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THE RELATIONSHIP BETWEEN SELF-CONCEPT AND  
EMPATHIC COMMUNICATIVE ABILITY

THESIS

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## CHAPTER I

### INTRODUCTION

The current proliferation of communication training programs has raised some crucial questions concerning the extent to which any person can be "trained" to be a more effective communicator. Relevant to these questions is the position taken in this study that a person's range of empathic communicative ability is limited by his self-concept and its range on a high--low continuum.

This study assumes that the most effective message sender has the ability to be responsive to the needs and capabilities of his message receiver. He is able to discriminate the level of functioning or dysfunctioning of the message receiver and combine message content with the proper message code to optimize the impact of the message content on the message receiver. Persons who are operating at the highest levels interpersonally are the most accurate discriminators of what is being communicated by another person. Whereas the ability to discriminate or "read" a person's message is essential in responding to that individual, it does not guarantee that the understanding can necessarily be communicated to that person. High-level communicative ability is essential for optimum impact.

Studies of selection and training of professional "helpers" indicate that a trainee's original response disposition becomes more intensified over time and with training (1, p. 80). Thus, it would seem most reasonable to select those prospective trainees who presently display the highest levels of interpersonal functioning. A person's level of functioning is most readily determined through observed behavior. However, this method is limited in its accuracy. In order to more efficiently obtain information pertaining to an individual's level of functioning, psychometric tests have been developed to elicit the behavior pattern. This method, too, is limited in that it requires a person to give information which he may not readily admit about himself. A number of investigations indicate that persons who are functioning at the highest levels interpersonally also have a response disposition toward exploring themselves at the deepest levels initially (1, p. 58). High-level functioning with a predisposition to self-explore lends one to be most "trainable."

Arthur W. Combs has defined self-concept as "the organization of all that seems to the individual to be 'I' or 'me.' It is what an individual believes about himself; the totality of his ways of seeing himself"(2, p. 495). By way of a more formal definition, "Self-concept is the person's total appraisal of his appearance, background and origins, abilities and resources, attitudes and feelings which culminate as a

directing force in behavior" (3, p. 10). This study will be examining the relationship between this "directing force," a person's self-concept, and his empathic communicative ability.

#### Statement of the Problem

This study deals with the following question: "Who is most 'trainable' as an effective empathic communicator?" In the process it will attempt to determine if self-concept is significantly correlated with communicative ability, specifically the ability to respond empathically to others. Measurement of self-concept will employ the Tennessee Self Concept Scale which will be administered to the members of an undergraduate speech course, Speech 360. Tests measuring the levels of empathic discrimination and empathic communication will be given to the same population in determining empathic communicative ability scores.

#### Hypothesis

There will be a significant statistical correlation between self-concept and empathic communicative ability.

#### Summary of Design

The population of this study will consist of forty-four members from two sections of Speech 360, a semester-long classroom experience dealing with human relationships. Data pertaining to the population's levels of functioning will be measured through the use of two psychometric testing procedures,



administration of the Tennessee Self Concept Scale, and administration of empathic discrimination and communication scales.

The Tennessee Self Concept Scale is a self-administering instrument comprised of one hundred self-descriptive statements with scores recorded on a profile scoring sheet. This scale was chosen particularly for its capability in measuring self-concept variables.

Three tests will be employed to measure the empathy variables, two measuring empathic discrimination and one measuring empathic communication. The empathic discrimination tests will consist of stimulus statements and responses. The subjects will be instructed to rate the levels of the responses. The differential of subject ratings from the accurate ratings will provide empathic discrimination scores. The empathic communication test will consist of stimulus statements to which the subjects will be instructed to respond. The cumulative ratings given each subject's responses will provide empathic communication scores.

These testing instruments will be administered near the beginning of the semester's work in order that the subjects' levels of functioning not be "contaminated" by the course content. After the data is collected, statistical correlations will be determined, reflecting the extent to which empathic discrimination and empathic communication are related to

self-concept. On the basis of the data, inferences and conclusions will be drawn and the hypothesis will be tested.

The written report will consist of five chapters, the first of which will include an introduction, a brief review of the literature, a statement of the problem, the hypothesis, and a preview of the following chapters.

Chapter Two will consist of an extensive review of the literature pertaining to self-concept and empathic communicative ability.

Chapter Three will describe the population to be tested and describe the testing instruments and their theoretical foundation. It will also contain a discussion of the testing procedures.

Chapter Four will present the data and offer interpretations based upon them.

Chapter Five will deal with conclusions and the hypothesis. It will also include implications of the study and a summary.

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## CHAPTER II

### REVIEW OF THE LITERATURE

#### Self-Concept

The significance of the self-concept in the development of interpersonal skills has not long been recognized. Indeed, its role is not yet fully known. All indications, however, point toward a close correlation between a person's self-concept and his development of interpersonal skills. Of course, this study is primarily concerned with the self-concept's relationship to the development of empathic understanding.

To provide a better understanding of how the self-concept is developed and its potential role in interpersonal development, the following section presents a review of the literature deemed relevant to this study. The body of this section deals with three areas of emphasis: the various dimensions of self-concept emphasized by different authorities, the development of character traits, and the experiential nature of self-concept development.

Various authorities in the field place emphasis on different dimensions of self-concept. Of primary interest in this study is the view of the self-concept as a "totality of perceptions of what is self." Another variable of significance to this study is the influence of "significant others" in the

life of the individual. The self-concept is that directing force in behavior which is the culmination of a totality of perceptions of the self, brought about through interaction with significant others and through experiences which have directly or indirectly influenced the individual's present perception of self.

Most definitions of self-concept uphold the position that it is a "totality of perceptions of what is 'self.'" Carl R. Rogers adds that these perceptions must be admissable to awareness before they influence behavior. Rogers goes on to state:

It is composed of such elements as the perceptions of one's characteristics and abilities; the perceptions and concepts of the self in relation to others and to the environment; the value qualities which are perceived as associated with experiences and objects; and goals and ideals which are perceived as having positive or negative valence (15, p. 136).

In phenomenological psychology the self-concept is viewed as an abstraction of what is termed the "phenomenal self." The phenomenal self is comprised of this totality of perceptions, all those aspects of the phenomenal field which the individual experiences as part or characteristic of himself and relevant to his world (8, p. 78). The self-concept, more specifically, is viewed as a composition of those parts of the individual's phenomenal field which he has differentiated as more or less permanent aspects of the phenomenal self. For example, an individual may perceive himself to be a good athlete, smaller than most of his friends, more perceptive than others, poor with figures, but good at speaking in public.

All these are aspects of what that person perceives as "self," "I," or "me." In actuality, the individual's perceptions may not be in accordance with what others might agree upon as descriptive of that person, nevertheless, it is absolute reality to the individual; it is the only self he knows. Assuredly, the individual will do all within his power to insure the maintenance and enhancement of this "self." Even more important than self-description are the values a person places upon his various qualities of self. He perceives himself as not just an athlete or public speaker, but a "good" or "bad" one.

The example above demonstrates also that for each undesirable trait found in the self-concept there will be emphasized a good, more desirable one for the purpose of maintaining a balance within the self. "I may not be good with figures, but I am more perceptive than others." To the extent to which an individual perceives himself to be unacceptable, he will feel the need to structure such traits within himself as will restore the balance and thus maintain an acceptable self. Once experience has established that a trait is useful, it is structured. Usefulness implies that there is some interpersonal function to be obtained through the use of that particular trait. Once a trait has been internalized and has become an integral part of the personality, it takes on a particular meaning and is therefore justified to the individual as functional and tolerable.

In this sense, character traits are experiential in origin in that they acquire their meaning to the individual as experience dictates. Certain experiences reinforce existing self-conceptions and are quite readily accepted. On the other hand, some experiences are inconsistent with existing self-conceptions and have a disturbing effect on the person. This effect may be disturbing even if the new thought is something the person would like to believe (5, p. 42). Even when experience reinforces an undesirable trait, if it is consistent with the person's perception of self, it is accepted. Not only is it accepted, it is heartily defended when threatened by an external stimulus. Take, for example, the young boy who internalizes the label "tough guy." Although it may be a trait not very desirable, he will more than likely pursue experiences which reinforce that image. And, whenever that image of himself is threatened, he will most probably act in a manner that would re-establish himself as a "tough guy." Although it may be a more desirable characteristic not to be a "tough guy," it is not necessarily the most comfortable position due to it being inconsistent with the existing self-conception. Psychologists have often noted that it is the familiar rather than the hypothetically desirable that is more comfortable (1, p. 8).

