

1973

## The Effect of the Helping Experience Upon the Self-Concept of the Helper

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THE EFFECT OF THE HELPING EXPERIENCE  
UPON THE SELF-CONCEPT OF THE HELPER

By

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Submitted to the Graduate Faculty in the School  
of Education in partial fulfillment of  
the requirements for the degree of  
Doctor of Philosophy

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## CHAPTER I

### INTRODUCTION

Important among the reasons which many counselors have given for being counselors has been that the profession enables them to develop themselves (Carkhuff and Berenson, 1967). The idealized outcome of this development has been variously termed inner congruity, integration, self-actualization or simply the realization of a basic potentiality. Regardless of theoretical persuasions, counselors, in moments of candid self-revelation, have admitted that for them the act of engaging in counseling relationships has contributed to personal growth more rewarding than monetary gain and self-satisfaction. This amounts to an untested truism which could be considered fundamental to the philosophical set of many who are in the helping professions: in the process of helping another the helper is helped. The extension of the truism is that therapy enhances the self-concept of the therapist.

#### A. Use of Paraprofessionals

In response to burgeoning social problems lay helpers with comparatively little formal training have been increasingly

utilized as therapeutic agents. In the field of mental health the use of such paraprofessionals has been justified by the increased numbers of individuals with mental problems. A significant development has been the concept of a therapeutic community in which individuals with problems have derived benefit from being involved as helpers to others with problems.

### B. The Problem

The purpose of the present research was to investigate the effects of participation in a helping program upon untrained volunteer helpers. The study sought to identify and examine changes in self-concept experienced by volunteer helpers of retarded children. Comparisons in self-concept development were then made between the helpers of retarded children and participants in specific volunteer service programs of a less personal nature. Further comparisons were made of both groups with randomly selected individuals not involved in any altruistically oriented and ongoing program.

### C. Need for the Study

Sufficient literature is available concerning such pertinent matters as the successful use of paraprofessionals in therapeutic milieu. Studies by Groff (1967), Combs and Snygg (1959), Andrews (1966), and Brookover, Erickson, Hamachek, Joiner, Lepere, Paterson and Thomas (1966) are among those

which adequately testify to the effectiveness of training programs and school experiences upon self-concept. There is some testimony to the effect that helping experiences have positive influences upon the helper, but solid, research-supported evidence is sparse. For example, Haggerty (1970) found that high school adolescents experienced significant changes in self-concept through participation as helpers in a tutoring program. Theoretical support for the position that the therapeutic relationship should affectively involve both parties is widely accepted. The extent, however, to which the helper changes in the helping relationship, particularly in a dimension so basic to the theory of client centered therapy, self-concept, has yet to be adequately measured.

#### D. Limitations

The study was limited to measuring the change in concepts of self and others which 20 volunteer college students underwent in the process of serving as helpers of retarded children on a face-to-face basis in weekly encounters over a six month period. Comparisons were made between the self-concepts of the helpers and members of two other groups, one of which was composed of 20 individuals committed to a program of less personally oriented service. The second

control group was composed of 20 randomly selected students not committed to a particular helping project during the span of time involved. The study was further limited by the amount of time which students in the helping group devoted to the weekly encounters, the fact that the helping encounters took place in a state school for retarded children, and the fact that not all of the helpers were helping the same child throughout the time which the study covered.

Further limitations were imposed by the unmeasurable nature of the motivations of subjects in each of the groups. The lack of controls and measures for the intensity and success of interpersonal encounters which subjects experienced also limited the study. Finally, the contaminating effect of other relationships which subjects in all three groups experienced in the course of leading normal lives served as a limitation to the study.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### A. The Helping Relationship

Rogers (Rogers and Dymond, 1954) defines self-concept as an organized, fluid but consistent, conceptual pattern of the characteristics of the "I" or the "me" which are admissible into awareness of experiences and as exerting a regulatory effect upon our behavior. More simply, self-concept is the self as the individual is known to himself (English, 1958). Combs and Snygg (1959) stated that the self-concept is essentially a social product developing from experiences with other human beings.

Teachers (Becker, Madsen, Arnold and Thomas, 1967), parents (Hawkins, Peterson, Schweid and Bijou, 1966) and college students (Stollak, 1967) have been trained in relatively short periods of time to alter the behavior of children in therapeutically desirable directions. Stover and Guernsey (1967) reported the success of the avoidance of directive behavior while attending to feeling and selectively reinforcing desirable behaviors. The success of behavior modification techniques has been corroborated by Wahler, Winkel, Peterson and Morrison (1965). Brookover, Erickson,

Hamachek, Joiner, Lepere, Paterson and Thomas (1966) found that parents with some guidance were able to modify students' self-concepts and induce improved achievement to an extent comparable to that effected by professional counselors.

A National Institute of Mental Health project (Rioch, Elkes, Flint, Usdansky, Newman and Silber, 1963) involved eight 40 year old married women who were able to function effectively as mental health aids after brief training. In further studies, candidates with minimal qualifications have been able to perform at reasonably high levels of psycho-therapeutic efficiency. Carkhuff and Truax (1965) and Carkhuff (1968) corroborated this in articles evaluating approaches integrating didactic training with the development and growth of the lay therapists themselves.

Research has been presented in support of the notion that the "naive enthusiasm" and "lack of professional stance" of untrained lay therapists, even without professional supervision, may lead to results (even with chronic schizophrenics) which were actually better than those achieved by trained therapists. Furthermore, in the same report, Poser (1966) noted that patients who served as helper-therapists seemed to show enhanced mental health as a result of their helper roles.

Reisman (1964) has expanded on the phenomenon which occurs with respect to the helper who involves himself on

behalf of another. He presented evidence that being an agent of change can be a help not only to the target person but to the agent himself. He calls the phenomenon "the Helper Principle" and in a later article (1967) speculates that the structuring of groups for the widest distribution of the helper role may be a decisive therapeutic intervention, a significant leadership training principle and an important teaching device. Mowrer (1964) cited more than 265 groups which have been established to provide members the opportunities to help themselves through service to others, including Synanon, Recovery Incorporated and Alcoholics Anonymous. Rioch (1966) suggested that additional manpower to alleviate the shortage of professional behavioral specialists be recruited from such previously overlooked population segments as students, dropouts, mature married women, the hospitalized, indigenous poor and incarcerated offenders. These new workers would not only bring fresh points of view, she speculated, but would solve many of their own problems in helping to solve those of others.

Persons selected to work with psychiatric patients have been those with potential for the development of compassion, commitment and competence (Christmas, 1966). Goodman (1967) used a group assessment procedure to identify college students to be nontraditional helpers for troubled

preadolescent boys. Applicants not seen as warm, self-disclosing and understanding were rejected. Students who participated as helpers felt afterward that they were able to relate better to their friends. In comparison with non-participating matched students, it was empirically found that the volunteer counselors showed dramatically heightened interest in the behavior of children, in working with troubled people and in the way they interacted with friends.

A basic assumption in helper programs has been that the relationship would be symbiotic; the paraprofessional therapist would benefit as much from the program as the client. The opportunity to fulfill a significant social role by providing for the needs of a child dependent upon him would serve to support an individual's own quest for uniqueness and personal identity. Service independent of authoritarian demands would create a focus upon giving rather than receiving and offer an object interest outside of oneself. Becoming a significant other person under such circumstances allows for the development of emotional maturity.

In a society where alienation is so prevalent, the involvement in a giving and meaningful relationship would appear to provide a teenager with a sense of relevance which he so vitally needs but has difficulty achieving in a world of casual encounters. Fromm (1956) suggests that the elements



of primary importance are focusing upon others, overcoming narcissism and viewing people objectively. Such opportunities are available in a symbiotic relationship wherein the therapeutic agent focuses primarily on the needs of the client and moves from fulfilling his own gratifications to an orientation of give and take with another person. Studies presented by Perlmutter and Durham (1965) and Fellows and Wolpin (1966) verify that the above applies to high school age symbionts working both in the community and in the mental hospital.

Walberg (1967) studied the changes in self-concept which a group of college students experienced as a result of a semester of practice teaching and reported pertinent conclusions. He found, for example, that after practice teaching both women and men were rated higher on accessibility and ability to show warmth by themselves and their students. Females, teaching elementary and secondary classes and males, teaching secondary school, became more expressive (responsive), whereas males teaching elementary classes experienced personality constriction when forced to resort to role-centered and stereotypic behavior. An unfortunate concomitant was that in the process these neophyte elementary teachers rated themselves higher in narcissism after practice teaching. The secondary women, on the other hand, became less narcissistic

after practice teaching. In general, the practice teaching tended to move the participants toward Fromm's primary criteria for establishing meaningful relationships with others.

Significant changes in self-concept have resulted from experience as tutors. Groff (1967) alluded to self-concept change in tutors during tutoring projects. Wright (1965) found that uppergrade students gained in self-confidence from tutoring primary grade students. Similarly, Cadity (1963) found that high school tutors gained self-confidence while also improving their own performance in academic subjects. Davis (1967) and Hassinger (1969) also reported students improving in academic skills as a result of helping others in a tutoring relationship. It takes no great stretch of the imagination to link the resulting growth in self-confidence to an improvement in self-concept.

Combs and Snygg (1959), Sullivan (1947) and Andrews (1966) have corroboratively reported that interaction with other persons has an effect on the self-concept.

Contrary to the inference that such an arrangement is like the blind leading the blind, much has been written in theoretical support of the claims that: a. the attempt to change another inevitably involves a change in the nature of a relationship, and consequently, b. the helper is often

himself changed for the better because of his efforts. In this sort of therapeutic situation, the demarcation between the changer and the changed is not nearly so clear as in traditional treatment approaches. This phenomenon is hardly in dissonance with the kind of personal growth which professional therapists seek to experience through their therapeutic encounters with clients. Kell and Mueller (1966), in their concise yet important study of counseling relationships, propose that a relationship in which the counselor is not affectively involved and is not confronted by his dynamics and conflicts with possible changes in his own behavior may not be a therapeutic encounter for the client. Carl Jung (1954) himself repeatedly emphasized that psychotherapy rests on a relationship between two human beings. As part of the treatment process, the therapist is bound to be affected by it in at least two ways: that of the patient upon him and that of his own unconscious reaction to the situation.

Jung (1953) further stated that any complicated treatment is an individual, dialectical process in which the therapist participates just as much as the patient. He held it inconceivable that a therapist could interact in a dialectical procedure without emerging from his anonymity and giving an account for himself in the same way that a

patient is expected to do. The process created by the cognitive and affective interaction between the therapist and the client enables the mutual enhancement of the individuation of self-actualization process within each of the participants. Each is permitted to progress toward wholeness through his interaction with the other. On the one hand, the self of each is the primal factor basic to the psychological development of each, and on the other hand, the self is actually the final product of self-actualization, fulfilling the potential of both. Each is led beyond himself because the fundamental nature of the human species requires an attempt at spiritual transcendence toward comprehension of a mystery of life revealed out of the depths of the self (Jung, 1953).

Jung called the union of the opposites "transcendent function." Out of the merging of symbols of an irrational life process, he devined the emergence of new situations and new awarenesses. The transcendence to which he referred was that between extreme polarities within an individual, but could not the process be extended in the context of a therapeutic situation to that between the helper and the helped? Affirmative replies to the question may be inferred from the writings of Ruitenbeck (1964) and Watts (1966). Each supports viewpoints in favor of what may be termed "shared selfhood."

Watts considers the notion of separate selfhood to be an illusion. He says that the individual may be seen as one particular focal point at which the universe expresses itself an incarnation of the self.

Jung (1953) agreed that the self that encompasses one also encompasses many others. The experience of the self then is a psychic process which eludes analytical techniques of psychology, yet significantly symbolic of a universal human reality. In seeking to experience the self through the therapeutic process, the participants move toward the awareness of the infinite depth and magnitude of human personality to the deepest ground of existence wherein each experiences the "boundlessness of his own soul." The self, through therapy, directs the respective minds by means of shared consciousness to levels of experience (peak experiences) that transcend the ordinary range of intellectual understanding and constitute steps toward maturation. The maturation of the individual is thus inseparably linked to his relationship with the significant other person.

The person with a high degree of congruity among his self-concept, his concept of others and his self-ideal may be generally characterized as open to new experiences and change. Conversely, the individual who is negatively

motivated by deficiencies in his circumstances or himself is resistant to change and less flexible. In this individual, the sense of self-dissatisfaction is a reflection of a discrepancy between the self-concept and the concept of the desired or valued self. Interacting with another in a helping relationship provides the helper with a broadened base of experience enabling reduction of self-ideal discrepancies through the alignment of his self-concept with his ideal self-concept.

Related to the concept of self which is to be affected by the experience of helping another in a therapeutic relationship are the concepts one holds toward others and his own self-ideal. The concept of others (the ordinary person) is defined as the individual's recognized perception of the attributes, feelings and behavior of people in general. The self-ideal is defined as the attributes, feelings and behavior the individual would like to possess.

Greater consideration is being progressively given to the development and interrelationships of these three concepts. One of the most often cited concomitants of therapy is change in the client's perception of himself in the direction of increased comfort, confidence and control over his chance to achieve valued goals. With respect to the ideal self, it seems reasonable to expect that the person

who undergoes improvement in adjustment may still find his self-concept lower than his self-ideal to some extent. At the same time, his concept of the ordinary person is apt to be still lower than that of himself. However, it is justifiable to expect that adjustment through the interaction of a helping relationship will result in more congruent measures of these dimensions.

#### B. Summary

This review of literature has attempted to portray the successful use of lay therapists; the effect of being a helper in helping relationships of various kinds, principally in psychotherapy and learning situations; the nature of the change in self-concept of the helper; and theoretical support for the importance of self-concept change through helping as a therapist or teacher.

## CHAPTER III

### METHOD

#### A. Pilot Study

The need for a study which would measure the effect of an intimate helping relationship upon the person in the helping role was described in Chapter I. The author sought to meet the need through a pilot study which he performed at a community college during the 1969-70 academic year. The study involved the examination of changes in personality dimensions yielded by two administrations of two personality inventories, the Guilford-Zimmerman Temperament Survey (1949) and the Personal Orientation Inventory (Shostrom, 1966). These two had a total of 19 subtests. Eleven students, who had elected to participate in projects helping mentally retarded and emotionally disturbed children, constituted the experimental group whose pre- and postexperience test scores were compared with those of 11 members of a school service organization and 11 students not involved in voluntary service projects of any sort during the semester. Both instruments were used to obtain pre- and postexperience



measures for all 33 subjects. The data accrued were analyzed through factor analysis and analysis of covariance procedures which yielded results insufficient to challenge the null hypothesis.

Although the results of the pilot study were essentially negative, reflection upon the pilot project generated considerations for developing potentially more satisfactory conditions under which to study the hypotheses involved. In the first place, the helpers did not participate in helping projects on as regular a basis as anticipated at the outset of the study. Some students engaged in only a few short projects, such as parties, dances and bowling at monthly intervals. The resulting lack of exposure to treatment possibly sufficient to produce a differentiating effect was hopefully alleviated in the present study through the selection of students committed to a particular number of hours in the helping role each week.

