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THE ROLE OF THE SELF CONCEPT ON
INTERPERSONAL RELATIONSHIPS: A STUDY OF
DORMITORY COUNSELORS, THEIR LEVEL OF SELF
ESTEEM, AND HOW WELL THEY RELATE TO THE
RESIDENTS THEY SERVE

A THESIS
PRESENTED TO
THE FACULTY OF THE GRADUATE SCHOOL
APPALACHIAN STATE UNIVERSITY

IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE
MASTER OF ARTS

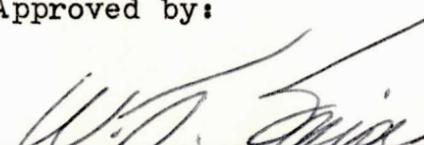
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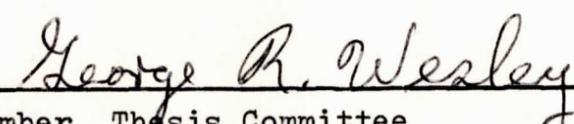
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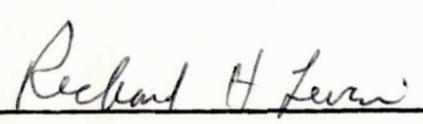
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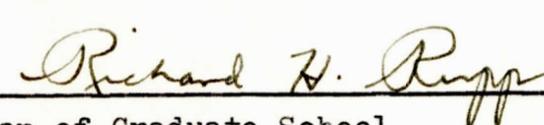
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ABSTRACT

The relationship between a dormitory counselor's self concept and his ability to relate to the residents he serves was studied in a 2 x 3 factorial research design. Each counselor's level of self esteem was classified as either high or low based on the TP subscale score obtained on the Tennessee Self Concept Scale. The counselor's interpersonal relationship score, representing his ability to relate to others, was obtained from a checklist rating scale completed by a sample of residents who the counselor served. Results indicate that the score obtained on the interpersonal relationship scale does differ according to the counselor's level of self concept. A significant positive correlation between the two variables (Pearson $r = .976$ and Spearman $\rho = .89$) exists. Results show that a counselor with a strong, positive concept of himself was evaluated within a range of "above average" to "superior" in his ability to relate to others. Those counselors with a weak, negative self concept were rated as "below average," "poor," or "incompetent" in their ability to relate to others.

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CHAPTER I

INTRODUCTION

Many investigators and theorists have emphasized the influence that self concept bears upon one's relationship to others. If such a relationship exists, it should be reflected in the relationship between a college dormitory counselor's self concept and his or her effectiveness in relating to the residents in the dorm. It is the purpose of this paper to see if such a relationship does exist. As a result, a valuable clue for predicting success of counselors may be found.

Many theorists recognize self concept as the key factor in determining the behavior of an individual. As Jourard (1955) pointed out, a person's behavior is a function of how he feels about himself. Any opinion an individual has with regard to any aspect of himself is a part of his self concept. The individual's feelings about his competence in a particular situation are a determining factor governing his behavior within that setting.

Rogers (1959) recognized also the effects of a low self esteem upon interaction with others. He stated that if a person has a poor concept of himself then chances are he will fail to acknowledge the positive attributes of others because such acknowledgement will serve to increase his own personal inferior feelings. As a result, this individual will deny or ignore the positive qualities of others and even further see them as inferior in defense of his own self esteem and treat them accordingly. Existing studies have tended to support this viewpoint; thus, one would expect people with high self esteem to have a greater acceptance of others.

Fromm expressed the idea that the self concept one has pre-disposes him to feel towards others in a certain way, and thus to respond favorably or unfavorably to other's actions toward him. The self concept is important in that it is an influential factor in determining how we relate to others. Fromm's theory placed a great deal of significance on man's ability to love himself. He stated "self love makes one attentive to one's own needs and probably increases one's sensitivity to the needs of others; when one ignores or hates oneself, one is less likely to be able to love others." (Fromm, 1947)

These theoretical implications can be applied to a college dormitory setting. If self concept is a determining factor in how one relates to others, then how a dormitory counselor behaves around others would be a function of how he feels about himself.

