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SELF CONCEPT AND ITS RELATIONSHIP  
TO SIGNIFICANT OTHERS IN THE  
INTELLECTUALLY GIFTED

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Master of Science

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## Chapter 1

### INTRODUCTION

Current educational concepts have placed increasing emphasis on the whole individual in the educational process. Though facilities, salaries, curricula, and other facets of the process itself are still of paramount importance, the greatest resource is considered to be the individual himself. Fitts stated:

No amount of financial assistance, training, guidance, or effort by others will enable a person to make an adequate life adjustment without the ability and willingness of the individual to utilize his resources.<sup>1</sup>

He feels that the measurement and development of an individual self concept is a broad measure of this ability. Though intelligence, attitudes, interests, and experience are still a part of the individual testing program, concerted effort is being given to testing and using the single variable of self concept as a more useful vehicle to express motivation, values, personality, and ultimately to judge the success of the educational system.

The State Educational Evaluation of Kansas (SEEK) in April, 1970, listed the primary need of Kansas education to be: "Many of the students need assistance in developing positive self-images; that is, help in seeing themselves as important individuals rather than persons about

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<sup>1</sup>W. Fitts, The Self Concept and Self-Actualization, (Nashville: Dede Wallace Center, 1971), p. 1.



whom no one cares."<sup>2</sup> This need was ranked first over fifty-nine others by a panel composed in part of educators, legislators, and housewives. In forty-third place in the need list was, "A need exists to analyze the concept of 'significant others' and the relationship of this concept to the educational and occupational choice behavior of students."<sup>3</sup> Since self concept is strongly phenomenological, these needs appear to be directly related. Kinch has a statement of general theory of self concept which reads, "The individual's conception of himself emerges from social interaction and, in turn, guides or influences the behavior of that individual."<sup>4</sup> This points out the increasing gap between theory, research, and effective utilization. Since self concept is of central importance in the educational system, concerted effort should be given to determine how interpersonal relationships influence self concept.

#### THE PROBLEM

With the exception of the early 1960's, most Federal Grant Funds for research have been directed towards minority groups, the culturally disadvantaged, and broad educational constructs, leaving the intellectually gifted student to fend for himself. This logic appeared reasonable when educational theory centered on fact presentation and evaluation was solely on academic achievement. However, a self concept oriented system presents new problems to all strata of the classroom.

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<sup>2</sup>J. Laughlin, Project Seek, Vol. IV, (Emporia: College Press, 1970), p. 21.

<sup>3</sup>Ibid., p. 23.

<sup>4</sup>J. Kinch, "A Formalized Theory of Self-Concept," American Journal of Sociology, 1963, 68: p. 481.

Studies in the area of self concept, which will be discussed in detail later, have shown a systematic relationship between self concept and intellectual efficiency, perceived social competence, and environmental contact. It has been assumed, then, that enhancement of self concept would increase effective behavior; and it might be assumed that with proper teaching methodology, the resulting self concept would increase intellectual efficiency and contribute to positive learning experiences. More work is needed to determine how self concept is related to intelligence, value formation, the continuum of interpersonal relationships, and how to apply the results in the classroom and in counseling situations.

Systematic research in the area of the intellectually gifted child points out specific problems in the area of personality development and in self concept. Terman pointed out that the intellectual level of a ten or eleven year old in his study project with an average I.Q. of 180 was that of a high school graduate, but physical acceleration was only approximately 10% and social development only 20% to 30% of that of a high school graduate. He summarized, ". . . the inevitable result is that the child of 180 I.Q. has one of the most difficult jobs of social adjustment that any human being is ever called on to meet."<sup>5</sup> In his study on ratings of social adjustment, 60% of the boys and 73% of the girls were described by parents and teachers as being solitary; and on other rating scales, there were twice as many individuals in the area of

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<sup>5</sup>Lewis Terman & Barbara Burks, "The Promise of Youth": Genetic Studies of Genius, Vol. III, (Stanford University: Stanford University Press, 1930), p. 173.

serious maladjustment as in normative populations.<sup>6</sup> Similar findings are given in Serebriakoff's studies in that ". . . it is not modesty which is the problem of the gifted person today. It is the low morale and lack of confidence that comes from social isolation."<sup>7</sup>

Though some studies have related academic achievement to intelligence, little systematic research has been done on the failures or faults of the intellectually gifted, and those that have point out the further need for self concept study. Witty, in his study of the failure of the intellectually gifted to achieve in later life, summarized; ". . . it is our belief that this failure is due not to inherent instability, but to the emotional cost of the acute problem of adjustment they characteristically face in the course of development."<sup>8</sup> His study indicated that good personal adjustment was associated with high-average achievement, but that poor personality adjustment was associated with the highest achievement ratio. This appeared to imply that though the gifted sometimes failed to establish satisfying human relations, they compensated by turning to scholastic achievement. Serebriakoff, in his research on failures and faults of the gifted, indicated that it could be attributed to rejection, dissimulation, and escape. This, in turn, affects the range of the individual's originality, diversity of view, and other valuable characteristics normally associated with

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<sup>6</sup>Ibid., p. 175.

<sup>7</sup>Victor Serebriakoff, I.Q. - A Mensa Analysis and History, (London: Hutchison, 1965), p. 121.

<sup>8</sup>Paul Witty, The Gifted Child, (Boston: D. C. Heath and Company, 1951), p. 105.

intelligent people.<sup>9</sup>

Assuming that self concept is of central importance in deriving benefits from the educational system and that self concept can be changed by proper methods of counseling, more effort appears necessary in dealing with the intellectually gifted. Holt indicated in his survey of educational facilities in Ohio that only 16% of the reporting school systems indicated any systematic planning for challenging the gifted and that this area took tenth and last place behind planning for clubs and leadership responsibility.<sup>10</sup> Admittedly, part of the difficulty appears to be in identifying the gifted and in identifying techniques which work both in the areas of educational objectives and self concept. Cohen summarized the difficulty in that, ". . . it is axiomatic that bright students take more time not only in the classroom, in tutorial sessions, in the laboratory, but also in academic advising."<sup>11</sup>

This broad overview of the difficulty in relating the intellectually gifted student to the educational system appears to center in self concept and social interaction which will influence the behavior of the gifted student and in turn may be the deciding factor in the success or failure of that student's performance.

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<sup>9</sup>Serebriakoff, op. cit., p. 64.

<sup>10</sup>E. E. Holt, A Survey of Identification Procedures and Educational Programs for the Educationally Gifted in Ohio Schools, (Columbus, Ohio: State Board of Education, 1959), p. 12.

<sup>11</sup>J. W. Cohen, The Superior Student in American Higher Education, (New York: McGraw-Hill Book Company, 1966), p. 69.

### Statement of the Problem

Is there a significant relationship between self concept and cognitive functioning; and if so, which of the following "significant others" influences the development of the positive self concept: parental influence, siblings, strong friendships, relationships to peer group, relationships to teaching and administrative personnel, and professional and educational counseling?

### Statement of the Hypotheses

There is no significant relationship between the level of cognitive functioning and individual self concept. Relationships with "significant others" such as; parental influence, siblings, strong friendships, relationship to peer group, relationship to teachers and administrative personnel, and professional and educational counseling, will not be significantly related to a positive self concept.

### DEFINITION OF TERMS

Defining terms is at best difficult, as each researcher has, in the past, defined broad concepts such as intelligence to suit his own purpose; but the following terms can be used as a guideboard.

### Analysis of Variance

The Analysis of Variance technique is a statistical procedure designed for problems characterized by more than one casual variable. An estimate of population variability is obtained by comparing the within-groups variance with the between-groups variance and if non-chance factors are operative, the estimates will not be equal and the ratio of difference or F is used to determine level of significance.

## Cognition

Geertsma defines cognition as, ". . . connotes an active process capable of operating through sensory channels and involving a perceiving self."<sup>12</sup> Cognition is considered a forerunner of self concept and involves the internal mediation for the making of inferences and associations from observational and perceptual data.

## Counseling

Counseling involves an interpersonal relationship designed to help individuals towards overcoming obstacles to their personal growth and in helping achieve optimum development of personal resources. There is no clear delineation between counseling and psychotherapy except perhaps of problem severity, but there appears to be a clear delineation between counseling and teaching. Patterson stated, "Where there are no affective elements involved, then the process is not counseling, but is probably teaching, information giving, or intellectual discussion."<sup>13</sup>

## F-Table

The F-ratios resulting from comparison of the between and with group variance can be found in table form in statistical textbooks. For a given degree of freedom derived from the number in the population sample, levels at the .05 and .01 levels of significance can be compared.

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<sup>12</sup>R. Geertsma, "Studies in Self-Cognition: An Introduction", Journal of Nervous and Mental Disease, Vol. 148, (March, 1969), p. 193.

<sup>13</sup>C. Patterson, Counseling and Psychotherapy, (New York: Harper and Row, 1966), p. 3.

### Intellectually Gifted

The intellectually gifted have been traditionally identified by intelligence tests. Though the criteria for the giftedness may vary, depending on the study, this is usually at least two standard deviations above the mean on tests such as the Stanford Binet, Wechsler Adult Intelligence Scale, or the Otis Tests. More recently on the college level these have been identified by combining the verbal and mathematical scales on the Scholastic Aptitude Test of the College Entrance Examination Board or in the same combination utilizing the Graduate Record Examination on the graduate level. Some studies have made use of the Army General Classification Test or specialized instruments developed by the state departments of education.

### Intelligence

Aside from defining intelligence as that quality measured by intelligence testing, it is generally assumed to represent a construct of an ability to reason, judge, comprehend, or a state of mental acuteness. Guilford breaks intelligence into five major factors: cognition, memory, divergent thinking, convergent production, and evaluation.<sup>14</sup>

### Levels of Significance

For purposes of this study, the levels of significance of .01 and .05 were chosen representing 1% and 5% respectively of the distribution of cases deviating from a point on a normal curve of distribution.

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<sup>14</sup>J. Guilford, "The Structure of Intelligence," Psychological Bulletin, Vol. 53, No. 4, (July, 1965).

## Personality Integration

Personality Integration has been defined by various theorists to mean the fully functioning personality presupposing a highly differentiated and complex self concept. Fitts, through experimental study, has shown a Personality Integration score or PI can be derived by comparing scores obtained from the Tennessee Self Concept Scale to peer evaluations.<sup>15</sup>

## Self Concept

For purposes of counseling, self concept is best defined by Truax, "The patient's self concept system can be viewed as a super structure which subsumes his positive and negative self-evaluations, and hence his system of self reinforcement. . ."<sup>16</sup> Essentially the same definition is followed by Fitts:

This phenomenal self is the self as observed, experienced, and judged by the individual himself; this is the self of which he is aware. The sum total of all of these awarenesses and perceptions is his image of himself--his self concept.<sup>17</sup>

Various studies have isolated these various internal dimensions of the self into identity, behavioral, and judging. Research indicates that self concept is complex and cannot be adequately described along a single continuum or by a single score or label.

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<sup>15</sup>W. Fitts, The Self Concept and Self-Actualization, (Nashville: Dede Wallace Center, 1971).

<sup>16</sup>C. Truax, Toward Effective Counseling and Psychotherapy: Training and Practice, (Chicago: Aldine, 1967), p. 167.

<sup>17</sup>Fitts, op. cit., p. 14.



### Significant Others

This construct involves the entire field of interpersonal relationships. As the personality develops, the individual comes into contact with various groups which in turn further serve to develop his personality, and in turn his self concept. These groups include parents, siblings, peers, teaching personnel, and both professional and educational counselors. These are not exhaustive but appear to be the primary influences on the development of self concept and have been labeled as "significant others."

### Tennessee Self Concept Scale

The Tennessee Self Concept Scale or TSCS is a test instrument devised by William Fitts to evaluate self concept.<sup>18</sup>

### z-Scores

The utilization of z-scores as a statistical procedure allows for a comparison of group means where complete data of normative group is not available for analysis of variance techniques. Levels of significance are determined by statistical tables similar to those of the F-scores.

## IMPORTANCE AND LIMITATIONS OF THE STUDY

Objective studies with the gifted have progressed little since the nineteenth century for reasons similar to those listed by Terman. These included the nature of superstition regarding the essential nature

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<sup>18</sup>W. Fitts, Tennessee Self Concept Scale Manual, (Nashville: Counselor Recordings and Tests, 1965).

of the "Great Man" as qualitatively set off from the rest of mankind and moved by forces not to be explained by the natural laws of human behavior, the widespread belief that intellectual precocity is pathological, the growth of democratic sentiment encouraging an attitude unfavorable to the evaluation of native individual differences in human endowment, and also the lack of accurate measuring devices in the field of psychology and education.<sup>19</sup> These and similar criticisms have been leveled in the past at the study group, the Mensa organization, which in turn was expected to be reflected in the return rate of the personality instrument used, the Tennessee Self Concept Scale, and the questionnaire defining areas of relationships with significant others. It had to be taken into consideration that the sampling return may not have included the emotionally unstable individuals who may have significantly altered the findings of the study.

A significant limitation in evaluation of personality in the intellectually gifted is the measurement and methods of identifying that group. Intelligence tests have been criticized for inadequacy in measuring or predicting intelligent behavior in life situations and for failure to give consistent results when the level of education, social and economic conditions, and physical or mental health were not controlled or were varied.<sup>20</sup> In states which have established programs for accelerating the gifted, controversy arises between various testing

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<sup>19</sup>L. M. Terman, "Mental and Physical Traits of a Thousand Gifted Children": Genetic Studies of Genius, Vol. 1, (Stanford University: Stanford University Press, 1925).

<sup>20</sup>A. Moriarty, "Coping Patterns of Preschool Children in Response to Intelligence Test Demands", Genetic Psychological Monograph, Vol. 64, 1961.

instruments and in California studies, group testing would have eliminated 51.5% of the gifted group<sup>21</sup> and final investigations have reported that, ". . . even simple laboratory problems, which would seem at first to require almost purely cognitive powers were significantly affected by the personality of the problem solver."

Aside from the difficulty in measuring the intellectually gifted with consistency for research purposes, utilizing a personality instrument with this group further compounds the problem. Maier warned that:

Personality development embraces perspectives of physical maturation, cultural pressures, intellectual achievement, emotional adaptation, and behavioral experiences-and all combinations of these factors.<sup>23</sup>

In addition to the difficulty in controlling the variables which contribute to personality development, there is still controversy as to personality theory itself. There appears to be no single valid theory of personality and only recently have attempts been made to integrate the various theories utilizing measures such as the Tennessee Self Concept Scale. As Groch pointed out, ". . . even the psychologists definition of personality, of which almost 50 were once

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<sup>21</sup>R. S. Crutchfield, "Creative Thinking in Children: Its Teaching and Testing", Intelligence: Perspectives 1965 - The Terman-Otis Memorial Lectures, (New York: Harcourt, Brace, & World, Inc., 1966), p. 36.

<sup>22</sup>J. Groch, The Right to Create - The Nature, Cultivation, and Suppression of Human Creative Potential, (Boston: Little, Brown and Company, 1969), p. 28.

<sup>23</sup>H. W. Maier, Three Theories of Child Development, (New York: Harper & Row, 1965), p. 5.

counted, vary with the particular theoretical system in which they are rooted."<sup>24</sup>

Added to this, the difficulty assuming that the intellectually gifted have been properly identified, and that a proper instrument is being utilized to measure personality theory, the testing situation itself may distort data. A few of these include errors of central tendency, social desirability propensities, guessing tendencies, defensiveness versus self disclosure, acquiescence and deviatational tendencies.<sup>25</sup> These factors may in personality test results represent genuine temperament factors and the Tennessee Self Concept Scale is designed to isolate these variables for identification.

Because of the preceding limitations imposed on a study of this nature, a final limitation must be given in that the correlation studies of measures of personality and intelligence do not mean causation and that any positive correlation derived from measures of personality should be construed as a guideline for further research and not as an adjunct to identifying the gifted or to radically changing educational or counseling programs.

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<sup>24</sup>R. M. Dreger, "General Temperament and Personality Factors Related to Intellectual Performances," The Journal of Genetics Psychology, Vol. 113, 1968, p. 278.

<sup>25</sup>Groch, op. cit., p. 29.

## Chapter 2

### REVIEW OF RELATED LITERATURE

Personality theory, of which self concept theory constitutes only a small part of a maze of literature, has been handicapped from the early study of William James<sup>1</sup> in 1890 to the current studies of A. H. Maslow<sup>2</sup> by a lack of a substantive definition of personality which could be applied to all theories. Personality has tended to be defined by a set of concepts which are part of the theory being discussed. While Freud concentrated on the individual's life history and cultural background as a foundation of personality,<sup>3</sup> B. F. Skinner proposed that personality is nothing more than a collection of behaviorial patterns similar to a stimulus response and is entirely predictable.<sup>4</sup> Allport emphasized the necessity of the study of personality traits<sup>5</sup> while Fitts carried this a step further and

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<sup>1</sup>W. James, Principles of Psychology, (New York: Holt), 1890.

<sup>2</sup>A. H. Maslow, The Farther Reaches of Human Nature, (New York: Viking Press), 1971.

<sup>3</sup>S. A. Freud, General Introduction to Psycho-analysis, (New York: Liveright), 1935.

<sup>4</sup>B. F. Skinner, Contingencies of Reinforcement: A Theoretical Analysis, (New York: Appleton-Century-Crofts), 1969.

<sup>5</sup>G. W. Allport, Patterns of Growth in Personality, (New York: Holt, Rinehart and Winston), 1961.

emphasized the necessity of evaluating skills in the area of interpersonal relationships in order to understand the basic personality.<sup>6</sup>

For purposes of this study of the relationships of self concept, significant others, and intelligence; the phenomenological nature of self theory appeared to be more valuable in its ability to predict man's reaction to his world in terms of the way he perceives his world. If an individual is viewed only as an object, as in the case of simple stimulus response models with certain personal traits as well as a physical and mental constitution, it leaves out the individual's own perceptions of himself and his external world; and the individual himself is then an intervening variable further complicating objective research. The more humanistic theories such as those previously mentioned of Fitts and Carl Rogers<sup>7</sup> add the individual to the stimulus response pattern as a variable which mediates and influences the type of responses being studied. In the study of related literature, therefore, the concentration was on research which dealt not only with the individual, but with his relationships with others and attempted to cover both the internal and external frames of reference.

### SELF CONCEPT

Assuming that man's personality is dictated in terms of his interpersonal relationship with his phenomenological world, self concept theory is then an attempt to isolate and measure those variables

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<sup>6</sup>W. Fitts, Interpersonal Competence - The Wheel Model, (Nashville: Rich Printing Company, Inc.), November, 1970.

