



A SELF EXPLORATION PROGRAM
TO FACILITATE CHANGE IN THE SELF CONCEPTS OF STUDENTS

by

Ferhan Ergener

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TO FACILITATE CHANGE IN THE SELF CONCEPTS OF STUDENTS

APPROVED BY

Dr. Fatoş Erkman
(Thesis Supervisor)



Dr. Meral Çulha



Dr. Kadir Özer



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ABSTRACT

The purpose of this study was to provide experiences in a group environment leading each student to change negative attitudes toward self, allowing the development of a more positive self-concept. The study assessed the relative effects of a structured self-exploratory group experience, special skill training in a group situation and no-treatment on student attitudes toward self.

The participants in the study included thirty grade nine students of a private Lycee in Istanbul, who were assessed to have low self-concept according to the Tennessee Self-Concept Scale among a population of eighty six students. Students were randomly selected and assigned to one of three groups. The three groups consisted of a structured self-exploratory group (Experimental Group I), a group teaching communication, decision-making and problem solving skills (Experimental Group II) and a no treatment control group.

The treatment for the two experimental groups consisted of one-hour session each week for eleven weeks, including post tests. The control group met only for pre and post testing. The TSCS was applied to all of the subjects in the beginning and at the end of the treatment period.

The variables used as indicators of student attitudes toward self were the scores students obtained on the TSCS.

The hypotheses were that the self-concept of students who go through a self-exploratory group experience as assessed by TSCS will improve from pre to post testing, the self-concept

of students in a self-exploratory group assessed by TSCS will improve significantly more than the students in a group teaching communication, decision-making and problem solving skills. The third hypothesis was that the self-concept of the students in a self-exploratory group assessed by TSCS will improve significantly more than the group of students who do not receive any treatment.

The data were analyzed utilizing the analysis of variance' Scheffée posthoc comparison method and t-test procedures.

The results supported the first and third hypotheses; that is Experimental Group I showed a significant difference from pre to post testing in the direction of development of a positive self-concept while the control group did not change.

It can be said that the results suggest that it is possible to affect positive change in selected student attitudes toward self.

ÖZET

Bu araştırmanın amacı, öğrencilerin benlik kavramını olumlu yönde geliştirici grup çalışmalarını yapmaktır.

Araştırmada, üç tür grubun göreceli olarak öğrencilerin kendi kendilerine karşı tutumlarına etkisi değerlendirildi. Gruplardan biri, yapılanmış benlik araştırıcı etkinlikleri (Deney Grubu I), ikincisi özel kimi becerileri geliştirici etkinlikleri (Deney Grubu 2) kapsıyordu. Üçüncü grup ise kontrol grubu idi.

Araştırmaya katılan öğrenciler, İstanbul'da özel bir lisenin, 86 Lise 1. sınıf öğrencisi arasından Tennessee Benlik Kavramı ölçeği uygulandığında, benlik kavramları düşük çıkan otuz öğrencisi idi. Öğrenciler seçkisiz yöntem ile seçilip üç gruptan birine yerleştirildi. Üç gruptan ikisi deneysel, birisi hiçbir uygulamanın yürütülmediği deney grubuydu. Deneysel grupların birincisinde (I. deney grubu), kişilik geliştirme çalışmaları yürütülürken, ikincisinde, (II. deney grubu) iletişim, karar verme ve sorun çözme yetileri öğretildi.

İki deneysel grup ön ve son testleri aldılar ve 10 hafta boyunca haftada bir saat uygulama gördüler. Kontrol grubu yalnızca ön ve son testler için bir araya geldi.

Tennessee Benlik Kavramı ölçeği tüm deneklere uygulamanın başında ve sonunda verildi ve Tennessee Benlik Kavramı ölçeğinden elde edilen puanlar deneyin benlik kavramındaki değişikliğin göstergesi olarak alındı.

Araştırmada denenen hipotezler şunlardır: I. Deney grubundaki denekleri TSCS ile ölçülen benlik kavramı, son testte

Ön teste oranla önemli ölçüde gelişmiş çıkacaktır. I. Deney grubundaki öğrencilerin TSCS ile ölçülen benlik kavramı, son testte II. deney grubundaki öğrencilere oranla daha fazla gelişmiş olacaktır. I. Deney grubunun TSCS ile ölçülen benlik kavramı son testte, kontrol grubuna oranla daha fazla gelişmiş olacaktır.

Veriler, Anova, Sheffee post hoc karşılaştırma metodu ve t-test kullanarak analiz edilmiştir.

Sonuçlar, I. ve III. hipotezlerin doğru olduğunu gösterdi. I. deney grubu olumlu kişilik kavramı oluşturulmasında önemli bir gelişme gösterirken, kontrol grubundaki grup deneklerin kişilik kavramları değişmedi.

Sonuçlar seçilen öğrencilerin benlik kavramlarını olumlu yönde geliştirmenin mümkün olduğunu göstermiştir.

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I. INTRODUCTION

Every year a great number of students drop out of secondary schools for unknown reasons in Turkey and in other countries.

A study covering the extent of failure in lises in Ankara providence for the years 1966-1977 indicate that out of a total student enrollment of 114 .149 distributed in grades nine through eleven 27.6% of the total student enrollment failed (Ministry of Education Youth and Sports, 1968). According to the report published in 1984 by Ministry of Education Youth and Sports, only 72.50% of the students between the grades of six to eleven have been considered to be successful. At least part of the reason for such low success can be said to be due to the lack of affective development of the child.

Schools are obligated to educate students cognitively and affectively. Affective growth should be given as much consideration as cognitive growth. Research has shown that levels of interpersonal conditions are related to gains in achievement, and attitudinal conditions are related to increased creative interest, grade point average and cognitive growth (Read R. Simon, 1975).

In most schools today, curriculum is based on subject requirements rather than personal needs designed to help students deal with the problems of human interaction.

Until recently, schools have generally assumed that their aim was to focus on the intellectual and skill development of their students. The psychological and the personal growth of the students was not dealt with the classroom

experiences. It was hoped that through studies in the standard curriculum the personal development of the students would be positively influenced. Healthy personal growth was supposed to occur during the intellectual and skill training. However, the recent research on schooling indicates that just the reverse happens, the curriculum based on skill and intellectual training in most schools lead to negative outcomes in terms of personal growth. Intrinsic interest in learning declines the longer a student remains in school. Negative self concept increases with the time spent in school. Stereotyped "surface" and judgemental thinking increases as well. Self confidence in problem solving decreases. Personal autonomy in learning tasks decreases. Personal alienation, inhibition and isolation increase (Coleman, 1961; Jackson, 1971; Minuchen et al, 1969; Ojerman, 1958; Silberman, 1970; Sprinthall and Noshen, 1971).

In trying to make education more relevant for total growth and development the forms for curriculum experiences need to be changed. Counseling, guidance and school psychology need to be brought into the mainstream of the change without reformulating the major learning experience for most of the students.

Counselors, teachers and administrators are trying to attend workshops and special training sessions but still individuals needs are not met successfully. By building educational interventions as an important segment of the regular school curriculum, we may have the opportunity to promote healthy psychological growth.

Since learning environment has to integrate successfully cognitive and affective instruction, counselors one best qualified for helping to facilitate a more productive learning environment in which the whole child is educated.

Self-concept is central to learning as it determines what is relevant, it determines the learners openness to learning in terms of feelings of adequacy or inadequacy, a success or a failure since real learning leads to changes in self and self concept (Patterson, 1973).

Self-concept is developed gradually through interaction with others. Interaction with others sometimes alters the self concept. It is realized that self concept can be changed and enhanced through learning opportunities. In the opinion of the present author and other researchers such as Stanford and Roark (1974), the school system is bound to provide opportunities in which students can interact and receive information about themselves.

In schools counselors have a vital role in changing negative aspects of the student's environment and helping to create positive environment for the ongoing process of the student's search of self.

The present study is an attempt towards fullfilling this role of the counselor. It investigates if the self concept of the students improve as a consequence of participating in a group situation dealing with interpersonal relations and the self over a period of ten weeks.

II. REVIEW OF THE LITERATURE

This chapter reviews selected literature dealing specifically with the a) evolvement of self b) self concept and interventions

The Evolvement of Self

The concept of self is the third major determinant of man's development. First is the genetic endowment, the second is the environmental opportunities. The self, is not a mystical entity but a useful and seemingly necessary construct for explaining many aspects of individual behaviour. Self, can be regarded as the core of the individuals, frame of reference - his assumptions concerning facts, values and possibilities (Rogers, 1969).

Self has been referred to as a dynamic process, a system of awareness; or an interrelated process and awareness. William James (1980) described the self in Principles of Psychology, as being spritual, material, and social. James has been credited with setting the ground work for much of todays self-theory (Hall and Lindzey, 1970).