SELF CONCEPT AND INTERPERSONAL RELATIONS

A study by Pates (1971) was designed to see if a particular university class, which operated as a lab to explore group interaction, was more effective in promoting a positive self concept and increased interpersonal relationships than a class whose structure allowed for no actual group experience. A measure of self concept and interpersonal relations was obtained. Results showed that the lab class had a more positive effect on an individual's evaluation of self, and that individual also tended to be more satisfied in their interpersonal relationships.

SELF CONCEPT AND LEADERSHIP EFFECTIVENESS

In a study by Bean (1971) an attempt was made to test the relationship between one's own self concept and leadership effectiveness. A self concept measure was obtained from each of 27 leaders, and then a rating form was given to the leaders and to the members of their

group in order to obtain a leadership performance measure. The study concluded that the more positive a leader views himself the higher he will evaluate his own performance. However, no relationship existed between how a leader perceived his performance and how he was perceived by others. The leader had received no feedback from the group, and thus he thought he was doing well.

SELF CONCEPT AND INTERPERSONAL ATTRACTION

Helmreich, Aronson, and Lefan (1970) studied the effects of self esteem, competence, and a pratfall on interpersonal attraction. A measure of self esteem was obtained on each subject, and then they were exposed to one of several situations: observing a "competent" person who made a pratfall or mistake, or a competent person who made no mistakes in a given situation, or an incompetent person who made a pratfall. Each subject then evaluated the person observed according to degree of acceptance of that person. The results suggested that those with an average self concept were significantly more attracted to a competent person if he experienced a pratfall. Persons with average self esteem were more accepting of a competent person who made mistakes because it made the person appear more "human" and not so superior. Persons with a low self concept were unaccepting of a competent person who made mistakes because he had a "need," perhaps, to identify with an ideal model. On the other hand, an individual with a high self concept was least accepting of all of the competent person who made a mistake. This may suggest that a high self concept person also has a "need" to have a model with whom to identify.

Jackson (1971) attempted to see if the self concept, as measured by a bogus personality assessment, was a factor in how one responded

to others. Female confederates responded to male subjects who asked for dates in one of two ways. They were either warm and friendly and accepting, or unfriendly and rejected the date offer. The males were given a pencil and paper test designed to measure their attraction to the confederate which was compared to the subject's self concept. Results showed the friendly confederate was more attractive to all subjects regardless of self concept of the subject. This may have implications of whether a person has a "need" to be accepted. A friendly person is liked by all.

In a study, however, by Jacobs, Berscheid, and Walster (1971) the degree of liking an "accepting" person differed according to level of self esteem in an unusual way. The subjects had to conduct five telephone conversations with a hypothetical girl in five given situations. The subjects were told that results would yield a social skills and grace score based on computer results, psychiatric evaluation, and the hypothetical girl's evaluation. After the psychological reports were given, the subject was asked to rate himself, then he heard the girl's evaluation which was either clearly rejecting, ambiguous acceptance, or clearly accepting. Immediately following the girl's evaluation the subjects were asked to evaluate the girl as well as complete a second self esteem measure. Results showed that raised self esteem subjects had a more positive evaluation. However, those with low self esteem liked the accepting girl more than did the raised self esteem subject. As mentioned earlier, this may lend implication to the possibility of a "need" factor being operant in this situation. A person with low self esteem needs to be accepted more by others because of his own lack of self acceptance which creates an "acceptance deficit" needed to be filled by

others. Although this is not conclusive nor empirically supported, it is worthy of consideration in future research as a possible explanation of the results.

