

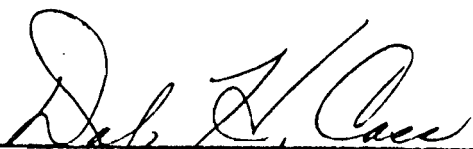
A COMPARATIVE STUDY OF THE SELF CONCEPT
OF AMERICAN AND FOREIGN FRESHMEN
COLLEGE STUDENTS

A Thesis
Presented to
the Department of Psychology
The Kansas State Teachers College of Emporia

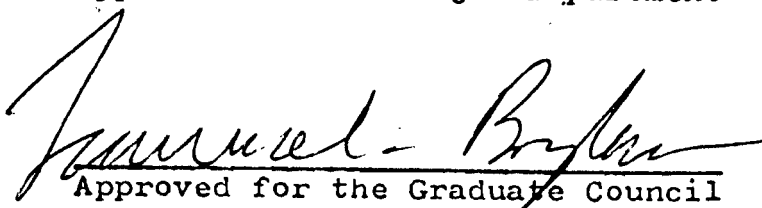
In Partial Fulfillment
of the Requirements for the Degree
Master of Science

by
Mohammed Ben Ammar
December 1971

Thesis
1971
A
C.2



Approved for the Major Department



Approved for the Graduate Council

417780

DATA PROCESSING

JAN 21 1981

ACKNOWLEDGMENTS

I wish to express my profound gratitude to Dr. Charles Rastatter, Director of Counseling Services, for his suggestions and patience. I would also like to thank the members of my graduate committee, Dr. Dal Cass, Dr. Joseph Barto, and Dr. W. Maurice McLean, for their encouragement and their assistance.

Finally, I would like to thank both American and Foreign Students for their cooperation in the study.

TABLE OF CONTENTS

	Page
LIST OF TABLES	i
 Chapter	
1. INTRODUCTION	
THE PROBLEM	
Statement of the Problem	
Statement of the Hypothesis	
Purpose of the Study	
Significance of the Study	
DEFINITION OF TERMS.	
LIMITATION OF THE STUDY	
2. REVIEW OF LITERATURE	
The Self Concept	
Self Concept and Adjustment	
Self Concept and School Achievement	1
The Self Concept and Vocational Choice	1
THE FOREIGN STUDENTS AND THEIR SOCIAL ADJUSTMENT IN THE UNITED STATES	1
SUMMARY.	2
3. METHODS AND PROCEDURES	2
THE SAMPLE	2
PROCEDURE AND DATA COLLECTION	2
THE INSTRUMENT	2

Chapter

STATISTICAL PROCEDURE	24
4. ANALYSIS OF DATA.	25
5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . .	31
SUMMARY	31
CONCLUSIONS	34
RECOMMENDATIONS	35
BIBLIOGRAPHY.	36
APPENDIXES	38
A. Description of Factors of P.O.I.	39
B. Tests	41

LIST OF TABLES

Table	Page
I. Personal Orientation Inventory Factors.	26
II. T-Scores for Group I and Group II Pre-Test.	27
III. T-Scores for Group I and Group II Post-Test	29
IV. T-Scores for Group I Pre-Post Test	31
V. T-Scores for Group II Pre-Post Test	32

Chapter 1

INTRODUCTION

The world is becoming small. Technological inventions have facilitated the communication between different parts of the universe. Exchanges between countries are taking place more and more in different fields. Brown has mentioned that:

There was a time when an understanding of other people was important mainly to diplomats, military personnel, missionaries, and business men with overseas interest. Today, the various cultures of the world are everybody's business, and the behavior of almost any individual may have important ramifications in world affairs. People now take vacations in distant and formerly inaccessible places, and enormous numbers of Americans go abroad to live and work. Thousands of persons from other cultures come to this country each year, many of them students who return home to become leaders in their own countries. The day-to-day experience of these persons with ordinary Americans is likely to determine whether we part with feelings of warmth or of animosity for one another."¹

If we take the case of the Foreign Student who comes to this country we might say that he may find himself unable to behave adequately. His ideas, symbols, concepts and traditions are certainly different. It may not be easy for him to adjust himself with the American milieu. According to McDonald, "We say that an individual is adjusted if he has

¹Ina Corrine Brown, Understanding Other Cultures (Englewood Cliffs: Prentice-Hall, 1963), p. v.

learned responses that enable him to interact with his environment so that he obtains need satisfactions while behaving in ways acceptable to the members of his society."² The application of this quotation leads us to think that the Foreign Student needs to be understood, guided and be in an atmosphere where he can step slowly toward the interaction with his new environment. Hall has noticed that, "Interaction has its basis in the underlying irritability of living substance. To interact with the environment is to be alive, and to fail to do so is to be dead."³

The self concept of the Foreign Student would probably be affected by his new community where he studies, works and lives. Many research studies about self concept have found that persons with positive self concepts tend to be more adjusted, more secure and more successful in their studies. McCandless has mentioned that:

The studies reviewed in this section indicate that the good and bad dimension of the self concept is related to scores on anxiety tests as well as to more general measures of adjustment; to effectiveness in a group; and to self honesty of a nonselfdestructive sort. All the relations are in the expected direction; persons with good self concepts are less anxious, are judged to be generally better adjusted, more effective in groups,⁴ and are more honest with themselves and less defensive.