<sup>7</sup>C. Rogers, On Becoming a Person, (Boston: Houghton Mifflin), 1961.

contributing to the individual's behavior in terms of the way he views his own self. Fitts indicated:

Self theory and phenomenological theories in general hold that the self and self concept emerge and take shape as a result of each person's unique experiences, both internal and external experiences. Therefore these theories propose it is impossible to understand a person fully, or predict his behavior accurately without employing the internal frame of reference, without seeking to share his own private perceptual world and especially his views of himself.<sup>8</sup>

If this internal frame of reference can be viewed in the form of testing procedure, it is possible to evaluate the degree of the development of self concept in terms of "self actualization" of Maslow<sup>9</sup> or "interpersonal competency" of Fitts<sup>10</sup> both of which focus on the characteristics of individuals who appear to be more efficient, more effectively develop their potentialities, and appear to be generally happier in the area of interpersonal relationships.

### Basic Structure of Self Concept

Most personality theorists in attempting to rate self concept in terms of objectivity have labeled self concepts ranking from the least to the most mature. For example, Washburn utilized a "somatic-primitive self" to indicate an inability to postpone satisfaction and failure to identify authority figures to the fifth level of self entitled "integrative-actualizing self" which involved a level of self competency with a tendency towards increased productivity and an

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<sup>8</sup>W. Fitts, The Self Concept and Behavior: Overview and Supplement, (Nashville: Dede Wallace Center, June, 1972).

<sup>9</sup>A. H. Maslow, loc. cit.

<sup>10</sup>W. Fitts, loc. cit.

acceptance of one's self and one's relationships to others.<sup>11</sup> Maslow rated his ideal self concepts in terms of B-values ranging from truth through self-sufficiency and meaningfulness which could be observed objectively by the trained viewer.<sup>12</sup> Erikson felt self concept was achieved through an ascending series of crises which the individual encountered and surmounted in his relationships with his environment until reaching the stage of ego integrity.<sup>13</sup>

Despite the variety in theoretical structure of self concept, the more valuable self concept theories appeared to lend themselves to objective measurement and Fitts and his measurement device, the Tennessee Self Concept Scale, borrowed from all of the self theorists. He felt there were at least three basic selves which constituted the total and that these included identity self which was the core, the judging self which was the middle or intermediating portion, and the outer layer or the behavioral self.<sup>14</sup> Fitts also stated throughout his research monographs that the self concept is relatively stable after childhood and this appeared to be consistent with other researchers such as Herr who felt that following adolescence, self concept is relatively stable and that throughout adolescence, the individual ". . . continuously moves toward a clear image, integrating his ideal self and his

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<sup>11</sup>W. C. Washburn, "Patterns of Self-Conceptualization in High School and College Students", Journal of Educational Psychology, Vol. 52, June, 1961, p. 123-131.

<sup>12</sup>Maslow, The Farther Reaches of Human Nature, p. 318.

<sup>13</sup>E. H. Erikson, Childhood and Society, (New York: Norton, 1963).

<sup>14</sup>W. Fitts, The Self Concept and Self-Actualization, (Nashville: Dede Wallace Center, 1971).



real self."<sup>15</sup>

Whether self concept is measured in terms of the ideal versus real self or in terms of behavior, identity, or judgment; through measurement techniques available, it has become an important counseling tool.

### Measurement Techniques

The Personal Orientation Inventory or POI has been utilized in several studies to evaluate not only self-perception but interpersonal sensitivity. For example, Braun utilized the POI in evaluating the difference between real and ideal self with undergraduate psychological students giving it first with the instructions, ". . . answer as you really are. . .", and the second test with the instructions, "We want you to answer so as to tell us about your ideal self. That is what sort of person you would ideally like to be."<sup>16</sup> The comparison of the scoring categories on the POI including categories such as self-actualizing value, capacity for intimate contact, self acceptance, self regard and synergy were then compared showing a lack of significant change on the inner directed scales and the capacity for intimate contact, but showing an increase on six scales including a preference to be rigid and not flexible in the application of values, insensitive and not sensitive to one's own needs, and feelings and unaccepting

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<sup>15</sup>E. Herr & S. H. Cramer, Guidance of the College-Bound, Problems Practices, Perspectives, (New York: Appleton-Century-Crofts, 1968), p. 56.

<sup>16</sup>J. R. Braun & P. Asta, "A Comparison of 'Real' vs. 'Ideal' Self with a Self-actualization Inventory", The Journal of Psychology, Vol. 72, p. 160.

rather than accepting the weaknesses of self.<sup>17</sup>

Truax utilized Q sorts devices to measure the same ideal-self concept versus self-ideal concept and also correlated his test results with the Minnesota Multiphasic Personality Inventory, Barron Ego Strength Test, Minnesota Counseling Inventory, the Welch Anxiety Index, and found they correlated with his Q sorts in the measurement of self concept at a significant level.<sup>18</sup>

The semantic differential has also been used by Aiken as a measure for evaluating self-description changes in the area of self concept utilizing "The way I see myself" as the concept to be rated.<sup>19</sup> Simon used the Allport-Vernon-Lindzey Study of Values or AVL and found the test to be valid in terms of congruency with self concept.<sup>20</sup> In studies for the Ohio State Board of Education, Stephens utilized the California Test of Personality to determine adjustment scores and compared these to the Gough Adjective Check List to rate self-acceptance, self-criticism, flexibility and adjustment of self concept. These studies also utilized autobiographies prepared by the individual to

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<sup>17</sup>Ibid., p. 163.

<sup>18</sup>C. B. Truax, "Self-ideal Concept Congruence and Improvement in Group Psychotherapy", Journal of Consulting and Clinical Psychology, Vol. 32, No. 1, February, 1968.

<sup>19</sup>E. G. Aiken & W. H. Parker, "Conditioning and Generalization of Positive Self-evaluations in a Partially Structured Diagnostic Interview", Psychological Reports, Vol. 17, (Southern Universities Press, 1965).

<sup>20</sup>W. E. Simon, "Self Concept and the Validity of the Allport-Vernon-Lindzey Study of Values", Perceptual and Motor Skills, Vol. 31, 1970.

evaluate self concept.<sup>21</sup>

Several researchers including Moriarty and MacKinnon have utilized their own sets of variables related to self concept. The former isolated two factors from ten variables related to problem solving and self concept which included positive self-feeling and the acceptance of one's own limits.<sup>22</sup> The latter compared clinical psychopathology scores to measure concepts of self in the creative with the conclusions that the creative and the ". . . courage to be fully open to experience and especially to experience one's inner life."<sup>23</sup>

The Tennessee Self Concept Scale by Fitts has been responsible for the volume of literature being produced in the counseling and rehabilitation field in the area of self concept. This study will be discussed in greater detail in Chapter 3.

#### Methods of Changing Self Concept

Though it has previously been mentioned that self concept is relatively static, research has indicated effective counseling procedures including an awareness of the internal and external frame of reference can be influential especially during the rehabilitation process and counseling in the area of adolescence. Truax, in discussing the effects of client-centered therapy which included warmth, empathy and congruence

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<sup>21</sup>T. M. Stephens, Pathways to Progress - A Research Monograph from Ohio's Programs for the Gifted Child, (Columbus, Ohio: Ohio State Board of Education, 1964).

<sup>22</sup>A. Moriarty, "Coping Patterns of Preschool Children in Response to Intelligence Test Demands", Genetic Psychological Monograph, Vol. 64, 1961.

<sup>23</sup>D. W. MacKinnon, "The Study of Creative Persons", Creativity and Learning, (Boston: Houghton Mifflin, 1967), p. 29.

or literally counseling in terms of the individual's real self, concluded: ". . . it now seems that the same therapeutic conditions are therapeutic for a wide range of human beings regardless of the specific type of emotional disturbance or psychopathology."<sup>24</sup> Other studies, including those of Aiken,<sup>25</sup> Carkhuff,<sup>26</sup> Grant,<sup>27</sup> and Winborn,<sup>28</sup> have concluded self concept change can occur through methods of stimulating an individual's processes of self-exploration with subsequent positive degree of change in constructive behavior.

### INTELLIGENCE

The original studies of intelligence did not rely on sophisticated testing techniques. Galton in his work in the nineteenth century indicated; "I look upon social and professional life as a continuous examination."<sup>29</sup> He went on to isolate the eminent and

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<sup>24</sup>C. B. Truax, Counseling and Psychotherapy: Process and Outcome, (University of Arkansas, Arkansas Rehabilitation Research and Training Center, June, 1966), p. 30.

<sup>25</sup>E. G. Aiken, "Conditioning and Generalization of Influence Behavior", Perceptual and Motor Skills, (Southern Universities Press, 1965).

<sup>26</sup>R. R. Carkhuff & C. B. Truax, "An Evaluation of an Integrated Didactic and Experimental Approach", Journal of Consulting Psychology, Vol. 29, No. 4, 1965.

<sup>27</sup>C. W. Grant, "How Students Perceive the Counselor's Role", Personnel and Guidance Journal, Vol. 32, March, 1954.

<sup>28</sup>R. Winborn & L. G. Schmidt, "The Effectiveness of Short-term Counseling upon the Academic Achievement of Potentially Superior but Underachieving College Freshman", The Journal of Educational Research, Vol. 55, December-January, 1962.

<sup>29</sup>F. Galton, Hereditary Genius, (New York: D. Appleton & Company, 1884).

illustrious as representing the intellectually gifted or genius which he felt occurred in the ratio of about one to four thousand. By using only those who were leaders of opinion or had produced original work, he tended to ignore those who resented notoriety. In his second work, published in the twentieth century, he utilized early psychometric techniques and statistical methods such as the ogive with mental imagery tests, number forms, and color association, but unfortunately he had nothing with which to correlate his findings.<sup>30</sup> He accomplished a study of twins to validate genetic references to intelligence but again his opinions could not be considered a statistical study.<sup>31</sup>

The difficulty in defining intelligence in attempting to measure it statistically is still causing problems for researchers. Groch, in her studies on creativity, felt that what defined "intelligence" was still a problem of creativity research.<sup>32</sup>

### Basic Structure of Intelligence

As instruments vary to measure "intelligence", so may research findings especially in the area of correlation studies between intelligence and personality factors. Guilford had broken intelligence into five factors including divergent thinking, convergent production,

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<sup>30</sup>F. Galton, Inquiries into Human Faculty and Its Development, (London: J. M. Dent and Company, 1908).

<sup>31</sup>Ibid., p. 155.

<sup>32</sup>J. Groch, The Right to Create - The Nature, Cultivation and Suppression of Human Creative Potential, (Boston: Little, Brown and Company, 1969), p. 21.

cognition, memory, and evaluation.<sup>33</sup> This basis and other methods were used for identifying the intellectually gifted in the California school system but not in others.<sup>34</sup> Brim utilized six dimensions of "cognitive style" to represent intelligence including field articulation, conceptual differentiation, extensiveness of scanning, tolerance for unrealistic experiences, and constricted-flexible control, and wove these into a complicated conceptual structure.<sup>35</sup> A more simple construct was Wrenn's, who broke intelligence into the ability to handle the concrete, the symbolic, the somantic, and the social, while still noting that intelligence was composed of as many as 120 distinct abilities.<sup>36</sup>

However the basic structure of intelligence is measured, it appears to be at least fairly consistent after early childhood.

Jenson's research indicated:

Heredity studies based on the Stanford Binet on samples from essentially the same population show that about 80% of the variance in I.Q. is attributable to hereditary factors and 20% or less to environmental factors.<sup>37</sup>

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<sup>33</sup>J. P. Guilford, "The Structure of Intellect", Psychological Bulletin, Vol. 53, No. 4, July, 1956.

<sup>34</sup>M. Robeck, Acceleration - Programs for Intellectually Gifted Pupils, (California: State Department of Education, 1968).

<sup>35</sup>O. G. Brim, Intelligence: Perspectives 1965 - The Terman-Otis Memorial Lectures, "High and Low Self-estimates of Intelligence", (New York: Harcourt, Brace & World, Inc., 1966), p. 11.

<sup>36</sup>C. G. Wrenn, The Counselor in a Changing World, (Washington: American Personnel and Guidance Association, 1962), p. 54.

<sup>37</sup>A. R. Jenson, "Social Class, Race and Genetics", American Educational Research Journal, Vol. 5, January, 1968.

These findings were consistent with the study of Witty who stated:

Some have expressed the belief that any child can be made a prodigy by intensive mental culture during the first four or five years of life, but we have yet uncovered no factual data to support such a view.<sup>38</sup>

Similar findings were reported by Terman who, in follow up studies after identifying the gifted student at an I.Q. of 140 and above in early childhood, showed that the testing for the adult remained 2.1 to 2.5 standard deviations above the normative group.<sup>39</sup> This stability, relying on current measurement instruments of intelligence, should allow for consistent research findings utilizing the same instruments of identifying the gifted.

#### Measurement Technique

Nearly everyone at some point in their life has experienced a form of intelligence testing whether it be the Stanford-Binet or Otis Test given during early school years or the more complicated forms of the Wechsler Adult Intelligence Scale. These tests have a mean of approximately 100 and the standard deviation of approximately 15.<sup>40</sup>

Because intelligence is a complex construct, research has warned that testing in itself can be misleading. Concomitant methods include the use of teacher evaluation of learning characteristics,

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<sup>38</sup>p. Witty, The Gifted Child, (Boston: D. C. Heath and Company, 1951), p. 37.

<sup>39</sup>L. M. Terman, "The Gifted Child Grows Up", Genetic Studies of Genius, Vol. V., (Stanford University, Stanford University Press, 1947), p. 28.

<sup>40</sup>Appendix A contains the qualifying test scores for the American Mensa Selection Agency utilizing the more common measures of intelligence and the scores given represent the 98th percentile or 2 standard deviations above the mean of the norm group.

counselor consultation, and interviews with parents.<sup>41</sup> This is not to slight the importance of testing, however, as Witty pointed out only 15.7% of the children nominated by 6,000 teachers as the most intelligent in their classrooms were found to be qualified for the gifted groups throughout the nation and he attributed this to boredom, teacher inability, and lack of challenge.<sup>42</sup>

#### RELATIONSHIP OF SELF CONCEPT TO INTELLIGENCE

Research specifically relating self concept to intelligence has occurred infrequently; however, research utilizing personality tests containing self concept factors have been done frequently in educational research though less frequently with an adult population. The studies at a younger age may contain concepts relevant to adults especially in the area of the gifted, as Hollingworth noted:

The higher the I.Q., the earlier does the pressing need for an explanation of the universe occur; the sooner the demand for a concept of the origin and destiny of self appears.<sup>43</sup>

The reason for an early development of self concept among the gifted is controversial as are the findings of various researchers as to whether or not self concept when it develops is properly utilized by the individual. This is especially true when attempting to compare a

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<sup>41</sup>California State Department of Education, Educational Programs for Gifted Pupils, (Sacramento, California: California State Department of Education, January, 1961), p. 71 and 72.

Because of probable interest in the technique, the study is reproduced in Appendix B.

<sup>42</sup>p. Witty, The Gifted Child, (Boston: D. C. Heath and Company, 1951), p. 16.

<sup>43</sup>L. S. Hollingworth, Children Above 180 I.Q., (Yonkers-on-Hudson, New York: World Book Company, 1942), p. 53.



self concept measurement instrument with a normative population. Witty warned:

Their adjustment is on a different level, of a different quality than that characteristic of persons we commonly think of as adjusted. These children are vastly more sensitive to and reactive to experiences of living than are children in general. Their minds are more active in organizing their experiences into an interreconstruction of reality. Their reconstructions of reality are more personal, less cultural. Their adjustments are more to the demands of this personal reality.<sup>44</sup>

On the positive side of self concept development among the gifted, Witty in a study at the University of Kansas found that gifted children are equal or superior to the general school population in degree of emotional maturity, lack of behavioral problems, and the ability to adapt to conditions they cannot change.<sup>45</sup> Stephens, in the Ohio educational system, found children existed by and were keenly interested in self-analytical procedures. Their judgments regarding the various testing instruments and their test results were excellent.<sup>46</sup> California studies showed gifted pupils were higher in socialization, responsibility, flexibility, and communality on both the grade school and high school level. These studies showed significant differences in favor of the grade school on sociability and on high school on dominance

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<sup>44</sup>p. Witty, The Gifted Child, (Boston: D. C. Heath and Company, 1951), p. 105.

<sup>45</sup>p. Witty, A Study of One Hundred Gifted Children, University of Kansas Bulletin of Education, Vol. II, No. 7, (Lawrence, Kansas: Bureau of School Service and Research, 1930).

<sup>46</sup>T. M. Stephens, Pathways to Progress - A Research Monograph from Ohio's Programs for the Gifted Child, (Columbus, Ohio: Ohio State Board of Education, 1964), p. 69.

and intellectual efficiency scales.<sup>47</sup> The study showed further gain in classes that were designed for accelerating educational development in the areas of social presence, self-acceptance, tolerance, and flexibility.<sup>48</sup> The study in comparing "well being" indicated that 87.5% of those high were above the median in intellectual efficiency, and that there was a relationship between well being, self regard, and intellectual efficiency at a high level of significance  $P < .001$ .<sup>49</sup>

For the same reasons that some of the gifted develop positive self concept, others experience difficulty. This is due in part to an earlier development of a conception of self which in turn leads to unrealistic goals, boredom with the educational system, peer group problems, and a variety of other factors which can influence the further development of self concept and also the attainment of educational objectives. Brim noted in his research covering levels of aspiration from the 1930's to the present, both experimental and applied, that:

There is little doubt that how bright a person thinks he is relative to others competing with him influences both the goals he sets for himself and the actual quality of his performance.<sup>50</sup>

This study and others utilized project talent of the American Institute of Research which involved some 10,000 questionnaires. He also indicated

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<sup>47</sup>California State Department of Education, Educational Programs for Gifted Pupils, (Sacramento, California: State Department of Education, January, 1961), p. 150.

<sup>48</sup>Ibid., p. 156.

<sup>49</sup>Ibid., p. 159.

<sup>50</sup>O. G. Brim, Intelligence: Perspectives 1965 - The Terman-Otis Memorial Lectures, "High and Low Self-estimates of Intelligence", (New York: Harcourt, Brace & World, Inc., 1966), p. 66.

that this over-estimation which resulted in the continued inability to meet one's aspirations tended to increase with age, and that a low estimation of one's ability was just as difficult a situation resulting in considerable waste of educational talent.<sup>51</sup> This expectancy of success or failure appeared contrary to the assumption of progressive education that the child would develop intellectually on his own, and Kagan felt that the average child and the gifted would protect themselves from the anxiety of failure by withdrawing to less threatening activity and avoiding learning experiences.<sup>52</sup>

In addition to the anxiety experienced in learning situations, the gifted have other problems in the development of self concept. Hollingworth, in her classic studies involving exceptional children, felt that the most successful and well rounded personality tended to occur between an I.Q. range of 125 and 155, but even within that range and especially in ranges above, these individuals were too intelligent to be understood by the general run of individuals with whom they made contact. They had to ". . . contend with the loneliness and with personal isolation from their contemporaries throughout the period of immaturity."<sup>53</sup> Her studies were re-evaluated by Witty who noted that social adjustment and school interest problems occurred only at the extremes of intelligence or the upper 1%.<sup>54</sup>

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<sup>51</sup>Ibid., p. 74.