The studies cited above attempted to shed light on the relationship that exists between an individual's self concept and his ability to relate to others. The purpose of this research is to examine the role the self concept plays in the development of interpersonal relationships in a college dormitory setting. A student dormitory counselor's position demands a considerable amount of contact with others, and the counselor's ability to relate to others in a way that creates an atmosphere of rapport is a necessity in achieving harmony in a dormitory setting. A dorm counselor's role demands that he be flexible enough to consider individual problems. One with an average or healthy self concept takes into account the "humaness" of those he serves. A counselor with a low self concept may have a "need-to-be-accepted" deficit and would possibly resort to being too tolerant in order to have others accept him. This need deficit creates an inability to be authoritative. The extremely high (or beyond normal limits) self concept may be totally inflexible, not willing to accept mistakes in others. In both extreme conditions, interpersonal relationships could be impaired.

Since the self concept has been suggested by many personality theorists and researchers as a possible influencing factor affecting interpersonal relationships, it seemed feasible to obtain a measure of self concept of individuals serving in a counselor position and compare it to how they were rated as a counselor by the residents whom they serve. If a clear relationship between ratings and self concept scores is found then the measure could be used as a possible

screening device to aid in future selection of student dormitory counselors.

TENNESSEE SELF CONCEPT SCALE

The Tennessee Self Concept Scale (TSCS) was designed by William Fitts in an attempt to measure one's concept of self; for he felt that an individual's concept of himself has been demonstrated to be highly influential in much of his behavior. The positive (TP) score is the most important single score for it reflects the overall level of self esteem. Persons with high TP scores tend to like themselves, feel that they are persons of value and worth, have confidence in themselves, and act accordingly. Persons with low TP scores are doubtful about their own worth; see themselves as undesirable; often feel anxious, depressed, and unhappy; and have little faith or confidence in themselves. The TP score was considered in terms of a true score which is modified by several subscales in the test. Fitts identified extremes in the SC, conflict, D, or DP scales as those which distorted the TP score (Fitts, 1965).

INTENT

The purpose of this study was to see if a relationship does exist between a dorm counselor's concept of self and his effectiveness as a counselor as judged by the students he serves. After checking with several college systems it was found that no objective or concrete criterion was defined which determined counselor selection. It was hoped that a more measurable criterion could be established to enable one to more effectively screen applicants for the position and select those most suitable to the role. A dormitory counselor's role requires inter-relating with others, and since studies have shown that the self concept influences such social behavior

an attempt was made to identify that aspect of personality and see if such a relationship did exist.

CHAPTER II

METHOD

Subjects.

Eight student dormitory counselors from a small, co-educational, liberal arts college in North Carolina were selected as the research sample subjects out of a population of sixteen residence counselors. The process of selection was based on test score results of the Tennessee Self Concept Scale (TSCS). All dormitory counselors were administered the test which yielded a "total positive" subscore (TP). The TP score reflects a general, overall level of self concept, and it was this measure that was used as the screening criterion for the sample. The four lowest TP scores and the four highest TP scores were selected. Low TP scores ranged from 319 to 342 and high TP scores ranged from 378 to 399.

Once the counselor sample was selected, a random group of fifteen residents from each dormitory represented in the sample was selected. The resident group was asked to complete a questionnaire in an effort to assist the college in evaluating the dorm counselor program.

Apparatus.

Prior to selection of the counselor sample, all dormitory counselors were administered the Tennessee Self Concept Scale (TSCS) in order to distinguish between high self concept (HSC) and low self concept (LSC) individuals. The tests were administered individually by appointment in a small testing room. The four counselors whose true TP score was the highest were classified as the high self concept group (HSC). The four counselors scoring lowest on the TP scale were classified as the low self concept group (LSC). The standardized range for the TP scale was computed based on the original normative data outlined in the TSCS manual as shown in Table 1.

Table 1

TP Subscale of TSCS - Raw score, Verbal Description
and SC Level Classification (Fitts, 1965)

TP Raw Score	Description	Classification
Below 314.87	poor, negative SC	low self concept
314.87-345.56	weak, negative SC	low self concept
345.57-376.27	healthy, positive	hi self concept
376.28-421.00	strong, positive	hi self concept

The representative scores in the LSC group in this study ranged from 319 to 342, and thus were categorically described as weak, negative self concepts. The scores in the HSC group in this study ranged from 378 to 399, and thus were categorically described as very strong, positive self concepts.