²Frederick J. McDonald, Educational Psychology (2nd ed.; Belmont: Wadworth Publishing Company, 1969), p. 441.

³Edward T. Hall, The Silent Language (Greenwich: Fawcett Publications, 1959), p. 46.

⁴Boyd R. McCandless, Children Behavior and Development (2nd ed.; New York: Holt, Rinehart and Winston, Inc., 1967), p. 263.

THE PROBLEM

Because there have been few studies concerning the self concept of Foreign Students in American Colleges, the examiner undertook this study to see what differences exist between the self concept of Foreign Students and of American Students.

Statement of the Problem

Do the Freshmen Foreign Students differ in their self concept from the Freshmen American Students as measured by the Personality Orientation Inventory, hereinafter referred to as the P.O.I.

Statement of the Hypothesis

There is no significant difference between the self concept of the Freshmen Foreign Students and the Freshmen American Students at the beginning and at the end of their first semester of college.

Purpose of the Study

It was the purpose of this study to investigate whether or not there is a difference between the self concept of the Freshmen Foreign Student and the Freshmen American Student at the beginning and at the end of their first semester at college.

Significance of the Study

When you review the literature you find that there are few studies comparing the self concept between Foreign

Students and American Students. If as has been stated that the self concept is important in the adjustment, and the effectiveness of the person, then it is important to begin to look at the self concept of the Foreign Student and the American Student as related to their college experiences. This study is significant because it investigates this relationship. If a difference in the self concept is found between the two groups, then the question can be asked, "What can the college do to help the students enrich their self concepts?"

DEFINITION OF TERMS

In this section terms that are pertinent to the study are defined to clarify their usage in the text.

P.O.I.: Personal Orientation Inventory, by Everett L. Shostrom, which was the instrument used to collect the data.

The Foreign Student: is a person whose basic culture is different from the basic American culture, his basic or primary language is not English and he lives out of the continental limits of the United States.

The American Student: is a person who has been born and raised in the United States. His basic language is English and his basic culture is American.

LIMITATION OF THE STUDY

This is a pilot study. The findings only indicate possible differences between groups on the self concept. The sample is a group of Foreign and American students at Kansas State Teachers College, Emporia, Kansas, during the fall semester, 1971. The sample included only Freshmen undergraduates. It cannot be considered as representative of Foreign and American Students at other colleges and universities.

For the process of this study thirteen American students, eleven males and two females were randomly selected. These students were categorized as Group I. Group II comprised 11 male and 2 female foreign students who represented all Freshmen foreign students with the exception of one male student. This student's command of English was not considered to be sufficiently adequate to include him in the study.

Chapter 2

REVIEW OF LITERATURE

The material presented in this chapter deals in a most general manner with questions related to self-actualization or self concept. Both terms are used synonymously. The review of literature will show and clarify how important is the self concept to social adjustment, school achievement and vocational choice. This chapter will also include information about the foreign students and their social adjustment in the United States.

The Self Concept

Children come into this world without experiences, but they are inherently active and curious. They interact within their environments and as they grow up they master skills and become more adequate in solving their problems. It is through this long process of learning that they develop ideas about themselves, their bodies, their traits, their capacities, their effectiveness and their limitations. They are developing what is called self concept or self actualization.¹

¹Ruth Strang, An Introduction to Child Study (4th ed.; New York: The Macmillan Company, 1959), p. 4.

In recent years, Maslow has developed the idea of the self actualizing person -- a person who uses all his potentialities and lives a more enriched life than does the average person. This person is well adjusted and free of the inhibitions and emotional turmoil of those less actualized.²

Sullivan also considered the self concept or self dynamism central to human personality, and he has devoted much thought to it. From the learning point of view the self concept is the apex -- the culmination -- of all the social and personal experiences the child has had. Conditioning and instrumental learning, primary and secondary generalization, reward and punishment, motives and drives, expectancies and probabilities, conflicts, fixations, and displacements.³

As a result of the experiences the children had, especially their interpersonal relations, their concept of themselves becomes clearer. This self concept in turn, does much to determine their subsequent behavior. The self concept is likely to show a high degree of self consistency and self persistency.⁴

²Everett L. Shostrom, Manual Personal Orientation Inventory (San Diego: Industrial Testing Service, 1968), p. 5.

³Boyd R. McCandless, Children Behavior and Development (2nd ed.; New York: Rinehart and Winston, Inc., 1967), p. 254.

⁴Ruth Strang, An Introduction to Child Study (4th ed.; New York: The Macmillan Company, 1959), pp. 4-5.

