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**The Relationship of Self-Concept As Measured by the Tennessee Self-Concept Scale to Adjustment in Seminary as Measured by the Sentence Completion Scale, Seminary Socialization Scale, and Seminary Attrition Scale.**

Harvey B. Powers

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as measured by the Tennessee Self-Concept Scale  
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by

Harvey B. Powers

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APPROVAL

The Relationship of Self-Concept as Measured by  
the Tennessee Self-Concept Scale to Adjust in Seminary  
as Measured by the Sentence Completion Scale, Seminary  
Socialization Scale, and Seminary Attrition Scale

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### ABSTRACT

This study sought to measure the relationship between self concept and non-academic adjustment in seminary. A sample of 55 randomly selected male Master's of Divinity students was selected from the first through third year classes at a prominent evangelical seminary during the Spring quarter of 1984.

The sample was given a demographic questionnaire, the Tennessee Self Concept Scale (TSC), and three instruments which were designed to measure non-academic adjustment. These were the Seminary Socialization Scale (SSS), the Seminary Attrition Scale (SAS), and the Sentence Completion Scale (SCS). Five professors also rated students in terms of their non-academic adjustment. The analysis of data was primarily correlational in nature although one and two-tailed t-tests were also employed.

Results indicate that the three criteria of non-academic adjustment were significantly related to the major subscales of the Tennessee Self Concept Scale such that better adjustment was positively correlated with higher self esteem. Better adjustment and increased self esteem were also positively correlated to the self report of an individual's ability to enjoy people which was measured by a demographic question. The adjustment criteria and the Tennessee Self Concept Scale were found to be unrelated to grade point average and professor's ratings of adjustment. These

two variables (grade point average and professor's ratings) produced the highest positive correlation for the entire study.

It was concluded that the Tennessee Self Concept Scale, Seminary Socialization Scale, Seminary Attrition Scale, and Sentence Completion Scale form a series of interrelated measures which are distinct from grade point average and professor's ratings and may hold promise as a predictor of degree of non-academic adjustment to seminary. This study thus helps to establish that the construct of non-academic adjustment exists and provides insight into areas that are potentially useful for the seminary admission screening process and should be explored in further research.

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## CHAPTER 1

### INTRODUCTION

The importance of the self concept as a central component in determining an individual's attitudes and behavior is almost universally recognized by theorists of the behavioral sciences, psychologists, and other mental health professionals. The terms self-concept (Rogers, 1951; Fitts 1972), self-system (Sullivan 1953), identity (Erikson, 1968), and self-esteem (Freud, 1957) have all been given considerable attention in the writings of those concerned with mapping out psychologically healthy human development. Satir (1972) serves to illustrate this perspective when she states, "I am convinced that the crucial factor in what happens both inside people and between people is the picture of individual worth that each person carries around with him" (p.21).

Because the self concept is so important in effective human functioning it will be a major variable of focus in this study. More clearly stated, this study is an attempt to examine the relationship between an individual's self concept and his successful adjustment as a seminarian. This chapter will review the relevant literature, state the rationale and purpose for the study, and discuss the general hypotheses to be tested.

## Self Concept & Adjustment - 2

It is important for the reader to note that the present study is one facet of a larger research project which will be addressing, from different perspectives, the issue of adjustment in seminary. Other facets of this project will be looking at Minnesota Multiphasic Personality Inventory (MMPI), Spiritual Well Being (SWB), and Spiritual Maturity (SM) variables. This fact will make the procedure section in the next chapter clearer, as these instruments are mentioned as part of the total test packet which is administered.

### Review Of The Literature

The author will begin this section with some general comments which place the psychological study of seminarians in context, comment on theological issues related to self concept, then briefly review some of the findings from the study of seminarians in general, and lastly turn to a more detailed review of the literature regarding the construct of self-concept.

### General Comments

The psychological testing of seminarians and the clergy mushroomed in the decades of the 50's and 60's. This is evidenced by the fact that Menges and Dittes (1965) in their book entitled Psychological Studies of Clergymen: Abstracts of Research cited



some 700 studies which had been completed by the mid 1960s. There are many reasons for this. The effectiveness of psychological testing as a whole really came into its own during this period, being recognized as helpful in a variety of decision making and screening functions. Educators in particular (Anastasi, 1982) developed a respect for psychological instruments of various sorts as useful in screening potential students during the admissions process. It was only a matter of time before it was recognized, as Trachsel (1973) states, "...as necessary for the Church to engage in more than speculation in order to predict which among its seminarians will persevere to a point at which their training will be of maximum benefit to themselves and the Church itself" (p. 2).

Madsen (1973) offers several reasons for the church's interest in developing screening devices for seminary. First, is the hardship the student experiences when he is forced to make a major shift in vocational plans from the theological training he has received. He has invested major amounts of time, money, and energy in pursuing this training only to decide that he really is not cut out for vocational ministry. This issue seems especially problematic of seminary training as an individual is provided with a very narrow set of vocational skills which do not generalize well to other fields. If adequate screening devices

could be used, perhaps the student could be redirected and his energies better spent.

A second consideration involves the frustration and stigma attached to the student who drops out of seminary. Often churches and friends have heard his account of "God's Call" to the ministry and the student has been sent off to school with public commendation. If he finds that he is not adjusting as well as expected, once he arrives on campus, it may seem like a "spiritual failure" to drop out. Adequate screening could, perhaps, help to prevent such a scenario.

A third factor is of greater impact to the theological institution itself. Since a large percentage of a seminary education's cost is supported by the churches and individuals who send gifts, it is important to maintain good stewardship of the resources available to them. Madsen observes, "Admitting and training students who do not enter the ministry is a heavy financial burden on the supporting church groups" (p. 2). Screening could be used in this light, to make the limited resources available to those most likely to use their training in accordance with the purposes of the seminary.

Several observations can be added to Madsen's list. First, screening could prevent the added difficulties involved when a student completes seminary only to fail once actually in the

pastorate. The consequences of failure are great in terms of their emotional and psychological impact for both the individual and the church with which he is involved. Second, if a criterion could be developed to spot high risk students, perhaps measures could be taken to remediate the common weakness which characterize them. Last, screening could reduce admission of students who do well academically but who fail because of nonacademic issues.

The research literature contains many studies of seminary populations which attempt to discover factors that are associated with those who are successful or adjusted in their seminary experience. The criteria of persistence to completion of a program and grade point average have frequently been used as measures of adjustment. The logic behind this seems apparent but, upon closer examination, there are serious problems in using persistence and g.p.a. as criteria of success. While both are objective measures, they focus on "academic" skills and miss the more subjective, but practically meaningful, qualities which characterize well adjusted seminarians. Stern's (1954) statement speaks well to this issue when he says:

We have, for the most part, emphasized intellectual capacity as prognostic of academic success, and academic achievement as the precursor of professional competence. The shortcomings of this approach are

evident, however, each time we are forced to judge for ourselves the true competence of the student. Few faculty members have escaped the experience of being called upon for recommendations about students whose academic performance is more than satisfactory, but whose suitability for the professional career in question seems dubious. And we are often quite confident about the future success of some student whose grades are embarrassingly poor. (p. 76)

Thus, seminarians who meet the longevity and g.p.a. criterion may be sadly deficient in the more subjective qualities of leadership ability, interpersonal relationship skills, flexibility, ability to deal constructively with conflict, warmth, and the ability to empathize and support others. These qualities may be of greater practical significance when considering a seminarian's adjustment. Stern (1954) observes in this regard:

The faculty of the theological seminary in question had been screening candidates on the basis of previous scholastic performance, participation in extra-curricular activities, and recommendations from former teachers, ministers, and the like. Although applicants accepted under these conditions rarely failed academically, their qualification for the ministry frequently

appeared inappropriate when reviewed by the faculty several months after admission. It was not until considerable opportunity for personal interaction had occurred that the staff felt competent to judge the student's qualifications for the ministry. (p. 77)

Recognizing the difficulties, this study will attempt to measure "nonacademic" qualities as a criterion of seminary adjustment/maladjustment.

#### General Studies of Seminary Populations.

Theological schools have used psychological testing on a larger scale since the 1950's. DeWire (1962) reports (taken from a survey by the National Council of Churches) the two scales used most often are the Theological School Inventory (TSI) and the MMPI. The primary use for these inventories was for identifying seminarians who might benefit from counseling, rather than using them for placement screening. Despite a great deal of research using the MMPI and TSI Madsen (1973) states, "...there remains confusion and disagreement regarding the use, meaning, and value of the instruments" (p.4).

#### Theological School Inventory

The Theological School Inventory was developed in 1956 by the Education Testing Service (ETS). They surveyed 545

ministers, 17 theological schools and 120 laymen in an effort to define "effective ministry". Based on this work the TSI was developed as a measure of motivation for ministry. Motives were defined as the consciously perceived rationale for choosing ministry as a vocation. "No claim is made for the measurement of psychological needs or personality characteristics which may lie behind the construction of such a rationale.... In short, the TSI belongs more in the family of interest inventories than of personality measures" (Madsen, 1973, p. 14). The research on the TSI is inconclusive in that some studies show findings that academic persistence and nonpersistence are related to the TSI while others do not.

### MMPI

Although the TSI is the most frequently administered instrument to seminary populations, more research has been done with seminarians using the MMPI. The rationale behind this is that the MMPI has far greater credulity as a research tool. Madsen (1973) in his compilation of seminary studies using the MMPI, observes that almost every scale has, at one time or another, been associated with predicting a criterion of success. Most studies use either persistence to graduation or g.p.a. as that criterion. It has been difficult, however, to establish

cutting points for success and nonsuccess on the different scales in the studies that show association.

Knowles (1958) and Cardell (1967) report some ability to predict academic success from MMPI results, while Baer and Moynihan (1964) conclude the inventory cannot distinguish persisters from nonpersisters. Perhaps the most clear conclusion that can be drawn from MMPI research is that some of the standardized norms do not seem valid for seminarians (Bier cited in Trachsel, 1973).

### Conclusions

The two most commonly used instruments for research with students at theological schools are the TSI and MMPI. It is interesting to note that the most common criterion used with them are persistence and grades which, as discussed before, may not be the the most meaningful. Present research indicates the lack of clear trends emerging from either inventory.

## Theological Issues & Self Concept

### The Tension

It is important from a Christian perspective to relate the study of self concept to a Biblical framework. Historically, the Christian community has felt many tensions when wrestling with the issue of defining a healthy self concept. One position that

has arisen is that of the "Empty Self" view. If an individual is to receive blessing from God, he must empty himself in order for God to use him. Thus, "self" is seen as the enemy that inhibits one from being used by God.

At times the empty self position has surfaced being expressed in song. Such lines as:

Two wonders I confess:

The wonders of His glorious love

And my own worthlessness."

from "Beneath the Cross of Jesus," and the lines:

Would He devote that sacred head

For such a worm as I?

from the hymn "Alas! and did my Savior Bleed," serve to illustrate the point. Expression of the "empty self" view often spring from those camps concerned with remaining true to the Biblical admonitions regarding the total depravity of man.

Others, who also desire to remain true to what the Scriptures say regarding the depravity of man, believe the empty self view is inadequate and distorted. Christian authors such as Dobson (1974), Ellisen (1976), Hoekema (1976), and Wise (1976) have called for a Biblical reexamination of the empty self view. Current psychological research demands this as well, in light of the fact that lower self concept has been empirically associated



with delinquency, antisocial behavior, and psychological maladjustment in general (Fitts, 1972). The cry for reexamination is also strengthened by the vast number of Biblical references that depict a high or valued view of man.

Thus, there exists tension between a "worthless" view of self, which in some circles has been identified as "the" Christian view and current thinking and research by Christian authors. In the section that follows the present author will review evidence which lays the groundwork for a more balanced view of healthy self concept.

#### Easing of the Tension

Self esteem is rooted in creation. The place to begin in evaluating a Biblical view of self concept is with the creation of man. In Genesis 1:26-31 we find the account of the beginning of mankind. Recorded here is how God made man uniquely in His image. Theologically, this is called the Imago Dei and marks man as the pinnacle of all that God created. Thus, man's value and worth is founded upon the very image that God has placed within him.

Next, note in these verses the task God gives man. He is to rule the earth, to procreate, and to fill the earth. This command is given to man alone. Thirdly, note God's evaluation of his handiwork in general and man in specific. He states in

verse 31 (Ryrie, 1978), "And God saw all that He had made, and behold it was very good." The elements presented in this text clearly demonstrate that man has a uniquely high value among all of God's creation. The imago dei, the task, and the pronouncement by God Himself leave room for no other conclusion. A final comment is warranted regarding the interpersonal component of man's worth found in Genesis 1. Ellisen (1976) notes:

Biblically, the interpersonal nature of the self is originally implied in the initial creation act ("let us make man in our image"), and in the creation of a help-mate ("It is not good that man should be alone"). It is basic to man's nature, then, to require relationships for self-development. Evaluation necessitates a judge-judged relationship. Self-esteem is initially rooted in the evaluations of a significant other: "And God saw everything that He had made, and behold it was very good" (p. 3).

God, in this case, was the "significant other" from whom man received the appraisal.

In light of the above, the empty self view is strikingly inaccurate as it does not adequately recognize the great value and worth that man received from God. The question arises at

this point: How was this "worth" or "value" effected by the fall? It is to this issue we now turn our attention.

The Fall and Self Esteem. The great negative impact of the fall upon man is undisputable in Scripture. The concept of total depravity, which permeates theologies that hold a high view of Scripture, is evidence of this. Is there a basis for post-fall esteem? This question can be answered by three key observations. They are as follows.

1. The fall marred the imago dei but it did not eradicate it. This can be observed in 1 Corinthians 11:7 and James 3:9, both of which appeal to the imago dei still residing in man post-fall. Thus, the basis of a high view of the value of man, God's image, is still present within him, though marred.

2. Psalm 8:4-5 contains an eloquent testimony of the value of post-fall man. It states, speaking of man, "Yet Thou hast made him a little lower than God, And dost crown him with glory and majesty! Thou dost make him to rule over the works of Thy hands; Thou hast put all things under his feet". Man possesses intrinsic God given worth, that is the basis of self esteem.

3. Last and most powerfully of all, the value of post-fall man is demonstrated by the act of redemption. Redemption with its incredible cost to God, tells us of the great value he places, even upon those who are His enemies.

The observations just discussed clearly show that the basis of man's value or worth is still present, even in his post-fall condition. The empty self view is incomplete in that it does not recognize this. Much of the tension between the high value of man and his post-fall condition, arises from confusion about how to relate the fact of man's worth -- to the fact of his sinfulness.

Worth & Sinfulness. Ellisen (1976) aptly comments that there is often confusion that blurs the distinction that, "to be a sinner is to be helpless, not worthless" (p. 2). Sinfulness is primarily rebellion against God and is, in fact, against the imago dei which resides in man. This rebellion renders man in a position that is cut off from God and helpless to gain merit before Him. Man's sinfulness has broad negative effects on his understanding of the world, motivation, behavior, communication, emotions and relationships. Man, in this condition, turns away from his original purpose and seeks to establish his self esteem apart from God. This is ironic in that it is the imago dei in man that provides him with the "sense" that he should be worthwhile in the first place.

Man is, therefore, sinful but this fact does not mean that he is worthless (Allen, 1984). Bruce Narramore (1976) focuses this distinction well when he says:

The flesh theologically is the rebellious sin principle... We fail sometimes to differentiate between the self and the flesh, or the self and the old sin nature, or the self and the old man... They are distinctly different aspects of the human personality... It's very clear that man has deeply fallen, but we tend to confuse righteousness and value. You see, according to scripture we can be of immense value and worth to God, and still be very, very sinful. But sometimes we say since we are totally depraved or totally sinful we are, therefore, worthless. (p. 3)

The Biblical evidence we have examined leads us to conclude that man is definitely sinful, but he is certainly not worthless.

### Summary

From a balanced Biblical perspective man's sinfulness should be clearly recognized but so, also, should his value. A careful distinction needs to be maintained between sinfulness and value. If this is done, much of the tension surrounding a Christian view of self concept can be avoided.

Healthy Biblical self esteem has at its core humility, which can be defined as accurately viewing oneself in relation to one's standing before God. Ellisen (1976) helpfully comments that Biblical self esteem is:

The ability to face one's self and to accurately assess and accept both strengths and weaknesses, while being responsive to but not overly dependent upon social approval...(These) are the basic ingredients of non-defensive self esteem. (p. 6)

It is viewing one's self accurately, no more and no less, in relation to God and His design. Both pride and excessive self-denigration are recognized by many as being rooted in feelings of inadequacy. Both are inaccurate assessments with the former being inflated and the latter being deflated.

In conclusion, the value and worth of man is a key Biblical concept. Affirming man's worth does not negate the fact that he is sinful, or vice-versa. The empty self theory, therefore, appears to be lacking and must be rejected on Scriptural grounds. For the purposes of this study the author concludes that it is appropriate to talk about healthy self esteem for Christians. This can be done by focusing on properly assessing oneself in relation to creation and God's plan.

#### Self Concept Research

The self and the self concept have been key areas of concern dating as far back as William James (1890). Psychologists, theologians, philosophers, and sociologists have all discussed the self concept as a central construct for understanding human

behavior. This is evidenced by the fact that the professional literature contains thousands of articles considering the subject from almost every facet imaginable. Rosenberg (1965) views self as the most important thing in the world to a person. Jersild (1952) believes that the self concept is the key to understanding a person's mental health; while Briggs (1970) views high self esteem as the crucial ingredient for good mental health. Gordon and Gergen (1968) give reasons why they think there has been so much attention paid to the study of the self:

One of the compelling reasons for studying the self has been the common surmise that behavior is guided and modulated by interior processes. In effect, psychological process is commonly felt to precede behavioral output. (p. 3)

Fitts (1972) has followed this logic in his monumental monograph series on the self concept. He provides a great deal of evidence (much of which will be reviewed later) to support the idea that a person's self concept is a prominent aspect of his phenomenal world and tends to be, at times, its most stable feature. In addition the self concept, says Fitts et al.(1971), is closely linked to self actualization and serves as a sensitive index to good adjustment, effective functioning, and the full utilization of one's potentialities. His (Fitts, 1972) extensive study of the construct of self concept has led him to conclude:

The self concept is related to performance in two ways--indirectly as a correlate or index of self-actualization, and directly in its own right. In the latter sense, the person who has a clear, consistent, positive, and realistic self concept will generally behave in healthy, confident, constructive and effective ways. Such persons are more secure, confident, and self-respecting; they have less to prove to others; they are less threatened by difficult tasks, people, and situations; they relate to and work with others more comfortably and effectively, and their perceptions of the world of reality are less likely to be distorted....In general, and other things being equal, the more optimal the individual's self concept the more effectively he will function. (p. 4)

Fitts' view thus provides the basic rationale for this study: A person's self concept as measured by the Tennessee Self Concept Scale (TSC) will be a significant predictor of his adjustment/maladjustment as a seminarian.

### Definitions

Perkins (1958) defined self concept as, "Those perceptions, beliefs, feelings, attitudes, and values which the individual views as describing himself" (p.221). Spence and Spence (1980) hold the position that, "Self esteem has been taken to refer to



a person's own evaluation of his or her own value, worthiness, adequacy and competence" (p.256). A common emphasis is also seen in Coopersmith's (1972) definition when he says self concept is:

....the evaluation which the individual makes and customarily maintains with regard to himself: it expresses an attitude of approval or disapproval, and indicates the extent to which the individual believes himself capable, significant, successful, and worthy. (p. 4-5)

Note that each of these definitions emphasize the centrality of the individual's perceptions and valuing in the demarcation of the self. The implication is that to adequately measure the self concept one must use an instrument that places central focus on the individual's own perceptions. In this study the notions of self concept, self acceptance and self esteem will be used without distinction to refer to the individual's perceptions and evaluation of his adequacy, worthiness, and competence across the dimensions of the Tennessee Self Concept Scale.

### Theoretical Support

There are many theorists in psychology who emphasize the importance of the self concept in effective functioning. These viewpoints provide a firm basis on which this study is built. A few of the better known theorists are reviewed below.

When conducting a review of self concept literature most begin with William James (1890). James considered the self concept as central in influencing what a person chooses to do and what he considers as important. Thus a person's aspirations and values have a large bearing on how he accepts himself. Charles Cooley (cited in Flakoll, 1972) also viewed the self as important in understanding human behavior. He developed a concept he called the "social self" which was how a person presented himself to and interacted with his environment.

Alfred Adler (1924) is well known for his focus on the self as a highly personalized subjective system which reflects and moderates the individual's purpose and goals. His concepts of "inferiority" and "will to power" reflect the tensions he observed as the self attempts to come to terms with the environment. Combs and Snygg (1959) are two phenomenological theorists of the self who emphasize the urge in man to seek personal adequacy. This movement toward adequacy provides a large influence on the direction of behavior. The Self serves as an organizational pattern of all the individual considers to be "I." Another theorist who emphasized this kind of movement toward effectiveness is Earl Kelly (1962). He considered the self to be unique to each person. Kelly labeled the goal toward

which the self was motivating a person's behavior as being "fully functioning".

The last two theorists considered in this review come immediately to mind when one thinks of self concept. They are Abraham Maslow (1954) and Carl Rogers (1951). Maslow's hierarchy outlines a framework of needs in the order of priority toward which the self directs behavior. His emphasis is on self growth where the person moves toward reaching his potential and becoming fully effective. He called this self actualization. Rogers' famous "person centered" approach places great importance on a person's self perceptions in guiding behavior. The self in this view is motivated toward growth and becoming a "fully functioning person". In Rogers' understanding, becoming fully functioning is maintaining consistency between who the person perceives himself to be and his outward behavior.

The theorists just cited focus particularly upon the upper ranges of good adjustment. All agree that the more fully functioning a person is the more productive, happy, efficient, and effective he will be in developing his potential. The present review demonstrates that there is ample theoretical support for the Fitts et. al. (1971) position that, "In general, and other things being equal, the more optimal the individual's self concept the more effectively he will function (p. 4)."

### Empirical Support

Considerable support can be mustered for viewing self concept as a measure and predictor of a person's effective functioning. Due to the large body of professional literature on the subject of self concept, and in light of the purpose of this study, the literature reviewed in this section will be limited to research conducted with the Tennessee Self Concept Scale.

Fitts' (1972) monograph series serves as a basic review of research done on the self concept utilizing the TSC. His central thesis is that the self concept must be evaluated within a multidimensional framework. The TSC, which he developed according to this model, involves 29 subscales of self concept. Shavelson and Bolus (1982) and Weinbaum, Fayans, and Gilead (1982) support Fitts' premise that self concept cannot be accurately boiled down to a single factor. Fitts states that self concept and self actualization should be considered closely related, in that self concept serves as an index of self actualization (Fitts, Adams, Radford, Richard, Thomas, Thomas, Thompson, 1971). In his conceptualization of self concept Fitts et.al. observe (1971):

It is proposed that there are three principal parts or subselves of the self--Identity Self (self-as-object), Behavioral Self (self-as-doer), and Judging Self (self-

as-evaluator). The evaluative tendency of the self, represented by the Judging Self, provides the materials for an individual's self-esteem. According to Maslow, a positive level of self-esteem is the final prerequisite for self actualization; once self-esteem is achieved the individual is free to concentrate on actualizing his potentialities. (p.1)

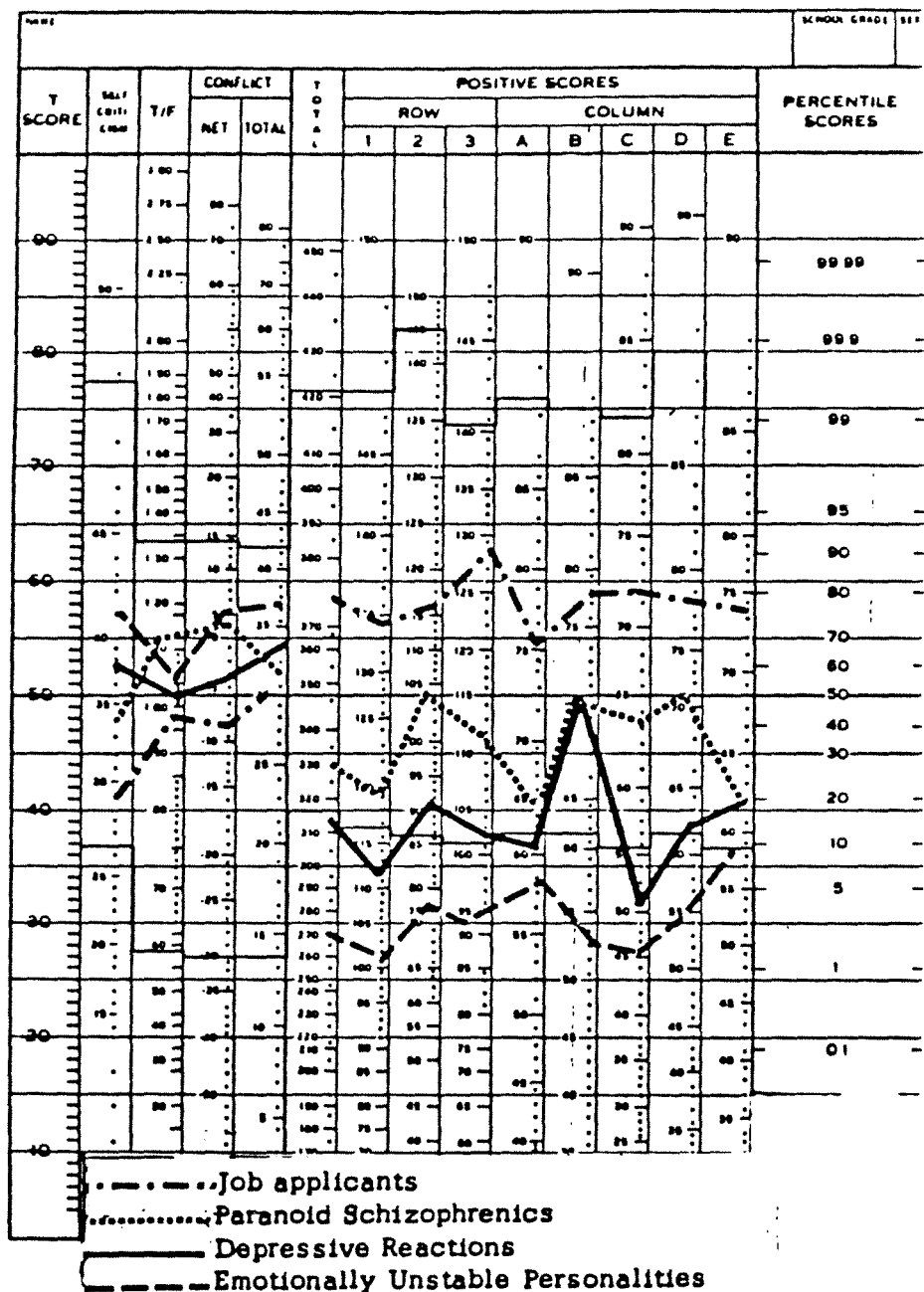
The literature on self concept will be examined first in light of its relationship to psychopathology, next in terms of self actualization, and finally in view of its association with performance.

Self Concept and Psychopathology. The proposition that self concept can be an index of mental health makes a good deal of sense from the perspectives of Rogers (1951) and Maslow (1959). They say that self concept not only gives a sense of how well one is functioning at the upper end of the mental health continuum (self actualization), but also can be used to identify those at the lower end (psychopathologic).

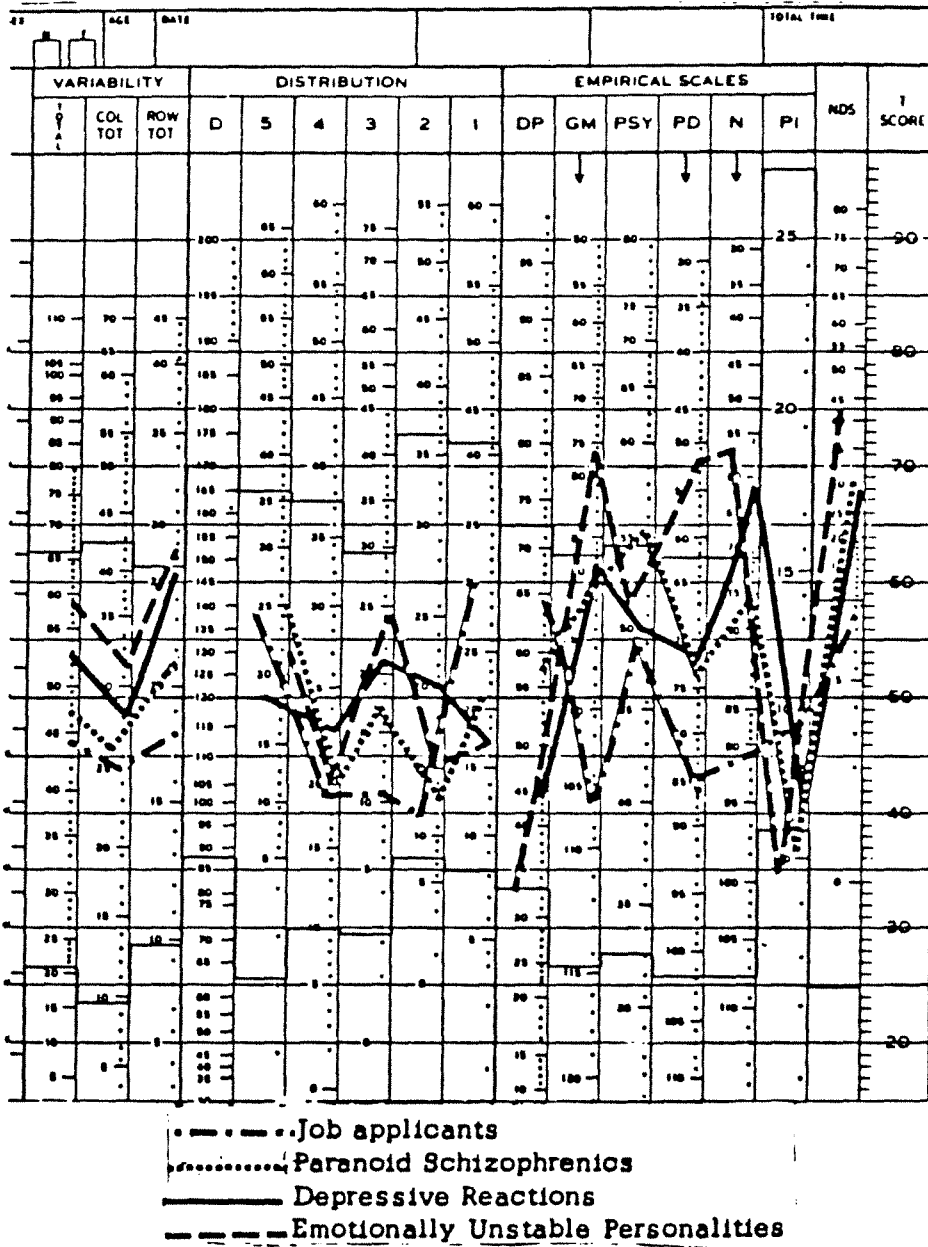
Fitts, in the manual for the TSC (1965), points out that the empirical scales, which are the defensive positive (DP), general maladjustment (GM), psychosis (PSY), personality disorder (PD), neurosis (N), personality integration (PI), and the number of deviant signs (NDS), were derived by item analysis. Through this

procedure questions from the TSC were statistically identified that best differentiated members of five groups (n= 100 in each category) who had been diagnosed by other criterion as psychotic, neurotic, personality disordered, defensive positive, and personality integrated. Fitts on pages 3, 17 and following of the manual (a copy is included in appendix B) presents evidence that the profiles based on these scales, for the diagnostic groups mentioned, are quite different from those of the norm group. Interestingly enough, each of the criterion groups can also be distinguished from one another by their TSC profiles. In Figure 1 these results are reproduced. Numerous studies have substantiated Fitts' findings (Helbig, 1967; Greenberg, 1968; Shumaker, 1969). Some of the more interesting are as follows.

Jones (1966), Leake (1970), and Cotnam (1970) all found that defensive distortion is common among persons suffering from psychopathology. High (DP) scores and unrealistic self enhancement (very high total positive scores) were also demonstrated. Thus many psychiatric patients report highly positive (grandiose) self concepts but at the same time are very defensive. In contrast to this, the profile of an individual on the self actualized end of the continuum would reflect a moderately high total positive score and a low (DP) score (lack of defensiveness).



**Figure 1.** Profiles of three patient groups and a non-patient group. From Fitts (1965, p.22)



**Figure 1. (Cont.) Profiles of three patient groups and a non-patient group. From Fitts (1965, p.22).**



Solomon (1982) in a study on narcissistic personalities found that the TSC was helpful in distinguishing between individuals with healthy self esteem and those who are characterized by pathologically high self esteem. Ornes (1972) and Miller (1972) observed that lower scores of self concept were related to increased degrees of anxiety, which in turn was a key trait found in psychological disturbances. Finally, Carroll, Malloy, Roscioli, Pindjak, and Clifford (1982) support Fitts' claim that the TSC and its measure of self concept could differentiate between types of pathology. They found that women alcoholics and drug abusers had a common TSC profile which distinguished them. Carrol et al. (1982) state the following:

The groups manifested pathologically low levels of self esteem, high levels of general maladjustment indicative of multiple, serious and unresolved problems, clinically significant characterologic deficits in personality, anxiety, fearfulness and conflict. (p. 734)

Thus, the self concept as measured by the TSC, seems able to differentiate normals from those with psychopathology as well as find common characteristics of particular pathology types.

Self Concept and Self Actualization. The basic thrust of the research presented in this section is to support that self

concept, measured by the TSC, is a sensitive index to good adjustment and effective functioning. The adequate person, according to Combs and Snygg (1959), characteristically perceives himself in positive ways. He views himself with dignity, integrity and with feeling of being liked, wanted, and accepted. Since positive perceptions are central in this person's phenomenological field, he is able to approach the events of life with a sense of confidence in his ability to handle them. Further, the predominance of positive self perceptions about himself permits minor self damaging experiences to be dealt with without disorganization of the self structure (Fitts, 1971).

The TSC manual (1965) notes that measures were included in order to assess the many aspects of self concept. These include scales for overall self esteem, defensiveness, conflict within areas of the self, confusion about self definition, and variability among the areas of self. (A more complete description of the TSC will be given in the chapter on methods.) One total score which summarizes many of these areas is the PI or personality integration scale.

Fitts (1965) studied three separate groups that were rated to be in good mental health and high in personality integration and found that they indeed scored high on the personality integration scale. He also found that the three groups had an

almost uniform TSC profile (see Figure 2). They scored higher in self esteem across all scales when compared to the norms, scored lower on measures of conflict within areas of the self, and had fewer deviant features as measured by the empirical scales (GM, PSY, PD, N, NDS). Lynch (1968) and Vargas (1968) report similarly, that persons in their studies were better able to use both positive and negative life experiences as vehicles for personal growth when they scored high in positive self concept. On the other hand those with more negative self concepts became more defensive and wary of life in response to negative life experiences.

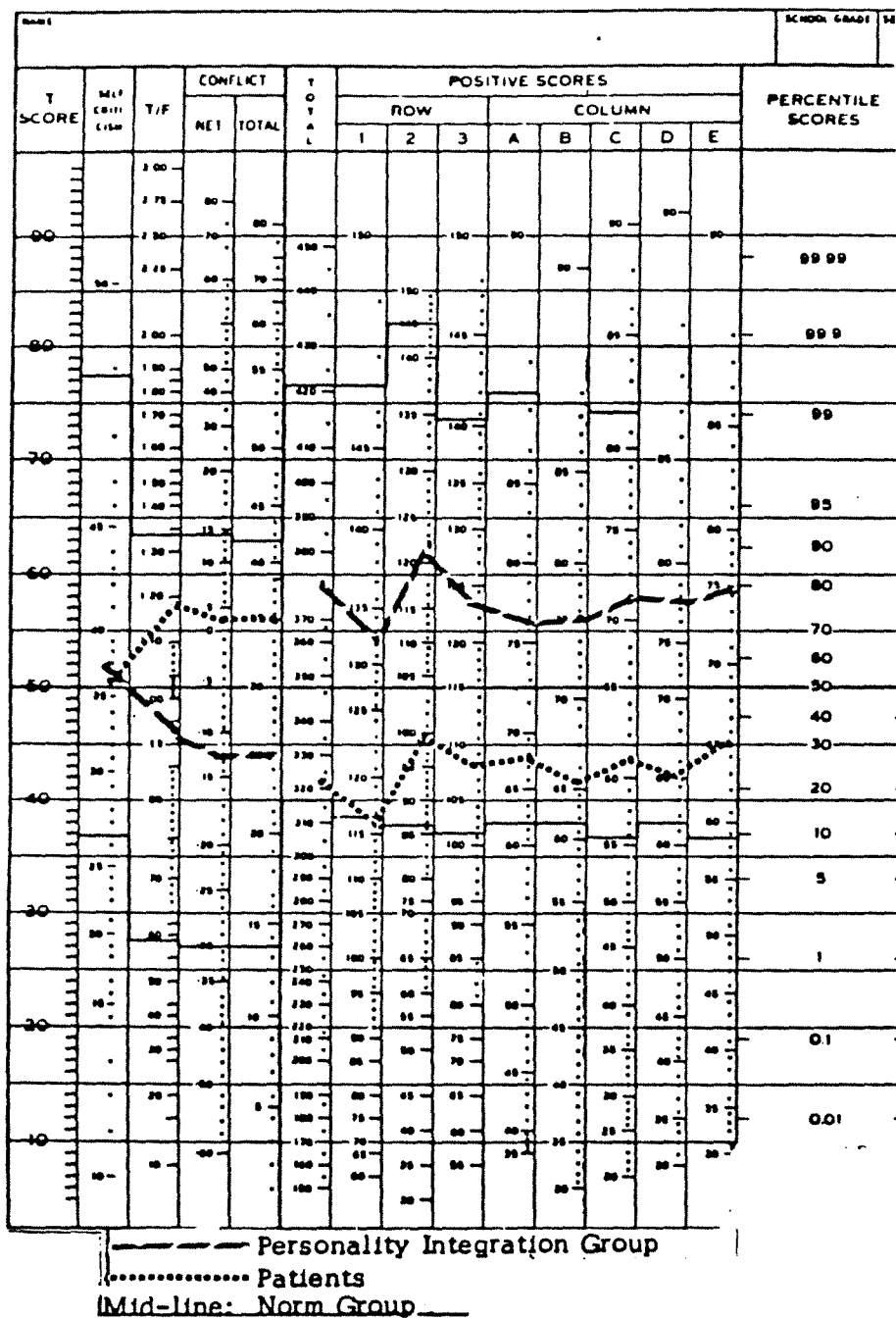
Persons high on the PI scale have been found to have more positive self descriptions, greater involvement in extracurricular activities (Frankel & Duncan, cited in Fitts et.al., 1971), and are rated higher in behavioral competence by peers (Seeman, 1966). Loneliness and poor social adjustment have been related to negative self concepts by Goswick and Jones (1981).

Schum, Figley, and Fuhs (1981) discovered that spouses scoring higher in self concept experienced less anxiety in self disclosure tasks, while Petrie and Rotheram (1982) noted that higher scores of self esteem differentiated fire fighters who were more effective in coping with the stresses of a dangerous

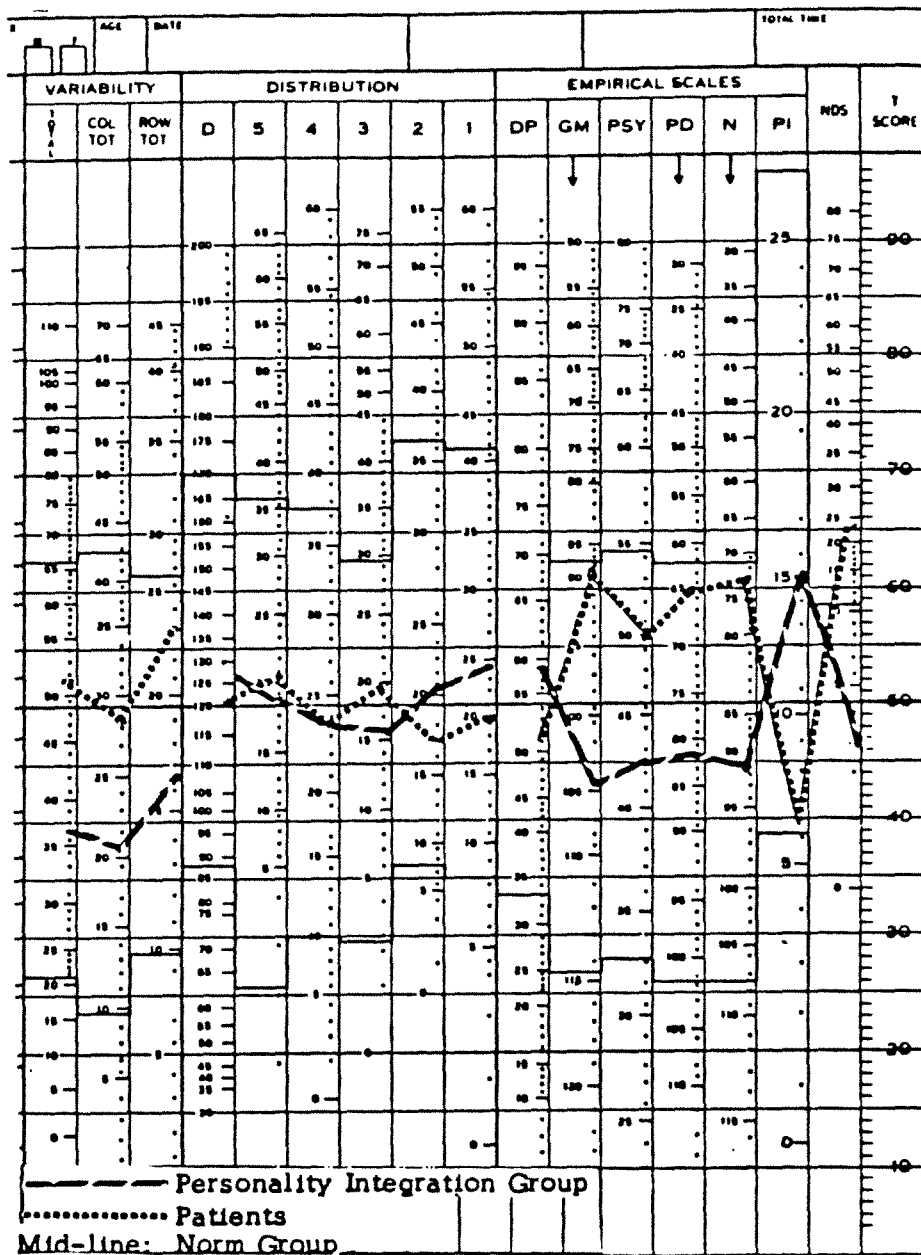
job. They conclude, "This study does suggest the importance of examining personal characteristics of employees in highly stressful occupations" (p. 966). Fitts' comment (1971) serves well to summarize at this point, " We can say that theory and data are in agreement in the identification of a variety of ways in which the unusually effective person differs from his more average fellows. Further, no variable appears to be more consistent in its association with behavioral competence than self concept" (p. 99).

Self Concept and Performance. There are a fair number of studies which focus on the topic of self concept and its relationship to performance by looking at an individual's persistence in training or employment. The basic idea behind this is that self concept is an index which is helpful in predicting how people will perform; individuals with negative self concepts will show higher drop out rates and failure rates in all kinds of educational, training, and employment situations.

MacGuffie, Janzen, Samuelson and McPhee (1969) in their study of rehabilitation clients, associated lower self esteem with those who dropped out after the first appointment. Measures of initial self concept were also found to be associated with drop



**Figure 2.** Profiles of a personality integration group and patient group. From Fitts (1965, p. 18).



**Figure 2. (Cont.) Profiles of a personality integration group and patient group. From Fitts (1965, P. 18).**

out rates of blind college students (Smith, 1969). Nearly all scales on the TSC were in the predicted direction for those who dropped out.

Gividen (cited in Fitts, 1972) studied paratroop trainees to determine whether self concept was related to inability to continue in training. He found those who dropped out scored in the predicted direction on 12 of the 17 TSC scales which were used. They scored higher in conflict, confusion in self concept, and lower in all areas of self esteem than those who continued. In fact, Fitts reports (1972) that the Israeli army now uses the TSC to screen paratroop trainees and has reduced the number of failures to about one eighth of what it had been before.

