their best friends to be relatively unlike themselves changed their self-evaluations more in a six-week period than did subjects who perceived their best friends to be like themselves.
3. Subjects changed their self-evaluations during a six-week period so that they perceived small differences between themselves and their best friends. This reduction in perceived differences was accomplished through a process such that at the end of the six-week period, subjects tended to evaluate themselves in the way they had previously

evaluated their best friends.

4. Subjects who ascribed relatively "good" personality traits to their best friends, as compared to themselves, changed their self-evaluations so that they later ascribed more positive traits to themselves. If relatively "poor" ratings were given best friends, subjects changed their self-evaluations in a negative direction.

Somewhat similar results were found by Fiedler and Senior (1952) in a study on therapeutic success. It was hypothesized that in order to improve a client's self concept, the client should perceive himself as different from the therapist and should evaluate his therapist favorably. The researchers obtained measures of clients' perceptions of their therapists in relation to both self-perceptions and descriptions of their ideal selves. Therapists were rated as either "good" or "poor" by their colleagues. Clients of "good" therapists perceived greater differences between themselves and their therapists than did clients of "poor" therapists. In addition, clients of "good" therapists described their therapists to be more similar to their ideal selves than did clients of "poor" therapists. Both the perception of differences and the direction of the perceived differences are conditions conducive to effective self concept enhancement.

Development and Characteristics of Self Concept

There appears to be general agreement today that self concept is a dynamic process, changeable with varying degrees of difficulty throughout life. Stenner and Katzenmeyer (1976) found that self concept was still developing as late as first through third grades. This finding is in contrast to Freud's view that development of self is set within the first few years of life.

Gergen (1971) outlined three aspects in the development of self concept:

1. The sensation aspect where the individual has experience with raw sense data;
2. The cognition aspect, one's ability to sort raw sense data independently of reward and punishment; and
3. The reinforcement dependent aspect, a person's selection of one concept or one method of sorting over another as a result of reinforcement. He also adds that concepts may vary in the degree to which they are positively or negatively "weighed". Evaluation weightings of a concept are learned, i.e., how positively we view different aspects of our concept is learned. A person learns that certain categories are positive or negative. He learns that his behavior falls within certain categories, or is told it does. Then he concludes his behavior is either positive or negative.

In the shaping of self concept, Felker (1974) reports three significant ways parents influence a child's self concept during the first two years. Parents serve as primary

models; parents serve as primary feedback agents so the child can know how his behavior is influencing others; and parents serve as primary evaluators of the child's behavior. Videbeck (1960) also found that evaluative reactions of others are significant in learning self-conceptions.

Coopersmith (1967) defined the antecedents of self-esteem in a different way. He found three elements in child-parent relationships common to families with high self-esteem children:

1. Total, or nearly total, acceptance of the child by his/her parents;
2. Clearly defined and enforced limits by the parents; and
3. Respect and latitude for individual action that exists within the defined limits. In his words he found that "parents of children with high self-esteem are concerned and attentive toward their children, that they structure the worlds of their children along lines they believe to be proper and appropriate, and that they permit relatively great freedom within the structures they have established" (Coopersmith, 1967, p. 236).

In a more general form, Maslow (1968) states that growth in self concept occurs when new experience validates itself rather than by outside standards: "In this way, we learn what we are good at . . . this is the way in which we discover the self and answer the ultimate questions Who am I? What am I?" (Maslow, 1968, p. 45).

Felker (1974) postulates five keys to developing better self concepts among elementary school children:

1. Adults should praise themselves;
2. Children need help in evaluating realistically;
3. Children should be taught to set reasonable goals;
4. Children should be taught to praise themselves; and
5. Children should be taught to praise others.

He remarks that teaching number four will likely increase number five. Using these five keys, Felker (1973) was able to enhance moderately the self concepts of children in eight predominantly black inner city elementary schools over a twelve-week period.

There are certain characteristics of self concept that bear some importance. For example, Boshier (1968) found that twelve-year-olds who did not like their first names, also had a lower self concept. Similar results were found by Adelson (1957) among high school and college students. In these subjects, persons who liked their first names had a higher self concept.

Finlayson (1977) found that non-promoted first graders had a higher self concept after non-promotion and had a higher increase in self-esteem than promoted students. Apparently, simply failing at a task did not lower self concept. Reid (1977) found that both institutionalized and non-institutionalized persons between 65 and 103 had higher self concepts if they also had an internal expectancy of control over desired outcomes.

It is also known that self concept is persistent and usually difficult to change significantly in any direction. Aronson and Mills (1959) found that persons generally are unwilling to accept evidence that they are better or worse than they themselves have decided and they will resolve any dissonance. Gergen (1971) reports that a person learns in varying degrees to seek and maintain consistency among his conceptions of self.

Projection and self concept have been studied to a very limited degree. With respect to the importance of the spoken word, Miller (1963) claims that what one says is assessed by others, i.e., what is really being evaluated is the individual speaking. Massad (cited in Yamamoto, Ed., 1972) reports that a child's perception of what is self may be socially mediated by nonverbal and verbal means. Dieken (1973) studied the effect of teachers, self-perception on their patterns of verbal interaction in the classroom. Using the Occupational Characteristics Index for self-perception measures and Flander's System of Interaction Analysis for verbal interaction determination, he found specific relationships between self-perception and verbal interaction patterns.

Rosenthal (1968) pointed out that teachers' expectations of their students result in an increased self concept in those children. The teacher communicates that s/he expects the child to improve: a self-fulfilling prophecy.

