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The Effect of Group Counseling on the Adjustment and Behavior of Returning Foreign Study Students at Kalamazoo College

Thomas J. Walsh
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THE EFFECT OF GROUP COUNSELING ON
THE ADJUSTMENT AND BEHAVIOR
OF RETURNING FOREIGN
STUDY STUDENTS AT
KALAMAZOO COLLEGE

by

Thomas J. Walsh

A Project Report
Submitted to the
Faculty of the School of Graduate
Studies in partial fulfillment
of the
Specialist in Education Degree

Western Michigan University
Kalamazoo, Michigan
January, 1970
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Thomas J. Walsh
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CHAPTER I

THE PROBLEM

The problem of an individual's adjustment to his immediate environment is a complex process. The process becomes even more complex when an abrupt change in physical environment occurs, and gains even more complexity when the new environment contains significantly different expectations in the areas of physical, social, and academic behavior. It is possible that these abrupt changes may cause the individual mild, moderate, or severe adjustment problems.

Adjustment is a difficult topic to deal with definitively. According to Lazarus (1963), "Adjustment consists of the process by which the individual manages to fit certain demands of the environment [p. 3]." Others conceive of adjustment as realizing one's responsibility to individuality rather than to culture, such as Fromm (Arieti, 1959) who feels that adjustment may involve transcending one's culture rather than being comfortable in what the culture requires. Also, the Dasein discipline of existential therapists (Arieti, 1959)

\[
\ldots \text{hold that there is great danger in our day that psychotherapists will become the particular agents of the culture whose task is to adjust people to the culture, and that thus psychotherapy will become an expression of the fragmentation, alienation and other neurotic trends in our day rather than an enterprise for overcoming them [p. 1358].}
\]

A review of literature thus yields a somewhat ambiguous meaning of the term adjustment, and therefore the term must be operationalized.
For the purpose of the present study, adjustment was treated as "... the process by which the individual manages to fit certain demands of the environment [p. 3]." (Lazarus, 1963)

The present study was motivated by indications that adjustment and behavior problems were going to be a significant area of concern with the group being studied. Selected results of a recent study directed by the Danforth Foundation (Hollenbach & Calloway, 1966-67) contribute to an understanding of the problems created by the particular and somewhat unique foreign study program at Kalamazoo College:

1. On a student questionnaire seventy-one percent of the students claim foreign study to be of "much more value" than remaining on their own campus.  
2. Ranking of off-campus experiences by the students, on a one to four scale, yielded a ranking of 3.923 for foreign study.  
3. A previous class, as a result of the foreign study experience, ranked increases in the qualities of independence, tolerance, maturity, self-confidence, and poise.  
4. An investigation of campus organizations yielded the opinion that one of the three most pressing problems to organizations is the divergent interests and motivations of the pre-foreign study and post-foreign study publics.  
5. A considerable number of faculty members felt that the college perhaps assumes too much responsibility for out-of-class behavior during the period following foreign study.  
6. On a faculty questionnaire, some seventy percent favored a longer period between winter and spring quarters to allow students returning from foreign study time to "decompress" and readjust to normal academic routines on campus.  
7. One conclusion in the report is that there
should be more opportunities to share experiences on an informal and formal basis when the students return from foreign study.

Several conclusions can be drawn from the preceding statements. It is quite evident that both students and faculty consider the foreign study program to be very valuable. There are also implications that the period of foreign study is a volatile period of personal experiences, which may result in a group returning with significantly different behaviors and attitudes from those they exhibited before they left. These statements tend to support the conclusion that returning foreign study students make up a group going through a significant period of change, and therefore merit special attention to assist them to more adequately integrate their experiences in a way useful to them and their society.

There is evidence that group counseling is useful in a situation where adjustment is a major consideration Shaffer (1956) states,

Group counseling permits the individual participants to feel they "belong," that they have membership in some group where they are valued. The sense of belonging makes individual behavior more meaningful and therefore heightens the motivation to improve individual adjustments [p. 541].

MacLennan (1968), in describing Life Adjustment Groups, declares,

Such groups are concerned with the individual's way of life. They may be composed of people who are in the process of transition from one stage in their lives to another or of people who wish to make a more satisfactory adjustment and wish to learn more about themselves [p. 62].

