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An Analysis of the Effect of the Stage of Ego Development Life Position, and Goals on Factors of Achievement for Female Freshmen Students at a Small Liberal Arts College

Gary Michael Durst
Loyola University Chicago

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AN ANALYSIS OF THE EFFECT OF THE STAGE OF EGO DEVELOPMENT, LIFE POSITION, AND GOALS ON FACTORS OF ACHIEVEMENT FOR FEMALE FRESHMEN STUDENTS AT A SMALL LIBERAL ARTS COLLEGE

BY

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B. A., Oakland University, 1966
M. A., Michigan State University, 1968

DISSERTATION

Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy

in the Graduate School of Loyola University Chicago, Illinois
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To the writer's wife, Margaret, and his three sons, Gregory, John and David, is owed the greatest debt. Their psychological support and understanding made this study possible, and their love made it worthwhile.
VITA

The author, Gary Michael Durst, is the son of Carl William Durst and Rosaline (Constance) Durst. He was born May 21, 1945, in Mt. Clemens, Michigan.

His elementary education was obtained in the Armada, Michigan Public Schools, and his secondary education at Armada High School, where he was graduated in 1963.

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Mr. Durst taught in the Rochester, Michigan Secondary School System for two years, after receiving his Bachelor's Degree. In 1968, he assumed the position of Assistant Director of Residence Halls at the University of Illinois Medical Center in Chicago, Illinois. He simultaneously enrolled in Loyola University's Doctoral Program in Student Personnel.

From 1969 to 1973, Mr. Durst held the position of Associate Dean of Students at Elmhurst College, Elmhurst, Illinois. The position was an academic one, with a concurrent appointment in the Psychology Department.
In 1972, Mr. Durst moved to Albuquerque, New Mexico, where he is now Director of Great Western Learning Systems.

Mr. Durst married Margaret O'Reilly in September, 1966, and they have three sons, Gregory, and twins, John and David.
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CHAPTER I

INTRODUCTION

During the past decade, many authors and leaders in the field of guidance and personnel have stressed a more pervasive developmental approach for their profession. New terms, such as "Student Development Specialist" and "Human Development Center", began to be used in the literature, while many practitioners strove to incorporate a new developmental approach into their own specific modus operandi. The emphasis on the student's total development requires an increased understanding of the relationship among all factors of human growth: intelligence, emotion, behavior, goal formation, and the dynamics of change.

The increased understanding of development is of particular concern for the practitioners of higher education. During the past two decades the collegiate population has changed drastically. Federal funding and loan programs, a changed perception that higher education was not only for the elite, and the changed expectations that society had placed on the institution of higher education were all contributing factors. Thus, one can readily observe a diverse student body; its members being of various backgrounds, socio-economic classes,
races, and ethnic groups. With this factor of diversity there is a greater variance in terms of goals, aspirations, and concepts of success and failure within the collegiate group.

Philosophically, the university has a responsibility to attempt to educate all of its students to the maximum of their potential. In order to accomplish this task, faculty members and student personnel workers must be aware of the differences in background, characteristics, and perceptions in the student body. They must be knowledgeable of the relationship among these factors and achievement, and be equipped to provide the mechanisms for change and growth.

Traditional views of success and failure in college seem inadequate in understanding motivation. The assumption that collegiate success, as measured by grades, reflects natural ability, innate intelligence, and motivation, and the correlate assumption that failure reflects the lack of ability, intelligence, and motivation, may be myopic when applied to a widely diverse campus. In the same respect, labeling groups as "marginal", "underachievers", and "overachievers", and offering "high" and "low" motivation as an explanation for behavioral differences does not contribute to a greater understanding of why the students are so motivated.

Recent psychological theory provides a more encompassing view. Transactional Analysis, (T.A.), developed by Eric Berne, states that individuals are motivated to succeed or fail to be consistent with their life script. This is an unconscious plan based upon
cultural expectations, self-concept, concepts of others, and prior experiences. This unconscious life plan is often strictly followed in spite of warnings, threats, special courses, or academic prodding. Not to follow the life plan is to act inconsistently, which is threatening to the individual.

The T.A. theory is based upon personality development from early experiences, but it is not deterministic; rather, it views change as possible with awareness. Basic life positions are formed during the first two years. The life position and its corresponding ego state are based upon the individual's concept of himself and his concept of others. Thus, there are four basic life positions: positive self concept/positive concept of others, positive self concept/negative concept of others, negative self concept/negative concept of others, and negative self concept/positive concept of others.¹

The child begins to behave in accordance with this generalized life position. Later, in pre-adolescence, the individual forms a life script based upon life position and injunctions from parents and teachers. This script may be one of success, failure, or non-success. Behavior throughout adult life is consistent with this unconscious life plan, and unfortunately, many do not deviate from this plan. Section

One in Appendix A further outlines the theoretic base of this approach.

Purpose of this study. The purpose of this study was to explore success and failure from the perspective of psychological development and concepts of self in relation to concepts of others. A major construct was that students perform in the milieu of higher education consistently with their stage of psychological development and their life position. To perform differently is threatening and anxiety-producing; consistency is equated with security. Failure, then, as well as success, is seen as the individual's choice. As such, it is not based on the lack of intelligence or ability, as much as it is selected to be consistent with the individual's view of himself and others. Individuals in college use grades, activities, achievements, failures, and interpersonal relationships to fulfill their underlying life position and assumptions. This study attempted to provide another basis for understanding student behavior during the collegiate experience and for predicting future behavioral patterns of the individual.

---

I. THE PROBLEM

Statement of the problem. This study attempted: (1) to determine the attained psychological stage of development for a group of freshmen women students at a small liberal arts college. The stages of ego development correlate theoretically with the concept of life script, as shown in Section Three of Appendix A; (2) to measure and analyze the variance in meaning of eight concepts related to self and others for the same group of freshmen women. This analysis provided a basis for testing concepts of life position; and (3) to determine differences in collegiate goals and aspirations for the group.

Questions to be answered. The following constituted the basic questions this study sought to answer:

1. Are there significant differences among the groups assigned to five ego stages in their academic performance?

2. Are there significant differences among the groups assigned to five ego stages in their perception of college goals and aspirations?

3. Are there significant differences among the groups assigned to five ego stages of development in their concepts of self and others?

4. Is there a significant relationship between academic achievement and the perception of nine concepts related to self and others?
5. Is there a significant relationship between academic achievement and the perception of importance placed on college goals and aspirations?

6. Can measures of ego stage of development and concepts of self and others be used to discriminate individuals who will need guidance early in their college career?

Objectives. The assumption was made that students' ego development could be measured through a projective test and that their concepts of self and others could be measured using the semantic differential technique. A major objective of the study, therefore, was to test theoretical constructs related to achievement. These constructs were analyzed by testing a series of null hypotheses stated in Chapter III. Another major objective was to provide a reliable method for identifying students who would be motivated to succeed and those who might be motivated to fail. A related objective was to suggest means by which this identification could be applied by student personnel workers.

Importance of the study. A review of the literature reveals many non-intellective factors related to collegiate success and failure. It underlines the importance of self-concept, expectations, and attitudes toward others, as well as the institution. Therefore, it would be advantageous for institutions of higher education to determine, early in the academic career of the students, their concepts of self and others, as well as the level of their psychological functioning.

Early identification of factors related to success and failure
would help not only the academic faculty but also areas of student personnel services. The controlling role of the student personnel worker is gradually changing to that of student development specialist. The American College Personnel Association is even considering renaming itself the Association for Student Development in Higher Education. This new role for student personnel work is not as an auxiliary or adjunct to the academic process; rather, it is as an integral part of the same educational process. The student development specialist will need information regarding the individual's psychological functioning to "help change the individual himself, to broaden his horizons, to liberate him from dogma and prejudice, or to give a new sense of identity".

Since the Sentence Completion Test is a short projective technique, it can save the development specialist much valuable time, provide insights into the individual, and aid in the formulation of specific institutional objectives. The semantic differential technique is also easy to administer. Since its theoretical foundation has been confirmed, it offers a reliable and valid method for determination of

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individual attitudes and their relationship to collegiate success.

Both devices provide a theoretical foundation and information on which the development specialist can build to help the individual change and develop. Thus, it allows the instructional staff to continue its direct application of the educational process. Blocker, in Developmental Counseling\(^1\), writes that the role of the counselor in the future will be that of working within the educational milieu to help individuals and groups develop to fulfill personal goals as well as provide the tools for change for maximizing their potential.

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II. GENERAL PROCEDURES

The sample included one hundred and twenty seven women students from the 1971-1972 freshmen class at Elmhurst College, Elmhurst, Illinois. Twelve students were not included in the final analysis because they were either absent from the testing sessions or they failed to complete one of the test instruments. Freshmen students were used for this study because of the assumption that those individuals functioning at low levels of ego development would have withdrawn from college at upperclass levels.

A test packet was administered during a class period of Common Course, a class which was required of all freshmen. The test packet included: (1) an item rating questionnaire to determine areas of college goals important to each individual; (2) the Sentence Completion Test for Women to measure the stage of ego development, and (3) the semantic differential to determine the meaning of certain concepts related to self, others, and the collegiate experience.

The item rating scale was devised by the author. It was based on a study by the American College Testing Service in which various

1Oscar T. Lenning and O. Bernard Johnson, "Exploring College Success: Where Should We Go from Here?," American College Testing program, a presentation at the 1972 annual meeting of the American Personnel and Guidance Association.
areas of collegiate success were factored rather than the sole traditional determinant, academic achievement. After an initial pilot study, the instrument was revised for use in this study.

The Sentence Completion Test for Women was designed by Loevinger and Wessler\(^1\) to identify qualitative differences in successive stages of ego development. The assumption was that each person has some level of core functioning and that the total protocol rating, (TPR), is a measure of such core functioning. The test displays a high degree of construct validity when compared to an interview of an average length of one and a half hours by skilled psychologists. Numerous studies, comparing raters trained through the use of the test manual with highly trained and skilled raters, yield inter-rater reliability rating correlations from .80 to .93. However, some of the manual-trained raters had only high school educations and no knowledge of ego development theory.\(^2\)

Osgood's semantic differential technique\(^3\) was used as a measure of concepts of self, others, and institutional factors. The technique is an objective, reliable, valid, and general method for measuring the connotative meaning of concepts. The method involved


\(^2\)Ibid., p. 49.

the subjects responding to a concept against a series of bipolar adjective scales. The particular form of the semantic differential consisted of eight concepts: Common Course, College, Professors, Other Students, Self as Student, Father, Mother, and Real Self, which were rated on ten polar scales. The intensity of the rating was indicated by the position of a subject's check mark on a seven step scale, where four was the neutral position.

The analysis of meaning involves the measurement of three factors, evaluative, potency, and activity. The factors and scales were (1) an evaluative factor represented by the "valuable-worthless", "clean-dirty", and "friendly-unfriendly" scales, (2) a potency factor represented by the "strong-weak", "deep-shallow", and "large-small" scales, and (3) an activity factor represented by the "active-passive", "fast-slow", and "relaxed-tense" scales. In general, the test-retest reliability is .85. The three factors account for about 60 percent of the total variance, and about 70 percent of the common variance is due to the evaluative factor.¹

The entire test packet was hand-scored. The Sentence Completion Tests were rated to achieve total protocol ratings for each subject. Three raters used the scoring manual² to determine the TPR's.

¹Ibid., p. 214.

On the semantic differential each subject received mean factor scores on each concept.

The null hypotheses were tested through the use of one factor ANOVA for unequal n's. This was used to determine if any significant differences between the five groups of ego development for cumulative grade point average, college goals, or concepts of self and others. To test the last two null hypotheses, the Pearson product-moment correlation coefficient was calculated between freshmen cumulative grade point average and ratings given to importance of college goals. The last hypothesis tested the relationship between cumulative grade point average and concepts of self and concepts of others.
III. DEFINITIONS OF TERMS USED

The following definitions of terms were used in this study:

**Stages of Ego Development.** For the purposes of this study, the stages represent "an abstract continuum that is both a normal developmental sequence and a dimension of individual differences in any given age cohort", (Loevinger and Wessler, 1970). The identification of the stages is concerned with impulse control, character development, interpersonal relations, and cognitive preoccupations. Each stage has its own abilities and problems. Thus, the higher stages do not, necessarily, offer more freedom from problems or anxiety.

In this study the stages are defined by the self description characterized by the Sentence Completion Test. The following are the successive stages and a description by Loevinger and Wessler, (1970):

**I-1 Presocial/Symbiotic** - The stage at which an infant separates himself from the world of objects he has begun to conceptualize. Although not included as part of the Sentence Completion, this stage and the successful solution of problems during this stage have an important influence on intellectual development, psychosexual development, ego development, and later adjustment.
I-2 Impulsive Stage - Impulses during this stage govern behavior. These impulses affirm his sense of self although they are curbed by the environment - by immediate rewards and punishments. Magical ideas probably prevail in place of later conceptions of causation. Punishment seems to be perceived as retaliatory and as immanent in things. Other people are perceived primarily as sources of supply. Good guys give to me, mean ones don't. There is cognitive confusion as well as cognitive simplicity, but not true complexity. Good and bad may be equated with clean and dirty. The interpersonal style is receiving, dependent, and exploitive and the conscious preoccupations are with bodily feelings, especially those related to sex and aggression.

△ Self-Protective - In this stage of ego development, the individual understands the concept of blame, but he tends to blame others, or circumstances, or some part of himself for which he does not feel responsible. If he gets in trouble, it is because he is with the wrong people. He understands there are rules, but his own chief rule is don't get caught. He is often manipulative toward other people, because he is concerned with controlling and being controlled, with snaring, with domination, and with competition. Life is a zero-sum game. What you win, I lose.

I-3 Conformity - The individual in this stage identifies himself with authority, his parents at first, later other adults, and then his peers. This is the period of greatest cognitive simplicity. There is a right way and a wrong way, and it is the same for everyone all the time, or for broad classes of people described in terms of demographic traits, most often gender. What is conventional and socially approved is right, particularly behaviors that define the conventional sex roles. Roles are accepted because they are socially accepted but whatever group defines the individual's horizon. Disapproval becomes a potent sanction. There is a high value for friendliness and social niceness. Cognitive preoccupations are appearance, material things, reputation, social acceptance, and belonging. Inner states are perceived only in their most banal version, (sad, happy, glad, angry, love, and understanding), contrasting with an almost physiological version of inner life at lower levels,
(sick, upset, mad, excited), and a richly differentiated inner life at higher levels. People and one's own self are perceived in terms of social group classifications. Individual differences are scarcely perceived. The way things are and the way they ought to be are not sharply separated. People at the conformist stage constitute either a majority or a large minority in almost any social group.

I-4 Conscientious - This stage of ego development is marked by heightened consciousness of self and inner feelings. The individual at this stage is able to perceive multiple possibilities in situations. Rules are seen to have exceptions or to hold only in certain contingencies. The transition from the conformist stage to the conscientious stage appears to be modal for students during the first two years of college. At the conscientious stage inner states and individual differences are described in vivid and differentiated terms. One feels guilty, not primarily when one has broken a rule, but when one has hurt another person. Motives and consequences are more important than rules per se. Long term goals and ideals are characteristic. Ought is clearly different from is. Psychological causation is perceived or conceived. Individuals at this level, and even more often at higher levels, refer spontaneously to psychological development in themselves and others, something that almost never occurs at lower levels. The conscientious person is reflective and truly self-critical, but not totally rejecting of self, as are some subjects at the lowest levels... He is aware of choices; he strives for goals; he is concerned with living up to ideals and with improving himself. The moral imperative remains, but it is no longer just a matter of doing right and avoiding wrong. There are questions of priorities and appropriateness. Moral issues are separated from conventional rules and from esthetic standards or preferences, this being one aspect of the greater conceptual complexity at this level. Achievement is important, and it is measured by one's own inner standards rather than being primarily a matter of competition or social approval, as it is at lower levels.
Autonomous - This stage of ego development is marked by a heightened sense of individuality and a concern for emotional dependence. With this stage comes the realization that even when one is no longer physically and financially dependent on others, one remains emotionally dependent. The moralism of lower stages begins to be replaced by an awareness of inner conflict. At the autonomous level one recognizes that conflict is part of the human condition.

The autonomous stage is so named partly because one recognizes other people's need for autonomy, partly because it is marked by some freeing of the person from the often excessive striving and sense responsibility during the conscientious stage. Moral dichotomies are no longer characteristic. They are replaced by a feeling for the complexity and multifaceted character of real situations. There is deepened respect for other people and their need to find their own way and even make their own mistakes. Crucial instances are, of course, one's own children and one's own parents. Striving for achievement is partially supplanted by a seeking of self-fulfillment. In acknowledging inner conflict, the person at this level has come to accept the fact that not all problems are solvable. We do not believe that inner conflict is more characteristic of the autonomous stage than of lower stages. Rather, the autonomous person has a broader scope; he is concerned with social problems beyond his own immediate experience. He tries to be realistic and objective about himself and others.

Integrated - The integrated stage of ego development is what Maslow (1954) called "self-actualization". At this stage, individuals reconcile their inner conflicts and renounce the unattainable. The individuals deeply cherish their individuality and that inherent in others. The integrated individual has a full sense of identity. It has been estimated that perhaps less than one percent of any social group would be at this level.
IV. ASSUMPTIONS

The following assumptions were made with regard to this study:

1. It was assumed that levels of ego development exist and the Sentence Completion Test was a valid index of such levels.

2. It was assumed that the semantic differential technique could be used to measure the perceived meaning of the selected concepts related to self and others.

3. It was assumed that the item-rating of importance of different types of collegiate success was a valid measure of those items most important to the individual.
V. DELIMITATIONS OF THE STUDY

1. This study used freshmen grade point averages as measures of academic success. Therefore, it does not correspond to other studies which involve predicted, rather than actual performance.

2. This study is limited to the concepts indicated in the literature to be related to achievement.

3. This study employed theoretical constructs of development which may not coincide directly with similar studies based on different constructs.
VI. LIMITATIONS OF THE STUDY

1. This study is limited by the validity of the instruments used, so the results may not necessarily coincide with similar investigations of attitude, interest, achievement, and psychological development of students.

2. This study is limited by the interpretation of the instruments used. Since all are semi-projective in nature, the investigator's skill in interpreting results necessarily limit the validity.

3. This study is limited by the administration of the instruments during particular class periods. The results are based on the individual's responses at that time of day in that particular class.

4. This study is limited by the selected subjects; therefore, results are based on one sample of women from the freshman class at one midwestern liberal arts campus.

5. This study is limited by the time of the investigation which was three weeks in May, 1972.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of the related literature, both from a theoretical and research standpoint. The chapter is divided into four major sections, which are, in turn, subdivided. The first section is concerned with factors related to success and failure in higher education: views of collegiate success, literature related to grades, and personality factors related to academic achievement. The second section is related to literature concerned with self-concept and concepts of others: the major theoretical tenants of self theory, self-concept and success and failure, and the self-concept and the concept of others. The third section reviews the literature related to women: trends in the educational development of women, women in higher education, and the self-concept of women. Finally, the last section reports the literature related to the test instruments used in this study.
1. SUCCESS AND FAILURE IN HIGHER EDUCATION

This section has as its primary concern the review of the related research on success and failure in the collegiate experience. This section is divided into four subsections: (1) the literature concerned with understanding success and failure in the collegiate experience, (2) the literature concerned with grades and academic success, (3) the literature concerned with personality factors related to academic achievement, and (4) a summary.

Success and Failure During the Collegiate Experience

Traditionally and institutionally, success in higher education has been an important determinate of individual worth.¹ The meaning and importance of academic success has extreme ramifications. Because more than half of the students terminate the two, three, or four year course they begin,² the loss of talent and sense of frustration experienced by many of these individuals is extensive.

Academic success in the strictest sense does not correspond to other views of collegiate avenues of success. Success for one

student may mean staying in and completing four years of education. For another student it may mean achieving a 4.0 average and admittance into the most prestigious graduate schools. For still another, success may mean excelling socially.

Success may be defined, then, according to the reasons for attendance and in terms of the student's values. Clark and Trow¹ offer clarity in understanding the differences apparent in the student body. They divide the college campus into four dominant subcultures: Academic, Collegiate, Nonconformist, and Vocational.

The Academic Subculture identifies with the college using professors as models. It conforms to and upholds collegiate academic values. The students in this subculture are involved with ideas and are the educational models of contemplation, discussion, and discourse.

The Collegiate Subculture is not concerned with ideas, in the academic sense. The spirited football, fraternity, social, student government syndrome gains its greatest momentum from this subculture. Because the Collegiate Subculture is predictable, works with the administration, and becomes loyal alumni, they also identify strongly with the institution.

The Nonconformist Subculture is involved with ideas, is highly intellectual, and is very knowledgeable. Rather than identifying with the institution, however, it rejects the college as well as many of society's norms. Havighurst describes the educationally difficult student as the "privatist non-conformer". 1 This type of student refuses to be enveloped in the educational, political, and business institutions of his environment. Instead he chooses to withdraw to "...a life of privatist and asocial activity". A large part of the "privatist non-conformist" culture comes from the economically-favored communities and schools. They are generally of average and superior intelligence. The five characteristics of "privatist non-conformers" are (1) the lack of self-esteem based on their own achievement in school and society, (2) uncertainty about vocational choice, (3) cognitive development more advanced than personal autonomy, (4) lack of naive faith in society, and (5) discontent with school.

Finally, the Consumer-Vocational Subculture is seen as being neither involved with ideas nor identifying with the college. They support the concept of college as a "filling station" of knowledge and skills. For them, college is a means to a specific end and not as an end in itself. In a study by Frankel 2 underachievers regarded college

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as direct vocational preparation. Achievers were future-oriented toward graduate school, while underachievers were more concerned with their scholastic inadequacy at the moment. According to Clark and Trow, the Vocational Subculture has little social unity since any ties are likely to form around a major. In the extreme the Vocational Subculture attends college under conditions of commuting and poverty with the primary purpose of pre-job training.

This typology of subgrouping has held a great deal of research interest. Although there are slight differences in the research, the variation in personality traits of the subgroups has supported the Clark-Trow model. The dichotomies between the subgroups appear to be a consistent factor, without much change due to the impact of the institution. In the Kees and McDougall study it was found that


the Non-Conformist group scored significantly higher on the Autonomy and Impulse-Expression scales. The Collegiate Subgroup scored significantly higher on the Social Extroversion scale. The Vocational and Collegiate Subcultures scored significantly higher on the Practical Outlook scale.

Since personality differences exist between these four subgroups, differences in goals and concepts of success and failure also exist. Only the Academic Subculture would correspond to the restricted view of collegiate success and failure as defined by the institution.

In order to expand the understanding of the meaning of collegiate success, American College Testing Service\(^1\) began an extensive review of the literature. This involved the review of 4000 articles, books, dissertations and pertinent ERIC entries. They found seven broad areas of success:

1. Academic Success.
2. Success Viewed as Intellectual Development.
3. Success Viewed as Personal Adjustment and Personality Development.
4. Success Viewed as Social Development.
5. Success Viewed as Aesthetic-Cultural Development.
6. Success Viewed as Moral, Philosophical, and Religious Development.
7. Other Types of College Success.

A more descriptive explanation appears in Appendix D. Although there are seven areas, grades and persistence dominate the

\(^1\)Lenning and Johnson, "A View of College Success".
research in the areas of collegiate success. The authors recommend that success should be defined in terms of competence and take into account that success is culturally-defined.

In summation the meaning and definition of college success and failure is varied. It depends upon the individual's objectives for attendance and his individual perception of success. The Clark-Trow model provides insight into the diversity of the campus community. The ACT classification defines seven broad areas of collegiate success.

**Literature Related to Grades**

Most college handbooks state their objectives and goals in global terms dealing with the "total development" of the individual. However, most institutions of higher education define success and failure in terms of grades.

Studies in the last two decades have shown the marked deficiency in the grading system.\(^1\) However, academic achievement is still the major source for admission into college,\(^2\) as well as graduate and professional schools. Grades have been shown to predict future grades, from high school grades to college grades and from college grades to graduate school grades.

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The correlations seem to stop there. Study after study has shown that outstanding performance inside the classroom and success in other areas of a student's life have very little relationship.\(^1\) This literature is consistent with the numerous studies which show that college grades and, later, adult success are unrelated.\(^2\)

Other variables or factors seem to be present that later lead students to become successful. Crutchfield did a detailed study of one hundred men who were judged as superior in their professions.\(^3\)


He found that "independence" was the contributing factor in the success of the individuals studied. This was contrasted with the factor of "conformance" in the unsuccessful group. The independent individual revealed more intellectual effectiveness, ego strength, leadership ability, and maturity of social relationships. There was a conspicuous absence of inferiority feelings and authoritarian attitudes. Further probing revealed that the conforming men looked upon their parents in "...highly idealized terms, unrelieved by any semblance of criticism". On the other hand, the independent men adopted a more balanced picture of praise and criticism.

In Donald Brown's Study of Vassar students, faculty members were asked to nominate students whom they felt were "ideal products of the college". These top students included only approximately half of the students who received top grades at that institution. It was the researcher's findings that when compared to the group of high academic achievers who were not nominated, that moderate achievers were at a higher stage of psychological development and displayed a greater potential for future development and success.

Aiken brought out additional problems with grading procedures.

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Rather than reflecting variability in student ability, grades seem to be more of a reflection of the grading practices of various departments within the university.

A further problem with grading procedures is the narrowly-defined focus on the behaviors and attitudes that lead to good grades. These often are not the same set of behaviors and attitudes that lead to learning for its own sake.  

According to Katz, "grade-seeking" students are seen as those needing externalized reward systems. They adopt the behaviors necessary to pass the course or make a high grade and then, in effect, turn their efforts to the next semester without building upon the past.

Personality Factors Related to Academic Achievement.

Much of the literature in this area does not have a direct relationship to this study. Artificial dichotomies of under and over-achievement were not taken into account in the present study. However, studies of creativity, commitment to a major, persistence, and personality factors of successful and unsuccessful students relate highly.

Studies concerned with creativity tend to show that creativity

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and academic performance may be incompatible. 1 Grades seem to reflect the skill of conforming or memory, rather than creativity or intellectual involvement. According to Brown 2 the creative individual is unlikely to be an honors student. His study showed the creative individual as skeptical and independent. However, they have an inordinate drive toward their work and are filled with a sense of destiny. Creative individuals view aesthetic and theoretical values as important. They possess the capacity to tolerate inner tensions created by conflicting values and, in fact, reconcile these conflicts in their life and work.