A study by Bramel (1962) summarizes the few studies on

self concept and projection. In this experiment, the self-esteem of the subjects was manipulated prior to the main experimental manipulation in order to create groups with high self-esteem and low self-esteem. Subjects were then exposed to information indicating they possessed homosexual tendencies. High self-esteem subjects projected onto an experimental partner the homosexual traits attributed to them to a greater degree than those with low self-esteem. In addition, if the partner himself was perceived to be high in self-esteem, greater projection occurred.

Summary

The review of literature in Chapter 2 can be summarized in the following points:

1. The Onomastic Awareness Model is a theory of self discovery and realization. As outlined by Padgett (1975 & 1976), the OAM proposes that personality problems are the result of an individual's acceptance of controls (projections) which do not enhance the basic abilities a person has since birth. Health occurs when an individual recognizes that these damaging projections have not originated from one's self and one begins successfully to reject the controls.

2. Several researchers have demonstrated the correlation between unconditional positive self regard and unconditional positive regard from others. In addition, correlations have also been shown between enhanced self concept and unconditional positive regard.

3. Gergen outlined three aspects in the development of self concept. Felker reported that parents serve as primary models, feedback agents, and evaluators of a child's behavior. Coopersmith outlined the elements of parent-child relations that are conducive to strong self concepts. Felker postulated five keys to developing better self concepts. In separate studies, Boshier and Adelson found positive correlations between low self-esteem and subjects' dislike of their own names. Bramel found that subjects with higher self-esteem tended to project negative traits onto others more often than those of lower self-esteem.

Chapter 3

Method

In Chapter 3, the subjects, instruments, and procedures used in the experiment are discussed. Under procedures, the experimental design, as well as the statistics, is discussed.

Subjects

The subjects in the experiment were predominantly 88 freshman and sophomore college students enrolled in six Life and Career Planning classes during the 1978 Spring semester at Appalachian State University. There were 36 males and 52 females in the study. Their participation was part of their course work. The subjects were naive to the concepts of the experiment.

Instruments

Instruments consisted of the Tennessee Self Concept Scale (Counseling Form) and a Modified Harpad Interaction Matrices (Appendix A). Both were administered to the subjects in the same room. The researcher read all instructions from a procedural outline (Appendix B). For the interpretation of data, a data form (Appendix C) was developed to aid in transferring raw data to computer punch cards.

Tennessee Self Concept Scale (1965)

The Tennessee Self Concept Scale contains 100 self-descriptive statements which portray the individual's self-perception. The scale is based on research that a person's concept of him/herself influences his/her behavior and his/her approach to life.

For each of the items, the subjects were asked to choose one of the following responses:

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

The Scale has two forms, the Counseling Form and the Clinical and Research Form. The Counseling Form, which was used in this study, yields three types of scores: The Positive Scores, the Task Approach Scores, and the Time Score.

Positive Scores. There are nine Positive Scores which positively or negatively identify an individual's views of him/herself in eight areas.

1. Identity - This score is a description of basic identity; how a person identifies him/herself, i.e., "Who I am."

2. Self Satisfaction - This score is a description of the feelings about self which the person has; his/her self-acceptance.

3. Behavior - This score represents perceptions of one's behavior or the way an individual functions.

4. Physical Self - This score reports the individual's view of his/her body, health, physical appearance, skills and sexuality.

5. Moral-Ethical Self - This score shows the 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 - This score is a reflection of an individual's sense of personal worth, his/her feelings of adequacy,

and evaluation of his/her personality apart from his/her relationship to others.

7. Family Self - A measure of the reflections of one's sense of adequacy, worth, and value as a family member.

8. Social Self - A reflection of one's sense of adequacy, worth, and value in his/her social interaction with non-family members.

9. Self Esteem or Total Positive - This score is a measure of the overall self-esteem. 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 worth, see themselves as undesirable, and are characterized by feelings of anxiety, depression and lack of confidence.

Task Approach Scores. There are five scores which are considered Task Approach Scores and measure the way an individual proceeds in defining him/herself, three of these scores were used in this study and are listed:

1. Self Criticism - This score is derived from ten mildly derogatory statements that most people admit as being true about them. Defensive people deny most of these statements.

2. Distribution - A summary of the distribution of responses across five choices which provides another measure of self-perception: whether the person is certain about the way he sees him/herself.

3. Total Variability - The degree of consistency or inconsistency of responding.

Time Score. The Time Score is a measure of the time to the nearest minute that a subject needed to complete the Scale. Most subjects complete the Scale in less than 20 minutes yet it has been found that psychiatric patients generally take longer than non-patients. The Time Score was not used in this study.

TSCS Reliability. Reliability is based on test-retest method with 60 college students over a two-week period. Reliability estimates ranged from .67 (Total Variability) to .92 (Total Positive) for the scores of concern in this study. Fitts (1965) asserts that other evidence of reliability is found through repeated measures of the same individuals over long periods and that through various types of profile analyses he has demonstrated that the distinctive features of individuals profiles are still present for most persons a year or more later.

TSCS Validity. Fitts (1965) employed four kinds of validity procedures: (a) content validity, (b) discrimination between groups, (c) correlation with other personality measures, and (d) personality changes under particular conditions.

The Tennessee Self Concept Scale was standardized on a broad sample of 626 people from various parts of the country with age ranges from 12 to 68 years. Representatives of all social, economic, and intellectual levels were included. The variables of sex and race were also considered. There are no separate norms by age, sex, race, or other variables established because the variance is quite negligible, usually in the .20's. Fitts indicated that norms are overrepresented in the number of

college students, white subjects, and persons in the 12 to 30 age range.