However, valid questions can be raised concerning the success of group counseling to facilitate personal adjustment. According to Kagan (1962), "The primary function of group counseling is to alter,
modify, or change behavior, which is done by focusing on that behavior in the group process." Therefore group counseling becomes first a vehicle for altering behavior, which may or may not yield a change in attitudes and values, i.e. adjustment. This inconsistency is brought into focus in a statement by Muro (1968).

In attempts to change attitudes, values, or behavior, the more relevant they are to the basis of attraction to the group, the greater will be the influence that the group can exert upon them [p. 68].

Consequently, group counseling may yield a change in behavior, or a change in attitudes and beliefs, or both, depending on what the members of the group wish to contribute as data for the group and what they wish to gain from their participation in the group.

Two central variables were therefore present. First, the returning foreign study group merits special attention. Second, group counseling may yield a change in behavior, attitudes, or both. The purpose of this study was to use group counseling to assist returning foreign study students in this period of transition, and to measure the effect of the group counseling.

Statement of the Problem

The problem investigated in this study was the effect of group counseling on personal adjustment and self-reported problem behavior of returning foreign study students at Kalamazoo College.

Setting of the Problem

Kalamazoo College is a small private liberal arts college. The enrollment is approximately 1200, but never more than 900 are
residing on campus because of the off-campus programs.

The participants in this study were college juniors at Kalamazoo College. They had just returned from two quarters, approximately six months, of overseas study. The function of the foreign study program (Kalamazoo College Catalogue, 1967-68) is to afford students the opportunity to become acquainted with another culture while pursuing academic studies.

These students returned from various parts of the world. According to the Kalamazoo College Catalogue (1967-68), "Study centers, maintained for students of varying proficiencies in the native language, are located in France, Germany, Spain, Columbia, Sierra Leone, Kenya, and Portugal [p. 8]."

The academic placement of the participants can perhaps best be exhibited by the following pattern (Kalamazoo College Catalogue, 1967-68) used by most students:

**TABLE 1.1**
The Kalamazoo Plan

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>On</td>
<td>On</td>
<td>On</td>
<td>On</td>
</tr>
<tr>
<td></td>
<td>Campus</td>
<td>Campus</td>
<td>Campus</td>
<td>Vacation</td>
</tr>
<tr>
<td>Sophomore</td>
<td>On</td>
<td>On</td>
<td>Career</td>
<td>On</td>
</tr>
<tr>
<td></td>
<td>Campus</td>
<td>Campus</td>
<td>Service</td>
<td>Campus</td>
</tr>
<tr>
<td>Junior</td>
<td>On</td>
<td>Foreign Study</td>
<td>On</td>
<td>On</td>
</tr>
<tr>
<td></td>
<td>Campus and Senior Independent Project</td>
<td>Campus</td>
<td>Campus</td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td>On</td>
<td>Campus</td>
<td>On</td>
<td>Campus</td>
</tr>
</tbody>
</table>
As evidenced by Table 1.1, foreign study students return to at least two successive quarters, and four out of the last five, on campus. They have not spent two successive quarters on campus since the first half of their sophomore year. With the exception of foreign study, senior independent project, and career service, the students are expected to live in campus housing. Therefore, these foreign study students return to, and are expected to function in the college community.

Limitations of the Study

Limitations of the present study were perceived as existing in the following areas:

1. The Mooney Problem Check List is not a test in the traditional sense and therefore does not yield a test score. The results are a count of the number of problems students are aware of and are willing to admit to, and the question of defensive responses can be raised about any self-reporting instrument. Hall and Lindzey (1957) cite studies by Friedman, Chodorkoff, and Haigh which leads them to conclude that

   Defensiveness is an important variable in the self judgments of people, and self-reports cannot be relied upon to give the same picture of personality as are obtained from outside judges [p. 496].

   The Mooney Problem Check List is however a census count of problems and can be used "... to measure changes brought about by a planned problem-reduction program [p. 3]."
2. The aspect of time available for group counseling was considered a limitation of the study. The school quarter is ten weeks long. One week was needed to set up the study, and final exam week had to be eliminated. Therefore, eight weeks of two hours per week were available for a total time of sixteen hours.

3. Although the reliability of the *Adjustment Inventory* appears sufficiently high, the validity is open to question. The normative groups are relatively small, consisting of approximately 300 for each sex. According to Siegel (Buros, 1964), the normative groups are also far from representative.

