

A STUDY TO DETERMINE THE RELATIONSHIP BETWEEN
SELF-CONCEPT, HOME INFLUENCES
AND DATING PRACTICES

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BY
LORNA CROUCH WILLIAMS, B.S.

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Denton, Texas

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We hereby recommend that the Thesis prepared under
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Master of Science.

Committee:

Leta C. Taylor
Chairman
Robert P. Littlefield
Dalton Day

Accepted:

Mary Evelyn Huey
Dean of Graduate Studies

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CHAPTER I

INTRODUCTION

In the past decade much attention has been focused upon all aspects of human sexuality. Research has been conducted concerning the sexual mores, habits, problems and deviances of people around the world. Despite the thoroughness of the investigations, several areas of basic understanding remain relatively untapped. Ehrmann (1957) set forth an essential task which must be explored and explained in order to have a firm foundation on which to base knowledge of human sexual behavior. He stated: "The ways in which the individual incorporates ideas about sex into his concept of self and others and the significance of these ideas to his phenomenological self must be determined" (p. 22). Thus, relatively little was known about the ways in which a person incorporated ideas about sex into his concept of self. This phenomenon was so basic to understanding human sexual behavior that an attempt should be made in that direction.

Purpose

The purpose of this study was to determine the correlation between the following variables: self-concept, family income level, marital status of parents, attitudes of sexual permissiveness, and age at first unchaperoned date. The subjects were selected from students enrolled in a freshman course for home economics majors in the College of Nutrition, Textiles and Human Development at Texas Woman's University. Results were based on the Tennessee Self-Concept Scale, a Guttman Scale of sexual permissiveness, and personal data information.

The specific objectives of this study were:

1. To determine the self-concept manifested in the population under study;
2. To correlate self-concept with perceived income level of parents, parental marital status and attitude of sexual permissiveness; and
3. To correlate attitude of sexual permissiveness with parental marital status, perceived family income level and age at first unchaperoned date.

Delimitations

The forty subjects involved in this study were (1) eighteen, nineteen, twenty and twenty-one year old

females who were (2) enrolled in basic family living coursework during the spring semester, 1974, at Texas Woman's University.

Limitations

No screening was made in the area of religion, marital status or socio-economic level. High sexual permissiveness and promiscuity were not differentiated within the data or the results. The researcher acknowledged that student perceptions of family income could be inaccurate.

Definitions of Terms

When used in this study, the following words or phrases were defined to mean:

Premarital sexual permissiveness. Premarital sexual behavior which includes full sexual relations with a member of the opposite sex.

Nonpermissive sexual attitudes. Personal values and standards which exclude acceptance of full sexual relations before marriage.

Permissive sexual attitudes. Personal values and standards which allow full sexual relations before marriage.

Petting. Sexually stimulating behavior more intimate than kissing and simple hugging but not including full sexual relations (Reiss, 1967).

Strong affection. Affection which is stronger than physical attraction or average fondness, but less strong than the emotional state which is love (Reiss, 1967).

Love. The emotional state which is more intense than strong affection (Reiss, 1967).

Self-concept. The phenomenological picture of how the individual perceives himself on a positive-negative continuum (Ashcraft and Fitts, 1964).

High self-concept. The upper one-third of self-concept scores as measured by the Tennessee Self-Concept Scale.

Low self-concept. The lower one-third of self-concept scores as measured by the Tennessee Self-Concept Scale.

This study was undertaken to determine if a relationship existed between sexual attitudes, self-concept, age of dating, family income and parental marital status. The subjects were forty students at Texas Woman's University who were enrolled in a basic family living course.

CHAPTER II

REVIEW OF LITERATURE

A wealth of background information was available concerning both self-concept and sexual permissiveness; however, only a few studies relating those two variables had been conducted. This review of literature included basic knowledge of both self-concept and sexual permissiveness when examined as separate entities. Studies relating either topic to other areas of human development or alternative demographic variables were excluded from this review.

Self-Concept

The self-concept was described as the very core of personality, a composite of the way a person perceived himself in relation to any circumstance or individual, and the way in which he believed others perceive him. To the individual, his self-concept was "he" at all times, so basic to his personality that many investigators believed that "all behavior, without exception, is completely determined by and pertinent to the perceptual field of the behavioral organism" (Combs and Snygg, 1959, p. 20).

Sullivan (1947) perceived the self-concept as a unit, but made up of numerous sections in dynamic equilibrium. This balance, resulting in either a positive or negative self-concept, was essential in the adjustment of a person. Maintenance or protection of the self-concept was the end-product of behavior, even if that behavior seemed irrational to the observer (McCandless, 1967).

