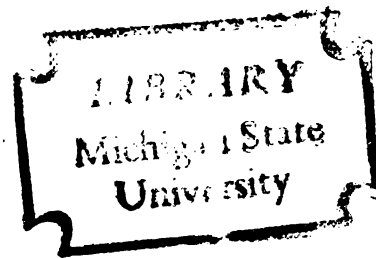


THE RELATIONSHIPS AMONG GUARDEDNESS,
OPENNESS, AND SELF - ESTEEM IN THE THERAPY
AND ACQUAINTANCE PROCESSES

Thesis for the Degree of M. A.
MICHIGAN STATE UNIVERSITY
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1969

THESIS



ABSTRACT

THE RELATIONSHIPS AMONG GUARDEDNESS, OPENNESS, AND SELF-ESTEEM IN THE IN THE THERAPY AND ACQUAINTANCE PROCESSES

By

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The purpose of this study was to see the relationships among openness and guardedness about "self" and self-esteem in the therapy and acquaintance processes. It was decided to gather the data by coding the verbal behavior from tapes of therapy sessions and of acquaintance sessions. The coding system for openness and guardedness about self was taken from the Ashby et al. study (1956) and for self-esteem from Raimy's (1948) study. The first and ninth sessions were coded for both types of processes, coding being divided into fifteen second intervals. Two raters were trained according to the coding systems until they achieved a .94 Pearson product-moment correlation reliability.

The therapy tapes used were from the Counseling Center library at M.S.U. Eleven therapy clients were chosen for the study. They were all college coeds who had completed at least nine sessions with a male therapist. The acquaintance tapes used were from a study by Conway (1968). All the tapes consisted of conversations between male-

On the basis of previous studies and Lecky's "theory of self-consistency" and Rogers' "self" theory, the following hypotheses were postulated:

1. Openness and guardedness would be initially higher in therapy than the acquaintance process but would converge over time.
2. Openness and guardedness would be positively correlated in therapy while no such relationship should exist in the acquaintance process.
3. Self-esteem should increase over time in the therapy process while no change should take place in the acquaintance process.
4. There should be significantly more self statements in the therapeutic process than in the acquaintance process.

The results for hypothesis one confirmed that initially there would be more openness and guardedness in the therapy process and also showed a trend towards convergence between the two groups although it was not significant. The results for hypothesis two were somewhat startling but seems to be in support of self-consistency theory. Initially openness and guardedness are highly correlated in therapy but by the ninth session are slightly negatively correlated. A possible explanation for this change may be that many of the clients have achieved self-consistency and although they elicit openness statements, they no longer feel threatened and become guarded. This seems to be the case for the normative population as represented by the acquaintance process where the correlation stays at .0 across sessions, mainly because the acquaintance members do not become guarded.

female dyads. The subjects in this study were also college students at M.S.U. who met once a week for course credit and also finished at least nine sessions. To further equate the two groups, only the statements of the female member of the acquaintance dyads were coded. A rating scale was devised to meet Rogers' (1954) criteria of what was a self statement. According to his criteria any statement which had an "I," "Me," "we," or "us" was coded a self statement. Further pursuing his definition of a self statement, three valences were placed on self statements: positive, negative, and neutral. Two other dimensions were then added, qualified-unqualified statements and self attitude-self-in-relationship statements. All statements by the S were coded into one of these twelve self categories or into a thirteenth category, non-self statements.

The proportion of statements in a category to total statements was used as the unit of measure. The three main variables of the study consisted of different combinations of the twelve self categories. Openness about self consisted of the category "unqualified negative self-in-relationship" and also of the category "unqualified negative self-attitudes." Guardedness consisted of the categories, "qualified negative self-in-relationship and self-attitudes." Self-esteem consisted of the proportion of "unqualified positive self-in-relationship and self-attitudes" to "qualified and unqualified negative self-in-relationship and self-attitudes" plus "unqualified positive" self statements.

For hypothesis three a trend towards increase in self-esteem was found for therapy clients, while no such change occurred in the acquaintance process. The results were somewhat confounded and it is believed the change would have been much greater if outcome measures of success in treatment were taken for the therapy clients.

The fourth hypothesis was confirmed. An additional significant finding was that over time the proportion of self statements significantly decreased in the acquaintance process.

It was suggested for future research that outcome measures on success in therapy should be taken to see what changes in the self variables under study covary with successful or unsuccessful treatment in therapy. It was also suggested that a wider sample be drawn as the conclusions reached are limited to female college students in a counseling center situation and may not apply to other forms of therapy and other clients with other types of problems. It was further suggested that instead of choosing a certain number of sessions to be studied, that acquaintance dyads be matched with therapy clients and that the acquaintance dyads continue meeting as long as the client continues therapy. Finally a good study for future research would be to select from persons seeking help in therapy, a sample; half of which would be randomly assigned to the therapeutic process and the other half to the acquaintance process.

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By

Harvey Oaklander

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

MASTER OF ARTS

Department of Psychology

1969

DEDICATION

To Leah
whose love gave this whole
study meaning to me

ACKNOWLEDGMENTS

I would first like to thank Dr. Messé. He was of immense help with the organization and style of this study. In addition I especially appreciate his help with my statistical design and his being able to understand me when even I was not too sure what I meant.

I also would like to express my gratitude to Dr. Grummon. He provided for me the opportunity to reflect upon many cogent ideas in regards to this study.

Finally I would like to thank Dr. Stollak, my committee chairman. It is thanks to the atmosphere he provided of non-directiveness that I felt free to pursue any and all ideas.

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CHAPTER I

INTRODUCTION

Overview

The major purpose of this study is the investigation of the relationships among openness and guardedness about self especially with respect to expression of self-esteem in the therapy and acquaintance processes.

Functions and Aspects of Self

The importance of the "self" concept in the literature is easily shown by the quantity of material written about it, and by the avid interest of many theoreticians with very diverse viewpoints. To begin with there was William James (1890) who developed the idea of self as a concept because he felt there was an inner core within a person that directs his behavior. He saw this self as both a knower and a known. The self is both the subject or the thing that experiences and also the object or the thing experienced. He divided the self into the material, social, spiritual, and the pure ego. The pure ego is the thinker, the experiencer, that gives us a sense of personal identity separate from everyone else. The material self is our possessions and the social self how others see us. The spiritual self is the inner core of

the self, man's inner or subjective being, his psychic faculties, or dispositions.

Freud's ego is his equivalent for the concept of self. He saw the ego as both a knower and known also.

To quote from The Ego and the Id (1960),

For the ego, perception plays the part which in the id falls to instinct . . . The functional importance of the ego is manifested in the fact that normally control over the approaches to motility devolves upon it (p. 7).

Later on in the same book Freud gives his conceptualization of the ego as an object,

A person's own body and above all it's surface, is a place from which both external and internal perceptions may spring. It is seen like any office, but to the touch it yields two kinds of sensations, one which may be equivalent to an internal perception. Psychophysiology has fully discussed the manner in which a person's own body attains its special position among other objects in the world of perception . . . The ego is first and foremost a bodily ego (pp. 15-16).

Jung saw the self as the midpoint of personality, around which all of the other systems are constellated. It holds these systems together and provides the personality with unity, equilibrium, and stability. Jung says of the self,

This would be the point of a new equilibrium, a new centering of the total personality, a virtual centre which, on account of its focal position between conscious and unconscious ensures for the personality a new and more solid foundation (Hall, Lindzey, 1957, p. 85).

Adler postulated a creative self.

This was the prime mover, the philosopher's stone, the elixir of life, the first cause of everything human for which Adler had been searching. The unitary, consistent, creative self is sovereign in the personality structure (Hall, Lindzey, 1957, p. 124).

Allport (1968) formulated his concept of self as having eight functions which are the special aspects of personality that have to do with warmth, with unity, with a sense of personal importance. His first seven functions he called the propiate functions and they consisted of (1) body awareness, (2) self-identity (overtime), (3) Ego enhancement, (4) Ego-extension, (5) Rational process, (6) self-image, (7) Propriate striving, the known, and his eighth function was the knower, that which perceives the other seven.

Rogers (1968) postulates a self-structure which is an organized configuration of perceptions of the self which are admissible to awareness. It is composed of such elements as the perceptions of one's characteristics and abilities, the percepts and concepts of the self in relation to others and to the environment, the value qualities which are perceived as having positive or negative valence.

Gordon (1968) sees the

self as the subjective stream of consciousness including perceiving, thinking, planning, evaluation, choosing, and the resultant accruing structure of self conceptions (p. 116).

The self is composed of both social identity and personal attributes.

Finally, Secord and Backman in Social Psychology (1964) define self as the attitudes one has towards himself. These attitudes can be split into three aspects, the cognitive which is the content of self, the affective which is how one feels towards himself, and the behavioral or how one acts towards himself.

The Import of "Self" in Psychology

There has been great diversity and disagreement over the concept of self in psychology but most theoreticians see the self as either the subject who experiences or the object experienced or both. There is also a common element in all definitions of self, that is the character of self as an organizer of some consistency of some order of behavior. This brings up the inevitable question of why study the self at all? For one thing if we know someone's self we could then know why he acts in a certain way as a person's behavior is consistent with his self. For another thing as Seidenberg and Proshansky say in Basic Studies in Social Psychology (1965)

Which needs are significant for the person and how they are related to each other depend on how the person conceives of himself as a social being. The concept of "self" has assumed increasing importance in the theory and research of the social psychologist. The person's early experiences with others in a variety of group settings lead him to conceive of himself in given ways, depending on what is demanded of him and how others evaluate his responses to these demands. In brief, the person himself becomes the core of a cognitive structure that defines and evaluates who he is, and what he can do (p. 30).