Many authors conceive the self concept as a unit, but one made up of many, many facets in dynamic equilibrium resulting from a positive or a negative self concept. They believe this balance to be essential in the adjustment of the child or adult because it represents the safest and most satisfactory solution to his life situation that he can manage at a given time. If the self concept is made up of many facets, then it is reasonable to say that expectancies have been learned from each facet so that the individual can predict success or failure in connection with behavior that pertains to a given facet. It can also be said that these expectancies have been and can be changed according to the principle of learning.⁵

Self Concept and Adjustment

The self concept is important because it guides conduct. An individual's behavior is greatly influenced by the subjective picture he has of himself.⁶

The self insight and the social experience are two important factors that can be related to children's later adjustment. A realistic self concept contributes to mental health by preventing both the feelings of unfulfillment that arise from underachievement and the tension and strain that

⁵McCandless, op. cit., p. 256.

⁶Ester Lloyd-Jones, and Margaret R. Smith, Student Personnel Work as Deeper Teaching (New York: Harper and Brothers, 1954), p. 86.

result from striving for impossible goals.⁷

A well adjusted person is realistic, dealing with his environment without excessive day dreaming and fantasies. He is relatively successful in integrating the values of his own life. He has an insight or a reflexive idea about his interaction process with the milieu surrounding him. Therefore a good self concept indicates and reflects a person's mental health.⁸

According to Strang:

Well adjusted children generally feel accepted and trusting, whereas disturbed children are often motivated by feeling of hostility, fear and anxiety. The negative attitudes of well adjusted children are less frequently expressed, less intense, and more often focused on some specific thing than are the negative attitudes of disturbed children.⁹

The warm relationships a person has with others reflects certainly a satisfactory family relationship in his early childhood. A child who does not achieve a fairly early identification with a loved person may go through life passively, and not enthusiastic while interacting with others. According to Sullivan, an individual's personality is built out of the complex of interpersonal relations in which he lives.¹⁰

⁷Ibid.

⁸Ibid., pp. 86-87.

⁹Ruth Strang, An Introduction to Child Study (4th ed.; New York: The Macmillan Company, 1959), p. 69.

¹⁰Ibid., pp. 63-68.

According to data furnished by one experiment, respect for oneself went hand in hand with respect for others.¹¹

Research by Rogers and his associates shows a positive relationship between an individual's self acceptance and his approval by others. Raimy demonstrated that successful cases in psychotherapy enabled patients to acquire a more favorable view of themselves, whereas unsuccessful cases did not. Wylie found that a high regard of the self generally meant a high level of adjustment, except in a few cases where high self esteem worked as adversely as self-rejection. The implication of Wylie's findings were generally that individuals who are self accepting are seen to be accepting of others. According to McCurdy, it would appear that individuals who are aware of this regard, and who enjoy a great deal of parental contact are most accepting to themselves, and presumably more accepting of others.¹²

In another study, Reese reported that acceptance by peers is related to an individual's self oriented attitudes, while Goslin cited a tendency for the group to isolate children who perceive themselves differently than they are perceived by the group. Rivlin reported that involvement

¹¹Ester Lloyd-Jones, and Margaret R. Smith, Student Personnel Work as Deeper Teaching (New York: Harper and Brothers, 1954), pp. 86-87.

¹²Ronald C. Johnson, and Gene R. Medinnus, Child Psychology: Behavior and Development (New York: John Wiley and Sons, Inc., 1965), pp. 456-457.

with the peer groups leads to greater self confidence and a more favorable self concept. He also noted that creative groups of adolescents are more sociable and more confident in interpersonal relationships than are less creative groups.¹³

It is evident that no child can make good personal or social adjustment if he dislikes himself. Also when a person likes himself reasonably well, he will behave in a manner that will lead to social acceptance. The more others like and accept him, the better he will like himself and the more self acceptant he will become.¹⁴

Self Concept and School Achievement

The self concept is related to school achievement, because it affects student learning. According to a result of one experiment, the intensity of a student's need for achievement seems to be related to the goal he sets for himself. Students who had a successful school achievement, tend to like school and look forward to the most success. It has been proved today that the ego involvement is very important as a motivative factor in learning.¹⁵

¹³John E. Horrocks, The Psychology of Adolescence (3rd ed.; Boston: Houghton Mifflin Company, 1959), p. 233.

¹⁴Elisabeth B. Hurlock, Child Development (4th ed.; New York: McGraw-Hill Book Company, 1964), p. 744.

¹⁵Ester Lloyd-Jones, and Margaret R. Smith, Student Personnel Work As Deeper Teaching (New York: Harper and Brothers, 1954), pp. 86-87.

If a student puts no value on himself or thinks of himself as a failure, he meets each learning situation limply; he has no zest for learning.¹⁶

Cartwright was interested in Roger's idea that experiences will be ignored or given distorted symbolization if they are inconsistent with the structure of the self with regard to a memory experiment. Cartwright predicted: (a) Subjects will recall more accurately those stimuli which they have perceived and organized into some relationship to self; (b) Maladjusted subjects will show a greater differential of this kind than will adjusted subjects.

In his study, Cartwright's adjusted subjects were those who had had no therapy, or had had "successful" therapy. Maladjusted subjects were those who were pre-therapy or therapy-failure cases.