Freud's ego or self held a central position in his personality theory. The ego has been designated as the functional agent which makes choices and maintains a balance in the individual.

In contrast to Freud's self is George Mead's concept of self as an object of awareness. Lewin's life space gave Mead's self a functional process. One must be aware of an individual's life space at the time in order to predict his behavior.

Symonds combined the psychoanalytic theory of Freud and the social philosophy of Mead. He described the self as consisting of four aspects: "1) how a person perceives himself, 2) what he thinks of himself, 3) how he values himself, and 4) how he attempts through various actions to enhance or defend himself"⁽¹⁾.

John Kinch (1963) described the self as the individual's conception of himself emerging from social interaction and in turn, guiding or influencing the behavior of the individual.

Gordon Allport described a purposeful, rational man aware of himself and controlling his future through his aspirations.

Maslow (1968) proposed the need for self-actualization, the force to become what one is capable of being, as the basic motivation of man's behavior. Maslow's theory was referred to as "the third force" or humanistic psychology. Self-actualization is the central theme in third force psychology. Goldstein (1939) was the first to use the term. Erich Fromm (1941) referred to it as the productive orientation; Karen Horney (1950) described it as "the real self and its realization", while Gordon Allport (1955) expressed the concept as "creative becoming".

Interpersonal theory also explains the development of self-concept. Adler, Honey, Sullivan and Fromm placed emphasis on the social "style of life" suggesting that man constructs his own personality from his heredity and experience. The central theme indicated in Fromm's writings is that personality develops in accord with society's opportunities and requirements (Hall

¹Hall, C.S., Lindzey, G. Theories of Personality. New York: J. Wiley and Sons, Inc., 1970, p. 517.

and Lindzey, 1970). Sullivan (1953) described the development of self in terms of an individual's interpersonal relations.

This review of literature has pointed out that not a single theory of self-concept exists, but a collection of propositions about self and its behavioral functions have been formulated.

Rogers (1951) described the evolvement of self "as a result of interaction with the environment and others, the structure of self is formed - as organized, fluid, but consistent conceptual pattern of perceptions of characteristics and relationships of the "I" or the 'me' together with values attached to these concepts"⁽²⁾.

Characteristics of the self were the facts that everything is observed and understood from a personal point of view and that personal motivation is the striving to maintain, protect and enhance the self.

All theorists, briefly reviewed have made contributions to self concept theory. Maslow, Rogers, and Combs indicated that fully functioning people have beliefs and values that are consistent convictions which affect actions. They suggest that adequate people seem to attach personal meanings to their perceiving and learning. They emphasized that an adequate person has a system of values which contributes to its own continuing achievement because it prizes openness to experience which develops more and better values (Combs, 1962).

²Rogers, C.R., On Becoming A Person. Houghton: Mifflin Comp. Boston 1961.

Self-Concept and Interventions

Methods used to study the self-concept have varied considerably, depending on research design and factors to be measured.

Purkey (1970) suggested two ways in which the self could be inferred. It can be inferred from an individual's statement about self, called the "self-report", and from an individual's behavior called "observations".

The self-report was accepted by Rogers (1951) and Allport (1955) as valuable sources of information about the individual. Combs, Soper and Courson (1963) pointed out that the self-concept and self-report are rarely identical. Combs et al. noted that observations of the behavior of the subject must be made in order to study the self-concept. These different views brings one to think that the best way to assess or infer self-concept of an individual is by doing a multi-system assessment including self-report, reports of significant others and observations.

After this short discussion on how to study the self-concept, its prevalence in terms of education will be touched upon.

In Schools Without Failure, Glasser (1969) indicated that unless the attitude of those students who are absent from school is changed; it will be an impossible task to get them to come regularly. He also stated that irrelevant material in the curriculum must be replaced with meaningful content. Glasser pointed out that failure experienced by students in our educational system can damage the self-concept and lead to mental illness.

Gazda (1973) pointed out that a generally positive self-concept contributes to confidence and self-respect while negative attitudes toward self-causes a lack of confidence and feelings of inadequacy.

Numerous studies have been done which support the contention that unsuccessful students tend to have negative self-

concepts. Goldberg (1960) found the underachiever to be less confident and less ambitious by studying the students in grade 9 through 12 and having them rate their perceived characteristics on a list called "How I am".

The Self-Concept Scale of the Machover Draw-a-Person Test was used by Bruck and Bodwin (1962) who found a positive relationship between educational disability and immature self-concept in students in grades 3, 6 and 11.

Taylor (1964) reviewed personality traits and achievement and wrote that feelings of inadequacy, inferiority feelings, and a depressed attitude toward self existed in the underachieved.

In 1966, Harding did a comparative study of Caucasian, male high school students who stay in school and those who drop out. He concluded that attitude toward ability to achieve was a critical variable in predicting whether a student will remain in school.

A student holds certain attitudes about self and abilities which play an important role in school performance. Self and academic achievement interact and influence each other. Generally successful students have positive self concepts and feelings of worth as individuals. The preponderance of research seems to indicate that unsuccessful students had negative attitudes about themselves and their abilities.

As a process of experience, the self has an infinite capacity for growth and actualization. Significant others are the primary forces which shape the self. Naturally, the parents reflect the earliest appraisals. Other than the home,

the single most important force in shaping the child's self concept is the school (Purkey, 1970).

Based on the idea of the humanistic psychology of Maslow (1954) and Rogers (1959, 1969) other educators have suggested that the enhancement of self-concept has consequences far out weighing the narrow goal of academic achievement (Marston, 1968). A positive self-concept is viewed as the hallmark not only of academic achievement but broadly, of healthy personality.

However, whether the enhancement of self-concept is viewed as a means or an end of academic achievement or whether it is seen as an appropriate educational end in itself, the nature and process of self-concept development must be first understood.

Symbolic interactionists like Cooley (1902), Lenwin (1935) and Mead (1934) have long maintained that one's self-concept results from social interactions with significant others as one develops ideas concerning what others think of one. Considerable research (Davidson and Long, 1960; Lindwig and Maeton, 1967; Moris, 1958; Meyers, 1975; Shaw and Dutton, 1965) has demonstrated that a child's self-concept is closely associated with the parents' or significant adults reported level of regard for him/her. That the self-concept emerges from this continuing interaction between the individual and his social world is one aspect of self-concept theory that is universally agreed upon (Felker, 1974; Webster and Sobieozek, 1974).

All this research and theoretical development has been summarized by Wylie (1961) who has pointed to the central place

that an individual's self-concept has in guiding behavior and the importance of social interaction with others for the development of self-concept. It can be assumed that school constitutes a specific social setting that influences the development of an individual's self-concept and that the self-concept one carries in the school setting significantly affects how on individual functions in school.

Combs and Snygg (1959) indicated that the maintenance and enhancement of self becomes extended to those with whom we are identified, and the satisfaction of our own need becomes almost indistinguishable from the satisfaction of others, too. Since persons, roles and activities in a school are included in a student's self structure as a part of the phenomenal self, that maintenance and enhancement are desired.

In studying the self-reports of college freshmen before school began and after they received first semester grades, Centi (1965) found that students who received poor grades suffered losses of self-esteem, began to rationalize their performance, showed dissatisfaction, and hostility, and eventually declined more in academic achievement.

As already pointed out, a student's attitude about self plays a primary role in school performance. A study of ninth grade public school male students and institutionalized delinquent boys by Haarer (1964) re-emphasized this. He found that reported self-concept of ability was a better predictor of achievement than I.Q.

In Vargas' study (1968) several theories and criteria regarding the characteristics of the self-actualized person

were tested. He employed the Tennessee Self Concept Scale, the California Psychological Inventory, the Fundamental Interpersonal Relations Orientation - Behavior Scale, the Self-Disclosure Questionnaire, a self rating on positiveness of early childhood experiences, and tape recordings rated by a judge for self-disclosure and dominant voice characteristics on college males. He concluded that openness to interpersonal processes was generally characteristic of high self-esteem. All the criteria he utilized suggested that they identify the same high personality integration people.

Other programs of interest in relation to the present study are by Hamachek (n.d.), Thayer (1968), Horton (1973), Tracy (1975), Bruyere (1975), Courthers (1975) and Deluca (1975).

Hamachek examined the impact of small group and individual counseling on self-concept enhancement and achievement.

Twenty-five low achieving students were chosen as the experimental group with an equal number of control group. Counseling sessions occurred once every ten days. Small group sessions were conducted through the second semester. The result seemed to indicate that despite counseling, the experimental group had lower self-concept and lower grades than the control group. It was suggested that counseling may have placed pressure on the students to achieve.

Caruthers (1975) conducted an experimental study on the effects of small group counseling on the self-concept of disadvantaged students in an Upward Bound Program. The Tennessee

Self Concept Scale was administered as a pre-test and post test measure. There were no significant differences between the experimental and control groups on the nine dimensions of the TSCS.