Returning to James' Principles of Psychology (1890) we get a similar idea to why the self should be studied, especially the self of selves, James' spiritual self. He says of this self that,

It presides over the perception of sensations, and by giving or withholding its assent it influences the movements they tend to arouse. It is the home of interest,--not the pleasant or painful, not even pleasure or pain, as such, but that within us to which pleasure and pain, the pleasant and the painful, speak. It is the source of effort and attention, and the place from which appear to emanate the fiats of the will (p. 297-298).

Certainly for James studying this construct self would help the psychologist greatly in explaining and predicting behavior.

Freud (The Ego and the Id, 1960) saw the ego as the controller of our actions, our emotions, and our perception of things as well as the seat of reason. It was continually directing behavior through compromises with the id, the superego, and the external reality. As Freud metaphorically put the ego's relation to the id, "It is like a man on horseback" (p. 15). He carried the analogy further and said,

Often a rider, if he is not to be parted from his horse, is obliged to guide it where it wants to go; so in the same way the ego is in the habit of transforming the id's will into action as if it were its own (p. 15).

Catell says the most important source of unity in the individual is

the ability to contemplate the physical and social self whereby the satisfaction of any desire becomes subsidiated in part to a sentiment for the welfare of the whole self. This sentiment becomes by such contributions the most powerful sentiment in the lattice, controlling all others in some degree (1950, p. 654).

Rogers (1954) bases his whole method of psychotherapy on the concept of self. He sees the client who enters therapy as having a negative correlation between his perception of his self and his self-ideal, the person he would like to be. This seems to cause a considerable amount of inner distress or tension. During the process of therapy there becomes a greater congruence between self and ideal self. This change towards congruence is mainly seen as a change in self-perceptions which is supported by a study by E. Rudikoff (1954) in which changes in the self concept were shown to take place much more than the concept of the ideal self. There is some evidence that during therapy one's concept of self changes in the direction of greater self-understanding, increased inner comfort, greater confidence, and optimism, increased self-direction and self responsibility, more comfortable relationships with others, and less need for self-concealment (Rogers, 1942; Rudikoff, 1942). Correlated with these changes in self are changes in self-descriptions indicative of better adjustment (Dymond, 1942). This clearly shows the importance of our understanding the self concept because the way we perceive

ourselves has an important relationship to our own feeling of inner comfort and in addition influences our relationship with others and our overall adjustment. For Rogers the self regulates behavior, for behavior that is not consistent with the self-picture either does not occur or is not fitted into the picture. It is only when a person can symbolize all his experiences or be able to match his perceived world with the objective world that he can adjust to the real world.

Methods of Studying "Self"

Introspection

James (1890) thought that the inner self or what passes for the entire feeling of spiritual activity is really a feeling of bodily activities whose exact nature is by most men overlooked. James went about studying the self by introspection. Unfortunately, this method is not the most creditable for scientific study because it fails to meet the standards of inter-observer reliability so some other methods had to be found.

Q-Technique

Stephenson (1953) has developed a useful instrument which was used by Rogers and his associates in studying the self; the Q-technique. This technique consists of the S dividing self-descriptions into different piles from those most descriptive of himself to those

least descriptive of his self. Q-sorts are also used to get a measure of the ideal self. There are however, problems of validity for this method. Does the person really sort the cards according to his self concept? What may very well be occurring is that people may be presenting a socially desirable picture of themselves. Kenny (1956) and Edwards (1957) found high correlations between placement of items on Q-sorts and social desirability. Chodorkoff (1954) also found defensiveness to be an important variable in the self-adjustments of people, and that self-reports cannot be relied upon to give the same picture of personality as are obtained from outside judges. He found that in some individuals there was a great deal of perceptual defense. This variable perceptual defense correlated with lack of agreement between self-reports and judges reports and also correlated inversely with adjustment.

Analysis of Verbal Behavior

Raimy (1948) used verbal behavior for developing a method of determining the self concept of a person. He decided to classify all statements into those that were self-references and those that were external references. The categories he used were positive, negative, and ambivalent attitudes toward self, ambiguous self references, external references, and statements of information. The procedure was found to have an

inter-rater reliability of .81. Raimy also tested its validity by comparing the self concepts of the clients from this data analysis with two other forms of analyzing the client's self concept and correlations were found in the .80's. The first method was to compare a list composed by Rogers (1942) of the outstanding attitudes which have been spontaneously expressed by the clients. His list of attitudes was classified according to the present method and the results compared favorably with Raimy's method. Also the method was compared with the analysis of recorded interviews by Curran (1945). This method compared favorably also. Raimy admits that such factors as defensiveness would result in distortion of the true attitudes, particularly during the early stages of contact, but as the counselor aims at free expression by the client there is reason to suspect that the resulting responses will bear a resemblance to the picture which the client perceives of himself. It is just on this principle that the present study is predicated.

Goals of Present Study

Previous Findings

The present study is designed to study the defensive behavior of the individual in the initial contact and changes in such behavior over time and changes in the relationship of defensive behavior and self-esteem over

time. Raimy's (1948) results showed the importance of the self-concept to adjustment. In successfully treated cases in therapy, positive self-reference statements increased while negative self-reference statements decreased. In the unsuccessful cases no such trend was found. Raimy utilized the concept of self-esteem in this study defining it by a ratio score, the number of positive self-referents over the number of negative self-referents. His results could then be rephrased in terms of self-esteem. Self-esteem increasing for the successful cases while no such trend was found for unsuccessful cases.

Sheerer (1949) found that there is a marked and fairly regular increase in the measured acceptance of a respect for self from the beginning to the end of the cases. She defined self-acceptance as

1. A person perceives himself as a person of worth.
2. He perceives his standards as being based on his own experience.
3. He perceives his own feelings, motives, social and personal experiences without distortion of the basic sensory data (pp. 169-175).

According to Sheerer's definition of self-acceptance, it seems that self-esteem is subsumed under the first part of the self-acceptance definition, that is a statement is self-accepting if a person perceives himself as a person of worth.

Haigh (1949) studied defensive behavior in client-centered interviews by verbal analysis of the data.

Haigh based his hypothesis that defensive behavior would decrease over the course of therapy upon Hogan's (1948) theory of defense behavior. Hogan says defensiveness is seen as one form of behavior which may follow upon the perception of threat. The individual is threatened when he perceives an experience to be inconsistent with a value or concept which he holds as part of his concept of self. By acting defensively the individual distorts his perceptions so as to reduce awareness of the perceived incongruity. Haigh postulated that defensive behavior would decrease because of the acceptant manner of the therapist which would decrease the client's anxiety over being morally evaluated. The client also is allowed to be autonomous. He, himself, is responsible for any decisions made and therefore this reduces any threat to the client's sense of worth. Also, during therapy a client becomes aware of deep inner inconsistencies. As therapy is the working through of such inconsistencies, defensive behavior due to these inconsistencies should reduce over time. Haigh's hypothesis was confirmed. It was also found that more positive self-regard and self-attitudes correlated with a decrease in defensiveness.

In a study by Ashby, Ford, Guerney, and Guerney (1956) verbal behavior was also coded into many categories including guardedness and openness about self. The reliability for such scales for all four raters on

experimental responses was .81. It was also found that there was a direct relationship between guardedness about self and openness about self. The more one admitted his faults, the more guarded he was during an interview.

They defined openness of self as

the extent to which the client freely discusses his problems, deviations from the normal, his culturally frowned upon traits, behavior, and motivations, and in general his willingness to discuss thoroughly those areas which seem most threatening (p. 576).

Guardedness was defined as

the extent to which the client exhibits wariness or hedging in regard to presenting and working on his problems, admitting faults, and exposing himself to potential criticism, and change (p. 577).

This includes self-stimulated denial or minimization of his problems or his deviations from the "normal"--denial of culturally undesirable feelings, traits, and motivations. It also includes the needs to justify himself or his actions to the therapist and expectations of criticism from the therapist. Ashby, et al. found that while clients of the "warm dynamic" therapists were quite guarded, they were also quite open. The confession of an inadequacy or a socially unacceptable feeling was usually preceded or followed by guarded statements. It seemed that clients regularly experienced some anxiety in relation to openness about themselves and needed to cling to some defense in order to allay their anxiety. This is in support of the theory of self-consistency and

especially of Hogan's (1948) theory of defensive behavior. Guardedness is a defensive behavior which comes about when an apparent inconsistency of self is openly admitted to awareness. This is perceived as a threat and is then guarded against.

Hypotheses

On the basis of the studies previously cited the hypotheses formulated in the present study were:

1. Therapy clients will be initially more open and more guarded than acquaintance dyads and they will converge over time.
2. Guardedness and openness about self are positively correlated in the therapy group.
3. Self-esteem will increase over the nine sessions for the clients in therapy while no such change will occur for the acquaintance dyads.
4. Therapy clients will make proportionately more self statements than acquaintance dyads.

Reasons for Hypotheses

According to self-consistency theory as started by Lecky (1945) resistance is caused by a person's refusal to admit to awareness a part of his phenomenal field that is inconsistent with his view of his self. Hogan (1948) sees a person's experience as being inconsistent with his self concept as being perceived as threat and thus resulting in defensive behavior. Rogers says that

a positive emotional attitude toward the self seems to exist when the self structure is firmly organized and a negative feeling about the self exists when the organization of self is threatened by experiences which are vaguely or clearly seen as inconsistent with that structure. Thus both the integrated person and the person who is well organized on what might be termed a defensive basis who shuts out experiences of awareness, will tend to have positive self-regarding attitudes. When the self is experienced as threatened or lacking in structural firmness, negative self attitudes exist (Gordon and Gergen, 1968, p. 439).