"Consistent nonsense syllables" (ones which subjects made up) were recalled better than "inconsistent nonsense syllables" (ones which were drawn from a list). But as the author remarked, there is a lack of control here, because subjects' syllables more nearly resembled words. "Consistent possessions" (ones which the subject had indicated were like his self concept) were recalled better than "inconsistent possessions" (ones which the subject had indicated were unlike his self concept). The Thorndike-Lorge word frequency of the names of possessions correlated to some extent with the case

¹⁶Ruth Strang, An Introduction to Child Study (4th ed; New York: The Macmillan Company, 1959), p. 305.

of recall. Although such word frequency was shown not to account for the results entirely, the idiosyncratic frequency of the word in the past experience of the particular subject has not been ruled out as a possible explanation of the results concerning possessions.

Adjectives were chosen to summarize statements which subject had sorted along a "like me" dimension. Adjectives summarizing those statements which subject had indicated were most "like me" were called "consistent," while adjectives summarizing the statements subject had said were most "unlike me" were called "inconsistent" for that subject. Consistent adjectives were remembered better than inconsistent adjectives.

In paired associate learning, the greatest number of errors was made in attempting to associate self-characteristic adjectives with names of persons intermediately similar to self. The smallest number of errors was made in associating such adjectives with persons most similar to self.¹⁷

Coopersmith used 102 fifth and sixth grade children for a study which reflected the relationship between the self concept and performance in school. He found a correlation of .36 between positive self concept and school achievement. Hill and Sarason reported similar findings.¹⁸

¹⁷Ruth C. Wylie, The Self Concept (Lincoln: University of Nebraska Press, 1961), pp. 200-202.

¹⁸Boyd R. McCandless, Children Behavior and Development (2nd ed.; New York: Holt, Rinehart and Winston, Inc., 1967), p. 270.

The Driscoll Playkit, consisting of a facsimile (floor plan) of six room's of toy furniture, and a doll family was used to elicit the boys' self concepts. Nine incomplete stories were read to the boys, and they were asked to tell and play out the ending of the stories. They could make up a tenth story of their own in which anything they wanted could be made to happen. Judges inferred their self concepts from their story-endings, making judgments about freedom of action, freedom and adequacy of emotional expression, feeling of belongingness (with their parents), response to environmental stimulation (whether the child used opportunities to gain direct satisfaction of his needs, conformed and obeyed without question, or saw his world as something he must defend himself against through such behaviors as rebellion, negativism, unreasoning opposition, and so forth); and sex-typing (as degree of normal "maleness").

There were extremely significant differences for three of these categories. The low achievers more markedly than the adequate achievers portrayed the boy doll or "hero" (from whose behavior their own self concept was inferred) as being restricted, or not free to pursue his own interests and feelings, and as acting indefensively. Results were statistically significant, but not as clear-cut, in the "belongingness" area. The low achievers more frequently depicted the boy doll as being isolated, criticized, or rejected.¹⁹

¹⁹Ibid., pp. 270-272.

The Self Concept and Vocational Choice

The idea a person can have about himself affects his total personality. Certainly a person develops an idea about the career he likes to practice in the future time while he is interacting within his large environment and according to his different development stages. Psychologists often stress the importance of human motives, individual differences in traits and interests, while sociologists emphasize class and status factors and family background. However, theories concerning this topic recognize that occupational choice is a long-term process.²⁰

One of the most comprehensive theories of career choice is the development self concept theory of vocational behavior proposed by Super.²¹ His position is that an individual selects an occupation which gives him the greatest scope for self expression, thus making a concrete effort to implement the self concept he has created over the years. Naturally the vocational choice is related, according to this theory to the stage of development the individual is passing through, but the external environment and the various opportunities available (or unavailable) also operate as limiting factors to the point that many individuals are blocked in self-realization through vocational choice. An optimistic

²⁰Arthur T. Jersild, The Psychology of Adolescence (New York: The McMillan Company, 1957), pp. 326-327.

²¹John E. Horrocks, The Psychology of Adolescence (3rd ed.; Boston: Houghton Mifflin Company, 1969), p. 581.

aspect of Super's theory is that any individual possesses within himself the capacity for success and satisfaction in quite a wide variety of occupational endeavors, although obviously ability factors will close some to him. In choosing occupations a real attempt should be made to relate interests, abilities and occupations since research has proved that maximum satisfaction is gained when occupation and ability interest are made.²²

To understand the dynamics of Super's theory one must understand that the individual constantly tests reality as he develops and encounters new experiences. Thus, a person can be seen over his life span as a continually developing entity readjusting and making changes as experience indicates the necessity. And this constant readjustment applies in all the areas of living including career choice and performance.²³

Brophy, Englander, Norell and Grater, Blocher and Schutz, Stephenson, Warren, Morrison, Anderson, Olsen, and Oppenheimer have all studied aspects of the self concept formulation.

A particularly interesting study in the Super theory area was performed by Starishevsky and Matlin, who proposed the existence of two occupationally oriented languages, psychtalk and occtalk. The first, psychtalk, represents the language in which the individual thinks of himself. For

²²Ibid.