Examination of various self-concept personality tests led to extended understanding of self-concept. The most commonly studied class of aspects of the phenomenal (conscious) self included such attitudes as self-satisfaction, self-acceptance, self-esteem, self-favorability, congruence between self and ideal self, and discrepancies between self and ideal self (Wylie, 1974). The Q sort sets (Butler and Haigh, 1954) required a large number of personality-descriptive items to be sorted by the subject into nine piles on a continuum reflecting the degree of congruence to the subject's self. After the first sort, the subject resorted the same items on a continuum reflecting the degree of congruence to his ideal self. A correlation coefficient was then computed which represented the self-ideal correlation. Bill's Index of Adjustment and Values (Bills, Vance and McLean, 1951) required the subject to

respond to each of 49 trait adjectives in three ways: How often are you this sort of person?; How do you feel about being this way?; How much of the time would you like this trait to be characteristic of you? A self-acceptance score as well as a self-minus-ideal discrepancy score was utilized to index self-regard.

In another measure of self-concept, the Adjective Check List (Gough and Heilbrun, 1965), subjects were presented with 300 adjectives and asked to check those which applied to the object they were describing. Resultant scales obtained were Total Number Adjectives Checked, Defensiveness, Self-Favorability, Self-Unfavorability, Self-Confidence, Self-Control, Personal Adjustment and Counseling Readiness. Norm tables were used to interpret results.

The Tennessee Self-Concept Scale (Fitts, 1964) was one of the most frequently used self-regard instruments. According to Buros (1972) the TSCS overlapped sufficiently with other respected self-concept measures to use it with confidence when applicable. The 90 self-concept items were phrased half positively and half negatively. Each item was located in one of three rows (Identity, Self-Satisfaction, Behavior), and also in one of five self columns (Physical,

Moral-ethical, Personal, Family, Social). A total self-regard score was derived from the 90 items and a self-criticism score was obtained from 10 other answers.

Instruments used to test self-concept were varied in their scope and definition of self-concept. Thus personality theorists were able to select the type of test suited to their needs.

Many personality theorists concerned with probing the realm of the self attached great importance to the quality of the parent-child interaction. Parents were the persons present earliest and most consistently in the child's life; therefore, it was assumed they became the most significant factors in establishing the child's sense of self. By being loved and accepted in his home environment, the child came to love and accept himself; thus, he gained from his parents a generalized self-concept (Wylie, 1961). High self-regard was associated with the child feeling that his parents regarded him highly (Jourard and Remy, 1955; Manis, 1958).

Researchers have continued the search for a relationship between socio-economic level and self-concept, but investigations have shown that self-concept was not a function of economic status. Higgins (1971) found that neither

suburban nor inner city adolescents' self-esteem reports related to their socio-economic environment or family social position. Hill (1957) found no consistent association between scores on the Index of Status Characteristics and scores on Phillip's Questionnaire concerning Self- and Other-Acceptance.

Numerous individual behaviors were significantly related to the self-concept. Anxiety in both children and college students was negatively correlated to high self-esteem (Lipsitt, 1958). Mussen and Porter (1959) revealed that males with favorable self-concepts were more effective group members than those who had unfavorable self-concepts. Research with college females by Crandall and Bellugi (1954) established that healthy self-regard was related to good adjustment. Persuasibility, also a factor in the teenager's acceptance of premarital sexual permissiveness, was shown by several studies with young adults and children to possess a definite relationship with low self-concept (Janis, 1954; Lesser and Abelson, 1959). Thus the self-regard which a person possessed has been shown to be a direct influence on his behavior.

Sexual Permissiveness

Among the results of the so-called "sexual revolution" of the 1960's was the attention researchers focused on the changing values and behavior of the youth of the United States. Many have sought to find if there had indeed been a revolution in practice and values in sexual behavior; and if so, the direction and scope of the trend.

In 1968, Bell and Chaskes (1970) replicated a 1958 study to determine the extent of change in college youths' sex norms. The replication matched the former study in all possible aspects, and the comparison yielded many interesting relationships. Occurrence of coitus during dating had risen from 10 per cent in 1958, to 23 per cent in 1968; in 1958, 15 per cent of the coeds experienced intercourse while going steady, but ten years later this occurrence had risen to 28 per cent. Only the percentages of coeds experiencing coitus while engaged remained relatively stable. Feelings of guilt were also investigated in the study. Of the girls who had experienced intercourse in a simple dating relationship, 65 per cent in 1958 felt that they had gone too far; but only 36 per cent felt guilty in 1968. On the same issue, 41 per cent of the engaged girls felt guilty in 1958, but this percentage had decreased in

1968 to 20 per cent. Therefore, in 1968, the coeds were more apt to have had intercourse at all levels of the dating relationship, and less likely to feel guilty about their experience. These findings presented facts which pointed toward a liberalized trend in sexual attitudes and actions among college students.

The most recent survey to demonstrate the present sexual code was one recorded by Sorensen (1973) in his book, Adolescent Sexuality in Contemporary America. His study of 600 adolescents indicated sexual permissiveness at high school levels. Using mail-in questionnaires and follow-up interviews of males and females who had parental consent to participate, Sorensen found that a total of 45 per cent of the 13-19 year-old females were non-virgins. However, the methods used to obtain data, the fact of required parental consent, and the lack of a random sample may have confounded the results of this study (1973).