McAllister (1982) studied the self concept of fundamental ministers by taking a sample of those whose churches advertized in a national christian magazine. He noted that his sample was made up of a group ministers, "...whose churches were functioning well enough to publicly advertise in a national magazine and whose services were open to visitors in their geographical areas" (p. 19). They were found as a group, when compared to the norms on the TSC, to have better personality integration, lower neurotic and personality defect scores, and were lower in scores of general maladjustment. They had higher scores for all of the self esteem scales. This may have been skewed, however, due to

low self criticism and high defense positive scores (this configuration may indicate a "fake good" profile). McAllister concludes that a minister's self concept is crucial when he states:

Knowledge of the ministers self concept system is very important since the self theory identifies the person's conceptual system. The minister's entire functioning in the ministry is dependent upon the self system that the person develops (p. 20).

A final study by Tiffany, Cowan and Shontz (1969) was able to distinguish employment dropouts by their lower self esteem and greater personality difficulties (empirical scale measures). They support the idea that self concept plays a key role in employment success and suggest that self concept remediation should be included in rehabilitation programs for those who have difficulty in achieving vocational adjustment.

Self concept and Academic Performance. The many studies which have dealt with the issue of self concept and academic performance show that self concept is a significant variable only when academic performance is examined from a broad perspective. When grades and scores on achievement tests are considered, other criteria are better predictors (Fitts, 1972). Self concept is more closely associated with factors which influence success in



school such as school morale (Williams, 1970), classroom participation (Williams, 1971), motivation, assumption of responsibility for learning, and not being involved in "trouble" (Hamby, 1967). In conclusion, self concept is only indirectly related to specific criteria for academic performance (grades), while a much stronger case can be made for its relationship to the "nonacademic" aspects of school success.

### Summary and Conclusions

The preceding review of the literature reveals a wealth of information regarding the self concept. Fitts (1972) provides a statement which serves to summarize the literature on self concept:

Thus there is evidence that the self concept, as measured by the TSC, is a valid criterion of mental health throughout the full range of the mental health continuum. People, who by other criteria are considered superior in personal adjustment and personality integration, show the following self concept differences compared with people in general:

- (1) Self esteem is higher, or more positive, in all areas of self regard.
- (2) Self regard is less variable across the various subselves.
- (3) Self

perceptions are more internally consistent containing little contradiction or dissonance. (4) Few deviant, especially acquiescent, response sets are employed in self concept definition. (5) Self concepts are more clearly differentiated. (6) Greater personality strengths and fewer deviant features are shown on the special Empirical Scales which deal with types of pathology. Deviant populations (psychiatric patients, alcoholics, criminals) show the opposite self concept characteristics in all of these respects. (p. 4)

In addition to the summary comments just made by Fitts, the present author would like to add the following observations:

1. There is a very firm basis in well respected theory to suggest that self concept will likely serve as a profitable index of non-academic adjustment in seminary.

2. Evidence on the self concept, as measured by the TSC, supports the view that this construct can be used to differentiate between groups across a broad continuum of psychological adjustment. Thus, the instrument has sufficient range for the present study where the task is to distinguish between seminarians who are well adjusted and those who are poorly adjusted.

3. Evidence from empirical data demonstrates that self concept, as measured by the TSC, provides a cross sectional sample of an individual's perceptions about self as opposed to focusing in on a singular aspect. This is due to the multidimensional nature of the construct of self concept which serves as a basis for the construction of the TSC. Thus, information can be gleaned about the individual's perception of family self, moral self, physical self, etc. which is likely to have greater utility as a predictor of adjustment than a monodimensional assessment strategy.

4. Findings that the self concept is more related to noncognitive aspects of academic adjustment such as motivation, interpersonal relationship skills, ability to profit from negative experiences, and assuming personal responsibility for learning, as presented under the performance section, lends support to the rationale of the present study that nonacademic qualities are important in adjustment and that self concept is one way to assess them.

5. It is unknown how seminary populations (and in particular W.C.B.S. students) compare to the norms provided for the TSC. There is evidence from research with other psychological instruments (such as MMPI) that seminarians may have unique characteristic which require their own standardized

norms. Galligan-Stierle, Rapp (1981) and Fleck, McThomas, Nielson, Shumaker (1973) indicate that the TSC can register the influence of "religious experiences" on the self concept. It therefore is not unreasonable to suspect that the self concept norms provided by Fitts (1965) may require modification to be appropriate to seminarians. The present study will serve to begin to address this issue.

6. A last observation in regard to the literature review is to note that McAllister (1982) in his study of fundamental ministers suggested that self concept was a vital ingredient of effective functioning in the pastorate. Although this question is beyond the scope of the current study, its results may provide guidance in approaching this question.

### **Rationale and Purpose**

The literature review just reported seems to substantiate Fitts' (1972) claim that, "In general, and other things being equal, the more optimal the individual's self concept the more effectively he will function" (p. 4). Because of the multidimensional nature of the TSC as a measure of self concept, there is reason to believe that it taps the nonacademic qualities of effective functioning which are important to this study. Thus, there is a good basis to believe that self concept, as measured by

the TSC, will be able to discriminate well adjusted seminarians from those who are poorly adjusted.

The purpose of this study is to determine whether there is a significant ( $p < .05$ ) relationship between an individual's self concept and his adjustment at seminary. This study will measure self concept by the use of the Tennessee Self Concept Scale (1965) and measure the construct of nonacademic adjustment by the use of three criteria. These are the Seminary Attrition Scale (Trachsel, 1973), the Sentence Completion Scale (a modified form of Rotter's Incomplete Sentence Blank, 1950) and the Seminary Socialization Scale (Neder & Powers, 1984). These measures are more fully explained in the methods section.

### Hypotheses

The following hypotheses will be tested in this study:

1. The high adjusted group will report significantly greater positive self concept/self esteem in all areas of self perception than the low adjusted group.
2. The high adjusted group will reveal less internal dissonance and conflict in their self concepts than the low adjusted group.
3. The high adjusted group will show greater internal consistency across the various subareas of self esteem than the low adjusted group.

4. The high adjusted group will show fewer deviant/pathological features than the low adjusted group.
5. The high adjusted group will demonstrate less defensiveness in reporting their self concepts than the low adjusted group.
6. The low adjusted group will not present a capacity for normal openness in the more obvious measures of defensiveness.
7. The less adjusted group will be less able to present a capacity for normal openness on the more subtle indicator of defensiveness.
8. The high adjusted group will report greater total integration of self concept than the low adjusted group.

## CHAPTER 2

### METHODS

In order to examine the relationship between self concept and adjustment in seminary a sample was drawn from the student body of Western Conservative Baptist Seminary in Portland, Oregon. As noted earlier, this study is part of a larger research project involving the Minnesota Multiphasic Personality Inventory, Spiritual Well-being Scale, and Spiritual Maturity Scale (See Neder, 1984 & Mueller, 1986 for a discussion of these scales). This study will report on the Tennessee Self Concept Scale, Sentence Completion Scale, Seminary Attrition Scale, Seminary Socialization Scale and a demographic questionnaire. The data was collected during the Spring quarter of 1984.

### Subjects

Subjects in this study consisted of 55 randomly selected male Master of Divinity students at Western Conservative Baptist Seminary. They were selected in the spring quarter of 1984 from the first through third year classes so as to access students who had a minimum of three quarters on campus. Demographically, individuals ranged in age from 23 to 48 years old. Seventy-six percent of the students were married and 24% were single.

The sample was drawn randomly by using the student mail box numbers and a table of random numbers. Originally, one hundred names were drawn with the final goal of securing sixty who fit the criteria stated above. Subjects were considered one at a time beginning with the first person drawn. If he met the criterion of being a male M. Div. student he was retained. If the person did not meet the criteria, the name was discarded and the next individual on the list was considered. This process was continued until the requisite 60 names were obtained.

### **Instruments**

#### **Background Inventory**

The Background Inventory, a demographic questionnaire designed by the author, collected data pertaining to age, total credit hours, previous seminaries attended, marital status, church attendance, devotional life, religious leadership experience, financial condition, and social relationships (See appendix A).

#### **Tennessee Self Concept Scale**

The Tennessee Self Concept Scale (TSC) consists of 100 self descriptive items which are responded to on a five point scale



ranging from "Completely true" to "Completely false." There are two forms of the test, both of which use the same 100 items. The simpler Counseling Form yields 14 subscores of self concept, while the Clinical and Research Form (C & R form) yields some 29 subscales of self concept. Fitts (1965) recommends in the test manual that the C & R form is more appropriate for research, due to the larger amount of data yielded, and as a result it was the form of the instrument utilized in this study.

The subscores are plotted on the TSC profile sheets which convert the raw data into t-scores. Thus, a profile of self concept across the different subscales can be visualized and interpreted in a uniform manner. Each of the subscales, and the protocol for scoring them, are extensively discussed in the Manual For The Tennessee Self Concept Scale (Fitts 1965) and will be only briefly reviewed here.

The following description of the TSC scales is taken from The Self Concept And Performance which is monograph V in the series of seven produced by Fitts (1972). The scales are presented here in the order in which they appear on the profile sheet.

#### Self Criticism (SC):

This scale measures defensiveness, openness, honesty in self description, and capacity for self criticism. Low scores

indicate defensiveness and high scores extreme self criticism.

The optimal range is in the middle or slightly above average.

True/False Ratio (TF):

This scale is a measure of response set or the tendency to define the self by agreeing with the content of items rather than by rejecting them. An extreme tendency in either direction is deviant. Scores in the middle range indicate that the individual defines his self concept by the dual process of affirming what he is and rejecting what he is not.

The Conflict Score:

This is a measure of internal consistency in self description or, conversely, the amount of conflicting and contradictory self perception. If a person affirms two contradictory statements about himself, or if he denies both, then his responses conflict with each other. The Net Conflict Score (Net. Conf.) measures the directional trend of such conflict and the Total Conflict Score (Tot. Conf.) measures the total amount of conflict without regard to its direction. The optimal range for both scores is below the mean.

The Positive Scores:

These are measures of self esteem or the positive/negative level of self regard. The 90 items which contribute to these scores are divided into a 3 x 5 matrix consisting of three Row

Scores (internal frame of reference) and five Column Scores (external frame of reference). High scores on any of these measures reflect high self esteem and low scores indicate low self esteem. Extreme scores in either direction are deviant, and the optimal range is above average but below a line falling at about the 97th percentile of the norm population. Below is a further break down of the scales:

a. Total P (Tot. P): This reflects the subject's overall level of self esteem.

b. (P1) - Identity: These are the "What I am" items. The individual describes who he is---his basic identity self.

c. (P2) - Self Satisfaction: These items reflect how a person feels about himself---his judging self.

d. (3) - Behavior: These items describe what an individual does or how he acts---his behavioral self.

e. (PA) - Physical Self: These items pertain to physical attributes.

f. (PB) - Moral-Ethical Self: Here items deal with moral, ethical, and religious aspects of the self.

g. (PC) - Personal Self: These items describe personal worth or adequacy, self respect and self confidence.

h. (PD) - Family Self: Items in this scale describe the nature of an individual's relationship with his primary group

(family and friends) and his sense of adequacy as a family member.

f. (PE) - Social Self: The items here deal with the person's sense of adequacy or worth in his relationships with people in general.

Variability Scores (V):

These scores reflect the variation in level of self regard within each Column (Col V) and within each Row (Row V); the Total V score being a summation of the other two subtotals. High V Scores indicate inconsistency, variation and lack of integration among the different subelves. Scores below the norm are optimal and suggest internally consistent, well integrated self concepts.

Distribution Scores (D):

Scores here are purely behavioral measures which describe the individual's approach to self description apart from the content of his self report. A high D Score occurs when most of the responses are "5s" and "1s", which reflects a very definite and perhaps dogmatic or rigid picture of self, that is sharply dichotomized into stark blacks and whites. A low D Score indicates a vague, uncertain self image largely painted in shades of gray. This results from a large number of "3" responses together with "4s" and "2s" and few strong commitments in the form of "5" and "1" responses. Well integrated people tend to

score near the mean on these scales. They exhibit a more finely differentiated self portrait through a balanced use of all five response categories.

Empirical Scales:

In contrast to the other scores, these scores have no theoretical rationale but are based solely on empirical data—namely item analyses which utilized whatever cluster of test items that differentiates one group of people from other groups. They are as follows:

a. Defensive Positive Score (DP): This measure of defensiveness is more subtle than the SC scale mentioned earlier. Psychologically disturbed and deviant people tend to have deviant scores on this measure, either very high, indicating positively distorted self concepts, or very low, reflecting a lack of normal defenses. Well integrated people usually score near, or slightly above the mean.

b. General Maladjustment Score (GM): This scale measures the kind of personal maladjustment characteristic of psychiatric patients. It reflects degree but not type of pathology.

c. Psychosis Score (PSY): These items best differentiate psychotic patients from patients with other psychiatric diagnoses and non-patients. A high score does not necessarily indicate

that an individual is psychotic but means that he is describing his self concept in the same ways as psychotic patients describe theirs.

d. Personality Disorder Scores (PD): A profile high on PD shows self concept similarity to people with one of the many types of personality disorders.

e. Neurosis Score (N): This scale measures self concept similarity in relation to people with various neuroses. High profiles indicate neurotic tendencies and often reflect anxiety and depression.

f. Personality Integration (PI) Score: This measures personality strength-- one's positive assets and resources. Deviant populations consistently score low on PI but all of the studies with well integrated people show high PI Scores.

g. Number of Deviant Signs Score (NDS): The NDS score summarizes the deviant features in the self concept (scores exceeding the normal limits and deviant fluctuations in the profile) across all the scales. It is the best single index of psychopathology. High scores indicate deviant self concepts; well integrated people have low NDS scores.

Number of Integrative Signs Score (NIS) and Self Actualization Score (SA):

These two scores are relatively new to the TSC and attempt to distill all of the self concept data into a single variable which reflects the individual's state of self actualization. The NIS is akin to the NDS scale just mentioned. NIS score measures strengths or signs of good personality integration. It is computed by counting the scores on the profile that fall within the optimal range (dotted lines on profile sheet).

The SA score measures assets and deficits in the self concept. This "total picture" is derived by combining the NIS and NDS raw score in the formula :  $SA = (2NIS) - (NDS)$ . It reflects a position relative to self actualization, and well integrated persons score high on SA while the poorly adjusted score quite low.

Reliability and Validity

The standardization group, from which the norms were developed, consisted of a broad sample of 626 people. There were approximately equal numbers of both sexes, races, social, economic, and educational levels (6th grade through Ph.D.). Test-retest reliability was computed with 60 college students over a two week period and reported estimates ranged from .60 (Row Total V) to .92 (Total P, GM).

Intercorrelation for the major dimensions of self perception (self esteem, self criticism, variability, certainty, and conflict) are all relatively independent of each other. Scores which are logically related show appreciable correlations as would be expected. For instance, the various Positive Scores show sizeable correlations with each other and with the Empirical Scales in the same direction. This would be explained by the fact these scales share many common items. Fitts (1965) presents data to support these observations in the TSC manual.

The validation procedure for the TSC was approached through four means: 1) Content Validity, 2) Discrimination between groups, 3) Correlations with other personality measures, and 4) Predicting personality changes under particular conditions. The methods for doing so and the results are well documented in the TSC manual (Fitts, 1965) and as a result will only be briefly covered here.

Content Validity: This type of validation requires test items to be representative of the subject matter or behaviors that the test purports to measure. The TSC met this requirement by retaining items in a scale only if there was unanimous agreement by the judges (seven clinical psychologists) that it was assigned to the correct category. Thus the basic requirement



of content validity, that items be logically meaningful, seems to have been met.

Discrimination between groups: The TSC has been the focus of a multitude of studies which have cross validated its ability to discriminate between various groups in the directions which the basic constructs of the test dictate. The literature review of Chapter 1 is replete with examples. The manual for the TSC reports that the instrument was able to discriminate on the basis of psychological status by comparing 369 psychiatric patients with 626 nonpatients. The TSC was able to demonstrate highly significant differences (most at the .001 level) between the two groups on almost every subscale. One example of this is the NDS score which is the best overall summary score for the TSC, as far as psychological adjustment is concerned. The NDS was able to discriminate the patient group with 80% accuracy (Fitts, 1965).

Correlation With Other Personality Measures: This method of assessing validity is to determine the correspondence between scores on the TSC and other measures for which correlations should be predicted. One example of this is summarized in the table on page 25 of the manual which reports Pearson  $r$ 's and Eta's between the MMPI and the TSC. Most scales on the TSC significantly correlate with MMPI scales in the expected direction.

For instance, Total P negatively correlated (Pearson's  $r$ ) with the MMPI scales F, HS, D, PD, PA, PT, SC, and SI at a significance level of .01 or greater. A person with high self concept would be expected to score low on these MMPI scales, thus the concurrent validity of the TSC is supported. There are many other such examples involving the MMPI, Edwards Personal Preference Schedule, Taylor Anxiety Scale, and etc. which are presented in the TSC manual.

Personality Changes Under Particular Conditions: The scale has been found to relate to clinical indices of psychological "health" and to predict behavior of those scoring at various levels on the scale; many examples were cited in the literature review. For instance, Petrie and Rotheram (1982) documented that fire fighters higher in self concept were able to deal more effectively with the stresses of such a dangerous occupation.

A final summary comment on the reliability and validity of the TSC is provided by Robinson and Shaver (1980) in their book Measures of Social Psychological Attitudes. In it they rate the TSC as one of the top two measures available for assessing self concept. They confirm Fitts' report of test-retest reliability for the TSC and state that the convergent, discriminant, and predictive validity have been well established

in subsequent studies to Fitts's seminal work. Thus, there appears to be ample evidence to suggest that the reliability and validity of the TSC is adequate for the current research project.

### Student Adjustment Rating Scales

Three instruments were selected to assess how well individual students are adapted to seminary life. They were selected in order to address different aspects of the individual's overall adaptive functioning.

#### Seminary Attrition Scale (SAS)

This instrument (Trachsel, 1973) has 54 questions consisting of items taken from the MMPI which were found to best predict persistence in seminary. Initially, the instrument had 92.5 % predictive validity on the norm sample. A cross validation of the same test later found it to be accurate 70% of the time in predicting seminary attrition. A sample of the items and the direction in which they are scored are as follows:

- 5. I do not always tell the truth. (F)
- 6. I prefer to pass by school friends, or people I know but have not seen for a long time unless they speak to me first. (F)
- 14. Criticism or scolding hurts me terribly. (T)
- 20. I have been inspired to a program of life based on duty which I have since carefully followed. (F)

31. I tend to be on my guard with people who are somewhat more friendly than I had expected. (T)
33. I have several times given up doing a thing because I thought too little of my ability. (T)
37. I wish I could get over worrying about things I have said that may have injured other people's feelings. (T)

Item analysis was used initially to select each item.

Then, Chi-square values were computed between the item and the how the group responded. Each scale item was then selected if it differentiated between the two at a  $p=.03$  level with one degree of freedom. (See appendix A for a complete list of questions and Chi-square values.)

#### Sentence Completion Scale (SCS)

A modified Rotter Incomplete Sentence Blank, called the Sentence Completion Scale (SCS) which is in a self report sentence completion format and indicates a person's general psychological adjustment or maladjustment, was used as a second measure of seminary adjustment. Rotter's 40 question scale was developed in 1950 as a quickly scored single measure of overall adjustment. Rotter and Rafferty (1950) state in this regard:

This over-all adjustment score is of particular value for screening purposes with college students and in experimental studies. For example, it has been

used in a college health service for the selection of individuals (who may benefit from) psychological help as well as providing the potential therapist with an early evaluation of the student. The ISB (Rotter's Incomplete Sentences Blank) has also been used in a vocational guidance center to select students requiring broader counseling than was usually given, in experimental studies of the effect of psychotherapy, and in investigations of the relationship of adjustment to a variety of variables. (p. 7)

The corrected split-half reliability of the Rotter is .84 and the validity, using a cutting score of 135 as the demarcation between adjustment/maladjustment correctly identified group membership 75-80% of the time. The Sentence Completion Scale modified five items of Rotter, in order to make it more applicable to seminarians. The Baptist Evaluation Instrument (BEVIN), which also modifies several of the Rotter items for use with missionaries (with good success), was used as a guide in doing this. Specifically, Rotter's item number six was changed from "At bed time..." to "Witnessing...", number eight from "The best..." to "Pastors...", number sixteen from "Sports..." to "To reach...", number 30 from "I hate..." to "Prayer meetings..." and number 38

from "Dancing..." to "Poverty...". Scoring procedures and test questions may be found in appendix B.

#### Seminary Socialization Scale (SSS)

The third measure of adjustment is a questionnaire developed by the author, designed to tap the degree of seminary socialization. The items of this scale were constructed from the seminal work of Stern (1954). The primary goal was to establish face valid questions probing the areas of interpersonal relations, energy level, and goal orientation which Stern felt were the basic traits of a successful seminarian.

Stern's work is based on categories developed by seminary faculty which were empirically tested using I.Q. measures, Rorschach, TAT, sentence completion, and figure drawing and found to be 100% valid. Stern observes in this regard, "The complete replication of the faculty's judgments by the assessors is statistically significant (at the .05 level), despite the small number of cases" (p. 79). Stern's optimism regarding his scale is empirically unwarranted given the very small N in his sample. His work is helpful, however, in identifying factors which lay a foundation for the scale described below.

The questions on the Seminary Socialization Scale (SSS) are arranged in four basic groups under the two major headings of intrinsic and extrinsic orientations. The intrinsic questions

are further subdivided into those dealing with flexibility /rigidity and those involving coping/adjustment. The extrinsic category's subgroups are those regarding appropriate behavior and social relationships. The questions and their respective subgroupings are shown in appendix B.

### **Hypotheses and Questions**

The following is precise statement of how each hypothesis in this study will be tested:

1. The high adjusted group will report significantly greater positive self concept/self esteem in all areas of self perception than the low adjusted group. Specifically this means:
  - a. Significantly greater total P scores.
  - b. Significantly greater row and column scores.
  - c. Significantly greater self actualization scores.
2. The high adjusted group will reveal less internal dissonance and conflict in their self concepts than the low adjusted group as measured by:
  - Significantly lower conflict scores.

3. The high adjusted group will show greater internal consistency across the various subareas of self esteem than the low adjusted group as measured by:

Significantly lower variability scores.

4. The high adjusted group will show fewer deviant/pathological features than the low adjusted group as measured by:

Significantly lower GM, PSY, PD, N and NDS scores.

5. The high adjusted group will demonstrate less defensiveness in reporting their self concepts than the low adjusted group as measured by:

Significantly higher self criticism scores and

Significantly lower defense positive scores.

6. The low adjusted group will not present a capacity for normal openness in the more obvious measures of defensiveness (Self Criticism scale) as measured by:

Significant difference from the TSC norm mean on Self Criticism.

7. The less adjusted group will be less able to present a capacity for normal openness on the more subtle indicator of defensiveness (defensive positive scale) as measured by:

Significant difference from the TSC norm mean on the defense positive scale.



8. The high adjusted group will report greater total integration of self concept than the low adjusted group as measured by:

Significantly higher personality integration (PI) scores.

In addition to these hypotheses the following questions will be examined:

1. Will the adjusted group present a capacity for "normal" openness on both the obvious (Self Criticism) and subtle (Defense Positive) measures of defensiveness?
2. Do the mean scores of the seminarians at W.C.B.S. differ significantly from the norm group on the TSC?
3. Are particular scales on the TSI more closely associated than others with adjustment at seminary?
4. What will be the relationship between the professor ratings, the other criteria of adjustment, and the TSC variables?
5. What relationship do the following demographic variables have to measures of self concept and adjustment at seminary:  
Age, number of credit hours, previous seminaries attended, marital status, church attendance, frequency and duration of devotional life, religious leadership experience, importance of religion, social relationship factors, financial condition, spouse's support of seminary education, and spouse's support of vocational goals?

## Procedures

### Validation Sample

In this part of the study, a sample was taken in an effort to explore the relationship of professors' ratings of subjects as adjusted/maladjusted to the SAR devices discussed in the last section. Five professors, from whom every Master of Divinity (M.Div.) student was required to take course work, were asked to provide a list of 15 students most adapted to seminary life and a list of 15 students least adapted. Each rater was given a copy of Stern's (1954) criteria of nonacademic adjustment at seminary to use as a basis for their ratings.

The lists were compiled with the goal of selecting eight of the most adapted and eight of the least adapted students. The professors' lists were compiled by the experimenter and then individuals were ranked by the number of times they were selected by the various raters. For the adapted group eight subjects were chosen as follows: three persons were chosen who were on four of the five lists and five persons were chosen who were on three of the five lists. A total of eight additional people appeared on two of the five lists who were reserved as potential replacements.

The maladaptive group consisted of eight individuals who were chosen as follows: one individual who was on four of five lists, two persons who were on three of five lists, and five people who were on two of five lists. There remained a total of seven individuals not selected who were on two of five lists. These were held in reserve as potential replacements.

Of the eight adapted individuals, one could not be contacted and another dropped out of school. Both were replaced by random selection from those on the reserve list. For the maladapted group two of the eight did not participate as one refused and another dropped out of school. They were replaced by two subjects randomly selected from the list of replacements.

The entire test package consisting of all three SAR devices, the MMPI, the Tennessee Self-Concept Scale (TSC), Spiritual Well Being Scale (SWB) and Spiritual Maturity Scale (SM) were administered to each subject. From this group of eight adjusted and eight maladjusted, one from each group failed to return their completed test packet in time for data analysis. Also, one additional person from the maladaptive group refused to participate. This resulted in a final N size of seven adjusted and six maladjusted persons. These students were included in the eligible subject pool for the random sample described in the next

section. No students from the pilot sample were chosen in the random sample for the main study however.

An effort was made to utilize the 12 members of the student council, in a manner similar to the faculty raters, to select fellow students who were most adjusted and maladjusted. They were given the same instructions as the faculty raters. Of the 12 members of the council, five refused to participate in the project and four of the seven who did participate, identified so few maladjusted students that only one name was on three of seven lists and only four names were on more than one list. Consequently, because of the low list overlap and the low overall return rate, the data that was produced by the student raters was of questionable value. A decision was made, therefore, not to use student ratings of maladjusted and adjusted individuals as part of the statistical analysis.

#### Random Sample

The individuals described in the sample for the main study were drawn by random selection of students by their mail box numbers. The names of females and males who were in a program other than M.Div. were discarded. Selection continued until the goal of 100 was reached. The first 60 students on the list were

asked to participate in the study; replacement subjects were drawn in order from the remaining list as needed.

### Administration

The first public announcement of this research project was given by the Dean of Students in a chapel service for the student body in April, 1984. This announcement consisted of a brief statement regarding the study and that approximately sixty members of the student body would be contacted to participate. A similar announcement was concurrently placed in the student newsletter reiterating the chapel announcement.

Next, each student who had been chosen by random selection received a letter signed by the Dean of Students and written on the school letterhead. This letter offered a choice of five different dates and times to be involved in the group administration of the test materials. Each person was instructed to select their preferred time and to return the form to the Dean of Students' mail box. Samples of this letter and the announcements which were made are included in appendix A.

A total of 35 individuals confirmed a testing time through the use of the form provided. Of this number, 23 students actually completed the test materials at one of the five scheduled sessions. The author and a fellow researcher then

contacted all remaining persons by telephone, offering two additional group testing dates. The completed materials for seven more individuals were obtained in this manner.

At each group administration, subjects were instructed that there were no time limits and each test should be completed carefully and conscientiously, without omitting any items. Confidentiality was assured by a number coding system which gave only the researcher access to the subject's names. Test packets were then handed out with only the student's code number on them.

The packets contained the MMPI, TSC, SWB, SM, Demographic questionnaire, and the SAR devices. The student was also asked to give the names of five WCBS professors that they thought could rate them on seminary adjustment (This information was not utilized due to poor response and logistical problems). A copy of the standardized instructions read to the students is contained in appendix A.

At this point, approximately three weeks had elapsed since the initial chapel announcement by the Dean of Students. The author and a fellow researcher again contacted the remaining individuals, offering for their test packets to be picked up and completed at home, with the agreement to return them within seven days. The Dean of Students also made contact with several

students who proved to be difficult to reach, in order to secure their participation.

In this stage of the project, one person refused to participate and it was discovered that another had dropped out of school. Both individuals were replaced with numbers 61 and 62 from the random sample. The remaining persons picked up their test packets and agreed to return them completed within seven days.

Those who exceeded this time limit were again contacted by the author and a fellow researcher, in order to secure the return of the testing materials. Additionally, an announcement was placed in the school newsletter reminding participants to fill out and return their materials. A list of people was finally given to the Dean of Students, who contacted them to secure their cooperation. Approximately 12 weeks after the initial chapel announcement regarding the research project, statistical analysis began with the data from a total of 55 subjects.

In an attempt to assess the effect of the missing data from the five persons not turning in their materials in time for data analysis, the scores from the last five test packets handed in were duplicated and correlation coefficients were rerun with a total N size of 60. The rationale for this involved the likelihood that those handing in their materials later were most

alike. Thus this provided an estimate of the effect those not handing in their materials. The results did not prove to be appreciably different from the N of 55. Consequently, a decision was made to utilize the data from the 55 individuals who had handed in their materials. Further replacement was not pursued due to time considerations in completing the data analysis and the fact that more than 12 weeks had passed since the initial testing sessions.

Another facet of this study, as initially conceived, was to examine the characteristics of the faculty on the MMPI, TSC, SWB, and the SM scale. The intent was to give the entire faculty the above instruments in order to establish "faculty norms". This would have allowed the researcher to observe any trends between the students and faculty. Unfortunately, this data was not obtained due to the inability to arrange administration of the research materials to the faculty before the summer break.

### Summary

In an attempt to assess the relationship of self concept to non-academic adjustment in seminary this study administered the Tennessee Self Concept Scale, Seminary Socialization Scale, Sentence Completion Scale and a Demographic Questionnaire to 55 randomly selected first through fourth year male M.Div. students



attending Western Conservative Baptist Seminary during the Spring of 1984. A validation sample based on professor's ratings of nonacademic adjustment was also drawn and resulted in 7 adjusted and 6 maladjusted students who were given all test materials.

## CHAPTER 3

### RESULTS

The purpose of this chapter is to present the statistical methods used to test the hypotheses/questions of this study and to examine the results obtained. Data was collected from 13 subjects in the validation sample and from 55 subjects in the main sample of the study. This data included the 29 scales from the Tennessee Self Concept Scale, 18 variables from the demographic questionnaire, as well as total scores from the Seminary Socialization Scale, the Seminary Attrition Scale, and the Sentence Completion Scale.

The statistical analysis was performed on an IBM XT computer system utilizing the STATPRO (Wadsworth, 1984) statistical software package. The Pearson Product Moment Correlation Coefficient was the major statistic employed to address the hypotheses and questions. Critical values for establishing significance were established at the  $p \leq .05$  level for all statistics; hypotheses were tested with one-tailed test, and questions with two-tailed tests of significance. It was decided to use the Pearson Product Moment Correlation Coefficient with both the continuous and noncontinuous data analyzed in this study. Gorsuch (1983) notes that the major liability in applying this

analysis to data of this type is the potential of producing correlations which may be reduced in magnitude. Thus, utilizing the Pearson Product Moment Correlation Coefficient, essentially provides a more conservative index of association between the noncontinuous variables.

A problem occurred in the use of the Seminary Socialization Scale (SSS) with both the main study and the validation sample. The instrument's instructions were worded so that both a rater and a ratee could use the same form of the test. This proved confusing to the subjects and resulted in 11 of 55 individuals from the main study not completing it. This explains the N=44 in the following analysis involving the SSS. Two persons refused to complete the sentence completion scale and one participant failed to complete the second page of the demographics section. The only missing data from the validity sample came from one person from the maladjusted group who did not fill out the SSS. Attention will now be given to a presentation of the descriptive statistics of the study, then each hypotheses will be reviewed in terms of the results obtained, and finally the results of each question will be examined.

## Descriptive Statistics

### Demographics for Main Sample

The main sample consisted of 55 randomly selected male M.Div. students enrolled in the spring quarter of 1984. The mean age for the sample was 29.4 years with 61.9 as the average number of credit hours completed. The mean g.p.a. was 3.34 on a four point scale. Only 6 subjects (11%) had attended one other seminary without receiving a degree. Approximately three fourths of the sample was married (76%) with the remaining 24% having never been married. No subjects were separated, divorced, widowed, or were living together. Regarding church attendance, 11% attended one time per week, 38% attended two times per week, 40% attended three times per week, and 11% attended four or more times per week (Figure 3).

### Devotional Life

Personal devotions were important in the lives of the subjects with 5% of the sample having devotions more than one time per day. The majority of individuals (65%) reported having devotions four to seven times per week, while 24% had them one to three times per week, 4% said they had them weekly, and 2% reported having them less than one time per week. Everyone in the sample reported some level of personal devotions. In terms

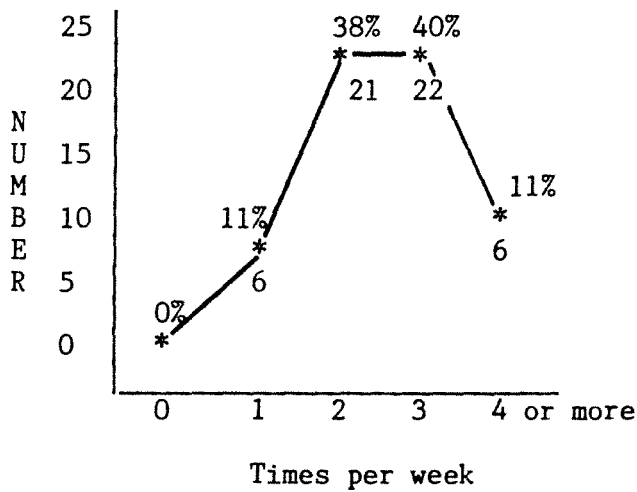


Figure 3. How often do you attend church functions?

of the duration of personal devotions 7% of the sample stated they spent greater than 59 minutes, 30% spend 30-59 minutes per occasion, 30% spend 15-29 minutes, 22% spend 10-14 minutes, and 9% spend 5-9 minutes per occasion (See Figure 4-5).

The question on having family devotions demonstrated that of those in the sample not living alone 14% never have family devotions, 30% have them less than once a week, 12 % have them weekly, 28% have them 1-3 times per week, 14% have them 4-7 times per week, and 2% of the sample have them more than one time per day. The duration of family devotions for those to whom this question was applicable demonstrated that for 6% each occasion was less than 5 minutes, 9% spend 5-9 minutes in each occasion,

15% spend 10-14 minutes, 30% spend 15-29 minutes, 7% spend 30-59 minutes, and 2% spend greater than 59 minutes in each occasion of family devotions (See Figure 6-7).

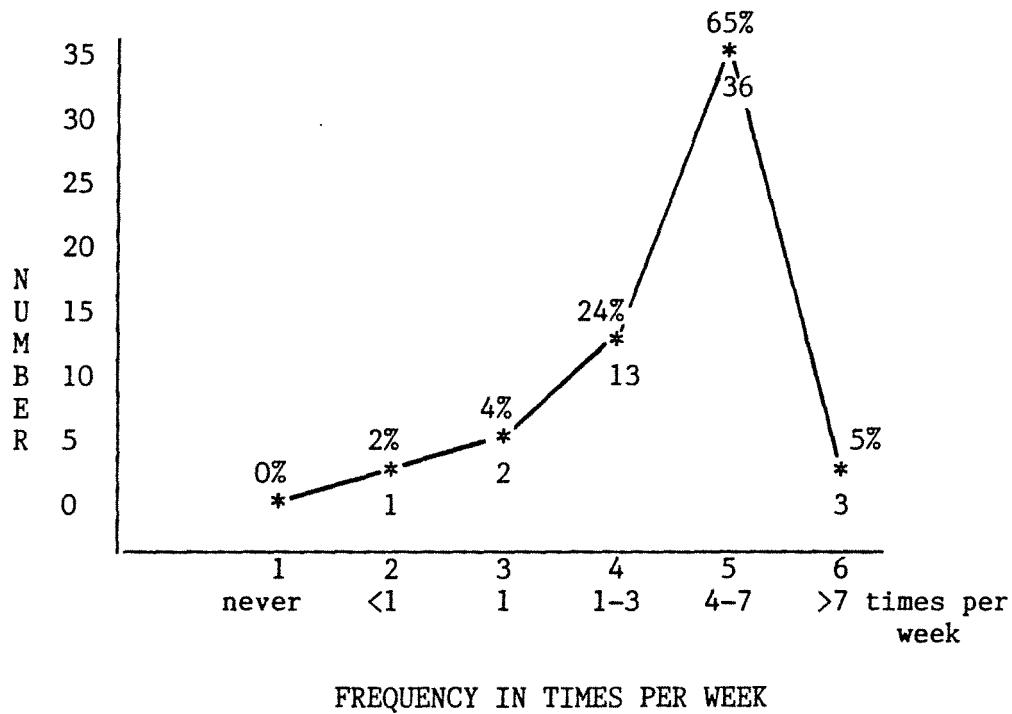


Figure 4. Frequency of Personal Devotions.

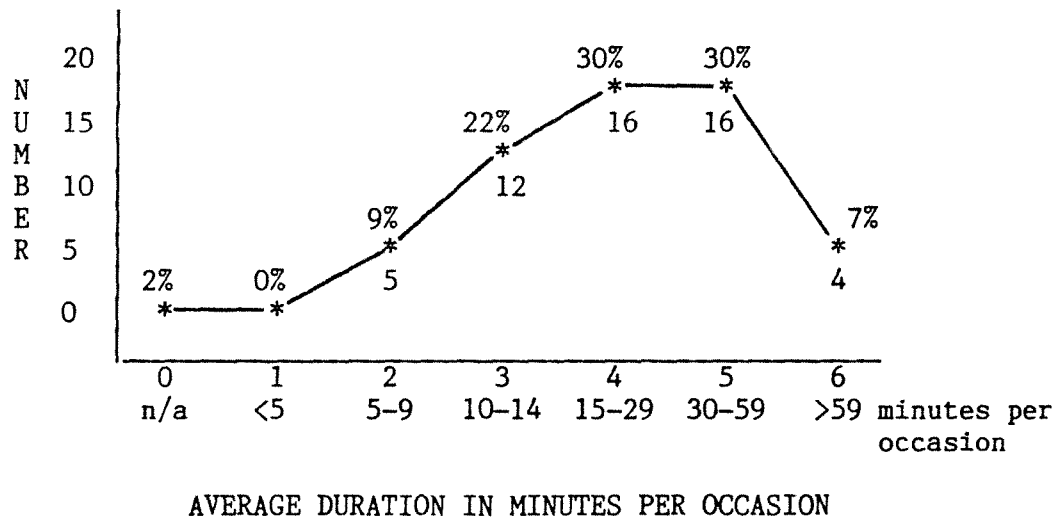


Figure 5. Duration of Personal Devotions.

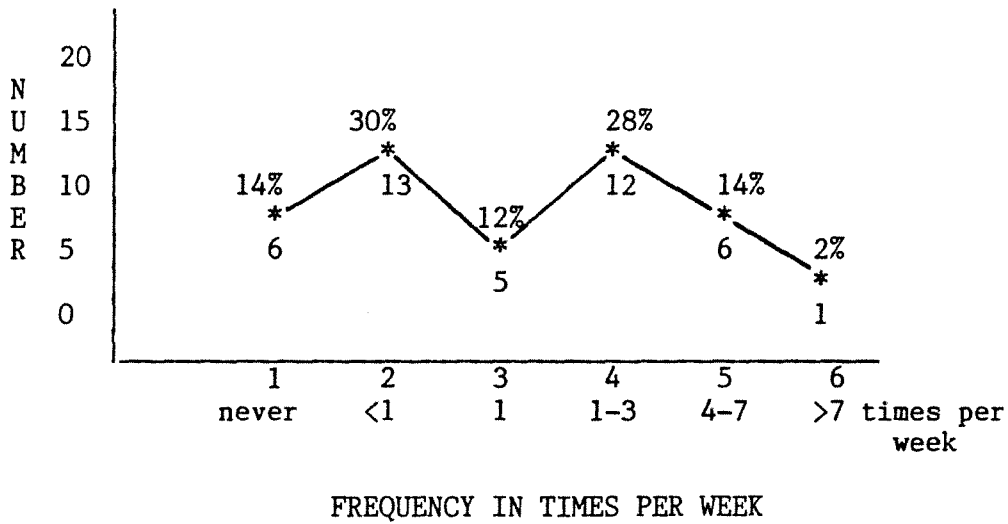
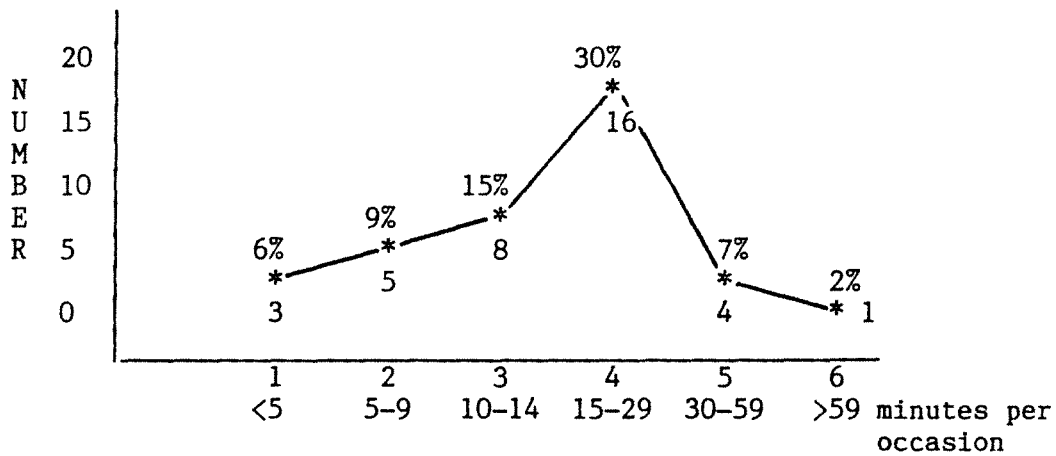


Figure 6. Frequency of family devotions.



AVERAGE DURATION IN MINUTES PER OCCASION

Figure 7. Duration of family devotions.

#### Religious Leadership Experience

The average number of years in religious leadership experience for the subjects in this sample was 4.4 years with the majority (43%) having that experience as a teacher in a local church. For 11% of the subjects their experience was as a pastor, 4% had experience as a missionary, 7% as an Elder/Deacon, and 26% had "other" kinds of religious leadership experience. Some 9% of the subjects chose the "not applicable" option in regard to the question of "...in what capacity was your religious leadership experience?".

#### Importance of Religion

The subjects in the experiment were asked to rate the importance of religion on a scale of one to seven with seven being "extremely important". All individuals rated religion as



important; 91% rating it as extremely important (7 response), 5% rated its importance at six, and 4% rated it as a five (Figure 8).

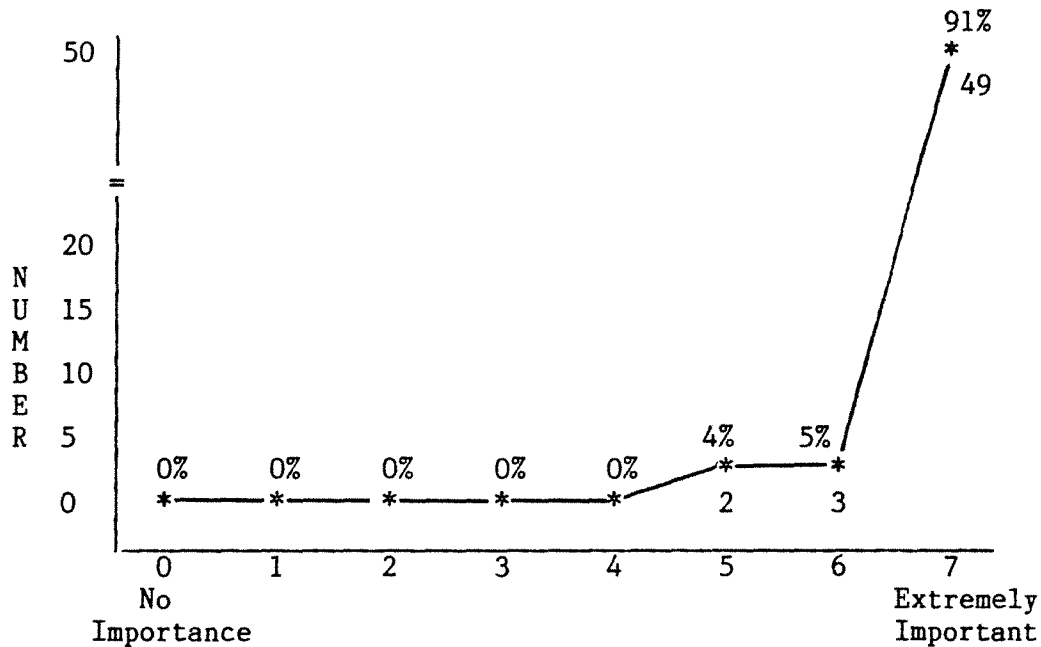


Figure 8. Importance of religion.