<sup>52</sup>J. Kagan, Creativity and Learning, (Boston: Houghton Mifflin, 1967).

<sup>53</sup>L. S. Hollingworth, Children Above 180 I.Q., op. cit., p. 265.

<sup>54</sup>p. Witty, The Gifted Child, op. cit.

Witty, in his review of other studies, pointed out the difficulty in achieving interpersonal relationships among the gifted groups by comparing ratings of teachers and parents of unselected children rated as superior. Of these, 89% were above the mean on four intellectual trait tests, but only 57% rated above the mean on five social trait tests.<sup>55</sup> Surprisingly enough, in California studies, the majority of parents of the intellectually gifted reported a need for intellectual challenge and stimulation while only 7.6% reported need for personality development and only 4.4% for social development.<sup>56</sup> Stephens, in the Ohio studies utilizing the California Test of Personality, compared fifty pair of low and high achievers of I.Q.'s of 130 and showed the lower achievers differed significantly on "total adjustment" scores. He concluded:

The bright, lower achieving boy is apparently apt to need special help in developing feelings of personal worth, personal freedom, belonging, freedom from withdrawal and nervous symptoms.<sup>57</sup>

Bond, in evaluating superior college students, found a "phenomenon of concealed failure" in that students had grades that were passing but not of a level consistent with their ability, and they tended to be more anxious and less well adjusted in areas of maturity of goals, personal

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<sup>55</sup>Ibid., p. 25.

<sup>56</sup>California State Department of Education, Educational Programs for Gifted Pupils, op. cit., p. 76.

<sup>57</sup>T. M. Stephens, Pathways to Progress - A Research Monograph from Ohio's Programs for the Gifted Child, op. cit., p. 31.

efficiency, levels of aspiration, and mental health.<sup>58</sup>

Terman, in evaluating his gifted in middle age, noted that though the record of college achievement was far superior for this group compared to the normal population, 8% of the men and 2% of the women had been removed from college because of grade problems. He felt that this poor record could be accounted for by the lack of proper guidance.<sup>59</sup> These and similar studies dealing with individuals in the educational system have stressed the necessity of providing the proper stimulus for learning situations, being constantly aware of the needs for interpersonal relationships with a peer group, and the necessity of proper guidance and counseling within the student's frame of reference.

Berman, utilizing the California Psychological Inventory, did correlational studies with I.Q. with a level of significance of  $P < .01$  for capacity for status, not significant for self-acceptance or achievement via conformance but significant at the  $P < .001$  level for achievement via independence.<sup>60</sup> The findings of this study were similar to the limited research being done with adult populations. Southern, utilizing the Mensa Group with a mean age of 36.2 years and an educational level of 15.7 years, showed high correlations utilizing the same

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<sup>58</sup>p. J. Bond, "The Relationship Between Selected Nonintellective Factors and Concealed Failure Among College Students of Superior Scholastic Ability", (unpublished Doctor's dissertation, Purdue University, 1960, Dissertation Abstracts, Vol. 21, 1960).

<sup>59</sup>L. M. Terman & M. Oden, The Gifted Child Grows Up: Genetic Studies of Genius, Vol. V., (Stanford University: Stanford University Press, 1959).

<sup>60</sup>G. Berman & M. Eisenbert, "Psycho-social Aspects of Academic Achievement", American Journal of Orthopsychiatry, Vol. 41, No. 3, April, 1971, p. 411.

CPI and a study of values AVL with high correlation on sociability, achievement via independence and intellectual efficiency with a surprisingly low correlation on self control.<sup>61</sup> The adult gifted appeared to have greater self confidence, appeared to be better leaders, and rated high in personality, social performance, variety of interests, and spontaneity in the group of 1,500 individuals studied by Terman.<sup>62</sup> Thomas compared individuals with a high degree of personality integration to those with highly differentiated cognitive structures and found positive relationship with his female population but not with males.<sup>63</sup>

Most of the adult research has been in the area of relating intelligence to creativity and the use of these testing instruments has revealed areas of self concept. MacKinnon found that in using the Terman Concept Mastery Test, his creative group showed essentially no relationship between intelligence so measured and creativity but pointed out that no one would doubt the relationship between the two variables.<sup>64</sup>

Serebriakoff, in evaluating studies of the Mensa Group, indicated some difficulty in the adult populations in the area of relating self in interpersonal relationships. Studies had indicated that 84.5% of the Mensa population felt that other people thought them

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<sup>61</sup>M. L. Southern & W. T. Plant, "Personality Characteristics of Very Bright Adults", The Journal of Social Psychology, Vol. 75, 1968.

<sup>62</sup>L. M. Terman & M. H. Oden, The Gifted Group at Mid-life: Genetic Studies of Genius, Vol. V, (Stanford University, Stanford University Press, 1959).

<sup>63</sup>M. M. Thomas, "Personality Integration and Cognitive Processes", (unpublished Doctor's dissertation, George Peabody College for Teachers, May, 1969).

<sup>64</sup>D. W. MacKinnon, "The Study of Creative Persons", Creativity and Learning, (Boston: Houghton Mifflin, 1967).

"odd or peculiar" as opposed to only 47% of the controls. This was significant at beyond the  $P < .001$  level.<sup>65</sup> The majority confessed to some degree of dissimulation,<sup>66</sup> they were more introverted,<sup>67</sup> 74% thought they were thought to be unusual by other children as opposed to 32% of the controls<sup>68</sup> and they preferred a firm statement of intention which left them the option of joining in or not as they pleased.<sup>69</sup>

Direct correlational studies between intelligence and personality are rare but one was done by Eysenck utilizing male nurses with no significant findings which he felt clearly supported the contention that temperament and intelligence were independent. Individuals, however, with high lying scores and psychoticism scores tended to have somewhat lower I.Q.'s.<sup>70</sup> Piers related his self concept scale to group I.Q. measures and found correlation significant at the  $P < .01$  level.<sup>71</sup> He also reported similar correlations utilizing the research of others with the Wechsler Intelligence Scale for Children, the Otis, and the California Test for Mental Maturity at the same level of significance.<sup>72</sup>

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<sup>65</sup>V. Serebriakoff, I.Q. - A Mensa Analysis and History, (London: Hutchison, 1965), p. 145.

<sup>66</sup>Ibid., p. 63.

<sup>67</sup>Ibid., p. 92.

<sup>68</sup>Ibid., p. 127.

<sup>69</sup>Ibid., p. 93.

<sup>70</sup>H. J. Eysenck, "Relation Between Intelligence and Personality", Perceptual and Motor Skills, Vol. 32, 1971.

<sup>71</sup>E. V. Piers, Manual for the Piers-Harris Children's Self Concept Scale, (Nashville: Counselor Recordings and Tests, 1969).

<sup>72</sup>Ibid.

Fitts has indicated in his studies on the Tennessee Self Concept Scale that:

Presently available data also suggests that other variables such as sex, years of formal education, birth order and scores on achievement tests have little systematic relationship to self concept scores.<sup>73</sup>

This volume and other studies have warned that though there may be a close relationship between motivation, personality variables, and the development of intellectual ability; the relationship of these factors are difficult to evaluate. As Gallagher noted; "Although prior research has disclosed relationships between personality and intelligence, they have not generally been considered casual in nature."<sup>74</sup>

#### RELATIONSHIP OF SIGNIFICANT OTHERS TO SELF CONCEPT

Both early studies and those currently being reported have stressed the relative unimportance of environment on intelligence and have stressed that what one does with this native intelligence is primarily attributable to the development of self concept in relationship to "significant others". Heilman reported as early as 1929 that the proportion of variance of school achievement was measured at .81 attributable to heredity and at .9 to environment.<sup>75</sup> Environment was not defined at that time; however, current studies have indicated that

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<sup>73</sup>W. Thompson, Correlates of the Self Concept, (Nashville: Dede Wallace Center, 1972), p. 54.

<sup>74</sup>J. J. Gallagher, Research - Trends and Needs in Educating the Gifted, (Washington: U. S. Government Printing Office, 1964), p. 2.

<sup>75</sup>J. D. Heilman, "Factors Determining Achievement and Grade Location", Journal of Genetic Psychology, Vol. 36, September, 1929.



this factor involves interpersonal relationships from birth through the life span. Brim summarized it quite well:

Enough change occurs over relatively short time span to permit the study of how the organization of ego functioning changes with the individual and how the emerging cognitive and personality structures relate to each other as well as to the external factors as peer group interactions and home and school environment.<sup>76</sup>

The concept of significant others includes in order of development; parents, siblings, teacher relationships in early school years, and the establishment of peer groups. The concept of significant others is one of the primary personality variables for learning. Kagan indicated that the motive for acceptance and for positive evaluations by parents and parent surrogates was one of the primary factors in early and later learning experiences.<sup>77</sup> He further indicated that much of the difficulty in striving for differentiation in early school years occurred because of the heavy emphasis on intellectual mastery and that most children chose this route for self-definition. Anxiety was then created by excessive competitiveness, anxiety over dependency, and competition with rivals resulting in inhibition on attempts at excellence and other factors that interfere both with the development of self concept and the learning process.

The child's first experience in the area of interpersonal relationships is with the parents. McCurdy noted in his studies in the childhood patterns of the gifted that these children had a ". . . high

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<sup>76</sup>O. G. Brim, Intelligence: Perspectives 1965 - The Terman-Otis Memorial Lectures, "High and Low Self-estimates of Intelligence", (New York: Harcourt, Brace & World, Inc., 1966), p. 17.

<sup>77</sup>J. Kagan, Creativity and Learning, (Boston: Houghton Mifflin, 1967), p. 154.

degree of attention focused upon the child by parents and by other adults."<sup>78</sup> This found expression in intense educational measures and usually abundant love which resulted in the necessary intellectual stimulation. He also found that these children were isolated from other children especially outside the family and therefore expressed a rich efflorescence of fantasy. Medinnus found that perception of parental attitudes was casually related to the individual's self acceptance and more so with boys than with girls.<sup>79</sup> Fitts also indicated positive relationships on the TSCS with groups divided into high, medium and low identification groups with mother, father and other. The high group had the most optimal TSCS scores and the low group the least optimal in all categories.<sup>80</sup>

Herr compiled numerous studies and felt self concept was influenced by such things as the socioeconomic level of the parents, their educational level, activity of the parents in the local community, identification with the parents value systems, parental disagreement over educational and vocational plans, and disruption of the family structure through death or divorce.<sup>81</sup> Not surprisingly, studies on the educational level of parents of the gifted such as the California study showed a mean educational level in years for parents of the gifted at

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<sup>78</sup>H. G. McCurdy, "The Childhood Pattern of Genius", Annual Report of the Board of Regents of the Smithsonian Institution, Publication 4354, 1959, p. 541.

<sup>79</sup>G. R. Medinnus, "Adolescents' Self Acceptance and Perceptions of Their Parents", Journal of Consulting Psychology, Vol. 29, April, 1965.

<sup>80</sup>W. Fitts, The Self Concept and Behavior: Overview and Supplement, (Nashville: Dede Wallace Center, June, 1972), p. 29.

<sup>81</sup>E. Herr & S. H. Cramer, Guidance of the College-Bound, Problems, Practices, Perspectives, op. cit.

14.7 for men and 13.3 for women compared to the U. S. population of 9.0 and 9.6.<sup>82</sup>

After the child has formed relationships with his parents and with other children in the home, aside from early church experience, his first significant contact with interpersonal relationships is with the school. Witty, reflecting on counseling experiences in the Counseling Center for Gifted Children, indicated the difficulty that the gifted child experienced when facing unsupported relationships different from those he had experienced in the home:

Reflecting that going to school is the child's first experience with the relationship of the wider community and society, we are of the opinion that such school experiences are likely to diminish not only his creativity and productivity, but also his social interest. His ultimate social role may thus be conditioned by attitudes formed in early school years.<sup>83</sup>

In analyzing the biographies of prominent geniuses including Leibniz, Voltair, Pascal, and Pope, McCurdy concluded that instead of becoming proficient in social relations with his contemporaries of early school age, the child of genius was forced to rely on his own imagination and in turn became ". . . aware of his own depth, self consciousness in the fullest sense and essentially independent."<sup>84</sup> Stephens, however, in the Ohio studies felt that most research indicated no significant affect on social relations either negative or positive in the ungrouped classroom, but there was some evidence to indicate that the gifted individual would

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<sup>82</sup>California State Department of Education, Educational Programs for Gifted Pupils, op. cit., p. 71.

<sup>83</sup>p. Witty, The Gifted Child, op. cit., p. 102.

<sup>84</sup>McCurdy, op. cit., p. 450.

hide his intelligence to gain group acceptance.<sup>85</sup> The California studies showed only 10% to 12% of the gifted students received poor ratings in peer relations on a pool judgment of parents, teachers and other pupils. In those rated poor, it was felt that ". . . gifted children have not recognized the burden for adjustment is very often theirs."<sup>86</sup> In leadership rankings, however, 20% of the gifted were rated poor ". . . because of specific specialized interests of the gifted, which differed from those of the total peer group . . . "<sup>87</sup> Stephens, using a social distance scale, showed a high level of acceptance among the gifted though they tended to choose friends with positive attitudes towards educational achievement.<sup>88</sup> Numerous studies by Fitts utilizing the TSCS with both the individual and with those they classified as significant others, showed significant positive correlation between the self concepts of the individuals and those considered significant others. He concluded:

Parents and immediate family may be crucial to the initial development of self concept, but the continuing development and change in self-perceptions are influenced by many other people.<sup>89</sup>

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<sup>85</sup>T. M. Stephens, Pathways to Progress - A Research Monograph from Ohio's Programs for the Gifted Child, op. cit., p. 16.

<sup>86</sup>California State Department of Education, Educational Programs for Gifted Pupils, op. cit., p. 81.

<sup>87</sup>Ibid., p. 85.

<sup>88</sup>Stephens, op. cit., p. 42.

<sup>89</sup>W. Fitts, The Self Concept and Self-Actualization, (Nashville: Dede Wallace Center, 1971), p. 35.

Not all experiences with others need be positive experiences as noted throughout the research by Fitts. Lynch noted in his studies of intense human experience that individuals with strong self concepts were more apt to indicate that negative experiences had contributed to personality growth.<sup>90</sup> It may be assumed from previously cited data on the gifted that their cognitive structures would allow for easier assimilation of negative interpersonal relationships without affecting their self concept in a negative fashion.

In summary, self concept is not only based primarily on the relationship to significant others, but research has also shown that any change in self concept is usually attributable to a break down in the relationship with significant others. Studies have indicated that the gifted are particularly prone to difficulty in the area of interpersonal relationships especially with peer groups and yet appear to be able to surmount this difficulty without significant change in their behavioral patterns other than perhaps academic achievement.

#### COUNSELING AND SELF CONCEPT

Counseling has constantly been criticized not only by the general public but by counselors and therapists following different schools of thought. Bozarth, in an historical article reviewing the efficacy of counseling, reviewed both positive and negative studies showing that despite technique, groups really did not appear to change

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<sup>90</sup>S. Lynch, Intense Human Experience: Its Relationship to Openness and Self Concept, (University of Florida, Ed. 1968).

but there was some indication that subgroups did.<sup>91</sup> Winborn felt research showed negative results for short term counseling and academic achievement.<sup>92</sup> Truax showed self concept in juvenile delinquents deteriorated despite regular counseling sessions when compared to others receiving the same type of counseling.<sup>93</sup> In evaluating those that did improve, a statement similar to the one of Bozarth was given:

They become more able to explore themselves; better able to identify and modify their own self-reinforcement system; . . . and they arrive at a better self-evaluation of themselves.<sup>94</sup>

If in fact counseling is designed to change individual behavior, self concept appears to be the intervening variable. Wrenn, in defining a counselor's role, indicated that he was ". . . to be responsible to inter-individual differences in academic aptitude and in intra-individual differences in each personality pattern."<sup>95</sup> This is in keeping with the four critical variables of counseling evaluated by Carkhuff and Truax which were empathic understanding, warmth and positive regard,

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<sup>91</sup>J. D. Bozarth, "Implications of Research in Counseling for Rehabilitation Counselors", Rehabilitation Research and Practice Review, Vol. 1, No. 2, Spring, 1970.

<sup>92</sup>R. Winborn & L. G. Schmidt, "The Effectiveness of Short-term Counseling upon the Academic Achievement of Potentially Superior but Underachieving College Freshman", The Journal of Educational Research, Vol. 55, December-January, 1962.

<sup>93</sup>C. B. Truax, "Changes in Self-concepts During Group Psychotherapy as a Function of Alternate Sessions and Vicarious Therapy Pretraining in Institutionalized Mental Patients and Juvenile Delinquents", Journal of Consulting Psychology, Vol. 30, No. 4, August, 1966.

<sup>94</sup>Bozarth, op. cit., p. 6.

<sup>95</sup>C. G. Wrenn, The Counselor in a Changing World, (Washington: American Personnel and Guidance Association, 1962), p. 76.

genuineness and self-congruence and an attempt on the part of the counselor to increase the client's depth of self-exploration.<sup>96</sup> The importance of viewing an individual from an internal frame of reference or in terms of his self concept avoids labeling and categorizing which interferes with the counseling relationship. Deviant behavior problems, which could necessitate a counseling situation, are built of negative features, and consideration in the counseling relationship should deal with variables in the individual's self concept framework which are measures of both positive and negative consideration.

Studies have shown that individuals who do counsel from the standpoint of self concept have been more successful than those who ignore it. Truax reported that an analysis of cases involving counseling and psychotherapy showed individual's high in self-exploration showed average improvement of one standard deviation above low groups in self exploration.<sup>97</sup> Similar findings were reported by Fitts.<sup>98</sup> Aiken noted that positive reinforcement resulted in a significantly higher production of positive self-description over controls. He went as far as to retest after considerable length of time had elapsed to show that this significant level of production was still present and did

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<sup>96</sup>R. R. Carkhuff & C. B. Truax, "An Evaluation of an Integrated Didactic and Experimental Approach", Journal of Consulting Psychology, Vol. 10, Spring, 1963, p. 333.

<sup>97</sup>C. B. Truax, Counseling and Psychotherapy: Process and Outcome, (University of Arkansas: Arkansas Rehabilitation Research and Training Center, June, 1966), p. 73.

<sup>98</sup>W. Fitts, The Self Concept and Behavior: Overview and Supplement, op. cit., p. 23.

not indicate compliant behavior on the part of clients.<sup>99</sup>

This success in counseling in self concept appeared specifically related to the client's ability to change his perception of interpersonal relations. Mitchell noted that client improvement was significantly related to positive changes in the client's perception of their parents and with extra-familiar persons in general.<sup>100</sup> Leitner noted similar relationships in change to significant others in that higher levels of reference to significant others seemed to be related to higher levels of client self-exploration.<sup>101</sup> Aiken reported similar findings and also warned that reinforcement raised the interpersonal perception of lower members of the group at the expense of higher members.<sup>102</sup> This would be significant in dealing with the gifted who would have specific problems of their own in the area of interpersonal relations.