An experimental supervised program of instruction was assessed by Tracy (1975) on self concept and grade point average of students on academic probation. The Self-Esteem subscale (Total P Score) on the Tennessee Self Concept Scale improved as did the grade point average.

In a junior high school experiment described by Thayer (1968), thirty three counseling groups were set up over a period of one year. Half of the students were self-referred, and the other half teacher referred. The counselor hoped for gains in grade point average and behavior grade point scores. There seemed to be observable differences in attitudes between self-referred and teacher referred counselors. Thayer suggested that the typical problems expressed by seventh and eight grade students were feelings about self teachers, parents and siblings. He concluded that group counseling is apparently ineffective in short range improvement of the habitually failing student.

Another study was directed toward dealing with the discipline junior high school by Bruyere (1975). She compared the effects of client-centered and behavioral group between on classroom behavior and self-concept. Ninety six students in three junior high schools were selected by the resident counselor to participate. Measurement change was determined by conduct grade point average, the Modified

Haggerty-Olson Wickman Behavior Rating Scale, observed frequency of disruptive classroom behavior and Tennessee Self-Concept Scale. The experimental groups demonstrated stability of self-concept while the control group showed lowered self-concept. Bruyere suggested that a positive observable behavior change did not necessarily depend upon a change in perception and vice-versa.

The study conducted by Deluca (1975) primarily focused on the effectiveness of group counseling on school performance of junior high school students in academic difficulty and the relationship between size of a group in the effectiveness of a counseling program. Groups of six, of ten, and of sixteen students were assigned to two groups leaders. Ten weekly, forty-five minute sessions were conducted. The difference among counseled and control group was not significant. The differences among group size were not significant.

Vance (1978) conducted a study with 24 North Mississippi Junior High School students drawn from a population of students identified by teachers as being negative school adjustment individuals showing poor attendance, below grade average and undesirable classroom behavior. Students were assigned to two experimental groups consisting a structured humanistic group experience, a spontaneous group interaction experience and one control group with no treatment. The data of the study was obtained from Tennessee Self-Concept Scale and the Survey of School Attitudes. The findings of the study suggested that it possible to affect positive change in selected student attitudes toward self and school and counselors are in a position to make

a contribution toward providing experiences which promote healthy interpersonal relationships.

As reviewed, interest in self-concept stems from its recognition as a valued outcome in itself, the assumption that the improvement of self-concept may facilitate improvement in other areas. There is also interest in how self-concept is related to other constructs and interest in the particular measurement and methodological problems inherent in this area of research. The study of self-concept represents one of the oldest areas of research in the social sciences. There are also peculiarities about research in this area. Unlike other areas of research, the study of self-concept has not occurred with a particular discipline. Also, although many thousands of studies have been carried out in this area (Wylie, 1979) only a few researchers have published a significant number of studies or have continued their research over an extended period of time. In fact, much of the research in this area emphasizes other theoretical constructs, and the interest in self-concept comes from its assumed relevance to these other constructs. Reviews of self-concept research (eg. Burns, Shavelson, Hubner and Stanton, 1976; Wells and Monwell 1976; Wylie, 1974, 1979) typically emphasize the lack of the theoretical basis in most studies, the poor quality of measurement instruments used to assess self-concept, methodological shortcomings and a great lack of consistent findings.

Shavelson (Shavelson and Bolus, 1982; Shavelson, Hubner and Stanton, 1976) reviewed both theoretical and empirical research in this field and used his review as the basis of a

self-concept model that incorporates aspects from most theoretical positions.

According to Shavelson's definition, self-concept is an individual's perception of self. It is formed through experience with the environment, interactions with significant others, and attributions of one's own behavior. The organization of self-concept is multifaceted and hierarchical with perceptions moving from inferences about self in sub-areas (e.g. self-concept in academic areas) to broader areas (academic and non academic self-concept) and finally to general self-concept. Shavelson hypothesizes that this organization becomes increasingly multifaceted as an individual approaches adulthood and will depend on the particular category system developed by an individual and shared by a group. He proposes that self-concept is both descriptive and evaluative (i.e. he does not distinguish between self-concept and self-esteem),

These theorists assume that self-concept should be correlated with abilities in areas that seem important to a person and that self-concept in particular areas should be most highly correlated with abilities in the same area. For example Shavelson and Bolus (1982) found that grades in English, Mathematics and Science were more highly correlated with each of the corresponding self-concepts in these academic areas than with general self-concept.

Bachman (1970) reported that IQ correlated .46 with academic self-concept but only .41 with general self-esteem. Morsh, Relich and Smith year demonstrated that mathematical achievement was substantially correlated with mathematics

concept ($r=.55$), less correlated with self-concepts in other academic areas (Reading .21, and all school subjects .43) and uncorrelated with self-concepts in four non academic areas.

In Turkey, Sanem Berkkan (1981) conducted a project designed to develop a program on improving the self-concept of students. During an eight-week program, continuous feedback was provided to the students on the strengths and positive aspects as perceived by the peers and the teachers. Pre-post program self description comparisons of students formed the basis for evaluation. Data indicated that at the completion of the program the majority of the students felt good about themselves.

I. STATEMENT OF THE PROBLEM AND HYPOTHESES

This study sought the answer to the question if attitude toward self improve as the result of participation in a self-exploring group experience.

Combs, Snygg (1959), Maslow (1968), Patterson (1973) all pointed to the need to provide educational experiences which will enable each student to change negative attitudes toward self and school, allowing the development of positive potentialities, feelings of adequacy and the evolvement of fully functioning individuals.

Stanford and Roark (1974) maintained that schools have not taken advantage of the striving for self-enhancement as a motivating force. The lack of student motivation would be eliminated if curricula included activities which made the students self enhanced.

The purpose of this study was to provide an experience which would enable each student to change negative attitudes toward self allowing the development of positive potentialities.

General Hypothesis

Group experience directly dealing with attributes of self-concept will lead to improvement in self-reported self-concept as compared to group experience in unrelated topics and no intervention.

Operational Hypotheses

Hypothesis I - The self-concept of students who go through a self-exploratory group experience as assessed by the Turkish version of Tennessee Self-Concept Scale will improve from pre

to post testing.

Hypothesis II - The self-concept of the students in a self-exploratory group assessed by the Turkish version of Tennessee Self-Concept Scale will improve significantly more than the students in a group teaching communication, decision making and problem solving skills.

Hypothesis III - The self-concept of the students in a self-exploratory group assessed by the Turkish version of Tennessee Self-Concept Scale will improve significantly more than the group of students who do not receive any treatment, from pre to post testing.

7. METHOD

A. Sample School and Subjects

The subjects of the study were drawn from grade nine students in a private lycee in Istanbul. This lycee had three ninth grade sections with a total number of ninety four students; 57 males and 37 females.

For the study students with low self-concept were drawn out and comprised the subject population of the study. The students with low self-concept were identified by application of Tennessee Self-Concept Scale to all grade nine students. Eighty six students were present; 53 males and 33 females, and they were given the scale. According to the Tennessee Self-Concept Scale, thirty students who had the lower scores were chosen as the population of the study and assigned randomly to one of the three groups - two experimental and one control. The mean of the total sample was 282.128 with a standard deviation of 19.980. The mean score of females (33) were 280.667 with a standard deviation of 17.832 and males (53) 283.04 with a standard deviation of 22.615. A t-test was given and no significant difference was found between the mean scores of males and females. Thirty students with the lowest scores chosen for the study had scores on the Tennessee Self-Concept Scale ranging from 231 to 275. Most of the subjects fell in the range of one standard deviation below the mean.

Instrument

Tennessee Self-Concept Scale

William Fitts began development of the Tennessee Self-Concept Scale (TSCS) in 1955. The scale was published in 1964 by Counselor Recordings and Tests, Nashville, Tennessee. It was developed to meet the need of a scale which is simple (communicable, understandable) for the subject, widely applicable, well standardized and multi-dimensional in its description of the self-concept.

The present scale consists of 100 self-descriptive statements which the subject uses to portray his own picture of himself. The scale can be administered either to individuals or groups and can be used with subjects age 12 or higher having at least a sixth grade reading level. It is also applicable to the whole range of psychological adjustment from healthy to well adjusted people to psychotic patients.

The scale is available in two forms, a Counseling Form and a Clinical Research Form. Both forms use exactly the same test booklet and test items. The differences between the forms are in scoring and profiling system. The Counselor Form is quicker and easier to score since it deals with fewer variables and scores, is appropriate for self-interpretation and feedback to counselees and requires less sophistication in psychometrics and psychopathology, by the examiner. Scoring for both forms can be accomplished either by hand or by machine.