### Financial Condition

Each of those in the study were asked to rate their financial condition on a seven point scale from "one= chronic problem" to "seven= bills paid". Most individual's reported that their bills were paid (42%) with the second largest group (22%) stating that they had little problem with finances (response six). Nineteen percent of those involved in the study indicated

that finances were to some degree a problem by marking the four, three, or two responses (See Figure 9).

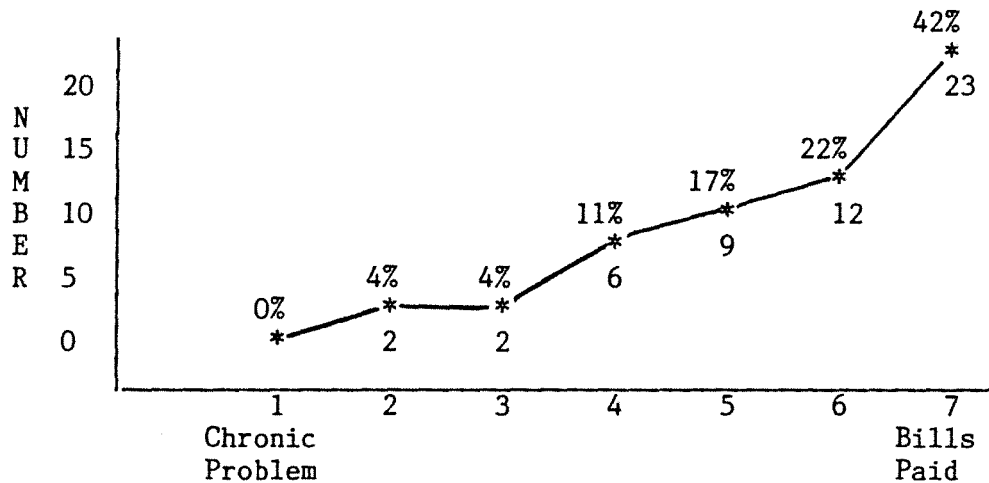


Figure 9. Financial condition.

### Social Relationships

Three questions probing social relationships were asked of each student in the questionnaire (See Figures 10-12). The first, Social A., asked the student to rate themselves on a scale of "one= enjoy being alone" to "seven= dislike being alone". Forty-one percent of those involved marked either a one, two, or three response indicating they liked being alone to some degree. Thirty-five percent endorsed a five or a six response indicating some discomfort at being alone. The rest (24%) marked the four response.

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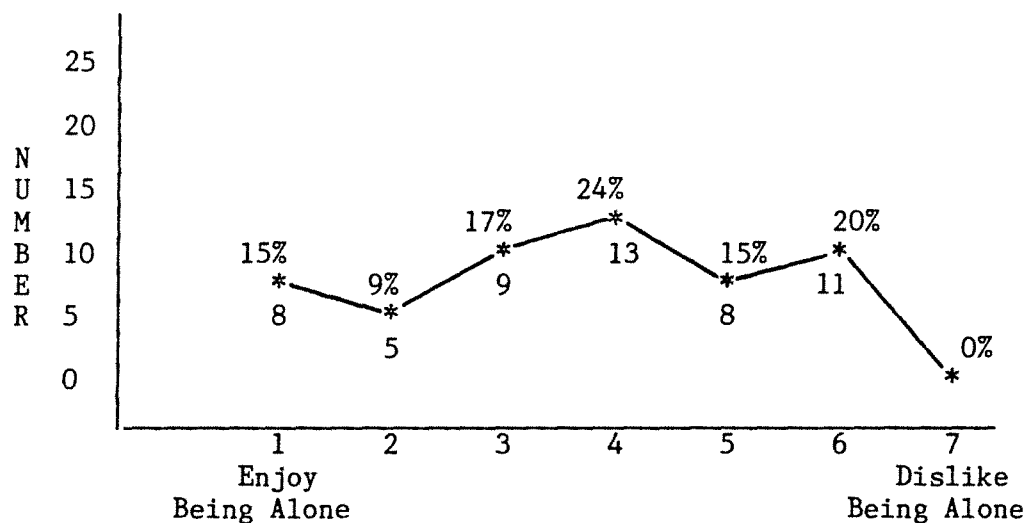


Figure 10. Question Soc. A - Enjoyment of being alone.

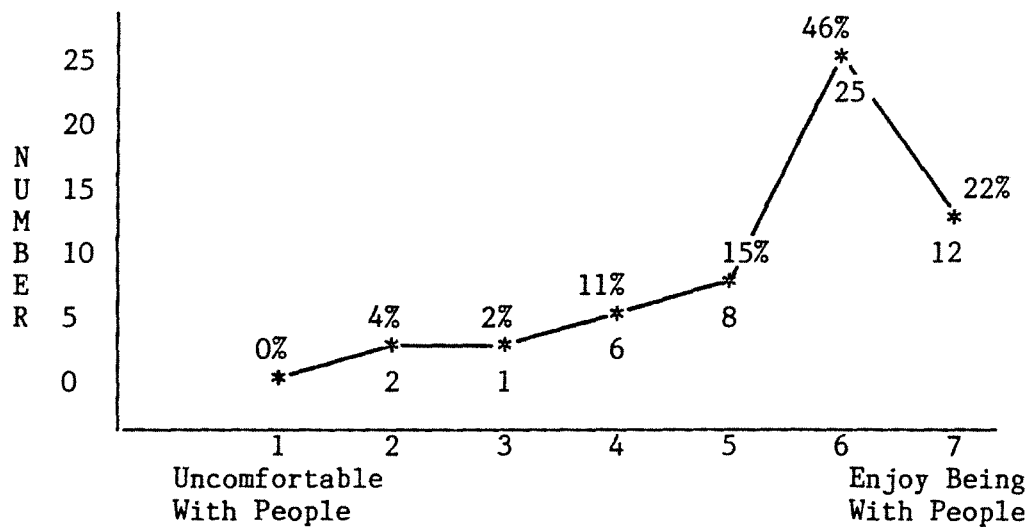


Figure 11. Question Soc. B - Enjoyment of people.

When asked to rate themselves in Social B as to being "one= uncomfortable with people" to "seven= enjoy being with people"; the majority of those sampled (83%) indicated some degree of enjoyment of people by marking the seven, six, or five response. Six percent indicated some discomfort with people by checking either three or two responses. Eleven percent rated themselves with a four response.

The last question, Social C, again used a seven point scale to ask students to rate themselves from "one= Frequent problems with people" to "seven= deal easily with people". Most (87%) individuals presented themselves as getting along with people by marking seven, six, or five responses. Only 2% of the sample indicated they had frequent problems with people by using the one response. The remainder (11%) utilized the four response.

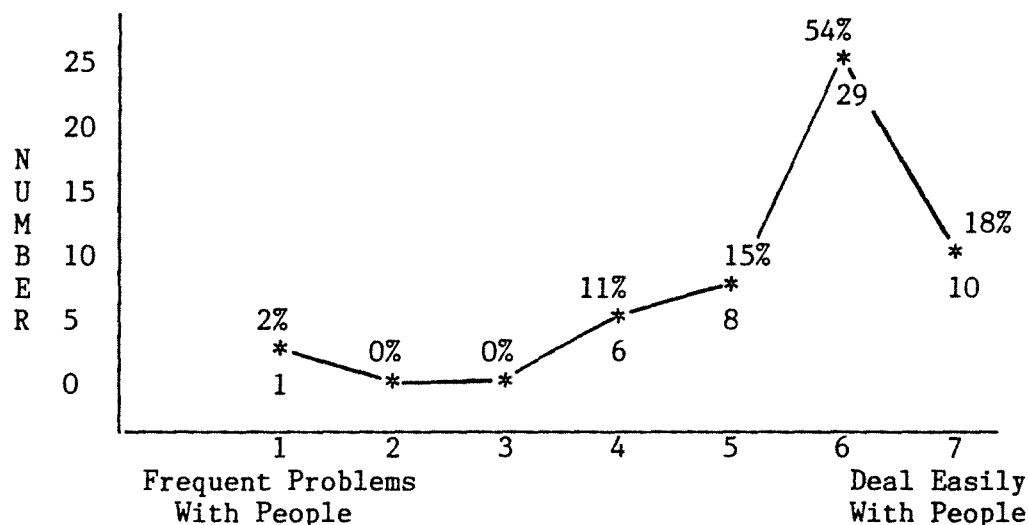


Figure 12. Question Soc. C - Conflict with people.

Spouse's Attitude

The last section of the demographic questionnaire contained two questions regarding the wife's attitude about seminary and the career choice of her husband. Each question utilized a seven point scale with "one= wife against seminary or wife against career choice" to "seven= wife for seminary or wife for career choice" (Figures 13-14). For the question Spouse A on seminary; most (55%) rated their wives as for their seminary choice by using a seven response. Twenty-four percent rated their wife's agreement about seminary as a six, 5% rated it as a five, 10% as a four, 2% as a three, 2% as a two, and 2% chose the one response.

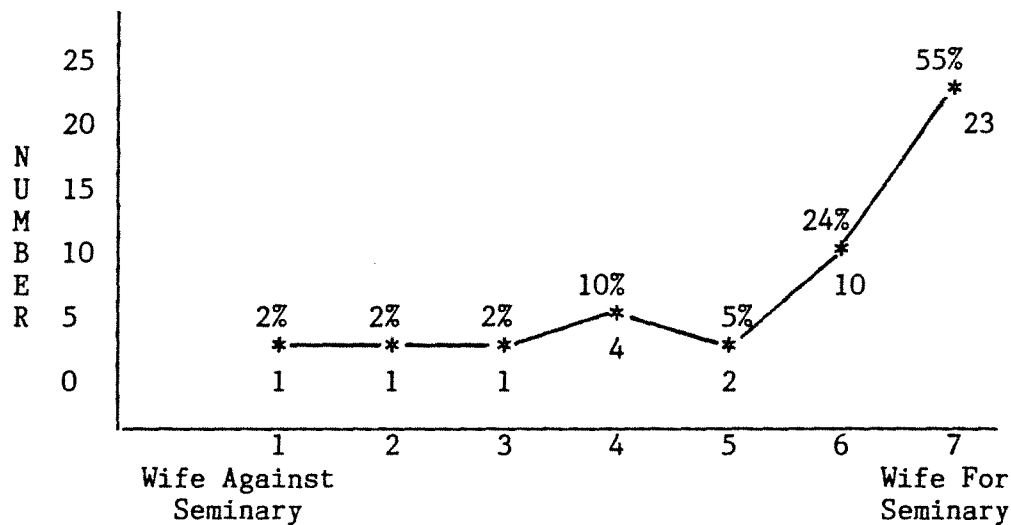


Figure 13. Question Spouse A - Attitude toward seminary.

For the Spouse B question on career choice, most (96%) saw their wives in agreement with their choice by checking seven, six, or five responses. Only 2% indicated that their spouse was somewhat against their career choice by choosing option three. The remainder of the sample (2%) marked the four response.

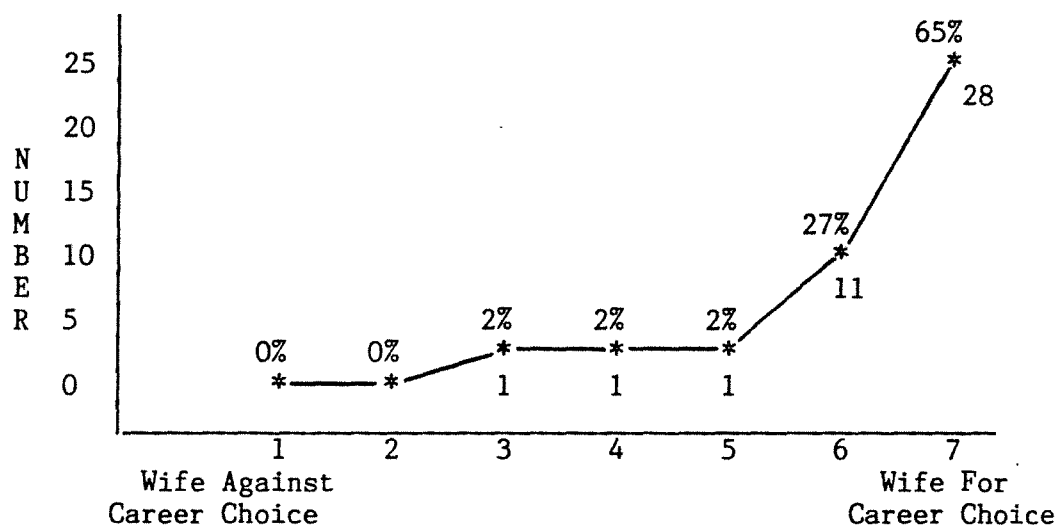


Figure 14. Question Spouse B - Attitude toward career.

#### Means and Standard Deviations - Main Sample

The means, standard deviations, ranges and percentiles for the main sample on the demographic questionnaire, SSS, SAS, Sentence Completion Scale, and the TSC are reported in Tables 1-2. Tables 3-7 report the means and standard deviations on the TSC scales of the adjusted/maladjusted groups from the main sample. Since various criteria were used to separate the main

sample into adjusted and maladjusted groups, several mean and standard deviation Tables were required. For each of the criteria (SSS, SAS, SCS) the median scores were used to divide the sample into low adjusted (called maladjusted in this study) and high adjusted groups (called adjusted in this study).

Table 3 gives the means and standard deviations when the main sample is divided into adjusted and maladjusted groups based on SSS scores, Table 4 does so for SAS scores, and Table 5 does so for Sentence Completion scores. These three instruments were also used in combination with each other to divide the sample into maladjusted and "all others" categories. Table 6 reports the means and standard deviations for those maladjusted on both the SSS and SAS and a group of "all other subjects". Table 7 does the same for a group which scores maladjusted on all three instruments (SSS, SAS, Sent. Comp.) and a group of "all other" subjects.

### **Hypotheses**

The purpose of this study was to determine whether there is a significant relationship between an individual's self concept and his adjustment as a seminarian. The hypotheses were constructed to test for significant differences in self concept, as measured by the scales of the TSC, between groups rated as adjusted/maladjusted by the criteria of the SSS, SAS, and the

Sentence Completion Scale. Each hypothesis will now be considered individually along with the data which evaluates it. All hypotheses were tested utilizing a one or two-tailed t-test for independent groups (Note: one-tailed t-tests are used unless otherwise stated). Significant t-values were established at the  $p \leq .05$  level.

### Hypothesis One

Hypothesis One stated that the high adjusted group would report significantly greater positive self concept/self esteem in 10 areas of self perception as measured by:

- a. Significantly greater Total P scores.
- b. Significantly greater row & column P scores.
- c. Significantly greater SA scores.

Table 8 shows that for Total P scores, the hypothesis was confirmed by the fact that the adjusted group, on all criteria, scored significantly ( $p \leq .05$ ) higher than the maladjusted group.

For part "b." of the above hypothesis, the row scores P-2 (Self Satisfaction) and P-3 (Behavioral Self) were confirmed by all criteria. P-1 (Identity Self) however, was confirmed by the SCS and SAS, but not the SSS; neither of the combined criteria of adjustment was significant. Four of the five column scores (PA= Physical Self, PB= Moral Ethical Self; PC= Personal Self; PD=



Family Self) were confirmed by all criteria while P-E (Social Self) was confirmed on all criteria but the SCS. It should be noted, however, that that the t-value for P-E, Social Self, ( $t = 1.637$ ) was extremely close to being significant on the SCS ( $p < .05 = 1.684$ ).

Table 1

DESCRIPTIVE STATISTICS TABLE MAIN STUDY: MEANS AND VARIANCES

Variable	<u>N</u>	SUMS	MEANS	STANDARD DEVIATION	STANDARD ERROR
GPA	55	184.04	3.35	0.44	0.06
AGE	55	1618.00	29.42	5.29	0.71
CREDITS	55	3405.00	61.91	39.93	5.38
OTHER SEMS	55	6.00	0.11	0.32	0.04
MARIT STAT	55	97.00	1.76	0.43	0.06
CHR AFF	55	138.00	2.51	0.84	0.11
PERS DEV	55	258.00	4.69	0.72	0.10
FAM DEV	42	162.00	4.38	1.21	0.20
DUR PERS	54	214.00	3.96	1.23	0.17
DUR FAM	42	127.00	3.42	.19	0.96
YRS LDRS	54	235.50	4.36	3.35	0.46
CAPICT	54	141.00	2.61	1.63	0.22
IMPORT	54	371.00	6.87	0.44	0.06
FINANCE	54	311.50	5.77	1.40	0.19
SOC A	54	229.00	4.24	1.68	0.23
SOC B	54	305.00	5.65	1.22	0.17
SOC C	54	309.00	5.72	1.09	0.15

Table 1 (Cont.)

DESCRIPTIVE STATISTICS TABLE MAIN STUDY: MEANS AND VARIANCES

Variable	<u>N</u>	SUMS	MEANS	STANDARD DEVIATION	STANDARD ERROR
SPOUSE A	42	253.00	6.02	1.49	0.23
SPOUSE B	42	274.00	6.52	0.86	0.13
SENT COMP	53	6144.40	115.93	17.51	2.40
SSS	44	2601.00	59.11	14.23	2.14
SAS	55	1013.00	18.42	4.39	0.59
SC	55	1732.00	31.49	5.96	0.80
T/F	55	57.81	1.05	0.26	0.03
NET CONF	55	-25.00	-0.45	14.68	1.98
TOT CONF	55	1506.00	27.38	7.60	1.0254
TOTAL P	55	1.98020e+04	360.04	32.39	4.37
P 1	55	7034.00	127.89	18.66	2.52
P 2	55	6163.00	112.05	15.22	2.05
P 3	55	6505.00	118.27	10.79	1.45
P A	55	4083.00	74.24	7.08	0.95
P B	55	4053.00	73.69	8.04	1.08
P C	55	3812.00	69.31	7.48	1.04
P D	55	3934.00	71.53	7.96	1.07
P E	55	3933.00	71.51	7.59	1.02

Table 1 (Cont.)

DESCRIPTIVE STATISTICS TABLE MAIN STUDY: MEANS AND VARIANCES

Variable	<u>N</u>	SUMS	MEANS	STANDARD DEVIATION	STANDARD ERROR
TOT VAR	55	2267.00	41.22	13.21	1.78
COL VAR	55	1390.00	25.27	9.54	1.29
ROW VAR	55	927.00	16.85	5.43	0.73
D TOT	55	6474.00	117.71	29.09	3.92
D 5	55	854.00	15.53	10.39	1.40
D 4	55	1468.00	26.69	8.39	1.13
D 3	55	942.00	17.13	10.59	1.43
D 2	55	1159.00	21.07	8.88	1.20
D 1	55	1092.00	19.85	10.99	1.48
DP	55	3284.00	59.71	11.58	1.56
GM	55	5465.00	99.36	7.81	1.05
PSY	55	2641.00	48.02	5.17	0.70
PD	55	4370.00	79.45	11.24	1.52
N	55	4688.00	85.24	9.86	1.33
PI	55	662.00	12.04	4.22	0.57
NDS	55	478.00	8.69	10.02	1.35
NIS	55	932.00	16.95	6.64	0.90
SA	55	1354.00	24.62	21.22	2.86

Table 2

DESCRIPTIVE STATISTICS TABLE MAIN STUDY: MEDIAN AND RANGES

Variable	<u>N</u>	RANGE	MINIMUM	MEDIAN	MAXIMUM
GPA	55	1.91	2.09	3.31	4.00
AGE	55	25.00	23.00	28.00	48.00
CREDITS	55	137.00	8.00	57.00	145.00
PERS DEV	55	4.00	2.00	5.00	6.00
FAM DEV	42	6.00	1.00	3.00	7.00
DUR PERS	54	6.00	0.00	4.00	6.00
DUR FAM	42	6.00	0.00	3.00	6.00
YRS LDRS	54	15.00	0.00	4.00	15.00
IMPORT	54	2.00	5.00	7.00	7.00
FINANCE	54	5.00	2.00	6.00	7.00
SOC A	54	5.00	2.00	4.00	7.00
SOC B	54	5.00	2.00	6.00	7.00
SOC C	54	6.00	1.00	6.00	7.00
SPOUSE A	42	6.00	1.00	7.00	7.00
SPOUSE B	42	4.00	3.00	7.00	7.00
SENT COMP	53	77.00	79.00	116.00	156.00
SSS	44	53.00	34.00	60.50	87.00
SAS	55	18.00	11.00	18.00	29.00

Table 2 (Cont.)

DESCRIPTIVE STATISTICS TABLE MAIN STUDY: MEDIAN AND RANGES.

Variable	<u>N</u>	RANGE	MINIMUM	MEDIAN	MAXIMUM
SC	55	26.00	22.00	31.00	48.00
T/F	55	1.68	0.00	1.08	1.68
NET CONF	55	82.00	-33.00	2.22	49.00
TOT CONF	55	36.00	13.00	26.00	49.00
TOTAL P	55	160.00	273.00	362.00	433.00
P 1	55	137.00	11.00	131.00	148.00
P 2	55	65.00	74.00	113.00	139.00
P 3	55	60.00	86.00	117.00	146.00
P A	55	33.00	56.00	75.00	89.00
P B	55	27.00	52.00	74.00	89.00
P C	55	34.00	52.00	70.00	86.00
P D	55	34.00	55.00	73.00	89.00
P E	55	36.00	54.00	71.00	90.00
TOT VAR	55	60.00	16.00	39.00	76.00
COL VAR	55	43.00	12.00	23.00	55.00
ROW VAR	55	19.00	9.00	16.00	28.00
D TOT	55	137.00	49.00	116.00	186.00
D 5	55	41.00	0.00	13.00	41.00

Table 2 (Cont.)

DESCRIPTIVE STATISTICS TABLE MAIN STUDY: MEDIAN AND RANGES.

Variable	<u>N</u>	RANGE	MINIMUM	MEDIAN	MAXIMUM
D 4	55	48.00	0.00	28.00	48.00
D 3	55	50.00	1.00	16.00	51.00
D 2	55	47.00	1.00	21.00	48.00
D 1	55	47.00	0.00	19.00	47.00
DP	55	51.00	36.00	61.00	87.00
GM	55	37.00	82.00	99.00	119.00
PSY	55	28.00	31.00	49.00	59.00
PD	55	52.00	48.00	81.00	100.00
N	55	50.00	62.00	85.00	112.00
PI	55	18.00	2.00	12.00	20.00
NDS	55	59.00	0.00	5.00	59.00
NIS	55	26.00	2.00	17.00	28.00
SA	55	108.00	-55.00	29.00	53.00

TABLE 3

Means and Standard Deviations on TSC variables for those rated  
adjusted/maladjusted on the SSS.

Variable	Adjusted		N= 22	
	N= 22		Maladjusted	
	MEANS	STANDARD DEVIATION	MEANS	STANDARD DEVIATION
SC	31.36	6.84	31.23	5.26
T/F	1.02	.14	1.03	.37
NET CONF	-3.23	13.98	1.27	17.53
TOT CONF	26.18	8.13	29.27	7.38
TOTAL P	372.59	30.01	343.91	32.69
P 1	128.86	27.08	125.27	10.63
P 2	117.09	14.23	106.45	16.05
P 3	122.27	9.84	112.18	10.51
P A	75.23	7.01	71.09	6.98
P B	76.55	7.20	71.23	8.05
P C	72.27	7.34	65.86	7.15
P D	73.86	7.02	68.09	8.14
P E	75.14	6.68	67.77	7.18
TOT VAR	37.82	10.76	41.73	14.85
COL VAR	22.32	6.94	27.41	11.39
ROW VAR	15.05	4.94	17.05	5.60



TABLE 3 (Cont.)

Means and Standard Deviations on TSC variables for those rated  
adjusted/maladjusted on the SSS.

Variable	Adjusted N= 22		Maladjusted N= 22	
	MEANS	STANDARD DEVIATION	MEANS	STANDARD DEVIATION
D TOT	125.68	30.33	105.23	26.41
D 5	17.27	11.63	11.50	7.42
D 4	26.05	7.40	28.23	9.62
D 3	14.54	9.80	21.09	11.63
D 2	19.95	8.51	22.91	9.86
D 1	22.59	11.44	16.55	11.01
DP	62.00	11.98	55.45	11.93
GM	102.36	7.81	95.77	7.39
PSY	46.68	4.77	49.77	4.74
PD	84.00	9.12	49.77	4.74
N	87.77	9.48	81.55	11.02
PI	12.45	4.58	12.14	3.69
NDS	7.27	8.01	11.18	13.23
NIS	18.73	6.41	14.27	6.56
SA	30.32	19.32	16.82	23.96

TABLE 4

Means and Standard Deviations on TSC variables for those rated adjusted/maladjusted on the SAS.

VARIABLES	Adjusted N= 28		Maladjusted N= 27	
	MEANS	STANDARD DEVIATION	MEANS	STANDARD DEVIATION
SC	29.57	5.29	33.48	6.05
T/F	1.09	.20	1.01	.31
NET CONF	.11	13.50	-1.04	16.05
TOT CONF	25.43	6.47	29.41	8.26
TOTAL P	371.07	30.24	348.59	31.02
P 1	132.14	9.39	123.48	24.33
P 2	116.61	13.91	107.33	15.32
P 3	122.32	9.62	114.07	10.48
P A	75.86	6.95	75.56	6.95
P B	76.25	7.15	71.04	8.18
P C	71.64	6.62	66.89	8.19
P D	73.50	7.75	69.48	7.80
P E	74.29	6.42	68.63	7.73
TOT VAR	38.82	12.24	43.70	13.93

TABLE 4 (Cont.)

Means and Standard Deviations on TSC variables for those rated  
adjusted/maladjusted on the SAS.

	Adjusted N= 28		Maladjusted N= 27	
VARIABLES	MEANS	STANDARD DEVIATION	MEANS	STANDARD DEVIATION
COL VAR	22.96	8.30	27.67	10.29
ROW VAR	15.50	5.20	18.26	5.41
D TOT	123.04	28.55	112.19	29.14
D 5	16.50	10.67	14.52	10.20
D 4	27.25	7.95	26.11	8.93
D 3	14.68	8.36	19.67	12.14
D 2	19.64	8.13	22.56	9.52
D 1	21.93	11.37	17.70	10.37
DP	64.04	10.69	55.22	10.90
GM	101.71	8.21	96.93	6.67
PSY	47.82	5.36	48.22	5.05
PD	83.50	9.98	75.26	11.10
N	88.75	9.28	81.59	9.25
PI	12.36	4.08	11.70	4.41
NDS	6.96	7.35	10.48	12.08

TABLE 4 (Cont.)

Means and Standard Deviations on TSC variables for those rated  
adjusted/maladjusted on the SAS.

Adjusted N= 28			Maladjusted N= 27	
VARIABLES	MEANS	STANDARD DEVIATION	MEANS	STANDARD DEVIATION
NIS	17.86	4.08	16.00	6.86
SA	27.50	18.13	21.63	23.99

TABLE 5

Means and Standard Deviations on TSC variables  
for those rated adjusted/maladjusted on the SCS.

Variables	Adjusted N= 27		Maladjusted N= 26	
	MEANS	STANDARD DEVIATION	MEANS	STANDARD DEVIATION
SC	29.96	6.81	32.85	4.66
T/F	1.05	.16	1.07	.32
NET CONF	.56	13.39	-.46	16.22
TOT CONF	25.41	6.88	29.31	8.13
TOTAL P	373.52	28.89	349.32	30.19
P 1	133.37	8.27	123.00	24.75
P 2	118.63	14.16	106.69	13.64
P 3	121.67	9.86	115.73	10.60
P A	76.81	6.48	72.54	6.43
P B	76.63	7.63	71.19	7.64
P C	72.15	6.94	67.00	7.30
P D	74.44	6.34	69.00	8.71
P E	73.48	6.97	70.19	7.65
TOT VAR	37.67	12.77	44.46	13.11
COL VAR	22.37	8.22	28.00	10.23

TABLE 5 (Cont.)

Means and Standard Deviations on TSC variablesfor those rated adjusted/maladjusted on the SCS.

Variables	Adjusted N= 27		Maladjusted N= 26	
	MEANS	STANDARD	MEANS	STANDARD
		DEVIATION		DEVIATION
ROW VAR	15.30	5.36	18.38	5.29
D TOT	125.37	28.56	112.00	27.88
D 5	17.15	11.21	14.23	9.50
D 4	26.67	8.15	27.12	8.98
D 3	13.81	8.45	19.73	11.65
D 2	19.89	9.12	21.31	8.07
D 1	22.70	12.13	17.96	8.81
DP	67.37	9.55	56.54	11.10
GM	101.70	7.77	97.54	7.27
PSY	48.37	4.28	47.77	6.14
PD	83.30	10.21	76.27	11.37
N	89.63	8.69	81.38	9.05
PI	12.22	4.71	11.88	3.88
NDS	7.85	6.88	9.19	12.49
NIS	17.22	5.91	17.08	7.44
SA	25.74	16.64	24.62	25.30

TABLE 6

Means and Standard Deviations on TSC variables for those rated  
maladjusted on the SSS & SAS and all others.

Variables	Maladjusted SSS & SAS		All Others	
	N=11		N=44	
	MEANS	STANDARD DEVIATION	MEANS	STANDARD DEVIATION
SC	32.82	6.18	31.16	5.93
T/F	.93	.44	1.08	.18
NET CONF	-.18	21.23	-.52	12.88
TOT CONF	30.36	9.86	26.64	6.87
TOTAL P	333.27	34.73	366.73	28.42
P 1	124.64	11.80	128.70	20.04
P 2	101.18	17.57	114.77	13.47
P 3	107.45	10.80	120.98	9.03
P A	69.45	7.90	75.43	6.41
P B	68.55	8.72	74.98	7.42
P C	63.64	8.31	70.73	6.99
P D	66.55	7.69	72.77	7.62
P E	65.09	17.14	73.11	6.77
TOT VAR	42.09	17.14	41.00	12.26

TABLE 6 (Cont.)

Means and Standard Deviations on TSC variables for those rated  
maladjusted on the SSS & SAS and all others.

Variables	Maladjusted SSS & SAS		All Others	
	N=11		N=44	
	MEANS	STANDARD DEVIATION	MEANS	STANDARD DEVIATION
COL VAR	30.55	13.44	23.95	7.97
ROW VAR	17.00	5.33	16.82	5.52
D TOT	103.45	30.22	121.27	28.03
D 5	12.00	8.72	16.41	10.68
D 4	24.91	10.98	27.14	7.70
D 3	23.18	14.30	15.61	9.04
D 2	24.18	12.41	20.30	7.76
D 1	16.27	12.04	20.75	10.68
DP	50.73	13.73	61.95	9.94
GM	94.45	7.20	100.59	7.53
PSY	49.09	6.01	47.75	4.97
PD	70.64	13.35	81.66	9.62
N	78.73	12.39	86.86	8.54
PI	11.64	4.25	12.14	4.25



TABLE 6 (Cont.)

Means and Standard Deviations on TSC variables for those rated  
maladjusted on the SSS & SAS and all others.

Variables	Maladjusted SSS & SAS		All Others	
	N=11		N=44	
	MEANS	STANDARD DEVIATION	MEANS	STANDARD DEVIATION
NDS	15.64	4.25	6.95	6.48
NIS	12.73	6.80	18.00	6.24
SA	9.82	29.16	28.32	17.25

TABLE 7

Means and Standard Deviations on TSC variables for those rated  
maladjusted on the SSS, SAS, & SCS and all others.

VARIABLES	Maladjusted SSS, SAS, & SCS    N= 6		All Others    N= 48	
	MEANS	STANDARD DEVIATION	MEANS	STANDARD DEVIATION
SC	34.67	4.27	31.10	6.12
T/F	.94	.58	1.06	.20
NET CONF	4.83	26.71	-1.29	12.88
TOT CONF	33.50	9.85	26.60	7.12
TOTAL P	314.83	25.90	365.56	29.00
P 1	120.83	12.22	128.81	19.31
P 2	90.67	12.24	114.60	13.58
P 3	103.33	11.13	120.06	9.41
P A	66.83	8.73	75.15	6.45
P B	64.17	7.96	74.75	74.35
P C	60.83	8.73	70.44	7.30
P D	61.50	4.51	72.79	7.50
P E	61.50	4.85	72.71	7.02
TOT VAR	41.83	22.25	41.19	12.15

TABLE 7 (Cont.)

Means and Standard Deviations on TSC variables for those rated  
maladjusted on the SSS, SAS, & SCS and all others.

VARIABLES	Maladjusted SSS, SAS, & SCS    N= 6		All Others    N= 48	
	MEANS	STANDARD DEVIATION	MEANS	STANDARD DEVIATION
COL VAR	34.83	16.53	24.19	7.88
ROW VAR	17.00	6.36	16.79	5.43
D TOT	95.83	32.97	120.50	28.06
D 5	11.33	8.98	16.04	10.63
D 4	21.83	14.02	27.23	7.51
D 3	29.50	13.20	15.56	9.40
D 2	23.17	13.54	20.85	8.39
D 1	14.17	12.07	20.63	10.89
DP	44.33	9.24	61.54	10.54
GM	92.67	8.31	100.33	7.42
PSY	50.50	7.18	47.71	4.93
PD	63.50	11.45	81.21	9.64
N	71.83	6.52	87.06	8.93
PI	10.67	3.72	12.17	4.31

TABLE 7 (Cont.)

Means and Standard Deviations on TSC variables for those rated  
maladjusted on the SSS, SAS, & SCS and all others.

VARIABLES	Maladjusted SSS, SAS, & SCS N= 6		All Others N= 48	
	MEANS	STANDARD DEVIATION	MEANS	STANDARD DEVIATION
NDS	20.83	21.46	7.27	6.71
NIS	9.33	6.12	17.77	6.14
SA	-2.17	32.47	27.85	17.38

TABLE 8

t-Values For Hypothesis One

Criteria	Row		
	Tot. P	P 1	P 2
Adjusted SSS			
/ Maladjusted	3.031***	.578	2.325*
Adjusted SCS (Sent. Comp.)			
/ Maladjusted	2.969***	2.061*	3.122***
Adjusted SAS			
/ Maladjusted	2.721***	1.753*	2.351*
Maladjusted SSS & SAS			
/ All Others	-3.339***	-6.43	-2.813***
Maladjusted SSS & SAS & SCS			
/ All Others	-4.679***	-.978	-4.106***

Note: (1) Criterion variable listed first in above pairs was also entered first into t-formula.

(2) \* $p \leq .05$ , \*\* $p \leq .01$ , \*\*\*  $p \leq .001$ ,  
one-tailed t-test.

(3) N sizes are listed in pairs for comparison as shown above: (22/22), (27/26), (28/27), (11/44), (6/48).

TABLE 8 (Cont.)

t-Values For Hypothesis One

Criteria	Row	Column	
	P 3	P A	P B
Adjusted SSS			
/ Maladjusted	3.287***	1.962*	2.309**
Adjusted SCS (Sent. Comp.)			
/ Maladjusted	2.112*	-2.411*	2.592**
Adjusted SAS			
/ Maladjusted	3.043***	-1.761*	2.518**
Maladjusted SSS & SAS			
/ All Others	-4.270***	-2.638*	-2.482*
Maladjusted SSS & SAS & SCS			
/ All Others	-4.030***	-2.862***	3.298***

Note: (1) Criterion variable listed first in above pairs was also entered first into t-formula.

(2) \* $p \leq .05$ , \*\* $p \leq .01$ , \*\*\*  $p \leq .001$ ,  
one-tailed t-test.

(3) N sizes are listed in pairs for comparison as shown  
above: (22/22), (27/26), (28/27), (11/44), (6/48).

TABLE 8 (Cont.)

t-Values For Hypothesis One

Criteria	Column		
	P C	P D	P E
Adjusted SSS			
/ Maladjusted	2.933***	2.578**	3.522***
Adjusted SCS (Sent. Comp.)			
/ Maladjusted	2.632**	2.608**	1.637++
Adjusted SAS			
/ Maladjusted	2.370*	1.916*	2.955***
Maladjusted SSS & SAS			
/ All Others	-2.895***	-2.421*	-3.436***
Maladjusted SSS & SAS & SCS	-3.457***	-3.588***	-3.785***

Note: (1) Criterion variable listed first in above pairs was also entered first into t-formula.

(2) \* $p \leq .05$ , \*\* $p \leq .01$ , \*\*\*  $p \leq .001$ ,  
one-tailed t-test. ++ Extremely close to  
significance.

(3) N sizes are listed in pairs for comparison as shown  
above: (22/22), (27/26), (28/27), (11/44), (6/48).

TABLE 8 (Cont.)

t-Values For Hypothesis One

Criteria	S A
Adjusted SSS	
/ Maladjusted	2.057*
Adjusted SCS (Sent. Comp.)	
/ Maladjusted	.193
Adjusted SAS	
/ Maladjusted	1.026
Maladjusted SSS & SAS	
/ All Others	-2.737***
Maladjusted SSS & SAS & SCS	-3.582***

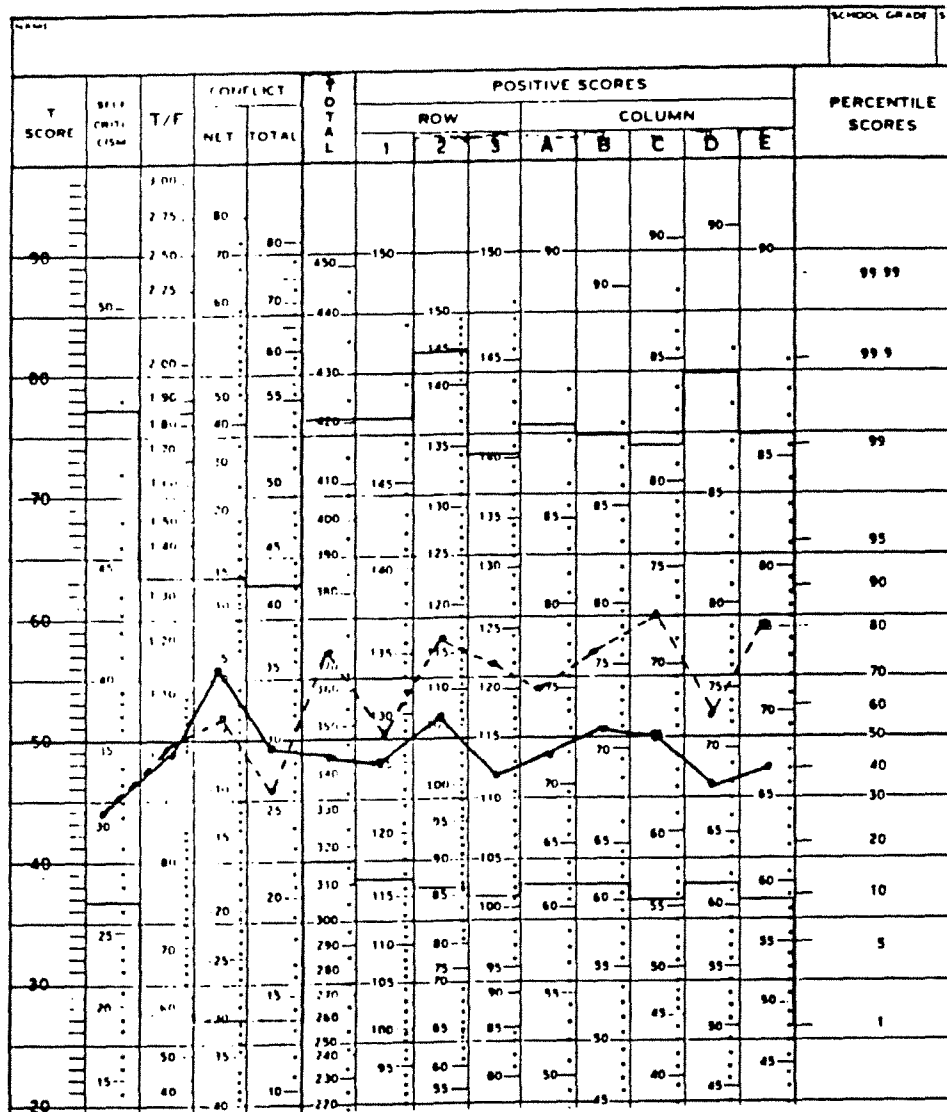
Note: (1) Criterion variable listed first in above pairs was also entered first into t-formula.

(2) \* $p \leq .05$ , \*\* $p \leq .01$ , \*\*\*  $p \leq .001$ ,  
one-tailed t-test.

(3) N sizes are listed in pairs for comparison as shown  
above: (22/22), (27/26), (28/27), (11/44), (6/48).



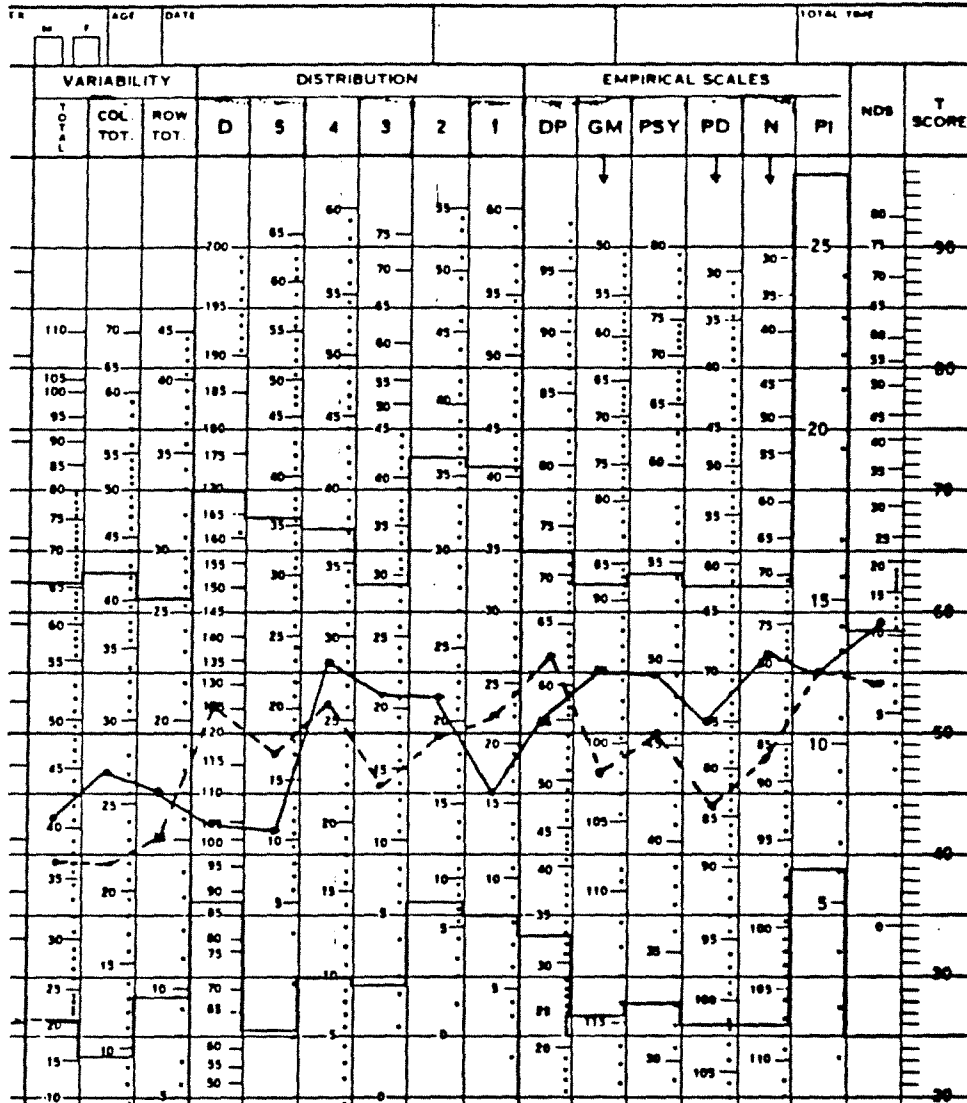
Part "c." above, demonstrated mixed results. It was confirmed on one of the single criteria (SSS) and on both of the combined criteria (SSS/SAS & SSS/SAS/SCS). In summary, for eight (if P-E is included) of the ten scales examined in hypothesis one the results are clearly confirming. Of the two scales not unanimously confirmed (P-l & SA), SA (Self Actualization) appears to discriminate adjustment/maladjustment when the combined criteria are used. These findings are graphically portrayed in Figures 15-22.