²³Ibid., p. 582

example, "I am tall." The second, occtalk, involves expressions of educational and occupational intent, as for example, "I am going to be a lawyer."²⁴

If this is true, then it would be very important to see how the Foreign Student perceives himself in terms of career choice. Because he came from a different culture, he would probably choose his career according to this social context and his cultural background.

THE FOREIGN STUDENTS AND THEIR SOCIAL ADJUSTMENT IN THE UNITED STATES

In studying the effects of various factors on the development of Foreign Students' social relations in the United States, it has been found that four variables appeared as important determinants of interaction between Foreign Students and Americans: a) the student's national-cultural background, b) the opportunities for association provided by his environment, c) previous foreign experience, and d) participation in an orientation program.²⁵ Personal characteristics of motivation and self-confidence--interest in getting to know Americans and self ratings of English facility and of ease in making friends--showed some influence on the extent of interaction with Americans, but these

²⁴Ibid., pp. 582-583.

²⁵Claire Selltiz, and others, Attitudes and Social Relations of Foreign Students in the United States (Minneapolis; University of Minnesota Press, 1963), p. 120.

relations were for the most part, not statistically significant when they were examined within the European and non-European groups separately. It appeared, however, that at least one of these characteristics, the student's interest in getting to know Americans, operated in combination with the environmental opportunity for association with Americans, to modify the influence of national background in determining the extent of association with Americans.²⁶

The study showed that a favorable combination of opportunity and motivation was sufficient to overcome the general tendency for Asians to associate relatively little with Americans, whereas an unfavorable combination of opportunity and motivation outweighed the general tendency for Europeans to be high in interaction.

Influences on the development of close friendships were less clear. Despite the marked difference between European and non-European students in the extent of social interaction, both with Americans and people from other countries, they did not differ in reports of close friendships. Opportunity for association with Americans increased the likelihood that Europeans would make at least one close American friend, but seemed to have little or no effect on the development of friendships between non-European students and Americans. Orientation did not seem to aid the development of close friendships with Americans, for either European

²⁶Ibid., pp. 120-121.

or Asian students. Personal characteristics that appeared to influence the extent of interaction with Americans also seemed to influence the development of close friendships with them. Thus Asian students who had been outside their own countries for even a short time before their trip to the United States were more likely than those who had never before been in a foreign country to report having made at least one close American friend. Other factors, such as command of English and self ratings of ease of making friends were somehow important, but not statistically significant in general.²⁷

Certainly, the general adjustment of the Foreign Student in this country affects his studies, and his academic experiences. It has been found that neither personal characteristics nor experiences in this country had as clear an influence on adjustments as the development of social relations. Maturity and experience in being on one's own, as indicated by age, by work experience, by the experience of having lived away from home before the American trip, seemed not to affect the student's adjustment in this country. Having previously traveled or lived abroad, though, did seem to make adjustment easier. The greater a student's previous foreign experience, the less difficulty he reported with various non-academic aspects of life in the United States. Those who had been outside their own country for a brief

²⁷Ibid., pp. 121-122.

period were less worried about academic difficulties than either those who had never been abroad, or who had traveled or lived in other countries for a relatively long time. Among Asians, there was some suggestion that the more time a student had previously spent in a foreign country, the less likely he was to be homesick at the end of his first year in the United States.²⁸

²⁸Ibid., pp. 155-159.

SUMMARY

The review of literature shows clearly how important the self concept is for the individual's adjustment. His image about himself affects his school achievement, his vocational choice and his general adjustment in the environment. The review of literature indicates also information about the Foreign Students and their social adjustment in the United States. It has been found that factors such as the student's national cultural background, the opportunities for association provided by the environment, previous foreign experience, and participation in an orientation program were somehow important determinants for the Foreign Students' adjustment, but for the most part not statistically significant.

Chapter 3

METHODS AND PROCEDURES

THE SAMPLE

Two sample groups of students attending Kansas State Teachers College during the fall semester, 1971, were selected for the study. Group I was a randomly selected sample of Freshmen American Students. Group II consisted of all the Freshmen Foreign Students except one. This student's command of English was not considered good enough to include him in the study. An attempt was made to have the same number of students in each group. Both groups were composed of thirteen subjects. In each group, there were two female subjects. During the term one student in Group I withdrew from college and another one was unable to take the post-test. In Group II one student withdrew from college.

The recorded data showed the subjects in Group I ranged in age from seventeen to eighteen years. In Group II they ranged from nineteen to twenty-seven years of age. Academic majors in Group I included Business Education, Physical Education, Biology, Foreign Language, and undeclared. In Group II, majors included Music, Pre-Engineering, Civil Engineering, Biology, English, Social Science, Home Economics, and undecided.

PROCEDURE AND DATA COLLECTION

All subjects were individually contacted and asked to participate in the study. At that time it was explained that each subject would be given the Personal Orientation Inventory at the beginning and at the end of the first semester. Arrangements were made to test all the subjects in each of the two groups at the same time, so that the testing conditions were as similar as possible.

