

Archives  
closed  
MLD  
1975  
A40K  
Th  
154

A STUDY OF THE INFLUENCE AND CHANGE OF THE PERSONAL  
VALUES OF SELECTED MINISTERIAL STUDENTS  
IN A GROUP COUNSELING EXPERIMENT



A Thesis  
Presented to  
the Faculty of the Graduate School  
Appalachian State Teachers College



In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts



by  
Donald Douglas Moore  
August 1964

A STUDY OF THE INFLUENCE AND CHANGE OF THE PERSONAL  
VALUES OF SELECTED MINISTERIAL STUDENTS  
IN A GROUP COUNSELING EXPERIMENT

---

by

Donald Douglas Moore

Approved by:

*J. Edward Harrill*

---

Chairman of Thesis Advisory Committee

*Eratis Williams*

---

Director of Graduate Studies

*Beatrice B. Ramsey*

---

Major Professor

*Max Dym*

---

Minor Professor

## ACKNOWLEDGMENTS

Any thesis is the product of the contributions of a number of people. The author is indebted to many individuals, especially to the twelve ministerial students who were the subjects in this project. Profound indebtedness is acknowledged to J. Edward Harrill, chairman of the Thesis Advisory Committee, and to the members of the committee including J. Paul Bagley, J. Max Dixon, Mrs. Beatrix B. Ramey, and Cratis D. Williams for their patient perseverance and invaluable scholarly supervision.

D. D. M.



## TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITIONS OF TERMS USED. . . . .	1
The Problem . . . . .	1
Statement of the problem . . . . .	1
Significance of the problem . . . . .	2
Importance of the study . . . . .	2
Limitations of the study . . . . .	3
Definitions of Terms Used . . . . .	3
Values . . . . .	3
Ministerial student . . . . .	3
Group counseling . . . . .	3
Group A . . . . .	4
Group B . . . . .	4
Materials and Procedures . . . . .	4
Organization of Remainder of the Thesis . . . . .	6
II. ANALYSIS OF RESEARCH AND REVIEW OF THE	
LITERATURE . . . . .	7
Synopsis of Recent Research . . . . .	7
Review of the Related Literature . . . . .	10
Literature on value schemata . . . . .	11
Literature on group counseling . . . . .	13
Literature on ministerial students . . . . .	16
Summary of literature . . . . .	19

## CHAPTER

## PAGE

III. DESCRIPTION OF THE RESEARCH TECHNIQUE AND	
PRESENTATION AND ANALYSIS OF DATA . . . . .	20
Description of the Research Technique . . . . .	20
Design of the study . . . . .	21
Sources of data . . . . .	22
Research procedures . . . . .	23
Presentation and Analysis of the Data . . . . .	23
Selection of the groups . . . . .	23
Pre-testing results . . . . .	27
Discussion questions . . . . .	30
Post-testing results . . . . .	36
Intragroup reactions . . . . .	40
Comparison of sessions on values . . . . .	50
Comparison of individuals . . . . .	51
Summary . . . . .	52
IV. SUMMARY AND CONCLUSIONS . . . . .	55
Description of the Procedures . . . . .	55
Descriptive research . . . . .	55
Methods utilized . . . . .	55
Findings and Conclusions . . . . .	56
General observations . . . . .	58
Recommendations For Further Research . . . . .	59

CHAPTER	PAGE
BIBLIOGRAPHY . . . . .	61
APPENDIX A. Situation Test . . . . .	65
APPENDIX B. Attendance Chart . . . . .	77

LIST OF TABLES

TABLE	PAGE
I. Data for Group Equation . . . . .	25
II. "Study of Values" Scores for Group A . . . . .	28
III. "Study of Values" Scores for Group B . . . . .	29
IV. Situation Test Responses for Group A . . . . .	32
V. Situation Test Responses for Group B . . . . .	33
VI. Discussion Questions for Group A . . . . .	34
VII. Discussion Questions for Group B . . . . .	35



LIST OF FIGURES

FIGURE	PAGE
1. A Profile of the "Study of Values" Mean-Scores With the Collegiate Mean . . . . .	31
2. A Profile of Group A's "Study of Values" Pre-test Scores With the Collegiate Mean . . .	41
3. A Profile of Group A's "Study of Values" Post-test Scores With the Collegiate Mean . . .	42
4. A Profile of Group B's "Study of Values" Pre-test Scores With the Collegiate Mean . . .	44
5. A Profile of Group B's "Study of Values" Post-test Scores With the Collegiate Mean . . .	45



## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

In recent years an increasing general interest in psychology and religion has led to a focusing upon the importance of personal values as a point of critical concern in the individual's development as a healthy adult. The values which a person possesses provide for him the backdrop before which he makes his decisions, selects his vocation and avocations, exercises his concept of himself as a person, and develops his ideals. These values may change and/or be modified under certain circumstances.

#### I. THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to determine to what extent the personal values of selected ministerial students are modified during active participation in group counseling; (2) to attempt to ascertain whether or not direction or non-direction of the groups is a factor involved in the changes; and (3) to make an effort to evaluate the significance of these changes, if any, as they relate to deepened interpersonal relationships between the group members.

Significance of the problem. Very little research has been completed in the area of personal value changes in group counseling experiments in academic settings at the junior college level. Most of the research has been accomplished in clinical use of psychotherapeutic techniques and in high schools and senior colleges. Some of this research has been referred to in Chapter Two of this thesis. There have been volumes of experimentation in group and multiple counseling, but none of sufficient significance to determine the change or modification of personal values. This study has sought to determine to what extent these changes occurred with selected groups of ministerial students in a Baptist junior college, specifically Gardner-Webb College, Inc. located at Boiling Springs, North Carolina.

Importance of the study. Modern psychology has frequently emphasized the noteworthiness of the influence of value schemata on the individual's development as a healthy adult. One of the gravest problems among Southern Baptists in the present decade has been that of declining enrollments of ministerial students in the institutions of Christian higher education. This study was an important one in that it has helped to focus upon some of the value judgments held by ministerial students in one such Southern Baptist institution of higher learning.

Limitations of the study. Generally speaking, this study had three limitations: (1) each group was limited to six ministerial students and such a limited sampling has necessarily restricted the significance of the findings; (2) the statistical analysis of the data resulting from this research has been presented descriptively only; and (3) the group leader had had little previous experience as a group leader, especially in this type of research experiment.

## II. DEFINITIONS OF TERMS USED

Values. Personal values are the entities of social life, including ideals, customs, and institutions, toward which the people of the group have an affective regard. The term includes the quality of anything which renders it desirable or useful.

Ministerial student. The term ministerial student in this report was used to refer to a college student who had decided to prepare for a church-related vocation as a pastor, missionary, music director, or minister of religious education. The twelve students selected as the subjects in this experiment were ministerial students at Gardner-Webb College during the fall semester of 1963.

Group counseling. Group counseling, as utilized in

this experiment in the study of changing values, was semi-formal small-group discussion activity with two equated groups of six ministerial students. A face-to-face relationship between the leader and the group members in private meetings is implicit in the term group counseling.

Group A. The term Group A refers to the group of ministerial students whose twelve discussion sessions were structured and directed by the group leader. Throughout this experiment, the structuring factor for Group A was the control and direction by the group leader.

Group B. The second group was undirected; i.e., Group B refers to the one in which the leader simply observed with minimal participation. Group B was given no direction other than that which the group members imposed upon themselves in the discussions.

### III. MATERIALS AND PROCEDURES

To ascertain some measurable values of the group members, each participant was given the Allport-Vernon-Lindzey "Study of Values" as a pre-test. This instrument was also used as a post-test at the end of the fourteen session experiment. As another pre-test and post-test, the group members also completed a situation test, a copy of which is

included in Appendix A, page 64, together with explanatory material.

Each group met for a total of fourteen group counseling sessions, each of which lasted approximately fifty (50) minutes. Two of these sessions, the first and the fourteenth, were joint-sessions of both groups for the express purpose of administering the pre-tests and post-tests. All of the other sessions were separate ones for the two groups, and all of these were recorded on tape.

The members of each group were selected from available ministerial students, and the groups were equated as nearly as possible on the basis of ages, certain standardized test results, social and educational backgrounds, religious training and experience, and vocational preferences and plans. The personnel records of each student were utilized in the attempt to gather data with which to equate the two groups. Standardized test results used in the equation of the groups included each student's results on the Otis Quick-Scoring Test of Mental Ability (Gamma Form), the composite scores of the Scholastic Aptitude Test (College Board), and the profiles for both the vocational and personal forms of the Kuder Preference Record. These data for both groups are scheduled and reported in Table I, pages 25-26. Extreme caution was exercised in order to equate the groups on as

many points as possible. Each group consisted of three (3) sophomore men, two (2) sophomore women, and one (1) freshman man. After the first session, the members of Group B were asked to submit a list of things which they would like to discuss during the project. The group leader used this list periodically to stimulate discussion and to keep other discussion from dragging. Group A members also submitted a list of questions from which the group leader selected those with which to structure the group sessions.

#### IV. ORGANIZATION OF REMAINDER OF THE THESIS

Chapter Two is devoted to a synopsis of some of the recent research in group counseling and to a brief review of some of the related literature. The third chapter describes the research technique and includes a comprehensive presentation of and analysis of the data obtained in the research project. The description of the research technique details the design of the study and emphasizes the methods and procedures employed. Chapter Four, the final chapter, consists of a concise summary and the statement of apparent conclusions drawn from the research investigations.



## CHAPTER II

### ANALYSIS OF RESEARCH AND REVIEW OF THE LITERATURE

Adequate research in the measurement of values as they relate to group counseling is non-existent. With the emphasis on the importance of value schemata for the development of healthy adults, the need for satisfactory research data has become acutely pronounced.

Nothing has been published in regard to the change of values as a direct result of participation in group counseling activities. Much of what has been written has been limited to meager discussions of certain general concepts of the nature of values, as such. These sources are diffuse and have been produced mostly during the last twenty-five years.

#### I. SYNOPSIS OF RECENT RESEARCH

Driver has provided one of the best synopses of recent research in the area along with thirty-seven contributors.<sup>1</sup> This source, revised in a textbook edition in 1962, portrays the advantage of small-group discussion as an aid to learning.

---

<sup>1</sup>Helen Irene Driver (ed.), Counseling and Learning Through Small-Group Discussion (Madison: Monona Publications, 1962).

Concerning small-group discussion as an aid to learning, Driver asserted:

Learning takes place in four ways: (1) through the discussion content and group activities, (2) through the personal relationships of group members, (3) through the interactions of group members with the leader during group sessions, and (4) through the counseling process in private interviews with the group leader.<sup>2</sup>

Emphasizing the projects undertaken in her research, Driver stated that the advantages accruing from group dynamics, interpersonal relationships, and role-playing are too great to omit from the counseling process.<sup>3</sup> The technique of multiple counseling was employed with one hundred and twenty-one participants in fifteen group projects. Age levels included teen-agers, college students, and adults; the mental health status of participants included the well-adjusted, the neurotic, and the psychotic. Driver concluded that the intimate group membership helps a client through support, reassurance, and frank discussions and that he also helps others, since mutual aid is characteristic of the group activity.<sup>4</sup> In her research technique in these multiple-counseling projects, Driver utilized private individual interviews and personal contact as an adjunct to small-group discussions. So little research has been accomplished in so

---

<sup>2</sup>Driver, op. cit., p. 19.

<sup>3</sup>Ibid., p. 16.

<sup>4</sup>Ibid.

few areas with group counseling methods that it can be safely ascertained that the door is wide open for the development of new techniques and the application of the few proven methods. Guidance and student personnel leaders will need to be creative and in so doing will develop many novel and diversified approaches.

Allport, Vernon, and Lindzey have done valuable work in devising a scale for measuring the dominant interests in personality. Their Study of Values, the third edition of which was published in 1960, continues to be widely used in research related to inventoried values. This scale seeks to measure the relative prominence of six basic interests or motives in personality: the theoretical, economic, aesthetic, social, political, and religious. Allport declared that these motives represent six ideal types of persons with the classification based directly upon Eduard Spranger's Types of Men.<sup>5</sup> In their research to standardize their inventory of values, the authors discovered that these six types are characterized in order by: (1) the discovery of truth, (2) interest in what is useful, (3) form and harmony, (4) love of people, (5) power, and (6) unity.<sup>6</sup>

---

<sup>5</sup>Gordon W. Allport, Personality: A Psychological Interpretation (New York: Henry Holt and Company, 1939), pp. 228-231.

<sup>6</sup>Ibid.

Warnath and Fordyce studied the values of groups of entering college freshmen to attempt to determine observable patterns of values. They reported that:

Realization that students need guidance in the selection of programs of study in which they will most probably meet with the best chances of success and that this success will be due in part to non-intellectual factors, the investigators designed a study to determine whether or not differential patterns of values were observable between groups of college freshmen who had indicated their most probable college major.<sup>7</sup>

They concluded that the values of those who have indicated their majors are more discernible than others studied.

## II. REVIEW OF THE RELATED LITERATURE

No actual source book, per se, is available on this closely-defined, delimited topic. The relative literature that now exists is contained in widely scattered sources, and then normally in very brief references. There are chapters of some more recent publications that deal with aspects of this subject. Some material is to be found in periodical references in the broader areas of value judgments and their influence on the maturing adult. Several of these chapters and articles which relate to problems very closely associated with this one will be reviewed here.

---

<sup>7</sup>Charles F. Warnath and Hugh R. Fordyce, "Inventoried Values of Entering College Freshmen," The Personnel and Guidance Journal, XL: 3 (November, 1961), 277-281.

