



Mature adults : a study of their growing and developing  
by Jill Hance Bakke

A thesis submitted in partial fulfillment of the requirements for the degree Of Doctor of Education  
Montana State University  
© Copyright by Jill Hance Bakke (1997)

Abstract:

Within every individual lie the kernels of greatness, yet few people find this kingdom within, the kingdom which Jesus called heaven and Abraham Maslow called self-actualization. The complexity of modern society, with its problems of over-population, pollution, and dwindling resources, needs people who are self-actualized: autonomous people who exude truth, goodness, beauty, wholeness, aliveness, justice, honesty, simplicity, joy, and who can transcend dichotomies.

Maslow felt that individuals could not achieve these qualities until the latter part of their lives. The questions addressed in this study were what did the day-to-day lives of older adults look like, would the practice of journaling enhance their growth and development, and could the self-actualizing process be witnessed in their day-to-day lives.

The major data gathering techniques were unstructured journals wherein the participants recorded their day-to-day lives for a period of one year, post-journal interviews, and testing with the Personal Orientation Inventory (POI). The participants completing the study were 4 males and 7 females over the age of 62. These participants were selected from adult education classes. Links between the POI scores and journal entries were examined and themes and patterns analyzed.

People are unique. They grow and develop at different rates. Two issues appeared to block self-actualizing growth: (a) Women have difficulty with time pressures, and (b) both sexes showed a relatively high rate of esteem-related issues. Awareness is the critical key to growth and development. Reflective journaling promotes awareness and hence promotes growth and development. Links existed between the POI and journal entries, but problems arose in that some journal entries were in direct opposition to the POI scores. This, and the fact that more people are striving for self-development and growth and more means to achieve that end are available than when the POI was developed, lead to the conclusion that the POI should be re-evaluated as to validity and T-score ranges.

**MATURE ADULTS: A STUDY OF THEIR  
GROWING AND DEVELOPING**

by

**Jill Hance Bakke**

A thesis submitted in partial fulfillment  
of the requirements for the degree

of

**Doctor of Education**

**MONTANA STATE UNIVERSITY  
Bozeman, Montana**

**January 1997**

© COPYRIGHT

by

Jill Hance Bakke

1997

All Rights Reserved

D378

B1789

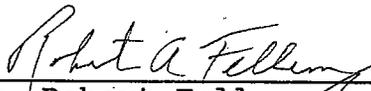
ii

APPROVAL

of a thesis submitted by

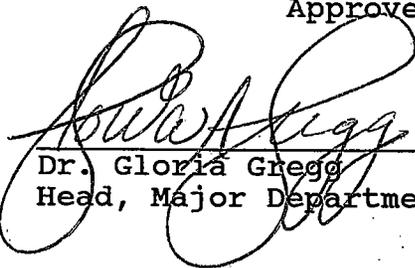
Jill Hance Bakke

This thesis has been read by each member of the graduate committee and has been found to be satisfactory regarding content, English usage, format, citations, bibliographic style, and consistency, and is ready for submission to the College of Graduate Studies.

  
\_\_\_\_\_  
Dr. Robert Fellenz  
Committee Chairperson

1-6-97  
Date

Approved for the Major Department

  
\_\_\_\_\_  
Dr. Gloria Gregg  
Head, Major Department

1-10-97  
Date

Approved for the College of Graduate Studies

  
\_\_\_\_\_  
Dr. Robert L. Brown  
Graduate Dean

1/23/97  
Date

## STATEMENT OF PERMISSION TO USE

In presenting this thesis in partial fulfillment of the requirements for a doctoral degree at Montana State University--Bozeman, I agree that the Library shall make it available to borrowers under rules of the Library. I further agree that copying of this thesis is allowable only for scholarly purposes, consistent with "fair use" as prescribed in the U.S. Copyright Law. Requests for extensive copying or reproduction of this thesis should be referred to University Microfilms International, 300 North Zeeb Road, Ann Arbor, Michigan 48106, to whom I have granted "the exclusive right to reproduce and distribute my dissertation for sale in and from microform or electronic format, along with the right to reproduce and distribute my abstract in any format in whole or in part."

Signature Jiel BakkeDate December 20, 1996

For is it not possible that middle age can be looked upon as a period of second flowering, second growth, even a kind of second adolescence? It is true that society in general does not help one accept this interpretation of the second half of life. And therefore this period of expanding is often tragically misunderstood. Many people never climb above the plateau of forty-to-fifty.

Anne Morrow Lindbergh (1955)  
Gift from the Sea

## ACKNOWLEDGEMENTS

I wish to thank the participants in the study. Although their willingness to journal for a year was initially tempered with self-doubt and trepidation, they did a magnificent job. The graciousness with which they shared their lives has made them friends for life.

I also want to thank my entire graduate committee: Robert A. Fellenz, Ed.D., Chair; Gary J. Conti, Ed.D.; Douglas L. Herbster, Ed.D.; Priscilla A. Lund, Ph.D., William F. Lieshoff, Ph.D., and George F. Tuthill, Ph.D., Graduate Representative. A special thank you to Dr. Fellenz for his wise guidance throughout my coursework and especially for his assistance in preparation of this dissertation. I feel extremely fortunate in having him as my advisor. He taught me much by way of example as well as being an excellent teacher. And, for much the same reasons, I would be remiss not to also thank Dr. Herbster, Dr. Lund, and especially Dr. Conti, who so often went the extra mile to point me in the direction of success. In addition to theories of practice, I learned from these four, who have been on my committee since the beginning, important lessons about grace under fire, calm in chaos, and critical thinking during confusion.

## TABLE OF CONTENTS

	Page
LIST OF TABLES . . . . .	viii
LIST OF FIGURES . . . . .	x
ABSTRACT . . . . .	xi
1. INTRODUCTION . . . . .	1
Background of the Problem . . . . .	1
Purpose of the Study . . . . .	11
Research Questions . . . . .	13
Definitions . . . . .	13
Limitations of the Study . . . . .	15
Assumptions . . . . .	16
2. A BRIEF LOOK AT THE LITERATURE . . . . .	17
3. PROCEDURE . . . . .	25
Qualitative Research Design . . . . .	25
Research Topic . . . . .	26
The Sample . . . . .	27
Documentation . . . . .	29
Journals . . . . .	29
Personal Orientation Inventory (POI) . . . . .	30
Interviews . . . . .	34
Methodology . . . . .	35
Data Analysis . . . . .	37
4. POI FINDINGS . . . . .	39
The Instrument . . . . .	39
Ranking the Participants . . . . .	40
Understanding the Scores . . . . .	43

## TABLE OF CONTENTS--(Continued)

	Page
5. JOURNAL FINDINGS . . . . .	57
The Evaluating Criteria . . . . .	57
The Journal Structure . . . . .	59
Introductory Study . . . . .	61
Participant 8 . . . . .	61
Analyzing the Other Participants' Journals . . . . .	64
Participant 1 . . . . .	65
Participant 2 . . . . .	70
Participant 3 . . . . .	74
Participant 4 . . . . .	80
Participant 5 . . . . .	83
Participant 6 . . . . .	88
Participant 7 . . . . .	90
Participant 8 . . . . .	94
Participant 9 . . . . .	94
Participant 10 . . . . .	98
Participant 11 . . . . .	101
Summary . . . . .	113
6. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . .	116
Conclusions . . . . .	118
The Research Questions . . . . .	118
Challenging the Validity of the POI:	
Discussion on the POI and Journal Links . . . . .	128
A Further Look at Self-Actualization . . . . .	132
Recommendations . . . . .	136
REFERENCES . . . . .	138
APPENDICES . . . . .	142
Appendix A--Maslow's Law of Hierarchy Needs . . . . .	143
Appendix B--The Being Values As Set Forth by Abraham H. Maslow . . . . .	145
Appendix C--Erikson's Three Final Stages of Development . . . . .	148
Appendix D--The Interviews: Questions and Topics . . . . .	155
Appendix E--POI Paired Subscale . . . . .	157