Nature and Meaning of Scores

Counseling Form

The Positive Scores (P) - These scores derive directly from the phenomenological classification scheme. In the original analysis of the item pool the statements seemed to be conveying three primary messages. 1) This is what I am, 2) This is how I feel about myself and 3) This is what I do. On the basis of these three type of statements the three horizontal categories were formed. They appear on the score sheet as Row 1, Row 2, Row 3. The Row scores comprise three sub-scores which, when added, constitute the Total Positive or Total P score. The scores represent an internal frame of reference within which the individual is describing himself.

Further study of the original items indicated that they also varied considerably, in terms of a more external frame of reference. Even within the same row category the statements might vary widely in content. For example with Row 1 (the What I am category) the statements refer to what I am physically, morally, socially, etc. Therefore the pool of items were sorted again according to these vertical categories, which are the five Column Scores of the Score Sheet. Thus the whole set of items is divided two ways, vertically into columns (external frame of reference) and horizontally into rows (internal frame of reference) with each item and each cell contributing to two different scores.

Scoring

1. Total P Score - This is the most important single score on the Counseling Form. It is said to reflect the overall level of self-esteem. Persons with high scores tend to like themselves, feel that they are persons of value and worth, have confidence in themselves, and act accordingly. People with low scores are doubtful about their own worth; see themselves as undesirable; often feel anxious, depressed and unhappy; and have little faith or confidence in themselves.

The TSCS deals with different aspects of looking at oneself. The three aspects are Identity, Self-Satisfaction and Behavior.

2. Row 1P Score - Identity - These are the "What I am" items. Here the individual is describing his basic identity - what he is as he sees himself.

3. Row 2P Score - Self-Satisfaction

This score comes from those items where the individual describes how he feels about the self he perceives, in general this score reflects the level of self-satisfaction or self-acceptance. An individual may have very high scores on Row 1 and Row 3 yet still has a low score on Row 2 because of very high standards and expectations for himself or vice versa. The sub-scores are therefore best interpreted in comparison with each other and the Total P Score.

4. Row 3P Score - Behavior

This score comes from those items that say "this is what I do, or this is the way I act". Thus this score measures

the individuals perception of his own behavior or the way he functions.

TSCS covers five areas of self-concept. Each one has 18 items.

5. Column A - Physical Self - Here the individual is presenting his view of his body, his state of health, his physical appearance, skills, and sexuality.

6. Column B - Moral Ethical Self - This score describes the self from a moral - ethical frame of reference - moral worth, relationship to God, feelings of being a "good" or "bad" person, and satisfaction with one's religion or lack of it.

7. Column C - Personal Self - This score reflects the individual's sense of personal worth, his feeling of adequacy as a person and his evaluation of his personality apart from his body or his relationships to others.

8. Column D - Family Self - This score reflects one's feelings of adequacy, worth and value as a family member. It refers to the individual's perception of self in reference to his closest and most immediate circle of associates.

9. Column E - Social Self - This is another "self as perceived in relation to others" category but pertains to "others" in a more general way. It reflects the person's sense of adequacy and worth in his social interaction with other people in general.

Self-Criticism - It is another area that is covered in the TSCS. It is assessed by ten of the items of the instrument. This score is not included in the Total P Score. These are statements that most people admit as being true for them. Individuals who deny

most of them most often are being defensive and making an effort to prevent a favorable picture of themselves. High scores generally indicate a normal, healthy openness and capacity for self-criticism.

Psychometric Data

Reliability

The test re-test reliability was established on sixty college students over a two week period. The total Positive Score (Self Esteem) has a reliability of .92.(Fitts, 1964).

Other evidence of reliability is found in the remarkable similarity of profile patterns found through repeated measures of the same individuals over long periods of time. Through various types of profile analyses it has been demonstrated that the distinctive features of individual profiles are still present for most persons a year or more later. The reliability coefficients for the various profile segments fall mostly in the .80 and .90 range. (Fitts, 1964).

In his study with psychiatric patients Congdon (1958) used a shortened version of the Scale and still obtained a reliability coefficient of .88 for the Total Positive Score.

Validity

Validation procedures were four kinds. (Fitts, 1964).

a) Content Validity

It was attempted to guarantee the dependability, meaningfulness and communicableness of the different categories included in the scale. An item was kept in the scale when and if all the judges agreed about it's correct classification.

b) Discrimination Between Groups

There are many studies of validity to this effect. That is, the ability of TSCS to discriminate between patients and non patients, delinquent and non delinquents normals and highly integrated personalities and even between different groups of patients have been proved. For example patients have a lower profile on the TSCS than non patients and pre-chosen highly integrated personalities show to higher self-concept than the norm. (Fitts, 1964).

c) Correlation with Other Measures

Correlations with numerous other measures have been carried out. In the manual it is said that only a few are reported. Correlations with MMPI scales are reported to be in the expected direction. (Fitts, 1964).

The Edward Personal Preference Schedule and TSCS is said to have nonlinear relationships, again as expected (Fitts, 1964). Relations with other measures such as Inventory of Feelings, Izard's Self-Rating Positive Affect Scale etc. are all reported to indicate validity of the TSCS in assessing what it says. It is measuring the self-concept (Fitts, 1964).

d) Personality Changes under Particular Conditions

Psychotherapy or other positive experiences were expected to result in raised self-esteem. Gividen (1959) sought to evaluate the effects of stress and failure on the self-concepts of army paratroop trainees. The pass and fail group both showed significant score decreases when the scale was administered before and after the experience in which

trainees were subjected to physical dangers and attitude training in which failure was considered a disgrace.

In the study of Ashcraft and Fitts (1964) with a group who had been in therapy for an average of 6 months and no a therapy control group. The therapy group changed significantly in the direction of increased self-concept. There is considerable evidence that people's concepts of self do change as a result of significant experiences and TSCS reflects these changes in predicted ways thus constituting additional evidence for the validity of the instrument.

Norms

The TSCS was standardized and norms were established on a sample of 626 people in the age range of 12 to 68. Both sexes, white and black people, and different social, economic, intellectual and educational levels were represented. It is reported that variables such as sex, age, education and intelligence have negligible effects on the score (Fitts, 1964).

The Mean Total Positive Score for the normative group was 345.57 with a standard deviation of 30.70.(Fitts, 1964).

Administration

The scale is self-administered and requires no instructions beyond the ones on the inside cover of the test booklet. It has 100 items and it is reported to take twelve to fifteen minutes with a non patient population. (Fitts, 1964).

Studies on Tennessee Self-Concept Scale

In the introduction section in citing studies on self-concept, numerous studies utilizing the TSCS were mentioned.

In addition to those, some other studies will be mentioned here. Atchison (1958) used the TSCS to behavior problem ninth grade students. Kunts (1966) found significant improvement of self-concept on the TSCS after ten weeks group counseling of students as compared to those who did not receive counseling.

Yarworth and William (1978) and Yarworth and Gauthier (1978) investigated relations between self-concept using the TSCS and student participation. Dean (1977) examined the influence of self-concept as assessed by the TSCS on verbal forced recall and non verbal paired associative learning of children while Ditcher (1959), Kim (1967), Alvarez (1969) and Joplins (1970) used the TSCS to differentiate between delinquents and nondelinquents. Meese (1961) tried to evaluate a program of additional individual attention given to delinquents at a children's center by their teachers and counselors. It was not able to get statistically significant positive change.

The Turkish Form

Tennessee Benlik Kavramı Ölçeği (TBKÖ)

The TSCS was translated into Turkish by the present author. The translation was done in the following way;

The present author who is an English teacher in a private lycee and who has a Cambridge Proficiency in English degree and a degree in teaching English and another English

teacher who taught at Boğaziçi University and who is a professional translator, translated the TSCS into Turkish separately. Then a single form was formed using both translations. The preliminary Turkish form was given to Gündüz Vassaf, a counseling psychologist and Tony Greenwood, a native speaker who lives in Turkey and teaches history at Boğaziçi University to be back translated into English.

The thesis supervisor Dr. Fatoş Erkman controlled and compared the preliminary Turkish form the original English Form and the back translation and the final Turkish form was established.

Reliability

Test re-test reliability with two weeks interval was established on a group of forty grade ten (Lise II) students in the same private lycee that the subjects are drawn from and the reliability coefficient was .78.

Validity

At the start of this study there were no self-concept instruments that were standardized for the Turkish population. Thus a quick validity procedure was not possible. The decision was made to go ahead and carry the study without validity study of the instrument.

C. DESIGN

The study has a pre test post test design with two experimental and are no treatment control group (See Table I).

TABLE I - Pre Test Post Test Control Group Design

GROUP	Pre-Test	Treatment	Post-Test
Experimental Group 1 (E1)	TSCS	Self-Exploratory Program	TSCS
Experimental Group 2 (E2)	TSCS	Program Teaching Communication, Decision-Making and Problem Solving Skills	TSCS
Control Group	TSCS	No Intervention	TSCS

Pre and Post tests were given to both the experimental and control groups. The two experimental groups had training for ten weeks. The control group did not have any training and did not have any formal contact with the researcher during the eleven weeks other than the application of the pre and post testing.