A counselor effectiveness questionnaire was compiled to provide a means for the resident to rate his or her dormitory counselor in terms of their ability to relate to others within the framework of their role as residence counselors. The rating scale was designed specifically for the college dormitory counselor situation. It was independent of the TSCS score in that it was based on "others' " evaluations of an individual in a specific situation with regard to more concrete observable characteristics, whereas the TSCS score yielded a descriptive measure of the individual's feelings about himself in more general, subjective terms. The residents were not aware of the counselor's performance on the TSCS or even that an attempt would be made to correlate the two.

In the original development of the checklist the first step was to compile a large pool of characteristics and role expectations of a student dormitory counselor. This was accomplished by conducting informal interviews with approximately one hundred students to determine and record their ideas and opinions as to what they felt were the qualities necessary in order for a dorm counselor to be effective. Their responses made up the original pool of characteristics. Based on this item pool a phenomenological system was developed for classifying items on the basis of each characteristic's semantic meaning. From this data seven aspects of a counselor's role were identified and used as sub-scales on the checklist. The checklist

was in the form of a rating scale. The scale provided a means by which the observer could record his judgments about the behavior of the counselor according to the traits defined by the scale. The rating scale was in the form of a five-point scale in which the rater assigns the counselor a number value for each trait along a continuum. Each numerical value was defined in verbal terms. Each response was assigned a score value according to whether it was positive or negative in content. The sum of the score values of each response within each of the seven sub-scales was used as the representative score of that particular scale. A copy of the questionnaire and instructions are included (see Appendices A and B), as well as a breakdown of the seven scales and their corresponding representative items (see Appendix C). The seven scales included in the checklist were: 1) tolerance level (TL), 2) rule application (RA), 3) attitude toward rule application (ARA), 4) personal qualities and 5) social qualities (PQ/SQ), 6) leadership qualities (LQ), and 7) personal value aloofness (PVA). For scoring details see Appendices C and D. The evaluation score yielded by this rating scale ranged from one to five. The raw score range and the corresponding evaluation category is shown in Table 2. Based on the computed evaluation score, each counselor was classified according to how he related to others. A computed score of 3.25 to 5.00 was described as one who was high in interpersonal relationships; i.e., relates well to others (HIR). A computed score of 2.75 to 3.24 represented the individual with average ability (MIR). A computed score of 2.74 or below described one who was low in interpersonal relationships; i.e., does not relate well to others (LIR). These rating intervals were defined according to test construction and semantics. Answers were made along a continuum of

TABLE 2

OA Subscale of Counselor Effectiveness Questionnaire
Raw Score Range and IR Classification

OA Raw Score Range	Counselor Effectiveness IR Classification
2.74 & below	LOW
2.75 - 3.24	AVERAGE
3.25 & above	HIGH

one through five with the "three" response being the pure mean, whose corresponding semantic meaning indicated average or 50-50 occurrence, sometimes referred to as the non-committal response. The numerical total of responses for each category was obtained by the same procedure as employed in the TSCS for the continuum construction for both measures are similar in design.

Procedure.

All sixteen of the student dormitory counselors were contacted by mail and requested to make an appointment with the experimenter to fill out a questionnaire form as a requirement for their position. Upon arriving for their scheduled session, each counselor was told that the test he was taking would be used in establishing a screening criterion for future dormitory counselor selections. The counselors' positions were not threatened in that the screening criterion was to be applied in filling vacated positions only and their assistance was requested to help establish an effective measure, thus instilling in the counselors appreciation for the responsibility of the task and a feeling of confidence in their assistance. The instructions as they appear on the inside of the Tennessee Self Concept Scale test booklet were read, and then the experimenter left the room while the student completed the inventory. After all the dorm counselors had taken the TSCS, the scores were analyzed. The four counselors having the highest TP score on the Scale were placed in the high self concept group (HSC), and the four counselors with the lowest TP score were classified as the low self concept group (LSC).