We thus derive from the theory of self-consistency that it is those people who perceive themselves as having inconsistent, disorganized self-concepts who are unhappy with themselves. Evidence has been found in such studies by Bulter and Haigh (1954) and Rudikoff (1954) that people who come to therapy are dissatisfied with themselves and that over the course of therapy their self-concept becomes more congruent with their self-ideal and they become more satisfied with themselves. On the basis of these studies and Rogers' idea that it is those people who have inconsistent self-concepts who are dissatisfied with themselves, people who seek therapy are dissatisfied with themselves because of their self-inconsistencies and they seek therapy for this reason. This is obvious.

The first hypothesis is based on the theory that people who seek therapy feel greater self-inconsistency than controls and thus will initially be more open and more guarded about themselves because they perceive their inconsistencies more than a control group and are thus

more highly motivated to reveal their negative self aspects because they want to change and at the same time will be more guarded because admitting self-inconsistencies is perceived as a threat to the person and arouses anxiety and must be defended against. According to Rogers' theory, openness and guardedness should decrease over time because therapy brings about the reorganization of the self where previously inconsistent or negative aspects of the self become acceptable to the person. A decrease in defensive behavior over time is found in the Haigh study.

The second hypothesis is based on the Ashby et al. study and is that there should be a direct positive correlation between the amount of guardedness and the amount of openness in the therapeutic group.

The third hypothesis is that there should be an increase in self-esteem over time in the process of therapy while no change should occur in the acquaintance dyads. Support for this comes from Rogers' (1965) theory of the process of therapy. He believes that a person's sense of worth will be enhanced over time during therapy as he learns that his behaviors, no matter how unacceptable they were to himself, are accepted by the therapist. As the client finds that a significant person in his environment accepts him and his attributes, he is more able to admit previously unacceptable experiences to awareness.

Because these experiences are accepted by the therapist they are no longer perceived as a threat to the "self" and the person is able to expand and reorganize his self as he admits more of his experience to awareness. As a person's self-concept expands his feeling of worthiness will increase as he absorbs into his self-structure parts of his self that he previously found unacceptable and made him feel worthless because they were inconsistent with his "concept of self." Also the client will feel more competent, significant, and worthy as his newly reorganized self allows him to experience sensory data undistorted and allows him to be the sole judge of his beliefs and standards. He will thus feel more worthy because he now controls his experience instead of being helplessly controlled or confused by forces he didn't understand. Evidence for the third hypothesis is based on Rogers' explanations of the on-going therapeutic process and that as a client reorganizes his "self-concept" during therapy, he accepts experiences previously inconsistent with his self-concept. As these self-inconsistencies decrease, a greater feeling of self-worth or self-esteem should occur as the person no longer views aspects of his self negatively. At the beginning of therapy one's self-regarding attitudes are more negative as he is unaccepting of many aspects of his self. Studies that have found such results include ones already cited; Raimy (1948) and Seeman (1949).

This also has some basis for support from the Ashby et al. study previously cited in which it was found that from the client's point of view the defensive aspects of the relationship appear to develop earlier than the positive aspects.

The fourth hypothesis is based on self-consistency theory in that people who have self-inconsistencies will be more highly motivated to talk about their "selves" to gain consistency or as Rogers' would explain, within the individual there is a self-actualizing drive that maintains and enhances the organism and acts to reorganize the self by admitting into awareness and accepting previously denied experience and therefore the need to talk about oneself to become consistent.

Importance of the Present Study

The findings of this study are a measure of what happens to a person's self-concept over the course of at least the first nine sessions. A later study could investigate what variables within the therapeutic relationship caused such changes in the verbal behavior of the S's. A further study to consider would be to see if the changes that take place over therapy are related to events outside of therapy for the clients. Does high self-esteem in therapy mean that outside of therapy the person is more satisfied with his self? What is more this study has important implications for

the theory of self-consistency. If hypothesis three is confirmed, it will give support to one of the postulates of the theory that people who have an inconsistent self-picture are dissatisfied with themselves and as they become more self-consistent or more accepting of their selves, they will become less dissatisfied with their selves and thus there should be less negative statements about themselves, which is shown by openness about self, and also less reason to be guarded about self. Of course the results, if confirmed, will also show that there are certain factors working in therapy that makes a person more accepting of his self and less defensive about his behavior than exists in non-therapeutic interview sessions among peers.

CHAPTER II

METHODOLOGY

Procedure

The first step was to obtain representative groups. It was decided to use the coding of verbal behavior for measuring self variables as this method has high reliability as shown in studies previously cited and also for our purposes of studying the process of what happens during therapy has had high internal validity. Also, with verbal behavior there is less chance for confounding variables such as social desirability, which would be much more prevalent in Q-sorts or questionnaires, to mediate the S's responses. For the therapy group we used tapes of eleven female college students at M.S.U. who sought therapy and completed at least nine interviews with male therapists. To obtain a control population that would match the S's in the experimental group except for the independent variable of desire to seek help, we selected tapes from the research of Conway (1968) of eleven different acquaintance process interviews between male and female S's who also completed nine sessions, where the S's were volunteer M.S.U. students. Our unit of study is the verbal data

elicited in each interview and the interviews were all fifty minutes long. For practical reasons only the 1st and 9th sessions were analyzed and compared to find differences over time and also between groups. To further equate the two groups, as we are only interested in the verbal behavior of one member of the therapy dyad, the client, in coding the tapes in the eleven acquaintance process dyads chosen at random only the female subjects responses were analyzed according to the coding system (Appendix G). The acquaintance process is an adequate control as it represents normal conversation and what we are hypothesizing is that under special conditions of therapy, the verbal behavior elicited for guardedness and openness about self and self-esteem will differ from normal social intercourse.

Design

Two coders were trained to rate the tapes according to the scoring system devised. The scoring system was chosen on the basis of Carl Rogers' definition of the self-structure which is,

the self-concept is an organized, fluid but consistent conceptual pattern of the characteristics of the "I" or "me" which are admissible into awareness together with the values attached to those concepts (1954, p. 55).

Most of the scoring system was taken from the Ashby et al. study. On the basis of Rogers' definition only "I" "me", "us" or "we" statements were considered

self-descriptive statements. This fulfills the next part of the definition that only those characteristics admitted to awareness were to be considered or in this case the self-descriptive statements. To fulfill the last part of the definition which states "the values attached to those concepts" the self was divided into three aspects, to represent the three possible valences that could be attached to characteristics of the self, the positive aspects, the neutral aspects, and the negative aspects.

Taking the Ashby et al. definition of openness about self, positive aspects of the self are those the person finds desirable or meet the cultural norm, neutral aspects are those that are just part of one-self but don't elicit any feeling, and negative aspects are those traits or characteristics the person finds undesirable or deviate from the cultural norm. The definition of openness about self can then be derived in the scoring system as an unqualified admission of a fault which is an admittance of a negative aspect of the self.

Guardedness about self is then defined as any qualified statement tending to minimize or deny one's problems or one's negative self.

Finally, self-esteem from Coopersmith's (1967) definition is a personal judgement of worthiness that is

expressed in the attitudes the individual holds toward himself. It is the evaluation which the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval, and indicates the extent to which the individual perceives himself to be capable, significant, successful and worthy. In this case self-esteem is defined using Raimy's ratio put into proportion form, the proportion being positive self-referents over positive plus negative self-referents. Positive self-referents being only unqualified positive statements about self while negative self-referents are all negative statements qualified and unqualified. The justification for including qualified negative statements is that although they may appear to be ambivalent, according to Hogan's theory these qualified negative statements are truly negative attitudes a person has towards himself which then have to be covered up but still exist quite prevalently.

The coding system will be divided into positive, neutral, and negative aspects and all these aspects will be subsumed under the categories of being either qualified or unqualified statements.

Furthermore, it was decided to add another dimension, self-in-relationship vs. self-attitude statements. Therefore the three aspects of self, positive, neutral, and negative could now be either qualified or unqualified

and a self-in-relationship or self-attitude statements. Self-in-relationship statements were discriminated from self-attitude statements by scoring a self-in-relationship statement as one in which a person describes his relationship to his environment (what he does), while a statement was scored a self-attitude statement when a person describes how he feels or regards himself (what I am). This variable was added as a measure of the depth of self statements. The self-attitude statements being a more intense examination of one's self. This made twelve possible self categories.

A thirteenth category was added, non-self statements, to find out what proportion of a person's statements were self statements. According to this categorization scheme openness is any unqualified statement about a negative aspect of self. Guardedness is a qualified statement about a negative aspect of self and self-esteem is the proportion of unqualified positive statements to all negative plus unqualified positive statements. More complete explication of the categories and a copy of the rating scale can be found in Appendix A. In summary, the thirteen categories are:

1. Unqualified positive self-in-relationship.
2. Unqualified neutral self-in-relationship.
3. Unqualified negative self-in-relationship.
4. Unqualified positive self-attitude.

5. Unqualified neutral self-attitude.
6. Unqualified negative self-attitude.
7. Qualified positive self-in-relationship.
8. Qualified neutral self-in-relationship.
9. Qualified negative self-in-relationship.
10. Qualified positive self-attitude.
11. Qualified neutral self-attitude.
12. Qualified negative self-attitude.
13. Non-self.

