

A STUDY OF THE SELF-CONCEPT  
PHENOMENON OF SECONDARY SCHOOL  
COUNSELORS BY USE OF  
SELF-DESCRIPTIVE SCALES

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This is to certify that the

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## ABSTRACT

### A STUDY OF THE SELF-CONCEPT PHENOMENON OF SECONDARY SCHOOL COUNSELORS BY USE OF SELF-DESCRIPTIVE SCALES

by Robert S. Brown

#### The Problem

The study was concerned with investigating basic questions regarding self-descriptive characteristics of secondary school counselors in the state of Michigan. The study was designed to investigate these questions as they relate to the phenomenon known as self-concept.

The following null hypotheses were tested:

1. There is no significant relationship between the counselor's perception of self and his projected perception of his counseling peers' self-percept.
2. There is no significant relationship between the counselor's acceptance of self and his projected acceptance of his counseling peers.
3. There is no significant relationship between the counselor's perception of his ideal self and his projected evaluation of his peers' ideal self.
4. There is no significant relationship between the counselor's self-discrepancy and his projected evaluation of his peers' self-discrepancy.

5. (a) There is no significant relationship between the counselor's self-perception and the age of the counselor.
- (b) There is no significant relationship between the counselor's self-perception and the sex of the counselor.
- (c) There is no significant relationship between the counselor's self-perception and the education of the counselor.
6. There is no significant relationship between the choice of verbs implying feeling used in the Sentence Completion Test and the self-concept measures of the Index of Adjustment and Values.
7. There is no significant relationship between the choice of verbs implying action used in the Sentence Completion Test and the self-concept measures of the Bills Index of Adjustment and Values.

### The Methodology

The Index of Adjustment and Values, Adult Form, and the Sentence Completion Test, Personnel Analysts, Boston, Massachusetts, were the two criterion instruments employed. Each instrument was administered to sixty-four randomly selected secondary school counselors employed in full and part-time counseling in the state of Michigan.

The interrelationships involving the eight IAV measures of self were carried out through the use of the Pearson product-moment correlation coefficient. The relationships between certain

language characteristics used on the Sentence Completion Test and four measures of self-perception on the IAV were also carried out through the use of the product-moment method. Rank distribution tables were employed to ascertain any observable trends in the relationships between these measures of self and the age, sex, and education of the counselor. The .05 level of significance was used to accept or reject hypotheses.

### Results

1. There was a significant relationship between the counselor's perception of himself and his projected perception of himself and his projected perceptions of his counseling peers' self-concept.
2. There was a significant relationship between the counselor's acceptance of self and his projected acceptance of his counseling peers.
3. There was a significant relationship between the counselor's perception of his ideal self and his projected evaluation of his peers' ideal self.
4. There was a significant relationship between the counselor's self-discrepancy and his projected evaluation of his peers' self-discrepancy.
5. (a) There was no significant relationship between the counselor's self-perceptions and the age of the counselor.  
  
(b) There was no significant relationship between the counselor's self-perceptions and the sex of the counselor.

- (c) There were no significant relationships between the counselor's self-perceptions and the educational level of the counselor.
- 6. There was no significant relationship between the counselor's choice of verbs implying feeling used on the Sentence Completion Test and self-concept measures of the IAV.
- 7. There was no significant relationship between the counselor's choice of verbs implying action used on the Sentence Completion Test and self-concept measures of the IAV.

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## CHAPTER I

### THE PROBLEM

There is a strong tendency to regard counselors as persons of whom consistent and professionally infallible behavior may always be expected. Counselors are human beings, and their procedures and techniques in working with individuals may often go awry because of the human factors in the relationship. Dr. Ija N. Korner, in an article on counselor involvement, points out that:

Any activity by the counselor structures the client's perceptions and, therefore, to some extent is directive and represents involvement on the counselor's part in the decisions or choices the counselee makes. The client or counselee perceives the counselor as a person, someone whose utterances carry weight . . . sometimes even the pain of insight. Because of this the counselor must not perceive himself as an abstraction. During the interview, the counselor is part of a social situation involving emotional interaction; consequently, he affects the counselee in a way that is characteristic of the counselor's own personality [1].

Since theory is increasingly the basis of research, it would seem feasible to expand the concern of counselors and counselor educators as to the relationship between what kind of

self-concept a counselor has and how firm or certain he is of his own identity. C. Gilbert Wrenn (2) and others have pointed out that the counselor as a person is the most important single factor in counseling.

### Statement of the Problem

There are a number of questions related to the concepts of self held by the individual. The present study will investigate the following questions as they relate to the secondary school counselor's self-concept:

1. How does the counselor perceive himself?
2. In the light of the variability within and between individuals, how stable is his self-image?
3. What relationships exist between the counselor's perception of himself and his perception of his counseling peers?
4. What relationships exist between measurements of self-concept and the age, sex, and education of the counselor?
5. What relationships exist between the language characteristics used by counselors and measures of self-concept?

This study, then, is designed to investigate the above questions as they relate to the phenomenon which is known as

self-concept, with a randomly selected sample of sixty-four secondary school counselors in the state of Michigan.

### Justification for the Study

The present study can be justified in a number of ways. The professional preparation of counselors is complex, subtle, and changing. Before training or retraining can occur in areas of conceptual and attitudinal growth of counselors, more must be known about the counselor as a person. The exploding trends in the numbers of high school counseling and guidance workers places added responsibility upon the professional preparation of these personnel. The results of a study such as this should help clarify the image of secondary school counselors, in service, as they report how they see themselves. The study should have implications for the development of further research of the counselor as technique. Experts in the field support the need for further research in the area of counselor personality. Finally, because research in this field has not met the problems of assessing the self-concept of secondary school counselors in the field, this study may provide leads for the professional training of students selecting this vocation.

### Hypotheses

The following null hypotheses will be tested.

Hypotheses concerning counselor self-description:

1. There is no significant relationship between the counselor's perception of self and his projected perception of his counseling peers' self-percept.
2. There is no significant relationship between the counselor's acceptance of self and his projected acceptance of his counseling peers.
3. There is no significant relationship between the counselor's perception of his ideal self and his projected evaluation of his peers' ideal self.
4. There is no significant relationship between the counselor's self-discrepancy and his projected evaluation of his peers' self-discrepancy.
5. There is no significant relationship between the counselor's self-perception and the age, sex, and education of the counselor.

Hypotheses concerning certain language characteristics of the

Sentence Completion Test:

6. There is no significant relationship between the choice of verbs implying feeling used in the Sentence Completion Test and the self-concept measures of the Index of Adjustment and Values.
7. There is no significant relationship between the choice of verbs implying action used in the Sentence Completion Test and the self-concept measures of the Bills Index of Adjustment and Values.

### Assumptions

In the present study it is assumed:

1. That the self-concept as a phenomenon is sufficiently defined as a part of the personality make-up of the individual that it can be investigated.
2. That the self-concept is a phenomenon that can be measured.
3. That the concept of self held by counselors has a significant influence upon the counselor-client relationship.
4. That a counselor's behavior is influenced by his self-concept, and he develops and behaves to maintain this.
5. That the evolution of self-awareness is essentially a process of differentiation.
6. That the awareness of self is experienced as a concomitant of the awareness of others.

### Limitations and Scope

Any study of this type has basic limitations. The major limitations of the study are presented below.

The Likert-Type rating method used on the Bills Index of Adjustment and Values has inherent limitations. Problems of communication and accurate reporting are recognized. The assumption that all items hold equal importance in calculating the final score is a limitation of this type of instrument. The summation process involved tends to obliterate the uniqueness of the

individual items. Furthermore, subjects may tend to rate consistently in the direction of the middle or extremes as a carry-over effect.

There is the difficulty of qualifying a score objectively on the Sentence Completion Test. A counselor's own response on the IAV and on the Sentence Completion Test is subject to deficiencies in reporting his experiences accurately.

The possibility exists of sampling error because of the small population and the random-sampling techniques applied. A description of the nature of the limitations of the sample is discussed in Chapter IV.

The study is limited to secondary school counselors employed in full- or part-time counseling and guidance work in the state of Michigan. The sample population was selected from the Counselor Directory, published by the Guidance Services Division of the Department of Public Instruction for the State of Michigan (1961).

#### Definition of Terms

For the purpose of clarification, certain terms should be defined. The following definitions will aid in understanding the present study:

1. A secondary school counselor is defined as a person involved in counseling part or full time within the public school system of the state of Michigan.

2. The self described in this study is differentiated from the physiological organism. The self is something which has a development which arises in the process of social experiences and activities.

3. The self-concept in this study is defined as those perceptions about self which seem most vital and important to the individual himself. These perceptions may be seen as highly differentiated persistent aspects of one's self.

4. The self-acceptance term used in this study is defined as the extent to which an individual accepts those perceptions which he describes as being himself.

5. The concept of ideal self in this study is defined as the individual's perception of himself as he wishes to be.

6. The measurements of the above areas and the discrepancies between them will be designated by the Bills Index of Adjustment and Values, Adult Form, 1950.

7. State-of-being verbs described in this study are defined as verb responses made to sentence stems reflecting a state of feeling.

8. Doing verbs described in this study are defined as verb responses made to sentence stems reflecting action.

9. The Bills Index of Adjustment and Values (Adult Form) will be identified as the IAV throughout this study.

10. The Sentence Completion Test (Personnel Analysts) will be identified as the SCT throughout this study.

### Organization of Thesis

The thesis is organized according to the following plan: Chapter I includes a statement of the problem and a delineation of the study. Chapter II contains the theoretical orientation employed in the study. Chapter III consists of a review of the related literature. In Chapter IV the methodology and procedure involved in the study are described. Chapter V is devoted to the analysis of the data. A summary of the Bills Index of Adjustment and Values data and the hypotheses regarding counselors' self-descriptions will be found in Chapter V. The sentence-completion data employed and the hypotheses concerning the language characteristics of the counselors will also be discussed in Chapter V. The summary and conclusions of the study are contained in Chapter VI.

## CHAPTER II

### THEORY

Each person lives with himself, and hence, to some degree, is always alone. No one can completely know the self of anyone else, although in the quest for understanding one's self in others there has developed much of human thought and philosophy including psychology. Man has long held the hope of answering such questions as: "Who am I?"; "What am I?"; "How did I come to be this way?"; and their logical consequence, the search for purpose, "Why am I?"

The psychological construct, the self-concept, connotes this area of essentially private experience and self-evaluation, essentially private even though it is in part translated into action by most of the things we say and do, by the attitudes we hold, and by the beliefs we express. Sullivan considered this "self-dynamism" central to personality (3).

From the learning point of view, the self-concept may be viewed as the apex, the culmination of all the social and personal

experiences we have had. Conditioning and instrumental learning, primary and secondary generalizations, reward and punishment, motives and drives, expectancies and probabilities, and conflicts, fixations, and displacements. All these processes and experiences play a part, first in distinguishing others from me, later in a partly articulate awareness of me, and finally in the mature me, who may be cynical and trusting, happy or depressed, self-confidently male or female.

Although the self-concept is highly complex, most of the research done to date has concerned itself with a single dimension, namely the good-bad or positive-negative dimension. The self-concept may be thought of as a set of expectancies, plus evaluations of the areas or behaviors with reference to which these expectancies are held. Within this good-bad dimension, the total self-concept of an individual may vary from extremely poor (or minus, -) to very good (or plus, +). The over-all self-concept may be visualized as the algebraic total; if, in considering the many areas making up the self, more important areas are regarded as good, a positive concept of self can be inferred, and vice versa.

The self-concept may also hold properties in common with drive in that one selects some developmental, recreational, or avocational area as a function of certain characteristics of the

self-concept, and one rejects others; or because of its directive function one person will behave one way while another reacts to the same situation in quite another manner.

From the foregoing discussion, which is developed from the literature, the self-concept is regarded as a complex phenomenon made up of many facets, with each facet differing in importance. Expectancies have been learned for each facet so that the individual can predict success or failure in connection with behavior that pertains to a given facet. These expectancies have been acquired and can be changed according to the principles of learning mentioned previously. The various aspects of the self-concept will be selected by the individual to preserve and enhance it, and he will further behave in ways that are congruent with his self-concept.

### Measurements of Self-Concept

All measurements of self-concept include the idea of desirability and undesirability. Desirability may be evaluated by one investigator according to an abstract social norm; to be good, to be pretty, or to be intelligent is ordinarily something that society at large values as positive; to be bad, to be ugly, or to be stupid is something that society thinks of as a negative

quality. Other investigators assess desirability and undesirability in terms of the evaluation of the subjects themselves: for one girl to be vivacious may be good; another may be indifferent to vivacity; for still another girl this quality may have negative connotations. A male may think of sophistication as something he wants and values; another may think of it as an effeminate quality of which he wishes no part.

Measurements of self-concept vary, then, along the dimension of how values are attached; some research workers use general social norms; others use the personal norms of the people they include in the study. In most measures of the self-concept a number of terms, traits, values, or characteristics are presented to the subjects. One of the instruments used in this research (IAV) lists adjectives and asks the subjects to estimate the degree to which each term applies to them. A rating of one means "very much like me" or "very characteristic of me," while the rating of five carries with it the idea of "I am almost never like this" or "this is not like me." It is within this dimension of personal norms that the present study is partially measured.