Stein 3 found that the highly creative were significantly higher on autonomy, striving, ability to resolve opposing viewpoints, differentiated value hierarchy, and assertiveness scales. Creative individuals were less defensive and, therefore, receptive to a wider range of possibilities and experiences. Less creative individuals tended to be judgemental and attempted to regulate or control. The same


2Brown, "Personality, College Environments, and Academic Achievement".

characteristics were noted by Neel, in her study of authoritarian medical students. The authoritarian personality was seen as wanting to impose his sense of order and values on others.

In studies of commitment to a major field, Holland and Nichols found that creative students are more likely to change their major and defer vocational decisions. Similarly, Thompson found that uncommitted students ranked higher in grade point average and on verbal and mathematical aptitude test scores. Students committed to a major were apt to be more persistent in their major field and less likely to withdraw from college. These findings appear to be inconsistent with other research, however, Osipow, Asby, and Wall found that undecided freshmen scored higher on the Bernreuter Dependency Scale than decided freshmen. On the basis of his study, Miller concluded that indecision was related to a need for security. Studies by Whatley,

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Abel, Bohne, and Baird, however, failed to show any consistency of personality factors associated with differences between decided and undecided students.

Hannah studied personality factors related to persistence in college. He found that in comparing drop-outs and matched stay-ins:

1. Individuals of both sexes who think at a less simplistic level, who exhibit greater tolerance for ambiguity and experimentation, who tend to express impulses in terms of overt action, who are more hostile, aggressive, and anxious, and who tend to create poorer personal impressions will more likely than not be found among dropouts.

2. Female students who are more independent, who tend to express hostility and aggression, and who are more apt to withdraw from social contact and responsibility are more likely to be found among those who drop out of college during their first two years.

3. Persisting students, both male and female, are likely to have significantly higher scores as measured by standardized aptitude tests than do leavers.

4. Individuals who have less tolerance for divergent thinking, who are more conforming, who have a greater tendency to accept authority, who are less apt to express hostility and aggression, whose anxiety levels are lower, and who are more cautious, are more likely to remain in college during the first two years.

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These findings are similar to those reported by Heilbrun, who did a follow-up study of freshman dropouts. He concluded that the stay-ins had strong needs to achieve and to become involved in situations requiring a sense of order. They also had a greater need to defer to authorities. They responded favorably to encouragement, sympathy, and affection. Those who dropped out were more nonconforming and showed stronger needs to dominate, to attract attention, and to behave aggressively. Drop-outs displayed less commitment to complete tasks assigned by those in authority.

On the basis of research in the area of college drop-outs, four basic dimensions appear. Personality characteristics associated with college attrition are (1) non-conformity, (2) an interest pattern defined as masculine, (3) social immaturity and maladjustment, and (4) low academic interest and motivation.

Much of the academic success of a student depends upon the willingness to conform to basic academic procedures. This also entails acceptance of authority figures. Those students who are unwilling to conform or accept control are likely to withdraw from the

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This conformity is associated with a "feminine" interest pattern. According to several studies, a "masculine" interest pattern, characterized by assertiveness and an anti-intellectualism, is associated with less persistence in college.²

Social immaturity and maladjustment are often factors associated with withdrawal. Social immaturity may display itself in a high activity level, leaving little time for study. In maladjustment, the student may respond in an opposite manner. Brown found that social withdrawal and isolation were characteristic of some college dropouts.³ Aggressiveness, hostility, and anti-social behavior are also predictive of future attrition.⁴


2 Alexander W. Astin, "Personal and Environmental Factors Associated with College Dropouts Among High Aptitude Students," Journal of Educational Psychology 55 (1964):219-227; Barger and Hall, "Personality Patterns and Achievement".

3 Brown, "Identifying College Dropouts".

Low interest in academic areas and low motivation to succeed are usual factors associated with attrition. A student with little interest is not likely to focus energy or behavior toward high grades and persistence in college.¹

Studies of highly successful students show significant personality traits in terms of the present study. Holland and Astin studied National Merit Scholarship winners.² They compared the scholars who later made the best grades in college with those who made poorer grades. They found that the academically successful rated significantly higher in terms of responsibility, self-control, and socialization. Those students receiving poorer grades rated significantly higher in sociability, self-acceptance, and self-assurance. These are factors commonly associated with good mental health.

Sanford reports a study in which fifty top freshmen were interviewed by the Student Health Service. It was found that few of the interviewed students ever had a date or felt that they had satisfactory relationships with peers. Some reported feelings of severe depression.


and were suicidal. 1

In an attempt to study self-actualized students, McClain and Andrews 2 tested candidates for the Woodrow Wilson Foundation fellowships. They used the Personality Orientation Inventory, the 16 Personality Factor Questionnaire, and a Peak Experience Questionnaire developed by Maslow. Compared to other students, the "self-actualized" sample rated significantly higher on only one scale of the P.O.I., "Self-Regard". They rated significantly higher on the 16 Personality Factor Questionnaire on the brightness, self-assertion, tension, independence, and creativity scales. However, they received significantly deviant scores on aloofness, sobriety, expediency, self-assurance, casualness or social indifference, and low leadership. According to the researchers, the areas of self-actualization found tended to cluster around self-discipline and postponement of immediate gratification. On the other hand, areas of human interaction were at a very low level. Self-actualization would include a sense of interpersonal fulfillment, as well as intellectual fulfillment.

Maslow may have predicted the findings that creative and self-actualized individuals are not necessarily high achieving scholars when he stated that "...a self-actualized person lives far more in the real world of nature than in the verbalized world of concepts, abstractions,

1Sanford, Where Colleges Fail.

expectations, beliefs, and stereotypes that most people confuse with the real world". ¹ Thus, it would appear that for the purpose of this study, different characteristics for creativity and high achievement might be expected.

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¹Maslow, Perceiving, Behaving, Becoming, p. 143.
SUMMARY

This section reviewed the literature related to success and failure in the collegiate experience.

The first part dealt with the problems involved in defining success. A model of the dominant subcultures on the college campus by Clark and Trow was presented. The model divides the campus into the Academic, the Collegiate, the Non-conformist, and the Vocational subcultures. These subcultures were supported through a great deal of research. A model of collegiate success including seven categories was presented. The model was created by American College Testing. It shows that the real meaning of collegiate success and failure is varied and to a large extent dependent upon individual perception.

The second section dealt with literature and research related to grades. Grades, as units of academic success and failure, have been shown to predict academic success. However, they appear to have little relationship to success outside the classroom or in the non-academic world. Behaviors leading to good grades may not be those related to learning for its own sake. Research and literature on grades support the idea that grades seem to have marked deficiencies as indices for individual success or failure.
The third section dealt with personality factors related to academic achievement. Studies on creativity show that creativity and superior academic achievement are not strongly related. Various cognitive, emotive, and personality factors related to creativity differ from those related to achievement. Studies of commitment to a major and persistence in college seem to show that some of the factors related to the higher level of ego development are the same factors present in those students who are not committed to a major and who might be likely to dropout. Studies of highly successful students showed that factors related to high academic achievement were negatively related to other areas of maximum functioning and development.
2. LITERATURE RELATED TO SELF-CONCEPT

The current study is concerned with the relationship of high and low evaluations of self and others with collegiate goals and indices of academic success. This section reviews literature related to the basic self-theories, the relationship between self-concept and success, and the relationship between self-concept and interpersonal relationships.

The literature related to the study of the self is massive. As a leading construct in psychological and educational literature, the study of "self" has roots dating to philosophical examinations by Descartes, Leibnitz, Locke, Hume, and Berkeley. The evolution of psychology from philosophy brought the concern for self as an inevitable major construct. All major psychological theorists, including Freud, James, Allport, Sullivan, Maslow, Perls, and Rogers, studied the "self" and presented their own theory of its development. Studies within the educational literature concerned with the self and the self-concept have been prolific and have occupied a prominent place in the literature.

The research on self-concept has not been without problems, however. Wylie analyzed over 400 studies related to self-concept
prior to 1960 and concluded that the number of substantive findings were negligible. The author stated that self constructs had "...been stretched to cover so many inferred cognitive and motivational processes that their utility for analytic and predictive purposes has been greatly diminished". ¹ In a more recent paper, ² she stated that very little had been done to correct the problem. Therefore, caution must be recognized in a review of the literature in this area because of the lack of precise definitions and the lack of consistency in the findings of the researchers.

**Major Theoretical Tenants of Self Theory**

The self-concept as seen by most self-theorists is a vital part of an individual's personality structure, exerting a powerful influence upon his behavior and perception. ³ Adler, Horney, and Lecky view the self as a basic, enduring, and consistent image that permeates every aspect of the individual's behavior and tends to act to produce


a distinguishable theme for an individual's life.¹ According to Syngg and Combs, the self-concept includes all those aspects in one's phenomenological field which are viewed as part of himself.²

Based upon the theory of phenomenological field, Syngg and Combs proposed that a basic motive in human behavior is the need to maintain or enhance the phenomenological self.³ In accord with this theory, Coleman defines the self structure as "the organizing core of our personality which we try to protect at all cost and enhance in whatever ways we can".⁴

The need to "protect" the self-concept led Lecky and other theorists to conclude that an individual's self-concept is resistant to change because of the need for consistency. To act inconsistently is anxiety-producing or the cause of psychic discomfort, even though the self-image may be negative.⁵

¹A. Adler, The Science of Living (New York, Greenberg, 1929); Karen Horney, Neurosis and Human Growth (New York: Norton, 1950); Lecky, Self-Consistency.


³Ibid.


Thus, the images that individuals hold of themselves have a
great deal of significance on consequent behavioral patterns and are
relatively resistant to change. The importance for the educator is
that the better one understands the way an individual views himself,
the better one can understand the individual and his motivations.

Self Concept and Success and Failure

If the theoretical constructs are valid, then the self-concept
as a motivating force in producing success and failure is a logical an-
tecedent. Individuals who view themselves negatively will behave in
classical ways to maintain such a negative view, while those who
have high self-regard will set out to enhance their positive view. Indi-
viduals with such diverse polarized views of self will place different
values on achievement in an academic setting.

Several studies show that failure in an academic setting has a
cyclical effect in that students who experience failure stop trying to
succeed. Individuals with low self-esteem are not motivated to suc-
cceed and when negatively reinforced, their self-concept becomes more
negative and the cycle begins again. According to Williams, academic

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reinforcement is consistently received by the scholastically-able student, but inconsistently, if at all, by the low achieving student. This lack of positive reinforcement undoubtedly has a negative affect on the individual.

The strong relationship between negative self-concept and educational failure is particularly frustrating to the educator because of the resistance to change. Psychic discomfort seems to be necessary to change a negative self-concept to a positive one, and so, for any significant change or learning to take place one must be willing to endure the discomfort. According to Sanford, development takes place through internal or external stimuli that upset one's equilibrium to such an extent that a new response is demanded. Most educators conclude that the changes that occur in a person's life are often accelerated during the college years. The emphasis on change, growth, and conflict in higher education leads many students to avoid involvement in the process of real learning. The degree of tension produced may cause some students to avoid professors who are truly effective, in order to defend themselves against psychic pain. As Jencks and Riesman pointed out, the more effective the professor, the more likely he is to disorient the students.

1Sanford, Where Colleges Fail.

A process similar to the self-fulfilling negativism seems to take place with a positive self-concept. Theorists conclude that some individuals are able to accept the anxiety and discomfort necessary for change and development. These are individuals with a positive self-concept. According to Combs, Rogers, and Maslow, a fully-functioning, self-actualized person can take risks that result in further positive enhancement. Thus, when a person has confidence in himself he is able to function more effectively and place himself in further positive enhancement and in a position that reinforces his positive image; when he holds a negative view of himself and his abilities, failure seems inevitable.

Like the positive self-concept, the negative self-concept is maintained because it is often an internalization of a parental attitude and as such has a strong influence on individual behavior. Sarnoff states that "in spite of increasing objectivity, the individual's earliest attitudes toward himself die hard and even when he thinks positively about himself, he is likely from time to time to do something

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that reflects his old lack of self-esteem". The individual continues to shun behavior that would result in success. Not to do so would contradict his negative self-image and make him feel anxious or even guilty. Thus, the educator can expect that such an individual would behave quite differently and experience life in quite a different manner as an individual whose self-image is essentially positive.

The Self-Concept and the Concept of Others

The development of the self-concept does not take place in a vacuum; it is strongly affected by the view and behaviors of others in relation to the individual. As early as 1934, Mead stated in his book, Mind, Self, and Society that self-esteem is a measure of the reflected appraisal of others important to the individual. High self-esteem reflects responses of concern and respect by significant others; while low self-esteem is a reflection of having been treated as inferior. The interaction process with important people in one's environment is the strongest environmental determinant in the formulation of the self concept.

Theories of optimal functioning all include the individual's concepts and relationships with others, as well as the individual's concept

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of himself. According to Kelley,\(^1\) a fully-functioning personality has a positive regard for others, viewing them as opportunities for the enhancement of self. In his theory of "non-parataxic interpersonal relations", Sullivan\(^2\) stated that individuals who possess a clear and realistic concept of other people, unprejudiced through past experience are themselves more self-accepting and closer to maximizing their potential. Combs\(^3\) found that "adequate personalities" were positive and acceptant of themselves, as well as realistic in their evaluation. In an earlier study he found that better adjusted children were able to handle more damaging statements about themselves than poorly adjusted children who accepted them as confirmation of fact.

Research on the relationship between the concept of self and the concept of others has shown them to be highly related. Positive correlations ranging from .36 to .70 were reported between scores of self-acceptance and acceptance of others, by Berger.\(^4\) In a study by Reese,\(^5\) it was found that acceptance of self, acceptance of others and

\(^1\)Kelley, *Perceiving, Behaving, Becoming.*

\(^2\)Sullivan, *The Interpersonal Theory.*

\(^3\)Combs, *Perceiving, Behaving, Becoming.*


acceptance of others in a large social group and acceptance by best friends were all positively correlated. According to the author, this is not a causal relationship, rather it is more reflective of a mutually interrelated attribute of personality integration.

Even with such high correlations, according to Transactional Analysis, a person can feel "OK" with himself, and feel that others are either "OK" or "Not OK" with him. The distinction makes a drastic difference in behaviors, feelings, and attitudes. Studies restricted to simply an individual's view of himself, would, therefore, produce inconsistent and conflicting results.

Fey studied such different combinations of self-acceptance and acceptance of others and found that:

1. Students high in self-acceptance, but low in acceptance of others, overestimated their personal acceptability to others while ascribing degraded motives to others about them.

2. Those high in self-acceptance and in acceptance of others were healthiest in their positive confidence in self and others, and asserted considerable self-determination and acceptance of personal responsibility for conduct and actions.

3. Those low in acceptance of self and high in acceptance of others shunned leadership almost completely.

4. Those low in acceptance of self and in acceptance of others exhibited high anxiety, impulsivity, low morale, overdependence, and marked tendency to accommodate others. ¹

These findings, which were duplicated by Williams, support the basic life positions and add insight into the current study.

Further studies in the field of education confirm the importance of the individual's concept of others. Hall and Gaeddert¹ found in their study of undergraduates that success in the academic area was not only related to abstract skills but also to social skills and attitudes. The later skill allowed individuals to maintain a positive attitude toward professors, and consequently, the subject matter being taught. Because of this skill, the authors concluded that they were constantly being reinforced in positive ways. Conversely, Shaw and Brown hypothesized that academic underachievement may be related to a sense of hostility toward others, especially toward authority figures more than to the individual's innate academic ability.²

In efforts to study the effect of producing a change in the self concept, Harvey found that college students became more positive in their evaluations of self when positively reinforced.³ The educational


institution itself can make a significant impact upon the student's self-concept, since the student's perception of school seems to be an extension of his own self-concept. Because the relationship between the self and the others in the environment is so interrelated, several studies address themselves to the effect that the institution could have in producing a positive change. According to Moon and Wilson, a warm, accepting educational environment and the provision of positive recognition increase the students' self-image. Studies by Van Koughnett and Smith and Planter provide models for programs to promote positive self-concepts.

The Human Potential Seminar developed by John McHolland, at Kendall College is designed to help individuals achieve greater self-regard and greater regard for others. In a study using eight samples from different colleges, Kleeman reports that such a


developmental program does have a significant effect upon the participants' perceptions of themselves and others, and that the effect is maintained or increased over time. ¹

An article by Gamboa and Koltveit entitled "I-Level: A Differential Counseling Approach"² proposed the use of typologies similar to the levels of ego stage of development employed in this study. The authors tested both clients and counselors for I-Level of psychological development. They, then, matched them for greater effectiveness and proposed various counseling strategies for particular types of individuals. Through the use of I-Levels, assumptions that different clients need differential treatment and that some counselors are more effective in working with particular types of clients, can now be scientifically and systematically arranged for greater effectiveness. Through the use of various counseling techniques, greater progress can be made in changing the individual's self-concept and his concept of others.

Such findings lend credence to the student personnel concern for developmental programs which focus upon the individual and provide tools for change. Perhaps then the college can discover methods


for assisting the student in changing his perception of himself and of his situation so that he can benefit to the greatest extent through his educational experience.

This section presented literature related to self-concept and concept of others. The self-concept has been studied perhaps more than any other construct but with inconsistent and negligible results. One of the main theories of self-concept is that the individual strives to protect it and keep it consistently intact. However, for significant learning to take place, the equilibrium of the self-concept must be upset. Avoidance of the tension produced is the explanation many educators lend to the fact that many students avoid experiences that would lead to that kind of significant learning. Finally, theories of optimal functioning (self-actualization, fully-functioning, etc.) all conclude that a positive view of self and a positive view of others are necessary for maximum psychological functioning and effectiveness.
3. LITERATURE RELATED TO WOMEN

The current study uses a sample composed only of females and a major instrument specifically designed for women. The findings are restricted to this group and cannot be applied to males. For this reason, a review of the literature on the studies related to women was undertaken. This provided insight and an increased understanding of the results. The section is divided into subsections which deal with the educational development of women, the woman in higher education, and the self-concept of women. It is important to note that the literature related specifically to women is, at best, sketchy. Very little is free of bias and so conclusions are often faulty.

Trends in the Educational Development of Females

To gain a full understanding of the educational development of women, an overview of the sequence that takes place from pre-school through high school is necessary. Evidence shows that females are physiologically superior at birth. They progress at a faster rate verbally and conceptually than males during the pre-school years. Kagan and Moss\(^1\) studied the correlation between maternal relationship

during the pre-school years and later intellectual achievement. For males, one of the best predictions of later intellectual achievement was maternal protection, from birth through three years, while the opposite was true for females. For girls, maternal hostility was the best predictor of later academic achievement. According to the authors, these mothers were competitive, aggressive females, who were critical of their daughters, but who also provided intellectually competitive and aggressive role models.

Maternal protection to age three for the male, changes to an increased emphasis on attaining independence. The independence appears to be highly correlated to an increase in the I.Q. for pre-school and elementary children. Studies by Sontag, Baker and Nelson\(^1\) show that twice as many boys increase in I.Q. than girls during these formative years. The increase is highly correlated with increased emotional independence and parental emphasis on education. Sampson\(^2\), in conducting three different studies, found that individuals who showed the highest need for achievement were first-born females, followed by


\(^2\)Sampson, "The Achievement Motive Related to Sex and Birth Order".
first-born males. In explaining the results the author concluded that first-born females are more significantly involved in early independence training than any other ordinal, sex position.

It would seem that pre-school females are generally not conditioned to achieve, through a lack of independence training. This does not appear to be the case, however, for girls, with aggressive, competitive mothers, who would tend to demand independence. First-born girls receive early independence training for the sake of family convenience, as well as to fulfill expectations.

Elementary School

A curious switch\textsuperscript{1} takes place in the messages young women receive in their development. As young elementary students, girls are told to be bright, competitive, and to learn. As they mature, the subtle, often unconscious message is, "don't be too smart, don't think, don't be competitive, do be dependent, and do restrict your occupational and life goals."

The process of a decline in I.Q. and performance on ability tests continues during the elementary years. Males continue to increase on the same measures from adolescence through adulthood.\textsuperscript{2}

\textsuperscript{1}This may be an example of a societal game, in the Berne sense. A Game takes place out of the awareness of individuals involved, has an ulterior quality and a payoff of bad feelings, supporting a position of "not OK".

Studies on elementary school girls tend to show that academic success and striving differs from their male counterparts. In a study by Crandall, Katkovsky and Preston, it was found that boys believe that their intellectual success was a determinate of self-responsibility, rather than due to reactions from others. There was no significant relationship for girls. An autonomous relationship to achievement does not seem to be the case for girls, as it is for boys. Other studies show that achievement strivings for women are related more to social factors such as the desire for adult approval and affection, rather than for independent academic achievement.

In accordance with findings of studies of maternal relationships with pre-school children, Crandall, Dewey, Katkovsky, and Preston found that mothers of academically-achieving girls were less affectionate and nurturant than those of less achieving girls.


Perhaps, for the achieving girl, the educational institution offers a means for positive reinforcement from maternal surrogates. This plays a critical role in motivation for males. The achievement motivation seems to be part of a learned sex-role, linked to independence.

In addition to a reduction of performance on I.Q. and ability tests, girls also begin to rate themselves lower than boys. In a review of the self-concept of young girls, Lynn\(^1\) concluded that there is a progressive decrease in the positive acceptance of the female role from age 8. According to the author, that decrease is defined as being personally applicable. Smith\(^2\) found that the gradually more negative ratings assigned to females correspond to the more positive ratings assigned to males. In an attempt to find an unbiased approach to positive and negative sex-linked characteristics, Kagan, Hosken, and Watson\(^3\) prepared 66 pictures, representing 11 trait dimensions and showing various animals. They asked 98 children which animal in a pair represented himself. Boys significantly labeled themselves as stronger, larger, more dangerous, darker, and more angular.


Even when unrelated to humans, the perception of male-female differences shows the female acceptance of a growing negative self-image.

Such an image begins to confine areas of proficiency and potential development early in the life of many women. A wide range of careers and professions appear to be viable to young boys. O'Hara found that as low as the fourth grade, girls restrict their choice of career to homemaker, teacher, nurse, or secretary. Two of the four areas require minimal educational preparation, and the other two only moderate professional training. The restriction itself may be related to a decline in academic achievement strivings.

High School

A generalized negative self-concept appears to be continually operational during the secondary school years. Cross found that high school women are less likely than men to believe that they have the ability to succeed in college, even though as a group they receive higher grades. The study also showed that fewer women than men rated themselves above average in leadership, popularity, intelligence and self-confidence. This may be a product of role expectancy.


According to Hawley,¹ female high school women feel that their male classmates disapprove of them using their intelligence.

The Women's Equality Action League² stresses 75-90% of the brightest high school graduates who do not go to college are women. They cite negative reinforcement for utilizing intelligence and the lack of self-esteem and confidence as responsible for that fact. Other factors may also enter into the lack of collegiate attendance, as well. Both Pierce and Stivers² studied high school girls with a high need for achievement and found that they were less likely to seek additional formal education. Those who display high achievement needs are more likely to enter the work world or get married immediately after high school. According to the authors, this suggests that the achievement motivation in high school women attaches itself, not to academic performance, as it does for high school males, but rather to the more immediate role of adult status. The fact that college admission is often restricted for women may also affect the numbers of high school women who later attend college. Thus, it may be more difficult for a woman to gain admittance. This may not


be just the function of a faulty or negative self-concept. Many college admissions offices impose artificial restriction "quotas" on the numbers of women they will admit. 1 Also, women of equal or superior ability often receive lower scholarships or less financial aid to attend college. 2 Thus, the opportunity for college attendance, as well as the motivation, is restricted for women.

In reference to the declining proportions of women entering higher education and graduate school, Betty Freidan stated that "if this present situation continues, American women may soon rank among the most 'backward' women in the world". 3 In terms of percentage of attendance and graduates, women in the U.S. have been declining since World War II, while in other industrial countries the percentages of women have increased. According to Cross, the trend of college attendance for women does seem to be increasing for females, as well as males. It is not at the point of entrance where the significance lies--it is with additional educational aspirations.


Females, as a group, are satisfied with less education, (two years beyond college as an average), whereas male aspirations are considerably higher.\(^1\)

Studies of a comparison of high school women who achieve academically with those who do not, provide results consistent with those studies of earlier age levels. Pierce\(^2\) found that mothers of high academic achieving high school students were more strict, authoritarian and controlling than mothers of low academic achievers. In his study on achievement patterns, Gough\(^3\) found a different pattern for high school and collegiate achievement. In high school, academic achievement related to conformity for women. For college women, academic achievement is more related to independence, as it is for males at earlier stages of development.

To explain differences in academic performance of high school girls of equal ability, Lesser, Krawitz, and Packard\(^4\) studied women


\(^2\) Pierce, "Sex Differences in Achievement Motivation."


from Hunter High School for Intellectually Gifted Girls. They found that conditions stressing intelligence did not increase achievement motivation, as other studies showed as characteristic for males. However, there were significant differences for achieving and underachieving women. Achieving girls perceive intellectual goals as a relevant segment of their own female role. Underachievers, in contrast, view intellectual goals as more relevant to the male role. Thus, underachievement may reflect a perceived inappropriateness to sex role.

Thus, the secondary school years seem to be marked by a continuation of a negative self-concept and a more restricted view of the role of women. Academic achievement for many is viewed as part of the male role, but not as congruent with the role of female.

Women in Higher Education

Trends that appear during earlier development continue during the college years. Various factors, such as a societal emphasis on marriage and family, a negative self-concept, a restricted view of career and professional choice, and lack of planning, contribute in hindering the academic achievement of women. Studies by Lehmann et al.,\(^1\) however, suggest that women in higher education are more

susceptible to change than are males. Women appear to become less traditionally oriented. Such being the case, higher education can offer women an opportunity to change and to maximize their own potential.

Classification systems have been introduced to provide an understanding of differences between women in higher education. Typically, such systems divide women according to achievement motivation and aspirations. Brown, in his studies of Vassar women, classified college women into five groups:

1. The High Achievers: These girls are headed in their thoughts and in reality for a pattern of life in which scholarly or professional activity will have an important place. These girls are not to be measured by the fact that they make high grades alone. These girls are committed to an intellectual life - to the exclusion of all else.

2. The Over-Achievers: Those who work hard and earn good grades without acquiring any serious appreciation of the intellectual life.

