

**A STUDY OF LEADER TAUGHT
GOALS IN GROUP COUNSELING**

BY

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119
A STUDY OF LEADER TAUGHT GOALS
IN GROUP COUNSELING

A Research Paper

Presented to

the Graduate Council of
Austin Peay State University

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

in Education

by

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August 1972

To the Graduate Council:

I am submitting herewith a Research Paper written by Raymond Guy Stanley, Jr., entitled "A Study of Leader-Taught Goals in Group Counseling." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts in Education, with a major in Guidance and Counseling.

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ACKNOWLEDGEMENTS

The author wishes to express sincere appreciation to Dr. Elizabeth Stokes, Professor of Psychology, who aided and counseled him during the course of the study, and to Dr. Garland Blair, Professor of Psychology, for his assistance in the statistical computations.

Appreciation is extended to Mr. Howard Thompson, principal of Clarksville High School, and Mrs. Emily Marable and Mrs. Shiela Foust, counselors at Clarksville High School, for their cooperation with this study.

The author wishes to thank his mother, Mrs. Raymond Stanley, for typing and proof reading the manuscript.

TABLE OF CONTENTS

	PAGE
LIST OF TABLES	vi
CHAPTER	
I. INTRODUCTION	1
STATEMENT OF THE PROBLEM	5
DEFINITION OF TERMS	6
HYPOTHESES	6
II. REVIEW OF THE LITERATURE	8
III. MATERIALS AND METHODS	15
PERSONAL ORIENTATION INVENTORY	15
Scales	16
Use	18
Validity	18
Reliability	20
PROCEDURE	20
IV. ANALYSIS OF THE DATA	28
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	
FOR FURTHER STUDY	33
SUMMARY	33
CONCLUSIONS	35
RECOMMENDATIONS FOR FURTHER STUDY	36

CHAPTER	PAGE
APPENDIXES	38
A. GROUP COUNSELING	38
B. GROUP COUNSELING VOLUNTEER SHEET	40
REFERENCES	41

LIST OF TABLES

TABLE	PAGE
1. Attendance of the Traditional Group	23
2. Attendance of the Goal Oriented Group	25
3. Mean Total Self-Actualization Scores	28
4. Mean A Scale Scores	29
5. Mean C Scale Scores	30
6. Simple Analysis of Covariance Total POI Scores	30
7. Simple Analysis of Covariance POI A Scale Scores	31
8. Simple Analysis of Covariance POI C Scale Scores	31

CHAPTER I

INTRODUCTION

Goals for the group in group counseling appear to be unheard of in research literature. As Warters (1960: 173) writes, "There is no group goal; there are only individual goals." The true benefit of group counseling is that which benefits each individual counselee. However, Nelson (1971) believes that certain immediate goals for each counseling session will, when taught, significantly benefit the group counseling process. Nelson (1971: 25) writes:

Young people who participate in group counseling need help in understanding the goals of the group because these goals may otherwise act as hidden agenda items and because they have no norms for understanding whether or not the group is functioning effectively.

His three steps for organizing and beginning the process of group counseling answer the following questions which are often of concern to the new counselee: Can I trust these others? Can I discuss my concerns? Will the counselor take the leadership? What will my role be? Is this going to be like other group situations? Other questions mentioned by Nelson which are often asked after one or more counseling session are: Are we getting anywhere? Is all of this chatter constructive? What do I, what does the counselor, and what do others think of our progress? What is progress in

group counseling anyway? The goals which he suggests teaching answer these questions.

Following is a brief description of Nelson's method, untested as stated in the article, for organizing and beginning the process of group counseling:

1. The self-selection process involves the introduction of group counseling in the classroom, teaching class members that (a) selections will be made from among volunteers who wish to discuss things that bother them; (b) common concerns may be the basis for member selection; (c) the members will be expected to talk about their own concerns and help others discuss theirs; (d) the counselor will try to understand each member, to help each person tell how he feels, and to help each discover what he can do to live more richly; and (e) the matters discussed in group counseling are to remain confidential. This introductory process concludes with the answering of any questions the class might have and the completion by them of some type of written inventory which contains some kind of simple device on which the students may note their interest in counseling. Mr. Nelson's method of selecting members for specific groups is much the same as many other methods of selection.

2. Obtaining commitment is begun by the previously mentioned written indication from the students. It continues with individual interviews with prospective group members in which the counselor asks that the commitment be made

explicit:

If you are going to be a member of the group, I need to know you and know that you want the group to help you. I would like you to think about what you would like to work on - some behavior or attitude that you don't care for in yourself-something that is hurting you or bothering you. What is it about you or your life that you think the group might help you with? It may be hard to talk about it. I'll try to help you and try to understand. (Nelson, 1971: 27)

On the basis of this interview the counselor finalizes membership in the group.

3. Sharing goals is the third and only really different part of Nelson's organizational process. After introduction and normal remarks made at the beginning of the first session, the following four goals are written on a blackboard and explained to the group as being their goals for this meeting.

3.1. Deep listening.

3.2 Helping one another talk.

3.3 Discussing problems or concerns.

3.4 Discussing feelings.

The group is told that at the end of the session, time will be saved to check on whether these things have been done in the group. At the end of the first session these four goals are mentioned again with examples which may have been met in the group session. Two additional goals are then introduced or may be introduced whenever they are exhibited.