Coding was divided into fifteen second intervals and the proportion of total statements was the unit of scoring for the different variables. The raters were first trained on a number of tapes until they achieved a Perason Product-moment correlation reliability of .94 on the coding of a tape and then they proceded to code the experiment tapes.

CHAPTER III

RESULTS

Mean Proportions

Below is Table 1 and it shows the mean proportion of statements for all thirteen categories in the scoring system for both the first and ninth sessions. In addition this table has the mean proportion of statements to total statements for the three main variables in the study, self-esteem, openness, and guardedness for both the first and ninth sessions. Categories 5, 7, 8, 10 and 11 were eliminated from further consideration as either no statements occurred in them at all or less than one per cent of the total proportion of statements.

Analysis of Variances

Analysis of variances were performed on these variables and their components whose frequency of occurrence were greater than one per cent of the total.

Self-Esteem

For the variable Self-Esteem (Appendix B, Table 2) there was a significant difference between groups at the .025 level of significance, the therapy group being significantly lower in self-esteem. There was also an

TABLE 1.--Mean Proportions of the First and Ninth Sessions for the Therapy and Acquaintance Processes by Category.

Category	Therapy Sessions		Acquaintance Sessions	
	1	9	1	9
1. Unqualified positive self-in-relationship	.095	.102	.103	.099
2. Unqualified neutral self-in-relationship	.205	.202	.172	.157
3. Unqualified negative self-in-relationship	.222	.203	.119	.083
4. Unqualified positive self-attitude	.008	.023	.005	.002
5. Unqualified neutral self-attitude	.0	.0	.0	.0
6. Unqualified negative self-attitude	.074	.005	.004	.016
7. Qualified positive self-in-relationship	.001	.001	.0	.001
8. Qualified neutral self-in-relationship	.001	.006	.0	.0
9. Qualified negative self-in-relationship	.038	.034	.0	.001
10. Qualified positive self-attitude	.001	.0	.0	.0
11. Qualified neutral self-attitude	.0	.0	.0	.0
12. Qualified negative self-attitude	.015	.015	.0	.0
13. Non-self	.357	.371	.595	.640
Self-Esteem	.243	.283	.472	.459
Openness	.287	.267	.123	.009
Guardedness	.053	.049	.0	.001

interaction effect approaching significance at the .10 level. A test of simple effects (Appendix C, Table 5) was done which indicated that female Ss in the acquaintance dyad emitted significantly more statements in session 1 than did the female clients in the therapy dyads at the .01 level. There was also a significant difference in the same direction at the .05 level for these groups for the ninth session.

Analysis of variances were also performed on the components of self-esteem. These include the positive self-referent categories 1 and 4 and the negative self-referent categories 3, 6, 9 and 12.

For the positive self-referent category "unqualified positive self-in-relationship statements" the data shown in Appendix D, Table 9 indicated no significant differences. Category 4, "unqualified positive self-attitude statements," shown in Appendix D, Table 12, indicated a difference between groups approaching significance at the .10 level and a significant difference for sessions at the .05 level of significance and for the groups X sessions interaction, there was a significant difference at the .001 level. An analysis of simple effects was done on category four (Appendix C, Table 7) and the results for the therapy dyads indicated a significant increase between sessions at the .001 level of significance. There was also a significant difference

between groups at the .005 level for session 9, Ss in the therapy dyads emitting significantly more unqualified positive self-in-relationship statements than Ss in the acquaintance dyads.

For the negative component statements of self-esteem, for category three, "unqualified negative self-in-relationship statements," the ANOVA presented in Appendix D, Table 11 showed a difference between groups at the .001 level of significance while for sessions the difference was significant at the .001 level and for the group X session interaction there was a difference significant at the .025 level. Again an analysis of simple effects, Appendix C, Table 6, was done which revealed that in session one the therapy group emitted "unqualified negative self-in-relationship" statements than in session nine at the .005 level of probability and for the acquaintance group the difference between sessions was in the same direction at the .001 level. For session one the therapy group emitted more category three statements than the acquaintance group at the .001 level and for session 9 there was also a difference between groups in the same direction at the .001 level of probability. For category six, "unqualified negative self-attitude statements" the ANOVA found in Appendix D, Table 13, indicated that the therapy group emitted significantly more such statements

than the acquaintance group at the .001 level of significance.

The ANOVA for category 9, "qualified negative self-in-relationship statements" presented in Appendix D, Table 14 indicated that the therapy group made significantly more such statements than the acquaintance group at the .001 level of significance. The ANOVA for category 12, "qualified negative self-attitude statements," presented in Appendix D, Table 15, showed a similar difference between groups as in category 9 at the .025 level of probability.

Openness

For the variable openness the ANOVA presented in Appendix B, Table 3 showed that the therapy group emitted significantly more openness statements than the acquaintance group at the .001 level of significance. The results for the ANOVAS for the components of openness, categories 3 and 6, "unqualified negative self-in-relationship and self-attitudes," can be found described earlier in the Results section under the Self-Esteem variable. Both categories showed differences significant at the .001 level of significance between groups, the clients in the therapy dyads emitting more such statements than the Ss in the acquaintance dyads.

Guardedness

For the variable guardedness, an ANOVA was done which is presented in Appendix B, Table 4 and a difference was revealed which showed that the therapy group was significantly more guarded than the acquaintance group at the .001 level of probability. The components of guardedness, categories 9 and 12, "qualified negative self-in-relationship and self-attitudes," can also be found earlier in this section under the self-esteem variable. These components both indicated differences between groups significant at the .001 level. For both components, the clients in therapy emitted more such statements than the Ss in the acquaintance dyads.

Summary of Results

Hypothesis I

Initially therapy clients are more open and more guarded than acquaintance dyad members but no convergence was found over time.

Hypothesis II

Product moment correlations were done between openness and guardedness. A table of the results are presented in Appendix E, Table 17. The results indicated that for total statements made across sessions one and nine the correlation was .006, but the correlation for session one was .62 which is significant at the .05

level. For the ninth session though the correlation between openness is $-.26$.

Hypothesis III

Results reveal a convergence in Self-Esteem between the groups by the ninth session. Originally the difference between groups in the first session is significant at the .01 level but by the ninth session this difference is only significant at the .05 level. A look at the table of means, Table 1, also shows that the mean for self-esteem has increased in therapy while very little difference was present for the acquaintance dyads. The mean difference for the therapy dyads was $+.04$ while the acquaintance dyads decreased very slightly by $-.013$.

Hypothesis IV

An ANOVA was done for category thirteen (Appendix D, Table 16) non-self statements, and a difference between groups was found at the .001 level of significance. There was also a group X session interaction at the .001 level. An analysis of simple effects was done (Appendix D, Table 8) and a significant increase from session 1 to 9 was found for the acquaintance dyads at the .001 level. In addition for both the first and ninth sessions it was found that the Ss in the acquaintance dyads emitted significantly more non-self and thus significantly less self statements than clients in therapy at the .001 level.

An ANOVA conducted on category 2, "neutral self-in-relationship statements," yielded no significant differences.

CHAPTER IV

DISCUSSION

Hypothesis I

The results of this study lend support to the theory of self-consistency. The first hypothesis, which states that openness and guardedness would initially be significantly greater in the therapy clients than in the acquaintance dyads, was supported. These results showed that the therapy clients perceive more self-inconsistencies and that admittance of these inconsistencies into awareness arouses anxiety in the therapy clients which is defended against by guardedness.

Hypothesis II

A possible reason for the lack of significant decreases in openness and guardedness statements can be deduced from the results for hypothesis 2. Summing across sessions the correlation for therapy clients between openness and guardedness was .0. For the first session, though, a significantly high correlation of .62 was found while by the ninth session the correlation was -.26. What seems to be possibly happening, according to Rogers' self theory, is that at the beginning of therapy the clients seek help because they

perceive inconsistencies in their self concept. These inconsistencies are admitted at the beginning of therapy in a working through manner to self-actualize or make the individual's self consistent. By the ninth session for this group of clients what seems to happen is that the originally homogeneous population of clients with self-inconsistencies has changed to a dichotomous population of those clients who have reorganized their self-concept so as to be able to accept formally inconsistent parts of their selves and are able to freely admit these negative aspects of their selves without it arousing any anxiety, and those clients who haven't achieved such reorganization.

Support for this explanation is found in the study by Sheerer (1949) where self-acceptance increased from the beginning to the end of therapy. Part of her definition of self-acceptance is especially appropriate in supporting the idea that clients by the end of therapy no longer become anxious about negative aspects of their selves. To quote part of her definition of self-acceptance "a person perceives his own feelings, motives, social, and personal experiences without distortion of the sensory data" (pp. 169-175). Apparently this is only true for successful cases.

To further understand why the correlation by the ninth session changes from .62 to -.26 it must also be postulated that some clients actually become more

guarded during the process of therapy. Postulating that there are both clients who are self-accepting and are therefore freely open and clients who become more guarded explains why there is no significant changes in openness and of guardedness from the first to the ninth sessions in therapy although a decrease was hypothesized. It also explains why the originally high correlation changes to an insignificant one as although while both self-accepting and non-self-accepting clients may be eliciting the same amount of openness statements, the self-accepting clients are making less guarded statements by the ninth session than they were in the first session while the non-self accepting clients actually become more guarded from the first to the ninth session.

