Statement of Permission to Copy

In presenting this professional paper in partial fulfillment of the requirements for an advanced degree at Montana State University, I agree that the Library shall make it freely available for inspection. I further agree that permission for extensive copying of this professional paper for scholarly purposes may be granted by my major professor, or, in his absence, by the Director of Libraries. It is understood that any copying or publication of this professional paper for financial gain shall not be allowed without my written permission.

Signature Marilyn Murray

Date August 5, 1972

THE IMPORTANCE OF PERSONAL GROWTH TOWARD SELF ACTUALIZATION AND ITS PLACE IN COUNSELOR EDUCATION

by

MARILYN SUE MURRAY

A professional paper submitted to the Graduate Faculty
in partial fulfillment of the requirements for the degree

of

MASTER OF EDUCATION

with concentration in

Counseling

Approved:

Robert J. Nikkel
Head, Major Department

Richard L. Howell
Chairman, Examining Committee

Henry L Parsons
Graduate Dean

MONTANA STATE UNIVERSITY
Bozeman, Montana

August, 1972

ACKNOWLEDGMENT

The completion of this study was made possible only with the assistance of several individuals. The investigator especially wishes to extend her gratitude to Dr. Albert Suvak for his assistance in setting up the computer program and his patience in explaining the statistical procedures used; and Mrs. Zeier of Montana State University's Computer Center for her cooperation and assistance with the computer programs. Gratitude is also extended to Dr. Richard Horswill whose endless patience in reviewing the study, and encouragement are sincerely appreciated. Thanks is also extended to Dr. S. Gordon Simpson and Dr. Robert Thibeault who permitted the investigator to utilize class time to test their students, and to the members of the groups participating in this study. Special thanks is extended to my husband, Ted, for his patience and cooperation.

TABLE OF CONTENTS

VITA ii
ACKNOWLEDGMENT iii
LIST OF TABLES vi
ABSTRACT vii

CHAPTER Page

1. INTRODUCTION. 1
STATEMENT OF THE PROBLEM 3
NEED OR PURPOSE OF THE STUDY 3
GENERAL QUESTIONS TO BE ANSWERED 4
GENERAL PROCEDURE 5
LIMITATIONS AND DELIMITATIONS 7
DEFINITION OF TERMS 9
SUMMARY 10
2. REVIEW OF LITERATURE 11
THE SIGNIFICANCE OF THE COUNSELOR'S GROWTH . . 12
SELF ACTUALIZATION AND COUNSELOR EFFECTIVENESS 16
PERSONAL GROWTH THROUGH VARIOUS PROGRAMS . . . 19
SUMMARY 23
3. PROCEDURES 24
CHAPTER DESCRIPTION 24
POPULATION AND TREATMENT DESCRIPTION 25
METHODS OF COLLECTING DATA 27

CHAPTER		PAGE
	CHOICE OF THE INSTRUMENT	28
	Description of the Instrument	29
	Scoring Categories for the Personal Orientation Inventory	30
	Validity of the Instrument	31
	Reliability	32
	STATISTICAL HYPOTHESES	34
	ANALYSIS OF DATA AND METHOD OF ORGANIZING DATA	36
	PRECAUTIONS TAKEN FOR ACCURACY	36
	SUMMARY	37
4.	RESULTS	38
	INTRODUCTION	38
	ANALYSIS OF RESULTS	38
	SUMMARY	57
5.	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	59
	SUMMARY	59
	CONCLUSIONS	60
	RECOMMENDATIONS FOR FURTHER RESEARCH	62
	SUMMARY	64
SELECTED REFERENCES		69
APPENDIX		69
	TEST ITEMS FROM THE PERSONAL ORIENTATION INVENTORY	70

LIST OF TABLES

Table		Page
1.	A Comparison of Pre-Test Results Between Experimental and Control Groups	41
2.	A Comparison of Post-Test Results Between Experimental and Control Groups	44
3.	Difference Between Pre and Post-Test Means for Experimental Group	48
4.	Difference Between Pre and Post-Test Means for Control Group	51
5.	Difference Between Amount of Gain of Experimental and Control Groups	54

ABSTRACT

The purpose of this study was to determine the effect of certain counseling courses on graduate students at Montana State University in terms of positive growth towards self actualization as measured by the Personal Orientation Inventory. It was the hope of the researcher that although the counseling program at Montana State University could not be evaluated by the results of this study, further and more extensive research would be stimulated which would serve as a possible concrete basis for evaluation.

The researcher defined growth toward self actualization as the basis of evaluation for subjects in this study, because it was the most frequently used criterion in the research investigated for Chapter II. The Personal Orientation Inventory was selected as the instrument for this study, not only because it is a measure of self actualization, but because this instrument measures level of growth rather than degree of pathology.

Both the experimental (N = 15) and the control groups (N = 15) consisted of subjects majoring in Education and other helping professions. The treatment consisted of two counseling courses at the mid-level of counselor training. Subjects in the experimental group were pre and post-tested prior to and following the treatment. Subjects in the control group were also pre and post-tested with a nine week time lapse between administrations.

The results indicated that the two groups were similar on eleven of twelve categories of the Personal Orientation Inventory at the time of the pre-test. At the time of the post-test, however, the two groups were similar in only three categories. The control group showed no gains in post-test scores over pre-test scores, indicating that the group did not significantly change during the nine week period. The experimental group, however, evidenced significant change on seven out of twelve subscales. These results would seem to indicate that the treatment did indeed have a significant effect on subjects in the experimental group. In a statistical comparison between the amount of gain experienced by the two groups, however, a significant difference existed on only two of twelve subscales. Although these results also indicate a change

due to the treatment, they are not impressive. Although the control group did not experience a sufficient amount of gain to be attributed to anything other than chance, this minimal gain was sufficient enough to minimize the significant results of the experimental group in five out of seven subscales.

Nevertheless, the results indicate that the treatment had a definite positive effect on subjects in the experimental group. However further research is necessary before general conclusions can be made about the effectiveness of the counseling program at Montana State University.

CHAPTER I

INTRODUCTION

The study of counselor effectiveness is a fascinating but sometimes frustrating pursuit. Most individuals in the field will agree with Appell that the personal characteristics of a counselor are of the utmost importance to the effectiveness of a therapeutic relationship.

> The most significant resource a counselor brings to a helping relationship is himself. It is difficult to understand how a counselor unaware of his own emotional needs, of his expectations of himself as well as others, of his rights and privileges in relationships, can be sensitive enough to such factors in his counselee. More than that, it would seem that he needs to experience himself as a person of worth and of individuality before he can afford another such privileges. Indeed, in a most profound sense the greater his congruence, the freer he can be in assisting others to actualize themselves (Appell, 1963:148).

Also agreed upon is the fact that too often the counseling student's personal growth is neglected while the academic aspect of his education is stressed. Technique and academic knowledge are not enough. Six years ago Arbuckle (1966:807) was asking the same question that is being asked today, "Do student counselors become the sort

of individuals they should become to be effective?" This question is difficult to answer for various reasons. A number of other questions need to be answered first. What sort of individual should the counselor be? There is no simple concrete answer. A synthesis of suggestions given by authors quoted in Chapter II, Part I, as well as others would suggest that a counselor should have a good self image, be spontaneous, congruent, emotionally honest, empathetic, and capable of respecting and trusting himself and others. He should be nonjudgmental, inner directed and so on. The list seems almost limitless. Certain authors have coined labels for the type of person that would embody these qualities. Fully functioning, mature, normal, effective and self actualizing include some of the terms. Since these terms describe an ideal, further difficulties arise when one tries to determine how self actualizing or fully functioning can a counselor or any "healthy person" realistically be expected to be or even strive to become.