The TSCS was correlated with the following instruments: (a) Minnesota Multiphasic Personality Inventory (McGee, 1960 cited in Fitts, 1965); (b) the Edwards Personal Preference Schedule (Sudby, 1963 cited in Fitts, 1965); (c) the Inventory of Feeling (Hall, 1964 cited in Fitts, 1965); (d) the Taylor Anxiety Scale (Taylor, 1953 cited in Fitts, 1965); and (e) the California F-Scale (Lefebvre, 1964 cited in Fitts, 1965).

Modified Harpad Interaction Matrices

The Modified Harpad Interaction Matrices (Appendix A) was modified from the original form created by Dr. Harry G. Padgett. It consists of two concentric circles simultaneously divided into equal quadrants. The modified version contains directions for use by the subject as well as a place for the subjects' social security number and sex. The original matrices were developed to analyze the relationship between negative perceptions and their origins.

Procedures

Procedures consisted of collecting the data, debriefing, and data analysis.

Collecting the Data

The subjects received the answer sheets for the TSCS in a packet which each was required to purchase as part of the course. It was the first of several self-administered career development instruments taken by the students. The six classes were well distributed throughout the Tuesday-Thursday and Monday-

Wednesday-Friday schedule, with two classes meeting on Tuesday-Thursday and the remaining four classes on Monday-Wednesday-Friday. None of the class periods overlapped, giving the researcher the opportunity to collect all data over a consecutive two-day period, a Tuesday and the following Wednesday.

Each student was given a TSCS test booklet and verbal instructions for its completion in class that period. When everyone completed the Scale, subjects were asked to put the answer sheet away as the test booklets were collected. When all test booklets were collected, the following statement was read.

After this next part, which will be very structured, I'll explain the scoring. Listen closely now. I am collecting data for a Master's Thesis. Since my research involves several classes, I will read all the instructions so that they will be exactly the same for each class.

I would like to first point out that all my research is done in the strictest confidence and no results will be presented in any way that would identify any individuals. In addition, after Wednesday, I will be more than willing to discuss any aspect of this research with any of you.

Since the data I'll be collecting here are totally dependent on your responses, it is conceivable that you can give me misinformation. However, for the success of

this research, and therefore my thesis, I would greatly appreciate your being as honest and open as possible. Remember, your name will not be matched with your responses, your professor will not see the responses, and no responses or results will be made public in any way that would identify you.

The Modified Harpads are passed out to each subject, after which the researcher continued:

On this form, please clearly write your social security number and indicate your sex in the appropriate spaces (a pause for completion).

This form will make it easier for me to evaluate your responses. Please note the directions at the top of the page. In each of the four large spaces marked by the capital letters, write one brief response that completes the statement, "I don't like myself because ...". When you have completed this look up so I'll know you are finished. You'll have about five minutes to write the four responses.

It took all classes fewer than five minutes. The researcher continued:

In the corresponding smaller spaces marked by small letters, write the names or relationships of the person or persons who told you these things you have just written. For example, in the space marked by the small "a" write who told you what you wrote in the space marked by the "A". Do the same for b, c, and d. When you have

finished turn your paper over. You'll have about 2 1/2 minutes to complete your responses.

It took all students about two minutes or less to complete the responses. After completion, the forms were collected.

In every class the question was asked, "What if I told myself this," or "What if no one told me?" Each time a question was asked, the last part of the above directions, ("In the corresponding smaller spaces . . .") was reread through the last sentence. After one repetition in one class, two repetitions in a second, and three repetitions in the remaining four classes, no more questions were asked.

Debriefing

The remainder of the class period was used to explain the scoring procedure to the subjects and to allow them to score the TSCS. All data were collected that period, were checked, and were recorded. During the following class period, the research was explained and the TSCS profiles were interpreted for the subjects. All questions were answered and an invitation was extended to consult on an individual basis with the researcher or professors.

Data Analysis

The Harpad Interaction Matrices was scored by the researcher. The data were the responses of subjects to the question: Who told you what you wrote in the space marked by the Capital "A" (i.e., I don't like myself because . . .). There were four responses for each subject. Each response was

categorized as either a "myself" response (e.g., "myself", "me", "no one told me", etc.) or a "no myself" response (i.e., a person's name or a relationship other than him/herself). The subject was classified either a "Myself" (M) respondent if s/he had one or more myself responses, or a "No Myself" (NM) respondent if s/he had no myself responses.

Two additional categories were developed using Total Positive scores from the TSCS. A group mean for all subjects tested became the cutoff point to place subjects in either a High Total Positive group (High TP) or in a Low Total Positive group (Low TP). Combining these two categories with the two categories above created four groups called "Subject Groups".

A two-way analysis of variance was performed between sex and the Subject Groups on each of the twelve TSCS scores identified previously:

Sex		1 - High TP-NM	
	X	2 - High TP-M	on
(M or F)	Group:	3 - Low TP-NM	Each
		4 - Low TP-M	TSCS
			Variable (12)

F ratios that were significant were further analyzed by the Student-Newman-Keuls Multiple Comparison Test.

In addition, a t test was performed comparing all NM subjects to all M subjects on a Total Positive variable. Also, t tests were carried out comparing Group 1 (High TP-NM) to Group 2 (High TP-M) and Group 3 (Low TP-NM) to Group 4 (Low TP-M). In all cases, the .05 level of significance was chosen.

The design of this experiment is a two-way classification design, utilizing a 2 x 4 factorial make-up (sex by Subject Groups on each TSCS score). The two categories of independent variables were sex and the Subject Groups, while the twelve TSCS scores were the dependent variables analyzed separately.