3.5 Confronting.

3.6 Planning.

These six goals, having been thoroughly explained in the first session, are mentioned again in the second session, and are thereafter only mentioned at the end of each session when a few minutes are taken to check whether or not the goals were achieved, at least some of the time.

This model for group counseling is intended to facilitate the work of the counselor and to increase the understanding of the group members themselves. Nelson writes:

Several experiences with this format have seemed to establish that the focus of groups of varying age levels more readily and more consistently has been directed toward consideration of personal concerns, rather than events and stories. Certainly it may be expected that sharing the goals which the counselor often holds implicit will increase the chances that these goals will be achieved. (Nelson, 1971: 28)

Research is in progress at Purdue University to test whether this approach has a positive effect on achieving legitimate goals of group counseling. No other research using these goals has appeared in the literature.

Using the reasoning of Gordon (1955), people join groups because they perceive in them "a way of actualizing their own capacities." Self-actualization is seen by Maslow (1954, 1962) as a basic need of the individual. Maslow's idea of a self-actualizing person is a person who is more fully functioning and lives a more enriched life than does the average person. Such an individual is seen as developing and utilizing all of his unique capabilities, or potentialities, free of the inhibitions and emotional turmoil of

those less self-actualized. Rogers' (1951, 1961) writings reflect the same idea as do those of Brammer and Shostrom (1960). All these authors suggest that such a person might be seen as the goal of the counseling process. (Shostrom, 1966, 5.) Therefore, the conclusion can be reached that an increase in self-actualization shows a benefit from the counseling process and that a larger increase in self-actualization shows a greater benefit for the members showing such an increase.

There is a need to determine through research whether the teaching of the six goals suggested by Nelson causes an increase in self-actualization of students in group counseling.

STATEMENT OF THE PROBLEM

The purpose of this study was to determine if the use of Nelson's goals increased self-actualization of high school students with whom they were used in a group counseling situation. Three groups were organized using the first two steps as presented by Nelson. Two of these groups underwent group counseling for nine sessions, each lasting for one class period during the regular school day. One of these two groups was taught the six goals as presented by Nelson; the other group was not taught the goals. The third group received no counseling. Each member of the three groups was administered the Personal Orientation Inventory

(POI) for the purpose of measuring self-actualization prior to the first group meeting and after the last group meeting, and the mean scores of the three groups were compared.

DEFINITION OF TERMS

1. Goal Oriented Group: Students who volunteered for and participated in the counseling group which was taught the six goals and was otherwise non-directive.

2. Traditional Group: Students who volunteered for and participated in the counseling group which was not taught the six goals and was totally non-directive.

3. No Counseling Group: Students who volunteered for group counseling but did not participate in counseling sessions.

HYPOTHESES

The null hypotheses were tested by statistical analysis of the data collected and are stated as follows:

1. There is no significant difference (at .05 level) among the total scores on the POI of subjects in the three treatment groups with the differences in the initial level of self-actualization partialled out.

2. There is no significant difference (at .05 level) among the scores on the A scale of the POI of subjects in the three different treatment groups with the differences in the initial level of self-actualization partialled out.

3. There is no significant difference (at .05 level) among the scores on the C scale of the POI of subjects in the three different treatment groups with the differences in the initial level of self-actualization partialled out.

CHAPTER II

REVIEW OF THE LITERATURE

It is believed that people increase in self-actualization as a result of group counseling. In studies of high school students group counseling has been shown to be of significant benefit, although no research was located on change in self-actualization of high school students in group counseling. As a result of group counseling, Perkins (1971) achieved an increase in grade point average of bright underachieving ninth graders. Andrews (1971) used group counseling to reduce anxiety in high school students. Both an increase in grade point average and a decrease in absenteeism, when compared to a control group, were shown by Creange (1971), who also used group counseling with under-achieving ninth graders.

The POI has been used in studies reported in over 50 published articles and 60 unpublished reports and dissertations involving a wide diversity of subjects including business, college students, felons, ministers and nurses. It has also been used with a great variety of criteria such as college achievement, time in therapy and counseling and teaching effectiveness. The great number of studies in which significant relationships have been obtained between

POI scales and criteria testify to the social relevance of concepts of self-actualization measured by the POI. (Knapp, 1971:17)

Following is a review of the literature on the POI as it has been used with adolescents and as a measure of the counseling process.

High school samples have been the focus of several investigations utilizing the POI. In general adolescent subjects score considerably lower on the POI than unselected adult samples. This is consistent with Maslow's developmental theory of self-actualization. (Knapp, 1971:15)

Examining the relationship between self-actualization, creativity and intelligence among high school students, Damm (1970) found that students who had obtained high scores on measures of both intelligence and creativity were superior in self-actualization to those who had obtained a high score only on intelligence or creativity or on neither intelligence nor creativity.

The POI has also been used in the measurement of self-actualization in high school students by Weber (1970) and Dawson (1969) and in community college students by Gerber (1964).