No single simple definition exists to describe the nebulous characteristics the counselor should possess. Acknowledging this limitation, one can see how difficult it is to attempt to answer Arbuckle's question, "Do counselors become the sort of individuals they should become to be

effective?" Another highly significant question is how can one measure that which is so vaguely defined? Unfortunately the wealth of theoretical literature compared to the lack of statistical research would seem to support the supposition that Arbuckle's question has been avoided because of these difficulties of definition and measurement.

In studies that have been conducted certain personality characteristics were isolated and attempts made at measurement. The problem involved here is the difficulty in finding an instrument capable of accurately measuring personality characteristics.

The problems involved in finding an accurate unbiased answer to Arbuckle's question may seem unsurmountable. However if counselor education is to improve attempts must be made to find an answer.

STATEMENT OF THE PROBLEM

The problem of this study is to determine the effect of certain counseling courses on graduate students at Montana State University in terms of positive growth towards self actualization as measured by the Personal Orientation Inventory.

NEED OR PURPOSE OF THIS STUDY

The relative newness of counselor education and especially the counselor education program at Montana State University necessitates attempts at evaluation so that its effectiveness may be determined and possible suggestions may be made for improvement. Perhaps the most difficult criterion for evaluation is that of the personal growth of counseling students. However, since the most significant factor in the therapeutic relationship is the counselor's personal characteristics it is necessary to make some attempt to evaluate the effectiveness of Montana State University's counseling program in contributing to the individual growth of its students.

GENERAL QUESTIONS TO BE ANSWERED

An attempt was made to answer the following questions:

1. Will students in the experimental group prove to be similar to those in the control group before the treatment, as can be judged by results on the pre-test means of the subscales of the Personal Orientation Inventory?

2. Will students in the experimental group after the treatment show significantly higher growth toward self actualization than those in the control group, as can be

judged by higher results on the post-test means of the subscales of the Personal Orientation Inventory?

3. Will students in the experimental group evidence significant growth toward self actualization as a result of the two treatment courses, as can be judged from the difference between pre and post-test means of the subscales of the Personal Orientation Inventory?

4. Will students in the control group evidence significant growth toward self actualization as can be judged by the difference between pre and post-test means of the subscales of the Personal Orientation Inventory?

5. If the experimental group does show a gain in post-test means over pre-test means, will the experimental group show a sufficiently greater level of growth toward self actualization on the subscales of the Personal Orientation Inventory than the control group to attribute the growth specifically to the treatment?

GENERAL PROCEDURE

Chapter II, Part I contains a limited review of the literature establishing the rationale behind the necessity for personal growth among counselors to the therapeutic relationship. Part II is a review of certain studies demonstrating the relationship between self actualization

and counselor effectiveness. Part III is a review of selected studies in which attempts were made to measure student growth in various counseling programs.

The Personal Orientation Inventory, a measure of self actualization, was administered to fifteen graduate students majoring in Education and other helping professions who were enrolled in two core counseling courses (Counseling Theory, and Career Counseling) at Montana State University during Winter Quarter, 1972. The instrument was administered to these students on the first day of course instruction and re-administered upon completion of the two courses. The time lapse was nine weeks between pre and post-test administrations.

The instrument was also administered and readministered after a time lapse of nine weeks to a control group of fifteen graduate students also majoring in Education and other helping professions, who were not enrolled in the treatment courses, and who had not taken the courses previously. The researcher has compiled the data and attempted to make some evaluative judgments of the effects of these courses on student growth.

LIMITATIONS AND DELIMITATIONS

A delimitation was arbitrarily placed on Chapter II, Part I. There is a vast amount of material which exists on the necessity of personal growth among counselors. No attempt was made to make this section comprehensive. It is meant only to serve as a basis for an understanding of the rationale behind the studies in Chapter II, Parts II and III, and for the study conducted by the investigator.

The study would be more conclusive if it had been possible to test students upon entry into the counseling program and upon completion of the program. A limitation of this study exists because it was impossible for the researcher to do this.

The counseling program generally takes four quarters or one full year to complete. During the first quarter one counseling course is given acquainting students with background information on counseling and an opportunity for self examination which continues throughout the program. During the second quarter in attendance, which the researcher refers to as the mid-level of counselor training, two core counseling courses (Counseling Theories and Career Counseling) are offered which acquaint students with counseling theories and technique and provide laboratory

experience in applying the techniques and principles. During the third or fourth quarter, or both, counseling students take practicum which is supervised counseling including tape analysis sessions with a faculty member. Due to the necessity of strictly controlling variables subjects were tested only at the mid-level of their training.

No attempt was made to test only counseling majors so that the group studied would be as similar to the control group as possible. Both groups, as a result, included students majoring in other helping professions besides education.

Only fifteen of twenty-seven students enrolled in the two counseling courses were tested. Certain students failed to follow directions so their results could not be included. The researcher was dependent upon their cooperation, and certain other students in both the treatment population and the control population chose not to be involved in the study.

Only one instrument was utilized because of limited finances and because most instruments measure degree of pathology rather than degree of health.

The difficulties in defining those terms which indicate personal growth and in finding an instrument which can accurately measure those characteristics have already been mentioned as limitations to any study of this nature. These two factors provide the most serious limitations to this type of study. The present study is no exception. The Personal Orientation Inventory, because it is a measure of self actualization, is an ideal instrument for this study. However, it is a relatively new instrument and research indicates some disagreement regarding its validity.

DEFINITION OF TERMS

Empathy - a combination of psychological understanding and feeling with a person (Blocker, 1966:146).

Unconditional Positive Regard - a term coined by Carl Rogers for acceptance of another implying "a generalized belief in the dignity and importance of human beings regardless of their behavior." Also included in the meaning is a deep interest in and concern for others (Blocker, 1966:146).

Congruence - The absence of a split between what a person is and that which he shows of himself to others. Also included in the term is a person's awareness and acceptance of his own feelings.

Self Actualization - Abraham Maslow's term for the highest level of human development and realization of inner potentialities. The term is used as an ideal which individuals strive for.

Facilitative conditions - emotional climate communicating empathy, unconditional positive regard and genuineness or congruence to the client.

SUMMARY

In spite of the unavoidable limitations to this study, an attempt was made to assess a portion of the counseling program offered at Montana State University. It is hoped that this study will serve to stimulate further, more extensive research in the neglected area of evaluation of personal growth of counseling students. It is necessary to attempt to determine statistically whether or not Montana State University's counseling program is fulfilling this vital need for its students. Without this information it is difficult to evaluate the program's effectiveness.

CHAPTER II

REVIEW OF LITERATURE

The material included in this review of literature was carefully selected to acquaint the reader with the research being conducted in the area of personal growth of students in counseling. The arrangement of the material is into categories. The first section introduces the philosophical rationale behind the research. It is by no means comprehensive for the literature in this area is extensive. It was included to serve as a background for the studies. The second section is a review of three studies illustrating methods used by researchers attempting to measure the level of counselor self-actualization during practicum training. The third section includes four studies measuring the extent of personal growth among counseling students over a specified amount of time. No attempt was made to make this review of literature comprehensive. It is interesting to note that the amount of material on the theory of the necessity for personal growth among counselors far outweighs the material on studies actually conducted. This fact supports the supposition that further studies are needed.