Adjusted -----

Maladjusted \_\_\_\_\_

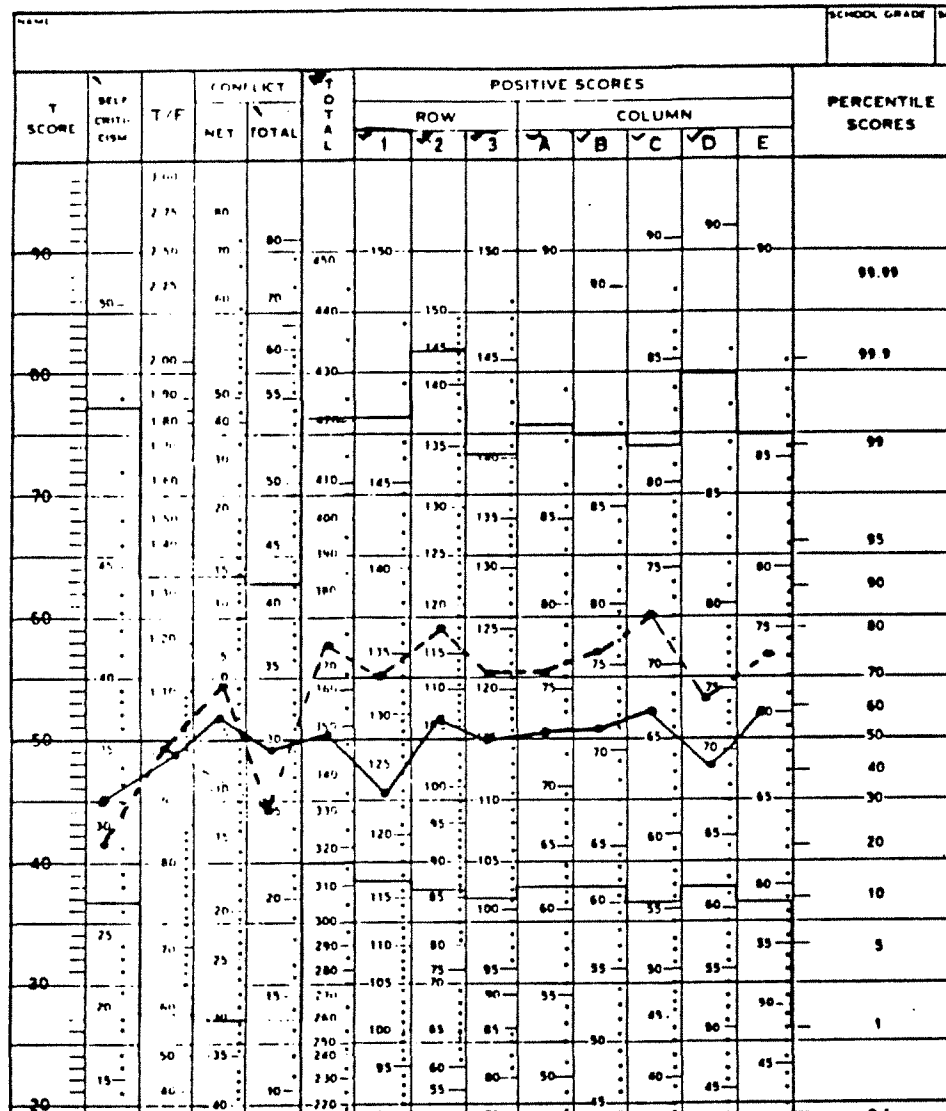
Figure 15. Tennessee Self Concept profiles of adjusted vs. maladjusted individuals using the SSS criteria.



Adjusted -----

Maladjusted \_\_\_\_\_

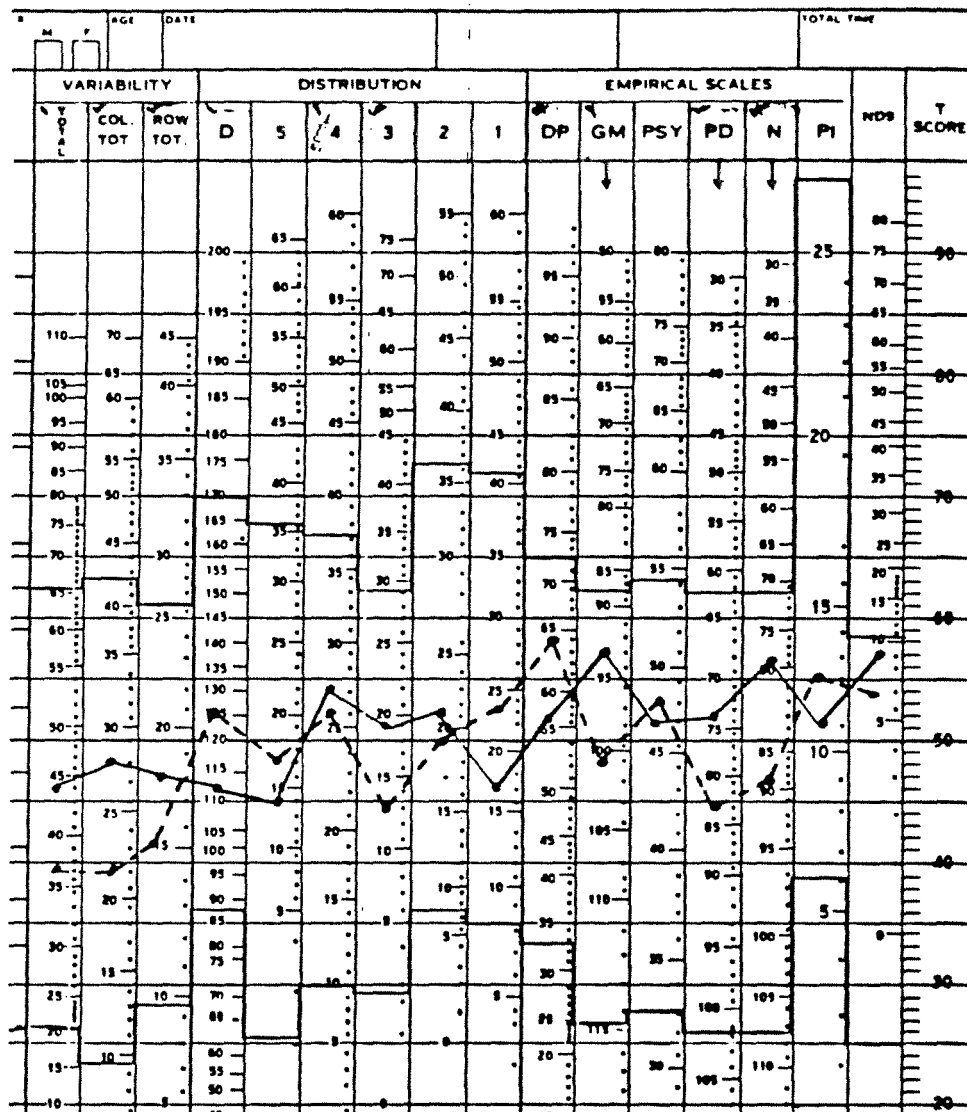
Figure 15. (Cont.) Tennessee Self Concept profiles of adjusted vs. maladjusted individuals using the SSS criteria.



Adjusted -----

Maladjusted \_\_\_\_\_

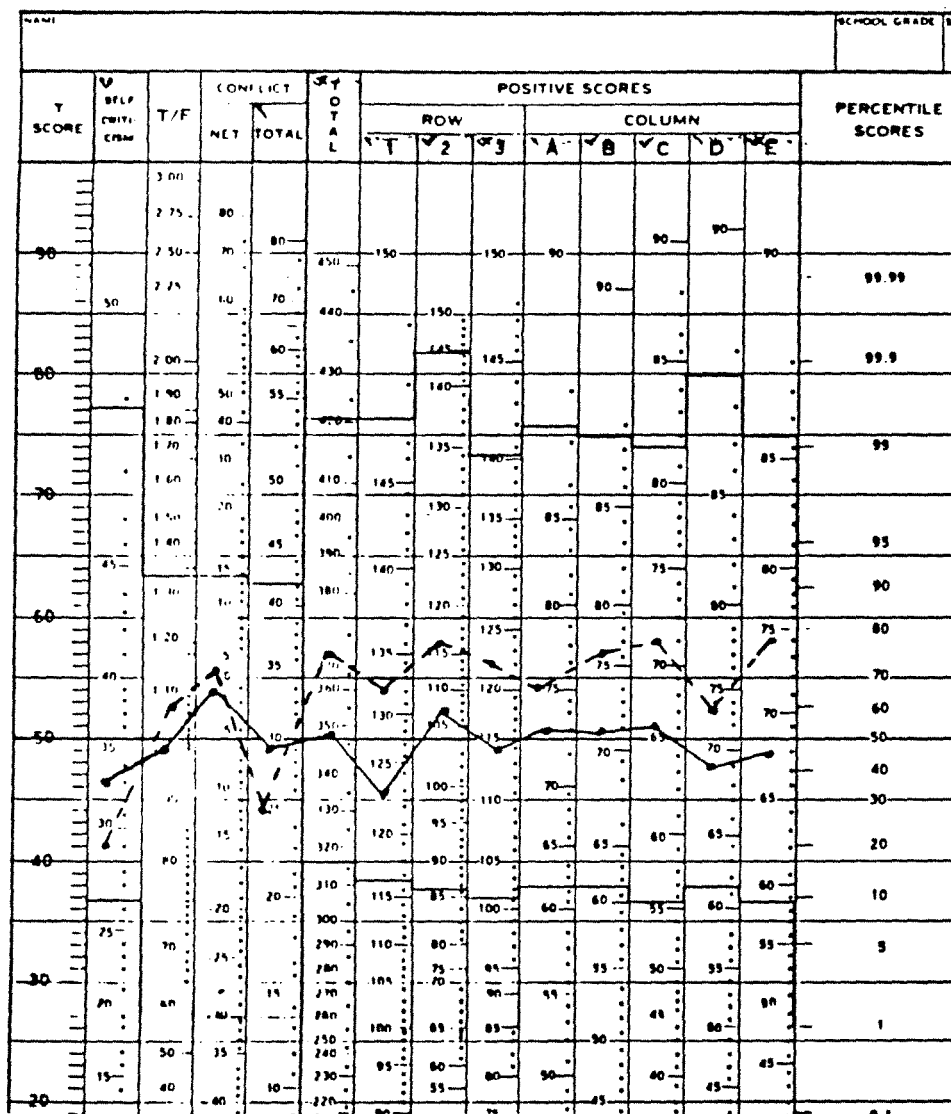
Figure 16. Tennessee Self Concept profiles of adjusted vs. maladjusted individuals using the SCS criteria.



Adjusted -----

Maladjusted \_\_\_\_\_

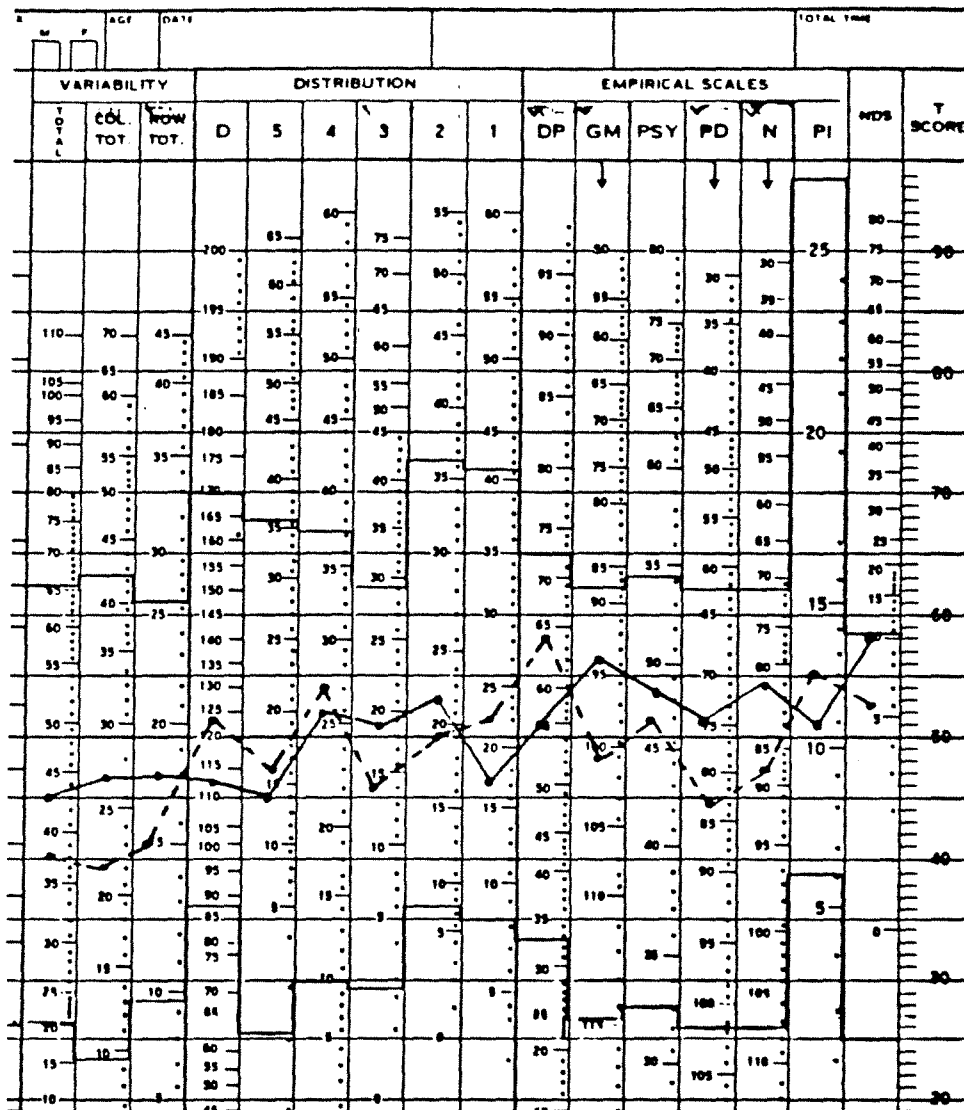
Figure 16. (Cont.) Tennessee Self Concept profiles of adjusted vs. maladjusted individuals using the SCS criteria.



Adjusted -----

Maladjusted \_\_\_\_\_

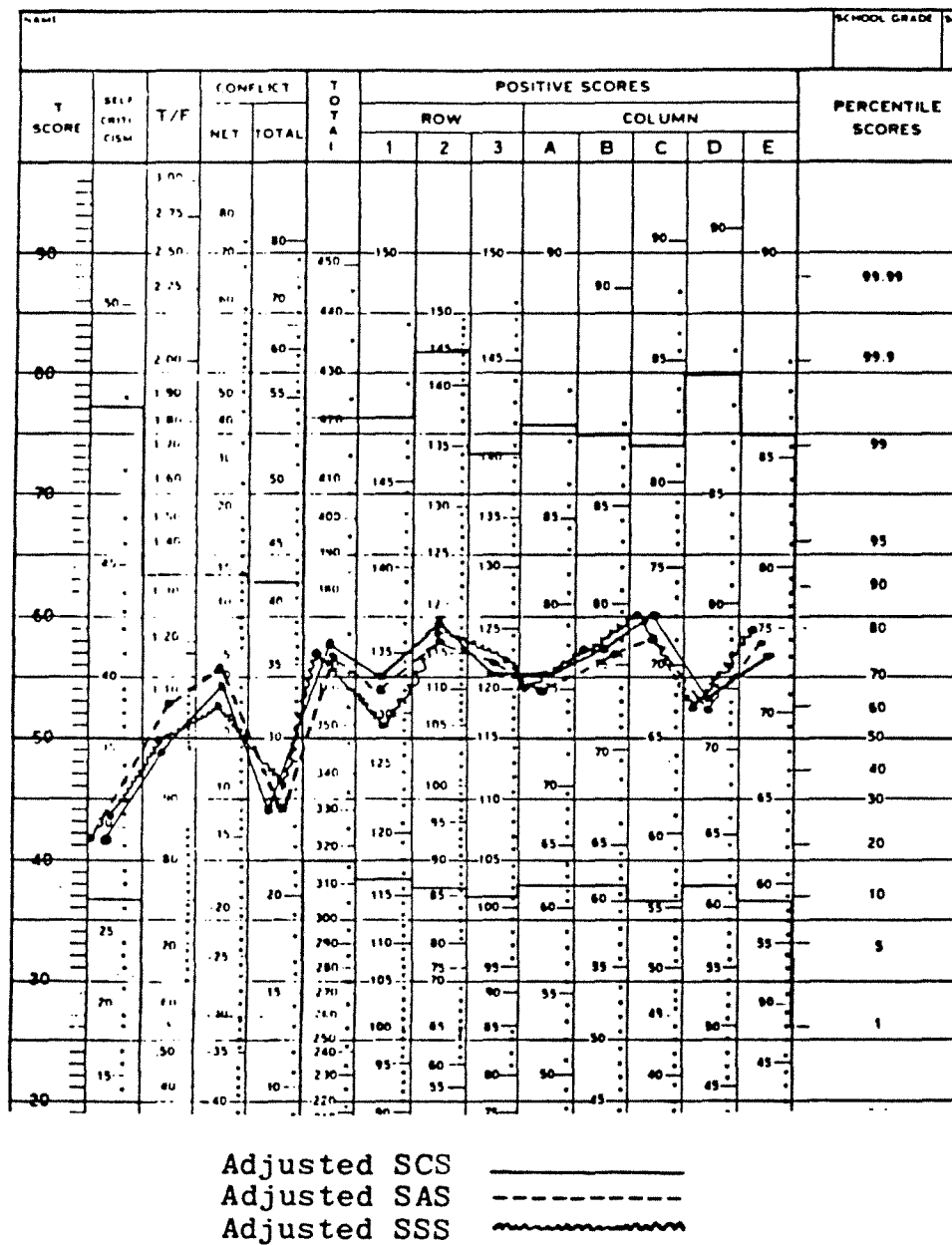
Figure 17. Tennessee Self Concept profiles of adjusted vs. maladjusted individuals using the SAS criteria.



Adjusted -----

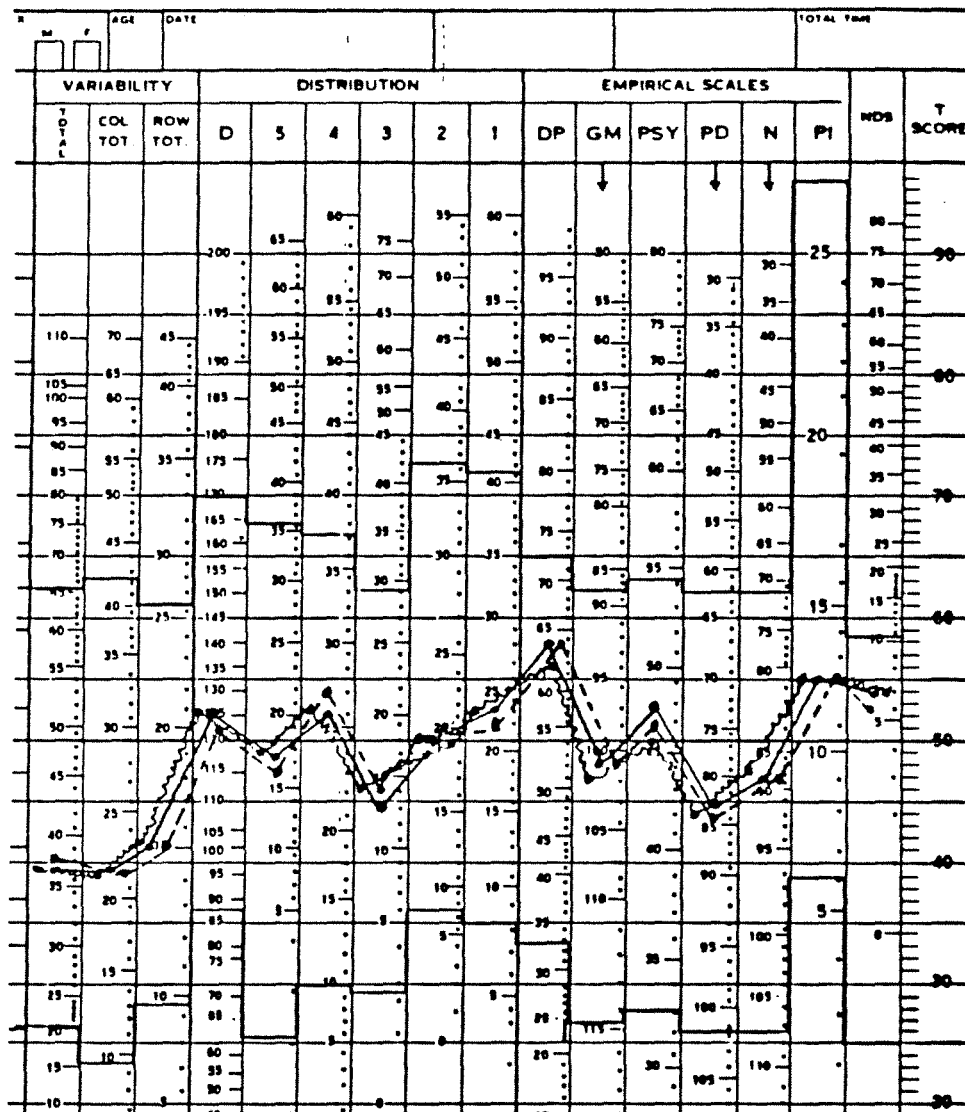
Maladjusted \_\_\_\_\_

Figure 17. (Cont.) Tennessee Self Concept profiles of adjusted vs. maladjusted individuals using the SAS criteria.



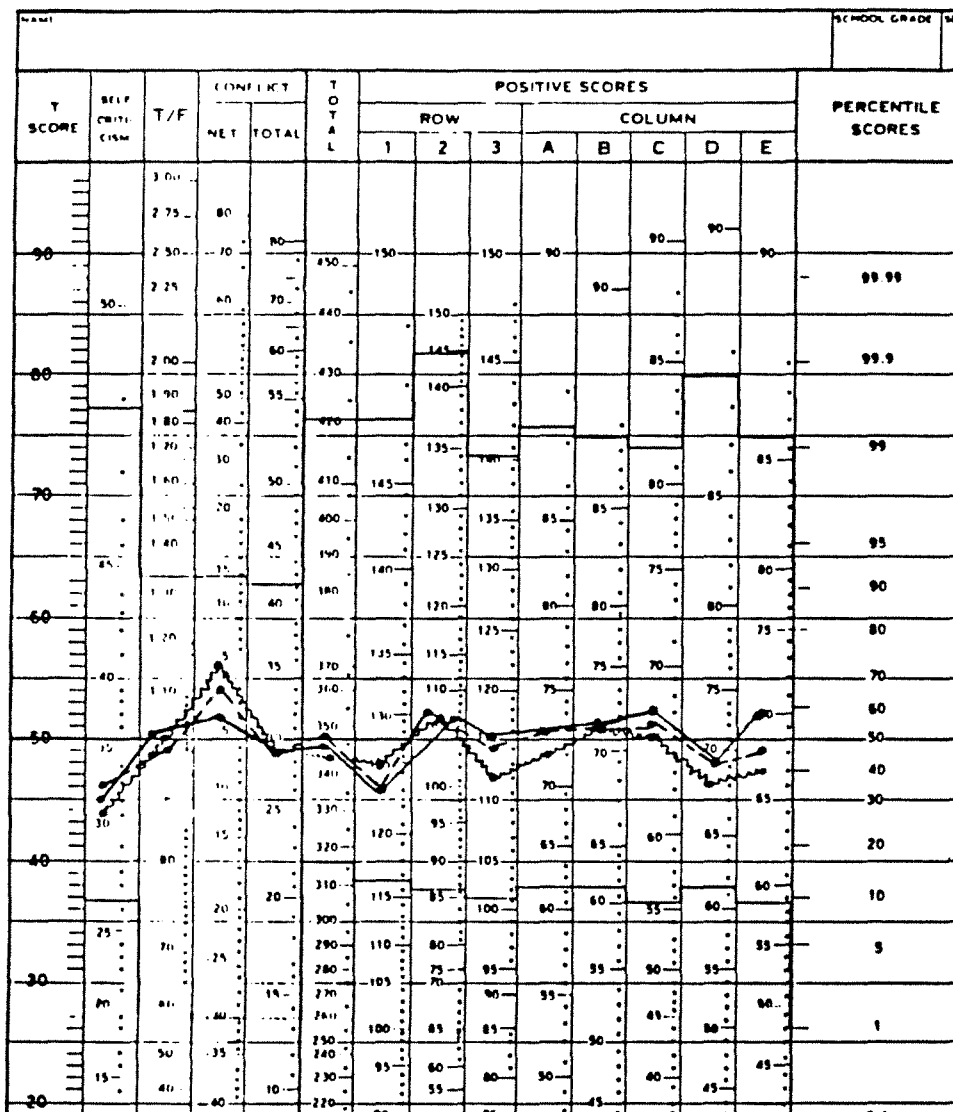
**Figure 18.** Tennessee Self Concept profiles of adjusted individuals comparing the SCS, SAS, and SSS criteria.





Adjusted SCS —————  
 Adjusted SAS - - - - -  
 Adjusted SSS ~~~~~~

Figure 18. (Cont.) Tennessee Self Concept profiles of adjusted individuals comparing the SCS, SAS, and SSS criteria.




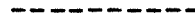

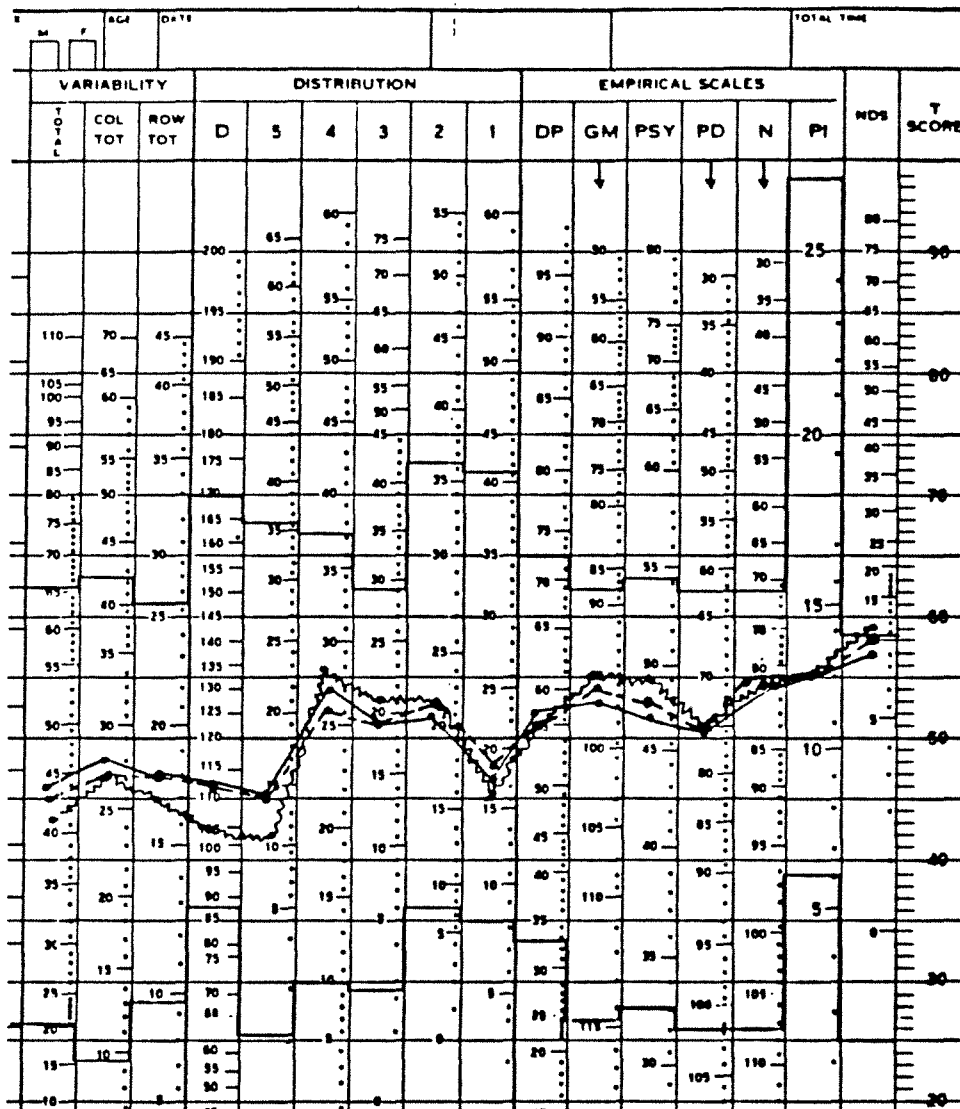
Maladjusted SSS   
 Maladjusted SAS   
 Maladjusted SCS 

Figure 19. Tennessee Self Concept profiles of maladjusted individuals comparing the SSS, SAS, and SCS criteria.






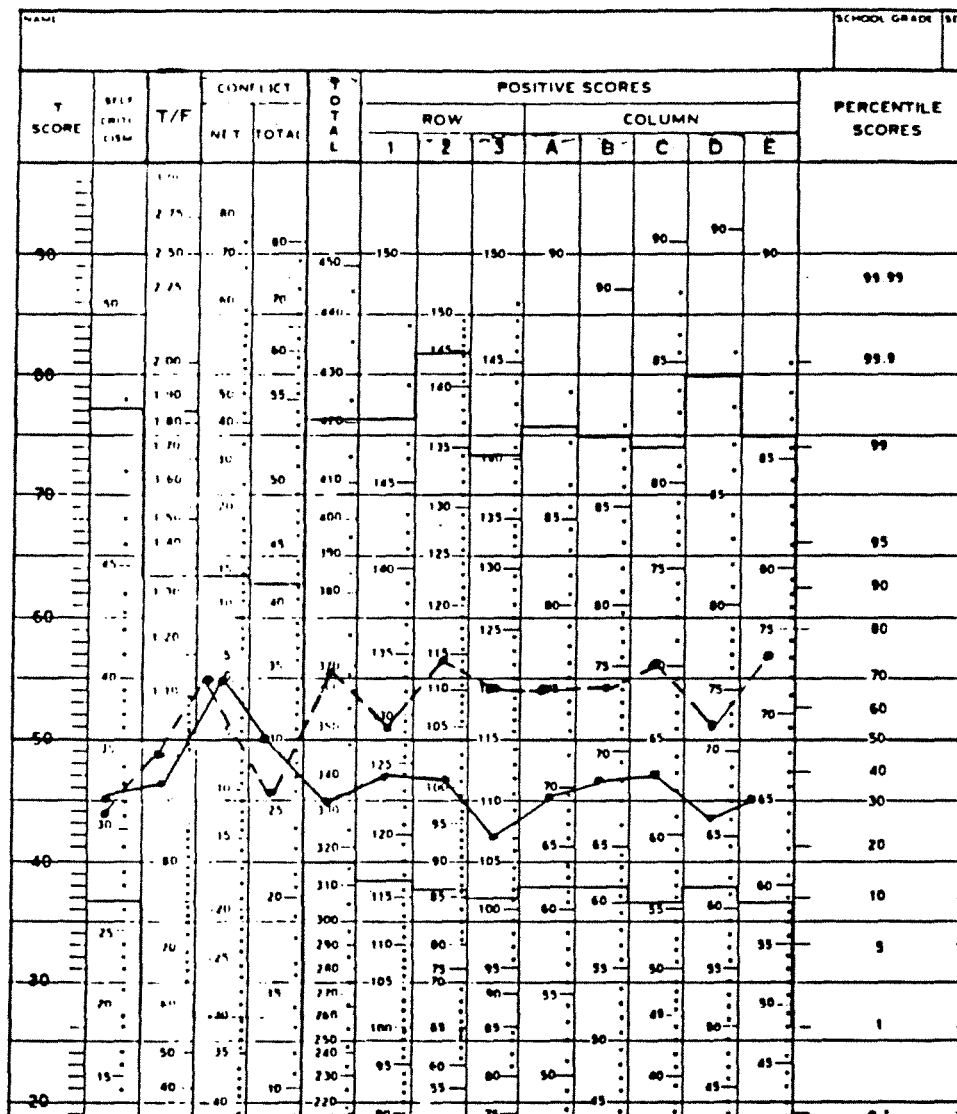
Maladjusted SSS   
 Maladjusted SAS   
 Maladjusted SCS 

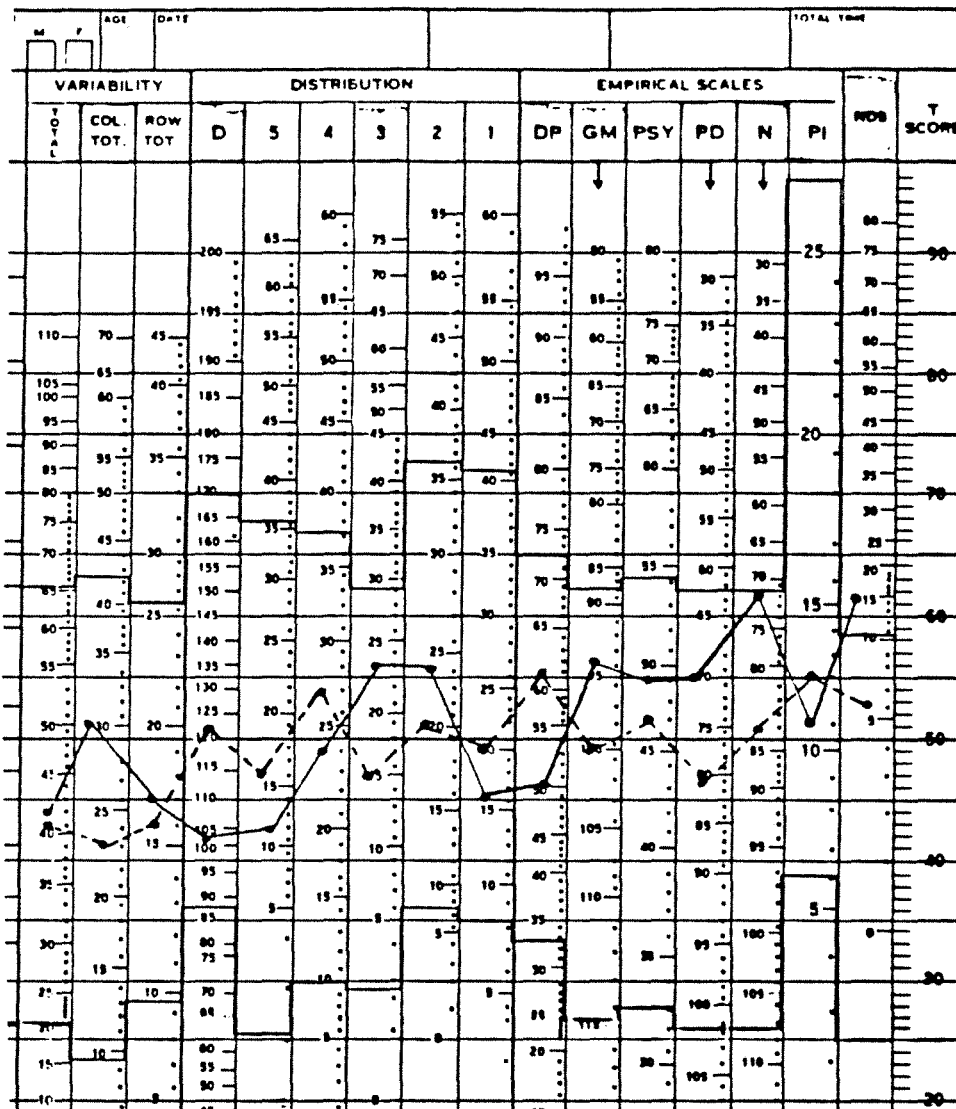
Figure 19. (Cont.) Tennessee Self Concept profiles of maladjusted individuals comparing the SSS, SAS, and SCS criteria.



Maladjusted on SSS & SAS \_\_\_\_\_

All Others -----

Figure 20. Tennessee Self Concept profiles for individuals maladjusted on both the SSS & SAS criteria against all others in the sample.



Maladjusted on SSS & SAS \_\_\_\_\_

All Others -----

Figure 20. (Cont.) Tennessee Self Concept profiles for individuals maladjusted on both the SSS & SAS criteria against all others in the sample.

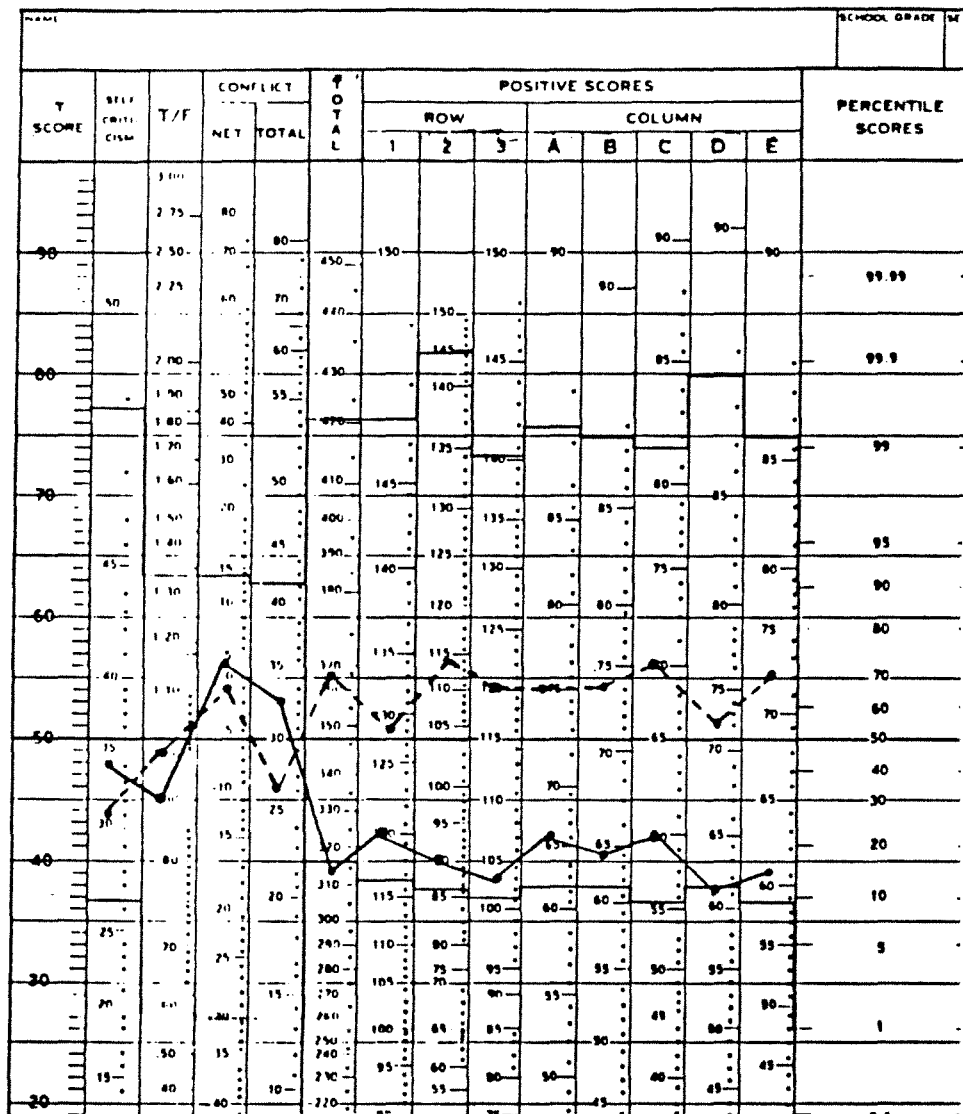
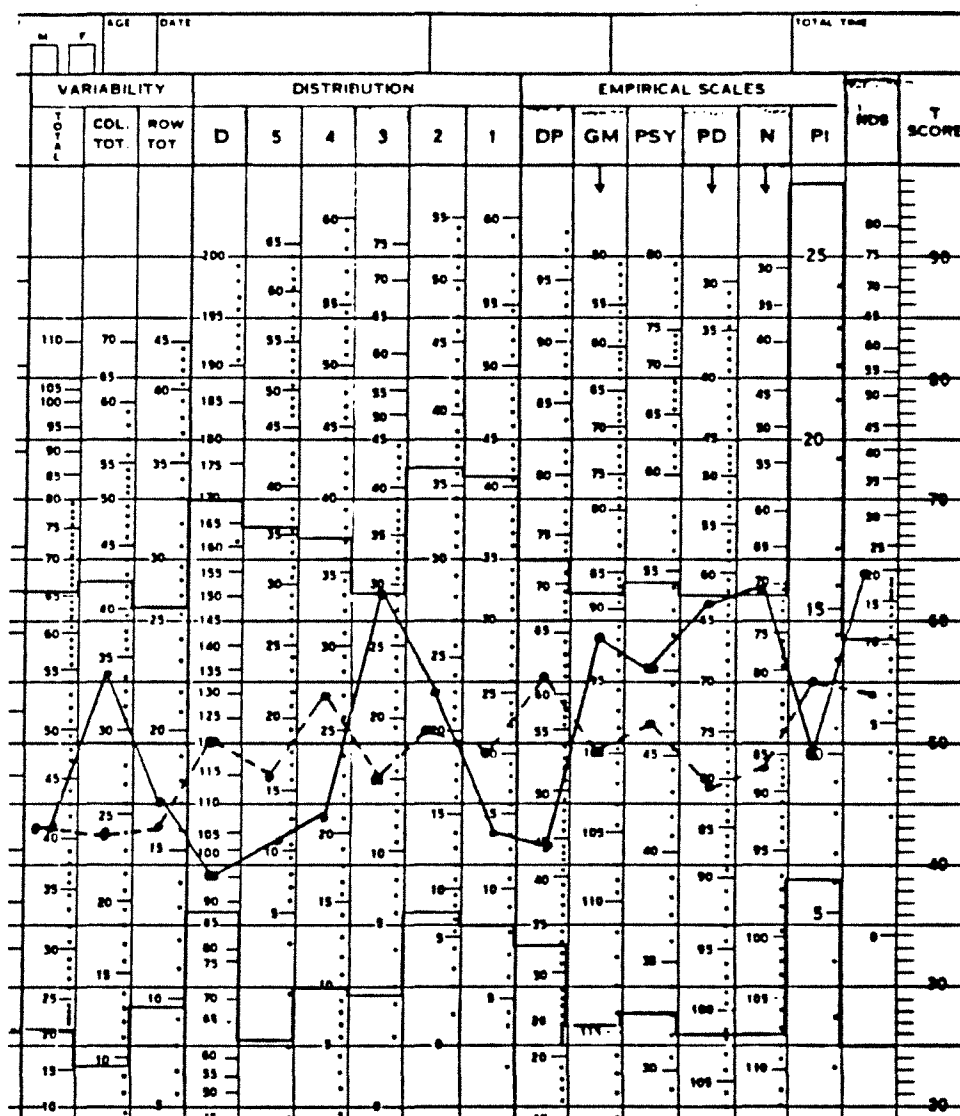


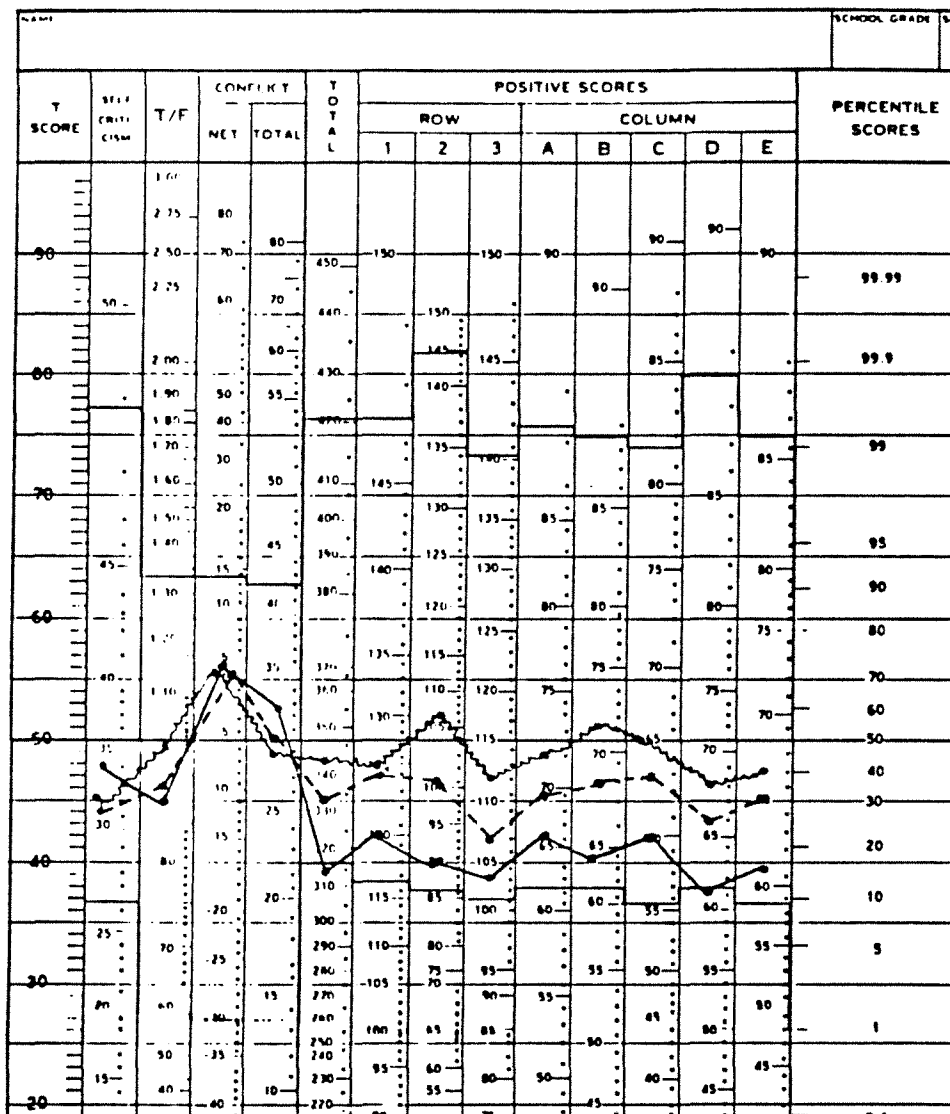
Figure 21. Tennessee Self Concept profiles for individuals maladjusted on the SAS, SSS, & SCS criteria against all others in the sample.