Procedure

The researcher informed the school director about the study. After the permission was attained, the lycee teachers were asked to cooperate. They were told that the researcher would conduct small group sessions with some students chosen according to a scale that would be given to all grade nine students and the chosen students would join the activities during the guidance hours to help the researcher.

Lise II (grade ten) students were given the TSCS for the reliability of the test.

On giving the TSCS to all grade nine students and assigning the students randomly to one of the three groups. The researcher had a meeting with all grade nine students and informed them with the general results of the scale and wanted their help to work with.

The group programs started on March 13th and sessions were conducted in a low key manner in order for them to seem as much a part of the normal school routine as possible. Each group, except the control group, met on Wednesday afternoons for one hour sessions for eleven weeks including the post test sessions.

The program for Experimental Group I (E1) was based on self-exploratory interpersonal communication skills and Simon's Values Clarification. The program of Experimental Group II (E2) was based on teaching communication, decision-making and problem solving skills. The control group met only for pre and post tests. Both experimental groups were facilitated by the researcher. Each group was composed of ten members. Attendance was 95 percent, there was no subject loss.

No small group session had ever been held in the school in which the treatment was conducted. It was observed that all the students in both experimental groups participated even though they had the opportunity to opt out of any activity if they desired so. The counselor leader (researcher) kept a log documenting her observation of what occurred during each group session. Before each session the researcher discussed the procedure and the content with the thesis advisor, Dr. Erkman. After each session the researcher described to the advisor what had happened and the consequent session was developed accordingly.

The training was completed on the 15th of June, the post tests were given on June 22nd.

E. Description of the Treatment

The primary group, Experimental Group I (E1), and Experimental Group II (E2) met for one - hour sessions each week for eleven weeks. The counselor leader told both groups the purpose was to understand themselves better; their concerns, interests, needs, strengths and weaknesses.

Experimental Group I (EI)

A description of the treatment for Experimental Group I follows:

Session 1. Rationale

To initiate relationships with others.

To share initial feelings and thoughts.

To establish an atmosphere of warmth and acceptance.

To encourage openness, trust and feedback.

Activity I - Mill around the room greeting each person non verbally.

Activity II - Sit down with the student you know least and in five minutes each of you share who you are as a person. Form diads and swap with someone else.

Session 2. Rationale - To establish an atmosphere of warmth and acceptance to encourage openness, trust and feedback.

Activity I - (adapted from Values Classification Simon et al., 1972).

Use a 5x7 index card and have each student write his/her name in the middle vertically.

Then divide the card into six spaces.

Ask five questions which will allow students to gain self-understanding and learn more about others.

Questions:

What is your favorite subject?

What punctuation mark reflects you?

What one word best describes you?

What one thing (as occupation, characteristic)
would you like to be?

What is your aim in life?

Pin the name tags on, then read each other's tags.

Sit in a circle on the floor and one at a time share feelings and thoughts about what has been written on the card in regard to self and other group members.

Session 3. Rationale

To disclose views of self to others.

To discuss communication components - accepting, listening, responding, clarifying self disclosing.

Activity I - Break up into two groups and discuss the components of communication. Develop a list of qualities an individual would need to have before you would let him/her know some of your inner feelings and thoughts.

Discuss if you have those qualities.

Give feedback to each other.

Combine the two groups and compile a master list on the blackboard.

Activity II - Form diads. Each make a list of "have to's" then substitute "I choose to". Do the same with "I can't" and "I wcn't", "I need" and "I want".

Session 4. Rationale

To receive feedback on how others perceive you.

To reinforce interpersonal skills.

To learn how to speak directly to another person by using "you" and "I".

Activity I - Session 3 Activity II was continued.

Activity II - Write at least six adjectives describing yourself.

Hold the list in front of you as you walk about the room. Don't talk - others may nod or write on your list.

Activity III - The group forms a circle.

One member sits on the center of the circle while each student looks directly at him/her and says something positive to him/her.

Each student takes turn sitting in the center.

Session 5,

6 and 7 - Rationale

To examine one's present feelings and values.

To determine how these values affect decisions.

To determine which value change, if any would make life more meaningful to you as an individual.

To increase the understanding of value areas and how values are related to other persons.

To enable the students to reflect upon himself and his actions in relation to his value from work and assist being aware of practical application.

To increase the understanding of value areas and how values are related to events and other persons.

Activity I - Twenty Things You Love to Do (Simon et al, 1972).

Group discussion and feedback.

Activity II - Value Whip (Hawley, 1975)

Each student share feelings and ideas on a given topic. "The time I felt closest to nature this week was".

"I wonder".

"I am proud that I've relations with".

"I wish".

As the whip moves from one person to other there is awareness of commonality as well as variation of experience.

Activity III - Each one writes value areas and wants and needs according to value areas.

Write them on the blackboard. Discussion on examples of events in which a value is enhanced or deprived Give examples of how a person can be deprived in one area and enhanced in another.

Students give examples of being enhanced or deprived during the school day.

Activity IV - Make speeches, give examples on experiences and goals in terms of the value areas to reflect upon ourselves and our actions in relation to our value framework.

For example:

"If I could do anything I wanted _____".

"I wish I had more time to _____".

"I enjoy my family most when we _____".

"What makes me mad _____".

"What makes me sad _____".

"What makes me happy _____".

Sessions 8

and 9 - Rationale

To develop a personal contract for behavior change based on Glasser's reality theory.

Activity I - Forms diads.

Share a situation that would indicate need for change.

Activity II - State a broad adjective and receive feedback from other members.

Activity III - Write a contract.

List things that will prevent or hinder you in attaining your goal. List things that will help you accomplish your goal. Group members assist each other in writing goals that are specific, relevant, challenging, attainable and contain a measurable element.

Session 10 Rationale

To provide the opportunity for a student to feel successful for an attained goal.

To rewrite the contract if necessary.

Activity Follow up on the contract and receive feedback through group participation.

Session II - Administration of the post-test.

Experimental Group II (E2)

Experimental Group II had a program teaching communication, decision-making and problem solving skills. A description of the treatment for Experimental Group II follows:

Session I : Rationale

To initiate relationships with others.

To share initial feelings and thoughts.

To establish an atmosphere of warmth and acceptance.

Activity I - Mill around the room greeting and person non-verbally.

Activity II- Sit down with the student you know least and in five minutes each of you share who you are as a person.

Forms diads and swap with someone else.

Session II: Rationale

and III

To encourage openness and trust and feedback.

To discuss their communication behavior, receiving, sending, interpreting and inferring.

Activity I- Fill a profile questionnaire and ask the students to fill a questionnaire.

Discussion and feedback.

The questions

Name

I like to be called

Birthday

Hobbies

Favorite record

Favorite t.v. show

Favorite sports

Favorite book or a character from a book

Favorite saying

What I'd like to be doing in ten years

Activity II (adopted from Johnson and Johnson, 1982)

Your communication exercise.

Discuss the results

Give feedback

Activity III - Discuss what type of problems make it difficult for two persons understand one each other.

Each student writes his/her suggestions.

Break up into two groups and combine the two groups and compile a master list on the blackboard.

Session IV - Rationale

To receive feedback on effective interpersonal communication.

To examine communication skills.

To develop communication skills.

Activity I - Conduct a discussion on close friendship for five minutes by breaking the group into small groups. You say something unrelated to what others say as though you don't hear.

Combine the four groups and ask:

1. How did it feel to make a statement and have no respond.
2. How did it feel to ignore a statement made by others.

Discussion.

Activity II - Have the group in pairs. Make a statement and let the other student paraphrase it, stating in his/her own words what your remark meant to him. Reverse the process.

Ask :

1. How did it feel to make a statement and have your partner paraphrase it.
2. How did it feel to paraphrase.

Discussion.

Session V : Rationale

To study the way in which information is communicated in problem solving groups.

Activity - Murder Mystery Exercise (Adapted from Johnson and Johnson, 1982).

Form heterogeneous groups of three. One member is the observer to record the communication patterns of the group using an observation chart.

The task of each group is to solve a mystery.

Discussion on the communication pattern follows and each group share its conclusions with the rest.

Session VI - Rationale

and VII

To resolve the unsettled matters.

To find an answer to a difficulty

To end a process with a solution to a problem and to change the actual state of affairs with the desired state of affairs.

Activity I - Students choose a problem that needs to be solved.

Break up into two groups and define the problem.

Discuss and write the clear definition of the problem on the blackboard.

Activity II - Break up into two groups and diagnose the problem.

Identify the nature and find out the forces helping the group to move towards the desired state of affairs and the forces hindering this movement.

Write the lists on the blackboard.

Activity III - Break up into two groups and formulate stages to solve the problem and decide upon the implementing strategies.