3. The Under-Achievers: Those who enjoy college and grow intellectually without becoming seriously involved in study.

4. The Social-Achievers: Those whose life is marked primarily by social activities and peer group orientation.

5. The Seekers of Identity: Their college experience is primarily one of radical adjustment to a social world quite different from the one from which they came.¹

This classification system provides a view of the diversity of goals within the female population. An emphasis on academic

achievement may or may not include an appreciation of the intellectual life.

In a longitudinal study, Angrist divided women into five groups, based upon consistency of career aspirations. Her five groups include:

1. Careerists: The consistent career aspirers who want to combine career with family roles.

2. Noncareerists: Oriented primarily to family roles, with some work and leisure pursuits.

3. Converts: Converts to career aspirations. Beginning college without such interests but moving towards careers by the sophomore, junior, or senior years.

4. Defectors: Career oriented as freshmen and even after, but shifting to domestic concerns by senior year.

5. Shifters: Changeable and inconsistent, whose aspirations vary from year to year and who lack clear cut direction.¹

The Defector group was the group studied by Breummer.² In a sample drawn from the same college as the present study, she found that women in her sample changed their goals from academic or career-oriented to becoming housewives. A study by Steinman³ found


that college women perceive men to desire a woman who is passive, and oriented toward marriage and family, rather than women interested in their own personal and professional development. Such being the case, women may feel the pressure to change professional and career aspirations to conform to the traditional female role.

In her book, The Feminine Mystique, which has become a classic, Betty Freidan stated that girls define themselves with reference to male impressions of them. They have come to accept the ideals of "The Feminine Mystique", which has glorified the role model of wife and mother. This acceptance, according to the author, has brought about problems of identity and a sense of a lack of self-fulfillment and realization. Fewer women are finding the feminine role as meaningful, and this is especially true for college educated women. In order to develop a concept of self that is fulfilling and a sense of identity, the young woman would have to engage in a meaningful career, which takes determination and planning.¹

The attempts to do so, may be thwarted, however. In a study by Husbands,² yet another reason for changing career goals to the more traditional feminine role was cited. Faculty members themselves may contribute to the change in academic or professional plans through discouragement. According to the study, women are more

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¹Betty Freidan, The Feminine Mystique.

likely than men to have low academic and career aspirations. They are also more likely to lower them during the four years in college. More than a third of the females in a University of Chicago sample reported that they, themselves, directly, or female associates, had been discouraged by faculty members from various academic fields of professions usually thought of as male-oriented. Attitudes apparent in higher education reveal that some male educators don't feel that intellectual striving is compatible with the traditional role of mother and wife. Some doubt that women can achieve intellectually to the same degree as males. Others felt that the motivation to achieve is not as strong or necessary for women. ¹

The lowering of career aspirations may be related to a lack of planning for the future that is characteristic of some females. Unlike many collegiate males who are career or professionally-oriented, many superior female students appear to be undecided about future goals. Astin² found that a high proportion of female students designated as "scholars" were undecided about future careers. Ginzberg³


studied the vocational achievement of 311 women designated as having "significant" intellectual ability. Of these women, very few had pursued a specialized course of study or had considered themselves career-oriented in undergraduate school. During undergraduate school most were motivated in learning for its own sake and acquiring knowledge in fields of interest to them. However, 98% went on to advanced degrees, with 33% earning a Ph.D. or equivalent professional doctorate.

In another study of high ability women, Faunce¹ found that high ability women differed significantly from women in general. They showed greater interest in careers that required more education and academic achievement. High ability women were more independent, liberal, unconventional, and competitive in their attitudes. They were also more oriented to theoretical and aesthetic ideas, and were inner directed to achieve goals and make significant contributions. Women in general were more interested in careers that did not require advanced education or excellence in academic achievement. They were more dependent, conservative, conventional and less competitive in attitude. They were more practical and atheoretical in ideas. Thus, they displayed an outer-directness to manipulate and accomplish immediate goals in the immediate environment.

In a study by Speigel and Speigel\(^1\) it was found that, for males, high grades were correlated to factors such as vocabulary and verbal ability, internal focus of control, a serious disposition, and a preference for a quiet environment. For women, the factors correlating with high grades were quite different, and related to what the authors called "somewhat unhealthy thoughts." For females, high grades were related to a denied identification with mother's values, an admission of disturbing, intrusive thoughts. Lower grades for women correlated with an identification with mother's values and a denial of angry and depressed feelings.

Clearly, more research regarding sex differences in academic achievement, career planning, and motivation is needed. To gain a fuller understanding of the developmental process for female students, such research is crucial. This is especially important since there is no evidence that indicates that there is a difference between men and women in their potential for academic accomplishment.\(^2\)

Various organizations concerned with higher education are involved with changing the former patterns of women within the institution, whether as students, faculty members or administrators.


\(^2\) Cross, *Beyond the Open Door*, p. 142.
Since the publication of Jesse Bernard's *Academic Women*, a greater awareness of the plight of female faculty members has grown.¹ The problems of lower pay, advancement and combining an academic career with traditional female roles are far from being eradicated; however, progress is being made. Organizations of the Student Personnel profession have been actively involved in forming special commissions and internal legislation to combat the prejudice against female students, faculty members and administrators. Leo Goldman, President of American Personnel and Guidance Association stated that "...as counselors it especially behooves us to do all in our power to insure that no woman or man, girl or boy, is denied access to an area of study or work because of assumptions that have no basis in fact or science, but are merely habits with which we have become comfortable."²

The National Association of Women Deans and Counselors has been active in promoting the concerns of women, both in the academic community and at large.³ It has supported federal legislation concerned

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with equal pay and equal rights. As an organization it has also supported the creation of women's groups on campus for education and political purposes.¹ Much of the literature of the group has been introspective. According to Edith Painter, it is women, themselves, who have perpetrated the female mythology because of a majority satisfaction with the female role of submissiveness.² As a group, then, there is great emphasis on providing educational experiences to build positive attitudes toward the role of women in society and to explode female myths that hinder actualization.³ A further emphasis is placed upon providing effective role models, as administrators, educators and counselors for female students in higher education.⁴ The importance placed on the role of woman in higher education will, no doubt, produce significant changes in the years ahead, for the educational institution and society in general.

The Self Concept of Women

Lower educational aspirations and achievement, as measured by the attainment of advanced degrees, may be the result of societal reinforcement patterns. Young women receive less encouragement


⁴Ibid., p. 60
from their parents, teachers and society in general to achieve at high academic levels. According to Cross, women, like groups of people who have not been part of the dominant culture, suffer from a diminished self-concept. They have been encouraged to set their aspirations "realistically" for jobs that would be 'open' for them.  

Studies on women reflect this generalized negative self-concept. These findings may be related to Anna Freud's "identification with the aggressor." The term describes the appropriation of attitudes of individuals upon whom one feels dependent and powerless. According to Sarnoff, taking on the attitudes of the powerful includes the attitudes that the powerful have of the less powerful. Thus, women may come to see themselves through the eyes of males, in a male-dominated society. Through this process they may see themselves as less able, less significant, and less productive than males.

Twenty-five years ago, Margaret Mead stated that the adolescent girl in this society comes to the realization that competition with men, begets negative responses. She comes to accept a female role

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1 Cross, Beyond the Open Door, p. 145.


4 Margaret Mead, Male and Female, (New York: Morrow, 1949).
which does not include ideals or striving for intellectual achievement. As a result, the female, particularly during adolescence, may be threatened by academic success. Academic success may mean a failure at being "feminine" and negative social reactions may ensue.  

According to Horner, college women display a motive to avoid success. In her study, only 8 out of 88 males displayed a fear of success imagery, while 59 out of 90 women displayed such a fear. The Chi-Square Analysis was significant at the .0005 level.

Women who do maintain a sense of striving for academic excellence and independence, are more anxious. According to Maccoby, for women, there are negative consequences and feelings of anxiety associated with success, as well as failure. Success may mean the defiance of perceived sex-appropriate behavior. The consequence of such success in a competitive, achievement situation is increased anxiety. Several studies note that women typically experience greater

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1 Painter, "Women's Lib Is Dead," p. 69


anxiety in competitive situations, even though they often perform better than males in non-competitive situations. In an academic environment, which stresses competition, women may experience greater conflict, which may contribute to an inhibition of academic achievement and a striving for success. In addition to experienced anxiety, studies on female college students confirm that they view themselves as less able than males.

The negative concept of women showed up in studies by McKee and Sheriffs. They found that women, as well as men, valued "masculine" traits higher than "feminine" traits. In studies at Berkeley and Stanford, reported by Sanford, it was found that 55% of the Berkeley coeds and 40% of the Stanford coeds responded that there had been a time in their lives that they wished that they had been born a member of the opposite sex. Only 15% of the males responded in the same way.

Kosa, Rachiele, and Schommer found that self-ratings for


both higher and lower socio-economic female college women were less favorable than males in terms of estimates of academic ability. In both socio-economic groups, however, females had significantly higher aptitude scores than the males in the study. A separate study by Wylie\textsuperscript{1} confirmed the fact that female students had somewhat lower opinions of their academic ability in spite of equal or superior tested academic aptitude.

The lower opinions held by females are related to other aspects as well. Talland\textsuperscript{2} asked men and women in therapy groups to estimate the ratings that other group members assigned to them. These ratings included traits such as leadership, contribution to the group, influence upon the group, popularity, and friendliness. Women significantly underestimated the rank they actually received, while men overestimated the rank they actually received. In a study of 306 college students, Calden, Lundy, and Schlafer\textsuperscript{3} found that females reported significantly less satisfaction with the attractiveness of their bodies and facial features than did males.

\textsuperscript{1}Ruth C. Wylie, "Children's Estimates of Their Schoolwork Ability as a Function of Sex, Race, and Sociometric Level," \textit{Journal of Personality}, 31 (1963): 203-244.


Not only are women more critical of themselves and their perceived abilities, but they are also more critical of other women deemed successful. Horner found that college women responded unfavorably to successful women in academic and vocational endeavors. Like findings were reported by Goldberg, et. al.¹ in which women were asked to rate products such as art work or literature they thought were produced by other women. In these studies, women rated "female" produced products as inferior and "male" produced products as superior.

These studies add insight to the converse of the same situation. Successful women have not been involved in the "liberation" movement to any great extent. They may feel negative toward those aspiring to achieve to their level of success. According to Painter, this may be because of feelings of superiority and because of the work and strain that went into the success: "Many of these women are not too anxious to open doors that they had to batter down. It is not an uncommon reaction for any 'minority' person who has achieved some goal".²


²Painter, "Women's Lib Is Dead," p. 68.
In summation, like many minority groups, women generally hold negative self-concepts of their ability and perceived importance. They also display more anxiety in competitive situations, which impedes the success they might otherwise achieve. Academically, such negative self-concepts, anxiety, and lower opinions of ability, combine to make success difficult to attain.
In order to gain a better perspective on the problems facing women in higher education, an overview of the literature was presented. A psychological switch appears to take place for women in this society. Early in life a female is supported in being intelligent and bright. As she progresses through the educational system, however, she is coerced to play a secondary role and to supplant career goals and intellectual aspirations for marriage and raising children.

The "switch" that appears is documented by research which shows that girls' performance on I.Q. tests decline as does their self-confidence. Fewer women believe that they have the ability to attend college and a majority of the brightest high school students not attending college are women. This negative self-concept is one factor of non-attendance; other factors include discriminatory quota systems for awarding scholarships and financial aid.

The subsection on women in higher education reviewed the research and literature on the subject. Classifications by Brown and Angrist of women in higher education were presented to help explain differences in behavior, expectation and goals. Studies show that women tend to change their career or academic goals to those of marriage and family as they continue in higher education. This may occur
because of peer conditioning, expectations on the part of males, discouragement from faculty members, or all of the factors combined.

Various studies were discussed that showed a negative sex-role concept on the part of women. It appears that some women are motivated to avoid success. Female students not only were self-critical but also critical of females who were successful in untraditional roles.

This sub-chapter was included to show the complexity of the underlying problems that face women in higher education today. A new awareness and consciousness has come into being. It is now the task to provide experiences that foster drastic changes in attitude both for men and for women, themselves.
4. TEST INSTRUMENTS

The Sentence Completion Test for Women.

In an article, "The Meaning and Measurement of Ego Development," Loevinger discusses the theoretical constructs related to the theory of ego development. This later theory is a combination of many of the earlier theories: Kolberg's moral development, Peck and Havighurst's character development, Sullivan, Grant, and Grant's interpersonal integration, Isaacs' relatability, Harvey, Hunt, and Schroder's conceptual systems, and Murray's introception.  


The theory is an attempt to discriminate ego development from intellectual and psycho-sexual development and concepts of adjustment. As with Binet's study of intelligence, no formal definition of ego development is presented, rather the term "ego development" is used to describe the developmental sequence and character-ology common at particular stages without reference to the factor of ego. The stages of ego development follow the properties of the hier-archic model presented by Piaget and Inhelder:

There is an invariable order to the stages of development, no stage can be skipped; each stage is based on the preceding one and prepares for the succeeding one... there is an inner logic that determines the sequence in determining a person's current behavior. Piaget says this inner logic is as important as his history or his heredity or his current environment. 1

Though development takes place on a hierarchy, it is an error to idealize any stage of development. Each stage has its own unique problems, weaknesses and paradoxes, which provide both potential for growth and maladjustment.

The Total Protocol Ratings, (TPR), are assigned with the realization that a single sample of behavior contains examples of functioning at diverse levels. At the cognitive level this is similar

to Piaget's, "horizontal decalage". According to Werner¹ behavior is both unilinear and multilinear, following a combination of embryonic² and hierarchic models. For the purposes of measurement, individuals are placed within a single stage of development, realizing the diversity and range of responses.

The concept of ego development contains both milestone sequences, (see Table in Appendix D), and polar aspects. The milestone sequences are observable behaviors, such as conformity to acceptable social standards. Polar aspects must be inferred from patterns of observed behavior. For example, the tendency for an individual to stereotype is a more abstract and inferential trail.

Much of the research on the Sentence Completion Test has been designed and carried out to test the reliability and validity of the instrument itself. It is well-grounded in theoretical constructs, and provides a sequential view of development. To evaluate the manual, large samples of women were used from widely different demographic variables, such as age, race, marital status, and education.³


³Loevinger and Wessler, Measuring Ego Development, p. 39
The reliability of item ratings were found to be unrelated to the training of the raters. Self-trained raters, who used the manual to train themselves, had comparable reliability. In addition, the variance in item sums is primarily a variation in the responding subjects rather than a variation in the rater, themselves. Thus, the use of the scoring manual leads to Total Protocol Ratings with a high degree of inter-rater reliability. The raters who use the manual as a training guide achieve the same degree of reliability and TPR's as highly trained raters.

Lucas performed a measure of construct validity in comparing a sample of behavior from an hour and a half interview with TPR ratings assigned by two independent raters. The correlation between the interview ratings given was .81. The interview ratings correlated .58 and .61 respectively. Compared to other studies of this nature, these findings are quite respectable.

In a study of Toronto school children ranging in age from nine to eighteen, it was found that using a chi-square test showed no significant difference in TPR at the various ages between boys and girls. "The hypothesis of age differences in TPR, however, is clearly supported by these data, which can be summarized by the

\[ \text{Ibid., p. 44.} \]

\[ \text{Ibid., p. 49.} \]
correlations between TPR and chronological age, .74 for boys and .69 for girls. In this respect, ego development may be age-related even though the construct is independent of age in theoretical constructs.

Further studies of the test instrument and variable related to the concept of ego development presented are in process at the time of this writing. The preliminary research shows the Sentence Completion Test to be reliable and to provide a measure of unitary dimension that can be considered a developmental trait.

The Semantic Differential Technique of Measurement

Description of Technique: The semantic differential technique is a combination of associational and scaling procedures. It is used as an indirect method for measuring meaning, just as intelligence tests are indirect measures of capacity.

The technique involves a subject reacting to a concept on a number of bipolar adjective scales, with a five and seven step being most common:

Polar Term \( (1) : (2) : (3) : (4) : (5) : (6) : (7) : \) Polar Term

\[ X \quad Y \]

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\(^1\)Ibid., p. 51.

The instructions to the subject define the scale positions as follows: (1) very closely related to X; (2) quite clearly related to X; (3) only slightly related to X; (4) neutral, either equally associated or completely unrelated; (5) only slightly related to Y; (6) quite clearly related to Y; and (7) very closely related to Y. Mehling found that the scaling procedure does, in fact, related to the testing procedure, and the impressions that subjects have of neutrality and extremes.

Definitions of Terms.

The following definitions are presented to provide a greater understanding of the semantic differential technique:

Semantic Space.
A region of some unknown dimensionality, Euclidian in nature. A semantic scale, defined by polar adjectives, represents a straight line function, passing through the origin of the semantic space. A sample of scales represents a multi-dimensional space.

Semantic Differentiation.
Refers to the successive allocation of a concept to a point in the multi-dimensional semantic space by the selection from among a

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set of given scaled semantic alternatives. This is the point at which the subject places his X. ¹

**Significat**e - A stimulus that elicits a predictable behavior response in a given situation.

**Sign** - That which provokes a response pattern, as part of the behavior elicited by the significate.

**Decoding** - The neural process in the brain that takes place when a sign is presented to the subject. (interpretation)

**Encoding** - The process by which the neural processes are transformed to overt behaviors (expression of ideas).

**Meaning** - A distinctive mediation process or state which occurs in the organism whenever a sign is received (decoded) or produced (encoded).

**Theory**

The stimulus response theory is divided into a stage of decoding and a stage of encoding to explain psychological meaning. In using the semantic differential, it is assumed that a complex reaction takes place in decoding a given sign and encodes it in connection with the alternative bipolar adjective scales of varying intensity. The subject must select the direction and the degree of polarization as he encodes the given semantic sign. The direction from the origin is associated with the quality and intensity of meaning.

¹Ibid., p. 64.
The numerical score derived is an indirect method of measuring the meaning of given concept in a given context to a particular subject.

Research

The Semantic Differential technique has been used extensively in widely diverse areas: cross-cultural studies on meaning, developmental studies of semantic structures, studies in experimental, social, personality, and clinical psychology, and aesthetics and communication research.

It has been found to be an extremely useful and sensitive measurement tool because of its proven effectiveness in measuring the direction and intensity of attitude.¹

The reports of Osgood, Tannenbaum, and Suci in the Measurement of Meaning, of the technique's reliability and validity have been substantiated extensively. Grigg, Mitsos, and Manis, all found it to

be a valid instrument. Test-retest reliability figures are extremely high. Miron reported a range of .99 and .86, while Jenkins, Russell, and Suci reported .97, .94 and .97 after a four week interval for the three groups used in their study.

The Semantic Differential technique has been used widely in lower levels of the educational system. Since the technique is easy for young students to grasp, it is more bias-free than many instruments and poor readers may respond easily. Rosenthal, Adams, Hampton and Patton, Neal and Proshner, Husek and Wittrock used


used the semantic differential technique to measure attitudes toward school-related or achievement related concepts. Greenburg\(^1\) studied 115 fourth grade Negro students. He differentiated three groups on the basis of a reading test and found that poor achieving students rated authority figures significantly higher than the other groups.

Pierce and Bowman\(^2\) developed a semantic differential technique for values and found that high achievers in high school valued school more than low achievers and rated the concept self significantly more positively. Girls rated school and work more positively than boys and tenth graders rated school more positively than twelfth graders. Ringness\(^3\) matched thirty ninth grade boys of superior intelligence (I. Q. - 120 or over) who maintained a 3.0 or better average, with 30 ninth grade boys of superior intelligence who maintained a 2.0 or below grade point average. The non-successful boys rated school and factors associated with achievement low, while they rate friendships with peers significantly higher.


SUMMARY

The two test instruments, the Sentence Completion Test for Women and the Semantic Differential technique are well-grounded in theoretical constructs and design. The Sentence Completion Test measures stages of ego development which are distinct from psychosexual and intellectual development, without specific age reference, and based on a hierarchic model, using milestones and polar aspects for determination. Research on the test instrument shows it to be reliable and to have construct validity. The Semantic Differential technique has shown itself to be an objective, reliable, valid and sensitive instrument in the measurement of attitude direction and intensity.
CHAPTER III

SOURCE OF DATA, PROCEDURE, AND METHODOLOGY

This chapter presents the source of the data employed, the procedure used, and the methodology implemented to extract the results. It is divided into six sections: (1) a description of the subjects, (2) the instruments used, (3) the procedure in preparation and data collection, (4) the scoring procedures, (5) the design of the study with the hypotheses stated, and (6) the procedure of statistical analysis.
I. A DESCRIPTION OF THE SUBJECTS

The sample included 127 female freshmen students attending Elmhurst College during the 1971 - 1972 academic year. Elmhurst College is a private, liberal arts college. It is located in Elmhurst, Illinois, sixteen miles west of Chicago. Although the institution is over 100 years old and affiliated with the United Church of Christ, its student body is diverse because of its strong emphasis on the liberal arts. Its financial aid program encourages many out-of-state students from different cultural and socio-economic backgrounds. A majority of the students are of Roman Catholic background at this time and less than five percent are Black. The total full-time enrollment for the institution is approximately 1650 students.

The sample was drawn from the freshman class, "Common Course", a class required of all freshman students. Twelve female freshmen were not included in the sample. They were absent from the original testing sessions, the follow-up testing sessions, or they failed to complete one of the several test instruments. A concerted effort was made to include all the female freshmen students in the sample. This was done to study students from a cross section of ego development before the group became more homogenous because of drop-outs and transfers.
II. INSTRUMENTS

A test packet was administered during "Common Course" classes and follow-up sessions for those absent from the original testing session. The time required for the completion of the entire test packet was approximately forty-five minutes. The test packet included the following instruments:

1. an item rating questionnaire, with twenty-one items to determine the importance of college goals to the individual.

2. a 36 stem Sentence Completion Test, designed specifically for women; and

3. a semantic differential test, employing ten polar adjective scales with a check rating, measured on a seven step scale, for eight concepts: Common Course, College In General, Professors, Other Students, Self as Student, Father, Mother, and Real Self.
III. PROCEDURE IN PREPARATION AND DATA COLLECTION

The item-rating questionnaire was based on a presentation and paper entitled, "Exploring College Success: Where Do We Go From Here?", by Oscar T. Lenning and O. Bernard Johnson, of the American College Testing Program. The presentation was made at the 1972 annual meeting of the American Personnel and Guidance Association in Chicago, Illinois. The categories of college success were deliniated as follows:

  a. academic success
  b. intellectual development
  c. social development
  d. aesthetic-cultural development
  e. moral, philosophical, and religious development
  f. personal adjustment and personality development
  g. other, i.e., vocational, post college success, student power, etc.

On the basis of a more inclusive view of college success, a twenty-one item rating scale was created to have each subject rate the importance of each goal as it related specifically to her.

The current form of the Washington University Sentence
Completion Test for Measuring Ego Development was used. The particular form was, "Sentence Completion for Women-Form 11-68". The thirty-six items were printed on three pages to allow ample space for the completion of the items.

To determine the semantic differential technique, various popular adjectives were tested. Finally, based on this, ten polar adjectives were used in this study. They were as follows:

1. the evaluative factor represented by "valuable-worthless", "clean-dirty", and "friendly-unfriendly" scales;
2. the potency factor represented by "strong-weak", "deep-shallow", and "large-small" scales; and
3. the activity factor represented by "active-passive", "fast-slow", and "relaxed-tense" scales.

These scales were ordered randomly for each concept and for each factor. The procedure was employed to prevent patterns from developing on the part of the test subject.

All three tests--the goal item-rating, the Sentence Completion Test, and the Semantic Differential--were combined into one test packet and the subjects were tested during a three week period in May, 1972. Testing time was given in the "Common Course" sections to assure maximum participation. Follow-up sessions were given for those absent from the original testing session. To complete the data collection, permission was given by the subjects to receive their

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freshman cumulative grades, which were secured from the Office of Records at Elmhurst College.
IV. SCORING PROCEDURE

The scoring procedure for the test packet was as follows:

1. Item-Rating Scale. The Item-rating scale for college goals was extracted from the original test data. This was based on how the subject responded by circling the rating scale appropriate to the relative importance to the subject.

2. Sentence Completion Test for Women. Several steps were followed in scoring the Sentence Completion for Women:\textsuperscript{1}

   A. First, a cursory reading of all the sentence completions was used to determine an impressionistic I-level in context. This procedure was followed as a basis of comparison with the more extensive scoring procedure to follow.

   B. Then, the sentence completions for each item were extracted from the test packed and isolated for each of the thirty-six items. This procedure was followed to avoid bias due to handwriting and prior sentence completions.

   C. A protocol rating was assigned to each sentence completion response according to level of ego development. This rating

\textsuperscript{1}\textit{Ibid.,} pp. 128-133.
was determined with the use of the scoring manual which included 457 pages of examples and typical categories of responses. The five rules for scoring listed in the manual were followed. They are:

1. Match the content of the completion with one of the listed category titles.

2. Where the combination of two or more elements in a compound response generates a more complex level of conception, rate the response one-half step higher than the highest element.

3. Where the combination of ideas in a compound response does not generate a higher level of conceptual complexity, rate the response in the less frequent category, or rate in the higher category.

4. In the case of a meaningful response, where there is no appropriate category and Rules II and III do not apply, use the general theory to arrive at a rating.

5. Where the response is omitted or too fragmentary to be meaningful, it is rated I-3 except in cases where many responses were left blank, then the subject was not used in the research.

In reference to Rule 4 above, where a meaningful response did not apply to a meaningful category, two judges in addition to the author, were used to determine an appropriate
rating for a stem that did not correspond exactly to those listed in the scoring manual. (Both judges were trained in the use of the manual and both were familiar with the concept of ego development. One judge holds a master's degree in psychiatric social work, the other a master's degree in student personnel work). When two of the judges arrived at a similar rating, that rating was adopted. If there were discrepancies in the three ratings, a discussion of the reasons for each rating ensued, followed by an analysis of the total thirty-six items, before a determination of that rating was made.

D. A frequency distribution of the item ratings for each subject was made. For example:

<table>
<thead>
<tr>
<th>Item rating</th>
<th>I-2</th>
<th>Δ</th>
<th>Δ/3</th>
<th>I-3</th>
<th>I-3/4</th>
<th>I-4</th>
<th>I-4/5</th>
<th>I-5</th>
<th>I-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>11</td>
<td>10</td>
<td>12</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

E. A cumulative frequency table (ogive) for each subject was made. For example:

<table>
<thead>
<tr>
<th>Item rating</th>
<th>I-2</th>
<th>Δ</th>
<th>Δ/3</th>
<th>I-3</th>
<th>I-3/4</th>
<th>I-4</th>
<th>I-4/5</th>
<th>I-5</th>
<th>I-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cum. Freq.</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>13</td>
<td>23</td>
<td>35</td>
<td>36</td>
<td>36</td>
<td>36</td>
</tr>
</tbody>
</table>

F. Using the borderline rules for assigning total protocol ratings (TPR's) to the ogive of item ratings, a TPR was determined for each subject.