A time period of three and one-half weeks was required to complete counselor testing. A number was assigned to each counselor to protect their confidentiality. Upon selection of the two groups (i.e., HSC and LSC) to be used in the study, a list of all the residents in the dormitory where the representative counselors served was obtained.

Using the alphabetical list of residents from each dormitory where the counselor served, a random selection of fifteen numbers was drawn from the total number of residents in the dormitory. The selected numbers were matched with their corresponding numbers on the alphabetical residence list. Each of the fifteen residents from each counselor's dorm was sent a copy of the questionnaire and instructions. Copies of this are included in Appendix A and B. The counselor's assigned number was on their respective evaluations. The evaluations were returned to the experimenter through the campus mail or either returned in person. All questionnaires were returned within a period of three weeks. The questionnaire checklist was scored according to the procedure outlined in Appendix D, and an overall interpersonal rating score was computed for each counselor. Each counselor was evaluated by fifteen residents. Each counselor's evaluation score was represented by a single score which was computed by adding the fifteen overall scores on the checklists and finding the mean or average of this sum. Each counselor's effectiveness score was then correlated with his self concept score. The statistical computations were carried out to see if the variables were related, and if so, to what extent where they correlated. The statistical procedures used were Chi-square, Pearson correlation coefficient, and the Spearman rho correlation.

CHAPTER III

RESULTS

The relationship between a dormitory counselor's self concept and his ability to relate to the residents he serves was studied in a 2 x 3 factorial design with two levels of self concept (SC) and three levels of counselor effectiveness (IR). The results of the self concept's effect upon interpersonal relationships confirmed the hypothesis. A dorm counselor's concept of self was positively correlated with the ratings received as to their effectiveness as a counselor as judged by the residents whom they serve. The frequency with which each interpersonal evaluation score occurred within each self concept group is presented in Table 3. There were four counselors in each self concept group, and each was evaluated according to their effectiveness (IR rating) by fifteen residents.

The chi-square computation was used to see if a relationship existed between a dorm counselor's level of self concept and his ability to relate to others (Haber-Runyon, 1969). The main effect of the self concept on interpersonal relations was significant beyond the .0005 level ($\chi^2 \geq 7.82$, $df = 2$), with the counselor with the higher self concept receiving the higher evaluation on the IR checklist.

Two statistical correlations between self concept and counselor effectiveness were computed to find the degree to which the two variables were correlated. The Pearson r and Spearman rho were computed and correlations of .97 and .89, respectively, were found (Haber-Runyon, 1969).

The HSC group scores fell in the "above average" range based on the original standardized norms of the TSCS with their corresponding percentile ranks ranging from 81 to 95%. The highest score did not

TABLE 3

Frequency of IR Evaluation Score Occurring
Within Each SC Group

Self Concept Groups		IR RATING N=60			Sum
		Low	Med	High	
HIGH	N=4	4	11	45	60
LOW	N=4	32	28	0	60
SUM		36	39	45	120

Questionnaire Sample=120

exceed the designated normal limits range established by the TSCS standardized norms. The LSC group scores fell in the "below average" range based on the original standardized norms of the TSCS with their corresponding percentile ranks ranging from 18 to 42%. The lowest score did not fall below the designated normal limit range established by the TSCS standardized norms.

The subscale scores on the counselor effectiveness questionnaire are presented for each individual counselor in both the HSC and LSC group. This raw data is listed in Table 4 for the LSC group and Table 5 for the HSC group. Table 6 shows a single representative score (mean score) on each questionnaire subscale for both self concept groups.

TABLE 4

LSC Group - Raw SC Score, Mean Score Representative
For Each Questionnaire Subscale

TSCS score	COUNSELOR EFFECTIVENESS SUBSCORES *						
	TL	RA	ARA	PVA	PQ/SQ	LQ	OA
319	2.30	2.33	2.58	2.51	2.46	2.39	2.42
328	2.23	2.48	2.55	2.47	2.58	2.35	2.45
337	2.43	2.68	2.92	2.78	2.86	2.66	2.76
342	2.43	2.83	2.88	2.54	2.64	2.57	2.72

*SUBSCALE INTERPRETATIONS:

2.74 & below.....low
2.75 - 3.24average
3.25 - above.....high

TABLE 5

HSC Group - Raw SC Score, Mean Score Representative
For Each Questionnaire Subscale

TSCS score	COUNSELOR EFFECTIVENESS SUBSCORES*						
	TL	RA	ARA	PVA	PQ/SQ	LQ	OA
378	3.96	3.90	3.89	3.61	3.92	3.62	3.85
387	4.33	4.16	3.83	3.93	3.96	3.70	4.04
389	3.66	3.58	3.66	3.49	3.68	3.71	3.65
399	4.30	4.40	4.55	4.18	4.20	4.14	4.17

*SUBSCALE INTERPRETATIONS:

2.74 & below.....low
2.75 - 3.24average
3.25 - above.....high

TABLE 6

Mean Representative Score on Each Questionnaire
Subscale for Both Self Concept Groups

GROUPS	COUNSELOR EFFECTIVENESS \bar{X} SCORE *						
	TL	RA	ARA	PVA	PQ/SQ	LQ	OA
HSC	4.06	4.01	3.98	3.55	3.94	3.79	3.93
LSC	2.35	2.33	2.73	2.57	2.63	2.49	2.59

*SUBSCALE INTERPRETATIONS:

2.74 & below.....low

2.75 - 3.24average

3.25 - above.....high

CHAPTER IV

DISCUSSION

The results indicated that an individual's self concept is significantly correlated to how he relates to others. Personality theorists have long since recognized the importance of an individual's self concept and its effects on interpersonal relationships. A dormitory counselor is constantly relating to others as the role demands. The ability, therefore, to be able to relate to others is an essential ingredient that one should consider in counselor selection. Upon reviewing the findings of this research and other studies cited in this text, one should recognize the implications of the self concept's effectiveness and attempt to establish a criterion based on reliable measures to select individuals whose personality will complement the roles or positions they are selected to fill. Studies have indicated that how one feels about himself affects how he relates to others, and subsequently his behavior determines how others respond to him. The effectiveness of a counselor is dependent upon how well he relates to those he serves; therefore, to achieve maximum effectiveness he must possess a degree of confidence in himself.

There are several aspects of interpersonal relating. This study combined six selected aspects into a general overall score (OA). This OA score represented the effectiveness rating for each counselor. An analysis of the scores on each subscale was considered as to their individual relationship with SC. The results showed that comparisons of each individual subscale with one another showed no marked distinctions from the relationship found between the self concept and the overall (OA) score.

The studies cited deal with one of several aspects of relating to others in a single study: acceptance of others, "need factor," leadership effectiveness, and behavior displayed within a particular setting. The questionnaire design included all four of the aspects mentioned.

Results were consistent with previous research that acceptance of others (Rogers, 1959), attentive to others' needs (Fromm, 1947), and acceptance of the "humaness" of others (Helmreich, Aronson, Lefan, 1970) are a function of an individual's level of self esteem. This acceptance of others is one aspect of interpersonal relating that is covered in the questionnaire. Four of the seven questionnaire subscales represent the acceptance-of-others measure. These include: 1. tolerance level (TL), 2. rule application (RA), 3. attitude toward rule application (ARA), and 4. personal value aloofness (PVA) which are identified in more detail in Appendix C. The relationship between acceptance of others as measured by the questionnaire and level of self esteem is shown in Table 7.

The "need factor" and its relationship to self concept as identified in the Jackson study (1971) and Jacobson, Berscheid, and Walster study (1971) were also a part of the questionnaire measure and similar results were found. The RA, ARA, and PVA questionnaire subscales represented the "need factor" and results of its comparison with level of self esteem are shown in Table 8.

Results of the Bean study (1971) were inconsistent with the relationship found between leadership effectiveness (LQ) and level of self esteem. Table 9 shows that the relationship between LQ and SC is consistent with results of this study dealing with the OA score and level of self esteem.