Literature on value schemata. Maslow has pointed out that the ultimate disease of our time is valuelessness; that this state is more crucially dangerous than ever before in history; and, that something can be done about it by man's own efforts.<sup>8</sup> In recent years, the brunt of the research and writing on value schemata has been borne by psychologists. Some of the most important contributions have been made by Allport who has said, "Many individuals, it is plainly evident, lack commitment to ideal goals."<sup>9</sup> According to Allport, few if any of our value-orientations hold the prospect of complete fulfillment, and even the best integrated of personalities do not always act consistently with their schemata of value.<sup>10</sup> This hypothesis suggests then that personal values can be changed or modified--that they are susceptible to alteration. Concerning the infinity principle as it relates to human development, Ligon reported that since truth is infinite, we shall never find final answers.<sup>11</sup>

---

<sup>8</sup>Abraham H. Maslow (ed.), New Knowledge In Human Values (New York: Harper & Brothers, Publishers, 1959), p. vii.

<sup>9</sup>Gordon W. Allport, Becoming: Basic Considerations for a Psychology of Personality (New Haven: Yale University Press, 1955), p. 76.

<sup>10</sup>Ibid., pp. 76-77.

<sup>11</sup>Ernest M. Ligon, Dimensions of Character (New York: The MacMillan Company, 1956), p. xi.

Relative to the development of value schemata, Ligon also maintained that the individual influences his environment far more than his environment influences him.<sup>12</sup> This influence is diverse partly because individuals differ so widely among themselves. One of the basic concepts of Ligon's Dimensions of Character is his presentation of what he calls a "positive potential concept," which infers that man has not even begun to approach his maximum potential.<sup>13</sup> When Jacobs surveyed all available studies concerning the values held by college students, he found that they (the college students) express a need for religion, but they have a hollow quality in their beliefs.<sup>14</sup> Jacobs also found that college students subscribe to traditional virtues of sincerity, honesty, and loyalty, but are indulgent concerning laxity in moral standards.<sup>15</sup> In this survey, Jacobs found too that some students' beliefs are nebulously conceived. Sullivan conducted a comparative study of the value-choices of college sophomores and discovered that these choices are

---

<sup>12</sup>Ligon, op. cit., p. xi.

<sup>13</sup>Ibid.

<sup>14</sup>Gordon W. Allport, "Values and Our Youth," Teacher's College Record, 63:212, December, 1961.

<sup>15</sup>Ibid.

sanctioned primarily by three elements: i.e., self, authority, and peers.<sup>16</sup> Sullivan found also that value-choices are really observable in several distinct categories including social, self-realization, status, among others.<sup>17</sup> Some pressure is brought to bear upon the college student in several spheres of his life experience. Included here are the areas of employment and economics, race and class, leisure activity, courtship, marriage and sex, and social activity.<sup>18</sup>

Literature on group counseling. Much has been written in regard to group counseling, methods of small-group discussion activity, and the use of psychotherapeutic methods with groups. Given here will be a brief summary of work done on problems closely related to the one delineated by this study. An overall purpose of any type of counseling should be growth of the individual. Shepard pointed out:

Teachers, counselors, and all others who work with the student need to form a partnership, utilizing a team approach in order that the student's personal, social, emotional, and intellectual growth be most effectively stimulated and developed.<sup>19</sup>

---

<sup>16</sup>Albert J. Sullivan, "The Value-Choices of College Sophomores--A Cooperative Study," Journal of Education, 144: 12, December, 1961.

<sup>17</sup>Ibid., p. 12.

<sup>18</sup>Ibid.

<sup>19</sup>Eugene L. Shepard, "The Role of the Faculty Counselor in General Education," Counseling and Guidance in General Education, Melvane D. Hardee, editor (New York: World Book Company, 1955), p. 161.

Regardless of whether the counseling technique is group or individual, the ultimate value for the student will be the program that assists him to understand himself as a person. Shepard further lists these characteristics of a program of individualization: (1) to know the student as an individual; (2) to help him with his academic program; and (3) to be a friend to him when he seeks a friendly relationship on an adult level.<sup>20</sup> Another contribution of group counseling to this individualization was summarized by Bennett:

All human beings need to feel that they 'belong' and have a respected status among their fellows. Belongingness and status depend on opportunities to share experiences and the willingness and ability to give and take.<sup>21</sup>

Prior to 1960, Harrod sought to determine whether or not colleges and universities in the United States provide facilities and moral support to campus religious programs. He found that slightly over half of the state schools provide religious counseling; 85.62 per cent of the private non-denominational schools do; and 97.37 per cent of the inter-denominational schools do.<sup>22</sup> Harrod also found that in the

---

<sup>20</sup>Shepard, op. cit., p. 163.

<sup>21</sup>Margaret E. Bennett, College and Life: Problems of Self-Discovery and Self-Direction (New York: McGraw-Hill Book Company, Inc., 1952), p. 57.

<sup>22</sup>George W. Harrod, "Religious Activities on Campuses of Colleges and Universities," The Personnel and Guidance Journal, 38:557, March, 1960.



majority of the colleges and universities, this work is placed under the dean of students.<sup>23</sup> There exists a profound need for intensive counseling of some type, perhaps group, among college students in the area of marriage and the family. Too few junior colleges include such courses in their curriculum. Gambill has observed that the need for functional courses in marriage and the family has arisen from pressure by the students on the administration.<sup>24</sup> Many older adolescents are pressured into value-choices of a less than wholesome nature by ignorance and misconception. Of paramount importance in group counseling at any level is the attitude of the students toward the counselor. Hardee has listed the seven basic criteria for selection of faculty advisers at Stephens College:

- (1) Sensitivity to human relationships,
- (2) Objectivity,
- (3) Flexibility in working with others,
- (4) Respect for another's individuality,
- (5) Concern for the operation of spiritual and moral values,
- (6) Readiness to make the most of opportunities for growth, and
- (7) Possession of an alert, clear, creative mind.<sup>25</sup>

---

<sup>23</sup>Harrod, op. cit., p. 557.

<sup>24</sup>George W. Gambill, "Historical Background of Marriage Education," Junior College Journal, 32:228, December, 1961.

<sup>25</sup>Melvane D. Hardee, The Faculty in College Counseling (New York: McGraw-Hill Book Company, Inc., 1959), p. 50.

Another important matter is the counselor's self-concept and personal attitude. Stefflre pointed out some of the criteria for counselor selection and training, including:

- (1) Desired goals in counseling,
- (2) Acceptable evidence of progress in the client,
- (3) Preferred counseling procedures, and
- (4) Characteristics of the effective counselor.<sup>26</sup>

In reference to the characteristics for criteria, Stefflre mentioned a total of four; academic, interest and values, personality, and self-concept.<sup>27</sup> Group counseling then is not new in many respects. This fact was pointed out clearly by Klapman:

As with many of the healing arts, it may be said of group psychotherapy that it has been practiced since the advent of mankind, but as a self-conscious discipline with an attempted appraisal of causes and effects group psychotherapy is of decidedly recent origin.<sup>28</sup>

Literature on ministerial students. Recent statistical studies indicate that in the past six years Baptist colleges and universities have lost more than one-third of

---

<sup>26</sup>Buford Stefflre and others, "Characteristics of Counselors Judged Effective By Their Peers," Journal of Counseling Psychology, 9:4;335, April, 1962.

<sup>27</sup>Ibid., p. 337.

<sup>28</sup>J. W. Klapman, Group Psychotherapy: Theory and Practice (New York: Grune & Stratton, Inc., 1946), p. v.

their ministerial enrollments.<sup>29</sup> One west coast Baptist college president indicated that this is one of the most serious problems facing Baptists today. He emphasized the confrontation of the alarming spectacle [italics not in the original] of the rapidly declining leadership potential.<sup>30</sup> A president of a North Carolina Baptist college wrote this year that this decline is a matter of concern for all Baptists.<sup>31</sup> The need for a solution of this problem for the Baptists was emphasized, too, in the words of a Baptist serving in the deep South when he wrote: "A minister has the most dramatic joy in the world."<sup>32</sup> There is a greater need than ever before in history for dedicated ministers--those who have clearly defined goals and who are capable of making meaningful value choices. In a spiritual viewpoint, the minister serves his congregation as a representative of God and as a reminder of Jesus. Oates has written:

The pastor is related to people "as though it were in Christ's own stead." It is his personal motive to have

---

<sup>29</sup>Loyed R. Simmons, "The Southern Baptist Ministerial Student," The Southern Baptist Educator, 27:11-12, July-August, 1963.

<sup>30</sup>Ibid.

<sup>31</sup>Harold W. Tribble, "Ministerial Student Decline In Baptist Colleges Discussed," Biblical Recorder, 130:20, January, 1964.

<sup>32</sup>H. Leo Eddleman, "Biblical Basis of the Call," Vision, XXI:2;4-5, November, 1963.

in himself the mind that was in Christ Jesus. . . . Therefore, the central objective of all pastoral [italics in the original] care and personal counseling is that "Christ be formed" in the personality of the individuals who seek help.<sup>33</sup>

The current interest in the relationship between psychology and religion has led to an ever-increasing emphasis upon the need for ministers who are clinically trained to deal with sick parishoners. A contemporary concept is that of the minister as a member of the "healing team" together with the psychiatrist and the physician. Young wrote:

The minister and the doctor have more or less gone their separate ways in the past, with few attempts toward co-operation on either side. Today the hospital chaplain and doctor in the general hospital are finding that co-operation is extremely advantageous to the patient. Medical schools today are beginning to teach what is called the "comprehensive approach" to the patient.<sup>34</sup>

In order to meet the needs of his congregation, the minister must first know himself and be able to understand and accept himself. Wise was commenting upon this matter when he wrote:

The people to whom the clergyman preaches frequently have deep emotional problems, and they need personal help in the form of counseling. Counseling is essentially communications . . . it is not what the counselor does to or for the counselee that is important; the important thing is what happens between them. The pastor needs to know himself as well as to understand the

---

<sup>33</sup>Wayne E. Oates, The Christian Pastor (Philadelphia: The Westminster Press, 1951), p. 32.

<sup>34</sup>Richard K. Young, The Pastor's Hospital Ministry (Nashville: Broadman Press, 1954), pp. 9-10.

dynamic processes of personality as they find expression in the counselee.<sup>35</sup>

This new concept is catching on or taking hold in some circles. Young and Meiburg, in summarizing recent trends, illustrated it by writing: "Speaking before the Texas Medical Association, its president, Dr. Milford O Rouse, declared that, 'the most fundamental of all partnerships in medicine is with the ministry.'"<sup>36</sup>

Summary of literature. The bulk of the literature on this topic is in the area of personal counseling itself. To date, there is only meager material on group counseling, especially as related to changing personal values. Even less literature is available on the ministerial student. Diffuse sources produce information on the minister and his work, particularly in counseling; very little is available on the student for the ministry, although considerable material is available in widely-scattered sources on value schemata.

---

<sup>35</sup>Carroll A. Wise, Pastoral Counseling: Its Theory and Practice (New York: Harper & Brothers, Publishers, 1951), p. 11.

<sup>36</sup>Richard K. Young and Albert L. Meiburg, Spiritual Therapy (New York: Harper & Brothers, Publishers, 1960), p. 11.

## CHAPTER III

### DESCRIPTION OF THE RESEARCH TECHNIQUE AND PRESENTATION AND ANALYSIS OF DATA

This study was one of descriptive research; i.e., it has involved the investigation, recording, analysis, and interpretation of phenomena, focusing on present conditions rather than on historical or experimental research. Realizing that there is an overlapping of all types of research, the word descriptive here is used to refer to a what is more than what has been or what will be. Historical research is primarily concerned with what has been; it is used to apply the scientific method of inquiry to historical problems. Experimental research is primarily concerned with what will be when conditions are carefully controlled; generally, experimental research is used most frequently in the laboratory. As descriptive research, this study has been concerned with more than gathering facts and tabulating them; attempts have been made also to analyze and interpret the data gathered in the research technique.

#### I. DESCRIPTION OF THE RESEARCH TECHNIQUE

In applying the technique of descriptive research in this study, a parallel group method was utilized to attempt

to ascertain whether personal values change during participation in group counseling. Specifically, the group leader sought to determine the effect of directed group discussion on the change of values.

Design of the study. This study was accomplished by using two equated groups of six ministerial students each, the equation being accomplished via the material presented in Table I on pages 25 and 26. In equating the two groups, the student's individual personnel folders were utilized, emphasizing these factors: age, sex, and academic class; Otis raw scores and Gamma I. Q.'s; college board scores including the composite scores plus individual verbal and math scores; and the converted scores on both forms of the Kuder Preference Record. Each group was tested in the first and fourteenth sessions using both Allport-Vernon-Lindzey "Study of Values" and the researcher's situation test as pre-tests and post-tests. Each group met for a total of twelve (12) fifty-minute sessions between the testing periods. The structural factor was the direction by the group leader with Group A. Group B was undirected and the group leader participated only minimally to keep the discussion relevant and active. The group members agreed at the outset among themselves that any member who had to miss a session for any reason could have the privilege of listening to the recording of that session

if he elected to do so. Of the twelve students in the project for a total of twenty-seven (27) sessions, only seven absences were recorded. See the attendance chart in Appendix B on page 76. Of those absent, five individuals "made-up" the absences by listening to the recordings in private sessions. These persons were able to keep up with the progression of the sessions which they had to miss by listening to the tapes. The tape recordings were obtained by using three microphones properly positioned to pick up the discussion by the seven participants, including the group leader.

Sources of data. The two primary sources of data for this project include the results of the "Study of Values" and of the situation test which were used as pre-tests and post-tests. These data are presented on several charts included later in this chapter. Another source of data is the collection of twenty-four (24) tape recordings made of the small-group discussion sessions--twelve for each group. The questions asked by the participants can be considered as a source of data too, because in so many instances the questions pinpoint specific personal needs.

