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A STUDY OF ACADEMIC AND BEHAVIORAL GROWTH OF COLLEGE FRESHMEN  
IN A LIFE-SPACE COUNSELING SITUATION

by

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A MASTER'S REPORT

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## CHAPTER I

### INTRODUCTION

A new technique in counseling, described as "Life-Space," has been given little attention in the literature. However, a study has been done using freshman students at Grambling College in a federally funded program known as PROJECT RESCUE. This program provides many services for the students, some of which are counseling, placement, and tutoring. In addition to this, these students have access to fifteen tutor counselors, four peer counselors, and a full time supervisor of materials and supplies for various activities. Tutor counselors and peer counselors working for PROJECT RESCUE are employed through the work-study program at Grambling College. Tutor and peer counselors are similar to the population used in the study in terms of socio-economic status and ethnic origin.

Those students who are members of PROJECT RESCUE are assigned to counselors who use conventional counseling techniques. Case loads range from fifty-four to one-hundred seven students per counselor. The office hours of the counselors in PROJECT RESCUE are from 8:00 a.m. to 5:00 p.m. Monday through Friday, and one counselor is available from 8:00 to 12:00 on Saturdays. Students make appointments when they feel it is

necessary to do so. Following the mid-term, students whose reports show a grade of "D" or "F" are called in by their counselor. The investigator worked with one of the Project Counselors, and the population used in this study was chosen from the Project Counselor's case load.

Findings from this study were to have been assessed at the end of a semester period, but the study had to be terminated because of the deadline dates for the completion of this project. Therefore, the clients were studied for nine weeks, which was not enough time to assess academic growth. On the other hand, at the end of nine weeks, every student that the investigator talked to or counseled in the life-space setting had begun to change some of those behaviors that were causing problems for him.

Many of the problems that the counselor identified were not solved. In those cases, time is the factor that would influence the results.

### The Problem

Statement of the Problem. It was the purpose of this study to assess the effectiveness of the technique of Life-Space counseling in the academic, social, and emotional adjustment of freshman students in PROJECT RESCUE.

Through observations and interviews, the investigator

sought answers to the following questions.

(1) Do students improve academically when the life-space counseling technique is used? (a) Do they make better grades? (b) Do their study habits improve?

(2) Do students find it easier to discuss their problems in a life-space situation than in conventional counseling techniques?

(3) Do students prefer the life-space counseling technique as opposed to conventional counseling techniques?

The Importance of the Study. In viewing the large range of problems one can have and the many different backgrounds of the individuals, it was the investigator's premise that all counselees cannot be counseled in the same fashion. For example, as the directive approach might be effective with one counselee, it may not be with another.

This study was done to determine if a life-space counseling technique would be of any value to freshman students on the college campus.

#### Definition of Terms

1. Project Rescue--A Federal government program designed to enable more students who may, by virtue of their education, cultural, and economic background, continue or resume their post-secondary education by providing for:

- a. Counseling, tutoring, and other supportive educational services, including academic retention for two years
- b. Career guidance, placement, and other services to encourage or facilitate continuance in higher education
- c. Identification, encouragement, and counseling of any such student and assisting him in the pursuit of graduate or professional education

2. Life-Space Counseling--A technique in counseling in which the counselor enters the world of the counselee, and helps him to live realistically and rationally where he is, by entering his physical and emotional world with empathy, understanding, and action.

3. Behavioral Problems--The learned inhibitions and social taboos that block and frustrate the natural discharge reactions of an individual.<sup>1</sup>

### Procedure

The procedures for collecting data were through interviews, observations, and a personal data form which was filled

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<sup>1</sup>G. L. Freeman, The Energetics of Behavior, (New York: Cornell University Press, 1948), p. 24.

out for each of the students in the study. After each session with a client, the investigator recorded the contents for future references.

Fifteen students were randomly selected for the study. Their averages were recorded from the previous semester, and the life-space counseling technique was explained to them. As many as five sessions were held with some students and as few as three sessions with other students.