## LIST OF TABLES

Table	Page
1. POI Summary . . . . .	41
2. Subscale Scores and Placement of Participant 10 . . . . .	43
3. Participant Ratios for Time Competency . . . . .	46
4. Participant Ratios for Inner-Directedness . . . . .	48
5. POI Results: Participant 1 . . . . .	51
6. POI Results: Participant 2 . . . . .	51
7. POI Results: Participant 3 . . . . .	52
8. POI Results: Participant 4 . . . . .	52
9. POI Results: Participant 5 . . . . .	53
10. POI Results: Participant 6 . . . . .	53
11. POI Results: Participant 7 . . . . .	54
12. POI Results: Participant 8 . . . . .	54
13. POI Results: Participant 9 . . . . .	55
14. POI Results: Participant 10 . . . . .	55
15. POI Results: Participant 11 . . . . .	56
16. Number of Notebooks Turned in by Participants . . . . .	59
17. Behavioral Expressions of a Sense of Intimacy and Isolation--Stage 6 . . . . .	149
18. Behavioral Expressions of a Sense of Generativity and Stagnation--Stage 7 . . . . .	151

LIST OF TABLES--(Continued)

Table	Page
19. Behavioral Expressions of a Sense of Integrity and Despair--Stage 8 . . . . .	153
20. Paired Subscales on the Personal Orientation Inventory . . . . .	158

LIST OF FIGURES

Figure	Page
1. Maslow's Pyramid of Human Needs . . . . .	144

## ABSTRACT

Within every individual lie the kernels of greatness, yet few people find this kingdom within, the kingdom which Jesus called heaven and Abraham Maslow called self-actualization. The complexity of modern society, with its problems of over-population, pollution, and dwindling resources, needs people who are self-actualized: autonomous people who exude truth, goodness, beauty, wholeness, aliveness, justice, honesty, simplicity, joy, and who can transcend dichotomies.

Maslow felt that individuals could not achieve these qualities until the latter part of their lives. The questions addressed in this study were what did the day-to-day lives of older adults look like, would the practice of journaling enhance their growth and development, and could the self-actualizing process be witnessed in their day-to-day lives.

The major data gathering techniques were unstructured journals wherein the participants recorded their day-to-day lives for a period of one year, post-journal interviews, and testing with the Personal Orientation Inventory (POI). The participants completing the study were 4 males and 7 females over the age of 62. These participants were selected from adult education classes. Links between the POI scores and journal entries were examined and themes and patterns analyzed.

People are unique. They grow and develop at different rates. Two issues appeared to block self-actualizing growth: (a) Women have difficulty with time pressures, and (b) both sexes showed a relatively high rate of esteem-related issues. Awareness is the critical key to growth and development. Reflective journaling promotes awareness and hence promotes growth and development. Links existed between the POI and journal entries, but problems arose in that some journal entries were in direct opposition to the POI scores. This, and the fact that more people are striving for self-development and growth and more means to achieve that end are available than when the POI was developed, lead to the conclusion that the POI should be re-evaluated as to validity and T-score ranges.

## CHAPTER 1

## INTRODUCTION

Background of the Problem

Like the spider, there are those of us who refuse to stop spinning, even when it would appear to be far more sophisticated to be without hope. Our rope, though perhaps frail, can still be spun with optimism, curiosity, wonder, love, and the sincere desire to share a trip to the stars. Our goal is worth the struggle, for in this case, the star to which we aspire is full humanity for all.

I feel strongly that in the continual striving for the actualization of every living thing lies our only hope. This is the unique challenge of Personhood and the sole purpose of this book.

(Buscaglia, 1978, Forward, p. unnumbered)

In the past two decades major demographic changes have occurred in the United States. Two main factors are cited as the cause: (a) Americans live longer than ever before and maintain better health and activity levels than earlier generations; (b) the lowest fertility point in United States history occurred in the 1980s, and demographers do not expect a substantial change from low birth rates (Dychtwald, 1990). Because of this, the Population Reference Bureau, a nonprofit demographic organization in Washington, D.C., predicted that by 2025 Americans over 65 will outnumber teenagers by more than two to one (Dychtwald, 1990, p. 21). In fact, 80% of Americans will live past age 65, and,

according to the Census Bureau, male life expectancy will be 75 years and female life expectancy 83 years by 2040 (p. 6). Dychtwald viewed this changing complexion of the American population or demographic change as an "age wave" which will challenge "every aspect of our personal, social, and political dynamics" (p. xix).

The complexity of living in a fast paced information society coupled with the graying of America raises many questions. The quality of life of the aging segment of population is often raised. SAGE (Senior Actualization and Growth Exploration), a groundbreaking project for other human-development and wellness programs, looked at a number of aspects of aging and found "physically rigid people of 70 and 80 could become more flexible" and "many elders who had seemed distant, or even mentally dysfunctional, were simply bored and had turned inward" (Dychtwald, 1990, p. xv). It appears functions not used wither and many problems of quality of life stem from arrested growth, withdrawal, and unused abilities. People who remain active and intellectually interested in life maintain their intellectual abilities and live longer.

Another question frequently surfacing is whether mental powers decline as an individual ages. Research also dispels this as a factor. Dychtwald (1990) estimated that of the 30 million Americans over 65 years of age, only 10% showed any

significant memory loss and fewer than half of that 10% show any serious mental impairment (p. 38).

A look at only a few of history's long list of creative, powerful elders should dispel the myth that people naturally decline in the quality of life and intellectual capacity as they age. Goethe was in his 80s when he completed Faust. Michelangelo, at age 71, was appointed chief architect of St. Peter's Cathedral in Rome where he continued to personally supervise its construction until his death 18 years later. George Bernard Shaw at 93 wrote Farfetched Fables. Albert Schweitzer at the time of his death at age 90 was actively managing his hospital in West Africa. Mother Teresa in her 80s continues to head and be actively involved in The Missionaries of Charity she founded. Henri Matisse between the ages of 75 and 80 created some of his greatest expressions of beauty including six illustrated books and the design of the Chapelle du Rosaire from its stained-glass windows and murals to the liturgical vessels and priests' vestments. Adolph Zukor at 91 was chairman of Paramount Pictures. Pablo Casals at 88 was still touring as a concert cellist. Pablo Picasso in his 90s continued his production of insightful art. Broadway actor, writer, director, producer George Abbott at age 53 brought "Pal Joey" to Broadway, at age 67 "The Pajama Game," at age 68 "Damn Yankees," at age 75 "A Funny Thing Happened on the Way to the Forum," and celebrated age 100

with a revival of his first hit, "Broadway." Mahatma Gandhi flowered in his 60s and 70s to become the living symbol of the soul of India. This list could continue for pages with many people from many centuries and many countries.

For most older adults neither physical or mental impairments cause a diminishing of abilities and growth. Instead, it appears many problems in older adults relate to self-esteem, a problem intensified by the way society looks at aging rather than any inherent inability to perform. What is ultimately required is a "new image of aging" (Dychtwald, 1990, pp. xv-xix), which is a liberation from old stereotypes. Ordinary men and women need to realize they can be successful, creative, productive humans all their lives, and they need to know how to reach such status. Many look at the role models of the past and say, "I can't do that." For this reason, modern role models, people who are still growing and changing, still seeking and learning, become important.