The number of subjects in each group (11) was small and at best questionable in terms of desirable differences in factorial variables sufficient to provide substantial variances. Added to this, the study involved almost twice as many variables as subjects (Guilford, 1954). Consequently, both the number of subjects and the number of test dimensions

were revised for the present study, broadening the number in each group to 20 and limiting the total number of subtests in two instruments to nine.

The particular instruments for the study were also subject to criticism. In the pilot study, the particular nature of the change was left open and a rather broad attempt was made to establish some measure of change through observation of 22 variables. A closer look at dimensions of expectable change implied by the theoretical constructs of client centered therapy enabled the limitation of observations to those involving changes in concepts of self, others and self-ideal. This enabled the reduction of variables as described above. Further impetus for the change of instruments came from the recognition that the kind of data needed was less that relating to general laws of behavior as are the nomothetic classifications within the two instruments used in the pilot study. The data sought through the instruments selected for the revised study were ideographic: intended to be more pertinent to individual self-descriptions.

#### B. The Sample

An opportunity for a restructured approach to a study of the effect of helping upon the helper became possible

during the academic year 1971-72 at a small liberal arts college. An organization of student volunteers devoted to helping retarded children at a local state hospital had provided a popular activity program for several years. Twenty freshmen students who were untrained to work as paraprofessionals were identified and randomly selected from a pool of freshman volunteer helpers to be subjects in the investigation. Each member of this group served in a face-to-face helping capacity with from one to three retarded children to which he was assigned. Over the six month duration of this study each helper was committed to at least six hours of helping contact per week. This group was referred to as the Helpers.

A second group of 20 subjects was randomly selected from a pool of freshman members of three service organizations. These individuals were each expected to log at least 25 hours per month serving in helpful projects such as recruiting, fund raising campaigns, facilitating social events, student government, dramatics, volunteer clerical work, lay religious endeavors and interacting with the community around the college. It was determined that the members of the second group would be involved in activities of a less personal nature than the face-to-face relationships members of the experimental group would have in their roles as helpers. This group was referred to as Service in the study.

A third group of 20 students was obtained by random selection from a pool of individuals who had been interviewed and found to be uncommitted to any ongoing service project during the duration of the study. These students, like the other subjects in the study, were in their freshman year of college. This group was referred to as Noncommitted.

A comparison of changes in the self-concepts of the individuals in each of the groups with those in the other groups should enable, it was felt, verification of the effect of the helping relationship upon the helper.

### C. Design of Research

The design to be utilized in this study is described by Cox (1958) as a causal comparative and a planned survey involving a control group with pre- and post testing.

Members of each group were tested before and after the period of observed process variations occurred. The critical or experimental variation was primarily the face-to-face helping experience which members of the first group had in their roles of paraprofessional counselors of mentally retarded children. The second group served as a control in that its members did not experience the personal contact of counseling relationships in their endeavors to serve. However, since they were volunteers with a definite

commitment to a number of specific acts of altruistic service, they presumably underwent a variation of the observed treatment. The third group of students, not involved in either kind of service program, would serve as an additional control for both of the other groups.

#### D. Instruments

The data was collected by using the Discriminative Sort (DQS) and by the High School Form of the Index of Adjustment and Values (HSIAV).

1. DQS (modified): This device is a collection of self-referent statements developed by Butler and Haigh (Rogers and Dymond, 1954) following the methods of Stephenson (1953). The statements are printed on cards which the subject sorts to describe: a. himself (the Self Sort), b. what the ordinary person is like (the Ordinary Sort), and c. how he would like to be (the Ideal Sort). Originally in Q Sorts the subject or rater sorted statements into a number of piles with a prescribed number for each pile, so as to force a normal distribution of items. The piles were placed in rank order, the highest containing those items most descriptive and the lowest containing those that are least descriptive. The sort was modified as described by Dymond (Rogers

and Dymond, 1954) in her description of the procedure for utilizing the Q Sort test to provide an external criterion of adjustment level.

Twenty-six nondiscriminating items were eliminated by Butler and Haigh from the original 100 statements. The remaining set of 74 items was given to the subjects to sort simply into two sets, one to be designated as "like me"; the other signated as "unlike me." Butler and Haigh (Rogers and Dymond, 1953) agree that this type of dichotomous sort is sufficient, since the forcing of many items into a predetermined distribution might lead to fatigue and encourage carelessness.

Furthermore, a forced distribution to achieve inter-rater reliability, as in cases where subjects are rated by others, is obviated by the use of the device by raters to rate themselves. Holt (1965) suggested that normal distributions for ratings are not to be considered sacred and that an asymmetrical distribution should not be rejected for any intrinsic reason.

The dichotomized procedure of the Butler and Haigh sort was termed the DQ Sort for convenient reference in this study. Each subject sorted the items three times. For the self-concept, the subjects were asked to sort the items "so as to give a picture of yourself as you see yourself

today"; for the concept of the ordinary person, "to express your own opinion of people in general"; and for the ideal concept, "as the person you would most like to be."

The traits to be measured by means of the card sorts in the Rogers and Dymond (1954) studies were defined as follows:

- a. Self-concept (Self Sort) is the self the individual perceives; that is, his own attributes, feelings and behavior as observed subjectively and admitted to awareness.
- b. The concept of the ordinary person (Ordinary Sort) is the individual's recognized perception of attributes, feelings and behavior of people in general.
- c. The self-ideal (Ideal Sort) identifies attributes, feelings and behavior the individual would like to possess.

For readily understandable reasons there were no reliability and validity data on the DQ procedure of the Q Sort prior to this study. However, reliability of the Q Sort variation of the test has been estimated by the test-retest method. In a research study (Rogers and Dymond, 1954) where experimental subjects were expected to change and controls were not, the reliability of the control group scores over a six month to one year follow-up was .89. Two attempts to demonstrate content validity were significant

among those reported. The first (Rogers and Dymond, 1954) involved a rank-order correlation between self-ideal correlation and the Q Sort adjustment score of 23 subjects. Pretherapy correlation was .83 and the posttherapy rank-order correlation was .92, both showing a high degree of agreement. The second attempt (Rogers and Dymond, 1954) to demonstrate validity compared high and low posttherapy adjustment scores with high and low ratings which counselors made with reference to the level of therapeutic success each of the clients had attained on a nine point scale. This relationship was significant beyond the .05 level. The items of the DQS are included in the appendices.

2. The Index of Adjustment Values: This instrument was selected as a check upon the validity of the DQS. Although both instruments are ideographic, the IAV in the form used in this study has had more frequent previous use. The High School Form was selected because it was shorter than the Adult Form. Because of the testing conveniences desirable for the administration of both the Self and Others forms, the shorter form of the IAV was considered more appropriate for the study.



The High School Form of the IAV (Bills, undated) is an index which has been designed to measure self-concept. It also is intended to measure self-acceptance, ideal self, perception of peer self-concept, peer self-acceptance and peer ideal self. A formula for a self-discrepancy score derived from the discrepancy between self-concept and ideal self is also available.

The HSIIV scores have meanings in two forms of reference implicit in the definition of self-concept as developed by Carl Rogers (La Salle, 1972): the description of the individual, Self Form, and his relationship to his peer group, Others Form. Each form consisted of a 37 item check list on which each of the items was checked three times. Each check was a ranking from one to five, relative to the particular trait word checked. The traits measured by the two forms of the HSIIV were defined as follows (Bills, undated):

1. Self-concept--Self is how often a person perceives himself to be the sort of person described by the trait words.
2. Self-acceptance--Self is how the individual feels about being this sort of person.
3. Ideal Self--Self is how much of the time the individual would like the description to be characteristic of himself.
4. Self-concept--Others is the individual's perception of how often other people in general consider themselves to be

the sort of person described by the trait words.

5. Self-acceptance--Others is the individual's perception of how other people in general feel about being the sort of person they perceive themselves to be.

6. Ideal Self--Others is the individual's perception of how much of the time other people would like the trait descriptions to be characteristic of themselves.

The HSIIV was modeled after the Adult Form of the IAV which has a high reliability and a known validity (Bills, 1953, 1954, 1956; Roberts, 1952). Renzaglia (1952) has concluded that reliable and valid samples of self-concept, self-satisfaction and the ideal concept can be found by using this index.

The range of split half reliabilities for HSIIV is from .86 to .96 (Bills, 1956). Several studies are reported (Bills, undated) as being now in progress for measuring the validity of the HSIIV. Content validity has been established (Bills, 1956). There is a correlation of .70 and .88 between the Adult Form of the IAV and the HSIIV (Bills, 1965). There is not a high correlation among the different aspects which the index intends to measure.

#### E. Location of the Study

The study was performed at a coeducational, liberal arts college located in rural central Pennsylvania. Most

of the enrollment of approximately 1600 students came from more urban areas of Pennsylvania, New York and New Jersey. They were housed in seven dormitories on the campus. Their family background was generally middle to upper middle class.

Students attended classes four days a week, with Wednesdays and week ends free for study, social life and other pursuits. This presumably provided ample time for the altruistic service programs which were crucial to the study.

Subjects in the study who served as paraprofessional helpers of mentally retarded children performed this work at a state school and hospital located about eight miles from the college. The majority of hospitalized children with whom the paraprofessionals worked were at various stages of physical development from early childhood to adolescence. The debilities of the children ranged from severe retardation to functionally educable. Each paraprofessional therapist sought to establish and maintain at least one ongoing relationship from among the retarded children with whom he worked six hours each week.

#### F. Hypotheses and Corollary Postulates

The following hypotheses and corollary postulates were stated for the present study.

1. There will be a significantly greater positive change in self-concept for students who help others on a face-to-face basis than for those who help in service projects.
  - 1A. There will be a significantly greater positive change in self-concept as measured by the DQS for Helpers than for Service students.
  - 1B. There will be a significantly greater positive change in perceived self-concept of others as measured by the DQS for Helpers than for Service students.
  - 1C. There will be a significantly greater decrement in the difference between self-concept and self-ideal as measured by the DQS for Helpers than for Service students.
  - 1D. There will be a significantly greater positive change in self-concept as measured by the HSIIV for Helpers than for Service students.
  - 1E. There will be a significantly greater positive change in self-acceptance as measured by the HSIIV for Helpers than for Service students.
  - 1F. There will be a significantly greater decrement in the difference between self-concept and self-ideal as measured by the HSIIV for Helpers than for Service students.

- 1G. There will be a significantly greater positive change in the perceived self-concepts of others as measured by the HSIIV for Helpers than for Service students.
- 1H. There will be a significantly greater positive change in the perceived self-acceptance of others as measured by the HSIIV for Helpers than for Service students.
- 1I. There will be a significantly greater decrement in the difference between perceived self-concept and self-ideal of others as measured by the HSIIV for Helpers than for Service students.
2. There will be a significantly greater positive change in self-concept for students who help others on a face-to-face basis than for those not involved as helpers in a helping program.
- 2A. There will be a significantly greater positive change in self-concept as measured by the DQS for Helpers than for Noncommitted students.
- 2B. There will be a significantly greater positive change in the perceived self-concept of others as measured by the DQS for Helpers than for Non-committed students.

- 2C. There will be a significantly greater decrement in difference between self-concept and self-ideal as measured by the DQS for Helpers than for Noncommitted students.
- 2D. There will be a significantly greater positive change in self-concept as measured by the HSIIV for Helpers than for Noncommitted students.
- 2E. There will be a significantly greater positive change in self-acceptance as measured by the HSIIV for Helpers than for Noncommitted students.
- 2F. There will be a significantly greater decrement in the difference between self-concept and self-ideal as measured by the HSIIV for Helpers than for Noncommitted students.
- 2G. There will be a significantly greater positive change in the perceived self-concepts of others as measured by the HSIIV for Helpers than for Noncommitted students.
- 2H. There will be a significantly greater positive change in the perceived self-acceptance of others as measured by the HSIIV for Helpers than for Noncommitted students.
- 2I. There will be a significantly greater decrement in the difference between perceived self-concept

and self-ideal of others as measured by the HSIIV for Helpers than for Noncommitted students.

3. There will be a significantly greater change in self-concept of those who help in service projects than for those not involved in a helping program.

3A. There will be a significantly greater change in self-concept as measured by the DQS for Service students than for Noncommitted students.

3B. There will be a significantly greater positive change in perceived self-concept of others as measured by the DQS for Service students than for Noncommitted students.

3C. There will be a significantly greater decrement in the difference between self-concept and self-ideal as measured by the DQS for Service students than for Noncommitted students.

3D. There will be a significantly greater positive change in self-concept as measured by the HSIIV for Service students than for Noncommitted students.

3E. There will be a significantly greater positive change in self-acceptance as measured by the HSIIV for Service students than for Noncommitted students.

3F. There will be a significantly greater decrement in the difference between the self-concept and

self-ideal as measured by the HSIIV for Service students than for Noncommitted students.

3G. There will be a significantly greater positive change in the perceived self-concepts of others as measured by the HSIIV for Service students than for Noncommitted students.

3H. There will be a significantly greater positive change in the perceived self-acceptance of others as measured by the HSIIV for Service students than for Noncommitted students.

3I. There will be a significantly greater decrement in the difference between perceived self-concept and self-ideal of others as measured by the HSIIV for Service students than for Noncommitted students.

#### G. Procedure

Freshman students were interviewed during the month of September, 1971. In the course of these interviews the three pools of freshman students were identified from which to draw the subjects for the observations. Effort was directed toward randomizing the selection procedure from each pool in establishing the three groups to be observed. Strict randomization was not possible, as selection for each



group was determined by the manner in which students had been assigned to separate pools according to interests prior to their selection to be subjects in the study.

The subjects were pretested during the first two weeks of November in 1971 with the DQS and the Self and Others forms of the IAV modified for high school and post high school age students (HSIAV). Toward the end of the school year (in early May) subjects were posttested with both of the instruments.

The data were analyzed by analysis of variance (Kirk, 1968). Single classification analyses of variance were computed with regard to DQS scores and HSIAV scores for comparison of male and female subjects in an effort to establish homogeneity among the subjects. The same procedure was applied to Scholastic Aptitude Test data for all of the subjects. Two way classification analyses of variance (Kirk, 1968) enabled comparison of the groups, the testing effect and the interaction between these two independent variables. Where the F ratios for interaction effect were significant the Scheffé S test (Kirk, 1968) was used to further examine for differences in group means. The Pearson product moment correlation coefficient was computed among the variables derived from the pre- and postadministrations of the DQS and the HSIAV.