Regardless of which system is used, every choice of every subject is given a positive, a neutral, or a negative value. Ordinarily these are added algebraically and the resulting figure is

thought of as an index of the self-concept. Another less frequently used method of measuring the self-concept consists of having the subject respond to some projective-type technique such as a sentence-completion test. The present study utilizes the sentence-completion test devised by Personnel Analysts of Boston, Massachusetts.<sup>1</sup> In this test the subject is asked to complete seventy-five sentence stems. Theoretically the activity of the self-system may be seen as an attempt to enhance or develop itself. It may be inferred for the purpose of this study that the language used in response to this stimulus may be characteristic of the maintenance and identity of the self-system. The areas of language usage investigated with this instrument in this study were verbs implying feeling and verbs implying action.

#### Discrepancy between the Perceived Self and the Ideal Self

Many studies, in addition to asking subjects for self-perceptions, obtain an additional measure--the subject after indicating how he feels about himself is asked to go through the same items again and indicate how he would like to be ideally.

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<sup>1</sup>Included in Appendix B are copies of both the SCT and the IAV.

Since almost all of us would like to be better than we are, the ideal self is invariably judged to be at least as good as and almost always better than the perceived self. The difference between the scores for the perceived self and the ideal self is identified as the discrepancy score; to obtain this, the score for the perceived self is usually subtracted from the score representing the ideal self. The larger this discrepancy score, the more dissatisfied with himself the person is presumed to be. Bruce studied the self-ideal discrepancies of 184 sixth-grade children, drawn from eight sixth-grade classes (4). Compared with the children who had low self-ideal discrepancy scores, the self-dissatisfied youngsters were significantly more anxious on the Childrens Manifest Anxiety Scale and were rated by observers as being significantly less secure.

Mitchell obtained results that are very similar to Bruce's results, in his study of a hundred college freshman and sophomore women (5). Among other data Mitchell secured measures of self-ideal discrepancy and anxiety; his self-rejecting women were more likely than the self-accepting women to say about themselves such things as that they gave up easily, were more sensitive than others, were less happy, less calm, and more restless, and that things piled up on them. They believed that

they were more distractable and high-strung, that life is a strain, that they could not live up to their parents' expectations for them. Mitchell found an over-all correlation of .41 between the self-ideal discrepancy and anxiety (the greater the discrepancy, the higher the anxiety score) (6).

The topic of discrepancy between the perceived and the ideal self has been given separate treatment from the self-concept considered in this theoretical orientation. There is some logical question about separating the two, since there are suggestions in the literature that the results obtained in self-ideal discrepancy studies would have been obtained as clearly and simply by employing a measure of perceived self only (7). Ideal-self scores elicited from a population tended to bunch together at the favorable end of the scale, whereas perceived-self scores were normally distributed. This fact would mean that the discrepancy score is almost perfectly correlated with the perceived-self score, so that little additional information may be gained from calculating the discrepancy score.

In other words, just as much may be learned about people by the simple procedure of giving and scoring a perceived-self test as by adding the ideal-self test and computing the discrepancy score. However, even though such purely statistical

considerations may have affected many self-ideal discrepancy studies, the study of self-acceptance and self-criticism continues to be important. More sophisticated ways of obtaining measures both of perceived self and of ideal self should also contribute to such research.

As previously stated, research evidence indicates that people who are highly self-critical--that is, show a large discrepancy between the way they actually see themselves and the way they would ideally like to be--are less well adjusted than those who are at least moderately satisfied with themselves. Further evidence indicates that highly self-critical adults are more anxious, more insecure, and possibly more cynical and depressed than self-accepting people. They may, however, be more ambitious and driving. At least some evidence indicates that people experience conflict about the traits on which they have greatest self-ideal discrepancy, and that this conflict is sharp enough to interfere with learning involving such areas.

### Self-Concept and the Real Self

There is, of course, no way of knowing the real self. The closest approximation that can be made, within the current state of knowledge, is to compare the statements of a person

about himself with judgments of people who know him well. For understandable reasons, studies that compare the self-concept and the real self are infrequent; self-concept studies are easy to conduct with captive populations such as a group of high school students or college students and introductory psychology classes. To study the real self it is necessary to work with groups whose members know every other member well, and who are willing to make the effort to co-operate with the research worker.

One study of real self and self-concept was done by Calvin and Holtzman, using college men as subjects (8). These investigators elicited the co-operation of four fraternity groups whose members each knew every other member well. All seventy-nine co-operated. All were given the Minnesota Multiphasic Personality Inventory in groups. They were then interviewed individually so that the background information for each could be obtained and each could rank his peers on traits of leadership, tolerance, adjustment, drive, tactfulness, and social understanding. The pooled ranks of every other man per particular man constituted his score for inferred self. If a man ranked himself higher than his peers rated him, he was said to be "self-enhancing"; if he ranked himself lower, he was "self-depreciative."

The closer to his peers' pooled ranking his own ranking was, the more discerning he was considered to be.

The authors of the above study suggest that persons scoring high on these three scales of the MMPI ("Depression," "Psychasthenia," and "Schizophrenia") reflect a chronic state of marginal maladjustment including concern with one's self. Subjects who score high on this factor would tend to have difficulties in their social contacts, possibly by reason of their dissatisfactions, worry, and disgruntlement and their complaining and pessimistic attitude.

In another study, by Howard, of young men in the Army, fifty-one men filled out a self-rating and at least two of their comrades filled out the same rating for them (9). The discrepancy between their real self and their own self-concept was then computed. It was found that the correlation between this discrepancy and their Army rating of delinquency was .56 (the greater the discrepancy, the greater the delinquency). When effects of intelligence were ruled out statistically, the correlation increased to .64 (7). This again appears to be evidence indicating that accuracy of self-perception is related to good adjustment, in the sense that well-adjusted people are less likely to be delinquent. This conclusion is interesting in the light of the Calvin and

Holsom findings that inaccurately rating fraternity men had more emotional and less mature attitudes, and also scored higher on attitudes of social irresponsibility and delinquency than the men who rated themselves accurately.

The accuracy of self-estimate may be associated with a number of other indexes of good adjustment, although some studies suggest that this relation is affected by whether the self-concept is high and accurate or low and accurate. The former condition is accepted in this study as being more likely to accompany good adjustment.

#### Self-Acceptance and Acceptance of Others

The notion that people who are self-accepting are accepting of others has been frequently tested. The theoretical position held in this study follows that of Rogers; e.g., that the maladjusted self-rejecting person, if he also rejects others, is likely to be rejected by them in turn, with resulting irritation of his maladjustment (10).

The majority of studies on this subject indicate a clear significant relation between acceptance of self and the acceptance of others for both men and women, although actual popularity does not seem to be associated with either self-acceptance or the

acceptance of others. At least seven studies support the prediction that self-acceptance accompanies tolerance of and liking for others, thus suggesting that the self-accepting person sees the world as a friendlier and more benign place than does the self-rejecting individual. These studies are so congruent in their results that they will be only listed here. Berger (11), Phillips (12), MacIntire (13), Crandall and Bellugi (14), Omwake (15), Fey (16), and Levanway (17).

To summarize, self-acceptance seems to be associated with acceptance of other people. This would appear to indicate that the self-accepting person views the world as a friendlier place than the self-rejecting person. However, perhaps because of the complexity of social interaction, the acceptance of others has not been found to be associated with actual popularity. It has been suggested that self-disparaging people, particularly those who are objectively successful, are better accepted socially than the prototypic well-adjusted person, perhaps because they present no threat to their friends. This may also be seen as an example of our tendency to conceal hostility and to exercise techniques of good manners and warmth toward people whether we like them or not.

### Change in Self-Concept

Change in self-concept is, of course, required by the process of maturing. Considering the importance of knowledge about the development and change of the self-concept, it is surprising that little direct study has been done on this topic. Engle, for example, has demonstrated that adolescents improve in self-concept over a two-year period, without therapy or other special attempts to change their self-image (18). Of the group she studied, those with initially negative self-concepts improved the most, although youngsters with good self-concepts maintained their original status. Rogers and his students have demonstrated that adults' self-concepts tend to improve with psychotherapy; indeed, they regard improvement in self-concept as an indicator of successful therapy (19).

All of the present discussion of the self-concept has been based on the assumption that it is learned. It seems logical that the self-concept, based as it is on attitudes and values held about the self, has much in common with general social attitudes and person beliefs and values. Any theory or research that relates to change in attitudes should have relevance for changes in the self-concept.

Festinger maintains that when inconsistent perceptions are held by a person either about himself or about environment, he is placed in a state of tension, which Festinger calls "psychological dissonance." This is an uncomfortable state of affairs which the individual tends to alleviate or dissipate by bringing his cognitions closer together (20). It would seem plausible to extend this theory to self-concept discrepancies. The evidence presented indicates that individuals with high self-ideal discrepancies are uncomfortable people who may be struggling to get their self and their ideal-self concepts more in line with each other, and that improvement in self-concept is regarded at least by some as an indication of increased personal comfort and happiness.

In summary, one may predict from the Festinger "dissonance theory" that the self-concept will change in the direction of overt behavior relating to it. Change will be greater if the behavior is induced by low pressure or accompanies a high degree of freedom of choice; and it is likely to have tangible consequences. In other words, it is expected to become known by people important to the subject. Shifts in the importance or value of facets of the self-concept will occur when the individual is forced to choose behavior that is related to one facet to which the chosen behavior is relevant.

The assumption of this theory suggests that the self-concept is learned, and can best be visualized as a set of expectancies, plus evaluations of the areas or behaviors concerning which these expectancies are held.

As stated previously, most of the research that has been done on the self-concept has concerned its "good-bad" or "+ -" dimension. Items, usually in some form of questionnaire designed to measure this dimension, either are selected because they have consensual social value (+ or -) or are related personally by the individual being measured.

The considerable body of research on traits, attitudes, behaviors, and various qualities associated with the self-concept indicates rather clearly that good self-concepts are associated with such desirable characteristics as low anxiety, good adjustment, popularity and effectiveness in group relations, but with relative independence from the group. Those with good self-concepts seem more honest with themselves than individuals with poor self-concepts, and appear to be less defensive.

A related but not necessarily independent type of self-concept research concerns itself with the discrepancies between the actual self and the ideal self. This area is labeled as not necessarily independent because the amount of self-ideal

discrepancy may be a function more of the (+) and (-) variation of the self-concept than of variations in the ideal self.

Generally speaking, the greater the self-ideal discrepancy, the less adequate the adjustment according to a variety of criteria. The responses of those with high self-ideal discrepancies seem quite similar to those of subjects in other studies that have taken into account only the good-bad dimensions of the self-concept.

It would appear that self-acceptance is related to acceptance of others, although not to actual popularity. Those who are self-rejecting but who do accept others are rated as more popular than highly self-accepting persons who are not highly other-accepting.

### Summary

The theoretical orientation underlying the present study has posited the self-concept as a complex measurable phenomenon. The self-concept is learned, acquired, and selected by the individual to preserve and enhance the self with subsequent behavior being congruent with the individual's self-concept.

The dimensions for measurement of the self-concept have been couched within personal norms and projective techniques.

For the purpose of this study the discrepancy between the perceived self and the ideal self will be used. Some evidence indicates that counselors may experience conflict about traits on which there exists some self-ideal imbalance.

A majority of studies appear to indicate that a significant relationship exists between the acceptance of self and the acceptance of others. The present study utilizes this position.

It is assumed that the self-concept is learned and that changes in self-perception occur as attitudes and values develop. This change may be particularly felt when inconsistent perceptions are held by a person about himself or about his environment. The Festinger theory of "dissonance" offers opportunities for research into how such changes may take place.

Having defined the positions and citing some evidence in support of the positions to be taken in the present study, the next step is to review the research related to the problem and the instruments employed. This is undertaken in Chapter III.

## CHAPTER III

### REVIEW OF RELATED RESEARCH

The Bills Index of Adjustment and Values has been used quite extensively since its development in the 1950's. The IAV is published in four forms with accompanying manuals: Adult Form (twelfth grade and above); High School Form (grades nine, ten, and eleven); Junior High Form (grades six, seven, and eight), and the Elementary Form (grades three, four, and five). In this chapter certain selected studies are reviewed concerning the Bills Index of Adjustment and Values (Adult Form) and the Sentence Completion Test (Personnel Analysis) and their uses which are relative to the present study.

#### Studies Concerning the Bills Index of Adjustment and Values

Since the IAV has not been validated as a predictive instrument, only content, concurrent, and construct validity will be discussed.

### Content validity

To arrive at the IAV traits, a sample of 124 words was taken from Allport's list of 17,953 traits (21). In selecting this sample an effort was made to choose those items which seem to occur frequently in client-centered interviews and which seem to present clear-cut examples of self-concept definitions. Such a procedure would appear to draw heavily upon the opinions and experience of the people making the item selections, but does insure that the items selected would be meaningful for self-descriptive purposes. A review of the literature failed to reveal any significant validation of the IAV sampling the universe of traits from which it was drawn. The test-retest procedure used by Bills and the subsequent factor analysis resulted in the retention of the forty-nine words which are included in the present form (22).