The data further suggests an interesting phenomenon in that as the correlation is $-.26$, it would seem that self-accepting therapy clients are actually able to admit more openness statements about themselves by the ninth session than in the first session while becoming less guarded, while the non-self-accepting client would seem to decrease in the amount of openness statements from the first to the ninth sessions while becoming more guarded. What would be needed for future research is an outcome measure on whether therapy was successful or not, up to that point in therapy. It would then be predicted that for the successful cases, the clients

would retain the same or increase the amount of openness statements they elicit while their guardedness statements would decrease in proportion. For unsuccessful cases it would be predicted that they would become less open and more guarded from the first to the ninth session of therapy.

The explanation for this behavior in the unsuccessful cases can be also explained by exchange theory as postulated by Thiabaut and Kelly (1959). The unsuccessful cases are not deriving any benefits from their disclosures of negative aspects of their selves. Originally they elicited negative self-statements (costs) in the hope of gaining self-consistency, peace of mind, some panacea for all their problems (reward) but for these unfortunates no reward is forthcoming and soon the mounting costs, negative self-disclosures, which are very much costs for all the anxiety they produce, overbalance the expected rewards and the person become less open and actually more guarded as a way of reducing the costs, anxiety. The acquaintance dyads which were used to represent the normal population by being randomly chosen showed .0 correlations between openness and guardedness for the first and ninth sessions and summing across for the total sessions. This is consistent with the second hypothesis since the acquaintance dyads were considered to be representative of the normal population and therefore representative of persons who mainly do not have

the desire to seek help. In other words they may not perceive or might minimize inconsistencies within themselves and are for the most part, able to accept their negative self-aspects as part of their self-concept. Therefore they are minimally guarded, as admitting these negative self aspects do not represent a threat to an unstable self-concept and thus do not produce anxiety which has to be guarded against. What is seen by this is that what was previously predicted about successfully treated clients is that they should approach the normal population in the relationship between openness and guardedness. Ideally therapy clients should become able to produce openness statements without becoming guarded.

Hypothesis III

The third hypothesis is not confirmed by the data. The acquaintance dyads have significantly higher self-esteem scores across both sessions and there is no significant groups X session interaction which was predicted by hypothesis three which stated that therapy clients would increase in their self-esteem while no such change should take place for acquaintance dyads. Self-consistency theory predicts that clients initially seeking therapy will feel greater inconsistencies and will therefore have low self-esteem. This was reported by Raimy (1948) and Seeman (1949) who found at the beginning of therapy there was a preponderance of

negative to positive self-referents. That a significant increase did not occur in therapy, although there was a mean difference from the first to the ninth sessions of $+0.04$, can again be explained by the fact that no outcome measures were taken of whether the clients improved or got worse. In the Raimy and Seeman studies increases in self-esteem were found for clients who their therapists considered successfully treated. Therefore the results in the ninth session for self-esteem are confounded in that there are possibly both successful and unsuccessful cases. A further study should collect success measures for the clients to see whether Raimy's and Seeman's results are confirmed. If successful clients do have higher self-esteem, this would be affirmation of self-consistency theory in that through the reorganization and reintegration of inconsistent aspects of the self into the self-concept, the person should deem himself a more worthy individual. If unsuccessful, this means the person has failed to reorganize his self-concept and should still have low self-esteem.

From previous postulations though it is dubious whether this will happen. Clients who become self-accepting actually admit more openness statements but without the need to feel guarded. They become consistent, well-organized individuals who are able to admit their faults and still perceive themselves as persons of worth.

Contrasting this, it has been suggested that non-self-accepting clients become less open and more guarded. Concomitantly, their feelings of worth remains low. Doubt is therefore cast on the usefulness of Raimy's self-esteem ratio of positive over negative self-referents. Using this ratio it could then be concluded that some of the most unsuccessful cases in therapy, where the person becomes guarded and makes very few openness statements but many more positive self-statements would have high self-esteem while they would in reality deem themselves very unworthy individuals. A more substantial index of self-esteem would be one in which the quality of the positive or negative self-referent was judged along a dimension. Such a scale was used in the Sheerer study.

Disregarding the question of the validity of Raimy's self-esteem ratio, although there was not a significant increase in self-esteem for the therapy group, the ANOVA for self-esteem did show a groups X session interaction approaching significance ($p < .10$). To further study the phenomenon of whether self-esteem increases during therapy, it is advisable that the first and terminating interviews be used to compare the amount of self-esteem. The first and ninth sessions were just used for practical reasons in this study and may have produced a confounding, as many of the clients at the

ninth session may have been in the middle of the therapeutic process for them and might have been at the point where they were intensely working through their self-inconsistencies and had not yet achieved a stable reorganization of their self-concept. It is suggested therefore that further research in this area utilize the first and near terminating interviews and that acquaintance dyads are simultaneously randomly matched to therapy dyads and continue meeting for the same number of sessions as the therapy dyad they are matched with.

A look at the positive components of self-esteem show no significant difference between groups for category one, "unqualified positive self-in-relationship," but there was a significant increase in unqualified positive self-attitude statements for therapy clients while no such change occurred for the acquaintance process. The change was so great that by the ninth session therapy clients were making significantly more unqualified positive self-attitude statements than the Ss in the acquaintance dyads, significant at the .005 level. This data again suggests the importance of including the quality of self-referents into any self-esteem measure. It is indicated here that the more personal self-statements, those which express one's attitude towards oneself, are a better measure of one's feelings of self-worth. These findings are consistent with self-consistency theory because during

the process of therapy one accepts previously unacceptable experience and by thus being able to admit this previously inconsistent and denied experience into awareness, the person feels more competent and worthy as he is now the sole arbiter of his experience instead of being controlled by forces he doesn't understand. The possible explanation for therapy clients having significantly higher proportions of positive self-attitude statements than Ss in acquaintance dyads may be due to the fact that they have undergone the unique experience of unconditional positive regard which according to Rogers' (1965) theory allows a person to accept all his experience as his own and in addition enhances a person's feelings of self-worth because he becomes the controller of his own fate. Also the person probably develops feelings of worth because he is deemed worthy by a significant other in his environment, the therapist. In the relatively neutral acquaintance process no such situation as unconditional positive regard probably exists which allows the individual to enhance his feelings of self-worth. Normally such conditions are never present in life and therefore the failure of the Ss in acquaintance dyads to exhibit such high positive self-attitudes.

For the negative components, there is no such clear cut difference between negative self-in-relationship statements and negative self-attitude statements.

Therapy clients made significantly greater negative self-in-relationship statements across sessions. There was a significant decrease for therapy clients across sessions which is in support of Raimy's and Seeman's studies, but what is somewhat surprising is the drop for the acquaintance dyads which was significant at the .001 level. A possible explanation of this can be again found in exchange theory. Negative self-disclosures are seen as costs and although they may originally be produced as a gesture of friendliness, the person discovers over time that the rewards he's getting (the interaction with the other person) is not worth the cost of disclosing negative aspects of his self.

For category six "unqualified negative self-attitudes, there was no significant drop for therapy from the first to the ninth session but the main difference was in the right direction, the changes being from .074 for the first session to .005 by the ninth. Once again there were significantly more unqualified negative self-attitude statements for therapy than acquaintance at the .001 level of significance. The last significant result and the significant difference between groups for category three "unqualified negative self-in-relationship," shows that therapy clients perceive more inconsistencies in their self-concepts than normals but over the process of therapy these inconsistencies decrease. For both the

qualified negative categories, nine, self-in-relationship, and twelve, self-attitudes, there were significant differences between groups at the .001 level, the therapy group being greater than the acquaintance group for both categories. This has previously been explained as the result of therapy clients perceiving inconsistencies within their self-concept which are threatening to them and have to be defended against while acquaintance dyads do not perceive self-inconsistencies and therefore don't guard against them. There being no change over sessions in categories nine and twelve may be the result of some unsuccessfully treated clients who actually became more defensive or might be a statistical artifact as these categories occur so infrequently that it would be difficult to get significant differences.

Hypothesis IV

Hypothesis four was confirmed by the study. Ss in acquaintance dyads made significantly more non-self-statements than therapy clients. This is in accordance with Leckey's concept of a need for self-consistency in which those who feel inconsistent will have a tendency to try and achieve consistency. This is also part of Rogers' (1965) theory in which he postulates a self-actualization drive in which a person reorganizes his self-concept to make it more consistent. Therefore a major reason that therapy clients talk about themselves

is that they have a need to make their selves consistent and the best way to work it out is by talking about it and reintegrating previously unacceptable experience into a reorganized self-concept.

What is perhaps even more interesting and a sad commentary on life is that there was a significant increase in the proportion of non-self-statements for the Ss in acquaintance dyads across sessions at the .001 level of significance. This phenomenon could be explained by the fact that in our society self-disclosure on the whole is considered a cost. At the beginning of making a new acquaintance people are somewhat willing to risk self-disclosure, in the hope of bigger rewards, friendship, love, sex. By the ninth session though it is probable that the cost of self-disclosing has come to outweigh the expectation of the rewards or the likelihood of the rewards have so dimmed that they are not worth the costs.

Alternative Explanations: A Social Psychological Analysis

Possible explanations for the last and previous hypotheses are rendered by the social psychological theories of Mead, Cooley, and Goffman.

In Mead's self theory (in Manis and Meltzer, 1967) through the course of associations with others, one builds up a "generalized other," a generalized role standpoint from which he views himself and others.