## CHAPTER IV

### ANALYSIS OF THE DATA

Chapter IV is a report of the analysis of the data obtained through two administrations of the Discriminative Q Sort (DQS) and the High School Form Bills' Index of Adjustment and Values (HSIAV). Information concerning age, sex and the Scholastic Aptitude Test (SAT) scores of subjects is presented initially. The analysis of the DQS and HSIAV is then presented for further comparison of male and female subjects. Next, pretests and posttests of the group were compared by use of a two way analysis of variance. The 27 postulates corollary to the hypotheses for the study were examined for effects of group characteristics, interval of observation and interaction between group conditions and time for each subtest dimension. Where the F ratios for interaction effect were significant, group means were further examined by the Scheffé S test.

#### A. Age and Sex of Subjects

Subjects in all three groups averaged 18 years of age. Among the 60 subjects there were 29 females and 31

males. These were distributed among the groups as follows: Helper group, 13 males and seven females; Service group, eight males and 12 females; and Noncommitted group, 10 males and 10 females.

#### B. Academic Characteristics of Subjects

In an effort to define the academic characteristics of the students who participated in the study, attention was given to scores attained by participants on subtests of the SAT. Analysis of variance was computed for comparisons between SAT scores for male subjects and those for female subjects.

In Table 1 comparisons between male and female performances on SAT subtests are presented. The F values for comparisons on both the SAT Verbal and SAT Mathematics were such as to accept an hypothesis that the groups do not differ in either of these two dimensions.

Analysis of variance was further computed for comparisons between SAT scores of subjects according to their experience group placement for observations in this study. These comparisons are presented in Table 2. Comparisons among the three groups were sufficient to accept the hypothesis that the groups did not significantly differ in either of the SAT dimensions.

TABLE 1

ANOVA COMPARISON OF SAT SCORES  
BETWEEN MALE AND FEMALE SUBJECT GROUPS

Source of Variation	df	SS	MS	F
		<u>Verbal</u>		
Between	2	18331.60	9165.8	1.446
Within	57	361897.65	6349.08	
Total	59	380229.25		
		<u>Math</u>		
Between	2	312.10	156.05	0.018
Within	57	483630.30	8484.74	
Total	59	483942.40		

Pearson product-moment correlations between the SAT Verbal scores and the SAT Mathematics scores were significant at the .001 level of probability. No significant correlation was to be found between SAT scores of subjects and any of the variables examined in the study. Correlations are reported in Table 25 on page 70.

TABLE 2  
ANOVA COMPARISON OF SAT SCORES  
FOR HELPER, SERVICE AND NONCOMMITTED STUDENTS

Source of Variation	df	SS	MS	F
<u>Verbal</u>				
Between	19	140656.58	7402.98	1.23
Within	40	239572.67	5989.32	
Total	59	380229.25		
<u>Math</u>				
Between	19	176316.4	9279.81	1.21
Within	40	307626.	7690.65	
Total	59	483942.4		

C. Analysis of Male/Female Differences in  
Self-concept and Related Dimensions

The data obtained from the pre- and postadministrations of the two tests yielded 18 variables. Analysis of variance was used to compare the performances of males with those of females on the 18 variables. Since there were two more males than females, two male scores were randomly selected for omission, enabling the equalization of group sizes. The null hypothesis for each variable was that there was no difference between male and female mean scores. Data for these analyses are recorded in Table 3. In one instance the

TABLE 3

ANOVA COMPARISON OF MALES AND FEMALES ON SELF-CONCEPT AND RELATED DIMENSIONS AS MEASURED BY THE DQS AND THE HSIAY

Source	df	SS	MS	F
<u>Self-concept DQS Pretest</u>				
Between	1	127.517	127.517	1.928
Within	56	3704.414	66.150	
Total	57	3831.931		
<u>Ordinary DQS Pretest</u>				
Between	1	8.345	8.345	0.127
Within	56	3672.552	65.581	
Total	57	3680.897		
<u>Self-ideal DQS Pretest</u>				
Between	1	9.931	9.931	1.674
Within	56	332.138	5.931	
Total	57	342.069		
<u>Self DQS Posttest</u>				
Between	1	0.155	0.155	0.002
Within	56	3745.488	66.883	
Total	57	3745.603		
<u>Ordinary DQS Posttest</u>				
Between	1	172.414	172.414	2.506
Within	56	3853.517	68.813	
Total	57	4025.931		

TABLE 3 (cont.)

Source	df	SS	MS	F
<u>Self-ideal DQS Posttest</u>				
Between	1	0.845	0.845	0.106
Within	56	444.552	7.938	
Total	57	445.397		
<u>Self-concept--Self HSIIV Pretest</u>				
Between	1	193.724	193.724	1.013
Within	56	10710.207	191.254	
Total	57	10903.931		
<u>Self-acceptance--Self HSIIV Pretest</u>				
Between	1	1490.276	4.118	4.118*
Within	56	20265.103	361.877	
Total	57	21755.379		
<u>Self-ideal--Self HSIIV Pretest</u>				
Between	1	38.086	38.086	0.231
Within	56	9247.793	165.139	
Total	57	9285.879		
<u>Self-concept--Self HSIIV Posttest</u>				
Between	1	419.586	419.586	1.632
Within	56	14398.828	257.122	
Total	57	14818.413		
<u>Self-acceptance--Self HSIIV Posttest</u>				
Between	1	789.586	789.586	2.438
Within	56	18140.069	323.930	
Total	57	18929.655		

TABLE 3 (cont.)

Source	df	SS	MS	F
<u>Self-ideal--Self HSIIV Posttest</u>				
Between	1	1121.121	1121.121	
Within	56	26771.724	478.067	
Total	57	27892.845		
<u>Self-concept--Others HSIIV Pretest</u>				
Between	1	2.914	2.914	0.017
Within	56	9718.483	173.544	
Total	57	9721.397		
<u>Self-acceptance--Others HSIIV Pretest</u>				
Between	1	648.897	648.897	1.794
Within	56	20795.724	371.352	
Total	57	21444.621		
<u>Self-ideal--Others HSIIV Pretest</u>				
Between	1	79.724	79.724	0.105
Within	56	42628.759	761.228	
Total	57	42708.483		
<u>Self-concept--Others HSIIV Posttest</u>				
Between	1	282.483	282.483	2.250
Within	56	7031.517	125.563	
Total	57	7314.000		



TABLE 3 (cont.)

Source	df	SS	MS	F
<u>Self-acceptance--Others HSIIV Posttest</u>				
Between	1	602.914	602.914	0.998
Within	56	33833.103	604.163	
Total	57	34436.017		
<u>Self-ideal--Others HSIIV Posttest</u>				
Between	1	357.517	357.517	2.216
Within	56	9035.862	161.355	
Total	57	9393.379		

\*Significant at the .05 level of probability

F ratio of 4.118 indicated rejection of the null hypothesis in favor of the alternative hypothesis of a male/female difference in the Self-acceptance--Self HSIIV pretest. The null hypothesis was not rejected for the other 17 dimensions.

In summary, the results of these tests provide no strong evidence for male/female differences on the variables tested.

#### D. Analysis of Group Differences in Self-concept and Related Dimensions

The data obtained were subjected to a two way repeated measures analysis of variance (Kirk, 1968). This process enabled the researcher to explore three lines of inquiry regarding the dependent variables: 1. comparison of the characteristics of the three observed groups (group effect); 2. comparison of the main effect of experience between pretesting time and posttesting time among the groups (experience effect); and 3. the interaction between group conditions and time with regard to the nine dimensions in question (interaction effect).

		Time			
Types of Experience	Helper Group	Subjects 1 to 20	$\bar{X}$ H Pre	$\bar{X}$ H Post	$\bar{X}$ H
	Service Group	Subjects 21 to 40	$\bar{X}$ S Pre	$\bar{X}$ S Post	$\bar{X}$ S
	Noncommitted Group	Subjects 41 to 60	$\bar{X}$ N Pre	$\bar{X}$ N Post	$\bar{X}$ N

Figure 1. Diagram of repeated measures design.

By means of Scheffé's S method (Kirk, 1968), significant F ratios for interaction effects were subjected to further examination to determine whether those scores were

influenced by pretest mean differences, posttest mean differences or pretest/posttest mean changes among the groups.

For the statistical tests discussed in this section, the following null hypotheses were tested with regard to postulates corollary to each of the three hypotheses in Chapter III: 1. There are no differences among the means of the three groups. 2. There is no difference between the mean pretest scores and the mean posttest score. 3. There is no interaction between the type of group and testing time.

The resulting data relevant to the 27 corollary postulates are presented in this section according to the instrument variables on which groups were tested over the duration of the study.

1. Corollary Postulates 1A, 2A and 3A

1A. There will be a significantly greater positive change in self-concept as measured by the DQS for Helpers than for Service students.

2A. There will be a significantly greater positive change in self-concept as measured by the DQS for Helpers than for Noncommitted students.

- 3A. There will be a significantly greater positive change in self-concept as measured by the DQS for Service students than for Noncommitted students.

The results of the analysis of these three corollary postulates appear in Table 4. The null hypothesis that the group means for the Self Sort do not significantly differ would seem tenable as indicated by the small F value and its accompanying level of probability. The null hypothesis that comparisons of group scores from one testing time to another do not significantly differ is untenable. This is indicated by the F value for the experience effect accompanied by a .01 level of probability.

Data pertaining to the interaction between the group conditions and the testing times with regard to the Self Sort also lead to rejection of the null hypothesis. The large F value and correspondingly low probability level are sufficient to encourage confidence that interaction existed.

In order to understand further the inferences discernable from the Self Sort, the cell means appear in Table 5. In Figure 2 these have been depicted to illustrate the interaction effect. The absence of parallel lines in

TABLE 4

## ANOVA SUMMARY TABLE FOR SELF DQS

Source	df	MS	F
Group Characteristics	2	270.025	2.385
Error Term	57	113.201	
Experience Effect	1	282.133	33.605**
Interaction Effect	2	107.658	12.823**
Error Term	56	8.396	

\*\*Significant at a level of probability greater than .01.

TABLE 5

## CELL MEANS FROM SELF DQS

Group	Pretest	Posttest
Helper	53.85	60.70
Service	56.55	57.90
Noncommitted	52.25	53.25

the graph reflects the interaction effect. Reference to Table 5 verifies that cell means for the Service and Non-committed groups changed less than two units, whereas the Helper group changed almost seven units over the time observed.

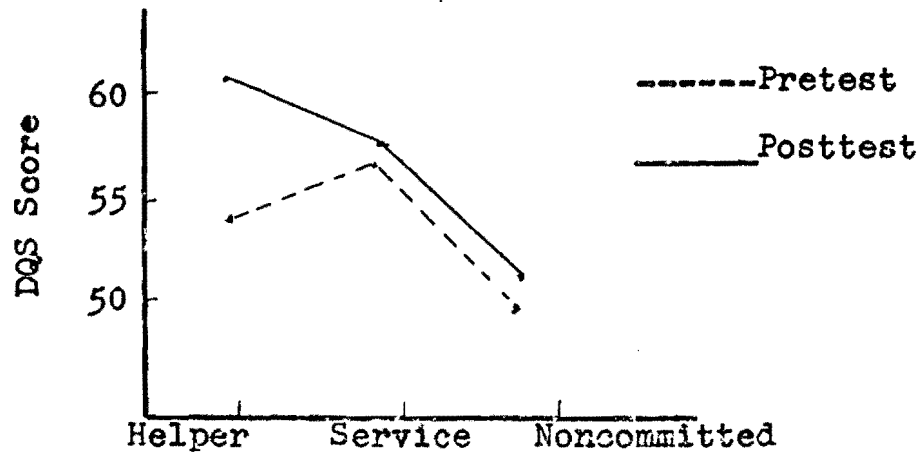


Figure 2. Interaction effect from Self Sort of DQS.

Further examination of differences between cell means was performed by Scheffé S contrasts. The cell mean for the Service group was significantly higher than both the Helper group and Noncommitted group in the pretest comparisons. However from pretest to posttest the one group to show a significant change in cell means was the Helper group. In the posttest the cell means for the Helper group were significantly higher than the cell means for the other two groups. The mean for the Service group remained significantly higher than the mean score for the Noncommitted group.

## 2. Corollary Postulates 1B, 2B and 3B

- 1B. There will be a significantly greater positive change in perceived self-concept of others as measured by the DQS for Helpers than for Service students.

- 2B. There will be a significantly greater positive change in the perceived self-concept of others as measured by the DQS for Helpers than for Noncommitted students.
- 3B. There will be a significantly greater positive change in the perceived self-concept of others as measured by the DQS for Service than for Noncommitted students.

The above corollary postulates all depend upon comparisons of group means on the Ordinary Person Sort which appear in Table 6. The experience effect referring to pre- and posttest differences in the concept of the ordinary person indicated that there was significant change over the time studied. The interaction effect indicated that the relationship between the Ordinary Sort and the combined interaction of groups and test times was significant beyond the .05 level.

Comparisons of group cell means for the Ordinary Sort between pre- and posttest performances of the Service and Noncommitted groups indicate changes of less than one unit. The Helper group underwent a change of more than four units. The resulting interaction effect of the change in the Helper group means is observable in Figure 2 below.

TABLE 6  
ANOVA SUMMARY TABLE FOR ORDINARY DQS

Source	df	MS	F
Group Characteristics	2	108.433	0.899
Error Term	57	120.555	
Experience Effect	1	134.408	11.446**
Interaction Effect	2	40.833	3.477*
Error Term	56	11.744	

\*Significant at a probability level greater than .05.

\*\*Significant at a probability level greater than .01.

TABLE 7  
CELL MEANS FROM ORDINARY DQS

Group	Pretest	Posttest
Helper	45.65	50.1
Service	50.00	50.95
Noncommitted	50.45	51.40



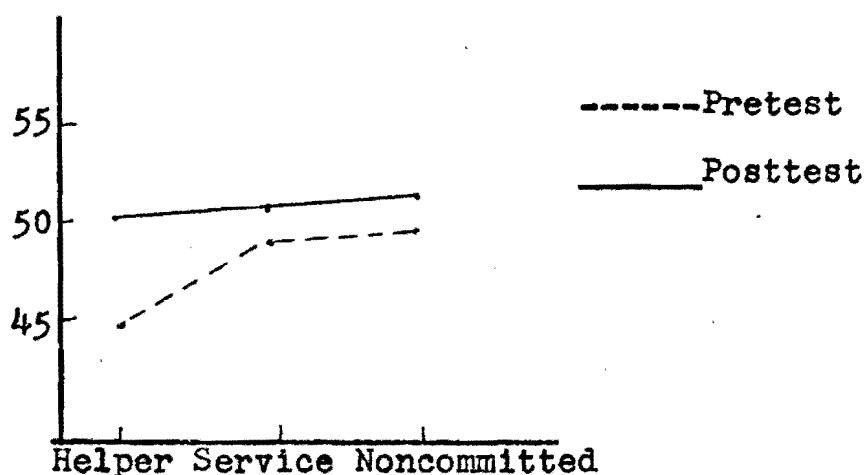


Figure 3. Interaction effect from Ordinary Sort of DQS.