Researchers have sought to correlate sexual permissiveness with such factors as peer group attitudes, courtship customs, family affluence, parental marital status and family relationships. One correlation definitely established is the importance of the peer group. The sexual attitudes and actions which were perceived from

peers help persuade the adolescent to conform. As the adolescent was breaking away from parents, he was moving toward peer-orientation; therefore, he had greater freedom to discard traditional conservative principles which his parents had related to him about sex (Reiss, 1967; Sorensen, 1973, Teevan, 1972). No study reviewed concluded that this relationship was not a factor.

Several other relationships of premarital permissiveness reported by researchers were relevant to the present study. Such variables in courtship customs as age at first date (14 or younger), number of boys dated (21 or more), and three or more steady relationships showed a positive correlation to permissiveness (Bell and Chaskes, 1970). Other propositions concerning premarital sexual activity have been both supported and denied by researchers. Affluence and the father's education and occupation were said by Reiss (1967) to possess positive correlation; but, this correlation was not upheld by Middendorp, Brinkman, and Koomen (1970), nor by Bell and Chaskes (1970). Reiss (1967) and Sorensen (1973) found that single parent homes possessed a positive correlation to permissiveness, but Bell and Chaskes (1970) found no relationship between parental marital status and premarital coitus. The number

of siblings had no significant bearing upon sexual standards (Bell and Chaskes, 1970); but, Reiss's proposition that position among siblings and amount of family responsibility upheld was positively significant to permissiveness (1967).

Research does not support a clear relationship between sexual permissiveness and such factors as family affluence, father's education, parental marital status and family responsibility. However, this study was primarily concerned with the relationship of the individual's permissive attitudes and self-concept.

Relationship of Self-Concept and Sexual Permissiveness

The two most pertinent studies were those by Stratton and Spitzer (1967) on attitudes of engaged couples and those by McKay and Richardson (1973) on unwed mothers. Stratton and Spitzer researched the relationship between attitudes favoring permissiveness for engaged couples and self-evaluation as measured on self-concept scales. They hypothesized that permissive sexual attitudes were associated with an unfavorable self-concept. The subject's judgement on premarital sexual relations during engagement was measured against the following four measures of self-concept: Bill's Index of Adjustment and Values; Gough Adjective Checklist; Fielder's Semantic Differential Technique; and the Twenty

Statement Test. With three of four results, all relationships were in the hypothesized direction. The strongest significant association was established between the Gough Adjective Checklist and Fielder's Semantic Differential Technique on the self-esteem category. These tests supported strongly the hypothesis that permissiveness and low self-evaluation were positively correlated.

McKay and Richardson (1973) tested personality differences between normal girls (the control group) and one-time unwed mothers. On the Minnesota Multiphasic Inventory, the one-time unwed mothers were significantly less well-adjusted than the control group.

Thus, the studies by Stratton and Spitzer and by McKay and Richardson found a positive relationship between sexual permissiveness and low self-concept. Low self-concept has been related by research to such behaviors as anxiety, persuasibility and sexual permissiveness.

Recent literature does not suggest a relationship between sexual permissiveness and high self-concept. Yet in the Bell and Chaskes study (1970), the literature does reflect increased incidence of premarital intercourse and decreased guilt.

These inconclusive findings led to this study which investigated a relationship between self-concept and attitudes of sexual permissiveness in forty college women.

CHAPTER III

METHODS

Subjects

The subjects involved in this study were forty females, eighteen to twenty-one years old, enrolled in basic family living coursework at Texas Woman's University during the spring semester, 1974. The sample was drawn from those present in two class sections, eliminating students outside the specified age range. Absentees were not aware of the intended data collection. Most students were majoring in Home Economics, others elected the course.

Of the sixty-five enrolled students, thirteen were eliminated by age and twelve were eliminated by absence. Participants by age were as follows:

<u>Age</u>	<u>Number of Subjects</u>
18	1
19	20
20	14
21	5

Instruments

The Fitts' Tennessee Self-Concept Scale (TSCS) was utilized as a measure of self-concept of each student. According to Fitts, this measure was appropriate to determine self-concept of people ages twelve and older. The TSCS consisted of 100 self-descriptive items, of which 90 measured the self-concept and 10 measured self-criticism. Aspects of the self that the test was designed to measure were : Identity, Self-Satisfaction, Behavior, Physical Self, Moral-Ethical Self, Personal Self, Family Self and Social Self.

The major scores pertinent to the present study were: Total Positive Score (P), reflecting the overall level of self-esteem; Variability Score (V), reflecting the amount of consistency from one area of self-perception to another; and Distribution Score (D), measuring extremity response style. Subtest scores were not analyzed independently.

Test-retest reliability has been demonstrated to be in the high .80's. Concurrent validity was -.70 correlation with the Taylor Anxiety Scale; .70 with the Cornell Medical Index; and with various MMPI scales in the .50's and .60's. According to Buros (1972) the TSCS

overlapped sufficiently with well-known measures to use it with confidence when applicable. The most serious limitation of the Tennessee Self-Concept Scale was the lack of acceptable normative sample information (Buros, 1972).