4. Lack of continued participation of some members of the group was not compensated for. Although they were strongly urged to follow through if they volunteered to participate, there was no control available to enforce attendance. There was a philosophical basis for not trying to make attendance mandatory. In what was already a strict and demanding academic program, further demands on time might cause alienation of some of the members. Attendance averaged seventy-seven percent, and eighteen of the original twenty completed the experiment. This was within Berne's (1955) minimum attendance figure of seventy-five percent and attrition rate of thirty to fifty percent.
Assumptions

Certain assumptions exist which must be accepted in order to test the hypothesis of the present study.

1. The adjustment of returning foreign study students at Kalamazoo College is amenable to change through sixteen hours of group counseling.

2. As an alternative to adjustment, the self-reported problem behavior of returning foreign study students at Kalamazoo College is amenable to change through sixteen hours of group counseling.

3. The Adjustment Inventory provides a measure of adjustment consistent with the basic premises of the research.

4. The Mooney Problem Check List is a valid measure of change in the number of problem behaviors.

5. The basic differences between students who would volunteer for such a study and those who would not was compensated for by the design.

6. The group leader for the experimental groups established a climate for group counseling.

Definition of Terms

Central to the present study was an operational definition of the terms adjustment, problem behavior, and group counseling. Therefore the following definitions were employed.
1. **Adjustment** consists of the processes by means of which we manage the demands of our environment (Lazarus, 1963). According to Bell (1962) the three major determinants involved are the demands of the organism, the demands of the physical environment, and the demands of the self in its capacity for becoming increasingly aware of itself.

2. **Group Counseling** is defined as the establishment of a group of persons for the purpose of individual growth and development in the area of personal and emotional problem solving (Muro, 1968).

3. **Problem Behavior** is defined as any recurring behavior which the student personally feels is interfering with his internal goals in the personal, social, or academic areas.

**The Hypothesis**

The present study was designed to test the hypothesis\(^1\) that sixteen hours of group counseling would cause a significant change in the adjustment and/or self-reported problem behavior of returning foreign study students at Kalamazoo College.

\(^1\)The hypothesis is restated in testable null forms in Chapter III, p. 20.
CHAPTER II

A REVIEW OF SELECTED RELATED STUDIES

Most educators agree that a well adjusted college student who is relatively free of problem behavior will benefit more from his academic experience and will exhibit achievement commensurate with his ability during his college career. Various studies (Hagey, 1968; Resnick, 1951; Shaw and Grubb, 1958; Shaw and Brown, 1957) have shown the high positive correlation existing between higher academic achievement and more satisfactory adjustment. There is insufficient experimental evidence to fully support the conclusion that group counseling does affect adjustment and/or the amount of problem behavior. It is possible that group counseling affects only attitudes, that it affects only behavior, that it affects both attitudes and behavior, and that it affects neither. Therefore, it is the purpose of this review to focus upon group counseling related to its effect on attitudes, behavior, or any other pertinent variable.

Muro and Ohnmacht (Muro, 1968) tested the hypothesis that group counseling will increase self acceptance. The study included two experimental groups of eight and a control group of thirteen in the College of Education at the University of Maine. The first experimental group met for one hour once a week, and the second for one hour twice a week for a period of fifteen weeks. The Bills Index of Adjustment and Values was given as a pre- and post-test to
measure changes in self acceptance. The analysis of the data indicated that the scores of the counseled groups changed significantly over those of the non-counseled group on the acceptance of self scale on the IAV.

The hypothesis that group counseling affects measurable changes in the self-concept, and that it further affects changes in school achievement and behavior was tested by Caplan (Muro, 1968). School counselors of a large junior high school in San Francisco, California selected junior students by records of frequent conflicts with school authorities. Six groups were formed, including an experimental and control group for each of grades seven, eight, and nine. The groups contained six boys each matched on economic status, intelligence, age, and school record. The three experimental groups met weekly for fifty minutes for a period of ten weeks. The counselors functioned within a framework of non-directive therapy. The Butler-Haigh Q-Technique containing self-referent phrases describing various aspects of the self in school was used to measure self and ideal-self concepts at the beginning and end of the counseling period.