If counseling can change an individual's self concept and in turn influence his behavior as previously noted, counseling would appear to be of value in dealing with the problems of gifted students. Broedel reported positive results from counseling with the gifted utilizing multiple techniques but warned that individuals should be skilled in

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<sup>99</sup>E. G. Aiken & W. H. Parker, "Conditioning and Generalization of Positive Self-evaluations in a Partially Structured Diagnostic Interview", Psychological Reports, Vol. 17, (Southern Universities Press, 1965), p. 463.

<sup>100</sup>K. M. Mitchell, Counselor Immediacy and References to Significant Others, (University of Arkansas: Arkansas Rehabilitation Research and Training Center, 1967).

<sup>101</sup>L. Leitner, "Client Self-exploration as a Function of Reference to Significant Others", Journal of Clinical Psychology, Vol. 25, 1969.

<sup>102</sup>E. G. Aiken, "Conditioning and Generalization of Influence Behavior", Perceptual and Motor Skills, (Southern Universities Press, 1965), p. 165.



individual counseling.<sup>103</sup> Counseling in California began as early as the second grade with groups for parents and teachers of the gifted, individually dealing with problems of the children as there were vast intrapersonal differences.<sup>104</sup> Their counseling was handicapped by a lack of professional staff as most were necessary for identifying the mentally retarded and emotionally handicapped or for counseling the underachiever. The results of this early counseling can be noted in the California progress report of their gifted educational programs on the secondary level where it was necessary to use Graduate Record Examinations in order to test the high school level of achievement. Their scores in specific areas of social science, 528; humanities, 518; and natural science, 565 were compared to college seniors with a specific major in the field of social science, 497; humanities, 537; and natural science, 573 which showed the effect of counseling and revised educational procedures.<sup>105</sup>

Not only are similar programs relatively unavailable throughout the United States, the value of guidance counseling itself has been questioned. Hoedt interviewed 46 school principals on the values of guidance counseling and 4% denied its value, 11% to 26% would not support counseling and an additional 30% were afraid of inadequately

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<sup>103</sup>J. Broedel, "The Effect of Group Counseling on Gifted Under-Achieving Adolescents", Journal of Counseling Psychology, Vol. 7, Fall, 1960.

<sup>104</sup>M. Robeck, Acceleration - Programs for Intellectually Gifted Pupils, (California: State Department of Education, 1968), p. 43.

<sup>105</sup>California State Department of Education, Educational Programs for Gifted Pupils, op. cit., p. 62 and 63.

trained counselors and reported that subject matter specialists acted as counselors in 66% of the schools represented.<sup>106</sup>

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<sup>106</sup>K. C. Hoedt & J. W. M. Rothney, "Guidance for the Superior Student: Some Problems", Vocational Guidance Quarterly, Vol. II, Spring, 1963.

## Chapter 3

### METHODS AND PROCEDURES

The study was conducted in May, 1972 by mailing a cover letter, a copy of the Tennessee Self Concept Scale, a significant others questionnaire, and a request for comments to members of the Mensa group in the Kansas City area.

### SUBJECTS

This study was limited to members of the Kansas City area Mensa group randomly selected from the membership roster of December, 1971. This is a unique society devoted to research in psychology and social science as well as social contact and the only qualification for membership is a score on a recognized intelligence test higher than that of 98% of the general population.<sup>1</sup> There was no attempt to control age in the study; however, the sixty-six questionnaires were equally divided between male and female members. The study had aimed at a target group of approximately fifty, equally divided between male and female members and prior correspondence with the research office of the Mensa Organization had indicated an expected return rate to justify the inclusion of thirty-three members of each sex.

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<sup>1</sup>Details of the organization, membership and requirements, and research activities are found in Appendix A, p. 101.

## TESTING PROCEDURE

To each of the randomly selected participants, the testing material was forwarded over a cover letter requesting their cooperation and comments.<sup>2</sup>

Tennessee Self Concept Scale

The testing material included a copy of the clinical and research form of the Tennessee Self Concept Scale.<sup>3</sup> The scores obtained from this form include:

- A. The self criticism score (SC). High scores in this area indicate normal healthiness, openness and capacity for self criticism while low scores indicate defensiveness.
- B. The positive score (P)
  - 1. Total P score. This score reflects the overall level of self esteem of high scores tending to represent self consciousness and low scores indicating lack of self confidence, anxiousness, and depression.
  - 2. Row one P score - identity. These scores indicate the individual describing "what I am" items.
  - 3. Row two P score - self satisfaction. This score represents how the individual feels about the self he perceives.
  - 4. Row three P score - behavior. This score represents the perception of the individual of his own behavior and essentially his "this is what I do or this is the way I act".
  - 5. Column A - physical self. This score represents the individual's view of his physical state, skills, appearance, and sexuality.
  - 6. Column B - moral-ethical self. This score describes the individual from the standpoint of moral worth, relationship to God and satisfaction with one's religion.

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<sup>2</sup>Cover letter enclosed as Appendix C, p.107.

<sup>3</sup>Test form enclosed as Appendix D, p. 115.

7. Column C - personal self. This score represents the individual's feeling of adequacy as an individual and an evaluation of himself apart from his relationship to others.
  8. Column D - family self. This score refers to the individual's perception of self in relationship to his family or closest associates.
  9. Column E - social self. This score represents the person's social interaction with other people in general.
- C. The variability scores (V). These are a simple measure of variability and include a total V representing the entire variability with high scores representing little unity or integration. The column total V which summarizes the variations within the columns and a row total V with variations across the rows.
  - D. The distribution score (D). This score is another aspect of self perception indicating certainty about the way the individual sees himself. High scores indicate the individual is certain while low scores mean the opposite.
  - E. The true-false ratio (T/F). This score will indicate any strong tendency to agree or disagree regardless of item content. Middle range scores would indicate the individual achieves self definition by a balanced employment of both tendencies.
  - F. Net conflict scores. These scores measure the extent to which the individual's responses to positive items differ or are in conflict with his responses to negative items in the same area of self perception.
  - G. Total conflict score. These scores are non-directional computations with high scores indicating confusions and general conflict with perception while low scores have the opposite interpretation.
  - H. The Empirical scales.
    1. The defense positive (DP). This score is a subtle measure for defensiveness having significance at both extremes. High scores indicate defensive distortion and low scores indicate minimal self esteem.
    2. The general maladjustment scale (GM). This score is a general index of adjustment-maladjustment and is an inverse scale.
    3. The psychosis scale (PSY). These score items best differentiate psychotic patients from other groups.
    4. The personality disorder scale (PD). This is again an inverse score tending to isolate the individuals with basic

personality defects in contrast to psychotic or neurotic reactions.

5. The neurosis scale (N). This too is an inverse score with high T-scores representing neuroses.
  6. The personality integration scale (PI). This is a special score derived by comparing the scores of individuals who, by a variety of criteria, were selected by Fitts as average or better in terms of adjustment or in degree of personality integration.
- I. The number of deviant signs score (NDS). This is a score derived from points added for deviations on each of the previous sub-scores and is considered an index of psychological disturbance. This score was not applicable in the current study.<sup>4</sup>

The TSCS especially in the clinical and research form is time consuming to individually score.<sup>5</sup> Scoring is more easily accomplished by computer though the individual researcher or counselor must complete a profile sheet to properly interpret scores in terms of the standard deviations,<sup>6</sup> and this is particularly true when attempting to compare groups against Fitts' norm groups as most of his studies contain profile sheets.

### Significant Others Questionnaire

The second item of testing material sent along with the TSCS was the significant others questionnaire devised by the researcher. This questionnaire is reproduced as Table 1, page 52, and contains four major areas. The first seven questions concern the influence of significant

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<sup>4</sup>W. Fitts, Tennessee Self Concept Scale - Manual, (Nashville: Counselor Recordings and Tests, 1965).

<sup>5</sup>Completed score sheet, clinical and research form is enclosed as Appendix E, p. 120.

<sup>6</sup>Completed profile sheet, clinical and research form is enclosed as Appendix F, p. 122.

others on the individual's present academic achievement. The next seven questions concern the influence of significant others on the individual's present personal achievement in terms of self satisfaction. The next six questions ask the individual's opinion on the influence of counseling on academic performance and the last five questions ask the individual's opinion on counseling and peer groups and their contribution to personal achievement. The study closes with a request for general comments in the area of self concept and interpersonal relationships.

### STATISTICAL PROCEDURES

Due to the time element involved, upon receipt of fifty-five of the testing packets representing twenty-nine females and twenty-six males, the TSCS computer forms were forwarded to Chicago and an individual IBM print-out sheet was supplied to the researcher along with a set of group statistics on each of the line items of the TSCS. The Tennessee Self Concept Scale Manual provided a standardization group from a sample of 626 individuals supposedly representing an equal number of both sexes, representative of all social, economic and intellectual levels, and were obtained from high school and college classes as well as other sources.<sup>7</sup> Later studies, however, indicated that normal groups deviated significantly from the group described in the manual<sup>8</sup> and the researcher elected to use a later study of Fitts and Stewart which was done with 135 individuals and was in closer correlation to research done after the

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<sup>7</sup>W. Fitts, Tennessee Self Concept Scale - Manual, op. cit., p. 16.

<sup>8</sup>W. Thompson, Correlates of the Self Concept, (Nashville: Dede Wallace Center, 1972), p. 6.

manual was published.<sup>9</sup> z-scores were then computed which allowed comparison of the Fitts group means with the Mensa group and the levels of significance were determined by statistical tables.

Data on the questionnaires were concurrently compiled for the individual educational level and age as well as group means and total variance and this was sub-divided into male and female respondents. Upon receipt of the TSCS results, the male and female personality integration scores were divided into four equal groups and analysis of variance techniques compared the total low PI group to the total high PI group, the high males to the high females, the low males to the low females, the low males to the high males, and the low females to the high females. Levels of significance were established at the .01 and .05 levels. These correlations were used in an attempt to determine differences in self concept between the normative population and the intellectually gifted group represented by Mensa, and also to determine the influence of significant others on those individuals with high and low personality integration among the intellectually gifted group.

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<sup>9</sup>Thompson, op. cit., p. 86.



## Chapter 4

### ANALYSIS OF DATA

The response to the TSCS and Significant Others Questionnaire was prompt and in excess of 90%. For reasons of incompleteness of questionnaires, however, the study group was reduced to twenty-five males and twenty-eight females or approximately 86% of the initial study. For the males, the mean age in years was 40.12 with a range from 21 to 58. They had a mean educational level in years of 15.86 with a range from 10 to 19. The female group had a mean age in years of 36.25 and range from 16 to 65. Their educational level had a mean in years of 14.61 and a range from 10 to 17. Their educational level was substantially above national figures of 9 years for males and 9.6 years for females.<sup>1</sup> The techniques used in statistical analysis of the data concerning the total group were described in Chapter 3. z-scores were computed utilizing the TSCS scales and are reported later in the chapter. The group was then further sub-divided on the basis of personality integration scores into quarters for both males and females and analysis of variance studies were done comparing responses on the Significant Others Questionnaire.

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<sup>1</sup>California State Department of Education, Educational Programs for Gifted Pupils, (Sacramento, California State Department of Education, January, 1961), p. 71.

## SELF CONCEPT AND PERSONALITY INTEGRATION

The null hypothesis selected at the beginning of the study stated there was no significant relationship between the level of cognitive functioning and individual self concept. The levels of significance chosen were .01 and .05 and the method of statistical analysis selected was the utilization of z-scores comparing the total Mensa group to the normative group of Fitts and Stewart.<sup>2</sup> Detailed information concerning the results of the z-score computations can be found in Table 1, page 52. Significant differences were found on sub-test scores in favor of the Mensa group at the .01 level in the areas of self-criticism indicating the Mensa group was more open and had a greater capacity for self-criticism than did the normative group. The true-false ratio was higher for the normative group and significant at the .01 level indicating that the normative group had a stronger tendency to agree or disagree regardless of item content as opposed to the Mensa scores indicating a balanced employment of both tendencies. The total conflict score was significant at the .01 level in favor of the Mensa group with the normative group showing greater confusion and general conflict with self-perception. Row 1 scores were significantly different at the .05 level in favor of the normative group indicating a higher degree of self-consciousness among the normative population than with the Mensa group. The Row 2 scores were also significantly different at the .05 level with the higher scores being obtained by the Mensa group and indicating a greater level of self-satisfaction in the area of how the

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<sup>2</sup>See Appendix H, p. 126.

Table 1

A Correlation of Means and Standard Deviations on Tennessee  
Self Concept Scale for Normative Group and Total  
Mensa Sample Utilizing z-Scores

TSCS Score	Fitts & Stewart (N=135)		Mensa (N=55)		z-Score
	Mean	S.D.	Mean	S.D.	
Self Criticism	34.56	6.31	37.56	5.24	3.40 <sup>b</sup>
T/F	1.08	0.25	.91	.18	5.14 <sup>b</sup>
Net Conflict	-3.28	10.94	-9.21	11.68	3.21 <sup>b</sup>
Total Conflict	29.56	8.75	29.32	7.89	.183
Total P	352.63	29.44	350.52	39.74	.353
Row 1	128.34	9.58	123.47	14.92	2.22 <sup>a</sup>
Row 2	107.82	14.01	112.14	16.50	1.69 <sup>a</sup>
Row 3	116.47	10.38	114.90	13.95	.748
Column A	68.76	8.06	70.23	10.16	.948
Column B	73.48	7.68	73.94	8.78	.336
Column C	66.21	7.45	68.67	9.22	1.74

<sup>a</sup>significant at the .05 level  
<sup>b</sup>significant at the .01 level

Table 1 (Continued)

TSCS Score	Fitts & Stewart (N=135)		Mensa (N=55)		z-Score
	Mean	S.D.	Mean	S.D.	
Column D	74.41	7.26	68.87	8.98	4.55 <sup>b</sup>
Column E	69.76	7.32	68.80	10.41	.619
Total V	45.01	12.02	44.43	14.91	.254
Column V	26.85	9.53	25.23	10.20	1.01
Row V	18.90	5.87	19.20	6.54	.291
D	120.72	22.99	119.10	30.23	.354
5	16.18	9.07	17.81	11.88	.911
4	28.64	8.05	23.09	8.63	4.08 <sup>b</sup>
3	15.24	7.80	18.89	11.56	2.13 <sup>a</sup>
2	20.14	8.62	20.01	8.35	.096
1	19.79	9.55	20.18	10.42	.238
DP	57.58	11.01	53.43	11.59	2.26 <sup>a</sup>
GM	98.30	8.16	96.94	11.68	.781

<sup>a</sup>significant at the .05 level

<sup>b</sup>significant at the .01 level

Table 1 (Continued)

TSCS Score	Fitts & Stewart (N=135)		Mensa (N=55)		z-Score
	Mean	S.D.	Mean	S.D.	
Psy	48.09	6.09	46.52	6.31	1.55
PD	79.87	10.75	75.61	10.43	2.52 <sup>b</sup>
N	83.57	9.62	82.69	11.59	.494
PI	11.52	4.08	10.72	4.31	1.18
NDS	(Mean not Applicable)		(Mean not Applicable)		

<sup>a</sup>significant at the .05 level

<sup>b</sup>significant at the .01 level

individual feels about the self he perceives. Significant differences were also noted at the .05 level in the area of Column C in favor of the Mensa group indicating a stronger feeling of adequacy as an individual and a stronger evaluation of the individual apart from his relationship to others. Column D was significant at the .01 level in favor of the normative group indicating they had a stronger sense of perception of self in relation to family and close associates. There were significant differences on the distribution scores with higher scores being obtained by the normative population indicating higher certainty about the way the individual viewed himself.

The emperical scales mentioned in Chapter 3 were also evaluated and showed a significant difference at the .05 level on the defense positive score with the higher score being obtained by the normative group. The higher scores normally indicated defensive distortion and lower scores indicated minimal self-esteem. There was also a significant difference at the .01 level on scores obtained on the personality disorder scale which was an inverse score and the higher score being obtained by the normative group indicating fewer personality problems in the Mensa group.

Though there were significant differences on many of the sub-test items of the TSCS, the study was primarily interested in the PI or Personality Integration score with the critical scores being 1.645 for significance at the .05 level and 2.326 for significance at the .01 level. The z-scores obtained on PI in comparing the two groups was 1.18 affirming the null hypothesis and there appeared to be no significant differences at either the .05 level of significance or the .01 level between members of the Mensa group representing the intellectually

gifted and the normative population.

## RELATIONSHIP TO SIGNIFICANT OTHERS

The second part of the null hypothesis selected for this study stated that the relationship with "significant others" such as; parental influence, siblings, strong friendships, relationships to peer groups, relationships to teachers and administrative personnel, and professional and educational counseling, would not be significantly related to a positive self concept. For the purpose of establishing a comparative base, it was necessary to divide the Mensa sample group into high and low quarters utilizing the personality integration score as this appeared to be the best overall indication of individual self concept.

In the male respondents, personality integration scores ranged from a low of 2 to a high of 18 with a median of 9. The lower male quarter was composed of seven individuals ranging from 2 to 6 and the upper quarter was composed of seven individuals ranging from 15 to 18. Of this male group, the lower quarter had a mean age in years of 38.43 and a range from 21 to 50 and a mean educational level in years of 16.43 and a range of 13 to 20. The high male quarter had a mean age level in years of 37.86 and a range from 23 to 58. Their mean educational level in years was 16 with a range of 15 to 18. The female personality integration scores ranged from a low of 3 to a high of 19 with a median of 12. The lower quarter was composed of seven individuals ranging from scores of 3 to 9 and the higher quarter was composed of seven individuals ranging from 14 to 19. The lower quarter females had a mean age level in years of 40.14 with a range from 17 to 64 and a mean educational level

in years of 13.43 with a range from 12 to 17. The high female quarter had a mean age level in years of 39.86 and a range from 21 to 65 and a mean educational level in years of 15.43 and a range from 13 to 18.

An analysis of variance study was then done between the high and low quarters of the total Mensa group and the findings are given in Table 2, page 58. Though the mean values between the high and low group appeared to differ significantly on many of the items, the critical F ratio for 26 degrees of freedom was 4.22 at the .05 level and 7.72 at the .01 level. The only finding of significance was an F ratio of 5.24 at the .05 level in favor of the high quarter group who believed that individual academic achievement had been favorably influenced by their parents or guardians. Of general interest was the finding that neither quarter attributed much influence in academic achievement from their general peer group and neither group felt influenced by educational counseling or by professional counseling. In terms of individual personal achievement, little credit was given to the influence of siblings by either group and again low mean values were obtained for educational and professional counseling. Positive responses were given by both groups in terms of the potential of educational counseling at both elementary and secondary levels with very little variance between the two quarters with the exception of an F ratio of 2.69 in favor of the low quarter on the projected value of elementary educational counseling. Both quarters appeared to place the greatest emphasis on groups of similar interests in furthering an individual's personal and academic achievement.