The counselor, on several occasions, played basketball, bowled, played table tennis, went roller skating, played cards, and had rap sessions with students in groups of as many as five. The counselor discussed with the students in rap sessions issues concerning sex, religion, administrative policies, drugs, Black power, racism, and attitudes of students toward the opposite sex. All of the students were able to call or visit the counselor at his home. Some of the students never came voluntarily; and when the counselor would visit them, they would not have any problems; thus, the conversation was centered around topics that concerned each student at the college, or some other issue in the news.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

Life-space counseling is a new technique in counseling that is still in its experimental stages.

Ron Lawton,<sup>2</sup> a counselor in a men's residence hall at New England College in Henniker, New Hampshire, has done a study and has gotten favorable results using the life-space counseling technique.

It is his premise that the problems of people can easily be attended to when the counselor enters the world of the client with empathy, understanding, and action and helps him to live rationally where he is.

Lawton's study involved leaving the office behind, forgetting the "I must call them" attitude in exchange for the "I will go to them now" hoping that they can go to each other in the future.

Working on the college level, Lawton went to both faculty and student meetings, taught, played volleyball, and basketball with both groups, rode motor cycles with them, drank with them and helped them to do nearly anything in which they

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<sup>2</sup>Ron Lawton, "Life-Space Counseling," The Personnel and Guidance Journal, 48:661, April 1970.

were involved. The relationship was one of friendliness. When there was some conflict from the school about drinking, the technique was explained to the school officials, and Lawton continued.

As a result of this technique Lawton's dormitory received an academic banner. The students confided in him and were more relaxed. There were students who were accustomed to the office settings, so office hours had to be set up for them.<sup>3</sup>

In the life-space counseling setting the counselor is available at any time during the day or night. The counselor may be, to a great degree, eclectic in his approach. Lawton's approach is supportive, non-directive, directive and existential. He used interrogation when needed, the encounter approach when feasible, and the case conference methods both formally and informally.<sup>4</sup>

As a result of the counselor's own dynamics and conflicts, he may be able to create relationships with varying degrees of freedom in which his clients can express and explore their conflicts.

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<sup>3</sup>Ibid., p. 662.

<sup>4</sup>Lawton, op. cit., p. 662.

Whether or not the counselor is able to create a wide range of relationships depends on how free he is to respond to a wide repertoire of the client's eliciting behaviors and how willing he is to engage in relationships of many different varieties.<sup>5</sup>

In a life-space counseling situation the counselor interacts with a person who has developed a more or less stabilized and educating life style. This style comes from a blending of growth experiences, including defensive experiences predisposing the person to some mixture of distrust and trust.

There are many life experiences that any one client may have had, including marriage, parenthood, divorce, teaching, death of a loved one, travel, war, commitment to a mental hospital, living in another's home, preparing for a profession, murdering someone or committing suicide. Lacking some of the above, one can have surrogate experiences such as reading novels, watching television, taking field trips, or visiting institutions. The counselor must be able to accept a client with any of these experiences and any other experiences the client might have had, and not prejudge because of any past

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<sup>5</sup>Bill L. Kell and William J. Mualla, Impact and Change: A Study of Counseling Relationships (New York: Appleton-Century-Crofts, 1966), p. 28.

experience, particularly when the experience might pose a problem for the client.

To help a client realize his potentialities, the counselor must develop psychological maturity. He must be able to understand and accept himself as he is, genuinely respect himself and others, and continuously strive to achieve his own potential growth.