Write the list on the blackboard.

Write a contract on implementing strategies using helping and restraining forces.

Activity IV - Evaluate the success of strategies.

Follow the contract whether the strategies were successfully implemented and what the effects were. Develop new strategies.

Session VIII-Rationaleand IX

To provide the student opportunity to learn ways of decision-making

To determine the uses and appropriateness of each decision-making method under certain circumstances.

To compare the effectiveness of different kinds of decision-making methods.

Activity I - Give five major decision types to the students.

Discuss each.

Break the group in two and ask the students to write two advantages and disadvantages for each.

Compile a master list on the blackboard.

Activity II - Winter Survival Exercise (Adapted from Johnson and Johnson, 1982).

To compare the effectiveness of five different methods of making decisions.

Group discussion and sharing conclusions follows the activity.

Session X - Rationale

To compare the effectiveness of three different methods of making decisions.

To look at how you behave in a group that is a making decision.

Activity I - Dangers of Some Common Drugs Exercise

(Adapted from Johnson and Johnson, 1982)

Discussion on the types of decision-making and the experience follows the exercise.

Activity II - How I Behave Questionnaire (Adapted from Johnson and Johnson, 1982).

Look at your responses. Discuss the results in groups of three, comparing your responses.

Give feedback..

Session XI - Administration of the post-tests.

Control Group - The pre test and post test administration was conducted with this group of ten students.

RESULTS

In this section initially the means and standard deviation information on the raw data of pre and post Tennessee Self-Concept Scale scores will be presented followed by the comparative data on the three groups that were studied.

The raw scores of each subject is presented in Appendix A.

The pre and post treatment TSCS score means and standard deviations of Ex₁, Ex₂ and Control groups are presented in Table 2.

Table 2

The Means and Standard Deviations of Pre and Post TSCS Scores of Ex₁, Ex₂ and Control Groups.

Groups Assessment	Ex ₁	Ex ₂	Control
Pre TSCS \bar{X} and SD	$\bar{X} = 261$ SD = 11.39	$\bar{X} = 263.4$ SD = 15.03	$\bar{X} = 263$ SD = 13.72
Post TSCS \bar{X} and SD	$\bar{X} = 276.3$ SD = 9.36	$\bar{X} = 269$ SD = 13.79	$\bar{X} = 263.1$ SD = 11.32

As can be observed in Table 2, the pre test means are very similar while difference can be seen in the post treatment test means.

A two way Analysis of Variance (ANOVA) method was used as a comparison measure to ascertain the level of significant variation between the experimental groups and the control group and to see if significant difference existed between pre and post testing.

The results of this analysis is presented in Table 3.

Table 3

Analysis of Variance on Pre-Post TSCS Scores for the Three Groups

Source of Variation	SS	DF	MS	F
Pre-Post Tests	734.99	1	734.99	45.97 ^x
Groups	315.23	2	157.61	9.86 ^x
Introduction	592.31	2	296.15	18.52 ^x
Error	863.34	54	15.99	-

^x_p .001

The Anova results indicated that there were significant differences of TSCS scores from pre to post testing ($F_{45.97}$ p .001) of the groups and that there were significant differences between groups ($F_{9.86}$, p .001). Interaction effects were also found to be significant ($F_{18.52}$, p .001).

In order to isolate the group which accounts for the significant difference that was found by ANOVA, the Scheffée post hoc comparison method was utilized (See Appendix D).

The results of the Scheffée post hoc comparison method indicated that the post treatment TSCS scores for both Ex_1 and Ex_2 groups were significantly different than the control group ($p < .01$). Significant difference of post treatment TSCS scores was not found between the Ex_1 and Ex_2 groups.

T-tests were computed on pre and post TSCS scores of Ex_1 and Ex_2 and Control group to isolate the group which is responsible for significant difference on the ANOVA from pre to post testing. The t-test results showed that Experimental group I changed significantly ($p < .01$) from pre to post testing on the TSCS. Their scores improved (See Table 5).

Table 4

The Comparison of the Pre and Post TSCS Score Means of the Ex_1 Group

	Ex_1 -Pre	Ex_1 -Post	I Value
Mean	$\bar{X} = 261$	276.3	$t_9 = 3.42$
SP	$SP = 11.39$	8.36	$P = .01$
N	10	10	

No significant difference was found from pre to post testing with the TSCS for Experimental group II and the control group (See Table 6 and 7).

Table 5

The Comparison of the Pre and Post TSCS Score Means of the Ex
Group

	Ex II-Pre	Ex II-Post	T value
Mean			
SD	263.4	269	$t_g = 0.717$
N	15.03	13.79	P = n.s

Table 6

The Comparison of the Pre and Post TSCS Score Means of the
Control Group

	C-Pre	C-Post	t value
Mean			
SD	2631	263.1	$t_g = 0.03$
N	13.72	11.32	n = n.s.

VI. SUMMARY AND DISCUSSION

The purpose of this study was to provide experiences which would enable each student to change negative attitudes toward self, developing a more positive self-concept.

Combs, Snygg and Maslow year have reinforced the need to provide experiences in the educational system which will enable each student to change negative attitudes toward self and school, allowing the development of positive potentialities, feelings of adequacy and the evolvement of fully functioning individuals.

Patterson (1973) suggested that each student should participate in small encounter groups throughout school life. He implied that "a continuing experience of this nature holds the greatest promise for changing the society from one of misunderstanding and conflict to one of understanding and cooperation"³.

The present author, in the present study attempted to provide group experience, for a period of ten weeks to students who reported low self-concept on the TSCS, that is directed to exploring and enhancing their self-concept (Experimental group I). This group of students were compared to another group going through a skill teaching group experience (Experimental group II) and a control group receiving no treatment. Each group of ten students were assessed by the TSCS before and after the treatment period.

The general hypothesis was that the students in the self-exploratory, self-enhancing group would develop a more positive self-concept from pre to post testing which would be

³Patterson, C.H., Counseling and Guidance in Schools New York, Harper, 1962, p.

significantly different than the other two groups.

The operational hypotheses and the related results will be stated and discussed below.

Hypothesis one stated that the self-concept of students in Ex_1 assessed by TSCS would improve from pre to post testing.

It was supported, since the analysis of the data indicated that there was a significant difference from pre to post testing ($F=45.97$ $p < .001$) and the t-test results showed that Experimental group I was responsible for this difference (See Table 5). Thus the students in this group benefitted from the exercises and developed a more positive self-concept.

Hypothesis two stated that the self-concept of the students in a self-exploratory group (Ex_1) would improve significantly more than the students in a group Ex_2 (teaching communication, decision-making and problem solving skills).

It was not supported. The results of ANOVA did indicate group difference ($F 9.86$ $p < .001$) yet the Scheffee post hoc analysis did not show Ex_1 group post test results to be significantly different than Ex_2 group post test results. Here it is seen that the students in Experimental group II did improve their self-concepts to a certain degree which did not come to a level of significance from pre to post testing with the TSCS but is of considerable amount. The Scheffée results showed Experimental group II to be significantly different in their post test scores from the control group. This finding that was not thought of previously supports the idea of Patterson (1962) that attention and positive group interaction

helps the students to think about themselves and that almost all can benefit from interpersonal relationships experienced in group exchange. Even though the treatment experiences of Ex₂ group were structured around teaching skills, the skills are those that lead to enhancement of relationships specifically communication, problem solving and decision-making skills.

Hypothesis three stated that the self-concept of students in Experimental group I would improve significantly more than the control group.

It was supported. As stated before the ANOVA indicated significant group differences ($F = 9.86$, $p .001$) and the Scheffé procedure showed that Ex₁ was significantly different than the control group. It can be seen from the control group's pre and post TSCS means and the t-test that they did not change at all whereas Ex₁ mean showed a major upward move (See Tables 2 and 7).

During the study nine students out of ten from Experimental group II and seven students out of ten from Experimental group I stated that they had found the study very useful.

This study has certain limitations which need to be mentioned. A main shortcoming is that the instrument, the TSCS, lacks prior validity and normative data for the Turkish youth.

A second limitation has to do with the generalization of the results. The subjects were chosen from a population in a private school, the school was not chosen randomly among private schools but chosen because of convenience.

Another point about the subject population that needs to be considered is that private school students can be different than public school students. Thus the results have to be replicated in different settings before they can be generalized.

The present researcher suggests that based on her experience the treatment period of ten weeks for such a deep and involved aspect as enhancement of self-concept is too short. Ideally a whole academic year should be spent on working on and developing a stable positive self-concept. Further researchers in the area are advised to do follow up on the stability of such changes.

As a conclusion it can be said that the results of the present study suggest that counselors are in a position to make a contribution toward providing experiences which promote healthy interpersonal relationships and help students to feel greater self-worth. Dennison (1969), Glasser (1969) and La Benne and Greene (1969) have indicated that lack of such an environment is a major cause of academic failure. It is one of the major responsibilities of education to have students go home from school liking themselves better than when they arrive at school in the morning.