What we are dealing with when character traits become defense mechanisms is not the real self, but the "conceptual value" of the self. This "conceptual value" of self is the

quality of character traits which is determined as such by the attitudes of "significant others" toward the individual and his efforts to counteract this appraisal (1, p. 3). Psychologists theorize that people behave in the manner expected of them by significant others. Thus they become what they perceive they are thought to be. The individual also compares this reflected image against a standard that he holds on how he should behave. In this manner significant others modify an individual's perception of himself (13, p. 43). As the individual is judged by others, so will he judge himself. These attitudes concerning himself will ultimately influence his attitudes toward others. Anderson concludes that, "He judges himself as he has been judged and then, in turn, judges others as he judges himself" (12, p. 203).

Thus, the self-concept is not only a significant variable in relating to others, it is a function of previous interpersonal experiences, namely experiences with significant others. With regard to these "significant others," Camillia Anderson offers this definition:

By significant people is meant those persons who are important or who have significance to the child by reason of his sensing their ability to allay insecurity or to intensify it--to increase or decrease his sense of helplessness, to promote or to diminish his sense of well-being (1, p. 6).

Not only is the development of the self-concept a function of significant others; it is also a subjective function, that is, one unique to the experience of the individual, not what



appears to another to be happening to him. So much of day-to-day communication is verbal in nature that much importance is placed on it. When one realizes that meaning essentially rests in the unique experience of the individual, one is lead to the conclusion that the effect of interaction is not in what is said, but in how it is received by the hearer (7, pp. 48-49). For this reason the individual's frame of reference is significant, for through it he experiences the world and makes assumptions on what is and is not "self."

When a person enters into relationships with others, certain experiences, more than others, influence that person's perception of self. Carl R. Rogers has stated,

As experiences occur in the life of the individual, they are either (a) symbolized, perceived, and organized into some relationship to the self, (b) ignored because there is no perceived relationship to the self-structure, (c) denied symbolization or given a distorted symbolization because the experience is inconsistent with the structure of the self (15, p. 503).

The self is not likely to accredit a perception that varies significantly from that which it has already internalized. Generally speaking, a person feels most comfortable with what is "me." He is likely to be indifferent, if not repelled, by what is "not me." To illustrate, everyone feels it quite natural to swallow the saliva which collects in the mouth, but it would be another matter indeed if it was offered to him in a glass to drink (7, p. 42).

Psychologists now are convinced the most important changes in the self-concept occur as a result of many experiences over

a long period of time. However, this does not diminish the meaning of "dramatic events" in the life of the individual-- events which as memory serves him greatly influenced his subsequent behavior. These events are easily remembered and become symbolic, making clear the essence of a particular feeling, and, in addition, making explicit many implicit feelings developed over time. Thus, the meaning of a particular experience is not unique to itself. Instead, experiences are essentially interdependent in that one experience compounds the affect brought about by another. In this manner one might easily find a multitude of experiences which cumulatively give a single "dramatic event" its status as a significant influence on behavior (7, p. 50).

To reiterate, the feelings a person develops about himself are formed quite early in life and are modified by subsequent experiences. Since there are several, if not many, significant others in the life of an individual, and since these many wield various types of influence on the person, it is indicated that flexibility is an essential variable in the development of the self-concept. For this study to be of significant value in providing a measurement of trainability, it must be acknowledged that the self-concept is not unalterably fixed, but is in fact a learned phenomenon with a variant range on a high--low continuum. This study, then, sets forth to determine at what level the self-concept is at the time of

testing in order that the trainer might know to what extent each person is trainable at that point in his personal development.

It is important that one realizes that "self-concept" is a theoretical construct. This means that the term "self-concept" is an imaginary mechanism designed for the purpose of discussing by means of operational definitions the phenomena one is studying. Although a construct cannot be observed, behavior can be observed, and is measurable. The theoretical construct is thus developed which provides a means by which to explain behavior (13, pp. 9-10).

Since this study is assuming that the self-concept is not rigid and constant, it must also be noted that at whatever level it is found to be when measured, that level is merely a tentative entity. Essentially, the self-concept is "locked in" at that point for the purpose of examination and measurement. In this manner a person's self-concept can be dealt with "where it is" and brought to a higher level through training.

#### Empathy

The purpose of this study is to show that there is a significant statistical correlation between self-concept and empathic communicative ability. The following section contains information on empathic communicative ability compiled in the same manner as the information on self-concept which was presented in the preceding section.

There are two dimensions of empathy which are particularly relevant to this study: empathic discrimination, an understanding of the needs and capabilities of the helpee as well as an understanding of what he is communicating to the helper; and empathic communication, which is making it known to the helpee that the helper not only hears his problem, but understands how he feels about it, how it is for him personally. Empathic discrimination is a necessary but not sufficient condition for high level interpersonal functioning. However, the minimally facilitative levels of functioning necessitate not only understanding on the part of the helper, but the communication of that understanding back to the helpee. To summarize, empathic discrimination involves being alert to the affect and content of a message, while empathic communication involves acting decisively and confidently upon the data which discrimination provides (2, p. 8). The measurement of both of these dimensions of empathy will be included in Chapter Four when determining the subjects' level of empathic communicative ability.

#### Concept of Empathy

Of course, when studying empathy one encounters discrepancies in terminology from one source to another. Of particular interest are the terms used in identifying the participants in the helping relationship. When discussing empathic communicative ability one is essentially referring to a counseling-type situation, one in which one person is providing the service

of listening and responding to the feelings and needs of another. For this reason the terms chosen by Robert R. Carkhuff, whose model is used extensively in this study, would be appropriate. That is, the person providing the service is the "helper," and the person to whom he is listening and responding is, of course, "the helpee." Other terms encountered which described the participants were "therapist" and "client" or "patient"; "counselor" and "counselee"; and "communicator" and "communicatee." Also, it must be noted that most of what is written on empathy is written in a professional manner, referring to professional counseling-type situations. Although this study is not exclusively for the purpose of "professional" training, terminology that is too far removed from the counseling-type vernacular might be inappropriate for an accurate, detailed study of empathy.

In addition to discrepancies in terminology there also are variances in points of emphasis. Some sources place most emphasis on the "role-taking" nature of the helper's behavior. Rosalind Dymond, for example, defines empathy as "the imaginary transposing of oneself into the thinking, feeling and acting of another and so structuring the world as he does" (9, p. 127). By assuming the role and entering the frame of reference of the helpee, the helper initiates the process of self-exploration as if he were the patient himself. This, in turn, leads the helpee into deeper self-exploration, the experiencing of deeper feelings, and the further development of thoughts (5, p. 286).

Often, this initiative taken by one who is "with" the helpee is enough to begin in the helpee the process of realizing and solving his own problems. Rollo May goes so far as to claim that a "new psychic entity" is formed in the merging of the helper and helpee into "one." Consequently, the problem belongs to the "new person," and the helper bears his half (14, p. 81).

Before the helper can assume the role of the helpee he must, in terms of the phenomenological point of view, enter the perceptual field of the helpee, perceiving the world as if he were in the shoes of the helpee. In a sense, he becomes that person during the period in which he is putting himself in the helpee's shoes. Still, Thomas Gordon says that to empathize with another person is "to see him as a separate person, yet be willing to join him or be with him" (10, p. 58).

Carkhuff and Truax help place the above in perspective by pointing out that not only is it unnecessary, but also undesirable for the helper to feel the same emotions as the helpee. Helper trainees are warned against this "identifying with" the helpee to the extent that the helper's identity is emersed in that of the helpee. The helper, rather, should possess an appreciation and sensitive awareness of the helpee's current feelings, as well as the verbal facility to communicate this appreciation and awareness to the helpee (5, p. 46). This is the essence of empathic communicative ability. Thomas R. Collingwood, in a human relations training primer based on the work of Carkhuff, states:

It involves trying to reflect back to the helpee that you know how it is for him personally, how he feels about his situation or problem, not so much what his problem is (6, p. 13).

### The Helper and His Style

Inasmuch as one aim of this study is to determine as much as possible who is most trainable as an effective communicator, specifically in terms of empathic communicative ability, it is appropriate to provide a better understanding of the helper and his style. Those who are to be chosen as potential helper trainees should exhibit certain behaviors and attitudes:

They should exhibit a sincere regard for others, tolerance and ability to accept people with values different from one's own, a healthy regard for the self, a warmth and sensitivity in dealing with others, and a capacity for empathy (11, p. 349).