### Concurrent validity

Three groups of students at the University of Kentucky completed the "self" index and were tested with the Phillips Attitudes toward Self and Others Questionnaire, the California Test of Personality, and the Washburne S-A Inventory. Although the coefficients are small, statistically significant relationships do

appear between the acceptance of self-measure of the IAV and both the Phillips self-score and the total scores on the California instrument. The discrepancy score of the IAV also showed a small but statistically significant correlation with both the Phillips self-measure and the Washburne (23).

The relationships between the IAV and the Berger scales for measuring self-acceptance and the acceptance of others, and the Phillips Attitudes toward Self and Others scale were tested by Omwake (24). Here, the coefficients varied from medium to low but also appear to be statistically significant. Omwake summarizes her study by stating that "the three measures of self-acceptance agree closely; those for attitudes toward others agree less well." Bills suggests that the lower agreement of the measures of attitudes toward others in this study might be due to the fact that the measures seek somewhat different ends. The Berger and Phillips scales ask the subject his opinion of other people; the IAV asks the subject to complete the "others" index as he believes the average person in his peer group would complete it for himself (25).

Bills attempted to determine if high and low self-acceptance scores differed significantly when compared to Rorschach characteristics (26).

On the basis of a pilot study, 34 specific hypotheses were formulated relative to Rorschach variables present in the personalities of persons high and low in acceptance of self as revealed by the Index of Adjustment and Values. Fifty new subjects with extreme acceptance of self scores were examined with the Rorschach. Of the 34 hypotheses 23 were confirmed, four were denied, and seven remain in doubt. It was concluded that distinct Rorschach characteristics distinguish subjects who are high in acceptance of self from those who are low in acceptance of self. [27]

Theoretically, discrepancy between concept of perceived self and concept of the ideal self should be related to depression. The Rorschach records of twenty-eight subjects with high discrepancy scores on the IAV were compared with the records of twenty-eight low scores (28). Of the six Rorschach factors chosen as indicators of depression, five showed significant differences between the two groups. Bills concluded that people with high personal levels of aspirations show more Rorschach signs of depression than people with low personal levels of aspiration.

Cowen has reported that

two samples of college undergraduates (N=48 and 81 respectively) were given a modified Brownfain Self-Rating Inventory together with several other personality and socio-psychological measures [29]. On the basis of their responses to the Brownfain inventory, extreme groups of high and low scorers on the negative self-concept measure were selected, and the responses on these groups on the dependent measures were contrasted.

In both of the samples the high and low groups showed statistically significant differences in self-concept, acceptance of self, and discrepancy as measured by the IAV, and the high and low groups from the sample of fifty-eight subjects showed a statistically significant difference in concept of the ideal self.

### Construct validity

The usefulness of the IAV as a measure of traits or qualities, presumed to be reflected in the test performance, has been subjected to group study by its author. Bills establishes his argument for construct validity in the following manner:

If people are divided above or below the mean on acceptance of self as measured by Column II of the "Self" Index, those above the population mean can be termed + and those below this mean can be classed as -. If, in addition, these same subjects are asked to complete the "Others" Index, they can be given an additional score. If the scores on the IAV bear no relevance to personality as described in terms of self acceptance and acceptance of others, then we would expect scores to be distributed in the population in four categories of ++, +-, +-, and -- with approximately 25 per cent of the population in each category.

The examination of 1599 high school seniors reported, showed that 24.8 per cent were in the ++ category, 27.8 per cent were in the +- category, 38.4 per cent were in the +- group, and only 9.1 per cent were in the -- category, thereby giving support to the constructs being measured. A sample of 564 university students gave further support. The university sample contained 25.2 per cent ++, 34.0 per cent +-, 33.9 per cent +- and only 6.0 per cent --. The per cent of -- in both samples is obviously far less than would be expected from a chance distribution. [30]

Roberts conducted a study of the validity of the self-ratings given on the IAV as measures of the emotionality of the IAV traits for his subjects (31). Roberts used reaction time for free association as measured by a chronoscope and voice key to show that traits which showed a discrepancy between the concept of self and the concept of ideal self and traits which were given low ratings on acceptance of self had significantly longer reaction times than did their counterparts. In summary, Roberts states:

The results indicate that the self-ratings of the Index are valid indices of emotionality. Reaction time was significantly longer for trait words on which the subjects indicated discrepancy between concept of self and concept of ideal self. A significantly longer reaction time was also found for words in which the subjects disclosed a rejection of self in their present condition. In addition, the results reveal that the concept of self is not an index of emotionality unless a rejection or discrepancy is indicated upon the same personality trait. [32]

Although these results appear to be meaningful by themselves,

Roberts limited his subjects to females (N = 50).

Renzaglia completed a study of "Some Correlates of the Self Structure as Measured by the Index of Adjustment and Values" (33). Unlike the Roberts study mentioned above, Renzaglia's population included 68 per cent males and 32 per cent females. The age range of this sample was seventeen through twenty-four, with a median age of eighteen. Renzaglia was concerned with

testing the following hypotheses:

1. An individual will respond toward others, towards experiences, and toward various issues in a manner (quality) consistent with the way he sees and regards himself . . . on a self report instrument. [33; 157]
2. High and low self describers do not differ on certain measures of scholastic achievement. [33; 157]
3. Male and female students do not differ on their respective inter-correlations between their self structures. [33; 157]
4.
  - a. Psychological tension accompanies self-structures that fall considerably below the usual cultural patterns. (Thus, high and low self-describers will differ on a measure of anxiety in the expected direction.)
  - b. They also differ on a measure of the internalization phenomenon.
  - c. Psychological tension also accompanies disparity or lack of harmony between and among self-structures. (Individuals classified as having disparate self-structures will score higher on a measure of anxiety than will those with harmonious structures.)
  - d. Disparity is also associated with a greater tendency to internalize one's conflicts. [33; 158]
5. Self-describing tendencies are integral aspects of personality.
  - a. High and low self-describers differ on certain scales of the MMPI.
  - b. It is possible to describe the type of MMPI profile that high and low self satisfied (reported) subjects are likely to obtain. [33; 158]
6. Perceptions and cognitions referable to the self originate primarily as a result of evaluative interaction with influential people in one's immediate environment.
  - a. An individual's reported feeling tone (attitudes) toward such experiences, and his expressions of how he now perceives his relationships with certain influential people in his environment gives some indication as to the kind of interaction he has experienced. [33; 158]

Following the administration of the IAV the students were grouped in the categories called for by the hypotheses and correlations were computed. The results show low but statistically significant correlations between the IAV scores and factors related to anxiety and internalization as measured by the MMPI. Significant coefficients were reported in estimates of college success, period of life rated as most pleasant or unpleasant, frequency of punishment, attitude toward punishment, and attitudes toward parent. The statistical significance of these coefficients is interpreted as support for the validity of the IAV.

Renzaglia's study also reports the following evidence in regard to the hypotheses that self-describing tendencies are integral aspects of personality:

Low self-describers differ (significantly) from high self-describers on certain MMPI scales accordingly:

a. Low self-describers are not as cautious on what they are willing to say about themselves . . . their K scale is much higher,

b. Their mood is more depressive . . . D scale mean is much higher,

c. Low describers tend to feel more miserable about their symptoms and bizarre preoccupations . . . their Pt and Sc scales are considerably higher.

d. They tend toward more social introversion . . . the difference on Si-e scale is very significant, and

e. Generally, these low self-describers show a MMPI profile of greater elevation than the high describers. [33; 220]

An investigation of the existing relationships between some personality characteristics of counseling trainees and the effectiveness of their ability to communicate with clients in counseling interviews using the Index of Adjustment and Values was carried out by Jerome M. Brams (34). The instrument Brams used to measure the excellence of communication in the interview was a rating scale devised by Anderson and Anderson (1954) as a measure of rapport between counselor and client. This rating scale was correlated with the IAV, the MMPI, Taylor's MAS, and the Berkeley Public Opinion Questionnaire. The subsequent correlations between these measures of personality characteristics and the criterion suggests that effective communication in counseling interviews is positively related to the trainee's tolerance for ambiguity as measured by the Berkeley POQ. Other relationships measured were inconclusive. Although the major results of this study are inconclusive, it may well be that the available objective instruments are not suitable for personality measurement of test-sophisticated graduate students in the area of counseling psychology (1).

Donald J. Strong did a factor-analytic study of three measures of self-concept (35): The Butler and Haigh Self-Ideal-Ordinary Person (SIO Q-Sort), The Bills Index of Adjustment and

Values, and the Worchel Self-Activity Inventory (SAI). Among the extracted factors in this study, the perceived self, and the acceptance of self as interpreted by the IAV was seen as being the largest factor, and dominated most of the study in the area of perceived self. The results of this study showed the perceived self to be the only variable measured in common by all three tests. The study further pointed up the ideal self as quite complex, with scattered factor loadings. The measure of Bills "acceptance of self" (Column II) had much in common with the perceived-self measures.

Within the limitations of an instrument such as the IAV, previously stated in Chapter I, the evidence presented in these studies is interpreted as sufficiently significant to warrant its use in the present study.

The calculation of reliability for the Bills IAV is perhaps more difficult than gaining evidence of validity. Because of the nature of the IAV the usual forms of calculating reliability are of little value. The only possible test of reliability is the test-retest method. The weakness inherent in this method is that if the retest is given too soon, recall and memory will influence the results. If the retest is delayed too long, then the responses

of the person involved may change, thus affecting the reliability coefficient unjustly.

The fact that a certain degree of validity seems to have been established would tend to support the reliability of the instrument. This, plus the fact that the IAV is becoming more widely used in research, led to its being employed in the current study.

#### Studies Concerning the Sentence Completion Test

Since the time of Payne (1928) and Tendler (1930), who first used this type of test as an aid in vocational guidance and to measure "emotional insight," respectively, the sentence completion test has served a vast variety of needs (1). Cameron (1938) studied thinking processes of schizophrenics by comparing their completions with those of normal adults in logicalness, integration, distortion, and fixed thinking (31). Sanford (1943) employed a thirty-sentence test in his study of personality and scholarship among grade school children (38). Cruickshank (1951) studied fear and guilt reactions and their effect on personal aspirations (39). Copple converted sentence completions into a measure of "effective intelligence" (40) to mention only a very few examples.

In addition to the above areas of research, the sentence completion test has been employed in a vast number of ways for use in clinical settings. In this area Rhode's work (1946) is noteworthy. She attempted to establish normative data on her variables in a major attempt at standardization (41). Rotter also developed a forty-item form which was used to screen maladjusted students (42). An incomplete sentence test of one hundred items measuring twelve areas of personality was devised for use in the OSS Assessment Program by the staff of that program (43). Many consulting psychologists use nonstandardized sentence completion tests as exploratory open-end attitude questionnaires. The test also seems well adapted to an analysis of problem areas and has proven useful in giving a clinician a set or orientation toward a client so he may structure his first interview in advance (44). More recently, sentence completion tests are also being used to determine continuation and improvement in therapy by administering the same test at different intervals during therapy and comparing the responses (45).

Generally, the test is considered to be most efficient in assessing the content--attitudes, motives, conflicts, et cetera--rather than the general structure or organization of personality. It is often claimed also that the test provides information

concerning motives and values at a more manifest or conscious level than other projective devices such as the TAT or Rorschach. Stone and Dellis, however, report considerable overlapping of the levels of consciousness tapped when they administered the WAIS, TAT, Sentence Completion Test, Rorschach, and Draw-a-Person Test to twenty patients diagnosed as pseudoneurotic or pseudocharacterological schizophrenics to test the hypothesis that the more structured question will elicit a more conscious response (46).

The fact that the sentence completion test is used more often today than all but two or three other projective techniques can best be explained by the test's flexibility and relative economy of time and effort involved in collecting and analyzing the response data. The test can be administered in group form and requires no special training to administer, nor particularized training to interpret. The test is suitable for almost all subjects who can read and write, and for those who can not it may be given verbally. Then, too, it is felt that the relationship between the stimulus and response is less predetermined by cultural stereotypes and logical structure.

The test can be analyzed in different ways to fit individual needs. For purposes of screening personal or measuring effects

of therapy the type or style of responses can be analyzed. For example, Ebner and Shaw found that normal subjects produce a significantly greater number of reconciliation responses than do neuropsychiatric patients (46). Impediments to and distortions of thought processes are usually brought out by factor analysis of individual variables. It is this method that also yields the content of personality. Both types of analysis or any combination of them can be employed.

Perhaps the strongest objection to this instrument stems from the belief that the purpose of the test is poorly disguised and as a result the information given is often that which is most public in the subject's psychological make-up. Then, too, the subject can distort his responses with relative ease to give the examiner only what he wants known.