This generalized other allows an individual to act with a certain amount of consistency in a variety of situations because he acts in accordance with a generalized set of expectations and definitions that he has internalized. Mead's theory would support the hypotheses in the present study because he says that every act begins in the form of an "I" and usually ends in the form of "Me." Thus the initiation of any act comes under the control of the definitions or expectations of others which is the "Me" or "generalized other." Therefore since the expectations of others is different in the therapy and acquaintance situations, it is to be predicted according to Mead's theory that the self-descriptive statements will vary in the two situations.

Cooley (in Meltzer and Manis, 1967) talks of a social self. People learn from infancy that their actions cause different reactions in others. He postulates that people learn to act in such ways with others that will best enhance their self-feeling. Therefore they learn to act differently towards different people as the person comprehends that the different people he is in contact with will approve of different things. Cooley calls this social self the "looking glass self" because one's attitude towards oneself depends upon what we think others think of us. According to Cooley's theory of self, the predictions in this study would be the same as if we

used self-consistency theory or the self of Rogers. The therapy and acquaintance processes have different demand qualities to them, so based on Cooley's system an individual will act one way in the therapy situation to enhance his self-feeling and another in the acquaintance situation. To be more specific in therapy one tries to gain the approval of the therapist by talking about his problems, his negative self, while in the acquaintance process one is more likely to avoid talking about his self, especially his negative self, as it is generally looked down upon as self-centeredness to talk about one's problems.

Goffman (in Meltzer and Manis, 1967) is more general than Cooley in his theory of self. Goffman too believes that people act differently in different situations. Instead of limiting the motive for people's social interaction to enhancement of self-feeling, Goffman says that there may be many motives. In different situations, people will have different objectives and whatever the motive for these objectives, the individual will try and control the relationship he has entered into by defining the situation. Generally a person will try and act so as to get others to react to him in a way that is to his interests. Therefore people will use different ploys or act in different ways depending on which way is most to their advantage in the given situation and once again

individuals' will try and make different impressions in both the therapy and acquaintance processes. Both Goffman and Cooley provide an alternate explanation from Lecky's and Rogers' explanation of the phenomenon observed in this study. For Cooley and Goffman it is the situation (external variables) that causes immediate differential behavior while for the latter theoreticians it is the person's problems or overall concept of his "self" (internal variables). For this study it is not important to decide who is right or wrong since both their predictions would be the same, but for future studies it might be worthwhile as well as interesting to devise an experiment to see whether people's self behavior is consistent in different situations supporting the theory of self-consistency or changes according to the situation which would support the social psychological viewpoint.

All these theories relate to the demand qualities of the situation and easily explain the difference found between the acquaintance and therapy dyads as their demand qualities change. These theories also conceivably can explain the changes across sessions within groups as the demand qualities of the situation change.

External Validity

Before concluding, it is necessary to discuss the restrictions on the external validity of this study.

It is, first of all, limited to female college students. The therapeutic situation was one in a college counseling center and the results must not be taken to be affirmative for other forms of therapy with clients of different ages and/or problems. The acquaintance process was also one that had special conditions that are not typical of those in the outside world and may have caused different effects. That is, the S's were strangers who were committed to attending the acquaintance sessions, for course credit, for the full length of the study while persons normally have more leeway in selecting their acquaintances.

Another important aspect is whether there is any external validity at all to the study. Do changes in therapy correlate with similar changes in situations outside of therapy? Such a question must be left for future research. Another interesting question raised for future investigation is whether the process of therapy, in itself, produces the changes found in this study or whether changes are solely the result of the motivation on the part of clients to seek help. A design for future study that could test these alternative hypotheses would be to select as S's persons who seek help and randomly assign half to the therapy process and the other half to the acquaintance process and then see if there are differences.

Concluding Remarks

An important question raised for further research is what goes on during the process of therapy to change the demand qualities, if indeed they do change? What is even more important is to run a study to see whether the significant changes that were found in this study during the process of therapy (whether these changes were due to a need for self-consistency or the changing demand qualities of the situation) are related to changes outside of therapy. This is the only true way of seeing whether therapy is effective. One might agree that if such a relationship was found this would support self-consistency theory but a social psychologist might just as well argue that due to the therapeutic experience one learns new behaviors and therefore also will act differently in different situations. Despite either explanation, the results of such a study would still be useful in seeing whether therapy is effective and if so what kinds for which kind of people.

CHAPTER V

SUMMARY

The purpose of this study was to see the relationships among openness and guardedness about "self" and self-esteem in the therapy and acquaintance processes. It was decided to gather the data by coding the verbal behavior from tapes of therapy sessions and of acquaintance sessions. The coding system for openness and guardedness about self was taken from the Ashby et al. study (1956) and for self-esteem from Raimy's (1948) study. The first and ninth sessions were coded for both types of processes, coding being divided into fifteen second intervals. Two raters were trained according to the coding systems until they achieved a .94 Pearson product-moment correlation reliability.

The therapy tapes used were from the Counseling Center library at M.S.U. Eleven therapy clients were chosen for the study. They were all college coeds who had completed at least nine sessions with a male therapist. The acquaintance tapes used were from a study by Conway (1968). All the tapes consisted of conversations between male-female dyads. The subjects in this study were also college students at M.S.U. who met once a week for course

credit and also finished at least nine sessions. To further equate the two groups, only the statements of the female member of the acquaintance dyads were coded. A rating scale was devised to meet Rogers' (1954) criteria of what was a self statement. According to his criteria any statement which had an "I," "Me," "we," or "Us" was coded a self statement. Further pursuing his definition of a self statement, three valences were placed on self statements: positive, negative, and neutral. Two other dimensions were then added, qualified-unqualified statements and self attitude-self-in-relationship statements. All statements by the S were coded into one of these twelve self categories or into a thirteenth category, non-self statements.

The proportion of statements in a category to total statements was used as the unit of measure. The three main variables of the study consisted of different combinations of the twelve self categories. Openness about self consisted of the category "unqualified negative self-in-relationship" and also of the category "unqualified negative self-attitudes." Guardedness consisted of the categories, "qualified negative self-in-relationship and self-attitudes." Self-esteem consisted of the proportion of "unqualified positive self-in-relationship and self-attitudes" to qualified and unqualified negative self-in-relationship and self-attitudes" plus "unqualified positive" self statements.

On the basis of previous studies and Lecky's "theory of self-consistency" and Rogers' "self" theory, the following hypotheses were postulated:

1. Openness and guardedness would be initially higher in therapy than the acquaintance process but would converge over time.
2. Openness and guardedness would be positively correlated in therapy while no such relationship should exist in the acquaintance process.
3. Self-esteem should increase over time in the therapy process while no change should take place in the acquaintance process.
4. There should be significantly more self statements in the therapeutic process than in the acquaintance process.

The results for hypothesis one confirmed that initially there would be more openness and guardedness in the therapy process and also showed a trend towards convergence between the two groups although it was not significant. The results for hypothesis two were somewhat startling but seems to be in support of self-consistency theory. Initially openness and guardedness are highly correlated in therapy but by the ninth session are slightly negatively correlated. A possible explanation for this change may be that many of the clients have achieved self-consistency and although they elicit openness statements, they no longer feel threatened and become guarded. This seems to be the case for the normative population as represented by the acquaintance process where the correlation stays at .0 across sessions, mainly because the acquaintance members do not become guarded.

For hypothesis three a trend towards increase in self-esteem was found for therapy clients, while no such change occurred in the acquaintance process. The results were somewhat confounded and it is believed the change would have been much greater if outcome measures of success in treatment were taken for the therapy clients.

The fourth hypothesis was confirmed. An additional significant finding was that over time the proportion of self statements significantly decreased in the acquaintance process.

It was suggested for future research that outcome measures on success in therapy should be taken to see what changes in the self variables under study covary with successful or unsuccessful treatment in therapy. It was also suggested that a wider sample be drawn as the conclusions reached are limited to female college students in a counseling center situation and may not apply to other forms of therapy and other clients with other types of problems. It was further suggested that instead of choosing a certain number of sessions to be studied, that acquaintance dyads be matched with therapy clients and that the acquaintance dyads continue meeting as long as the client continues therapy. Finally a good study for future research would be to select from persons seeking help in therapy, a sample; half of which would be randomly assigned to the therapeutic process and the other half to the acquaintance process.

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APPENDICES

APPENDIX A

Rating Scale

APPENDIX B

Analyses of Variances for Main Variables

TABLE 2.--Summary of Analysis of Variance for Self-Esteem.

Source of Variation	SS	df	MS	F
Groups	.350	1	.350	7.95**
<u>Ss</u> within groups	.882	20	.044	
Sessions	.003	1	.003	.11
Groups X Sessions	.107	1	.107	3.97*
Error: Sess X <u>Ss</u> within groups	.543	20	.027	

*
p < .10

**
p < .025

TABLE 3.--Summary of Analysis of Variance for Openness.

Source of Variation	SS	df	MS	F
Groups	.303	1	.303	68.8*
<u>Ss</u> within groups	.088	20	.0044	
Sessions	.005	1	.005	.53
Sess X groups	.001	1	.001	.10
Error: Sess X <u>Ss</u> within groups	.191	20	.0095	

*
p < .001

TABLE 4.--Summary of Analysis of Variance for Guardedness.

Source of Variation	SS	df	MS	F
Groups	.029	1	.029	29*
<u>Ss</u> within groups	.023	20	.001	
Sessions	.0004	1	.0004	.67
Sessions X groups	0	1	0	0
Error: Sess X <u>Ss</u> within groups	.012	20	.0006	

*
p < .001

APPENDIX C

Analyses of Simple Effects

TABLE 5.--Summary of Analysis is Simple Effects for Self Esteem.