Everyone, no matter the extent of his training, is subject at times to troubling conflicts and tendencies toward unrealistic expectations and attitudes, essentially, having a contaminated system. Some persons, it has been found, may be so maladjusted as to not be able to perceive experience from another's point of view. Indeed, some persons are made uncomfortable by the very mention of feelings, whether their own or those of another person, and behave as if to deliberately avoid acknowledging them. Some people, in fact, actually fail to perceive affect in another person's messages (10, p. 90). It is hoped that this study will serve to deter these persons from becoming helper trainees, at least until they have raised their capacity for effective interpersonal functioning to a desirable level.

In addition to maintaining an "uncontaminated system," other difficulties are encountered in developing empathic understanding. Although it is not necessary to relinquish one's own perception of reality to understand that of another, one must be willing and able to accept the helpee's reality as being real for him. This implies that the helper must also accept the subjective experience of the helpee as at least a valid determinant of helpee behavior. The helper must not be caught up in what "is" reality or even what the helpee "ought" to be doing or feeling. In this sense the helper must lay aside his own personal needs and ideals and remain open to the experience of the helpee in order to discriminate what it is he is saying. Without this openness the door is shut to further understanding (7, pp. 187-189).

It is essential for the helper to allot all his attention to the helpee, as well as concentrate intensely on the messages, both verbal and nonverbal, communicated by the helpee. This achieves several goals for the helper. If the helper is listening as intensely as he should, he would have neither the time nor energy to relate what the helpee is expressing to his own personal ideals and experiences. This also deters his own personal needs system from contaminating the relationship, and in so doing, taking the focus of attention from the helpee. Also, this aids in keeping the attention on "the other" and off "the self" of the helper. Thus he is less likely to be "caught up" in the anxiety and emotional trauma of the helpee (5, p. 288).



Very essential to the process of communicating empathy is the necessity of maintaining a moment-to-moment contact with the helpee through intense concentration on the helpee. The helper must constantly decide how and when it is appropriate to respond, what constitutes an additive response, as well as determining with what tonal quality one should respond. This is in addition to discriminating the deeper feelings or meanings of the helpee's expressions. The helper will have at hand cues to aid him in formulating his responses, the most accurate of which are the helpee's own responses to him. However, the helper also will have a repertoire of his own experiences with human living. He can recognize from an awareness of his own feelings and experiences the outward signs that relate to deeper inner feelings (5, p. 291). This awareness should be constantly implemented along with an intellectual, more objective, understanding of human behavior.

Combs, Purkey, and Avila refer to a process called "reading behavior backward." In this process the helper observes the helpee's behavior and makes inferences about the kinds of perceptions that might have produced the behaviors which he observes. He then compares these with subsequent behaviors and inferences in determining their reliability and predictability (7, p. 190). This in itself is not enough to provide an accurate understanding of the helpee, but it does aid the helper in entering the perceptual field of the helpee. When the helper "reads behavior backward" and to some extent

understands better the helpee's perceptions, he is in a better position to be attentive to the nature and personal meanings of the helpee's behavior, rather than just observe his behavior (7, p. 193). This is going "beyond" the helpee, and when properly implemented can encourage the helpee to look deeper into the meanings of his own behavior. Also, by displaying attitudes other than the ones the helpee is currently feeling toward himself, the helper initiates new self-attitudes in the helpee. Helping a person to look at, understand, and accept himself is a crucial function of high-level empathic communication.

Carkhuff and Berenson contend that the helper's effectiveness is dependent on his "continuing depth of understanding" rather than his style or ability to "technique it." They emphasize the durative quality of empathy, with communication of it not being excessive in early phases of the helping relationship. Rather, once the helper has established a substantial degree of rapport, it should increase over a period of time. Too much empathy too soon is liable to build anxiety in the helpee in that they, in the helping relationship, are looking into previously unexplored dimensions of the helpee's being. For optimum influence, the helper should communicate an ever-growing understanding of the helpee, himself, and of himself in relation to the helpee. This facilitates the development of rapport in the relationship which in turn provides a base for change and growth (4, pp. 26-27).

A further development of high-level empathy involves movement toward deeper levels of meaning and experience. As it was indicated earlier, for a helper response to be "additive" it must go beyond what was stated by the helpee; beyond in that it must bring to surface more of the core affect of the helpee, not merely reflect surface feelings and expressions of those feelings. This, in addition, must be communicated within a range of expression which the helper can understand and constructively act on, otherwise the response would be inappropriate and not additive. What Carkhuff and Berenson claim to be most important is not the helper's theory or technique, but rather his manner. The helpee must perceive him as being fully human, not mechanical, or merely as one who intellectually understands problems (4, p. 27).

#### Carkhuff's Guidelines for Formulating Empathic Responses

Although it has been stated that the helper trainee should not "technique it," there remain certain guidelines which are nevertheless valuable in formulating responses for optimum influence in bringing the helpee to a higher level of interpersonal functioning, a new level of self-understanding, as well as a better understanding of others. The guidelines taken from the work of Robert R. Carkhuff and his associates are as follows:

- (1) The helper is most effective when he concentrates with intensity upon the helpee's expressions, both verbal and

nonverbal; he must discriminate what it is the helpee is feeling.

(2) The helper is most effective when he concentrates upon responses that are interchangeable with those of the helpee.

(3) The helper's response is most effective when he responds with language that is most attuned to the helpee and in a feeling tone similar to that communicated by the helpee.

(4) The helper will find that he is most effective when he is most responsive. This not only provides a model for an increasingly active helpee, but also increases the probability of accuracy in formulating responses.

(5) Having established an interchangeable base of communication, the helper should move tentatively toward expanding and clarifying the helpee's experiences at higher levels.

(6) For optimum effectiveness the helper must concentrate upon what is not being expressed by the helpee. The deepest levels of empathy involve filling in what is missing rather than simply dealing with what is present.

(7) The helper will find that the helpee's behavior is the best guideline in assessing the effectiveness of his responses (3, pp. 202-204).

Thus far the discussion of empathy has been concerned with the concept of empathy, the helper and his style, and a presentation of Carkhuff's guidelines for the formulation of effective empathic responses. The remainder of this chapter

will be concerned with a discussion of the Carkhuff model, a five-point scale for the assessment of the level of empathic communicative ability as determined by helper responses to helpee expressions.

### The Carkhuff Model

Carkhuff and his associates have arbitrarily determined that responses which are at the 3.0 level are to be termed "minimally facilitative," that is, they are interchangeable with the helpee's statement. They restate as accurately as possible his expressed feelings. Potential helper trainees whose empathic responses fall below the 3.0 level on the scale (Figure 1) should raise their response level to at least this point.

The higher levels of empathic responses, 3.0 or above, are termed "additive." Additive responses reflect that the helper has attempted to go beyond what was expressed by the helpee and add to the helpee's self-understanding and exploration. Responses which fall below the 3.0 level on the scale are termed "subtractive," that is, they have a detrimental effect on the helpee. Obviously, a helper whose responses are subtractive is of no help to the helpee (2, pp. 6-7).

The five levels presented in Figure 1 are broken down at 0.25 intervals for more accurate rating. For example, a given response may not be exactly a level 3.0 response; it may be 2.75 or 3.25. Responses cannot, however, be given

ratings between the 0.25 intervals. That is, there is no such response rating as 2.85.

Additive

Level 5

The helper's responses add significantly to the feeling and meaning of the expressions of the helpee in such a way as to accurately express feelings levels below what the helpee himself was able to express or, in the event of ongoing deep self-exploration on the helpee's part, to be fully with him in his deepest moments.

Level 4

The responses of the helper add noticeably to the expressions of the helpee in such a way as to express feelings a level deeper than the helpee was able to express himself.

Interchangeable

Level 3

The expressions of the helper in response to the expressions of the helpee are essentially interchangeable with those of the helpee in that they express essentially the same affect and meaning.

Level 2

While the helper responds to the expressed feeling of the helpee, he does so in such a way that he subtracts noticeable affect from the communication of the helpee.

Subtractive

Level 1

The verbal and behavioral expressions of the helper either do not attend to or detract significantly from the verbal behavioral expressions of the helpee in that they communicate significantly less of the helpee's feelings and experiences than the helpee has communicated himself (3, pp. 174-175).

Fig. 1--Carkhuff's five-point scale

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## CHAPTER III

### THE POPULATION, INSTRUMENTS, AND PROCEDURES

The contents of this chapter will include a description of the population to be tested, the testing instruments and their theoretical foundation. In addition, this chapter will contain information concerning the testing procedures.