APPENDIX A

Tennessee Self-Concept Scale Raw Scores
of the Eighty Six Grade Nine Students

<u>Male</u>		<u>Female</u>	
241	281	263	272
261	286	255	269
252	288	271	263
334	295	266	275
285	300	256	294
281	292	268	323
307	300	264	289
278	305	286	
281	302	313	
302	284	295	
290	279	279	
282	277	282	
295	277	281	
283	280	321	
304	258	285	
303	254	283	
310	275	283	
286	255	320	
288	264	292	
300	264	277	
281	223	283	
280	231	264	
282	272	275	
302	283	275	
304	300	275	
319	256	265	
	269		

APPENDIX B

Pre and Post TSCS Scores
of Experimental Group I,
Experimental Group II and
Control Group

Experimental Group I

TSCS Test Scores

Subjects	Pre-Test	Post-Test
1	269	289
2	261	288
3	252	268
4	256	262
5	254	282
6	275	281
7	255	275
8	272	261
9	275	279
10	241	278

Experimental Group 2

TSCS Test Scores

Subjects	Pre-Test	Post-Test
1	263	259
2	271	266
3	264	256
4	275	279
5	275	276
6	264	247
7	263	267
8	264	267
9	223	296
10	272	277

Control Group

TSCS Test Scores

Subjects	Pre-Test	Post-Test
1	256	265
2	255	246
3	266	259
4	268	266
5	264	265
6	274	284
7	265	272
8	269	255
9	231	249
10	282	276

APPENDIX C

Tennessee Self-Concept Scale

INSTRUCTIONS

On the top line of the separate answer sheet, fill in your name and the other information except for the time information in the last three boxes. You will fill these boxes in later. Write only on the answer sheet. Do not put any marks in this booklet.

The statements in this booklet are to help you describe yourself as you see yourself. Please respond to them as if you were describing yourself to yourself. Do not omit any item! Read each statement carefully, then select one of the five responses listed below. On your answer sheet, put a circle around the response you chose. If you want to change an answer after you have circled it, do not erase it but put an X mark through the response and then circle the response you want.

When you are ready to start, find the box on your answer sheet marked time started and record the time. When you are finished, record the time finished in the box on your answer sheet marked time finished.

As you start, be sure that your answer sheet and this booklet are lined up evenly so that the item numbers match each other.

Remember, put a circle around the response number you have chosen for each statement.

	Completely	Mostly	Partly false	Mostly	Completely
Responses	false	false	and Partly true	true	true
	1	2	3	4	5

You will find these response numbers repeated at the bottom of each page to help you remember them.

Page 1 Item No.

1. I have a healthy body	1
3. I am an attractive person	3
5. I consider myself a sloppy person	5
19. I am a decent sort of person	19
21. I am an honest person	21
23. I am a bad person	23
37. I am a cheerful person	37
39. I am a calm and easy going person	39
41. I am a nobody	41
55. I have a family that would always help me in any kind of trouble	55
57. I am a member of a happy family	57
59. My friends have no confidence in me	59
73. I am a friendly person	73
75. I am popular with men	75
77. I am not interested in what other people do	77
91. I do not always tell the truth	91
93. I get angry sometimes	93

Responses	Completely false	Mostly false	Partly false and Partly true	Mostly true	Completely true
	1	2	3	4	5

2.	I like to look nice and neat all the time	2
4.	I am full of aches and pains	4
6.	I am a sick person	6
20.	I am a religious person	20
22.	I am a moral failure	22
24.	I am a morally weak person	24
38.	I have a lot of self-control	38
40.	I am a hateful person	40
42.	I am losing my mind	42
56.	I am an important person to my friends and family	56
58.	I am not loved by my family	58
60.	I feel that my family doesn't trust me	60
74.	I am popular with women	74
76.	I am mad at the whole world	76
78.	I am hard to be friendly with	78
92.	Once in a while I think of things too bad to talk about ..	92
94.	Sometimes, when I am not feeling well, I am cross	94

Responses	Completely false	Mostly false	Partly false and Partly true	Mostly true	Completely true
	1	2	3	4	5

7.	I am neither too fat nor to thin	7
9.	I like my looks just the way they are	9
11.	I would like to change some parts of my body	11
25.	I am satisfied with my moral behavior	25
27.	I am satisfied with my relationship to God	27
29.	I ought to go to church more	29
43.	I am satisfied to be just what I am	43
45.	I am just nice as I should be	45
47.	I despise myself	47
61.	I am satisfied with my family relationships	61
63.	I understand my family as well as I should	63
65.	I should trust my family more	65
79.	I am as sociable as I want to be	79
81.	I try to please others, but I don't overdo it	81
83.	I am no good at all from a social standpoint	83
95.	I do not like everyone I know	95
97.	Once in a while, I laugh at a dirty joke	97

Responses	Completely false	Mostly false	Partly false and Partly true	Mostly true	Completely true
	1	2	3	4	5

8.	I am neither too tall nor too short	8
10.	I don't feel as well as I should	10
12.	I should have more sex appeal	12
26.	I am as religious as I want to be	26
28.	I wish I could be more trustworthy	28
30.	I shouldn't tell so many lies	30
44.	I am as smart as I want to be	44
46.	I am not the person I would like to be	46
48.	I wish I didn't give up as easily as I do	48
62.	I treat my parents as well as I should (Use past tense if parents are not living)	62
64.	I am too sensitive to things my family say	64
66.	I should love my family more	66
80.	I am satisfied with the way I treat other people	80
82.	I should be more polite to others	82
84.	I ought to get along better with other people	84
96.	I gossip a little at times	96
98.	At times I feel like swearing	98

Responses	Completely false	Mostly false	Partly false and Partly true	Mostly true	Completely true
	1	2	3	4	5

13. I take care of myself physically	13
15. I try to be careful about my appearance	15
17. I often act like I am "all thumbs"	17
31. I am true to my religion in my everyday life	31
33. I try to change when I know I'm doing things that are wrong	33
35. I sometimes do very bad things	35
49. I can always take care of myself in any situation ..	49
51. I take the blame for things without getting mad	51
53. I do things without thinking about them first	53
67. I try to play fair with my friends and family	67
69. I take a real interest in my family	69
71. I give in to my parents. (Use past tense if parents are not living)	71
85. I try to understand the other fellow's point of view	85
87. I get along well with other people	87
89. I do not forgive others easily	89
99. I would rather win than lose in a game	99

Responses	Completely false	Mostly false	Partly false and Partly true	Mostly true	Completely true
	1	2	3	4	5

14. I feel good most of the time	14
16. I do poorly in sports and games	16
18. I am a poor sleeper	18
32. I do what is right most of the time	32
34. I sometimes use unfair means to get ahead	34
36. I have trouble doing the things that are right	36
50. I solve my problems quite easily	50
52. I change my mind a lot	52
54. I try to run away from my problems	54
68. I do my share of work at home	68
70. I quarrel with my family	70
72. I do not act like my family thinks I should	72
86. I see good points in all the people I meet	86
88. I do not feel as ease with other people	88
90. I find it hard to talk with strangers	90
100. Once in a while I put off until tomorrow what I ought to do today	100

Responses	Completely false	Mostly false	Partly false and Partly true	Mostly true	Completely true
	1	2	3	4	5

APPENDIX D
Tennessee Self-Concept Scale
Turkish Form

Yönerge

Cevap kağıdının en üstüne adınızı ve istenen diğer bilgileri yazın. Zamanla ilgili bilgilerin verileceği son üç kutuyu, şimdilik boş bırakın. Bu kutularıda daha sonra dolduracaksınız. Yalnız cevap kağıdının üzerine yazın. Kitapçığın üzerine yazı ya da işaret koymayın.

Bu kitapçığın içindeki tanımlar, size kendinizi, gördüğünüz gibi tanımlamanıza, yardım etmeyi amaçlar. Bu tanımlar kendiniz, kendinizi değerlendiriyormuş gibi tepki gösterin. Hiç bir tanıma atlamayın. Her tanıma dikkatle okuduktan sonra, altındaki beş cevaptan birini seçin. Cevap kağıdında, seçtiğiniz cevabın çevresine bir daire koyun.

Başlarken, cevap kağıdının üzerinde, başlama zamanı işaretli kutuyu bulun ve zamanı yazın. Bitirirken, bitiş zamanını, bitirme zamanı işaretli kutunun içine yazın.

Başlarken tanımlarla yanıtların yanyana olmalarını sağlamak amacıyla, kitapçıkla cevap kağıdını yanyana koyun.

Unutmayın, her tanım için seçtiğiniz cevabın çevresine daire koyacaksınız.