G. Where the ogive TPR coincided with the impressionistic I-level, this value was recorded and accepted. Where there
was a discrepancy between the impressionistic I-level and the ogive TPR, or where the rating was borderline, three judges evaluated the discrepancy. The impressionistic I-level was analyzed for a repetition of words, phrases, ideas, or thoughts. Each of the ratings was rechecked with the test manual until an appropriate designation could be determined.

3. The Semantic Differential. Each of the eight concepts were hand scored and evaluated. A total score for each concept was determined by using the mean scores for each of the bipolar ratings on the evaluative, potency and activity scales.

All of the data collected for each subject was compiled on one sheet for ease in statistical analysis.
V. THE DESIGN OF THE STUDY--HYPOTHESES STATED

The study was designed to measure one sample of behavior of a perceived identification of collegiate goals, a level of ego development, and a measure of certain concepts related to self and others with an objective set of data, freshmen cumulative grade point averages. The following null hypotheses were tested:

1. There are no significant differences among the groups assigned to five ego stages, as determined by the Sentence Completion Test for Women, and academic performance, as measured by the students' freshmen cumulative grade point average.

1.1 There are no significant differences among the groups assigned to the various ego stages and their perception of college goals and aspirations, as measured by a goal rating scale.

1.1a There is no significant difference among the groups assigned to stages of ego development in the rating of to make good grades as a college goal.

1.1b There is no significant difference among the groups assigned to stages of ego development in the rating of What do you consider to be good grades for you?

1.1c There is no significant difference among the groups assigned to stages of ego development in the rating of to graduate from college as a college goal.

1.1d There is no significant difference among the groups assigned to stages of ego development in the rating of to
develop an intellectual outlook and attitudes as a college goal.

1.1e There is no significant difference among the groups assigned to stages of ego development in the rating of to develop intellectual creativity, originality, and thinking skills as a college goal.

1.1f There is no significant difference among the groups assigned to stages of ego development in the rating of to become mature, responsible, flexible, and independent as a college goal.

1.1g There is no significant difference among the groups assigned to stages of ego development in the rating of to become self-confident and self-acceptant as a college goal.

1.1h There is no significant difference among the groups assigned to stages of ego development in the rating of to develop social skills and close friendships as a college goal.

1.1i There is no significant difference among the groups assigned to stages of ego development in the rating of to develop good physical and mental health as a college goal.

1.1j There is no significant difference among the groups assigned to stages of ego development in the rating of to become socially aware and to be popular with my peers as a college goal.

1.1k There is no significant difference among the groups assigned to stages of ego development in the rating of to develop my leadership skills as a college goal.

1.1l There is no significant difference among the groups assigned to stages of ego development in the rating of to develop a respect for others and their views as a college goal.

1.1m There is no significant difference among the groups assigned to stages of ego development in the rating of to participate in extra-curricular activities and develop skills in those areas, (athletics, drama, music, art, etc.) as a college goal.
1. In There is no significant difference among the groups assigned to stages of ego development in the rating of to find a suitable marriage partner as a college goal.

1. Io There is no significant difference among the groups assigned to stages of ego development in the rating of to develop artistic and cultural interests, appreciations and feelings as a college goal.

1. Ip There is no significant difference among the groups assigned to stages of ego development in the rating of to develop my artistic creativity and skill as a college goal.

1. Iq There is no significant difference among the groups assigned to stages of ego development in the rating of to develop my moral character as a college goal.

1. Ir There is no significant difference among the groups assigned to stages of ego development in the rating of to develop a philosophy of life as a college goal.

1. Is There is no significant difference among the groups assigned to stages of ego development in the rating of to prepare myself for a career after graduation as a college goal.

1. It There is no significant difference among the groups assigned to stages of ego development in the rating of to prepare myself for graduate work or professional training as a college goal.

1. Iu There is no significant difference among the groups assigned to stages of ego development in the rating of to develop good interpersonal relationships with faculty and students which will help me succeed later as a college goal.
1.2 There are no significant differences among the groups assigned to five ego stages of development and their concepts of self and others, as measured by the semantic differential technique.

1.2a There is no significant difference among the groups assigned to five ego stages of development and their semantic differential rating of the concept, **Common Course**.

1.2b There is no significant difference among the groups assigned to five ego stages of development and their semantic differential rating of the concept, **College in General**.

1.2c There is no significant difference among the groups assigned to five ego stages of development and their semantic differential rating of the concept, **Professors**.

1.2d There is no significant difference among the groups assigned to five ego stages of development and their semantic differential rating of the concept, **Other Students**.

1.2e There is no significant difference among the groups assigned to five ego stages of development and their semantic differential rating of the concept, **Self as Student**.

1.2f There is no significant difference among the groups assigned to five ego stages of development and their semantic differential rating of the concept, **Father**.

1.2g There is no significant difference among the groups assigned to five ego stages of development and their semantic differential rating of the concept, **Mother**.

1.2h There is no significant difference among the groups assigned to five ego stages of development and their semantic differential rating of the concept, **Real Self**.
1.3 There is no relationship between academic performance, as
determined by freshmen cumulative grade point average, and
the perception of self and others, as shown by ratings using
the semantic differential technique.

1.3a There is no significant relationship between the freshman
cumulative grade point average and the semantic differential rating of the concept, Common Course.

1.3b There is no significant relationship between the freshman
cumulative grade point average and the semantic differential rating of the concept, College in General.

1.3c There is no significant relationship between the freshman
cumulative grade point average and the semantic differential rating of the concept, Professors.

1.3d There is no significant relationship between the freshman
cumulative grade point average and the semantic differential rating of the concept, Other Students.

1.3e There is no significant relationship between the freshman
cumulative grade point average and the semantic differential rating of the concept, Self as Student.

1.3f There is no significant relationship between the freshman
cumulative grade point average and the semantic differential rating of the concept, Father.

1.3g There is no significant relationship between the freshman
cumulative grade point average and the semantic differential rating of the concept, Mother.

1.3h There is no significant relationship between the freshman
cumulative grade point average and the semantic differential rating of the concept, Real Self.
1.4 There is no relationship between academic performance, as determined by freshmen cumulative grade point average, and the perception of college goals, as measured by a goal rating scale.

1.4a There is no significant relationship between cumulative grade point average and the rating of to make good grades as a college goal.

1.4b There is no significant relationship between cumulative grade point average and the rating of What do you consider to be good grades for you?

1.4c There is no significant relationship between cumulative grade point average and the rating of to graduate from college as a college goal.

1.4d There is no significant relationship between cumulative grade point average and the rating of to develop an intellectual outlook and attitudes as a college goal.

1.4e There is no significant relationship between cumulative grade point average and the rating of to develop intellectual creativity, originality, and thinking skills as a college goal.

1.4f There is no significant relationship between cumulative grade point average and the rating of to become mature, responsible, flexible and independent, as a college goal.

1.4g There is no significant relationship between cumulative grade point average and the rating of to become self-confident and self-acceptant as a college goal.

1.4h There is no significant relationship between cumulative grade point average and the rating of to develop social skills and close friendships as a college goal.

1.4i There is no significant relationship between cumulative grade point average and the rating of to develop good physical and mental health as a college goal.

1.4j There is no significant relationship between cumulative grade point average and the rating of to become socially
1.4k There is no significant relationship between cumulative grade point average and the rating of to develop my leadership skills as a college goal.

1.4l There is no significant relationship between cumulative grade point average and the rating of to develop a respect for others and their views as a college goal.

1.4m There is no significant relationship between cumulative grade point average and the rating of to participate in extra-curricular activities and develop skills in those areas, (athletics, drama, music, art, etc.), as a college goal.

1.4n There is no significant relationship between cumulative grade point average and the rating of to find a suitable marriage partner as a college goal.

1.4o There is no significant relationship between cumulative grade point average and the rating of to develop artistic and cultural interests, appreciations and feelings as a college goal.

1.4p There is no significant relationship between cumulative grade point average and the rating of to develop my artistic creativity and skill as a college goal.

1.4q There is no significant relationship between cumulative grade point average and the rating of to develop my moral character as a college goal.

1.4r There is no significant relationship between cumulative grade point average and the rating of to develop a philosophy of life as a college goal.

1.4s There is no significant relationship between cumulative grade point average and the rating of to prepare myself for a career after graduation as a college goal.

1.4t There is no significant relationship between cumulative grade point average and the rating of to prepare myself for graduate work or professional training as a college goal.

1.4u There is no significant relationship between cumulative grade point average and the rating of to develop good
interpersonal relationships with faculty and students which will help me succeed later as a college goal.
VI. THE PROCEDURE OF STATISTICAL ANALYSIS

Each subject was assigned a Total Protocol Rating of ego stage of development. Five groups were represented: I-3 Conformist, I-3/4 Transition (a stage between I-3 and I-4), I-4 Conscientious, I-4/5 Transition, (a stage between I-4 and I-5), and I-5 Autonomous. Examples of subjects with an ego stage of development below I-3 Conformist, or above I-5 Autonomous were lacking in this sample.

The scores for the importance of college goals and aspirations were tabulated for each subject on each of the twenty-one items. The mean factor score based on the evaluative, activity, and potency factors of the semantic differential was determined for each of the eight concepts for each subject.

The first three major hypotheses and sub-hypotheses were tested using a one-factor analysis of variance with unequal n's. Analysis of variance is a statistical technique employed to test for significant differences between means of two or more groups. Using this method, the researcher is able to draw conclusions about means through the process of analyzing variance in a particular way.

According to Popham:

In essence, the method employed in the analysis of variance is to compute the variances of the separate groups being tested for mean differences. The scores of all subjects
in the subgroups are then artificially combined into one total group. This is done by regrouping, for analysis purposes as though they were one group. The variance of the total group is then computed. If the variance of the artificially combined total group is approximately the same as the average variance of the subgroups, then there exists no significant difference between the means of the separate groups. If, on the other hand, the variance of the artificially combined total group is considerably larger than the average variance of the separate subgroups, then a significant mean difference exists between two or more of the subgroups.

Each hypothesis was tested by the size of individual F values. These were computed by statistical analysis by calculating the sums of squares and were interpreted for significance from a table of F.

It is important to note that the cells in the analysis were highly unequal. In two cases, they dropped below ten persons. This disparity between cells and the small numbers in some cells may have caused differences to emerge between main effects at a significant level. However, these differences could have occurred by chance alone. Therefore, caution should be employed when interpreting the data.

The last two major hypotheses and sub-hypotheses measured the relationship between two variables for the given sample. To describe the relationship, a Pearson product-moment correlation coefficient was computed for each of the variables. The value of the $r_{xy}$ was utilized as a description of linear relationship with +1.00 describing a perfect, direct relationship; .00 describing no relationship; -.50 describing a moderate, inverse relationship; and -1.00 describing a

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perfect inverse relationship. A table of critical values for $r_{xy}$ was used to determine significance.
CHAPTER IV

RESULTS OF THE INVESTIGATION

This chapter presents the results of the hypotheses set forth. It is divided into five sections as follows: (1) the results of Analysis I to note differences among the groups assigned to five ego stages of development and freshman cumulative grade point average, (2) the results of Analysis II to note differences among the groups assigned to five ego stages of development and their perception of college goals and aspirations, (3) the results of Analysis III to note differences among the groups assigned to the five ego stages of development and their concept rating of self and others as measured by the semantic differential technique, (4) the results of Analysis IV to note the relationship between freshman cumulative grade point average and the rating assigned to the eight concepts of self and others using the semantic differential technique, and (5) the results of Analysis V to note the relationship between the rating of importance of various college goals and freshman cumulative grade point average.

Analysis I, Analysis II, and Analysis III employed a one-way ANOVA for groups with unequal n's to note significant differences among the groups. Analysis IV and Analysis V used the Pearson
product-moment correlation coefficient to note relationship between the variables.
I. RESULTS OF ANALYSIS I BETWEEN EGO STAGE OF DEVELOPMENT AND FRESHMAN CUMULATIVE GRADE POINT AVERAGE

There was no significant difference among the groups assigned to five ego stages of development and freshman cumulative grade point average. The five groups had mean freshman grade point averages as follows:

- I-3 Conformist $\bar{X} = 2.43$
- I-3/4 Transition $\bar{X} = 2.66$
- I-4 Conscientious $\bar{X} = 2.84$
- I-4/5 Transition $\bar{X} = 2.85$
- I-5 Autonomous $\bar{X} = 2.60$

Although the I-3 Conformist ego stage of development had the lowest mean freshman cumulative grade point average, (2.43), and the I-4/5 Transition stage had the highest mean (2.85), the difference among the groups were not significant at the .05 level of significance. The calculation of sums of squares for one factor ANOVA with unequal n's produced an F-ratio of 1.08. Since the 95th percentile in the distribution $F_{4,122}$ is 2.45, the obtained F-ratio does not allow for the rejection of the null hypothesis.

Table 1 in Appendix C summarizes the data used in the calculation of the F-ratio.
II. RESULTS OF ANALYSIS II BETWEEN
EGO STAGE OF DEVELOPMENT AND
PERCEIVED IMPORTANCE OF
COLLEGE GOALS

Major Hypothesis

To test this hypothesis the data was collapsed using the overall mean scores for all twenty-one college goals for each subject. The calculation of sums of squares for one factor analysis of variance with unequal \( n \)'s produced an \( F \)-ratio of 1.52. See Table 2 in Appendix C. This obtained \( F \)-ratio does not allow for the rejection of the null hypothesis presented.

Sub-Hypotheses

There were significant differences reported among the groups assigned to five stages of ego development and the ratings of importance for each of the twenty-one college goals and aspirations. Table 3 summarizes the mean ratings for each of the five groups and the obtained \( F \)-ratios, through the calculation of sums of squares for one factor ANOVA with unequal \( n \)'s. The following are the results analyzed for each item rating:

1. **It is Important For Me To Make Good Grades.** All five stages of
ego development rated this goal as important since a rating of 4.00 is regarded as neutral and a rating below 4.00 is regarded as approaching "not important". The I-3 Conformist group rated it highest in importance with a mean of 2.00, while the I-5 group rated this goal lowest in importance with a mean of 2.71.

The calculation of the sums of squares for one factor ANOVA with unequal n's, (see Table 4), produced an F-ratio of .40 which does not allow for the rejection of the null hypothesis. The results, therefore, suggest that there is no significant difference between the five ego stages of development with regard to their perceived importance of making good grades.

2. What Do You Consider To Be Good Grades For You? The mean ratings on this scale show all five groups falling into a range of perceived good grades to be between a "B+" and an "A-". The I-3 Conformist group rated their consideration of what "good" grades mean to them lowest with a mean of 3.00, while the I-4/5 Transition stage rated their consideration of good grades highest with a mean of 2.47.

Since there was little variance in the mean ratings, the calculations produced an F-ratio of .30 which does not allow for the rejection of the null hypothesis.

3. It Is Important For Me To Graduate From College. There appeared to be a substantial difference in the rating of importance of this
goal between the I-3 Conformist group ($\bar{X} = 1.11$) and the I-5 Autonomous group which rated it relatively lower ($\bar{X} = 3.14$).

The sum of squares produced an F-ratio of 2.06. The 90th and 95th percentiles in the distribution $F_{4,122}$ rule of .05, the results of this comparison do not allow for rejection of the null hypothesis.

4. **It Is Important For Me To Develop An Intellectual Outlook and Attitudes.** All five ego stages of development rated this goal as important. The I-4 Conscientious group rated it as highest in importance ($\bar{X} = 2.05$), while the I-5 Autonomous group rated it lowest of the five groups, ($\bar{X} = 2.28$). The range of variance, however, is very small.

The calculation of the sums of squares produced an F-ratio of .67 which does not allow for rejection of the null hypothesis.

5. **It Is Important For Me To Develop An Intellectual Creativity, Originality, and Thinking Skills.** All five ego stages of development rated this goal very highly with little variation in mean scores. The calculation of the sums of squares produced an F-ratio of .93 which does not allow for the rejection of the null hypothesis.

6. **It Is Important For Me To Become Mature, Responsible, Flexible, and Independent.** Although all five stages of ego development rated this goal as very important, the I-5 Autonomous group rated it highest, ($\bar{X} = 1.14$), while the I-3 Conformist group rated it lowest, ($\bar{X} = 1.78$).
The obtained F-ratio of .31 does allow for the rejection of the null hypothesis.

7. It Is Important For Me To Become Self-Confident and Self-Acceptant. Even though all five stages of ego development rated this goal as very important, the I-5 Autonomous group rated it a perfect, "extremely" important, (\(\bar{X} = 1.00\)). The I-3 Conformist group rated it lowest in importance, (\(\bar{X} = 1.78\)).

The obtained F-ratio of .53 does not allow for the rejection of the null hypothesis.

8. It Is Important For Me To Develop Good, Close Friendships. The range in variability of mean ratings was from the I-5 Autonomous high rating, (\(\bar{X} = 2.00\)), to the I-3 Conformist rating of (\(\bar{X} = 2.45\)).

The obtained F-ratio of .21 does not allow for the rejection of the null hypothesis.

9. It Is Important For Me To Develop Good Physical and Mental Health. The variability of mean ratings of importance on this scale was extreme. The I-3/4 Transition group rated it highest, (\(\bar{X} = 1.95\)), the I-5 Autonomous group, second, (\(\bar{X} = 2.00\)), the I-4 Conscientious group, third, (\(\bar{X} = 2.30\)), the I-4/5 Transition group, fourth, (\(\bar{X} = 2.35\)), and the I-3 Conformist group fifth, (\(\bar{X} = 3.78\)).

The obtained F-ratio of 3.13 does allow for the rejection of the null hypothesis at an .01 level of significance. The results, there-
fore, indicate that there is a significant difference among the five ego stages in their perception of the importance of this goal.

10. It Is Important For Me To Become Socially Aware and Popular With My Peers. The mean rating scores had a high range of variability for the item. The I-3/4 Transition group rated this goal highest, ($\bar{X} = 3.05$) while the I-3 Conformist group rated it lowest, ($\bar{X} = 4.22$). It is interesting to note that the I-5 Autonomous group rated the goal next lowest ($\bar{X} = 3.71$).

The obtained F-ratio of 1.07 does not allow for the rejection of the null hypothesis.

11. It Is Important For Me To Develop My Leadership Skills. The I-5 Autonomous group rated this goal highest, ($\bar{X} = 2.86$), with the I-3/4 Transition group next highest, ($\bar{X} = 2.90$), and the I-3 Conformist group lowest, ($\bar{X} = 3.78$).

The obtained F-ratio of .67 does not allow for the rejection of the null hypothesis.

12. It Is Important For Me To Develop Respect For Others and Their Views. The I-5 Autonomous group rated this goal highest ($\bar{X} = 1.14$), while the I-4/5 Transition group rated it lowest, ($\bar{X} = 2.06$).

The obtained F-ratio of 1.08 does not allow for the rejection of the null hypothesis.
13. It Is Important For Me To Participate in Extra-Curricular Activities and Develop Skills in Those Areas. The I-3/4 Transition group rated this goal highest, (\( \bar{X} = 3.07 \)), the I-4 Conscientious group next highest, (\( \bar{X} = 3.15 \)), the I-4/5 Transition group, third, (\( \bar{X} = 3.47 \)), the I-5 Autonomous group, fourth, (\( \bar{X} = 3.57 \)) and the I-3 Conformist group, last, (\( \bar{X} = 4.33 \)).

The obtained F-ratio of 1.10 does not allow for the rejection of the null hypothesis.

14. It Is Important For Me To Find A Suitable Marriage Partner. The I-5 Autonomous group rated this goal highest (\( \bar{X} = 3.57 \)), while the I-3 Conformist group rated this goal lowest (\( \bar{X} = 5.66 \)).

The obtained F-ratio of 1.59 is over the 75th percentile significance level of 1.37, but does not allow for rejection of the null hypothesis.

15. It Is Important For Me To Develop Artistic and Cultural Interests. The I-3/4 Transition group rated this goal highest (\( \bar{X} = 2.32 \)), while the I-3 Conformist group rated it lowest (\( \bar{X} = 3.56 \)).

The obtained F-ratio of 1.81 is over the 75th percentile significance level of 1.37, but does not allow for the rejection of the null hypothesis.

16. It Is Important For Me To Develop My Artistic Creativity and Skill. The I-5 Autonomous group rated this goal highest (\( \bar{X} = 2.29 \)),
while the I-3 Conformist group rated it dramatically low ($\bar{X} = 4.56$).

The obtained $F$-ratio of 2.45 does allow for the rejection of the null hypothesis at the .05 level of significance. The results suggest that there is a significant difference among the five ego stages in the perception of the importance of the development of their creativity and skill.

17. **It Is Important For Me To Develop My Moral Character.** The I-5 Autonomous group rated this goal highest ($\bar{X} = 2.00$), while the I-3 Conformist group rated it lowest ($\bar{X} = 3.22$).

The obtained $F$-ratio of .68 does not allow for the rejection of the null hypothesis.

18. **It Is Important For Me To Develop A Philosophy Of Life.** Four of the five ego stage groups rated this goal between ($\bar{X} = 2.64$) and ($\bar{X} = 2.84$); the I-3 Conformist group, however, rated this goal much lower in importance, ($\bar{X} = 4.11$).

The obtained $F$-ratio of 1.37 is at the 75th percentile significance level, and so it does not allow for the rejection of the null hypothesis.

19. **It Is Important For Me To Prepare Myself For A Career After College.** There is a significant range of perceived importance for the different stages of ego development for this goal. The I-3 Conformist group rated this as very important ($\bar{X} = 1.22$), while the I-5
Autonomous group rated this goal much lower, \( \bar{X} = 3.85 \).

The obtained F-ratio of 3.04 does allow for the rejection of the null hypothesis since it exceeds the 95th percentile in the distribution \( F_{4,122} \) of 2.45. The results indicated that there is a significant difference among the groups assigned to different stages of ego development in their perception of the importance placed on preparing themselves for a career after college.

20. **It Is Important For Me To Prepare Myself For Graduate Work or Professional Training.** As with the previous goal, #19 above, the I-5 Autonomous group rated this less important than any other group, \( \bar{X} = 4.14 \), whereas the I-4/5 Transition group rated it highest, \( \bar{X} = 2.17 \), followed by the I-3 Conformist group, \( \bar{X} = 2.55 \).

The obtained F-ratio of 1.54 is above the 75th percentile significance level of 1.37, but does not allow for the rejection of the null hypothesis.

21. **It Is Important For Me To Develop Interpersonal Relationships With Faculty and Students Which Will Help Me Succeed Later.** The range of perceived importance of this goal to the groups of ego stage of development was significant. The I-3 Conformist group rated this goal higher than the others, \( \bar{X} = 2.67 \), while the I-5 Autonomous group rated it lowest, \( \bar{X} = 4.42 \).

The obtained F-ratio of 2.80 does allow for the rejection of the null hypothesis at the .05 level of significance. The results
indicate that there is a significant difference among the five stages of ego development in how they perceive the importance of developing interpersonal relationships with faculty and students which will help them to succeed later.

Summary

The analysis of the data, comparing the mean ratings assigned to the perceived importance of twenty one college goals by five stages of ego development, indicates acceptance of the null hypothesis. By analyzing the eight sub-hypotheses, however, the five stages of ego development differed significantly on the ratings of importance given to the following goals:

9. **It Is Important For Me To Develop Physical and Mental Health.**

16. **It Is Important For Me To Develop My Artistic Creativity and Skill.**

19. **It Is Important For Me To Prepare Myself For A Career After College.**

21. **It Is Important For Me To Develop Interpersonal Relationships With Faculty and Students Which Will Help Me Succeed Later.**

All of these four factors were above the 95th percentile of significance of 2.45 which allowed for the rejection of these four sub-hypotheses.

It is also interesting to note the following observations for high and low mean scores, although no significant differences were found between the groups:

The I-3 Conformist group of ego stage of development rated
the following goals higher than any of the other ego stage groups:

1. It Is Important For Me To Make Good Grades.
3. It Is Important For Me To Graduate From College.
19. It Is Important For Me To Prepare For A Career After College.
21. It Is Important For Me To Develop Interpersonal Relationships with Faculty and Students Which Will Help Me Succeed Later.

The I-3 Conformist group rated the following goals lower in importance than any of the other groups:

2. What Do You Consider to be Good Grades For You?
6. It Is Important For Me To Become Mature, Responsible, Flexible and Independent.
7. It Is Important For Me To Become Self-Confident and Self-Acceptant.
8. It Is Important For Me To Develop Good, Close Friendships.
9. It Is Important For Me To Develop Good Physical and Mental Health.
10. It Is Important For Me To Become Socially Aware and Popular With My Peers.
11. It Is Important For Me To Develop My Leadership Skills.
13. It Is Important For Me To Participate in Extra-Curricular Activities and Develop Skills in Those Areas.
14. It Is Important For Me To Find A Suitable Marriage Partner.
15. It Is Important For Me To Develop Artistic and Cultural Interests.
16. It Is Important For Me To Develop My Artistic Creativity and Skill.
17. It Is Important For Me To Develop My Moral Character.

18. It Is Important For Me To Develop A Philosophy of Life.

The I-3/4 Transition group of ego development rated the following four goals higher than the other groups, but did not rate any goal lower than any other group.

9. It Is Important For Me To Develop Good Physical and Mental Health.

10. It Is Important For Me To Become Socially Aware and Popular With My Peers.

13. It Is Important For Me To Participate in Extra-Curricular Activities and Develop Skills In Those Areas.

15. It Is Important For Me To Develop Artistic and Cultural Interests.

The I-4 Conscientious group did not rate any goal lower than any group, and rated only one goal higher than any of the other groups:

4. It Is Important For Me To Develop An Intellectual Outlook and Attitude.

The I-4/5 Transition group rated the following goals higher than any of the other groups of stages of ego development:

2. What Do You Consider To Be Good Grades For You?

5. It Is Important For Me To Develop An Intellectual Creativity, Originality and Thinking Skills.

18. It Is Important For Me To Develop A Philosophy Of Life.

20. It Is Important For Me To Prepare Myself For Graduate Work or Professional Training.

The I-4/5 Transition group rated only the following goal lower than any of the other groups:
12. It Is Important For Me To Develop Respect For Others and Their Views.