#### Population

The population of this study consisted of forty-four members from two sections of Speech 360, a semester-long classroom experience dealing with human relationships. Although Speech 360 is an undergraduate level course in human relations training, some graduate students take the course for graduate credit. The course is taken by most students majoring in speech-communication at North Texas State University, although it is neither required nor exclusive to students whose major or minor field of study is speech-communication. Since it provides a reasonably broad cross-section of students (graduate and undergraduate speech students, and NTSU students from other fields of study), and is basic enough to be considered an "introductory" practice course in human relations training, Speech 360 provides an excellent population for a study of this kind.

Demographic information collected at the beginning of the spring semester, 1973, revealed that although several class members had encountered human relations of some sort, very few had received extensive training, most experiences reported being only brief encounters with so-called "sensitivity." There were neither "trained counselors" nor professional "helpers" in the population which might negate the validity of the correlations for which they were tested.

#### Instruments and Procedures

The tests were administered shortly after the beginning of the course work to prevent "contamination" of the subjects by any experiences they might encounter during the semester. This "contamination" is not extremely significant with the self-concept scores in that it would necessitate a profound change in a person's personality to significantly alter the scores determined by the self-concept measuring instrument. However, there was definitely an advantage in administering the empathy tests early in the semester. If the tests had been administered after the classes had studied empathy, as they do relatively late in the semester, their "natural" empathic communicative ability would not have been reflected by their empathic discrimination and communication scores. Rather, the course's content, a systematic approach to human relations training, might have elevated their empathic response scores, negating the validity of any decisive correlations.

### Tennessee Self Concept Scale

The Tennessee Self Concept Scale (TSCS) was chosen on the basis that it is a widely accepted scale and is particularly appropriate for finding the data needed in this study. D. A. Leake, after an extensive review of self concept measures, concluded that:

While many crucial validity relevant issues remain unresolved with regard to the TSCS, its validity rests upon a broader base of positive findings than any other self-concept instrument presently available (4, pp. 83-84).

One factor which makes the TSCS a valuable measure is its objectivity. There is no interpretation on the part of the scorer when determining self-concept scores. Consequently, provided that the standardized procedures are followed when administering the test, results obtained can be regarded as possessing a high degree of reliability.

A frequent issue regarding psychometric testing instruments like the TSCS is whether or not any instrument which does not allow the individual to use his own words in describing himself can provide an accurate perception of that person's concept of self. There is extensive evidence indicating that for groups of people there is no significant discrepancy between self-concept measures like the TSCS and those obtained by other methods (3, p. 47).

The persons who designed the scale are not concerned that what it yields is termed a measurement of "self-report" instead of "self-concept." To be sure, how much "truth" a

person is willing and able to report when taking this kind of test is considered a sample of behavior from that particular person, revealing that self-concept he is willing and able to publicize. The designers of the TSCS explicitly state that the data obtained through use of the scale are valuable as self-reports and should be regarded as such (3, p. 53).

In the original development of the TSCS a large pool of self descriptive items was compiled to be considered for inclusion. Ten items were taken from the Minnesota Multiphasic Personality Inventory L-Scale, composing the Self Criticism Score--a measure of overt defensiveness. A group of seven clinical psychologists was employed to classify the other ninety items according to their content. It was decided that each of the items must be unanimously accepted and classified by the psychologists before it could be included in the scale. In completion, the TSCS consisted of one-hundred self-descriptive statements to which the subjects respond on a five-point response scale ranging from "completely true" to "completely false" (3, p. 42).

The TSCS is self-administering and can usually be completed in ten to twenty minutes, the mean being thirteen minutes. It can be administered either to individuals or groups, provided the subjects are twelve years of age or older and have at least a sixth-grade reading level. The subjects' level of psychological adjustment does not affect the scale's

appropriateness for any kind of study. It is applicable to the whole range from healthy, well-adjusted persons to psychotic patients (2, p. 1).

The TSCS is available in two forms, the Counseling Form and the Clinical and Research Form. Both forms use the same test booklet, but differ in scoring and profiling. The Counseling Form is used in this study because it provides all the information necessary and can be scored more quickly and easily; whereas, the Clinical and Research Form is more complex, involving more variables which are not related to this study (2, p. 1).

After the TSCS was chosen to provide a measurement of self-concept which was to be statistically correlated with empathic communicative ability scores, it was concluded that not one but seven scores for each individual tested should be correlated with his respective empathic discrimination and communication scores. Originally, the Total P score, reflecting the overall level of self-esteem, was the only self-concept score which was considered relevant. However, there are five dimensions of the self which are separately measured and scored, together providing the single Total P score. In addition, the test yields a Self Criticism score which is sometimes instrumental in determining the value of the other scores. The dimensions which will be correlated with empathic response scores are listed and identified below. Their descriptions are taken from the TSCS manual.

Self Criticism.--This scale is composed of ten "mildly derogatory" statements which most people admit as being true for them. However, if a person denies most of them, it indicates he is being defensive and is making an attempt to present a favorable picture of himself. High scores are generally indicative of a normal openness and capacity for self-criticism. Extremely high scores indicate that the individual may be pathologically without defenses. Low scores are indicative of defensiveness which may artificially elevate the other scores relevant to this study.

Total P.--This is the most important single score on the Counseling Form. It reflects the overall level of self-esteem. Persons with high scores tend to like themselves; feel that they are persons of value and worth; have confidence in themselves; and act accordingly. People with low scores are doubtful about their own worth; see themselves as undesirable; often feel anxious, depressed and unhappy; and have little faith or confidence in themselves.

Column A-Physical Self.--This score reflects the individual's view of his body, his state of health, his physical appearance, skills, and sexuality.

Column B-Moral-Ethical Self.--This score describes the self from a moral-ethical frame of reference--moral worth,

relationship to God, feelings of being a "good" or "bad" person, and satisfaction with one's religion or lack of it.

Column C-Personal Self.--This score reflects the individual's sense of personal worth, his feelings of adequacy as a person and his evaluation of his personality apart from his body or his relationships to others.

Column D-Family Self.--This score reflects one's feelings of adequacy, worth, and value as a family member. It refers to the individual's perception of self in reference to his closest and most immediate circle of associates.

Column E-Social Self.--This is another "self as perceived in relation to others" category, but pertains to "others" in a more general way. It reflects the person's sense of adequacy and worth in his social interaction with other people in general (17, pp. 2-3).

The basis for deciding to correlate these seven TSCS scores with the empathic discrimination and communication scores for each individual is obvious. With seven scores instead of one, it will be a much more precise, narrowly defined correlation, pin-pointing which dimensions of self-concept, if any, display a significant statistical correlation with empathic discrimination and communication scores. Also, the Total P score, which is the sum total of columns A-E, might easily be misleading in itself. Conceivably, a person could

rate an extremely high Column A-Physical Self score, while rating an extremely low Column E-Social Self score. The Total P score would not reflect this discrepancy since these two scores are added with the others to provide Total P. It seems reasonable to suspect that as in the hypothetical situation above, a person's Social Self score would be more closely related with empathic communicative ability than the Physical Self score. By studying the correlations independently of one another, the possibility of their counterbalancing one another is eliminated, except in the Total P score which is most valuable in providing an overall perception of the subject's self-concept. The Self Criticism score will be included for correlation on the basis that an extremely high or low score might be indicative of the accuracy or truthfulness with which the other items were answered. For these reasons, the correlations derived will be even more valuable in revealing to what extent self-concept variables are significantly related to empathic communicative ability.

#### Instruments and Procedures for Measuring Empathic Communicative Ability

The instruments used in measuring the level of empathic communicative ability were designed to reveal an individual's level of functioning in both the related dimensions of empathy: empathic discrimination and empathic communication.



Empathic Discrimination Test I.--Two instruments were employed to measure empathic discrimination, each consisting of a series of stimulus statements immediately followed by responses. The first instrument, Empathic Discrimination Test I, was a tape with stimulus statements and responses recorded on it. Each subject was instructed to rate the level of response he heard for each stimulus statement, thus testing audial discrimination.

Empathic Discrimination Test II.--The second instrument for measuring empathic discrimination, Empathic Discrimination Test II, consisted of printed stimulus statements followed by responses. Each subject was instructed to rate these responses in the same manner as with the first instrument. However, since the statements and responses were printed on paper the subjects were able to study them, reducing the spontaneity of the ratings of empathic discrimination.