Anne Morrow Lindbergh (1955) described a starting point for this new image by identifying middle age as a time of flowering and new growth. Children are grown, and parents have more time for personal pursuits; marital relationships evolve and change from what she termed the "oyster shell stage" of compromise and utility. Middle age is defined variously by different writers, educators, and

psychologists; Lindbergh specified middle age as a period beginning at 50 years of age.

This research seeks to add to a new vision of aging by looking at the quantity, quality, and results of day-by-day learning, growing, and developing in the lives of older adults in relationship to the current theories of growth and development and maturation. Further, this research seeks themes which educators can utilize to help older adults to attain the flowering to which Lindbergh (1955) referred, to become a joy unto themselves and viable resources for society. These two aspects are related goals in that the flowering leads to a mature being-and-becoming, a social individual who benefits all society.

Such a social individual empathetically moves in the world and is aware of and considers the importance of others when making existentialistic responses. Such an individual is the key to solving society's needs.

\* A society whose central dynamic is change-- economic, technological, political, social, cultural, and even theological--requires a citizenry that is able to change (see Daedalus, "Toward the Year 2000," Vol. 96, No. 3, summer, 1967).

\* A society whose elements--geographic, economic, intellectual--are becoming increasingly complex and interdependent requires a citizenry with broader knowledge, less parochial values, more tolerant attitudes, and greater skill in human relations than past societies required.

\* A society in which machinery is doing more and more of the work of man requires a citizenry capable of performing increasingly complicated

occupational roles and capable of creatively using more leisure time.

\* A society in which gaps between people (youth vs. adult, black vs. white, East vs. West, rich vs. poor) are becoming better defined and less tolerable requires a citizenry that is liberated from traditional prejudices and is able to establish open, empathic, and collaborative relationships with people of all sorts. (Knowles, 1970, pp. 32-33)

If the mission of adult education is to develop a total environment conducive to human growth and fulfillment (Knowles, 1970, p. 34), then it becomes essential to amass as much information as possible concerning learning in all stages of adulthood. Not all learning occurs in structured settings. The total environment conducive to human growth and fulfillment also encompasses self-initiated and self-directed learning.

Maturation of personality requires a repeated process of relinquishing old patterns and old learning to make way for new growth which will enlarge the scope and capacities of the individual. What worked in adolescence is no longer applicable in young adulthood; what worked in young adulthood is also no longer viable for the older adult. Often a leap of faith is required to give up the old learning before the new is visible, and for many people this risk taking and their fear of the unknown can paralyze them into constricting their lives instead of moving into the expansion that promotes new maturity, growth, and development. For most individuals letting go or unlearning

is difficult, yet growing and developing is a process of choices, a series of letting go and unlearning. Many people tolerate uncomfortable relationships and old ways of being because they know what to expect and that expectation alone gives comfort.

Older adults also face a number of problems which former generations did not have to face.

1. Older individuals may simultaneously care for aged parents and their own children.

2. Due to a longer life span, a large number of men and women may experience longer retirement periods.

3. Older adults have a variety of choices over their entire life span that were unavailable to prior generations. These include different work choices and more combinations of roles. For example, many adults make mid-life career changes and begin a different profession; then, in later years, they may use a combination of life experiences and move in an entirely new direction.

4. Technology and its labor saving devices have increased leisure time. While, for the most part, older adults are in good health and have high energy, high energy without focus and commitment tends to dissipate, and simply being busy does not lend itself to maturation. To be busy is not of itself the key to growth and development. Hence, the question of how to focus energy toward growth activities

arises when individuals have the health, freedom, and time to apply it in any direction.

5. Older women in particular find themselves with few role models. Until the mid-1960s society dictated a life style for women that included marriage as the number one priority. If a woman elected to work, it was more apt to be out of necessity than desire, and her career choices were in general limited to nursing, teaching, secretarial, or domestic areas. In the middle decades of the Twentieth Century, the following major social roles were available to women: worker, club and association member, wife, mother, grandmother, homemaker, child of aging parents, church member, friend, citizen, and user of leisure time (Havighurst, 1956, pp. 11-16). Havighurst found that a woman's role as citizen was often limited to voting. Today this role has been enlarged to include options such as social advocate and/or active politician. The social role of student is also now highly acceptable with both older women and men returning to school. Education must face the issue of how to help older adults shed years of conditioning and find their way in the maze of new options.

Despite the luxury of free time, Havighurst (1956) found relatively few women in his study who used leisure time with satisfaction. His research uncovered as the reason behind such dissatisfaction the fact that women do not feel leisure time has the same validity as paid work and

housework (pp. 15-16). Since this was a cultural learning during the early years of this century, the feeling may continue in older adults today.

Havighurst (1956) found that women invest emotions in others through civic and social clubs, church and community work, and travel, and this leads to expansion, not contraction. Although undoubtedly true in the 1950s, which still had limitations on women's options, this finding should be re-examined. Research in this area is scant.

One of the problems middle aged and older adults face is that when society structures life with few choices, individuals find it simpler to fit a routine, and because there are no alternatives many individuals accept what they have as happiness. However, when faced with less structure and many choices happiness becomes more difficult.

Upon marrying many women in the decades of the '40s, '50s, and early '60s allegorically packed their individual hopes and talents in boxes and stored them away in the attic or basement. These women, whose selves have been systematically overlaid with marital and family responsibilities, often find it difficult to make the leap into full maturity. When the children are gone and they finally have leisure time, many do not know where to begin the search for the self left behind or even if such a self exists.

The signs that always appear before a stage of growth--discontent, restlessness, doubt, despair, longing--often go unadmitted and unaddressed by individuals. To go through an open door into clean white space is frightening. Many seek to fill the gap with old habits and new additions, rather than take the risk (Lindbergh, 1955, p. 87). Yet, in the face of society's stereotyping of older adults and the lack of older role models, and the necessity of risk taking, some older adults continue to grow and expand. The problem is that even psychologists and educators do not have a firm grasp on the relationship between learning and development in latter life, in part due to a lack of studying living, experiencing models. For women in particular, the few exceptions such as Gloria Steinham, Maggie Kuhn, and Betty Friedman are often seen only as exceptions rather than the norm or even the model for a new norm. More insight is needed into the relationship of learning and development especially in older adults. This need for ordinary lives in progress as models is of particular importance because of the senior boom, the birth dearth, and the aging of the baby boom. With increasing numbers of older adults, preparation for the influx of the older population is necessary. Further, due to the complexity of our society, self-actualized individuals are crucial to solving societal problems. Maslow (1971) indicated self-actualization and its product, a social individual who benefits all society,

do not occur until after mid-life. He stresses that self-actualizing individuals "without one single exception" are involved in causes outside of self which are deeply important to them, and in being so engaged the "work-joy dichotomy" disappears (p. 43). Sadly few achieve personal growth into self-actualization, and the opposite of personal growth at any age is neurosis.

Only a small portion of the human population gets to the point of identify, or of selfhood, full humanness, self-actualization, etc., even in a society like ours which is relatively one of the most fortunate ones on the face of the earth. This is the great paradox. We have the impulse toward full development of humanness. Then why is it that it doesn't happen more often? (Maslow, 1971, pp. 25-26)

#### Purpose of the Study

The purpose of this study was to investigate the day-by-day lives of a small group of active older adults and how they relate to theories of self-actualization or full maturity as set forth by Maslow, Erikson, Rogers, and others. Care was given to seek continuing threads running through several lives or in depth in one life. One of the threads carefully looked at was Taylor's (1982) statement, "The most meaningful learning experiences will be those which aid learners in realizing their self-worth and value as individuals" (pp. 8-9).

Can the individuals see themselves moving and growing as the growth occurs? Can researchers and educators

document the process toward maturation as it occurs or is only the end result, the product, visible? What are the markers, if any, of such growth? Is learning and maturing a helter skelter activity or does it proceed in some neat, tidy, and/or predictable sequence?