THE SIGNIFICANCE OF THE COUNSELOR'S PERSONAL GROWTH

Counselor self understanding and personal development are of the utmost importance to the therapeutic relationship. According to Carl Rogers (1962b), the therapist's position is not similar to the scientist involved in a study searching for answers to problems or for theoretical validation. Nor is he simlar to the diagnosing physician. The therapist is a human being interacting in a personal subjective manner with his client. This, Rogers points out, indicates that the burden is placed on the therapist to be congruent within himself and in relation to his client.

The counselor who sees himself in a positive manner is less likely to be threatened by his clients' feelings and hence more apt to freely respond to them with empathy and understanding (Passons, 1969). Combs (1962:56) states:

> The insecure person can only identify with those who make him feel safe and secure. The more positive the individual's feelings about self, the easier it is to identify with an even broader sample of mankind.

Weitz (1957) discusses the importance of personality characteristics in the good counselor. According to this

author security or self acceptance results in sensitivity which enables the counselor to carry self acceptance to acceptance of others. This sensitivity also enables the counselor to recognize others' needs. Sensitivity enables him to avoid critical judgment of his clients. If he does evaluate them he takes into consideration the client's value system as well as his own. In fact, included in the counselor's value system is a recognition of the client's right to his own values, even though they may differ from those of the counselor.

Another limitation fatal to the counselor whose self esteem is constantly threatened is the fact that he must constantly stand guard against anything that will upset his carefully constructed view of himself. His perceptions are distorted. He is easily upset by others' mistakes. Since he cannot trust himself and his inner nature he erects a complex system of "shoulds" and "ought tos" around which he forms his value system. He seeks actualization quite different from that described by Maslow and Shostrom. He is seeking the actualization of a perfect idealized self that is impossible to attain. In seeking the ideal he denies himself as he truly is. His inability to accept himself as he is--a human being negates the possibility of his accepting others (Horney: 1950).

A realistically positive view of self frees man from threat and the need to defend himself (Combs, 1957: 57-8). In contrast to the neurotic individual seeking an impossible ideal is Maslow's self-actualized person. Because of his realistically positive view of himself, inner conflicts and dichotomies are resolved.

> The inner-outer split between self and all else gets fuzzy and much less sharp . . . The conclusions of rational, careful thinking are apt to come to the same conclusions as those of the blind appetites . . . His spontaneous reactions are as capable, efficient and right as if they had been thought out in advance (Maslow, 1962:43-4).

Thus, the self actualized person is free to be himself. He can trust himself in the counseling relationship because he feels no threat from himself or from others. He can give his full attention to the moment of the counseling session and fully trust his feelings and reactions. He is free to <u>be</u> and is capable of interacting fully with his clients (Rogers, 1962b).

> The person who is actualizing trusts his feelings, communicates his needs and prejudices, admits to desires and misbehavior . . . offers real help when needed and is, among many other things, honestly and constructively aggressive (Shostrom, 19:15).

Shostrom is not describing a flawless human being with only

the nobler qualities of human nature. He is describing a person who is sufficiently healthy to accept his humanness. A counselor who is capable of accepting his own humanness non-verbally communicates to his client that his humanness is also acceptable.

The healthy or self actualized counselor is open to instead of threatened by new experience. As a result he can enter into therapy as a person ready to interact with his client. The threatened counselor has to erect certain barriers so that his inner being will not be touched by his client. There is a separation between what the unstable therapist actually is and what he is in the therapeutic relationship. He is, utilizing Roger's terminology, incongruent. He must depend on techniques and methods which are hardly incorporated into his own system of attitudes and feelings. He is, according to Rogers, (1965:19) doomed to failure.

The client's feeling free enough to trust to the point that he can be himself is a highly important ingredient to the therapeutic relationship. It is unlikely that the client will gravitate towards this freedom unless he feels he can trust the therapist first to respect confidentiality and second to respect that which he is with all his flaws fears and insecurities. The client probably is

not satisfied with what he is, but he has nothing else. If the trust-inspiring atmosphere described by Foulds (1969 a,b) does not exist, it is highly unlikely that the client will risk exposing himself.

According to Combs (1962) the qualities of acceptance and openness are not innate but learned characteristics. It is not within the scope of this review to discuss how these qualities are learned but to acquaint the reader with studies attempting to measure student growth. If researchers can accurately measure such a nebulous quality as self actualization, then perhaps educators can isolate those factors which contribute to personal growth and better control this vital aspect of counselor education.

SELF ACTUALIZATION AND COUNSELOR EFFECTIVENESS

Melvin L. Foulds has conducted a number of studies attempting to show the relationship between the level of personal growth and effectiveness in the therapeutic relationship. He suggests that the effectiveness of the counselor depends on his psychological well being, which enables him to communicate facilitative conditions to the client. Foulds (1969a) agrees with Rogers (1958) that these conditions are empathic understanding, unconditional positive regard and genuineness. Rogers describes genuineness as

congruity between the counselor's verbal responses and non-verbal behavior and his internal feelings. In another article Rogers (1962a) unequivocably states that the most significant aspect in counseling and psychotherapy--what really induces change--is the emotional climate created by the counselor. It is this emotional climate that Foulds refers to as facilitative conditions.

In one study conducted by Foulds (1969a) judges rated 30 graduate students in counseling on their communication to clients of empathetic understanding, positive regard and facilitative genuineness, after listening to three 3-minute samples taken randomly from taped interviews submitted by each counselor. The Personal Orientation Inventory was given to each of the students and correlation coefficients were calculated between each of the scales of the Personal Orientation Inventory and the judges' ratings on the three variables mentioned above. A significant relation ($p<.05$) was found between ability to communicate empathic understanding and six of twelve scales; and between facilitative genuineness and ten of twelve scales. There was no relation between judges' ratings of communication of positive regard and Personal Orientation Inventory scales. Six scales were significantly related to total conditions.

The communication of empathic understanding related to the following scales on the Personal Orientation Inventory: Inner Support Ratio, Self-Actualizing Value, Existentiality, Feeling Reactivity, Acceptance of Aggression, and Capacity for Intimate Contact. The ability to communicate facilitative genuineness related significantly to the above categories and also to the following four: Spontaneity, Self Regard, Self Acceptance, and Synergy. Foulds attributes decreased reliability of the judges on the empathic understanding and positive regard ratings to unspecified factors such as inadequacies in their training program or research scales or some other unknown.

A replication of this study was conducted by Winborn and Rowe (1972) at Michigan State University. Their findings did not confirm the results of Fould's study. Their conclusion was that the Personal Orientation Inventory ratings can neither predict facilitative conditions nor can it measure self actualization.

In another study Foulds (1969b) compared judges' measures of facilitative genuineness in 30 graduate students in counseling towards the completion of their practicum with the students' scores on the Personal Orientation Inventory. The method used was similar to Fould's first study except that the students were rated only on

facilitative genuineness by the two judges. The product moment correlation between the judges' ratings was r = 72. Two groups from the upper and lower 27 per cent of the sample were selected for comparison between judges' ratings and Personal Orientation Inventory scores. A significant relation was found between the judges' ratings of these sixteen students and the Personal Orientation Inventory results in 7 out of 12 categories on the instrument as well as combined scores of Time Competence and Inner Direction scales. The greatest significance was seen in the Inner Direction and Capacity for Intimate contact scales. The high genuineness group also scored significantly higher than the low genuineness group in Self-Actualizing Value, Existentiality, Feeling Reactivity, and Self Acceptance.