The Guttman Scale for females was used to determine the individual's acceptance of premarital sexual permissiveness. The scale consisted of twelve items with which the subject was asked to agree or disagree with statements concerning her sexual standards. Scores were obtained by computing attitudes which reflected permissiveness and nonpermissiveness.

Content validity was high, as proven by ratings of permissiveness between white female and male groups, and white and black groups. Test-retest reliability was also high (Reiss, 1967).

Procedure

The data were gathered during a single class period from two classes on May 1 and 2, 1974. Anonymity was guaranteed. Subjects were assured that participation was totally unrelated to course requirements, and all students indicated their willingness to participate by accepting the test-set.

Analysis of Data

Data were collected on self-concept, sexual attitudes, age of dating, family income, and parental marital status. Categories for levels of self-concept were established by identifying the lower, middle, and upper third, and designating them as low, medium and high. Categories of sexual attitudes were established by identifying those subjects who agreed that premarital sexual relations were acceptable before marriage, and designating them as having permissive attitudes. Subjects who did not agree that premarital sexual relations were acceptable before marriage were designated as having nonpermissive attitudes. Age of dating categories were established by separating subjects according to whether their first unchaperoned date occurred before or after age 16. Family income categories were designated as above and below \$10,000, and categories of parental marital status were established as married, divorced or separated. Correlations within any two categories were determined by using the phi coefficient for correlation of discrete variables.

Forty female subjects, ages 18 to 21, were measured on the Tennessee Self-Concept Scale and the Guttman Scale of sexual permissiveness. Review of the literature indicated

relationships between low self-concept and permissive sexual attitudes in samples of unwed mothers and engaged women.

Other literature related either variable to parental marital status, income level, or age of dating. This study investigated the relationships of the variables in a sample of college women.

CHAPTER IV

ANALYSIS OF DATA

This study investigated an hypothesized relationship between permissive sexual attitudes, self-concept, age of dating, family income and parental marital status. Forty female students between the ages of eighteen and twenty-one enrolled in a basic family living course served as subjects.

The first specific objective in analysis was to establish the self-concept exemplified in the population under study. The Tennessee Self-Concept Scale scores ranged from a low of P=254 (1st percentile) to highs of P=388 (94th percentile) and P=428 (above 99th percentile). The extremity of the higher score makes it become suspect "as such scores are deviant and are usually found only in such disturbed people as paranoid schizophrenics" (Fitts, 1965, p. 2). Variability of this score (V=32) was within the range of scores associated with well-integrated people; however, the distribution score (D=190) also pointed toward deviancy as it lay on the 99.9th percentile. All other TSCS scores within the stated range were not suspect of deviancy as the variability, distribution and self-criticism scores lay

within normal ranges. The mean score for the total number of subjects was $P=335$, ranking approximately on the 40th percentile, well within one standard deviation of Fitts' standardized mean score ($P=345$).

The second specific objective of the analysis was to measure correlations between self-concept, perceived income level of parents, parental marital status, and attitude of sexual permissiveness. Sixteen subjects perceived their family's income to be less than \$10,000; twenty-four subjects perceived their family's income to be greater than \$10,000. High, medium and low scores of self-concept were distributed equally throughout each income level. No correlation was found to exist between self-concept and perceived family income level ($\phi=.09$).

The sample of female subjects did not provide a basis for analyzing parental marital status, since only four subjects came from single parent families. Of these four, however, two had high and two had medium self-concept scores. None had low self-concept scores.

The correlation between self-concept and attitudes of sexual permissiveness was measured. Sixteen student reports reflected nonpermissive attitudes. The overall correlation of self-concept with attitudes of sexual

permissiveness was weak ($\phi=.286$). A chi-square test indicated that self-concept and attitudes of sexual permissiveness were independent.

Within the nonpermissive attitude group, 31.25 per cent reflected high self-concepts; 50 per cent reflected medium level self-concepts; and 18.75 per cent reflected low self-concepts. Within the permissive group, 33 per cent indicated high self-concepts; 25 per cent indicated medium level self-concepts; and 42 per cent indicated low self-concepts. Ranges of self-concept and categories of attitudes are summarized in Table 1.

TABLE 1

CORRELATION OF SELF-CONCEPT WITH ATTITUDES
OF SEXUAL PERMISSIVENESS

	Nonpermissive	Permissive	Total
High Self-Concept P=349--428	5 31.25%	8 33%	13
Medium Self-Concept P=324--344	8 50%	6 25%	14
Low Self-Concept P=254--320	3 18.75%	10 42%	13
Total	16	24	40

An interesting comparison occurred when self-concept was separated into only two divisions, high and low scores. The most vivid shift, although still not statistically significant, was the number of nonpermissive medium level self-concepts which became classified as high (6), and the number of permissive medium level self-concepts which became classified as low (5). However, the three-category method of classifying self-concept scores was a more accurate report of the results. Table 2 summarized the changes which occurred when self-concept scores were classified only as high and low.