Much of the study into self-actualization or mature development has been accomplished by looking at highly unique individuals who have carried personal development to above-normal levels, people such as Eleanor Roosevelt, Mother Teresa, and Abraham Lincoln in their later years when the struggle of becoming had settled more firmly into the process of being. More information is required about how everyday men and women in the struggle to become proceed to unlearn, learn, grow, develop, and mature emotionally. Maslow's (1971) starting point in determining values of self-actualizing people was the question, "Supposing you select psychologically healthy individuals, what will they prefer?" (p. 10). The starting point for this researcher is, "Supposing you select active, involved older adults, what are they doing, how are they learning and growing more mature, and what can be learned to enhance other older adults' experiences?"

### Research Questions

The matters addressed by this study are:

1. What do the day-to-day lives of the older adults in this sample look like in regard to growing/developing? Are differing stages in the process of being-and-becoming evident in the group? How can they be identified? What does such indicate?
2. What pattern(s) do the learning experiences of this group follow?
3. Does any one theory of growth and development accurately describe the growth process for all participants?
4. What is the awareness of the individual participant in regard to his/her own growth?
5. What evidence is there that journaling is an aid to the growing and developing process?
6. Are any links discoverable between the subjective data which include the being-and-becoming characteristics as evidenced in the participants' journals and the objective Personal Orientation Inventory scores?

### Definitions

Being-and-becoming: Being-and-becoming is used as Maslow (1971) defines the concept. The one phrase defines both a process and goal which exist side by side, simultaneously. Maslow used the following examples:

Here "value," in the sense of telos, of the end toward which you are striving, the terminus, the Heaven, exists right now. The self, toward which one is struggling, exists right now in a very real sense, just as real education, rather than being the diploma that one gets at the end of a four-year road, is the moment to moment process of learning, perceiving, thinking. Religion's Heaven, which one is supposed to enter after life is over--life itself being meaningless --is actually available in principle all through life. It is available to us now, and is all around us. (p. 112)

Being is thus a goal, yet it is also who you deeply, truly are. Becoming is thus a process, yet it is also being more and more that person who you already deeply are.

Existential: Living in the moment and making choices based on inner directiveness as opposed to outer, societal controls.

Growing/developing: The process of self-actualizing, becoming fully-mature, or fully-functioning.

Maturity: Combining the psychological descriptions of mature individuals formulated by Maslow and Rogers with the organic development description by Erikson and specifically his last three psychosocial stages (see Appendix C) sets the basis for the definition and discussion of maturity herein. It was the intention to look at the three definitions as they apply to the sample group. Since the product (maturity) is similar in the three theories, the fully mature individual will have qualities reflected in the descriptions written by Maslow, Rogers, and Erikson.

Self-actualization: This term was created by and derived from the work of Abraham Maslow. Many individual definitions are given in various texts, but all acknowledge the development of the individual's true or inner core of self and actualization of latent potentialities. Inherent in such development is the absence or minimal presence of ill health, neurosis, psychosis, and loss or diminution of basic human and personal capacities.

Self-actualization is used interchangeably with the terms fully functioning and fully mature. These terms are used in the above way and are different than self-fulfillment which is seen as an intermediate step signifying satisfaction with the completion of or process of some aspect of growth.

Older adults: In this research older adults refers to people 62 years of age or older.

#### Limitations of the Study

1. Humans are highly individualistic. The findings while specific to this group will not transfer across the boundaries of ethnicity, age, and social status intact. Such findings may or may not be beneficial for another group, but from these findings may come general and specific knowledge that can be individually tried, tested, and applied.

2. The study sample was small (12 individuals) and cannot be said to represent the population comprehensively or to offer correlation data. This study is not intended to transfer to the 62 and over population as a whole or to represent a cross-cultural study, but it is structured to look at these individuals in depth to see what correlations, if any, exist in learning and maturity and to provide data base information.

#### Assumptions

Several assumptions exist in the design of this study.

1. Qualitative, descriptive research is as valuable as quantitative, non-descriptive research and is necessary in arriving at hypothesized relationships. Borg, Gall, and Gall (1993) described the purpose of qualitative research as developing an understanding of "individuals and events in their natural state, taking into account the relevant context" (p. 194).

2. Individuals visibly involved with the learning process are more apt to provide insight into the process of being-and-becoming more fully mature.

## CHAPTER 2

## A BRIEF LOOK AT THE LITERATURE

Many theories exist as to how individuals mature. Erikson looked at life as a series of developmental stages. With each stage arising in the preceding stage, coming into being in its own stage, and ascending in the following stage, Erikson presented a logical sequential or timed ascendancy of stages which ultimately culminate in a "functioning whole" (Erikson, 1969, p. 32). Other psychologists and educators use different terms to describe this process of growth or being-and-becoming. Not all theorists use a developmental process as Erikson does. For instance, Maslow works with a hierarchy of needs. However, all final stages of maturity appear to contain three essential elements: (a) the person is open to his experience; (b) the person lives in an existential fashion; (c) the person finds his organism a trustworthy means of arriving at the most satisfying behavior in each existential situation (Rogers, 1969, pp. 282-286).

Rogers (1969) looked at the mature individual as "fully functioning," a person who

is able to experience all of his feelings, and is afraid of none of his feelings; he is his own sifter of evidence, but is open to evidence from

all sources; he is completely engaged in the process of being and becoming himself, and thus discovers that he is soundly and realistically social; he lives completely in the moment, but learns that this is the soundest living for all time. (p. 288)

Abraham Maslow (1954) defined the process as one of self-actualization or being all one can be, the full use of one's capacities, talents, potentials, and abilities (p. 200). Maslow based his process on a hierarchy of needs. (See Appendix A for Maslow's Hierarchy of Needs.)

Maslow's (1968) conception of "self-actualization" defined it as a "need" or "direction" a person strives towards to achieve psychological growth. His theory emphasized that at a certain point of growth or maturity one is motivated in an unceasing trend toward fuller knowledge and acceptance of his or her own intrinsic nature, pushing upward toward unity, integration, or synergy within self (p. 25).

Self-actualization is an ongoing process according to Maslow (1971, p. 45). Maslow defines life as a progression of choices. At each point of choice one can elect to regress by a movement to safety, a defensive movement, a movement of fear, or one can elect the growth choice. Each movement away from fear is a growth choice towards being more and a movement towards of self-actualization. Self-actualization is not reached in one jump, nor is it a plateau. It is an ongoing process made up of choice after

choice, a process that demands honesty within a person.

"One cannot choose wisely for a life unless he dares to listen to himself, his own self, at each moment in life, and to say calmly, 'No, I don't like such and such'" (p. 47).

It means opening oneself to his or her defenses and finding the courage to give them up. This is a painful, but necessary, procedure as psychology has shown us that repression does not solve problems. Maslow further states,

The more he knows about his own nature, his deep wishes, his temperament, his constitution, what he seeks and yearns for and what really satisfies him, the more effortless, automatic, and epiphenomenal become his value choices. (p. 111)

Thus, self-actualization is not only a product, but the process of realizing and maximizing one's potentialities whatever they are. Arduous preparation may be entailed; the painstaking practice required for "self-actualization means working to do well the thing that one wants to do" (Maslow, 1971, p. 48). Such an individual embraces what Maslow terms Being values (or B Values). Maslow listed 14 B Values (see Appendix B) and stressed,

Self-actualizing people are, without one single exception, involved in a cause outside their own skin, in something outside themselves. They are devoted, working at something, something which is very precious to them--some calling or vocation in the old sense, the priestly sense. They are working at something which fate has called them to somehow and which they work at and which they love, so that the work-joy dichotomy in them disappears. One devotes his life to the law, another to justice, another to beauty or truth. All, in one way or another, devote their lives to the search for what I have called the "being

values ("B" for short), the ultimate values which are intrinsic, which cannot be reduced to anything more ultimate. (pp. 43-44)

Most psychologists agree that certain signposts of a self-actualized person are visible of the process. These signposts are

- realistic orientation
- acceptance of self, others, and the natural world
- spontaneity
- problem-centered as opposed to self-centered
- autonomous
- ethical
- creative
- privacy seeking, especially for intense concentration on subjects of interest
- non-hostile sense of humor
- concern for the welfare of the world as well as self and family
- capacity for wonder and awe
- judgment on basis of whom individuals are rather than on religion, race, status, etc.
- internal motivation.