Maladjusted on SAS, SSS, & SCS\_\_\_\_\_

All Others -----

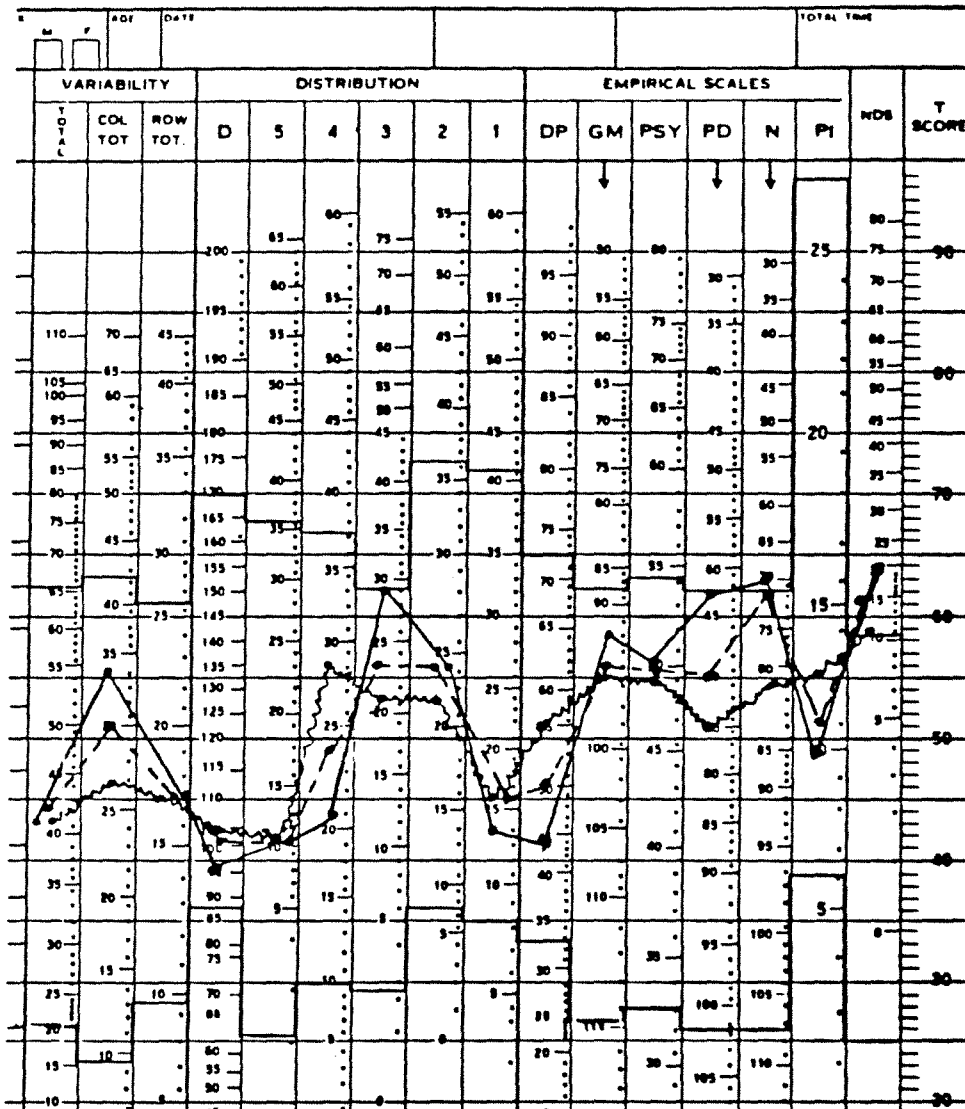
Figure 21. (Cont.) Tennessee Self Concept profiles for individuals maladjusted on the SAS, SSS, & SCS criteria against all others in the sample.



Maladjusted SSS \_\_\_\_\_  
 Maladjusted SSS & SAS \_\_\_\_\_  
 Maladjusted SSS, SAS, & SCS \_\_\_\_\_

**Figure 22.** Tennessee Self Concept profiles for individuals maladjusted on various combinations of the SSS, SAS, & SCS criteria.








Maladjusted SSS   
 Maladjusted SSS & SAS   
 Maladjusted SSS, SAS, & SCS 

Figure 22. (Cont.) Tennessee Self Concept profiles for individuals maladjusted on various combinations of the SSS, SAS, & SCS criteria.

TABLE 9

t-Values For Hypothesis Two

Criterion	Variables	
	Net. Conf.	Tot. Conf.
Adjusted SSS / Maladjusted	-.941	-1.319
Adjusted SCS (Sent. Comp.)		
/Maladjusted	.249	-1.887*
Adjusted SAS / Maladjusted	.286	-1.992*
Maladjusted SSS & SAS		
/All Others	.0687	1.469
Maladjusted SSS & SAS & SCS		
/All Others	.956	2.143*

Note: (1) Criterion variable listed first in above pairs was also entered first into t-formula.

(2) \* $p \leq .05$ , \*\* $p \leq .01$ , one-tailed t-test.

(3) N sizes are listed in pairs for comparison as shown above: (22/22), (27/26), (28/27), (11/44), (6/48).

### Hypothesis Two

Hypothesis Two posited that the high adjusted group will reveal less internal dissonance and conflict in their self concepts than the low adjusted group as measured by significantly lower conflict scores. Results from Table 9 demonstrate that for Net Conflict this hypothesis is clearly not confirmed and for Total Conflict the results are mixed with a significant difference between groups being shown in only three of five criteria.

### Hypothesis Three

The high adjusted group, Hypothesis Three states, will show greater internal consistency across the various sub-areas of self-esteem than the low adjusted group as measured by significantly lower variability scores on Total variability, Column Total variability, and Row Total variability. The evidence presented in Table 10 shows clear confirmation on Column variability and mixed results on the other two scales. For Total variability the hypothesis is confirmed on only one criterion and Row variability is confirmed on only two criteria.

TABLE 10

t-Values For Hypothesis Three

Criteria	Variables		
	Tot. Var.	Col. Var.	Row Var.
Adjusted SSS / Maladjusted	-1.00	-1.79*	-1.26
Adjusted SCS (Sent. Comp.) /Maladjusted	-1.91*	-2.21*	-2.11*
Adjusted SAS / Maladjusted	-1.38	-1.87*	-1.93*
Maladjusted SSS & SAS /All Others	.242	2.11*	.10
Maladjusted SSS & SAS & SCS /All Others	.11	2.71***	.09

Note: (1) Criterion variable listed first in above pairs was also entered first into t-formula.

(2) \* $p \leq .05$ , \*\* $p \leq .01$ , \*\*\* $p \leq .005$ ,  
one-tailed t-test.

(3) N sizes are listed in pairs for comparison as shown  
above: (22/22), (27/26), (28/27), (11/44), (6/48).

TABLE 11

t-Values For Hypothesis Four

Criteria	Variables		
	GM ++	PSY	PD ++
Adjusted SSS / Maladjusted	-2.88***	-2.15*	-2.00*
Adjusted SCS (Sent. Comp.)			
/ Maladjusted	-2.01*	.41	-2.37*
Adjusted SAS / Maladjusted	-2.37*	-.29	-2.90***
Maladjusted SSS & SAS			
/ All Others	2.44**	.77	3.14***
Maladjusted SSS & SAS & SCS			
/ All Others	2.36*	1.24	4.16***

Note: (1) Criterion variable listed first in above pairs was also entered first into t-formula.

(2) \* $p \leq .05$ , \*\* $p \leq .01$ , \*\*\* $p \leq .005$ ,

one-tailed t-test.

(3) ++ GM, PD, and N are scored in the opposite direction when converted to t-scores; they are reversed in this table to indicate the true direction of relationship.

(4) N sizes are listed in pairs for comparison as shown above: (22/22), (27/26), (28/27), (11/44), (6/48).

TABLE 11 (Cont.)

t-Values For Hypothesis Four

Criteria	Variables	
	N ++	NDS
Adjusted SSS / Maladjusted	-2.67**	-1.19*
Adjusted SCS (Sent. Comp.) / Maladjusted	-3.38***	-.49
Adjusted SAS / Maladjusted	-2.87***	-1.31
Maladjusted SSS & SAS / All Others	2.51**	2.72**
Maladjusted SSS & SAS & SCS / All Others	4.03***	3.40***

Note: (1) Criterion variable listed first in above pairs was also entered first into t-formula.

(2) \* $p \leq .05$ , \*\* $p \leq .01$ , \*\*\* $p \leq .005$ ,  
one-tailed t-test.

(3) ++ GM, PD, and N are scored in the opposite direction when converted to t-scores; they are reversed in this table to indicate the true direction of relationship.

(4) N sizes are listed in pairs for comparison as shown above: (22/22), (27/26), (28/27), (11/44), (6/48).

#### Hypothesis Four

Hypothesis Four states that the high adjusted group will show fewer deviant/pathological features in self concept than the low adjusted group as measured by: significantly lower GM (General Maladjustment), PSY (Psychotic), PD (Personality Disorder), N (Neurotic), and NDS (Number of Deviant Signs) scores. Table 11 presents the results of these comparisons and reveals clear confirmation of the hypothesis for the GM, PD, and N scales on all five criteria of adjustment. Scale PSY is confirmed on only one criteria (SSS) and NDS is not confirmed for any of the single measures of adjustment but confirmed by the two combined measures (SSS/SAS & SSS/SAS/SCS).

#### Hypothesis Five

Hypothesis Five states that the high adjusted group will demonstrate less defensiveness in reporting their self concepts than the low adjusted group as measured by:

- a. Significantly higher self-criticism scores.
- b. Significantly lower DP scores.

Table 12 demonstrates that this hypothesis is not confirmed for either scale on any criteria of adjustment. In fact for the DP scale, the results are in the opposite direction from that which was predicted. In other words, the adjusted group scored

TABLE 12

t-Values For Hypothesis Five

Criterion	Variables	
	SC	DP
Adjusted SSS / Maladjusted	.07	1.82*
Adjusted SCS (Sent. Comp.) / Maladjusted	-1.79*	2.76***
Adjusted SAS / Maladjusted	-2.55**	3.02***
Maladjusted SSS & SAS / All Others	.82	-3.10***
Maladjusted SSS & SAS & SCS / All Others	1.38	-3.81***

Note: (1) Criterion variable listed first in above pairs was also entered first into t-formula.

(2) \* $p \leq .05$ , \*\* $p \leq .01$ , \*\*\* $p \leq .005$ ,  
one-tailed t-test.

(3) N sizes are listed in pairs for comparison as shown above: (22/22), (27/26), (28/27), (11/44), (6/48).



significantly higher in subtle defensiveness as measured by DP than the low adjusted group on all criteria of adjustment.

#### Hypothesis Six

Hypothesis Six states that the low adjusted group will not present a capacity for normal openness on the more obvious and overt measures of defensiveness (self criticism scale) as measured by self criticism scores which differ significantly from the norm mean (two-tailed t-test). Table 13 shows that this hypothesis is not confirmed on three of the five criteria of adjustment, indicating that the maladjusted group does not differ from the norm group mean. Two criteria of adjustment produce results which show the low adjusted group as significantly lower than the norm mean (SSS & SAS) in SC scores.

#### Hypothesis Seven

This hypothesis stated that the low adjusted group would not present a capacity for normal defendedness on the more subtle measure of defensiveness as measured by DP, and thus would obtain scores which differ significantly from the DP norm mean (2-tailed t-test). Table 14 produces evidence that one of the five criteria of adjustment confirms this hypothesis. The remaining criteria do not produce results which differ from the norm means. The exception to this trend is the combined criteria of the SSS,

SAS, and the SCS. On this criteria the low adjusted group is significantly lower in DP than the TSC norms.

TABLE 13

t-Values For Hypothesis Six

Criteria	Variable
	SC
Maladjusted SSS / Norms	-2.99**
Maladjusted SCS (Sent. Comp.) / Norms	-1.57
Maladjusted SAS / Norms	-2.03*
Maladjusted on SSS & SAS / Norms	-1.33
Maladjusted on SSS, SAS, & SCS / Norms	-.32

Note: (1) Criteria variable listed first in above pairs was also entered first into t-formula.

(2) \* $p \leq .05$ , \*\* $p \leq .01$ , two-tailed t-test.

(3) N sizes are listed in pairs for comparison as shown above: (22/626), (26/626), (27/626), (11/626), (6/626).

TABLE 14

t-Values For Hypothesis Seven

Criteria	Variable
	DP
Maladjusted SSS / Norms	.39
Maladjusted SCS (Sent. Comp.) / Norms	.34
Maladjusted SAS / Norms	.87
Maladjusted SSS & SAS / Norms	-.97
Maladjusted SSS & SAS & SCS / Norms	-1.99*

Note: (1) Criteria variable listed first in above pairs was also entered first into t-formula.

(2) \* $p \leq .05$ , \*\* $p \leq .01$ , two-tailed t-test.

(3) N sizes are listed in pairs for comparison as shown above: (22/626), (26/626), (27/626), (11/626), (6/626).

Hypothesis Eight

Hypothesis Eight states that the high adjusted group will report greater total integration of self concept than the low adjusted group as measured by significantly higher PI scores. The evidence from Table 15 does not support this hypothesis. The high and low adjusted groups do not differ significantly on PI for any of the adjustment criteria.

TABLE 15

t-Values For Hypothesis Eight

<u>Criteria</u>	<u>Variable</u>
	PI
Adjusted SSS / Maladjusted	.25
Adjusted SCS (Sent. Comp.) / Maladjusted	.28
Adjusted SAS / Maladjusted	.57
Maladjusted SSS & SAS / All Others	-.35
Maladjusted SSS & SAS & SCS / All Others	-.81

Note: (1) Criteria variable listed first in above pairs was also entered first into t-formula.

(2) \* $p \leq .05$ , \*\* $p \leq .01$ , one-tailed t-test.

(3) N sizes are listed in pairs for comparison as shown above: (22/22), (27/26), (28/27), (11/44), (6/48).

### Questions

Several questions were asked in this study which were examined along with the hypotheses. Each of the questions are considered below along with a review of the data which addresses them. All were tested at  $p \leq .05$  with a two-tailed test of significance.

### Question One

This question is similar to the last two hypotheses in that it asks whether the adjusted group will present a "normal" capacity for openness on the obvious (SC) and subtle (DP) measures of defensiveness. This was addressed by comparing the adjusted group's scores on these variables with the norm means. Table 16 presents results which show the adjusted group to be significantly lower in Self Criticism (greater defensiveness) than the norm group on all five ratings of adjustment. Table 16 also demonstrates that the adjusted group scored significantly higher in DP (greater subtle defensiveness) than the norm group no matter which adjustment criteria is used.

### Question Two

This question asks whether the mean scores of the male M.Div. students at Western Seminary differ sufficiently from the norm group on the TSC to indicate the need for separate norms. A two-tailed t-test for independent groups was utilized to examine this question. Table 17 presents these results indicating a significant difference between the sample of this study and the norms on 20 of the 29 scales of the TSC. The nine scales which did not differ significantly were: T/F, P-1, P-D, D TOT., D-3, D-

1, GM, PD, and N. Figure 23 plots the main sample's scores, from this study, on the TSC profile sheet for a visual comparison with the norm group.

TABLE 16

t-Values For Question One

Criteria	Variables	
	SC	DP
Adjusted SSS / Norms	-2.87**	2.83**
Adjusted SCS (Sent. Comp.)		
/ Norms	-4.23***	4.05***
Adjusted SAS / Norms	-4.65***	4.13***
"Others" not maladjusted on SSS & SAS		
/ Norms	-4.22***	3.96***
"Others" not maladjusted on SSS & SAS &		
& SCS / Norms	-4.45***	3.89***

Note: (1) Criteria variable listed first in above pairs was also entered first into t-formula.

(2) \* $p \leq .05$ , \*\* $p \leq .01$ , \*\*\* $p \leq .001$ ,  
two-tailed t-test.

(3) N sizes are listed in pairs for comparison as shown  
above: (22/626), (27/626), (28/626), (44/626), (48/626).

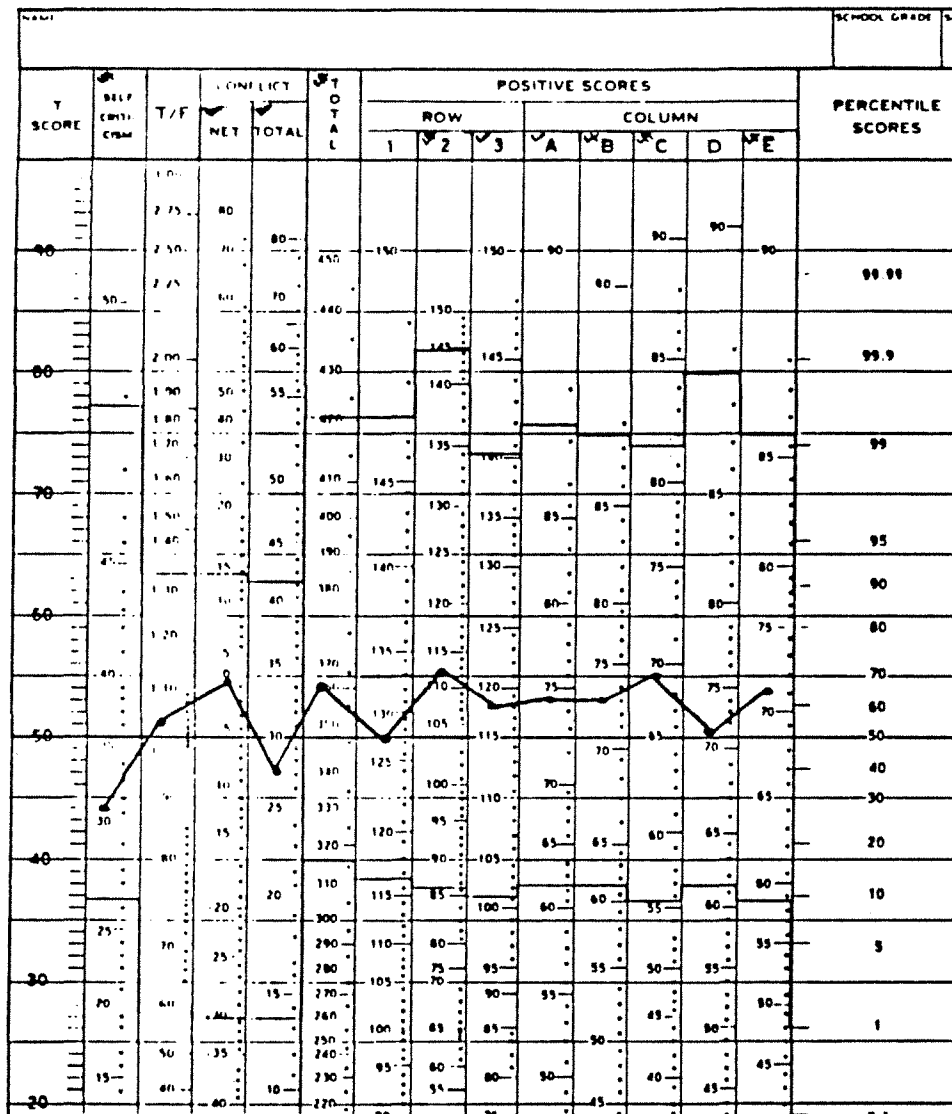


Figure 23. Sample means on the Tennessee Self Concept Scale plotted against the norm group.

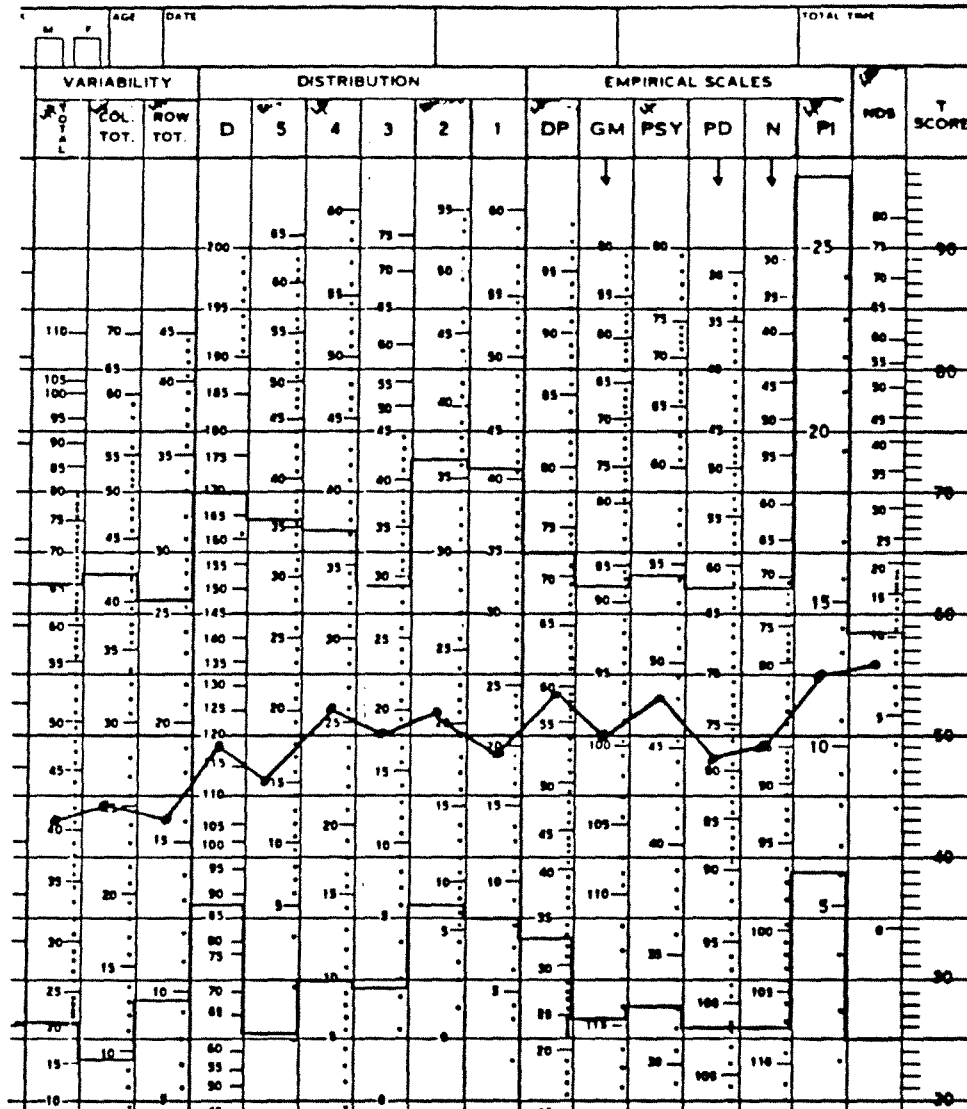


Figure 23. (Cont.) Sample means on the Tennessee Self Concept Scale plotted against the norm group.



The subjects from this sample are generally lower in SC but higher in DP than the norms, indicating defensiveness. They are higher across the nine major measures of self concept (with the exception of P-1) and lower in TOT. Conflict when compared to the norms. There is less variance in the Row, Column, and Total scales and a greater number of PI signs along with fewer deviant signs (NDS) in the sample from the seminary. These facts indicate that on the majority of the TSC scales this study's sample shows significant statistical difference from the norm sample. The issue of practical differences between the two will be considered in the next chapter.

### Question Three

This question asks whether particular scales on the TSC are more closely associated than others with the high adjustment/low adjustment measures. It was examined using the Pearson's Product Moment Correlation Coefficient. Table 18 presents the significant relationships which were found by this analysis. Eleven TSC variables were significantly associated with all three criteria of adjustment/maladjustment. These variables were: Total P, P-2, P-3, P-B, P-C, P-D, P-E, D-3, GM, PD, and the N scale. The six TSC variables which were associated with two of the criteria were: P-A, Col. Var., D. TOT., D-1, NIS, and SA. Six TSC variables (SC, TOT. CONF., P-1, D-5, PSY, NDS) were

TABLE 17

t-Values For Question Two - Sample compared with norms on  
the TSC

TSC Variable:	t-value
SC	-4.33***
T/F	.52
NET CONF	2.40*
TOT CONF	-2.36*
TOTAL P	3.33**
P 1	.51
P 2	4.28***
P 3	2.07*
P A	2.29*
P B	2.76*
P C	4.56***
P D	.59
P E	3.05**
TOT VAR	-4.16***
COL VAR	-2.19*
ROW VAR	-3.40**

TABLE 17 (Cont.)

t-Values For Question Two - Sample compared with norms on  
the TSC

TSC Variable:	t-value
D TOT	-.78
D 5	-1.96*
D 4	2.17*
D 3	-.71
D 2	1.95*
D 1	-.60
DP	3.06**
GM	-.44 ++
PSY	2.13*
PD	-1.86 ++
N	-.59 ++
PI	2.94**
NDS	-2.63*

TABLE 17 (Cont.)

t-Values For Question One - Sample compared with norms on the TSC

TSC Variable:	t-value
NIS	no norm data
SA	no norm data

Note: (1) Sample data was entered first first into t-formula and then norm data.

(2) \* $p \leq .05$ , \*\* $p \leq .01$ , \*\*\* $p \leq .001$ ,  
two-tailed t-test.

(3) ++ Differences for these scales are in the opposite direction when converted to T-scores on the profile sheet; in order to avoid confusion they have been reversed on this table in order to show true direction.

(4) N size for norms= 626; N size for sample= 55

associated with one criteria of adjustment. Six TSC scales showed no significant association with any of the three criteria measures (T/F, NET. CONF., Tot. Var., D-4, D-2, & PI).

#### Question Four

This question examined whether professor ratings of adjustment/maladjustment, from the validation sample, were related to the other criteria of adjustment and the subscales of the TSC. Table 18 provides a summary of the results of this analysis. Only three of the TSC scales prove to be significantly associated with the professor's ratings of adjustment/maladjustment. These scales were the T/F scale, the P-1 scale, and the D-2 scale.

Table 18 demonstrates that the professor's ratings of adjustment/maladjustment do not show significant association with any of the three other criteria of adjustment used in this study. The most significant variable associated with professor's ratings of adjustment was GPA, suggesting that academic performance plays an important role in faculty ratings of adjustment. This occurred despite explicit instructions to use non-academic criteria in their ratings. As a consequence of these findings it was concluded that professor ratings were not useful. Thus the original plan to have professor's rate the main sample on the SSS was not executed.

TABLE 18

Correlation table for Question Four - Intercorrelations of TSC variables, selected demographics, the three criteria of adjustment and professor ratings (validation sample).

<u>Variables</u>	<u>Group</u>
GPA	.77**
AGE	-.61*
SOC B	
SOC C	.57*
SAS	
SENT COMP	
SSS	
SC	
T/F	.55*
NET CONF	
TOT CONF	
TOTAL P	
P 1	.60*
P 2	
P 3	
P A	

TABLE 18 (Cont.)

Correlation table for Question Four - Intercorrelations of TSC  
variables, selected demographics, the three criteria of adjustment  
and professor ratings (validation sample).

<u>Variables</u>	<u>Group</u>
P B	
P C	
P D	
P E	
TOT VAR	
COL VAR	
ROW VAR	
D TOT	
D 5	
D 4	
D 3	
D 2	-.56*
D 1	
DP	
GM	

TABLE 18 (Cont.)

Correlation table for Question Four - Intercorrelations of TSC variables, selected demographics, the three criteria of adjustment and professor ratings (validation sample).

<hr/> Variables <hr/>	<hr/> Group <hr/>
PSY	
PD	
N	
PI	
NDS	
NIS	
SA	

Note: (1) \* $p \leq .05$ , \*\* $p \leq .01$ , \*\*\*  $p \leq .001$

two-tailed test.

(2) Adjusted (N=7); Maladjusted (N=6).

Positive correlations indicate a variable is positively associated with the Adjusted group. Thus for the first variable above higher GPA is associated with membership in the adjusted group. Negative correlations indicate positive association with the maladjusted group.



Question Five

This question asks what relationship do the demographic variables have to the measures of self concept and adjustment at seminary? Table 19 presents the results of this analysis in summary form showing only those relationship which were significant ( $p < .05$ ). Seven significant relationships were found between age and the TSC, while none were found with the three criteria of adjustment. Age was positively related with Total P, P-2, D-1, and DP scores and negatively related with scores on D-3, PD, and the N scale. Number of credits was not associated with any of the adjustment criteria but was associated with the PSY scale on the TSC. This relationship was such that the greater number of credits the lower the PSY score. Marital status and church affiliation did not show significant relationships with either the criteria of adjustment or the TSC scales.

The personal devotions question was significantly related to the SAS criteria of adjustment so that the greater the number of times per week spent in personal devotions, the more adjusted the individual scored on the SAS. One scale on the TSC, SC, also was related to personal devotions in that the greater number of occasions spent in personal devotions the less self criticism the person manifested. The duration of personal devotions was related to two TSC scales but none of the adjustment criteria.

The greater the amount of time spend in personal devotions the less SC the person manifested but the greater his NDS (number of deviant signs) score.

The variables family devotions, duration of family devotions, capacity of leadership, importance of religion, financial condition, and soc. A (like or dislike being alone) were found not to be significantly related to any of the adjustment criteria or the TSC scales. The number of years in leadership was found to be positively associated with SC, D-3, and N scores, while being positively associated with the DP score.

Of all the demographic variables, soc. B (uncomfortable with people vs. enjoy being with people) proved to have the greatest number of significant relationships with both the adjustment criteria and the scales of the TSC. The more an individual enjoyed being with people the lower (adjusted) his scores on all three adjustment criteria (SSS, SAS, SCS). Lower scores on SC, T/F, Tot. Var., Col. Var., GM, PD, and N all were associated with enjoying people. In addition, higher scores on soc. B (enjoy people) were associated with greater Total P, P-1, P-2, P-3, P-A, P-B, P-C, P-E, and DP scores.

Soc. C (frequent problems with people vs. deal easily with people) was not related to any of the adjustment criteria but

was significantly related to five of the TSC scales. The more an individual felt he "deals easily with people" the higher his P-3, P-D, and NIS scales. Those who deal easily with people were also associated with lower Col. Var., and lower PD scores.

In summary, a pattern of significant and interrelated measures was observed between the SSS, SAS, SCS, Soc. B, and TSC subscales. A few other variables, as discussed above, demonstrated statistically significant correlations but they did not "fit" into the overall pattern just mentioned.

TABLE 19

Correlation tables for Question Five - Intercorrelations  
among demographic variables, criteria of adjustment, and TSC for  
the main sample.

Variable	SENT COMP	SSS	SAS	GPA
GPA				
AGE	-.31*			
CREDITS				
OTHER SEMS				
MARIT STAT				
CHR AFF				
PERS DEV	-.36**		-.35*	
FAM DEV				
DUR PERS				
DUR FAM				
YRS LDRS	-.32*			
CAPICT				
IMPORT				
FINANCE				
SOC A				

TABLE 19 (Cont.)

Correlation tables for Question Five - Interrelations  
among demographic variables, criteria of adjustment, and TSC for  
the main sample.

Variable	SENT COMP	SSS	SAS	GPA
SOC B	-.37**	-.35*	-.45***	
SOC C				
SPOUSE A				
SPOUSE B				
SENT COMP				
SSS				
SAS		.44**		
SC			.50***	
T/F				
NET CONF				
TOT CONF			.37**	
TOTAL P	.48***	-.58***	-.46***	
P 1	-.43**			
P 2	-.50***	-.47**	-.46***	
P 3	-.38**	-.60***	-.47***	

TABLE 19 (Cont.)

Correlation tables for Question Five - Intercorrelations  
among demographic variables, criteria of adjustment, and TSC for  
the main sample.

Variable	SENT COMP	SSS	SAS	GPA
P A	-.46***	-.47**		
P B	-.34*	-.48**	-.45***	
P C	-.45***	-.53***	-.42**	
P D	-.47***	-.48**	-.37**	
P E	-.27*	-.59***	-.50***	
TOT VAR				
COL VAR	.29*		.43**	
ROW VAR			.31*	
D TOT	-.32*	-.48**		
D 5		-.43**		
D 4				
D 3	.35*	.46**	.29*	
D 2				
D 1	-.33*	-.40**		-.36**
DP	-.42**	-.42**	-.54***	

TABLE 19 (Cont.)

Correlation tables for Question Five - Intercorrelations  
among demographic variables, criteria of adjustment, and TSC for  
the main sample.

Variable	SENT COMP	SSS	SAS	GPA
GM +	.37**	.55***	.36**	.36**
PSY		.42**		
PD +	.35*	.51***	.53***	
N +	.57***	.44**	.48***	.29*
PI				
NDS			.29*	
NIS		.47*	-.28*	
SA		-.41*	-.30*	

Note: (1) \* $p \leq .05$ , \*\* $p \leq .01$ , \*\*\*  $p \leq .001$

two-tailed test.

- (2) + Values for these scales are reversed when converted to T-scores on the profile sheet. They have been reversed on this table in order to avoid confusion.
- (3) N=55 for all variables except those noted at the very end of this table.

TABLE 19 (Cont.)

Correlation tables for Question Five - Intercorrelations  
among demographic variables, criteria of adjustment, and TSC for  
the main sample.

Variable	AGE	CREDITS	OTHER SEMS	MARIT STAT
GPA				
AGE				
CREDITS				
OTHER SEMS				
MARIT STAT		.29		
CHR AFF		.31*		
PERS DEV				
FAM DEV				.72***
DUR PERS				
DUR FAM				.63***
YRS LDRS	.60***			.32*
CAPICT				
IMPORT				
FINANCE				
SOC A				



TABLE 19 (Cont.)

Correlation tables for Question Five - Intercorrelations  
among demographic variables, criteria of adjustment, and TSC for  
the main sample.

Variable	AGE	CREDITS	OTHER SEMS	MARIT STAT
SOC B		.31*		
SOC C				
SPOUSE A				
SPOUSE B				
SENT COMP				
SSS				
SAS				
SC				
T/F				
NET CONF				
TOT CONF				
TOTAL P	.28*			
P 1			-.30*	
P 2	.31*			
P 3				

TABLE 19 (Cont.)

Correlation tables for Question Five - Intercorrelations  
among demographic variables, criteria of adjustment, and TSC for  
the main sample.

Variable	AGE	CREDITS	OTHER SEMS	MARIT STAT
P A				
P B				
P C				
P D				
P E				
TOT VAR				
COL VAR				
ROW VAR				
D TOT				
D 5				
D 4				
D 3	-.33*			
D 2				
D 1	.29*			
DP	.32*			

TABLE 19 (Cont.)

Correlation tables for Question Five - Intercorrelations  
among demographic variables, criteria of adjustment, and TSC for  
the main sample.

Variable	AGE	CREDITS	OTHER SEMS	MARIT STAT
GM +				
PSY		-.29*		
PD +	-.30*			
N +	-.37**			
PI				
NDS				
NIS				
SA				

Note: (1) \* $p \leq .05$ , \*\* $p \leq .01$ , \*\*\*  $p \leq .001$

two-tailed test.

(2) + Values for these scales are reversed when converted to T-scores on the profile sheet. They have been reversed on this table in order to avoid confusion.

(3) N=55 for all variables except those noted at the very end of this table.

TABLE 19 (Cont.)

Correlation tables for Question Five - Intercorrelations  
among demographic variables, criteria of adjustment, and TSC for  
the main sample.

Variable	CHURCH	PERS	FAM	DUR
	ATT	DEV	DEV	PERS
GPA				
AGE				
CREDITS				
OTHER SEMS				
MARIT STAT				
CHR AFF				
PERS DEV				
FAM DEV				
DUR PERS		.42**		
DUR FAM			.58***	
YRS LDRS				
CAPICT				-.34*
IMPORT				
FINANCE	.34*			
SOC A				

TABLE 19 (Cont.)

Correlation tables for Question Five - Intercorrelations  
among demographic variables, criteria of adjustment, and TSC for  
the main sample.

Variable	CHURCH	PERS	FAM	DUR
	ATT	DEV	DEV	PERS
SOC B	.41**	.31*		
SOC C				
SPOUSE A				
SPOUSE B				
SENT COMP				
SSS				
SAS		-.35*		
SC		-.36**		-.30*
T/F				
NET CONF				
TOT CONF				
TOTAL P				
P 1				
P 2				
P 3				

TABLE 19 (Cont.)

Correlation tables for Question Five - Intercorrelations  
among demographic variables, criteria of adjustment, and TSC for  
the main sample.

Variable	CHURCH	PERS	FAM	DUR
	ATT	DEV	DEV	PERS
P A				
P B				
P C				
P D				
P E				
TOT VAR				
COL VAR				
ROW VAR				
D TOT				
D 5				
D 4				
D 3				
D 2				
D 1				
DP				

TABLE 19 (Cont.)

Correlation tables for Question Five - Intercorrelations  
among demographic variables, criteria of adjustment, and TSC for  
the main sample.

Variable	CHURCH	PERS	FAM	DUR
	ATT	DEV	DEV	PERS
GM +				
PSY				
PD +				
N +				
PI				
NDS				.29*
NIS				
SA				

Note: (1) \* $p \leq .05$ , \*\* $p \leq .01$ , \*\*\*  $p \leq .001$

two-tailed test.

(2) + Values for these scales are reversed when converted to T-scores on the profile sheet. They have been reversed on this table in order to avoid confusion.

(3) N=55 for all variables except those noted at the very end of this table.

TABLE 19 (Cont.)

Correlation tables for Question Five - Intercorrelations  
among demographic variables, criteria of adjustment, and TSC for  
the main sample.

Variable	DUR	YRS	CAPICT	IMPORT
	FAM	LDRS		
GPA				
AGE				
CREDITS				
OTHER SEMS				
MARIT STAT				
CHR AFF				
PERS DEV				
FAM DEV				
DUR PERS				
DUR FAM				
YRS LDRS				
CAPICT				
IMPORT				.31*
FINANCE				
SOC A				



TABLE 19 (Cont.)

Correlation tables for Question Five - Intercorrelations  
among demographic variables, criteria of adjustment, and TSC for  
the main sample.

Variable	DUR	YRS	CAPICT	IMPORT
	FAM	LDRS		
SOC B		.30*		
SOC C				
SPOUSE A				
SPOUSE B				
SENT COMP				
SSS				
SAS				
SC		-.32*		
T/F				
NET CONF				
TOT CONF				
TOTAL P				
P 1				
P 2				
P 3				

TABLE 19 (Cont.)

Correlation tables for Question Five - Intercorrelations  
among demographic variables, criteria of adjustment, and TSC for  
the main sample.

Variable	DUR	YRS	CAPICT	IMPORT
	FAM	LDRS		
P A				
P B				
P C				
P D				
P E				
TOT VAR				
COL VAR				
ROW VAR				
D TOT				
D 5				
D 4				
D 3		-.28*		
D 2				
D 1				
DP		.29*		

TABLE 19 (Cont.)

Correlation tables for Question Five - Intercorrelations  
among demographic variables, criteria of adjustment, and TSC for  
the main sample.

Variable	DUR	YRS	CAPICT	IMPORT
	FAM	LDRS		
GM +				
PSY				
PD +				
N +		-.29*		
PI				
NDS				
NIS				
SA				

Note: (1) \* $p \leq .05$ , \*\* $p \leq .01$ , \*\*\*  $p \leq .001$

two-tailed test.

(2) + Values for these scales are reversed when converted to T-scores on the profile sheet. They have been reversed on this table in order to avoid confusion.

(3) N=55 for all variables except those noted at the very end of this table.

TABLE 19 (Cont.)

Correlation tables for Question Five - Intercorrelations  
among demographic variables, criteria of adjustment, and TSC for  
the main sample.

Variable	FINANC	SOC	SOC	SOC
		A	B	C
GPA				
AGE				
CREDITS			.31*	
OTHER SEMS				
MARIT STAT				
CHR AFF			.41**	
PERS DEV			.35*	
FAM DEV				
DUR PERS				
DUR FAM				
YRS LDRS			.30*	
CAPICT				
IMPORT				
FINANCE				
SOC A				

TABLE 19 (Cont.)

Correlation tables for Question Five - Intercorrelations  
among demographic variables, criteria of adjustment, and TSC for  
the main sample.

Variable	FINANC	SOC	SOC	SOC
		A	B	C
SOC B				
SOC C				
SPOUSE A				
SPOUSE B				
SENT COMP			-.37**	
SSS			-.35*	
SAS			-.45***	
SC			-.38**	
T/F			-.43**	
NET CONF				
TOT CONF				
TOTAL P			.40**	
P 1			.30*	
P 2			.42**	
P 3			.30**	.36**

TABLE 19 (Cont.)

Correlation tables for Question Five - Intercorrelations  
among demographic variables, criteria of adjustment, and TSC for  
the main sample.

Variable	FINANC	SOC	SOC	SOC
		A	B	C
P A			.27*	
P B			.40**	
P C			.28*	
P D				.31*
P E			.49***	
TOT VAR			-.45***	
COL VAR			-.43**	-.38**
ROW VAR				
D TOT				
D 5				
D 4				
D 3				
D 2				
D 1				
DP			.32*	

TABLE 19 (Cont.)

Correlation tables for Question Five - Intercorrelations  
among demographic variables, criteria of adjustment, and TSC for  
the main sample.

Variable	FINANC	SOC	SOC	SOC
		A	B	C
GM +			-.32*	
PSY				
PD +			-.41**	-.31*
N +			-.42**	
PI				

TABLE 19 (Cont.)

Correlation tables for Question Five - Intercorrelations  
among demographic variables, criteria of adjustment, and TSC for  
the main sample.

Variable	FINANC	SOC	SOC	SOC
		A	B	C
NDS				
NIS				.28*
SA				

Note: (1) \* $p \leq .05$ , \*\* $p \leq .01$ , \*\*\*  $p \leq .001$

two-tailed test.