The interaction effect warranted further examination of cell mean contrasts through the Scheffé S test. In the pretest the cell mean for the Helper group was significantly lower than that for either of the other two groups. Over the duration of the study the mean change for the Helper group was statistically significant, so that at posttest there was no significant difference in the cell means among the three groups.

### 3. Corollary Postulates 1C, 2C and 3C

- 1C. There will be a significantly greater decrement in the difference between self-concept and self-ideal as measured by the DQS for Helpers than for Service students.
- 2C. There will be a significantly greater decrement in the difference between self-concept and self-ideal as measured by the DQS for Helpers than for Noncommitted students.

- 3C. There will be a significantly greater decrement in the difference between self-concept and self-ideal as measured by the DQS for Service students than for Noncommitted students.

In Table 8 the analysis of these corollary postulates is further presented for examination of group characteristics, experience and interaction effects. The effect of group characteristics was significant at a .021 level of probability. Pre- and posttest differences indicated for the experience effect in the Ideal Self Sort were significant beyond the .05 level. The F score for the interaction was not sufficiently large to be statistically significant.

TABLE 8

ANOVA SUMMARY TABLE FOR IDEAL DQS

Source	df	MS	F
Group Characteristics	2	40.833	4.125*
Error Term	57	9.898	
Experience Effect	1	12.033	4.237*
Interaction Effect	2	2.033	0.716
Error Term	56	2.840	

\*Significant at a probability level greater than .05.

The cell means from the Ideal Sort of the DQS are illustrated in Table 9. The narrow range between cell means form roughly parallel lines, indicating the apparent absence of an interaction effect for the Ideal Sort variable.

TABLE 9

## CELL MEANS FROM IDEAL DQS

Group	Pretest	Posttest
Helper	66.50	67.10
Service	68.45	68.65
Noncommitted	68.00	69.10

The Cell means for the Ideal Sort did not exceed 1.1 units of change in any of the groups. These did not range more than two units between the extremes of the Helper group pretest score and the Noncommitted group posttest score.

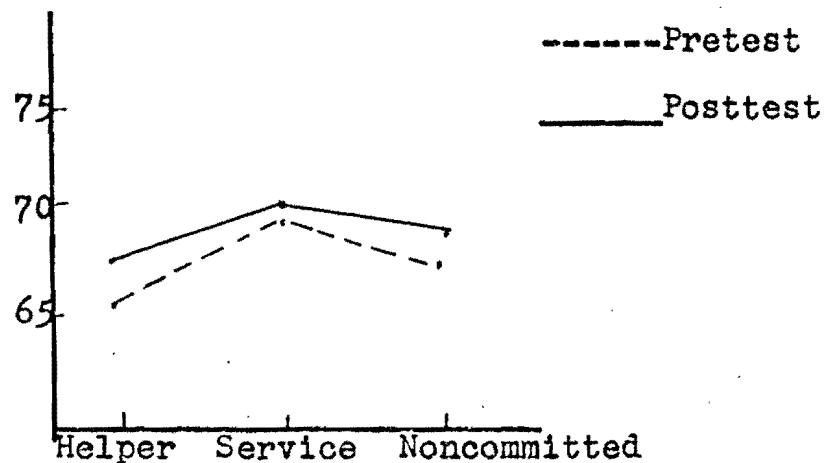


Figure 4. Interaction effect from Ideal Sort of DQS.

In Table 10 the mean differences between DQS Self Sort scores and DQS Ideal Sort scores are presented. The mean difference for Helper scores underwent a change of more than six units, whereas the mean difference changes for the other groups were minimal. Rather than a decrement, the Noncommitted group showed a slight increase, retaining the largest difference. At 6.40 units the difference for the Helper group in the posttest was the smallest among the three groups.

TABLE 10

## MEAN DIFFERENCE BETWEEN SELF DQS AND IDEAL DQS

Group	Pretest	Posttest
Helper	12.65	6.40
Service	11.90	10.75
Noncommitted	15.75	15.85

## 4. Corollary Postulates 1D, 2D and 3D

1D. There will be a significantly greater change in self-concept as measured by the HSIIV for Helpers than for Service students.

2D. There will be a significantly greater positive change in self-concept as measured by the HSIIV for Helpers than for Noncommitted students.

- 3D. There will be a significantly greater positive change in self-concept as measured by the HSIIV for Service students than for Noncommitted students.

In order to examine these corollary postulates, the self-concept scores for the subjects of this study, as indicated by data from the HSIIV, are further summarized in Table 11. Scores for the subjects indicated that the obtained probability level for the effect of group characteristics was insufficient to support a conclusion that the groups differed in this dimension. The experience effect results indicated that a change did occur over the duration of the study. The obtained probability level indicated the existence of significant interaction between the group characteristics and the experience effect. This change in means included the rather static performances of the Service group. In comparison, there appeared to be greater change in the Noncommitted group. They dropped more than half of the unit change observable in the Helper group.

TABLE 11

## ANOVA SUMMARY TABLE FOR SELF-CONCEPT OF SELF IN HSIAV

Source	df	MS	F
Group Characteristics	2	4.908	0.009
Error Term	57	537.801	
Experience Effect	1	858.675	12.424**
Interaction Effect	2	166.075	2.403
Error Term	56	69.117	

\*\* Significant at a probability level greater than .01.

TABLE 12

## CELL MEANS FROM SELF-CONCEPT--SELF HSIAV

Group	Pretest	Posttest
Helper	135.85	144.15
Service	138.60	138.55
Noncommitted	144.05	139.05

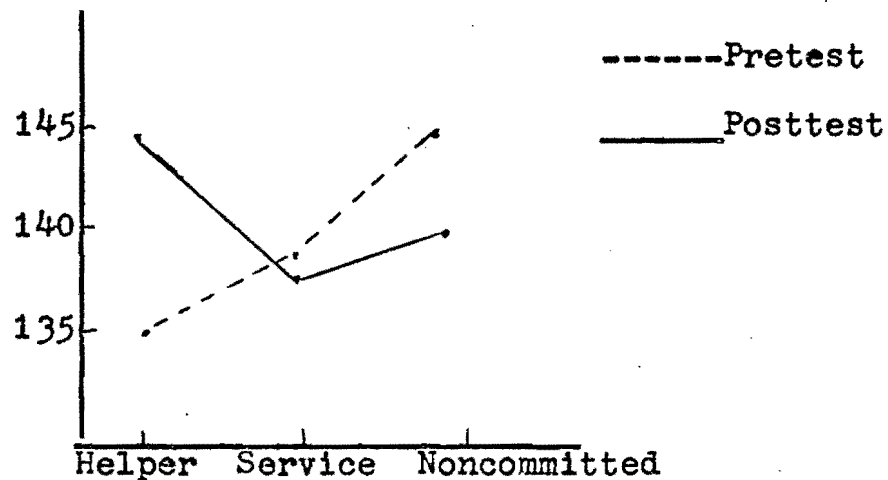


Figure 5. Interaction effect from Self-concept of Self in HSIIV.

#### 5. Corollary Postulates 1E, 2E and 3E

- 1E. There will be a significantly greater positive change in self-acceptance as measured by the HSIIV for Helpers than for Service students.
- 2E. There will be a significantly greater positive change in self-acceptance as measured by the HSIIV for Helpers than for Noncommitted students.
- 3E. There will be a significantly greater positive change in self-acceptance as measured by the HSIIV for Service students than for Noncommitted students.

In Table 13 analysis of the Self-acceptance scores for Self in the HSIIV is further presented to enable testing of the corollary postulates. The null hypothesis that the

groups do not differ significantly was accepted. The interaction effect was not significant. A significant experience effect did occur.

TABLE 13

## ANOVA SUMMARY TABLE FOR SELF-ACCEPTANCE OF SELF IN HSIIV

Source	df	MS	F
Group Characteristics	2	1105.300	2.29
Error Term	57	482.141	
Experience Effect	1	1340.008	9.033**
Interaction Effect	2	8.933	0.060
Error Term	56	148.344	

\*\* Significant at a probability level greater than .01.

TABLE 14

## CELL MEANS FROM SELF-ACCEPTANCE--SELF HSIIV

Group	Pretest	Posttest
Helper	129.90	144.40
Service	135.65	139.75
Noncommitted	140.40	137.45



The range of the Helper group means is observable in Table 14 on page 56 and in Figure 6. The nonparallel nature of the pre- and posttest graph lines suggest an interaction, but it is insignificant.

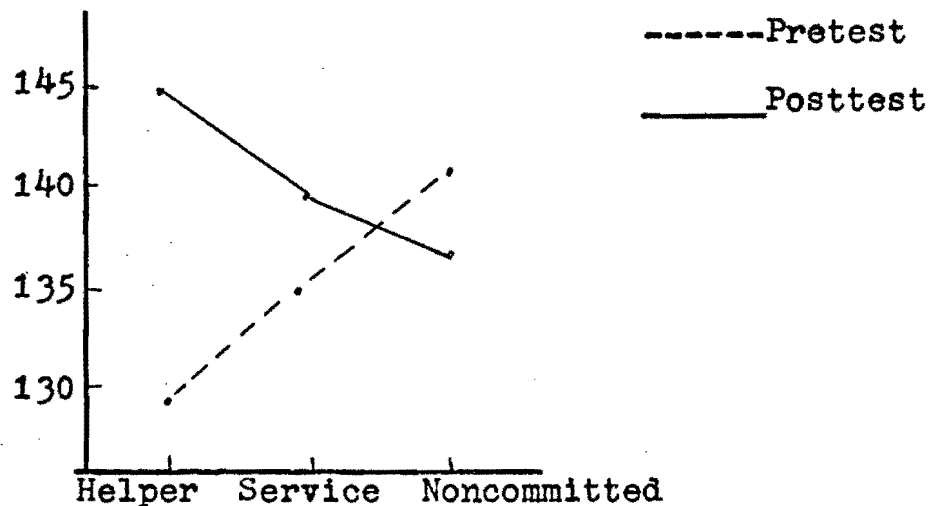


Figure 6. Interaction effect from Self-acceptance of Self in HSIIV.

6. Corollary Postulates 1F, 2F and 3F

1F. There will be a significantly greater decrement in the difference between self-concept and self-ideal as measured by the HSIIV for Helpers than for Service students.

2F. There will be a significantly greater decrement in the difference between self-concept and self-ideal as measured by the HSIIV for Helpers than for Noncommitted students.

3F. There will be a significantly greater decrement in the difference between self-concept and self-ideal as measured by the HSIIV for Service students than for Noncommitted students.

Analysis of Self-ideal scores for Self as measured in the HSIIV are presented in Table 15 for the purpose of testing the corollary postulates above. No significant difference was found among the group characteristics. The effect of experience between pre- and posttesting was significant; the interaction between groups and test when related to the Ideal-self of Self dimension also exceeded a probability level of .01.

TABLE 15

## ANOVA SUMMARY TABLE FOR SELF-IDEAL OF SELF IN HSIIV

Source	df	MS	F
Group Characteristics	2	972.358	2.760
Error Term	57	352.362	
Experience Effect	1	598.533	11.263**
Interaction Effect	2	477.658	8.988**
Error Term	56	53.143	

\*\* Significant at a probability level greater than .01.

TABLE 16

## CELL MEANS FROM SELF-IDEAL--SELF HSIIV

Group	Pretest	Posttest
Helper	162.30	161.75
Service	163.65	160.20
Noncommitted	166.25	167.25

The cell mean scores depict the interaction and change effects. The largest change in measured Self-ideal--Self was the drop of more than three units by the Service group. The Helper group showed a slight drop, while the Noncommitted group increased in its mean score.

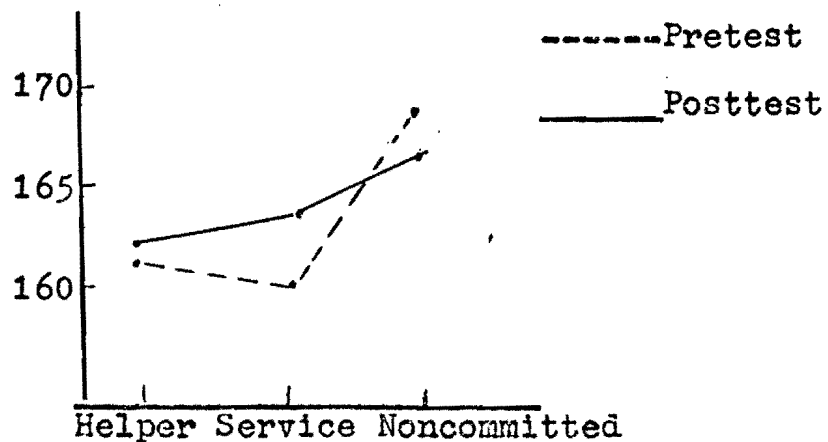


Figure 7. Interaction effect from Self-ideal of Self in HSIIV.

Further examination of group cell mean differences by the Scheffé S test revealed the source of the significant interaction effect to be found in the posttest contrasts between scores for the Service group and the Noncommitted group.

In Table 17, the mean differences between Self-concept--Self HSIIV and Self-ideal--Self HSIIV scores are summarized. The lowest mean difference of 17.60 was found for the Helper group, which showed a change of more than eight units between test administrations. The highest discrepancy among the variables compared was 28.20, found in the posttest for the Noncommitted group.

TABLE 17

MEAN DIFFERENCE BETWEEN SELF-CONCEPT--SELF  
AND SELF-IDEAL--SELF HSIIV

Group	Pretest	Posttest
Helper	26.45	17.60
Service	25.05	21.75
Noncommitted	22.20	28.20

## 7. Corollary Postulates 1G, 2G and 3G

1G. There will be a significantly greater positive change in the perceived self-concepts of others as measured by the HSIIV for Helpers than for Service students.

2G. There will be a significantly greater positive change in the perceived self-concepts of others as measured by the HSIIV for Helpers than for Noncommitted students.

3G. There will be a significantly greater positive change in the perceived self-concepts of others as measured by the HSIIV for Service students than for Noncommitted students.

TABLE 18

## ANOVA SUMMARY TABLE FOR SELF-CONCEPT OF OTHERS IN HSIIV

Source	df	MS	F
Group Characteristics	2	88.558	0.296
Error Term	57	301.389	
Experience Effect	1	35.208	0.624
Interaction Effect	2	451.858	8.009**
Error Term	56	56.414	

\*\* Significant at a probability level greater than .01.

The analysis of perceived self-concepts which subjects of this study held for other people is further summarized in Table 18. The effect of group characteristics did not yield significant results. The interval between tests did not yield a significant probability effect. However, the interaction between groups and tests was significant beyond the .01 level when related to Self-concepts of Others recorded in the HSIIV.

The cell means for Self-concept of Others are recorded in Table 18 on page 61 and have been graphed in Figure 8. An examination of the means reveals that an interaction effect did occur. The Helper group rose more than 12 units. The mean scores for the Service group rose 1.6 units, while the scores of the Noncommitted group declined .55 units.