Simple Effects of factor B (sessions)	
for level a_1 (therapy)	$F = .333$
for level a_2 (groups)	$F = .040$
Simple effects of factor A (groups)	
for level b_1 (session 1)	$F = 8.23^*$
for level b_2 (session 9)	$F = 4.77^{**}$

*
p < .01

**
p < .05

TABLE 6.--Summary of Analysis of Simple Effects for "Unqualified negative self-in-relationship" statements.

Simple Effects for factor B (sessions)	
for level a_1 (therapy)	$F = 13.33^{**}$
for level a_2 (Acq)	$F = 46.6^*$
Simple effects for factor A (groups)	
for level b_1 (session 1)	$F = 14.14^*$
for level b_2 (session 9)	$F = 19.51^*$

*
p < .001

**
p < .005

TABLE 7.--Category 4: Summary of Analysis of Simple Effects for "Unqualified positive self-attitude" statements.

Simple Effects for factor B (sessions)

for level a_1 (therapy)	$F = 18.46^*$
for level a_2 (Acq)	$F = .61$

Simple Effects of factor A (groups)

for level b_1 (session 1)	$F = .19$
for level b_2 (session 9)	$F = 9.80^{**}$

* $p < .001$

** $p < .005$

TABLE 8.--Category 13: Summary of Analysis of Simple Effects for "non-self" statements.

Simple Effects for factor B (sessions)

for level a_1 (therapy)	$F = .167$
for level a_2 (Acq)	$F = 16.16^*$

Simple Effects for factor A (groups)

for level b_1 (session 1)	$F = 17.29^*$
for level b_2 (session 9)	$F = 24.90^*$

* $p < .001$

APPENDIX D

ANOVAS for Components of Experimental Variables

TABLE 9.--Category 1: Summary of Analysis of Variance for "Unqualified positive self-in-relationship" statements.

Source of Variation	SS	df	F
Groups	.001	1	.5
<u>Ss</u> within groups	.049	20	
Sessions	.002	1	.67
Sess X groups	.000	1	0
Error: Sess X <u>Ss</u> within groups	.059	20	

TABLE 10.--Category 2: Summary of Analysis of Variance for "Unqualified neutral self-in-relationship" statements.

Source of Variation	SS	df	MS	F
Groups	.0163	1	.0163	1.429
<u>Ss</u> within groups	.2272	20	.0114	
Sessions	.001	1	.001	.5
Sess X groups	.002	1	.002	.67
Error: Sess X <u>Ss</u> within groups	.0562	20	.0028	

TABLE 11.--Category 3: Summary of Analysis of Variance for "Unqualified negative self-in-relationship" statements.

Source of Variation	SS	df	MS	F
Groups	.136	1	.136	17*
<u>Ss</u> within groups	.161	20	.008	
Sessions	.008	1	.008	53.333*
Sess X groups	.001	1	.001	6.666**
Error: Sess X <u>Ss</u> within groups	.003	20	.0015	

*
p < .001

**
p < .025

TABLE 12.--Category 4: Summary of Analysis of Variance for "Unqualified positive self-in-relationship" statements.

Source of Variation	SS	df	MS	F
Groups	.0016	1	.0016	4.00***
<u>Ss</u> within groups	.0089	20	.0004	
Sessions	.0003	1	.0003	4.615**
Sess X groups	.0010	1	.0010	15.384*
Error: Sess X <u>Ss</u> within groups	.0013	20	.000065	

*
p < .001

**
p < .05

p < .10

TABLE 13.--Category 6: Summary of Analysis of Variance for "Unqualified negative self-attitude" statements.

Source of Variation	SS	df	MS	F
Groups	.0033	1	.0333	27.75*
<u>Ss</u> within groups	.0246	20	.0012	
Sessions	.0003	1	.0003	.2727
Sess X groups	.0000	1	0	0
Error: Sess X <u>Ss</u> within groups	.0220	20	.0011	

*
p < .001

TABLE 14.--Category 9: Summary of Analysis of Variance for "Qualified negative self-in-relationship" statements.

Source of Variation	SS	df	MS	F
Groups	.0139	1	.0139	36.57*
<u>Ss</u> within groups	.0077	20	.00038	
Sessions	0	1	0	0
Sess X groups	.0001	1	.0001	.5
Error: Sess X <u>Ss</u> within groups	.0053	20	.00026	

*
p < .001

TABLE 15.--Category 12: Summary of Analysis of Variance for "Qualified negative self-attitude" statements.

Source of Variation	SS	df	MS	F
Groups	.0025	1	.0025	7.352*
<u>Ss</u> within groups	.0069	20	.00034	
Sessions	0	1	0	0
Sess X groups	0	1	0	0
Error: Sess X <u>Ss</u> within groups	.0023	20	.0001	

*
p < .025

TABLE 16.--Category 13: Summary of Analysis of Variance for "Non-self" statements.

Source of Variation	SS	df	MS	F
Groups	.597	1	.597	22.96*
<u>Ss</u> within groups	.531	20	.026	
Sessions	.008	1	.008	1.333
Sess X groups	.090	1	.090	15*
Error: Sess X <u>Ss</u> within groups	.120	20	.006	

*
p < .001

APPENDIX E

Correlations Between Openness
and Guardedness

TABLE 17.--Openness-Guardedness Correlations for the First and Ninth Sessions and Across Sessions in both the Therapy and Acquaintance Processes.

	Op.-Gu. Sess 1	Op.-Gu. Sess 9	Op.-Gu. Total over Sessions
Th.	.62	-.26	.006
Acq.	0	0	0

APPENDIX F

Raw Data: Proportion Scores for all
Categories and Variables for all Ss.

TABLE 18.--Raw Score Proportions of the 13 component variables for the Therapy Group.

		Variables												
Sess.		1	2	3	4	5	6	7	8	9	10	11	12	13
Miss High	1	.047	.173	.246	.005	.0	.162	.0	.0	.063	.0	.0	.021	.282
	9	.096	.345	.068	.006	.0	.034	.0	.0	.0	.0	.0	.012	.450
Miss B	1	.006	.238	.189	.0	.0	.025	.0	.0	.033	.0	.0	.0	.450
	9	.070	.115	.172	.0	.0	.025	.006	.063	.063	.0	.0	.0	.484
Miss Sue	1	.059	.141	.088	.0	.0	.107	.005	.0	.030	.0	.0	.020	.551
	9	.120	.303	.177	.040	.0	.023	.0	.0	.063	.0	.0	.017	.257
Miss Band	1	.095	.165	.241	.025	.0	.082	.006	.0	.076	.0	.0	.025	.285
	9	.040	.103	.111	.040	.0	.080	.0	.0	.087	.0	.0	.103	.437
Miss Jane	1	.005	.37	.265	.0	.0	.107	.0	.0	.051	.0	.0	.036	.163
	9	.025	.329	.171	.006	.0	.095	.0	.0	.013	.0	.0	.0	.487
Miss Margie	1	.135	.129	.254	.024	.0	.024	.0	.006	.024	.0	.0	.0	.406
	9	.141	.179	.168	.0	.0	.011	.0	.0	.027	.0	.0	.0	.473
Miss Lorri	1	.116	.184	.258	.007	.0	.048	.0	.007	.020	.0	.0	.0	.544
	9	.085	.141	.271	.0	.0	.025	.0	.0	.040	.0	.0	.0	.437
Miss Beth	1	.195	.121	.114	.0	.0	.0	.0	.0	.0	.007	.0	.013	.550
	9	.048	.158	.297	.012	.0	.042	.0	.0	.036	.0	.0	.0	.406
Miss Peggy	1	.142	.097	.347	.0	.0	.011	.0	.0	.051	.0	.0	.0	.352
	9	.235	.065	.311	.018	.0	.041	.0	.0	.018	.0	.0	.0	.311
Miss Pam	1	.093	.326	.192	.012	.0	.099	.0	.0	.012	.0	.0	.017	.25
	9	.208	.208	.104	.125	.0	.083	.0	.0	.010	.0	.0	.021	.240
Miss Betsy	1	.090	.313	.244	.015	.0	.154	.0	.0	.060	.0	.0	.030	.095
	9	.051	.273	.381	.006	.0	.153	.0	.0	.017	.0	.0	.017	.102
Sess 1 Σ		1.043	2.257	2.437	.083	.0	.819	.011	.013	.420	.007	.0	.162	3.928
Sess 1 X̄		.095	.205	.222	.008	.0	.074	.001	.001	.038	.001	.0	.015	.357
Sess 9 Σ		1.119	2.219	2.231	.253	.0	.612	.006	.063	.374	.0	.0	.170	4.084
Sess 9 X̄		.102	.202	.203	.023	.0	.055	.001	.006	.034	.0	.0	.015	.371

TABLE 19.--Raw score proportions of the 13 component variables for the acquaintance group.