(Darkenwald & Merriam, 1982, p. 80)

The Personal Orientation Inventory described under the documentation section of this proposal uses the above signposts, which are derived from Maslow's work. Further, it is important not to get hung up on terminology. Any reader can pick up a multitude of literature which zeros in on particular aspect or combination of aspects used as signposts and discuss just that facet or facets of self-actualization or maturity. There are similarities to Maslow's and Roger's definitions in Jung's "individuated person," Fromm's "autonomous person," Torrance's "the creative person," Heath's "reasonable adventurer," Atkinson

and Feather's "achievement motivated personalities," and Houle's "learning oriented adult." Each term focuses on one aspect of the whole. Maslow (1971) himself also used the term "fully-human" as a concept which he felt was more descriptive and objective than self actualization (p. 28). This current study uses the term fully-mature. An individual who displays the above characteristics, regardless of the terminology employed, is the goal of both psychology and education (Knowles, 1970, pp. 32-33), and material on these characteristics can be found in both fields.

Identifying fully-mature individuals is not simple. Abraham Maslow, the father of the self-actualization theory, stated the problem:

Self-actualization does not mean a transcendence of all human problems. Conflict, anxiety, frustration, sadness, hurt, and guilt can all be found in healthy human beings. In general, the movement, with increasing maturity, is from neurotic pseudo-problems to the real, unavoidable problems inherent in the nature of man (even at his best) living in a particular kind of world. Even though he is not neurotic he may be troubled by real, desirable guilt rather than by neurotic guilt (which isn't desirable or necessary), by intrinsic conscience (rather than the Freudian super-ego). Even though he has transcended the problem of Becoming, there remains the problem of Being. To be untroubled when one should be troubled can be a sign of sickness. (Maslow, 1968, p. 210)

Erikson (1969) said that as the individual moves through each developmental stage he or she moves through crisis and "radical changes in perspective" as well as a

shift in instinctual energy and the creation of vulnerability in the individual (pp. 33-34). (See Appendix C for Erikson's last three developmental stages.) Accordingly, such changes in energy and feelings of vulnerability make it difficult to determine at any stage whether an individual is strong or weak. Whether maturity is developmental or not, few experts question the reality that individuals are continually faced with the need to integrate various aspect of their lives. Barron (1968) found that the ability to permit oneself to become disorganized was "quite crucial to the development of a very high level of integration" (p. 19).

It thus appears one cannot tell from a specific instance or brief time frame where a person stands in relation to life and maturity, and positive mental health and growth "can more readily be founded on the study of lives in progress, on the examination of events and experiences that enable people to cope more successfully with problems, increase effectiveness of strategies, deepen the appreciation of their surroundings, and expand their resources for happiness" (White, 1969, p. 28).

The B-Values and descriptions given above define maturity, but as indicated the process of becoming tends to be messy, individualistic, and difficult to assess. The entire process is a continuum without clear boundaries between the beginning and the end. No one can clearly and

accurately state at what exact point a person moves from "becoming" into "being." What exists as the goal simultaneously exists in potential and is available now. As Maslow (1971) said, "Traveling can give end pleasure; it need not be only a means to an end" (p. 112).

Researchers, in most of the current literature, pull specific aspects of maturity into view. For instance, Knowles (1978) in developing his andragogical approach to adult education tied Maslow and Rogers' existentialistic and humanistic views and Erikson's behavioralist and developmental view into tandem by emphasizing the quality of self-direction. However, he found that the marriage of the two is not supported by culture, which "does not nurture the development of abilities required for self-direction, while the need to be increasingly self-directed continues to develop organically" (p. 55).

"Andragogy assumes that the point at which an individual achieves a self concept of essential self direction is the point at which he psychologically becomes adult" (Knowles, 1978, p. 56). Adulthood is considered the beginning of the process towards maturity, but adulthood and maturity are not synonyms.

Tennant (1986), in assessing Knowles' theory of andragogy, pointed out the two foregoing aspects of "becoming adult" and alleged that "Knowles' theory of Andragogy contains within it the core ideas of the ethic of

individualism" (p. 120). Dignity of the individual, autonomy and self-direction, and self-development are the primary features of individualism according to Tennant (p. 120). These are also aspects of becoming fully-mature and this research will be looking at both composites and specifics of maturity including elements of wonder and its extension to enjoyment of the present moment. Wonder represents an affirmation of the present; enjoyment of the moment, the reclamation of childhood delight is the actual fruit of maturity (Chinen, 1991).

## CHAPTER 3

## PROCEDURE

Qualitative Research Design

"Broadly defined, research is systematic inquiry." Qualitative research, as opposed to quantitative (experimental or hypothesis proving) research, is non-experimental, descriptive research. Its purpose is limited to describing something as it exists. Researchers elect qualitative case studies when they wish to focus on insights, discovery, and interpretation (Merriam, 1988, p. 6).

Within the genre of qualitative research are several forms. The form known as case study was selected as the primary form for this research since it was a type of research design suited for the systematic study of a phenomenon (Merriam, 1988, p. 6), in this case the visibility of the maturity process in older adults. Yin (1984) goes as far as to observe that case study is a design particularly suited to situations where it is impossible to separate the phenomenon's variable from the context within which it is found (cited in Merriam, 1988, p. 10). Good case studies contain four essential properties:

particularistic, descriptive, heuristic, and inductive. An inductive approach relies heavily upon data from interviews and observation to build data rather than to test theory as quantitative research does. A qualitative study emerges as one embarks upon such study. It was, therefore, important to be flexible, prepared to modify expectations or change design in order not to spend too much time searching for the "right" study when, in fact, it may not exist (Bogdan & Biklen, 1982).

Triangulation refers to a combination of data collection methodologies. With triangulation a variety of mixes is possible. Studies which use only one method are more subject to error. Studies which use multiple methods that provide cross-data validity checks thus have a stronger design (Patton, 1990, pp. 186-187). This study uses both qualitative data (the journals and interviews) and quantitative data (the POI).

#### Research Topic

Both psychologist Carl Rogers and educator Malcolm Knowles stated that the goal of both psychology and education is the fully functioning individual. By applying a phenomenological psychological study to the complex day-to-day reality of older lives and applying the currently existing theories of maturity to those findings, it is

anticipated a direct contribution to both education and psychology will result.

### The Sample

Originally, this study was a qualitative case study into the daily lives of 12 older adults. The original sample of four males and eight females was a purposeful sampling with the selection chosen from a group of adults age 62 and over who at the time were attending non-credit adult education classes which the researcher taught. The sample was taken from a group of 50 adults attending adult education courses. One of the female participants, however, was diagnosed with cancer and during the process of her treatment left her nearly-completed journal in a restaurant. As a result, she withdrew from the study. The final complexion of the sample was four males and seven females. The sample was selected with the idea that those attending educational classes were also more likely to be actively involved in being-and-becoming more fully mature.