Although no research has been done using the POI or other instruments to measure the increase in self-actualization of high school students in group counseling, Foulds (1970) used the POI with 20 college students and concluded

that the group process was effective in fostering increased self-actualization in normal college students.

Measurements of the effects of group therapy techniques has been the focus of a number of studies in which the POI has been employed. Guinan and Foulds (1970) report changes on POI scale scores following a marathon group experience. The study was designed to investigate such changes which might occur among a group of relatively "normal" college students following a voluntary, 30-hour, weekend marathon experience. Results were compared with those obtained from a selected control sample volunteering to be in "an experiment." Analysis of the data disclosed that all 12 mean POI scores for the experimental group changed in a positive direction and that, for 7 of the 12 scales (I, Ex, Fr. S, Sa, A and C), changes for the control group reached significance. Use of a control group and the highly significant results obtained comparing group pre- and postexperimental scores are important aspects of this study.

Using a design wherein matches were made on a rotating basis between high and low self-actualizing counselors and high and low actualizing student clients, Hood (1968) found the greatest amount of positive change when "low" counselors were matched with "low" clients.

Leib and Snyder (1967) in a study of group counseling with college underachievers examined the interaction of underachievement and self-actualization scores derived from

pre- and postcounseling administration of the POI. Significant increases for the total experimental sample were obtained in grade-point-average and in self-actualization as measured by the POI Inner Directed scale.

Pearson (1966) investigated the effects of different group guidance processes on pre- and postcourse administrations of the POI in a college freshman orientation course. Four groups were used employing small group interaction, group participation with a leader, regular leader planned classes or the control conditions with students exempted from the class. The hypothesis that increases in self-actualization would be greatest for students exposed to a permissive, group-directed form of guidance permitting intense interaction between students was borne out.

Culbert, Clark and Bobele (1968) studied the effects of sensitivity training on pre- and post-treatment POI administrations. Two groups of university students were employed, one of which had above average POI scores at the beginning of the study while the other had somewhat lower than average POI scores at the beginning. Results indicated that for the beginning low-self-actualizers the training resulted in significantly higher POI scores on four scales, Inner Directedness (I), Spontaneity (S), Synergy (Sy) and Capacity for Intimate Contact (C). The results give support to the notion that sensitivity training supports and perhaps promotes self-actualizing values, concepts, and percepts among participants.

None of the POI changes in the beginning high self-actualizing group reached significance although 10 of the 12 changes were in the negative direction. Thus initial level of self-actualization as measured by the POI would appear to be an important consideration in studies of change resulting from various group training techniques.

Flanders (1969) reported significant change toward self-actualization among a group of 90 teachers involved in a year long sensitivity training program. Changes between pre- and post-training administrations of the POI reached significance for eight of the twelve POI scales.

Harvey, Di Luzio and Hunter (in press) used the POI as a pre- and post-experimental measure to compare the effects of verbal and nonverbal T-Group experience on personality. In this study the only significant change was in the verbal T group where Self-Acceptance scores were significantly lower following the group experience.

In a study using pre- and post-treatment POI administrations with a small college student sample in a 15 hour marathon group experience, Young and Jacobson (in press) found significant increases in the Self-Actualizing Value scale. Rueveni, Swift and Bell (1969) also reported increases in POI scores among mental health workers following a nine-week sensitivity training program. Aubry (1970) found that significant increases in Inner Directed scale scores

were maintained three months following a one-week counselors' workshop.

Trueblood and McHolland (1971) have reported on the effects of the "human potential" group process in helping to become more self-actualizing. The POI was administered twice to two groups of junior college students, one consisting of 33 students enrolled in a 14 week human potential seminar and the other a control sample of 62 students. Analysis of the results showed that the number of students in the experimental group who changed in a positive direction was significantly higher than in the control group. In the experimental group significant changes between pre- and posttreatment administration were found on POI scales of Inner Direction, Self-Actualizing Value, Existentiality, Self-Regard and Nature of Man.

In a study examining the comparative effectiveness of sensitivity training procedures and other procedures collectively designated "creative risk taking" among church professionals, Byrd (1966) found significant differences on five POI scales (I, SAV, S, Nc and A). Results were interpreted as supporting the creative risk taking techniques employed in workshop experience.

Cooper (1971) examined the impact of Group training on trainee self-actualization. Sixteen senior level industrial managers were given the POI before and after two one-week T groups. Statistics showed a significant change in the

direction of becoming more independent and self-supporting, more flexible, more sensitive to their own needs and feelings, more spontaneous, and more accepting of aggression. This study again supports the use of the POI in testing progress in group counseling.

Knapp (1971) concludes that a consistent pattern of increased self-actualization scores following group training programs emerges from examination of studies on this topic. Although most of the studies to date have employed very small samples, significant differences have been obtained in most instances between pre- and post-treatment administration of POI.

It can be concluded from the research reviewed above that group counseling with high school students will increase grade point averages, reduce anxiety and decrease absenteeism. It can also be concluded that group counseling with college students and adults will cause an increase in the self-actualization of the counselee. A further conclusion is that the POI is an appropriate instrument for testing the group process. There is no research in the literature as to the effectiveness of Nelson's six goals. There is a need for research investigating the effect of using Nelson's six goals in group counseling of high school students as a means of increasing self-actualization.