- (2) + Values for these scales are reversed when converted to T-scores on the profile sheet. They have been reversed on this table in order to avoid confusion.
- (3) Variables Fam Dev, Dur Fam, Spouse A, & Spouse B had an N=42; SSS had an N=44; Yrs Ldrs, Capict, Import, Finance, Soc A, Soc B, Soc C had an N=54. All other variables had an N=55.



### Summary of Findings

The results presented in this chapter demonstrate that for hypothesis One, which predicted higher self concept for the adjusted group, eight of the ten scales examined were clearly confirmed as predicted. One scale was clearly not confirmed and one scale was not confirmed on the single criteria but was on the combined criteria.

Hypothesis Two predicted less internal conflict for the adjusted group and was only partially supported for each of the two scales examined due to mixed results on the adjustment criteria. For the three scales involved in hypothesis Three which examined consistency between areas of self-esteem, one was clearly confirmed by the data in the expected direction and two were not. Five scales were examined in hypothesis Four which predicted fewer pathological features on the empirical scales for the adjusted group. Three of these were confirmed in the hypothesized direction, one received no support, and one scale was not supported by single measures of adjustment but was confirmed on the combined criteria.

Hypothesis Five, which expected the adjusted group to be less defensive in reporting self concept, was rejected for both scales examined although it should be noted that one scale proved to be significant in the direction opposite to that predicted. Hypotheses six, seven, and eight also were not supported by the

data. These hypotheses dealt with predicting the low adjusted group to possess greater obvious (hypothesis Six) and subtle defensiveness (hypothesis Seven) and the expectation that the adjusted group would present greater integration of self concept (hypothesis Eight).

Data for question One demonstrated that the adjusted group was higher in both obvious (SC) and subtle (DP) defensiveness than the norm group. Analysis of question Two found significant differences on twenty of the twenty-nine TSC subscales for this sample when compared to the norms. Seventeen TSC subscales were significantly correlated with two or more of the criteria of adjustment, in the expected directions, for question Three. Eleven of these subscales were correlated with all three adjustment criteria.

Professors' ratings were examined in question Four and found to be unrelated to the TSC and the adjustment criteria, while being highly correlated with grade point average. Examination of question Five demonstrated that the three adjustment criteria, the demographic question soc. B, and the major TSC subscales form a cluster of interrelated measures unrelated to gpa.

## CHAPTER 4

### DISCUSSION

The purpose of this chapter is to interpret and evaluate the results examined in the last section. Special attention will be given in relating these findings to the overall purpose of the study. The following headings serve to structure this discussion: sample, hypotheses, questions, criterion of adjustment/ maladjustment, cautions and suggestions for further research, summary of adjustment and self concept at seminary, and conclusions.

#### Sample

Individuals participating in the study were randomly selected from the first through third year male Master of Divinity students enrolled in the Fall quarter of 1984, from Western Conservative Baptist Seminary in Portland, Oregon. Approximately 91% of those enrolled to participate in the study actually turned in completed materials in time for data analysis. The results from this study, therefore, are generalizable to all male M.Div. students at Western Seminary. Implications for female M.Div. students, as well as for students in other majors at the seminary, should be made with caution as the design of the

study limits the degree to which the findings are generalizable to these groups.

### Demographics

#### General

The average male student in the M.Div. program is 29.4 years old and has an average g.p.a. of 3.34. Most are involved in their first experience with seminary and three fourths are married, thus facing the responsibility of a wife and family. In light of this observation, those involved in planning and support services at the seminary should bear in mind the unique needs of this type of student. An example would be to include a discussion in the orientation process of the potential problems of older students beginning seminary. Other workshops could include such topics as: "Coping with the stress of getting good grades while maintaining financial stability and an emotionally healthy family."

#### Religious Life

Religious values are extremely important to the average M.Div. student at Western. Attitudinally, 91% rated religion as extremely important. Behaviorally, all of the individuals in the study attended church; 89% reported attending two or more times per week. All persons in the sample reported regular personal devotions; 70% reported having them four to seven times per week.

Family devotions were conducted at least once a week by 56% of the married sample. It appears then, that most M. Div. students are very involved in activities which suggest religious factors as central motivators.

#### Financial Condition

In spite of the high costs of seminary education, nearly half of the sample (42%) reported that all bills were paid. Another 39% indicated that their bills were usually paid with only 19% reporting some degree of financial difficulty. This suggests that finances are a problem for only a small proportion of students. This observation does not take into account, however, those who may have already withdrawn due to economic problems. In effect, the sample consisted of those who could "afford" to remain in seminary at a particular point in time.

#### Social Relationships

The majority of the sample (83%) stated they enjoyed people from a moderate to a greater degree. Eleven percent felt neutral and 6% stated they felt uncomfortable with people. This is interesting in light of the fact that professional ministry is a people oriented occupation. As will be discussed more fully later, social comfort is a key element associated with nonacademic adjustment at seminary.

The majority (87%) of individuals report they deal easily with people, with the remainder having moderate to frequent conflicts with others. It seems the ability to enjoy people is a key characteristic of the average M.Div. student at Western.

#### Spouse's Support

The vast majority of the spouses, as rated by their husbands, were supportive of their mate's career choice (96%) and choice of school (84%). Thus most in the M.Div. program believe their mates are committed to their educational and career goals. This appears to be a valuable topic for further study. Actual ratings from spouses were not obtained so results reported above may be distorted by the husband's perceptions. It would be of interest to obtain actual ratings of the spouse's support and to compare them with their husband's perception. Such a comparison could also be done longitudinally to determine if patterns of support change with time.

#### Subject Participation

Several factors were responsible for securing the participation of those involved in this study. First and most important is thought to be the seminary's support of the project. Students were contacted, as described in the methods chapter, by both the Dean of Students and the Registrar. These individuals

used stationery imprinted with the WCBS letterhead and explicitly gave the seminary's endorsement of the study.

A second factor which influenced subject participation was the numbered coding system which provided confidentiality to all involved. No one but the experimenter had access to master code list and this list was destroyed upon completion of data analysis.

Third, an offer was made to explain the results of testing to any individual so interested. A number of students took advantage of this opportunity and seemed eager to learn about how they had presented their self concept.

A last reason subjects may have participated in the study was their interest in research on Christian populations. Part of the public rationale for the project was to compare Western Seminary's students with the norm groups for the instruments utilized in the study.

The random sample secured for the study proved to be adequate for the project's stated purpose with approximately 91% of those enrolled completing all materials. The sample consisted of seminary students, which was the target population, but was limited to male M.Div. students in order to reduce confounding factors regarding sex and other majors. Finally, the sample

provided information identifying self concept variables which were associated with adjustment/maladjustment in seminary.

### Hypotheses

Several hypotheses were used to test the thesis that an individual's self concept is linked to his nonacademic adjustment in seminary. Each hypothesis will be reviewed with a brief statement of the hypothesis itself and a discussion of some practical implications of the findings.

In terms of organization, hypothesis One focuses on the major thesis of the study by comparing the adjusted/maladjusted groups on the major self concept scales. Hypotheses Two and Three look at conflict and consistency both within and across the major dimensions of self concept. Hypothesis Four compares the two groups on the empirical scales to examine for pathological features similar to inpatient groups. Hypotheses Five, Six, and Seven evaluate the two groups on subtle and overt defensiveness. Lastly, hypothesis Eight compares the adjusted/maladjusted groups on personality integration scores (PI) which serves as a global measure that summarizes positive and negative features across the twenty-nine dimensions of the TSC.



### Hypothesis One

In practical terms this hypothesis predicted that those classified as adjusted by other criteria would manifest higher scores in self concept than those rated lower in adjustment. Specifically this involved the Total P (summary of self concept), Row, and Column scales (eight sub-areas of self concept). In addition, the scale SA (incorporates positive and negative aspects presented across the twenty-nine dimensions of the TSC into one score) was also used.

### Total P

The adjusted group was clearly higher in self concept than those in the maladjusted group for all single (SCS, SSS, SAS) and all combined criteria of adjustment (Table 8). As increasingly maladjusted individuals are identified (by virtue of the combined criteria) their Tot. P score consistently declines. Thus a higher level of global self worth (Tot. P) is associated with adjustment to the nonacademic demands of a seminary environment (See Figures 10-14).

### Row Scales

P1-Identity Self. This subscale involves facts identified as true about one's self. The results (Table 8) indicate that P-1 does not discriminate between those who are adjusted/maladjusted for either the single or combined criteria.

These results imply that maladjusted individuals describe themselves as factually similar to those who are adjusted. This finding may be heavily influenced by the background of the sample and the Christian view that self concept is rooted in the "facts" of who one is in Christ. Other Row and Column subscales, however, discriminate between adjusted and maladjusted individuals. Thus, while maladjusted individuals endorse similar "factual" items about self in relation to those who are adjusted; this "factual" knowledge does not automatically transfer into other areas of self esteem (such as social self). This suggests "factually" oriented approaches to increasing self esteem may not to be effective, at least with this sample.

P2 - Self Satisfaction. This subscale measures how well one accepts self. Those who are maladjusted experience less self satisfaction than those who are adjusted on all single and all combined criteria (See Table 8; Figures 18-19).

P3 - Behavioral Self. This subscale involves one's view of his actions. Adjusted individuals manifest greater satisfaction with behavioral self on all single and all combined criteria of adjustment (Table 8 & Figures 15-19).

#### Column Scales

PA - Physical Self. Scale PA taps an individual's view of his physical self. Items endorsed which indicate satisfaction

with physical appearance lead to higher scores. Those who are better adjusted (Table 8) present a more positive sense of physical self on all single and combined criteria. Thus the more favorably one describes his physical appearance, the greater his adjustment.

PB - Moral-Ethical Self. This scale reveals how an individual views himself from a moral-ethical framework including: moral worth, relationship to God, and satisfaction with one's religion or lack of it. There was a significant difference between groups for all criteria (Table 8; Figures 18-19). As maladjustment increases an individual will attain a progressively lower score on this subscale. In practical terms, satisfaction with one's relationship to God and the greater one views his moral worth, the better able he is to adjust at seminary.

PC - Personal Self. This scale reflects the individual's sense of personal adequacy and is an evaluation of personality apart from body image or relationship to others. In many ways, this scale is analogous to the Self Satisfaction scale mentioned earlier. Those who are adjusted on all single and combined criteria reflect a greater sense of personal self (Table 8 & Figures 18-19). Thus, the more adequate one views himself, the

better prepared he is cope with the environmental demands of seminary.

PD - Family Self. This scale measures an individual's sense of worth and value as a family member. Those with better self esteem in relation to their families, tend to be better adjusted on all single and combined criteria (Table 8).

PE - Social Self. The last column subscale focuses on self perceived in relationship to others. The "others" are "general" others and refer to broad social interactions. The better adjusted one is (Table 8), the better will be his sense of self in relation to other people. Figures 18-19 indicate the more extreme one is in his maladjustment, the lower will be his sense of social self.

Social self differs from the other Column Scales in that for the SCS criteria of adjustment/maladjustment, PD fell below a significance level of  $p < .05$ . It was extremely close to being significant and does parallel the overall trend manifested by the other adjustment criteria.

SA - Self Actualization. This is a newer scale developed from the existing TSC items. It attempts to combine the NIS scale with the NDS scale in order to derive a score which summarizes all positive features on the TSC minus all negative features. Table 8 demonstrates mixed results on the single

criteria while confirming a difference between adjusted/maladjusted groups on the combined criteria.

These results suggest that SA cannot discriminate between those in the moderate range of adjustment/maladjustment (single criteria). It may be more helpful, however, in pointing out self concept differences in those more extremely maladjusted (combined criteria).

#### Summary Hypothesis One

Several conclusions can be made as follows:

1. A clear relationship exists between an individual's self concept and his ability to adjust to nonacademic demands of seminary life. Those with higher self concepts score in the higher ranges of adjustment.

2. As an individual's self concept decreases he is consistently identified as more extremely maladjusted (by means of the combined criteria).

3. The subscale of P1 - "Factual Self" does not appear to be strongly related to adjustment/maladjustment.

4. The subscale of SA - "Self Actualization" does not appear to be sensitive to adjustment in the moderate ranges. As an individual becomes more extremely maladjusted (via combined criteria), however, his scores on this subscale significantly declines.

Consequently, it is clear that self concept is associated with nonacademic adjustment in a seminary population. These findings supports Fitts's claim stated in chapter one that, "In general, and other things being equal, the more optimal the individual's self concept the more effectively he will function (1972, p.4)." Higher self concept is an indicator of better nonacademic adjustment for male M.Div. students at Western Seminary.

### Hypothesis Two

Hypothesis Two examined the concept of internal conflict as it relates to an individual's self concept. Two scales on the TSC measure such conflict. The Total Conflict score provides a summary total of discrepancies between oppositely endorsed items. The Net Conflict score attempts to identify directionality in this conflict. Those of greater adjustment were expected to demonstrate greater harmony within areas of self perception.

### Total Conflict

Table 9 shows that two of the single criteria were significant in the predicted direction with the third (SSS) being insignificant but in the predicted direction. Perhaps the relationship between internal conflict and external adjustment is

a weak one, or an alternate explanation might be that the SSS is not as sensitive to this type of conflict.

The combined criteria provide a similar picture. When all three criteria are combined (Fig. 19) the results are significant in the predicted direction. This indicates that the more maladjusted one is, the greater degree of internal conflict he experiences. When only two of the criteria are used (SSS & SAS) the results are in the predicted direction but are not significant. This is most likely due to the influence of the SSS as it was not significant as a single criteria.

#### Net Conflict

Table 9 demonstrates that there is not a significant difference in the directionality of conflict between those who are adjusted vs. maladjusted.

#### Summary Hypothesis Two

Internal conflict appears to play a role in how an individual mediates external demands. This relationship is not as clear, however, as with other variables examined in this study. The data does suggest that as the degree of internal conflict within areas of self esteem increases, problems in coping also increase. Individuals, on the other hand, who possess a clearer sense of self appear better able to deal with environmental demands as manifested by higher adjustment scores.

### Hypothesis Three

Hypothesis Three predicted that those who were more adjusted would manifest a more consistent view of themselves across the major areas of self esteem when compared to those of lower adjustment. This was measured by the Total Variability scale, the Column Variability scale, and the Row Variability scale.

#### Total Variance

The adjusted/maladjusted groups differed (Table 10) on only one of the adjustment criteria (SCS). In fact, the more extreme the maladjustment (combined criteria), the less difference there was between the two groups. This finding was interesting, especially when compared to the results on Row variance.

#### Row Variance

On two of the three single criteria (Table 10), the adjusted group demonstrated less variance and therefore greater consistency in self concept between Factual Self, Self Satisfaction, and Behavioral Self. However, the findings for the combined criteria indicate that as a person becomes more extremely maladjusted, he becomes more like the adjusted group in terms of Row Variance. Thus, the more extremely maladjusted person forms a consistent, albeit low, view of his internally oriented self concept. This finding is consistent with what happens for the maladjusted group on Total Variance as well.



### Column Variance

Column Variance produces contrasting results from Total and Row Variance. Adjusted/maladjusted groups are significantly different in Column Variance on all criteria of adjustment. In addition, as one becomes increasingly maladjusted on the combined criteria he also experiences greater disparity between the Column subscales. This suggests that in the more externally oriented areas of self concept (Column subscales), maladjusted individuals experience greater inconsistency in self perception.

### Summary Hypothesis Three

1. Maladjusted individuals experience greater discrepancy among more externally oriented aspects of self concept (Column scales) than do adjusted individuals. These areas involve physical self, moral-ethical self, personal self, family self, and social self (Figures 18-19).
2. Adjusted and more extremely maladjusted individuals are similar in presenting consistency in internally oriented (Row scales) aspects of self concept. This more uniform view of internal self may be an attempt on the part of maladjusted individuals to cope with the disparity experienced among the more external aspects of self.

3. Adjusted individuals experience greater harmony among physical self, moral-ethical self, personal self, family self, and social self than do maladjusted individuals.

#### Hypothesis Four

Hypothesis Four predicted that those higher in adjustment would possess fewer pathological features in their self concepts, as demonstrated by lower scores on the empirical scales (GM, PSY, PD, N, NDS), than less adjusted individuals.

#### Scale GM

All criteria of adjustment are significant in the predicted direction with those less like the inpatient population showing better adjustment. Those more like the inpatient population in how they view themselves demonstrate poorer adjustment.

#### Scale PSY

This scale identifies those who view their self concepts most like inpatients with a psychotic diagnosis. Table 11 shows that PSY is significant for only one of the adjustment criteria (SSS). It appears that no clear differences exist between adjustment groups on this scale.

#### Scale PD

Those who score high on this scale manifest self concept features similar to inpatients with a personality disorder

diagnosis. Maladjusted individuals consistently manifest greater likeness to inpatient personality disorders than does the adjusted group. Note that those maladjusted on the combined criteria have higher PD scores (Table 11, Figures 18-19).

#### Scale N

On this scale high scorers are similar to inpatients with a neurotic diagnosis. Similar to the PD scale, N showed significant differences between groups on all criteria (Table 11). Thus those with self concept features most similar to neurotic inpatients scored as maladjusted.

#### Scale NDS

The Number of Deviant Signs (NDS) scale attempts to sum all negative features presented across the twenty-nine dimensions of the TSC. NDS was significant for only one of the single criteria (SSS), but was significant for both combined criteria. Thus, those who exhibit increased maladjustment also demonstrate more deviant features in their self concepts.

#### Summary Hypothesis Four

The empirical scales demonstrate the following trends:

1. Self concepts for those who manifest greater adjustment are least like inpatient populations.

2. Those who are less adjusted manifest self concepts which are more similar to inpatients in general (GM), those with personality disorders (PD), and those with neurotic disorders (N).

3. Those who are more extreme in their maladjustment (Combined criteria) demonstrate a significantly greater number of deviant signs (NDS) in their TSC profiles.

#### Hypothesis Five

Hypothesis Five stated that those higher in adjustment would be less defensive in reporting their self concept than those lower in adjustment. The two scales used to test this hypothesis were SC, a measure of more obvious defensiveness, and DP, a measure of more subtle defensiveness.

#### Scale SC

Results proved to be mixed (Table 12) on this scale with two of the single criteria being significant but in a direction opposite to that predicted. The adjusted group was lower in SC than the maladjusted, indicating greater obvious defensiveness. Neither of the combined criteria were significant, although the directional trend was consistent with that predicted by H5.

Due to the mixed results, it is uncertain exactly what these findings mean. Perhaps it is most helpful not to draw any clear

conclusions; recognizing that there is some tendency for the adjusted group to be more defensive than those moderately maladjusted (single criteria). For the more extremely maladjusted (combined criteria), there is some directional trend to indicate that as maladjustment increases defensiveness (SC) also increases.

#### Scale DP

On this more subtle measure of defensiveness, Table 12 shows that adjusted and maladjusted groups differed in DP for all single and combined criteria. This was opposite to the predicted direction, however, as those who were better adjusted were higher in subtle defensiveness than those who were maladjusted.

#### Summary Hypothesis Five

These results show that better adjusted individuals are higher in subtle defensiveness than those less adjusted. The more obvious measures of defensiveness produced mixed results that are difficult to interpret. The fact that higher DP is associated with higher adjustment might be understood as follows:

1. Healthy functioning requires a "normal" degree of defensiveness. Too little results in a person's inability to negotiate reality. Too much, though, distorts reality in a maladaptive manner. This is not unlike Graham's (1982) comments

that higher K scores for better educated individuals should be considered normal on the MMPI. Perhaps, therefore, those more maladjusted in seminary possess a "normal" amount of subtle defendedness.

2. Christians have been found (Neder, 1984; Parker, 1984) to score higher in a subtle measure of defendedness on the MMPI- K scale. Perhaps the adjusted group's increased DP score indicates that they conform to a "normal" level of defendedness for a Christian population. This suggests the less adjusted individuals are being somewhat below "normal" defendedness: This would be a negative sign. Again, consistent with the K scale in counseling populations. Such an interpretation is supported by the fact that the overall mean for the entire sample was found to be higher in DP when compared to Fitts' norms.

3. A final way to interpret these results is that the adjusted rating may be confounded to some degree by the defensiveness of the individuals involved.

#### Hypothesis Six

Hypothesis Six predicted that the low adjusted group would not present a capacity for normal openness by being significantly different from the TSC norm group in obvious defensiveness (SC).

Table 14 shows that the less adjusted group was significantly lower than the norm group on two of the single criteria. Neither of the combined criteria demonstrated a significant difference, although the same directional trend existed among all criteria. Thus there is some support to suggest that maladjusted individuals tend to be lower in SC; indicating slightly less insight and ability to recognize more obvious faults. Problems with clear interpretation of this data are twofold: a) The results are mixed in terms of significance level, and b) Christians, as discussed before, tend to have a higher "norm" of defensiveness in general.

#### Hypothesis Seven

This hypothesis predicted the maladjusted group to be less able to present a capacity for normal openness on the DP scale (subtle defensiveness). Their DP score was expected to be significantly different from the norm mean.

On all three single criteria and one combined criteria (Table 16) no significant differences were found between the maladjusted and norm groups on DP. The combined criteria (SSS/SAS/SC) which identifies the more extremely maladjusted, demonstrated significantly lower DP for the maladjusted than for the norm group.

It appears that those in a more moderate range of maladjustment present a "normal" amount of subtle defendedness when compared to the norm group. Those more extreme in their maladjustment seem to show some lack of effective ego defenses as measured by lower DP scores.

#### Hypothesis Eight

Hypothesis Eight predicts that adjusted individuals will manifest greater personality integration (PI) than those of lower adjustment. This empirical scale consists of items which best differentiated a group of individuals who were judged as manifesting average or above average levels of personality strength. The results indicate similar levels of PI for the adjusted and maladjusted groups for all criteria, though there was a small tendency for the adjusted group to be slightly higher.

It appears that personality integration as defined by the TSC does not tap "adjustment" as defined by the adjustment criteria used in this study. It is possible that those who are maladjusted may manifest a "tightness" in their concepts of self which may confound the idea of personality "integration" behind this scale.



### Questions

Several questions were asked in this study which further explore the relationship of self concept to adjustment in seminary. Question One looks at defensiveness, measured by the SC and DP scales, in the adjusted group. Question Two compares the sample group to the norm group of the TSC. Question Three examines which TSC scales are significantly associated with high/low adjustment at seminary. Question Four evaluates the validation sample's performance on the TSC and how this is related to professor's ratings of adjustment/maladjustment. Lastly, question Five reviews the relationships between the demographic variables, the TSC, and the criteria of adjustment.

#### Question One

This question asks whether the adjusted group will present a "normal" capacity for openness on both the obvious (SC) and the subtle (DP) measures of defensiveness, by comparing the mean of the adjusted group with the TSC norms. Fitts' (1965) observed that either too much or too little defensiveness is unhealthy. Instead, health lies in a middle range of defensiveness. It was expected that adjusted individuals would present a moderate range of defendedness, being able to defend adequately against ego

threats, while still recognizing faults and profiting from experience.

Table 13 demonstrates that the adjusted group was significantly lower in SC than the norm group on all criteria of adjustment. This implies a greater amount of more obvious defensiveness than the norm group, and the likelihood of a mild "present good" profile.

Table 15 shows similar results with regard to the DP scale. The adjusted group scored significantly higher in subtle defensiveness than the TSC norm group. Thus, they were more highly defended in the presentation of their self esteem.

#### Summary

The findings for this question are opposite to that which was expected. The following observations can be made:

1. The adjusted group manifests both greater obvious and subtle defensiveness than the TSC norm group. It is likely that they tend to put forth a "present good" profile. This suggests greater difficulty (than the norm group) in integrating negative aspects of self into overall self esteem.

2. It is interesting to note, as will be discussed in question Two, that the total sample of WCBS students scored higher in defensiveness on the SC and DP scales than the norm

group. This suggests that male WCBS M.Div. students are more defensive than the norm group.

3. An alternative to the above interpretation is that the norms on defensiveness in the TSC are not valid for this population. Christians hold many unique values which may influence their responses on scales such as this.

For example, it may be that believers are more scrupulous in conforming to socially appropriate behavior than other populations. This would be consistent with the finding that the WCBS group, as a whole, was higher in SC and DP than the norms. Also the previous finding that the adjusted group scored higher on DP and SC than the maladjusted group might indicate that "adjusted" Christians manifest greater sensitivity to "appropriate" attitudes and behavior. Perhaps "defensiveness" needs to be redefined for Christian populations and/or new Christian norms must be established for these scales. Parker's (1984) findings regarding a seminary population's performance on the MMPI K-scale are consistent with this observation.

4. A last interpretation is that a well adjusted seminarian tends not to admit faults. This has implications for what is considered as "successful" or "spiritual" in such a population. Perhaps those who do not verbalize their difficulties are seen by themselves and others as more spiritual, more on top

of things, while those who admit their difficulties are viewed by self and others as "having problems" and consequently less adjusted. This suggests a view of "mature" Christians as persons who do not have many "problems" or are at least do not admit them. Without additional data it is not possible to conclude whether or not this marks superior adjustment; it is possible that a curvilinear relationship exists in which moderately elevated scores on SC and DP reflect good adjustment while both low and/or higher scores reflect adjustment problems.

### Question Two

This question explores the issue of whether the mean scores of WCBS students on the scales of the TSC differ significantly from the norm group. Results for this question show that twenty of the twenty-nine TSC scales demonstrate significant differences between the WCBS student's performance and the TSC norms (Table 18 & Figure 15). The following headings serve to identify thematic aspects to these differences. (See the discussion in question #1 for defensiveness.)

#### Self Concept

The WCBS sample demonstrated significantly higher self esteem than the norm group across all areas of self concept, with the exception of P1 (factual self) and PD (family self). This

straightforwardly indicates that the average WCBS male M.Div. student describes himself more positively than the average person from the norm group.

### Conflict

The total conflict scale demonstrates that the WCBS group possesses less internal tension within areas of self esteem than does the norm group. This indicates greater consistency of evaluation within each area of self esteem.

### Consistency Between Scales

The Total Variance scale is significantly lower for the WCBS group, suggesting a "tighter" or more consistent self evaluation across dimensions of self esteem.

### Empirical Scales.

Three of the empirical scales showed significant differences between the norm sample and the WCBS group. The WCBS group was higher on the PSY scale which identifies those whose self concept's are similar to those with an inpatient diagnosis of psychotic. This may be due to the importance of thoughts, particularly religious ideation, for this population. Figure 23 shows that the difference between the norm group and the WCBS group, while statistically significant, is small.

The WCBS sample scored higher than the norm group on the PI (personality integration) scale. This indicates that the WCBS

sample is more like individuals who demonstrated exemplary adjustment than the TSC norm group.

The WCBS sample was also found to be lower on the NDS scale than the norm group. This indicates fewer signs of psychological disturbance in the WCBS students.

### Summary

Figure 23 plots differences between the norm group and the sample, demonstrating that while statistically significant differences do exist, the practical differences, as noted by T-score intervals on the profile sheet, are not very great. Thus, in most cases, the norms appear adequate for this seminary's population. It is important to bear in mind that the WCBS student sample is skewed higher in educational level than the TSC norm sample. It may be that with a larger and more representative Christian sample the TSC norms would be quite accurate. It might be helpful, however, to establish "WCBS Norms" due to the fact that significant differences do exist from the TSC norms were found on a majority of the TSC subscales. WCBS norms could be used in future research to develop cut scores for spotting maladjusted individuals.

The WCBS students which were sampled demonstrated more positive feelings about themselves in most areas of self concept, a more consistent view of themselves both within and across

dimensions of self esteem, and possessed greater integration of their personalities than did the TSC norm group.

### Question Three

This question looked at whether particular scales on the TSC were more closely associated with the adjustment/maladjustment criteria than others. The adjustment criteria SCS, SSS, and SAS produce significant and similar correlations with many of the TSC scales in the predicted directions (Table 18). This "convergence" of results strengthens the conclusion that the major TSC scales are indeed associated with nonacademic adjustment at WCBS.

Adjusted individuals tend to have higher overall self esteem (Tot. P), are more positive in their evaluation of self (P2), and view their behavior as more positive and competent (P3). They also are more positive about their physical appearance (PA), have a higher view of themselves in relation to God and religion (PB), possess higher self-satisfaction (PC), manifest positive feelings about self in relation to family (PD), and view themselves positively in social interactions (PE).

It is interesting to note from Table 18 the relationship of grade point average (GPA) to the various scales of the TSC. There seems to be little relationship between GPA and self concept; only

three of twenty-nine scales were significantly related to GPA. This stands in striking contrast to the other measures of adjustment. Higher GPA is associated with fewer one (D1) responses, indicating some tendency toward a less clear self definition, higher signs of general maladjustment (GM), and a similarity to inpatient neurotics (N) in self definition.

### Summary

The preceding discussion warrants the following conclusions:

1. Greater self esteem is significantly and clearly associated with greater levels of nonacademic adjustment. Conversely, lower self esteem is associated with lower levels of adjustment.

2. Better adjustment is consistently associated with being less like inpatients in general (GM) and less like inpatient personality disorders (PD) and neurotics (N) specifically. The reverse is true of those who are more poorly adjusted.

3. GPA is clearly not associated with the major areas of self esteem on the TSC. Where significant findings occurred, higher GPA was related to more negative features on the empirical scales (GM & N).



Question Four

This question examined professor ratings (PR) of adjustment/maladjustment to assess how they were related to the other criteria of adjustment and the TSC scales. Professor's ratings were highly correlated (the highest  $r$  value in this study, approximately 60% common variance) with GPA. The higher a student's GPA the more likely he was to be considered adjusted by the professors. Even though they were given instruction and a criterion to rate on a nonacademic basis, it appears they were most influenced by academic factors.

PR were negatively correlated with age, this is in a direction opposite to that for the other criteria of adjustment (this will be developed in Q5). Older students were more likely to be placed in the less adjusted group by the professors. Similarly, the PR were not associated with SOC. B, which proved to be the most accurate demographic variable in predicting adjustment as rated by the other adjustment criteria. Placement in the adjusted group by the professors was associated with an ability to deal more easily with people, on variable SOC. C.

PR did not show significant correlation with any of the other criteria of adjustment. This strongly suggests that adjustment as defined by professors and adjustment as defined by

the other criteria used in this study (SC, SSS, SAS) are two separate constructs.

Being rated as adjusted by the professors was associated with a tendency to describe one's self by positive statements (T/F), by a higher sense of factual self (P1), and by increased use of 2 responses on the answer sheet (D2). It is interesting to note that factual self (P1) was the weakest predictor of adjustment/maladjustment by the other adjustment criteria. It seems that a high endorsement of facts about one's self tends to be related to the professors' view of adjustment.

#### Summary

Professor ratings used in this study, even though supposedly based on a nonacademic criteria, are greatly influenced by GPA and show little relation with other criteria. Thus it appears that they are not valid for rating nonacademic adjustment. On the other hand, this data suggests professor ratings might be good predictors of academic adjustment by virtue of their high correlation with GPA.

#### Question Five

This question explored the correlations among the various demographic variables, the criteria of adjustment, and the TSC subscales. Several demographic variables were significantly

associated with one or more of the criteria of adjustment.

These, however, must be interpreted with caution; apart from correlations of the three adjustment criteria to the TSC and correlations with Soc. B these results appear to reflect about a "chance" likelihood of being significant.

The first, age, suggests that as a person ages he tends to be better equipped by life experience to adapt to the demands of seminary (SC criteria), while younger individuals possess less of this kind of "life experience" to draw upon.

Second, frequency of personal devotions was associated with greater adjustment on two of three criteria and suggests that time spent with God may aid the individual as a resource for better coping. Third, number of years in leadership was found to relate to one's capacity to adapt (SC criteria) in a manner similar to chronological age. Most likely it is the life experience that an individual gains within a given time period that enhances his adjustment and not age per se.

Last, one's tendency to enjoy people on Soc. B, suggests that an individual's ability to deal with and enjoy people plays a key role in his capacity adjust at seminary (SC, SSS, SAS criteria). This was the strongest relationship of any demographic variable to all three criteria of adjustment.

Interpersonal relationship skills may, therefore, be a profitable area for future research to focus.

Several demographic variables were significantly correlated with scales of the TSC. Age was positively related to self esteem (Tot. P), a better self definition (fewer D3 responses), increased subtle defensiveness (DP), and fewer deviant features on the empirical scales (lower PD & N). Aging appears to provide one with greater positive self definition. Significantly, older individuals experience increased subtle defensiveness as well. This suggests, as discussed before, that moderately high scores on DP may indicate better ability to adjust for this population.

Number of seminary credits was associated with lower PSY scores while attending another seminary without receiving a degree tended to be related to lower factual self (P1). Perhaps leaving seminary without completing a degree lowers one's appraisal of who he is factually (i.e. "failure at X seminary"), though this cannot be firmly concluded from the present correlational data.

Individuals with increased frequency of personal devotions tended to be less self critical (lower SC). Such scores (below the mean) are usually indicative of defensiveness. This, as discussed previously, may not be the case for Christian populations. Those with more years in leadership scored higher

in SC and DP (defensiveness), experience greater self definition (lower D3), and are less like inpatient neurotics (lower N).

The demographic question Soc. B, as discussed earlier, was associated with all three criteria of adjustment. It also is the demographic variable with the greatest frequency of association with the subscales of the TSC. The more one enjoys people the lower his self criticism and the greater his overall self esteem (Tot. P), factual self (P1), self satisfaction (P2), behavioral self (P3), physical self (PA), moral ethical self (PB), personal self (PC), and social self (PD). Greater enjoyment of people is also associated with being less like general inpatients (GM), inpatient personality disorders (PD), and inpatient neurotics (N). Higher Soc. B was associated with greater subtle defensiveness (DP).

The last demographic variable, Soc. C., evaluated a person's ease in dealing with people. Those who deal more easily with others possess a greater sense of behavioral self (P3), family self (PD), greater self definition (lower D3), and a greater number of positive features across all dimensions of the TSC (higher NIS). Those who have more frequent problems with others tend to be lower in moral-ethical self (PB), lower in subtle

defensiveness (DP), and experience greater disparity between the more externally oriented aspects of self esteem (higher Col. Var.).

### Summary

It is apparent from the preceding discussion that individuals who are older, have more frequent devotions, have a greater number of years in Christian leadership experience, and who enjoy people tend to be better adjusted. The quality of being able to enjoy others seems to be a particularly important aspect of this adjustment.

### Criteria of Adjustment/Maladjustment

A major distinctive of this study is its attempt to utilize nonacademic criteria to measure adjustment and maladjustment. Although recognized elsewhere as important (Madsen, 1973), nonacademic criteria have rarely been used due to the difficulty in both quantification and measurement.

The present study utilized multiple criteria of nonacademic adjustment in an attempt to deal with these difficulties by comparing and contrasting results. Three criteria were used; a fourth was examined and found to be inadequate for the main part of the study. The criteria were the Sentence Completion Scale (SCS), Seminary Attrition Scale (SAS), Seminary Socialization

Scale (SSS), and the professor's ratings (PR) (which were discarded).

Each instrument purports to measure nonacademic adjustment. As reviewed in the Methods chapter, the SCS is a 40 item modified Rotter Incomplete Sentence Blank which differentiates those seeking help at a college counseling center from other students. The SAS was a 54 question inventory developed from MMPI items and able to identify those most likely to drop out of seminary before obtaining a degree. The SSS was a 25 item likert-format questionnaire developed for this study to assess coping and adaptive social skills. The professors' ratings were based on common nonacademic criteria provided them by the researcher. The following discussion compares these instruments and evaluates their usefulness as adjustment criteria.

Table 19 shows significant correlation ( $r=.439$ ) between the SSS and SAS instruments while the SCS does not correlate significantly with either the SSS or the SAS. It appears that the SSS and SAS tap moderately related factors while both are dissimilar to that which the SCS measures; thus the three instruments apparently provide complementary data on the quality of nonacademic adjustment. This is especially true since the SCS

shows differences between adjusted and maladjusted seminarians on the TSC subscales which are convergent with those for the SAS and SSS.

#### Relationship to TSC Variables

Table 19 provides confirmation that the three adjustment criteria converge in terms of their correlations with the major TSC subscales. Higher scores on all three instruments, which indicate maladjustment, are associated with lower self esteem on all but two of the nine self concept scales. This same trend is found on the empirical scales DP, GM, PD, and N. The fact that the three adjustment scales produce similar results, despite their low intercorrelation, adds support to the conclusions being drawn in this project regarding self concept and nonacademic adjustment.

Figures 18-19 compare the three adjustment criteria by plotting TSC profiles of the groups they produce on the same graph. Figure 18 plots the adjusted groups and Figure 19 plots the maladjusted groups. Note that all three criteria independently produce similar profiles of adjusted and maladjusted groups. Adjusted individuals tend to have higher self esteem and fewer pathological features on the empirical scales while the opposite is true for the maladjusted.



Figures 20-22 demonstrate the effect of combining the three criteria in different ways. When criteria are combined an increased disparity between the self esteem of the adjusted/maladjusted groups is noted. By using the adjustment criteria in combination, an "additive effect" is discovered; in general, when criteria are combined the differences between adjusted and maladjusted seminarians increases. Note, however, that combining adjustment criteria results selecting persons who are more extremely maladjusted from the sample. This is demonstrated by the decreasing N size in the maladjusted group (Tables 5-7).

Professor's ratings (PR), as stated earlier, proved to be of little value in evaluating non-academic adjustment. Table 20 demonstrates that their ratings were most closely associated with GPA. In fact, the association between PR and GPA was the highest correlation in the entire study. In addition, PR lacked significant correlation with any of the other criteria of adjustment, Soc. B (which was the demographic value best associated with the adjustment criteria and the TSC), or the major TSC subscales. Professor's ratings, therefore, are an accurate predictor of academic success but inadequate as indicators of nonacademic success.

### Summary of Adjustment Criteria

The measurement of nonacademic success is obviously a difficult task. This study utilizes multiple criteria to avoid relying too heavily on any one measure. Also, this allows for a cross checking of the measures both against each other and against their associations with the TSC. The fact that SCS did not significantly correlate with the other two measures but still identified the same trends on the TSC and that none of these measures correlates with GPA strengthens the conclusion that nonacademic adjustment is indeed being tapped.

Nonacademic adjustment as a construct was suggested by the following:

1. The SAS, SCS, SSS, Soc. B, and the major TSC subscales (Tot. P, P2, P3, PA, PB, PC, PD, PE, GM, N, PD) form a construct of interrelated measures.
2. These measures are independent of GPA and professors' ratings which were highly correlated with each other.
3. The scales from the TSC, mentioned in the first observation, identify those with increased self esteem and those least like psychiatric inpatients. The SAS identifies those most likely to complete their seminary training. The SCS identifies those who are generally adjusted and the SSS those who possess coping and adaptive social skills.

4. Although adjustment was not measured independent of these self-report measures, the overall results produce a consistent pattern.

These factors when taken together suggest that a construct of nonacademic adjustment can be predicted from the TSC and/or the other measures of adjustment.

A major problem associated with using three measures of adjustment was interpreting the results when the three measures did not converge. The approach taken here was to cautiously interpret relationships where two criteria showed significance and the third demonstrated directionality. For those variables where only one criterion was significant, the relationship was considered too ambiguous to draw a conclusion. When all three criteria converged the relationship was viewed as clearly established.

#### **Cautions and Suggestions For Future Research**

Several cautions are offered in order to put the findings from this study into perspective. First is to recognize, due to design limitations, that the author's conclusions are only directly generalizable to the male M.Div. student body at WCBS. Implications for female M.Div. students, individuals in other programs, and students at other seminaries should be made with

extreme care and acknowledged as tentative. Replication of these results at other seminaries would aid in establishing their generalizability and validity.

Second, nonacademic "adjustment" at seminary, as noted earlier, is especially difficult to define or assess. Multiple criteria of general adjustment were used in an effort to measure nonacademic adjustment. Care should be taken in using the results presented here, realizing that this is a beginning effort in solving the criterion problem. Further research is needed on measuring nonacademic adjustment at seminary. Longitudinal studies where incoming students are tracked throughout their seminary careers and measured periodically would aid in establishing the predictiveness of key variables from this project.

#### Summary of Adjustment and Self Concept at Seminary

Several themes emerge from this study regarding the relationship between self concept and adjustment at seminary:

1. There appears to be a construct of "adjustment" which is independent of academic performance (GPA). This is demonstrated by the convergence of the three independent criteria of adjustment, none of which were correlated with GPA.

2. The professor's ratings used in this study did not assess nonacademic adjustment. Even though supposedly utilizing a nonacademic standard of adjustment, professors' ratings were highly related to academic factors as evidenced by the high correlation of their ratings with GPA and the lack of significant association with the nonacademic criterion. Professor ratings should, therefore, be recognized as having limited utility in the assessment of nonacademic adjustment.

3. The three independent measures of adjustment consistently associated higher adjustment with increased self concept. Specifically, better adjustment was associated with higher overall self esteem, increased self satisfaction, an increased sense of behavioral self, a better physical self, greater moral ethical self, higher levels of personal self, greater family self, and a better sense of social self on the TSC.

4. The adjustment criteria, when used in combination to select more extremely maladjusted individuals, produced increasing divergence of TSC profiles between adjusted and maladjusted groups. Thus, those with greater maladjustment have lower levels of self esteem.

5. Those higher in adjustment tend to have self concepts less like psychiatric inpatients (GM), less like inpatient

personality disorders (PD), and less like inpatient neurotics (N). Those less adjusted tend to be more like these groups in their self concepts.

6. The three criteria of adjustment independently identify adjusted and maladjusted groups with similar TSC profiles.

7. The fact that the TSC is divided into different subscales enhances its usefulness as a potential screening device. Data from this study suggests several scales that might be profitable to look at in this regard. For instance, how are those very high on the personality disorder (PD) scale different from those high on the neurosis (N) scale? Comparing and contrasting a person's profile may identify categories of maladjusted individuals who have particular characteristics and suggest approaches for remediation.

8. The median on each adjustment criterion was used as the cut score to determine adjustment/maladjustment. If students more extreme in their maladjustment are studied, even clearer TSC profiles might be identified and scale analysis may indicate specific problem issues associated with maladjustment.

9. A key element associated with both adjustment and higher self concept is the ability to enjoy people.

10. Increased levels of both obvious and subtle "defensiveness" as measured by the TSC subscales SC and DP were

associated with better adjustment. Several alternatives to explaining this as "defensiveness" are possible. One, is that the definition of "defensiveness" as measured by these scales is inadequate for this population.

On the basis of these observations it is apparent that better nonacademic adjustment is associated with the multi-dimensional aspects of self concept which the TSC measures. Fitts' (1972) conclusion seems true for seminarians in this study: "In general, and other things being equal, the more optimal the individual's self concept the more effectively he will function" (p. 4).

### Conclusion

The purpose of this study was to examine the relationship between self concept and nonacademic adjustment at seminary. The major self concept subscales on the Tennessee Self Concept Scale were shown to be related to three measures of nonacademic adjustment in seminary.

It was concluded that the TSC subscales and the SSS, SAS, and SCS form a construct which is distinct from GPA and Professors' Ratings which holds promise as a predictor of degree of nonacademic adjustment to seminary.

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APPENDIX A - INSTRUCTIONS & ANNOUNCEMENTS

Dear Diane:

Here is the announcement we would like to be run in the Epistle next week.

The school will be conducting a study on student body characteristics as judged by several paper and pencil tests. The data will be collected next week and you may be choosen as one of the MDIV students at random, so it will be very important that if you are contacted that you participate in this team effort.

Thank You,  
Dean Ruark and Bob Garfield

Dear

WCBS is conducting a pilot study on several ideas for our future and to better understand the characteristics for our school. You have been chosen as one of the men to represent the school in this endeavor.

It is really important that we have your help since for the results to be meaningfull we must have near 100% participation, therefore, YOU are really important to make this study fly.

We are asking you to give around an hour and a half to two hours of your time to take a series of paper and pencil tests. Nothing magical, nothing difficult, just some time and patience. We have included them in the packet you have with this letter. There is an instruction sheet included to help understand what to do. These tests are for establishing seminary norms only, your individual scores do not matter to us, however if you would like Harvey Powers or Ross Neder to go over the results record your number and they will be happy to.

We want to assure you that the individual test results will be absolutely confidential and that your code number will be destroyed once the data has been compiled.

Thank you for helping your school in this project, please contact Harvey Powers, Box 392, Phone 256-0933 or Ross Neder, Box 320, Home Phone 771-3360 or WCBS 86, if you have any questions.