The ratings derived from both of the instruments were then compared with accurate ratings which were determined by trained professional raters. For both instruments, the subjects' response ratings differential from the accurate ratings provided the empathic discrimination scores. Since the differential from the accurate ratings provided the empathic discrimination scores, the lowest scores reflected the highest empathic discriminative ability. The two empathic discrimination scores were not combined into a single score for each

subject because they involved two types of discrimination: discrimination of audial stimuli and of visual stimuli.

These empathic discrimination scores revealed the extent to which the subjects were able to perceive the content and affect communicated by a message sender (helpee), received by a message receiver (helper), and communicated back to the message sender. Carkhuff proposed that "The gains or losses in the trainee's level of discrimination are dependent in part upon the trainee's initial level of discrimination" (1, p. 168). Thus, potential trainees with high-level empathic discrimination scores can be expected to be more trainable than those with lower-level empathic discrimination scores.

Empathic Communication Test.--The instrument used for measuring empathic communication consisted of a series of stimulus statements recorded on tape. Each subject was instructed to respond in his own words with the content and affect he felt most appropriate. Theoretically, these responses were to reflect the highest level responses of which each subject was capable. These responses were then rated by a trained professional rater in the same manner that the subjects rated the responses provided in the empathic discrimination instruments. These response ratings were then added together to yield an empathic communication score for each subject. In contrast to the empathic discrimination instruments, high scores were indicative of accurate empathic communicative ability.

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## CHAPTER IV

### PRESENTATION OF DATA CORRELATING SELF-CONCEPT WITH EMPATHIC COMMUNICATIVE ABILITY

Chapter III has already provided a discussion of the population, the testing instruments, and testing procedures. After the tests were administered and scored, the scores for each of the forty-four members of the population were studied in relation to one another. A correlation coefficient matrix provided information determining the extent to which each variable was correlated with all the other variables. The presentation of these data and interpretations of them comprise the contents of this chapter.

A frequency distribution was determined for three demographic variables: age, major, and classification. Table I, below, is a frequency distribution for the "age" variable.

TABLE I  
FREQUENCY DISTRIBUTION FOR THE "AGE" VARIABLE

Age (1)	Frequency (2)	Per Cent (3)
20	7	15.9091
21	9	20.4545
22	10	22.7273
23	5	11.3636
24	5	11.3636
26-30	6	4.5455

Column (1) shows what ages were represented by the members of the population. Column (2) indicates how many were in each age division. Column (3) gives the percentile of each age division in relation to the entire population.

Table II, below, is a frequency distribution for the "classification" variable.

TABLE II  
FREQUENCY DISTRIBUTION FOR "CLASSIFICATION" VARIABLE

Classification (1)	Frequency (2)	Per Cent (3)
Junior	12	27.2727
Senior	27	61.3636
Graduate	5	11.3636

Column (1) shows what classifications were represented in the population. Column (2) indicates how many were of each classification. Column (3) gives the percentile of each classification in relation to the entire population.

Table III, on the following page, deals with the frequency distribution for the "major" variable. Column (1) shows what majors were represented in the population. Column (2) indicates how many persons were in each major division. Column (3) tells what percentile of the total population each major division represented.

TABLE III  
 FREQUENCY DISTRIBUTION FOR THE "MAJOR" VARIABLE

Major (1)	Frequency (2)	Per Cent (3)
Political science	4	9.0909
Psychology-sociology	9	20.4545
Mathematics	1	2.2727
Education	5	11.3636
Speech-drama	12	27.2727
Business	8	18.1818
English	2	4.5455
Art-music	2	4.5455
Biology	1	2.2727

There can be made some general observations concerning the three demographic variables. Regarding the age variable, twenty-two-year-olds represented the largest segment of the population. Subjects who were seniors comprised a strong majority, while speech-drama majors were reported to represent the largest group by classification.

The remainder of the data involved the correlation coefficient matrix, the mean, and the standard deviation for each of the ten variables. Seven of the ten variables were the separate dimensions of the TSCS. Chapter III indicated that each of these variables would be correlated with the empathy variables to determine which, if any, were significantly correlated with the discrimination and communication of empathy. The other three variables, two empathic discrimination variables and an empathic communication variable, were each correlated with the seven self-concept variables, as well as with

one another. Figure 2, below, provides a key for determining which numbers symbolize which variables.

Number (1)	Variable (2)
1	Total P score
2	Self Criticism score
3	Physical Self score
4	Moral-Ethical Self score
5	Personal Self score
6	Family Self score
7	Social Self score
8	Empathic Discrimination Test I score
9	Empathic Discrimination Test II score
10	Empathic Communication score

Fig. 2--Symbols for the variables

The correlations among the seven self-concept variables were not of concern in this study. The Self Criticism score was included in the correlations but was not found to be significantly high or low. The only variable the Self Criticism score was important in correlation with was the Total P score. Since that correlation was not found to be significant, the Self Criticism score was of no further concern for this study.

Table IV provides information concerning the mean scores and the standard deviations for each of the ten variables. The information in Table IV was not of concern to this study, but may be of interest in subsequent studies. Therefore, no further discussion or interpretation of Table IV is included in this section.

TABLE IV  
MEAN SCORES AND STANDARD DEVIATIONS

Variable Number (1)	Mean (2)	Standard Deviation (3)
1	348.9318	33.7766
2	37.3864	5.5874
3	69.7500	8.7554
4	70.4773	7.5127
5	66.6136	8.9863
6	70.6818	8.6179
7	71.0227	7.5560
8	6.5682	2.7856
9	17.8750	6.7728
10	10.0795	1.5027

The data which is to be found in Table V involves the correlation coefficient matrix for the ten variables. Some of the coefficients indicated negative correlations. Indeed, for some of the variables there were negative correlations. However, of major interest are the negative correlations concerning the relationships of variables (8) and (9) with variable (10). With variables (8) and (9), the lowest scores represented the highest-level empathic discrimination. With variable (10), the highest score represented the highest-level empathic communication. Thus, a significant negative correlation coefficient was demonstrative of a positive correlation. For any of the correlations referred to in Table V to be of significance, the correlation coefficient had to be greater than 0.2976 (1, p. 301). Five of the correlation coefficients demonstrated significant correlations. These correlations



TABLE V  
CORRELATION COEFFICIENT MATRIX

	1	2	3	4	5	6	7	8	9	10
1		-0.2303	0.7955	0.7614	0.8492	0.7882	0.8696	-0.0642	0.0627	0.3614*
2			-0.1154	-0.1280	-0.3328	-0.1176	-0.2503	0.2646	0.0466	-0.3015
3				0.4335	0.5710	0.6415	0.6184	0.1204	0.1653	0.1823
4					0.5946	0.4331	0.6745	-0.1694	-0.0023	0.4487*
5						0.5575	0.7002	-0.1109	0.0758	0.2581
6							0.5569	-0.0775	0.0360	0.2830
7								-0.0009	-0.0054	0.2907
8									0.6163*	-0.7128*
9										-0.5970*
10										

\*Significant .05 level, two-tailed test

were: 1-10; 4-10; 8-10; 9-10; 8-9. The meanings of these correlations will be discussed in Chapter V.

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## CHAPTER V

### CONCLUSION

Chapter V will present conclusions based on the data offered in the preceding chapter. A discussion of the hypothesis and the extent to which it was supported will be followed by a brief summary. The summary will essentially describe the problem dealt with in this study, leading into implications for further study.

The data presented in the preceding chapter demonstrated five significant statistical correlations of concern to this study. Those variables indicated to be in high correlation were: Total P--Empathic Communication; Moral-Ethical Self--Empathic Communication; Empathic Discrimination Test I--Empathic Discrimination Test II; Empathic Discrimination Test I--Empathic Communication; Empathic Discrimination Test II--Empathic Communication. A discussion of each of these correlations follows.

#### Total P--Empathic Communication

The correlation coefficient (0.3614) for these two variables indicated there was a significant statistical correlation. This correlation was by far the most significant, particularly because it more than any other correlation supported the hypothesis set forth at the beginning of the study.

The Total P variable, reflecting the overall level of self-esteem, provided the most accurate single measure indicating each subject's level of self-concept. The Empathic Communication variable reflected each subject's ability to communicate empathy. The data indicated that when self-concept scores were high, empathic communication scores were also high. To be sure, this does not reflect a cause-and-effect relationship between these two variables, merely a consistency of occurrence together. Thus, a subject acquiring a high self-concept score could be expected to display higher-level empathic communicative ability when measured by the instruments used in this study.