Summary

Eighty-eight undergraduate students enrolled in six Life and Career Planning classes at Appalachian State University were administered the Tennessee Self Concept Scale and the Modified Harpad Interaction Matrices. A two-way analysis of variance was performed on the independent variables of sex and Subject Groups (derived from the TSCS Total Positive score and the source of projection response on the Harpad) and the dependent variables of the TSCS scores taken separately. The .05 level of significance was employed. The experiment was a 2 x 4 two-way factorial design.

Chapter 4

Results

The present chapter presents the data and the statistical analyses performed on the data as related to the hypotheses of the experiment.

Major Null Hypothesis

There is no significant difference in self concept as measured by the Tennessee Self Concept Scale (TSCS) between individuals who recognize that the source of their negative perceptions come from others rather than themselves and those who consider themselves the source of their negative perceptions.

Table 1 presents the means and standard deviations of all TSCS Scores for all subjects. Table 2 summarizes the means and standard deviations for the four Subject Groups as well as for the Myself (M) Group and for the No-Myself (NM) Group on their Total Positive Scores.

Null Subhypotheses

Two null subhypotheses are made in this study.

Null Subhypothesis I

With respect to the TSCS Total Positive (TP) Score, there is no significant difference between the total No Myself (NM) Group and the total Myself (M) Group; between the High TP-NM Group and the High TP-M Group; and between the Low TP-NM Group and the Low TP-M Group.

Table 3 shows the t test results on the above three group comparisons. Null Subhypothesis I was not rejected

Table 1

Means and Standard Deviations of TSCS Scores for All Subjects

Variable ^a	Mean	<u>SD</u>
Positive Scores:		
Total Positive	338.932	30.624
Identity (Row 1)	127.716	9.924
Self Satisfaction (Row 3)	101.739	13.480
Behavior (Row 3)	109.534	10.912
Physical Self (Column A)	68.307	7.349
Moral-Ethical Self (Column B)	66.216	8.370
Personal Self (Column C)	64.727	7.320
Family Self (Column D)	70.784	7.418
Social Self (Column E)	68.886	7.721
Task Approach Variables:		
Self Criticism	36.739	4.865
Total Variability	49.170	12.167
Distribution	107.591	22.832

^an = 88 for each variable.

Table 2

Means and Standard Deviations of Subject Groups
for TSCS Total Positive Scores

Group ^a	<u>n</u>	Mean	<u>SD</u>
1 - High TP, No Myself	7	377.143	23.277
2 - High TP, Myself	32	362.031	19.466
3 - Low TP, No Myself	15	314.533	27.529
4 - Low TP, Myself	34	320.088	15.260
1 and 3 combined	22	334.454	39.382
2 and 4 combined	66	340.424	27.297

^aHigh TP refers to Ss who scored above the total group mean ($\bar{X} = 338.932$). Low TP refers to Ss who scored below the mean. No Myself refers to Ss who listed no "myself" responses as a source of projections. Myself refers to Ss who listed one or more "myself" responses.

Table 3
t Test Results on TSCS Total Positive
 Scores of Subject Groups

Comparison	df	<u>t</u> ratio	Level of Sign.
No Myself Groups (1 & 3) and Myself Groups (2 & 4)	28.03	- 0.66 ^a	NS
High TP, No Myself (grp. 1) and High TP, Myself (grp. 2)	37	1.60 ^b	NS
Low TP, No Myself (grp. 3) and Low TP, Myself (grp. 4)	17.91	- 0.73 ^a	NS

^aNumbers are reported t values for separate variance estimate.

^bNumber is reported t value for pooled variance estimate.

with respect to the t tests since no significant difference was found between the means of these paired groups.

Null Subhypothesis II

With respect to TSCS Positive and Task Approach Score there is no significant difference among subjects on the Subject Groups and sex variables.

Table 4 summarizes the two-way analysis of variance performed on each Positive and Task Approach Score with respect to the Subject Groups and sex variables. The results indicate a significant difference ($p < .001$) among at least one pair of Subject Groups for the TSCS Scores of Total Positive, Identity, Self Satisfaction, Behavior, Physical Self, Moral-Ethical Self, Personal Self, Family Self, Social Self, and Distribution Score. In addition, the F ratio indicates a significant difference among males and females on the Personal Self ($p < .015$) and the Total Variability ($p < .05$) Scores.

Table 5 summarizes further analysis of the difference between the groups using the Student-Newman-Keuls procedure.

Table 6 shows the means of the TSCS Scores for the Subject Groups on the above significant F tests. There was found a significant difference ($p < .05$) between the paired combinations of Groups 1-2, 1-3, 1-4, 2-3, and 2-4 for the TSCS Scores of Total Positive, Self Satisfaction, Moral-Ethical Self, Social Self, and Distribution. A significant difference ($p < .05$) between paired Groups 1-3, 1-4, 2-3, 2-4 was found for the TSCS Scores of Identify, Behavior, Physical Self, Personal Self, and Family Self. In addition, Student-Newman-Keuls analysis of

Table 4

Summary of Analysis of Variance on TSCS

Variables by Group and Sex

Source of Variation	df	MS	F	Level of Sign.
Total Positive				
Group (G)	3	14180.941	36.258	.001
Sex (S)	1	55.474	0.142	NS
G X S	3	649.233	1.660	NS
Within Cell	80	937.806	---	--
R1, Identity				
Group (G)	3	1140.582	25.140	.001
Sex (S)	1	158.371	3.491	NS
G X S	3	44.186	0.974	NS
Within Cell	80	45.369	---	--
R2, Self Satisfaction				
Group (G)	3	2166.299	20.398	.001
Sex (S)	1	155.616	1.464	NS
G X S	3	153.799	1.448	NS
Within Cell	80	106.201	---	--
R3, Behavior				
Group (G)	3	1603.608	25.642	.001
Sex (S)	1	60.223	0.963	NS
G X S	3	57.227	0.915	NS
Within Cell	80	62.537	---	--
CA, Physical				
Group (G)	3	433.446	10.590	.001