The I-5 Autonomous group rated the following goals higher than any other group:

6. It Is Important For Me To Become Mature, Responsible, Flexible and Independent.

7. It Is Important For Me To Become Self-Confident and Self-Acceptant.

8. It Is Important For Me To Develop Good, Close Friendships.

9. It Is Important For Me To Develop My Leadership Skills.

12. It Is Important For Me To Develop Respect For Others and Their Views.

14. It Is Important For Me To Find A Suitable Marriage Partner.

16. It Is Important For Me To Develop My Artistic Creativity and Skill.

17. It Is Important For Me To Develop My Moral Character.

The I-5 Autonomous group rated the following goals lower in importance than did any of the other groups:

1. It Is Important for Me To Make Good Grades.

3. It Is Important For Me To Graduate From College.

4. It Is Important For Me To Develop An Intellectual Outlook and Attitude.

5. It Is Important For Me To Develop An Intellectual Creativity, Originality and Thinking Skills.

19. It Is Important For Me To Prepare Myself For a Career After College.

20. It Is Important For Me To Prepare Myself For Graduate Work or Professional Training.
As one can see, most of the extreme variance was exhibited with the I-3 Conformist and the I-5 Autonomous groups. It is apparent that the individuals within the various groups of stages of ego development do perceive the importance of various college goals and aspirations differently.
111. RESULTS OF ANALYSIS BETWEEN EGO STAGE OF DEVELOPMENT AND VARIOUS CONCEPTS OF SELF AND OTHERS

Major Hypothesis

No significant difference was found among the groups assigned to five ego stages of development and the total mean ratings given to all eight concepts, (Common Course, College, Professors, Other Students, Student Self, Father, Mother, and Real Self), using the semantic differential technique. Since an obtained F-ratio of 1.72 was found, it was not significant at the .05 level necessary for the rejection of the null hypothesis. Table 5 in Appendix C summarizes the data for the sums of squares.

Sub-Hypotheses

The eight sub-hypotheses were tested using the calculation of sums of squares for one factor ANOVA with unequal n's. Table 6 in Appendix C shows the total mean scores for each of the five groups on each of the eight concepts. Table 7 summarizes the results of the eight sub-hypotheses, showing the calculated sum of squares, F-ratio's and levels of significance.
1. How I See Common Course. In this study, a scale for the semantic differential technique of "1" to "7" was used where "1" was considered low, "4" was considered neutral, and "7" was considered high. As can be seen in the following data, all five of the groups of ego stage of development rate the concept, Common Course, a required freshman course, negatively. A rank order of the mean semantic differential rating for the stages of ego development follows:

3.19 - I-4/5
3.12 - I-4
3.08 - I-3
2.96 - I-5
2.80 - I-3/4

The obtained F-ratio from the calculation of sums of squares was .62 which does not allow for the rejection of the null hypothesis. The results suggest that there is no significant difference between the five groups of ego stage of development and their evaluation of the concept, Common Course.

2. How I See College in General. The semantic differential technique for rating provided both positive and negative ratings for this concept. The following is a rank-order of the mean ratings for the five groups, from most positive to most negative:

5.16 - I-3
5.03 - I-3/4
4.72 - I-4/5
Thus, the I-3 Conformist group rated the concept higher than any other group and the I-5 Autonomous group rated it lower than any of the other groups.

The obtained F-ratio of 2.41 is .04 below the 2.45 necessary for the rejection of the null hypothesis at the .05 level of significance. Therefore, even though the F-ratio is approaching significance at this level, it does not show a significant difference in the rating of this concept by the five groups.

3. How I View Professors. A rank-order of the mean semantic differential rating for the stages of ego development follows:

5.35 - I-4/5
5.31 - I-3/4
5.23 - I-3
5.21 - I-4
4.24 - I-5

The I-4/5 Transition stage group rated the concept, Professors, highest, while the I-5 Autonomous group rated the same concept lower than any of the other groups.

The obtained F-ratio was 2.68. Since the 95th percentile in distribution $F_{4, 122}$ is 2.45, the obtained F-ratio does provide for the rejection of the null hypothesis. The results seem to indicate that there is a significant difference with regard to a rating given to the
concept, Professors, for the various stages of ego development.

4. How I See Other Students. The rank-order of the mean semantic differential rating for the concept Other Students for each of the stages of ego development is as follows:

   5.44 - I-3  
   4.96 - I-4/5  
   4.89 - I-3/4  
   4.79 - I-4  
   3.94 - I-5

The I-3 Conformist group rated the concept, Other Students, highest and the I-5 Autonomous group rated it lowest of any of the other groups.

The obtained F-ratio of 2.91 is significant at the .01 level of significance and, therefore, does provide for the rejection of the null hypothesis. The results seem to indicate that the semantic differential rating of the concept, Other Students, is significantly different for the groups assigned to particular stages of ego development.

5. How I See Myself As a Student. The rank-order of the mean semantic differential rating for the concept of Student Self for each of the stages of ego development is as follows:

   5.09 - I-4/5  
   5.08 - I-4  
   4.66 - I-3/4  
   4.53 - I-5  
   4.37 - I-3
The highest rating of the concept occurred in the I-4/5 Transition group while the lowest rating of the concept was given by the I-3 Conformist group. It is interesting to note that this is the same rank-order for actual mean grade point averages, as shown in Hypothesis 1. There seems to be a high congruence between how the individuals view themselves as students and their actual performance in terms of cumulative grade point average.

The obtained F-ratio of 1.83 is not great enough to allow for the rejection of the null hypothesis at the .05 level of significance. The results indicated that, although the F-ratio is above the 75th percentile, the differences between the ratings of the concept, Student Self, for the five groups of ego stages are not significant.

6. How I See My Father. All five of the groups of ego stage of development viewed the concept, Father, as very positive. The rank-order of the mean semantic differential rating for each of the stages of ego development is as follows:

5.48 - I-3
5.79 - I-5
5.75 - I-3/4
5.70 - I-4/5
5.42 - I-4

Since there was little range in variability, the obtained F-ratio of .94 does not allow for the rejection of the null hypothesis. The results
seem to indicate that there is no significant difference in the semantic differential rating for the concept, Father, for the various stages of ego development.

7. How I See My Mother. As compared to the concept, Father, there is more variation in the mean semantic differential for the concept, Mother. The rank-order for the ratings for the five stages of ego development are as follows:

6.13 - I-3
5.62 - I-4/5
5.48 - I-3/4
5.48 - I-4
4.90 - I-5

The I-3 Conformist group rated the concept higher than any other group and higher than any other concept tested. The I-5 Autonomous group, in contrast, rated the concept only 4.90.

The obtained F-ratio of 1.51 does not allow for rejection of the null hypothesis. The results indicated that there is no significant difference at the .05 level of significance between the stage of ego development and the semantic differential ratings assigned to the concept, Mother.

8. How I See My Real Self. The rank-order of the mean semantic differential rating for the concept, Real Self, for each of the stages of ego development is as follows:
The I-4/5 Transition group rated the concept higher than all other groups. It is interesting to note that the I-5 Autonomous group is second only to the I-3 Conformist group in the lowest rating of the concept.

The obtained F-ratio of .98 does not allow for rejection of the null hypothesis. The results seem to indicate that there is no significant difference in the semantic differential rating for the concept, Real Self, for the various stages of ego development.

Summary

The overall null hypothesis that there are no significant differences among the groups assigned to five ego stages of development and their concepts of self and others, as measured by the semantic differential technique, was accepted. In analyzing the eight sub-hypotheses, significant differences at the .05 level were found among the five groups for the concepts How I View Professors and How I View Other Students. A difference approaching the .05 level of significance was found for the concept How I View College in General.
IV. RESULTS OF ANALYSIS IV BETWEEN FRESHMAN CUMULATIVE GRADE POINT AVERAGE AND SEMANTIC DIFFERENTIAL RATINGS FOR SELF AND OTHERS

Major Hypothesis

In order to evaluate Hypothesis 1.3 that there is no significant relationship between cumulative grade point average and ratings assigned to eight concepts, using the semantic differential technique, first a mean score for all eight concepts for each subject was found. A Pearson product-moment correlation coefficient was determined to establish a measure of the relationship between the variables. For this major hypothesis a Pearson product-moment correlation coefficient of +.53 was found.

A table developed by Ronald A. Fisher of critical values of \( r_{xy} \) for testing \( H_0: \rho_{xy}=0 \) was used in order to determine level of significance for all of the correlational calculations used in this study. The table lists the values \( r_{xy} \) must exceed in absolute value to constitute evidence for rejection of the hypothesis. When \( \rho_{xy}=0 \), then

\[
t = \frac{r_{xy}}{(1 - r_{xy}^2)/(n - 2)}
\]

has the Student t-distribution with \( n -2 \) df.

In this case the \( r_{xy} \) of .53 lies sufficiently far from 0 to allow for the rejection of the null hypothesis at the .01 level of significance.

**Sub Hypotheses**

A Pearson product-moment correlation coefficient was determined for the mean score for each concept separately and the cumulative grade point average. Table 8 in Appendix C summarizes the results of the eight sub-hypotheses.

There were no inverse relationships between the two variables found. For clarity, the following is a rank-order of the positive relationships found, from highest to lowest:

<table>
<thead>
<tr>
<th>( r_{xy} )</th>
<th>Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>+.55</td>
<td>Other Students</td>
</tr>
<tr>
<td>+.49</td>
<td>Student Self</td>
</tr>
<tr>
<td>+.33</td>
<td>Real Self</td>
</tr>
<tr>
<td>+.32</td>
<td>College</td>
</tr>
<tr>
<td>+.27</td>
<td>Mother</td>
</tr>
<tr>
<td>+.16</td>
<td>Father</td>
</tr>
<tr>
<td>+.13</td>
<td>Common Course</td>
</tr>
<tr>
<td>+.09</td>
<td>Professors</td>
</tr>
</tbody>
</table>

Significant relationships were found to exist between the cumulative grade point average and the concepts: **Other Students**, **Student Self**, **Real Self**, **College**, and **Mother**, at the .01 level of significance, using the Fisher and Yates table of critical values.
V. RESULTS OF ANALYSIS V BETWEEN FRESHMAN CUMULATIVE GRADE POINT AVERAGE AND THE IMPORTANCE OF COLLEGE GOALS AND ASPIRATIONS

Major Hypothesis

To test Hypothesis 1.4 that no significant relationship between cumulative grade point average and the ratings of importance assigned to various college goals, a total overall mean for the twenty one college goals was found. A Pearson product-moment correlation coefficient was determined to establish a measure of the relationship between the variables. Because the scale of the goal rating was from "1" to "7", with "1" being "extremely important" and "7" being "not concerned", a perfect, direct correlation would be high grades/high degree of unimportance and the perfect inverse correlation would mean low grades/low degree of unimportance.

An overall Pearson product-moment correlation coefficient of +.09 was found. Using the Fisher table of critical values for $r_{xy}$, the null hypothesis was accepted since such a correlation coefficient was below the .05 level of significance.

Sub Hypotheses

Table 9 in Appendix C summarizes the findings for the twenty-one sub-hypotheses presented, i.e., for the cumulative grade point
average and the twenty-one goals considered individually.

Of the twenty-one goals, the only significant relationships that were found at the .05 level of significance were those between freshman cumulative grade point average and (1) What do you consider to be good grades for you? and (2) To prepare myself for graduate school or professional training.

It is interesting to note, however, that such goals as to make good grades and to graduate from college have almost no relationship to cumulative grade point average. Other goals, such as:

7. To become self-confident and self-acceptant.
8. To develop good, close friendships.
10. To become socially aware and popular with my peers.
11. To develop my leadership skills.
13. To participate in extra-curricular activities and develop skills in those areas.
17. To develop my moral character.
19. To prepare myself for a career after college.
20. To prepare myself for graduate work or professional training.
21. To develop interpersonal relationships with faculty and students that will help me succeed later.

All correlate what would normally be considered inversely with actual grade point average; that is, there is a positive correlation shown which means the high grades correlate with a high lack of importance for these particular goals. Conversely, the item, What
do you consider to be good grades for you? correlates inversely, which simply means the higher the actual grades, the less the importance placed on low grades. Such being the case, the highest correlation noted was that between actual cumulative grade point average and the perception of what "good grades" would mean for the individual.
CHAPTER SUMMARY

The results of the analysis of data indicate:

1. There was no significant difference among the groups assigned to five stages of ego development in their mean freshman cumulative grade point average.

2. Major Hypothesis:
   There was no significant difference among the groups assigned to five stages of ego development and the mean rating each subject gave to twenty-one college goals.

Sub Hypotheses:
   The five groups assigned to five stages of ego development differed significantly on the ratings of importance given to four college goals:
   a. To develop physical and mental health
   b. To develop artistic creativity and skill
   c. To prepare for a career after college
   d. To develop interpersonal relationships with faculty and students which will help to succeed later.

3. Major Hypothesis:
There was no significant difference among the five groups assigned to five stages of ego development and the mean rating of eight concepts, using the semantic differential.

Sub Hypotheses:
The groups assigned to five stages of ego development differed significantly on the semantic differential ratings they gave for the concepts:

a. How I view professors
b. How I view other students

4. Major Hypothesis:
There is a significant relationship between freshman cumulative grade point average and the mean semantic differential ratings for eight concepts related to self and others.

Sub Hypotheses:
There is a significant relationship between freshman cumulative grade point average and the concepts: Other Students, Student Self, Real Self, College, and Mother.

5. Major Hypothesis:
There is no significant relationship between freshman cumulative grade point average and the mean ratings of importance assigned to twenty-one college goals.
Sub Hypotheses:

Of the twenty-one sub hypotheses, only two yielded as significant relationship with freshman cumulative grade point average: (1) *What do you consider to be good grades for you?* and (2) *To prepare myself for graduate school or professional training.*
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The Problem

The purpose of this investigation was to provide increased understanding of the factors related to success and failure during the collegiate experience. Specifically, this study attempted to measure and analyze (1) differences in psychological stage of ego development for a group of freshmen women, (2) differences in meaning of eight concepts related to self and others, (3) differences in the assigned importance to various college goals, (4) differences in academic achievement, and (5) the relationship between grades and (a) concepts of self and others and (b) the importance of college goals.

The Sample

The sample included 127 female freshmen students attending Elmhurst College during the 1971-1972 academic year. Elmhurst College is located sixteen miles west of Chicago, in Elmhurst, Illinois. At the time of the study, Elmhurst College enrolled approximately 1650 full-time day students, from widely diverse backgrounds. Elmhurst is a private college affiliated with the United Church of Christ.
The sample was drawn from the freshman class, "common course", a class required of all freshmen students. Twelve female freshman students were not included in this sample. They were either absent from the original testing session, the follow-up sessions, or failed to complete one of the test instruments.

Methodology.

A review of the related literature was undertaken to provide a fuller understanding of the theories being studied. Research on factors associated with success and failure in higher education for students in general and women in particular was executed. A further exploration was made involving the theory of the test instruments. A review of the validity, reliability, and sensitivity of the Sentence Completion Test for Women and the semantic differential technique was made.

A test packet was administered to the subjects in May, 1972. It included the following instruments:

1. An item rating questionnaire containing twenty-one items. This was used to determine the importance of various college goals. The questionnaire was based upon the categories of college success delineated by the American College Testing Program.

2. The Sentence Completion Test for Women-Form ll-68. This test provided a measure of the psychological ego stage of development.
3. A random rating scale for eight concepts: Common Course, College, Professors, Other Students, Self as Student, Father, Mother, and Real Self. Ten polar adjective scales employed the semantic differential technique.

Data was obtained from the office of records at Elmhurst College for the freshman cumulative grade point average for all the subjects.

**Statistical Method**

All test instruments were hand-scored and placed in a composite form for all subjects. A sample of the composite form is included in Appendix B. The item-rating questionnaire was scored according to how the subject responded by circling a number on the rating scale.

Several procedures were followed in scoring the **Sentence Completion Test For Women**: (1) an impressionistic I-Level was assigned to each complete test instrument, (2) the sentence completions for each stem were extracted and isolated by item to avoid bias, (3) a protocol rating was assigned to each of the 4572 sentence completion responses, according to the procedures outlined in the training manual, (4) a frequency distribution of the item ratings for each subject was compiled, (5) a cumulative frequency table, (ogive), for each subject was made, (6) finally, borderline rules for assigning total protocol ratings to the ogive of item ratings were used. A total protocol rating
was assigned to each subject and matched to the impressionistic I-
Level. Subjects were then placed into five groups according to the
stage of ego development. These five groups included:

**I-3 Conformist Stage** - A simplistic stage, governed by absolute rules of right and wrong, as defined by conventional norms. This stage places emphasis on concrete outcomes.

**I-3/4 Transition Stage** - A stage between I-3 and I-4, which allows for multiple possibilities and alternatives, even though global and banal. Self-consciousness is typical at this stage. This stage is more aware of feelings than the I-3 stage and begins to show signs of goals and solution formation.

**I-4 Conscientious Stage** - A stage marked by heightened consciousness of self and inner feelings. This stage is reflective and concerned with moral issues as separated from conventional rules. Achievement and striving for goals is important at this stage.

**I-4/5 Transition Stage** - A stage between I-4 and I-5 in which there is a greater complexity and an appreciation of paradox is more likely. Interpersonal relationships are more complex and the inner life is richer and more differentiated than at prior stages.

**I-5 Autonomous** - A stage marked by a heightened sense of individuality and a concern for emotional independence. Moralism is replaced by an awareness of inner conflict. Striving for achievement is supplanted by the seeking of self-fulfillment. At this stage, there is a recognition of other people's need for autonomy.

Each of the eight concepts using the semantic differential technique were hand-scored and evaluated. A total score was determined using the mean scores for each of the bipolar ratings, (10, 160), on the evaluative, potency, and activity scales.

The data were analyzed by means of (1) three separate one-factor analysis of variance designs for a total of thirty-two separate
analyses and (2) two separate Pearson product-moment correlation coefficient designs for a total of thirty-one separate correlation studies. Analysis of variance is a statistical method used to test for significant differences between means of two or more groups. The Pearson product-moment correlation coefficient is a measure of linear relationship between variables.

The one factor analysis of variance with unequal n's was run for each of the first three hypotheses to note differences (1) between first year cumulative grade point average and stage of ego development, (2) between stage of ego development and the meaning of various concepts related to self and others. The Pearson product-moment correlation coefficient was determined to note (1) the relationship between freshman cumulative grade point average and perception of self and others and (2) the relationship between freshman cumulative grade point average and college goals.

Null Hypotheses.

Alpha was set at the .01 and .05 levels of significance for the analyses of variance and for the Pearson product-moment correlation coefficients. The five major null hypotheses as set forth in Chapter III were as follows:

1. There are no significant differences among the groups assigned to five ego stages, as determined by the Sentence Completion Test for Women, and academic performance, as measured by the students' freshman cumulative grade point average.
1.1 There are no significant differences among the groups assigned to the various ego stages and their perception of college goals and aspirations, as measured by a goal rating scale.

1.2 There are no significant differences among the groups assigned to five ego stages of development and their concepts of self and others, as measured by the semantic differential technique.

1.3 There is no significant relationship between academic performance, as determined by freshman cumulative grade point average, and the perception of self and others, as shown by ratings using the semantic differential technique.

1.4 There is no significant relationship between academic performance, as determined by freshman cumulative grade point average, and the perception of college goals, as measured by a goal rating scale.

**Major Findings and Discussion**

The major findings will be noted for each major hypothesis. A discussion of the relevance of the findings of the minor hypotheses will follow.

**Hypothesis 1.** There are no significant differences among the groups assigned to five ego stages, as determined by the [Sentence Completion Test for Women](#), and academic performance as measured by the students' freshman cumulative grade point average.
The hypothesis was accepted. No significant difference appeared among the five groups on the basis of cumulative grade point average. The I-3 Conformist group received the lowest mean grade point average. This supports the findings by Gough\(^1\) that college academic achievement is related to independence, whereas high school academic achievement is more related to conformity. The highest mean grade point averages were found in the I-4 Conscientious and the I-4/5 Transition groups. Holland and Astin\(^2\) showed that academically achieving students were significantly higher in terms of responsibility, self-control, and socialization. These are characteristics of these two stages of ego development.

The acceptance of the null hypothesis and the ranking of the five groups, supports previous research and theoretical constructs relative to ego development.\(^3\) The achievement motive does seem to be high at the I-4 Conscientious level. It also remains high for the I-4/5 Transition stage. The fact that the mean cumulative grade point average dropped at the I-5 Autonomous stage supports previous research on academic achievement of creative individuals.\(^4\) Success in college for the I-5 Autonomous stage, unlike the I-4 Conscientious

\(^1\)Gough, "What Determines Academic Achievement."

\(^2\)Holland and Astin, "Prediction of Academic, Artistic, Scientific and Social Achievement."

\(^3\)Loevinger and Wessler, Measuring Ego Development.

\(^4\)Brown, "Personality, College Environments, and Academic Production."
or I-4/5 Transition stage, does not seem to be synonymous with academic achievement.

**Hypothesis 1.1.** There are no significant differences among the groups assigned to the various ego stages and their perception of college goals and aspirations, as measured by a goal rating scale.

The major null hypothesis was accepted. There was no significant difference among the groups assigned to the five stages of ego development and the mean rating assigned to twenty-one college goals.

In testing the twenty-one sub-hypotheses, four significant differences were found. The null hypotheses were rejected for Goal #9, *It is important for me to develop good physical and mental health*, Goal #16, *It is important for me to develop my artistic creativity and skill*, Goal #19, *It is important for me to prepare myself for a career after college*, and Goal #21, *It is important for me to develop interpersonal relationships with faculty and students which will help me succeed later.*

The I-3 Conformist stage rated the importance of developing good physical and mental health and developing artistic creativity and skill lower than any of the other ego stages. It rated the importance of preparation for a career after college and developing interpersonal relationships with faculty and students that will help later, higher than any of the other groups. Just the opposite was true for the I-5
Autonomous stage. The I-5 group placed great value on physical and mental development and artistic creativity and skill. However, it placed little value on preparing for a career after college and the development of interpersonal relationships that might aid her in a career.

The findings seem to support the model of stage of ego development. The I-3 Conformist would be more concerned with societal goals, i.e., preparation for a career. It would also be unconcerned with artistic creativity. The development of good "mental" health may have been seen as a negative to the I-3 Conformist based upon a societal connotation. The I-5 Autonomous stage, in supplanting the achievement motive with self-realization, would be more concerned with the physical and mental development as well as artistic creativity. This stage would be less concerned with direct vocational pursuits.

In comparing the groups with high and low means for each item, certain themes develop that are associated with both theory and research. The fact that more significant differences were not found seems to be a product of the test instrument used in this study.

The I-3 Conformist group rated making good grades, graduating from college, preparing for a career, and developing interpersonal relationships that will help later as more important than any of the other groups. The I-3 Conformist group, with its emphasis on college as a means to an end, would seem to be part of the Consumer
Vocational subculture described by Clark and Trow. 1 The I-3 group rated what it considered to be good grades lower than any other group. This is congruent with Frankel's study in which those who rated college as direct vocational preparation were also rated as underachievers. 2 It also rated lowest: becoming mature, responsible, flexible, independent, self-confident, and self-acceptant. The fact that the I-3 Conformist group rated areas of sociability, (developing good, close friendships, becoming socially aware and popular, participating in extra-curricular activities, finding a suitable marriage partner, and developing leadership skills), lower than any other groups seems inconsistent with the theory of ego stage of development.

These areas of social concern were of major importance for the I-3/4 Transition group in this study. Such being the case, the I-3/4 group may be related to the Collegiate subculture in the Clark-Trow model.

The I-4 Conscientious stage and the I-4/5 Transition stage rated the development of an intellectual outlook and attitude and the development of intellectual creativity, originality, thinking skills, and a philosophy of life more important than any of the other groups.

1 Clark and Trow, "The Organizational Context".

2 Frankel, "A Comparative Study of Achieving and Under-achieving".
The I-4/5 group also rated their perception of good grades and the importance of graduate work or professional training as more important than any of the other groups. In Frankel's study, achievers were future-oriented toward graduate school. ¹ This group may be composed of members of Clark and Trow's Academic subculture because of its emphasis on academic values. Interestingly, the I-4/5 group rated the development of respect for others and their views lower than any other group. In contrast, the I-5 group rated it highest.

The I-5 Autonomous group felt more than any other group that it was important to become mature, responsible, flexible, independent, self-confident, and self-acceptant. It rated highest the development of good, close friendships, leadership skills, respect for others and their views, artistic creativity and skill, and a moral character. Finally, it rated to find a suitable marriage partner higher than any other stage. In Holland and Astin's study, low achievers rated significantly higher in sociability, self-acceptance and self-assurance. ²

Many of the characteristics of the 100 successful men in

¹Frankel, "A Comparative Study of Achieving and Under-achieving".

²Holland and Astin, "The Prediction of Academic, Artistic, Scientific and Social Achievement."
Crutchfield's study\textsuperscript{1} are deemed as important goals for the I-5 group. Crutchfield found that the "independent men" were intellectually effective, had ego strength, leadership ability and maturity of social relationships. The I-5 group also seems to be similar to the creative individuals studied by Brown and Stein\textsuperscript{2} who were independent, autonomous and viewed aesthetic values as important. The I-5 group rated academic and career goals as less important than any other group. As such, the group seemed much less concerned about making good grades, graduating from college, or preparing for a career or graduate work. This group seems to correspond to the Non-conformist subculture in the Clark-Trow model. Like Havighurst's "privatist non-conformers", the I-5 group does not seem to identify with the institution in the academic sense.\textsuperscript{3} The Non-conformist group, studied by Kees and McDougall, scored significantly higher on Autonomy, which is the chief characteristic of the I-5 group.\textsuperscript{4} Whether this lack of importance of academic and vocational goals remains stable for these individuals remains questionable. Ginzberg's

\textsuperscript{1}Crutchfield, "Conforming and Character."

\textsuperscript{2}Brown, "Personality, College Environments, and Academic Production"; Stein, "A Transactional Approach to Creativity".

\textsuperscript{3}Havighurst, Developmental Tasks and Education.

\textsuperscript{4}Kees and McDougall. "A Validation Study".
successful women cited the same lack of academic and career interest as undergraduates.¹

Areas of college goals for these women show different attitudes about the meaning of "success" during the four years of undergraduate education. These goals may also be indicative of the meaning of success for the adult life of these women. The fact that those placed at the highest level of ego development, the I-5 group, display less emphasis on the immediate goals of higher education is significant in itself, without analysis.