CHAPTER III

MATERIALS AND METHODS

Of concern in this chapter is a description of the method used in this study and a brief discussion of the Personal Orientation Inventory (POI), an instrument for the measurement of self-actualization.

PERSONAL ORIENTATION INVENTORY

The POI, developed by Everett L. Shostrom (1965) consists of 150 two-choice comparative value and behavior judgments. The POI items reflect significant value judgment problems seen by therapists in private practice. The items were based on observed value judgments of clinically troubled patients seen by several therapists over a five year period. These items also were agreed to be related to the research and theoretical formulation of many writers in Humanistic, Existential or Gestalt Therapy. The latter include Maslow's (1954; 1962) concept of self-actualization, Reisman's et al (1950) system of inner- and other-directedness, and May's et al (1958) and Perls' (1947; 1951) concepts of time orientation.

The A, Acceptance of Aggression, scale and C, Capacity for Intimate Contact, scale are paired by Shostrom (1966)

for interpretation of Interpersonal Sensitivity, which is an accepted objective of group counseling. The A and C scales were used in this study because of their obvious relationship to group counseling.

Scales

The items are scored twice, first for two basic scales of personal orientation, inner directed support (127 items) and time competence (23 items) and second for ten subscales each of which measures a conceptually important element of self-actualization. A brief explanation of the 12 scales follows:

1. T_I / T_C TIME RATIO (23 items) Time Incompetence/Time Competence - measures degree to which one is "present" oriented.

2. O/I SUPPORT RATIO (127 items) Other/Inner-measures whether reactivity orientation is basically toward others or self.

3. SAV SELF-ACTUALIZING VALUE (26 items)-measures affirmation of a primary value of self-actualizing people.

4. Ex EXISTENTIALITY (32 items)- measures ability to situationally or existentially react without rigid adherence to principles.

5. Fr FEELING REACTIVITY (23 items)- measures freedom to react spontaneously or to be oneself.

6. S SPONTANEITY (18 items)- measures freedom to react spontaneously or to be oneself.
7. Sr SELF REGARD (16 items)- measures affirmation of self because of worth or strength.
8. Sa SELF ACCEPTANCE (26 items)- measures affirmation or acceptance of self in spite of weaknesses or deficiencies.
9. Nc NATURE OF MAN (16 items)- measures degree of the constructive view of the nature of man, masculinity, femininity.
10. Sy SYNERGY (9 items)- measures ability to be synergistic, to transcend dichotomies.
11. A ACCEPTANCE OF AGGRESSION (25 items)- measures ability to accept one's natural aggressiveness as opposed to defensiveness, denial, and repression of aggression.
12. C CAPACITY FOR INTIMATE CONTACT (28 items)- measures ability to develop contactful intimate relationships with other human beings, unencumbered by expectations and obligations.

POI scores for the scales and the subscales can be interpreted in the light of the norms that have been established and the personality categories they are designed to assess.

Use

The POI is essentially self-administering. The items are printed in a reusable test booklet and the examinee records his answers on one of two specially designed answer sheets: (1) the standard POI answer sheet for hand scoring only or (2) the machine-scoring answer sheet for scoring by the IBM 1230 optical scanner. There is no time limit for the inventory. Testing time is usually about 30 minutes.

The inventory has been used with early high school age subjects, extending down to the 13 year old level, without any apparent, unusual difficulties in interpreting the items. It has also been administered to groups with less than high school education. Norms for the POI are presented for college students and for selected occupational and clinical groups, including high school students.

Validity

Results of a study reported by Shostrom (1964) indicate that the inventory significantly discriminates between clinically judged self-actualized and non-self-actualized groups on 11 of the 12 scales.

A study designed to investigate further the sensitivity of the POI in clinical settings is reported by Shostrom & Knapp (1966). Analysis of the POI scores showed all 12 POI scales differentiated between the criterion groups at the .01 confidence level or higher.

Another study in a clinical setting involving a criterion group is reported by Fox (1965a). All scales significantly differentiated (beyond the .001 confidence level) the hospitalized sample from the nominated self-actualized sample and from the normal adult sample.

Correlations with the MMPI scales are based on two samples, a beginning therapy group and an advanced therapy group (Shostrom & Knapp, 1966). While correlations of the POI scales against certain of the MMPI scales are generally consistent in the direction and significant, it is apparent that the two instruments are not measuring exactly the same aspects of mental health. Scales which appear to have particularly meaningful relationships to POI measures are the Depression scale, the Psychasthenia scale and the Social I.E. scale.

Another test measuring related concepts of personality and mental health against which POI scales have been correlated is the Eysenck Personality Inventory (EPI) (Eysenck and Eysenck, 1963). All mean differences were significant at or beyond the .05 level.

Dandes (1966) reported a multiple correlation of .54 between POI scales and the Minnesota Teacher Attitude Inventory in a sample of 128 teachers. Correlations of POI scales against other attitude and value scales in a study including the California F-Scale, the Dogmatism Scale and a measure of liberalism obtained from An Inventory of Opinions on

Educational Issues (L-C Scale). An additional study shows relationships of the POI scales to dimensions measured by the Sixteen Personality Factor Questionnaire and the Guilford-Zimmerman Temperament Survey.