Research procedures. During the summer of 1963, the researcher and the chairman of his thesis committee selected



the problem and outlined the project for research work. A prospectus was presented to the thesis committee in August, 1963 and approved along with the situation test constructed by the researcher under the close supervision of and with the helpful suggestions of the thesis committee. See Appendix A for a copy of the situation test. After the problem was delineated, the decision was made to include two groups of six ministerial students each from among those studying at Gardner-Webb College during the fall semester of 1963.

## II. PRESENTATION AND ANALYSIS OF THE DATA

Much of the data acquired in this research has been presented in tabular form in the following pages in seven tables and five figures. The tables and figures provide a concise and precise presentation. Every attempt has been made to make the tabulated data meaningful and readily understandable to the reader. Given here is a pertinent discussion of each table and figure and the specific findings from these data.

Selection of the groups. The researcher selected the subjects from among the available ministerial students who were studying at Gardner-Webb College in October of 1963. The two groups were equated on the basis of the data included in Table I, pages 25-26, which contains a brief

resume of the data for selection. In addition to specific biographical information including each subject's number, age, sex, and academic class at Gardner-Webb, the table shows the converted scores for the Scholastic Aptitude Test and for both forms of the Kuder Preference Record. Prior to the start of the project, every attempt was made to make the two groups as equal as possible. Table I indicates that the mean-ages for the two groups are only six months apart. The groups each included three (3) sophomore men, two (2) sophomore women, and one (1) freshman man. The results of the Otis Quick-Scoring Test of Mental Ability were also used in the equation effort. Table I further indicates that the Gamma intelligence quotients derived from the Otis test are only 1.1 points apart on the mean-scores for the two groups. On the verbal section of the college board, Group A scored 4.4 points higher than Group B; on the math section, Group A scored 24.1 points higher; and the mean for the converted composite scores indicates that Group A scored 28.5 points higher than Group B. Both forms of the Kuder Preference Record were used in the attempt for equation since they include both personal and vocational preferences. A final factor in the equation process was the vocational choice of each participant as derived from his stated vocational preference at registration for the semester in which the project began.

TABLE I  
DATA FOR GROUP EQUATION

SUBJECT		OTIS TEST			COLLEGE BOARD (SAT)		*KUDER PERSONAL							
Number	Age	Sex	Class	Raw Score	Number Attempted	Gamma IQ	Converted Score	Verbal	Math	Group Activity	Stable Situations	Dealing With Ideas	Avoiding Conflict	Directing Others
Group A														
1	19	F	So.	51	80	109	800	422	378	47	45	55	61	24
2	20	M	So.	50	59	108	809	358	451	51	47	55	65	45
3	25	F	So.	58	65	116	921	490	431	48	34	46	45	38
4	18	M	Fr.	51	70	109	677	288	389	58	51	59	50	39
5	19	M	So.	46	52	104	960	460	500	37	58	46	52	42
6	31	M	So.	29	43	87	669	296	373	60	42	41	48	48
				47.5	56.5	105.5	806	385.7	420.3	50.2	46.2	50.3	53.5	39.9
M = 22														
Group B														
1	19	M	So.	46	66	104	846	463	383	29	50	49	58	43
2	27	M	So.	51	58	109	1033	543	490	35	54	55	45	38
3	19	F	So.	59	76	117	778	372	406	40	28	37	59	28
4	19	F	So.	53	80	111	692	354	338	27	47	55	62	28
5	27	M	So.	34	57	92	655	268	387	48	59	50	45	30
6	18	M	Fr.	35	59	93	661	288	373	42	40	30	27	54
M = 21.5				43.6	66	104.3	777.5	381.3	396.2	36.8	46.3	46	49.3	36.8

\* Converted Scores

TABLE I (continued)

SUBJECT	*KUDER VOCATIONAL								VOCATIONAL CHOICE		
	Outdoor	Mechanics	Computational	Science	Persuasive	Artistic	Literary	Musical		Social Service	Clerical
Group A											
1	27	24	18	34	41	24	24	14	76	38	Foreign Missionary
2	26	36	31	49	42	13	18	5	71	40	Minister
3	23	47	19	23	56	21	25	7	73	35	Foreign Missionary
4	22	27	24	41	44	13	23	7	74	51	**Spiritual Therapist
5	26	46	31	32	43	6	18	4	49	80	Minister
6	39	32	26	35	35	22	20	10	65	44	Minister
M =	27.2	35.3	24.8	35.7	43.5	16.5	21.3	7.8	68	48	
Group B											
1	48	25	9	24	35	25	26	27	55	43	Evangelist
2	48	33	23	47	21	27	26	10	76	25	Minister
3	44	11	33	16	33	29	11	26	68	71	Religious Education
4	28	28	15	19	43	31	24	20	70	32	Foreign Missionary
5	49	25	18	41	46	17	25	9	64	42	Minister
6	52	38	20	31	40	22	18	1	54	52	Minister
M =	39.8	26.7	19.7	29.7	36.3	25.2	21.7	15.5	64.5	44.2	

\* Converted Scores

\*\* This subject in Group A plans to go into some type of counseling and/or religious therapy. The term "Spiritual Therapist" is his own.

After the selection of the participants and after they had consented to become members of the discussion-groups, a convenient calendar was established whereby the two groups could meet for a total of fourteen sessions each.

Pre-testing results. The groups met in a joint-session for the pre-testing, but conflicting schedules then necessitated that the post-testing be done in separate sessions. This schedule of testing accounts for the fact that there was a grand total of twenty-seven (27) sessions. In the initial session, the only joint-session, the pre-testing was accomplished by administering to both groups the Allport-Vernon-Lindzey "Study of Values" and the researcher's situation test. For comparative purposes, Tables II and III, pages 28-29, include the results of the "Study of Values" pre-tests and post-tests which were administered to both groups. The converted scores on each of the six categories are given for both tests. In addition, the mean-scores for each group on all categories are given and can be compared to the collegiate norms taken from the test manual. As might be expected, the high categories for both groups of these ministerial students are the social and religious ones on both the pre-tests and post-tests. Specifically, Table II shows the results of the "Study of Values" for Group A. It indicates that Group A had it's highest scores on the pre-

TABLE II

## "STUDY OF VALUES" SCORES FOR GROUP A

Pre-test: November 13, 1963

SUBJECT	THEORET.	ECONOMIC	AESTHETIC	SOCIAL	POLITICAL	RELIG.
1 (F)	40	25	37	53	27	58
2	42	36	28	44	30	60
3 (F)	34	38	30	43	31	64
4	40	30	26	53	32	59
5	29	33	30	56	31	61
6	39	32	27	48	38	56
Mean =	37.33	32.33	29.67	49.50	31.50	59.67

---

Collegiate Norms  
From Test Manual

Mean	39.80	39.45	40.29	39.34	40.61	40.51
Men	43.09	42.05	36.72	37.05	43.22	37.88
Women	36.50	36.85	43.86	41.62	38.00	43.13

---

Post-test: January 15, 1964

1 (F)	26	39	44	42	40	49
2	33	36	32	42	39	58
3 (F)	29	39	31	47	32	62
4	39	32	25	48	39	57
5	30	36	30	55	28	61
6	35	33	37	41	38	56
Mean =	32.00	35.83	33.17	45.83	36.00	57.17

TABLE III

## "STUDY OF VALUES" SCORES FOR GROUP B

Pre-test: November 13, 1963

SUBJECT	THEORET.	ECONOMIC	AESTHETIC	SOCIAL	POLITICAL	RELIG.
1	33	31	32	51	31	62
2	31	34	32	52	32	59
3 (F)	28	35	34	53	31	59
4 (F)	34	35	38	47	25	61
5	29	34	29	52	41	55
6	36	32	27	45	42	58
Mean =	31.83	33.50	32.00	50.00	33.67	59.00

---

 Collegiate Norms  
 From Test Manual

Mean	39.80	39.45	40.29	39.34	40.61	40.51
Men	43.09	42.05	36.72	37.05	43.22	37.88
Women	36.50	36.85	43.86	41.62	38.00	43.13

---

Post-test: January 17, 1964

1	31	29	34	45	45	56
2	36	36	26	52	31	59
3 (F)	26	32	41	48	32	61
4 (F)	45	28	31	47	25	64
5	30	36	36	42	42	54
6	37	32	30	45	37	59
Mean =	34.17	32.17	33.00	46.50	35.33	58.83

test in the categories termed social and religious. Figure 1, page 31, shows the scaled comparison of the group means on the pre-tests and post-tests with the collegiate mean as a general norm. This figure shows that Group A scored average to low on the "Study of Values" pre-tests and post-tests in all categories except their high scores in the social and religious categories. The latter score was quite high on both tests. This scaled comparison also shows that all scores, with the exception of the theoretical, for Group A were nearer the collegiate mean on the post-test. Tables IV and V, pages 32-33, list the responses for both groups on the situation pre-tests and post-tests. A thorough discussion of both of these tables is contained later in this chapter under post-testing results, page 36.

Discussion questions. Following the first meeting of each group, both groups were asked to submit a list of questions which they would like to discuss. These questions are contained for the most part in Tables VI and VII, pages 34-35. Tables VI and VII show the lead questions used per session and indicate that some of the questions cover more than one session, as in the problem of establishing self-identities in the early sessions. Group B followed its list implicitly as time permitted. To structure and direct Group A, the researcher used only the questions from the list which he