Results of the measurement of self concept, using an analysis of the Q-technique, indicated that a significant change took place within each experimental group and within the total experimental group, but that no significant change took place in any of the control groups or within the total control group. An analysis of change with each group indicated that the influence of any particular counselor on his group was not a factor. An analysis of the change in academic achievement, using school records, yielded a barely significant
increase for the total experimental group. However there was no significant change for the control group. An analysis of change in school behavior, using citizenship records, indicated a significant and positive change in the total experimental group, and no significant change in the total control group. In summary, the results indicate a short term significant change in self-concept, academic achievement, and classroom behavior.

Gilliland (1966) investigated the effect of small group counseling with Negro adolescents on academic achievement and self-concept, among other variables. Two experimental groups of seven and two control groups of eight were randomly drawn from the Negro population of a high school in Oak Ridge, Tennessee. The two experimental groups participated in group counseling with the author for one hour each week for thirty-six weeks. Pre- and post-tests were the Cooperative English Achievement Test and the Bills Index of Adjustment and Values. An analysis of data comparing the experimental and control group indicated a significant gain in academic achievement for the experimental group. There was no significant difference in the measurement of self-concept, however the experimental group exhibited a decrease in score which approached significance, in self-concept. This finding correlated with other research which has indicated that adolescent Negro males tended to "over rate" themselves on self-concept scales in an effort to enhance their self-esteem in the face of prejudice.

The effects of group counseling on ninth grade non-conforming students was investigated by Kuntz (1966). He assessed its
effectiveness with male groups, female groups, and mixed groups.

Ninety students made up six experimental groups, six control groups, and three Hawthorne groups. The experimental groups met once a week for ten weeks. The criteria of change were pre- and post-test differences on nineteen scales of two tests, the Minnesota Counseling Inventory and Tennessee Self Concept Scale. The total fifteen groups showed twenty-five significant changes on the test scales. The six experimental groups accounted for seventeen of these changes. Of the significant changes in the experimental groups, eight were in male groups, eight in female groups, and one in a mixed group. Out of the total twenty-five significant changes, only one was in the area of personal variables and nineteen were in the area measuring primarily social or interpersonal variables. Conclusions of this study indicated that group counseling does affect some self-concept changes, and that these changes are significantly more notable in the social and interpersonal areas rather than the personal areas.

Broede, Ohlsen, Proff, and Southard (Muro, 1968) investigated the effect of group counseling on gifted underachieving adolescent's acceptance of themselves and their ability to relate to others. Students were selected from a four-year high school by a comparison of scores on the California Test of Mental Maturity and grades from the previous year. The sample consisted of twenty-nine students who were divided into two experimental and two control groups. During the treatment period, the experimental groups met for one hour periods twice a week for eight weeks. Growth of clients was evaluated by pre- and post-tests of the Picture Story Test and the
Behavior Inventory. Both experimental groups show significantly greater gain than the control groups in self acceptance as measured by the Picture Story Test. Neither the experimental or control group showed a significant change in their own perception of their ability to relate to others as measured by the Behavior Inventory.

Among other hypotheses, Whittaker (1968) investigated the effect of group counselings on academic achievement and feelings of personal adequacy of average ability low achieving college students. Experimental and control groups were formed from a sample of thirty-two which was drawn from a southern college which serves predominantly a Negro population. The experimental group participated in eighteen one hour sessions. Feelings of personal adequacy were assessed by the use of an adequacy scale consisting of fifty self reference statements. Grade point average was used to assess academic achievement. An analysis of the results indicated that there was a significantly greater mean gain in adequacy scores for the experimental group when compared with the control group. No significant differences were found when comparing the experimental and control group with respect to grade point averages. The mean gain in grade point average for the experimental group was slightly higher.

Summary

Conclusions cannot be easily derived from the foregoing literature. The reason for this centers around the obvious differences in hypotheses, methods, instrumentations, and obtained results and conclusions. Some studies have shown that group counseling
significantly affects certain areas of adjustment, while other studies have shown that group counseling affects certain behaviors. Further studies have shown that group counseling affects both certain attitudes and certain behaviors.

The research examined does support the decision to examine both adjustment and problem behavior, since it has been shown that group counseling may affect either or both. Therefore the present study is designed to investigate the effect of group counseling on adjustment and/or problem behavior of returning college foreign study students.
CHAPTER III

DESIGN AND METHODOLOGY

The design and methods used in the study are described under six main headings: (1) Selection and Description of the Sample; (2) Treatment; (3) Instrumentation; (4) Methods of Securing the Data; (5) Null Hypotheses; (6) Analysis of the Data.