With the exception of parental influence, the second part of the null hypothesis would have to be affirmed. There appears to be little



Table 2

An Analysis of Variance Between High and Low Quarters of Mensa Group in Personality  
Integration on Items in the Significant Others Questionnaire Rated  
from (1) Extreme Disagreement to (9) for Extreme  
Agreement with (5) as a Neutral Response

Questionnaire	Low Mean Value	High Mean Value	Source	ss	df	ns	F Ratio
I. Individual academic achievement had been favorably influenced by:							
a. parents or guardians	5.57	7.57	Between Within Total	28. 138.86 166.86	1 26 27	28. 5.34	5.24 <sup>a</sup>
b. siblings			Between Within Total	6.04 160.64 166.68	1 26 27	6.04 6.18	.977
c. general peer group	3.64	4.57	Between Within Total	1.29 115.57 116.86	1 26 27	1.29 4.45	.289
d. strong friendships	5.79	5.36	Between Within Total	-.01 165.72 167.71	1 26 27	-.01 6.37	.001
e. teacher relationships	5.36	6.57	Between Within Total	10.33 141.64 151.97	1 26 27	10.33 5.45	1.9

<sup>a</sup>significant at the .05 level  
bsignificant at the .01 level

Table 2 (Continued)

Questionnaire	Low Mean Value	High Mean Value	Source	ss	df	ns	F Ratio
f. educational counseling	3.50	3.79	Between Within Total	.57 173.86 174.43	1 26 27	.57 6.69	.085
g. professional counseling	3.71	3.50	Between Within Total	.32 176.36 176.68	1 26 27	.32 6.78	.047
II. Individual personal achievement (self-satisfaction) had been favorably influenced by:							
h. parents or guardians	4.43	5.57	Between Within Total	9.14 162.86 172.	1 26 27	9.14 6.26	1.46
i. siblings	2.86	4.57	Between Within Total	20.57 157.14 177.71	1 26 27	20.57 6.04	3.40
j. general peer group	5.64	5.79	Between Within Total	.14 157.57 157.71	1 26 27	.14 6.06	.023
k. strong friendships	6.29	6.86	Between Within Total	2.29 136.57 138.86	1 26 27	2.29 5.25	.436

a significant at the .05 level

b significant at the .01 level

Table 2 (Continued)

Questionnaire	Low Mean Value	High Mean Value	Source	ss	df	ns	F Ratio
l. teacher relationships	4.21	5.64	Between Within Total	14.29 171.57 185.86	1 26 27	14.29 6.60	2.16
m. education counseling	3.21	3.07	Between Within Total	.14 131.29 131.43	1 26 27	.14 5.05	.028
n. professional counseling	3.93	3.43	Between Within Total	1.75 186.36 188.01	1 26 27	1.75 7.16	.244
III. Academic achievement can be favorably influenced by:							
o. elementary educational counseling	6.79	5.57	Between Within Total	10.32 99.79 110.11	1 26 27	10.32 3.84	2.69
p. secondary educational counseling	7.07	6.79	Between Within Total	.57 103.29 103.86	1 26 27	.57 3.97	.144
q. post-secondary educational counseling	6.86	7.21	Between Within Total	.90 84.07 84.97	1 26 27	.90 3.23	.279

asignificant at the .05 level  
bsignificant at the .01 level

Table 2 (Continued)

Questionnaire	Low Mean Value	High Mean Value	Source	ss	df	ns	F Ratio
r. vocational counseling	6.93	6.64	Between Within Total	.57 110.14 110.71	1 26 27	.57 4.24	.134
s. professional counseling	6.36	6.50	Between Within Total	.15 74.71 74.86	1 26 27	.15 2.87	.052
t. encounter groups (interpersonal)	5.64	5.57	Between Within Total	.04 104.64 104.68	1 26 27	.04 4.03	.01
IV. Personal achievement (self-satisfaction) can be favorably influenced by:							
u. educational counseling	5.64	5.71	Between Within Total	.04 114.07 114.11	1 26 27	.04 4.38	.01
v. professional counseling	5.79	5.86	Between Within Total	.03 110.07 110.11	1 26 27	.03 4.23	.009
w. counseling of any type	6.00	5.86	Between Within Total	.15 79.72 79.86	1 26 27	.15 3.06	.048

<sup>a</sup>significant at the .05 level  
<sup>b</sup>significant at the .01 level

Table 2 (Continued)

Questionnaire	Low Mean Value	High Mean Value	Source	ss	df	ns	F Ratio
x. encounter groups (interpersonal)	5.86	6.14	Between	.04	1	.04	.009
			Within	110.07	26	4.23	
			Total	110.11	27		
y. groups of similar interests	6.64	7.36	Between	.15	1	.15	.048
			Within	79.72	26	3.06	
			Total	79.87	27		

<sup>a</sup>significant at the .05 level

<sup>b</sup>significant at the .01 level

relationship between self concept and the relationship of significant others at least in this study sample. The relationship of parents was significant at the .05 level rejecting that part of the null hypothesis and it appears that parents and guardians contribute significantly to the development of a positive self concept.

To further delineate the influence of self concept, a further analysis of variance was done comparing the high male and high female quarters again utilizing the various items of the Significant Others Questionnaire. The critical F ratio for 12 degrees of freedom in comparing the seven members of each group utilized was 4.75 at the .05 level and 9.33 at the .01 level. The results of this analysis of variance are summarized in Table 3, page 64, and indicate a significant difference at the .05 level with an F ratio of 9.07 in favor of the high quarter females on the influence of strong friendships. This was true not only in academic achievement but also in terms of personal achievement as the F ratio was 9.37 again in favor of the high quarter females showing a strong reliance on friendships among the females high in personality integration. The only other significant finding was again in favor of the high quarter females with an F ratio of 7.31 and again significant at the .05 level in favor of groups of similar interests. Very little influence was felt by either high group in terms of educational counseling with mean scores of 2.57 and 3.57 indicating disagreement. The female group also placed more emphasis on the influence of siblings with a mean value of 5.29 as opposed to the males with 3.86.

A similar analysis of variance was done comparing the low quarter males and low quarter females. The only finding of significance was at the .05 level with an F ratio of 6.43 in favor of the females projecting

Table 3

An Analysis of Variance Between High Quarter Males and High Quarter Females of Mensa Group in Personality Integration on Items in the Significant Others Questionnaire Rated from (1) Extreme Disagreement to (9) for Extreme Agreement with (5) as a Neutral Response

Questionnaire	Male Mean Value	Female Mean Value	Source	ss	df	ns	F Ratio
I. Individual academic achievement had been favorable influenced by:							
a. parents or guardians	7.43	7.71	Between Within Total	.28 15.14 15.42	1 12 13	.28 1.26	.227
b. siblings	4.86	4.29	Between Within Total	1.14 32.29 33.43	1 12 13	1.14 2.69	.424
c. general peer group	4.86	5.86	Between Within Total	3.50 31.72 35.22	1 12 13	3.50 2.64	1.326
d. strong friendships	3.86	6.71	Between Within Total	31.50 41.72 73.22	1 12 13	31.50 3.47	9.07 <sup>b</sup>
e. teacher relationships	6.29	6.86	Between Within Total	1.14 48.29 49.43	1 12 13	1.14 4.02	.284

<sup>a</sup>significant at the .05 level  
<sup>b</sup>significant at the .01 level

Table 3 (Continued)

Questionnaire	Male Mean Value	Female Mean Value	Source	ss	df	ns	F Ratio
f. educational counseling	3.00	4.57	Between Within Total	8.65 61.72 70.37	1 12 13	8.65 5.14	1.68
g. professional counseling	2.86	4.14	Between Within Total	5.78 51.72 57.50	1 12 13	5.78 4.31	1.34
II. Individual personal achievement (self-satisfaction) had been favorably influenced by:							
h. parents or guardians	5.14	6.00	Between Within Total	5.78 51.72 57.50	1 12 13	5.78 4.31	1.34
i. siblings	3.86	5.29	Between Within Total	7.14 50.29 57.43	1 12 13	7.14 4.19	1.71
j. general peer group	5.14	6.43	Between Within Total	5.79 54.58 60.37	1 12 13	5.79 4.54	1.28
k. strong friendships	5.71	8.00	Between Within Total	18.28 23.43 41.71	1 12 13	18.28 1.95	9.37 <sup>b</sup>

<sup>a</sup>significant at the .05 level  
<sup>b</sup>significant at the .01 level



Table 3 (Continued)

Questionnaire	Male Mean Value	Female Mean Value	Source	ss	df	ns	F Ratio
l. teacher relationships	4.71	6.57	Between Within Total	12.07 41.14 53.21	1 12 13	12.07 3.43	3.52
m. educational counseling	2.57	3.57	Between Within Total	3.51 45.42 48.93	1 12 13	3.51 3.79	.926
n. professional counseling	3.29	3.57	Between Within Total	.29 67.14 67.43	1 12 13	.29 5.60	.051
III. Academic achievement can be favorably influenced by:							
o. elementary educational counseling	5.86	5.29	Between Within Total	1.14 46.29 47.43	1 12 13	1.14 3.85	.296
p. secondary educational counseling	7.00	6.57	Between Within Total	.65 27.72 28.37	1 12 13	.65 2.31	.28
q. post-secondary educational counseling	7.71	6.71	Between Within Total	3.5 22.86 26.36	1 12 13	3.5 1.91	1.84

a. significant at the .05 level  
b. significant at the .01 level

Table 3 (Continued)

Questionnaire	Male Mean Value	Female Mean Value	Source	ss	df	ns	F Ratio
r. vocational counseling	6.86	6.43	Between Within Total	.64 36.57 37.21	1 12 13	.64 3.04	.209
s. professional counseling	7.14	5.86	Between Within Total	5.78 17.72 23.50	1 12 13	5.78 1.48	3.91
t. encounter groups (interpersonal)	6.14	5.00	Between Within Total	4.57 40.86 44.43	1 12 13	4.57 3.41	1.34
IV. Personal achievement (self-satisfaction) can be favorably influenced by:							
u. educational counseling	6.29	5.14	Between Within Total	4.57 36.29 40.86	1 12 13	4.57 3.02	1.51
v. professional counseling	6.57	5.14	Between Within Total	7.14 22.57 29.71	1 12 13	7.14 1.88	3.80
w. counseling of any type	6.43	5.29	Between Within Total	4.57 25.14 29.71	1 12 13	4.57 2.10	2.18

<sup>a</sup> significant at the .05 level<sup>b</sup> significant at the .01 level

Table 3 (Continued)

Questionnaire	Male Mean Value	Female Mean Value	Source	ss	df	ns	F Ratio
x. encounter groups (interpersonal)	6.43	5.86	Between Within Total	1.14 40.57 41.71	1 12 13	1.14 3.38	.337
y. groups of similar interests	6.86	7.86	Between Within Total	3.49 5.72 9.21	1 12 13	3.49 .48	7.31 <sup>a</sup>

<sup>a</sup>significant at the .05 level

<sup>b</sup>significant at the .01 level

the influence of encounter (interpersonal) groups on an individual's academic performance. There were differences, though not at a significant level, involving responses to the influence of siblings in favor of the lower male quarter with a mean value of 4.43 compared to the female mean of 2.86. More of the male group felt the influence of a peer group with a mean of 6.71 opposed to the female 4.86. There was a mean value of 6.0 on the male quarter for the influence of teacher relationships and only 4.71 for the female group. Neither group felt particularly influenced by educational or professional counseling but more of the female quarter projected the influence of professional counseling with a mean value of 7.0 as opposed to the male 5.71. This was also true in the area of interpersonal groups with the female response of 6.86 and a male 4.43. The results of this analysis of variance are summarized in Table 4, page 70.

An analysis of variance was done between the low male and the high male quarters with no areas of significant difference. There were minor differences with more of the lower quarter male responding to the influence of strong friendships with a mean of 5.57 as opposed to the high quarter of 3.86. This also occurred in favor of the lower quarter in the area of professional counseling with 4.14 as opposed to the high group 2.86. More of the high quarter males projected the influence of interpersonal groups with a mean of 6.14 as opposed to the lower quarter of 4.43. The mean values and the F ratios are contained in Table 5, page 75.

An analysis of variance was also done between the low female quarter and the high female quarter with a significant difference noted at the .05 level in favor of the low quarter females as to the projected

Table 4

An Analysis of Variance Between Low Quarter Males and Low Quarter Females of Mensa Group in Personality Integration on Items in the Significant Others Questionnaire Rated from (1) Extreme Disagreement to (9) for Extreme Agreement with (5) as a Neutral Response

Questionnaire	Male Mean Value	Female Mean Value	Source	ss	df	ns	F Ratio
I. Individual academic achievement had been favorably influenced by:							
a. parents or guardians	6.14	5.00	Between Within Total	4.57 118.86 123.43	1 12 13	4.57 9.91	.461
b. siblings	4.43	2.86	Between Within Total	8.64 118.57 127.21	1 12 13	8.64 9.88	.874
c. general peer group	6.71	4.86	Between Within Total	12.07 68.29 80.36	1 12 13	12.07 5.69	2.12
d. strong friendships	5.57	5.00	Between Within Total	1.14 101.72 102.86	1 12 13	1.14 8.48	.135
e. teacher relationships	6.00	4.71	Between Within Total	5.79 86.43 92.22	1 12 13	5.79 7.20	.804

nsignificant at the .05 level.  
bsignificant at the .01 level.

Table 4 (Continued)

Questionnaire	Male		Female		Source	ss	df	ns	F Ratio
	Mean Value	Mean Value	Mean Value	Mean Value					
f. educational counseling	3.71	3.29	Between Within Total	.64 102.86 103.50	1 12 13	.64 8.57			.075
g. professional counseling	4.14	3.29	Between Within Total	2.57 116.29 118.86	1 12 13	2.57 9.69			.265
II. Individual personal achievement (self-satisfaction) had been favorably influenced by:									
h. parents or guardians	4.57	4.29	Between Within Total	.29 97.14 97.43	1 12 13	.29 8.10			.036
i. siblings	2.71	3.00	Between Within Total	.28 99.43 99.71	1 12 13	.28 8.29			.034
j. general peer group	5.86	5.43	Between Within Total	.64 96.57 97.21	1 12 13	.64 8.05			.079
k. strong friendships	6.57	6.00	Between Within Total	1.15 93.71 94.86	1 12 13	1.15 7.80			.147

<sup>a</sup> significant at the .05 level  
<sup>b</sup> significant at the .01 level

Table 4 (Continued)

Questionnaire	Male Mean Value	Female Mean Value	Source	ss	df	ns	F Ratio
l. teacher relationships	4.29	4.14	Between Within Total	.07 118.29 118.36	1 12 13	.07 9.86	.007
m. educational counseling	2.86	3.57	Between Within Total	1.79 80.58 82.37	1 12 13	1.79 6.72	.266
n. Professional counseling	4.43	3.43	Between Within Total	3.58 115.43 119.00	1 12 13	3.58 9.62	.372
III. Academic achievement can be favorably influenced by:							
o. elementary educational counseling	6.43	7.14	Between Within Total	3.51 51.42 54.93	1 12 13	3.51 4.29	.818
p. secondary educational counseling	6.57	7.57	Between Within Total	3.51 51.42 54.93	1 12 13	3.51 4.29	.818
q. post-secondary educational counseling	6.57	7.14	Between Within Total	1.14 56.57 57.71	1 12 13	1.14 4.71	.242

a significant at the .05 level  
b significant at the .01 level

Table 4 (Continued)

Questionnaire	Male Mean Value	Female Mean Value	Source	ss	df	ns	F Ratio
r. vocational counseling	6.00	7.86	Between Within Total	12.07 60.86 72.93	1 12 13	12.07 5.07	2.38
s. professional counseling	5.71	7.00	Between Within Total	5.78 45.43 51.21	1 12 13	5.78 3.79	1.53
t. encounter groups (interpersonal)	4.43	6.86	Between Within Total	20.64 38.57 59.21	1 12 13	20.64 3.21	6.43 <sup>a</sup>
III. Academic achievement can be favorably influenced by:							
u. educational counseling	6.00	5.29	Between Within Total	1.78 71.43 73.21	1 12 13	1.78 5.95	.299
v. professional counseling	6.29	5.29	Between Within Total	3.50 76.86 79.36	1 12 13	3.50 6.40	.547
w. counseling of any type	5.86	6.14	Between Within Total	.28 49.72 50.00	1 12 13	.28 4.14	.068

<sup>a</sup>significant at the .05 level  
<sup>b</sup>significant at the .01 level



Table 4 (Continued)

Questionnaire	Male Mean Value	Female Mean Value	Source	ss	df	ns	F Ratio
x. encounter groups (interpersonal)	5.43	6.29	Between Within Total	2.57 31.14 33.71	1 12 13	2.57 2.60	.988
y. groups of similar interests	6.86	6.43	Between Within Total	.65 26.57 27.22	1 12 13	.65 2.21	.292

a significant at the .05 level  
b significant at the .01 level

Table 5

An Analysis of Variance Between Low Quarter Males and High Quarter Males of Mensa Group in Personality Integration on Items in the Significant Others Questionnaire Rated from (1) Extreme Disagreement to (9) for Extreme Agreement with (5) as a Neutral Response

Questionnaire	Low Mean Value	High Mean Value	Source	ss	df	ns	F Ratio
I. Individual academic achievement had been favorably influenced by:							
a. parents or guardians	6.14	7.43	Between Within Total	5.79 58.57 64.36	1 12 13	5.79 4.88	1.19
b. siblings	4.43	4.86	Between Within Total	.64 76.57 77.21	1 12 13	.64 6.38	.101
c. general peer group	6.71	4.86	Between Within Total	12.07 46.29 58.36	1 12 13	12.07 3.86	3.13
d. strong friendships	5.57	3.86	Between Within Total	10.29 68.57 78.86	1 12 13	10.29 5.71	1.80
e. teacher relationships	6.00	6.29	Between Within Total	.28 51.43 51.71	1 12 13	.28 4.29	.066

nsignificant at the .05 level.  
bsignificant at the .01 level.