The counselor in a life-space situation provides for the client a counseling atmosphere in which the client can fully explore his thoughts and feelings without fear of disapproval, criticism, or censure. He seeks to assume the client's frame of reference so that he may perceive the world as it is perceived by the client himself.<sup>6</sup>

The basic counseling objective is change or growth within an individual client or a group, and the responsibility for that change rests with the client. The client is seen as having potential for growth and a natural tendency toward healthy growth. Hence, he is the one to determine the nature, the direction, and rate of change. By functioning somewhat as a catalytic agent, the counselor helps the client to resolve

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<sup>6</sup>Jane Warters, Techniques of Counseling, (New York: McGraw-Hill Book Company, 1969), p. 446.

his conflicts by utilizing his resources for growth or self actualization.<sup>7</sup>

Carl Rogers, who is quoted in Stewart's and Warnath's book, The Counselor and Society: A Cultural Approach, maintains that individuals have within themselves sufficient resources to resolve their own problems, if only they can be provided a warm, understanding, and non-judgmental environment in which their personal resources can be nurtured.<sup>8</sup>

It is the life-space counselor who can enter the world of the client and create this warm atmosphere. As in the case of conventional counseling, life-space counseling is a relationship between a counselor and counselee, or a group of counselees, in which the counselee is stimulated to work toward a deeper understanding of himself and his problems. In a life-space situation, the counselee attempts to evaluate himself and his opportunities, and to choose a feasible course of action in line with his choice.

The life-space counselor must at all times realize that there are no set patterns of human living, that in each

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<sup>7</sup>Ibid., p. 445.

<sup>8</sup>Lawrence H. Stewart and Charles F. Warnath, The Counselor and Society: A Cultural Approach (Boston: Houghton Mifflin Company, 1965), p. 11.

case, he is dealing with a distinct personality, and that each individual who seeks his advice does so because of a true desire to find help.<sup>9</sup> The counselor must be sincere and sympathetic. Therefore, he must be interested in the problems and difficulties of other people. Showing tolerance and sharing another's point of view with a sympathetic understanding of his hopes, his fears, his failures, and his successes is a foundation stone in the structure of counseling.

It is important for the counselor to show a special interest in the one being counseled. Interest is a basis for liking. Special interest and liking may not be felt at first but develop as the counselor shares in the students concern. The student gives clues or information that makes him stand out as an interesting human being. As interest grows, friendly and trusting relationships develop.

A counselor does not like all students equally well; but if he honestly believes in the infinite worth and dignity of every human being, he finds that he can usually learn to like a student in spite of the student's inadequacies, idiosyncrasies, and foibles. This is acceptance. If the student

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<sup>9</sup>Lester D. Crow and Alice Crow, Organization and Conduct of Guidance Services (New York: David McKay Company, Inc., 1965), pp. 119-120.

feels that the counselor likes him and accepts him as he is, with all of his weaknesses as well as his strengths, then he could use the counseling relationship for achieving understanding and acceptance of himself, for perceiving and realizing his potentialities, and for developing mature creative patterns of behavior.<sup>10</sup>

The counselor must be understanding, which involves empathetic identification but not emotional identification. If, for example, a student tells how intensely he dislikes a teacher, the counselor strives to perceive the situation as the student perceives it and to experience the quality and intensity of feelings. But it does not involve his actually sharing the experience--his liking the teacher. He experiences the student's feelings but does not make them his own.<sup>11</sup>

Arbuckle<sup>12</sup> stated that individuals coming into counseling as a profession possess a very rigid system of values. Their success as counselors, unless they undergo counseling themselves, is to be doubted. If a person really feels deeply that homosexuality is disgusting or degrading, or that a girl

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<sup>10</sup>Ibid., pp. 410-411.

<sup>11</sup>Ibid., p. 412.

<sup>12</sup>Dugald S. Arbuckle, Counseling Philosophy Theory and Practice (Boston: Allyn and Bacon, Inc., 1968), p. 71.

who has had an abortion has committed an unpardonable sin, or that one who has given up his religion is guilty of betrayal, how can such a person function as a counselor? It is not a question of whether these are or are not good or bad acts. This simply is not the question, and it never becomes a question for the counselor. He is a person who accepts the reality of the person as he is, and the question of good or bad does not come into the situation at all.