Reliability

Test-re-test reliability coefficients have been obtained for POI scales based on a sample of 48 undergraduate college students. Reliability coefficients for the major scales of Time Competence and Inner-Direction are .71 and .84, respectively, and coefficients for the subscales range from .55 to .85. In general the correlations obtained in this study are at a level as high as that reported for most personality measures (Shostrom, 1968).

PROCEDURE

Group counseling was introduced to approximately one hundred 10th, 11th and 12th graders in two study halls at Clarksville High School in Clarksville, Montgomery County, Tennessee. Students were given a handout entitled "Group Counseling" (See Appendix A) which contained 16 questions and answers about the nature of group counseling. Each of these questions was reviewed by the counselor, and the students were allowed to ask any questions which they had about group counseling. These students were then given another

handout (See Appendix B) on which they were allowed to check no more than five problems which they might like to discuss, and to check whether they would or would not like to volunteer for group counseling. The process was essentially that outlined by Nelson (1971). All students completed and returned this second handout to the counselor.

Thirty students volunteered for group counseling by checking the space to indicate that they would like to participate in group counseling. These students who volunteered were then interviewed individually by the counselor. In this interview final commitment was obtained by the student stating what he personally would like to discuss and what his goals would be for counseling. After this interview 27 students were still interested in group counseling. The students had been told that not all of them would be able to participate because of a lack of time, but that all who volunteered would be asked to take a personality test, whether or not they participated in group counseling. These 27 members were given the POI. They were divided into three groups: goal oriented, traditional and no counseling.

The goal oriented group was made up of the nine students who volunteered for group counseling from a fifth period study hall. There were two 11th grade girls, four 10th grade boys, and three 10th grade girls in this group. Since only six of these students took the POI both times, the group for the purpose of this study was made up of one 11th grade

girl, three 10th grade girls, and two 10th grade boys. All members of this group were white.

The traditional group was made up of seven students from a second period study hall whose problems, as checked on the handout, most nearly matched the problems of the group from the fifth period study hall. There were three 10th grade girls, three 11th grade girls, and one 10th grade boy in this group. Since only five of these students took the POI both times, the group for the purpose of this study was made up of three 11th grade girls and two 10th grade girls. Two of these girls, one in each grade, were white; the others were black.

The no counseling group was composed of the six remaining members of the second period study hall who volunteered for group counseling. There were originally nine students who did not participate in group counseling, but only six took the retest. The no counseling group was made up of one 11th grade girl, two 11th grade boys, and three 10th grade boys, all white.

The traditional group met for nine sessions lasting 50 minutes each. The first session of this group began with each member introducing himself, and subsequently the sessions were strictly non-directive. Attendance of the members of the traditional group is shown in Table 1.

At the conclusion of the ninth session the five members who were present again took the POI. Attempts were made to give the POI posttest to the two members who were absent.

TABLE I
Attendance of the Traditional Group

Date	Student							Total Present
	A	B	C	D	E	F	G	
4-17-72	a	p	p	a	a	a	p	3
4-21-72	a	p	a	p	p	p	p	5
4-24-72	p	a	a	p	a	p	p	4
5- 1-72	a	a	a	p	p	p	a	3
5- 3-72	No meeting due to school assembly							0
5- 8-72	a	a	a	p	p	p	a	3
5-10-72	a	a	a	p	a	p	a	2
5-15-72	a	p	p	p	p	p	a	5
5-17-72	p	p	a	p	p	a	p	5
Total Attendance	2	4	2	7	5	6	4	30

Student C, a 10th grade boy, who had attended only two sessions, was not in school for the remainder of the week, which was the last week of classes, and could not be contacted. Student F, an 11th grade girl who had attended six meetings, was contacted and promised to take the posttest. She was again contacted two days later, and given a copy to take home; she said she would bring the test back to school, but became extremely interested in playing tennis and did not return the POI. Student A, an 11th grade girl, was given the posttest although she had attended only two sessions, as it was difficult to draw the line. Those students who attended only two sessions would not be expected to make much change.

The goal oriented group began the first session with each member introducing himself. The counselor then wrote the first four of Nelson's goals: (1) deep listening; (2) helping one another talk; (3) discussing problems or concerns; (4) discussing feelings, on the chalkboard, and explained each briefly, emphasizing that this type behavior was the goal of the session. This goal teaching lasted approximately 10 minutes. About 10 minutes before the end of the first session, the counselor wrote the fifth and sixth goals: (4) confronting, and (6) planning, on the chalkboard, explained them, and asked if the members could think of times in the session when these goals had been met. Some members pointed out times when some of them were met.

At the second session, the goals were on the board and were mentioned briefly, one or two minutes, at the beginning of the session. At the end of the second and all succeeding sessions, there was a review of the goals that were met. No other mention of the goals was made by the counselor except when another member of the group brought up the subject. Goal oriented group attendance is shown in Table 2.