Dyads		Variables												
	Sess.	1	2	3	4	5	6	7	8	9	10	11	12	13
8	1	.092	.276	.057	.023	.0	.0	.0	.0	.0	.0	.0	.0	.552
	9	.083	.238	.131	.012	.0	.071	.0	.0	.0	.0	.0	.0	.464
6	1	.057	.216	.159	.0	.0	.0	.0	.0	.0	.0	.0	.0	.568
	9	.0	.302	.035	.0	.0	.0	.0	.0	.0	.0	.0	.0	.663
11	1	.071	.214	.036	.0	.0	.0	.0	.0	.0	.0	.0	.0	.655
	9	.041	.265	.061	.0	.0	.0	.0	.0	.0	.0	.0	.0	.633
17	1	.186	.167	.118	.0	.0	.0	.0	.0	.0	.0	.0	.0	.529
	9	.121	.052	.017	.0	.0	.0	.0	.0	.0	.0	.0	.0	.810
10	1	.179	.231	.167	.0	.0	.0	.0	.0	.0	.0	.0	.0	.423
	9	.148	.160	.123	.012	.0	.012	.0	.0	.0	.0	.0	.0	.543
31	1	.108	.189	.176	.027	.0	.014	.0	.0	.0	.0	.0	.0	.486
	9	.05	.137	.10	.0	.0	.062	.0	.0	.012	.0	.0	.0	.637
21	1	.106	.242	.136	.0	.0	.015	.0	.0	.0	.0	.0	.0	.500
	9	.146	.157	.135	.0	.0	.034	.011	.0	.0	.0	.0	.0	.517
15	1	.072	.029	.130	.0	.0	.0	.0	.0	.0	.0	.0	.0	.768
	9	.132	.074	.074	.0	.0	.0	.0	.0	.0	.0	.0	.0	.721
30	1	.067	.133	.120	.0	.0	.013	.0	.0	.0	.0	.0	.0	.680
	9	.192	.137	.082	.0	.0	.0	.0	.0	.0	.0	.0	.0	.589
22	1	.138	.115	.115	.0	.0	.0	.0	.0	.0	.0	.0	.0	.632
	9	.073	.049	.061	.0	.0	.0	.0	.0	.0	.0	.0	.0	.817
1	1	.067	.083	.1	.0	.0	.0	.0	.0	.0	.0	.0	.0	.75
	9	.103	.167	.090	.0	.0	.0	.0	.0	.0	.0	.0	.0	.641
Sess 1 E	1	1.143	1.895	1.314	.050	.0	.042	.0	.0	.0	.0	.0	.0	6.540
Sess 1 $\bar{X}$		.103	.172	.119	.005	.0	.004	.0	.0	.0	.0	.0	.0	.595
Sess 9 E	1	1.389	1.728	.909	.024	.0	.179	.011	.0	.012	.0	.0	.0	7.035
Sess 9 $\bar{X}$		.099	.157	.083	.002	.0	.016	.001	.0	.001	.0	.0	.0	.640

TABLE 20.--Raw score proportions of main variables for the therapy group.

Ss	S-E Sessions			Openness Sessions			Guardedness Sessions		
	Total	1	9	Total	1	9	Total	1	9
High	.567	.095	.472	.510	.408	.102	.096	.084	.012
B	.423	.212	.212	.411	.214	.197	.096	.033	.063
Sue	.558	.194	.364	.395	.195	.200	.130	.050	.080
Band	.395	.222	.173	.514	.323	.191	.291	.101	.190
Jane	.085	.010	.075	.738	.372	.366	.100	.087	.013
Margie	.751	.345	.406	.456	.277	.179	.051	.024	.027
Lorri	.476	.274	.202	.602	.306	.296	.060	.020	.040
Beth	.717	.605	.112	.453	.114	.339	.049	.013	.036
Pam	.664	.258	.406	.710	.358	.352	.069	.051	.018
Peggy	.851	.247	.604	.478	.291	.187	.060	.029	.031
Betsy	.304	.213	.091	.832	.298	.534	.124	.090	.034

TABLE 21.--Raw score proportions of main variables for the acquaintance group.

Dyads	S-E			Openness			Guardedness		
	Total	1	9	Total	1	9	Total	1	9
8	.989	.669	.320	.259	.057	.202	.0	.0	.0
6	.264	.264	0	.194	.159	.035	.0	.0	.0
11	1.065	.663	.402	.097	.036	.061	.0	.0	.0
17	1.489	.612	.8	.135	.118	.017	.0	.0	.0
10	1.059	.517	.542	.302	.167	.135	.0	.0	.0
31	.443	.145	.028	.352	.190	.162	.012	.0	.012
21	.875	.412	.463	.320	.151	.169	.0	.0	.0
15	.997	.356	.641	.204	.130	.074	.0	.0	.0
30	1.036	.335	.701	.215	.133	.082	.0	.0	.0
22	1.090	.545	.545	.176	.115	.061	.0	.0	.0
1	.934	.401	.533	.190	.100	.090	.0	.0	.0

APPENDIX G

Coding System for the Three Main
Experimental Variables: Openness,
Guardedness, and Self-Esteem

Coding System

Openness about Self

1. Unqualified admission to a problem, deficiency, inadequacy, undesirable characteristic, trait, behavior pattern or act, feeling attitude.

2. Unqualified statements pointing to personal deviation from the norm in a culturally or personally undesirable direction.

3. Unqualified statements that admit to possession of culturally or personally undesirable characteristics, traits, behaviors, feelings or attitudes.

Note: Simple acceptance of a therapist's statement placing the client in an undesirable light is not scored "Open." It is only when the client proceeds in such a way as to place his statement under any of the criteria listed above that his statement is categorized "Open."

A simple statement of a problem qualifies as an "Open" response if it is unqualified.

A description of a particular conflict is not necessarily "Open." But an unqualified admission of having important unresolved contradictions or irrationalities within oneself is categorized "Open."

The following statements are some examples to clarify the categorization of "Openness":

1. Client (speaking about husband or father): "As far as really deep feelings--I have none for him." . . . O. This is an unqualified admission to culturally unacceptable attitude or feeling.

2. "My conversational ability is pretty weak. I can't carry on a long continuous conversation." . . . O. This is an unqualified admission of an inadequacy.

3. Therapist: "That seems kind of contradictory." Client: "When I think about it, that's true; as far as things have gone in the past I have no reason to feel inferior." . . . O. The client accepts and elaborates upon therapist statement pointing to important contradiction or irrationality in client.

4. "Most of the time I'm worried about people--what they're thinking of me." . . . O. This is an unqualified admission of a psychological problem.

5. Therapist: "And you feel like he's thinking only of himself." Client: "Not exactly. I don't blame him particularly. I guess I do in a way. I don't want to, but I do. I want him to accept me and my needs." . . . O. This is an admission to a feeling toward which a personal distaste is made clear.

Guardedness about Self

I. Is the client protecting himself from potential criticism or potential change in his self-concept?

1. Statement denying, qualifying, or minimizing, or belittling the extent of a problem or the existence of one. The denial is not in response to a question or statement of the therapist or any other particular person.

2. Statement points to non-deviation from the norm, average, everyone, others either as a person in general or some particular thought, feeling or behavior. Has to be comforting to the client.

3. Statement denying possession of an undesirable characteristic, trait, feeling, attitude, or denying an undesirable act or motivation. Characteristic has to be attributed to oneself.

4. Justification of an act, feeling, thought. Hold forth one's behavior as just, right, warranted to show a satisfactory excuse for something that is culturally or personally undesirable. The reason offered by the client is usually one that is primarily outside of the self, the undesirable thing is a result of the behavior of others or circumstances.

5. A statement indicating that the client might be anticipating a critical or differing thought or statement. Plural number of qualifications.

II. The latter part of a client's statement is important. Self-blame followed by blaming of outside factors is then guardedness.

Examples:

1. "I wonder if I have any problems. Maybe it's just that I think I have problems. Maybe that's all there is to the whole thing." . . . G. This is a minimization of the problem.

2. "I guess everybody feels that way about something." . . . G. This is self-stimulated pointing to non-deviation from the norm.

3. "I was proud of the medal and showed it to everyone as every successful athlete would." . . . G. The client is pointing to a non-deviation from the norm in regard to the culturally frowned upon trait of pride.

4. "I don't like to visit my family because when I have too much work to do, it bothers me." . . . G. Justification.

5. Therapist: "You feel inferior to them." Client: "Maybe that's true. I don't know. Anyway they kept talking about things with which I wasn't familiar which I thought was very inconsiderate of them." . . . G. It is a double qualified acceptance--overt acceptance while emotionally rejected.

Self-Esteem

A. Self-esteem is divided into positive self-esteem and negative self-esteem.

1. Positive self-esteem is any self-descriptive statement referring to a characteristic or ability of the

self which is an unqualified statement of a positive aspect of the self.

2. Negative self-esteem is any qualified or unqualified statement of a negative aspect of the self which refers to a characteristic or ability (or lack of ability) of the self.

B. Both positive and negative self-esteem are any statements in which a person perceives himself as a person of some degree of worth (or unworthiness). Thus self-esteem is a personal judgment of worthiness that is expressed in the attitudes the individual holds towards himself. Thus any statement that indicates the extent to which the individual perceives himself to be capable, significant, successful, and worthy is a self-esteem statement.

Examples:

1. I'm a good husband. Positive self-esteem. Person considers himself as a worthy individual.

2. I love myself. Positive self-esteem. Person considers himself an object worth loving and thus personally desirable. Also an openness statement as to admit that one loves oneself is culturally undesirable.

3. "I can't do anything right." Negative self-esteem. Personally undesirable characteristic of one's self.

4. "I play golf very well." Positive self-esteem. Statement of worth. Attribute of person that makes him capable and worthy. "I really like playing golf" would not be a self-esteem statement as it refers to the self-in-relationship to its environment rather than the statement describing a good golfer while in the latter the statement describes not what the self is but what it likes to do.

5. "I am a really lousy businessman." Negative self-esteem. Negative aspect of self that is a characteristic of the self. This is a personally undesirable aspect of the self.

AUG 28 1969

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