Selection and Description of the Sample

The sample for this study was drawn from a group of 170 college juniors returning from foreign study at the end of winter quarter. At the beginning of the first week of their return, they received information containing: (1) a general explanation of the study; (2) a description of group counseling; and (3) a request for a definite positive or negative commitment and the times they have available if they reply affirmatively.

At the end of their first week back on campus they were given a battery of tests by the Foreign Study Office, which this year included the Bell Adjustment Inventory. During the time they were all gathered for this test battery, those who wished to participate in the study were asked to hand in the completed information blanks. These information blanks were used in forming the sub-groups which made up the experimental group. The actual structure of these groups depended on three main factors, and these factors were ranked in descending importance as follows: (1) the times available; (2) sex
of group members; and (3) the foreign study center they have just returned from. The second and third criteria were chosen to create a diversity of opinions and experiences. All students who volunteered to participate were able to be scheduled.

Two groups were formed from the affirmative responses. The size of the groups was originally ten each. This approached the upper limit for a group counseling situation (Kagan, 1962), and was intentionally chosen to compensate for the possibility of some students dropping out. Two students dropped out early, leaving groups of eight and ten. The group of eight consisted of four males and four females, and represented six different foreign study centers. The group of ten contained four males and six females, and represented seven different foreign study centers.

The control group was drawn from the remaining returning foreign study students, but the specific members were not selected until the group counseling sessions of the experimental group had terminated. Delayed selection of a control group was intended to eliminate the Hawthorne effect. Fifty of the 150 students were randomly selected and sent tests during the last week of treatment. Twenty-seven of these responded, forming a control group consisting of thirteen males and fourteen females.

Treatment

The experimental group met once a week for two hours for a period of eight weeks. The control group did not receive group counseling and did not meet as a group. The group leader (the
author) was an advanced Specialist degree candidate with experience and training in both group and individual counseling. Kagan's (1962) description of the role of the group leader was used as a guideline for the group counseling sessions.

Leader Role

a. Typically concerns himself more with feelings and elicitation of repressed or unconscious material than with cognitive discussion.

b. Maintains very broad limits; structures only minimally.

c. Does not establish himself as an authority figure; tries to reduce this role expectation.

d. Avoids personal value judgments of member behavior.

e. Assumes any of a wide range of roles and use of techniques to facilitate establishment and enhancement of counseling process.

f. Assumes responsibility for prevention of physical and psychological destruction of group members.

g. Accepts and deals with group criticism of himself and the group process.

h. Establishes an empathic climate for the counseling group [p. 5].

Instrumentation

The Adjustment Inventory (Bell, 1962) was used to measure adjustment of the experimental and control groups. The test consists of 200 questions to be answered yes, no, or ?. The test yields scores in the areas of Home Adjustment, Health Adjustment, Submissiveness, Emotionality, Hostility, and Masculinity-Femininity.
The odd-even reliabilities, corrected upward by the Spearman-Brown prophecy formula, are all in the .80's. According to Vance (Buros, 1965),

Concurrent validity is demonstrated by correlations between the bell and other inventories. Except for the masculinity-femininity scale, the relationships presented in the manual are quite high [p. 148].

The normative sample is relatively small and possibly not representative. However, accurate norms were not necessary to study the possibility of significant change in raw score units.

The instrument used to measure problem behavior was the Mooney Problem Check List. This problem check list was given only as a post-test to both experimental and control groups.

Methods of Securing the Data

Kalamazoo College operates on a ten week academic quarter. At the end of the first week of the quarter, the 150 returning foreign study students were given a battery of tests by the Kalamazoo College Office of Institutional Research. With their permission, the Adjustment Inventory was included in this battery of tests. All potential members of both the experimental and control group were therefore tested, and this yielded the pre-test scores.

The post-test scores, which included the Mooney Problems Check List in addition to the Adjustment Inventory, were collected in two different manners. The experimental group scores were obtained by distributing the test at the last meeting in addressed return envelopes. For control group scores it was first necessary, using
a table of random numbers, to select fifty from the group of 130 who did not volunteer to participate. During the same week the experimental group was given its tests, these fifty were sent tests with explanatory cover letters and addressed return envelopes. The scores of the twenty-seven who responded became the post-test scores for the control group.