All the subjects contacted willingly participated in the study.

THE INSTRUMENT

Shostrom's Personal Orientation Inventory was the testing instrument used to collect the data. The Inventory was devised as a tool to measure self concept through the use of two ratio scores and ten profile scores. The ratios were used to express the degree of either time competence or time incompetence, inner-directedness or other-directedness. The ten profile scales were grouped according to valuing, feeling, self-perception, synergistic awareness, and interpersonal sensitivity.

According to the manual the P.O.I. provides an objective delineation of the level of the subject's mental health, and a positive guide for growth during therapy. The instrument was designed to discriminate between individuals who have been observed in their life behavior to have attained

a relatively high level of self actualization from those who have not so achieved such development. The self actualized person is one who is more fully functioning and who lives a more enriched life in the present sense of time. He is more able to accept himself as a person of worth, thus freeing himself to more fully exercise his potential.

According to Shostrom, the P.O.I. was normed on a large sample of college students at western and midwestern liberal arts colleges. Norm values are also presented in the manual for selected occupations and clinical groups. The test-retest reliability is generally at a level as high as that reported for most personality measures. Correlation coefficients ranged from a .55 to a .84.¹

A description of the individual factors of P.O.I. can be found in Appendix A.

STATISTICAL PROCEDURE

An analysis of variance was used to distinguish significant differences between and within the groups tested. The Data Processing Center at Kansas State Teachers College ran the analysis of variance for the study. The .05 level of confidence was established for significance.

¹Everett L. Shostrom, Manual Personal Orientation Inventory (San Diego: Industrial Testing Service, 1968), pp. 25-32.

Chapter 4

ANALYSIS OF DATA

The statistical data is presented in this Chapter in relation to the stated hypothesis of the problem. The null hypothesis studied was:

There is no significant difference between the self concept of the Freshmen Foreign Students and the Freshmen American Students at the beginning and at the end of their first semester at college.

The raw score data is presented in Appendix B. Pre and post testing scores are summarized for both groups of subjects, according to the twelve factors identified in the P.O.I.

An analysis of variance was computed from the raw score data for each group and at each phase of the study. These results are presented in Tables II, III, IV and V. Table I contains twelve P.O.I. factors measured by the study.

TABLE I
Personal Orientation Inventory Factors

Factor Number	Factor
1	Time Competent - Time Incompetent
2	Inner-Directed - Other-Directed
3	Self-Actualizing Value
4	Existentiality
5	Feeling Reactivity
6	Spontaneity
7	Self-Regard
8	Self-Acceptance
9	Nature of Man, Constructive
10	Synergy
11	Acceptance of Aggression
12	Capacity for Intimate Contact

TABLE II
 T-Scores for Group I and Group II
 Pre-Test

Factor	df	T-Score
1	24	*3.1274 -
2	24	*2.6354 -
3	24	1.6111 -
4	24	*2.2566 -
5	24	2.0604 -
6	24	1.6290 -
7	24	*2.2670 -
8	24	1.5290 -
9	24	1.0055 -
10	24	.9535 -
11	24	1.9719 -
12	24	*2.1927 -

* Significant at .05 level of confidence

Table II indicates that significant differences existed between Group I and Group II at the beginning of the semester on five of the twelve factors. These factors are: Time Competent, Time Incompetent, Inner-Directed, Other-Directed, Existentiality, Self-Regard, and Capacity for Intimate Contact.

Table II also shows that the T-Scores are all negative. The mean for Group I was higher than the mean in Group II on all twelve factors. These results seem to indicate that the American Student (Group I) had a higher concept of himself than did the Foreign Student (Group II) at the beginning of the semester.

Table III indicates that there is only one significant difference between the two groups at the end of the semester. This difference is in the factor, Spontaneity. The results shown in Table III seem to indicate that the differences that existed at the beginning of the semester no longer existed at the end of the semester.

TABLE III
 T-Scores for Group I and Group II
 Post-Test

Factor	df	T-Score
1	21	.8651 -
2	21	2.0661 -
3	21	1.8580 -
4	21	1.4316 -
5	21	1.5572 -
6	21	*3.2151 -
7	21	1.9022 -
8	21	.7104 -
9	21	.5010 -
10	21	1.0668 -
11	21	1.0863 -
12	21	.9584 -

* Significant at .05 level of confidence

Tables IV and V indicate the differences within Group I and Group II for Pre and Post testing. There are no significant differences within the two groups on any of the twelve factors measured. However, the results of Table IV indicate that the mean for the American Students was higher on nine of the twelve factors at the beginning of the semester than it was at the end of the semester. Although the results are not significant, they seem to indicate a general lowering of the self concept of the American Student during the semester.

Although the results are not significant, Table V shows a general increase in the self concept of the Foreign Student from the beginning to the end of the semester.