TABLE 2
Attendance of the Goal Oriented Group

Date	Student									
	A	B	C	D	E	F	G	H	I	Total Present
4-17-72	p	p	a	a	p	p	p	a	p	6
4-21-72	p	p	p	p	a	p	p	p	p	8
4-24-72	a	p	p	p	p	a	p	p	p	7
5- 1-72	p	p	p	a	a	p	p	p	p	7
5- 3-72	p	p	p	a	a	a	p	p	p	6
5- 8-72	a	p	p	p	p	a	p	a	p	6
5-10-72	a	p	p	p	p	a	p	p	a	6
5-15-72	a	a	p	p	p	a	a	p	p	5
5-17-72	p	a	p	p	p	a	p	p	a	6
Total Attendance	5	7	8	6	6	3	8	7	7	57

At the conclusion of the ninth session, the six members who were present took the POI. Attempts were made to give the POI retest to the three members who were absent. Student B, a 10th grade boy, had an argument with Student C, a 10th grade girl, between the seventh and eighth sessions, and stopped attending the counseling sessions and refused to take the retest. Student I, a 10th grade boy, was absent from school for the remainder of the week. Student F, an 11th grade girl, who attended three sessions, said she would take it, but could never find time.

It should be noted that the goal oriented group was apparently much more interested in attending the sessions, as their mean attendance was 6.33, while the mean attendance of the traditional group was 4.33. Two of the seven members of the traditional group attended only two sessions, while only one of the nine members of the goal oriented group attended less than five sessions.

Following the ninth session of the two counseling groups, an attempt was made to administer the POI retest to all of the members of the no counseling group. Only six of these students were available for the retest; the other three were seniors and were no longer attending classes.

The introduction of group counseling was made on April 5, 1972. Individual interviews were conducted April 6, 7, 10, and 11, 1972. The POI pretest was administered on April 12, 1972. The first counseling session took place on

April 17, 1972. The last counseling session took place on May 17, 1972, and the POI posttest was also administered on that date. The beginning of the counseling sessions was delayed because of the necessity of approval from school administrators, and a vacation period which intervened. It was necessary to end the sessions after nine meetings, as classes ended on May 19.

The data were analyzed by the Student's *t*-test. The scores for each individual were calculated, and the mean scores for each group were determined. The mean score for the counseling group, 0.79, was significantly higher than the mean score for the no counseling group, 0.61. However, though there was an increase in scores for the counseling group, there was a decrease for the no counseling group. The mean scores for the counseling group are presented in Table 1.

Group	Pretest	Posttest
Counseling	0.61	0.79
No Counseling	0.61	0.61

CHAPTER IV

ANALYSIS OF THE DATA

The POI was given as a pretest and posttest of the self-actualization of the members of the three treatment groups. Tests were scored for six members of the goal oriented group, five members of the traditional group, and six members of the no counseling group. The data was analyzed by appropriate statistical analysis.

Mean standard scores for each individual were calculated as were mean total self-actualization scores for each GROUP. T scores of 0.0026 for the goal oriented group, 0.79 for the traditional group, and 0.82 for the no counseling group showed no significant change, even though there was an increase for both counseling groups and a decrease for the no counseling group. Mean total self-actualization scores for the three groups are presented in Table 3.

TABLE 3
Mean Total Self-Actualization Scores

Treatment Group	Pretest Mean	Posttest Mean	Change
Goal Oriented Group	41.96	42.0	+ .04
Traditional Group	34.85	38.46	+3.6
No Counseling Group	39.56	39.56	-2.4

Mean group scores on the A scale were calculated. T scores of 0.87 for the goal oriented group, 0.57 for the traditional group, and 1.04 for the no counseling group showed no significant change, although both counseling groups showed an increase and the no counseling group showed a decrease on this Acceptance of Aggression scale. Mean group scores on the A scale are presented in Table 4.

TABLE 4
Mean A Scale Scores

Treatment Group	Pretest Mean	Posttest Mean	Change
Goal Oriented Group	41.8	46.0	+4.2
Traditional Group	36.0	40.4	+4.4
No Counseling Group	39.5	35.3	-4.2

Mean group scores on the C scale were calculated. T scores of 1.50 for the goal oriented group, 0.72 for the traditional group, and 0.82 for the no counseling group showed no significant change, even though counseling groups showed an increase and the no counseling group showed a decrease on the Capacity for Intimate Contact Scale. Mean group scores on the C scale are presented in Table 5.

A simple analysis of covariance on the total POI scores showed no significant difference (at .05 level) in the treatments as pertaining to the total POI scores. The

null hypothesis that there would be no significant difference among the total scores on the POI of subjects in the three treatment groups with the differences in the initial level of self-actualization partialled out could not be rejected.

TABLE 5
Mean C Scale Scores

Treatment Group	Pretest Mean	Posttest Mean	Change
Goal Oriented Group	40.3	47.00	+6.7
Traditional Group	35.8	40.8	+5.0
No Counseling Group	38.33	34.33	-4.0

Data for the simple analysis of covariance for total POI Scores is presented in Table 6.

TABLE 6
Simple Analysis of Covariance
Total POI Scores

Source	Adjusted SS	df	MS	F
Type of Counseling	60.25	2	30.12	0.61
Error	635.74	13	48.90	

A simple analysis of covariance on the A scale scores showed no significant difference (at .05 level) in the treat-

ments as pertaining to A scale scores. The null hypothesis that there would be no significant difference among the A scale scores of the POI of subjects in three different treatment groups with the differences in the initial level of self-actualization partialled out could not be rejected. Data for this simple analysis of covariance is presented in Table 7.