In discussing the findings, Foulds suggests that more focus is needed in counselor education programs on experiences that will contribute towards personal growth.

> . . . a direct relationship exists between the level of personal growth, authenticity, or self-actualization of the counselor and his ability to establish a therapeutic relationship with another person (1969b:765).

PERSONAL GROWTH THROUGH VARIOUS PROGRAMS

Other studies attempted to measure the extent of personal growth experienced by students enrolled in

various programs. Mazer and Engle (1971) report a study conducted at a 38 week Guidance Institute at Western Michigan University. The purpose of the study was to determine if any significant growth in self-actualization occurred among the twenty-two participants at the Institute, and if this growth was significantly greater than that experienced by twenty counseling students enrolled in the regular counselor education program. The Personal Orientation Inventory was administered to both groups the first and final weeks of the Institute's duration.

Results on the Personal Orientation Inventory indicated that both groups achieved significant gains toward self-actualization with the larger gains as expected among members of the Institute group in each of the categories of the instrument. The direction of change favored the Institute group in eleven out of twelve categories. The authors stated that the probabilities of the results occuring by chance was less than .01 (sign test).

Pre-test means for the Institute participants were comparable to normal adult norms given in the Personal Orientation Inventory Manual. In twelve categories post-test means exceeded those of the self-actualized group means in the manual. On eight of twelve scales differences in pre and post-test Institute scores exceeded the .05

level. Thus, results confirmed the original supposition that greater growth toward self-actualization would occur among Institute participants. The authors warn that the heterogeneity of the group may have been a contributing factor and that further studies of personality growth and attitude change among students in various counseling programs is needed.

Other researchers ought to measure personal growth at various levels of counseling programs. Mordock and Patterson (1965), acknowledging the importance of the counselor's personality in psychotherapy, conducted a study attempting to assess personality characteristics of students in counseling at four different levels of training. Four instruments were administered during the first and final weeks of an eight week summer session. It was found that students at the fourth level (enrolled in practicum) tended to be more spontaneous, self confident, permissive, flexible and less opinionated and dogmatic.

Two possible reasons other than actual personal growth were suggested. More advanced students might, because of intellectual knowledge give more appropriate responses on the instruments. Also it is possible that less adjusted students tend to drop out of the program. The authors suggest further studies over longer periods of time.

A more recent study by Kassera and Sease (1970) was conducted to ascertain whether or not desirable personality changes would occur in counseling students at various levels during one semester of study in comparison to a control group of education students. Four instruments were administered. On the California Psychological Inventory results were significant on only two of eighteen subscales: Socialization and Flexibility. The authors state that although these results give some support to the hypothesis of personality change resulting from counseling training, they should not be taken too seriously since the difference was shown only in the two scales.

The means for the advanced counseling group on the Rokeach Dogmatism Scale were a little higher than for both the control group and the beginning counselors group. But the results were not significant. A significant difference ($p < .05$) was found on a post-test between advanced groups and the control group on the Acceptance of Self and Others Scale.

The Porter's Test of Counselor Attitudes did show a significant difference between advanced groups and beginning and control groups in the Evaluative, Supportive, Probing and Understanding categories.

SUMMARY

Generally, experts are in agreement concerning the importance of the individual's level of personal development to his success as a counselor. But there are some obvious problems in developing a body of conclusive research in this area. Researchers have the task of making more concrete and therefore measurable definitions of characteristics contributing towards personal effectiveness. But these characteristics are not concrete but abstract. There is a lack of agreement both on what to call this state of effectiveness and on those qualities which are evidence of the desirable state. What Maslow calls self-actualization, Combs refers to as positive identification and Rogers as fully functioning. These terms are not really synonymous but differ slightly. Perhaps this problem of definition is one reason for the relatively meager amount of statistical research in this area. Another problem is the difficulty of accurate measurement of these qualities. Fortunately, in spite of these problems research studies have been conducted. The results have contributed to knowledge in the area and form a basis for further research.

CHAPTER III

PROCEDURES

The problem of this study is to determine whether certain courses at the mid level of the counselor training program at Montana State University are contributing to the personal growth toward self actualization of the students enrolled. One of the primary goals of counselor education is to stimulate the positive development towards self understanding and self actualization among students in counseling. Self actualization or becoming a fully functioning person is a goal toward which man strives throughout life. It is one of the primary goals of the therapeutic process.

> The goal of therapy is to become an actualizer: a person who appreciates himself and others as persons rather than things, and who has turned his self-defeating manipulations into self-fulfilling potentials (Shostrom, 1966:9).

If counselors are to be effective, they must actively gravitate toward this goal themselves. If counselors are to understand the counseling process--if they are to see clients as capable of change and growth, they must have some positive experience in growth and change in themselves.

CHAPTER DESCRIPTION

The material presented in this chapter includes a description of the population to be studied, the treatment,

the method of data collection, including a brief rationale behind the choice of the instrument, a description of its categories and a discussion of its reliability and validity. This is followed by a discussion of the hypotheses, an analysis of data and the method of organizing this data, precautions taken for accuracy and a summary of the chapter.

POPULATION AND TREATMENT DESCRIPTION

The populations taking part in this experiment included two groups of graduate students at Montana State University. The first group consisted of fifteen students enrolled in two education courses: Counseling Theories and Career Counseling, during Winter Quarter, 1972, which began January 4 and ended March 10, 1972. Nine of twelve education majors had counseling as their area of concentration. The remaining three members of the group majored in other areas related to the helping professions.

The second group also included fifteen graduate students, majoring in Education or other areas related to the helping professions. Both populations were sufficiently small that it was not necessary to take a sample. An attempt was made to test the total populations in both groups. Among the population experiencing the treatment, the researcher was a member so could not be tested. Approximately three members refused to participate; two other

members were not available for the post-test and four failed to follow directions correctly. Sixty per cent of the total population participated in the study.

For the second group all eligible members of the population that could be located and were willing to participate were tested. A number of those on the original list were not attending classes during the testing period. A sizable number had taken the treatment courses as electives and had to be disqualified. Five members took the pre-test and either could not be located for the post-test (3) or said they did not have the time and did not want to take the post-test (2). Approximately sixty per cent of the total population of those persons eligible for group II participated in the study.

This second group served as a control, so that if results of pre and post-test scores indicated a postive growth toward self actualization among group I members only, it would be possible to attribute this growth to the treatment rather than the graduate program in general.

The treatment consisted entirely of the two courses mentioned above. Counseling Theories acquainted the students with counseling theories, including a thorough discussion of their application to the actual counseling process. Career Counseling included further discussion and

and laboratory experience in the application of counseling methods and techniques to a therapeutic situation. Since in the laboratory students counsel each other, each student has the opportunity to experience the counseling relationship as a client as well as counselor. Rogers suggests that experience as a client be included in counselor education (1951:433).

METHODS OF COLLECTING DATA

Everett Shostrom's Personal Orientation Inventory, a measure of self actualization, was the data obtaining instrument used in this study. It was made clear to the students in both groups during administration that they were to remain anonymous. They were instructed to NOT put their names on the answer sheet. This precaution was to insure honest responses to the questions. No statements were made to any members of the two groups concerning the purpose of the study until all results were in. This precaution was made to avoid any possible biasing of the subjects. The instrument was re-administered, after a time lapse of nine weeks, with the same instructions plus the added instruction to make no attempt to make responses consistent with those made during the first administration.