A PROFILE OF THE "STUDY OF VALUES" MEAN-SCORES WITH THE COLLEGIATE MEAN

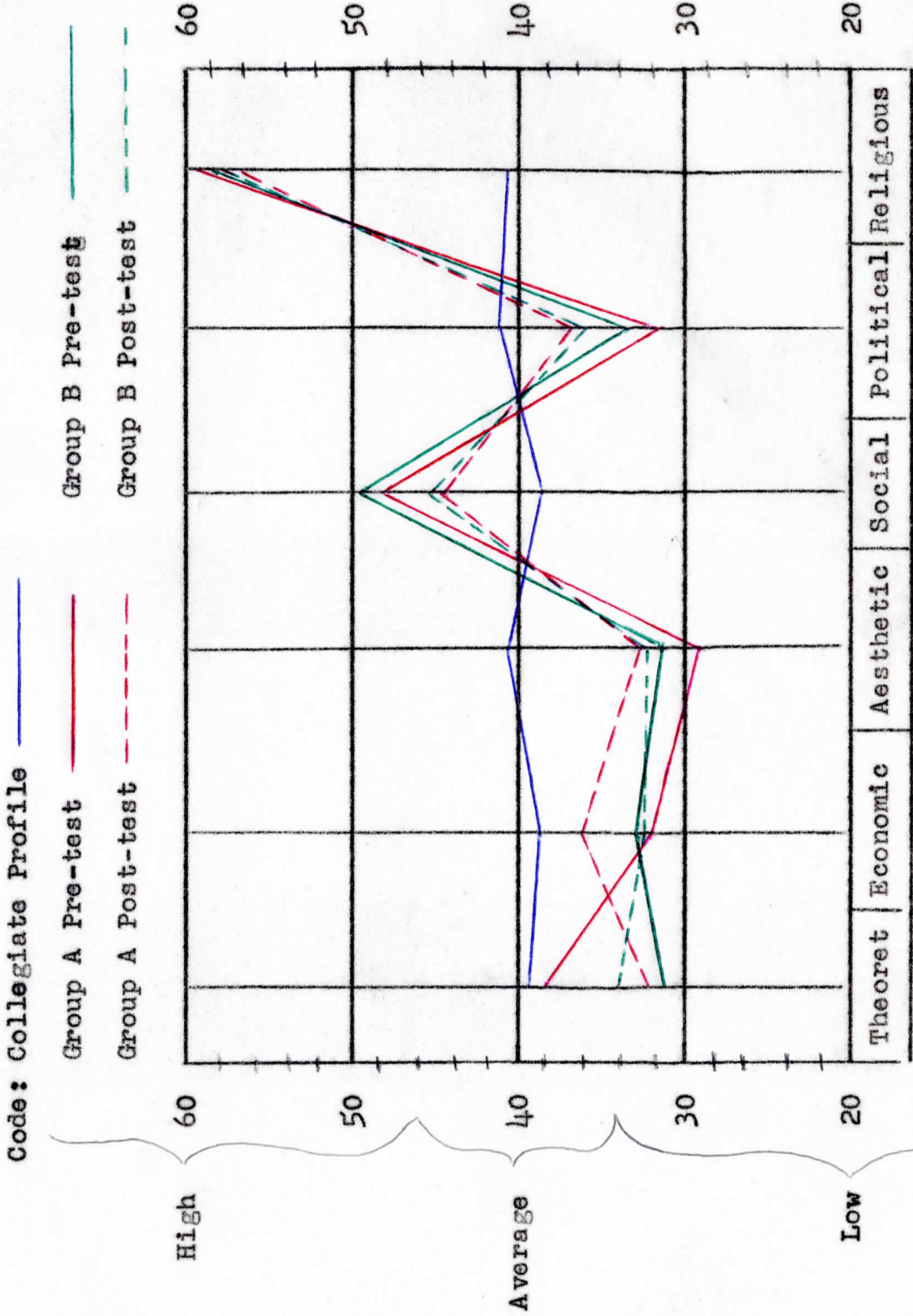


TABLE IV  
SITUATION TEST RESPONSES FOR GROUP A

Pre-test - November 13, 1963		SITUATION TEST ITEMS																									Post-test - January 15, 1964		
SUBJ.		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			
1	d	d	b	b	b	c	b	a	b	c	a	c	b	d	b	c	b	a	a	c	c	b	a	b	a	b	d	d	d
2	a	b	b	a	c	c	d	b	c	a	d	c	b	b	b	a	c	d	c	d	c	b	a	b	b	d	a	d	d
3	a	b	b	a	c	c	b	a	c	a	b	c	b	b	b	a	c	b	a	c	c	d	a	b	b	d	c	d	d
4	a	b	b	c	d	d	b	b	c	a	d	c	b	c	d	a	b	a	d	a	b	b	a	b	b	d	a	d	d
5	a	d	d	d	c	c	b	a	b	d	a	c	b	b	b	b	c	b	c	c	b	b	a	b	b	c	d	d	d
6	d	b	b	c	c	c	b	a	e	c	d	c	b	d	c	a	a	a	a	d	d	b	a	b	b	b	d	d	d
1	a	<i>d</i>	<i>b</i>	<i>b</i>	<i>b</i>	<i>c</i>	<i>a</i>	<i>c</i>	<i>b</i>	<i>b</i>	<i>b</i>	<i>c</i>	<i>b</i>	<i>d</i>	<i>b</i>	<i>c</i>	<i>b</i>	<i>a</i>	<i>a</i>	<i>c</i>	<i>d</i>	<i>c</i>	<i>b</i>	<i>a</i>	<i>b</i>	<i>d</i>	<i>d</i>	<i>d</i>	
2	<i>a</i>	<i>b</i>	<i>b</i>	<i>a</i>	<i>c</i>	<i>c</i>	<i>d</i>	<i>b</i>	<i>c</i>	<i>a</i>	<i>d</i>	<i>c</i>	<i>b</i>	<i>b</i>	<i>b</i>	<i>a</i>	<i>c</i>	<i>d</i>	<i>c</i>	<i>d</i>	<i>c</i>	<i>b</i>	<i>a</i>	<i>b</i>	<i>b</i>	<i>d</i>	<i>d</i>	<i>d</i>	
3	<i>a</i>	<i>b</i>	<i>b</i>	<i>a</i>	<i>c</i>	<i>c</i>	<i>b</i>	<i>a</i>	<i>c</i>	<i>a</i>	<i>b</i>	<i>c</i>	<i>b</i>	<i>b</i>	<i>b</i>	<i>a</i>	<i>c</i>	<i>d</i>	<i>c</i>	<i>b</i>	<i>a</i>	<i>b</i>	<i>a</i>	<i>b</i>	<i>b</i>	<i>d</i>	<i>d</i>	<i>d</i>	
4	<i>a</i>	<i>b</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>d</i>	<i>b</i>	<i>b</i>	<i>c</i>	<i>a</i>	<i>d</i>	<i>c</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>a</i>	<i>b</i>	<i>a</i>	<i>d</i>	<i>a</i>	<i>b</i>	<i>b</i>	<i>a</i>	<i>b</i>	<i>b</i>	<i>d</i>	<i>d</i>	<i>d</i>	
5	<i>a</i>	<i>d</i>	<i>d</i>	<i>d</i>	<i>c</i>	<i>c</i>	<i>b</i>	<i>a</i>	<i>e</i>	<i>c</i>	<i>d</i>	<i>c</i>	<i>b</i>	<i>d</i>	<i>c</i>	<i>a</i>	<i>a</i>	<i>a</i>	<i>d</i>	<i>d</i>	<i>b</i>	<i>a</i>	<i>b</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>d</i>	<i>d</i>	
6	<i>d</i>	<i>b</i>	<i>b</i>	<i>c</i>	<i>c</i>	<i>c</i>	<i>b</i>	<i>a</i>	<i>e</i>	<i>c</i>	<i>d</i>	<i>c</i>	<i>b</i>	<i>d</i>	<i>c</i>	<i>a</i>	<i>a</i>	<i>a</i>	<i>d</i>	<i>d</i>	<i>b</i>	<i>a</i>	<i>b</i>	<i>b</i>	<i>b</i>	<i>d</i>	<i>d</i>	<i>d</i>	
1	<i>a</i>	<i>b</i>	<i>b</i>	<i>b</i>	<i>c</i>	<i>c</i>	<i>a</i>	<i>c</i>	<i>b</i>	<i>b</i>	<i>b</i>	<i>c</i>	<i>b</i>	<i>d</i>	<i>b</i>	<i>c</i>	<i>b</i>	<i>a</i>	<i>a</i>	<i>c</i>	<i>d</i>	<i>c</i>	<i>b</i>	<i>a</i>	<i>b</i>	<i>d</i>	<i>d</i>	<i>d</i>	
2	<i>a</i>	<i>b</i>	<i>b</i>	<i>a</i>	<i>c</i>	<i>c</i>	<i>d</i>	<i>b</i>	<i>c</i>	<i>a</i>	<i>d</i>	<i>c</i>	<i>b</i>	<i>b</i>	<i>b</i>	<i>a</i>	<i>c</i>	<i>d</i>	<i>c</i>	<i>d</i>	<i>c</i>	<i>b</i>	<i>a</i>	<i>b</i>	<i>b</i>	<i>d</i>	<i>d</i>	<i>d</i>	
3	<i>a</i>	<i>b</i>	<i>b</i>	<i>a</i>	<i>c</i>	<i>c</i>	<i>b</i>	<i>a</i>	<i>c</i>	<i>a</i>	<i>b</i>	<i>c</i>	<i>b</i>	<i>b</i>	<i>b</i>	<i>a</i>	<i>c</i>	<i>d</i>	<i>c</i>	<i>b</i>	<i>a</i>	<i>b</i>	<i>a</i>	<i>b</i>	<i>b</i>	<i>d</i>	<i>d</i>	<i>d</i>	
4	<i>a</i>	<i>b</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>d</i>	<i>b</i>	<i>b</i>	<i>c</i>	<i>a</i>	<i>d</i>	<i>c</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>a</i>	<i>b</i>	<i>a</i>	<i>d</i>	<i>a</i>	<i>b</i>	<i>b</i>	<i>a</i>	<i>b</i>	<i>b</i>	<i>d</i>	<i>d</i>	<i>d</i>	
5	<i>a</i>	<i>d</i>	<i>d</i>	<i>d</i>	<i>c</i>	<i>c</i>	<i>b</i>	<i>a</i>	<i>e</i>	<i>c</i>	<i>d</i>	<i>c</i>	<i>b</i>	<i>d</i>	<i>c</i>	<i>a</i>	<i>a</i>	<i>a</i>	<i>d</i>	<i>d</i>	<i>b</i>	<i>a</i>	<i>b</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>d</i>	<i>d</i>	
6	<i>d</i>	<i>b</i>	<i>b</i>	<i>c</i>	<i>c</i>	<i>c</i>	<i>b</i>	<i>a</i>	<i>e</i>	<i>c</i>	<i>d</i>	<i>c</i>	<i>b</i>	<i>d</i>	<i>c</i>	<i>a</i>	<i>a</i>	<i>a</i>	<i>d</i>	<i>d</i>	<i>b</i>	<i>a</i>	<i>b</i>	<i>b</i>	<i>b</i>	<i>d</i>	<i>d</i>	<i>d</i>	

\*The italics indicate a changed answer between the pre-test and the post-test.  
On the post-test, Group A changed 38.00% of its answers.

TABLE V  
SITUATION TEST RESPONSES FOR GROUP B

Pre-test - November 13, 1963

SUBJ.	SITUATION TEST ITEMS																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	d	d	b	d	c	d	b	d	a	b	a	b	d	d	d	d	a	c	c	c	b	a	b	d	d
2	d	d	b	b	d	d	b	c	a	d	c	b	c	d	d	a	c	c	c	c	d	a	b	c	d
3	d	b	b	a	c	d	a	b	a	b	c	b	d	b	a	d	a	d	b	b	b	a	b	c	d
4	d	d	b	a	d	d	b	c	c	d	c	b	d	c	a	a	a	d	d	b	b	a	c	d	d
5	d	d	b	a	d	d	b	c	a	d	c	b	c	b	a	a	a	d	d	d	c	a	b	c	d
6	a	b	b	a	c	b	a	b	a	a	c	b	c	b	b	d	b	c	d	b	b	a	b	c	d

Post-test - January 17, 1964

\*Note the Italics

1	d	d	b	b	d	c	c	a	a	b	a	c	b	b	c	a	a	b	a	c	b	a	b	c	d
2	d	d	b	b	d	c	c	a	a	d	c	b	d	b	d	a	a	c	a	a	a	a	b	c	d
3	d	d	b	b	d	a	b	c	a	b	c	b	d	b	d	a	a	b	a	a	a	a	b	c	d
4	d	d	b	b	d	b	b	c	a	d	c	b	d	b	d	a	a	d	a	a	a	a	b	c	d
5	d	d	b	b	d	b	b	c	a	d	c	b	d	b	d	a	a	d	a	a	a	a	b	c	d
6	d	d	b	b	d	b	a	b	a	a	c	b	c	b	b	d	b	c	d	b	b	a	b	c	d

\*The italics indicate a changed answer between the pre-test and the post-test. On the post-test, Group B changed 28.67% of its answers.

TABLE VI  
DISCUSSION QUESTIONS FOR GROUP A

---

SESSION	CONTENTS/DISCUSSION QUESTION (S)
1	Self-descriptions Q. 1 - "What really is a Christian?"
2	Q. 2 - "What is involved in a 'call' to the ministry?"
3	Q. 3 - "How important are values in adjustment?"
4	Q. 4 - "What are your reactions to the assassination?" (Probe: Political value)
5	Q. 5 - "How much importance do you place upon happiness, self-confidence, and determination?"
6	Q. 6 - "Do conflicts arise from conflicting personal values, as in compromise?"
7	Q. 7 - "How do you feel when you learn that someone has criticized you?"
8	Q. 8 - "Are there values connected with chapel attendance, loyalty, and campus fads?"
9	Q. 9 - "Can you forgive and forget?"
10	Q. 10 - "How do you regain confidence in people once you have been hurt deeply?"
11	Q. 11 - "What is causing the decline in our ministerial enrollments?"
12	Q. 12 - "How do you overcome timidity and shyness?" Q. 13 - "Do people's personal values change? Can they be modified?"

TABLE VII  
DISCUSSION QUESTIONS FOR GROUP B

SESSION	CONTENTS/DISCUSSION QUESTION (S)
1	Self-descriptions Q. 1 - "What is a 'call' to the ministry?"
2	Q. 2 - "What are the things that we hold valuable?" Q. 3 - "What about self-identity?"
3	Q. 4 - "How important is love in behavior?"
4	Q. 5 - "What is love?"
5	Q. 6 - "What is normal in emotional expression?"
6	Q. 7 - "How may I best deal with the personal problem of an alcoholic mother who has determined that she wants no help?"
7	(Continuation of Session 6)
8	Alcoholism concluded. Q. 8 - "Should Christians marry non-Christians?" Q. 9 - "What about inter-faith and inter-denominational marriages?" Q. 10 - "What should the church seek to do to assist young people who are planning to be married?"
9	Q. 11 - "What can the church do to aid in premarital counseling?" Q. 12 - "Does the church have a responsibility in the area of the sex education of young people?"
10	Q. 13 - "Is it wrong to doubt your call?"
11	Q. 14 - "What are the qualities that you admire most in a personal confidant?"
12	Q. 15 - "What factors ought to influence our choice of a senior college?"

thought would serve to complement the research technique and enhance the project's significance. These data were derived from a concise analysis of the tape recordings, accomplished by playing the tapes for both groups from start to finish in the order recorded. Following the pre-testing, each group met for twelve (12) sessions of small-group discussion using the questions in Tables VI and VII as starting-blocks.

Post-testing results. The fourteenth session for each of the groups was used expressly for the administration of the post-tests; i.e., the "Study of Values" and the researcher's situation test. For comparative purposes, Tables II and III, pages 28-29, show the post-test results for the "Study of Values." Group A was nearer the collegiate mean on the post-test. Group B, as shown in Table III, page 29, was nearer the "Study of Values" collegiate mean on all post-test results except the economic category on which there was a 1.33 point larger deviation away from and below the collegiate mean. These data are also graphically profiled in Figure 1, page 31. Table IV, page 32, lists the responses for Group A's situation post-test as well as the pre-test. This table shows that on the situation test, the group changed 38.00% of its answers on the post-test. For ease of comparison, a copy of the situation test has been placed on pages 64-75 in Appendix A. Table V, page 33, lists the

responses for Group B's situation pre-test and post-test, indicating that the group changed 28.67% of its answers on the post-test. Tables IV and V indicate that the two groups both tended towards the agree or favorable responses in the overall attitude shown in their situation post-tests. At least, they chose then more of the agree-favorable responses. The percentages are large enough to indicate that there were causative factors involved in the changes. One probable one, as stated in the hypothesis, is that of participation in group counseling. Relative to specific item responses, there was only one item on which as many as nine persons changed their answers on the post-test. It was item two, a situation concerning drinking.

2) Sam, Mary, Frank, and Alice were double-dating on a Saturday night off campus. Leaving a movie, the two couples stopped at a drive-in restaurant and ordered sandwiches, and three of the group ordered alcoholic beverages. Frank was a total abstainer, but here in this circumstance, he felt he would be teased if he did not participate.

If you were Frank, would you:

- a) figure that one time wouldn't make any difference and go ahead and order an alcoholic beverage?
- b) order a soft drink or coffee and make some light remark about your abstinence?
- c) decide that you were a victim of circumstances and go along with the group?
- d) order a soft drink without comment and just dare anyone to say anything to you about it?

In Group A, as seen in Table IV, on the pre-test there were four b's and two d's. On the post-test, there were still four b's and two d's, but four answers had been changed.

On the same item, Group B had two b's and four d's on the pre-test. On the post-test, there were three b's and three d's, which represented five changed responses. Another example of a large number of changed responses was item six, an honesty item.