TABLE 7
Simple Analysis of Covariance
POI A Scale Scores

Source	Adjusted SS	df	MS	F
Type of Counseling	206.79	2	103.39	2.04
Error	656.67	13	50.59	

The data for a simple analysis of covariance on the C scale scores is presented in Table 8.

TABLE 8
Simple Analysis of Covariance
POI C Scale Scores

Source	Adjusted SS	df	MS	F
Type of Counseling	423.62	2	211.81	6.37*
Error	432.08	13	33.23	

* $< .05$

A simple analysis of covariance on the C scale scores showed a significant difference due to treatment at the .05 confidence level and almost reached the .01 confidence level of $F = 6.70$ at $2/13$ df. The null hypothesis that there was no significant difference (at .05 level) among the scores on the C scale of the POI of subjects in three different treatment groups with the differences in initial level of self-actualization partialled out was rejected.

The significance at the .05 level in the analysis of covariance on the C scale scores resulted from a comparison of the scores of the goal oriented group with those of the no counseling group. Further analysis revealed an F of 4.78, which is not significant at .05 confidence level with $1/8$ df, when C scale scores of the goal oriented group were compared with those of the traditional group. An F of 6.52, which is significant at .05 confidence level, with $1/8$ df, was found when C scale scores of the traditional group were compared with the no counseling group.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER STUDY

SUMMARY

The purpose of this study was to determine if the use of six goals: (1) deep listening; (2) helping one another talk; (3) discussing problems or concerns; (4) discussing feelings; (5) confronting; and (6) planning, suggested by Nelson, increased self-actualization of high school students with whom they were used in group counseling. Three groups, goal oriented, traditional, and no counseling, were selected from members of two study halls at Clarksville High School who volunteered for group counseling. All three groups took the POI for the purpose of measuring self-actualization prior to group counseling. The goal oriented group was taught Nelson's goals and used them in nine sessions of otherwise non-directive group counseling. The traditional group participated in nine sessions of non-directive group counseling. The no counseling group received no counseling. At the conclusion of the counseling sessions all three groups were given the POI as a posttest.

Three null hypotheses were tested. The hypothesis that there was no significant difference (at .05 level) among

the total scores on the POI of subjects in the three treatment groups with the differences in the initial level of self-actualization partialled out was not rejected. The hypothesis that there is no significant difference (at .05 level) among the scores on the A scale of the POI of subjects in the three groups with the differences in the initial level of self-actualization partialled out was not rejected. The hypothesis that there was no significant difference (at .05 level) among the scores on the C scale of the POI of subjects in the three treatment groups with the differences in the initial level of self-actualization partialled out was rejected.

T scores revealed no significant increase or decrease for any of the groups on any of the three scales considered. Simple analysis of covariance revealed no significance due to treatment on the total POI scores nor on the A scale scores. Simple analysis of covariance revealed an F ratio which was significant at the .05 confidence level on the C scale scores which show the capacity for intimate contact, a part of the interpersonal sensitivity which is an objective of group counseling. Significant differences were shown between each counseling group and the no counseling group on the C scale, but the difference between the two counseling groups was not significant at the .05 confidence level.

CONCLUSIONS

There are some interesting observations and conclusions from these data. The superior attendance of the goal oriented group in itself testifies to the validity of the use of these goals. Regular attendance is recognized as an objective of group counseling, and the attendance of the traditional group was certainly irregular. Although only one of the null hypotheses could be rejected, there is reason to believe that the use of Nelson's goals is a significant factor in promoting the group process. An increase in the capacity for intimate contact is consistent with the group process as mentioned by Meador (1971). Except for the extremely brief time, a total of one month from beginning to end, for counseling, there might have been a greater increase on the total self-actualization as shown on the POI. No research reported on the increase in self-actualization due to group counseling was for such a short period of time.

Other limitations to this study which may account for the inability to reject the other hypotheses are:

(1) Selection of members for counseling was limited and did not allow matching of the three groups.

(2) The school year ended so soon after the study that some students were unavailable for the POI posttest.

(3) Due to the short lapse of time between the pre-test and posttest there may have been a tendency of students

to try to remember the answer they marked on the pretest and answer the same way on the posttest.

(4) Only two of the 12 POI scales were analyzed individually for changes due to counseling.

(5) Attendance was poor, with none of the students attending all the sessions.

Some regulation regarding attendance might be considered, as it is regarded as disruptive by some for members to attend irregularly.

RECOMMENDATIONS FOR FURTHER STUDY

It is recommended that further study be conducted in the area for leader taught goals in high school group counseling. The method used in this study needs to be tested in a better controlled experimental situation. There should be a large enough group of volunteers from which to select group members that the groups could be matched according to types of problems, age, sex, and any other extraneous variables.

Group counseling should last from 8 to 10 weeks for two sessions a week in order to achieve significant results. (Warters, 1961) A study of this type should not be conducted so near the end of a school year, in order to avoid many conflicts which students have to prevent their attendance and full devotion to their own goals of the counseling experience.