All participants graduated from high school; 7 of the 11 had advanced education beyond that level. One was trained as a nurse and worked in real estate. Another completed a B.A. in Business Administration and ran his own business. A third had a technical school background in construction and had owned and improved a number of ranch properties. A fourth held a Bachelor of Science degree and

had worked in public relations, as a radio/television host, and in real estate. A fifth participant who completed two years of college had been employed as an engineer. A sixth participant with two years of college and had worked as a secretary and activities director. The seventh participant had one year of college and, although predominantly a housewife, had done clerical work. All participants had some business/professional experience.

All participants were over 62 years of age; the oldest participant at the time of the study was 76. In fact, five of the participants were in their 70s at the time they kept the journals.

One of the males and three of the females were widowed at the time of the study. Of those married at the time of the study, two were married to other participants in the group; it was a second marriage for both of these couples. Participants had a total of 46 children among them, with the individual range being from 2 to 15 children per person.

The study group was stratified and represented to a major degree the traditional adult education profile: white, middle class, high school graduate, and married (Darkenwald & Merriam, 1982, p. 120). One couple lived in an apartment, the rest in single-family dwellings. One female participant lived in a three-generation household. All drove automobiles. Other than glasses, none had visible disabilities. Although one had survived a major heart

attack, he was (according to journal entries) in excellent health at the time of the study.

### Documentation

Journaling was the primary data source. This was triangulated with the quantitative information from the Personal Orientation Tests (POI) and with a follow-up interview to clarify journal entries and other questions which arose in the analysis of the materials. Such triangulation is a standard qualitative research method.

### Journals

To provide a rigorous, systematic, and comprehensive understanding of older adults' lives, the people in this study were asked to keep daily journals of their activities for a period of one year. The study was structured as a longitudinal study of one year's duration to circumvent problems which could arise in a shorter, less in-depth look at participants' lives. The aim to understand directions of growth and the process of change was more likely to be found in a study of "lives in progress, on the examination of events and experiences that have enabled people to cope more successfully with problems, increase the effectiveness of strategies, deepen their appreciation of their surroundings, and expand their resources for happiness" (White, 1969, p. 28). The journals served as a focus for this study's

examination of lives in progress. The journal portion of the study, in particular, was Taoistic in design, meaning the researcher was asking the participants rather than telling, i.e., "What is going on in your life?" rather than "Did you grow more inner directed in the past year."

Taoistic design is a non-intruding, non-controlling, non-interfering observation; it is receptive and passive rather than active and forceful (Maslow, 1971, p. 15):

Participants were given no instructions other than to write a daily log or journal of their activities for one year. As a result, some of the journals were very detailed and descriptive and others were brief and prosaic, but each reflected the personality of the participant. The journals were examined for expressions of the self-actualizing status of the participants. The journals were also examined for day-by-day lifestyles. What did the actual life of an older adult reveal about the adult? The researcher investigated the learning episodes and evaluated them as to learning, growth, and other pertinent information.

#### Personal Orientation Inventory (POI)

The Personal Orientation Inventory developed by Everett L. Shostrom (1974) was administered to the participants as an objective means of plotting each participant on a maturation scale and as a counterpoint to subjective evaluation of the journal data. This triangulation of

subjective journal evaluation and POI test scores was used to provide the research with a measure of external validation or cross check of interpretive, subjective findings. The researcher looked at how the journal and the POI score compared for each individual to see if there were patterns.

The POI used in this study is constructed around concepts having broad social and personal relevance and is based on research and theoretical formulations of writers such as Maslow, Perls, Fromm, Horney, Ellenberger, Angel, May, Watts, Riesman, and Ellis (Fellenz, 1971, p. 24). The vast majority of these writers are existentialistic, humanistic, or Gestalt-oriented psychologists.

The POI measures, in paired scales, several themes. One is time competency versus time incompetency based on Fritz Perls' theory that mentally healthy people live in the present. Another primary theme is inner-directedness, a trust in one's basic organism, versus other-directedness. A third scale measures feeling reactivity versus spontaneity, which measures feelings and readiness to express such feelings behaviorally. A fourth scale deals with the perception of self, and a fifth scale with the nature of man as viewed in surrender or passivity versus action. The final scale concerns the acceptance of aggression and capacity for intimate contact (Fellenz, 1971).

Fellenz (1971) in his dissertation attempted to "investigate an approach to the evaluation of self-actualization in adult education participants" (p. 1). Fellenz's primary instrument was the Personal Orientation Inventory, which he coupled with a student self-report and a teacher report that incorporated an additional ten student variables and six teacher variables (p. 4). His conclusions that the POI demonstrated "some ability to distinguish among several student variables" was pertinent to this study despite the fact his study showed adult education programs did not automatically produce growth in self-actualization among participants and participants were not automatically more advanced in self-actualization than the average individual (p. 118). The question of whether adult education programs produce growth in maturity was not addressed in the present study. Since traits such as inner directedness and spontaneity may lead an individual to learning experiences that are not formal and directed, what this study sought to do was to actually look at learning and growing to see what patterns, if any, emerged and how they affected the individual.

Fellenz (1971) concluded in his dissertation that the traits identified in the POI were helpful in understanding the general concept of self-actualization and that enough of the requirements for construct validity were fulfilled for the POI to be considered worthy of further use (p. 120).

Fellenz recommended, however, more practical experimentation and scientific research involving the POI.

Research on the validity of the POI tends to be similar to that conducted by Dr. Fellenz. Shostrom (1974) stated that in the case of the POI, the most important test of validity is "that it should discriminate between individuals who have been observed in their life behavior to have attained a relatively high level of self-actualizing from those who have not evidenced such development" (p. 23). Initially, this was tested by administering the POI to two carefully selected groups. Individuals were nominated by "practicing, certified clinical psychologists" as part of either the "relatively self-actualizing" or the other relatively "non-self-actualizing" group (p. 23). The scores established by Shostrom for the original self-actualizing test group have been used to evaluate others. Other tests for concurrent validity were employed that sought to determine how well the POI correlated with other instruments, such as the MMPI, which purport to measure similar traits. However, Shostrom readily conceded:

While the correlation's with the MMPI scales against certain of the MMPI scales are generally consistent in the direction and significant, it is apparent from the comparatively low magnitude of coefficients that the two instruments are not measuring exactly the same aspects of mental health. (p. 26)

The POI scales have been correlated against a number of other tests including the Eysenck Personality Inventory,

wherein Knapp in 1965 delved into the personality construct of "neuroticism" vs. self-actualization. In this study, all mean differences were significant at the .05 level for the 136 undergraduate college student sample which had two groups: "high" neurotic and "low" neurotic. Placement in the groups was determined by the score achieved on the neuroticism dimension (Shostrom, 1974, p. 27). Among other studies were ones which (a) focused on individuals in early psychological counseling as opposed to those in the latter stages of counseling, (b) used 70 alcoholics and their spouses participating in an alcoholic treatment program compared to a normal adult sample reported by Shostrom, and (c) featured a pre- and post-test design that reported significant differences in the "discrepancy scores between a group of alcoholics having individual treatment and a group not having individual therapy" (p. 25). Such studies appeared to met Shostrom's criteria of discrimination, and, despite its limitations, the POI is the most commonly used test for measuring self-actualization.

### Interviews

The final interviews were done in two small groups and individually. The interviews focused on the value of the journals and clarified issues. Rogers' definition of fully functioning (see page 17) and Maslow's list of self-actualizing characteristics (see Appendix B) served as the

subjective signposts in interpreting the journals. Although Erik Erikson's developmental stages and in particular his three final stages (see Appendix C) were intended to be used as markers of growth, these were impossible to apply in this study.