TABLE IV
T-Scores for Group I
Pre-Post Test

Factor	df	T-Score
1	22	1.7199-
2	22	.8579-
3	22	.2223
4	22	.3493-
5	22	.1331
6	22	.0232-
7	22	.1801-
8	22	.0971-
9	22	.0646-
10	22	.3315
11	22	.4176-
12	22	1.1591-

TABLE V
T-Scores for Group II
Pre-Post Test

Factor	df	T-Score
1	23	.8128
2	23	.1885
3	23	.2183
4	23	.7612
5	23	.5746
6	23	1.1374 -
7	23	.6422 -
8	23	1.0871
9	23	.0764 -
10	23	.6788
11	23	.3813
12	23	.5623

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A summarization of the study, its purpose, limitation, the null hypothesis, methods and procedures, data collection, and its analysis are included in this chapter in addition to the conclusions and the recommendations.

SUMMARY

The study was designed to investigate if there is a difference between the self concept of the Freshmen Foreign Students and the Freshmen American Students attending Kansas State Teachers College, during the fall semester, 1971. The Personal Orientation Inventory Test was used as a tool to measure the self concept.

The null hypothesis under investigation stated:

There is no significant difference between the self concept of the Freshmen Foreign Students and the Freshmen American Students at the beginning and at the end of their first semester of college.

Limitations stated were:

1. The findings only indicate possible differences between groups on the self concept.
2. The sample is a group of Foreign and American Students at Kansas State Teachers College.
3. The sample includes only Freshmen undergraduates.

4. This is a pilot study.
5. This study cannot be considered as representative of Foreign and American Students at other colleges and universities.

The study included two groups. Group I included thirteen Freshmen American students randomly selected. Group II consisted of all the Freshmen Foreign students.

The P.O.I. Test was administered to both groups twice, once at the beginning and once at the end of the semester.

The analysis of data shows that significant differences existed between Group I and II at the beginning of the semester in five of the twelve factors. These factors are: Time Competent, Time Incompetent, Inner-Directed, Other-Directed, Existentiality, Self-Regard, and Capacity for intimate contact.

The analysis of data indicates also that the differences that existed between Group I and Group II at the beginning of the semester no longer existed at the end of the semester.

Although the results are not significant, the Foreign Student's self concept increased from the beginning to the end of the semester while the American Student's self concept decreased during the same period of time.

CONCLUSIONS

The results of this pilot study lead to the following conclusions:

1. The American Students (Group I) had a higher self concept of themselves than did the Foreign Students (Group II) at the beginning of the semester.
2. The American Students (Group I) seemed to indicate a general lowering of the self concept during the semester.
3. The Foreign Students (Group II) seemed to show a general increase in the self concept from the beginning to the end of the semester.
4. There was a significant difference in self concept between American Students (Group I) and Foreign Students (Group II) at the end of the semester on one of the twelve factors - Spontaneity.

RECOMMENDATIONS

The results and the conclusions of this pilot study lead to the following recommendations:

1. A larger sample should be used.
2. Further studies concerning the self concept of Foreign Students and American Students should be conducted.
3. Investigations should be made to determine the reasons for the changes in the self concept.

BIBLIOGRAPHY

BIBLIOGRAPHY

- Brown, Inna Corine. Understanding Other Cultures. Englewood Cliffs: Prentice-Hall, 1963.
- Hall, Edward T. The Silent Language. Greenwich: Fawcett Publications, 1959.
- Harrocks, John E. The Psychology of Adolescence. 3rd ed. Boston: Houghton Mifflin Company, 1969.
- Hurlock, Elisabeth B. Child Development. 4th ed. New York: McGraw-Hill Book Company, 1964.
- Jersild, Arthur T. The Psychology of Adolescence. New York: The Macmillan Company, 1957.
- Johnson, Ronald C., and Gene R. Medinnus. Child Psychology: Behavior and Development. New York: John Wiley and Sons, Inc., 1965.
- Lloyd-Jones, Ester, and Margaret R. Smith. Student Personnel Work as Deeper Teaching. New York: Harper and Brothers, 1954.
- McCandless, Boyd R. Children Behavior and Development. 2nd ed. New York: Holt, Rinehart and Winston, Inc., 1967.
- McDonalt, Frederick J. Educational Psychology. 2nd ed. Belmont: Wadsworth Publishing Company, 1967.
- Selltiz, Claire, and others. Attitudes and Social Relations of Foreign Students in the United States. Minneapolis: University of Minnesota Press, 1963.
- Strang, Rugh. An Introduction to Child Study. 4th ed. New York: The Macmillan Company, 1959.
- Wylie, Ruth C. The Self Concept. Lincoln: University of Nebraska Press, 1961.

APPENDIXES

APPENDIX A

APPENDIX A

DESCRIPTION OF FACTORS OF P.O.I.