TABLE 7

Acceptance of Others Scores According to Self
Concept Level of Group

Self Concept Gr.	QUESTIONNAIRE SUBSCALES				
	TL	RA	ARA	PVA	Accept. Others
HSC	4.06	4.01	3.98	3.55	4.01
LSC	2.35	2.33	2.73	2.57	2.49

TABLE 8

"Need Factor" Questionnaire Subscales
According to Level of Self Esteem

SC Groups	QUESTIONNAIRE SUBSCALES			
	RA	ARA	Pva	"Need"
HSC	4.01	3.98	3.55	3.84
LSC	2.33	2.73	2.57	2.54

TABLE 9

Leadership Effectiveness Score According
To SC Level of Group

SC Groups	QUESTIONNAIRE SUBSCALE
	LQ
HSC	3.79
LSC	2.49

Results were consistent with Jourard (1955) that how one behaves within a setting is a function of self concept level. The personal and social qualities subscale (PQ/SQ) on the questionnaire represent the measure of active behavior within the role of the dorm counselor. Table 10 shows the relationship between these two variables.

Whether considering a representative overall score or individual subscale scores, the relationship between interpersonal relating and level of self esteem was the same. This research has implications for any position whose role requires relating to others. The application of such findings should be individualized according to role expectations and the degree to which that position demands interrelating, as well as in what ways or situations the individual must relate. From such an analysis of role expectation one can assist the individual in building confidence in his abilities to carry out the functions of his position, and in doing so the effects of such a confidence will be felt by those he comes in contact with and will be reflected in the way others respond to him. It has been indicated that it is a cyclical process, and with this information every endeavor should be made to insure that the confidence level, the relating behavior, and the feedback from others is as positive as possible in order to reap maximum effectiveness.

TABLE 10

Subscale Score Representing Behavior-Within-A
Setting According to Self Concept
Level of Group

SC Group	QUESTIONNAIRE SUBSCALE
	PQ/SQ
HSC	3.94
LSC	2.63

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APPENDIX A

Instructions for Counselor Effectiveness Questionnaire

The following is a checklist designed to help us evaluate the dorm counselor program. I would like your impression of the effectiveness of the counselor in your dormitory this year. I feel that the counselor's main objective is to serve the residents of his or her dorm, and therefore I request your help in evaluating the dorm counselor program in hopes to more effectively serve the students and meet their needs. Your cooperation is greatly appreciated.

APPENDIX B

SURVEY

The following is a checklist designed to help us evaluate the dorm counselor program. I would like your impression of the effectiveness of the counselor in your dormitory this year. I feel that a counselor's main objective is to serve the residents of his or her dorm, and therefore I request your help in evaluating the dorm counselor program in hopes to more effectively serve the students and meet their needs. Your cooperation is greatly appreciated.

NUMBER _____ DORM _____
 COUNSELOR'S NAME _____

1. FRUSTRATION LEVEL (how well can they keep their cool)

1 2 3 4 5
 very easily frustrated very tolerant

2. DOMINEERING

1 2 3 4 5
 very bossy not bossy at all

3. UNDERSTANDING (tries to see student's side too)

1 2 3 4 5
 always understanding most of time occassionally very seldom never tries to understand

4. OPEN-MINDED (willingness to listen to explanations)

1 2 3 4 5
 always open minded most of time occassionally listens but has mind made up refuses to listen

5. FRIENDLY

1 2 3 4 5
 very friendly not friendly

6. WARM & PERSONAL (how easily are they to get to know personally)

1 2 3 4 5
 very personable impossible to get to know

7. TRUSTWORTHY (can keep personal matters confidential)

1 2 3 4 5
 very trustworthy unable to keep a confidence

8. FLEXIBLE (open to change according to situation)

1 2 3 4 5
 total flexibility most of time occassionally somewhat rigid very rigid

9. AVAILABILITY (how available do they make themselves to resident)

1 2 3 4 5
 always most of sometimes very seldom never
 available time available

10. IRRITABILITY

1 2 3 4 5
 always most of occassionally very seldom never
 irritable time irritable

11. CRITICAL (attitude toward others)

1 2 3 4 5
 always most of occassionally very seldom never
 critical time critical