Table 5 (Continued)

Questionnaire	Low Mean Value	High Mean Value	Source	ss	df	ns	F Ratio
f. educational counseling	3.71	3.00	Between Within Total	1.78 61.43 63.21	1 12 13	1.78 5.12	.348
g. professional counseling	4.14	2.86	Between Within Total	5.78 77.72 83.50	1 12 13	5.78 6.48	.892
II. Individual personal achievement (self-satisfaction) had been favorably influenced by:							
h. parents or guardians	4.57	5.14	Between Within Total	1.14 88.57 89.71	1 12 13	1.14 7.38	.154
i. siblings	2.71	3.86	Between Within Total	4.57 58.29 62.86	1 12 13	4.57 4.86	.940
j. general peer group	5.86	5.14	Between Within Total	1.78 75.72 77.50	1 12 13	1.78 6.31	.282
k. strong friendships	6.57	5.71	Between Within Total	2.57 45.14 47.71	1 12 13	2.57 3.76	.684

<sup>a</sup>significant at the .05 level<sup>b</sup>significant at the .01 level

Table 5 (Continued)

Questionnaire	Low Mean Value	High Mean Value	Source	ss	df	ns	F Ratio
l. teacher relationships	4.29	4.71	Between Within Total	.64 60.86 61.50	1 12 13	.64 5.07	.126
m. educational counseling	2.86	2.57	Between Within Total	.29 34.57 34.86	1 12 13	.29 2.88	.099
n. professional counseling	4.43	3.29	Between Within Total	4.57 101.14 105.71	1 12 13	4.57 8.43	.542
III. Academic achievement can be favorably influenced by:							
o. elementary educational counseling	6.43	5.86	Between Within Total	1.14 50.57 51.71	1 12 13	1.14 4.21	.271
p. secondary educational counseling	6.57	7.00	Between Within Total	.65 49.71 50.36	1 12 13	.65 4.14	.157
q. post-secondary educational counseling	6.57	7.71	Between Within Total	4.57 53.14 57.71	1 12 13	4.57 4.43	1.03

a significant at the .05 level

b significant at the .01 level

Table 5 (Continued)

Questionnaire	Low Mean Value	High Mean Value	Source	ss	df	ns	F Ratio
r. vocational counseling	6.00	6.86	Between Within Total	2.57 60.86 63.43	1 12 13	2.57 5.07	.507
s. professional counseling	5.71	7.14	Between Within Total	7.14 36.29 43.43	1 12 13	7.14 3.02	2.36
t. encounter groups (interpersonal)	4.43	6.14	Between Within Total	10.29 54.57 64.86	1 12 13	10.29 4.55	2.26
IV. Personal achievement (Self-satisfaction) can be favorably influenced by:							
u. educational counseling	6.00	6.29	Between Within Total	.28 49.43 49.71	1 12 13	.28 4.12	.068
v. professional counseling	6.29	6.57	Between Within Total	.28 53.14 53.43	1 12 13	.28 4.43	.065
w. counseling of any type	5.86	6.43	Between Within Total	1.14 46.57 47.71	1 12 13	1.14 3.88	.294

<sup>a</sup>significant at the .05 level

<sup>b</sup>significant at the .01 level

Table 5 (Continued)

Questionnaire	Low Mean Value	High Mean Value	Source	ss	df	ns	F Ratio
x. encounter groups (interpersonal)	5.43	6.43	Between Within Total	3.51 51.42 54.93	1 12 13	3.51 4.29	.818
y. groups of similar interests	6.86	6.86	Between Within Total	.01 15.72 15.73	1 12 13	.01 1.31	.008

a significant at the .05 level

b significant at the .01 level

influence of interpersonal groups. There was a significant difference at the .05 level in favor of the high quarter females in the projected influence of groups of similar interests. There were differences noted in the influence of siblings in favor of the high quarter group with a mean of 4.29 as opposed to the low quarter mean of 2.86. More of the higher quarter felt the influence of teacher relationships with a mean of 6.86 as opposed to the lower quarter of 4.71. Personal achievement appeared to have been influenced more by siblings in the high quarter with a mean of 5.29 as opposed to the lower quarter of 3.0. Strong friendships rated a mean of 8.0 for the high quarter and only 6.0 for the lower quarter. The lower quarter appeared to feel counseling in any form more beneficial than the higher quarter group when comparing mean values. The results of this analysis of variance are contained in Table 6, page 81.

#### RESPONDENT REACTION

As previously mentioned in Chapter 1, the measurement of self concept containing numerous variables is at best difficult and measurement of external influences on this construct of self concept is even more difficult. For this reason when the questionnaires and TSCS forms were sent to Mensa members, additional comments concerning the questionnaire, the TSCS and self concept were requested. There were fourteen letters returned with the questionnaire and each of these letters discussed both the TSCS items and the individual's personal experience in development of self concept. Because of the autobiographical and personal nature of the comments received, they were not reproduced for the study. However, the results could be summarized by selecting

Table 6

An Analysis of Variance Between Low Quarter Females and High Quarter Females of Mensa Group in Personality Integration on Items in the Significant Others Questionnaire Rated from (1) Extreme Disagreement to (9) for Extreme Agreement with (5) as a Neutral Response

Questionnaire	Low Mean Value	High Mean Value	Source	ss	df	ns	F Ratio
I. Individual academic achievement had been favorably influenced by:							
a. parents or guardians	5.00	7.71	Between Within Total	25.78 75.43 101.21	1 12 13	25.78 6.29	4.10
b. siblings	2.86	4.29	Between Within Total	7.14 74.29 81.43	1 12 13	7.14 6.19	1.15
c. general peer group	4.86	5.86	Between Within Total	3.49 53.72 57.21	1 12 13	3.49 4.48	.779
d. strong friendships	5.00	6.71	Between Within Total	10.28 67.43 77.71	1 12 13	10.28 5.62	1.83
e. teacher relationships	4.71	6.86	Between Within Total	16.07 83.29 99.36	1 12 13	16.07 6.94	2.32

asignificant at the .05 level.  
bsignificant at the .01 level.



Table 6 (Continued)

Questionnaire	Low Mean Value	High Mean Value	Source	ss	df	ns	F Ratio
f. educational counseling	3.29	4.57	Between Within Total	5.79 103.14 108.93	1 12 13	5.79 8.60	.673
g. professional counseling	3.29	4.14	Between Within Total	2.57 90.29 92.86	1 12 13	2.57 7.52	.342
II. Individual personal achievement (self-satisfaction) had been favorably influenced by:							
h. parents or guardians	4.29	6.00	Between Within Total	10.28 71.43 81.71	1 12 13	10.28 5.95	1.73
i. siblings	3.00	5.29	Between Within Total	18.28 91.43 109.71	1 12 13	18.28 7.62	2.40
j. general peer group	5.43	6.43	Between Within Total	3.51 75.42 78.93	1 12 13	3.51 6.29	.558
k. strong friendships	6.00	8.00	Between Within Total	14.00 72.00 86.00	1 12 13	14.00 6.00	2.33

<sup>a</sup>significant at the .05 level

<sup>b</sup>significant at the .01 level

Table 6 (Continued)

Questionnaire	Low Mean Value	High Mean Value	Source	ss	df	ns	F Ratio
l. teacher relationships	4.14	6.57	Between Within Total	20.64 98.57 119.21	1 12 13	20.64 8.21	2.51
m. educational counseling	3.57	3.57	Between Within Total	.006 91.42 91.43	1 12 13	.006 7.61	.001
n. professional counseling	3.43	3.57	Between Within Total	.08 81.42 81.50	1 12 13	.08 6.79	.012
III. Academic achievement can be favorably influenced by:							
o. elementary educational counseling	7.14	5.29	Between Within Total	12.07 46.29 58.36	1 12 13	12.07 3.86	3.13
p. secondary educational counseling	7.57	6.57	Between Within Total	3.51 29.42 32.93	1 12 13	3.51 2.45	1.43
q. post-secondary educational counseling	7.14	6.71	Between Within Total	.641 26.29 26.93	1 12 13	.641 2.19	.293

a significant at the .05 level

b significant at the .01 level

Table 6 (Continued)

Questionnaire	Low Mean Value	High Mean Value	Source	ss	df	ns	F Ratio
r. vocational counseling	7.86	6.43	Between Within Total	7.14 36.57 43.71	1 12 13	7.14 3.05	2.34
s. professional counseling	7.00	5.86	Between Within Total	4.57 26.86 31.43	1 12 13	4.57 2.24	2.04
t. encounter groups (interpersonal)	6.86	5.00	Between Within Total	12.07 24.86 36.93	1 12 13	12.07 2.07	5.83 <sup>a</sup>
IV. Personal achievement (self-satisfaction) can be favorably influenced by:							
u. educational counseling	5.29	5.14	Between Within Total	.073 58.29 58.36	1 12 13	.073 4.86	.015
v. professional counseling	5.29	5.14	Between Within Total	.073 46.29 46.36	1 12 13	.073 3.86	.019
w. counseling of any type	6.14	5.29	Between Within Total	2.57 28.29 30.86	1 12 13	2.57 2.36	1.09

<sup>a</sup>significant at the .05 level<sup>b</sup>significant at the .01 level

Table 6 (Continued)

Questionnaire	Low Mean Value	High Mean Value	Source	ss	df	ns	F Ratio
x. encounter groups (interpersonal)	6.29	5.86	Between	.643	1	.643	.380
			Within	20.29	12	1.69	
			Total	20.93	13		
y. groups of similar interests	6.43	7.86	Between	7.14	1	7.14	5.17 <sup>a</sup>
			Within	16.57	12	1.38	
			Total	23.71	13		

<sup>a</sup>significant at the .05 level

<sup>b</sup>significant at the .01 level

specific items from some of the letters which were quite lengthy.

Many of the letters specifically challenged questions on the TSCS especially in the areas of religion and concept of physical self. Several of the letters indicated dissatisfaction with being forced to answer questions of a religious nature as the respondents felt these questions had little to do with self concept either from a negative or positive standpoint. For example, on question number 39, "I am satisfied with my relationships to God." One of the respondents indicated that "Trying to establish a relationship to God was like trying to keep a conversation on the telephone with no one at the other end." He did indicate, "I am completely satisfied with my relationships with my guardian angel. (But my wife is jealous)." This group was not without a sense of humor.

Most of the letters were an attempt to clarify responses to questions and explain difficulties in childhood with peer groups, parents, and teachers. Most of the respondents indicated a lack of educational counseling available at the time they attended formal classroom situations, but they did indicate that their children had benefited considerably from counseling at all levels. The younger respondents challenged the ability of counselors in dealing with gifted students. As an example:

It has been my unqualified experience that the so called "counselors" are incompetent at guiding gifted students. At worst - and most commonly - they have been trained to find the handiest cubbyhole into which their subjects may be jammed. At best, they may realize that the student's potential places him outside the realm of their normal experience; but then they react with either resentment or helplessness. In either case, the student is left with the frustration, guilt, and fear that there is something gravely wrong with him.

This same individual suggested self concept could be favorably influenced by prolonged introspection, independent study and acquaintances of older individuals with the intelligence, stability, and sensitivity to provide a model of what is possible for the individual to achieve on his own. This same suggestion was met in several of the comments and in checking against personality integration scores these individuals were in the upper quarter.

Several of the respondents were teachers and several had been in counseling positions. Several were also students and it appeared that both groups had difficulty with peer group relationships and most indicated some dissatisfaction with their own self concept.

As discussed in Chapter 1, one of the limitations of the study was that the sampling return may not have included the emotionally unstable who may have significantly altered findings of the study. One letter deserves inclusion as it was received after the data had been tabulated.

" I found the enclosed test in my wastebasket put there presumably by one of my sons. Thought you might want it back. Looking it over, I can see why he did not fill it out. I would not want to waste time answering childish questions, either. For the record, I am a conceited SOB and so is he.

## Chapter 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR RESEARCH

This study was initiated in an attempt to show the relationship between self concept in the intellectually gifted and the normative population. In addition, variables influencing self concept such as parental influence, siblings, general peer groups, strong friendships, teacher relationships, educational and professional counseling were evaluated both in terms of past influence and anticipated influence on the development of self concept in the intellectually gifted.

### SUMMARY

The results of the present study showed no significant difference in the area of personality integration, the summary test score on the Tennessee Self Concept Scale, between the intellectually gifted and the normative group. The study did, however, show significant differences at the .01 level on scores of self criticism, true-false ratio, net conflict, distribution scores and in defense positive and personality disorder scales favoring the Mensa group and indicating greater levels of self awareness, less conflict, less self-consciousness, more self-satisfaction and stronger feeling of adequacy as an individual in the Mensa group. Significant differences at the .01 level were noted in favor of the normative group in the areas of family relationships and close associates. Significant differences were noted at the .05 level favoring the Mensa group in the areas of self awareness and various

Row and Column scores indicating a better degree of internal organization.

The study also showed through analysis of variance that parents and guardians contribute significantly to the development of self concept in the intellectually gifted but there were no significant differences in the other areas previously mentioned. In comparing the low and high male groups in personality integration there were no significant differences, but in comparing the low and high female groups there were significant differences in the areas of interpersonal groups and groups of similar interests. In comparing the low male and female groups, there was a significant difference in favor of the females in their anticipation of the results of interpersonal groups; and in comparing the high males and high females, the high females placed a stronger reliance upon strong friendships for the formulation of self concept both in terms of academic and personal achievement and also in their reliance on groups of similar interest as a method of furthering personal achievement.

### CONCLUSIONS

Conclusions in a study of this nature are difficult to evaluate and after the study was in progress, a further monograph was published by the Dede Wallace Center indicating significant differences in the measurement of self concept based on age. This study showed that high GM, PSY, PD, and N scores with a lowered PI score and a high NDS was typical of maladjustment but was typical of teenagers. In their tests on the elderly the personality integration score was also lowered. This monograph summarized:

The three preceding chapters have considered age, race and socioeconomic status. The data presented indicate that each of these variables has some systematic affect upon the



self concept, but that age is the only variable which accounts for much of the individual differences in the self concept of people.<sup>1</sup>

The study concluded that available data suggested that variables such as sex, scores on achievement tests, I.Q., years of formal education and birth order had little relationship to self concept scores indicating similar results to the present study. No attempt had been made in the present study to control the age factor as noted by the range of age in the sample and this may have made a significant difference on the personality integration scores.

The second area of concern in drawing conclusions from a study of this nature is for the implications for counseling. Conclusions can be drawn from the comments of the sample group indicating a desire for help especially "non-directive" counseling whether or not this is represented in the self concept scores in the significant others questionnaire. Thorenson, in discussing the relevance of research and counseling, indicated:

The finding of a statistically significant difference, per se is probably the least important consideration in concluding the validity of a theoretical position or in establishing a useful empirical fact. Far more important to determining the value of any research are: 1) the coherence and reasonableness of the theory, 2) the measure of control employed, 3) the sophistication and relevance of the measuring techniques, 4) the scientific or practical importance of the phenomena studied.<sup>2</sup>

The research implications for counseling do not necessarily seek significant differences and are more interested in change in individual

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<sup>1</sup>W. Thompson, Correlates of the Self Concept, (Nashville: Dede Wallace Center, 1972), p. 54.

<sup>2</sup>C. E. Thorensen, "Relevance and Research in Counseling", Review of Educational Research, Vol. 39, No. 2, p. 269.

performance. The values of studies of this nature could not be evaluated in terms of statistical prediction but rather in terms of individual behavior and individual interpersonal skill. Factors in the study that showed mean differences between the low and high quarters in personality integration would be of more obvious interest to counselors than those that showed a statistical difference and would be of more value in considering the data on the individual being counseled, though not necessarily in comparison to normative data or to the individual's group data. Both the comments from the Mensa group and the differences noted in the testing situation and on the questionnaire would indicate difficulty in the establishment of interpersonal relationships with peer groups in the intellectually gifted and also a stronger reliance on parents where self concept has been successfully established by the individual.

#### RECOMMENDATIONS FOR RESEARCH

In view of previously cited research, it is difficult to suggest that further studies be made on a group basis to obtain data on the intellectually gifted without controlling the variable of age and sex. The current study did avoid the difficulty of selecting subjects from those who had volunteered from counseling as some of the research had in the past, but studies of individuals as individuals can more affect individual counseling technique than can group studies of this nature.

Despite all of the limitations imposed on evaluating intelligence and personality, the administration of the Tennessee Self Concept Scale did generate positive comments from the Mensa group indicating that the test itself may have had positive results. Truax indicated ". . . the greater the degree of self-exploration, the greater will be the degree

of constructive personality and behaviorial change".<sup>3</sup> Exposure to methods of self concept evaluation appear to be thought stimulating and whether or not these can be correlated in the future with research on intelligence or other variables, the self exploration necessary to complete both instruments appears to have had a positive affect in the test group.

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<sup>3</sup>C. B. Truax, Counseling and Psychotherapy: Process and Outcome, (University of Arkansas: Arkansas Rehabilitation Research and Training Center), June, 1966, p. 5.

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## APPENDIXES

## APPENDIX A

## MENSA — THE HIGH IQ SOCIETY

Every year about 50,000 people in 50 countries accept the challenge of Mensa and apply to join. Why?

Well, yes, they want to find out if they are really intelligent. They know that intelligence is not everything, but it is not nothing, either. They also know that in a modern technological society a small cadre of trained and intelligent people have most effect on people's lives.

We cannot measure honesty, morality, loyalty, drive, but we can measure intelligence. Some say they do not want to know, but most would like to know their IQ, the same as they know their height and weight.

What is Mensa? The idea of a panel composed of people of high intelligence was first suggested in 1945 in a broadcast talk over the BBC by the late Professor Sir Cyril Burt, who held the Chair of Psychology at London University and who later became our first President. In the same year Mensa was founded by Mr. Roland Berrill and Dr. L. L. Ware, both barristers.

Mensa is a unique society. The only qualification for membership is a score on an intelligence test higher than that of 98% of the general population. Its primary purpose is providing contact between intelligent people, but its other function of research in psychology and social science is scarcely less important. Mensa is an international society: at present there are over 15,000 active members in 14 countries. In the U.S.A. applications are processed by the American Mensa Selection Agency located in New York City. We have members of almost every occupation — businessmen, clerks, doctors, editors, factory workers, farm laborers, housewives, policemen, criminals, lawyers, teachers, soldiers, scientists, students — and of every age.

Mensa is the Latin word for table. We are a round table society where no one has special precedence. We fill a void for many intelligent people who otherwise cut off from contact with other good minds — contact that is important to them, but elusive in modern society. Besides being a source of many new friendships, it provides its members with a receptive and critical audience on which to try out new ideas.

Mensa is the only international society in the world where all members are intelligent. It is also the only society that is completely unbiased. Its members are selected by an objective criterion and not because they have one aim or point of view. They are selected because they have the power to think.

The intelligent need each other. If you are bright, no matter how many friends and relations you have, you need the challenge of intelligent company to stimulate you, protect you from going stale or getting too conceited. Norman Douglas said, "There is a kind of kinship, a kind of freemasonry, in all persons of intelligence, however antagonistic their moral outlook". Mensa is living proof that he was right.

Local Groups: There are over 125 local groups in the United States, more than a dozen in Canada, and in excess of fifty in the United Kingdom. In each local group there is a local-group secretary who is responsible for coordinating local activities. About fifty of the American groups currently have their own local publications.

Meetings: Many local groups hold general meetings each month, usually featuring a specially qualified speaker, who may or may not be a member. In all cases, however, speakers devote their time without fee. Smaller study or special interest groups meet separately, and there are informal social get-togethers, at members' homes, restaurants, coffee houses.

Many of the major cities in the United States have Mensa activities. Aside from the monthly meeting there is usually a dinner planned during the month as well as open houses, special interest and committee meetings in which members are encouraged to become active. Several local groups have Young Mensa groups within them, catering specifically to those members 25 or under. And others have college groups, which cater to students and faculty, and complement the local-group activities.