Table 4 (continued)

Source of Variation	df	MS	F	Level of Sign.
Sex (S)	1	154.714	3.780	NS
G X S	3	40.447	0.988	NS
Within Cell	80	40.933	---	--
CB, Moral-Ethical				
Group (G)	3	645.910	14.500	.001
Sex (S)	1	0.521	0.012	NS
G X S	3	82.508	1.852	NS
Within Cell	80	44.546	---	--
CC, Personal				
Group (G)	3	541.104	14.466	.001
Sex (S)	1	229.329	6.131	.015
G X S	3	15.135	0.407	NS
Within Cell	80	37.405	---	--
CD, Family				
Group (G)	3	421.715	12.074	.001
Sex (S)	1	100.881	2.888	NS
G X S	3	27.186	0.778	NS
Within Cell	80	34.927	---	--
CE, Social				
Group (G)	3	627.149	17.548	.001
Sex (S)	1	0.905	0.025	NS
G X S	3	63.178	1.768	NS
Within Cell	80	35.738	---	--

Table 4 (continued)

Source of Variation	df	MS	F	Level of Sign.
Self Criticism				
Group (G)	3	50.583	2.171	NS
Sex (S)	1	27.846	1.195	NS
G X S	3	14.158	0.608	NS
Within Cell	80	23.297	---	--
Total Variability				
Group (G)	3	175.803	1.196	NS
Sex (S)	1	693.304	4.715	.050
G X S	3	51.081	0.347	NS
Within Cell	80	148.027	---	--
Distribution				
Group (G)	3	4224.391	13.372	.001
Sex (S)	1	304.081	0.963	NS
G X S	3	1102.051	3.488	.019
Within Cell	80	315.916	---	--

Table 5

Student-Newman-Keuls Analysis of Significant TSCS Scores				
Group Comparison	R	Range of Groups	Sign. Range at .05	Level of Sign.
Total Positive by groups				
1-2	1	15.1115	14.591	.05
1-3	4	62.6096	19.197	.05
1-4	3	57.0547	17.437	.05
2-3	3	47.4981	17.437	.05
2-4	2	41.9432	14.591	.05
3-4	2	5.5549	14.591	NS
R1, Identity by groups				
1-2	2	3.8571	5.007	NS
1-3	4	20.1904	6.588	.05
1-4	3	16.2983	5.984	.05
2-3	3	16.3333	5.984	.05
2-4	2	12.4412	5.007	.05
3-4	2	3.8921	5.007	NS
R2, Self Satisfaction by groups				
1-2	2	10.4151	7.640	.05
1-3	4	26.4381	10.043	.05
1-4	3	24.6891	9.123	.05
2-3	3	16.0230	9.123	.05
2-4	2	14.2740	7.640	.05
3-4	2	1.7490	7.640	NS

Table 5 (continued)

Group Comparison	<u>R</u>	Range of Groups	Sign. Range at .05	Level of Sign.
R3, Behavior by groups				
1-2	2	1.4732	5.786	NS
1-3	3	16.3524	6.915	.05
1-4	4	16.6387	7.613	.05
2-3	2	14.8792	5.786	.05
2-4	3	15.1655	6.915	.05
3-4	2	0.2863	5.786	NS
CA, Physical by groups				
1-2	2	2.0130	4.765	NS
1-3	4	10.3238	6.269	.05
1-4	3	7.9159	5.694	.05
2-3	3	8.3105	5.694	.05
2-4	2	5.9026	4.765	.05
3-4	2	2.4079	4.765	NS
CB, Moral-Ethical by groups				
1-2	2	5.2500	4.937	.05
1-3	4	15.2000	6.495	.05
1-4	3	13.6765	5.900	.05
2-3	3	9.9500	5.900	.05
2-4	2	8.4265	4.937	.05
3-4	2	1.5235	4.937	NS
CC, Personal by sex				
M-F	2	0.0385	3.183	NS

Table 5 (continued)

Group Comparison	<u>R</u>	Range of Groups	Sign. Range at .05	Level of Sign.
CC, Personal by groups				
1-2	2	1.9018	4.571	NS
1-3	3	9.3143	5.463	.05
1-4	4	9.5967	6.014	.05
2-3	2	7.4125	4.571	.05
2-4	3	7.6949	5.463	.05
3-4	2	0.2824	4.571	NS
CD, Family by groups				
1-2	2	1.7857	4.363	NS
1-3	4	11.3524	5.740	.05
1-4	3	10.1387	5.214	.05
2-3	3	9.5667	5.214	.05
2-4	2	8.3530	4.363	.05
3-4	2	1.2137	4.363	NS
CE, Social by Groups				
1-2	2	6.3169	4.416	.05
1-3	4	14.8857	5.810	.05
1-4	3	14.4034	5.277	.05
2-3	3	8.5688	5.277	.05
2-4	2	8.0865	4.416	.05
3-4	2	0.4823	4.416	NS
Total Variability by sex				
M-F	2	4.5192	5.201	NS

Table 5 (continued)

Group Comparison	<u>R</u>	Range of Groups	Sign. Range at .05	Level of Sign.
Distribution by groups				
1-2	2	16.2723	13.591	.05
1-3	4	42.7619	17.880	.05
1-4	3	37.8698	16.241	.05
2-3	3	26.4896	16.241	.05
2-4	2	21.5975	13.591	.05
3-4	2	4.8921	13.591	NS