The pre-tests were scored by the Western Michigan University Testing Center, and the post-tests were scored by the author using standard procedure outlined in the respective test manuals.

Null Hypotheses

The basic hypotheses were subdivided into testable null hypotheses. They were as follows:

\[ H_1 \] There is no significant difference between the pre-test scores of the experimental and control groups.

\[ H_2 \] There is no significant difference between the post-test scores of the experimental and control groups.

\[ H_3 \] There is no significant difference between the pre- and post-test scores of the experimental group.

\[ H_4 \] There is no significant difference between the pre- and post-test scores of the control group.

\[ H_5 \] There is no significant difference between the Mooney post-test scores for the experimental and control groups.

Analysis of the Data

The *Bell Adjustment Inventory* (Bell, 1962) provides six measures of personal and social adjustment. They are as follows:
a. Home Adjustment. Individuals scoring high tend to feel that their home relationships have been unsatisfactory. Low scores indicate satisfaction with regard to home adjustment.

b. Health Adjustment. High scores indicate unsatisfactory health adjustment; low scores, satisfactory adjustment.

c. Submissiveness. Individuals scoring high tend to be submissive and retiring in their social contacts. Individuals with low scores tend to be self-confident and assertive.

d. Emotionality. Individuals with high scores tend to be unstable emotionally; with low scores, to be emotionally secure.

e. Hostility. Individuals with high scores tend to be hostile and critical in social relationships; with low scores, to be friendly and accepting of people.

f. Masculinity-femininity. Females who score high tend to have strong masculine interests. Females who score low tend to have strong feminine interests. Males who score high tend to be strongly masculine in their interests. Males who score low tend to have the interests of females [p. 4].

The Mooney Problem Check List (Mooney, 1950) is described as "... a census count of each student's problems—limited by his awareness of his problems and his willingness to reveal them [p. 3]."

A two-tailed t-test was used to test for significant differences both between the groups and between pre- and post-treatment within each group. The .05 level of confidence was chosen for accepting or rejecting the null hypotheses.

As indicated in Table 3.2, there were no significant differences between the control and experimental groups at the time of the pre-test. However, the post-treatment comparison of the experimental and control groups did yield a significant difference in the area of
Submissiveness. The difference indicated that the mean of the experimental group was significantly lower than the mean of the control group.

TABLE 3.1
Mean Standard Scores of the Bell Adjustment Inventory and the Mooney Problems Check List on Pre- and Post-Measures of the Experimental and Control Groups

<table>
<thead>
<tr>
<th>Test</th>
<th>Exper. Pre-Test</th>
<th>Control Pre-Test</th>
<th>Exper. Post-Test</th>
<th>Control Post-Test</th>
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<td>Bell (a)</td>
<td>8.28</td>
<td>6.30</td>
<td>9.50</td>
<td>6.52</td>
</tr>
<tr>
<td>Bell (b)</td>
<td>7.22</td>
<td>7.67</td>
<td>7.00</td>
<td>6.89</td>
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<tr>
<td>Bell (c)</td>
<td>11.78</td>
<td>15.00</td>
<td>10.83</td>
<td>15.33</td>
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<tr>
<td>Bell (d)</td>
<td>10.17</td>
<td>10.41</td>
<td>10.22</td>
<td>9.19</td>
</tr>
<tr>
<td>Bell (e)</td>
<td>8.00</td>
<td>8.93</td>
<td>6.50</td>
<td>8.33</td>
</tr>
<tr>
<td>Bell (f)</td>
<td>16.94</td>
<td>17.33</td>
<td>18.22</td>
<td>19.04</td>
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<td>Mooney (total)</td>
<td></td>
<td>44.55</td>
<td>36.30</td>
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</table>

The pre- and post-treatment analysis of the experimental group scores yielded significant differences in the areas of Hostility and Masculinity-femininity. The t-test indicated that the pre-treatment Hostility score was significantly higher than the post-treatment Hostility score, and that the pre-treatment Masculinity-femininity score was significantly less than the post-treatment measure of the same area. The pre- and post-treatment analysis of the control
group scores yielded a significant difference in the Masculinity-femininity area, showing that the pre-treatment score was significantly lower than the post-treatment score.