CHOICE OF THE INSTRUMENT

The goal of counseling is not to make sick people well but to stimulate growth toward self-actualization; to help clients free themselves from those attitudes or beliefs which are limiting this growth. Most of the instruments considered for use in this study purported to estimate the degree of pathology in subjects. For this reason instruments other than the Personal Orientation Inventory were rejected.

Shostrom (1964:207), in discussing his reasons for developing the Personal Orientation Inventory, states that he, along with other therapists felt a need for:

> a diagnostic instrument which gives the new patient a measure of his current level of positive health or self actualization. This would provide him with a "launching pad" for the process of therapy which would then suggest directions for growth toward health.

The instrument takes a positive approach of measuring the level of development rather than the negative approach of most personality inventories. Therefore it serves the purpose of this study better than any of the other instruments considered.

Description of the Instrument

The Personal Orientation Inventory consists of 150 either/or choice items. All items are non-threatening and present opposite alternatives of values or behavior judgments. The instrument serves as a guide to the present level of mental health or growth toward self actualization of an individual. It was designed to aid the counselor in helping the client set his goals in the therpeutic relationship.

There are fourteen scoring categories for the Personal Orientation Inventory. The first four categories are reported in two ratios. The first score, Time Ratio, is the ratio between Time Incompetence (T_I) and (T_C) categories. This measures the degree to which an individual has the healthy characteristic of being "present" oriented rather than the less healthy characteristics of being either "past" or "future" oriented.

The second score, Support Ratio, is the ratio between Other Directed (O) and Inner Directed (I) categories. This measures the degree to which the individual is capable of reacting according to internal principles and motivations rather than being overly influenced by his peer group or other outside pressures.

The remaining ten categories were designed to measure different aspects contributing to the development of self actualization. The following description of these categories is taken from the Personal Orientation Inventory Manual (Shostrom, 1966:6).

Scoring Categories for the Personal Orientation Inventory

Self Actualizing Value (SAV) - Measures affirmation of a primary value of self actualizing people.

Existentiality (EX) - Measures abiliy to situationally or existentially react without rigid adherence to principles.

Feeling Reactivity (Fr) - Measures sensitivity of responsiveness to one's own needs and feelings.

Spontaneity (S) - Measures freedom to react spontaneously or to be oneself.

Self Regard (Sr) - Measures affirmation of self because of worth or strength.

Self Acceptance (SA) - Measures affirmation or acceptance of self in spite of weaknesses or deficiencies.

Nature of Man (Nc) - Measures degree of the constructive view of the nature of man, masculinity, femininity.

Synergy (y) - Measures ability to be synergistic, to transcend dichotomies.

Acceptance of Aggression (A) - Measures ability to accept one's natural aggressiveness as opposed to defensiveness, denial, and repression of aggression.

Capacity for Intimate Contact (C) - Measures ability to develop contactful intimate relationships with other human beings, unencumbered by expectations and obligations.

A more thorough and detailed explanation of the above categories is given in the manual of the Personal Orientation Inventory in the sections on interpretation of profile scores, and of interrelationships among the scales (Shostrom, 1966:20-1).

Validity of the Instrument

Two groups were selected by certified clinical psychologists to test the validity of the Personal Orientation Inventory in discriminating between highly self actualized people and individuals at a low level of self actualization. Individuals exemplifying each extreme were selected on the basis of the judgment of these psychologists. Twenty-nine members were in the self actualized group and thirty-four in the non-self actualized group. Means were established for both groups as well as for a normal adult group (N = 158) members of which were also selected by

psychologists. On eleven of twelve scales means for the first group are significantly above those of the normal group. Means for the non-self actualized group are significantly below those of the normal group means on all scales. The critical ratio of difference between the two groups (actualized and non-self actualized) is significant at the .05 level on ten other scales with no significant difference on the remaining scale, Nature of Man (Nc).

Reliability

Another group was selected to test the instrument's reliability. The manual does not state how members of the sample were selected. The Inventory was administered twice, a week apart, to members of the sample which consisted of forty-eight college students, to obtain test-retest reliability coefficients. Correlations generally were as high as those of most personality inventories. The two major scales of Time Competence (T_C) and Inner Direction (I) had reliability coefficients of .71 and .84 respectively; while coefficients for the ten subscales ranged from .55 to .85.

STATISTICAL HYPOTHESES

As mentioned in Chapter I the problem of this study is to determine the effect of certain counseling courses on graduate students at Montana State University in terms of positive growth toward self actualization as measured

by the Personal Orientation Inventory discussed above. In order to determine the effect of the courses an attempt was made to answer the following questions:

1. Will students in the experimental group, before the treatment, prove to be similar to those in the control group, as can be judged by results on the pre-test means of the subscales of the Personal Orientation Inventory?

2. Will students in the experimental group after the treatment show significantly higher growth toward self actualization than those in the control group, as can be judged by higher scores on the post-test means of the subscales of the Personal Orientation Inventory?

3. Will students in the experimental group evidence significant growth toward self actualization as a result of the two treatment courses, as can be judged from the difference between pre- and post-test means of the subscales of the Personal Orientation Inventory?

4. Will students in the control group evidence significant growth toward self actualization, as can be judged by the difference between pre and post-test means of the subscales of the Personal Orientation Inventory?

5. If the experimental group does show a gain in post-test means over pre-test means, will this group show a sufficiently greater level of growth toward self

actualization on the subscales of the Personal Orientation Inventory than the control group to attribute the growth specifically to the treatment? From these questions the following hypotheses evolved for statistical validation:

Ho_a - There will be no significant difference between pre-test means of the experimental and control groups on any of the twelve subscales of the Personal Orientation Inventory.

H_{1a} - There will be a significant difference between pre-test means of the experimental and the control groups on one or more of the twelve subscales of the Personal Orientation Inventory.

Ho_b - There will be a significant difference between post-test means of the experimental group and the control group on any of the twelve subscales of the Personal Orientation Inventory.

H_{1b} - There will be a significant difference between post-test means of the experimental group and the control on one or more of the twelve subscales of the Personal Orientation Inventory.

Ho_c - There will be no significant difference between pre and post-test means of the experimental group on any of the twelve subscales of the Personal Orientation Inventory.

H_{1c} - There will be a significant difference between pre and post-test means of the experimental group on any of the twelve subscales of the Personal Orientation Inventory.

Ho_d - There will be no significant difference between pre and post-test means of the control group on any of the twelve subscales of the Personal Orientation Inventory.

Ho_d - There will be a significant difference between pre and post-test means of the control group on one or more of the twelve subscales of the Personal Orientation Inventory.

Ho_e - There will be no significant difference between the experimental group and the control group when the difference between pre and post-test results are compared on any of the twelve subscales of the Personal Orientation Inventory.

H_{1e} - There will be a significant difference between the experimental group and the control group when the difference between pre and post-test results are compared on any of the twelve subscales of the Personal Orientation Inventory.

ANALYSIS OF DATA AND METHOD OF ORGANIZING DATA

The first, second, and fifth null hypotheses were tested with a two-tailed t-test for independent samples. The third and fourth null hypotheses were tested with a two-tailed t-test for related samples. The level of significance was defined at the .05 level. Tables were prepared illustrating results. Significant data are included with discussion and analysis in Chapter IV of this study.

PRECAUTIONS TAKEN FOR ACCURACY

Responses to the Personal Orientation Inventory were put on IBM answer sheets. A program was prepared at Montana State University's computer center so that the instrument could be scored by computer to avoid possible errors in scoring. Statistical computation was also done by computer to insure accuracy.