#### Moral-Ethical Self--Empathic Communication

The correlation coefficient (0.4487) for these two variables indicated that the Moral-Ethical Self as measured by the TSCS was a significant dimension of the measured self-concept. The significance, a substantial statistical correlation with the empathic communication variable, renders this dimension of the TSCS subject to further study. This study will not involve an interpretation of this dimension of the TSCS and its correlation with empathic communication since the design of the study did not include such interpretations. Nevertheless, its relevance to empathic communication might be of interest for subsequent study.

Empathic Discrimination Test I--Empathic  
Discrimination Test II

The correlation coefficient (0.6163) for these two variables indicated a high statistical correlation. Such a correlation was expected since both variables measured the subjects' empathic discrimination. The difference in the two variables was that Empathic Discrimination Test I measured the subjects' ratings of audial responses to audial stimulus statements. Empathic Discrimination Test II measured the subjects' ratings of written responses to written stimulus statements.

Empathic Discrimination Test I--  
Empathic Communication

The correlation coefficient (-0.7128) for these two variables indicated an extremely high correlation. This relationship, more than the relationship between Empathic Discrimination Test II and Empathic Communication, indicated that a subject demonstrating high-level empathic discrimination could be expected to score high on empathic communication. The Empathic Discrimination Test I variable was considered a more valuable index of empathic discrimination than the Empathic Discrimination Test II variable for the reason that affect can more readily be communicated as well as discriminated in the taped stimulus statements and responses than in the written statements and responses. Empathic Discrimination Test I measured active listening, a dimension missing from Empathic Discrimination Test II.

Empathic Discrimination Test II--  
Empathic Communication

The correlation coefficient (-0.5970) for these two variables indicated a significant statistical correlation. The importance of this correlation was that it demonstrated that empathic discrimination scores displayed a high degree of consistency with empathic communication scores. This consistency was expected since high-level empathic discrimination is a necessary but not sufficient condition for high-level empathic communication. In application to the helper-helpee relationship, before a helper can respond with empathy, he must first discriminate the content and affect of the message from the helpee.

The conclusions offered above were concerned exclusively with the statistical correlations indicated by the correlation coefficients which were presented in the preceding chapter. Of immediate concern is the relationship of these data with this study's hypothesis which reads: There will be a significant statistical correlation between self-concept and empathic communicative ability.

The correlation referred to in the hypothesis above was found to be significant as demonstrated by the correlation coefficient (0.3614) for the Total P variable (1) and the Empathic Communication variable (10).

This study dealt with the question: "Who is most 'trainable' as an effective communicator of empathy?" On

the basis of the review of literature, the data acquired by measuring self-concept and empathy variables, and the demonstrated correlation between self-concept and empathic communicative ability, it can be concluded that those persons found to have high self-concepts are most trainable as effective empathic communicators.

A potential trainee's level of function is an index of his trainability in the helping role. Thus, a potential trainee whose empathic communicative ability is found to be at an adequately high level can be expected to be trainable for the helping role. This study demonstrated that for the population of this study, self-concepts were consistent with empathic communication scores; self-concept scores were highest when empathic communication scores were highest. Thus, self-concept scores may also be indicative of high-level functioning potential trainees.

Certain dimensions of the self-concept, as measured by the TSCS, were found to be more highly correlated with empathic communication scores than others. Viewing these dimensions apart from one another, one can determine which of them are most highly correlated with empathic communicative ability, as well as which are strong or deficient for each person tested. Thus, using the TSCS, trainers can measure potential trainees' self-concepts and determine which dimensions of each subject's self-concept needs attention, and how significant the deficient



dimensions are in correlation with empathic communicative ability.

## APPENDIX

### Empathic Discrimination Test I Instrument

#### E-1 Upset Black Girl

##### Excerpt

"They call me nigger over here. Who are they to say that I'm a nigger? So what! They're honkies. You thought I grew up in the slums and you think that's where I should belong. So what! Send me back over there. This is the way you think I should have grown up, so let me grow up this way."

1.75 R<sup>1</sup> "Hey, wait a minute now. Don't call me a honkie. Where's your respect?"

3.5 R<sup>2</sup> "Hey, you're really angry and confused. You would like to fight back, but you are just not sure how or who to fight. You have been down for a long time and I guess I'm feeling that just as you are establishing an identity, you get thrown back in with the white man. You are afraid, afraid of becoming a nothing again."

1.0 R<sup>3</sup> "Hey, I understand your boyfriend is on the football team."

2.25 R<sup>4</sup> "Yeah, I know you Negroes have been kind of mistreated, but we are changing all that. Hey, things will get better if you just don't get excited."

3.0 R<sup>5</sup> "I know you are angry. You don't like the names you have been called, and you want to fight back. It really hacks you off that you have been kept down so long, and now you are forced to integrate."

#### E-2 Happy High School Football Player

##### Excerpt

"Say, I made it! I really made it! I'm going to start at linebacker. Can you believe that? I just don't

believe it! My old man is going to be so proud of me, and look, the guys were congratulating me and everything. You know, patting me on the back. They really seemed to like me. I just can't believe it! I have been worrying about this all summer, and now I have really made it. You know my girl, oh man, is she going to be pleased. I just cannot believe it! It is so fantastic. I really made it!"

- 1.75 R<sup>1</sup> "I just hope that your grades won't fall off because of an over abundance of enthusiasm for football."
- 3.0 R<sup>2</sup> "Keith, you're really as high as a kite. I've never seen you so high. It's great! Not only did you please yourself, but your father and your girlfriend and your buddies. You really feel accepted."
- 2.0 R<sup>3</sup> "Hey, that sounds great! Did I ever tell you that I made All Conference as a running back my last two years in high school? I don't tell many people that, of course."
- 1.5 R<sup>4</sup> "Don't you ever get kind of hacked off at your dad for pushing you in football all the time?"
- 3.5 R<sup>5</sup> "Hey baby! You're really flying high! You've had a lot of self-doubt. Now you've made it. It's like saying to yourself, 'I'm a man. I've arrived and other important people know about it.' Seeing you grow and burst loose like this really helps me, too, Keith."

### E-3 Depressed Black Student

#### Excerpt

"Man, I just don't know what's going on. I've tried everything. I go to school and my grades are bad. Well, this one guy told me to smoke some dope, so I started on the dope scene, but that's no way out. My folks tell me to go back to school, and I go gack to school and I just get bummer grades, you know, bad grades. I get out of school and then I go get a job; then I'm not satisfied with the job because, well, I want to go back to school, so I try to go back to school and I can't make enough money going back to school. I just don't know what to do about it."

- 1.0 R<sup>1</sup> "I see you've got your arm in a cast. How did you hurt it?"

- 2.25 R<sup>2</sup> "Hey, man, snap out of it. Nobody ever got better by sitting around crying. Oh, what the hell. You're too, what do they call it, depressed. You've got to get pissed off and attack the world. You can make it."
- 3.0 R<sup>3</sup> "You're really confused. You've tried grass and that didn't help. You've tried school and you've tried work, and that doesn't seem to go. At this point you just don't know what to do."
- 4.25 R<sup>4</sup> "Hey, man! Like you're really down in the valley. Nothing looks good. Nothing seems to work. At this point the question is really bigger than school or work. It kind of really is a question of choosing life or death--whether you want to continue to search or not. All I can offer you at this point is me. I really want to help you come up again."
- 1.25 R<sup>5</sup> "Charlie, I'm not sure you like me. All you ever do is tell me about your problems. Haven't you got anything good to say? I've got problems, too, you know."

E-4 White Girl Dating Black Boy

Excerpt

"I've been going with this boy. His name is Steve and he's black and I'm white, and I don't know what to do. I really like him and it bothers me because we have to go out without anybody knowing it, without seeing him with anybody else. We have to hide and I just want to be able to see him openly so people will know we like each other and how we feel toward each other without having to hide it. But I'm afraid of what my parents would think and what other people would think, and I don't know what to do."

- 1.75 R<sup>1</sup> "Hey! You'd better stay away from those black kids. You know better than that. You've been brought up in a good home."
- 3.0 R<sup>2</sup> "You're really hurt and a little angry. You really want to be open about your relationship with Steve, but you're not sure you can take the risk. Your parents just wouldn't approve. It really would be nice if the black-white thing was not such a hassle."
- 1.0 R<sup>3</sup> "Who did you get for senior English? As I recall, you had a little difficulty with English last year."