## CHAPTER III

### PRESENTATION AND ANALYSIS OF DATA

In presenting the data collected, it was necessary to use notes recorded from sessions with the clients involved in the study. These notes gave an indication of progress and expected outcomes of this study.

Names were not used in that some of the material could be threatening to some of the clients involved in the study. Each client involved in the study was assigned an alphabet and was referred to as such in this study.

Many of the notes are not completed because the counselor and the clients are working on possible solutions to their problems; and in some cases, time is the factor that will determine the results or outcome of the counseling experience. Background material for the data is presented in the table on the following page. Fourteen students were used in this study. A table was designed to show approximately how much time was actually spent with each client, the nature of their problems, and the place of the encounters. The place of the encounter is very important in a life-space counseling situation, in that it is the choice of the client. The counselor enters his life-space.

TABLE I  
NUMBER AND LENGTH OF CONTACT  
TYPE OF PROBLEM AND PLACE  
OF CONTACT FOR EACH CLIENT

Client	Number and Length of Each Contact	Type of Problem	Place of Contact
C	Six contacts, 10 to 20 minutes each con- tact	Academic & social	Dormitory, and PROJECT RESCUE Office on one occasion
B	Three contacts, 10 to 20 minutes each	Adademic	Dormitory on two occasions, and once in PROJECT RESCUE Office
E	Nine contacts, 5 to 30 minutes each	Academic social & emotional	The counselor's apartment, the Project Office, and on campus
Gf	Four contacts, 10 to 60 minutes each	Social	Dormitory
Gm	Six contacts, 10 to 20 minutes each	Financial	The client's apart- ment and campus
Jb	Ten contacts, 10 minutes to 2 hours	Emotional	Dormitory, the counselor's car, and on campus
J	Four contacts, 10 to 20 minutes each	Academic	Dormitory, on campus
L	Ten contacts, 10 minutes to 2 hours	Social & emotional	Dormitory, bowling alley, classroom, counselor's car, and student union
M	Ten contacts, 10 minutes to 2 hours each	No prob- lems, general conversation	Dormitory, class- room building, and student lounge

TABLE I (continued)

Client	Number and Length of Each Contact	Type of Problem	Place of Contact
R	Three contacts, 10 minutes on one occasion; 30 minutes on one occasion; and 2 hours on another	Social & emotional	Dormitory room, classroom building, and on campus
S	Two contacts, 10 minutes each	Academic	Dormitory
Sm	Eight contacts, 10 minutes to 2 hours each	Academic & Social	The Project Office, on campus, telephone conversation, skating rink and swimming pool
T	Four contacts, 10 minutes to 60 minutes each	Academic	Speech Department, dormitory and on campus
X	Six contacts, 10 minutes to 2 hours each	No problems discussed	Project Office, gymnasium, gameroom, baseball game, and on campus

CLIENT C:

The counselor met Client C for the first time on January 17, 1972, and explained to her the proposed study. She seemed interested and agreed to participate in the study.

Client C was present at a meeting held in a women's resident hall on January 27 with other students in the project. The counselor did not talk to her personally at this meeting, but talked to the group about the life-space counseling technique.

The counselor had six encounters with Client C, who expressed the need for help in her mathematics and biology classes. This encounter of February 8 lasted for about fifteen minutes. She felt that she was not as poor in biology as mathematics and that on her own volition she could do better in biology, but needed help in mathematics. The counselor arranged to have a mathematics tutor see her in her dormitory.

On February 16 the counselor talked with a mathematics tutor with reference to Client C's problem. That afternoon the counselor made this known to Client C, and she seemed concerned enough to study with the tutor. The counselor felt that many of Client C's academic problems were the result of not applying herself properly in her class work. At that point she had not utilized the tutorial services as she should

have. The counselor had talked with her on several occasions about her poor application of time to those subjects in which she felt weak, and she had always agreed to do better. The counselor felt that there was very little academic growth with this client; but if a failure resulted, she would be mentally ready to accept it, because she was constantly reminded that she was not utilizing all of the help that was available to her.