While the test's flexibility is admirable, its many uses and variations have resulted in very little normative data and standardization in scoring. The exception here is the Rotter Test. While scoring has been fairly objective, there have been incidents where scoring was significantly affected by the knowledge of the subject. Valid scoring is made more difficult because the evaluation of test responses is inevitably bound to the stimulus. For example, a response such as '. . . he hit them with a brick'

must be interpreted differently when given to stems like "When they looked at him . . ." or "After they knocked him down. . . ." Finally, this instrument is limited in its use with young children whose perceptions are normally distorted because of their lack of experience. This latter criticism, however, is one that can be leveled against most projective techniques.

In conclusion, it is interesting to note Lindzey's appraisal of the relation between psychological theory and projective techniques. After examining the stimulus-response theory, the psychoanalytic theory, perceptual research, fantasy and overt aggression theory, and attempting to ferret out implied assumptions in the present use of such tests, he states:

There is considerable congruence between common interpretive practice and various theoretical positions . . . however, equally clear is the gap between many specific interpretive acts that form a part of the projective tester's repertoire and the comforting background of theory. [47]

Thus, though the sentence completion test has found a real place in the testing world today, much research continues to be done on it. As indicated in this review, some of this research has been of a contradictory nature, while some has shown this instrument to be reliable under test-retest conditions with correlations of .8, and interscorer reliability as high as 95 per cent.

The SCT employed in the present study utilizes sentence stems which theoretically would elicit responses centered around self-concept (good and bad), energy level, relationship to job and supervisory attitudes. These criteria would appear to incorporate much of the present high school counselor's role function. The scoring methodology used on the SCT originates with the investigator of this study and is further explained in Chapter IV.

## CHAPTER IV

### METHODOLOGY AND PROCEDURE

The development of this design is based in part on the theory and research of the previous two chapters. The details of the research design involving a description of the sample, evaluating instruments, data-collecting procedures, and method of analysis follows.

#### Description of the Sample

The study is based on the responses of sixty-four secondary school counselors randomly selected from the Counselor Directory, Department of Public Instruction, Lansing, Michigan. These counselors were asked to complete the Bills Index of Adjustment and Values (Adult Form) and the Sentence Completion Test, Personnel Analysts, Boston, Massachusetts. Both of these instruments were self-administered, with no time limit imposed.

### Classification of counselors

To determine what relationships, if any, exist between the scores indicated on these instruments and the hypotheses under study, it was necessary to categorize the counselors according to age, sex, and education. These data were collected on the preliminary request sent to the subjects. For the purpose of this study the counselors were classified as follows:

- |                |           |
|----------------|-----------|
| I. Age         |           |
| II. Sex        | 1. Male   |
|                | 2. Female |
| III. Education | 3. No MA  |
|                | 4. MA     |
|                | 5. MA +   |

### High schools in the sample

As stated previously, the nature of the sample is random. The distribution of the sample, however, does cut across Class A, B, and C schools as designated by the Michigan High School Athletic Classification System for Lower Peninsula schools:

- Class A: 900 or more students
- Class B: 400 to 899 students
- Class C: 399 students or less

### Selection of the sample

Three hundred names representing each city appearing in the Counselor Directory published by the Guidance Services Division of the Department of Public Instruction for the State of Michigan (1961) were selected arbitrarily.

The subjects for this study were then randomly selected by the flip of a coin. Heads determined the selected subjects. Of the one hundred thirty-eight subjects invited to participate in this study, sixty-four responded (48 per cent). The basic self-reporting data for the sample population are presented in Table 1.

### Evaluating Instruments

The Bills Index of Adjustment and Values, Adult Form, and a Sentence Completion Test (Personnel Analysts) constituted the two criterion instruments used in this study.

#### Bills Index of Adjustment and Values

The IAV was developed during the 1950's as a research instrument to help assess personality variables. The IAV is designed to measure:

1. Self-concept.

TABLE 1.--Composition of self-reporting data of the sample.

| Item                         | Male | Female |
|------------------------------|------|--------|
| N . . . . .                  | 44   | 20     |
| Age range: Maximum . . . . . | 64   | 57     |
| Minimum . . . . .            | 25   | 29     |
| Full time . . . . .          | 32   | 12     |
| Part time . . . . .          | 12   | 8      |
| No MA . . . . .              | 16   | 4      |
| MA . . . . .                 | 6    | 6      |
| MA + . . . . .               | 22   | 10     |

2. Self-acceptance.
3. Concept of ideal self.
4. Discrepancy between self-concept and concept of ideal self.
5. Perceptions of how other people (peer group) accept themselves.

In addition, the IAV yields measures of the importance of each of the forty-nine different traits in a person's value system.

The administration of the IAV is relatively simple. The subject is asked to rate himself and his peer group on three questions asked of the forty-nine traits. Responses are recorded as numbers 1 through 5 under three columns on the answer sheet. The answer sheets were hand-scored according to the directions for scoring found in the manual.

The validity and reliability of the IAV still appear difficult to estimate. A few studies concerning the precision and consistency of this instrument are reviewed in Chapter III.

The IAV was administered with certain assumptions: the counselors will be responsive to the traits; they will accept the responsibility of completing the instrument with a constructive attitude; and they will find that those traits listed cover reasonably well the variables of personality to which they are sensitive. As far as could be determined, the counselors in this study

approached the task with a constructive attitude. Several expressed their interest in the IAV and the subsequent findings.

Reviews and research of the IAV have indicated that this instrument can only be expected to provide data as to a subject's conscious and willingly expressed reactions to several perceptual variables, including his needs and values, the presence or absence of threat, opportunities for experience with stimuli, the perceiver's psychological state, and his beliefs about himself and other people. "These latter beliefs include factors such as self concept, concept of ideal self, acceptance of self, and beliefs about other people's acceptance of themselves" (48). The instrument is not intended to provide complex data for analyzing and classifying personality disorders, nor to serve as a basis for predicting behavior. When used as a research instrument for summary indications or objective assessments of self-perceptions and the perceptions of others, the IAV can be a useful instrument. It is within these limitations and purposes that the IAV is used in the present study.

#### The Sentence Completion Test

The Sentence Completion Test used in this study has not been subjected to research of this kind. The position taken in

this present study would appear to warrant the use of an instrument of this type for the purposes employed; namely, to elicit written responses to stimuli in an attempt to show the relationship, if any, of language characteristics (choice of verbs) with other measures of the self-concept.

The SCT used in this present study consists of seventy-five sentence stems, yielding responses to four major categories:

- I. Self-percept
- II. Job performance
- III. Relationship to job
- IV. Supervisory attitudes

Each of the major categories can be broken down into the following criteria of responses:

- I. Self-percept
  - 1. As is
  - 2. Like to be
  - 3. Bad self
  - 4. Dislike
- II. Job performance
  - 1. Energy
  - 2. Health
  - 3. Motivation

4. Competition

- III. Relationship to job

1. Authority

2. Aggression

3. Group cooperation

4. Reaction to criticism

- IV. Supervisory attitudes

1. Subordinates

2. Responsibility

3. General attitudes

The nature of the present study and the limitations of the SCT will not warrant a complete analysis of the responses by the above criteria. This material is presented here to indicate the spread of the responses used in the instrument. This SCT was selected because this spread appears to cut across those attitudinal areas of a secondary school counselor's job description and performance.

The SCT was also administered with the assumption that the majority of counselors would respond to the sentence stems; that they would accept the responsibility of completing the instrument with a constructive attitude; and that they would find the sentence stems used relatively sensitive to the variables of

personality to which they are aware. Again, as far as could be determined, the counselors in the study appeared to approach this responsibility with a constructive attitude. All but two of the sixty-four subjects responded to each of the seventy-five sentence stems.

As state previously in Chapter III, much research continues to be done on the SCT. The future looks promising for tests of this nature. The SCT is being tried in an ever increasing number of situations with encouraging results. Story completion tests, picture completion tests, and make-a-sentence tests are all logical outgrowths of this approach. The latter form developed by Borgatta and Mayer has overcome many of the traditional problems in objective scoring (49). The SCT used in this study is an extension of this investigation, within the theoretical context described in Chapter II.

The SCT used in the present study was self-administered by the counselor, with no time limit imposed. The subject was asked to complete each of the seventy-five sentences with whatever came to mind--regardless of spelling, grammar, or whether or not it made sense.<sup>1</sup>

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<sup>1</sup>A copy of the SCT and scoring key may be found in Appendix B.

It is hypothesized that the category of verbs used in responses to stimuli found in a sentence completion test is related to the subject's self-concept scores as measured on the IAV. The scoring process used consisted of counting the verbs implying "action" or "doing" and the verbs implying a state of "being" or "feeling" used by each subject in response to the sentence stems. This score procedure originates with the writer and is the only method used in computing the data on the SCT used in this study. It is within these limitations and purposes that the Sentence Completion Test was used in the present study.

### Analysis Procedures

The following section will contain a description of the statistical tools and procedures used in the analysis of the data collected from the Bills Index of Adjustment and Values and the Sentence Completion Test (Personnel Analysts).

#### Bills Index of Adjustment and Values

The statistical tool used in the analysis of the IAV data in this study is the Pearson product-moment correlation coefficient. This statistic tests general hypotheses regarding the degree of relationship between two variables.

For each counselor who took the IAV, eight scores were derived. A score was obtained for each of the form areas of the two dimensions of the Bills index: "self" and "others." The scores were placed in a frequency distribution for each of the correct test categories. Group means and standard deviation for each test category were computed.<sup>1</sup> The formula appropriate for the product-moment coefficient was used.

In the analysis of the data involving the IAV and the age, sex, and education of the subjects three subhypotheses were formed. The relationship of each variable was tested separately on rank-distribution tables.<sup>2</sup>

### The Sentence Completion Test

As stated previously, the two scores rendered from this instrument for use in the present study were numerical totals of "being" verbs and "action" verbs. The relationship of these scores to the IAV measures of self-concept is correlated by means of the product-moment method.

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<sup>1</sup>Frequency distribution tables with appropriate means and standard deviations appear in Appendix C.

<sup>2</sup>Rank-distribution tables appear in Appendix D.

Because of the nature of the data and the intent to look for major trends, the .05 level of significance was considered appropriate for the acceptance or rejection of all hypotheses.

### Summary

This chapter has contained a delineation of the methodology and procedures used to carry out the study. The counselor population involved in the study were described along with the method used to select them. The Bills Index of Adjustment and Values and the Sentence Completion Test, the two instruments used in this study, were outlined along with the administrative procedure employed. The statistical analysis involving the Pearson product-moment correlation coefficient and the rank-distribution tables contained in the study were explained.

The problem has been defined; the theoretical orientation has been presented; related research has been reviewed; and the procedures for collecting and analyzing the data have been described. The next step is to analyze the data. This is carried out in Chapters V and VI.

## CHAPTER V

### AN ANALYSIS OF THE RELATIONSHIPS OF THE COUNSELOR'S PERCEPTIONS OF HIS SELF-CONCEPT

The present chapter contains an analysis of the perceptions of the counselor's self-concept as reported on two personality measures: the Bills Index of Adjustment and Values; and the findings related to certain language characteristics used on the Sentence Completion Test. The IAM, the SCT, and the procedures used for collecting and analyzing the data have been described in Chapter IV.

As stated previously, the Pearson product-moment correlation coefficient was appropriate for these data. The .05 level of confidence was used for determining the acceptance or rejection of the hypotheses tested concerning the counselor's self-description. There were sixteen within-group comparisons made from the test data involving the IAV and SCT. The product-moment correlation was used to ascertain whether relationships existed between the various measures of self and projected

evaluations of counseling peers. The generalized null hypotheses tested were:

- HO<sub>1</sub>: There will be no significant relationship between counselors' evaluations of measures of self and their projected evaluations of their peers on the Bills Index of Adjustment and Values.
- HO<sub>2</sub>: There will be no significant relationship between the counselors' choices of verbs used in response to incomplete sentence stems and the self-concept measures of the IAV.

### Findings

Each of the seven general hypotheses is listed along with a report of the statistical test and observational results. A summary of these results is found in Tables 2, 3, and 4 and Figure 1.

#### Tests of counselor's self-description

1. There is no significant relationship between the counselor's perception of self and his projected perception of his counseling peers' self-percept. A significance correlation (.72) was evidenced between group scores of Column I ("self") and Column I ("others") on the IAV.

2. There is no significant relationship between the counselor's acceptance of self and his projected acceptance of his

TABLE 2.--A summary of the results of the product-moment correlation test for relationships between the counselor's measure of self and the projected evaluation of his counseling peers on the Index of Adjustment and Values.

| Measures<br>of the<br>IAV | Others      |             |             |             |
|---------------------------|-------------|-------------|-------------|-------------|
|                           | I           | II          | III         | DS          |
| Self                      |             |             |             |             |
| I                         | $r = .72^*$ |             |             |             |
| II                        |             | $r = .63^*$ |             |             |
| III                       |             |             | $r = .66^*$ |             |
| DS                        |             |             |             | $r = .68^*$ |

| <u>Self</u>                             | <u>Others</u>                                |
|-----------------------------------------|----------------------------------------------|
| I Perception of self.                   | I Perception of peers.                       |
| II Acceptance of self.                  | II Acceptance of counseling peer perception. |
| III Ideal self.                         | III Ideal perception of counseling peer.     |
| DS Discrepancy score between I and III. | DS Discrepancy score between I and III.      |

\*Significant at the .01 level of significance using 62 degrees of freedom.

counseling peers. A significant correlation (.63) was found between group scores of Column II ("self") and Column II ("others") on the IAV.