TABLE 2

CORRELATION OF HIGH AND LOW SELF-CONCEPT WITH
ATTITUDES OF SEXUAL PERMISSIVENESS

	Nonpermissive	Permissive	Total
High Self-Concept P=336--428	11 68.75%	9 37.5%	20
Low Self-Concept P=254--332	5 31.25%	15 62.5%	20
Total	16	24	40

The third specific objective of the analysis was to measure correlations between attitudes of sexual permissiveness and parental marital status, perceived family income level and age at first unchaperoned date. The sample of forty female subjects did not provide a basis for analyzing parental marital status and permissive attitudes, since only four subjects came from single parent families. Of these four, one reflected nonpermissive attitudes and three reflected permissive attitudes.

The correlation between permissive attitudes and family income level was measured. Of the sixteen students who perceived their families' income to be less than \$10,000, seven revealed nonpermissive attitudes while nine reflected permissive attitudes. Of the twenty-four reporting incomes greater than \$10,000, nine had nonpermissive attitudes and fifteen had permissive attitudes. The correlation of permissive attitudes to perceived family income level was weak ($\phi=.171$) and not significant.

The correlation between permissive attitudes and age at first unchaperoned date was measured. Of those students who reported a nonpermissive attitude, 62.5 per cent had been above age sixteen and 37.5 per cent had been below age sixteen when they had their first unchaperoned

date. In contrast, of those students who reported permissive attitudes, 25 per cent had been above age sixteen and 75 per cent were below age sixteen when their first unchaperoned date occurred. The correlation of permissive attitudes to age at first unchaperoned date was moderate ($\phi=.375$); however, a chi-square test indicated that the relationship was not significant. Table 3 illustrates the frequencies and percentages in each category.

TABLE 3

CORRELATION OF PERMISSIVE ATTITUDES TO AGE
AT FIRST UNCHAPERONED DATE

	Nonpermissive	Permissive	Total
Below 16	6 37.5%	18 75%	24
Above 16	10 62.5%	6 25%	16
Total	16	24	40

In summary, the mean self-concept score was well within one standard deviation of the standardized mean score. No significant relationships were found to exist between any of the variables tested.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

As analyzed by the phi coefficient and chi square test for significance, no significant relationships were established between the following: self-concept; family income level; marital status of parents; attitude of sexual permissiveness; and age at first unchaperoned date. However, the present study has led to several conclusions from a comparison to past research.

Tennessee Self-Concept Scale scores revealed the full spectrum of self-concept scores within the sample. The sample mean of 335 was below the standardized mean, but well within the TSCS standard deviation of 30.7.

Income level possessed no relationship to self-concept, as studies by Higgins (1971) and Hill (1957) had asserted. Furthermore, parental income level was not significantly related to permissive sexual attitudes, although a higher percentage in the higher income group evidenced permissive attitudes.

The age of onset of dating was not significantly related to permissive sexual attitudes although most

beginning to date before sixteen had permissive attitudes, and most of those in the permissive attitude category were the early daters. Bell and Chaskes (1970) had similar findings.

This study utilizing established measures of self-concept and permissive sexual attitudes was unable to confirm the expectations derived from the literature. Previous studies suggested a relationship between low self-concept and permissive sexual attitudes. This study has suggested that this is invalid for this group of women students. Such findings supporting the independence of these two variables may have reflected the difficulty of measuring the two constructs, the weaknesses of the instruments used, or a changing value system as described in the sexual revolution. Since the sample was drawn from a university setting reputed to be conservative and from a degree major that is also perceived as conservative, the findings were provocative.

Recommendations

Future studies should include male subjects, younger age groups, and non-students. Randomization of the sample is vital. Research in the area is necessitated by the

apparent rapid change in sexual mores. Such change continues to need evaluation in relationship to self-concept.

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APPENDIX

Thank you for your full cooperation. The surveys which you have been given are concerned with your interests and feelings about a number of subjects. Complete anonymity is guaranteed, and participation will in no way affect your grade in this course.

Please use the answer sheet provided for the first set of questions; then, answer the second set by marking on the test itself. Every question must be answered.

Thank you again for your participation.

PERSONAL DATA SHEET

AGE: ☐ below 18 ☐ 18 ☐ 19 ☐ 20 ☐ 21 ☐ over 21MARITAL STATUS: ☐ single☐ married☐ divorced☐ widowedARE PARENTS ☐ married, and living together?☐ separated, but not divorced?☐ divorced?☐ widowed, but married at time of death?☐ missing?WHAT DO YOU ESTIMATE YOUR PARENT'S FAMILY INCOME TO BE
PER YEAR?☐ below \$3500☐ \$3500--\$5000☐ \$5000--\$7500☐ \$7500--\$10,000☐ \$10,000--\$15,000☐ over \$15,000

AGE AT FIRST UNCHAPERONED DATE?