CLIENT B:

On January 17, 1972, the counselor met Client B, and explained the proposed study and the life-space counseling technique. She was interested and agreed to participate.

The counselor talked with Client B from 10 to 20 minutes on three or four occasions. The problems she talked about were always academic in nature. She felt that communication in a mathematics class was causing her some problems. After the second encounter with Client, she felt that the communication was better. In that Client B was a commuting student, the counselor did not see her as often as desired.

CLIENT E:

The counselor had an interview on February 17 with Client E. Observation from the conversation and action revealed that Client E was getting along very well and had few problems; but from reading some of his poetry, the

counselor felt that he was very lonely and felt socially unacceptable to his peers. In his poetry he indicated strong advocacy for "Black awareness," and maybe his deep concern for this was a cry for social acceptance.

CLIENT G:

After a meeting on January 27, Client G told the counselor that she was having difficulties with her boyfriend in that he was too demanding. She liked him very much but could not concede to his wishes. At that point it seemed that she had made up her mind, but just wanted to talk it out with someone. She stated that she really believed that the counselor was sincere in his efforts and found it easy to talk about her problem. An appointment was made to see her within the next two days to discuss an academic problem. She was not available upon inquiry by the counselor, and she was not seen until February 8. She reported that her boyfriend problem had been taken care of and that she felt very good about her decision. She then talked about her academic problem which was, as she expressed it, "a lack of communication." The counselor discussed with her some alternatives or suggestions such as, attending conferences, and utilizing the tutorial services in the project. When asked if there were any students doing well in the class, she suggested a student who was scoring

high on the examinations given in the class. The counselor agreed to get in touch with this student to see if he would help her; Client G accepted the arrangement.

On February 16, the counselor reached the student who he hoped would help Client G in her business class. He agreed to see her later that same day. The brief conversation revealed that he was also a project student. The counselor invited him to participate in the study also, but he said that he really did not have any problems but would keep in touch. Since then the counselor has not talked with this student at length on any occasion, but talked briefly on several occasions mainly about the progress of Client G in her business class. The helping student felt as Client G did concerning her progress, that she is doing much better.

CLIENT Gm:

The counselor worked with Client Gm at the beginning of the semester in getting his veterans benefits started. The counselor talked with him on March 1; he had no problems but kept in touch. Client Gm's grades were improving and he was jubilant each time the counselor met him.

CLIENT Gf:

On March 1, Client Gf reported this problem: She had

been receiving ugly notes from an unknown source concerning a young man who was her friend. She felt that he was a closer friend to someone else. The counselor and Client deliberated for sometime over some possible solutions. Among these were: (1) as long as there is no confrontation with the person, ignore the notes; (2) speak to the young man about the notes to see if he has any idea of who is sending them.

The counselor saw her again on March 6, and she was no longer receiving the notes, and the young man had not been back to see her. She talked with the counselor on several occasions and did not mention the matter again. She reported that she had no problems that she could not handle.

CLIENT J:

On the 22nd of February, Client J reported a serious problem as she perceived it at that time. After she felt sure that the counselor was serious about his intentions of confidentiality, she went on to talk about her problem. She was expecting a child and this was the first month, according to her physician. She wanted an abortion. The counselor and Client discussed some alternatives: (1) Have the child--she felt that she was not ready for the responsibility; (2) marriage--the young man is a divorcee and this is not accepted in her church; and (3) adoption rather than abortion--she felt



that if she could not have the child then nobody could.

She felt that an abortion was wrong but the only way out. After some interaction, she and the counselor felt that there was no real danger at that point; and she had some time to really think this problem out. Her parents, as she stated it, "are very understanding."

In discussing the pros and cons of an abortion, Client J agreed to talk with the young man involved, who was against the abortion. Near the end of the conversation, the counselor detected leanings toward Client J's having the child. The counselor gave her no answers but left the decision for her to make.