3. There is no significant relationship between the counselor's perception of his ideal self and his projected evaluation of his peer's ideal self. A significant correlation (.66) was evidenced between group scores of Column III ("self") and Column III ("others") on the IAV.

4. There is no significant relationship between the counselor's self-discrepancy and his projected evaluation of his peers' self-discrepancy. A significant correlation (.68) was evidenced between group ("self") discrepancy scores and group ("others") discrepancy scores on the IAV.

5. (a). There is no significant relationship between the counselor's self-perception and the age of the counselor. The erratic rank distributions rendered by score and age comparisons suggested that above the age of twenty-five age itself did not appear significant for counselors of either sex (Figures D-1 and D-2 in Appendix D). These data may further suggest the inability to extract the effect of the aging process independently with the instrument employed in this study.

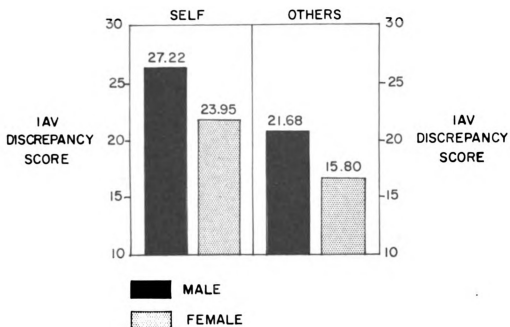


Fig. 1.--Male and female counselors' self and others mean discrepancy scores on the Index of Adjustment and Values.

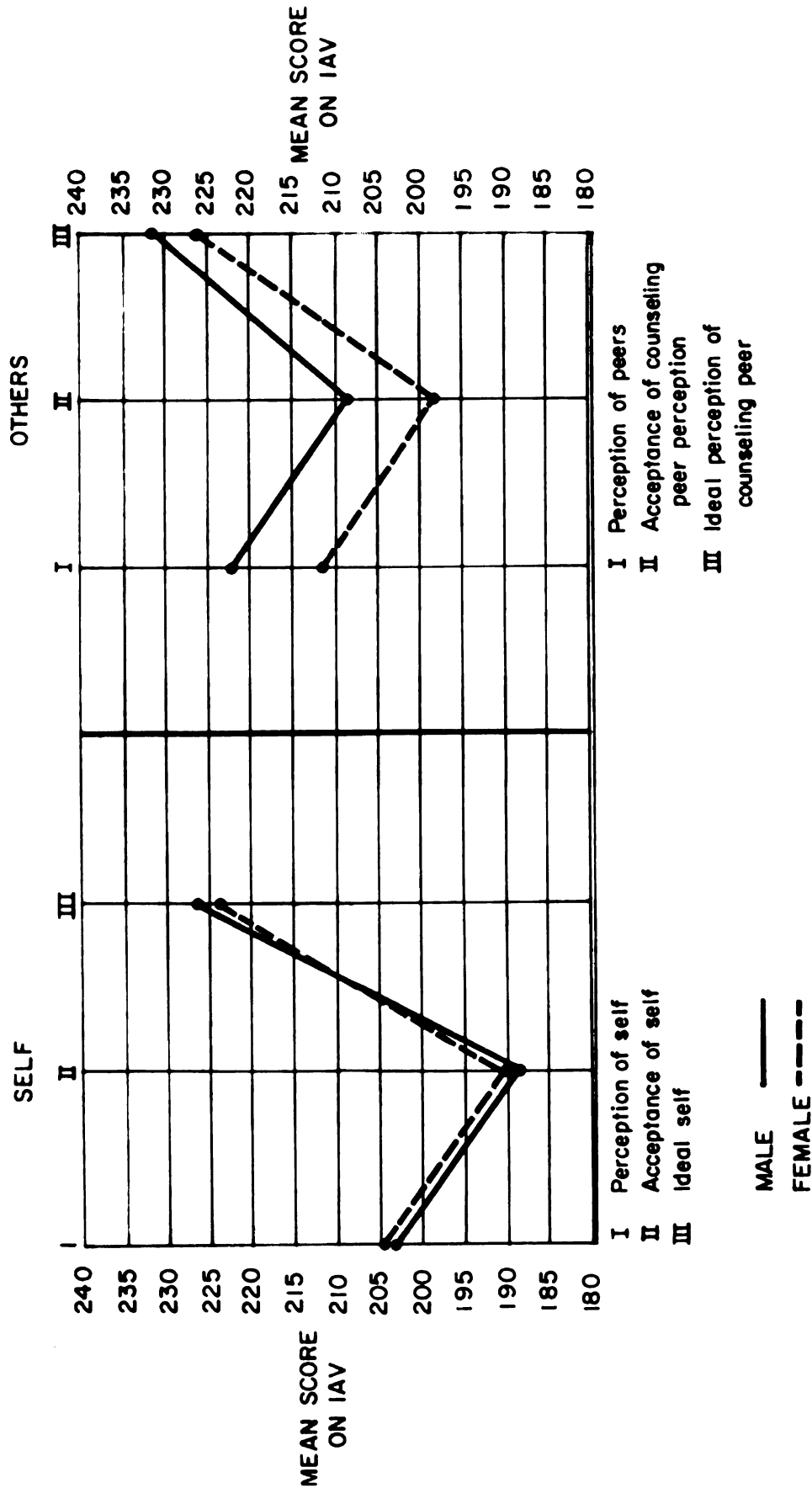


Fig. 2.--Male and female counselors' mean "self" and "others" scores on the Index of Adjustment and Values.

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5. (b). There is no significant relationship between the counselor's self-perception and the sex of the counselor. There appears to be some observable variation between the sexes on certain measures of self. Male counselors indicate a greater disparity between their perception of self and ideal self than female counselors (Figure 1). Female counselors appear to rate their counseling peers lower than do male counselors (Figure 2). Both sexes tend to rate their counseling peers higher than themselves. Female counselors evaluate themselves more closely to their evaluation of their peers than the male counselors.

5. (c). There is no significant relationship between the counselor's self-perception and the educational level of the counselor.

The counselors holding master's degrees indicated the highest percentage distribution (.75) of self-perception scores above the group mean (Table 3). Female counselors holding master's degrees indicated the largest percentage distribution (.83) of self-perception scores above the group mean (Table 3).

Tests of certain counselor language characteristics used on the Sentence Completion Test

6. There is no significant relationship between the counselor's choice of "state of being" verbs used in the SCT and the

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**TABLE 3.--The distribution of the number of counselors by educational level scoring above the mean score of the group on the four self-measures of the Index of Adjustment and Values.**

| Group              | IAV Self-Measures |      |     |      |     |      |     |      |
|--------------------|-------------------|------|-----|------|-----|------|-----|------|
|                    | I                 |      | II  |      | III |      | DS  |      |
|                    | No.               | Pct. | No. | Pct. | No. | Pct. | No. | Pct. |
| <u>Males</u>       |                   |      |     |      |     |      |     |      |
| MA (N=6) . . .     | 4                 | .66  | 4   | .66  | 2   | .33  | 1   | .16  |
| No MA              |                   |      |     |      |     |      |     |      |
| (N=16) . . .       | 7                 | .43  | 5   | .31  | 5   | .31  | 6   | .37  |
| MA +               |                   |      |     |      |     |      |     |      |
| (N=22) . . .       | 5                 | .25  | 5   | .25  | 7   | .63  | 6   | .27  |
| Total pop.         |                   |      |     |      |     |      |     |      |
| (N=44) . . .       | 16                | .36  | 14  | .31  | 14  | .31  | 13  | .29  |
| <u>Females</u>     |                   |      |     |      |     |      |     |      |
| MA (N=6) . . .     | 5                 | .83  | 5   | .83  | 5   | .83  | 1   | .16  |
| No MA              |                   |      |     |      |     |      |     |      |
| (N=4) . . . .      | 3                 | .75  | 1   | .25  | 1   | .25  | 1   | .25  |
| MA +               |                   |      |     |      |     |      |     |      |
| (N=10) . . .       | 7                 | .70  | 5   | .50  | 9   | .90  | 3   | .30  |
| Total pop.         |                   |      |     |      |     |      |     |      |
| (N=20) . . .       | 15                | .75  | 11  | .55  | 15  | .75  | 5   | .25  |
| <u>Total Group</u> |                   |      |     |      |     |      |     |      |
| MA (N=12) . .      | 9                 | .75  | 9   | .75  | 7   | .58  | 2   | .16  |
| No MA              |                   |      |     |      |     |      |     |      |
| (N=20) . . .       | 10                | .50  | 6   | .30  | 6   | .30  | 7   | .35  |
| MA +               |                   |      |     |      |     |      |     |      |
| (N=32) . . .       | 13                | .40  | 10  | .31  | 16  | .50  | 9   | .27  |
| Total pop.         |                   |      |     |      |     |      |     |      |
| (N=64) . . .       | 32                | .50  | 25  | .39  | 29  | .45  | 18  | .28  |

self-concept measures of the IAV. Positive but variable correlations were evidenced between the number of verbs implying a state of being and all four measures of self indicated on the IAV (range .50 to .67).

7. There is no significant relationship between the counselor's choice of verbs implying action used in the SCT and the self-concept measures of the IAV. Variable but significant correlations were evidenced between the number of verbs implying action and all four measures of self indicated on the IAV (range .53 to .60).

The correlation of .91 between "being" and "action" verbs suggested that the choice of feeling versus action verbs used by the counselor on the SCT is not significant. But the number of verbs used by a counselor as indicated in hypotheses 6 and 7 indicate positive but variable correlation with the four measures of self as indicated on the IAV.

### Summary

This chapter has included an analysis of the results of the counselor's rating of the Index of Adjustment and Values and certain language responses used on the Sentence Completion Test.

TABLE 4.--A summary of the product-moment correlation tests for relationships between the number of "being" and "doing" verbs used on the Sentence Completion Test and the self-measures of the Index of Adjustment and Values.

| IAV<br>Self-<br>Measures | "Being"<br>Verbs | "Doing"<br>Verbs |
|--------------------------|------------------|------------------|
| I                        | $r = .59^*$      | $r = .59^*$      |
| II                       | $r = .61^*$      | $r = .57^*$      |
| III                      | $r = .50^*$      | $r = .53^*$      |
| DS                       | $r = .67^*$      | $r = .60^*$      |

\*Significant at the .01 level of significance using 62 degrees of freedom.

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Perceptions of self and projected evaluations of counseling peers were contrasted. Comparisons were made within the sample population to determine if relationships existed on the basis of age, sex, and educational level. The Pearson product-moment correlation coefficient was employed to test for the relationships between the categories of the IAV and the verb responses on the SCT. Rank-distribution tables were constructed to ascertain the existence of or trends in the relationships between the counselor's self-perception and his age, sex, and educational level.

Having analyzed the data concerning the counselor's perception of himself and his projected evaluation of his counseling peer group, the focus of the study turns to Chapter V and the summary and conclusions of the study.

## CHAPTER VI

### SUMMARY AND CONCLUSIONS

#### The Problem

The purpose of the current study was to investigate the phenomenon known as self-concept as it appears in a randomly selected group of secondary school counselors in the state of Michigan. The study involved sixty-four secondary school counselors at various ages and levels of experience and education.

The counselor's self-perceptions and his projected evaluation of his peer group were determined through the use of the Bills Index of Adjustment and Values, Adult Form, 1950. Comparisons were made within the counselor group to determine if certain relationships existed between the counselor's self-perception and his projected evaluation of his counseling peers. Further comparisons were made within the sample population to ascertain what relationships existed between certain measurements of self-concept and the age, sex, and educational level of the counselor.

Certain language characteristics (verbs) and self-perception were investigated through the use of the Sentence Completion Test, Personnel Analysts, 1956. Comparisons were made between the number of verbs implying action, and the number of verbs implying feeling used by the counselor in response to the incomplete sentence stems. Further comparisons were made within the counselor group to determine if certain relationships existed between these language characteristics and certain self-concept measures of the Index of Adjustment and Values.

For purposes of within-group comparisons, the counselors were categorized into three levels--age, sex, and education. The level of education was further delineated into three divisions: (1) no master's degree; (2) master's degree; and (3) master's degree plus.

The counselor data were obtained through a preliminary request form sent by mail.<sup>1</sup> The counselors were selected by a random-sampling technique. Three hundred names were selected from the Counselor Directory published by the Guidance Services Division of the Department of Public Instruction for the State of Michigan (1961). The subjects for the present study were then

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<sup>1</sup>A copy of the preliminary request form is found in Appendix A.

selected randomly by the flip of a coin. Of the one hundred thirty-eight counselors invited to participate in this study, sixty-four (48 per cent) responded.