Table 6

Means of Subject Groups on TSCS Variables

Variable	Means of Subject Groups ^a			
	1	2	3	4
Positive Scores:				
Total Positive	377.14	362.03	314.53	320.09
Identity	138.86	135.00	118.67	122.56
Self Satisfaction	119.57	109.16	93.13	94.88
Behavior	119.29	117.81	102.93	102.65
Physical Self	73.86	71.84	63.53	65.94
Moral-Ethical Self	76.00	70.75	60.80	62.32
Personal Self	70.71	68.81	61.40	61.11
Family Self	77.29	75.50	65.93	67.15
Social Self	79.29	72.97	64.40	64.88
Task Approach Variables:				
Self Criticism	33.71	36.10	38.33	37.26
Total Variability	43.43	49.31	56.27	50.97
Distribution	135.43	119.16	92.67	97.56

^an for Group 1 = 7; n for Group 2 = 32; n for Group 3 = 15; n for Group 4 = 34.

sex comparisons found both Personal Self by sex and Total Variability by sex not significant ($p > .05$).

Null Subhypothesis II was rejected for all relationships except the following:

1. Comparison of Groups 3 and 4 (Low TP-NM and Low TP-M) on all TSCS Scores.
2. Comparison of Groups 1 and 2 (High TP-NM and Low TP-M) on TSCS Scores for Identity, Behavior, Physical Self, Personal Self, and Family Self.
3. Comparison of males and females on all TSCS Scores.

Summary

Summary of the data is as follows:

1. Although two-way analysis of variance indicated a significant difference between males and females on Personal Self and Total Variability Scores, a subsequent Student-Newman-Keuls analysis (SNK) performed on these variables to locate the significant relationships found none. It was concluded that no significant difference between males and females on any variable were found.
2. The t test showed no significant difference between all the No Myself subjects and all the Myself subjects with respect to the Total Positive Scores.
3. The t test showed no significant difference between the Low TP-NM Group and the Low TP-M Group (Groups 3 and 4) with respect to the Total Positive Score.
4. The t test showed no significant difference between the High TP-NM Group and the High TP-M Group (Groups 1 and 2)

with respect to the Total Positive Score. The SNK for this comparison indicated a significant difference. The High TP-NM Group mean was significantly higher than the High TP-M Group mean. These High TP means were significantly higher than the Low TP means.

5. The SNK showed no significant differences between the Low TP-NM Group and the Low TP-M Group (Groups 3 and 4) with respect to any TSCS Scores.

7. Using SNK, there were significant differences between all Subject Groups, except between Groups 1 and 2 and Groups 3 and 4, with respect to Identity, Behavior, Physical Self, Personal Self, and Family Self.

8. Using SNK, there were significant differences between all Subject Groups, except between Groups 3 and 4, with respect to Total Positive, Self Satisfaction, Moral-Ethical Self, Social Self, and Distribution Scores.

Chapter 5

Discussion

Chapter 5 covers the following topics: a summary of the study; the conclusions drawn from the data; and recommendations stemming from the research.

Summary

The purpose of this study was to evaluate the Onomastic Awareness Model in terms of the relationship between self concept and the recognition of the source of internalized negative perceptions. The research was significant because few studies have attempted to show this relationship and no objective experimentation had been done on the Onomastic Awareness Model.

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

1. Literature on the Onomastic Awareness Model;
2. Literature on unconditional positive regard; and
3. Literature on the development and characteristics of self concept.

The subjects were 36 male and 52 female undergraduate students enrolled in Life and Career Planning classes at Appalachian State University during the Spring 1978 semester. The 88 subjects were given the Tennessee Self Concept Scale and Modified Harpad Interaction Matrices. The data were subjected to t tests, two-way analysis of variance, and the Student-Newman-Keuls Multiple Comparisons analysis.

The significant results of the experiment can be summarized by the following:

1. The Student-Newman-Keuls analysis (SNK) for locating significant relationships found significant differences between the High TP-NM Group (Group 1) and the High TP-M Group (Group 2), between (Group 1) and the Low TP-NM Group (Group 3), between Group 1 and the Low TP-M Group (Group 4), between Groups 2 and 3, and between Groups 2 and 4 with respect to the TSCS Total Positive, Self Satisfaction, Moral-Ethical Self, Social Self, and Distribution Scores. The direction of significance was such that the means of Group 1 were greater than the means of Group 2; the means of Group 2 were greater than the means of Group 3 and 4.

2. The SNK found significant differences between Groups 1 and 3, 1 and 4, and 2 and 4 with respect to the TSCS Identity, Behavior, Physical-Self, Personal Self, and Family Self Scores. The direction of significance was such that the means of Groups 1 and 2 were greater than the means of Groups 3 and 4.

3. Remaining t tests and SNK analyses found no other significant differences or relationships.

Conclusions

The data partially support the hypotheses of the experiment. Null Subhypothesis I was rejected with respect to the relationship between the High Total Positive -No Myself Group (High TP-NM) and the High Total Positive-Myself Group (High TP-M). Of the subjects whose TP Scores were above the

sample mean (High TP Groups), the NM Group had a significantly high TP mean than the M Group. Of the subjects whose TP Scores were below the sample mean (Low TP Groups), no significant differences between the NM and M Groups were found.

Null Subhypothesis II was rejected for all paired comparisons of Subject Groups except Groups 3 and 4 (Low TP-NM and Low TP-M) with respect to the TSCS Total Positive, Self Satisfaction, Moral-Ethical Self, Social Self, and Distribution Scores. The direction of significance was such that on all scores the means of Group 1 were significantly higher than the means of Group 2; the means of Group 2 were significantly higher than the means of Groups 3 and 4.