On February 23, the client revealed to the counselor that she had decided to have the child and drop out of school the fall semester and return after the child was born.

After a week had passed, Client J said that everything was fine and that her problem was not really a problem; instead, the physician had made a false diagnosis. On occasions this client and the counselor talked about minor concerns of students. Since the life-space technique has been employed, Client J feels that she has really been helped in many ways.

CLIENT L:

By February, the word had gotten around that this life-

space counseling technique was indeed beneficial. Client L had been referred to the counselor by another client. She said that she did not expect the counselor to solve her problems but needed to talk to someone. She explained her situation: A young man that she had been dating suddenly proved to be immature and revealed too much of her affairs to his friends, which she felt casted a bad reflection on her. She stopped seeing him but there were still repercussions; and even though she did not like him anymore, she needed someone to talk to. The counselor at this point discussed with her the matter of spending more time studying and participating in some campus activities to keep her mind occupied. Since that session, this Client and the counselor bowled together, played table tennis, and talked many times. She expressed to the counselor that the participation in other activities had been helpful. The client and the counselor still bowl occasionally.

CLIENT M:

On January 18 the counselor met Client M who was very excited about the study; he stated that this study should have been started long ago. He agreed to work very closely with the counselor in the study, and did so throughout the study. Client M had no academic problems; but at the outset, he seemed not to have very many friends. This situation has

changed to some extent. The counselor visited him several times and played games with him. The counselor felt that Client M had benefited from the life-space counseling service.

On March 1, the counselor talked with Client M for maybe thirty minutes about some campus issues. This Client was seen often by the counselor and he felt that the study was helpful to him.

CLIENT R:

Client R was a veteran and was having some problems in adjusting to the dormitory atmosphere and the attitudes of the students. He concluded that this was a problem because of the age gap and his feelings about the younger and less experienced students in the dormitory. He decided that the best thing for him to do was to accept the situation as it was, and move into an apartment for the 1972 fall semester.

The conversation which went on for about 2 hours centered on the study and some things happening on campus. Since the first meeting the counselor has met Client R on three different occasions, and the conversation seemed to serve as an outlet valve.

Through observations the counselor felt that this client should be seen often. He spent a great deal of time alone because of his adjustment problem.

CLIENT S:

Client S who was reached at her dormitory on January 17, expressed an interest in the study and agreed to participate. The counselor talked to Client S on only one other occasion, and she expressed to the counselor a concern about her grades in that she had not done as well as expected the previous semester. However, she was sure that she would do better in the present semester.

CLIENT Sm:

On January 25, the counselor talked at length with Client Sm. Arrangements for the interview were made the night before by telephone. He felt fortunate to be a part of the study and participated throughout the nine-week period. Since the first meeting, the Client and and counselor have participated in some campus activities together. For example, after one or more contacts, Client Sm, like most of the counselees, sought help from the counselor and seemed increasingly more willing to "open up" with his problems. This client has grown socially and emotionally over a nine week period. He felt that his grades at the end of the nine-weeks had improved.

CLIENT T:

On January 24, the counselor found Client T in the

Project Office after looking for him a week. The counselor explained to him the proposed study and he expressed an interest and agreed to participate. Through the conversation it was discovered that the counselor and Client were from the same city. Since then, the counselor has on several occasions, played basketball, table tennis, and watched a baseball game with the Client. Client T has never been to the counselor with a problem; and as the counselor talked with him from time to time, he seemed to be well adjusted and very active. The rapport between Client T and the Counselor is such that he would not hesitate to ask for help in a major crisis.

CLIENT X:

On March 2nd, the Counselor helped Client X to interpret a poem orally. This student really enjoyed dramatic activities. While working with her on several poems, a defective speech pattern was noted. When she accepted this as a problem, she was referred to the Speech Clinic.