Because of the relatively small size of the two populations participating in this study, a two-tailed t-test was decided upon for the statistical tool of analysis. According to Ferguson (1971:157)

> The empirical evidence suggests that even for quite small samples say, of the order of 5 or 10, reasonably large departures from normality will not

seriously affect the estimation of probabilities for a two-tailed t-test.

Other precautions have previously been mentioned. Great care was taken to make certain that all participants in the study were given exactly the same instructions for taking the test, and that conditions during the test-taking were as identical as possible for all participants in both groups. The researcher also took the precaution of giving no information about the instrument and what it measures, except that which was necessary for administration, to any of the subjects until all results were in.

SUMMARY

The Personal Orientation inventory was administered to students enrolled in two counseling courses at the mid level of counselor training during the first and final weeks of Winter Quarter, 1972, in an effort to determine whether or not the courses contributed to the personal growth of these students. A control group was also pre and post-tested to insure that any results among the first group were due specifically to the two treatment courses and not to the graduate program in general. The levels of difference between pre and post-test means for each group and between the two groups, as well as between the two groups on both the pre-test and post-test were computed by the Montana

State University computer center. The data were compiled and are presented in tables in Chapter IV of this study. An analysis of the findings is also presented in Chatper IV and conclusions and suggestions for further research are presented in Chapter V.

CHAPTER IV

RESULTS

INTRODUCTION

The results of the study described in the preceding chapter are presented in this chapter in the following format. Each of the five null hypothesis is re-stated. Results pertaining to each separate null hypothesis are presented in tabular form on the page following the hypothesis. A statement of retention or rejection of the null hypothesis is then made according to the data presented in the tables, followed by a summary statement of the alternative to the null when rejected. The results are then related to the specific question the null was intended to answer. This format is followed for each null hypothesis. This chapter concludes with a brief summary of results. In Chapter V an overall analysis of the data is then made in the form of conclusions related to the stated problem of the study. Recommendations for further research are then presented.

ANALYSIS OF RESULTS

The first null hypothesis was stated as follows:

> There will be no significant difference between pre-test means of the experimental and control groups on any of the twelve subscales of the Personal Orientation Inventory.

Pre-test results between the two groups can be found in Table 1 on the following pages 41 and 42. Since there was a significant difference on the Self Actualizing Value (SAV) subscale, the first null hypothesis was rejected. The alternative to the null states that there was a significant difference between the two groups prior to treatment. The first question that the researcher was attempting to answer through this study was:

> Will students in the experimental group before the treatment, prove to be similar to those in the control group, as can be judged by results on the pre-test means of the subscales of the Personal Orientation Inventory?

The rejection of the first null hypothesis would seem to indicate a negative response to the above question. If the two groups were in fact dissimilar, results pertaining to the remaining four hypotheses would be less significant. For this reason, much care was taken to select a control group that was as similar as possible to the experimental group so that the only difference between the groups was exposure to the treatment.

It should be noted, however from the results given in Table 1, that the two groups were in fact similar at the time of the pre-test on eleven of twelve subscales. The only significant difference, defined at the .05 level, was

Table 1

A Comparison of Pre-Test Results Between Experimental and Control Groups

Subscale		Exper. (N = 15)	Control (N = 15)	t-test
T_C	Mean =	18.20000	17.53333	.73210
	S.D. =	1.97126	2.92451	
I	Mean =	93.86665	88.79999	1.45678
	S.D. =	9.57606	9.47341	
SAV	Mean =	22.66666	20.86665	2.19611 *
	S.D. =	1.87730	2.55986	
Ex	Mean =	23.5333	21.33333	1.95816
	S.D. =	3.24850	2.89502	
Fr	Mean =	17.26666	16.13333	1.07670
	S.D. =	2.52045	3.20417	
S	Mean =	13.60000	12.93333	.80916
	S.D. =	2.72030	2.52040	

*Significance defined at the .05 level on a two-tailed t-test = $\pm$ 2.048. df = 28.

Table 1 (Continued)

Subscale		Exper. (N = 15)	Control (N = 15)	t-test
Sr	Mean =	13.13333	12.53333	.80916
	S.D. =	2.13363	1.92231	
Sa	Mean =	17.26666	17.39999	.53961
	S.D. =	3.32670	3.62142	
Nc	Mean =	11.86667	12.20000	.53961
	S.D.	1.45734	1.89737	
Sy	Mean =	7.80000	7.46667	.69624
	S.D. =	1.47358	1.12546	
A	Mean =	16.86665	15.60000	.93507
	S.D. =	3.20422	4.15417	
C	Mean =	19.86665	17.66666	1.79039
	S.D.	3.52276	3.19977	

*Significance defined at the .05 level on a two-tailed t-test = $\pm$ 2.048. df = 28.

on the Self Actualizing Value (SAV) subscale. The lack of similarity between the two groups on this particular subscale does have significance in that it might indicate that the experimental group contained subjects whose attitudes and beliefs made them amenable to change towards greater self actualization as can be measured by the Personal Orientation Inventory. It could be argued that any results could be partially due to this value orientation rather than solely to the treatment.

The second null hypothesis was stated as follows:

> There will be no significant difference between post-test means of the experimental group and the control group on any of the twelve subscales of the Personal Orientation Inventory.

Table II showing post-test results between the two groups is on the following pages 44 and 45. This second null hypothesis was rejected since a significant difference is shown between the two groups on nine of twelve subscales. The alternative to the null states that there was a significant difference between the two groups after treatment at the time of the post-test. The second question that the researcher was attempting to answer through this study was:

> Will students in the experimental group after the treatment show significantly higher growth

Table 2

A Comparison of Post-Test Results Between Experimental and Control Groups

Subscale		Exper. (N = 15)	Control (N = 15)	t-test
T_C	Mean =	19.39999	18.86665	.59746
	S.D. =	1.99294	2.82512	
I	Mean =	105.13333	93.13333	3.55744 *
	S.D. =	8.84691	9.61305	
SAV	Mean =	24.00000	21.73332	2.60547 *
	S.D. =	1.85164	2.81498	
Ex	Mean =	26.53333	22.66666	3.16680 *
	S.D. =	3.68140	2.96816	
Fr	Mean =	19.53333	16.53333	3.97731 *
	S.D. =	1.64182	2.41629	
S	Mean =	16.00000	14.00000	2.86972 *
	S.D. =	1.19523	2.42015	

*Significance defined at the .05 level on a two-tailed t-test = $\pm$ 2.048. df = 28.

Table 2 (Continued)

Subscale		Exper. (n = 15)	Control (N = 15)	t-test
Sr	Mean =	14.46667	13.26667	2.12978 *
	S.D. =	1.125447	1.86956	
Sa	Mean =	19.86665	18.93332	.82824
	S.D. =	2.97295	3.19528	
Nc	Mean =	13.00000	11.80000	2.60975 *
	S.D. =	1.06904	1.42428	
Sy	Mean =	8.46667	7.60000	2.40223 *
	S.D. =	.74323	1.18322	
A	Mean =	19.20000	16.86665	1.74812
	S.D. =	3.09841	4.13813	
C	Mean =	22.06667	18.59999	2.74661 *
	S.D. =	3.81356		

*Significance defined at the .05 level on a two-tailed t-test = $\pm$ 2.048. df = 28.

toward self actualization than those in the control group, as can be judged by higher scores on the post-test means of the subscales of the Personal Orientation Inventory?