Sincerely,



Western  
Conservative Baptist  
Seminary

April 13, 1984

Dear

As part of an institutional research project, Western is conducting a study to identify some of the special characteristics for our students. You have been chosen as one of the men to represent the school in this endeavor.

It is really important that we have your help since for the results to be meaningful we must have near 100% participation. Therefore, YOU are really important to make this study fly.

We are asking you to give about an hour and a half to two hours of your time to take a series of paper and pencil tests. Nothing magical, nothing difficult, just some time and patience. These tests are for establishing seminary norms only--your individual scores do not matter to us. However, if you would like Harvey Powers or Ross Neder to go over the results, record your number and they will be happy to do so.

We have scheduled five sessions for you to choose from to do this. The times and dates are:

1. Thursday, April 19th, from 7:30-9:30 a.m. in the chapel
2. Thursday, April 19th, from 3:30-5:30 in Room 104
3. Friday, April 20th, from 3:30-5:30 in the chapel
4. Monday, April 23rd, from 7:30-9:30 a.m. in the chapel
5. Monday, April 23rd, from 10:10-12:10 in Room 104

Please indicate the time which is most convenient for you and return this letter to the Dean of Students Mail Box in the chapel. If you really can't make any of these times, please give us a time below which you can make, but do it now so we can schedule you as soon as possible.

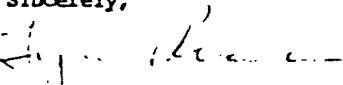
Time one  
Day \_\_\_\_\_  
Time \_\_\_\_\_

Time Two  
Day \_\_\_\_\_  
Time \_\_\_\_\_

We want to assure you that the individual test results will be absolutely confidential and that your code number will be destroyed once the data has been compiled.

Thank you for helping your school in this project. Please contact Harvey Powers (Box 392, phone 256-0933), Ross Neder (Box 320, phone 771-3360 or WCBS phone 233-8561, ext. 86), or me if you have any questions.

Sincerely,

  
Lynn Robert Ruark  
Dean of Student Affairs

LRR:lje

5511 S.E. Hawthorne Blvd. • Portland, OR 97215 • (503) 233-8561



By Appointment

STANDARDIZED INSTRUCTIONS FOR THE ADMINISTRATION OF TEST PACKET

1. Welcome to this testing session. I am going to read this statement so that every session will get exactly the same instructions and the data we get will then be maximally useful.
2. There is no time limit for these tests but we do ask that you fill them out completely and honestly. Please don't omit answers to any of the items.
3. There are no right or wrong answers to any of these questions so please answer them in the manner which best describes you, usually your first impression is the best. Respond to the questions in a present tense frame of mind rather than from out of your past experiences.
4. You have been handed a test packet with a code number on every form. This is your number and insures that nobody will be able to tell who's form it is without the master list which only Harvey or Ross will have access to. Once the data has been collected even this list will be destroyed. If you wish to find out what the results of your tests are please record your code number, once the list is destroyed there's no other way to access test data.
5. Now open your test package. You will find several different forms, please check that you have the MMPI questions and answer forms, the TSC questions and answer forms, the SWB and SM questions and the SAR. Finally there is also a request for the names of five professors who know you best here at WCBS. Please fill this out right now. Some of them may be used in a later stage of this study.
6. Please don't discuss this with others on campus at least until the testing phase is over at the end of this month. We really desire everybody to be on equal ground when they come here.
7. Are there any questions. Please begin

## Self Concept & Adjustment - 234

### INSTRUCTIONS FOR ADMINISTERING THE MMPI

1. This is a very long test consisting of 566 true and false questions. To complete it in the usual 1 - 2 hours will mean that you mark your first inclination after you read the question. There are no right or wrong answers.
2. Please answer all the questions. Some of them will be difficult to chose since neither true or false describes the situation--chose the one that is closest to how you feel.
3. Answer the questions from a perspective of the last few years, we're interested in who you are now. Please do not answer the questions in a way that describes who or how you would like to be.
4. Please read the instructions on the first page in the MMPI booklet before you begin.
5. Mark your start and stop time somewhere on the answer sheet.

### INSTRUCTIONS FOR ADMINISTERING THE TSC

1. The instructions in the booklet are complete with the exception of how to mark your answers. The answer sheet is arranged in columns. Start with the right most column and answer the white spaces (questions 1, 3, 5, 19, etc.) first. Note that the first page is also numbered 1, 3, 5, 19 etc. and that the lines match up to the white spaces on the answer sheet. Next, look at page two and note that these questions are answered in the dark spaces on column one, the lines also match the answer box. Next move one column to the left and answer pages 3 and 4, likewise for pages 5 and 6.
2. The average time for this test is around 20 min.
3. Please mark your start and stop time in the box provided on the answer sheet.



# Self Concept & Adjustment - 235

## BACKGROUND INFORMATION

ID NUM \_\_\_\_\_

Please place the correct number in the blank provided to the right; please insure that you answer all the questions.

1. What is your age? \_\_\_\_\_
2. Approximately how many total credit hours have you completed here at Western? \_\_\_\_\_
3. How many other seminaries have you attended which did not result in a degree?  
0 = not applicable  
1 = 1  
2 = 2-3  
3 = 3 or greater  
\_\_\_\_\_
4. What is your present marital status?  
1 = never married  
2 = married  
3 = divorced  
4 = widowed  
5 = separated  
\_\_\_\_\_
5. How often do you attend church functions?  
1 = 1 per week  
2 = 2 per week  
3 = 3 per week  
4 = 4 or more times per week  
\_\_\_\_\_
6. RELIGIOUS DEVOTIONAL LIFE
  - A. How often do you have personal devotions?  
1 = never  
2 = less than once per week  
3 = weekly  
4 = 1-3 times per week  
5 = 4-7 times per week  
6 = more than once per day  
\_\_\_\_\_
  - B. How often do you have family devotions?  
1 = not applicable; living alone  
2 = never  
3 = less than once once per week  
4 = weekly  
5 = 1-3 times per week  
6 = 4-7 times per week  
7 = more than once per day  
\_\_\_\_\_

C. What is the average duration of your personal devotions?

- 0 = not applicable
- 1 = less than 5 min per occasion
- 2 = 5-9 minutes
- 3 = 10-14 minutes
- 4 = 15-29 minutes
- 5 = 30-59 minutes
- 6 = 60 or greater

\_\_\_\_\_

D. What is the average duration of your family devotions?

- 0 = not applicable
- 1 = less than 5 minutes per session
- 2 = 5-9 minutes
- 3 = 10-14 minutes
- 4 = 15-29 minutes
- 5 = 30-59 minutes
- 6 = 60 or greater

\_\_\_\_\_

7. RELIGIOUS LEADERSHIP EXPERIENCE

A. How many total years have you served in a leadership position in the church?

\_\_\_\_\_

B. In what capacity did you serve for most of the years?

- 0 = not applicable
- 1 = Pastor
- 2 = Church School Teacher
- 3 = Missionary
- 4 = Elder/Deacon
- 5 = Other

\_\_\_\_\_

FOR EACH OF THE FOLLOWING GIVE THE NUMBER THAT BEST DESCRIBES YOU

8. Importance of religion:

no importance 1 2 3 4 5 6 7 extremely important \_\_\_\_\_

9. Financial condition:

chronic problem 1 2 3 4 5 6 7 bills paid \_\_\_\_\_

10. Social relationships:

A. Dislike being alone 1 2 3 4 5 6 7 Enjoy being alone \_\_\_\_\_

B. Uncomfortable with people 1 2 3 4 5 6 7 Enjoy being with people \_\_\_\_\_

C. Frequent problems with people 1 2 3 4 5 6 7 Deal easily with people \_\_\_\_\_

REQUEST FOR PROFESSOR AND STUDENT NAMES

Please fill in the names of five professors and five students who you feel know you well enough to complete the same question form you have in this package about you, eg. the one entitled, "QUESTIONS FOR WCBS APPLICANT SCREENING RESEARCH".

PROFESSORS

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

STUDENTS

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

ITEMS ON THE SA (SEMINARY ATTRITION) SCALE\*

(T) or (F) following the item indicates the direction of significance for the attrition group -

1. I wake up fresh and rested most mornings. (F)
2. When someone does me a wrong I feel I should pay him back if I can, just for the principle of the thing. (T)
3. I find it hard to keep my mind on a task or job.. (T)
4. I have never been in trouble because of my sex behavior. (F)

---

\*Chi-square values of scale items ( $p < .05$ ,  $df = 1$ )

1.	7.94	28.	8.01
2.	5.84	29.	6.98
3.	9.33	30.	5.05
4.	5.12	31.	5.57
5.	5.03	32.	10.22
6.	8.17	33.	10.98
7.	6.48	34.	8.10
8.	8.56	35.	12.11
9.	5.85	36.	5.78
10.	9.33	37.	9.04
11.	5.85	38.	5.96
12.	5.32	39.	5.73
13.	6.27	40.	11.26
14.	10.16	41.	5.60
15.	7.04	42.	6.34
16.	7.24	43.	5.07
17.	7.25	44.	5.14
18.	5.93	45.	9.26
19.	8.17	46.	5.70
20.	5.84	47.	8.42
21.	9.73	48.	5.82
22.	10.60	49.	5.77
23.	6.27	50.	12.36
24.	5.78	51.	5.58
25.	6.27	52.	5.31
26.	10.98	53.	5.64
27.	6.98	54.	6.79

5. I do not always tell the truth. (F)
6. I prefer to pass by school friends, or people I know but have not seen for a long time unless they speak to me first. (T)
7. I sometimes keep on at a thing unless others lose their patience with me. (T)
8. I am very strongly attracted by members of my own sex. (T)
9. I enjoy reading love stories. (T)
10. My feelings are not easily hurt. (F)
11. These days I find it hard not to give up hope of amounting to something. (T)
12. Sometimes when I am not feeling well I am cross. (T)
13. My speech is the same as always (not faster or slower, or slurring; no hoarseness). (F)
14. Criticism or scolding hurts me terribly. (T)
15. It makes me impatient to have people ask my advice or otherwise interrupt me when I am working on something important. (F)
16. Most nights I go to sleep without thoughts or ideas bothering me. (F)
17. My hands have not become clumsy or awkward. (F)
18. I would like to be a journalist. (T)
19. I gossip a little at times. (T)
20. I have been inspired to a program of life based upon duty which I have since carefully followed. (F)
21. I have been quite independent and free from family rule. (F)
22. I like to be with a crowd who play jokes on one another. (F)
23. Something exciting will almost always pull me out of it when I am feeling low. (F)

24. I have never been in trouble because of my sex behavior. (T)
25. I am so touchy on some subjects that I can't talk about them. (T)
26. In school I found it very hard to talk before the class. (T)
27. The man who provides temptation by leaving valuable property unprotected is about as much to blame for its theft as the one who steals it. (T)
28. My mother or father often made me obey even though I thought it was unreasonable. (F)
29. I find it hard to keep my mind on a task or job. (T)
30. I have a habit of counting things that are not important such as bulbs on electric signs, and so forth. (T)
31. I tend to be on my guard with people who are somewhat more friendly than I had expected. (T)
32. I have no dread of going into a room by myself where other people have already gathered and are talking. (F)
33. I have several times given up doing a thing because I thought too little of my ability. (T)
34. I am inclined to take things hard. (T)
35. Religion gives me no worry. (F)
36. At parties I am more likely to sit by myself or with just one other person than to join in with the crowd. (T)
37. I wish I could get over worrying about things I have said that may have injured other people's feelings. (T)
38. I am usually calm and not easily upset. (F)
39. At times I think I am no good at all. (T)
40. I like or have liked fishing very much. (T)
41. I worry quite a bit over possible misfortunes. (T)

- 43. I try to remember good stories to pass them on to other people. (F)
- 44. I like to poke fun at people. (F)
- 45. I have had no difficulty starting or holding my urine. (F)
- 46. I have several times had a change of heart about my life work. (T)
- 47. Whenever possible I avoid being in a crowd. (T)
- 48. When I am cornered I tell that portion of the truth which is not likely to hurt me. (T)
- 49. While in trains, busses, etc., I often talk to strangers. (F)
- 50. I feel like giving up quickly when things go wrong. (T)
- 51. I read in the Bible several times a week. (F)
- 52. It is always a good thing to be frank. (F)
- 53. In a group of people I would not be embarrassed to be called upon to start a discussion or give an opinion about something I know well. (F)
- 54. I like parties and socials. (F)

ID NUMBER \_\_\_\_\_

QUESTIONS FOR WCBS APPLICANT SCREENING RESEARCH

INSTRUCTIONS

CIRCLE THE NUMBER THAT BEST FITS THE STUDENT IN QUESTION

STRONGLY	MODERATELY			MODERATELY	STRONGLY
AGREE	AGREE	AGREE	DISAGREE	DISAGREE	DISAGREE
1	2	3	5	6	7

- |             |                                                                                                  |
|-------------|--------------------------------------------------------------------------------------------------|
| 1 2 3 5 6 7 | 1. This student's life seems to revolve around academics.                                        |
| 1 2 3 5 6 7 | 2. This student seems withdrawn and isolated.                                                    |
| 1 2 3 5 6 7 | 3. This person is outgoing and personable.                                                       |
| 1 2 3 5 6 7 | 4. This student is unorganized.                                                                  |
| 1 2 3 5 6 7 | 5. This student is disruptive in class.                                                          |
| 1 2 3 5 6 7 | 6. This student deals effectively with authority issues.                                         |
| 1 2 3 5 6 7 | 7. If it were up to me I would recommend that this person seek professional counseling.          |
| 1 2 3 5 6 7 | 8. This person has little self-esteem.                                                           |
| 1 2 3 5 6 7 | 9. This student is maturing in the Christian walk.                                               |
| 1 2 3 5 6 7 | 10. This student achieves to his or her capacity.                                                |
| 1 2 3 5 6 7 | 11. This student is able to deal effectively with emotional issues.                              |
| 1 2 3 5 6 7 | 12. I feel personally positive about this person.                                                |
| 1 2 3 5 6 7 | 13. This student is characterized by a high energy level, consistently and purposively directed. |
| 1 2 3 5 6 7 | 14. This student is receptive to new ideas and view points (not dogmatic in their views).        |
| 1 2 3 5 6 7 | 15. This student demonstrates Christian character consistent with WCBS standards.                |
| 1 2 3 5 6 7 | 16. This student dresses appropriately.                                                          |
| 1 2 3 5 6 7 | 17. This student is actively involved in class.                                                  |



- |             |                                                                                                                                             |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| 1 2 3 5 6 7 | 18. This student has the capacity for involvement with others, the ability to interact with others without arousing hostility or rejection. |
| 1 2 3 5 6 7 | 19. This student seems to be aware of their own emotional state.                                                                            |
| 1 2 3 5 6 7 | 20. This student seems overly narrow in focus.                                                                                              |
| 1 2 3 5 6 7 | 21. This student is having trouble adjusting.                                                                                               |
| 1 2 3 5 6 7 | 22. This student demonstrates the capacity for effective teamwork with their peers.                                                         |
| 1 2 3 5 6 7 | 23. This person displays peculiar habits, mannerisms or behavior which may be offensive to others.                                          |
| 1 2 3 5 6 7 | 24. This student has respect for others.                                                                                                    |
| 1 2 3 5 6 7 | 25. This student is able to make practical application of the theory and principles learned at school                                       |

APPENDIX B - EXAMPLES OF INSTRUMENTS

# Self Concept & Adjustment- 245

THE CODES FOR TYPE QUESTION ARE AS FOLLOWS

INTRINSIC TYPE	CODE	TOTAL
Flexibility/Rigidity	(IF)	4
Coping/Adjustment	(IC)	8
EXTRINSIC TYPE		
Appropriate Behavior	(EA)	6
Social Relationships	(ES)	5

CODES ADDED TO THE STANDARD QUESTIONNAIRE BELOW

NAME \_\_\_\_\_

## QUESTIONS FOR WCBS APPLICANT SCREENING RESEARCH

### INSTRUCTIONS

CIRCLE THE NUMBER THAT BEST FITS THE STUDENT IN QUESTION

STRONGLY AGREE	MODERATELY AGREE	AGREE	DISAGREE	MODERATELY DISAGREE	STRONGLY DISAGREE
1	2	3	5	6	7

### CODE

- 1 2 3 5 6 7 EA 1. This student is actively involved in class.
- 1 2 3 5 6 7 IC 2. This student strives to his or her capacity.
- 1 2 3 5 6 7 IC 3. This student is having trouble adjusting.
- 1 2 3 5 6 7 ES 4. This person is outgoing and personable.
- 1 2 3 5 6 7 IC 5. This student is unorganized.
- 1 2 3 5 6 7 EA 6. This student demonstrates Christian character consistent with WCBS standards.
- 1 2 3 5 6 7 EA 7. This student dresses appropriately.
- 1 2 3 5 6 7 IC 8. This student is able to deal effectively with emotional issues.
- 1 2 3 5 6 7 ES 9. This student's life seems to revolve around academics.
- 1 2 3 5 6 7 ES 10. This student seems withdrawn and isolated.
- 1 2 3 5 6 7 IC 11. This student seems to be aware of their own emotional state.
- 1 2 3 5 6 7 IF 12. This student seems overly narrow in focus.
- 1 2 3 5 6 7 ES 13. I feel personally positive about this person.

## Self Concept & Adjustment - 246

- 1 2 3 5 6 7 EA 14. This student is disruptive in class.
- 1 2 3 5 6 7 IF 15. This student deals effectively with authority issues.
- 1 2 3 5 6 7 IC 16. If it were up to me I would recommend that this person seek professional counseling.
- 1 2 3 5 6 7 ES 17. This student demonstrates the capacity for effective teamwork with their peers.
- 1 2 3 5 6 7 EA 18. This person displays peculiar habits, mannerisms or behavior which may be offensive to others.
- 1 2 3 5 6 7 IF 19. This student is maturing in the Christian walk.
- 1 2 3 5 6 7 IC 20. This person has little self-esteem.
- 1 2 3 5 6 7 IF 21. This student is receptive to new ideas and view points (not dogmatic in their views).
- 1 2 3 5 6 7 IC 22. This student has the capacity for involvement with others, the ability to interact with others without arousing hostility or rejection.
- 1 2 3 5 6 7 EA 23. This student is characterized by a high energy level, consistently and purposively directed.

SENTENCE COMPLETION SECTION

ID NUMBER \_\_\_\_\_

PLEASE COMPLETE THESE SENTENCES TO EXPRESS  
YOUR REAL FEELINGS.

TRY TO DO EVERY ONE. BE SURE TO MAKE A COMPLETE SENTENCE

1. I like \_\_\_\_\_
2. The happiest time \_\_\_\_\_
3. I want to know \_\_\_\_\_
4. Back home \_\_\_\_\_
5. I regret \_\_\_\_\_
6. Witnessing \_\_\_\_\_
7. Boys \_\_\_\_\_
8. Pastors \_\_\_\_\_
9. What annoys me \_\_\_\_\_
10. People \_\_\_\_\_
11. A mother \_\_\_\_\_
12. I feel \_\_\_\_\_
13. My greatest fear \_\_\_\_\_
14. In school \_\_\_\_\_
15. I can't \_\_\_\_\_
16. To reach \_\_\_\_\_
17. When I was a child \_\_\_\_\_
18. My nerves \_\_\_\_\_
19. Other people \_\_\_\_\_
20. I suffer \_\_\_\_\_
21. I failed \_\_\_\_\_
22. Reading \_\_\_\_\_

Self Concept & Adjustment - 248

23. My mind \_\_\_\_\_
24. The future \_\_\_\_\_
25. I need \_\_\_\_\_
26. Marriage \_\_\_\_\_
27. I am best when \_\_\_\_\_
28. Sometimes \_\_\_\_\_
29. What pains me \_\_\_\_\_
30. Prayer meetings \_\_\_\_\_
31. This place \_\_\_\_\_
32. I am very \_\_\_\_\_
33. The only trouble \_\_\_\_\_
34. I wish \_\_\_\_\_
35. My father \_\_\_\_\_
36. I secretly \_\_\_\_\_
37. I \_\_\_\_\_
38. Poverty \_\_\_\_\_
39. My greatest worry is \_\_\_\_\_
40. Most girls \_\_\_\_\_

## Chapter Two

### SCORING THE ISB

#### THE USE OF THE SCORING EXAMPLES

Sentence completions are scored from examples in the scoring manuals by assigning a numerical weight from 0 to 6 for each sentence and totaling the weights to obtain the over-all score. The scoring examples in Part II of this manual are given to facilitate the assignment of weights to responses. They are from ISB responses of 58 male and 53 female college students, ranging from extremely well-adjusted persons to those judged to be in need of psychotherapy. Since the scoring examples are illustrative and representative of common responses with no intent to list all possible sentence completions, a set of scoring principles will be presented. These principles are intended to aid in determining the correct weight for a completion when a very similar statement cannot be found in the scoring examples.

In order to provide the potential user of the ISB with "supervised" experience before attempting to score clinical or experimental records, six randomly selected sample records have been placed in Chapter Three. The correct scoring for these records is given at the end of that chapter. These examples will enable the clinician to check his scoring against that of the authors. They may also be used by a clinic supervisor to check the scoring ability of any student or general scorer.

Sentence completions used for illustrative purposes in the following discussions are taken almost entirely from the manual for male students.

#### SCORING PRINCIPLES

##### 1. Omission responses

Omission responses are designated as those for which no answer is given or for which the thought is incomplete. Omissions and fragments are not scored. It might be thought that omission responses are representative of psychological blocks and, therefore, maladjustments. This seems to be true in some cases. However, it has been found that such an hypothesis is not tenable in the majority of instances. This conclusion was reached by the authors, as well as by Rotter and Willerman, after study showed that omission responses appear as often in the records for adjusted subjects as for the maladjusted.

It is recognized that in a clinical situation omissions are occasionally provocative since they may point to areas of conflict which the individual does not recognize or cannot bring himself to express. In cases such as these they are, of course, worthy of further exploration. For example, the paper may have frequent references to the mother as a "very wonderful person" and no response given to the stimulus, "My father . . ."

Occasionally it is found that, although the stimulus elicits a response, the response cannot be scored because the thought is incomplete and the meaning is not clear. Examples which are to be considered omissions are as follows: "I suffer . . . from ---"; "What annoys me . . . is for someone ---"; "In high school . . . I ---" (This rule of not scoring the item does not apply, however, to essentially meaningless groups of words which are stereotyped, song titles or commonly found responses. For further discussion, see rules concerning neutral responses.)

There are certain cases in which a sentence, although not actually complete, is scored because one complete thought has been expressed. For example, "Most girls . . . don't appeal to me except sexually because ---"; or, "I hate . . . the thought of going home since ---"

For all responses which are subsumed under the heading of incomplete thoughts or omissions, no scoring is made. After the remainder of responses has been scored, these unevaluated items are prorated by the formula:  $\frac{\text{Number of items}}{\text{Total number of items}}$  times the total score. However, if there are more than twenty omissions, the paper is considered unscorable for all practical purposes.

##### 2. Conflict responses

"C," or conflict, responses are those indicating an unhealthy or maladjusted frame of mind. These include hostility reactions, pessimism, symptom elicitation, hopelessness and suicidal wishes, statements of unhappy experiences, and indications of past maladjustment. Examples of these types of reactions follow: "I hate . . . almost everyone." "People . . . destroy what they build." "I suffer . . . from dizzy spells." "Sometimes . . . I wonder what's the use." "I wish . . . I were dead." "When I was a child . . . I spent most of my time in a hospital bed." "In high school . . . I was extremely self-conscious and backward."

Some conflictive responses have been elicited by stimuli which presuppose a negative reply, but there is a large group of "C" responses which consists of twisted answers. In reply to the stimulus "I like . . ." the completion may be, "to be alone." Other examples of twisting are: "The happiest time . . . ends badly." "The best . . . years of my life are wasted."

Responses range from C1 to C3 according to the severity of the conflict or maladjustment expressed. The numerical weights for the conflict responses are C1 = 4, C2 = 5 and C3 = 6.

Typical of the C1 category are responses in which concern is expressed regarding such things as the world state of affairs, financial problems, specific school difficulties, physical complaints, identifications with minority groups, and so on. In general it might be said that subsumed under C1 are minor problems which are not deep-seated nor incapacitating, and more or less specific difficulties. Here are examples. "The future . . . looks rather black, at least for the near future of our country." "The only trouble . . . is financial." "I regret . . . my ignorance of subject matter." "I suffer . . . from sinus." "What pains me . . . is racial intolerance."

More serious indications of maladjustments are found in the C2 category. On the whole, the responses refer to broader, more generalized difficulties than are found in C1. Included here are expressions of inferiority feelings, psychosomatic complaints, concern over possible failure, generalized school problems, lack of goals, feelings of inadequacy, concern over vocational choice, and difficulty in heterosexual relationships as well as generalized social difficulty. Here are some sample responses. "Other people . . . don't seem to be very impressed with me." "I suffer . . . headaches." "My greatest worry is . . . I will fail to attain my goal in life." "I can't . . . concentrate." "I wish . . . I could be as natural and confident as most people." "I regret . . . not having any goals to work towards." "My greatest fear . . . is that I'll be disinterested in the vocation I train myself for." "Most girls . . . are only looking for husbands."

Expression of severe conflict or indications of maladjustments are rated C3. Among the difficulties found in this area are suicidal wishes, sexual conflicts, severe family problems, fear of insanity, strong negative attitudes toward people in general, feelings of confusion, expression of rather bizarre attitudes, and so forth. Examples in this category are: "I wish . . . I were dead." "I regret . . . prolonged autoeroticism and fear that I might not be able to make a normal sexual adjustment." "The only trouble . . . is an inner confusion." "Sometimes . . . I think people watch me."

### 3. Positive responses

"P," or positive, responses are those indicating a healthy or hopeful frame of mind. These are evidenced by humorous or flippant remarks, optimistic responses, and acceptance reactions. Examples are as follows: "What annoys me . . . are people who squeeze the toothpaste tube in the middle." "The best . . . is yet to come." "People . . . are fun."

Here, too, one finds twisted responses, but in this category fall those in which the stimuli suggest a negative reply and the response given is a positive one. For example, such a response made to "I can't . . ." is "be two places at one time." Further examples of the twisted responses are: "I suffer . . . from cold ears on mornings such as today." "The only trouble . . . is that there are not more hours in the day."

Responses range from P1 to P3 depending on the degree of good adjustment expressed in the statement. The numerical weights for the positive responses are  $P1 = 2$ ,  $P2 = 1$  and  $P3 = 0$ .

In the P1 class common responses are those which deal with positive attitudes toward school, hobbies, sports, expressions of warm feeling toward some individual, expressed interest in people, and so on. Examples illustrating typical responses in the P1 category are: "I . . . am glad I started to college." "I like . . . sports." "The best . . . friend I have is Betty." "People . . . are interesting."

Generally found under the heading of P2 are those replies which indicate a generalized positive feeling toward people, good social adjustment, healthy family life, optimism, and humor. "I am best . . . when I'm with people." "Most girls . . . appeal to me." "Back home . . . are a couple of swell parents." "I like . . . dancing." "The best . . . woman is my wife." "The happiest time . . . is yet to come."

Clear-cut good-natured humor, real optimism, and warm acceptance are types of responses which are subsumed under the P3 group. "I like . . . a great many things." "The best . . . is yet to come." "People . . . are swell." "I feel . . . happy." "I regret . . . to hear the alarm clock."

The ISB deviates from the majority of tests in that it scores humorous responses. Most tests make no allowance for the scoring of humor and, as a matter of fact, some specifically request the subject not to answer humorously. By so doing they fail to recognize that humor is a healthy way to meet frustrating situations. One of the dangers in scoring may be that these items are less reliable because of the difficulty in defining humor, but it seems a worthwhile addition.

### 4. Neutral responses

"N," or neutral, responses are those not falling clearly into either of the above categories. They are generally on a simple descriptive level. Responses—such as "Most girls . . . are females"—which evade the purpose of the test are generally scored as neutral. Stereotypes, catch phrases, song titles, and expressions of common cultural clichés are usually scored as neutral, as are commonly found, essentially meaningless completions. Examples of responses in the order listed are as follows: "Boys . . . will be boys." "When I was a child . . . I spoke as a child." "Sometimes . . . I wonder why I spend each lonely night dreaming of a song!" "People . . . who are truthful will be rewarded." "Back home . . . on the farm."

After some familiarity with the test it may be seen that there are two general types of responses which account for a large share of those that fall in the neutral category. One group includes those lacking emotional tone or personal reference. The other group is composed of many responses which are found as often among maladjusted as among adjusted individuals and through clinical judgment could not be legitimately placed in either the "C" or "P" group. All the "N" responses are scored 3.



Deviation from the generalizations regarding the scoring of "C," "P" or "N" responses may occur and, if they do, examples will be listed in the scoring manual. For example, at first glance the response, "My greatest fear . . . I have no fear," would probably fall into a "P" category. However, the response is essentially one of conflict and given by maladjusted individuals, so it is placed in the C3 category. Another example might be, "I am best . . . when happy," which is not rated as "P," but rather "C," because of the implication that it is not a frequent occurrence.

#### 5. The scoring manuals as guides

The scoring manuals, one for males, one for females, are to serve as guides to be followed as closely as possible. All possible responses for each of the different numerical weights are not given. Many times a generalization is listed for a category of a particular item in order to aid the scoring. An example in which it is possible to score a certain response with the aid of a generalization is, "I can't . . . study chemistry." Although such a response is not listed *per se* in the C1 category, one finds the generalization "study specific subject matter." "What annoys me . . . is myself," is not found in the manual, but in the C2 category one finds, "things about self or other's reaction to self." "In high school . . . I was captain of the football team," is scored P2 because of the general rule for that item—"statement of participation in sports or activities."

In other cases there are responses which are not found in the manual and for which there is no general rule. These can be scored by noting other responses for that item. For example, although "I hate . . . failures," is not found in any category for that item, it most closely approximates the tone of those in the C2 class and the general types of responses for C2. "I suffer . . . bad habits," is seen to fall in the C2 category, although it is not specifically listed. "The best . . . things in life aren't free," on the other hand, fits best into the C1 class.

#### 6. Independent scoring of items

Each response is to be scored and evaluated independently of all others, except when there is a clear-cut reference to a previous statement. It is, of course, important in the scoring of any papers to avoid the halo effect as much as possible so that the measurement can be reliable. This is equally necessary here for, if each response is not scored independently of all others, there is a tendency to rate all responses in light of the over-all picture. For example, in scoring the record of a maladjusted individual there is apt to be a bias in the direction of "C," when certain of the responses most surely should be scored "N" or "P."

However, in some cases a response refers directly to a previous item, and it would not be reasonable to score it independently of the first. In such an instance, therefore, a previous response must be used in the evaluation of the later one. Examples of this are as follows. "I wish . . . he were dead" in one record had reference to the preceding sentence when the individual said,

"The only trouble . . . is I wish I could forget I'll be like my father." The response, "I . . . think I can if the rungs of the ladder stay in place when I put them there," is not very meaningful until it is seen that the previous statement was, "I secretly . . . desire to become great." Another instance is, "I secretly . . . blame my mother," which refers to a precedent, "My father . . . was a suicide."

There is one other type of situation in which greater reliability of rating is achieved if the response is taken in light of the over-all picture. This occurs when the individual's frame of reference alters the evaluation considerably, as in the record of a boy who makes reference to coming marriage within a short time. In response to "Most girls . . ." he said "do not interest me much any more." If this were taken out of context of the whole record it would be rated differently than if the context were also utilized. Another illustration is that of a male student who is married and states, "The happiest time . . . is with my family." Such a response from an unmarried student would be rated quite differently.

#### 7. Qualifications

Responses which start like an example in the manual but are differently qualified are scored with a consideration of these qualifications. For example, it may be seen that the following responses should be scored higher than if they had not been qualified. "Sports . . . I have always liked, yet they don't hold my interest like they did." "Back home . . . is the family and a swell town, but I don't like it too well." "People . . . are all right, but I don't like being in a crowd like parties." "This school . . . is O.K., but it's too close to home."

There are also responses which will be given lower ratings than they would get without the qualification. Common among these are responses given by individuals subsequent to therapy. "The future . . . is uncertain, but I think I can lick it." "Back home . . . life was pretty miserable, but I think I can cope with the situation now."

Such qualifications may change the weighting of the response by one or more points.

#### 8. Extreme weights

Examples are not given for extreme weights (0 or 8) in some items, usually, because extreme responses to those items are rare. These weights may be assigned, however, if clearly warranted. In cases when a response seems to be more extreme than the examples cited, then it is permissible to use an extreme weight. If the following responses were given they would be scored 8, although there are no examples listed for these items. "Sports . . . should not be allowed for mixed groups because they are too stimulating." "Reading . . . is one thing I hate."

### 9. Generality of scoring illustrations

Where precedent for scoring a given response cannot be found in the examples for that item, the examiner may look for a similar response to another item. There are several stimuli which are very similar and elicit the same types of responses so that cross reference is possible. However, male and female manuals are not to be used interchangeably. Items which are commonly reacted to as equivalents are these. "What annoys me . . ." "What pains me . . ." and "I hate . . ." "My greatest fear . . ." and "My greatest worry . . ." "People . . ." and "Other people . . ." "The happiest time . . ." and "The best . . ." "I need . . ." and "I wish . . ."

An individual might say, "What annoys me . . . is my home life." There is no example given under this item, but by referring to item 29, "What pains me . . ." the response can be found under C3. For item 29 the completion, "What pains me . . . is doing things I don't like," does not have a similar example, but item 30, "I hate . . ." has this response classified as C1. Another example is "The best . . . time is having a party," which may be scored by referring to item 2, "The happiest time . . ." "I wish . . . I had more friends" can be rated by referring to item 25, "I need . . ."

Using other items as examples for the scoring is particularly important in item 23, "Sometimes . . ." and item 37, "I . . ." which are so unstructured that just about any type of response may be given. In these two items especially, it is often necessary to refer to other items for accurate evaluation.

### 10. Unusually long responses

In cases where the response is unusually long, it should be given an additional point in the direction of "C" unless it has already been rated 6. It has been found that the maladjusted individual often writes long involved sentences as if compelled to express himself fully and not be misunderstood. On the other hand, the well-adjusted person frequently replies to the stimuli with short concise statements. For example, one poorly adjusted individual wrote, "I am best when . . . I am under no pressure of responsibility concerning the accomplishment of a given thing within a certain specified time." An adjusted person wrote, "I am best when . . . I'm having a party." This does not seem to be a function of intelligence as might be hypothesized. The previous responses were from two subjects of superior intelligence. The following are reactions of two individuals of lesser ability. The maladjusted student wrote, "I like . . . agriculture, to read short stories, to go with a nice rather quiet girl who doesn't drink or smoke, and other fellows, and to eat and sleep." A well-adjusted individual wrote simply, "I like . . . people." If a completion includes a qualification as well as being unusually lengthy, the clinician will have to use his own judgment in determining to what extent the initial scoring of the response should be changed.

The only exception to this rule concerns neutral completions. If the response is a common quotation, stereotype or song title, it is always scored as neutral, regardless of length.

## Chapter Three

### SIX PRACTICE CASES

Following are ISB records of six college students. Correct scoring for these will be found at the end of this chapter.

As has been stated previously, the weights to be assigned are as follows: C3 = 6, C2 = 5, C1 = 4, N = 3, P1 = 2, P2 = 1, P3 = 0. A further word should be said about long responses. It has been found useful as a rough measure to consider the statement as lengthy if the response (excluding the stimulus) is greater than ten words. In such cases the weight given is increased by one point, except when the essence of the completion would have been rated as 6, since the greatest weight assigned to any response is 6. As stated previously, this rule does not apply to common quotations, stereotypes or song titles, which are always scored as neutral.

For convenience, it is suggested that an *Incomplete Sentences Blank* be used for recording the scores for the following practice cases.

APPENDIX C - RAW DATA

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Flag	ID NUM 1	GROUP 2	SENT COMP 3	GPA 4	AGE 5	CREDITS 6	OTHER SEM 7
+	0:	999.0000	999.0000	999.0000	999.0000	999.0000	999.0000
+	1:	1.0000	1.0000	133.0000	3.3700	31.0000	158.0000
+	2:	3.0000	1.0000	125.0000	4.0000	32.0000	110.0000
+	3:	4.0000	2.0000	102.0000	2.9800	31.0000	135.0000
+	4:	5.0000	2.0000	96.0000	3.2600	33.0000	88.0000
+	5:	6.0000	1.0000	117.0000	3.3500	31.0000	133.0000
+	6:	7.0000	2.0000	105.0000	2.9300	37.0000	105.0000
+	7:	8.0000	2.0000	117.0000	2.5000	38.0000	144.0000
+	8:	9.0000	2.0000	151.0000	2.7100	43.0000	128.0000
+	9:	10.0000	2.0000	128.0000	1.7500	28.0000	140.0000
+	10:	12.0000	1.0000	102.0000	3.4400	28.0000	104.0000
+	11:	13.0000	1.0000	104.0000	3.4300	25.0000	144.0000
+	12:	14.0000	1.0000	123.0000	3.7300	30.0000	128.0000
+	13:	48.0000	1.0000	105.0000	3.9800	28.0000	144.0000
+	14:	1.0000	3.0000	111.0000	3.1300	48.0000	44.0000
+	15:	2.0000	3.0000	95.0000	2.9800	28.0000	70.0000
+	16:	3.0000	3.0000	999.0000	3.9100	28.0000	57.0000
+	17:	4.0000	3.0000	98.0000	2.6200	35.0000	69.0000
+	18:	5.0000	3.0000	119.0000	3.7700	27.0000	104.0000
+	19:	6.0000	3.0000	105.0000	3.4700	29.0000	132.0000
+	20:	7.0000	3.0000	97.0000	3.9400	23.0000	32.0000
+	21:	8.0000	3.0000	121.0000	4.0000	32.0000	23.0000
+	22:	9.0000	3.0000	79.0000	3.8800	34.0000	49.0000
+	23:	10.0000	3.0000	118.0000	3.8300	29.0000	132.0000
+	24:	11.0000	3.0000	98.0000	3.2600	37.0000	74.0000
+	25:	12.0000	3.0000	143.0000	2.8000	26.0000	15.0000
+	26:	13.0000	3.0000	123.0000	3.3100	25.0000	45.0000
+	27:	14.0000	3.0000	112.0000	3.7700	24.0000	13.0000
+	28:	15.0000	3.0000	129.0000	3.8100	30.0000	26.0000
+	29:	16.0000	3.0000	127.0000	3.5500	24.0000	31.0000
+	30:	17.0000	3.0000	114.0000	3.1500	26.0000	26.0000
+	31:	18.0000	3.0000	183.0000	3.9000	28.0000	42.0000
+	32:	19.0000	3.0000	83.0000	2.6700	34.0000	9.0000
+	33:	20.0000	3.0000	104.0000	3.7400	34.0000	80.0000
+	34:	21.0000	3.0000	108.0000	3.8100	26.0000	16.0000
+	35:	22.0000	3.0000	107.0000	3.2700	29.0000	66.0000
+	36:	23.0000	3.0000	102.0000	3.3100	32.0000	101.0000
+	37:	24.0000	3.0000	103.0000	2.4200	46.0000	73.0000
+	38:	25.0000	3.0000	109.0000	2.7700	23.0000	47.0000
+	39:	26.0000	3.0000	119.0000	3.7600	28.0000	122.0000
+	40:	27.0000	3.0000	118.0000	2.8900	27.0000	75.0000
+	41:	28.0000	3.0000	138.0000	2.6800	26.0000	25.0000
+	42:	29.0000	3.0000	125.0000	3.0000	24.0000	14.0000
+	43:	30.0000	3.0000	147.5000	3.2000	28.0000	06.0000
+	44:	31.0000	3.0000	116.0000	3.0200	28.0000	50.0000

Flag	MARIT STA 8	CHR AFF 9	PERS DEV 10	FAM DEV 11	DUR PERS 12	DUR FAM 13	YRS LDPS 14
+ 8:	999.0000	999.0000	999.0000	999.0000	999.0000	999.0000	999.0000
+ 1:	1.0000	3.0000	5.0000	1.0000	3.0000	0.0000	3.0000
+ 2:	2.0000	2.0000	5.0000	3.0000	5.0000	3.0000	2.0000
+ 3:	2.0000	2.0000	5.0000	5.0000	5.0000	5.0000	10.0000
+ 4:	2.0000	2.0000	5.0000	5.0000	5.0000	2.0000	7.0000
+ 5:	1.0000	2.0000	4.0000	2.0000	5.0000	0.0000	6.0000
+ 6:	2.0000	1.0000	4.0000	5.0000	3.0000	4.0000	0.0000
+ 7:	2.0000	2.0000	5.0000	4.0000	5.0000	2.0000	6.0000
+ 8:	2.0000	2.0000	5.0000	6.0000	3.0000	2.0000	3.0000
+ 9:	1.0000	4.0000	6.0000	1.0000	5.0000	0.0000	14.0000
+ 10:	2.0000	3.0000	5.0000	4.0000	5.0000	4.0000	2.0000
+ 11:	2.0000	3.0000	4.0000	5.0000	4.0000	2.0000	7.0000
+ 12:	1.0000	1.0000	6.0000	1.0000	4.0000	0.0000	5.0000
+ 13:	2.0000	3.0000	5.0000	3.0000	4.0000	4.0000	4.0000
+ 14:	2.0000	3.0000	4.0000	5.0000	4.0000	3.0000	15.0000
+ 15:	2.0000	3.0000	5.0000	5.0000	5.0000	4.0000	4.0000
+ 16:	2.0000	3.0000	3.0000	2.0000	3.0000	0.0000	4.0000
+ 17:	2.0000	2.0000	4.0000	6.0000	5.0000	3.0000	0.0000
+ 18:	2.0000	3.0000	5.0000	2.0000	2.0000	0.0000	4.0000
+ 19:	1.0000	4.0000	5.0000	1.0000	4.0000	0.0000	2.0000
+ 20:	2.0000	2.0000	5.0000	6.0000	3.0000	4.0000	4.0000
+ 21:	1.0000	2.0000	5.0000	1.0000	5.0000	0.0000	2.0000
+ 22:	2.0000	4.0000	5.0000	6.0000	5.0000	5.0000	1.0000
+ 23:	2.0000	3.0000	5.0000	3.0000	4.0000	4.0000	4.0000
+ 24:	2.0000	2.0000	5.0000	2.0000	4.0000	0.0000	12.0000
+ 25:	2.0000	1.0000	5.0000	5.0000	3.0000	5.0000	0.0000
+ 26:	2.0000	2.0000	5.0000	5.0000	5.0000	4.0000	4.0000
+ 27:	1.0000	2.0000	5.0000	1.0000	4.0000	0.0000	6.0000
+ 28:	2.0000	2.0000	5.0000	3.0000	5.0000	4.0000	5.0000
+ 29:	1.0000	4.0000	4.0000	1.0000	3.0000	0.0000	2.0000
+ 30:	2.0000	2.0000	5.0000	3.0000	5.0000	2.0000	6.0000
+ 31:	1.0000	1.0000	4.0000	1.0000	2.0000	0.0000	3.0000
+ 32:	1.0000	2.0000	5.0000	1.0000	3.0000	0.0000	3.0000
+ 33:	2.0000	3.0000	5.0000	5.0000	3.0000	2.0000	1.0000
+ 34:	1.0000	3.0000	6.0000	1.0000	5.0000	0.0000	2.0000
+ 35:	2.0000	2.0000	4.0000	5.0000	3.0000	4.0000	3.0000
+ 36:	2.0000	3.0000	4.0000	3.0000	5.0000	4.0000	10.0000
+ 37:	2.0000	4.0000	5.0000	5.0000	4.0000	4.0000	8.0000
+ 38:	2.0000	3.0000	5.0000	2.0000	2.0000	0.0000	6.0000
+ 39:	2.0000	3.0000	5.0000	3.0000	5.0000	3.0000	4.0000
+ 40:	2.0000	2.0000	5.0000	3.0000	4.0000	4.0000	5.0000
+ 41:	2.0000	2.0000	4.0000	6.0000	2.0000	1.0000	4.0000
+ 42:	2.0000	2.0000	5.0000	3.0000	4.0000	5.0000	3.0000
+ 43:	2.0000	2.0000	4.0000	5.0000	3.0000	3.0000	2.0000
+ 44:	2.0000	2.0000	4.0000	4.0000	4.0000	7.0000	4.0000