4.0 R<sup>4</sup> "Hey! I hear a lot of pain and frustration in your voice--the hurt of wanting to be genuine and real, the frustration of daring to risk. At this point it is really a question of how much of yourself you are willing to commit to what you feel is right. It takes courage and, I guess I hear you saying you are kind of angry at yourself for hesitating."

2.0 R<sup>5</sup> "This strikes me as a very appropriate time for you to draw upon your strong Christian background. I'm sure you know what the right thing to do is. I'd suggest that you go straight to your pastor."

#### E-5 Satisfied Teacher

##### Excerpt

"I'm really excited about something I tried in class the other day. I really didn't know if it would work, but, gee, the students really seemed to get with it. I seemed to put the ideas across real well. I wanted to share it with you and I thought maybe some of the other teachers could try it. You know, this worked so well, I'm going to try some other new things."

1.5 R<sup>1</sup> "Oh! Well, I was a pretty good teacher, too. I used to do a lot of creative things."

1.25 R<sup>2</sup> "Now, I don't know what's wrong with you teachers. You finally agree on a lesson plan, then some of you start changing everything again. Now, Stuart, I wish you would stick with your decisions. Let's teach the course the way we designed it and just don't bother me with all these changes."

1.5 R<sup>3</sup> "Glad you came in, Stu. There's something I've been wanting to tell you and the other teachers. I just came from a meeting with the dean and we've got two new positions for next year. Now, I just want you people to know that I'm really in there fighting for you and I hope you understand that."

3.0 R<sup>4</sup> "Hey, Stu! You really feel good. You tried something risky and it worked out for you and the kids in class really did appreciate it. You'd like to share the wealth right now, and there's some new doors opening for you."

2.0 R<sup>5</sup> "Yes, Stuart, we certainly appreciate any innovation that will help our students."

E-6 Confused Administrator

Excerpt

"You know, it's pretty difficult to be in this job. On one hand, you want to encourage the teachers; on the other, you have to represent the administration. Now, I sometimes feel caught between a rock and a hard place and really don't know which way to turn."

- 2.25 R<sup>1</sup> "Well, as an educator there's no choice where your loyalty should be, you know. After all, you are a former teacher yourself."
- 1.75 R<sup>2</sup> "I can't figure out why you administrators complain all the time. After all, you guys make more money than anyone else around here."
- 3.0 R<sup>3</sup> "Yes, you really want to do the best job you can, but you are frustrated sometimes because you are forced to choose between the administrative thing and the demands that the teachers make on you."
- 1.0 R<sup>4</sup> "I'm glad I ran into you. You know that committee meeting we had the other day when we were asking you to check on the salary raises? I was wondering, did you check that out for us? A lot of people really want to know what happened on that."
- 3.5 R<sup>5</sup> "You are really in the middle on this thing. I guess part of your conflict is that you really want to do what's right, or make the best decision. I've kind of got a feeling that a lot of yourself is wrapped up in the job and the things that you do, the decisions that you make."

E-7 Angry/Frustrated Teacher

Excerpt

"Things have really gone to pot around here. The standards seem to be slipping every year. This open-door policy stuff is just killing us. The kids in my class get dumber and dumber. I almost hate to go to class anymore. Just can't stand it. These people are prostituting the underlying precepts of Academe. By God, if I had my way, I would stop this nonsense instantly."

- 2.75 R<sup>1</sup> "You really feel pretty frustrated and angry right about now. It's kind of like the kids you are having

to teach everyday are not really able to appreciate the good things that you've got to offer and they are really not able to get the most out of the education you would like to give them. It is really upsetting to you."

- 1.0 R<sup>2</sup> "Charles, old buddy, glad to see you! Say, listen, my wife and I are planning this little get-together over at my house Friday night, and I'm hoping that you and Agnes can make it, about eight or so."
- 2.5 R<sup>3</sup> "Eh, Charlie, you're riding that horse again. You know, it really ticks me off that some of you people that have been to the university and taught a couple of other places come over to the junior college where our mission is different and try to impose university standards on us. Hell, if you are so dissatisfied here with our kids and with the concept of the junior college, why not go some place else?"
- 2.0 R<sup>4</sup> "I don't understand. What do you mean, you hate to go to class anymore?"
- 4.0 R<sup>5</sup> "You know, in a lot of ways the frustration that you are feeling right now seems to be a personal thing with you. It is like you would really like to be associated with a top-notch-type college, one that is recognized as being good, prestigious. I sense that you, personally, are kind of looking for new challenges, new avenues of growth for yourself, and it really just isn't happening for you here."

Empathic Discrimination Test II Instrument

E-1 Student-Teacher

Excerpt

"I came in to talk to you about the grade you gave me on the mid-term test. I've put off talking to you . . . and now that I'm here I really don't know what to say. I've been trying hard in your class . . . really I have! . . . but I just seem to fall apart everytime I take a test. I'm failing in your class--and maybe others, too . . . I just don't know . . ."

- 1.0 R<sup>1</sup> "What did you say your name was? I don't recall seeing you in class."
- 1.25 R<sup>2</sup> "You really bombed out on my test. In fact, you made the lowest grade in the class!"
- 2.5 R<sup>3</sup> "You seem sincere in wanting to do something about your grade. Maybe you would like to take the test over again."
- 3.0 R<sup>4</sup> "You really feel awful about making bad grades. You try hard but just seem to panic when you're faced with a test; you want to do better but don't know how . . ."
- 4.5 R<sup>5</sup> "You try so hard that it just seems unfair that you do poorly. You're angry--and at the same time scared that you might totally bomb out. It's like a big circle with no one to be angry with but yourself. Nothing is satisfying."

E-2 Student-Teacher

Excerpt

"I want to talk to you because I thought you would at least listen to me which is more than I can say for those other people! I'm fed up with this place with all of its stupid rules! I'm old enough to vote and I'm old enough to decide how I should look, too! Why do they treat me like a child? Why don't they let me be me!"



- 1.75 R<sup>1</sup> "If you don't like this school, why don't you leave? This is a free country."
- 1.0 R<sup>2</sup> "What kind of grades are you making?"
- 2.25 R<sup>3</sup> "I can see that you are upset, but rules are necessary for society to exist and part of the educational experience is to learn how to live by them. Some day you'll see that for yourself."
- 3.25 R<sup>4</sup> "You need some one to talk with because you are pretty much torn inside between how you can fit into society and still be your own person. Makes you angry as hell when other people tell you what to do!"
- 3.5 R<sup>5</sup> "I'm glad you trust me enough to share this part of you with me. I understand your anger. You feel almost powerless in the situation--you'd like to be able to become a person too."

### E-3 Student-Teacher

#### Excerpt

"Hey Teach! Guess what? I finally got me a car of my own. Now I can do something I've always wanted to do. . . especially with other people. Just can't wait for them to see it. You've got to see it, too. It's cool!"

- 1.0 R<sup>1</sup> "Have you turned in that term paper you owe me?"
- 2.0 R<sup>2</sup> "That's nice that you've got it don't let it stand in the way of your school work. Remember, other things are much more important."
- 2.25 R<sup>3</sup> "I wrecked the first car I owned when I was your age. You be sure and be careful because you will never know what might get in your way. I would hate to see you hurt."
- 3.0 R<sup>4</sup> "Hey, that's tremendous! You've wanted a car for some time and you see this as a big step for you. That car is really important to you and you're thrilled to own it."
- 3.25 R<sup>5</sup> "Hey, that's great! You really feel a part of the group now. You feel as good as any body else . . ."

E-4 Teacher-TeacherExcerpt

"Why is he so dense that he can't or won't see the importance of this program I'm trying to develop? Although he is my supervisor he seems to be putting every barrier he can think of in my way. I don't know what he's got against my ideas . . . or me for that matter. One of these days I'm just going to have to talk to him about that."

- 1.0 R<sup>1</sup> "What did you say your golf score was for the front nine?"
- 1.75 R<sup>2</sup> "He treats me that way, too. Let me tell you how I have been mistreated . . . and you think you have a problem!"
- 2.25 R<sup>3</sup> "All you really need to do is tell him what you think. He is a reasonable man and will understand."
- 3.0 R<sup>4</sup> "You're upset because you believe strongly in what you are doing but can't get active support from your supervisor. You wish you could find out why."
- 4.0 R<sup>5</sup> "You're angry as hell because you feel so blocked. You'd really like to be able to confront him with your feelings but you're not sure you can risk it. You're asking yourself 'am I strong enough . . . do I dare?'"