6) A certain school has a very strict honor code, one which requires students to inform on any breach of the code, however minor it seems. Paul, whose father operates a restaurant, has an early Algebra class with Ted, whose father is a cook in Paul's father's restaurant. Paul and Ted share adjacent seats in the back of the math class. On a very important final examination, Paul slips Ted a note saying that things will go badly for Ted's father at the restaurant if Ted does not pass his answer sheet over to Paul.

If you were Ted, would you:

- a) go along with Paul and figure "so what"?
- b) refuse to break the honor code by helping Paul and forget the matter?
- c) pass the answer sheet on to Paul but report the matter to the professor privately later?
- d) refuse Paul's request and report the incident to the honor council?

For Group A, the pre-test result shows four b's and two d's while the post-test shows one a, two b's, one c, and two d's for a total of five changed responses. For Group B, item six on the pre-test had one b and five d's. The post-test had two b's and four d's, or only one changed response. A third example of several changed responses is item 16 which deals with evangelistic witnessing for these students.

16) Your college roommate is not a Christian but you have not established sufficient rapport with him (or her) to be able to extend your personal witness. This is due to the antagonistic attitude of your roommate.



During a campus revival, another person comes into the room during study hours one night and attempts to "convert" your roommate. You are also present when the third person comes in.

Would you:

- a) enter into the "witnessing" and try also to "convert" your roommate?
- b) ask the third member to step into the hall with you and there tell him (or her) that you think his approach honestly is too premature and ask him to let you work with your roommate in your own way?
- c) excuse yourself from the room and wait to see what happens?
- d) continue studying in the room but not enter into the conversation between your roommate and the visitor?

On the pre-test, Group A had three a's, one b, one c, and one d. The Group A post-test showed two a's, one b, one c, and two d's for a total of three changed responses. Group B had three a's and three d's on the pre-test for a total of four changed responses. Two other items have as many as seven responses changed on the post-test. These were item eighteen on the nature of truth and item nineteen which deals with their call to the ministry. In item nineteen, alternative d states that the call: ". . . will be so clear that a truly called person will never have a justifiable doubt about it." In the post-test only one person chose this alternative. Of the others, there were three a's, seven b's, and one c. Unanimity for both groups for both testing sessions was observed only in items twelve and twenty-two. Item twelve is a situation dealing with honesty in which the subject supposedly

finds a large sum of money. Without exception all twelve subjects on both tests chose the alternative which states that they would call out to the man and return the money immediately to him. Item twenty-two deals with the doctrine of the virgin birth. The subjects all chose response a which states that Jesus was born of a virgin, in whom He was conceived by the Holy Spirit.

Intragroup reactions. Figures 2 and 3, pages 41-42, are profiles of Group A's "Study of Values" pre-test and post-test results for individual group members. Figure 2 shows the pre-test results for Group A and compares them with the collegiate mean taken from the test manual. Figure 3 shows the post-test results for Group A, and indicates that on the post-test, Group A's scores were clustering nearer the collegiate mean with the social and religious categories still clearly the two high scores for these ministerial students. Selected verbatim quotations from the tapes of the group sessions also indicate that the participants had their values modified during the course of this project. One Group A member, for example, stated about one-third way through the project that she would be glad when it (the project) was over. She was having nightmares which she attributed to psychological threat stemming from her participation in these sessions. Interestingly enough, it was this

FIGURE 2

A PROFILE COMPARISON OF GROUP A'S "STUDY OF VALUES"

PRE-TEST SCORES WITH THE COLLEGIATE MEAN

Code: Subject 1 ——— Subject 4 - - - - -  
 Subject 2 ——— Subject 5 - - - - -  
 Subject 3 ——— Subject 6 - - - - -  
 Collegiate Mean ———

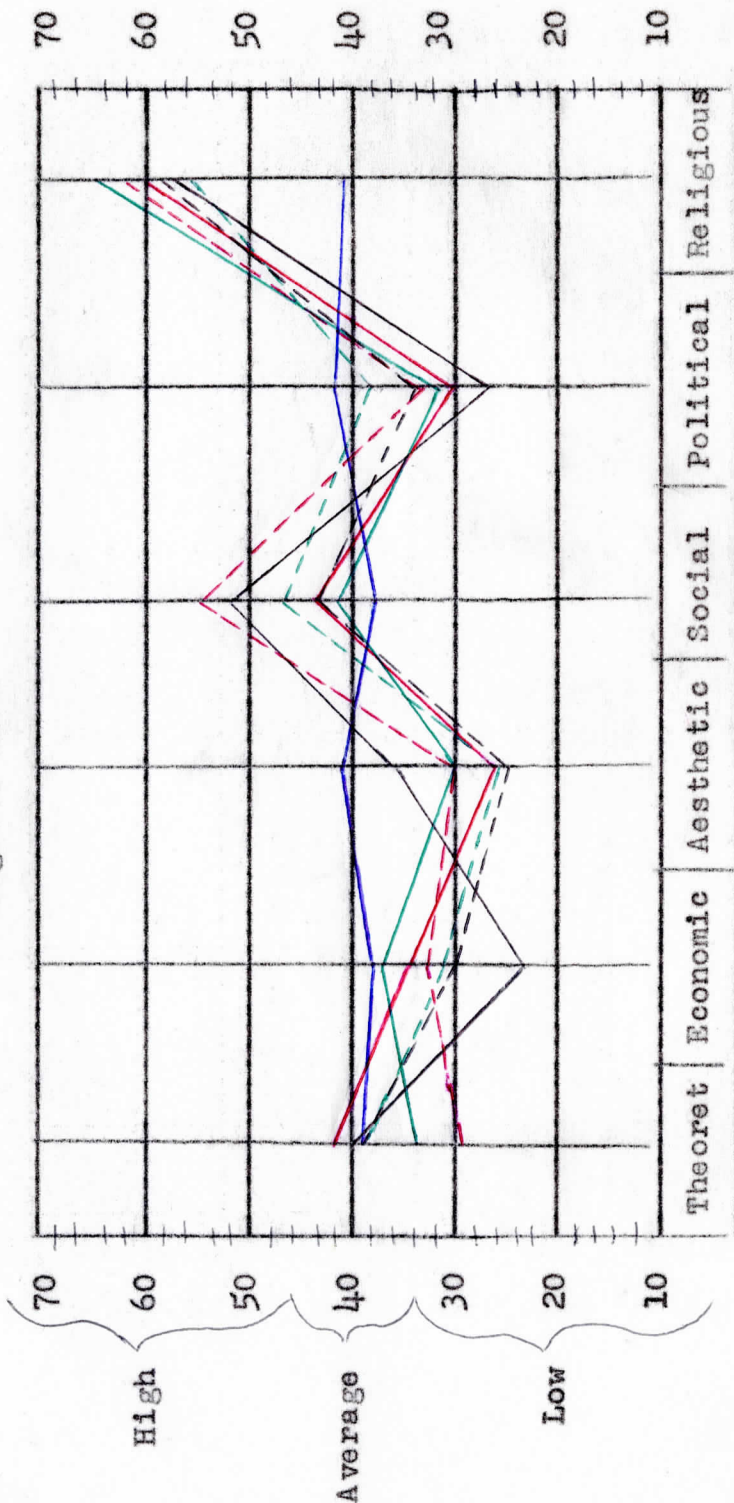
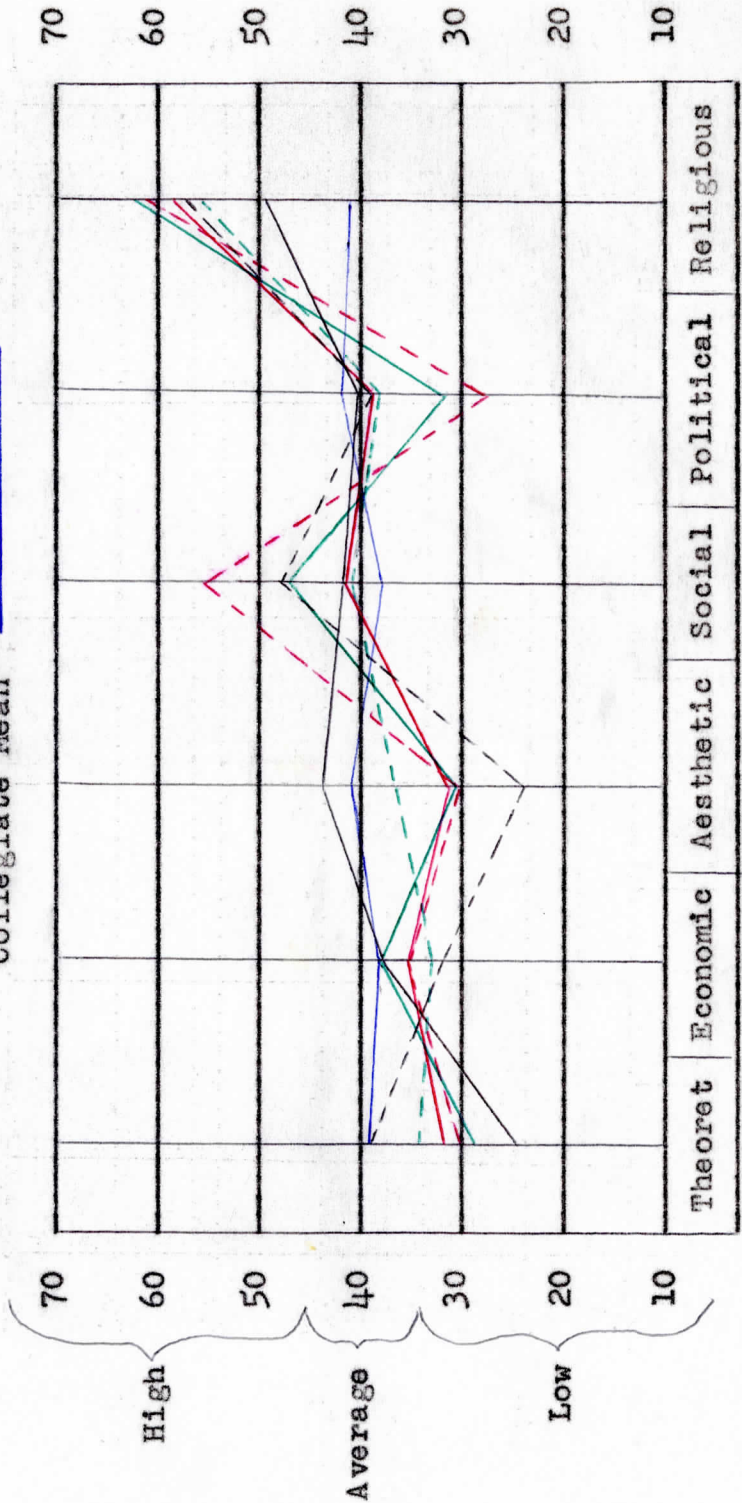


FIGURE 3

A PROFILE COMPARISON OF GROUP A'S "STUDY OF VALUES"

POST-TEST SCORES WITH THE COLLEGIATE MEAN

Code: Subject 1 ——— Subject 4 - - - - -  
 Subject 2 ——— Subject 5 - - - - -  
 Subject 3 ——— Subject 6 - - - - -  
 Collegiate Mean ———



subject who remarked in the last recorded session: "I'm sorry that we are finishing. Being a member of this group is the best thing that has ever happened to me." A comprehensive analysis was made of the tapes by playing them back singularly and in the order recorded. In this analysis, it was necessary and possible to play parts of some of the recordings several times to follow the interchanges that were taking place among the participants. The group leader analyzed the tapes by listening to Group A's recordings initially and then followed with the recordings of Group B. Tables VI and VII, pages 34-35, include a part of the analysis. In these tables are found the orders of the discussion questions used in each session for each group during the project. On pages 44-45, Figures 4 and 5 show profiles of Group B's "Study of Values" pre-test and post-test scores. Figure 4 profiles the individual pre-test scores for Group B on the "Study of Values," and compares them with the collegiate mean. Figure 5 does the same with the post-test "Study of Values" scores for Group B. The reader will note that unlike Group A, the post-test scores for Group B are not so noticeably grouped nearer the collegiate mean, though there are some individual scores that are nearer the collegiate mean on the post-test. The analysis of the tape recordings also revealed that by the beginning of the third session for

FIGURE 4

A PROFILE COMPARISON OF GROUP B'S "STUDY OF VALUES"

PRE-TEST SCORES WITH THE COLLEGIATE MEAN

Code: Subject 1 ——— Subject 4 - - - - -  
 Subject 2 ——— Subject 5 - - - - -  
 Subject 3 ——— Subject 6 - - - - -  
 Collegiate Mean ———