The self-administering "adult" form of the IAV and the SCT were sent to the described sample of sixty-four secondary school counselors.

The IAV and SCT data were analyzed by use of the Pearson product-moment correlation coefficient. This statistic was used to test for relationships among the following data: (1) self-concept and projected evaluation of counseling peers' self-concept; (2) acceptance of self and projected evaluation of counseling peers' acceptance of self; (3) ideal self and the projected evaluation of counseling peers' ideal self; (4) self-discrepancy and the projected evaluation of counseling peers' self-discrepancy; (5) number of verbs implying action used on the SCT and each of the four measures of self on the IAV; (6) number of verbs implying feeling used on the SCT and each of the four measures of self on the IAV; and (7) number of verbs implying action used on the SCT and the number of verbs implying feeling used on the SCT.

The data involving age, sex, and educational comparisons were evaluated by use of rank-distribution tables. This methodology was used to determine what distributions existed between

scores rendered on the IAV and the personal data of the counselor.

Seven null hypotheses were tested:

1. There is no significant relationship between the counselor's perception of self and his projected perceptions of his counseling peers' self-concept.
2. There is no significant relationship between the counselor's acceptance of self and his projected acceptance of his counseling peers.
3. There is no significant relationship between the counselor's perception of his ideal self and his projected evaluation of his peers' ideal self.
4. There is no significant relationship between the counselor's self-discrepancy and his projected evaluation of his peers' self-discrepancy.
5. There is no significant relationship between the counselor's self-perception and the age, sex, and education of the counselor.
6. There is no significant relationship between the number of verbs implying feeling used in the Sentence Completion Test and the self-concept measures of the Index of Adjustment and Values.
7. There is no significant relationship between the number of verbs implying action used in the Sentence Completion Test and the self-concept measures of the Index of Adjustment and Values.

In all cases involving correlation coefficients, the .05 level of confidence was used as the basis for acceptance or rejection of the null hypotheses.

### The Findings

#### Results of the within-group comparisons between measures of self and the projected evaluation of counseling peer

The four null hypotheses that were tested are listed below with the results of the data relationships used to test them.

1. There is no significant relationship between the counselor's perception of self and his projected perception of his counseling peers' self-concept. A significant correlation ( $r = .72$ ) was found between the scores of Column I ("self") and Column I ("others"), rendered by the counselor sample, on the IAV. The null hypothesis is therefore rejected.

2. There is no significant relationship between the counselor's acceptance of self and his projected acceptance of his counseling peers. A significant correlation ( $r = .63$ ) was found between the scores of Column II ("self") and Column II ("others"), rendered by the counselor sample, on the IAV. The null hypothesis is rejected.

3. There is no significant relationship between the counselor's perception of his ideal self and his projected evaluation of his peers' ideal self. A significant correlation ( $r = .66$ ) was indicated between the scores of Column III ("self") and Column

III ("others"), rendered by the sample, on the IAV. Therefore, the null hypothesis is rejected.

4. There is no significant relationship between the counselor's self-discrepancy and his projected evaluation of his peers' self-discrepancy. A significant correlation ( $r = .68$ ) was indicated between the two levels of discrepancy scores, rendered by the sample, on the IAV. The null hypothesis is rejected.

Results of within-group comparisons between  
certain measures of self and age,  
sex, and education

The three null subhypotheses are given below with the results of the observed relationships used to arrive at the conclusions.

5. (a). There is no significant relationship between the counselor's self-perception and the age of the counselor. There does not appear to be any observed relationship between the age of the counselor and his scores on the IAV. The comparative data from the Bills normative sample and the sample involved in this study (Figure E-1, Appendix E) indicate substantially higher mean scores rendered by counselors. Age, however, cannot be entirely extracted from these data as a separate factor. The apparent criteria of development, education, and specialization may

all be involved in this discrepancy. The subhypothesis is therefore accepted.

5. (b). There is no significant relationship between the counselor's self-perception and the sex of the counselor. There appears to be some observable variation between the sexes on certain measures of self. Male counselors indicate a larger disparity between their perception of self and their concept of ideal self than female counselors. Both sexes tended to rate their counseling peers higher than themselves. Female counselors appear to rate their counseling peers lower than do male counselors. Female counselors also evaluated themselves more closely to their evaluation of their peer group than the male counselors. Based upon the methodology employed with these data and the nature of the sample, the sex of the counselor cannot be deemed as significantly related to the self-perception scores on the IAV. The subhypothesis is therefore accepted.

5. (c). There is no significant relationship between the counselor's self-perception and the educational level of the counselor. The highest percentage distribution of self-perception scores above the group mean fell in the master's degree category. Female counselors holding master's degrees indicated the largest percentage distribution of self-perception scores above the group

mean. Based upon these observed data, the null subhypothesis cannot be deemed significantly related to the self-perception scores on the IAV. The subhypothesis is therefore accepted.

Results of within-group comparisons between  
certain language characteristics used  
on the Sentence Completion Test  
and measures of self

6. There is no significant relationship between the number of verbs implying feeling used in the SCT and the self-concept measures of the IAV. Correlations ranged from .50 to .67 and were not deemed significant as a result of the high ( $r = .97$ ) intercorrelation between feeling and action verbs. Therefore, the null hypothesis is accepted.

7. There is no significant relationship between the number of verbs implying action used in the SCT and the self-concept measures of the IAV. Correlations ranged from .53 to .60 and were not deemed significant based on the high ( $r = .97$ ) intercorrelation between feeling and action verbs. Therefore, the null hypothesis is accepted.

Conclusions

The following conclusions are drawn from the study and are subject to its limitations.

1. The secondary school counselor's self-perception is related positively to his projected evaluation of his counseling peers. It is recognized, however, that the cause and effect of this relationship cannot be determined by these data.

2. The secondary school counselor perceives himself to be less adequate than he would ideally like to be.

3. As a group, both male and female counselors perceive themselves to be much alike. The female counselor, however, does not evaluate her counseling peer group as highly as the male counselor.

4. (a). The use of verbs in response to incomplete sentence stems correlates positively with the four areas of self-concept measurement on the IAV. (b). The choice of verb used (feeling versus action) in response to incomplete sentence stems does not appear significantly related to concepts of self.

5. There appear to be observable relationships between the sex of the counselors and their discrepancy between real self and ideal self.

6. There appears to be an observable relationship between the sex of a counselor and his projected evaluation of his counseling peer. Female counselors appear to be more critical of their counseling peers.

7. There also appears to be observable relationships between the sex and educational level of the counselor and his perception of self. Female counselors holding master's degrees perceive themselves as more adequate than male counselors in the same educational category.

### Implications

Having completed the presentation of the study, the writer would like to take the liberty of commenting on some views regarding the self-concept phenomenon and the counseling profession. The following statements and conclusions are based on the writer's personal experience and research in the field of counseling. These views and interpretations have also been influenced by thirteen years of teaching experience in public schools and college, six years of professional development and experience in counseling, and the background presented in the completion of the research for this thesis.

Professional counseling is an intensely personal form of activity. As such, the amount, the intensity, and the distribution of the personality involvement of the counselor in the counseling process continues to be a dependent factor for successful outcomes. The complex structures of the self which eventually and

apparently emote during successful counseling, on the part of both counselor and client, may continue to be a greater influence on the counselor-client relationship than any of the systematic differences in procedure.

To this point, the discussion of the self-concept within this study has followed the research literature rather closely. Research in this area has concerned itself almost exclusively with one aspect or quality of the self-concept: its positive or negative valence. Suggestions of other qualities of the self-concept that would appear to merit more consideration and research in the area of counselor assessment and professional inquiry are as follows:

1. Complexity and breadth. The assumption may be made that normal adults have more complex and better differentiated self-concepts than children; and that highly intelligent and cultured adults have more complex and more consciously defined self-concepts than, for example, adults of borderling intelligence, lesser education, and a narrower range of experience. The counselor who lives only for his work would be expected to have a less expanded self-concept than an individual with a larger variety of interest and activities.

These comments and subsequent statements in the literature lead to the conclusion that individuals may vary both in the extent to which they have a developed self-concept (how extensive, structured, or differentiated the self is from the not-self stimuli), and in the extent to which the self-concept that exists is conscious or unconscious, as well as the content of self.

2. Congruency and accuracy. The self-concept, it would seem, should conform rather closely to the actual life situation of the individual. It would appear to be of most importance in the counseling profession to ascertain the degree of unity or disunity between the counselor's perception of self and his concept of his role function. Many successful people still maintain the self-concept of shy, inadequate adolescence. Less frequently observed may be the example of the essentially inadequate individual who sees himself as a powerful and successful figure in counseling. Much of psychotherapy and counseling has as its goal an increase in the congruency of the self-concept.

In summary, then, the self-concept may be an important feature of behavioral consistency across counseling roles, and the accuracy of the counselor's self-concept may be limited by the individual's condition of worth.

3. Clarity and articulateness. Highly self-aware of inner-directed individuals may have clearer and more articulate, though not necessarily more accurate, self-concepts than those who are more extroverted and outer-directed. It is also possible that highly verbal individuals have clearer, or at least more articulate, self-concepts than relative nonverbal individuals. These areas need to be explored further as they relate to the counseling personality.

4. Consistency. The stability of the self-concept is related to consistency. A thread of consistency runs through an individual's performances in various roles. These roles and the role prescriptions comprise an important source of schemas which serve to organize behaviors into defined patterns. As previously stated, the self-concept is developed and enhanced through the ability to discriminate, adapt, and maintain an acceptable inner and outer role function. These role conflicts may constitute a major source of inappropriate behavior and personal discomfort.

5. Flexibility. The notion of flexibility is somewhat related to both congruency and accuracy, as well as consistency. It does include something more, however: the ability to change roles and shift from one appropriate self-concept to another as the occasion demands. Flexibility is also somewhat related to

the notion of complexity. The maturing process demands varied self-concepts. Role performances can vary from role prescriptions as the individual matures. This repertoire of roles, identifications with roles, and subsequent self-conceptualization should increase with maturity, yet maintain enough looseness in role demands to allow the thread of consistent individuality to run through the individual's performance with himself and with others.

This thesis was undertaken for the purpose of investigating some descriptive aspects of the self-concept as they apply to a sample population of active secondary school counselors in the state of Michigan. The relevance of personality psychology is recognized, but not expanded in the body of this research.

Regardless of which of the enduring or unique characteristics of personality to be investigated, in a study such as this, conclusions cannot be drawn from a relationship between them and the conditions that may control them until the relationship has been demonstrated as reliable. The search for methods and instruments to more adequately investigate and measure the amount, the intensity, and the distribution, as well as the reliability, of the counseling experience and the effect and nature of counselor's personality upon this relationship continues to be an exciting challenge.

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**APPENDIX A**

**LETTER QUESTIONNAIRE**

HOPE COLLEGE  
Holland, Michigan  
The Department of Psychology

Dear Counselor:

This research is being conducted by me, as a doctoral student, under Dr. Walter F. Johnson of Michigan State University.

Would you be willing to take the following self-administered inventories?

- (a) Bills Index of Adjustment and Values
- (b) Sentence Completion Test

A copy of the findings and interpretations will be sent to you.

If you are willing to take part in this research, please complete the following information and return it to me.

Name \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_  
School \_\_\_\_\_ City \_\_\_\_\_

Counseling (check one)    ☐ full time \_\_\_\_\_ years  
                                         ☐ part time \_\_\_\_\_ years

Level of formal training in Counseling and Guidance:

Graduate hours \_\_\_\_\_  
MA \_\_\_\_\_  
MA+ \_\_\_\_\_

Have you attended a N.D.A. Counseling Institute?

yes \_\_\_\_\_ no \_\_\_\_\_ when \_\_\_\_\_ where \_\_\_\_\_

Thank you for your consideration and cooperation.

Cordially,

Robert S. Brown, Instructor

## APPENDIX B

### INDEX OF ADJUSTMENT AND VALUES AND SENTENCE COMPLETION TEST

## Instructions for the IAV "SELF"

Take each term separately and apply it to yourself in three ways. Select the number beside the phrase below that tells how much of the time the statement is like you and insert in Column I.

- |          |                                                                                                                                                   |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Column I | 1. <u>Seldom</u><br>2. <u>Occasionally</u><br>3. <u>About half of the time</u><br>4. <u>A good deal of the time</u><br>5. <u>Most of the time</u> |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------|

Select the number beside the statement that tells how you feel about the way you are and insert the number in Column II.

- |           |                                                                                                                                                                                                                                                                                      |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Column II | 1. I very much dislike being as I am in this respect.<br>2. I dislike being as I am in this respect.<br>3. I neither dislike being as I am nor like being as I am in this respect.<br>4. I like being as I am in this respect.<br>5. I like very much being as I am in this respect. |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Select the number beside the phrase that tells how much of the time you would like to be this kind of a person and insert the number in Column III.