☐ below age 10☐ ages 11--12☐ ages 13--14☐ age 15☐ age 16☐ over age 17

INSTRUCTIONS: Please circle the degree of agreement or disagreement you have with the statements below. Please read each one carefully and circle your answer. This survey is not interested in your tolerance of other people's behavior or beliefs, but in the values and standards which you personally hold. Answer these questions on the basis of how you feel toward the views expressed. DO NOT OMIT ANY ITEM.

1. I believe that kissing is acceptable for the female before marriage if she is engaged to be married.
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight
2. I believe that kissing is acceptable for the female before marriage when she is in love.
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight
3. I believe that kissing is acceptable for the female before marriage when she feels strong affection for her partner.
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight
4. I believe that kissing is acceptable for the female before marriage when she is not particularly affectionate toward her partner.
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight
5. I believe that petting is acceptable for the female before marriage when she is engaged to be married.
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight
6. I believe that petting is acceptable for the female before marriage when she is in love.
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight
7. I believe that petting is acceptable for the female before marriage when she is strongly affectionate for her partner.
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight

8. I believe that petting is acceptable for the female before marriage when she is not particularly affectionate toward her partner.
Agree: (1) Strong, (2) Medium, (3) Slight
Disagree: (1) Strong, (2) Medium, (3) Slight
9. I believe that full sexual relations is acceptable for the female before marriage when she is engaged to be married.
Agree: (1) Strong, (2) Medium, (3) Slight
Disagree: (1) Strong, (2) Medium, (3) Slight
10. I believe that full sexual relations is acceptable for the female before marriage when she is in love.
Agree: (1) Strong, (2) Medium, (3) Slight
Disagree: (1) Strong, (2) Medium, (3) Slight
11. I believe that full sexual relations is acceptable for the female before marriage when she is strongly affectionate toward her partner.
Agree: (1) Strong, (2) Medium, (3) Slight
Disagree: (1) Strong, (2) Medium, (3) Slight
12. I believe that full sexual relations is acceptable for the female before marriage when she is not particularly affectionate for her partner.
Agree: (1) Strong, (2) Medium, (3) Slight
Disagree: (1) Strong, (2) Medium, (3) Slight

INSTRUCTIONS

On the top line of the separate answer sheet, fill in school classification, sex, age and date; omit name and time information. Write only on the answer sheet. Do not put any marks in the booklet.

The statements in this booklet are to help you describe yourself as you see yourself. Please respond to them as if you were describing yourself to yourself. Do not omit any item. Read each statement carefully; then select one of the five responses listed below. On your answer sheet, put a circle around the response you choose. If you want to change an answer after you have circled it, do not erase it but put an X mark through the response and then circle the response you want.

As you start, be sure that your answer sheet and the booklet are lined up evenly so that the item numbers match each other. You will be answering odd numbers on the first page, even on the second page, odd on the third page, and so forth.

Remember, put a circle around the response number you have chosen for each statement.

RESPONSES	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

You will find these response numbers repeated at the bottom of each page to help you remember them. Please look over the numbering sequence in the test booklet and answer sheet so that your answers will correspond to the intended question.

Thank you for your cooperation.

1. I have a healthy body.....
3. I am an attractive person.....
5. I consider myself a sloppy person.....
19. I am a decent sort of person.....
21. I am an honest person.....
23. I am a bad person.....
37. I am a cheerful person.....
39. I am a calm and easy going person.....
41. I am a nobody.....
55. I have a family that would always help me in any kind of trouble.....
57. I am a member of a happy family.....
59. My friends have no confidence in me.....
73. I am a friendly person.....
75. I am popular with men.....
77. I am not interested in what other people do.....
91. I do not always tell the truth.....
93. I get angry sometimes.....

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

2. I like to look nice and neat all the time.....
4. I am full of aches and pains.....
6. I am a sick person.....
20. I am a religious person.....
22. I am a moral failure.....
24. I am a morally weak person.....
38. I have a lot of self-control.....
40. I am a hateful person.....
42. I am losing my mind.....
56. I am an important person to my friends and family.....
58. I am not loved by my family.....
60. I feel that my family doesn't trust me.....
74. I am popular with women.....
76. I am mad at the whole world.....
78. I am hard to be friendly with.....
92. Once in a while I think of things too bad to talk about.....
94. Sometimes, when I am not feeling well, I am cross.....

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

7. I am neither too fat nor too thin.....
9. I like my looks just the way they are.....
11. I would like to change some parts of my body.....
25. I am satisfied with my moral behavior.....
27. I am satisfied with my relationship to God.....
29. I ought to go to church more.....
43. I am satisfied to be just what I am.....
45. I am just as nice as I should be.....
47. I despise myself.....
61. I am satisfied with my family relationships.....
63. I understand my family as well as I should.....
65. I should trust my family more.....
79. I am as sociable as I want to be.....
81. I try to please others, but I don't overdo it.....
83. I am no good at all from a social standpoint.....
95. I do not like everyone I know.....
97. Once in a while, I laugh at a dirty joke.....