(In London and in cities throughout the United Kingdom, Canada, Australia, France and many other countries there are five or six meetings a month. Often a scientific or literary paper is read, usually by a member, to provide food for the good conversation which will fill the rest of the evening.)

Each June there is a two-day Annual Gathering in America of members from all parts of the country. Each year a different city is selected to be the site of this A.G. There are A.G.'s in U.K., Canada and other countries as well.

Members meet weekly, monthly, yearly, in groups of all sizes, for amusement, pleasure, discussion, education and to solve problems. Groups combine for sports, pastimes, games, and to form pressure groups with special aims. Meetings can be anything from crazy parties to international congresses to discuss concrete world problems. There are special interest groups which range from the Apathy Group to the World Government Group. One particular concern is with the special problems of gifted children, especially in underdeveloped countries, and helping society to get the best from them. No matter who you are, it is likely that there is a Mensa group or section which has something for you. If there isn't you can organize your own in Mensa.

The times, here at Mensa meetings is of a kind seldom found elsewhere: tolerant, forthright, at times profound, witty, even ribald, at other times intensely serious, always good-humored. A newcomer may embark on discussion of any subject with reasonable expectation that he will be understood, ... and challenged.

**Mensa's Research:** We seek members' opinions on current questions and numerous surveys are conducted by mail and through our publications.

Among basic considerations are questions such as: where in the pattern of growth and change of public opinion does the opinion of the highly intelligent person fit? Can it have a formative influence on public opinion, or anticipate changes in it? Further, does society make the best use of them? Should intelligent people accept more responsibility than those less endowed? With technological and sociological advances creating a greater demand for able people, should the nurturing of intelligent people be accented?

**Outside Research:** Mensa provides volunteers for bona fide research workers who need a high I.Q. group. Membership is now statistically significant and has been made available as a sample to leading universities in the United States and in England. (Research workers to whom Mensa might be useful should apply to the Research Officer, Dr. Max Fogel, 340 Brighton Road, Norristown, Pa. 19403).

The *Mensa Journal*, published ten times a year, is sent to all members. It contains letters and articles by members on many subjects, as well as features and personal advertisements. All members are encouraged to submit material to this journal on any subject which they feel might be of interest.

In the U.S., Canada and England, as well as other parts of the world, members receive a Bulletin, also issued ten times a year, which reports on the

doings of the national and other committees, and other subjects of interest to the members.

A complete membership list is published annually, and is available to each member at little cost. Some local groups issue more detailed directories. Through these many members have found employment or useful business contacts. Mensa helps its members to help each other.

**Organization:** Mensa is organized by a voluntary committee accountable to the membership; the Local Secretaries are also volunteers. (Mensa has only a small administrative staff and we therefore ask your indulgence if there is any delay in answering your inquiries).

Mensa's Political, Ideological and Religious Aims: Mensa has none. Members are selected by an objective criterion, not for adherence to any view. Mensa, a collection of all kinds of able people, represents all views, so, as a whole, Mensa can have no corporate views. Individuals and groups within Mensa, of course, have pretty vociferous ones.

**Mensa's Officers:** Mensa is a truly international organization and this is reflected in the people who make up the various committees. The International General Committee which heads the international operations of Mensa lists among its members:

- Chairman:*  
Viscount Sutherland (Timber Expert) United Kingdom
- General Secretary:*  
Dr. Nigel Smith (Mathematics) United Kingdom
- Deputy General Secretary:*  
Bob van den Bosch (Army Captain) Netherlands
- Treasurer:*  
Hermann B. Bismarck II (CPA) United States
- Supervisory Psychologist:*  
Dr. Harrington Gearing (Psychologist) Tanzania

American Mensa Limited is headed by the American Mensa Committee, among whose members are:

- Chairman:*  
Sandra Rubin (Vice-President in charge of Systems & Programming)
- 1st Vice-Chairman:*  
Terence D. C. Kitch (Senior Systems Analyst)
- 2nd Vice-Chairman:*  
Stuart W. Friedman (Corporation Executive)
- Treasurer:*  
Dr. Alan J. Tuslove (Mathematician)
- Secretary:*  
Ken Robinson (Engineer)
- Research Officer:*  
Dr. Max L. Fogel (Psychologist)

There is a small staff, headed by:

- Dr. Administration and Membership Secretary:*  
Margot Seidenman
- Local Groups Secretary:*  
Rita Levine
- Assistant Administrator:*  
Sylvia Lee
- Accountant:*  
The firm of Goldberg, Rosenthal Company, CPAs

**Why should you join MENSA?**

Most intelligent people have intelligent friends, but they usually come from one circle, profession, or discipline. Mensa is the last stand of the intelligent against the encroachments of professionalism and sectional interest. Mensa meets not as cliques of specialists, people who know more and more about less and less; Mensa returns to the Renaissance man who knows enough about everything, and is not afraid to find out more when he needs to.

Mensa is not an assembly of experts who have to see any disengagement as an attack on self-esteem. It is healthy, enjoyable and enlightening to forget, sometimes, for a while, that we are the disciple of some discipline or an organ of some organization. Mensa is protest. It helps make you an all-round person.

**How You Can Join Mensa:** This brochure contains an application blank. With it, you can obtain a preliminary intelligence test to be taken without

examination at home. (At present we do not test persons under fourteen years of age). Our test is a standard test and we believe it to be as good as any now available. If the result of this test indicates that the applicant's intelligence quotient appears to be high enough to qualify for Mensa, (s)he will undergo another test, under supervised conditions, which will be decisive. The cost of the preliminary test is \$5; a supervised test at one of our local centers carries a charge of \$8.50. If either of these charges presents a hardship, candidates may ask for a partial or full waiver.

Admission to Mensa may also be granted on the basis of previous tests, if the candidate can provide evidence that is satisfactory to our Supervisory Psychologist. There is no age limit when membership is based on prior evidence of testing. A list of such alternate qualifying tests can be found on page 8 of this pamphlet. A registration fee of \$5 is charged on such applications.

Finances: Apart from test fees, outside research and a number of other small items, the activities of the society are paid for entirely by members' dues.

Dues: The annual dues to Mensa are \$15 payable prior to March of each year for the uniform membership year commencing on April 1st. Members joining during other months will pay on a prorated basis. The dues include the subscription to the Society's national Bulletin and international Journal. The dues also maintain the membership rolls and records, support local groups, and cover the cost of our administrative staff.

In Conclusion: We hope that you will not be deterred by diffidence, but rather that you will be challenged by the idea of Mensa. Do not underestimate your intelligence; many members were surprised when they passed. Remember, one out of every fifty people qualifies for Mensa.

AMERICAN MENSA SELECTION AGENCY.

# AMERICAN MENSA SELECTION AGENCY ALTERNATE PROCEDURE FOR ADMISSION

Admission to Mensa also may be granted on a basis of evidence of a previous intelligence test. A list of the qualifying scores for several of the major intelligence tests is given here.

## QUALIFYING TEST SCORES

Army General Classification Test (AGCT or GT) .....	136
Navy GCT .....	70
California Test of Mental Maturity .....	IQ 132
CEEB or SAT (Verbal & Math) .....	1300
GRE (Verbal & Math) .....	1250
Miller Analogies Tests — raw score .....	66
Stanford Binet, Form L or Form M .....	IQ 133
Stanford Binet, Form L-M .....	IQ 132
Wechsler Adult Intelligence Scale .....	IQ 130
Wechsler-Bellevue 1 .....	IQ 128
Wechsler Intelligence Scale for Children .....	IQ 130
Otis Tests: Alpha .....	IQ 126
Beta .....	IQ 124
Gamma .....	IQ 124

Many other intelligence tests may also be accepted subject to individual appraisal of the documentation by Mensa's Supervisory Psychologists; e.g.

Henmon-Nelson	ACE
Ohio State U. Psychological Exam	Wonderlic
Shipley-Hartford	Kuhlmann-Anderson
Pinner General Abilities Test	SRA Primary Mental Abilities
Graduate Study Business	Terman-McNemar
Graduate Study Law	Peabody Picture Vocabulary
Raven Advanced Matrices	N.Y. State Regents Scholarship Test, Aptitude Section
National Teachers Exam	
ACT	

Mail to American Mensa Selection Agency, Box 86-A, Gravesend Station, Brooklyn, New York 11223.

Name: ..... Age: .....  
 Address: ..... Date: .....  
 City: ..... State: ..... Zip: .....  
☐ (A) Please send the preliminary test to do at home without supervision. Enclosed find \$5; please inform me of my score.  
☐ (B) I claim exemption from testing and enclose evidence from a qualified psychologist that my I.Q. is in the top 2% of the general population. I enclose \$5 registration fee. \* (If the evidence is to be sent to us by a psychologist or testing institute, please give name and address of same.)

Please fill in: I learned about Mensa through ..... Amount enclosed: .....

## APPENDIX B

## SOME LEARNING CHARACTERISTICS OF GIFTED CHILDREN

*Characteristics**Concomitant Problems*

- |  |   |
|--|---|
| 1. Keen power of observation; naive receptivity; sense of the significant; willingness to examine the unusual                                | 1. Possible gullibility   |
| 2. Power of abstraction, conceptualization, synthesis; interest in inductive learning and problem solving; pleasure in intellectual activity | 2. Occasional resistance to direction; rejection or omission of detail  |
| 3. Interest in cause-effect relations; ability to see relationships; interest in applying concepts; love of truth                            | 3. Difficulty in accepting the illogical  |
| 4. Liking for structure and order; liking for consistency, as in value systems, number systems, clocks, calendars                            | 4. Invention of own system, sometimes conflicting   |
| 5. Retentiveness   | 5. Dislike for routine and drill; need for early mastery of foundation skills   |
| 6. Verbal proficiency; large vocabulary; facility in expression; interest in reading; breadth of information in advanced areas               | 6. Need for specialized reading vocabulary early; parental resistance to reading; escape into verbalism   |
| 7. Questioning attitude, intellectual curiosity, inquisitive mind; intrinsic motivation  | 7. Lack of early home or school stimulation   |
| 8. Power of critical thinking; skepticism, evaluative testing; self-criticism and self-checking  | 8. Critical attitude toward others; discouragement from self-criticism  |
| 9. Creativeness and inventiveness; liking for new ways of doing things; interest in creating, brain-storming, free-wheeling                  | 9. Rejection of the known; need to invent for oneself   |
| 10. Power of concentration; intense attention that excludes all else; long attention span  | 10. Resistance to interruption  |
| 11. Persistent, goal-directed behavior   | 11. Stubbornness  |
| 12. Sensitivity, intuitiveness; empathy for others; need for emotional support and a sympathetic attitude                                    | 12. Need for success and recognition; sensitivity to criticism; vulnerability to peer group rejection   |
| 13. High energy, alertness, eagerness; periods of intense voluntary effort preceding invention   | 13. Frustration with inactivity and absence of progress   |
| 14. Independence in work and study; preference for individualized work; self-reliance; need for freedom of movement and action               | 14. Parent and peer group pressures and nonconformity; problems of rejection and rebellion  |
| 15. Versatility and virtuosity; diversity of interests and abilities; many hobbies; proficiency in art forms such as music and drawing       | 15. Lack of homogeneity in group work; need for flexibility and individualization; need for help in exploring and developing interests; need to build basic competencies in major interests |
| 16. Friendliness and outgoingness  | 16. Need for peer group relations in many types of groups; problems in developing social leadership   |

FROM: California State Department of Education,  
Educational Programs for Gifted Pupils (Sacramento,  
California: State Department of Education,  
January, 1961), p. 171.



## APPENDIX C

March 15, 1972

Dr. Max Fogel  
340 Brighton Road  
Norristown, PA 19403

Dear Doctor Fogel:

I would appreciate your permission and support in securing a random sampling from the Mensa population to determine the relationship of experiential variables to self-concept in the intellectually gifted. I have recently become a member of Mensa and am active in the Kansas City area group, specifically in the S.I.G. on human potential. This is also my area of specialization in counseling psychology at the Master's level, and I also plan to pursue the same line of study in a doctoral program at the University of Kansas.

Current educational concepts have placed increasing emphasis on the whole individual in the educational process. The State Educational Evaluation of Kansas in April of 1970 listed the primary need of Kansas education to be "many of the students need assistance in developing positive self-images." This need was ranked first over fifty-nine others; and though related the forty-third need as "a need exists to analyze the concept of 'significant others' and the relationship of this concept to the educational and occupational choice behavior of students." (Laughlin, 1970, pgs. 21 and 23) In self-concept testing a pioneer in the field, Dr. William Fitts of the Deed-Wallace Center in Nashville stated, "No amount of financial assistance, training, guidance, or effort by others will enable a person to make an adequate life adjustment without the ability and willingness of the individual to utilize his resources." (Fitts, 1971, pg. 1) Since self-concept appears to emerge from social interaction, which in turn influences the achievements and behavior of that individual, some research has been done relating personality integration and the cognitive process showing at least to a certain degree self-concept and intelligence are positively related. (Thomas, 1969, Terman, 1959, Brim, 1966) These studies, however, have first isolated the individuals high in self-concept and have applied selective measures to evaluate intelligence such as reading, tests, and various factor analytic studies based on specific areas of cognition. From a counseling standpoint and from the standpoint of an individual in the Mensa organization, a broader study would be more practical isolating first the group of the intellectually gifted, such as Mensa, applying a self-concept measure such as the Tennessee Self-Concept Scale (Fitts, 1965) and relating experiential variables such as parents, siblings, peer groups, friendships, teachers, and educational and professional counseling. (questionnaire attached)

March 15, 1972

Page 2

Dr. Eysenck's studies are familiar to the Mensa group and to the field of psychiatry as he has found little difference in the outcome of counseling and psychotherapy over control groups; however, more recent studies have shown that with a selective approach significant differences in outcome can occur and they attribute prior lack of significant difference to the fact that some counseling is definitely harmful (Truax, 1966, Pitts, 1971). As a necessary attribute of counseling is "... to be responsive to inter-individual differences in academic aptitude and in intra-individual differences in each personality pattern (Wrenn, 1962), these findings could be used in counseling early in the educational process to meet the needs of the gifted. Serebriakoff put it mildly, "It is not modesty which is the problem of the gifted person today. It is low morale and lack of confidence from social isolation." (Serebriakoff, 1965) This study then hopefully in relating experiential variables would be valuable not only to school counseling personnel and professional counselors, but also to the Mensa group itself in self-evaluation.

I would appreciate being allowed to sample between fifty and seventy-five members of Mensa at random using the Tennessee Self-Concept Scale and the questionnaire. These could be hopefully be forwarded over a letter requesting their cooperation from you and assuring the individuals of anonymity. If you so desire, there will be no identifying marks to relate the questionnaire to the individual on the part of the researcher, but it would be helpful for follow-up if they could be numbered. The results of the study would be forwarded to you.

I apologize for the rambling style of this letter, however, contrary to good research policy I feel there is a significant relationship between self-concept and cognitive functioning and that though this may not relate to counseling at present in the intellectually gifted, selective research studies should hopefully show techniques where in the future achievement of the gifted would not be left to chance and their own resources.

Please find enclosed a copy of the TSCS, the questionnaire, and pertinent pages of the TSCS manual. The study will relate only the variables to the total self-concept picture though factor analysis of the sub-grouping of the test is possible. I would appreciate your review and notification of whether or not I can use the group and what restriction, if any, would apply. Thank you in advance for your cooperation.

Respectfully yours,

Thomas G. Swain  
(1708 Tara  
Topeka, KS 66611)  
849370000 Expires 0/31/73

TGS:bp

Enclosures

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- Wrenn, C. Gilbert. The Counselor in a Changing World. Washington: American Personnel and Guidance Association, 1962.

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Reply to: 340 Brighton Road  
Norristown, Pa.  
19403

111

April 26, 1972

Mr. Thomas G. Swain  
1708 Tara  
Topeka, Kansas 66611

Re: Your Letter—  
March 15, 1972

Dear Mr. Swain:

I would be happy to provide support and assistance for your proposal to study self-concept in Mensa members. Your idea certainly has promising potential. Will you be able to obtain a sample of the size you indicate (50-75) in the Kansas City group? This would be preferred over a population reached by mail. If the results prove to be interesting in your local area, then we can broaden the population base later.

In order to save my time, why don't you compose a rough draft of a covering letter and forward it to me. I will then make any revisions that I deem necessary and place it on Mensa stationery over my signature. You could then use this letter as an entree to the Kansas City group, if this is what you decide to do. I would further suggest that after you have obtained the material and analyzed it, that you prepare a preliminary manuscript describing the study, the results and your interpretations of them. If the findings warrant it and if you would be interested, I could revise or add to the manuscript based upon my own experiences. We could then co-author a professional paper to be submitted for publication to a psychological journal. The latter prospects are, of course, a long way off, but never the less could be agreed upon now in the event that the study warrants such attention.

I appreciated receiving your most interesting proposal. You may be assured of my continued cooperation. I look forward to your reply.

Sincerely,

Max L. Fogel  
Max L. Fogel, Ph.D.  
Director of Science  
and Education

P.S. In the questionnaire you sent? Perhaps  
you should have subjects rank their  
answers to it, instead of merely checking  
them. (Sorry - just noticed that you are  
asking them to use a 1-9 scale!).

MLF-bjr

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May 1, 1972

Max L. Fogel, Ph.D.  
340 Brighton Road  
Norristown, PA 19403

Dear Doctor Fogel:

I appreciate your support and assistance in the suggested self-concept study. It would be entirely satisfactory to draw the sample from the Mensa members in the Kansas City group but it would still be necessary to reach most of this population by mail. The SIGs are relatively small and the active percentage of the Kansas City members would probably not total the desired sample. If you have no objection, however, the study can be confined to a random sampling of the approximately 160 members on the latest Kansas City membership roster.

Time is a critical factor as I mentioned in my initial letter and though I plan to pursue the same line of study in a doctoral program at the University of Kansas, this study is necessary for my current thesis work which should be turned in some time the first part of August. I have had the questionnaires offset printed and can begin working on the mailing list. Any effort to expedite the suggested cover letter would be appreciated. Please find a sample enclosed, however, never having answered a Mensa questionnaire I am uncertain as to how involved a cover letter should be so please revise as necessary.

The suggestion for further study interests me especially if you have been doing research along similar fields. If you have the time I would appreciate a short bibliography or a copy of any articles you may have pertinent to the relationship of self concept and intelligence. I would again like to thank you for your continued cooperation.

Sincerely,

Thomas G. Swain  
(1708 Tara  
Topeka, KS 66611)

TGS:bp

Reply to: 340 Brighton Road  
Nnrristown, Pa. 19403

113

# MENSA®

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May 3, 1972

Mr. Thomas Swain  
1708 Tara  
Topeka, Kansas 66611

Dear Mr. Swain:

Enclosed is the <sup>revised</sup> cover letter which you may duplicate and use for administration to as many of the Kansas City group as you deem necessary. Certainly reach all those by mail that you will need. My expectancy would be that the return rate will be approximately 70-80 percent.