Hypothesis 1.2. There are no significant differences among the groups assigned to five ego stages of development and their concepts of self and others, as measured by the semantic differential technique.

The major hypothesis was accepted. There was no significant difference among the five groups and the mean rating assigned to eight concepts.

In testing the sub-hypotheses, significant differences were found among the groups for the concepts How I View Professors and How I View Other Students. A difference approaching significance at the .05 level was found for the concept, How I View College in General.

The concept, How I View Other Students, was rated highest for the I-3 Conformist group and lowest for the I-5 Autonomous group.

¹Ginzberg, Life Styles of Educated Women.
This finding at first seems inconsistent with the theory presented. However, when viewed in the total context, the I-5 group may be more realistic in its evaluations of others. Crutchfield noted that "independents" adopted a more balanced picture of praise and criticism.\(^1\) Conformists, in contrast, viewed others in highly idealized terms. The semantic differential technique, based upon polar adjective scales, may lend itself to extreme ratings for the I-3 group. The I-5 Autonomous group would perhaps be more likely to balance both the positive and the negative aspects of both self and others.

An overview of all of the concepts leads to the speculation that the I-4/5 Transition stage is closest to the "I'm OK-You're OK" position in respect to the college environment.\(^2\)

The I-3 Conformist group rated College, Other Students, Father, and Mother higher than any other group. However, it rated the concepts Student Self and Real Self lower than any other group. Such ratings would seem indicative of an "I'm Not OK-You're OK" position. The group in Fey's\(^3\) study with low self-esteem, but high esteem for others, was shown to shun leadership which was indicated for the I-3 group in the previous hypothesis.

\(^1\) Crutchfield, "Conforming and Character".

\(^2\) Harris, *I'm OK-You're OK*.

\(^3\) Fey, "Correlates of Attitudes Toward Self and Others."
The I-5 group rated the concepts, College, Professors, Other Students, and Mother lower than any of the other groups. In both Student Self and Real Self, they rated the concepts second lowest. Such findings would seem contradictory with both the theory of ego stage of development and Transactional Analysis, which would view a person at this stage as having positive regard for self and others. The I-5 group may, however, be inclined to be more realistic in its evaluations when faced with extreme polarities.

Even so, the ratings on academic concepts are consistent with the low importance the I-5 group placed upon academic goals. Also, such findings may be consistent with those by Shaw and Brown\(^1\) which showed that scholastic underachievement was related to hostility toward others, especially authority figures. Havighurst's "Privatist non-conformers"\(^2\) were shown to have a lack of self esteem based upon poor achievement in school. As far as the academic environment, then, the I-5's seem to have a position of "I'm Not OK-You're Not OK."

The I-4 Conscientious Group views itself highest on the concepts of Student Self and Real Self. This is similar to the Woodrow Wilson candidates studies by McClain and Andrews\(^3\) who scored

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\(^1\)Shaw and Brown, "Scholastic Underachievement of Bright College Students."

\(^2\)Havighurst, Developmental Tasks.

\(^3\)McClain and Andrews, "Self-Actualizing Among Superior Students".
significantly higher on self-regard. The I-4 Group also views Common Course, Professors, and Other Students very highly. The fact that as a group the I-4's are the most successful academically seems to support the self-concepts of the group members. In Fey's study\(^1\) those individuals with high self-regard and high regard for others were significantly higher in self-determination and responsibility. Hall and Gaeddert\(^2\) found that those individuals holding a positive attitude toward professors and courses were those individuals who were academically successful. The same seems to be true of this study.

These concepts of psychological position for the groups remain speculative because of the lack of statistical data to support them. They do, however, seem congruent with broad themes that may lend themselves to future study. The author's concern for using freshmen students in this study so that the lower levels of ego development would be present may have been based on an incorrect assumption. These findings, along with research on dropouts\(^3\) suggest that

\(^1\)Fey, "Correlates of Attitudes Toward Self and Others."

\(^2\)Hall and Gaeddert, "Social Skills and Their Relationship to Scholastic Achievement".

\(^3\)Hannah, "Personality Differentials Between Dropouts and Stayins"; Heibrun, "Personality Factors in College Dropouts,"; Barger and Hall, "Personality Patterns and Achievement,"; Vaughan, "College Dropouts,"; Brown, "Identifying College Dropouts."
the higher level I-5 stage of ego development may be the more likely to leave college, based upon its lack of academic interests and its supposed unwillingness to conform.

Other supplemental findings were of interest. The I-5 Autonomous group rated the concept, Father, highly, but the concept, Mother, low. For the I-4/5 individuals just the opposite was true. This is contrary to the findings of Spiegle and Spiegle¹ that high grades related to a denial of mother's values, while low grades correlated with identification with mother's values.

The ranking for Student Self is the identical ranking presented in Hypothesis 1., based on actual cumulative grade point average. It seems that as a group, the perception of one's self academically, corresponds highly with actual academic performance.

Hypothesis 1.3. There is no significant relationship between academic performance, as determined by freshman cumulative grade point average, and the perception of self and others, as shown by the semantic differential technique.

The hypothesis was rejected since there was a significant relationship found between freshman cumulative grade point average and mean semantic differential ratings of self and others.

In testing the sub-hypotheses, a significant relationship was found between cumulative grade point average and the concepts,

¹Spiegle and Spiegle, "Multiple Predictors of Course Grades".
Other Students, Student Self, Real Self, College, and Mother. This finding is in accord with research showing the relationship between academic performance and a positive view of others. It is interesting to note that, although all the relationships were positive, the concept, Professors, was least correlated with high grades for this sample of students.

Hypothesis 1.4. There is no significant relationship between academic performance, as determined by freshman cumulative grade point average, and the perception of college goals, as measured by a goal rating scale.

The null hypothesis was accepted. No significant relationship, either positive or negative was found between cumulative grade point average and the mean score for twenty-one college goals.

Of the twenty-one sub-hypotheses, only two yielded a significant relationship with freshman cumulative grade point average: (1) What Do You Consider to be Good Grades for You? and (2) To Prepare Myself for Graduate School or Professional Training. It is interesting to note that such goals as to make good grades and to graduate from college have almost no relationship to cumulative grade point average.

In addition, the goals: to become self-confident and self-acceptant, to develop good, close friendships, to become socially aware and popular with my peers, to develop my leadership skills, to participate in extracurricular activities, to develop my moral
character, to prepare myself for a career after college, to prepare myself for graduate work, and to develop interpersonal relationships with faculty and students that will help later, all correlated in what would normally be considered an inverse relationship. Most of these are goals that the I-3 Conformist group and the I-5 Autonomous group considered as most important. As was shown in Hypothesis 1, these were the two groups who received the lowest grades. Even though these groups were actually the smallest in number of subjects, it seems to hold true, generally, that the importance placed on these goals is negatively related to actual academic achievement.

The highest correlation occurred between what the students felt were good grades for them and actual cumulative grade point average. It should be noted that the I-4/5 group scored highest in both areas.
RELATED CONCLUSIONS

1. As indicated by the findings, this study relates to past research that creativity and academic achievement may be unrelated. The assumption is made that the higher levels of ego development are more creative than the lower levels. There was no significant difference found between stages of ego development and cumulative grade point average. Grades, as other researchers have speculated, may be more related to conformity and identification with authority figures than to intellectual pursuit.

2. The stages of ego development in their perceptions of the importance of college goals seem to be related to the Clark-Trow model: I-3 Conformist-Consumer-Vocational, I-3/4 Transition-Collegiate, I-4/5 Transition-Academic, I-5 Autonomous-Nonconformist.

3. The significant differences among the five groups of ego stage of development for concepts of self and others, plus an overview of the rank-order of the ratings, seem to indicate possible psychological positions. The following psychological positions are speculated for the various ego stages of development, within the structure of higher education: I-3 Conformist -
"I'm Not OK - You're OK", I-4 Conscientious - "I'm OK - You're Not OK, I-4/5 Transition - "I'm OK - You're OK, I-5 Autonomous - "I'm Not OK - You're Not OK". The later position may be due to the I-5's more realistic evaluation of self and others. It is also possible, based upon findings characteristic of dropouts, that the I-5 group does take this position within the academic community.

4. Grades correlate with factors of an individual's perception of self and the perception of others. Factors of college goals do not correlate highly with academic achievement, using the type of questionnaire developed for this study.

5. The Sentence Completion Test for Women and the corresponding theory of stages of ego development hold many possibilities for future study. The categories of ego stage of development could be studied to determine when and how change takes place. In so doing, higher education may be able to find the means to aid students in the psychological, as well as, intellectual development. ¹

6. Transactional Analysis as a description of human development, as a method of understanding, and as a tool for change, appears to be valuable for the student development specialist.

¹Gamboa and Koltveit, "I-Level: A Differential Counseling System."
IMPLICATIONS

There may be several ramifications of this study for the student personnel worker. The literature of higher education is filled with pleas to end the separatism of intellect and emotion and in-class and out-of-class learning. If the development of individuals is indeed one of the major goals of higher education, then such dichotomies are detrimental in effectively accomplishing the goal.

A developmental approach involves an understanding of how development takes place. The stages of ego development provide a great deal of insight into the process of self-actualization. Being able to view differences within the student body more precisely is the second necessary step in creating a program to aid in the development. Finally, the development specialist needs tools to effect the change, to bring the interpersonal environment to an increased awareness, and to foster more "authentic" relationships and learning experiences. The stages of ego development may provide a theoretical framework. Transactional Analysis is one method that can provide the basic tools for change. College student personnel, as a profession, can provide the expertise.

This approach would necessitate drastic changes in the
profession as it currently exists. According to Hurst and Ivey¹ student personnel must cease being reactive and start being proactive. To accomplish this the human development model would be used. The authors feel that to meet the demands of a complex and changing university, new approaches need to be developed. They feel the old roles must be replaced with new ones. Instead of controller or counselor, the profession must take on the role of facilitator. Rather than an emphasis on administration, student personnel workers need to become expert teachers of human relations skills. Hurst and Ivey would like to see the student personnel profession act as consultants to the university campus. The primary concern would be ongoing training and the facilitation of human development.

This radical approach to the profession may be a sound alternative to the problems facing the profession. Institutionally, student personnel is often viewed as separate from the mainstream of the educational process. Becoming expert in the teaching of human relations skills may be plausible approach.

One may view three different approaches to teaching: (1) philosophical, (2) psychological, or motivational, and (3) skill acquisition. The first type, philosophical, refers to the acquisition of knowledge through traditional didactic approaches. Knowledge, facts, and data, are all very important in providing the individual information which can be processed. The second approach, the psychological

or motivational, refers to that type of teaching that excites the learner, encouraging deeper study and enhancing the joy of learning. The third type of teaching refers to skill acquisition. This method emphasizes those skills which are necessary in the acquisition of knowledge and in effective behavior. Through the process of acquiring these skills an individual can become self-motivated and more effective in interpersonal relationships. The three methods have in common the interdependency on the other two for maximum effectiveness.

In higher education, the philosophical approach has been emphasized. It is appropriate, based upon research and training, that student personnel concern itself with the other two modes: psychological and skill acquisition. In this sense, the student personnel would then have a clear, well-defined role. It becomes an integral part of the learning process—a process that includes all phases of development. The goals of the profession become providing greater individual insight, providing experiences for positive self-regard, teaching the skills of positive interpersonal communication, teaching effective management of self, and teaching effective skills involved in communication.

As this study indicates, some of the most talented human beings are not being allowed to realize their potential. Some are not allowed to enter higher education. Others are "pushed out" once inside, because of a formal restricted sense of success. The pressure placed upon conformity and grades ignores other avenues of success.
A negative view of self, based upon sex-role, restricts the potential development of many female students. The lack of skills, both interpersonal and academic, fosters a sense of failure because many have not been taught the skills of how to be successful.

Herein lie the problems and the challenge to the student personnel profession.
RECOMMENDATIONS

Specific suggestions related to future research in this area are appropriate and include the following:

1. Future investigations should consider using more subjects to determine significant difference related to sex-role identification. Extreme caution should be taken, however, for inter-rater reliability since the test manual for the sentence completion test is designed specifically for women.

2. Future investigations should utilize an instrument for measuring the importance of college goals that will discriminate more effectively. A Q-sort method might be one device to solve this problem.

3. Future investigations might consider other variables, such as major, demographic data, behavior ratings, and high school data for the study of ego stage.

4. Studies should be done on a longitudinal basis to determine if there are correlations between ego development and future adult success.

5. Younger age levels may also be used, since the sentence completion test has been developed for girls as well as women, the semantic differential technique is appropriate at all ages.
6. A larger sample in duplicating this study would be desirable, since the extremes include very few subjects. More than one campus should be included in future research related to higher education.

7. Further research on therapeutic techniques for change of ego stage of development might be appropriate. Techniques that help change an individual's view of the world and of self would be valuable for the development specialist.

8. Further research needs to be done to test the theory of Transactional Analysis and concepts of life-scripts and life position. A life script questionnaire might be used in conjunction with the Sentence Completion Test.

9. Further research might be done to study differences between commuting and residence students.
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The items listed below are related to college goals. Please rate the importance of each item to YOU as you perceive it in relation to your individual goals and your own collegiate experience. Encircle the appropriate level of importance to you: "1" means the item is extremely important for you; "7" means you are not concerned with the particular item.

IT IS IMPORTANT FOR ME:

1. to make good grades ....................... 1 2 3 4 5 6 7
2. What do you consider to be good grades for you? A's A- B+ B- C+ C
3. to graduate from college ................... 1 2 3 4 5 6 7
4. to develop an intellectual outlook and attitudes .... 1 2 3 4 5 6 7
5. to develop intellectual creativity, originality, and thinking skills ....................... 1 2 3 4 5 6 7
6. to become mature, responsible, flexible, and independent .............................. 1 2 3 4 5 6 7
7. to become self-confident and self-acceptant............. 1 2 3 4 5 6 7
8. to develop social skills and close friendships .... 1 2 3 4 5 6 7
9. to develop good physical and mental health .... 1 2 3 4 5 6 7
10. to become socially aware and to be popular with my peers ....................... 1 2 3 4 5 6 7
11. to develop my leadership skills .................. 1 2 3 4 5 6 7
12. to develop a respect for others and their views .... 1 2 3 4 5 6 7
13. to participate in extra-curricular activities and develop skills in those areas, (athletics, drama, music, art, etc.) ....................... 1 2 3 4 5 6 7
14. to find a suitable marriage partner........... 1 2 3 4 5 6 7
15. to develop artistic and cultural interests, appreciations and feelings .............. 1 2 3 4 5 6 7
16. to develop my artistic creativity and skill
17. to develop my moral character
18. to develop a philosophy of life
19. to prepare myself for a career after graduation
20. to prepare myself for graduate work or professional training
21. to develop good interpersonal relationships with faculty and students which will help me succeed later
SENTENCE COMPLETION FOR WOMEN

MARITAL STATUS _____ EDUCATION _____ AGE _____

Instructions: Complete the following sentences.

1. Raising a family ____________________________

2. Most men think that women ______________________________

3. When they avoid me ______________________________

4. If my mother ______________________________

5. Being with other people ______________________________

6. The thing I like about myself is ______________________________

7. My mother and I ______________________________

8. What gets me into trouble is ______________________________

9. Education ______________________________

10. When people are helpless ______________________________
11. Women are lucky because

12. My father

13. A pregnant woman

14. When my mother spanked me, I

15. A wife should

16. I feel sorry

17. When I feel nervous, I

18. A woman's body

19. When a child won't join in group activities

20. Men are lucky because

21. When they talked about sex, I

22. At times she worried about
23. I am

24. A woman feels good when

25. My main problem is

26. Whenever she was with her mother, she

27. The worst thing about being a woman

28. A good mother

29. Sometimes she wished that

30. When I am with a man

31. When she thought of her mother, she

32. If I can't get what I want

33. Usually she felt that sex

34. For a woman a career is
35. My conscience bothers me if ____________________________

36. A woman should always ____________________________
INSTRUCTIONS

The purpose of this study is to measure the meaning of certain concepts to various people by having them judge them against a series of descriptive scales. In taking this test, please rate each concept on the basis of YOUR experience. On each page you will find a different concept to be judged and beneath it a set of scales. You are to rate the concept on each of these scales in order.

Here is how you are to use these scales:

If you feel that the concept at the top of the page is VERY CLOSELY RELATED to one end of the scale, you should place your check-mark as follows:


or


If you feel that the concept is QUITE CLEARLY RELATED to one or the other end of the scale (but not extremely), you should place your check-mark as follows:


or


If the concept seems ONLY SLIGHTLY RELATED to one side as opposed to the other side (but is not really neutral), then you should check as follows:

active ___ : __ : \( X \) : __ : __ : __ : __ : passive

or

active ___ : __ : __ : __ : \( X \) : __ : __ : passive

The direction toward which you check, of course, depends upon which of the two ends of the scale seem most characteristic of the concept you are judging.

If you consider the concept to be NEUTRAL on the scale, both sides of the scale EQUALLY ASSOCIATED with the concept, or if the scale is COMPLETELY IRRELEVANT, unrelated to the concept, then you should place your checkmark in the middle space:

safe ___ : __ : __ : \( X \) : __ : __ : __ : dangerous
IMPORTANT:

1. Place your check-marks IN THE MIDDLE OF SPACES, not on the boundaries:
   THIS
   NOT THIS
   __:__:__ X:__:__:
   __:__:__ X:__:__:

2. Be sure you check every scale for every concept - DO NOT OMIT ANY.

3. Never put more than one check-mark on a single scale.

   Do not try to remember how you checked similar items earlier in the test. MAKE EACH ITEM A SEPARATE AND INDEPENDENT JUDGMENT. The quality of the data generated by this questionnaire depends on your willingness to make accurate judgments. Your cooperation and assistance is greatly appreciated. Thanks!
CONCEPT: How I see Common Course

<table>
<thead>
<tr>
<th>Worthless</th>
<th>Valuable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passive</td>
<td>Active</td>
</tr>
<tr>
<td>Slow</td>
<td>Fast</td>
</tr>
<tr>
<td>Shallow</td>
<td>Deep</td>
</tr>
<tr>
<td>Unsuccessful</td>
<td>Successful</td>
</tr>
<tr>
<td>Small</td>
<td>Large</td>
</tr>
<tr>
<td>Clean</td>
<td>Dirty</td>
</tr>
<tr>
<td>Tense</td>
<td>Relaxed</td>
</tr>
<tr>
<td>Friendly</td>
<td>Unfriendly</td>
</tr>
<tr>
<td>Strong</td>
<td>Weak</td>
</tr>
</tbody>
</table>
CONCEPT: How I see College

Slow:______:______:______:______:______:______ Fast

Clean:______:______:______:______:______:______ Dirty

Relaxed:______:______:______:______:______:______ Tense

Worthless:______:______:______:______:______:______ Valuable

Unsuccessful:______:______:______:______:______:______ Successful

Shallow:______:______:______:______:______:______ Deep

Passive:______:______:______:______:______:______ Active

Unfriendly:______:______:______:______:______:______ Friendly

Large:______:______:______:______:______:______ Small

Weak:______:______:______:______:______:______ Strong
CONCEPT: How I view Professors

<table>
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<td>Unfriendly</td>
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CONCEPT: How I see Other Students

Deep: Shallow
Successful: Unsuccessful
Active: Passive
Weak: Strong
Fast: Slow
Friendly: Unfriendly
Small: Large
Tense: Relaxed
Valuable: Worthless
Clean: Dirty
CONCEPT: How I see my Self as a Student

Strong: Weak
Unfriendly: Friendly
Tense: Relaxed
Fast: Slow
Clean: Dirty
Shallow: Deep
Passive: Active
Valuable: Worthless
Successful: Unsuccessful
Small: Large
CONCEPT: How I see my Father

Relaxed:________:________:________:________:________:________ Tense

Dirty:________:________:________:________:________:________ Clean

Large:________:________:________:________:________:________ Small

Valuable:________:________:________:________:________:________ Worthless

Active:________:________:________:________:________:________ Passive

Deep:________:________:________:________:________:________ Shallow

Slow:________:________:________:________:________:________ Fast

Successful:________:________:________:________:________:________ Unsuccessful

Strong:________:________:________:________:________:________ Weak

Friendly:________:________:________:________:________:________ Unfriendly
CONCEPT: How I see my Mother

Slow ____________ Fast
Clean ____________ Dirty
Relaxed ____________ Tense
Worthless ____________ Valuable
Unsuccessful ____________ Successful
Shallow ____________ Deep
Passive ____________ Active
Unfriendly ____________ Friendly
Large ____________ Small
Weak ____________ Strong
CONCEPT: How I see my Real Self

Small _______ Large
Unsuccessful _______ Successful
Clean _______ Dirty
Strong _______ Weak
Fast _______ Slow
Shallow _______ Deep
Relaxed _______ Tense
Worthless _______ Valuable
Unfriendly _______ Friendly
Active _______ Passive
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APPENDIX B
THEORETICAL CONSTRUCTS

This section of the Appendix includes a review of the theoretical constructs necessary for a full understanding of the present study: an overview of Transactional Analysis, Transactional Analysis and higher education, and Transactional Analysis and the theory of ego development.

1. An Overview of Transactional Analysis. Transactional Analysis is a relatively new branch of the behavioral sciences. It is concerned with the understanding of human behavior and the improvement of the interaction that takes place between people. Dr. Eric Berne is credited with having founded the science of TA. Its popularity has increased through the best-selling books, *Games People Play* by Eric Berne, *I'm OK-You're OK* by Thomas Harris, and *Born to Win* by Muriel James and Dorothy Jongeward.¹

The theoretical framework of Transactional Analysis is divided into structural analysis, transactional analysis, game analysis, and script analysis. It is from this base that an overview will be presented.

**Structural Analysis.** Structural analysis is concerned with the

structures that make up the human personality. According to TA, each person has three distinct ways of feeling and behaving which are categorized as the Parent, the Adult, and the Child ego states. An ego state, as defined by Berne, is "a consistent pattern of feeling and experience directly related to a corresponding consistent pattern of behavior."\(^1\)

**Theory.** The Parent ego state contains the messages and inputs received from biological parents and significant others in an individual's early life experiences. According to Ernst,\(^2\) the Parent ego state operates in order to handle the Child ego state by being either nurturing or critical. The Adult ego state is that part of the personality that acts as a computer. It gathers and processes information and data, and then uses it to estimate probabilities and form solutions. The Child ego state contains the feelings and behaviors that were characteristic of the individual at an early stage of development. As such, it reacts to parental "messages" by being compliant, believing, hurt, frightened, (the "adapted" child), or defiant or cantankerous, (the "rebel" child). The "natural" child is that fun-loving creative part of the individual that does not "listen" to parent messages of "should" and "shouldn't".

\(^1\) Berne, Games, p. 13.


\(^3\) James and Jongeward, Born to Win, pp. 135-138.
Some theorists\(^1\) speak of the "little professor", which is the manipulative, intuitive part of the Child. It can "psych things out" and respond appropriately to subtle cues offered in any situation. The following is a model of TA's structural analysis:\(^2\)

**Transactional Analysis.** Since all human beings have these recognizable ego states, they can communicate and respond from any one of these three ego states. The smallest unit of social intercourse is called a "transaction", which can be either verbal or nonverbal. The study of the transactional stimulus and response gave the science its name. All transactions can be classified as complimentary, crossed or ulterior.

A complimentary transaction is a process occurring when the transactional stimulus receives the predictable response from the expected ego state, such as:

\[^1\] James and Jongeward, *Born to Win*, pp. 135-138.

\[^2\] Ernst, *Listening*, p. 33.
Stimulus: "What time is it?" (Adult)
Response: "Almost 9:30." (Adult)

A crossed transaction occurs when the transactional stimulus received a response that is unexpected, coming from the "wrong" ego state:

Stimulus: "What time is it?" (Adult)
Response: "You've got a watch, look for yourself." (Parent)

An ulterior transaction always involves more than two ego states. It is usually disguised as a socially acceptable transaction, but has an ulterior, "hidden" message:

Stimulus: (boy to girlfriend) "Do you want to study English together tonight?" (Adult)
Response: "Sure, I really need to study." (Adult)

Ulterior

Stimulus: ("Wanna play?") (Child)
Response: ("I'd love to.") (Child)

The transactions help explain what takes place between people. For the purposes of this study, however, greater emphasis needs to be placed upon the dynamics of personality development.

**Game Analysis.** People use these transactions in characteristic ways to structure time. Berne saw only six possible ways to
structure the time between birth and death: (1) Withdrawal, (2) Ritual, (3) Activity, (4) Pastimes, (5) Games, and (6) Intimacy. 1 Withdrawal refers to either physical or mental withdrawal from a situation. Rituals refer to stereotyped ways of behaving with expected outcomes. Thus, "Hi, how are you?" is usually followed by, "Fine, and you?" Rituals may be as simple as the greeting just presented or as complex as the Roman Catholic Mass. However, in every case, everyone knows what is expected.

Activities are work or play centered ways of structuring time. They are slightly more risky, since unexpected behaviors may occur, but are still quite structured and safe.

Pastimes are a "series of semi-ritualistic, simple, complimentary transactions arranged around a single field of material, whose primary object is to structure an interval of time."2 Pastimes include such things as "PTA", "Ever been...", "What became...", "Do you know...", "Kitchen", "How to...", "General Motors" and "Did you make it yourself?".

Games are, by definition, a set of transactions, respectively carried out with a social level on one hand, and a psychological level (ulterior motivation), on the other hand. It always involves a gimmick and ends in a payoff or denouement. Games are, by their very nature,

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1 Berne, Games, pp. 16-20
2 Ibid., p. 41.
risky because the usual payoff involves negative feelings or consequences for one or all players.

The last way to structure time is intimacy or authenticity. This means being authentic in any situation. It involves not being afraid to be oneself and accepting the other person as he is. Intimacy can take place between total strangers or in long-term associations. However, Harris warns that prolonged intimacy is rare in our society, whereas, games are common.

That people choose negative experiences and feelings, seems to go against traditional thought that everyone strives to be "happy" and to have a successful life. Studies by Renee Spitz, as well as other deprivation studies, showed clearly the importance of stimulation and recognition, which Berne called "strokes". As one might assume, strokes can be either positive or negative. Some individuals are raised in families that consistently offer negative strokes for recognition, while others offer positive recognition. The importance is not in the type of stroke, but rather that the stroke is offered at all. Stroking is essential for the human being.