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

8. I am neither too tall nor too short.....
10. I don't feel as well as I should.....
12. I should have more sex appeal.....
26. I am as religious as I want to be.....
28. I wish I could be more trustworthy.....
30. I shouldn't tell so many lies.....
44. I am as smart as I want to be.....
46. I am not the person I would like to be.....
48. I wish I didn't give up as easily as I do.....
62. I treat my parents as well as I should (Use past tense if parents are not living)
64. I am too sensitive to things my family say.....
66. I should love my family more.....
80. I am satisfied with the way I treat other people.....
82. I should be more polite to others.....
84. I ought to get along better with other people.....
96. I gossip a little at times.....
98. At times I feel like swearing.....

Responses -	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

13. I take good care of myself physically.....
15. I try to be careful about my appearance.....
17. I often act like I am "all thumbs".....
31. I am true to my religion in my everyday life.....
33. I try to change when I know I'm doing things that are wrong.....
35. I sometimes do very bad things.....
49. I can always take care of myself in any situation.....
51. I take the blame for things without getting mad.....
53. I do things without thinking about them first.....
67. I try to play fair with my friends and family.....
69. I take a real interest in my family.....
71. I give in to my parents. (Use past tense if parents are not living).....
85. I try to understand the other fellow's point of view.....
87. I get along well with other people.....
89. I do not forgive others easily.....
99. I would rather win than lose in a game.....

Responses -	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

14. I feel good most of the time
16. I do poorly in sports and games
18. I am a poor sleeper
32. I do what is right most of the time
34. I sometimes use unfair means to get ahead
36. I have trouble doing the things that are right
50. I solve my problems quite easily
52. I change my mind a lot
54. I try to run away from my problems
68. I do my share of work at home
70. I quarrel with my family
72. I do not act like my family thinks I should
86. I see good points in all the people I meet
88. I do not feel at ease with other people
90. I find it hard to talk with strangers
100. Once in a while I put off until tomorrow what I ought to do today

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

TENNESSEE SELF CONCEPT SCALE

ANSWER SHEET

ITEM NO.	PAGES 5 AND 6	ITEM NO.	PAGES 3 AND 4	ITEM NO.	PAGES 1 AND 2
13	1 2 3 4 5	7	1 2 3 4 5	1	1 2 3 4 5
14	1 2 3 4 5	8	1 2 3 4 5	2	1 2 3 4 5
15	1 2 3 4 5	9	1 2 3 4 5	3	1 2 3 4 5
16	1 2 3 4 5	10	1 2 3 4 5	4	1 2 3 4 5
17	1 2 3 4 5	11	1 2 3 4 5	5	1 2 3 4 5
18	1 2 3 4 5	12	1 2 3 4 5	6	1 2 3 4 5
31	1 2 3 4 5	25	1 2 3 4 5	19	1 2 3 4 5
32	1 2 3 4 5	26	1 2 3 4 5	20	1 2 3 4 5
33	1 2 3 4 5	27	1 2 3 4 5	21	1 2 3 4 5
34	1 2 3 4 5	28	1 2 3 4 5	22	1 2 3 4 5
35	1 2 3 4 5	29	1 2 3 4 5	23	1 2 3 4 5
36	1 2 3 4 5	30	1 2 3 4 5	24	1 2 3 4 5
49	1 2 3 4 5	43	1 2 3 4 5	37	1 2 3 4 5
50	1 2 3 4 5	44	1 2 3 4 5	38	1 2 3 4 5
51	1 2 3 4 5	45	1 2 3 4 5	39	1 2 3 4 5
52	1 2 3 4 5	46	1 2 3 4 5	40	1 2 3 4 5
53	1 2 3 4 5	47	1 2 3 4 5	41	1 2 3 4 5
54	1 2 3 4 5	48	1 2 3 4 5	42	1 2 3 4 5
67	1 2 3 4 5	61	1 2 3 4 5	55	1 2 3 4 5
68	1 2 3 4 5	62	1 2 3 4 5	56	1 2 3 4 5
69	1 2 3 4 5	63	1 2 3 4 5	57	1 2 3 4 5
70	1 2 3 4 5	64	1 2 3 4 5	58	1 2 3 4 5
71	1 2 3 4 5	65	1 2 3 4 5	59	1 2 3 4 5
72	1 2 3 4 5	66	1 2 3 4 5	60	1 2 3 4 5
85	1 2 3 4 5	79	1 2 3 4 5	73	1 2 3 4 5
86	1 2 3 4 5	80	1 2 3 4 5	74	1 2 3 4 5
87	1 2 3 4 5	81	1 2 3 4 5	75	1 2 3 4 5
88	1 2 3 4 5	82	1 2 3 4 5	76	1 2 3 4 5
89	1 2 3 4 5	83	1 2 3 4 5	77	1 2 3 4 5
90	1 2 3 4 5	84	1 2 3 4 5	78	1 2 3 4 5
99	1 2 3 4 5	95	1 2 3 4 5	91	1 2 3 4 5
100	1 2 3 4 5	96	1 2 3 4 5	92	1 2 3 4 5
		97	1 2 3 4 5	93	1 2 3 4 5
		98	1 2 3 4 5	94	1 2 3 4 5