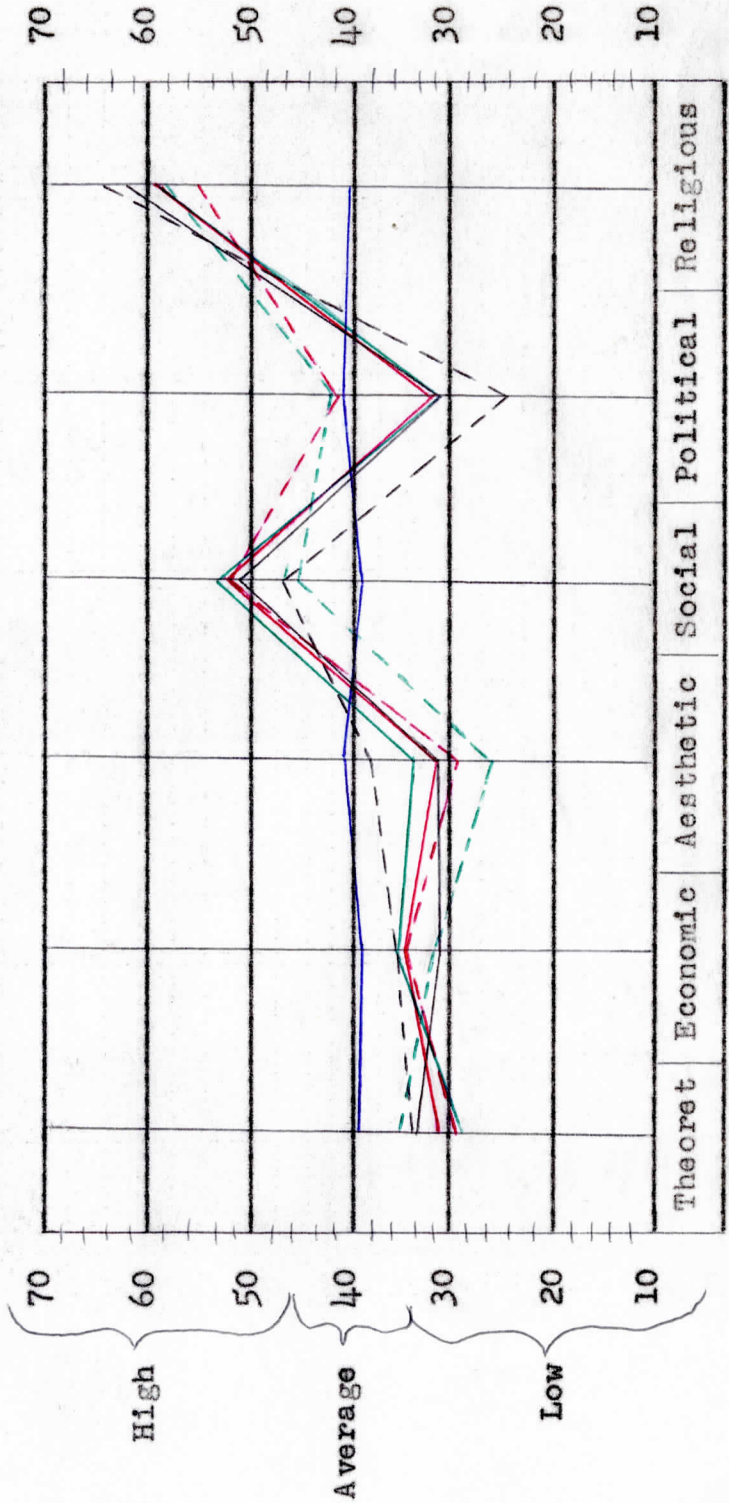
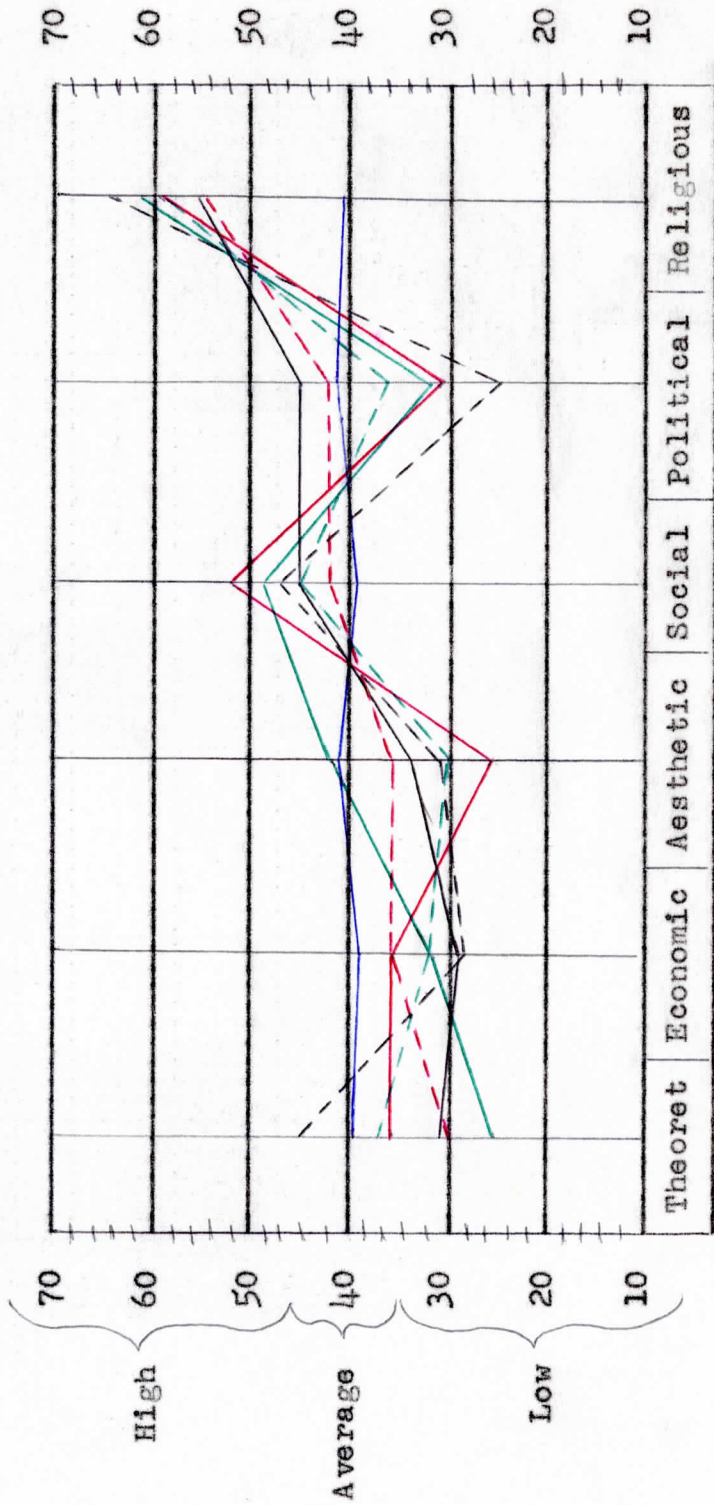


FIGURE 5

A PROFILE COMPARISON OF GROUP B'S "STUDY OF VALUES"

POST-TEST SCORES WITH THE COLLEGIATE MEAN

Code: Subject 1 ————— Subject 4 - - - - -  
 Subject 2 ————— Subject 5 - - - - -  
 Subject 3 ————— Subject 6 - - - - -  
 Collegiate Mean —————



each group, the members were moving into areas of intense personal problems, and the depth-sharing of personal, intimate feelings inevitably ensued. Consider, for example, the question asked by Group B member number one at the beginning of the sixth session:

How may I best deal with the personal problem of an alcoholic mother who has decided that she wants no help? She is all alone and just refuses to accept or consider help of any kind.

The group leader let the young man talk out the problem in detail and found that the members of the group interacted quickly and naturally to him and with him in seeking some possible solutions. Like so many of the questions dealt with during the project, the group members followed this one through and realized that there were more answers than just one. In dealing with this question during sessions six and seven, Group B finally decided that an alcoholic cannot be helped until he (or she) really wants to be helped. A post-project side-light here is that this same experimental group member came to the researcher in late April, 1964 and handed him the following unsolicited and unedited list of statements. The young man said, "I just wanted you to know that many things have taken a change for the better for me this year as a ministerial student, and I wrote these statements down to let you know how much I appreciate having been in the group counseling project."



1. I really learned [italics in the original] those beliefs which have helped to mold my own personality, and have come to place a higher value on those which lead one to be a better person.
2. I've learned to develop a more acceptable personality through just plainly being myself, and this through insight into the real "me".
3. I've learned to accept as being natural many things which earlier I may have tended to consider as irrational or unusual in others as well as with myself. At the same time, as a Christian, I learned not to rationalize personal sin or failure away by relying upon the human element involved.
4. I learned how to better accept other people and never to attempt to change one's personality except it be through helping them to gain a little insight into their own particular situation.

Other verbatim quotes gleaned from the analysis of the tapes also support the hypothesis of deepened interpersonal relationships. Consider, for example, this statement by member number two of Group A in the twelfth and final recorded session on the subject of overcoming timidity and shyness: "I've found that in my own experience I've overcome most of my shyness by building my own self confidence--by having faith in myself." Another participant, one of the sophomore women, then illustrated how she had overcome her backwardness by using support given by her grade school teachers. She told about how even as a young child she would participate in games only as an observer or at best as a "rope-turner" in jump-rope. Following an experience in which a poem she had written was read by a teacher in chapel, she gained enough confidence to begin to open up and take part in group games.

She said during session twelve: "I am still learning how to adjust to other people and to stand up for what I believe." During this same session, the other sophomore woman said: "I used to have a terrible inferiority complex--I thought that I was the lowest thing that ever walked, but now I have a better feeling about myself." Another group member had been told by a female instructor that he was too cocky or too self-confident. He said, as he related the incident, "I want some help. I would like for the group members to say how they feel about this matter." Immediately, group member number one responded with, "No, I don't think that he's cocky. I think that he is determinative--that he stands up for what he believes." In a lengthy interchange, others agreed that the person did not impress them as being cocky. The significant factor about this type of interchange is the fact that the group member asked for the other members to evaluate this aspect of his behavior frankly and without reservation. His concept of himself had improved enough that he could openly ask for this appraisal. It is believed that he could not have asked for so frank an appraisal prior to the group sessions. The group members had identified with him during the project closely enough that they could respond easily and freely to his request. This type of depth sharing was also seen in Group B. Late in the project, the members

discussed what should influence a student's choice of a senior college. A male member had reason to believe that one of the female members was going to the same senior college as a boy she had "a crush on", and for that reason solely. One group member responded with: "I don't think that should ever be a singularly deciding factor. That is not reason enough to make an intelligent selection." Following the close of the project, the young woman in question approached the group leader with the fact that she had decided to go to another college rather than pursue her boyfriend to the previously selected college. Another example of insight is the following statement by Group B member number two, "God calls us all to full-time Christian service, but some are called only to part-time church-related work. That is, all of us--ministers or not--are supposed to be serving all the time. I think that a lot of times men confuse their desire with a call." Then another said, "I would far rather see someone standing in doubt rather than see the same person who doubted and stepped ahead of God and went into the ministry and was labeled, I think, what we call in this day a tragedy because he's in a place that he ought not to be." The person who made the latter statement had earlier said that he thought it was a sign of immaturity for a person to doubt being called. These subjects began to be more realistic about themselves and their beliefs during the project.

Comparison of sessions on values. In a comparison of the sessions on value, per se, the author here uses the terms "poorest" and "best" to refer to the weakest and strongest sessions on the topic of value choices themselves. For Group A, it is difficult to estimate the poorest session on values partly because every session was structured to help the members repeatedly examine their own value-choices. The researcher determined after hearing the tapes a second time that session number two for Group A was probably the poorest one on general values, because in it the discussion was restricted largely to just the religious-vocational area in the search for the factors involved in a call to the ministry. It is believed that the best two sessions on values for Group A were sessions three and twelve. In session three, Group A faced the problem of determining the importance of values in the adjustment process. Session twelve gave the group members another opportunity to examine the questions: "Do people's personal values change? Can they be modified?". It is believed that these two sessions were the best on values for Group A partly because the entire sessions were directed toward the specific topic of values, per se. For Group B, the poorest session on general values was probably session number ten, in which the group members limited themselves to just one value area. They also took an entire session on: "Is it wrong to doubt your

call?". It is believed that the best sessions on values for Group B were sessions six and seven when the group members sought to help one member decide what to do for an alcoholic mother. In these two over-lapping sessions, the group members touched upon numerous areas of value-choices in seeking their solutions. In virtually all of these sessions, the group members answered the questions to their own satisfaction. Group A's members answered the questions to the satisfaction of the group leader who structured each discussion session. An example of how well the members answered the questions is shown by their reactions to the question: "What is love?", which was used in session four. The members discussed the different types of love as they saw them, defined the topic in a working-definition, and pursued the topic into session five with the question: "What is normal in emotional expression?".

Comparison of individuals. A presentation of the data would scarcely be complete without some reference as to what happened to certain individuals during the project. Generally speaking, the two most verbally reserved individuals at the outset were the two freshmen--one young man in each group. The freshman in Group A spoke only twice in the initial session, and then only (1) when responding with the other group members on self-identity, and (2) when asked a

question by the group leader. In Group B, the freshman member spoke only once in the first session when identifying himself to the group. On the other hand, in the final session for their respective group, the freshman in Group A spoke up six times, and his counterpart in Group B made four comments. On the situation post-test, the Group A freshman changed twelve (12) responses and the Group B freshman made nine (9) changes. It is believed that these two freshmen gained considerable self-confidence during the project along with the other participants. Another relevant comparison of individuals shows that Group B had two leaders who emerged within the group during the project. When he was present, Group B member number two was the group leader. When he was absent, member number one was the leader in Group B. On the situation post-test in Group B, member number two changed only five responses, and member number one changed a total of eleven responses. No group leader emerged in Group A since the researcher structured and controlled each session. The fewest changed responses on the situation post-test for Group A were made by sophomore woman number two who changed only five responses. She was the older (age 25) of the two women in Group A and the oldest female in the project.

Summary. The data obtained in this research are significant for subsequent research as well as for this

study. This topic was so well-delineated and the groups were small enough that no predictive conclusions can be drawn in reference to all ministerial students on all campuses. The variations are enough in the pre and post-test responses to indicate that the study was a worthy one for these participants. The results are conclusive enough to draw some general conclusions which will be reported in the final chapter. Appropriately, these data have to be interpreted in the light of the smallness of the groups and the closeness of the delineated study topic, since the smallness of the groups and the careful delineation were contributing factors in the study. The fact that the study was one of selected ministerial students is reason enough to realize that the data are somewhat limited in their significance, since the selection was also a contributing factor in this research. The questions are keys to the depth of the sharing done by the group participants. One has to listen to the tapes to hear the tones of voice, the use of inflections, and the verbal interchanges to grasp something of the dynamics of interpersonal relationships which developed during the project. The "Study of Values" indicates that the students in both groups scored nearer the average college profile on the post-test than they did on the pre-test. The changed answers on the situation post-test indicated that

there was a great enough change to support the hypothesis of this study.