**TABLE 3.2**

<table>
<thead>
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</table>

Summary

Chapter III dealt with the various facets of the design and methodology employed in the present study. The summary, conclusions

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$^1$The Mooney Problems Check List was given only as a post-test.
discussion, and recommendations will be discussed in the following chapter.
CHAPTER IV

SUMMARY AND CONCLUSIONS,
DISCUSSION, AND RECOMMENDATIONS

Summary and Conclusions

The purpose of the study was to investigate the effect of group counseling on the personal adjustment and self-reported problem behavior of returning foreign study students at Kalamazoo College. The members of the experimental and control groups were drawn from a group of 150 college juniors who had just returned from six months of study at various foreign universities. The function of the group leader was to create a climate which encouraged interaction on the feeling or affective level. The control group members received no treatment, and were not aware they were members of the control group during the treatment period.

The experimental group consisted of volunteers, and the attendance and attrition rate were satisfactory. The Bell Adjustment Inventory was used as a pre- and post-treatment measure of adjustment, and the Mooney Problem Check List was used as a post-treatment measure of the number of self-reported problem behaviors. A two-tailed t-test was employed to test for significant difference of scores. The .05 level of confidence was selected for accepting or rejecting the null hypotheses.

The following conclusions have been reached, within the limitations noted in Chapter I, page 7.

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1. The hypothesis of no significant difference between the experimental and control groups on all six areas of the pre-test was accepted. Therefore, for the purpose of the present study, and within the statistical methods used, the experimental and control groups were not significantly different.

2. The hypothesis of no significant difference between the post-test scores of the experimental and control groups was accepted in five areas and rejected in one. The experimental and control groups did exhibit scores which were significantly different in the area of submissiveness.

3. The hypothesis of no significant difference between the pre- and post-test scores of the experimental group was accepted in four areas and rejected in two. The significant differences existed in the areas of hostility and masculinity-femininity. The post-test hostility score was significantly lower while the post-test masculinity-femininity score was higher.

4. The hypothesis of no significant difference between the pre- and post-test scores of the control group was accepted in five areas and rejected in one. The post-test scores were significantly different in the area of masculinity-femininity, and the significant difference was in the direction of higher scores.
The hypothesis of no significant difference between the experimental and control group post-test scores measuring the number of problem behaviors was accepted. Therefore the number of self-reported problem behaviors of the two groups did not differ significantly at the end of the treatment period.

Discussion

Most educators agree that a well-adjusted college student who is relatively free of problem behavior will benefit more from his academic experience and will exhibit achievement commensurate with his ability during his college career. Demands of the environment may consist of pressures from many areas, such as the physical environment, the social culture or sub-culture, the educational institution, or the home and parents. If these pressures are able to be met more easily, the individual will have a more worthwhile college experience.

Research has demonstrated that group counseling can affect certain behaviors and attitudes. Research by Muro and Ohnmacht (Muro, 1968), Caplan (Muro, 1968), Huntz (1966), Broede, Ohlsen, Proff, and Southard (Muro, 1968), and Whittaker (1968) has shown that group counseling can affect certain attitudes. Research by Caplan (Muro, 1968), Gilliland (1966), and Whittaker (1968) has shown that group counseling can affect certain behaviors. Therefore it could be hypothesized that group counseling could affect personal adjustment and/or the number of self-reported problem behaviors.
It was not expected that group counseling would cause a significant change in all areas of adjustment or reduce the number of self-reported problem behaviors for all members. Therefore a climate was fostered which encouraged exploration on the affective level, and thereby provided group members the opportunity to delve into the areas which they felt the need to go into.

The conclusions of the present study require further investigation; however, it is interesting to note that the experimental group became significantly less submissive while the control group did not. Therefore it could be hypothesized that the experimental group members felt a need to communicate which caused them to become more assertive. It is also worthy of note that a pre- and post-treatment comparison of the experimental group yielded a decrease in hostility, which could be hypothesized as an increase in the ability to be accepting of others.

Recommendations

During the course of the study, certain factors became evident which would be pertinent to further research.

1. Repetition of the study with a more sensitive objective measurement of change in attitudes and behaviors.

2. Repetition of the study with more time available (at least thirty hours) for group counseling.

3. A follow-up study, at least a year later to determine the permanence of measured change.
4. An analysis of audio tapes for the purpose of studying and evaluating the interaction which took place.