Null subhypothesis II was rejected also for all paired comparisons of Subject Groups except Groups 1 and 2 (High TP-NM and High TP-M) and Groups 3 and 4 with respect to the TSCS Identity, Behavior, Physical Self, Personal Self, and Family Self Scores. The direction of significance was such that on all scores the means of Groups 1 and 2 were significantly higher than the means of Groups 3 and 4. Since the Subject Groups variable was determined by the sample mean for the TSCS TP Score, it is understandable by virtue of the design that Groups 1 and 2 would significantly differ from Groups 3 and 4 on the TSCS Positive Scores if the subjects' TP Scores were normally distributed.

Important significant relationships are those with respect to TSCS Positive Scores for all comparisons outlined in the null subhypotheses except between Subject Groups 1

and 3, and 2 and 4. With respect to TSCS Task Approach Scores, important significant relationships are those for all comparisons outlined in the null subhypotheses, without exception (in order to determine if these variables are constant). The important significant relationships were as follows:

1. Subject Group 1 was significantly higher than Subject Group 2 with respect to the TP, Self Satisfaction, Moral-Ethical Self, Social Self, and Distribution Scores.

2. Subject Group 1 was not significantly different from Subject Group 2 with respect to the Identity, Behavior, Physical Self, Personal Self, Family Self, Self Criticism, and Total Variability Scores.

3. Subject Group 3 was not significantly different from Subject Group 4 on any TSCS Score.

4. There was no significant difference between the TP mean for all NM subjects and the TP mean for all M subjects.

The corresponding conclusions from the above relationships are as follows:

1. For subjects whose self concepts are above the sample mean, the subjects are more likely to be No Myself respondents (i.e., will recognize that others are the source of their negative self-perceptions) if their self concepts are higher. The aspects of these subjects' self concepts that are most correlated with their recognition of perception source are the Self Satisfaction, Moral-Ethical, and Social Self areas. Since the Distribution Score was significantly

higher for High TP-NM subjects than for High TP-M subjects, it was concluded that for subjects whose TP Scores were above the sample mean, the subjects whose TP Scores were higher were more sure about the way they saw themselves.

2. Subjects whose TP Scores were above the sample mean did not differ significantly from each other with respect to the Identity, Behavior, Physical Self, Personal Self, and Family Self areas of their self concepts. These subject did not differ from their entire population on their defensiveness (Self Criticism) or on variability (Total Variability).

3. For subjects whose TP scores were below the sample mean, there was no difference between the No myself respondents and the Myself respondents in any area of self concept. The NM and M subjects whose TP Scores were below the sample mean were also similar with respect to all Task Approach Scores.

4. Although NM's are significantly different from M's on the TP Score when the means of their TP Scores are above the sampleTP mean, when all subjects are combined on the NM and M conditions their group mean TP Scores are the same. Populations of subjects of varying self concept levels do not seem to support the major hypothesis that there will be a significant difference in self concepts between individuals who consider themselves as the source of their negative perceptions and those who consider others as the source of their negative perceptions.

An additional conclusion was made: The finding that there were no significant differences between any paired combinations of Subject Groups on the TSCS Task Approach Scores of Self Criticism and Total Variability indicates that these variables were constant across all Subject Groups.

The results of the study only partially support the experimental hypothesis. Self concept as measured by the Tennessee Self Concept Scale is higher for persons who recognize the source of their negative perceptions come from others rather than themselves and low for persons who consider themselves the source of their negative perceptions only when the persons' self concepts are above the population mean. When self concepts are below the population mean, there are no significant differences among the self concepts of NM and M persons.

Recommendations

Recognizing the importance of the process whereby research stimulates more research, the following recommendations are made for further study.

It is noted that one of the limitations of the study was the small number of subjects in some groups (cf. Table 2). A recommendation is made to replicate this study using a larger subject number. Also previously noted was that the conclusions drawn are limited to similar populations from which the sample in this study was taken. A more in-depth study would take into consideration a more stratified sample or a sample from another population.

The development of a more in-depth and objective instrument for determining the source of negative perceptions would be a welcomed asset. Such an instrument may provide for a more accurate study to determine what Stage of the Onomastic Awareness Model a person is in or how well a subject recognizes the source of his internalized negative perceptions. Incorporating a test for defensiveness into the design of this experiment may answer some questions about the results. Using the Clinical Form of the Tennessee Self Concept Scale would provide such a defensive variable in addition to other insightful variables found in the Empirical Scales.

In addition to answering some theoretical questions, it is hoped that this study will provide a stimulus for more aggressive research into the relationship between projections and self concept.