- |            |                                                                                                                                                   |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Column III | 1. <u>Seldom</u><br>2. <u>Occasionally</u><br>3. <u>About half of the time</u><br>4. <u>A good deal of the time</u><br>5. <u>Most of the time</u> |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------|

Start with the word ACCEPTABLE and fill in Columns I, II, & III before going on to the next word. There is no time limit. Be honest with yourself so that your description will be a true measure of how you look at yourself.

| NAME             |   |    |     | "SELF"            |   |    |     |
|------------------|---|----|-----|-------------------|---|----|-----|
|                  | I | II | III |                   | I | II | III |
| a. academic      | — | —  | —   | 25. meddlesome    | — | —  | —   |
| 1. acceptable    | — | —  | —   | 26. merry         | — | —  | —   |
| 2. accurate      | — | —  | —   | 27. mature        | — | —  | —   |
| 3. alert         | — | —  | —   | 28. nervous       | — | —  | —   |
| 4. ambitious     | — | —  | —   | 29. normal        | — | —  | —   |
| 5. annoying      | — | —  | —   | 30. optimistic    | — | —  | —   |
| 6. busy          | — | —  | —   | 31. poised        | — | —  | —   |
| 7. calm          | — | —  | —   | 32. purposeful    | — | —  | —   |
| 8. charming      | — | —  | —   | 33. reasonable    | — | —  | —   |
| 9. clever        | — | —  | —   | 34. reckless      | — | —  | —   |
| 10. competent    | — | —  | —   | 35. responsible   | — | —  | —   |
| 11. confident    | — | —  | —   | 36. sarcastic     | — | —  | —   |
| 12. considerate  | — | —  | —   | 37. sincere       | — | —  | —   |
| 13. cruel        | — | —  | —   | 38. stable        | — | —  | —   |
| 14. democratic   | — | —  | —   | 39. studious      | — | —  | —   |
| 15. dependable   | — | —  | —   | 40. successful    | — | —  | —   |
| 16. economical   | — | —  | —   | 41. stubborn      | — | —  | —   |
| 17. efficient    | — | —  | —   | 42. tactful       | — | —  | —   |
| 18. fearful      | — | —  | —   | 43. teachable     | — | —  | —   |
| 19. friendly     | — | —  | —   | 44. useful        | — | —  | —   |
| 20. fashionable  | — | —  | —   | 45. worthy        | — | —  | —   |
| 21. helpful      | — | —  | —   | 46. broad-minded  | — | —  | —   |
| 22. intellectual | — | —  | —   | 47. businesslike  | — | —  | —   |
| 23. kind         | — | —  | —   | 48. competitive   | — | —  | —   |
| 24. logical      | — | —  | —   | 49. fault-finding | — | —  | —   |

## Instructions for the IAV "OTHERS"

Complete this index as you think the average school counselor would complete it for himself. Follow the same procedures as you did for yourself.

- |            |                                                                                                                                                                                                                                                                                                                                                          |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Column I   | <ol style="list-style-type: none"><li>1. Seldom is this like he sees himself.</li><li>2. Occasionally, this is the way he sees himself.</li><li>3. About half of the time, this is the way he sees himself.</li><li>4. A good deal of the time, this is the way he sees himself.</li><li>5. Most of the time, this is the way he sees himself.</li></ol> |
| Column II  | <ol style="list-style-type: none"><li>1. He very much dislikes being this way.</li><li>2. He dislikes being this way.</li><li>3. He neither dislikes or likes being this way.</li><li>4. He likes being this way.</li><li>5. He very much likes being this way.</li></ol>                                                                                |
| Column III | <ol style="list-style-type: none"><li>1. Seldom, would he like this to be him.</li><li>2. Occasionally, he would like this to be him.</li><li>3. About half the time, he would like this to be him.</li><li>4. A good deal of the time, he would like this to be him.</li><li>5. Most of the time, he would like this to be him.</li></ol>               |

## "OTHERS"

| NAME             |   |    |     |                   |   |    |     |
|------------------|---|----|-----|-------------------|---|----|-----|
|                  | I | II | III |                   | I | II | III |
| a. academic      | — | —  | —   | 25. meddlesome    | — | —  | —   |
| 1. acceptable    | — | —  | —   | 26. merry         | — | —  | —   |
| 2. accurate      | — | —  | —   | 27. mature        | — | —  | —   |
| 3. alert         | — | —  | —   | 28. nervous       | — | —  | —   |
| 4. ambitious     | — | —  | —   | 29. normal        | — | —  | —   |
| 5. annoying      | — | —  | —   | 30. optimistic    | — | —  | —   |
| 6. busy          | — | —  | —   | 31. poised        | — | —  | —   |
| 7. calm          | — | —  | —   | 32. purposeful    | — | —  | —   |
| 8. charming      | — | —  | —   | 33. reasonable    | — | —  | —   |
| 9. clever        | — | —  | —   | 34. reckless      | — | —  | —   |
| 10. competent    | — | —  | —   | 35. responsible   | — | —  | —   |
| 11. confident    | — | —  | —   | 36. sarcastic     | — | —  | —   |
| 12. considerate  | — | —  | —   | 37. sincere       | — | —  | —   |
| 13. cruel        | — | —  | —   | 38. stable        | — | —  | —   |
| 14. democratic   | — | —  | —   | 39. studious      | — | —  | —   |
| 15. dependable   | — | —  | —   | 40. successful    | — | —  | —   |
| 16. economical   | — | —  | —   | 41. stubborn      | — | —  | —   |
| 17. efficient    | — | —  | —   | 42. tactful       | — | —  | —   |
| 18. fearful      | — | —  | —   | 43. teachable     | — | —  | —   |
| 19. friendly     | — | —  | —   | 44. useful        | — | —  | —   |
| 20. fashionable  | — | —  | —   | 45. worthy        | — | —  | —   |
| 21. helpful      | — | —  | —   | 46. broad-minded  | — | —  | —   |
| 22. intellectual | — | —  | —   | 47. businesslike  | — | —  | —   |
| 23. kind         | — | —  | —   | 48. competitive   | — | —  | —   |
| 24. logical      | — | —  | —   | 49. fault-finding | — | —  | —   |

## PERSONNEL ANALYSTS

Sentence Completion Test

Complete each of the following sentences with whatever comes to mind--regardless of spelling, grammar, or whether or not it "makes sense." Write down your first impression. If you are unable to complete an item, skip it, and go back to it later. Work as quickly as you can.

1. The sports I enjoy most are
2. My future
3. I dislike people who
4. Clerical details are something I
5. I am often thought of as being
6. When it comes to getting things done
7. People who give orders
8. The main driving force of my life is
9. My head

10. When I have to make a decision, I
11. My fondest ambition
12. I think most conferences
13. Getting started
14. Getting ahead
15. When criticized, I often
16. People under me
17. It irks me when others
18. Physical exertion is something I
19. If only I wouldn't
20. I work mainly for
21. When I have something to say
22. My legs
23. People think of me as

24. Sometimes I feel that my boss
25. My judgment often
26. When in doubt, I
27. When they put me in charge, I
28. People in authority
29. Having to talk to people is something I
30. When turned down I
31. Being rushed
32. Money is
33. To strangers I appear
34. I object to people who
35. I let off steam by
36. When it comes to the other guy
37. If I had one wish I would

38. After being called on the carpet I
39. People work best when
40. My nerves
41. Security means
42. When work piles up, I feel like
43. What gets me into trouble is
44. As for my health
45. When luck turns against me I
46. Travelling around is something I
47. Secretly I
48. I find group discussions to be
49. My friends think of me as
50. When laughed at, I
51. When asked to speed up, I

- 52. The worst thing a person could do is
- 53. To get along with others, one must
- 54. The weakest part of me
- 55. Being responsible means
- 56. Having to handle business transactions is something I
- 57. My only trouble is
- 58. Having authority means
- 59. Nothing makes me more furious than
- 60. At the end of the day I
- 61. When I let go
- 62. I hope
- 63. Most employees expect a boss to
- 64. I think of myself as
- 65. When I meet people I generally feel

- 66. When it comes to telling someone off, I
- 67. I can't stand someone who
- 68. When my request is refused, I
- 69. Putting me in charge
- 70. I wish I wouldn't
- 71. A person must try to
- 72. Sometimes I feel bosses
- 73. I would quit a job if
- 74. When I see others doing better, I
- 75. Many regulations

## APPENDIX C

### DISTRIBUTION OF INDEX OF ADJUSTMENT AND VALUES DATA

TABLE C-1.--The distribution of concept of self scores (Column I) for counselors (negative traits reversed).<sup>a</sup>

| Score | (f) | Score | (f) |
|-------|-----|-------|-----|
| 241   | 1   | 207   | 1   |
| 240   | 1   | 206   | 2   |
| 236   | 1   | 205   | 4   |
| 232   | 1   | 204   | 1   |
| 229   | 1   | 203   | 2   |
| 228   | 1   | 202   | 1   |
| 224   | 1   | 201   | 1   |
| 223   | 1   | 200   | 1   |
| 221   | 4   | 199   | 4   |
| 220   | 1   | 198   | 1   |
| 219   | 2   | 196   | 1   |
| 218   | 2   | 195   | 2   |
| 217   | 1   | 194   | 5   |
| 215   | 1   | 191   | 1   |
| 214   | 1   | 188   | 1   |
| 213   | 1   | 185   | 2   |
| 212   | 2   | 181   | 1   |
| 211   | 2   | 177   | 1   |
| 210   | 6   | 176   | 1   |

<sup>a</sup>N = 64; X = 207.51; standard deviation = 14.17.

TABLE C-2.--The distribution of acceptance and self scores  
(Column II) for counselors.<sup>a</sup>

| Score | (f) | Score | (f) |
|-------|-----|-------|-----|
| 239   | 1   | 189   | 3   |
| 223   | 1   | 188   | 3   |
| 222   | 1   | 187   | 5   |
| 220   | 1   | 185   | 4   |
| 219   | 1   | 184   | 1   |
| 216   | 1   | 181   | 1   |
| 215   | 2   | 180   | 1   |
| 212   | 2   | 179   | 2   |
| 210   | 1   | 178   | 1   |
| 209   | 2   | 177   | 1   |
| 207   | 1   | 176   | 2   |
| 205   | 1   | 174   | 1   |
| 203   | 2   | 173   | 1   |
| 201   | 1   | 169   | 1   |
| 200   | 1   | 168   | 2   |
| 197   | 1   | 167   | 1   |
| 196   | 1   | 162   | 2   |
| 195   | 1   | 160   | 1   |
| 193   | 1   | 158   | 1   |
| 192   | 1   | 155   | 1   |
| 191   | 1   | 149   | 2   |
| 190   | 1   | 139   | 1   |

<sup>a</sup>N = 64; X = 188.48; standard deviation = 22.97.

**TABLE C-3.--The distribution of concept of ideal self scores (Column III) for counselors.<sup>a</sup>**

| Score | (f) | Score | (f) |
|-------|-----|-------|-----|
| 250   | 1   | 225   | 3   |
| 247   | 2   | 224   | 1   |
| 244   | 1   | 223   | 6   |
| 243   | 3   | 222   | 3   |
| 241   | 1   | 220   | 2   |
| 240   | 3   | 219   | 1   |
| 238   | 1   | 215   | 1   |
| 237   | 2   | 214   | 2   |
| 236   | 2   | 213   | 2   |
| 235   | 1   | 211   | 1   |
| 233   | 3   | 209   | 1   |
| 232   | 3   | 208   | 1   |
| 231   | 1   | 207   | 1   |
| 230   | 2   | 206   | 1   |
| 229   | 1   | 204   | 2   |
| 228   | 2   | 203   | 1   |
| 227   | 3   | 195   | 1   |
| 226   | 1   | 147   | 1   |

<sup>a</sup>N = 64; X = 225.00; standard deviation = 16.00.

TABLE C-4.--The distribution of self-discrepancy scores for counselors.<sup>a</sup>

| Score | (f) | Score | (f) |
|-------|-----|-------|-----|
| 70    | 1   | 26    | 2   |
| 50    | 1   | 24    | 3   |
| 47    | 1   | 23    | 1   |
| 44    | 1   | 22    | 2   |
| 43    | 1   | 21    | 1   |
| 41    | 1   | 20    | 4   |
| 39    | 3   | 19    | 3   |
| 38    | 4   | 17    | 2   |
| 36    | 1   | 16    | 1   |
| 35    | 4   | 15    | 2   |
| 32    | 6   | 14    | 2   |
| 31    | 3   | 13    | 2   |
| 30    | 2   | 11    | 3   |
| 29    | 1   | 7     | 1   |
| 27    | 2   | 6     | 1   |

<sup>a</sup>N = 64; X = 26.54; standard deviation = 12.36.