It may be ascertained from the results presented in tabular form on the following pages that the two groups were significantly different after the treatment on the following nine subscales of the Personal Orientation Inventory: Inner Directed (I), Self Actualizing Value (SAV), Existentiality (Ex), Feeling Reactivity (Fr), Spontaneity (S), Self Regard (Sr), Nature of Man (Nc), Synergy (Sy), and capacity for intimate contact (Ic). These results indicate that the experimental group changed considerably in seven of twelve categories. An examination of the tables (pages 44 and 45 shows that the changes were in a positive direction. As noted previously, the experimental group was significantly different than the control group only on only one subscale, Self Actualizing Value (SAV), prior to the treatment. The groups did not differ before or after treatment on the following subscales: Time Competence (T_C), Self Acceptance (Sa), and Acceptance of Aggression (A). Thus, the results indicate an affirmative answer to question two. The experimental group did experience significant growth toward self actualization on nine

of twelve subscales, and no significant growth on three subscales.

The third null hypothesis was stated as follows:

> There will be no significant difference between pre and post-test means of the experimental group on any of the twelve subscales of the Personal Orientation Inventory.

Table 3 showing results indicating the difference between pre and post-test administrations of the Personal Orientation Inventory for the experimental group is on the following pages 48 and 49. This third null hypothesis was also rejected since a significant difference exists between pre and post-test means on seven out of twelve subscales: Inner Directed (I), Existentiality (Ex), Feeling Reactivity (Fr), Spontaneity (S), Self Regard (Sr), Self Acceptance (Sa), and Nature of Man (Nc). The alternative to the null, that there is a significant difference between pre and post-test means for the experimental group, gives statistical support to a possible affirmative answer to question III. This question was stated as follows:

> Will students in the experimental group evidence significant growth toward self actualization as a result of the two treatment courses, as can be judged from the difference between pre and post-test means of the subscales of the Personal Orientation Inventory?

Table 3

Difference Between Pre and Post-test Means
For Experimental Group

Subscale		Pre-test (N = 15)	Post-test (N = 15)	t-test
T_C	Mean =	18.20000	19.39999	1.65798
	S.D. =	1.97126	1.99294	
I	Mean =	93.86665	105.13333	3.34701 *
	S.D. =	9.57606	8.84691	
SAV	Mean =	22.66666	24.00000	1.95842
	S.D. =	1.87730	1.85164	
Ex	Mean =	23.53333	26.53333	2.36652 *
	S.D. =	3.24850	3.68140	
Fr	Mean =	17.26666	19.53333	2.91844 *
	S.D. =	2.52045	1.64182	
S	Mean =	13.60000	16.00000	3.12832 *
	S.D. =	2.72030	1.19523	

*Significance defined at the .05 level on a two-tailed t-test = $\pm$ 2.048. df = 28.

Table 3 (Continued)

Subscale		Exper. (N = 15)	Control (N = 15)	t-test
Sr	Mean =	13.13333	14.46667	2.14072 *
	S.D. =	2.13363	1.12547	
Sa	Mean =	17.26666	19.86665	2.25700
	S.D. =	3.32670	2.97295	
Nc	Mean =	11.86667	13.00000	2.42856 *
	S.D. =	1.45734	1.06904	
Sy	Mean =	7.80000	8.46667	1.56447
	S.D. =	1.47358	.74323	
A	Mean =	16.86665	19.200000	2.02748
	S.D. =	3.20422	3.09841	
C	Mean =	19.86665	22.06667	1.82648
	S.D. =	3.52276	3.05821	

*Significance defined at the .05 level on a two-tailed t-test $\pm$ 2.048. df = 28.

Although the rejection of the null and the significant results on seven subscales suggest an affirmative response to this question, it should be noted the experimental group did not experience significant gains in five out of twelve categories: Time Competence (T_C), Self Actualizing Value (SAV), Synergy (Sy), Acceptance of Aggression (A), and Capacity for Intimate Contact (C). Whether or not the gains can be attributed to the treatment can only be ascertained by a comparison of these results to the results of the following null hypothesis.

The fourth null hypothesis was stated as follows:

> There will be no significant difference between pre and post-test means of the control group on any of the twelve subscales of the Personal Orientation Inventory.

This fourth null hypothesis was retained. The difference between pre and post-test means was not significant for the control group on any of the twelve subscales of the Personal Orientation Inventory. These results are presented in tabular form on the following pages 51 and 52

Question four was stated as follows:

> Will students in the control group evidence significant growth toward self actualization, as can be judged by the difference between pre and post-test means of the subscales of the Personal Orientation Inventory?

Table 4

Difference Between Pre and Post-Test Means
For Control Group

Subscale		Pre-test (N = 15)	Post-test (N = 15)	t-test
T_C	Mean =	17.53333	18.86665	1.12444
	S.D. =	2.92451	2.82512	
I	Mean =	88.79999	93.13333	1.24350
	S.D. =	9.47341	9.61305	
SAV	Mean =	20.86665	21.73332	.88219
	S.D. =	2.55983	2.81498	
Ex	Mean =	21.33333	22.66666	1.24546
	S.D.	2.89502	2.96816	
Fr	Mean =	16.13333	16.53333	.38603
	S.D. =	3.20417	2.41629	
S	Mean =	12.93333	14.00000	1.18230
	S.D. =	2.52040	2.42015	

*Significance defined at the .05 level on a two-tailed t-test = $\pm$ 2.048. df = 28.

Table 4 (Continued)

Subscale		Pre-test (N = 15)	Post-test (N = 15)	t-test
Sr	Mean =	12.53333	13.26667	1.05918
	S.D. =	1.92231	1.86956	
Sa	Mean =	17.39999	18.3332	1.22963
	S.D. =	3.62142	3.19528	
Nc	Mean =	12.20000	11.80000	.65299
	S.D.	1.89737	1.42428	
Sy	Mean =	7.46667	7.60000	.31622
	S.D. =	1.12546	1.18322	
A	Mean =	15.60000	16.86665	.83665
	S.D. =	4.15417	4.13813	
C	Mean =	17.66666	18.59999	.72613
	S.D. =	3.19977	3.81356	

*Significance defined at the .05 level on a two-tailed t-test $\pm$ 2.048. df = 28.

The answer to this question is no, the subjects in the control group did not evidence any significant growth toward self actualization according to test results. Comparing the retention of this null to the rejection of the third null, it can be stated that according to the data, the experimental group's significant results leading to the rejection of the third null can be attributed to the treatment and not to either chance or to the graduate program in general.

The fifth and final hypothesis was included in this study to statistically test the significance of the above results. The first four hypotheses were tested with a two-tailed t-test with the level of significance established at the .05 level, as was the fifth hypothesis. However, for the fifth hypothesis to be rejected, the significantly greater results of the experimental group must be greater than they needed to be for rejection of the third hypothesis. The fifth null hypothesis was stated as follows:

> There will be no significant difference between the experimental group and the control group when the difference between pre and post-test results are compared on any of the twelve subscales of the Personal Orientation Inventory.

As indicated by the data presented in Table 5 on the following pages 54 and 55, the fifth null hypothesis was rejected.