TABLE 19

## CELL MEANS FROM SELF-CONCEPT OF OTHERS HSIIV

Group	Pretest	Posttest
Helper	130.00	142.35
Service	130.05	131.65
Noncommitted	126.60	126.05

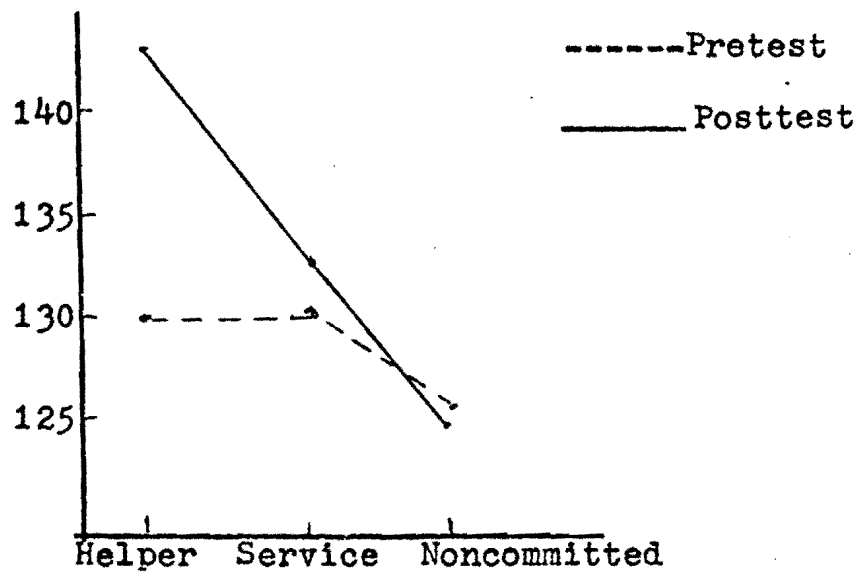


Figure 8. Interaction effect from Self-concept of Others in HSIAV.

The Scheffé S test revealed that the significant interaction effect was influenced by the change in the Helper group cell mean score. At posttest the Helper score significantly differed from the mean scores of both the Service and Noncommitted groups.

#### 8. Corollary Postulates 1H, 2H and 3H

1H. There will be a significantly greater positive change in the perceived self-acceptance of others as measured by the HSIAV for Helpers than for Service students.

2H. There will be a significantly greater positive change in the perceived self-acceptance of others as measured by the HSIAV for Helpers than for Noncommitted students.

3H. There will be a significantly greater positive change in the perceived self-acceptance of others as measured by the HSIIV for Service students than for Noncommitted students.

The above corollary postulates were tested by analysis of the HSIIV scores for Self-acceptance in Others and the results appear in Table 20. The effect of group characteristics was not significant. The experience effect, yielding a probability greater than the .01 level, indicated significant change had occurred between the testing times. Further, the effect of the interaction between groups and testing related to perceived self-acceptance of other people was significant.

TABLE 20

ANOVA SUMMARY TABLE FOR SELF-ACCEPTANCE OF OTHERS IN HSIIV

Source	df	MS	F
Group Characteristics	2	33.025	0.050
Error Term	57	665.452	
Experience Effect	1	816.408	11.536**
Interaction Effect	2	770.608	10.889**
Error Term	56	70.770	

\*\* Significant at a probability level greater than .01.



A comparison of cell means further illustrates that the perception of other people's self-acceptance underwent growth among members of the Helper group and the Service group. The Noncommitted group produced a small mean change in this dimension. These data are presented in Table 21 and Figure 9.

TABLE 21

## CELL MEANS FROM SELF-ACCEPTANCE OF OTHERS HSIIV

Group	Pretest	Posttest
Helper	132.75	140.65
Service	132.45	139.95
Noncommitted	136.55	137.20

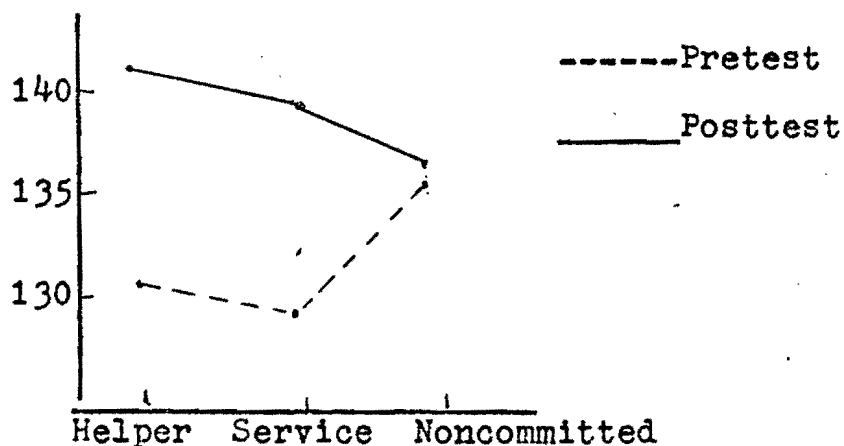


Figure 9. Interaction effect from Self-acceptance of Others in HSIIV.

The source of the significant interaction effect was verified through the Scheffé S test. Changes between pre- and posttest were significant for both the Helper group and the Service group.

9. Corollary Postulates 1I, 2I and 3I

1I. There will be a significantly greater decrement in the difference between perceived self-concept and self-ideal of others as measured by the HSIIV for Helpers than for Service students.

2I. There will be a significantly greater decrement in the difference between perceived self-concept and self-ideal of others as measured by the HSIIV for Helpers than for Noncommitted students.

3I. There will be a significantly greater decrement in the difference between perceived self-concept and self-ideal of others as measured by the HSIIV for Service students than for Noncommitted students.

For the purpose of testing the above corollary postulates, analysis of the self-ideals which participants in the study perceived other people to have according to the HSIIV are summarized in Table 22. Group characteristics did not yield a significant effect. Significant levels of

probability for the pre- and posttest differences and interaction between testing and groups in the self-ideal dimension were not found.

Reference to Table 23 confirms that change did occur rather uniformly in each group between testings. The parallel nature of the lines in Figure 10 indicates that significant interaction was not present.

TABLE 22

## ANOVA SUMMARY TABLE FOR SELF-IDEAL OF OTHERS IN HSIIV

Source	df	MS	F
Group Characteristics	2	304.108	1.543
Error Term	57	197.075	
Experience Effect	1	30.000	0.363
Interaction Effect	2	51.025	0.616
Error Term	56	82.736	

TABLE 23

## CELL MEANS FROM SELF-IDEAL OF OTHERS HSIIV

Group	Pretest	Posttest
Helper	155.25	161.20
Service	146.40	152.75
Noncommitted	155.20	162.95

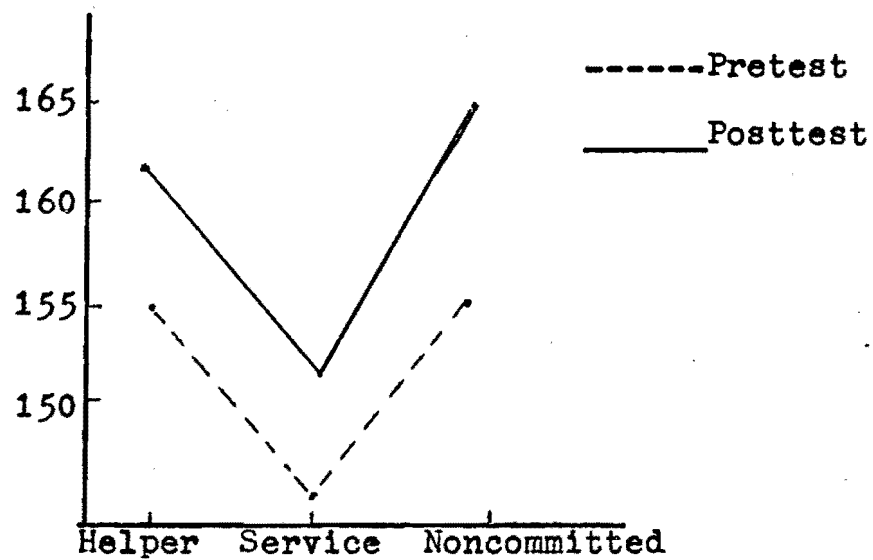


Figure 10. Interaction effect from Self-ideal of Others in HSIAV.

TABLE 24

MEAN DIFFERENCE BETWEEN SELF-CONCEPT--OTHERS  
AND SELF-IDEAL--OTHERS HSIAV

Group	Pretest	Posttest
Helper	25.25	18.85
Service	16.35	21.10
Noncommitted	28.60	36.90

In Table 24 the mean differences between HSIAV Self-concept--Others scores and HSIAV Self-ideal--Others scores are presented. The Helper group mean was lowest among the dimensions, 18.85 on the posttest. The highest group mean was the posttest score of 36.90 for the Noncommitted group.

### E. Correlations of Variables

The nine dimensions of the two instruments used in this study became 18 variables through pretest application and the posttest reapplication. In order to characterize the relationships among these variables, Pearson product-moment correlation coefficients were computed and are presented in Table 25 on page 70. Several of the correlations were found to be sufficiently high to reject the null hypothesis that in the population the correlation between any two variables in question is zero. Correlations significantly different from zero at a probability level greater than .0001 are double-starred. Correlations significantly different from zero at a probability level greater than .001 are single-starred. As was expected, since the tests have at least minimal reliability, correlations with at least a .001 level of probability were found between pre- and posttest scores in each of the nine dimensions.

The pretest of Self-concept--Self HSIIV correlated beyond the .0001 level with the pretest of Self-acceptance--Self HSIIV. This dimension correlated at the .001 level with all three posttest measures on HSIIV Self-dimensions.

Pre- and posttests of Self-acceptance--Self HSIIV correlated at the .0001 level. Also correlating at the

TABLE 25  
MATRIX OF COEFFICIENTS OF PRE- AND POSTTEST SUBSCORES FROM HSIIV AND DQS

	<u>Self--HSIIV Pre-</u>			<u>Other--HSIIV Pre-</u>			<u>Self--HSIIV Post-</u>			<u>Other--HSIIV Post-</u>			<u>DQS Pre-</u>			<u>DQS Post-</u>			<u>SAT</u>	
	Self- concept	Self- acceptance	Self- ideal	Self- concept	Self- acceptance	Self- ideal	Self- concept	Self- acceptance	Self- ideal	Self- concept	Self- acceptance	Self- ideal	Self	Ordinary	Ideal self	Self	Ordinary	Ideal self	Verbal	Math
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
<u>Self--HSIIV Pre-</u>																				
Self-concept	1	.750**	.549*	.218	.429*	.199*	.618*	.517*	.546	.116	.274	.282	.197	-.086	.146	.062	-.058	.198	-.029	.085
Self-acceptance	2		.299	.184	.499*	.202	.509*	.744**	.568*	.140	.392	.261	.267	-.034	.212	.126	-.112	.197	-.01	.02
Self-ideal	3			.270	.213	.327	.434*	.228	.425*	.142	.060	.196	.157	-.073	-.043	.055	-.001	-.008	.01	.15
<u>Other--HSIIV Pre-</u>																				
Self-concept	4				.612*	.477*	.284	.266	.076	.709*	.382	.281	.181	-.024	.132	.199	.058	.219	.23	.11
Self-acceptance	5					.457*	.457*	.483*	.250	.515*	.760**	.462*	.127	.173	.240	.101	.180	.228	.12	.04
Self-ideal	6						.238	.216	.301	.361	.314	.639*	.019	-.042	.029	.057	-.044	.113	.02	-.01
<u>Self--HSIIV Post-</u>																				
Self-concept	7							.756**	.486*	.455*	.412*	.306	.198	-.023	.075	.185	-.079	.014	.06	-.07
Self-acceptance	8								.443*	.389	.468*	.170	.234	-.172	.113	.171	-.099	.007	.07	-.04
Self-ideal	9									.056	.109	.572*	.149	-.108	.229	.047	-.115	.179	.06	.06
<u>Other--HSIIV Post-</u>																				
Self-concept	10										.490*	.336	.146	-.117	-.049	.268	.048	-.037	.20	.09
Self-acceptance	11											.413*	.106	.191	.144	.106	.226	.022	.04	-.05
Self-ideal	12												.051	.052	.169	.032	.093	.155	.08	.01
<u>DQS Pre-</u>																				
Self	13													.089	.310	.820**	.103	.138	-.08	-.12
Ordinary	14														.293	.057	.809**	.209	.04	.13
Ideal self	15															.086	.191	.596*	.01	-.18
<u>DQS Post-</u>																				
Self	16																.163	.122	.07	.03
Ordinary	17																	.123	.08	.17
Ideal self	18																		.15	-.13
<u>SAT</u>																				
Verbal	19																			.48
Math	20																			x

.0001 level were pre- and postadministrations of Self-acceptance--Other HSIIV, Self-concept DQS and Ordinary DQS. The other correlation in excess of the .0001 level was that between posttest administrations of Self-concept--Self HSIIV and Self-acceptance--Self HSIIV.

The number of high correlations among the HSIIV dimensions suggested interdependence among the HSIIV measurements. The absence of correlations among DQS measures and between DQS and HSIIV measures suggests sufficient independence of the DQS subtests to warrant the use of the DQS in supplement to the HSIIV.

#### F. Summary of DQS and HSIIV Measurements

Analysis of pre- and postapplications of the nine dimensions of the two instruments were related to the 27 postulates corollary to the hypotheses for the study and are presented in the foregoing text. The following phenomena seem worthy of review for the purpose of providing structure upon which to base general conclusions to relate available observations to the working hypotheses of the study.

The data provide information about three broad phenomenological dimensions as described the subjects who

were observed: their self-perceptions, their self-ideals and their perceptions of others in general. These data are reviewed in summary tables on which the significance of each source of variation was indicated as either significant (S) or not significant (NS).

### Perceived Self

Three variables relating to self-perception were the Self Sort of the DQS, Self-concept--Self HSIIV and Self-acceptance--Self HSIIV. For all three variables no significant differences were discernable among the three observed groups. By far, the change most noticeable and uniform in all three dimensions was that incurred by the Helper group over the period of observation. The observed change between tests for the other two groups was less pronounced and more diverse. The Service group underwent a directional change upward in two variables, but showed a drop in the cell mean comparisons for Self-concept--Self HSIIV. The Noncommitted group, while showing an increase in Self-concept--Self HSIIV underwent a drop in cell mean score for Self-acceptance--Self HSIIV. On the Self-concept DQS variable the Helper and Noncommitted groups made parallel changes, the Helper group retaining the higher cell mean score.