## CHAPTER IV

### SUMMARY AND CONCLUSIONS

It has been the purpose of this study (1) to determine to what extent the personal values of selected ministerial students are modified during active participation in group counseling; (2) to attempt to ascertain whether or not direction or non-direction of the groups is a factor involved in the change; and (3) to make an effort to evaluate the significance of these changes, if any, as they relate to deepened interpersonal relationships between the group members.

#### I. DESCRIPTION OF THE PROCEDURES EMPLOYED

Descriptive research. The technique of descriptive research has been employed in this study; i.e., no real attempt has been made at historical or experimental research, even though a type of scientific method was used to assist with the assimilation of data during the project. This study has attempted to describe the change of personal values as a result of active participation in group counseling--especially in directed or controlled group counseling.

Methods utilized. In this study, the utilization of a scientific method has been restricted to the use of

pre-tests and post-tests and the structured control of one of the two small discussion groups. Two equated groups of six ministerial students each met for a total of twenty-seven (27) sessions, each of which lasted about fifty (50) minutes. Tape recordings were made of all the sessions except the first and the last, which were specifically used for administering the pre-tests and post-tests. During the project, Group A was structured and dominated by the group leader. Group B had no controlling or structuring element. In that this study has been one of descriptive research, given here in the summary and conclusions will be descriptive factors relating to the contents and results of the project.

## II. FINDINGS AND CONCLUSIONS

Most of the findings of this research are contained in the test results for the two groups. The significant findings are enumerated here for the sake of conciseness.

1. The personal values of these ministerial students did change during the project.
2. Statistical evidence indicates that the measured values for both groups were nearer the collegiate means on the "Study of Values" post-test. See Tables II and III, pages 28-29, and Figure 1, page 31.
3. There was a greater change along the lines of more adherence toward the collegiate means on the "Study of Values" post-test when the discussion was controlled or structured by the group leader. Compare Tables II and III and see Figure 1, page 31.

4. Of greater significance than change, per se, is the situation, category, and direction of the changes on both instruments of post-project measurement.
5. Group A scored nearer the collegiate mean on all post-test "Study of Values" categories except theoretical, where there was a 5.33 point larger deviation below and away from the mean. See Table II, page 28.
6. Group B scored nearer the collegiate mean on all post-test "Study of Values" categories except economic, on which there was a 1.33 point larger deviation below and away from the mean. See Table III, page 29.
7. The individual in Group A who showed the greatest change on the "Study of Values" was member number one with these changes per category: theoretical, 14 points; economic, 14 points; aesthetic, 7 points; social, 11 points; political, 13 points; and religious, 9 points. This was the individual who said in session twelve: "Being a member of this group is the best thing that ever happened to me."
8. The individual in Group A who showed the least change on the "Study of Values" was member number five with these changes: theoretical, 1 point; economic, 3 points; aesthetic, 0 points; social, 1 point; political, 3 points; and religious, 0 points.
9. In Group B's "Study of Values" post-test, member number one had the largest margin of changes with these point changes per category: theoretical, 2 points; economic, 2 points; aesthetic, 2 points; social, 6 points; political, 14 points; and religious, 6 points. See Table III, page 29, and Figures 4-5, pages 44-45.
10. The least margin of change in Group B's "Study of Values" post-test was recorded by member number six with these changes: theoretical, 1 point; economic, 0 points; aesthetic, 3 points; social, 0 points; political, 5 points; and religious, 1 point. See Table III, page 29.
11. Changes were especially noticeable on the researcher's situation test; post-test results show that Group A changed 38.00% of its answers and Group B changed 28.67%. It is believed that the larger percentage of change was due to the structuring and control of Group A by the group leader.

12. Group A female member number two changed only five answers on the situation post-test. In session eight, one group member remarked about her: "I think that she is the most mature person in our group." See Table IV, page 32.
13. The freshman member of Group A changed a total of twelve responses on the situation post-test. He remarked to the researcher a few weeks following the project: "I had no idea that what I believed and felt was subject to so much quick change."
14. In Group B, member number four changed only four answers on the situation post-test. See Table V, page 33.
15. Group B member number one, who changed eleven responses on the situation post-test, was the first one in the group who shared intimately and deeply with the group. His stated problem was in relation to his alcoholic mother. See his evaluation of the project on page 47.
16. On the "Study of Values" post-tests, the subjects scored more in line with and nearer (though below) the collegiate mean in all categories except social and religious. See Figure 1, page 31.
17. On the researcher's situation test, the subject's post-test responses were more agree-favorable than disagree-unfavorable. See Tables IV and V, pages 32-33.
18. Statistical evidence, verbatim quotations, and other related material which is tabled, profiled, and otherwise reported in Chapter Three all support the statement of the hypothesis: personal values do change-- they can be modified.

General observations. One of the best indications of changing values in this study, though inconclusive, is the taped records of the sessions. An analysis of these tapes, which is contained in Chapter Three on pages 34-35 and pages

40-53 indicated that there were obvious changes taking place. The voice inflections and hesitations and the group interchanges indicate a progressive change during the course of the project. With the current emphasis on psychology and religion, and especially on counseling, there is a trend toward more experiment-projects of this nature. A handicap in the comparison of the data is a lack of a similar study with which to make a comparison. There have been none attempted similar enough to make a comparative study. This fact, of course, enhances the significance of this study and points out the need for further research in this field.

### III. RECOMMENDATIONS FOR FURTHER RESEARCH

Acquired evidence indicates that values are subject to change and that they can be modified with conscious effort. One major accomplishment of this study has been its focusing upon the need for further research on this subject. Experience has shown that subsequent research attempts could profitably include (1) larger carefully selected groups, including non-Baptists and non-ministerial subjects, studied over longer periods of time; (2) an extension of techniques including filmed reports to record facial expressions, body movements, and posture; (3) the validation and substantiation of the research techniques to enhance the potential

contributions of future studies to the literature and research of this field; and (4) additional recorded sessions to provide material to employ in a methods' course on the techniques of group counseling.

BIBLIOGRAPHY

## BIBLIOGRAPHY

## A. BOOKS

- Allport, Gordon W. Becoming: Basic Considerations For A Psychology of Personality. New Haven: Yale University Press, 1955.
- \_\_\_\_\_. Personality: A Psychological Interpretation. New York: Henry Holt and Company, 1939.
- Bennett, Margaret E. College and Life: Problems of Self-Discovery and Self-Direction. New York: McGraw-Hill Book Company, Inc., 1952.
- Bonnell, John Sutherland. Pastoral Psychiatry. New York: Harper & Brothers, Publishers, 1938.
- Driver, Helen Irene (ed.). Counseling and Learning through Small-Group Discussion. Madison: Monona Publications, 1962.
- Hardee, Melvane Draheim. The Faculty in College Counseling. New York: McGraw-Hill Book Company, Inc., 1959.
- Klapman, J. W. Group Psychotherapy: Theory and Practice. New York: Grune & Stratton, Inc., 1946.
- Ligon, Ernest M. Dimensions of Character. New York: The MacMillan Company, 1956.
- Maslow, Abraham H. (ed.). New Knowledge In Human Values. New York: Harper & Brothers, Publishers, 1959.
- Oates, Wayne E. The Christian Pastor. Philadelphia: The Westminster Press, 1951.
- Wise, Carroll A. Pastoral Counseling: Its Theory and Practice. New York: Harper & Brothers, Publishers, 1951.
- Young, Richard K. The Pastor's Hospital Ministry. Nashville: Broadman Press, 1954.
- \_\_\_\_\_, and Albert L. Meiburg. Spiritual Therapy. New York: Harper & Brothers, Publishers, 1960.



## B. BOOKS: PARTS OF SERIES

Bennett, Margaret E. Guidance and Counseling in Groups.  
Second edition. In McGraw-Hill Series in Education.  
New York: McGraw-Hill Book Company, Inc., 1963.

Hardee, Melvene Draheim (ed.). Counseling and Guidance in  
General Education. In Professional Books in Education  
Series. New York: World Book Company, 1955.

## C. PUBLICATIONS OF THE GOVERNMENT

MacMinn, Paul, et al. Research in School and College Per-  
sonnel Services. U. S. Department of Health, Education  
and Welfare, Bulletin 1960, No. 10. Washington:  
Government Printing Office, 1960.

The Adolescent in Your Family. Children's Bureau Publica-  
tion 347. Washington: Government Printing Office, 1955.

## D. PERIODICALS

Allport, Gordon W. "Values and Our Youth," Teacher's  
College Record, 63:211-19, December, 1961.

Eddleman, H. Leo. "Biblical Basis of the Call," Vision,  
XXI:2;4-5, November, 1963.

Gambill, George W. "Historical Background of Marriage Edu-  
cation," Junior College Journal, 32:228, December, 1961.

Harrod, George W. "Religious Activities on Campuses of  
Colleges and Universities," The Personnel and Guidance  
Journal, 38:555-57, March, 1960.

Simmons, Loyed R. "The Southern Baptist Ministerial  
Student," The Southern Baptist Educator, 27:11-12, July-  
August, 1963.

Stefflre, Buford, et al. "Characteristics of Counselors  
Judged Effective By Their Peers," Journal of Counseling  
Psychology, 9:335-37, April, 1962.

- Sullivan, Albert J. "The Value-Choices of College Sophomores--A Cooperative Study," Journal of Education, 144: 3-31, December, 1961.
- Tribble, Harold W. "Ministerial Decline In Baptist Colleges Discussed," Biblical Recorder, 130:20, January, 1964.
- Warnath, Charles F. and Hugh R. Fordyce. "Inventoried Values of Entering College Freshmen," The Personnel and Guidance Journal, 40:277-81, November, 1961.

#### E. UNPUBLISHED MATERIALS

- Hardee, Melvane Draheim. "Procedures, Problems, and Prospects in Student Personnel Programs in Southern Junior Colleges." Miami: The Southern Association of Colleges and Schools, 1962. (Mimeographed.)
- Keebler, Eugene M. "Student Personnel Services in Junior Colleges." Jackson: Department of Education, Mississippi Southern College, 1960. (Mimeographed.)

APPENDIX A

## FORMAT FOR SITUATION TEST

SITUATION	SUBJECT	SITUATION	SUBJECT
1.	Honesty (Non-cheating)	9.	Gossip
2.	Drinking	10.	Gambling
3.	Honesty	11.	Cheating
4.	Prejudice	12.	Honesty
5.	Honesty	13.	Cheating
6.	Cheating	14.	Necking-dating
7.	Sex	15.	Honesty
8.	Necking-dating		

## DOCTRINAL BELIEFS

SITUATION	SUBJECT
16.	Being A Christian
17.	Ultimate Authority
18.	Nature of Truth
19.	Call to Ministry
20.	Capital Punishment
21.	Nature of God
22.	Virgin Birth
23.	Holy Bible
24.	Baptism
25.	Being A Christian

## SITUATION TEST

In each of the situations described in the following pages, you are asked to consider four alternative responses. Obviously, in some cases there might be many possible responses other than these four. However, you are asked to circle the letter which identifies which of the four suggested responses you would be most likely to make if you were the person involved. Note that in every case, you are asked what you would do, not what you think would be right to do. Ideally, the two are the same. Actually, they are not always. There are no correct or incorrect answers.

- 1) During a student election at Gardner-Webb, two of the candidates for president were Jim Jones and Ava Snyder. Ava was an academically weak student, but she was the campus queen and quite an accomplished athlete, having demonstrated her prowess in basketball and tennis. Her character was bad and it was well known that some students would have been expelled for some of the things she had done. However, she had a large following, and it was apparent that Jim, who was of top-notch caliber in his grades and character, did not have a chance to win the election.

If you were a student, would you:

- a) vote for Jim on the basis of his obvious superiority?
  - b) vote for Ava because you felt she would win anyway?
  - c) refuse to vote, since voting for Ava was against your ideals and voting against her would be to lose friends?
  - d) get out and work to put Jim Jones in?
- 2) Sam, Mary, Frank, and Alice were double-dating on a Saturday evening off campus. Leaving a movie, the two couples stopped at a drive-in restaurant and ordered sandwiches, and three of the group ordered alcoholic beverages. Frank was a total abstainer, but here in this circumstance, he felt he would be teased if he did not participate.

If you were Frank, would you:

- a) figure that one time wouldn't make any difference and go ahead and order an alcoholic beverage?
- b) order a soft drink or coffee and make some light remark about your abstinence?
- c) decide that you were a victim of circumstances and go along with the group?

d) order a soft drink without comment and just dare anyone to say anything to you about it?

3) Regular procedure at Gardner-Webb for excusing class absences involved going to the Dean's office and filing an excuse slip stating the reason for the absence. Excuses for reasons of sickness had to be documented with a form note signed by a doctor or the head nurse. Known only to a few students, including you, one student had stolen a pad from the infirmary and was forging "sickness excuses" for a fee. You overslept one class period and that particular absence, if unexcused, would cause you to lose credit for the entire semester's work in that course.

Under these circumstances, would you:

- a) ask the student to forge an excuse for you?
- b) go to the Dean and tell him the truth about why you missed class even if it meant losing credit for the course?
- c) tell the Dean that you were sick and could not go to the infirmary?
- d) let the matter pass and hope that the instructor would forget to check the roll?