### Methodology

Wertz (1983) stated the basic stance or attitude of psychological reflection, stressing that the process is complex with aspects overlapping and deeply implying other aspects. In Wertz's words the researcher's stance is as follows:

1. Empathic immersement in the world of description. The researcher uses the description as a point of access to the situations lived by the subject. The researcher places himself in the subject's world and makes it his own in as vital way as possible.
2. Slowing down and dwelling. The researcher mustn't pass over the details of the description as if they are already understood, passing through and beyond each situation as the subject did. Instead, he must slow down and make room for the description in order to dwell upon the subject in all of its details.
3. Magnification and amplification of the situation. When we stop and linger with something, it secretes its sense and its full significance becomes magnified or amplified. What to the subject was a little thing becomes a big deal to the researcher, who hereby transcends the mundanity of the subject's situation. The slightest details of the subject's world become large in importance for the researcher.
4. Suspension of belief and employment of intense interest. While the researcher originally

enters the subject's situation through natural, straightforward empathy, he must also modify this naive absorption. The researcher now takes a step back and wonders what this way of living the situation is all about. Breaking his original fusion with the subject, he readies himself to reflect, to think interestedly about where he is, how he got there, and what it means to be there. When he thus ceases to believe naively in the situation described by the subject, neither does he disbelieve it. Rather than being at all concerned with the truth or falsehood of the subject's experiences, the researcher takes up an intense interest in their genesis, relations, and overall structure.

5. The turn from objects to their meanings. As we said, the psychological researcher is not concerned about reality (or unreality) of the objects or state of affairs described by his subject. He turns his attention from these facts to their meanings (for the subject) and the particular participation in terms of which the meanings arise. This delivers the researcher to the situation precisely as experienced, as behaved, or more generally as meant by the subject. This is in part what makes the research psychological, namely, a study of man's participation in the immanent significations of lived situations. The psychologist must attend to the exact sense of the situation as the particular mode of the subject's participation regards it. (pp. 204-206)

For those reasons, it became necessary to hold individual and group interviews upon completion of reading and evaluating the journals. This method of clarification, together with the use of the Personal Orientation Inventory (POI), allowed the interviewer a better understanding of the meaning of day-to-day events and of the subject's growth. A baseline frame of reference for the study of older adults has been described in the work of Maslow, Erikson, and

Rogers as it relates to growing, maturing, and self-actualizing.

Triangulation such as above proposed is a common method applied in qualitative research. The combination of the subjective evaluation of the journals and interview(s) with the objective test results of the POI, cross-checked through an individual or focus group interview, allowed flexibility while offering structure and rigor to the research design.

#### Data Analysis

Data analysis is the systematic searching and evaluation of all the materials. The journal information was gathered but not organized, broken down into manageable units, synthesized, or contemplated for patterns and tendencies until all journals were received and could be simultaneously analyzed. The last journal was received June, 1995. The process of looking at each individual journal and comparing it with the others in the study all within a narrow time frame led to fresh observations and synthesis as well as the discovery of patterns and their meanings. These patterns and meanings formed the basis for further observation and questioning in the final interviews. The process further led to new decisions as to what data to next collect in order to develop theory as it emerged (Glaser & Strauss, 1967). "Effective evaluations provide opportunities to improve. In order to be effective,

evaluation designs must properly reflect the nature of the enterprise being evaluated and the overall purpose for which the evaluation was initiated" (Fellenz & Conti, 1984, p. 1).

Materials from the journals were originally sorted into a computer data base in order that they could be retrieved and read both as to a single individual and as to a cross-group theme. The journal entries and the POI results were coordinated. Final interviews were arranged to review findings and clarify questions raised in the analysis. The topics and type of questions addressed at the final interviews are included as Appendix C. The sample requested anonymity and this was honored by the use of numbers.

## CHAPTER 4

## POI FINDINGS

The Instrument

The POI was developed and copyrighted in 1962 by Everett L. Shostrom. There are 150 two-choice comparative-value-judgment items which are related to the values and behavior of self-actualizing individuals. An individual taking the test is asked to indicate which of the two choices is "most true" of himself. The two choices are defined as paired opposites or a positive and negative response to the concept presented. The items chosen were related to theoretical concepts of leaders in the human potential field, such as Maslow (self-actualization); Riesman, Glazer, and Denny (system of inner- and outer-directedness); Perls, May, Angel, and Ellenberger (conceptualization of time orientation); and Bach and Goldberg's theories of acceptance of aggression. The necessity of choosing one of two alternative answers is not a forced choice situation according to its publishers but one where the "scale scores are normative rather than ipsative, with the score on one scale in general not being dependent upon responses to another scale" (Knapp, 1990, p. 3).

The POI test scores covered two major scales and ten subscales. The two major scales dealing with time competency and inner- and outer-directedness are also presented as ratios. These major scales measure the degree the person lives in the present and whether a person's mode of reaction is characteristically "self" orientated or "other" orientated. The other ten subscales are formulated to reflect a facet important in self-actualization (Knapp, 1990, pp. 5, 6). More complete descriptions of these measurements can be found in Appendix D and in the discussion which follows. Table 1 is a summary of participants' scores on the various scales of this instrument.

#### Ranking the Participants

The elements measured by Time Competence and Inner Directedness are key elements in personal development and interpersonal relationships. Studies have confirmed that "a simple combination of Inner-Directed and Time Competence raw scores was the best predictor of an overall measure of the POI." This has held equally for males and females regardless of age (Knapp, 1990, p. 78). The raw scores for time competence and inner-directed were used to rank the participant by numbers, moving from the lowest to the highest combined totals. These combined raw scores were not the same as the subscale scores for Time Competent and

Table 1. POI Summary.

POI Scores														
Participant	TI	TC	O	I	SAV	EX	FR	S	SR	SA	NC	SY	A	C
10	4	19	27	99	22	22	17	16	15	19	15	6	19	20
8	3	20	39	85	22	22	11	14	14	16	12	9	15	12
1	8	14	45	73	21	16	11	12	15	13	10	6	13	16
2	6	16	52	72	19	17	11	9	11	14	13	6	8	12
3	10	13	49	78	21	15	16	13	14	14	13	7	14	16
5	5	18	46	81	17	21	16	8	10	19	12	6	17	15
6	7	16	39	88	23	22	17	13	14	13	12	9	15	21
9	3	20	40	87	21	23	13	13	15	11	13	8	15	21
4	7	16	51	76	19	22	16	13	10	11	11	6	10	20
11	3	20	15	111	25	30	18	16	16	22	14	9	10	27
7	5	18	40	86	21	26	14	14	10	16	10	7	16	20

POI Totals (n=11)	Sum of Scores	Sum of Squares	Mean	Variance	Standard Deviation
Time Incompetent (TI)	61	39	5.55	4.79	2.19
Time Competent (TC)	190	3342	17.27	5.47	2.34
Other Directed (O)	443	19043	40.27	109.29	10.45
Inner Directed (I)	936	80990	85.09	122.26	11.06
Self-Actualizing Value (SAV)	231	4897	21.00	4.18	2.04
Existentiality (EX)	236	5252	21.45	17.16	4.14
Feeling Reactivity (FR)	160	2398	14.55	6.43	2.54
Spontaneity (S)	141	1869	12.82	5.60	2.37
Self-Regard (SR)	144	1940	13.09	4.99	2.23
Self-Acceptance (SA)	168	2690	15.27	11.29	3.36
Nature of Man, Constructive (NC)	135	1681	12.27	2.20	1.48
Synergy (SY)	79	585	7.18	1.60	1.27
Acceptance of Aggression (A)	160	2434	14.55	9.70	3.11
Capacity for Intimate Contact (C)	205	3981	18.64	14.60	3.82

Inner-Directed, but represented the actual number of Time Competent answers from a total of 23 questions as differentiated from Time Incompetent answers in that area and the actual number of Inner-Directed answers from a total of 127 questions as differentiated from Outer Directed answers in the area of autonomy. Said ranking was for convenience only and followed an ascending order with the most self-actualized participant being number 11.