TABLE 26

## SUMMARY TABLE OF PERCEIVED SELF-DIMENSIONS

Source of Variation	DQS	Concept HSIIV	Acceptance HSIIV
Groups	NS	NS	NS
Testing	S	S	S
Interaction	S	NS	NS

An interaction effect was not established in any of the HSIIV variables pertaining to self-perception. The relationship of group effect interacting with testing effect to the Self-perception was found in the Self Sort variable of the DQS. The Helper group underwent the significant change in cell mean between pre- and posttest which contributed to the interaction.

#### The Self-ideal

Each of the two instruments incorporated variables designed to identify some aspect of the self-ideals of the subjects under observations. The single significant group effect found among all of the analyses of the study was that derived from the Self-ideal Sort of the DQS. Examination of group cell means for this dimension enabled

observation of minimal parallel group movement, which was less in comparison to cell mean patterns observable in all of the eight other variables. The group effect from the Self-ideal--Self HSIIV was not significant.

TABLE 27

## SUMMARY TABLE OF SELF-IDEAL DIMENSIONS

Source of Variation	DQS	HSIIV
Groups	S	NS
Testing	S	S
Interaction	NS	S

A testing effect was obtained from each of the sources of variation. In contrast to the slight uniform cell mean changes for Self Sort DQS, the directional and proportional movements of cell means between administrations of the Self-ideal--Self HSIIV were varied. Means for the Helper group and the Service group dropped, the latter to a much greater extent. The mean score for the Noncommitted group, which was highest at pretest, went up still further at the posttest. This was significantly higher than the mean score for the Service group.

The extremes in mean change patterns were reflected in the values derived for the relationship of the self-ideal variables to the interaction between groups and the pre- and posttest change process. The interaction effect for the Self-ideal--Self HSIIV variable was statistically significant.

### Perceived Others

Measures of the perceptions which group members in the study held concerning other people in general were sought in both the DQS and HSIIV. Group scores in each of the four pertinent variables were found to come from similar populations.

TABLE 28

SUMMARY TABLE OF DIMENSIONS OF PERCEIVED OTHERS

Source of Variation	DQS	Concept HSIIV	Acceptance HSIIV	Ideal HSIIV
Groups	NS	NS	NS	NS
Testing	S	NS	S	NS
Interaction	S	S	S	NS

A testing effect was evident in the Ordinary Sort of the DQS for the Helper group. Changes recorded for the Service and Noncommitted groups were minute and parallel in this dimension. The pre- and posttesting effect in the Self-concept--Others HSIIV also was significant. The pattern of mean cell changes differed slightly from those in the DQS. Again, the change in the Helper group was in an upward direction. The mean score of the Service group changed upward somewhat, while that for the Noncommitted group dropped slightly.

The Self-acceptance--Others HSIIV source of variation displayed a testing effect. The change in pre- and posttest means for the Helper and Service groups showed almost parallel movement. The mean score for the Noncommitted group was higher than that for the other two groups at the time of the pretest administration and underwent small change, becoming the lowest on the posttest.

Three of the four sets of measurements pertaining to perceived self-perceptions of others resulted in significant interaction effects between the independent variables as they related to the particular dependent variables in question. In the three interactions mean changes for the Helper group were significant. The Self-ideal--Others

HSIAV yielded no significant interaction value. The mean changes incurred in this dimension were parallel.

With but one exception, the effect of group characteristics as a source of variation was not observed in the study. There were changes in group responses within the tested dimensions from the initial time period to the completion of the study. Further, sufficient evidence was provided to accept a claim that interaction between group characteristics and testing phenomena was present.

In the three dimensions pertaining to perceived self, mean increases in the performance of the Helper group were observed to be greater than those for the other two groups. The same observation can be made concerning the Helper group in comparison with the Service and Noncommitted groups regarding perceived self-perception of others. The apparent lack of movement for Helper group means in two self-ideal dimensions has previously been noted.

The Service group showed growth in mean scores in dimensions pertaining to perceived self. On one such dimension, the Service group change was parallel to that of the Noncommitted group. However, on two other self-dimensions the comparison was augmented by the drop in mean scores of the Noncommitted group. The same situation occurred between the Service group and the Noncommitted

group on one of the other self scores. The Service group mean increased and the Noncommitted group mean decreased. On another dimension pertaining to others, the change in Service group mean was limited and generally parallel to the change for the Noncommitted group. On the third perceived other self score, the change for the Service group was considerably greater than that for the Noncommitted group and parallel to the change incurred by the Helper group. One self-ideal score involved a decline in the mean for the Service group to a greater extent than the mean decline of the Helper group, and an increase in the mean score for the Noncommitted group.

Generally, the changes in mean scores for the Noncommitted group were negligible. In some cases, as noted above, some of the changes observed in Noncommitted mean scores were slightly obverse to those of the Helper group and the Service group.

#### G. Comments on Hypotheses

In conclusion of this section on the analyses of DQS and HSIIV data, the following comments on the hypotheses of the study seem appropriate:

1. Both the affirmation of postulates 1A through 1I and the general positive statements resulting from examinations of perceived self, ideal self and perceived others suggest that there was significantly greater positive change in self-concept for students who helped others on a face-to-face basis than for those who helped in service projects.

2. Both the affirmation of postulates 2A through 2I and the general positive statement resulting from examinations of perceived self, ideal self and perceived others suggest that there was significantly greater positive change in self-concept for students who helped others on a face-to-face basis than for those not involved in a helping program.

3. Both the affirmation of postulates 3A through 3I and the general positive statements resulting from examinations of perceived self, ideal self and perceived others suggest that there was significantly greater change in self-concept for those who helped in service projects than for those not involved in a helping program.

## CHAPTER V

### DISCUSSION

The results presented indicate that students who helped others on a face-to-face basis underwent a significantly greater measure of positive change in self-concept and other related dimensions than did students who helped in service projects and students who did not participate as helpers at all.

Measured mean changes in two of the DQS dimensions were greater in a positive direction for Helpers than for the other two groups. Helpers changed significantly in their perceptions of themselves. Their subjective observations of their own attributes, feelings and behaviors, as measured by the Self Sort showed the greatest increase among the three groups. The recognized perceptions of attributes, feelings and behaviors which Helpers held for people in general also showed the greatest amount of positive change as measured by the Ordinary Sort. Changes in the attributes, feelings and behaviors which Helpers expressed they would like to possess were minimal as



measured by the Ideal Sort. However, the discrepancy between self-concept and self-ideal by DQS measures became the smallest for the Helper group among the three tested in the spring.

As with the DQS measurements, Helpers showed the most change of the three groups in HSIAB Self dimensions pertaining to self-concept and self-acceptance. Consequently, Helpers tended to see themselves more like the idealized trait words included in the HSIAB than other subjects did. At the same time the increase in Helper scores on the posttest of HSIAB Self-acceptance--Self indicated a growth in satisfaction with how Helpers felt about their perceptions of themselves. The measure for how much of the time subjects would like to have the trait descriptions be characteristic to themselves dropped slightly for Helpers in the posttest of HSIAB Ideal Self--Self. The discrepancy between self-concept measures and self-ideal measures in the HSIAB was much less for Helpers than for those in the other two groups over the duration of the study.

The HSIAB Other measurements tended to follow a similar pattern to that set by the DQS and HSIAB Self. Helpers perceived other people in general to consider themselves to be more like the trait words than did either

Service or Noncommitted students. Helpers, in comparison with the other two groups, considered others in general to feel more positively about themselves according to the HSIIV Self-acceptance--Others. All three groups showed comparable changes in scores on the HSIIV Ideal Self--Others dimension. However, a comparison of the discrepancy between Self-concept--Others and Ideal Self--Others revealed that the difference between these dimensions contained in the mean scores for the Helper group was much smaller than for that of either of the other two groups.

The results further indicated that students who helped in service projects underwent significantly greater measures of positive change in self-concept and other related dimensions than did students who did not participate as helpers at all.

Comparison of the two groups on the DQS dimensions indicated little difference in mean changes over the duration of the study. The main difference between the group performances was that observed in the decrement between Self Sort and Ideal Sort mean scores. The discrepancy for the Service group was smaller than that for the Non-committed group by more than five units.

Mean scores for both the Service and Noncommitted groups tended to change on the HSIIV Self-dimensions, but in opposite directions. The mean score for the Service group dropped slightly in Self-concept--Self, whereas the mean score for the Noncommitted group dropped five units. This would indicate that Noncommitted students tended to see themselves significantly less often in terms of the HSIIV trait words. Noncommitted students showed a similar drop in Self-acceptance--Self, indicating concomitant decline in their feelings about being the sort of person they described themselves to be in self-concept. Service students showed an increase of more than four units for Self-acceptance--Self over the duration of the study. There was a significantly greater decrement in the difference between self-concept and self-ideal as measured by the HSIIV for Service students than for Noncommitted students. This was augmented by the rise in the mean scores for Noncommitted students and the decline in Service mean scores. Paradoxically in these self-dimensions the Noncommitted students increasingly desired to fit the trait descriptions, while the extent to which they estimated that they fit those descriptions declined.

The trend of opposite development for Service and Noncommitted students was apparent in their performances

on the HSIIV Self-concept--Others dimension. The mean score for the Service group became more than a unit larger, whereas the mean score for the Noncommitted students declined slightly. Noncommitted students perceived others in general to consider themselves less like the person described by the trait words. They tended to project the self-dissatisfaction which they expressed about themselves in the HSIIV Self-concept--Self score onto others.

The change in mean scores for Service students in the Self-acceptance--Others dimension was parallel to that undergone by the Helper group. The Service group mean changed upward more than seven units, whereas the mean scores for the Noncommitted students went up by less than one unit. While the Ideal Self--Others score mean changes were parallel for the two groups, comparison of the differences between Self-concept--Others scores and Ideal Self--Others scores shows that Service students achieved a greater decrement between these two dimensions by the end of the study than Noncommitted students did.

Notwithstanding qualifications coincident to the study which will be discussed, the empirical evidence

seems to suggest support for the following conclusions for the study:

1. There was significantly greater positive change in self-concept for students who helped others on a face-to-face basis than for those who helped in service projects.
2. There was significantly greater positive change in self-concept for students who helped others on a face-to-face basis than for those not involved in a helping program.
3. There was significantly greater change in self-concept for those who helped in service projects than for those not involved in a helping program.

The acceptance of the hypothesis that an intense, interpersonal, helping relationship generated positive development of the self-concept of the helper invites at least three questions for consideration in this part of the study. Of what significance is this developmental change to the helpers who experience it? If this is desirable, how can others be enabled to experience it? What implications does this have for educational institutions?

### A. Significance of Change for the Helper

The Helper during the period between observations apparently developed toward congruence among his self-concept, his concept of others and his self-ideal. In his own eyes, the Helper had become more like the person he wished to be. The resulting satisfaction within the individual permitted reinforcement of his openness to new experiences and acceptance for further personal change.

Discrepancies between self-perceptions and self-ideals were reduced when the idealized self was adjusted to a more realistically attainable level. Behavioral activities directed toward a genuine goal of self-realization tend to be spontaneous, less restricted by what one "ought" to be doing while freely flowing out of a growing reservoir of self-acceptance. The broadened base of experiences marked by reinforced responsible behavior presumably enabled the Helper to accept with satisfaction what he perceived about himself to be significant in its own right and not delimited by its deviance from an ideal of perfection.

Helpers not only perceived changes in themselves, but also in their relationships to other people. Ordinary people were seen to be more generally like the Helper and

somewhat better adjusted than earlier perceptions implied. At the conclusion of their period of intense interpersonal involvement as helpers, the gap between the self and others was perceived by Helpers as significantly less than it was at the outset. Basic experiences of people and life phenomena previously outside of the Helper's perceptual scope became more subject to his awareness and assimilable as a result of the revision in his self-concept.

In general, the Helper, as did the individuals in the other two groups, saw himself at the outset of the study to be somewhat unlike the person he wanted to be. As the helping involvement progressed, he moved significantly in the direction of adjustment, integration, inner comfort and increased rapport with other people to a greater extent than those who did not function as helpers during the period observed. The Helper apparently came to understand himself more and became more confident and responsible. He has altered his personal aspirations in a generally more appropriate and achievable direction. There was evidence suggesting that those who performed service activities changed similarly but not nearly to as great an extent as did Helpers. The implications for the development of those who experienced such changes were worthy of consideration.

## B. Self-concept Development Through Helping

Accepting the foregoing changes which Helpers experienced in self-concept as attainable, desirable and suitable for systematized replication, one is drawn beyond the phenomenological description of results to look at elements within the change process. These elements may be identified according to behavioral psychologists by such terms as social modeling, reinforcement and desensitization.

One's self-concept at any given time may be understood as the montage of self-statements which the individual has learned through experience and by which he lives. As one develops, clusters of expectancies or associations grow around affective experiences and influence his selection of behaviors. Called basic beliefs or motives, these phenomena can be reduced to hierarchically arranged associative networks comprising the self-concept. A change in the relative position of one of the associated networks within the self-concept hierarchy results in a change in self-concept.

Laboratory psychologists have known that behavior change can be easily and effectively managed by inducing a change in role set (Orne, 1962). The individual who puts himself into a helping role or for that matter elects to direct his energies to any role associated endeavor



sets into motion the process of behavior control, leading to change in associative network sets. The production of associations in new forms is simply experiential learning. In the helping situation, the helper will select behaviors consistent with the demands of the reality of the person to be helped, because they work, and in so doing the helper will be affecting a change in his own role set. The helper's focus on the needs of the individual to be helped enables him pragmatically to replicate those of his own behaviors which generate some degree of self-sufficiency in the person being helped. His focus on the needs of the other beyond the simple expediency of getting a job done enables the helper to become objective about himself and in effect to select himself as a role model.

As he experiences himself being successful at being a helper to another, the individual is enabled to emulate his own successful helping behavior. As tautological as this may seem, it is proposed that this takes place because of the human interaction involved. The successful helper tends to become other person-oriented rather than self-oriented, thing-oriented or task-oriented when he functions in his helping role. Interpretations of this study would support the premise that the helper's set of other-orientedness tends to be generalized and to

influence his behavior in other ways as it becomes more prominent in the hierarchy of associative networks.

The exploration and repetition of new helping behaviors becomes more self-reinforcing as newly developed associative networks become more distinct. This is analogous to the importance of recitation for human learning and related findings that overt commitment and active participation effectively reinforce attitude changes. Further reinforcement is derived through the repetition of actions consistent with the helper's ideal self-image. On the one hand, the self-concept is being shaped, while on the other hand, the shaping behaviors are providing a rewarding sense of congruity with the ideal self.

An important element in the ongoing change process of the Helper's self-concepts was the social context in which it occurred. The Helpers observed in this study obviously were not functioning in isolation. Aside from their interaction with retarded children, they were a part of a group of participants in a project of mutual endeavor. In adjusting newly learned associations, the presence of a social reference group is likely to constitute an environmental reinforcement. As the Helper gained facility in focusing on the existential reality of the helped person, he became desensitized to his own differentness from this

dependent person. Generalization of the process of desensitization to the perceptible differences in others was thus fostered by the context of a peer group as well. An atmosphere of acceptance and warmth was enhanced by the mutuality of involvement within the Helper participant group and the observable affection which emanated from the retarded children toward their personal benefactors. The effect of becoming a significant other reinforced attending behaviors and tended to desensitize interpersonal distance maintenance tendencies in the Helper.