## CHAPTER IV

### THE SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

#### The Summary

A random sample of fifteen students representing a part of a case load of a counselor who used conventional techniques was used as subjects for this study. The purpose of the study was to determine if freshmen would improve academically and adjust better socially and emotionally when counseled with a life-space counseling technique.

The counselor attempted to enter the world of each client with empathy and understanding. On several occasions, he played various games with the students and participated in group discussions with small groups. Topics discussed represented the choices of the group members. Students called and visited the counselor whenever they wished.

The investigator found that in the life-space counseling setting, students very definitely find it easier to talk about their problems than in the conventional counseling setting. It was not difficult to establish rapport in the life-space setting, because the counselor operated within the physical and emotional world of the client.

All of the clients indicated that they did not feel threatened in the life-space setting; many expressed a prefer-

ence for what they called the "here and now" counseling as opposed to the formal appointment-office routine.

### Findings

After a nine-week period, there were no significant changes in grade point averages of the students; but, from observations, there were indications of social and emotional growth. For example, most of the clients sought help from the counselor and seemed increasingly more willing to discuss their problems. They seemed able to rely upon themselves much more than before they were counseled in life-space settings.

The findings of this study gave only an indication that the life-space counseling technique has value for college freshmen and students in general.

### Conclusions

The reliability of this study is questionable because of the size of the sample, time involved, and the dearth of literature concerning the life-space technique. However, the writer believes that if more time had been allowed for the study, clients would have shown more improvement academically and learned to deal more adequately with social and emotional problems in the life-space setting than in the conventional counseling milieu.

Due to these limitations, researchers should not accept or reject the life-space counseling technique on the basis of the findings reported in this study.

### Recommendations

The investigator recommends that counselors supplement their conventional techniques with the life-space technique in order to enhance the total counseling program.

The investigator further recommends that a similar study be done using a larger sample and a control group. In spite of the limitations of the present study, the writer feels that the findings from such a small sample indicate that students are eager to be helped in a life-space setting.



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submitted in partial fulfillment of the

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MASTER OF SCIENCE

COLLEGE OF EDUCATION

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1972

## ABSTRACT

### PURPOSE

The purpose of this study was to determine if freshman students would perform better academically, adjust better socially, and have fewer emotional problems if counseled with a life-space counseling technique.

### PROCEDURE

Fifteen students were randomly selected for the study. Their averages were recorded from the previous semester, and the life-space counseling technique was explained to them. As many as five sessions were held with some students and as few as three sessions with other students.

The counselor, on several occasions, played basketball, bowled, played table tennis, went roller skating, played cards, and had rap sessions with students in groups of as many as five. The counselor discussed with the students in rap sessions issues concerning sex, religion, administrative policies, drugs, Black power, racism, and attitudes of students toward the opposite sex. All of the students were able to call or visit the counselor at his home. Some of the students never came voluntarily; and when the counselor would visit them, they would not have any problems; thus, the conversation

was centered around topics that concerned each student at the college, or some other issues in the news.

### FINDINGS

After a nine-week period, there were no significant changes in grade point averages of the students, but from observations there were indications of social and emotional growth. Those who had problems seemed to handle them well. The findings of this study gave only an indication that the life-space counseling technique has value for college freshmen and students in general.

### CONCLUSIONS

The reliability of this study is questionable because of the size of the sample, time involved, and the dearth of literature concerning the life-space technique. However, the writer believes that if more time had been allowed for the study, clients would have shown more improvement academically and learned to deal more adequately with social and emotional problems in the life-space setting than in the conventional counseling milieu.

Due to these limitations, researchers should not accept nor reject the life-space counseling technique on the basis of findings reported in this study.

## RECOMMENDATIONS

The investigator recommends that counselors supplement their conventional techniques with the life-space technique in order to enhance the total counseling program.

The investigator further recommends that a similar study be done using a larger sample and a control group. In spite of the limitations of the present study, the writer feels that the findings from such a small sample indicate that students are eager to be helped in a life-space setting.