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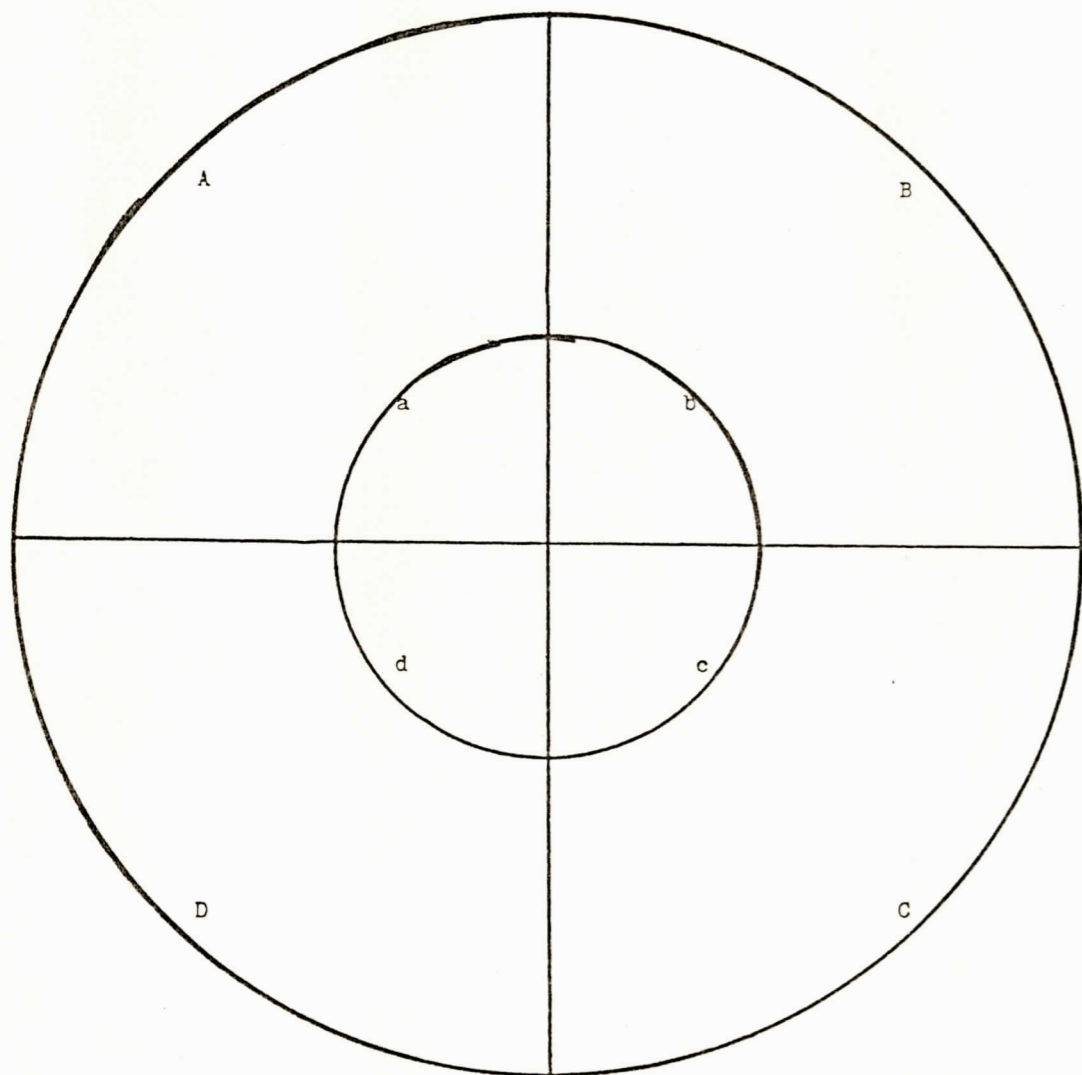
APPENDICES

Appendix A

social security number _____ sex (M or F) _____

MODIFIED HARPAD INTERACTION MATRICES

In each of the four large spaces marked by the capital letters, write one brief response that completes the statement "I don't like myself because . . ."



- I. TSCS
 - A. Give directions
 - B. When complete, have them put away
- II. Harpad
 - A. Read instructions
 - B. When complete, collect
- III. TSCS Scoring
 - A. Explain scoring
 - B. Interpret when complete
- IV. Debriefing

HARPAD DIRECTIONS

After this next part, which will be very structured, I'll explain the scoring. Listen closely now. I am collecting data for a Master's Thesis. Since my research involves several classes, I will read all the instructions so that they will be exactly the same for each class.

I would like to first point out that all of my research is done in the strictest confidence and no results will be presented in any way that would identify any individuals. In addition, after Wednesday, I will be more than willing to discuss any aspect of this research with any of you.

Since the data I'll be collecting here are totally dependent on your responses, it is conceivable that you can give me misinformation. However, for the success of this research, and therefore my thesis, I would greatly appreciate your being as honest and open as possible. Remember, your name will not be matched with your responses, your professor will not see the responses, and no responses or results will be made public in any way that would identify you.

On this form, please clearly write your social security number and indicate your sex in the appropriate spaces (a pause for completion).

This form will make it easier for me to evaluate your responses. Please note the directions at the top of the page. In each of the four large spaces marked by the capital letters, write one brief response that completes the statement, "I don't like myself because . . .". When you have completed this, look up so I'll know you are finished. You'll have about five minutes to write the four responses.

In the corresponding small spaces marked by small letters, write the names or relationships of the person or persons who told you these things you have just written. For example, in the space marked by the small "a", write who told you what you wrote in the space marked by the capital "A". Do the same for b, c, and d. When you have finished, turn your paper over. You'll have about 2½ minutes to complete your responses.

4-1978

THESIS RESEARCH FOR DAVID McCAMPBELL
APPALACHIAN STATE UNIVERSITY

Social Security No. _____

_____ 1-3 Code

_____ 4 Sex 1-male 2-female

_____ 5 Group

1-High TSCS - NM
2-High TSCS - M
3-Low TSCS - NM
4-Low TSCS - M

_____ 6-7 Self Criticism

_____ 8-10 Total Positive

_____ 11-14 Row 1 (Identity)

_____ 15-17 Row 2 (Self-Satisfaction)

_____ 18-20 Row 3 (Behavior)

_____ 21-22 Column A (Physical)

_____ 23-24 Column B (Moral Ethical)

_____ 25-26 Column C (Personal)

_____ 27-28 Column D (Family)

_____ 29-30 Column E (Social)

_____ 31-32 Total Variability

_____ 33-35 Distribution