12. PERMISSIVE (amount of freedom allowed an individual)

1 2 3 4 5
 always most of somewhat very seldom never
 permissive time permissive

13. PARTIALITY (extent to which all residents are treated equally)

1 2 3 4 5
 very partial no partiality

14. SOCIABLE (to what extent do they socialize with residents)

1 2 3 4 5
 very sociable sociable somewhat not usually not soc--
 sociable sociable sociable iable at all

15. ACTIVE (participation in programs planned by dorms)

1 2 3 4 5
 always takes takes part occassionally very seldom doesn't
 part most of time takes part participate participate

16. LEADER (your opinion of their ability as a leader)

1 2 3 4 5
 very capable capable questionable very little incompetent
 lead.potential as a leader

17. WILLING WORKER (attitude they have to their position)

1 2 3 4 5
 very willing willing questionable somewhat willing begrudges it

18. CHEERFULNESS (pleasant and sense of humor)

1 2 3 4 5
 very cheerful cheerful somewhat usually not cheerful not
 cheerful cheerful usually not cheerful cheerful

a. In your opinion do you think your counselor takes his/her job seriously?

yes no can't say

b. What do you feel is the basis for the discipline decisions made by your counselor?

- _____ his/her own personal values and standards
- _____ what is expected of him by those who appointed him to that position
- _____ whatever the particular situation involves with regard to the resident involved
- _____ combination of all the above with no particular emphasis on any single one

c. What are some of the qualities your counselor has that you like?

d. What are some of the qualities you feel your counselor should change or improve on?

e. How would you rate your counselor over-all? (circle one)

superior very good good fair poor

f. Please make any comments or suggestions we have not covered that you feel are important in evaluating dorm counselors.

APPENDIX C

IR Questionnaire Sub-scales and Corresponding Item Numbers
As it Appears on the Checklist. The "+" or "-" that Follows
each Item Defines how the Item is Scored as Outlined in
Appendix D.

SUBSCALES	ITEM AND NUMBER	SIGN
Tolerance Level (TL)	Frustration #1	+
	Irritable #10	+
Rule Application (RA)	Domineering #2	+
	Flexibility #8	-
	Permissive #12	-
	Partial #13	+
Attitude toward Rule Application (ARA)	Understanding #3	-
	Open-Minded #4	-
	Flexible #8	=
	Partial #13	+
	Critical #11	+
Personal Qualities & Social Qualities PQ/SQ	Friendly #5	-
	Warm and Personal #6	-
	Trustworthy #7	-
	Sociable #14	-
	Active #15	-
	Cheerful #18	-
Leadership Qualities LQ	Availability #9	-
	Leader #16	-
	Willing worker #17	-
	Active #15	-
	Job attitude Ques.A	+
	General Rating Ques. E	+
Personal Value Aloofness PVA - how well one dis- allows value judgments to interfere with role	Understanding #3	-
	Open-minded #4	-
	Flexible #8	-
	Partial #13	+
	Critical #11	+
	Decision Basis Ques. B	

APPENDIX D

"Scoring Instructions for Questionnaire Rating Form"

Positive Items "+"	Assigned Answer Value
Item # 1	For each positive item answer the following values have been assigned
2	
10	
11	
13	
	ANSWER 5 4 3 2 1
	VALUE 5 4 3 2 1

NEGATIVE ITEMS "-"	Assigned Answer Value
Item #3 - 9	For each negative item answer the following values have been assigned
12	
14 - 18	
	ANSWER 5 4 3 2 1
	VALUE 1 2 3 4 5

QUES. a

yes = 5 pts.
no = 0 pts.
? = 1 pt.

QUES. b

a= 1 pt.
b= 1 pt.
c= 5 pts.
d= 3 pts.

QUES. e

sup.= 5 pts
very good = 4 pts.
good = 3 pts.
fair= 2 pts.
poor= 1 pt.

Assign values to each answer. Add up sum of assigned values.
Divide by 21 to obtain an over-all (OA) counselor effectiveness score.