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Flag	CAPICT 15	IMPORT 16	FINANC 17	SOC A 18	SOC B 19	SOC C 20	SPOUSE A 21
+ 0:	999.0000	999.0000	999.0000	999.0000	999.0000	999.0000	999.0000
+ 1:	2.0000	7.0000	7.0000	4.0000	7.0000	7.0000	999.0000
+ 2:	4.0000	7.0000	7.0000	5.0000	6.0000	7.0000	7.0000
+ 3:	2.0000	7.0000	6.0000	2.0000	6.0000	6.0000	7.0000
+ 4:	2.0000	7.0000	4.0000	6.0000	5.0000	5.0000	7.0000
+ 5:	5.0000	7.0000	7.0000	6.0000	7.0000	6.0000	999.0000
+ 6:	8.0000	7.0000	6.0000	3.0000	5.0000	5.0000	7.0000
+ 7:	4.0000	7.0000	6.0000	2.0000	5.0000	5.0000	5.0000
+ 8:	4.0000	7.0000	3.0000	4.0000	4.0000	6.0000	7.0000
+ 9:	5.0000	7.0000	7.0000	6.0000	6.0000	6.0000	999.0000
+ 10:	4.0000	7.0000	7.0000	4.0000	4.0000	6.0000	7.0000
+ 11:	1.0000	7.0000	5.0000	2.0000	7.0000	6.0000	7.0000
+ 12:	5.0000	7.0000	7.0000	7.0000	5.0000	6.0000	999.0000
+ 13:	5.0000	7.0000	4.0000	5.0000	6.0000	6.0000	6.0000
+ 14:	2.0000	7.0000	6.0000	2.0000	6.0000	6.0000	7.0000
+ 15:	1.0000	7.0000	3.0000	4.0000	6.0000	6.0000	7.0000
+ 16:	5.0000	6.0000	7.0000	2.0000	7.0000	4.0000	6.0000
+ 17:	8.0000	5.0000	5.0000	3.0000	7.0000	5.0000	7.0000
+ 18:	5.0000	7.0000	7.0000	5.0000	5.0000	7.0000	7.0000
+ 19:	1.0000	7.0000	7.0000	2.0000	6.0000	6.0000	999.0000
+ 20:	5.0000	7.0000	7.0000	3.0000	5.0000	6.0000	5.0000
+ 21:	2.0000	7.0000	7.0000	6.0000	6.0000	6.0000	999.0000
+ 22:	8.0000	7.0000	7.0000	4.0000	4.0000	6.0000	7.0000
+ 23:	2.0000	7.0000	4.0000	2.0000	7.0000	6.0000	6.0000
+ 24:	2.0000	7.0000	5.0000	7.0000	7.0000	7.0000	7.0000
+ 25:	3.0000	7.0000	7.0000	3.0000	4.0000	5.0000	7.0000
+ 26:	2.0000	7.0000	5.0000	2.0000	6.0000	7.0000	7.0000
+ 27:	5.0000	7.0000	6.0000	4.0000	5.0000	6.0000	999.0000
+ 28:	5.0000	7.0000	7.0000	4.0000	4.0000	5.0000	7.0000
+ 29:	5.0000	6.0000	6.0000	6.0000	5.0000	6.0000	999.0000
+ 30:	2.0000	7.0000	4.0000	2.0000	6.0000	5.0000	4.0000
+ 31:	2.0000	7.0000	5.0000	2.0000	6.0000	6.0000	999.0000
+ 32:	2.0000	7.0000	5.0000	3.0000	6.0000	6.0000	999.0000
+ 33:	2.0000	7.0000	7.0000	7.0000	6.0000	5.0000	7.0000
+ 34:	2.0000	7.0000	5.0000	6.0000	6.0000	6.0000	999.0000
+ 35:	5.0000	7.0000	2.5000	3.0000	6.0000	6.0000	6.0000
+ 36:	2.0000	7.0000	7.0000	7.0000	7.0000	7.0000	7.0000
+ 37:	2.0000	7.0000	7.0000	7.0000	7.0000	1.0000	7.0000
+ 38:	2.0000	7.0000	6.0000	5.0000	5.0000	4.0000	7.0000
+ 39:	2.0000	7.0000	7.0000	5.0000	6.0000	6.0000	5.0000
+ 40:	2.0000	7.0000	4.0000	5.0000	5.0000	6.0000	7.0000
+ 41:	2.0000	7.0000	7.0000	2.0000	2.0000	6.0000	6.0000
+ 42:	5.0000	7.0000	6.0000	3.0000	6.0000	6.0000	7.0000
+ 43:	4.0000	7.0000	7.0000	6.0000	4.0000	6.0000	6.0000
+ 44:	2.0000	7.0000	6.0000	5.0000	5.0000	6.0000	7.0000

Flag	SPOUSE B 22	SSS 23	SAS 24	SC 25	T/F 26	NET CONF 27	TOT CONF 28
+	0:	999.0000	999.0000	999.0000	0.0000	0.0000	0.0000
+	1:	999.0000	31.0000	8.0000	30.0000	1.0700	13.0000
+	2:	7.0000	63.0000	15.0000	38.0000	0.8750	-3.0000
+	3:	7.0000	38.0000	22.0000	26.0000	0.8640	-17.0000
+	4:	7.0000	44.0000	16.0000	24.0000	0.7950	-14.0000
+	5:	999.0000	44.0000	16.0000	29.0000	1.0800	-9.0000
+	6:	7.0000	55.0000	19.0000	34.0000	0.9200	-6.0000
+	7:	6.0000	44.0000	12.0000	30.0000	0.9250	-10.0000
+	8:	7.0000	999.0000	21.0000	32.0000	0.8840	-9.0000
+	9:	999.0000	74.0000	12.0000	21.0000	0.7100	-13.0000
+	10:	7.0000	43.0000	16.0000	27.0000	1.1400	-2.0000
+	11:	7.0000	43.0000	7.0000	36.0000	1.0500	3.0000
+	12:	999.0000	45.0000	14.0000	36.0000	1.1500	-15.0000
+	13:	6.0000	56.0000	18.0000	29.0000	0.7100	-12.0000
+	14:	7.0000	66.0000	19.0000	23.0000	0.9330	-15.0000
+	15:	6.0000	999.0000	25.0000	39.0000	1.2600	15.0000
+	16:	6.0000	47.0000	16.0000	39.0000	1.2200	-13.0000
+	17:	7.0000	42.0000	12.0000	22.0000	0.9500	-16.0000
+	18:	7.0000	999.0000	17.0000	42.0000	1.3000	16.0000
+	19:	999.0000	82.0000	13.0000	24.0000	0.8800	-8.0000
+	20:	6.0000	60.0000	19.0000	36.0000	1.0300	-15.0000
+	21:	999.0000	40.0000	11.0000	23.0000	0.9700	-12.0000
+	22:	7.0000	999.0000	25.0000	35.0000	1.1400	10.0000
+	23:	7.0000	64.0000	16.0000	33.0000	0.5900	-32.0000
+	24:	7.0000	53.0000	18.0000	26.0000	0.9300	-19.0000
+	25:	7.0000	45.0000	20.0000	35.0000	1.1000	-14.2000
+	26:	7.0000	999.0000	19.0000	23.0000	1.0300	-1.0000
+	27:	999.0000	43.0000	11.0000	31.0000	1.3400	24.0000
+	28:	7.0000	83.0000	14.0000	31.0000	1.2100	10.0000
+	29:	999.0000	71.0000	23.0000	33.0000	0.9700	-7.0000
+	30:	6.0000	68.0000	18.0000	37.0000	1.2500	6.0000
+	31:	999.0000	50.0000	22.0000	40.0000	0.8800	14.0000
+	32:	999.0000	77.0000	17.0000	26.0000	0.9500	24.0000
+	33:	7.0000	61.0000	19.0000	43.0000	0.8500	-12.0000
+	34:	999.0000	79.0000	19.0000	25.0000	1.0500	-3.0000
+	35:	6.0000	999.0000	18.0000	34.0000	0.8500	-8.0000
+	36:	7.0000	43.0000	13.0000	33.0000	1.0600	-2.0000
+	37:	7.0000	67.0000	20.0000	32.0000	1.2800	14.0000
+	38:	7.0000	61.0000	17.0000	30.0000	1.4200	7.0000
+	39:	6.0000	70.0000	19.0000	34.0000	1.2500	10.0000
+	40:	7.0000	40.0000	15.0000	35.0000	1.1500	2.0000
+	41:	7.0000	66.0000	26.0000	36.0000	1.1100	2.0000
+	42:	7.0000	47.0000	19.0000	31.0000	0.7300	-26.0000
+	43:	7.0000	999.0000	22.0000	34.0000	1.4700	4.0000
+	44:	7.0000	66.0000	16.0000	25.0000	1.2200	7.0000

# Self Concept & Adjustment - 258

Flag	TOTAL P 29	P 1 30	P 2 31	P 3 32	P A 33	P B 34	P C 35
+ 0:	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
+ 1:	437.0000	148.0000	146.0000	143.0000	89.0000	90.0000	88.0000
+ 2:	339.0000	128.0000	94.0000	117.0000	65.0000	68.0000	70.0000
+ 3:	375.0000	137.0000	118.0000	120.0000	71.0000	84.0000	69.0000
+ 4:	362.0000	127.0000	113.0000	122.0000	71.0000	70.0000	75.0000
+ 5:	381.0000	139.0000	123.0000	119.0000	82.0000	83.0000	76.0000
+ 6:	353.0000	125.0000	115.0000	113.0000	75.0000	74.0000	72.0000
+ 7:	354.0000	120.0000	115.0000	119.0000	73.0000	72.0000	72.0000
+ 8:	329.0000	121.0000	91.0000	117.0000	59.0000	72.0000	62.0000
+ 9:	349.0000	113.0000	119.0000	117.0000	73.0000	73.0000	65.0000
+ 10:	366.0000	128.0000	123.0000	115.0000	72.0000	74.0000	70.0000
+ 11:	381.0000	134.0000	127.0000	120.0000	78.0000	80.0000	77.0000
+ 12:	395.0000	142.0000	125.0000	128.0000	76.0000	82.0000	79.0000
+ 13:	336.0000	127.0000	95.0000	114.0000	67.0000	69.0000	66.0000
+ 14:	385.0000	134.0000	131.0000	120.0000	78.0000	82.0000	76.0000
+ 15:	357.0000	142.0000	98.0000	117.0000	84.0000	69.0000	59.0000
+ 16:	331.0000	123.0000	94.0000	114.0000	60.0000	70.0000	70.0000
+ 17:	401.0000	138.0000	134.0000	132.0000	83.0000	83.0000	74.0000
+ 18:	392.0000	142.0000	113.0000	133.0000	78.0000	70.0000	74.0000
+ 19:	343.0000	122.0000	110.0000	111.0000	67.0000	72.0000	69.0000
+ 20:	357.0000	131.0000	115.0000	111.0000	73.0000	72.0000	73.0000
+ 21:	376.0000	131.0000	120.0000	125.0000	82.0000	73.0000	74.0000
+ 22:	376.0000	123.0000	132.0000	121.0000	83.0000	82.0000	71.0000
+ 23:	334.0000	115.0000	109.0000	110.0000	74.0000	70.0000	64.0000
+ 24:	385.0000	137.0000	120.0000	128.0000	75.0000	83.0000	76.0000
+ 25:	376.0000	137.0000	115.0000	124.0000	72.0000	81.0000	77.0000
+ 26:	357.0000	130.0000	103.0000	124.0000	79.0000	75.0000	62.0000
+ 27:	370.0000	134.0000	117.0000	119.0000	70.0000	75.0000	74.0000
+ 28:	316.0000	108.0000	93.0000	115.0000	67.0000	63.0000	60.0000
+ 29:	339.0000	117.0000	107.0000	115.0000	66.0000	73.0000	70.0000
+ 30:	321.0000	118.0000	96.0000	107.0000	67.0000	67.0000	64.0000
+ 31:	410.0000	140.0000	138.0000	132.0000	81.0000	83.0000	84.0000
+ 32:	414.0000	142.0000	139.0000	133.0000	85.0000	84.0000	80.0000
+ 33:	354.0000	127.0000	114.0000	113.0000	78.0000	73.0000	67.0000
+ 34:	373.0000	133.0000	123.0000	117.0000	71.0000	76.0000	74.0000
+ 35:	353.0000	127.0000	110.0000	116.0000	71.0000	73.0000	64.0000
+ 36:	423.0000	146.0000	139.0000	139.0000	86.0000	88.0000	77.0000
+ 37:	364.0000	140.0000	109.0000	115.0000	73.0000	75.0000	66.0000
+ 38:	341.0000	128.0000	104.0000	109.0000	67.0000	74.0000	69.0000
+ 39:	332.0000	129.0000	97.0000	106.0000	62.0000	67.0000	68.0000
+ 40:	394.0000	139.0000	130.0000	125.0000	78.0000	83.0000	81.0000
+ 41:	326.0000	132.0000	79.0000	115.0000	74.0000	69.0000	61.0000
+ 42:	372.0000	133.0000	120.0000	119.0000	76.0000	83.0000	71.0000
+ 43:	366.0000	127.0000	114.0000	125.0000	79.0000	76.0000	66.0000
+ 44:	371.0000	132.0000	113.0000	126.0000	72.0000	82.0000	67.0000



Self Concept & Adjustment - 259

Flag	P D 36	P E 37	TOT VAR 38	COL VAR 39	ROW VAR 40	D TOT 41	D 5 42
+ 0:	0.0000	0.0000	0.0000	2.0000	0.0000	0.0000	0.0000
+ 1:	85.0000	85.0000	19.0000	18.0000	9.0000	193.0000	46.0000
+ 2:	70.0000	66.0000	48.0000	34.0000	14.0000	105.0000	11.0000
+ 3:	76.0000	75.0000	40.0000	22.0000	17.0000	127.0000	12.0000
+ 4:	74.0000	72.0000	22.0000	14.0000	8.0000	102.0000	5.0000
+ 5:	65.0000	75.0000	42.0000	24.0000	18.0000	134.0000	14.0000
+ 6:	67.0000	65.0000	49.0000	27.0000	22.0000	101.0000	11.0000
+ 7:	70.0000	67.0000	22.0000	13.0000	9.0000	89.0000	0.0000
+ 8:	70.0000	66.0000	43.0000	32.0000	13.0000	97.0000	3.0000
+ 9:	67.0000	71.0000	20.0000	18.0000	10.0000	95.0000	2.0000
+ 10:	75.0000	75.0000	23.0000	14.0000	9.0000	99.0000	5.0000
+ 11:	74.0000	72.0000	32.0000	11.0000	14.0000	127.0000	17.0000
+ 12:	86.0000	72.0000	36.0000	21.0000	15.0000	146.0000	22.0000
+ 13:	67.0000	67.0000	46.0000	34.0000	12.0000	89.0000	7.0000
+ 14:	77.0000	72.0000	32.0000	13.0000	13.0000	128.0000	10.0000
+ 15:	69.0000	76.0000	69.0000	11.0000	25.0000	132.0000	30.0000
+ 16:	64.0000	67.0000	57.0000	35.0000	21.0000	110.0000	19.0000
+ 17:	84.0000	77.0000	27.0000	14.0000	13.0000	148.0000	20.0000
+ 18:	84.0000	86.0000	68.0000	41.0000	20.0000	164.0000	41.0000
+ 19:	53.0000	67.0000	31.0000	21.0000	11.0000	92.0000	6.0000
+ 20:	72.0000	67.0000	48.0000	25.0000	14.0000	89.0000	4.0000
+ 21:	75.0000	71.0000	38.0000	22.0000	16.0000	115.0000	8.0000
+ 22:	76.0000	64.0000	49.0000	24.0000	25.0000	132.0000	27.0000
+ 23:	57.0000	69.0000	48.0000	27.0000	25.0000	77.0000	4.0000
+ 24:	75.0000	76.0000	31.0000	21.0000	11.0000	127.0000	13.0000
+ 25:	72.0000	76.0000	59.0000	34.0000	25.0000	149.0000	18.0000
+ 26:	75.0000	66.0000	56.0000	31.0000	25.0000	135.0000	21.0000
+ 27:	75.0000	76.0000	41.0000	25.0000	16.0000	123.0000	22.0000
+ 28:	57.0000	72.0000	67.0000	41.0000	26.0000	101.0000	14.0000
+ 29:	62.0000	68.0000	29.0000	15.0000	13.0000	92.0000	6.0000
+ 30:	61.0000	62.0000	31.0000	22.0000	9.0000	83.0000	0.0000
+ 31:	81.0000	81.0000	27.0000	17.0000	10.0000	163.0000	34.0000
+ 32:	65.0000	80.0000	22.0000	12.0000	10.0000	160.0000	21.0000
+ 33:	69.0000	67.0000	53.0000	23.0000	24.0000	115.0000	16.0000
+ 34:	81.0000	71.0000	35.0000	21.0000	14.0000	116.0000	9.0000
+ 35:	73.0000	72.0000	28.0000	17.0000	11.0000	99.0000	8.0000
+ 36:	82.0000	90.0000	30.0000	14.0000	16.0000	177.0000	37.0000
+ 37:	70.0000	80.0000	55.0000	35.0000	19.0000	137.0000	27.0000
+ 38:	60.0000	63.0000	60.0000	35.0000	24.0000	92.0000	9.0000
+ 39:	70.0000	65.0000	49.0000	34.0000	15.0000	90.0000	9.0000
+ 40:	76.0000	76.0000	30.0000	13.0000	9.0000	141.0000	23.0000
+ 41:	61.0000	61.0000	76.0000	25.0000	21.0000	122.0000	20.0000
+ 42:	73.0000	69.0000	39.0000	20.0000	19.0000	111.0000	9.0000
+ 43:	74.0000	71.0000	42.0000	23.0000	19.0000	130.0000	21.0000
+ 44:	73.0000	77.0000	40.0000	22.0000	18.0000	127.0000	18.0000

## Self Concept &amp; Adjustment - 260

Flag	D 4 43	D 3 44	D 2 45	D 1 46	DP 47	GM 48	PSY 49
+ 0:	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
+ 1:	5.0000	1.0000	0.0000	48.0000	87.0000	121.0000	45.0000
+ 2:	31.0000	16.0000	32.0000	10.0000	46.0000	97.0000	42.0000
+ 3:	29.0000	10.0000	24.0000	25.0000	61.0000	104.0000	48.0000
+ 4:	31.0000	14.0000	39.0000	11.0000	56.0000	99.0000	43.0000
+ 5:	34.0000	7.0000	18.0000	27.0000	73.0000	101.0000	50.0000
+ 6:	27.0000	23.0000	26.0000	13.0000	59.0000	77.0000	47.0000
+ 7:	39.0000	18.0000	34.0000	8.0000	59.0000	95.0000	49.0000
+ 8:	39.0000	14.0000	36.0000	8.0000	46.0000	94.0000	51.0000
+ 9:	32.0000	12.0000	51.0000	4.0000	68.0000	94.0000	56.0000
+ 10:	36.0000	19.0000	23.0000	15.0000	64.0000	99.0000	50.0000
+ 11:	34.0000	4.0000	31.0000	14.0000	64.0000	104.0000	52.0000
+ 12:	31.0000	3.0000	17.0000	27.0000	63.0000	108.0000	43.0000
+ 13:	24.0000	28.0000	31.0000	10.0000	52.0000	98.0000	54.0000
+ 14:	33.0000	4.0000	31.0000	22.0000	69.0000	101.0000	54.0000
+ 15:	18.0000	17.0000	16.0000	19.0000	53.0000	102.0000	49.0000
+ 16:	21.0000	21.0000	27.0000	12.0000	37.0000	96.0000	44.0000
+ 17:	22.0000	8.0000	14.0000	36.0000	70.0000	114.0000	52.0000
+ 18:	14.0000	7.0000	8.0000	30.0000	63.0000	101.0000	31.0000
+ 19:	27.0000	26.0000	29.0000	12.0000	55.0000	92.0000	53.0000
+ 20:	37.0000	23.0000	28.0000	8.0000	54.0000	95.0000	49.0000
+ 21:	32.0000	13.0000	27.0000	20.0000	70.0000	103.0000	50.0000
+ 22:	18.0000	18.0000	14.0000	23.0000	66.0000	95.0000	52.0000
+ 23:	23.0000	31.0000	28.0000	14.0000	47.0000	93.0000	47.0000
+ 24:	28.0000	12.0000	21.0000	26.0000	72.0000	104.0000	48.0000
+ 25:	34.0000	3.0000	11.0000	34.0000	62.0000	111.0000	45.0000
+ 26:	21.0000	12.0000	20.0000	26.0000	61.0000	98.0000	49.0000
+ 27:	30.0000	10.0000	27.0000	11.0000	67.0000	104.0000	52.0000
+ 28:	28.0000	24.0000	23.0000	11.0000	55.0000	88.0000	55.0000
+ 29:	32.0000	25.0000	26.0000	11.0000	57.0000	95.0000	59.0000
+ 30:	48.0000	19.0000	31.0000	2.0000	52.0000	93.0000	54.0000
+ 31:	16.0000	5.0000	11.0000	34.0000	59.0000	102.0000	41.0000
+ 32:	24.0000	4.0000	8.0000	43.0000	73.0000	114.0000	45.0000
+ 33:	25.0000	20.0000	20.0000	19.0000	45.0000	97.0000	43.0000
+ 34:	33.0000	14.0000	27.0000	17.0000	68.0000	101.0000	47.0000
+ 35:	31.0000	19.0000	32.0000	10.0000	52.0000	103.0000	45.0000
+ 36:	15.0000	1.0000	6.0000	41.0000	71.0000	115.0000	39.0000
+ 37:	30.0000	5.0000	8.0000	36.0000	71.0000	97.0000	44.0000
+ 38:	33.0000	29.0000	17.0000	12.0000	57.0000	94.0000	53.0000
+ 39:	32.0000	27.0000	24.0000	8.0000	55.0000	95.0000	46.0000
+ 40:	29.0000	6.0000	18.0000	24.0000	80.0000	107.0000	39.0000
+ 41:	25.0000	19.0000	15.0000	21.0000	40.0000	102.0000	51.0000
+ 42:	23.0000	26.0000	14.0000	28.0000	46.0000	103.0000	47.0000
+ 43:	27.0000	11.0000	21.0000	20.0000	66.0000	98.0000	53.0000
+ 44:	29.0000	11.0000	22.0000	20.0000	69.0000	99.0000	50.0000

# Self Concept & Adjustment - 261

Flag	PD 51	N 51	PI 52	NDS 53	NDS 53	NIS 54	SA 55
+ 0:	0.0000	0.0000	0.0000	0.0000	2.2222	2.2222	2.2222
+ 1:	98.0000	106.0000	2.0000	53.0000	53.0000	5.2000	-43.0000
+ 2:	70.0000	80.0000	15.0000	2.0000	2.0000	17.2222	32.2222
+ 3:	89.0000	84.0000	14.0000	3.0000	3.0000	25.2222	49.0000
+ 4:	83.0000	85.0000	20.0000	5.0000	5.0000	16.2222	27.2222
+ 5:	89.2222	94.2222	14.2222	3.2222	3.0000	25.2000	47.0000
+ 6:	90.0000	85.0000	14.0000	3.0000	3.0000	28.2222	37.2222
+ 7:	76.0000	83.0000	21.0000	16.0000	16.0000	11.2000	6.0000
+ 8:	74.0000	74.0000	14.0000	5.0000	5.0000	11.2222	17.2222
+ 9:	83.0000	79.0000	19.0000	18.0000	18.0000	12.2000	6.0000
+ 10:	83.0000	82.0000	17.0000	8.0000	8.0000	17.2222	25.2000
+ 11:	73.0000	89.0000	17.0000	6.0000	6.0000	24.2000	42.0000
+ 12:	87.0000	91.0000	11.0000	1.0000	1.2222	27.2222	53.2222
+ 13:	74.0000	78.0000	12.0000	1.0000	1.2000	5.2000	17.0000
+ 14:	92.0000	97.0000	18.0000	7.0000	7.2222	21.2000	35.2222
+ 15:	59.0000	84.0000	7.0000	0.2222	8.2000	15.2000	22.2000
+ 16:	70.0000	85.0000	13.0000	3.0000	3.2000	12.2000	27.2222
+ 17:	95.0000	100.0000	11.0000	5.0000	5.0000	28.2222	35.0000
+ 18:	84.0000	92.0000	7.0000	10.0000	10.2000	17.2222	24.2000
+ 19:	81.0000	80.0000	13.0000	2.0000	2.0000	15.2000	28.2000
+ 20:	76.0000	80.0000	18.0000	5.0000	5.2000	21.2222	37.2222
+ 21:	81.0000	94.0000	17.0000	0.0000	0.0000	24.2000	48.0000
+ 22:	83.0000	92.0000	11.0000	9.0000	9.2000	15.2222	29.0000
+ 23:	68.0000	79.0000	19.0000	12.0000	12.2000	11.2000	10.0000
+ 24:	93.0000	90.0000	13.0000	5.0000	5.2222	25.2222	45.2222
+ 25:	88.0000	85.0000	10.0000	7.0000	7.2000	32.2222	33.2000
+ 26:	78.0000	84.0000	11.0000	3.0000	3.2222	32.2222	37.2222
+ 27:	79.0000	81.0000	16.0000	13.0000	13.0000	21.2222	29.0000
+ 28:	65.0000	70.0000	11.0000	15.0000	15.2000	3.2222	1.2222
+ 29:	82.0000	78.0000	17.0000	5.0000	5.0000	17.2222	29.0000
+ 30:	66.0000	81.0000	7.0000	15.0000	15.0000	9.2000	3.2222
+ 31:	84.0000	87.0000	7.0000	8.0000	8.0000	15.2222	22.0000
+ 32:	96.0000	104.0000	11.0000	10.0000	10.0000	12.2222	14.2222
+ 33:	69.0000	80.0000	11.0000	2.0000	2.0000	17.2222	32.0000
+ 34:	87.0000	96.0000	18.0000	9.0000	9.0000	22.2000	35.0000
+ 35:	77.0000	78.0000	15.0000	0.0000	0.0000	22.0000	44.0000
+ 36:	100.0000	103.0000	8.0000	10.0000	10.0000	8.0000	8.0000
+ 37:	80.0000	95.0000	7.0000	5.0000	5.2222	16.2222	27.0000
+ 38:	75.0000	83.0000	10.0000	4.0000	4.2222	10.2222	15.2222
+ 39:	69.0000	78.0000	13.0000	5.0000	5.2222	13.2222	21.0000
+ 40:	88.0000	94.0000	12.0000	5.0000	5.0000	26.2222	47.0000
+ 41:	64.0000	76.0000	9.0000	4.0000	4.2222	12.2222	20.0000
+ 42:	87.0000	85.0000	16.0000	1.0000	1.2222	22.2222	43.2222
+ 43:	83.0000	84.0000	11.0000	3.0000	3.2222	24.2222	45.0000
+ 44:	87.0000	83.0000	15.0000	5.0000	5.2222	24.2222	43.2222

Flag	ID NUM	GROUP	SENT COMP	GPA	AGE	CREDITS	OTHER SEM	MARIT STA	CHR AFF	PEPS DEV	EQU DEV
	1	2	3	4	5	6	7	8	9	10	11
+	0:	999.0000	999.0000	999.0000	999.0000	999.0000	999.0000	999.0000	999.0000	999.0000	999.0000
+	46:	33.0000	3.0000	3.7700	27.0000	145.0000	0.0000	2.0000	3.0000	5.0000	4.0000
+	47:	34.0000	3.0000	3.6500	23.0000	31.0000	0.0000	1.0000	3.0000	5.0000	1.0000
+	48:	35.0000	3.0000	3.4300	34.0000	23.0000	0.0000	2.0000	3.0000	5.0000	3.0000
+	49:	36.0000	3.0000	3.7400	29.0000	90.0000	1.0000	2.0000	1.0000	4.0000	3.0000
+	50:	37.0000	3.0000	3.1000	35.0000	84.0000	0.0000	2.0000	4.0000	5.0000	4.0000
+	51:	38.0000	3.0000	3.3600	28.0000	115.0000	0.0000	2.0000	3.0000	4.0000	6.0000
+	52:	39.0000	3.0000	3.4600	35.0000	63.0000	1.0000	2.0000	3.0000	5.0000	2.0000
+	53:	41.0000	3.0000	3.6300	24.0000	8.0000	0.0000	1.0000	2.0000	5.0000	1.0000
+	54:	42.0000	3.0000	3.2500	29.0000	144.0000	0.0000	2.0000	2.0000	4.0000	3.0000
+	55:	43.0000	3.0000	3.6500	24.0000	34.0000	0.0000	1.0000	2.0000	2.0000	1.0000
+	56:	45.0000	3.0000	2.8900	26.0000	57.0000	0.0000	1.0000	4.0000	5.0000	1.0000
+	57:	46.0000	3.0000	3.8700	24.0000	77.0000	0.0000	2.0000	2.0000	5.0000	5.0000
+	58:	49.0000	3.0000	3.2000	29.0000	40.0000	0.0000	2.0000	2.0000	5.0000	5.0000
+	59:	50.0000	3.0000	2.9300	35.0000	70.0000	0.0000	2.0000	1.0000	3.0000	4.0000
+	60:	51.0000	3.0000	3.5000	28.0000	131.0000	0.0000	2.0000	3.0000	6.0000	5.0000
+	61:	52.0000	3.0000	3.7500	32.0000	12.0000	0.0000	1.0000	3.0000	5.0000	3.0000
+	62:	53.0000	3.0000	4.0000	27.0000	16.0000	0.0000	2.0000	1.0000	4.0000	3.0000
+	63:	54.0000	3.0000	2.8000	30.0000	117.0000	0.0000	2.0000	3.0000	6.0000	7.0000
+	64:	55.0000	3.0000	3.0900	41.0000	34.0000	0.0000	2.0000	1.0000	5.0000	4.0000
+	65:	56.0000	3.0000	3.2800	24.0000	49.0000	0.0000	2.0000	3.0000	5.0000	3.0000
+	66:	58.0000	3.0000	2.9900	27.0000	106.0000	0.0000	1.0000	3.0000	5.0000	1.0000
+	67:	59.0000	3.0000	3.2900	28.0000	134.0000	0.0000	2.0000	2.0000	5.0000	2.0000
+	68:	60.0000	3.0000	3.3500	28.0000	17.0000	0.0000	2.0000	3.0000	5.0000	5.0000

Flag	DUR PERS	DUR FAM	YRS LDERS	CAPCT	IMPORT	FINANC	SOC A	SOC B	SOC C	SPOUSE A	SPOUSE B
	12	13	14	15	16	17	18	19	20	21	22
+	8:	999,0000	999,0000	999,0000	999,0000	999,0000	999,0000	999,0000	999,0000	999,0000	999,0000
+	46:	5,0000	5,0000	7,0000	5,0000	6,0000	6,0000	6,0000	6,0000	6,0000	7,0000
+	47:	999,0000	999,0000	999,0000	999,0000	999,0000	999,0000	999,0000	999,0000	999,0000	999,0000
+	48:	3,0000	2,0000	6,0000	4,0000	7,0000	4,0000	6,0000	6,0000	7,0000	7,0000
+	49:	5,0000	4,0000	1,0000	4,0000	3,0000	5,0000	4,0000	6,0000	6,0000	7,0000
+	50:	4,0000	4,0000	8,0000	1,0000	7,0000	2,0000	7,0000	7,0000	7,0000	7,0000
+	51:	4,0000	3,0000	5,0000	5,0000	6,0000	4,0000	6,0000	6,0000	3,0000	6,0000
+	52:	5,0000	8,0000	5,0000	2,0000	7,0000	4,0000	6,0000	7,0000	7,0000	6,0000
+	53:	3,0000	8,0000	8,0000	8,0000	4,0000	4,0000	3,0000	7,0000	999,0000	999,0000
+	54:	2,0000	3,0000	2,0000	2,0000	6,0000	5,0000	5,0000	4,0000	5,0000	6,0000
+	55:	8,0000	8,0000	1,0000	5,0000	3,0000	2,0000	6,0000	4,0000	999,0000	999,0000
+	56:	4,0000	8,0000	8,5000	1,0000	7,0000	4,0000	7,0000	6,0000	999,0000	999,0000
+	57:	6,0000	2,0000	8,0000	8,0000	7,0000	7,0000	7,0000	7,0000	1,0000	7,0000
+	58:	4,0000	1,0000	4,0000	4,0000	2,0000	4,0000	6,0000	6,0000	7,0000	7,0000
+	59:	3,0000	4,0000	18,0000	2,0000	7,0000	4,0000	4,0000	6,0000	5,0000	5,0000
+	60:	4,0000	4,0000	4,0000	5,0000	5,0000	7,0000	7,0000	7,0000	4,0000	6,0000
+	61:	5,0000	4,0000	4,0000	1,0000	6,0000	3,0000	6,0000	6,0000	999,0000	999,0000
+	62:	5,0000	3,0000	8,0000	8,0000	5,0000	7,0000	2,0000	5,0000	7,0000	7,0000
+	63:	3,0000	2,0000	8,0000	2,0000	7,0000	5,0000	7,0000	6,0000	4,0000	4,0000
+	64:	4,0000	4,0000	13,0000	3,0000	5,0000	4,0000	6,0000	6,0000	4,0000	7,0000
+	65:	4,0000	6,0000	1,0000	5,0000	4,0000	4,0000	6,0000	5,0000	2,0000	3,0000
+	66:	6,0000	8,0000	3,0000	2,0000	7,0000	5,0000	6,0000	4,0000	999,0000	999,0000
+	67:	5,0000	8,0000	6,0000	2,0000	6,0000	3,0000	5,0000	4,0000	6,0000	6,0000
+	68:	6,0000	4,0000	8,0000	1,0000	7,0000	7,0000	7,0000	7,0000	7,0000	7,0000

Flag	SSS 23	SAS 24	SC 25	T/F 26	VET CONF 27	TOT CONF 28	TOTAL P 29	P 1 30	P 2 31	P 3 32
+	0:	999.0000	999.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
+	46:	999.0000	16.0000	25.0000	1.0000	-5.0000	19.0000	385.0000	132.0000	128.0000
+	47:	999.0000	11.0000	27.0000	1.0000	-9.0000	15.0000	413.0000	144.0000	133.0000
+	48:	67.0000	16.0000	29.0000	1.1600	4.0000	26.0000	366.0000	136.0000	107.0000
+	49:	59.0000	20.0000	36.0000	1.1200	4.0000	26.0000	320.0000	11.0000	89.0000
+	50:	48.0000	14.0000	28.0000	1.1100	-5.0000	21.0000	379.0000	135.0000	119.0000
+	51:	54.0000	19.0000	32.0000	1.0900	-12.0000	40.0000	362.0000	129.0000	111.0000
+	52:	62.0000	18.0000	31.0000	1.2300	8.0000	29.0000	366.0000	126.0000	118.0000
+	53:	62.0000	16.0000	32.0000	1.1100	2.0000	24.0000	352.0000	125.0000	113.0000
+	54:	999.0000	24.0000	29.0000	1.1000	2.0000	36.0000	326.0000	115.0000	99.0000
+	55:	59.0000	22.0000	40.0000	1.0000	12.0000	28.0000	329.0000	123.0000	103.0000
+	56:	55.0000	12.0000	29.0000	1.1500	-4.0000	22.0000	360.0000	132.0000	112.0000
+	57:	34.0000	20.0000	35.0000	0.9700	2.0000	28.0000	380.0000	136.0000	118.0000
+	58:	35.0000	16.0000	37.0000	0.9700	20.0000	42.0000	352.0000	137.0000	94.0000
+	59:	999.0000	25.0000	36.0000	1.0500	-7.0000	23.0000	365.0000	131.0000	110.0000
+	60:	51.0000	14.0000	23.0000	0.8200	-16.0000	24.0000	352.0000	131.0000	106.0000
+	61:	38.0000	16.0000	25.0000	0.9300	17.0000	25.0000	391.0000	139.0000	128.0000
+	62:	87.0000	28.0000	42.0000	1.6800	8.0000	34.0000	273.0000	113.0000	74.0000
+	63:	45.0000	14.0000	23.0000	1.1200	3.0000	15.0000	433.0000	148.0000	139.0000
+	64:	56.0000	19.0000	23.0000	0.9000	-15.0000	19.0000	356.0000	125.0000	115.0000
+	65:	999.0000	20.0000	31.0000	1.2300	1.0000	19.0000	349.0000	129.0000	105.0000
+	66:	78.0000	29.0000	34.0000	0.6000	-33.0000	39.0000	326.0000	132.0000	96.0000
+	67:	85.0000	25.0000	30.0000	0.5400	-15.0000	33.0000	301.0000	112.0000	92.0000
+	68:	72.0000	24.0000	29.0000	0.0000	49.0000	49.0000	293.0000	102.0000	91.0000

Flag	P A 33	P B 34	P C 35	P D 36	P E 37	TOT VAR 38	COL VAR 39	ROW VAR 40	D TOT 41	D S 42	A 43
+	0:	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
+	46:	81.0000	76.0000	78.0000	75.0000	31.0000	16.0000	15.0000	126.0000	13.0000	32.0000
+	47:	85.0000	89.0000	84.0000	78.0000	33.0000	17.0000	16.0000	165.0000	29.0000	18.0000
+	48:	71.0000	78.0000	71.0000	74.0000	42.0000	30.0000	12.0000	117.0000	13.0000	34.0000
+	49:	66.0000	63.0000	54.0000	63.0000	62.0000	37.0000	23.0000	63.0000	2.0000	32.0000
+	50:	78.0000	77.0000	71.0000	73.0000	80.0000	30.0000	19.0000	115.0000	11.0000	32.0000
+	51:	68.0000	70.0000	62.0000	60.0000	82.0000	47.0000	23.0000	151.0000	32.0000	20.0000
+	52:	73.0000	80.0000	66.0000	71.0000	74.0000	39.0000	20.0000	115.0000	16.0000	30.0000
+	53:	77.0000	68.0000	67.0000	76.0000	64.0000	35.0000	17.0000	99.0000	9.0000	33.0000
+	54:	72.0000	57.0000	66.0000	71.0000	60.0000	46.0000	26.0000	83.0000	7.0000	28.0000
+	55:	68.0000	68.0000	66.0000	60.0000	67.0000	42.0000	28.0000	92.0000	7.0000	31.0000
+	56:	75.0000	78.0000	69.0000	70.0000	78.0000	37.0000	23.0000	99.0000	6.0000	35.0000
+	57:	70.0000	77.0000	72.0000	77.0000	84.0000	36.0000	20.0000	136.0000	23.0000	23.0000
+	58:	80.0000	62.0000	63.0000	72.0000	75.0000	63.0000	38.0000	140.0000	27.0000	18.0000
+	59:	75.0000	64.0000	74.0000	81.0000	71.0000	44.0000	19.0000	117.0000	9.0000	40.0000
+	60:	72.0000	75.0000	65.0000	69.0000	71.0000	35.0000	25.0000	99.0000	6.0000	26.0000
+	61:	81.0000	80.0000	77.0000	77.0000	76.0000	30.0000	18.0000	134.0000	18.0000	22.0000
+	62:	56.0000	52.0000	54.0000	57.0000	54.0000	55.0000	41.0000	79.0000	9.0000	33.0000
+	63:	89.0000	87.0000	86.0000	89.0000	82.0000	23.0000	13.0000	186.0000	40.0000	11.0000
+	64:	72.0000	73.0000	74.0000	67.0000	70.0000	25.0000	14.0000	97.0000	1.0000	36.0000
+	65:	77.0000	71.0000	75.0000	55.0000	71.0000	59.0000	33.0000	111.0000	15.0000	27.0000
+	66:	80.0000	67.0000	57.0000	60.0000	62.0000	16.0000	40.0000	143.0000	24.0000	9.0000
+	67:	63.0000	63.0000	52.0000	66.0000	57.0000	37.0000	22.0000	67.0000	2.0000	22.0000
+	68:	63.0000	57.0000	55.0000	59.0000	59.0000	26.0000	11.0000	49.0000	0.0000	0.0000

Flag	D 3 44	D 2 45	D 1 46	P 47	GM 48	PSY 49	PD 50	N 51	PI 52	VDS 53
+ 0:	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
+ 46:	8.0000	26.0000	21.0000	72.0000	103.0000	51.0000	89.0000	94.0000	17.0000	5.0000
+ 47:	4.0000	9.0000	40.0000	77.0000	115.0000	46.0000	96.0000	94.0000	7.0000	7.0000
+ 48:	13.0000	23.0000	17.0000	62.0000	106.0000	51.0000	83.0000	95.0000	15.0000	1.0000
+ 49:	41.0000	23.0000	2.0000	45.0000	86.0000	52.0000	67.0000	67.0000	6.0000	20.0000
+ 50:	16.0000	21.0000	20.0000	70.0000	103.0000	49.0000	82.0000	95.0000	17.0000	2.0000
+ 51:	8.0000	31.0000	18.0000	63.0000	102.0000	42.0000	86.0000	84.0000	11.0000	7.0000
+ 52:	18.0000	19.0000	17.0000	64.0000	93.0000	48.0000	91.0000	79.0000	14.0000	4.0000
+ 53:	22.0000	24.0000	12.0000	61.0000	93.0000	51.0000	76.0000	85.0000	11.0000	1.0000
+ 54:	31.0000	27.0000	7.0000	66.0000	91.0000	52.0000	64.0000	86.0000	15.0000	14.0000
+ 55:	24.0000	29.0000	9.0000	46.0000	93.0000	48.0000	72.0000	79.0000	12.0000	2.0000
+ 56:	24.0000	18.0000	17.0000	59.0000	98.0000	53.0000	80.0000	87.0000	16.0000	2.0000
+ 57:	10.0000	21.0000	23.0000	63.0000	104.0000	39.0000	91.0000	78.0000	13.0000	5.0000
+ 58:	14.0000	14.0000	27.0000	53.0000	95.0000	43.0000	72.0000	92.0000	6.0000	13.0000
+ 59:	9.0000	25.0000	17.0000	58.0000	102.0000	45.0000	77.0000	82.0000	17.0000	3.0000
+ 60:	24.0000	27.0000	17.0000	61.0000	95.0000	51.0000	84.0000	83.0000	17.0000	1.0000
+ 61:	14.0000	16.0000	30.0000	70.0000	105.0000	48.0000	94.0000	88.0000	13.0000	5.0000
+ 62:	39.0000	10.0000	9.0000	37.0000	83.0000	56.0000	48.0000	62.0000	7.0000	28.0000
+ 63:	1.0000	1.0000	47.0000	87.0000	119.0000	43.0000	98.0000	112.0000	2.0000	36.0000
+ 64:	16.0000	34.0000	13.0000	59.0000	98.0000	53.0000	81.0000	87.0000	20.0000	6.0000
+ 65:	22.0000	18.0000	18.0000	66.0000	98.0000	46.0000	69.0000	93.0000	3.0000	10.0000
+ 66:	16.0000	16.0000	35.0000	36.0000	99.0000	39.0000	58.0000	68.0000	8.0000	24.0000
+ 67:	35.0000	41.0000	0.0000	39.0000	87.0000	49.0000	68.0000	67.0000	10.0000	24.0000
+ 68:	51.0000	48.0000	1.0000	41.0000	82.0000	52.0000	60.0000	69.0000	10.0000	59.0000



Flag	NLS		SA	
	SJ	SA	SJ	SA
+ 0:	0.2220	2.2200	0.2200	
+ 46:	5.2000	25.2220	22.0000	
+ 47:	7.2000	12.2200	17.2000	
+ 48:	1.2000	22.2200	43.2220	
+ 49:	20.2000	7.2200	-6.2200	
+ 50:	2.2200	23.2220	44.2000	
+ 51:	7.2200	13.2000	34.2200	
+ 52:	4.2000	23.2200	30.0000	
+ 53:	1.2000	17.2200	33.0200	
+ 54:	14.2000	5.2220	2.2000	
+ 55:	2.2000	11.2000	20.2000	
+ 56:	0.2000	22.2200	44.2000	
+ 57:	5.2200	23.2200	51.2000	
+ 58:	13.2200	17.2000	21.2000	
+ 59:	3.2220	25.2000	53.0000	
+ 60:	1.2200	21.2200	41.0000	
+ 61:	6.2200	24.2000	42.2000	
+ 62:	18.2200	2.2000	-24.2000	
+ 63:	36.2000	2.2200	-30.2000	
+ 64:	5.2000	13.2000	52.2000	
+ 65:	10.2000	15.2000	22.2000	
+ 66:	24.0000	2.2000	-4.0000	
+ 67:	24.0000	1.0000	-0.0000	
+ 68:	59.0000	2.0000	-55.0000	