The strokes that are offered the young child, lead to the conclusion of a negative or a positive self-concept and a generalized conception of others as positive or negative forces. The predominant childhood position is one of negative self concept. According to Harris:

The predominant by-product of the frustrating, civilizing process is negative feelings. On the basis of these feelings, the little person early concludes, "I'm not OK". We call this comprehensive self-estimate, the Not-OK, or the Not-OK child. This conclusion and the continual experience of the unhappy feelings which led to it and confirm it are recorded permanently in the brain and cannot be erased. This permanent recording is the residue of having been a child, any child. Even the child of kind, well-being parents; it is the situation of childhood and not the intention of the parents which produce the problem. ¹

In 1962 Berne first classified the four possible "life positions" made popular by Harris. These four basic life positions are:

1) I'm OK-You're OK     3) I'm Not OK-You're OK
2) I'm OK-You're Not OK 4) I'm Not OK-You're Not OK

These positions were seen as basic modes of operating by Berne and Harris. Since the time of their first introduction, however, various theorists² have viewed these positions as changeable for the individual and circumstance. The paradigm which follows is Ernst's OK corral:³

³ Ernst, Listening, p. 72.
Thus, an individual may have a "basic" life position, but temporal changes may take place also with particular people or particular circumstances. Time structuring, particularly games, are entered into to "prove" the life positions, especially negative ones.¹

Script Analysis. The Life Position will not only determine the ways an individual structures his time, but also will determine, along with additional parental programming, the "Life Script" that an

individual writes for himself prior to adolescence. According to Berne, this "script" is an unconscious life plan:

"...the patient is actually spending his whole life in a predetermined way based on decisions he made in early childhood when he was much too young to make such serious commitments. These decisions remain unconscious, and choices of partners and action are rationalized on grounds which are actually irrelevant since the chief function of partners is to play roles in the protagonist's script, and the ultimate goal of human behavior (under ordinary civil conditions offering the possibility of choice) is to bring about the desired culmination of the script, which may be either tragic or constructive." ¹

Thus, a script can be analyzed and the individual can recognize the scenes, the act, the "players", the dramatic tension, and the unfinished drama. The individual feels compelled to follow the script, not to do so causes tension. The re-enactment of scripts is related to Freud's repetition compulsion, destiny compulsion, and death instinct. ²

Indeed, Berne talks of death as being the pay-off on a grand scale for scripts. Either "Santa Claus" will come and give the gifts long deserved for leading a "good" life, or Death will come and relentlessly deliver the punishment due or the long sought relief from suffering.

The tragedy of the script lies in the fact that it is out of one's awareness. Individuals rarely see the repetition or connection between a long series of events. As Berne stated in Principles of Group Treatment:

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Nearly all human activity is programmed by an ongoing script dating from early childhood, so that the feeling of autonomy is nearly always an illusion—an illusion which is the greatest affliction of the human race because it makes awareness, honesty, creativity and intimacy possible for only a few fortunate individuals. For the rest of humanity, other people are seen mainly as objects to be manipulated, persuaded, seduced, bribed, or forced into playing the proper roles to reinforce the protagonist's script, and his preoccupation with these efforts keeps him from torquing in the real world and his own possibilities in it.¹

The script is based upon basic life positions and parental injunctions. An injunction is a prohibition or negative command from a parent, which is received and accepted by the developing individual. Injunctions include "witch messages" and "ogre messages" such as, "You're never going to amount to anything", as well as "fairy godmother" or "Jolly Giant" messages such as "I know you'll do the right thing" which give the individual "permission" to succeed.

Transactional Analysis outlines three major scripts: Winning, Nonwinning and Losing. In a recent book, Berne defined a winner as "a person who fulfills his contract with the world and with himself. That is, he sets out to do something, says he is committed to doing it, and in the long run does it. The important thing is that he sets the goal himself, usually on the basis of Parental programming but with his Adult making the final commitment".²

¹ Berne, Principles, p. 310
Nonwinners set goals that are unrealistically high. They "almost, but not quite" succeed. Some flounder when they approach the successful attainment of a goal because they have been programmed to be "at leasters" or "almosters" by their scripts. Losers constantly set themselves up for failure. They choose the wrong spouse, the wrong job, the wrong location, and so forth. The classical loser "is the man who makes himself suffer sickness or damage for no good cause. . . if he has good cause, then he can become a successful martyr, which is the best way to win by losing." In TA terminology, a loser is called a "frog", a winner is called a "prince" or "princess".

Berne added the time dimension to scripting and created variations of non-winning and losing scripts: "Never", "Always", "Until", "After", "Over and Over", and "Open End". Persons with "Never" scripts are forbidden by Parent messages to do what they want most. They spend much of their time dreaming about it and constantly surround themselves with temptations and reminders. The Child in this individual is afraid not to go along with the Parental curse.

The "Always" script comes from spiteful parents who say, "If that's what you want to do, then you can just spend the rest of your life doing it." Typical family histories in this case include individuals who were driven out of their homes for doing the "wrong" that their parents "knew" they were going to do anyway.

\[1\] Ibid.

\[2\] Ibid., pp. 141-144.
The "Until" script states that the individual cannot achieve his goal until he performs certain tasks. These tasks often are supplanted by other tasks thereby making accomplishment of the goal impossible. The parental programming in this type of script is often loud and clear: "You can't have sex until you're married, and you can't get married as long as you have to take care of your mother (or until you finish college)."\(^1\)

The "After" scripts assure the individual that happiness and freedom is only temporary. Thus, there is always a fear of impending trouble which gives rise to feelings that "everything is going too smoothly". 'Something is bound to happen.' Parent messages such as, "You may be having fun now, but just wait until after you're married" or "Once you have children, then your troubles will begin", are examples of this type of scripting.

The "Over and Over" script is the classical "I almost made it" script. The individuals have one "if only" after another. The action is in the repeated trying, rather than in the accomplishing the goal. Examples would be the woman who has been engaged numerous times or the alcoholic who is "going to quit, this time".

"Open End" scripts are just that. They are the province of the elderly who by some quirk lived out their entire script and now don't know how to structure their time until death. Often they choose

\(^1\)Ibid., p. 143.
to deal largely in the past, repeating the story of their finished scripts to anyone who will listen.

Steiner describes the "hamartic" scripts from the Greek word, "prone to fail". These are losing scripts based on a "tragic flaw" in the character, the basis for Greek tragedy. The hero appears to be functioning extremely well except for the flaw, such as alcoholism, extortion, stealing and so forth. The flaw, then, "causes" the losing and provides the focus of all blame and responsibility outside the individual.

Parents, themselves, are often programmed by their scripts to raise winners, nonwinners, or losers.

Parents want their children to be either winners or losers. They want them to be "happy" in the role they have chosen for them, but do not want them to be transformed except in special cases. A mother who is raising a "frog" may want her daughter to be a happy "frog", but will put down any attempts of the girl to become a princess, (Who do you think you are?), because mother herself was programmed to raise her as a frog. A father who is raising a prince wants his son to be happy, but he would rather see him unhappy than transformed into a "frog", ("We've given you the best of everything").

These winning, nonwinning and losing scripts are designed to last a lifetime. From early childhood on they are continually reinforced either directly or unconsciously. The early messages program the

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2 Berne, Sex, p. 139.
3 Berne, Principles, p. 302.
individual himself to do the reinforcement. He is taught what games to play, how to view himself and others, and what type of strokes to look for and accept.

In short, the individual is taught by his parents and siblings how to go about living out his script. This will probably involve cycle of enactments, their frequency and duration:

In a...subtle way, the script is also re-enacted as part of itself, and these re-enactments in turn contain versions of themselves...thus the whole life of a patient is his script on a grand scale; his yearly enactments (e.g. losing his job) are lesser versions contained in that matrix, and during the year he may run through the whole script each week in some minor version.  

Life scripting, then, is a general as well as a specific way of behaving according to a life plan. It is based on decisions stemming from childhood, reinforced by parents and continually justified by subsequent events. An important part of this theory is that individuals can rewrite their scripts or live "script-free". This comes through an awareness of the script and by making decisions with the Adult part of their personality.

Summary. This sub-section presented some of the concepts and theoretical constructs of Transactional Analysis in order to insure a fuller understanding of the framework on which the current study was built. Theoretical divisions were presented: (1) structural analysis, describing the Parent, the Adult and the Child ego state,

1Berne, Principles, p. 307.
transactional analysis, explaining how people communicate using complimentary, crossed and ulterior transactions, (3) game analysis which presented the concepts of time structuring, stroking and life positions, and (4) script analysis which described various unconscious life plans, i.e. winning, nonwinning and losing life scripts.

The next subsection is a brief introduction to how the theory of Transactional Analysis would apply to higher education.

2. Transactional Analysis and Higher Education.

Ego States. The concept of "ego states" places behaviors, attitudes and feelings, hitherto found confusing and inconsistent, in the proper perspective and format. Since all individuals have three ego states, so then do all segments within the university structure. The theory helps in explaining the behaviors exhibited by students from serious and studious adults one moment to fun-loving kids, to hurt and disappointed, to rebellious and demanding, to critical and nurturing. As Katz stated in his report, Psychological Development: The Impact of the College, educators must remember that the personality of the students includes a "child-self - developed organization of cognitive and emotional structures" that is greatly influential as far as the student's personal and academic progress. The author continues by stating that college is the place where "newly augmented and more

mature components", (the Adult), come to have a more central position in the student's personality.

The Adult seems to be a crucial component in the functioning level at the university. In a study by Lindgren¹ at San Francisco State College, high achievers devoted more time to study, organized their time more effectively, and were more consistent in class attendance than low achievers. According to the authors, poor class attendance is one of the first signs that a student has made an unconscious "decision" to drop out of college. The decisions of whether to study, how much to study, where to study and whether or not to cut classes are decisions that are most effectively made by the Adult. This is directly related to the difficult adjustment period experienced by many freshmen students who often make these decisions with their Child ego state. Prior to their arrival on campus, many of the decisions were made for them by the Parents in their environment.

Decisions made by others can have a negative effect if the student feels that his attendance was not a conscious decision on his part. This being the case, or at least perceived as such, the individual feels no responsibility for his or her actions. Marks² found that students who drop out of college during their first year were more likely to say that they were attending to please their parents.

¹Lindgren, Psychology of College Success.
According to TA theory, a healthy, effective personality contains all three functioning ego states and is able to switch from one to another easily and appropriately. The same would be true for a group or an organization. In this respect, faculty members and administrators would be well-advised to view the Child-fun that students have "OK" rather than from their critical parent, saying such activities are signs of "immaturity" or "inappropriate for an institution of higher learning". The "Constant Adult" is devoid of feelings and can become excruciatingly boring.

The theory also states that particular ego states often "hook" specific ego states of others. Rebel child statements and behaviors often "hook" the critical Parent in the other and vice-versa. Countless examples were noted during the tense, crisis-oriented sixties. By the same token, nurturing Parent transactions often "hook" the Adaptive, compliant Child of the other. Carried to extremes, however, this can rob the individual of the ability of making rational Adult decisions.

Strokes. For males, the greatest institutionalized strokes in higher education come from academic excellence and intercollegiate athletics. As Paul Goodman states in Growing Up Absurd,¹ these are the only two areas afforded the male for achieving positive strokes for success and negative strokes for failure. For the most part,

other activities are discounted; no attention is paid to them. According to TA, this is worse than negative strokes. Women are stroked positively for living up to the "feminine ideal" -- for being pretty and passive but are often stroked negatively for being intellectually-oriented. According to Matina Horner, "Woman's Will to Fail," Psychology Today 3:6 (November, 1969): 36-38; Dorothy Jongeward, "New Directions: Changing Family Patterns," California State Marriage Counseling Quarterly 1:4 (May, 1967): 48-52.

Life for the female intellectual is likely to be lonely and pointedly discouraged by peers and faculty members. Often, departments that are too rewarding in grading procedures become classified as "too easy"; those that are excessively demanding often are the "most academically" respectable. Therein lies the crux of the problem.

Higher education is often largely mistake-oriented and, therefore, more negative in its stroking. Students of both sexes are more likely to be penalized and criticized for errors and deficiencies than praised and rewarded for their successes and strengths.

Many departments that are too rewarding in grading procedures become classified as "too easy"; those that are excessively demanding often are the "most academically" respectable. Therein lies the crux of the problem.

Time Structure. Problems in time structuring face students on a daily basis. At speeches presented at A.C. U.H.O. Conferences, Dr. Harold Grant and Dr. Elizabeth Greenleaf denounced the problems in time structuring.


3 Lindgren, Psychology of College Success.

4 Harold Grant and Elizabeth Greenleaf, major addresses presented at the American College and University Housing Officer's Convention, Western Michigan University, Kalamazoo, Michigan, 1968.
double-loaded corridor and double room occupancy so typical of residence halls, for providing no space for the student to withdraw from an environment that can become overstimulating at times.

As so many educators have pointed out, much of the change that takes place during the four-year college experience has its focus outside the classroom, (the formal activity). Yet, very little credence is placed upon the value of intimacy or authenticity which is responsible for the most dramatic changes. The lack of intimacy between students, faculty and administrators prompted Sanford to conclude, "We have helped to create in students a kind of slave mentality. They relieve their guilt by doing exactly what the hard master require, and they express hostility by doing no more, by keeping their distance, and by making sure that they remain untouched in any important way."^2

Rituals, by their nature of being safe and predictable are extremely difficult to change. For many colleges and universities policies and regulations which no longer make sense are adhered to fervently and defensively because over the years they have become ritualized.

Games and Life Positions. Games are used to avoid intimacy and to structure time to fulfill the basic life position and insure the maintenance of the life script.^3 According to Compos and McCormick,

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^1 Sanford, Where Colleges Fail; Katz, No Time for Youth.

^2 Sanford, Where Colleges Fail, p. 16.

^3 Berne, Games; Harris, I'm OK-You're OK.
people play games for five reasons:

1) Games help the Child stay in a racket by collecting or cashing in stamps. One feels uneasy if the stamp balance is not right. (Stamps refer to bad feelings in this instance.)

2) Games help to keep one from facing up to what one is afraid of, such as responsibility, competition, other's opinions of self, etc.

3) Games help to pass time with others without having to get too close to them.

4) Games help to get strokes, although they may be negative.

5) Games help to "prove" that the Child's basic position (such as, "I am not OK as others") is "right".¹

Dr. Edgar Stuntz classified games by life positions.² He used Holland's³ outline of the four Child ego states corresponding to the four life positions:

1) I'm OK, You're OK - natural Child

2) I'm OK, You're Not OK - defiant, manipulative adapted Child (Sulk, angry at mother)

3) I'm Not OK, You're Not OK - compliant adapted Child (Jerk, sensitive to mother)

4) I'm Not OK, You're OK - autistic or regressed adapted Child.

The following is Stuntz¹ classification with the author's explanation of how these games might apply to higher education, using


²Stuntz, "Classification of Games", p. 255.

³Holland, "Theory of Position".
characterizations and typical expressions to explain the nature of the games mentioned.

**I**

**I'm OK - You're OK.** "Good" game players are collectors of positive strokes with need to prove they are OK. They contribute to general well-being without real intimacy.

| "Busman's Holiday" | Student "relaxing" by reading material assigned two weeks in advance; faculty member "having fun" writing articles or doing research of his own. |
| "Happy to Help" | Volunteering for campus committees. |
| "Keep It Up Doc" | I love all these extra assignments. |
| "They'll be Glad They Knew Me" | After I graduate, when I become famous in my field. |

**II**

**I'm OK, You're Not OK**

Parent games, often in a relatively fixed position.

| "Ain't it Awful" | What the demonstrators/black students/liberals/conservatives/faculty members/administrators, etc. etc. are doing? |
| "Blemish" | "Your paper was excellent but you missed a comma on page 16, 2nd paragraph, 3rd sentence", "school is fine but the food is lousy". |
| "Corner" | "If our demands are not met by 8:00 AM tomorrow morning..." |
| "I'll show them" | "You are all expelled as of this minute". |
"I'm only trying to help you" "(Are you so dumb that you won't follow my advice)"

"Let's you and him fight"

"Look how hard I've tried"

"Look what you're doing to me"

"You got me into this"

"(Are you so dumb that you won't follow my advice)"

"Well, Dr. Jones said that you..."

A favorite of students, faculty and administrators alike.

"Can't you see the bags under my eyes?"

"I didn't want to go to college anyway"

I'm Not OK, You're OK

These "Jerk" games come in four types: Kick me, tissue destruction, fear of growing up, and surrender conflict.

Kick Me Type

"Cops and Robbers"

Sneaking in after-hours, using marijuana in the dorm, stealing tests from the faculty's office, etc.

"Debtor"

"I know my third payment is past due, but..."

"Kick Me"

"You didn't say the paper was due Friday, you said..."

"Stupid"

"I know you explained it four times Dr. Smith, but I still don't understand".

Tissue Destruction Type

"Dope Fiend"

Obvious

"Lush"

"I don't know why I always go drinking before a paper or a test".

"Obesity"

A problem for many freshmen.
"Speed Freak"
"Wino"

Fear of Growing Up

"How do I get out of here"
"If it weren't for you"
"It's too soon to terminate"
"When I grow up (get a job) (get married)

Surrender Conflict Type

"Harried"
"Why don't you, yes but"

I have 15 books to read, 3 papers to write, a speech to give (tomorrow)
"Why didn't you plan ahead?" "Yes, but I couldn't because my roommate..."
"Why didn't you ask your roommate to..." "I could have, but then I would have to look for a new roommate and ..."

II and III. Variations of

A. I'm Blameless. These players evade responsibility either with or without a bid for forgiveness.

Sulk Type II (without forgiveness)

"Look how hard I've tried" "I just can't hack it, there, I told you I wanted to go to State".

"Uproar" A shouting, accusing game, extolling "It's your fault".
### Jerk Type III (with forgiveness)

\[ \begin{align*}
\text{"I'm only trying to help you"} & \quad \text{"We thought that would be best"}. \\
\text{"Let's make mother sorry"} & \quad \text{Marry a speed-freak and live in a commune and when she cries, forgive her for wrongdoings.} \\
\text{"Schlemiel, Schlemazl"} & \quad \text{"Oh, Dr. Jones, I'm sorry I spilled coffee all over my term paper. I really am. I just can't do anything right".}
\end{align*} \]

### B. Complementary games. Sulk(s) play one game; Jerk(s) play the complementary game.

\[ \begin{align*}
\text{You're Not OK (Sulks)(Type II) } & \quad \text{I'm Not OK (Jerks)(Type III)} \\
\text{"Courtroom (Aggressor)"} & \quad \text{"Courtroom (Victim)"} \\
\text{Student Activists} & \quad \text{Dean of Students, President, Director of Admissions, Financial Aid} \\
\text{Junior faculty member} & \quad \text{Chairman of Dept., Academic Dean} \\
\text{"I'm only trying to help you"} & \quad \text{"Look how hard I've tried"} \\
\text{Counselor} & \quad \text{Student} \\
\text{"Try and Collect"} & \quad \text{"Try and get away with it"} \\
\text{Student} & \quad \text{Bursar's Office, Library, etc.} \\
\text{"Rubber Check"} & \quad \text{"Let Down"} \\
\text{Same as above} & \quad \text{Same as above} \\
\text{"Now I've got you, you SOB"} & \quad \text{"Kick Me"} \\
\text{Faculty} & \quad \text{Student} \\
\text{Student} & \quad \text{Faculty} \\
\text{Administrator} & \quad \text{Student}
\end{align*} \]
C. Games with Sulk and Jerk Variations, usually not played by the same person.

You're Not OK (Sulk variation)

"Ain't it awful (Parent)"
"You know better than to act that way!"

"Honest competition is for Suckers"
"Why don't you just borrow somebody's notes?"

"Stupid (Do me something)"
"Would you repeat that?"

"Wolf (People are gullible)"
"Look, he's never going to check references".

"Let's make mother sorry"
"that she ever got me into this mess".

I'm Not OK (Jerk variation)

"Ain't it awful (hangdog)"
"How I'm behaving, if mother (father) knew she'd..."

"Let's you and him fight (I always get left)"
"Now, nobody likes me".

"Stupid (laugh at me)"
Especially good in large lectures

"Wolf (Nobody believes me)"
"So, why even go on?"

"You'll have to take me as I am"
A favorite of many segments of the campus. "I don't like it either, but I'm never going to change".
I'm Not OK, You're Not OK. Aggressor - victim game players switch roles themselves between aggressor (Sulk) and victim (Jerk) within the same game. Played from this position these games provide negative payoffs for everybody.

"Corner"

"Courtroom"

"Drunk and proud"

"I'll show them"

"Let's pull a fast one on Joey"

"Look how hard I've tried"

"Making life miserable for teacher"

"Now I've got you, you SOB"

"Schlemiel, Schmazl"

"Stupid (do me something)"

"You'll have to take me as I am"

Games are often played on the university campus and account for most of the frustration and negative feelings felt by the entire campus community. Faculty member, students and administrators use grades, activities and interpersonal relationships to fulfill their life position and carry on their life script. Perhaps the saddest irony is that usually this all takes place out-of-the-awareness of anyone within the institutions.
Life Scripts. The resistance to change on the part of the students makes sense when viewed from the aspect of Life Scripting. To alter the script is to cause psychic pain, to go against the strong parent commands. In The Self in Growth, Teaching and Learning, Anderson writes:

To alter one's patterns of behavior is to court the anxiety which common idiom has described in the phrase, "as uncomfortable as a fish out of water". One might expect that a person who has structuralized the assumption that he is incompetent would be eager to change. This is not according to fact, for it is the familiar rather than the hypothetically desirable that is the comfortable...this effectively precludes change. We see that freedom of choice is largely a myth. The fact of structuralization and the fact of the need to maintain structure intact produces the consistency of behavior with which we are familiar in all people. The pattern of life of every individual is a living out of his self-image. It is his road map for living. People can be counted on to behave according to their own patterns. This consistency is not voluntary or deliberate, but compulsive, and generally is outside of awareness. People compulsively (unawaredly) maneuver themselves into situations, behavior and feelings that are habitual and natural and thus avoid the anxiety that would otherwise be their lot...the only way to alter behavior is to alter the assumptions that lie back of it, since assumptions determine behavior.¹

By looking at the students from the perspective of changing their mode of operating, without referring to their past or looking to the consequences of their future, is myopic, and perhaps even dangerous. The segmented campus with faculty members concerned only about the performance of students inside the classroom, and student personnel workers and other administrators concerned with

¹Anderson, "The Self," pp. 8-9
students outside the classroom, ignores the consistency of behavior that research has shown to be functional.

...a student's behavior in respect to his social group and to student culture, his relationships with his teachers, his behavior in the classroom, and his reactions to the content of courses are closely related; they are related in the sense that they all express, and are in part determined by the same organization of underlying processes of the personality.¹

As noted earlier, higher education offers students restricted ways for winning, losing, and non-winning -- predominately this has to do with academic achievement. This is true from an institutional standpoint, but may not be valid in terms of individual goals for that's the criterion. In Berne's terminology, the winners, losers, and non-winners would be recognized as the following:

**Winners:** make the Dean's List, are deemed outstanding in intercollegiate sports, become student leaders, win honors, go on to graduate schools, make significant contributions.

**Non-winners:** "Almost" do all of the above, "at least" don't flunk out, do make the team, become vice-president, etc.

**Losers:** terminate, fail in coursework, make themselves social rejects, cause problems, get into trouble, etc.

**Hamartic:** "Flunk out" of college, so they can later say, "If only"

I had a college education.

Roth and Meyerson exposed a pattern of losing they found in counseling college students:

...nonachievement takes a cyclical pattern: the student has a self-disparaging attitude (based on factors other than school); he becomes anxious; his academic functions become disabled and he suffers school failures; he becomes hopeless and frustrated; he further disparages himself; the cycle spirals downward and begins again. ¹

This and other studies² note that the non-achieving student fully accepted disparaging remarks by others without any defense. This might be viewed as confirmation of the "I'm Not OK" life position. According to the researchers, failure was viewed as the student's "choice" and had little to do with lack of ability.

As a reflection of a competitive society, higher education restricts success and failure to particular areas. In so doing, it has ritualized methods for dealing with success and failure in the academic realm. The concept of life script helps put into perspective what takes place during the four-year college experience. The collegiate experience is but one segment of a continuing life drama.

3. Transactional Analysis and Ego Stage of Development.

The present study utilized the Loevinger and Wessler, Sentence Completion Test for Women³ to analyze ego stage of development.

²Crutchfield, "Conforming and Character".
This section is included to show the relationship between ego stage of development and concepts of Transactional Analysis, especially life scripts. Although there are differences in theory, the parallels are striking. Each stage of development will first be described and then compared with Transactional Analysis.

The I-2 Impulsive stage of ego development creates a world that is filled with dichotomies. People are seen as either good or bad, mean or nice, clean or dirty. Good and bad are often seen in terms of "good or bad to me," since people are seen as a source of supply. The I-2's responses are often illogical. Causation is seen only in the most concrete terms.

Gestalt psychotherapy views many individuals as having fragmented personalities, lacking an integrated wholeness. Part of the fragmentation is due to the same type of dichotomies expressed by I-2 individuals. According to Frederic Perls, a leading Gestalt therapist,

A person whose personality is fragmented by polarization operates in an either/or manner--He is either arrogant or worthless, helpless or tyrannical, wicked or righteous. When a person is struck at the impasse of his own opposing forces, he is at war himself.2

Jongeward and James describe a loser as unable to use his senses fully, and thus his perceptions are either incorrect or

1 Ibid., vol. 2, pp. 57-108.

incomplete. He tends to "see himself and others through a prism-like distortion. His ability to deal effectively with the real-world is hampered." So it is with the I-2 stage of ego development.

I'2's retain a dependency on home and going home is often the only solution to problems. Trouble is seen as located in a particular place rather than in a situation. If she is unable to run away from the place of the problem or get what she wants, the I-2 subject often becomes self-rejecting, often to the point of self-destruction. Like Berne's losers, the I-2 is unaware of the options available to her and is fearful of trying new approaches. Thus the I-2 personality remains confused, vulnerable, and unable to perceive the complexities of the world. The I-2 corresponds with Berne's jerk-type loser.