TIME RATIO

Time incompetence/
Time Competence-
measures degree to which
one is "present" oriented

SELF ACCEPTANCE

Measures affirmation or
acceptance of self in
spite of weaknesses or
deficiencies

SUPPORT RATIO

Other/Inner - measures
whether reactivity ori-
entation is basically to-
ward others or self

NATURE OF MAN

Measures degree of the
constructive view of the
nature of man, mascu-
linity, femininity

SELF-ACTUALIZING VALUE

Measures affirmation
of a primary value of
self-actualizing people

SYNERGY

Measures ability to be
synergistic, to trans-
cend dichotomics

EXISTENTIALITY

Measures ability to
situationally or existen-
tially react without rigid
adherence to principles

ACCEPTANCE OF AGGRESSION

Measures ability to ac-
cept one's natural ag-
gressiveness as opposed
to defensiveness, denial,
and repression of
aggression

FEELING REACTIVITY

Measures sensitivity of
responsiveness to one's
own needs and feelings

CAPACITY FOR IN- TIMATE CONTACT

Measures ability to de-
velop contactful intimate
relationships with other
human beings, unen-
cumbered by expecta-
tions and obligations

SPONTANEITY

Measures freedom to
react spontaneously or
to be oneself

APPENDIX B

APPENDIX B

PRE TEST

GROUP I

Subject	TI	TC	O	I	SAV	EX	FR	S	SR	SA	NC	SY	A	* C
1	7	16	45	82	23	20	13	13	14	14	11	7	15	20
2	8	15	44	83	18	21	15	10	13	14	10	7	17	17
3	3	20	52	75	25	15	15	11	13	7	14	8	16	16
4	7	16	44	83	18	18	14	12	13	18	13	5	16	16
5	7	16	50	87	21	19	18	12	10	14	10	7	19	16
6	5	18	43	84	18	21	15	17	9	19	10	6	17	18
7	5	18	38	89	23	23	17	15	12	15	13	8	17	20
8	8	15	31	96	21	23	22	16	13	16	11	6	20	20
9	14	9	74	53	10	14	9	8	9	9	6	6	9	13
10	7	16	48	79	20	29	11	13	13	12	11	0	14	18
11	7	16	47	80	18	17	16	8	14	17	11	6	20	13

* Explanation of abbreviations

TI	Time Incompetent	S	Spontaneity
TC	Time Competent	SR	Self-Regard
O	Other Directed	SA	Self-Acceptance
I	Inner Directed	SY	Synergy
SAV	Self-Actualizing Value	NC	Nature of Man, constructive
EX	Existentiality	A	Acceptance of Aggression
FR	Feeling Reactivity	C	Capacity for Intimate contact

PRE TEST

GROUP II

Subject	TI	TC	O	I	SAV	EX	FR	S	SR	SA	NC	SY	A	C
1	11	12	68	59	14	11	12	8	10	9	11	5	12	9
2	8	15	42	85	22	21	16	12	14	15	11	6	18	23
3	11	12	66	60	10	14	8	9	10	15	6	1	9	12
4	14	9	59	61	21	7	12	12	11	8	8	6	11	10
5	10	11	61	63	20	15	10	9	9	6	11	7	14	11
6	7	16	33	94	23	28	20	16	12	17	8	6	19	23
7	11	12	47	80	14	14	13	15	9	17	14	5	15	17
8	4	19	66	61	14	18	14	7	10	8	10	6	15	13
9	16	7	62	64	14	13	12	7	9	10	9	2	14	13
10	12	11	71	56	15	15	10	10	7	9	10	6	9	8
11	5	18	35	92	22	23	13	14	14	18	12	8	19	20

POST TEST

GROUP I

Subject	TI	TC	O	I	SAV	EX	FR	S	SR	SA	NC	SY	A	C
1	5	16	34	93	21	22	21	14	14	17	10	6	21	19
2	4	18	43	83	22	19	14	12	14	11	11	8	19	17
3	9	14	55	72	17	15	13	11	7	18	12	6	18	11
4	10	11	60	67	13	16	11	10	9	17	7	4	12	15
5	8	14	41	85	20	21	18	15	13	12	12	5	20	20
6	5	18	34	72	21	25	19	14	13	16	15	8	15	17
7	11	12	56	70	18	14	17	14	8	14	7	5	15	15
8	14	8	51	77	19	22	12	11	11	13	8	7	16	17
9	9	14	46	81	23	18	14	13	14	14	12	7	12	14
10	9	14	44	83	23	20	15	13	14	14	12	7	12	16
11	4	19	36	91	21	26	17	9	15	16	11	8	19	21

POST TEST

GROUP II

Subject	TI	TC	O	I	SAV	EX	FR	S	SR	SA	NC	SY	A	C
1	12	11	64	63	17	16	10	8	4	12	11	8	15	10
2	4	19	37	90	22	22	17	13	14	17	10	6	16	19
3	10	13	57	70	13	16	13	8	10	19	9	3	13	16
4	8	15	48	79	22	17	17	12	10	11	11	6	20	20
5	10	12	55	68	18	17	8	11	9	12	11	7	11	13
6	6	17	31	96	22	28	20	14	13	21	10	6	19	23
7	9	14	68	59	11	15	12	5	10	14	6	4	10	15
8	7	14	58	68	16	19	13	7	9	9	11	6	12	16
9	7	16	45	62	19	19	16	6	13	15	13	7	19	16
10	14	9	75	52	12	11	8	4	2	13	11	5	11	7
11	14	8	59	69	21	14	14	11	12	9	11	7	12	13