Cevaplar:

Tamamen	Çoğunlukla	Kısmen doğru	Çoğunlukla	Tamamen
yanlış	yanlık	kısmen yanlık	doğru	doğru
1	2	3	4	5

Bu cevaplar her sayfanın başında anımsanmasını kolaylaştırmak amacıyla yinelenmiştir.

- (1) Tamamen yanlış (2) Çoğunlukla yanlış
 (3) Kısmen doğru kısmen yanlış
 (4) Çoğunlukla doğru (5) Tamamen doğru

1. Sağlıklı bir bünyem var
 3. Çekici bir insanım.
 5. Derbeder bir insan olduğum kanısındayım.
 19. İyi bir insanım.
 21. Dürüst bir insanım.
 23. Kötü bir insanım.
 37. Neşeli bir insanım.
 39. Rahat ve huzurlu bir insanım.
 41. Ben bir hiçim.
 55. Bana her türlü güçlükle her zaman yardım edecek bir ailem var.
 57. Mutlu bir aileden geliyorum.
 59. Arkadaşlarımdan bana hiç güveni yok.
 73. İnsanlara yakınlık gösteren biriyim. (Kolay arkadaşlık kurabilen bir insanım).
 75. Erkekler arasında popülerim.
 77. Başkalarının yaptıkları beni ilgilendirmez.
 91. Her zaman gerçeği söylemem.
 93. Zaman zaman kızdığım olur.
 2. Bakımlı ve hoş görünmek isterim.
 4. Sürekli ağrılarım ve sancılarım olur.
 6. Hasta bir insanım.
 20. Dindarım.
 22. Ahlaklı olamıyorum.

- (1) Tamamen yanlış (2) Çoğunlukla yanlış
 (3) Kısmen doğru kısmen yanlış
 (4) Çoğunlukla doğru (5) Tamamen doğru

24. Ahlaken zayıf bir insanım.
 38. İrademe hakim biriyim.
 40. Nefret dolu bir insanım.
 42. Aklımı kaybediyorum.
 56. Ailem ve arkadaşlarım beni önemser.
 58. Ailem tarafından sevilmem.
 60. Ailemin bana güvenmediğini hissediyorum.
 74. Kadınlar arasında popülerim.
 76. Tüm dünyaya kızgınım.
 78. Arkadaşlık yapılması zor bir insanım.
 92. Arada sırada konuşulmayacak kadar kötü şeyler düşünürüm.
 94. Kendimi iyi hissetmediğim zamanlar küskün ve ters olurum.
 7. Ne çok şişman ne çok zayıfım.
 9. Görünüşümü olduğu gibi beğeniyorum.
 11. Vücudumun bazı kısımlarını değiştirmek isterim.
 25. Ahlaki tutum ve davranışlarımdan memnunum.
 27. Tanrıyla ilişkimden memnunum.
 29. Daha sık ibadet etmeliyim.
 43. Kendim olmaktan memnunum.
 45. Olmam gerektiği kadar iyiyim.
 47. Kendime illet oluyorum.

- (1) Tamamen yanlış (2) Coğunlukla yanlış
 (3) Kısmen dođru kısmen yanlış
 (4) Coğunlukla dođru (5) Tamamen dođru

61. Ailevi ilişkilerimi tatmin edici buluyorum.
 63. Ailemi gerektiđi kadar anlıyorum.
 65. Aileme daha çok güvenmeliyim.
 79. Olmak istediđim kadar sosyalım.
 81. Aşırı olmamak kaydıyla başkalarını memnun etmeye gayret ederim.
 83. Sosyal ilişkilerde beceriksiz biriyim.
 95. Tanıdığım herkesi sevmem.
 97. Zaman zaman açık saçık şakalara gülerim.
 8. Ne çok uzun ne de çok kısayım.
 10. Kendimi gerektiđi kadar iyi hissetmiyorum.
 12. Daha çekici olmalıyım.
 26. İstediđim ölçüde dindarım.
 28. Keşke daha güvenilir biri olsaydım.
 30. Bu kadar sık yalan söylememeliyim.
 44. Kendimi yeterince akıllı buluyorum.
 46. Olmak istediđim gibi birisi deđilim.
 48. Keşke bu kadar kolay pes eden birisi olmasaydım.
 62. Anne ve babama yeterince iyi davranmıyorum.
 64. Ailemin söylediklerine aşırı duyarlıyım.
 66. Ailemi daha çok sevmeliyim.
 80. Başkalarına karşı davranışlarımdan memnunum.

- (1) Tamamen yanlış (2) Çoğunlukla yanlış
 (3) Kısmen doğru kısmen yanlış
 (4) Çoğunlukla doğru (5) Tamamen doğru

82. Başkalarına karşı daha nazik olmalıyım.
 84. Başkalarıyla daha iyi geçinmeliyim.
 96. Bazen dedikodu yaptığım olur,
 98. Bazen içimden küfretmek gelir.
 13. Bedensel olarak kendime iyi bakarım.
 15. Görünümüme dikkat etmeye çalışırım.
 17. Sık sık beceriksizce davranırım.
 31. Günlük yaşantımda dinin kaidelerini yerine getiririm.
 33. Yaptığım şevlerin yanlış olduğunu anladığım zaman değiştirmeye çalışırım.
 35. Bazen çok kötü şeyler yaparım.
 49. Her durumda kendi başımın çaresine bakabilirim.
 51. Kızmadan hatamı kabul ederim.
 53. Düşünmeden hareket ederim.
 67. Aileme ve arkadaşlarıma karşı adil olmaya çalışırım.
 69. Ailemle gerçekten ilgiliyimdir.
 71. Anne ve babama boyun eğerim.
 85. Karşı tarafın görüşlerini almaya çalışırım.
 87. Başkalarıyla iyi geçinirim.
 89. Kolay kolay affetmem.

- (1) Tamamen yanlış (2) Coğunlukla yanlış
 (3) Kısmen doğru kısmen yanlış
 (4) Coğunlukla doğru (5) Tamamen doğru

99. Oyunda kazanmayı kaybetmeye yeğlerim.
 14. Genellikle kendimi iyi hissederim.
 16. Oyun ve sporda başarılı değilim.
 18. İyi uyuyamam.
 32. Coğunlukla doğru olanı yaparım.
 34. Bazen istediğimi elde edebilmek için
 haksız yollara başvurduğum olur.
 36. Doğru olan şeyleri yapmakla güçlük çekerim.
 50. Sorunlarımı oldukça kolay çözerim.
 52. Sık sık fikir değiştiririm.
 54. Sorunlarımdan kaçmaya çalışırım.
 68. Evde üzerime düşen işleri yaparım.
 70. Ailemle münakaşa ederim.
 72. Ailemin gerekli gördüğü şekilde davranmam.
 86. Tanıştığım herkesde iyi yanlar bulurum.
 88. Başkalarıyla beraberken kendimi rahat
 hissetmem.
 90. Yabancılarla konuşmakta güçlük çekerim.
 100. Arada sırada bugünün işlerini yarına
 bıraktığım olur.

APPENDIX E

Scheffé Post Hoc Procedure
Applied to TSCS Results to
Identify the Significant
Differences on the Post Test
Scores of Ex_1 , Ex_2 and
Control Groups

Possible pair comparisons are:

$$\psi_1 = \mu_1 - \mu_2 = 0$$

$$\psi_2 = \mu_1 - \mu_3 = 0$$

$$\psi_3 = \mu_2 - \mu_3 = 0$$

$$m_1 = 1, \quad m_2 = -1, \quad m_1 - m_2 = 0$$

$$m_2 = 1, \quad m_3 = -1, \quad m_1 - m_3 = 0$$

$$m_2 = 1, \quad m_3 = -1, \quad m_2 - m_3 = 0$$

Their estimates:

$$\hat{\psi}_1 = \bar{X}_{1gr} - \bar{X}_{2gr} = 268.65 - 266.2 = 2.45$$

$$\hat{\psi}_2 = \bar{X}_{1gr} - \bar{X}_{3gr} = 268.65 - 263.05 = 5.60$$

$$\hat{\psi}_3 = \bar{X}_{2gr} - \bar{X}_{3gr} = 266.2 - 263.05 = 3.15$$

Scheffé intervals formula:

$$\hat{\psi} \pm (c-1) F_{\alpha, v_1, v_2} \sqrt{\frac{Ms}{20}} \epsilon m^2 j$$

c-1, N-rc

$$c = 3$$

$$\epsilon m^2 j = 1 \quad 1 = 2$$

$$\hat{\psi}_1 \pm 2, F, 2, 54 \quad \frac{15.99}{20} \cdot 2$$

$\hat{\psi}_1$	$\frac{2.498}{9.96}$	1.559
2.45	9.96	1.599
2.45	3.10	not significant
5.60	3.10	< significant at $\alpha = .01$
3.15	3.10	< significant at $\alpha = .01$

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