**Delta Self-Protective (Opportunistic).** The Delta Self-Protective personality is marked by "blatant opportunism, deception, and coercion". The primary occupations are self-protection and staying out of trouble. She feels that she must be on her guard at all times in order to control the situation and herself. Her attitude toward people is manipulative and exploitive, since

*The world is divided into those who rule and those who are ruled, those who take advantage of you and those you can get the better of.*

---

1James and Jongeward, *Born to Win*, p. 5.
3Ibid.
The "Loser", according to TA, spends much of his time playing. "He pretends, manipulates and perpetuates old roles from childhood. He invests his energy in maintaining his masks, often projecting a phony front". ¹

The second theme that emerges for the Delta stage is the opportunistic. "...a simple hedonism, whose rules are to avoid hard work, look for fun, and get nice things, like money". ² Like the Loser script, the Delta seems to live in the world of the future, dreaming of "some miracle after which he can 'live happily ever after' rather than pursuing his own life. He waits-waits for the magical rescue. How wonderful life will be when..." ³

The Delta subject accepts no responsibility for trouble or failure; she is a mere pawn of fate. One is either lucky or unlucky and has no control over anything. She either blames "bad luck" for misfortune or other people. One of the major concerns for the Delta subject is being with the "right" people, for the "wrong" people "get you in trouble".

According to Jongeward and James, a loser generally either concentrates on the future "when..." or the past, "if only, but rarely on the present. He spends a good deal of his time recounting the

¹James and Jongeward, Born to Win, p. 5.
³James and Jongeward, Born to Win, p. 4.
the "good old days" or the misfortunes encountered in the past, his bad luck. "He feels sorry for himself and shifts the responsibility for his unsatisfactory life onto others. Blaming others and excusing himself are often part of his games." ¹

Even when others are not blamed, the blame is still externalized by the Delta subject; it was her eyes, mouth, or figure that got her into trouble. When she does get into trouble there is little remorse, since what is wrong is to be caught. A person gets away with whatever he can, be it deception or pretense if necessary. Rules are seen as loss of freedom.

In this sense, the Delta Self-Protective stage of ego development seems to most closely resemble Berne's sulk-type loser.

I-3 Conformist. The I-3 Conformist subject structures her world in a simplistic manner. The way things should or ought to be are stated flatly, without contingencies or exceptions to the rule. Sweeping generalizations are the rule for the Conformist and persons and groups are categorized without exception. Behavior is governed by absolute rules of right and wrong. Thus, conventional social norms are accepted without question. A major emphasis of the Conformist subject is on the acceptance of her sex role, using and accepting the cliches of the norm.

¹Loevinger and Wessler, Measuring Ego Development, p. 4.
The Conformist subject values a pleasing personality and being popular for social approval. She is very concerned with physical appearance and being attractive to men. The Conformist may ignore hostility directed toward her and strongly disapprove of aggressive behavior. Though group membership is important, interpersonal relationships are described in terms of behaviors, rather than feelings, motives or traits.

Inner life for the Conformist is mentioned only in terms of generalities and banalities, while inner conflict is seldom acknowledged. Sex and love are dichotomized and are not two aspects of the same relationship. Love, seen as being cared for and taking care of others, is an aspect of dependence and security.

The Conformist places emphasis on the concrete, on outcomes rather than processes. To the I-3 Conformist the good life is an easy one with the work all done and lots of money.

The I-3 Conformist stage of ego development in terms of Transactional Analysis is seen as an adaptive child responding to the "shoulds", "oughts" and "don'ts" of the internalized Parent messages. Though an individual may reach his or her goals at this stage and thus be a self-proclaimed "winner", it is more likely that non-winning scripts are prevalent. The "Until", the "Over and Over" and the "After" aspects of non-winning would seem to be an inclusive part of the Parental programming. Thus, how can anyone every live up to the mother or father's expected ideal, because each time one
approaches reaching a goal, it appears as though a mirage, replaced by another greater goal in the distance. For the Conformist, society always has another "I almost made it" or "at least I've gotten this far" step on the social ladder.

I-3/4 Transition from Conformist to Conscientious. The I-3/4 transition stage allows for multiple possibilities and alternatives although often global and banal. The I-3/4 subject thinks about appropriateness for the time, place and situation.

Self-consciousness is prototypic for this stage and a discomfort in social situations is often noted along with feelings of loneliness. This stage is much more aware of feelings than the I-3, and individual differences of attitudes, interests, and abilities are taken into account. This differentiation is expressed in a greater concern for interpersonal relationships in terms of feelings and traits.

I-4 Conscientious. In the I-4 stage the achievement motive is at its height. The subject at this stage strives for objective accomplishment and self-improvement within her own self-evaluated standards. The I-4 subject is concerned with procrastination, wasting time and disorganization. She has a strong sense of responsibility and feels guilty over the consequences of her behavior, not at getting caught or breaking the rules. She has a strong conception of privileges, of right, of justice and fairness.

The I-4 subject has a defined value system which makes her sensitive to proportion and priorities. Because of this, she is
concerned with long-term goals and ideals and purpose in life.

The Conscientious level is one of a more richly differentiated inner life. Subjects at this level savor and appreciate their experiences and find joy and fulfillment in their lives. They express a vivid sense of individual differences in describing others; parents are less idealized as they are at I-3 levels. The I-4's ability to distinguish between interests and emotions has her place a value on that which is interesting. Thus, she may complain about women's traditional role, not because the work involved is at lower levels, but because of the boredom and routine.

The I-4 subject is more aware of herself and others, as growing and developing. Even though she may be self-critical, she also has a deep self-respect. She is able to see intentions, motives and consequences of her behavior. Because she feels responsible, she may tend to be more critical of her actions than subjects at lower levels. She is concerned about the problem of dependence and independence but has not separated emotional dependence from other forms such as financial. She does not see the inevitability and desirability of emotional interdependence as do higher levels.

If the individual equates winning with achievement, then winning is certainly possible at this state of ego development. The same reservations hold true, however, that achievement may be "open-ended" and thus require more and more striving in an endless battle to feel OK with oneself.
I-4/5 Transition from Conscientious to Autonomous. A greater complexity appears at the I-4/5 Transition Stage. Where the I-4 person sees polar, incompatible opposites, the I-4/5 is more likely to see paradox, "a quasi-contradiction in nature rather than a forced choice". The I-4/5 person deeply cherishes interpersonal relationships which partly supplants the value of ability and achievement of the I-4 level. The interpersonal interaction takes on greater complexity. "Not only do persons affect others but the relations between persons affect others and are, in turn, affected by circumstances such as the traits of these involved". ¹

The I-4/5 subject is often aware of conflicting or contrasting emotions; however, the conflict appears to be within the self rather than between the self and society. The inner life at this stage becomes richer and more differentiated whereas the universe becomes progressively less differentiated. The subject, at this level, goes beyond perceiving individual differences to true toleration of others and to the concept of tolerance. Thus, we find at this level a greater sense of the I'm OK - You're OK life position.

I-5 Autonomous. In the next two stages of ego development, we gain a sense of the true "winners" described in the literature of Transactional Analysis. According to Jongeward and James, ² "Autonomy

¹Ibid., p. 43

²James and Jongeward, Born to Win, p. 2.
does not frighten a winner...a winner is able to sustain his autonomy over ever-increasing periods of time. In the I-5 Autonomous stage, the individual construes conflicting alternatives as aspects of a many-faceted life situation as how things really are. The subject has the same high toleration for ambiguity that Berne speaks of when he states that a Winner is not set back by his own contradictions and ambivalences.

The I-5 subject feels the full force of inner conflict and strives to cope with it, to find some means of transcending it, or reconciling herself to it. She is able to distinguish social stereotypes from realistic views of people. She aspires to be realistic, objective and un-prejudiced, just as a winner

...listens to others, evaluates what they say but comes to his own conclusions. While he can admire and respect other people, he is not totally defined, demolished, bound, or awed by them.¹

Similarly, the I-5 subject is concerned with self-realization which supplants, in part, the achievement motive and merges with the enjoyment of life. Work may be onerous, not because it requires effort but because it is stultifying. The Autonomous subject expresses her concern for other people's autonomy (I'm OK, You're OK) and sees herself in an interpersonal context, that is complex and circulatory in nature. She is concerned with communicating feelings and emotions

¹Ibid.
are differentiated and vividly conveyed, ranging from joy to poignancy to deep sorrow or regret.

The I-5 subject views sex in a context of mutuality as an aspect of a relation with another person. She displays the same spontaneity, genuineness, intensity, fantasy and sensitivity to life's paradoxes with non-hostile existential humor that are related to winners:

A Winner has a zest for life. He enjoys work, play, food, other people, sex, and the world of nature. A Winner can be spontaneous. He does not have to respond in predetermined rigid ways.¹

Finally, the I-5 Autonomous subject is concerned with broad social perspectives and issues. Men and women are part of a common humanity. The social and humanitarian concerns support the fact that

...a winner cares about the world and its peoples. He is not isolated from the general problems of society. He is concerned, compassionate, and committed to improving the quality of life.²

I-6 Integrated. The I-6 Integrated responses include similar themes at the I-5 level but some form of conceptual complexity is always present in terms of conflict, contradiction, alternative constructions of situations, or subtler complexities of potential for development responses that are vivid, touching, or even poetic. The themes include a feeling of paradox, existential humor, search for self-fulfillment, value for justice and idealism, opposition to

¹Ibid., p. 3.
²Ibid.
prejudice, coping with inner conflict, reconciliation of role conflicts, appreciation of sex in the context of mutuality, and reconciliation to one's destiny. According to James and Jongeward,

A winner does not dedicate his life to a concept of what he imagines he should be. Rather he is himself and as such he does not use his energy putting on a performance, maintaining pretense, and manipulating others into his games. A winner can reveal himself instead of projecting images that please, provoke, or entice others... he does not need to hide behind a mask. He throws off unrealistic self-images of inferiority or superiority. \(^1\)

The goals of Transactional Analysis are in terms of integrating the personality: "...to establish the most open and authentic communication possible between the affective and intellectual components of the personality. The person is then able to use both his emotions and intellect, not just one at the expense of the other."\(^2\) These are the goals for producing self-actualization. According to Maslow\(^3\) self-actualization allows realization of the fullness of life by integration of the cognitive, the conative, the affective, and motor components of the human personality.

**Summary.** This section dealt with the relationship between the concept of ego stage of development and the Transactional Analysis concept of life script. By comparing the writings of the two major sources for similarity between the two theories, the author noted the following paradigm:

\(^1\)Ibid., p. 2  
\(^2\)Ibid., p. 31  
\(^3\)Maslow, *Perceiving, Behaving, Becoming.*
<table>
<thead>
<tr>
<th>Component</th>
<th>Script Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-D</td>
<td>Losing Script (Jerk)</td>
</tr>
<tr>
<td>Δ - Self Protective</td>
<td>Losing Script (Sulk)</td>
</tr>
<tr>
<td>I-3 Conformist</td>
<td>Non-Winning/Winning Script</td>
</tr>
<tr>
<td>I-3/4 Transition</td>
<td>Non-Winning/Winning Script</td>
</tr>
<tr>
<td>I-4 Conscientious</td>
<td>Winning/Non-Winning Script</td>
</tr>
<tr>
<td>I-4/5 Transition</td>
<td>Winning/Non-Winning Script</td>
</tr>
<tr>
<td>I-5 Autonomous</td>
<td>Winning Script</td>
</tr>
<tr>
<td>I-6 Integrated</td>
<td>Winning Script</td>
</tr>
</tbody>
</table>
### TABLE 1

**ANALYSIS OF VARIANCE OF FRESHMAN CUMULATIVE GRADE POINT AVERAGE AND EGO STAGE OF DEVELOPMENT**

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Mean Square</th>
<th>F Ratio</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>BETWEEN GROUPS</td>
<td>2.06</td>
<td>4</td>
<td>.5161</td>
<td>1.08</td>
<td>ns</td>
</tr>
<tr>
<td>WITHIN GROUPS</td>
<td>58.12</td>
<td>122</td>
<td>.4764</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TABLE 2

**ANALYSIS OF VARIANCE OF EGO STAGE OF DEVELOPMENT AND PERCEIVED IMPORTANCE OF COLLEGE GOALS**

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Mean Square</th>
<th>F Ratio</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>BETWEEN GROUPS</td>
<td>1.97</td>
<td>4</td>
<td>.4925</td>
<td>1.52</td>
<td>ns</td>
</tr>
<tr>
<td>WITHIN GROUPS</td>
<td>39.60</td>
<td>122</td>
<td>.3245</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TABLE 3

A SUMMARY OF THE MEAN RATINGS FOR TWENTY ONE COLLEGE
GOALS FOR EACH STAGE OF EGO DEVELOPMENT
AND THE OBTAINED F-RATIO'S

<table>
<thead>
<tr>
<th>GOAL</th>
<th>I-3</th>
<th>I-3/4</th>
<th>I-4</th>
<th>I-4/5</th>
<th>I-5</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To make good grades</td>
<td>2.00</td>
<td>2.41</td>
<td>2.47</td>
<td>2.35</td>
<td>2.71</td>
<td>.40</td>
</tr>
<tr>
<td>2. What do you consider to be good grades for you?</td>
<td>3.00</td>
<td>2.87</td>
<td>2.79</td>
<td>2.47</td>
<td>2.85</td>
<td>.30</td>
</tr>
<tr>
<td>3. To graduate from college</td>
<td>1.11</td>
<td>1.97</td>
<td>1.96</td>
<td>1.71</td>
<td>3.14</td>
<td>2.06</td>
</tr>
<tr>
<td>4. To develop an intellectual outlook and attitudes</td>
<td>2.11</td>
<td>2.12</td>
<td>2.04</td>
<td>2.05</td>
<td>2.28</td>
<td>.67</td>
</tr>
<tr>
<td>5. To develop an intellectual creativity, originality, and thinking skills</td>
<td>1.66</td>
<td>1.80</td>
<td>1.74</td>
<td>1.59</td>
<td>1.86</td>
<td>.93</td>
</tr>
<tr>
<td>6. To become mature, responsible flexible and independent</td>
<td>1.78</td>
<td>1.44</td>
<td>1.42</td>
<td>1.47</td>
<td>1.14</td>
<td>.31</td>
</tr>
<tr>
<td>7. To become self-confident and self-acceptant</td>
<td>1.78</td>
<td>1.49</td>
<td>1.58</td>
<td>1.65</td>
<td>1.00</td>
<td>.53</td>
</tr>
<tr>
<td>8. To develop good, close friendships</td>
<td>2.45</td>
<td>2.05</td>
<td>2.13</td>
<td>2.29</td>
<td>2.00</td>
<td>.21</td>
</tr>
<tr>
<td>9. To develop good physical and mental health</td>
<td>3.78</td>
<td>1.95</td>
<td>2.30</td>
<td>2.35</td>
<td>2.00</td>
<td>3.13</td>
</tr>
<tr>
<td>10. To become socially aware and popular with my peers</td>
<td>4.22</td>
<td>3.05</td>
<td>3.42</td>
<td>3.18</td>
<td>3.71</td>
<td>1.07</td>
</tr>
<tr>
<td>11. To develop my leadership skills</td>
<td>3.78</td>
<td>2.90</td>
<td>3.28</td>
<td>3.24</td>
<td>2.86</td>
<td>.67</td>
</tr>
<tr>
<td>12. To develop respect for others and their views</td>
<td>2.00</td>
<td>1.56</td>
<td>1.87</td>
<td>2.06</td>
<td>1.14</td>
<td>1.08</td>
</tr>
<tr>
<td>13. To participate in extracurricular activities and develop skills in those areas</td>
<td>4.33</td>
<td>3.07</td>
<td>3.15</td>
<td>3.47</td>
<td>3.57</td>
<td>1.10</td>
</tr>
<tr>
<td>14. To find a suitable marriage partner</td>
<td>5.66</td>
<td>3.58</td>
<td>4.00</td>
<td>3.88</td>
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<td>15. To develop artistic and cultural interests</td>
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<td>17. To develop my moral character</td>
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<td>20. To prepare myself for graduate work or professional training</td>
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ANALYSIS OF VARIANCE OF TWENTY-ONE COLLEGE GOALS AND STAGE OF EGO DEVELOPMENT

A. TO MAKE GOOD GRADES

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B. WHAT DO YOU CONSIDER TO BE GOOD GRADES FOR YOU?

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C. TO GRADUATE FROM COLLEGE

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D. TO DEVELOP AN INTELLECTUAL OUTLOOK AND ATTITUDES

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E. TO DEVELOP AN INTELLECTUAL CREATIVITY, ORIGINALITY, AND THINKING SKILLS

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F. TO BECOME MATURE, RESPONSIBLE, FLEXIBLE, AND INDEPENDENT

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G. TO BECOME SELF-CONFIDENT AND SELF-ACCEPTANT

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H. TO DEVELOP SOCIAL SKILLS AND CLOSE FRIENDSHIPS

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I. TO DEVELOP GOOD PHYSICAL AND MENTAL HEALTH

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J. TO BECOME SocialLY AWARE AND POPULAR WITH MY PEERS

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K. TO DEVELOP MY LEADERSHIP SKILLS

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L. TO DEVELOP RESPECT FOR OTHERS AND THEIR VIEWS

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M. TO PARTICIPATE IN EXTRA-CURRICULAR ACTIVITIES AND DEVELOP SKILLS IN THOSE AREAS

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N. TO FIND A SUITABLE MARRIAGE PARTNER

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O. TO DEVELOP ARTISTIC AND CULTURAL INTERESTS

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P. TO DEVELOP MY ARTISTIC CREATIVITY AND SKILL

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TABLE 5

ANALYSIS OF VARIANCE OF EGO STAGE OF DEVELOPMENT AND CONCEPTS OF SELF AND OTHERS

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<td>1. Common Course</td>
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<td>5. Student Self</td>
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TABLE 7

ANALYSIS OF VARIANCE OF EIGHT CONCEPTS AND STAGE OF EGO DEVELOPMENT

1. **Common Course**

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2. **College in General**

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3. **Professors**

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4. **Other Students**

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5. **Self as a Student**

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6. **Father**

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7. **Mother**

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8. **Real Self**

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</tr>
<tr>
<td>WITHIN GROUPS</td>
<td>74.50</td>
<td>122</td>
<td>.6107</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TABLE 8

PEARSON PRODUCT-MOMENT CORRELATION CO-EFFICIENT ($r_{xy}$) FOR THE RELATIONSHIP BETWEEN FRESHMAN CUMULATIVE GRADE POINT AVERAGE AND THE TOTAL SCORE FOR EIGHT CONCEPTS USING THE SEMANTIC DIFFERENTIAL TECHNIQUE

<table>
<thead>
<tr>
<th>CONCEPT</th>
<th>$r_{xy}$</th>
<th>ns</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Common Course</td>
<td>+.13</td>
<td>ns</td>
</tr>
<tr>
<td>2. College</td>
<td>+.32</td>
<td>.01</td>
</tr>
<tr>
<td>3. Professors</td>
<td>+.09</td>
<td>ns</td>
</tr>
<tr>
<td>4. Other Students</td>
<td>+.55</td>
<td>.01</td>
</tr>
<tr>
<td>5. Student Self</td>
<td>+.49</td>
<td>.01</td>
</tr>
<tr>
<td>6. Father</td>
<td>+.16</td>
<td>ns</td>
</tr>
<tr>
<td>7. Mother</td>
<td>+.27</td>
<td>.01</td>
</tr>
<tr>
<td>8. Real Self</td>
<td>+.33</td>
<td>.01</td>
</tr>
</tbody>
</table>
TABLE 9

PEARSON PRODUCT-MOMENT CORRELATION COEFFICIENT (r<sub>xy</sub>)
FOR THE RELATIONSHIP BETWEEN FRESHMAN CUMULATIVE
GRADE POINT AVERAGE AND THE RATING FOR
TWENTY-ONE COLLEGE GOALS

<table>
<thead>
<tr>
<th>GOAL</th>
<th>r&lt;sub&gt;xy&lt;/sub&gt;</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To make good grades</td>
<td>+.02</td>
<td>ns</td>
</tr>
<tr>
<td>2. What do you consider to be good grades for you?</td>
<td>-.21</td>
<td>.05</td>
</tr>
<tr>
<td>3. To graduate from college</td>
<td>.00</td>
<td>ns</td>
</tr>
<tr>
<td>4. To develop an intellectual outlook and attitudes</td>
<td>-.03</td>
<td>ns</td>
</tr>
<tr>
<td>5. To develop an intellectual creativity, originality and thinking skills</td>
<td>+.02</td>
<td>ns</td>
</tr>
<tr>
<td>6. To become mature, responsible, flexible, and independent</td>
<td>.00</td>
<td>ns</td>
</tr>
<tr>
<td>7. To become self-confident and self-acceptant</td>
<td>+.09</td>
<td>ns</td>
</tr>
<tr>
<td>8. To develop good, close friendships</td>
<td>+.07</td>
<td>ns</td>
</tr>
<tr>
<td>9. To develop good physical and mental health</td>
<td>.00</td>
<td>ns</td>
</tr>
<tr>
<td>10. To become socially aware and popular with my peers</td>
<td>+.15</td>
<td>ns</td>
</tr>
<tr>
<td>11. To develop my leadership skills</td>
<td>+.17</td>
<td>ns</td>
</tr>
<tr>
<td>12. To develop respect for others and their views</td>
<td>.00</td>
<td>ns</td>
</tr>
<tr>
<td>13. To participate in extra-curricular activities and develop skills in those areas</td>
<td>+.15</td>
<td>ns</td>
</tr>
<tr>
<td>14. To find a suitable marriage partner</td>
<td>.00</td>
<td>ns</td>
</tr>
<tr>
<td>15. To develop artistic and cultural interests</td>
<td>-.06</td>
<td>ns</td>
</tr>
<tr>
<td>16. To develop my artistic creativity and skill</td>
<td>-.05</td>
<td>ns</td>
</tr>
<tr>
<td>17. To develop my moral character</td>
<td>+.15</td>
<td>ns</td>
</tr>
<tr>
<td>18. To develop a philosophy of life</td>
<td>.00</td>
<td>ns</td>
</tr>
<tr>
<td>19. To prepare myself for a career after college</td>
<td>+.15</td>
<td>ns</td>
</tr>
<tr>
<td>20. To prepare myself for graduate work or professional training</td>
<td>+.18</td>
<td>.05</td>
</tr>
<tr>
<td>21. To develop interpersonal relationships with faculty and students that will help me succeed later</td>
<td>+.15</td>
<td>ns</td>
</tr>
</tbody>
</table>
### SOME MILESTONES OF EGO DEVELOPMENT

<table>
<thead>
<tr>
<th>Stage</th>
<th>Code</th>
<th>Impulse Control, Character Development</th>
<th>Interpersonal Style</th>
<th>Conscious Preoccupations</th>
<th>Cognitive Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presocial</td>
<td>I-1</td>
<td>Impulsive, fear of retaliation</td>
<td>Autistic</td>
<td>Self vs. non-self</td>
<td>Stereotypy, conceptual</td>
</tr>
<tr>
<td>Symbiotic</td>
<td></td>
<td>Autistic</td>
<td>Symbiotic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Impulsive</td>
<td>I-2</td>
<td>Impulsive, fear of retaliation</td>
<td>Receiving, dependent, exploitive</td>
<td>Bodily feelings, especially sexual and aggressive</td>
<td></td>
</tr>
<tr>
<td>Self-Protective</td>
<td>Δ</td>
<td>Fear of being caught, externalizing blame, opportunistic</td>
<td>Wary, manipulative, exploitive</td>
<td>Self-protection, wishes, things, advantage, control</td>
<td></td>
</tr>
<tr>
<td>Conformist</td>
<td>I-3</td>
<td>Conformity to external rules, shame, guilt for breaking rules</td>
<td>Belonging, helping, superficial niceness</td>
<td>Appearance, social acceptability, banal feelings, behavior cliches</td>
<td>Conceptual simplicity, stereotypes</td>
</tr>
<tr>
<td>Conscientious</td>
<td>I-4</td>
<td>Self-evaluated standards, self-criticism, guilt for consequences, long-term goals and ideals</td>
<td>Intensive, responsible, mutual, concern for communication</td>
<td>Differentiated feelings, motives for behavior, self-respect, achievements, traits, expression</td>
<td>Conceptual complexity, idea of patterning</td>
</tr>
</tbody>
</table>
Autonomous I-5  
Add: Coping with conflicting inner needs, toleration  
Add: Respect for Autonomy  
Vividly conveyed feelings, integration of physiological and psychological causation of behavior, development, role conception, self-fulfillment, self in social context  
Increased conceptual complexity, complex patterns, toleration for ambiguity, broad scope, objectivity

Integrated I-6  
Add: Reconciling inner conflicts, renunciation of unattainable  
Add: Cherishing of individuality  
Add: Identity

NOTE: "Add" means in addition to the description applying to the previous level.
Categories of College Success

A. Academic Success

1. Good grades
2. Persisting in school

B. Success Viewed as Intellectual Development

1. Development of an intellectual outlook and attitudes
2. Development of cognitive creativity, originality, abstract thinking, and analytic skills

C. Success Viewed as Personal Adjustment and Personality Development

1. Development of maturity, responsibility, autonomy, flexibility, and other personality change
2. Development of optimal psychological and physical health
3. Development of self-confidence, self-acceptance, and an appropriate self-concept
4. Development of self-appraisal habits, realism, and appropriate aspirations
5. Successful adjustment to and satisfaction with the collegiate environment

D. Success Viewed as Social Development

1. Development of social awareness, popularity, social skills, and interpersonal relationships
2. Development of leadership skills
3. Development of a respect for others and their views
4. Participation and/or recognition in extracurricular activities

E. Success Viewed as Aesthetic--Cultural Development

1. Development of aesthetic and cultural interests, appreciations, and feelings
2. Development of aesthetic creativity and artistic skills

F. Success Viewed as Moral, Philosophical, and Religious Development

1. Development of altruism, humanism, citizenship and moral character
2. Development of attitudes, values, and a particular philosophy of life

G. Other Types of College Success

1. Development of basic academic skills
2. Development of the motivation to succeed
3. Vocational development
4. Post-college success due to college experiences
5. Student power
6. Miscellaneous
Approval Sheet

The dissertation submitted by Gary M. Durst has been read and approved by the following Committee:

Dr. John P. Eddy
Associate Professor, Guidance and Counseling

Dr. John A. Wellington
Professor and Chairman, Guidance and Counseling

Dr. Jack A. Kavanagh
Assistant Professor, Foundations of Education

Dr. Gloria J. Lewis
Assistant Professor, Guidance and Counseling

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

Date: May 16, 1974

Director's Signature: __________________________