HOW THE INDIVIDUAL PERCEIVES HIMSELF

IN TERMS OF:	COLUMN A PHYSICAL SELF	COLUMN B MORAL-ETHICAL SELF	COLUMN C PERSONAL SELF	COLUMN D FAMILY SELF	COLUMN E SOCIAL SELF	SELF CRITICISM	ROW TOTALS
ROW 1.	P-1 P-2 P-3 N-4 N-5 N-6	P-19P-20P-21 N-22N-23N-24	P-37P-38P-39 N-40N-41N-42	P-55P-56P-57 N-58N-59N-60	P-73P-74P-75 N-76N-77N-78	91 92 93 94	POSITIVE P + N CONFLICT NET TOTAL Non-Algebraic Σ of P - N Variability Range of P - N Cell Score
IDENTITY WHAT HE IS	5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 4 4 4 1 1 1 5 5 5 P _____ N _____ P + N _____ P - N _____	5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 4 4 4 1 1 1 5 5 5 P _____ N _____ P + N _____ P - N _____	5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 4 4 4 1 1 1 5 5 5 P _____ N _____ P + N _____ P - N _____	5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 4 4 4 1 1 1 5 5 5 P _____ N _____ P + N _____ P - N _____	5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 4 4 4 1 1 1 5 5 5 P _____ N _____ P + N _____ P - N _____	5 5 5 5 4 4 4 4 3 3 3 3 2 2 2 2 1 1 1 1	
ROW 2.	P-7 P-8 P-9 N-10 N-11 N-12	P-25P-26P-27 N-28N-29N-30	P-43P-44P-45 N-46N-47N-48	P-61P-62P-63 N-64N-65N-66	P-79P-80P-81 N-82N-83N-84	95 96 97 98	8 (7.3) -16 (16.0) 17 (16.0) 3
SELF SATISFACTION HOW HE ACCEPTS HIMSELF	5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 4 4 4 1 1 1 5 5 5 P _____ N _____ P + N _____ P - N _____	5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 4 4 4 1 1 1 5 5 5 P _____ N _____ P + N _____ P - N _____	5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 4 4 4 1 1 1 5 5 5 P _____ N _____ P + N _____ P - N _____	5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 4 4 4 1 1 1 5 5 5 P _____ N _____ P + N _____ P - N _____	5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 4 4 4 1 1 1 5 5 5 P _____ N _____ P + N _____ P - N _____	5 5 5 5 4 4 4 4 3 3 3 3 2 2 2 2 1 1 1 1	
ROW 3.	P-13 P-14 P-15 N-16 N-17 N-18	P-31P-32P-33 N-34N-35N-36	P-49P-50P-51 N-52N-53N-54	P-67P-68P-69 N-70N-71N-72	P-85P-86P-87 N-88N-89N-90	99 100	SC = 10 (5.2) -9 (4.3) 14 (4.3) 2
BEHAVIOR HOW HE ACTS	5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 4 4 4 1 1 1 5 5 5 P _____ N _____ P + N _____ P - N _____	5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 4 4 4 1 1 1 5 5 5 P _____ N _____ P + N _____ P - N _____	5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 4 4 4 1 1 1 5 5 5 P _____ N _____ P + N _____ P - N _____	5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 4 4 4 1 1 1 5 5 5 P _____ N _____ P + N _____ P - N _____	5 5 5 1 1 1 4 4 4 2 2 2 3 3 3 3 3 3 2 2 2 4 4 4 1 1 1 5 5 5 P _____ N _____ P + N _____ P - N _____	5 5 4 4 3 3 2 2 1 1	
COLUMN TOTALS	TOTAL POSITIVE (Σ P + N) _____ Σ (Algebraic) P - N _____ Σ (Non-Algebraic) P - N _____ V. (Range of P + N Cell Scores) _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	Total Positive or P + N → Total Net Conflict (P - N) → Total Conflict → Col. Tot. V. →	

DISTRIBUTION OF RESPONSES

NUMBER OF 5'S - 4'S 3'S 2'S + 1'S = 90 T/F = _____

SELF CRITICISM RESPONSES _____ = 10

TOTALS _____ = 100

D = _____ + _____ + _____ + _____ = _____

EMPIRICAL SCALES

DP = _____ = _____

GM = _____ = _____

PSY = (100 + _____) - (_____) = _____

PD = _____ = _____

N = _____ = _____

PI = _____ = _____

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PROFILE LIMITS	UP	16	7	29	44	14	11	24	13	17	16	24	11	17
	DOWN	29	9	24	17	9	24	15	12	17	12	24	20	49