That the helping project constituted the major activities for a complete day within a week and that these activities were distinctly different from the routine of the everyday life of the Helpers, in fact conspired to enhance the personal change process for the Helper. In the first place, removal from usual routine tended to inhibit interfering associations, enabling experiences of the day to contrast markedly with habitual regimen. For one day each week, participants were totally immersed in an environment demanding moment-to-moment interpersonal commitment. The convenient procrastination available to the individual in the leisurely life of the student had to be completely set aside for the sake of attending the task of the other person who remained at hand for an

intensive day of involvement. In the second place, the day provided the opportunity to experience a new territorial dimension of his burgeoning network of associations and his identity within his new reference group.

### C. General Applications of the Helper Principle

Variations of the development undergone by Helpers observed in this study have been the subject of observations and served as bases for therapeutic approaches in the past. The utilization of people with problems as helpers for others more severely afflicted has been a recognized approach in group therapies. The emphasis upon economic expedients for the benefit of the severely disturbed person has distracted attention from the general phenomenon that in such instances the helper at least has made genuine improvement. This has been the case for self-help groups in prisons as well as groups like Synanon, Recovery Incorporated and Alcoholics Anonymous. Most of these situations have not been the subject of solid research. It is worthy to note the growing number of indigenous non-professionals employed as community organizers, youth workers and similar helpful volunteers. In the practice of facilitation through the helper principle in groups, continual restructuring has been employed to enable group

members to pass around the benefits of playing the helper role. This may be one way of describing what has been envisioned in the open classroom.

It seems appropriate in the light of this study to urge that consideration be given to the application of the helper principle wherever possible in social learning situations. Through the replication of elements described above, a highly important mechanism for behavior modification may be available to institutions seeking to foster the educational, personal and social change endemic with self-concept changes.

#### D. The Noncommitted Student

The Noncommitted student, like the others observed in this study, selected the atmosphere of the small rural liberal arts college presumably because he anticipated some opportunity there to enhance his personal development. Apparently, he responded to the invitation extended to him through the idealistic hyperbole of the college catalog and well intentioned urging of adults. He may have arrived on campus with some semblance of a personal dream to pursue, but for some reason within the first crucial weeks, days or even hours of acclimitization to college life, he had apparently made the inner decision to withhold

commitment of the one component essential to the fruition of catalog promises and personal dreams: himself. He affirmed this fact early in the fall semester in the course of a counseling interview prior to this study. There was no contrary evidence that the Noncommitter was characteristically refraining from altruistic endeavors in favor of commitments to academic programs.

In deciding to wait a little longer for that never arriving right moment, the Noncommitted individual joined the largest and least often identified population segment to be found on any campus, the group which Kavanaugh (1970) characterized as the Kept Generation. The dominant characteristics for most of these are good reputation and moderation. Preoccupation with grades, noninvolvement in serious extracurricular affairs and a pervading sense of cynicism are other characteristics with ominous portentions. Some take refuge in rejection, mocking the efforts of the truth seekers, activists and administrators. Faculty is to be conned and friends are to be selected for reinforcement of shallowness.

Their morality might seem to be a campus representation of an overriding ugliness in contemporary American society stemming from habit and fear and not from internalized

conviction. In the extreme, they are manipulative takers rather than benevolent givers, adept at double standards: social church attendance, cribbing on exams and wheedling parents for money and favors. They often have not gone beyond lip service support for any faction of campus interest; while mocking the student left, they provide no articulation for the political right.

The saddest variation of this group includes the individuals whose inability to generate self-responsibility has condemned them to recurring failures. These include students whose diffusion of efforts leads them toward academic problems, youth disillusioned by unsupportive home situations, and the socially immature afflicted with ineffective love affairs.

It is submitted that the above descriptions of noncommitted students commonly found on college campuses are congruent with the observations of Noncommitted students in this study. The stagnation in the self-perceptions of Noncommitters over the six months of their freshman year provides adequate material for speculation concerning their lack of involvement in their own lives. The slight drop in self-perceptions contrasted with a rise in self-ideal measurement provokes concern for individuals whose self-ideals seem to be undergoing adjustment in the direction of unattain-

ability. The inferences to be drawn about the social maturity of the Noncommitted student by referring to the lack of change in the tested dimensions concerning perceptions of other people would seem significantly congruent with phenomena of the Kept Generation. In the eyes of the Noncommitted student, both he and people in general had tended to fall increasingly short of his personal ideals during his initial year of college experience.

It should be acknowledged that these considerations concerning the undesirability of uncommittedness arise from the researcher's cultural biases which in themselves are subject to question.

#### E. Liberal Arts College Environment

The scene of this investigation is a small sectarian liberal arts college, typical in many aspects in its philosophy, educational offerings and social milieu. It is publicized as a college committed to helping the student find himself and fulfill his highest capabilities for a meaningful life. A climate of good will is proclaimed, wherein students are offered the benefits of commitment to Christian ideals enriched by the respect for the dignity of fellow man. A claim is set forth in the college bulletin



that the college strives to confront the student with the full force of the diverse developments taking place in all aspects of modern life, and to help the student chart a realistic course for the future. The educational process offered is said to extend beyond the college classroom into the totality of the student's college experience. The student, according to the bulletin, is given sufficient freedom to grow and to develop sound habits of intellectual curiosity, a conviction of personal responsibility and a capacity for leadership.

More than 20 per cent of the freshman class did not return for the sophomore year. That an impressive segment of the freshman student community should be discernable for its lack of development during their first year at a college with such a commendable overt agenda may seem a bit ironic, yet it is suggested that this situation is not confined to this isolated institution. Even so, it seems appropriate to cite phenomena which may be interpreted to reflect dissonance between overt agenda and actual conditions and to go beyond these to consider the efficacy of aligning the two constructs of philosophy and practice through the implementation of the Helper Principle.

During the year in which this study was made, a number of indications prevailed to imply that the overt philosophy at the college was not reaching a considerable portion of the student body. These were matters of consideration in faculty bulletins, student news and reports from institutional research. Although the school was geographically remote, and freshman automobile use restricted, entertainment events sponsored by the student union, with few exceptions, were characterized by poor freshman attendance. Excessive class cuts were a continual matter of faculty concern even though options to class attendance were limited. On two occasions, faculty mandates suppressed faculty senate and administration recommendations for student representation on faculty and college committees. Of 470 freshman students, 58 transferred out by the end of the year. These were not academic dismissals. In fact, 10 out of 21 students who withdrew after the first semester had quality point averages of 3.0 or better. Of 56 freshmen students on the probation list after the first semester, only 19 elected to participate in a study skills program offered to help them improve their chances for academic success. The doctrine

of in loco parentis was restated during the year when visitation privileges were restricted in student dormitories.

It is submitted that the above issues serve as representations of the educational and social environment in which this particular study was conducted. The contrast between these environmental features and the overt philosophical agenda of the institution seems worthy of consideration as constituting or representative of possible influences in the discrepancy between the performances of Helpers and the Noncommitters over the observed period. The extent of apparent change for Helpers might not have been as great and the extent of apparent change for Noncommitters might not have been so minimal were it not for the environmental phenomena of the particular institution during that particular time.

#### F. Implications of Helper Principle for College Programs

The complexities of maintaining a college environment attuned to the development needs of the students who are drawn there continue to abound. The college years encompass a critical period of development in the lives of a growing segment of the American society; one during which

certain changes may be either fostered or deferred. Extending roughly from age 17 to the early twenties, a period spanning the gap between an extended adolescence and early adulthood, for many it represents a last major opportunity for change before moving into fixed social, interpersonal and occupational roles and responsibilities. Because many will move through this period in a college setting, it is incumbent upon professionals in education to consider means for helping young persons use these years fruitfully to achieve productive transitions to responsible adulthood. A means worthy of consideration would seem to be the Helper Principle which has been reviewed in this study.

It is proposed that colleges with the determination to provide optimal growth potential to students incorporate opportunities for them to experience the benefits available through the helper phenomenon by including experiences as helpers in the educational program.

The process would include a contractual commitment between the institution and the entering student to the process of the student's total development. At the outset, the student can be apprised that his performance in some face-to-face helping capacities will be a part

of his development program and he should be led to understand what he might expect to derive from these endeavors. A cognitive additive to the curriculum would be a course in interpersonal skills, wherein students would be trained in the facilitative process level dimensions developed by Carkhuff (Carkhuff and Berenson, 1967).

With a firm commitment to the maximal enhancement of developmental opportunities for everyone, the college could structure helper role experiences into the educational process encountered by all students. Possible vehicles for such experiences might include freshman orientation groups; mentor groups; supervised developmental dyads; peer counseling among residents, commuters, academic interests extracurricular interests; and a vast range of possible needs for helping programs within the campus community and within the public community which the campus serves. In each case the endeavor selected for a program must be truly worth doing. Yet the accomplishment of the helping task would be of secondary importance to the experiential opportunities available to those who would be serving as helpers in the program. Candidates for helper functions would be readily available by virtue of the contractual agreement committing students to this kind of experience as a part of the developmental program which they

valued and anticipated from the college. From the outset, the student would expect that his college experience would entail elements of personal commitment to helping relationships. He would know that the passive role of traditional approaches to student life in an academic setting would not fulfill the criteria by which his educational program would be measured.

Careful planning with regard to sociometry and composition of groups could promote distribution of the helper role experience. In some groups an individual can experience unfamiliar initiating behavior through role playing a helping role, thus persuading himself through persuading others.

The revisions herein being considered for infusing the academic educational program with the Helper Principle could amount to a major adjustment in the thrust of the college experience for many students. Professionals who work with groups of students facilitating opportunities for them to encounter the Helper Principle would be apt to experience professional development through their own encounter with the helper phenomenon. Institutions would generate bases for further curricular and environmental adjustments through the learning available to ongoing accountability interests. Students who might otherwise

defer development to remain among the ranks of the kept generation would be enabled to change in dimensions more comparable to those changes cited for the Helpers observed in the study.

Students could be enabled to form new associative networks to replace old set labels. Cues which have formerly elicited restless, random and contradictory behavior might become associated with new productive responses. Focusing on existential realities of other people would draw the student from himself sufficiently to enable him to adjust his behavior as he objectively views himself in his helper role.

The authoritarian personality structure of the adolescent might be obviated through the student's growth in awareness of his feelings and his increased trust that they will not betray him. As the student recognizes that his feelings may serve as valid sources of information concerning contemplated behavior he may observe, test and incorporate feelings to a new range, permitting integration of his helper role experiences and his total self-perceptions. He would move his aspirations to a more realistically attainable level. Thus by committing himself to meaningful interactions with others, it would be hoped that

the student would be enabled to select his successful approximations of his revised self-ideal for models of behavior to be repeated.

Involvement with others would engender increased comfort with other people. As selfless commitment to others promoted the interpersonal return of unconditional positive regard, the concomitant effect of this therapeutic element upon the demeanor of the helper recipient would become more likely. People who cease to be perceived as essentially different would less be apt to generate hostility. Reasonably favorable circumstances would permit reduction of anxiety, defensiveness and inappropriate interpersonal behavior, and move the individual toward friendly, spontaneous and warm relationships with others in general. A vector of development in interpersonal competence concerned with managing oneself and others toward task accomplishment would likely follow, but the overall interpersonal dividend would hopefully be an increased capacity to respond to persons in their own right rather than according to stereotypes.

The student would be likely to perceive his newly conceptualized helper role as movement toward his self-image. Each successive perception of progress toward that



ideal would ensure future approximations toward that ideal, shaping future thoughts and actions. Any action perceived to be consistent with the self-image and values would become more predictable as the self-image becomes more defined. Conversely, it would seem unlikely to expect the newly formed associative network of purposeful interpersonal commitment to persist and influence behavior much unless it would somehow achieve congruence with the pervasive network of associations defining the self. A sense of competence is to be nurtured through the minimal steps toward the self-ideal. The student then would gradually acquire confidence in his ability to cope with difficult situations and successfully accomplish his aims. He would tend to develop a sense of purpose away from the state of casual interests and superficial motivation. Gradually the performance of the task for its own sake would occur through the selection of appropriate reinforcements. As the behaviorist would put it, will power is knowing the reinforcements which will reward and selecting appropriate behaviors to elicit those reinforcements. This alternative would more likely become a part of the student's behavioral repertoire if he were to experience the benefits of serving in an intimate helping capacity in his college career.

Newly developed networks of behavior would become linked to related actions, while newly internalized values would motivate awarenesses of new external role models appropriate to emerging ideals. Repeated actions, overt commitment by participation, and the transfer of training of values learned through the practice of intimate relationship techniques would generate value modifications. As he acquired information in the emotionally supportive relationship, the helping student would be enabled to generate insight concerning his own development which can effect the conduct of his daily life, his own ability to resolve problems, development of social skills for living in concert with others, and his ability to build loving relationships. He would move toward autonomy as a person characterized by increased emotional and physical independence, while accepting human interdependence as natural and unthreatening.

The changes sought in designing helper experiences into the college educational program would be more apt to occur and persist within the context of the reference groups which would become prominent for individual students. The presence of peers committed to similar activities and developmental processes would constitute a powerful environmental context for personal change. In addition

to being affected by those whom he helps, the helper would become a member of a group of helpers in which members could constantly provide cues to each other to rearouse the developing associative networks appropriate to helping role values. Mutual rewards for helper related thoughts and acts will be likely to derive therefrom. The aggregate of continued stimulation, reinforcement, and identification with the group will inhibit assimilation of the new network by older and stronger networks which may have tended to defer personal development prior to involvement as helpers.

It is proposed that the benefits sought in providing helper experiences for students would be more apt to occur if removed from the routine of every day life. Manipulation of time can assist to intensity the experience by removing interfering associations available under conventional circumstances. For example, as in the case of the spiritual retreat, wherein daily quotidian activities are suspended for the purpose of focusing on metaphysical machinations, so the dramatic intensity of helper-related associations could be more strongly and distinctly aroused in a context set apart from daily

routine, vitiating cognitive dissonance and concomitantly inviting its reduction through new learning.

A fitting summary to this section of the study in which some ramifications of the helper phenomenon have been considered with respect to personal and institutional development might aphoristically be found in the following quotation attributed to Kahlil Gibran: "Desire is half of life; indifference is half of death." (Gibran, 1926).

#### G. Further Research

It is proposed that the Helper Principle examined in the study is of sufficient significance to merit further exploration and identification. The major variables to be considered and controlled in other research are the helper and the helpee.

With respect to the helper, further research should be developed toward the examination of relationships between stages of maturity and the readiness to respond by changing in a helping relationship. Other measures of development should be tested in order to identify the personality, developmental and intellectual dimensions which characterize individuals who are most apt to benefit from serving as helpers in helping relationships.