4) The recent enrollment of two female Negro day students had integrated the Gardner-Webb campus. By and large, the integration had been smooth and uneventful. One day, however, in the snack shop one of a group of several students began to taunt one of the Negro girls who sat alone at an adjoining table. Soon others joined in the taunting, which consisted mostly of snide remarks made indirectly, but audible to the Negro co-ed.

If you had been present, would you have:

- a) told the group in no uncertain terms to "cut it out", and let the group know of your disapproval?
- b) gone over and sat with the co-ed and engaged her in conversation to let her and the others know where you stood?
- c) continued to sit with the group but not take part in the taunting?
- d) leave the snack shop figuring that it was none of your business anyway?

- 5) Irene, Sue, Harry, and Don were sent by Gardner-Webb College to the Phi Theta Kappa convention. The city where the convention was held was 175 miles distant, and there were numerous points of interest the four had never seen. Moreover, there was an especially good stage play at the city auditorium the night of the main address of the convention, and the four wanted very much to attend the play.

If you were one of the four, would you have:

- a) attended the play, feeling that a good play is as educational as a speech at a Phi Theta Kappa convention?
  - b) attended the play and made the excuse that the rest wanted to go and you felt you did not have a right to keep them from it by being a wet blanket?
  - c) attended the convention, because that was the purpose for which the school paid your expenses?
  - d) insisted on everyone's going to the convention and let the others know where you stood?
- 6) A certain school has a very strict honor code, one which requires students to inform on any breach of the code, however minor it seems. Paul, whose father operates a restaurant, has an early Algebra class with Ted, whose father is a cook in Paul's father's restaurant. Paul and Ted share adjacent seats in the back of the math class. On a very important final examination, during the teacher's absence, Paul slips a note to Ted saying that things will go badly for Ted's father at the restaurant if Ted does not pass his answer sheet over to Paul.

If you were Ted, would you:

- a) go along with Paul and figure "so what"?
  - b) refuse to break the honor code by helping Paul and forget the matter?
  - c) pass the answer sheet on to Paul but report the matter to the professor privately later?
  - d) refuse Paul's request and report the incident to the honor council?
- 7) In the dorm on our campus one evening a bull session developed and the subject turned to sex and someone started telling sex stories. John had had a strict but wholesome upbringing, but the joke-telling disturbed John considerably. He felt that such things should not be joked about

--not because the jokes were vulgar--but because the subject was sacred.

If you had been John, would you have:

- a) quietly left the room?
- b) suggested to the group of their "wrong-doing" and then left?
- c) sat quietly but not told stories yourself?
- d) figured that the others would think you an oddball if you did not go ahead and participate?

- 8) Six couples from Gardner-Webb had planned a week end beach party for weeks and had secured a faculty couple to serve as chaperones. At the last minute, because of the sudden serious illness of a child, the faculty members had to ask to be excused from their obligation as chaperones. The hour was too late to secure other chaperones. The couples discussed the matter and the majority wanted to go ahead with the party because, as one put it, "Who has to know that there are no chaperones?"

If you were one of the young persons, would you:

- a) go along with the crowd and figure, "So what?"
- b) tell the others that you would have to ask to be excused?
- c) suggest to the others that they are doing wrong?
- d) excuse yourself and report the others to the Dean?

- 9) The discussion turns to gossip in a dorm "bull session". One of your best friends is being talked about and "ugly things" are being said: i.e., derogatory, spiteful, and hateful things. To this point you have not entered into the conversation--just listened. Now someone in the group turns to you and says, "What do you think about it?"

Would you:

- a) go ahead and give your frank appraisal?
- b) excuse yourself from the group without further comment?
- c) figure that now was a good time to lecture the group on the evils of gossip and go ahead and "tell them off"?
- d) refuse to comment but stay with the group?



- 10) Three students were standing at a soft-drink counter in the drug store. One suggested that they "match" or "oddmán" and let the loser pay for all the drinks. Bob had enough money to pay for the drinks, but he felt that "matching" was gambling, and he did not want to participate in it.

If you were Bob, would you have:

- a) offered to pay for all the drinks?
  - b) said, "Count me out! Let's go dutch,"?
  - c) figured that one time didn't matter and go along with the others?
  - d) suggested to the others that matching was wrong, and that you did not intend to take part?
- 11) Rick, one of your best friends, wanted desperately to transfer for prestige reasons to a particular college that required a minimum score of 1000 on the Scholastic Aptitude Test. Rick knew that he would not be able to score that high on the test. He "hired" another friend to take the test for him and paid the friend \$50. The friend took the test for Rick, forging Rick's signature to it, and scored nearly 1100. You, inadvertently, found out Rick's deception, which he (the college official) now suspects. You hear that others have been questioned also.

Under these circumstances, would you:

- a) tell the official immediately what you know?
  - b) tell the official that you don't know anything about the matter?
  - c) tell Rick privately that you have been approached by the official and plead with him to go to the official himself and try to clear up the matter?
  - d) write an anonymous letter to the school official telling him what you know?
- 12) Standing at a bus stop one day, George noticed a man drop a fairly large roll of bills. The man walked away from the stop without becoming aware of his loss. George walked over, picked up the money, and noticed immediately that the top bill was a \$100 bill. He realized that he was holding a very large sum of money. The man, still unaware of his loss, was yet within sight and hearing distance. No one else was in sight.

If you were George, would you:

- a) put the money in your pocket and figure "finders keepers"?
- b) call out to the man and return the money immediately to him?
- c) keep the money and wait for someone to advertise the loss of it before you returned it?
- d) leave the money on the sidewalk?

- 13) On a psychology test, Jill saw a classmate obviously cheating by looking at a cheat-sheet which he had slipped into the test room. This practice was a direct violation of the school's honor code.

If you were Jill, would you:

- a) report the matter immediately to the teacher?
- b) forget it and overlook it and figure it none of your business?
- c) talk to the student later about the wrong of cheating?
- d) report the matter to the professor later in private?

- 14) Glynnis was on her first college date. Her date was arranged by a friend with whom she was now double-dating. Glynnis had what she considered to be high moral standards. She had necked some with a former "steady" boy friend but that had been the limit of her petting experience. Now on this date, she found herself in a parked car on a side road, and the couple in the back seat obviously were engaging in very heavy petting. Glynnis' date also wanted to "make out" and said so in plain terms.

Should Glynnis have:

- a) spurned the boy's advances and hoped that she would soon be taken home?
- b) asked her date, who was driving, to take her home immediately?
- c) gotten out of the car and walked home?
- d) suggested to all three of the others that they were doing wrong and insisted on their going home?

- 15) During the final semester of his last year at Gardner-

Webb, Darryl is in danger of failing a course required for graduation. He must make at least a "high B" on the final to pass the course. He has studied extensively for the final, but he comes up to the last night before the test and he still does not feel good about his chances for success. During the evening, his roommate comes in with a copy of the examination which has been secretly slipped out of the mimeograph room of the college. Darryl's roommate hands the examination to him.

If you were Darryl, would you:

- a) figure that everything's fair at this stage and take over the test?
- b) hand the test back to your roommate and say, "No, thank you," and then take your chances tomorrow?
- c) suggest to your roommate that you will expose him if he doesn't return the test?
- d) refuse to look at the test and report the theft to your professor?

Following are several situations in which you are asked to select the one alternative that best expresses your feelings today. In some of the instances, none of the alternatives may exactly state your true feeling, but please select the one that most nearly approximates your choice.

- 16) Your college roommate is not a Christian but you have not established sufficient rapport with him (or her) to be able to extend your personal witness. This is due partly to the antagonistic attitude of your roommate. During a campus revival, another person comes into the room during study hours one night and attempts to "convert" your roommate. You are also present when the third person comes in.

Would you:

- a) enter into the "witnessing" and try also to "convert" your roommate?
- b) ask the third member to step into the hall with you and there tell him (or her) that you think his approach honestly is too premature and ask him (or her) to let you work with your roommate in your own way?
- c) excuse yourself from the room and wait to see what happens?
- d) continue studying in the room but not enter into the conversation between your roommate and the visitor?

- 17) In a theological discussion with a group of friends, which of the following statements would you be most likely to defend re: ultimate authority?
- a) God is the ultimate authority in human experience.
  - b) The church is God at work in the world today and should exert ultimate authority.
  - c) Man, because of the dignity of the individual, has been invested with final authority in matters that concern him.
  - d) There is no such thing as ultimate authority.
- 18) Concerning TRUTH, would you say that:
- a) There are some things that man can never know.
  - b) God revealed only what He wants man to know.
  - c) There is no limit to what man can know if he is receptive to it.
  - d) Truth has to do with moral relations and we understand it in terms of interpersonal relationships.
- 19) Concerning God's call of a person to the ministry, would you say that the call:
- a) depends on the individual's interpretation of it?
  - b) is never so clear that the individual will not have some doubts and misgivings about it?
  - c) will be clear only to those who experience it?
  - d) will be so clear that a truly-called person will never have a justifiable doubt about it?
- 20) In choosing a philosophy regarding the subject of capital punishment, do you prefer one which:
- a) advocates capital punishment?
  - b) abolishes capital punishment?
  - c) leaves room to consider each case on its own merit?
  - d) lets the punishment fit the crime?
- 21) Which of the following statements best describes the

nature of God for you today?

- a) God is a physical entity that abides somewhere.
- b) God is a Spirit who abides everywhere.
- c) God is best revealed in nature.
- d) God is never really adequately revealed to man.

22) Suppose that you are participating in a Bible-study seminar in your local church. The subject of the Virgin Birth of Jesus comes up. Of the following, which statement would you be most likely to defend?

- a) Jesus was born of a virgin, in whom He was conceived by the Holy Spirit.
- b) The virgin birth story is at best an allegorical myth.
- c) It really makes no difference what one believes about such matters.
- d) Even though Jesus was not born of a virgin, he was a great teacher and miracle-worker.

23) The Holy Bible is:

- a) a collection of good stories about good people.
- b) the word of God, every word of which was divinely inspired by Him.
- c) the inspired word of God, except for some passages which were added later by unknown contributors.
- d) a story-book of literature.

24) In my concept of baptism, I feel that:

- a) baptism is essential to salvation.
- b) baptism by immersion is the only acceptable form worthy of a church's consideration.
- c) baptism is an ordinance, which is symbolic of Christ's burial and resurrection.
- d) baptism, though not necessary for salvation, represents some aspects of our belief that our sins have to be "washed away" by a higher than human power.

- 25) To explain to a group of discussion participants your feelings about what really is a Christian, which of the following statements would you select?
- a) A Christian is a baptized believer who has had a faith experience with Christ.
  - b) A Christian is a person who is doing his best to be a good person, having been converted by the zeal of another Christian.
  - c) A Christian is a person who has committed himself to Christ and His teachings, whether baptized or not.
  - d) A Christian is a person who has experienced salvation by faith in Jesus Christ.
  - e) None of these.

(If you answered e above, please write in your own definition of a Christian here.)

## APPENDIX B

## ATTENDANCE CHART

Group A

SUBJECT	SESSION													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2	X	X	X	X	X	X	X	X	X	0	X	X	X	X
3	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4	X	X	X	X	X	X	X	X	X	X	X	X	⊠	X
5	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6	X	X	X	X	X	X	X	X	0	X	X	X	X	X

Group B

1	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2	X	X	X	X	X	⊠	X	X	⊠	X	X	X	X	X
3	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5	X	X	X	⊠	X	X	X	X	⊠	X	X	X	X	X
6	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Code: X = present; 0 = absent; ⊠ = absence "made-up" by  
listening to recording to missed session



A STUDY OF THE INFLUENCE AND CHANGE OF THE PERSONAL  
VALUES OF SELECTED MINISTERIAL STUDENTS  
IN A GROUP COUNSELING EXPERIMENT

---

An Abstract of a Thesis  
Presented to  
the Faculty of the Graduate School  
Appalachian State Teachers College

---

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts

---

by  
Donald Douglas Moore  
August 1964

It was the purpose of this study (1) to determine the extent of modification of personal values of selected ministerial students during active participation in group counseling; (2) to attempt to ascertain whether direction or non-direction of the groups is a factor involved in the changes; and (3) to make an effort to evaluate the significance of these changes, if any, as they relate to deepened interpersonal relationships between the group members.

Two equated groups of six ministerial students each served as the subjects for this project, and each group met with the researcher for fourteen fifty-minute sessions. The initial session was used expressly for the administration of the two pre-tests: The Allport-Vernon-Lindzey "Study of Values" and the researcher's situation test. These instruments, used in the attempt to determine to what extent the personal values change during group counseling, were administered also as post-tests in the fourteenth session for each group. The twelve sessions between the testing sessions were tape recorded to aid in the attempt to evaluate the significance of the changed values relative to the deepened interpersonal group and individual relationships.

A comparison of the pre-test and post-test results of all instruments used in the project and a careful analysis

of the tape recordings led the researcher to these conclusions:

1. The personal values of these ministerial students did change during the project.
2. There was a greater change on the "Study of Values" post-test when the discussion was structured or directed by the researcher.
3. Post-test results show that Group A changed 38.00% of its answers on the situation post-test and that Group B changed 28.67%.
4. Of greater significance than change, per se, is the situation, category, and direction of the changes on both instruments of post-project measurement.
5. Group A, the structured group, scored nearer the collegiate mean on all post-test "Study of Values" categories except theoretical, on which there was a 5.33 point larger deviation below and away from the mean.
6. Group B, the unstructured group, scored nearer the collegiate mean on all post-test "Study of Values" categories except economic, on which there was a 1.33 point larger deviation below and away from the mean.
7. On the researcher's situation test, the subject's post-test responses were more agree-favorable than disagree-unfavorable. This fact was true for both groups.
8. Statistical evidence, verbatim quotations, and other related material all support the hypothesis: personal values do change--they can be modified with conscious effort.