TABLE C-5.--The distribution of others (Column I) scores for counselors (negative traits reversed).<sup>a</sup>

| Score | (f) | Score | (f) |
|-------|-----|-------|-----|
| 248   | 1   | 218   | 1   |
| 256   | 1   | 217   | 2   |
| 245   | 1   | 216   | 1   |
| 241   | 1   | 215   | 2   |
| 240   | 1   | 214   | 2   |
| 238   | 1   | 213   | 2   |
| 236   | 2   | 212   | 1   |
| 235   | 1   | 211   | 1   |
| 234   | 1   | 210   | 3   |
| 233   | 1   | 208   | 2   |
| 232   | 2   | 206   | 4   |
| 231   | 1   | 205   | 1   |
| 230   | 1   | 204   | 1   |
| 228   | 1   | 202   | 2   |
| 227   | 1   | 199   | 2   |
| 226   | 3   | 198   | 1   |
| 225   | 2   | 194   | 1   |
| 223   | 1   | 189   | 1   |
| 222   | 2   | 183   | 2   |
| 221   | 4   | 182   | 1   |
| 220   | 1   | 177   | 1   |

<sup>a</sup>N = 64; X = 216.92; standard deviation = 15.90.

**TABLE C-6.--The distribution of others (Column II) scores for counselors.<sup>a</sup>**

| Score | (f) | Score | (f) |
|-------|-----|-------|-----|
| 246   | 1   | 201   | 1   |
| 245   | 1   | 200   | 2   |
| 243   | 1   | 199   | 2   |
| 234   | 1   | 198   | 2   |
| 232   | 1   | 197   | 3   |
| 231   | 1   | 194   | 1   |
| 228   | 1   | 193   | 2   |
| 223   | 2   | 191   | 4   |
| 222   | 1   | 190   | 3   |
| 218   | 1   | 188   | 1   |
| 216   | 2   | 186   | 1   |
| 215   | 2   | 185   | 1   |
| 212   | 2   | 184   | 1   |
| 211   | 2   | 181   | 1   |
| 208   | 1   | 180   | 1   |
| 207   | 2   | 178   | 1   |
| 206   | 2   | 177   | 2   |
| 205   | 2   | 169   | 1   |
| 204   | 1   | 167   | 2   |
| 203   | 3   | 147   | 1   |
| 202   | 1   |       |     |

<sup>a</sup>N = 64; X = 202.53; standard deviation = 18.60.

TABLE C-7.--The distribution of others (Column III) scores for counselors.<sup>a</sup>

| Score | (f) | Score | (f) |
|-------|-----|-------|-----|
| 247   | 1   | 227   | 3   |
| 246   | 1   | 226   | 2   |
| 245   | 1   | 225   | 2   |
| 244   | 2   | 223   | 1   |
| 243   | 1   | 222   | 2   |
| 242   | 1   | 221   | 2   |
| 241   | 2   | 220   | 2   |
| 239   | 1   | 219   | 1   |
| 238   | 5   | 218   | 3   |
| 236   | 4   | 217   | 1   |
| 235   | 4   | 214   | 2   |
| 234   | 1   | 213   | 1   |
| 233   | 1   | 211   | 1   |
| 232   | 1   | 209   | 1   |
| 231   | 2   | 208   | 1   |
| 230   | 1   | 204   | 1   |
| 229   | 3   | 203   | 1   |
| 228   | 4   | 193   | 1   |

<sup>a</sup>N = 64; X = 227.92; standard deviation = 11.87.

**TABLE C-8.--The distribution of others discrepancy scores for counselors.<sup>a</sup>**

| Score | (f) | Score | (f) |
|-------|-----|-------|-----|
| 61    | 1   | 21    | 1   |
| 51    | 2   | 20    | 1   |
| 50    | 1   | 19    | 1   |
| 49    | 1   | 18    | 1   |
| 44    | 1   | 17    | 1   |
| 35    | 1   | 15    | 2   |
| 34    | 1   | 13    | 3   |
| 33    | 1   | 12    | 3   |
| 32    | 1   | 11    | 3   |
| 31    | 2   | 10    | 4   |
| 30    | 1   | 9     | 3   |
| 29    | 1   | 8     | 3   |
| 28    | 3   | 6     | 1   |
| 27    | 3   | 5     | 2   |
| 26    | 2   | 4     | 1   |
| 25    | 1   | 3     | 1   |
| 23    | 4   | 2     | 1   |
| 22    | 1   | 1     | 4   |

<sup>a</sup>N = 64; X = 19.84; standard deviation = 13.78.

TABLE C-9.--The distribution of verbs implying action used by counselors on the Sentence Completion Test.<sup>a</sup>

| No. of<br>Verbs | (f) |
|-----------------|-----|
| 47              | 2   |
| 46              | 1   |
| 45              | 1   |
| 43              | 1   |
| 41              | 1   |
| 40              | 3   |
| 39              | 2   |
| 38              | 2   |
| 37              | 6   |
| 36              | 6   |
| 35              | 2   |
| 34              | 5   |
| 33              | 6   |
| 32              | 9   |
| 31              | 3   |
| 30              | 4   |
| 29              | 1   |
| 28              | 1   |
| 27              | 1   |
| 26              | 2   |
| 25              | 2   |
| 24              | 1   |
| 19              | 1   |

<sup>a</sup>N = 64; X = 34.07; standard deviation = 5.29.

TABLE C-10.--The distribution of verbs implying feeling used by counselors on the Sentence Completion Test.<sup>a</sup>

| No. of<br>Verbs | (f) |
|-----------------|-----|
| 56              | 1   |
| 50              | 2   |
| 49              | 1   |
| 48              | 3   |
| 47              | 2   |
| 46              | 1   |
| 45              | 2   |
| 44              | 1   |
| 43              | 7   |
| 42              | 8   |
| 41              | 9   |
| 40              | 2   |
| 39              | 3   |
| 38              | 6   |
| 37              | 2   |
| 36              | 2   |
| 35              | 4   |
| 34              | 2   |
| 31              | 1   |
| 30              | 1   |
| 29              | 1   |
| 28              | 1   |
| 27              | 1   |
| 22              | 1   |

<sup>a</sup>N = 64; X = 40.23; standard deviation = 5.65.

## APPENDIX D

### GRAPHS OF MALE AND FEMALE AGE AND INDEX OF ADJUSTMENT VALUES SCORE DATA

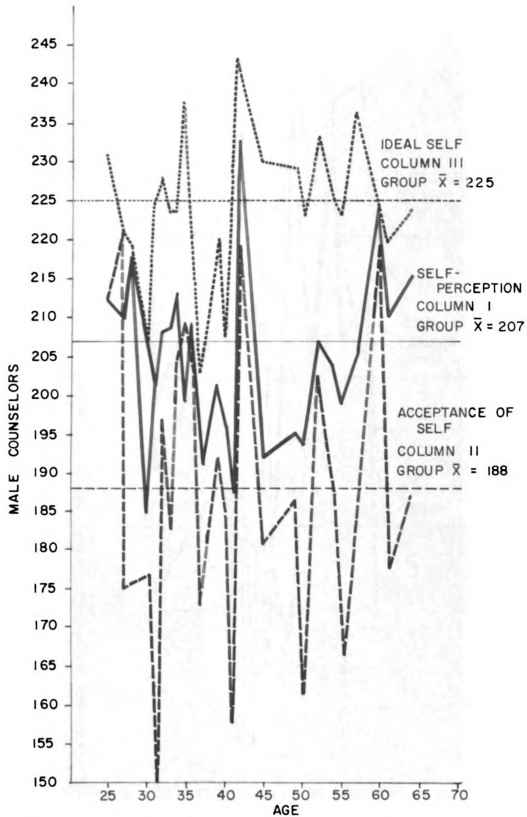


Fig. D-1.--Index of Adjustment and Values (self) scores, male counselors.

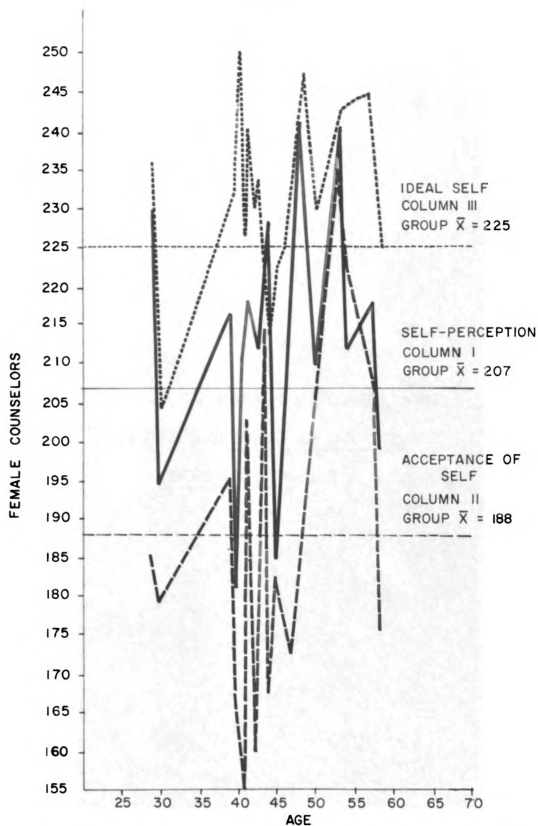


Fig. D-2.--Index of Adjustment and Values (self) scores, female counselors.

## APPENDIX E

### FIGURE OF COMPARATIVE POPULATIONS SCORES AND INDEX OF ADJUST- MENT VALUES DATA

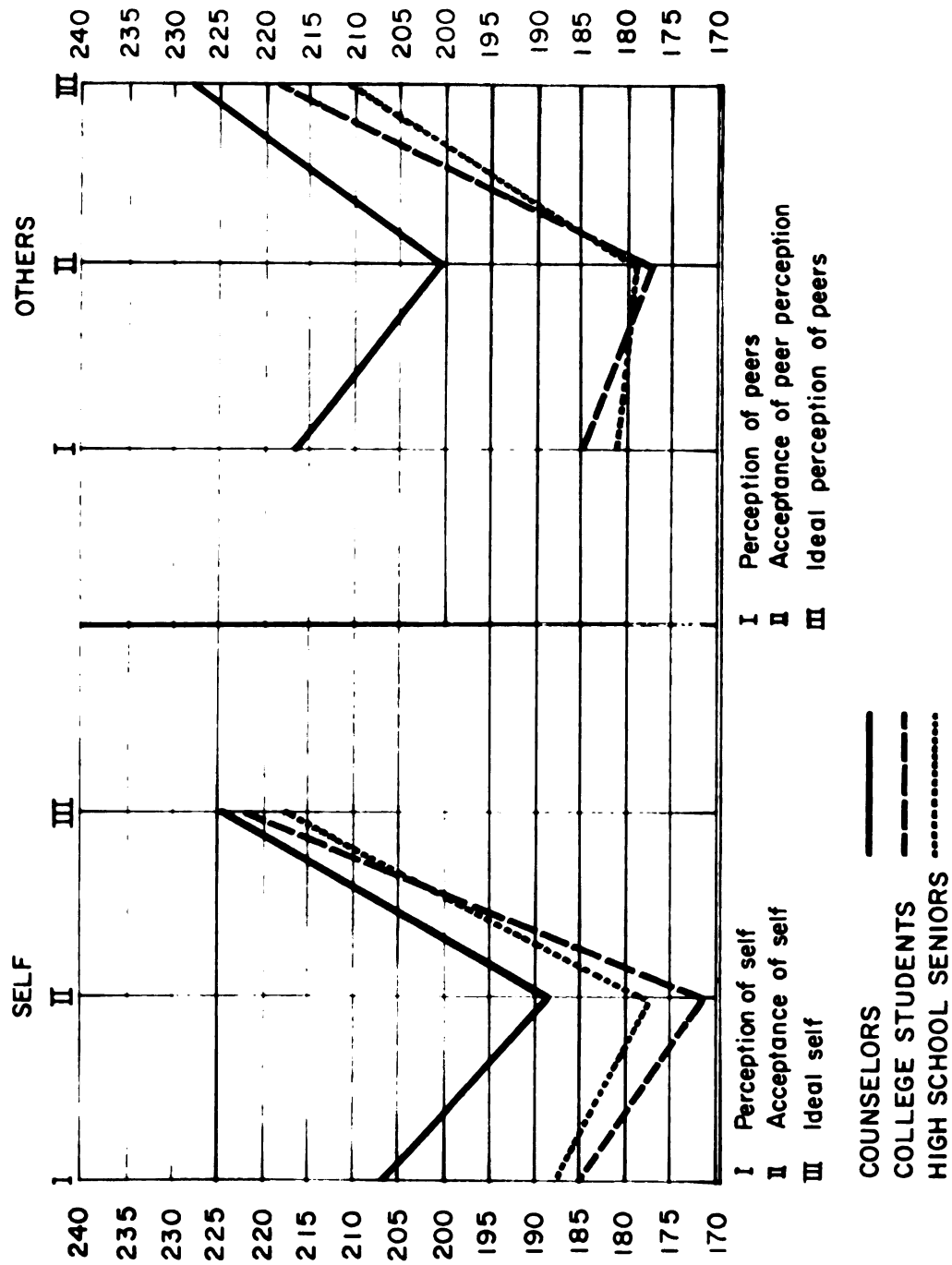


Fig. E-1.--Counselors, college students, and high school seniors mean self and others scores on the Index of Adjustment and Values.

ROOM USE ONLY

ROOM USE ONLY

NOV 11 1965

~~JUL 12 1966~~

NOV 12 1965

~~JUL 19 1966~~ *BD*