The nature of the background and experience of the helper should be explored. To be established is the extent that the relationship is enhanced to generate a precondition for the helper phenomenon by matching helper backgrounds with the problems of helpees (for example, exalcoholics and alcoholics, exfelons with convicts or exaddicts with drug offenders). Matched groups could be compared to unmatched groups for this purpose.

The research should be replicated with regard to helpers at various chronological age levels. Further research should be directed toward examination of whether any difference in response to the helper phenomenon can be found between male and female helpers. Comparative studies could be designed in which helpers would be grouped by sex. Further studies should be made making pre- and postexperience measures of completely randomized groups.

The interaction between the helper and helpee should be examined. Studies could be performed pairing helpers and helpees of the same sex and comparing these relationships with those composed of opposite sex dyads.

The ratio between the number of helpees with which a helper interacts should be manipulated and examined in varied proportions in order to establish whether there exists an optimal combination conducive to development through helping.

The nature of the person being helped should be further considered. The question of whether the dependence and emotional responsiveness of certain kinds of helpees, such as retarded children, influence the conditions effecting the helper phenomenon is worthy of exploration.

#### H. Implications

The present study provides implications of importance to individuals in developmental transition from adolescence to adulthood and to institutions which are involved in helping individuals negotiate the process of development.

##### Implications for Individuals

1. An individual may enhance personal growth in self-concept and related dimensions by serving as a helper in an ongoing helping relationship.
2. An individual may reduce the discrepancy between his self-concept and the self-ideal through helping another person in the process of development by adjusting the latter to a more attainable set of standards.
3. Individuals whose self-concepts exhibit growth through the helping of others are likely to experience a comparable change in their perceptions of others.

4. Institutions should direct further study toward establishing and understanding the relationship between the Helper Principle and perseverance in the college experience.

#### I. Recommendations

The results of this study tend to be interpretable in terms of support for the following recommendations:

1. Institutions and organizations seeking to foster personal growth in dimensions related to self-perception might benefit from concerted planning to incorporate the helper phenomenon into the educational program.
2. The helper phenomenon should be incorporated into educational programs at early levels, as in open classroom situations.
3. Environmental conditions, such as inadequate facilities, counter-productive tradition and poor morale, which inhibit the development of helper programs should be identified and subjected to change through professional in-service development and realignment of policy priorities.
4. Institutions seeking to utilize the helper phenomenon to promote student development should provide cognitive

awareness of the nature of the phenomenon and cognitive input of related interpersonal facilitative processes in the academic program offered to each student.

5. Institutions should require students to make a contractual commitment to learning by means of the helping relationship at the time of his entry into the educational program designed to promote growth through the helper phenomenon.

6. Educators responsible for academic programs should be assisted in becoming conversant with the possibility that their efforts could be augmented or diminished by the availability or lack of helper opportunities for the students whom they are trying to teach through periodic workshops, retreats and an ongoing program of staff development.

7. Colleges should seek to identify noncommitted students among entering freshmen through interviews and tests as utilized by trained developmental specialists.

8. Colleges should maintain ongoing programs evaluating the growth of students in measures related to self-perceptions through the services of trained developmental specialists working with faculty and students.



9. Criteria for institutional evaluation should include the extent to which noncommitted students become helpers in college programs, as determined by periodic testing and professional staff conferences directed toward evaluating student development and institutional success at meeting its goals.

10. Further research should be directed toward exploring the relationship between the helper phenomenon and academic performance in college by means of longitudinal and follow-up studies.

## CHAPTER VI

### SUMMARY AND CONCLUSIONS

This study was directed toward the exploration of one of the usually unstated premises by which many people who function as helpers of others operate: in the helping of other people, the person in the helping role enhances the process of personal change for himself. It was hypothesized that therapeutic behavior with regard to the helper was likely to generate change in self-concept and other dimensions related to self-perception as subscribed in client centered therapy.

At a small Catholic college in rural Pennsylvania during the 1971-72 academic year, 20 untrained freshman students, committed to working as volunteer helpers in face-to-face relationships with retarded children, were selected for observation. This group was compared to two other groups: 1. a group of freshman students committed to general service projects of a less personal nature in the campus community and, 2. freshman students

identified by interview as uncommitted to any ongoing service or helping projects of an altruistic nature.

Two instruments were used for making observations of the three groups at the inception and the completion of the study. One was a simple card sort of attributive statements, the DQ Sort, by which subjects indicated their self-concepts, concepts of others and self-ideals. The High School Form of Bills' Instrument of Adjustment Values was used to obtain other measures of self-concept, self-acceptance, self-ideal, perceived self-concepts of others, self-acceptance of others and self-ideal of others.

Verification of the effect of the helping relationship upon self-concepts and related perceptions of helpers was sought through comparisons among and between the three observed groups over the six month duration of the study.

The three groups of participants were compared at the outset of the study and not found to be significantly different in admission criteria and self-concepts. The Helper group was observed to exhibit the greatest amount of increase in the most dimensions pertaining to perceptions of self and others in comparison with the other two groups over the duration of the study. Conversely, with regard to self-ideal measurements, the Helper group

changed the least. In fact, the mean change in one measure of self-ideal even declined somewhat for the Helper group.

Among the groups, the Noncommitted group of students made the fewest mean changes for the dimensions pertaining to self and others. In three of these dimensions, the mean scores actually were observed to decline. However, in the self-ideal dimension, on which both the Helper and Service groups showed diminution, the mean score of the Noncommitted group increased.

The results of the study generally demonstrated that students who helped others on a face-to-face basis underwent greater positive change in self-concept and other related dimensions than did students who helped in service projects. Students who helped on a face-to-face basis underwent an even greater change in comparison with students who did not participate as helpers at all. Finally, in comparison with the latter mentioned non-committed students, the study further demonstrated that students who helped in service projects underwent some greater measure of change in a positive direction.

The results of this study document the benefits which one group of freshman students at a small liberal

arts college received by serving as helpers in intimate helping relationships with retarded children. The benefits involved positive growth in self-concept and other related dimensions pertaining to self-perception as defined in client centered therapy and measured by the Discriminative Sort and a modified form of Bills' Instrument of Adjustment Values.

Through the intimate helping experiences the students who served as helpers were observed to perceive both themselves and others more positively. Furthermore, the difference between their own self-concepts and their self-ideals tended to diminish during the time the students were observed in their helping activities.

By the same means, students who participated as helpers in less personal service capacities were observed to show positive change in their perceptions of themselves and others, but not to as large a measure as the change experienced by the helpers in personal relationships. The service helpers also showed a decreased discrepancy between their self-concept and self-ideal measurements.

Students who were identified as noncommitted to either intimate or service helping relationships were not observed to have undergone significant positive change in

their perceptions of themselves or other people. Over the observed period, measurements for self-concept and self-ideal for the noncommitted students did not show a reduction in differences.

## APPENDIX A

## DQS

Positive StatementsNegative Statements

I feel adequate.

I am no one. Nothing seems to be me.

I am a good mixer.

I am shy.

I understand myself.

I try not to think about my problems.

I am different from others.

I have the feeling that I am just not facing things.

I am self-reliant.

It's pretty tough to be me.

I am intelligent.

I don't trust my emotions.

I feel emotionally mature.

I feel apathetic.

I am a hard worker.

I am disorganized.

I am relaxed and nothing really bothers me.

I am a hostile person.

My personality is attractive to the opposite sex.

My decisions are not my own.

I am likeable.

I feel helpless.

I am satisfied with myself.

I usually feel driven.

I am assertive.

I tend to be on my guard with people who are somewhat more friendly than I had expected.

I take a positive attitude toward myself.

I want to give up trying to cope with the world.

I have initiative.

It is difficult to control my aggressions.

## APPENDIX A (cont.)

<u>Positive Statements</u>	<u>Negative Statements</u>
I am ambitious.	I have few values and standards of my own.
I have an attractive personality.	I have a feeling of hopelessness.
I am tolerant.	I doubt my sexual powers.
I am a rational person.	I often feel humiliated.
I am impulsive.	I put on a false front.
I am poised.	I dislike my own sexuality.
I am contented.	I am worthless.
I can usually make up my mind and stick to it.	I am unreliable.
I am sexually attractive.	I feel hopeless.
I am liked by most people who know me.	I have to protect myself with excuses, with rationalizing.
I am optimistic.	I feel insecure with myself.
My hardest battles are with myself.	All you have to do is just insist with me and I give in.
I can usually live comfortably with the people around me.	I really am disturbed.
I express my emotions freely.	I have a horror of failing in anything I want to accomplish.
Self-control is no problem to me.	I am a failure.



## APPENDIX A (cont.)

Positive StatementsNegative Statements

I can usually accept most social values and standards.

I am confused.

I am a responsible person.

I can't seem to make up my mind one way or the other.

I am responsible for my troubles.

I am afraid of a full-fledged disagreement with a person.

I have a warm emotional relationship with others.

I just don't respect myself.

I often kick myself for the things I do.

I shrink from facing a crisis or difficulty.

I make strong demands on myself.

I despise myself.

## APPENDIX B

## "SELF" INSTRUCTIONS FOR HSIAB

There is a need for each of us to know more about ourselves, but seldom do we have an opportunity to look at ourselves as we are or as we would like to be. On the next page is a list of the terms that to a certain degree describe people. Take each term separately and apply it to yourself by completing the following sentence:

I am a (an) \_\_\_\_\_ person.

The first word in the list is jolly, so you would substitute this term in the above sentence. It would read:

I am a jolly person.

## INSTRUCTIONS FOR COLUMN I (next page)

Then decide HOW MUCH OF THE TIME this statement is like you and rate yourself on a scale from 1 to 5 according to the following key:

1. Seldom is this like me.
2. Occasionally this is like me.
3. About half of the time this is like me.
4. A good deal of the time this is like me.
5. Most of the time this is like me.

Example: Beside the term JOLLY, number 2 is inserted to indicate that -- occasionally I am a jolly person.

## INSTRUCTIONS FOR COLUMN II (next page)

Now go on to column II. Use one of the statements given below to tell HOW YOU FEEL about yourself as described in Column I.

1. I very much dislike being as I am in this respect.
2. I dislike being as I am in this respect.
3. I neither dislike being as I am nor like being as I am in this respect.
4. I like being as I am in this respect.
5. I like very much being as I am in this respect.

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

## APPENDIX B (cont.)

Example: In Column II beside the term JOLLY, number 1 is inserted to indicate that I dislike very much being as I am in respect to the term, jolly. Note that being as I am always refers to the way you described yourself in Column I.

INSTRUCTIONS FOR COLUMN III (next page)

Finally, go to Column III; using the same term, complete the following sentence:

I would like to be a (an) \_\_\_\_\_ person.

Then decide HOW MUCH OF THE TIME you would like this trait to be characteristic of you and rate yourself on the following five point scale.

1. Seldom would I like this to be me.
2. Occasionally I would like this to be me.
3. About half of the time I would like this to be me.
4. A good deal of the time I would like this to be me.
5. Most of the time I would like this to be me.

You will select the number beside the phrase that tells how much of the time you would like to be this kind of person and insert the number in COLUMN III.

Example: In Column III beside the term JOLLY, the number 5 is inserted to indicate that most of the time, I would like to be this kind of person.

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

## APPENDIX C

## "OTHERS" INSTRUCTIONS FOR HSIIV

We would like to gain a better idea of what you think other people are like. To do this we would like you to: (1) think of other people who are in general like you, for example, other freshmen, sophomores, juniors or seniors and (2) complete the IAV as you think the average person in this group would complete it for himself. Take each of the 37 words and use it to complete the following sentence for the average person in your reference group.

He is a (an) \_\_\_\_\_ person.

## INSTRUCTIONS FOR COLUMN I (next page)

Then decide how much of the time this statement is like this average person and rate him as he would himself on the following scale:

1. Seldom is this like he sees himself.
2. Occasionally this is the way he sees himself.
3. About half of the time this is the way he sees himself.
4. A good deal of the time this is the way he sees himself.
5. Most of the time this is the way he sees himself.

Select the number beside the phrase that tells how much of the time he sees himself this way and insert it in Column I on the next page.

Example: Beside the term JOLLY, number 2 is inserted to indicate that this average person in your reference groups sees himself occasionally as a jolly person.

## INSTRUCTIONS FOR COLUMN II (Next page)

Now go on to Column II. Use one of the statements given below to tell how he usually feels about himself as described in Column I.

1. He very much dislikes being as he is in this respect.
2. He dislikes being as he is in this respect.
3. He neither dislikes being as he is nor likes being as he is in this respect.
4. He likes being as he is in this respect.
5. He very much likes being as he is in this respect.

## APPENDIX C (cont.)

Select the number beside the statement that tells how the average person in your group feels about the way he is and insert the number in Column II.

Example: In Column II beside the term JOLLY, number 1 is inserted to indicate that this person dislikes very much being as he is in respect to the term, jolly. Note that being as he is always refers to the way he was described in Column I.

INSTRUCTIONS FOR COLUMN III (next page)

Finally, go to Column III. Using the same term, complete the following sentence:

He would like to be a (an) \_\_\_\_\_ person.

Then describe how much the average person in your group would like this trait to be characteristic of him and rate him on the following five point scale:

1. Seldom he would like this to be him.
2. Occasionally he would like this to be him.
3. About half of the time he would like this to be him.
4. A good deal of the time he would like this to be him.
5. Most of the time he would like this to be him.

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

Example: In Column III beside the term JOLLY, number 5 is inserted to indicate that most of the time this average person in your group would like to be this kind of person.

Start with the word ACTIVE and fill in Columns I, II, III before going on to the next word. There is no time limit.

## APPENDIX D

## ANSWER SHEET

	I	II	III		I	II	III
a. JOLLY	___	___	___	19. kind	___	___	___
1. active	___	___	___	20. loyal	___	___	___
2. alert	___	___	___	21. neat	___	___	___
3. carefree	___	___	___	22. obedient	___	___	___
4. cheerful	___	___	___	23. patient	___	___	___
5. considerate	___	___	___	24. playful	___	___	___
6. cooperative	___	___	___	25. polite	___	___	___
7. courteous	___	___	___	26. quiet	___	___	___
8. dependable	___	___	___	27. sharing	___	___	___
9. democratic	___	___	___	28. sincere	___	___	___
10. faithful	___	___	___	29. studious	___	___	___
11. friendly	___	___	___	30. sociable	___	___	___
12. generous	___	___	___	31. tactful	___	___	___
13. happy	___	___	___	32. thoughtful	___	___	___
14. helpful	___	___	___	33. thrifty	___	___	___
15. honest	___	___	___	34. trustworthy	___	___	___
16. humorous	___	___	___	35. truthful	___	___	___
17. intelligent	___	___	___	36. understanding	___	___	___
18. Interesting	___	___	___	37. unselfish	___	___	___

\* \* \* \* \*

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