5. Further opportunity, in a therapeutic setting, for returning foreign study students at Kalamazoo College to meet together for the purpose of integrating their foreign study experiences into their present situation.
REFERENCES


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Dear Student:

All of us must constantly face new situations, develop, adjust, and find new solutions to new problems. It is my feeling that many students returning from foreign study go through a period of readjustment that demands that they find new solutions to some personally meaningful problems.

As part of my graduate work at Western Michigan University, I have designed a research project which offers participation in group counseling to some returning foreign study students. It is anticipated that those students who feel they can benefit from a group counseling experience will take advantage of this opportunity.

Group counseling can be defined as the establishment of a group of persons for the purpose of individual growth and development in the area of personal and emotional problem solving. This is not intensive psychotherapy. The group works only with whatever they wish to work with. The data for group interaction is the data the members of the group contribute. The goals of each individual member are the most important. A member may choose to share his working out of minor readjustment problems or deep-seated difficulties. It is my hope that those who wish to may gain new perspectives that come from inside the individual, tuning in on the creative, subjective processing of experiences.

A few elements of group counseling should be mentioned. One of these is the element of confidentiality. Only the members of the group will know what has been shared within the group setting. Also, the group is in no way evaluative. Although tests are involved, there are no expectations placed on the individual. Test results will be combined to check for possible change in the group as a whole.

These groups will meet once a week during spring quarter. Sessions will last approximately two hours. Exact times will not be known until the attached schedules are returned and examined. The test involved is the Adjustment Inventory. It is a short test which will be given along with the post foreign study tests on Monday, April 7th. This test will be given to all returning foreign study students, although all will not participate in the group experience. The results of this test will be confidential. The only record which will be kept will be a list of the scores without names being mentioned. This is being done to get a composite picture of returning foreign study students as a group, and not to evaluate any individual. Those who
participate in the group counseling, and another group equal in number, will be asked to retake the test at the end of spring quarter.

Participation in the group counseling experience is purely voluntary. The only strong request I would like to make is that if you do volunteer to participate you follow through on it. My research cannot be completed if a significant number of students drop out before it is through.

Feel free to stop by if you have further questions.

Tom Walsh
100 Severn Hall
If you have read the preceding information and are interested in participating in the group counseling experience, please fill in this form. (Please do not commit yourself unless you feel you will be able to participate throughout the spring quarter.) These forms can be returned at the test session on Monday, April 7th, or to my apartment (100 Severn).

Name (Please Print) _____________________________________________

Campus
Address _____________________________________________________ Sex ______

Foreign Study Center ____________________________________________

1. X in all times your schedule would allow you to participate.
2. Number all areas you have placed an X in, in order of preference, 1, 2, 3.....

<table>
<thead>
<tr>
<th>General Time Areas</th>
<th>Specific Times (Evenings)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>Afternoon</td>
</tr>
<tr>
<td>Mon.</td>
<td></td>
</tr>
<tr>
<td>Tues.</td>
<td></td>
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<tr>
<td>Wed.</td>
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<tr>
<td>Thurs</td>
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<tr>
<td>Fri.</td>
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<tr>
<td>Sat.</td>
<td></td>
</tr>
<tr>
<td>Sun.</td>
<td></td>
</tr>
</tbody>
</table>

*Due to scheduling problems, some people may volunteer and not be able to participate. Every attempt will be made to avoid this.
Dear Student,

Please find enclosed two tests that I am asking you to take. They are tests which are intended to help me evaluate the group experience which I explained to you at the beginning of the quarter. In order to evaluate the group experience, I need to have these tests taken by some students who did not participate in the group meetings.

The two tests together would take about an hour of your time. I realize that I can only request that you take these, and hope for the best. For those of you who do take these tests and would like to see the results and have them explained, this can be arranged. If you would like to see the results, include a note to this effect when you return the tests, and stop in the following day. The results will be handled in the same confidential manner as were the previous tests. The only scores known will be group averages, and no names will be mentioned.

If you can find time to take these tests, I would appreciate it. Please return completed tests by Thursday, June 12. If, because of lack of time or any other reason, you are not going to take the tests, please return soon so that I may ask someone else to take the tests.

Tests may be turned in to any of the head residents or left at my apartment in Severn Hall.

Thank you for your cooperation.

Tom Walsh
100 Severn Hall