It became immediately obvious in analyzing scores for the various scales that rankings for each scale were often in a different order than the overall placement rankings. For example, Participant 10 (who was given tenth place due to her combined raw scores in inner-directedness and time competency) placed eighth in the group in regard to the Time Ratio. Her ratio of 1:4.75 meant that she was time incompetent 1 hour out of every  $4 \frac{3}{4}$  hours; this is slightly below the self-actualizing ratio of 1:6.67. In the Support Ratio, however, Participant 10 ranked tenth in the group with a Ratio of 1:3.67 or 1 out of every  $3 \frac{2}{3}$  choices were outer-directed. This placed Participant 10 within the self-actualizing range of 1:3.2 to 1:5.4 (Shostrom, 1974, p. 16). In the subscale scoring, Participant 10 placed as shown in Table 2.

Table 2. Subscale Scores and Placement of Participant 10.

Score	Category	Ranking
54	Time Competent	8th (same placement as ratio)
59	Inner Directed	10th (same placement as ratio)
50	Self-Actualizing Value	9th
50	Existentiality	8th
56	Feeling Reactivity	10th
65	Spontaneity	10th
62	Self-Regard	9th
56	Self-Acceptance	10th
63	Nature of Man, Constructive	11th
39	Synergy	1st (non-self actualizing)
57	Acceptance of Aggression	11th
53	Capacity for Intimate Contact	8th

Participant 10, while in the top three for the vast majority of the subscales, also was ranked lowest of the group in Synergy. All participants showed some variance in ranking. The picture created by individual profiles was one of a warped and wobbly wheel where each individual rolls along as best he/she can with an area or areas that required attention and others that functioned nicely within the self-actualizing zone.

#### Understanding the Scores

A low score on the POI subscales was considered below a standard score of 20. None of the participants scored below 23. However, the further below 50 a participant scored, the more such responses were not like those of

self-actualizing people. Scores higher than 60 may be exaggerated since the standard range for self-actualizing scores was the 50-60 range. The ten point range from 40-50 was considered the normal range, meaning where the general population would score.

Time Competency and Inner-Directedness scales stand alone, but the other scales both stand alone and are combined with complementary scales to create other areas of consideration. For instance, the Self-Actualizing Values can be paired with Existentiality. A high score on the Self-Actualizing Values scale indicates the individual holds and lives by the same values as a self-actualizing person. Self-Actualizing Values covers a very broad range of values and contains many characteristics. One of the answers on the POI which corresponds to this scale in the positive is item 38: "I live in terms of my wants, likes, dislikes and values." When this is paired with Existentiality, which measures one's flexibility in applying the self-actualizing values, the two scales form a more complete picture of an individual's valuing measure.

Another set of paired items is Feeling Reactivity (sensitivity to one's own needs) and Spontaneity (ability to express feelings in spontaneous action). Combining the two gives a measure of Feeling Reactivity or how one reacts to feelings.

The third set of paired items is Self-Regard or ability to like oneself because of one's strengths and Self-Acceptance, which is the ability to accept oneself in spite of one's weaknesses. It is easier to achieve Self-Regard than Self-Acceptance, but self-actualization requires both (Shostrom, 1974, p. 18). These areas combine to make Self-Perception or how one sees self.

The fourth paired set is Nature of Man, Constructive and Synergy. Both combine into the category Awareness since Nature of Man measures the dichotomy of good-bad in an individual and Synergy the ability to see all things as meaningfully related.

The final paired set is Acceptance of Aggression and Capacity of Intimate Contact which combine into Interpersonal Sensitivity. Interpersonal Sensitivity requires the ability to be all the qualities measured by the two scales: warm, loving, aggressive, assertive.

The two major scales (Time Competency and Inner-Directedness) are clinically interpretable in proportional terms (Knapp, 1990, p. 17) and are thus stated as ratios. The resultant Time Ratio deals with how well an individual lives in the present as opposed to living primarily with guilt, resentments, and regrets about the past or fantasizing about the future with its idealized goals, plans, expectations, and accompanying fears. This scale assesses the degree to which an individual lives in the

present and is able to bring past experience and future expectations into meaningful continuity (Knapp, 1990, p. 3). Participant scores in this study ranged from 1:1.30 to 1:6.67, with a midpoint score of 1:3.99. The range for a self-actualizing ratio is given as 1:6.67 to 1:8. An individual having a 1:8 score is time incompetent one hour for every eight hours they are time competent or 1/9 of the time (Shostrom, 1974, p. 13).

Table 3. Participant Ratios for Time Competency.

Participant 3	1:1.30
Participant 1	1:1.75
Participant 4	1:2.29
Participant 6	1:2.29
Participant 2	1:2.67
Participant 5	1:3.60
Participant 7	1:3.60
Participant 10	1:4.75
Participant 8	1:6.67
Participant 9	1:6.67
Participant 11	1:6.67

Dividing the total of the scores by the number of participants produced an average of 1:3.84 for the group. The normal individual is thought of being time incompetent 1/6 of the time with a ratio of 1:5, thus only the last three participants fell within the self-actualizing range, giving 3 time incompetent answers compared to 20 time competent answers on the POI. This breakdown produces a ratio score 1:6.67 score (Shostrom, 1974, p. 14). With

ratios of 1:3 and 1:4, which included Participants 5 and 7, individuals fall into the normal range. Participants scoring below 1:3 are non-self-actualizing and may be thought of as time incompetent. Such non-self-actualizing individuals may be (a) past-orientated, which is characterized by guilt, regret, remorse, blame, and resentment; (b) future-orientated, where individuals live with idealized goals, plans, expectations, predictions and fears; or (c) present-orientated, which does not incorporate past and future. The latter would tend to engage in meaningless activity, unreflective concentration, and could be described as busy-bodies who avoid facing themselves with their frantic activity (Shostrom, 1974, p. 13, 14).

The second major scale was designed to measure autonomy. An other or outer-directed person tends to be dependent and to be influenced by peers and external events. An inner-directed person tends to be independent and self-willed, a person guided primarily by internalized direction. A "self-actualized person transcends and integrates both orientations" (Knapp, 1990, p. 3). This scale is identified as "Inner-Directed" and also translates into the Support Ratio, and the self-actualizing average for the ratio is 1:3. Participants' scores ranged from 1:1.38 to 1:7.4 with a midpoint score of 1:4.39. The high average was primarily due to one score, that of Participant 11. Participant scores are shown in Table 4.

Table 4. Participant Ratios for Inner-Directedness.

---

Participant	2	1:1.38
Participant	4	1:1.49
Participant	3	1:1.59
Participant	1	1:1.62
Participant	5	1:1.76
Participant	7	1:2.15
Participant	9	1:2.17
Participant	8	1:2.18
Participant	6	1:2.26
Participant	10	1:3.67
Participant	11	1:7.40

---

Dividing the total of the scores by the number of participants gave an average of 1:2.52. Note that with a self-actualizing ratio of 1:3, Participant 10 scored 1:3.67. The normal range is considered 1:2.2 to 1:2.6. The self-actualizing range is 1:3.2 to 1:5.4 (Shostrom, 1974, p. 16). Only Participants 10 and 11 scored above 1:2.6 and Participant 11's score was beyond the self-actualizing range.

Due to Participant 11's continuous high scores in the subscales, the averages of the scales were inflated and of little or no value in interpretation and will subsequently not be given. Some participants showed haphazard rankings in that they would rank near the top on one subscale and near the bottom on another. As discussed, the participants did not grow into self-actualization in a neat and tidy order. The higher ranked individuals had more areas of self-actualization than the lower ranked individuals, but in fully interpreting these scores it was necessary to go to





























































































































































































































