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The Effects of Individual Trait-and-Factor Counseling
on the Self-Concept, Academic Performance and
Department of La Salle Green Hills
High School Freshmen

1992

A Thesis

Presented to

The Faculty of the College of Education
De La Salle University

In Partial Fulfillment
of the Requirements for the Degree of
Master of Arts in Guidance and Counseling

by

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April 30, 1992



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ABSTRACT

This study investigated the effects of individual counseling on the self-concept, academic performance and deportment of first year high school students in La Salle Green Hills. Forty-five first year high school students were randomly selected from new first year high school students of school year 1991-92 to become the subjects of this outcome study. From the initial 45 students, 40 were randomly selected and distributed into experimental ($n = 20$) and control groups ($n = 20$). The remaining five were held as a reserve pool of substitutes for possible dropouts during the experimental period.

The study employed the experimental pretest-posttest control group design using counseling vs. no counseling as the treatment variable. The effects of the treatment on the self-concept, academic performance and deportment rating were measured using the Pasao Self-Concept Rating Scale, students' academic performance rating and deportment rating based on their report cards. For the latter rating, a transmutation table was



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used to convert the qualitative rating to a quantitative rating.

Before treatment, both groups took the Pasao Self-Concept Rating Scale. The experimental group underwent individual counseling with the experimenter-researcher while the control group did not undergo any counseling during the period of the experiment. Five individual counseling sessions were scheduled for each of the students in the experimental group over a period of seven weeks. After the five individual counseling sessions were over, both groups took the posttest using the same instrument. The effects of individual counseling on the students' academic performance and deportment rating were measured by comparing their second and third quarter ratings.

It was hypothesized that if the trait-and-factor approach was used in individual counseling, then there will be an improvement in the self-concept, academic performance and deportment rating of first year high school students. The



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t-test for dependent samples was used to analyze the pretest-posttest mean differences of the counseled and non-counseled groups. The results showed significant differences in the self-concept scores, $t(17)=4.49$, $p<.05$ and academic performance rating $t(17)=4.14$, $p<.05$ of the counseled group. However, there was no significant difference in their department ratings. For the non-counseled group, pretest-posttest mean difference was found only for self-concept, $t(19)=2.47$, $p<.05$ with lower scores at posttest. A comparison of posttest means of the two groups revealed a significant difference only in academic performance rating, $t(37)=2.20$, $p<.05$, with the counseled group having higher ratings.

With the above findings, it can be concluded that that trait-and-factor approach is effective in improving self-concept and academic performance. Moreover, exposure to individual counseling using trait-and-factor is better than not being counseled with respect to academic performance.



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To test the sensitizing effect of prior exposure to the instrument a second control group ($n=20$) was randomly chosen from among the remaining first year high school students and given a posttest on the Pasao-Self-Concept Rating Scale. The results were compared to the posttests of the counseled and non-counseled groups using the t -test for an independent sample. The results showed that prior exposure to the test did not have any sensitizing effect on the experimental (counseled) and first control (non-counseled) group.



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