There is a further need for further study involving the POI as an instrument for measuring the effectiveness of

group counseling of high school students. The proper statistical analysis of each of the 12 POI scales as well as the total POI scores would reveal much more relevant information than was possible in this limited study. There is also a need for an analysis of the differences on the POI score as related to differences in sex of the group members and as related to the number of times members attend counseling sessions.

How many pupils will be in each group?
 The counselor, after selecting the counselor who is ready to talk about their problems, will select the pupils. Prior to selecting anyone for a group, the counselor will have an individual conference with each pupil to discuss whether he really wants to join the group, how counseling may help him, to answer questions he may have about group counseling, to discuss the expectations of him, and to let him know what to expect from the group.

How does the counselor select which pupils have common problems?
 The counselor will discuss their problems with him in a group. The counselor may have indicated on a problem list the problems that would like to discuss.

How does the counselor select the pupils to do in the group?
 The counselor will select the pupils to do in the group. He will select the pupils who are interested in the group and who are willing to talk about matters that bother them. He will select the pupils who are willing to understand the others and to be understood by the others.

How does the counselor select the pupils to be in the group?
 The counselor will select the pupils to be in the group. He will select the pupils who are interested in the group and who are willing to talk about matters that bother them. He will select the pupils who are willing to understand the others and to be understood by the others.

APPENDIX A

GROUP COUNSELING

1. Why would a pupil elect to join a counseling group? To discuss with pupils whom he trusts the things that bother him.
2. Who will be in the group? Others like himself who want to discuss their problems.
3. Who decides which pupils will be in each group? From those who volunteer for group counseling the counselor selects pupils who are ready to talk about their problems, who have similar problems. Prior to selecting anyone for a group, the counselor holds an individual conference with each prospective client to assess whether he really wants to join a group, to explain how counseling may help him, to answer any further questions he may have about group counseling, to tell him what would be expected of him, and to let him know what he may expect from the group.
4. How does the counselor know which pupils have common problems? Some of them discuss their problems with him in private conferences. Others may have indicated on a problem check-list the matters they would like to discuss.
5. What does the counselor expect the pupils to do in the group? He expects them to talk about matters that bother them and try to figure out what they can do about them. He expects each to help create a friendly and understanding feeling within the group, and to try to understand the others and help them talk about their problems.
6. What does the counselor do in the group? He tries to understand how each pupil feels, to help each tell how he feels, and to help each discover what he can do to realize his potential and to live more richly. The counselor also tries to sense how each person affects the others, and to help them all help one another. He helps the group decide how they can work together. Sometimes he helps them decide what they should try to do. When necessary, he may also see individual pupils between group meetings.
7. What can pupils say in the group? It is the privilege of each person to talk about anything or anybody.

8. What do the rest of the members do while one person is talking? They try to help him talk, to help him clarify what he says, and to help him understand himself. They try to see what they can learn from him what will help them. And they consider what they want to say about their own problems when they have a chance to talk.

9. Will pupils worry about discussing personal problems in the group? Although some members of the group may hesitate to discuss certain topics, and even wonder afterwards whether they should have discussed a particular topic, most pupils will find out that they can learn to trust the rest of the group. If there is anyone whom a prospective member would not want included in his group, he should report this fact to the counselor before the groups are organized. Very close personal friends, relatives, and those with whom the pupil is not friendly fall into this category.

10. Can a pupil really trust the other members of the group with his personal problems? The issue of keeping confidence is a crucial one. The group must think this question through and make a decision about it, before starting to discuss problems. Usually, the members feel more secure when they agree not to discuss anything mentioned in the group with anyone except the counselor.

11. How do the members of the group decide how they will work together? First, the pupils decide what they can expect from one another and from the counselor. They also decide when they will meet, how long each meeting will be, and what they will talk about.

12. Where does the group meet? They should meet in a room that is reserved for them in which they will be neither interrupted nor overheard.

13. When should the group meet? Monday and Wednesday.

14. How often should they meet? Twice a week.

15. How long should they meet? One class period.

16. Should members be expected to attend counseling sessions regularly? Yes. The pupils who profit most from the group tend to put the meeting ahead of everything else. Therefore, failure to attend regularly or a tendency to arrive late may be an indication of pupil indifference. However, such behavior is more apt to result from a pupil's inability to face his problems.

APPENDIX B

GROUP COUNSELING VOLUNTEER SHEET

Name _____ Grade _____

Age _____ Sex _____ Study Hall Period _____

The following are examples of the kinds of problems that may be discussed in the group. Check no more than 5 items you might like to discuss in a group.

_____ Problems about dating _____ Problems about Drugs

_____ Problems with my parents

_____ Getting along with my teachers

_____ Getting upset before I take a test

_____ Feeling stupid _____ Making friends

_____ Making better grades _____ Going to a new school

_____ Gossiping

_____ Learning to like myself

_____ Being a good sport about things

_____ Why I hate school

_____ Getting along with classmates

_____ School rules

Others (If there are other topics you would like to discuss, please write them below)

I would _____, would not _____ like to volunteer for group counseling.

I am willing to participate in a research experiment.
Yes _____ No _____

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