E-5 Teacher-TeacherExcerpt

"I just can't wait to tell you about last night. I went out with this tremendous person. I've wanted to date him for a long time and he finally noticed me. Wow . . . what an experience! I feel like I'm floating on a cloud!"

- 1.75 R<sup>1</sup> "Are you certain he isn't married? You really can't trust men, you know."
- 1.5 R<sup>2</sup> "What's wrong with you girls? You have one date with a guy and you get starry-eyed! You would think that a person your age could keep your emotions under control. You'll be back to earth tomorrow."

- 1.0 R<sup>3</sup> "Did I tell you about the dozen roses my boyfriend sent me? He does little things like that all of the time. I'm just so lucky!"
- 3.0 R<sup>4</sup> "Sounds like you really had a great time . . . and found somebody interesting. You're really happy and that's just tremendous. Don't know when I have seen you so high!"
- 4.0 R<sup>5</sup> "You're as high as a kite. It's like you really weren't sure a person that good could really like you. It's like saying, 'I'm O.K. after all.' It really makes me feel important to know you'd share this with me."

E-6 Supervisor-Supervisor

Excerpt

"I know all these people look to me for guidance but I don't know if I can be of much help. I'm sometimes as lost as they are. I almost wish I hadn't accepted this job. It was a lot easier to just be a teacher without all this added responsibility. I was a good teacher but have doubts about my ability as an administrator."

- 2.25 R<sup>1</sup> "Now you just cheer up. You'll feel a lot better after you get some rest. We all go through this same thing. You'll be OK after the weekend . . ."
- 1.0 R<sup>2</sup> "What does your wife think about your job?"
- 1.75 R<sup>3</sup> "Well, maybe so. But you are a lot better than the guy we used to have. He was a total loss!"
- 3.0 R<sup>4</sup> "You really don't know if you can make it as an administrator . . . don't know if you are cut out for the job. You want to be as good an administrator as you were a teacher but you don't know how to go about it. You were safe in the classroom but now it's different. . . people are depending on you now."

E-7 Parent-Supervisor

Excerpt

"My son came home in tears today and its all that teacher's fault. John told me what that teacher had his class do and I've never heard of such things. When I was in school

we studied the 3 R's and our teachers were fine, properly dressed citizens and didn't do any of this new foolish stuff. Who gives you people the right to play with my son's mind?"

- 1.5 R<sup>1</sup> "Has your son been to see a counselor?"
- 1.25 R<sup>2</sup> "Where did you go to school?"
- 2.0 R<sup>3</sup> "Actually, you have nothing to worry about. So your son is upset. He'll survive."
- 3.0 R<sup>4</sup> "You're really mad because you don't know what's happening to your son and you feel that the school is at fault. You think that there is something wrong with education--both classes and teachers, and you wish you could do something about it."
- 4.25 R<sup>5</sup> "You really feel angry because you can't control the situation. You've tried to provide good experiences for your son and it really hurts and frustrates you to see him in a situation he can't cope with. You'd like to kind of take over for him and protect him against hurt and pain."

#### E-8 Student-Student

##### Excerpt

"I really don't know what to do about my parents. I know they love me and all that stuff but can't they see I'm ready to be on my own for a while? You know, like I'd like to just see some of the world, bum around a while . . . but they can't see it. They said if I don't come home and work with Dad they won't help me with school next semester. With everything else I've got to worry with what am I going to do?"

- 1.0 R<sup>1</sup> "I heard you had a date with that new chick last night. What was she like?"
- 1.5 R<sup>2</sup> "Well, where would you like to go this summer?"
- 2.0 R<sup>3</sup> "Aren't decisions awful? I can't decide on living in the dorm or an apartment."
- 3.0 R<sup>4</sup> "Hey, this really bugs the hell out of you. You feel like your parents are putting you on the spot and you don't know which way to turn. You're just not sure of which way to go . . ."

- 3.5 R<sup>5</sup> "You're ready to be a man but not sure you are ready to accept the consequences. It's really a conflict. You love your parents and don't want to hurt them, but at the same time you need to grow and experience new things yourself. You seem to be asking yourself, 'Can I really cut it on my own?'"

E-9 Student Teacher-Teacher

Excerpt

"I'm going to enjoy being a teacher. Just can't wait to have my own class. I'm thrilled with the whole idea. It's just like I'd hoped it would be. Boy, am I excited!"

- 1.75 R<sup>1</sup> "I felt that way, too, but it didn't take me long to find out what they are really like. UGH! Kids now days simply drive me out of my mind!"
- 1.75 R<sup>2</sup> "It's all rosy for you now, but don't get your hopes up too high. Things aren't that good. Don't believe what you heard in those education courses."
- 1.0 R<sup>3</sup> "Have you eaten yet? What are they having in the lunch room today?"
- 3.25 R<sup>4</sup> "Things are going well for you . . . you've had a lot of positive expectations concerning teaching and they appear to be within reach. You made the right decision to be a teacher and you are really grooving on it!"
- 4.0 R<sup>5</sup> "You've reached a high point in your life and are ready to push ahead even further. You are in control of things and believe that you will make it as a person. You're on top of the world!"

E-10 Wife-Husband

Excerpt

"Let me tell you what happened in my third period class. One of the kids who has been quiet and unresponsive all semester finally came alive and participated in the class. I've been trying to get to him for months! Wow!"

- 1.75 R<sup>1</sup> "I'm glad that at least you're happy. I've had a hell of a day. Everything went wrong. Is supper ready?"
- 1.0 R<sup>2</sup> "Big deal. You manage to win them all eventually anyhow."

- 1.0 R<sup>3</sup> "Did you cash the check like I asked you to do?"
- 3.0 R<sup>4</sup> "You really feel a sense of accomplishment today. You've done a good job as a teacher and it makes you feel tremendous. You really wanted to reach that kid."
- 3.5 R<sup>5</sup> "You're effective as a teacher and as a person, and it feels good to know that."
- 4.0 R<sup>6</sup> "It makes you feel like you're on top of the world. It's good to feel successful, but more than that, you really feel like an alive and important person yourself."

## Empathic Communication Test Instrument

### E-1 Upset Black Girl

#### Excerpt

"They call me nigger over here. Who are they to say that I'm nigger? So what! They're honkies. You thought I grew up in the slums and you think that's where I should belong. So what! Send me back over there. This is the way you think I should have grown up, so let me grow up this way."

### E-2 Happy High School Football Player

#### Excerpt

"Say, I made it! I really made it! I'm going to start at linebacker. Can you believe it? I just can't believe it! My old man is going to be so proud of me, and look the guys were congratulating me and everything. You know, patting me on the back. They really seemed to like me. I just can't believe it! I have been worrying about this all summer, and now I have really made it."

### E-3 Depressed Black Student

#### Excerpt

"Man, I just don't know what's going on. I've tried everything. I go to school and my grades are bad. Well, this one guy told me to smoke some dope, so I started on the dope scene, but that's no way out. My folks tell me to go back to school, and I go back to school and I just get bummer grades, you know, bad grades. I get out of school and then I go get a job; then I'm not satisfied with the job because, well, I want to go back to school, so I try to go back to school and I can't make enough money going back to school. I just don't know what to do about it."

### E-4 White Girl Dating Black Boy

#### Excerpt

"I've been going with this boy. His name is Steve and he's black and I'm white, and I don't know what to do. I really like him and it bothers me because we have to go out without anybody knowing it, without seeing him with anybody else. We have to hide and I just want to be able to see him openly so people will know we like each other and how we feel toward each other without having to hide it. But I'm afraid of what my parents would think and what other people would think and I don't know what to do."

E-5 Satisfied Teacher

Excerpt

"I'm really excited about something I tried in class the other day. I really didn't know if it would work, but, gee, the students really seemed to get with it. I seemed to put the ideas across real well. I wanted to share it with you and I thought maybe some of the other teachers could try it. You know, this worked so well, I'm going to try some other new things."

E-6 Confused Administrator

Excerpt

"You know, it's pretty difficult to be in this job. On one hand, you want to encourage the teachers; on the other, you have to represent the administration. Now, I sometimes feel caught between a rock and a hard place and really don't know which way to turn."

E-7 Angry/Frustrated Teacher

Excerpt

"Things have really gone to pot around here. The standards seem to be slipping every year. This open-door policy stuff is just killing us. The kids in my class get dumber and dumber. I almost hate to go to class anymore. Just can't stand it. These people are prostituting the underlying precepts of Academe. By God, if I had my way, I would stop this nonsense instantly."



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