There is some question as to whether we should use self-addressed stamped envelopes for the mail population. However, it would be more expensive and I would guess that within a relatively local group, there will be a higher degree of cooperation than, say, from a national sample. So, unless you decide otherwise, I suspect that it could be done by not providing stamped envelopes.

When more time is available I will be happy to provide some of my own ideas concerning your research endeavor. For now, let's just concentrate on getting the study moving as quickly as possible.

Sincerely,

*Max L. Fogel*

Max L. Fogel, Ph.D.  
Director, Science and Education

MLF-bjr

CHAIRMAN, Western: Albert; FIRST VICE CHAIRMAN, Dr. Emerson Cople; SECOND VICE CHAIRMAN, Joseph Fritsch; EASTERN VICE CHAIRMAN, Fred Lowenstein; MID-WESTERN VICE CHAIRMAN, Leo McGowan; WESTERN VICE CHAIRMAN, Elliott Jack; SECRETARY, Irene Turchin; TREASURER, Sander Hublin; LOCAL GROUPS OFFICER, Stuart Friedman; RESEARCH OFFICER, Max L. Fogel, Ph.D.; LEGAL COMMITTEE CHAIRMAN, Jack Weinstein; MEMBERSHIP COMMITTEE CHAIRMAN, Vernon K. Schuman; PUBLIC RELATIONS COMMITTEE CHAIRMAN, Allan Wikman; RECORDING SECRETARY, Carol H. Stephens; SUPERVISING PSYCHOLOGIST, Allen H. Frankle, Ph.D.; EDITOR MENSA BULLETIN, Lee Russell; GREATER L. A. REPRESENTATIVE, Mal Springer; N.Y.C. REPRESENTATIVE, Ira Solomon; MEMBERSHIP SECRETARY, Margot Seitelman.

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Return Questionnaires to:

Thomas G. Swain  
1708 Tara  
Topeka, Kansas 66611

Please by:  
MAY 28 1972  
114

May, 1972

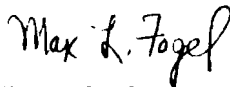
Dear Mensa Member:

The State Educational Evaluation of Kansas recently listed the primary need of Kansas education to be the development of "positive self-images," and this is also becoming a national attitude. Self concept appears to emerge from social interaction. Studies have shown a relationship between "significant others" and self concept. Recent research has also been done relating personality integration or self concept and the cognitive process, showing at least to a certain degree that self concept and intelligence are positively related. The present study by Mr. Swain will examine the relationships between self concept and "significant others." It may prove to be of value to Mensa groups in self assessment as well as having some utility for school counseling personnel and professional counselors.

We would appreciate your filling out the attached Tennessee Self Concept Scale and accompanying questionnaire. As you will note, these questionnaires are numbered. This is for purpose of followup only and will be removed upon receipt. Should you have any additional comments concerning either the questionnaire, the TSCS, or self concept itself, please add your comments on a separate piece of paper and forward it with the other material.

We would again like to thank you for your cooperation. Hopefully this and similar selective research studies will demonstrate techniques whereby future development of the gifted will be left less to chance or to their own unaided resources.

Sincerely,



Max L. Fogel, Ph.D.  
Director of Science and Education

MLF-bjr

CHAIRMAN, Herbert Atwood; FIRST VICE CHAIRMAN, Dr. Emerson Eick; SECOND VICE CHAIRMAN, E. J. Eick; EASTERN VICE CHAIRMAN, Fred Townsend; MIDWESTERN VICE CHAIRMAN, Leo McGowan; SOUTHERN VICE CHAIRMAN, Wilson Jack; SECRETARY, Leon Jackson; TREASURER, Sandra Rubin; LOCAL GROUPS OFFICER, Stuart Friedman; RESEARCH OFFICER, Max L. Fogel; PUBLIC AFFAIRS CHAIRMAN, Jack Weinstein; MEMBERSHIP CHAIRMAN, Vernon K. Schumann; PUBLIC RELATIONS CHAIRMAN, Allen Wakeman; RECORDS, SECRETARY, Carol H. Stephens; SUPERVISOR, PSYCHOLOGIST, Allan W. Frank, Ph.D.; EDITOR MENS JOURNAL, Leo Russell; GREATER LOCAL REPRESENTATIVE, Mel Springer; VICE REPRESENTATIVE, Ira Solomon; MEMBERSHIP SECRETARY, Margot Schuman.



## APPENDIX D

## THE TENNESSEE SELF CONCEPT SCALE (TSCS)

116

The TSCS is a 100-item self description scale with a median completion time of 13 minutes. The Scale has been shown to distinguish levels of personal effectiveness within the normal range as well as in deviancy.

A new computer scoring system is available for quantity scoring (50 or more tests). Provides a profile of 29 variables, group summary data, and punched IBM output for further analysis of data.

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250-999 tests. . . . . 50¢ each	100 or more. . . . . 16¢ each
1000 or more. . . . . 40¢ each	A counseling form of the profile sheet is available for use directly with clients.
OTHER TSCS MATERIALS	A clinical and research form of the profile sheet is available for research and diagnostic use. Specify which you need. The regular form score sheets may be sent to us for computer processing . . . . . 60¢ per test
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# TENNESSEE SELF CONCEPT SCALE

MACHINE SCORED EDITION

by

William H. Fitts, PhD

Published by

Counselor Recordings and Tests

Box 6184     S.W. Station

Nashville, Tennessee 37211

STUDENT NAME STUDENT ADDRESS SCHOOL

USE PENCIL ONLY - NOT INK OR BALLPOINT PEN

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100

PRINT YOUR NAME IN THE BOXES PROVIDED THEN BLACKEN THE LETTER BOX BELOW EACH MATCHES EACH LETTER OF YOUR NAME  
YOUR LAST NAME YOUR FIRST NAME

TIME STARTED		TIME FINISHED		TOTAL TIME	
AGE		SEX		DATE	
TOTAL		MO		DAY	
WNS		YEAR		TEST FORM	

**INSTRUCTIONS:** On the separate answer sheet, fill in your name, sex, age, grade and today's date. Then code the appropriate letter or number according to the sample below. Be sure your marks are heavy and completely fill the spaces.

**SAMPLE:**

<b>SEX</b>	
Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

The statements in this inventory 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. Erase completely any answer you wish to change and mark your new answer.

RESPONSES	Completely false	Mostly false	Partly false and Partly true	Mostly true	Completely true
	C	M		M	C
	F	F	PF - PT	T	T
	1	2	3	4	5

When you are ready to start, find the box on your answer sheet marked Time Started and record the time. When you have finished, record the time finished in the box on your answer sheet marked Time Finished. Erase any stray marks on your answer sheet.

**TENNESSEE SELF CONCEPT SCALE**

1. I have a healthy body.....	1
2. I am an attractive person.....	2
3. I consider myself a sloppy person.....	3
4. I am a decent sort of person.....	4
5. I am an honest person.....	5
6. I am a bad person.....	6
7. I am a cheerful person.....	7
8. I am a calm and easy going person.....	8
9. I am a nobody.....	9
10. I have a family that would always help me in any kind of trouble.....	10
11. I am a member of a happy family.....	11
12. My friends have no confidence in me.....	12
13. I am a friendly person.....	13
14. I am popular with men.....	14
15. I am not interested in what other people do.....	15
16. I do not always tell the truth.....	16
17. I get angry sometimes.....	17
18. I like to look nice and neat all the time.....	18
19. I am full of aches and pains.....	19
20. I am a sick person.....	20
21. I am a religious person.....	21
22. I am a moral failure.....	22
23. I am a morally weak person.....	23
24. I have a lot of self-control.....	24
25. I am a hateful person.....	25
26. I am losing my mind.....	26
27. I am an important person to my friends and family.....	27
28. I am not loved by my family.....	28
29. I feel that my family doesn't trust me.....	29
30. I am popular with women.....	30
31. I am mad at the whole world.....	31
32. I am hard to be friendly with.....	32
33. Once in a while I think of things too bad to talk about.....	33
34. Sometimes, when I am not feeling well, I am cross.....	34
35. I am neither too fat nor too thin.....	35
36. I like my looks just the way they are.....	36
37. I would like to change some parts of my body.....	37
38. I am satisfied with my moral behavior.....	38
39. I am satisfied with my relationship to God.....	39
40. I ought to go to church more.....	40

41. I am satisfied to be just what I am.....	41
42. I am just as nice as I should be.....	42
43. I despise myself.....	43
44. I am satisfied with my family relationships.....	44
45. I understand my family as well as I should.....	45
46. I should trust my family more.....	46
47. I am as sociable as I want to be.....	47
48. I try to please others, but I don't overdo it.....	48
49. I am no good at all from a social standpoint.....	49
50. I do not like everyone I know.....	50
51. Once in a while, I laugh at a dirty joke.....	51
52. I am neither too tall nor too short.....	52
53. I don't feel as well as I should.....	53
54. I should have more sex appeal.....	54
55. I am as religious as I want to be.....	55
56. I wish I could be more trustworthy.....	56
57. I shouldn't tell so many lies.....	57
58. I am as smart as I want to be.....	58
59. I am not the person I would like to be.....	59
60. I wish I didn't give up as easily as I do.....	60
61. I treat my parents as well as I should (Use past tense if parents are not living).....	61
62. I am too sensitive to things my family say.....	62
63. I should love my family more.....	63
64. I am satisfied with the way I treat other people.....	64
65. I should be more polite to others.....	65
66. I ought to get along better with other people.....	66
67. I gossip a little at times.....	67
68. At times I feel like swearing.....	68
69. I take good care of myself physically.....	69
70. I try to be careful about my appearance.....	70
71. I often act like I am "all thumbs".....	71
72. I am true to my religion in my everyday life.....	72
73. I try to change when I know I'm doing things that are wrong.....	73
74. I sometimes do very bad things.....	74
75. I can always take care of myself in any situation.....	75
76. I take the blame for things without getting mad.....	76
77. I do things without thinking about them first.....	77
78. I try to play fair with my friends and family.....	78
79. I take a real interest in my family.....	79
80. I give in to my parents. (Use past tense if parents are not living).....	80
81. I try to understand the other fellow's point of view.....	81
82. I get along well with other people.....	82
83. I do not forgive others easily.....	83
84. I would rather win than lose in a game.....	84
85. I feel good most of the time.....	85
86. I do poorly in sports and games.....	86
87. I am a poor sleeper.....	87
88. I do what is right most of the time.....	88
89. I sometimes use unfair means to get ahead.....	89
90. I have trouble doing the things that are right.....	90
91. I solve my problems quite easily.....	91
92. I change my mind a lot.....	92
93. I try to run away from my problems.....	93
94. I do my share of work at home.....	94
95. I quarrel with my family.....	95
96. I do not act like my family thinks I should.....	96
97. I see good points in all the people I meet.....	97
98. I do not feel at ease with other people.....	98
99. I find it hard to talk with strangers.....	99
100. Once in a while I put off until tomorrow what I ought to do today.....	100

## APPENDIX E



# SCORE SHEET Clinical and Research Form Tennessee Self-Concept Scale

NAME 10 SCHOOL GRADE BA AGE 26 DATE 8-7-66 TIME STARTED 8:00 TIME FINISHED 9:00 TOTAL TIME 1:00

## HOW THE INDIVIDUAL PERCEIVES HIMSELF

IN TERMS OF:	COLUMN A PHYSICAL SELF	COLUMN B MORAL-ETHICAL SELF	COLUMN C PERSONAL SELF	COLUMN D FAMILY SELF	COLUMN E SOCIAL SELF	SELF CRITICISM	ROW TOTALS
ROW 1.	P-1, P-2, P-3, N-4, N-5, N-6 5 5 5 1 1 1 4 4 2 2 2 2 3 3 3 3 3 3 2 2 2 2 2 2 1 1 1 1 1 1	P-19P-20P-21, N-22N-23N-24 5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 2 2 2 1 1 1 1 1 1	P-37P-38P-39, N-40N-41N-42 5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 2 2 2 1 1 1 1 1 1	P-55P-56P-57, N-58N-59N-60 5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 2 2 2 1 1 1 1 1 1	P-73P-74P-75, N-76N-77N-78 5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 2 2 2 1 1 1 1 1 1	91 92 93 94 5 5 5 5 4 4 4 4 3 3 3 3 2 2 2 2 1 1 1 1	CONFLICT NET TOTAL 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100
ROW 2.	P-7 P-8 P-9, N-10, N-11, N-12 5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 2 2 2 1 1 1 1 1 1	P-25P-26P-27, N-28N-29N-30 5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 2 2 2 1 1 1 1 1 1	P-43P-44P-45, N-46N-47N-48 5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 2 2 2 1 1 1 1 1 1	P-61P-62P-63, N-64N-65N-66 5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 2 2 2 1 1 1 1 1 1	P-79P-80P-81, N-82N-83N-84 5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 2 2 2 1 1 1 1 1 1	95 96 97 98 5 5 5 5 4 4 4 4 3 3 3 3 2 2 2 2 1 1 1 1	CONFLICT NET TOTAL 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100
ROW 3.	P-13 P-14 P-15, N-16, N-17, N-18 5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 2 2 2 1 1 1 1 1 1	P-31P-32P-33, N-34N-35N-36 5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 2 2 2 1 1 1 1 1 1	P-49P-50P-51, N-52N-53N-54 5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 2 2 2 1 1 1 1 1 1	P-67P-68P-69, N-70N-71N-72 5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 2 2 2 1 1 1 1 1 1	P-85P-86P-87, N-88N-89N-90 5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 2 2 2 1 1 1 1 1 1	99 100 5 5 4 4 3 3 2 2 1 1	CONFLICT NET TOTAL 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100
BEHAVIOR HOW HE ACTS	P-10N-9 5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 2 2 2 1 1 1 1 1 1	P-11N-10 5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 2 2 2 1 1 1 1 1 1	P-12N-11 5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 2 2 2 1 1 1 1 1 1	P-13N-12 5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 2 2 2 1 1 1 1 1 1	P-14N-13 5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 2 2 2 1 1 1 1 1 1	87 88 89 90 5 5 5 5 4 4 4 4 3 3 3 3 2 2 2 2 1 1 1 1	CONFLICT NET TOTAL 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100
COLUMN TOTALS	TOTAL POSITIVE (EP + N) 54 Σ (Algebraic) P - N 2 Σ (Algebraic) P - N 2 V. (Range of Score) 2	43 -13 13 7	63 3 5 8	52 -2 4 1	86 2 -12 31 21 10	22 -12 31 21 10	CONFLICT NET TOTAL 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

## DISTRIBUTION OF RESPONSES

NUMBER OF 33 31 31 = 1.06

SELF CRITICISM RESPONSES 0 1 6 3 0 = 10

TOTALS 10 23 22 27 17 = 100

D = 22 + 23 + 27 + 34 = 106

## EMPIRICAL SCALES

DP = - - - - -

GM = - - - - -

PSY = (100 + - - -) - ( - - - ) = - - -

PD = - - - - -

N = - - - - -

P = - - - - -

## APPENDIX F



## APPENDIX G

# QUESTIONNAIRE

125

1. Your age to nearest birthday \_\_\_\_\_
2. Your formal educational level currently achieved \_\_\_\_\_
3. Sex M F (Circle)

Please enter a code after the following questions based on:

Disagree Extremely Strongly Moderately Slightly Neutral  
1 2 3 4 5

Agree Slightly Moderately Strongly Extremely  
6 7 8 9

I feel my present academic achievements have been favorably influenced by:

- a. my parents or guardians. \_\_\_\_\_
- b. siblings. \_\_\_\_\_
- c. my peer group, in general. \_\_\_\_\_
- d. strong friendships. \_\_\_\_\_
- e. teacher relationships. \_\_\_\_\_
- f. educational counseling. \_\_\_\_\_
- g. professional counseling. \_\_\_\_\_

I feel my present personal achievements in terms of self-satisfaction have been favorably influenced by:

- h. my parents or guardians. \_\_\_\_\_
- i. siblings. \_\_\_\_\_
- j. my peer group, in general. \_\_\_\_\_
- k. strong friendships. \_\_\_\_\_
- l. teacher relationships. \_\_\_\_\_
- m. educational counseling. \_\_\_\_\_
- n. professional counseling. \_\_\_\_\_

I feel that an individual's academic performances can be favorably influenced by:

- o. educational counseling during elementary school. \_\_\_\_\_
- p. educational counseling at secondary level. \_\_\_\_\_
- q. educational counseling beyond secondary level. \_\_\_\_\_
- r. vocational counseling at and above secondary level. \_\_\_\_\_
- s. professional counseling. \_\_\_\_\_
- t. encounter (interpersonal) groups. \_\_\_\_\_

I feel an individual's personal achievements in terms of self-satisfaction can be favorably influenced by:

- u. educational counseling. \_\_\_\_\_
- v. professional counseling. \_\_\_\_\_
- w. counseling of any type. \_\_\_\_\_
- x. encounter (interpersonal) groups. \_\_\_\_\_
- y. groups of similar interests. \_\_\_\_\_

As this is a study of interpersonal relationships, your general comments in this area would be greatly appreciated. Please feel free to add additional influences in this area, but please rate each of the areas given.

## APPENDIX H

TABLE 7

Means and Standard Deviations for TSCS  
Fitts and Mensa Samples

TSCS Score	Fitts & Stewart <sup>1</sup> (N=135)		Mensa (N=55)	
	Mean	S.D.	Mean	S.D.
Self Criticism	34.56	6.31	37.56	5.24
T/F	1.08	0.25	.91	.18
Net Conflict	-3.28	10.94	-9.21	11.68
Total Conflict	29.56	8.75	29.32	7.89
Total P	352.63	29.44	350.52	39.74
Row 1	128.34	9.58	123.47	14.92
Row 2	107.82	14.01	112.14	16.50
Row 3	116.47	10.38	114.90	13.95
Column A	68.76	8.06	70.23	10.16
Column B	73.48	7.68	73.94	8.78
Column C	66.21	7.45	68.67	9.22
Column D	74.41	7.26	68.87	8.98
Column E	69.76	7.32	68.80	10.41
Total V	45.01	12.02	44.43	14.91
Column V	26.85	9.53	25.23	10.20
Row V	18.90	5.87	19.20	6.54
D	120.72	22.99	119.10	30.23
5	16.18	9.07	17.81	11.88
4	28.64	8.05	23.09	8.63
3	15.24	7.80	18.89	11.56
2	20.14	8.62	20.01	8.35
1	19.79	9.55	20.18	10.42
DP	57.58	11.01	53.43	11.59
GM	98.30	8.16	96.94	11.68
Psy	48.09	6.09	46.52	6.31
PO	79.87	10.75	75.61	10.43
N	83.57	9.62	82.69	11.59
PI	11.52	4.08	10.72	4.31
NDS	(Mean not Applicable)		(Mean not Applicable)	

<sup>1</sup>Warren Thompson, Correlates of the Self Concept (Nashville: Dede Wallace Center, 1972)