Table 5

Difference Between Amount of Gain of Experimental and Control Groups

Subscale		Exper. (N = 15)	Control (N = 15)	t-test
T_C	Mean =	1.20000	1.33333	.40405
	S.D. =	1.82052	1.67616	
I	Mean =	11.26667	4.33333	2.13906 *
	S.D. =	9.26180	8.47405	
SAV	Mean =	2.60000	1.53333	.98288
	S.D. =	3.50102	2.32584	
Ex	Mean =	1.13333	-.40000	2.59474 *
	S.D. =	1.64172	1.59463	
Fr	Mean =	.66667	.13333	.88040
	S.D. =	1.87718	1.40746	
S	Mean =	2.33333	1.26667	.97709
	S.D. =	3.71612		

*Significance defined at the .05 level on a two-tailed t-test = $\pm$ 2.048. df = 28.

Table 5 (Continued)

Subscale		Exper. (N = 15)	Control (N = 15)	t-test
Sr	Mean =	2.20000	.93333	1.12266
	S.D. =	2.83347	3.32666	
Sa	Mean =	1.33333	.86667	.64161
	S.D. =	1.75933	2.35635	
Nc	Mean =	3.00000	1.33333	1.17665
	S.D. =	4.14039	3.59894	
Sy	Mean =	2.26667	.40000	1.97008
	S.D. =	2.21897	2.92282	
A	Mean =	2.40000	1.06667	1.80543
	S.D. =	2.19740	1.83095	
C	Mean =	1.33333	.73333	.94718
	S.D. =	2.02367	1.38701	

*Significance defined at the .05 level on a two-tailed t-test = $\pm$ 2.048. df = 28.

The alternative to the null states that there is a significant difference in the amount of gain between the experimental group and the control group when pre and post-test results are compared. The rejection of the fifth null hypothesis would seem to indicate an affirmative answer to question five.

> If the experimental group does show a gain in post-test means over pre-test means, will this group show a sufficiently greater level of growth toward self actualization on the subscales of the Personal Orientation Inventory than the control group to attribute the growth specifically to the treatment?

Although the data lead to a rejection of the null, and an affirmative answer to the above question, a significant difference is seen in only two of twelve subscales of the Personal Orientation Inventory. These results may seem to be in conflict with the results leading to the retention of the fourth null showing no significant difference between pre and post-test means for the control group. It may be concluded, however, that although the amount of gain experienced by the control group was not significant, it was sufficient enough to effect the gains of the experimental group on five subscales: Feeling Reactivity (Fr), Spontaneity (S), Self Regard (Sr), Self Acceptance (Sa), and Nature of Man (Nc). Thus, although the gains

experienced by the control group were not significant enough to be attributed to anything other than chance, they prevented a significant difference in gain by the experimental group in the five categories mentioned. Since the results pertaining to the fifth hypothesis are significant on only two of twelve subscales, Inner Directed (I), and Existentiality (Ex), only these results can be confidently and without hesitation be attributed to the treatment.

SUMMARY

In spite of the limitations of this study such as the difficulty in defining and measuring abstract characteristics, a number of significant findings resulted. According to the data accumulated from pre and post-test administrations of the Personal Orientation Inventory to the two groups participating in this study the following assumptions can be made. The two groups proved similar on eleven of twelve subscales of the instrument at the time of the pre-test, or prior to treatment. After treatment, at the time of the post-test, the two groups were no longer similar. According to test results the control group did not change over the nine week time lapse in any of the characteristics measured by the Personal Orientation Inventory, while the experimental group changed significantly on nine

subscales. A comparison of pre and post-test results for each group separately showed no significant difference on any of the subscales for the control group. Significant change was in evidence for the experimental group on seven of twelve categories. A comparison of the minimal, non-significant change between pre and post-test means for the control group with the significant results of the experimental group yielded a significant difference between the two groups on only two of twelve subscales.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

The problem of this study was to determine the effectiveness of certain counseling courses on graduate students at Montana State University in terms of positive growth toward self actualization as measured by the Personal Orientation Inventory. An experimental group consisting of fifteen graduate students experiencing the treatment, and a control group consisting of fifteen graduate students not experiencing the treatment were both tested prior to and following the treatment with the Personal Orientation Inventory. This instrument was designed by Everett Shostrom to measure the level of growth toward self actualization. The treatment consisted of two counseling courses. Results indicated that the two groups were similar in eleven of twelve subcategories of the instrument prior to treatment and on only three categories following the treatment with the experimental group showing the greater level of self actualization. Other results also confirmed no growth toward self actualization for the control group and significant growth at the .05 level on seven categories of the instrument for the experimental group. A comparison

of the minimal change between pre and post-test means for the control group to significant change for the experimental group yielded significant results on two out of twelve categories. Conclusions from these results follow in the next section of this chapter.

Conclusions

The following significant results seem to indicate that the two treatment courses did have a definite and positive effect on the students in the experimental group.

In spite of the rejection of the first null hypothesis which stated that no difference existed between the experimental and control groups prior to treatment, the data indicate that the groups were in fact similar on eleven out twelve subscales of the Personal Orientation Inventory. The fact that the experimental group showed significantly higher scores on the Self Actualizing Value (SAV) subscale however, might suggest a possible readiness toward growth toward self actualization which may have influenced results.

Data leading to the rejection of the second null hypothesis indicate that the groups differed significantly at the time of the post-test on nine of twelve subscales of the Personal Orientation Inventory. Data relating to the

first two hypotheses clearly indicate a significant change in experimental group members only, leading to the tentative conclusion that the treatment was effective.

The rejection of the third null hypothesis coupled with the retention of the fourth supports the above conclusion. The data related to these hypotheses show growth toward self actualization by the experimental group on seven out of twelve subscales of the Personal Orientation Inventory and no growth on any of the subscales for the control group.

The rejection of the fifth hypothesis supports the above conclusions. However, since a difference at a significant level was seen in only two of twelve subscales, these results are not very impressive. As was noted in Chapter IV, the results of this data which compares non-significant growth of the control group to the significant level of growth experienced by the experimental group, indicate that the minimal growth of the control group was sufficient to offset the significant growth experienced by members in the experimental group in five out of seven subscales. These results support the conclusion of the researcher that further studies similar to this one need to be conducted before the effect of the counseling courses can be solidly established.

Nevertheless, the significant results to portions of this study, firmly indicate a definite positive effect, measured as growth toward self actualization, on subjects in the experimental group which can be attributed to the treatment courses. However, the researcher feels that more research is needed before it can be conclusively stated that the two counseling courses which comprised the treatment are as effective, and can be expected in the future to be as effective as possible in contributing to the positive growth toward self actualization for students enrolled. These results offer data from which conclusions can be readily made only about the groups participating in the study. It was the hope of the researcher that this study would serve to stimulate further research, so that more far reaching, useful, and general conclusions could be made about the counseling program at Montana State University. In the following section some concrete suggestions are made for further research.

RECOMMENDATIONS FOR FURTHER RESEARCH

The results of this study lead the researcher to the following recommendations for further research.

1. It is suggested that studies similar to this one be conducted in the future.

2. It is suggested that in future similar studies, larger groups be utilized.

3. It is suggested that the Personal Orientation Inventory be utilized in future studies, but that other instruments should also be considered.

4. It is suggested that results of similar studies be compared to this study and to each other so that some general conclusions may be made about the Counseling Program at Montana State University.

5. It is suggested that a more extensive, longitudinal study be conducted, testing students majoring in Counseling at the beginning of the program, after completion of the two counseling courses utilized as treatment for this study, and upon completion of Practicum.

6. It is suggested that a longitudinal study be conducted correlating the general philosophy of beginning students with later attitudinal change and growth.

Future studies such as those suggested above should prove to be highly valuable in determining the effectiveness of the Counseling Program at Montana State University as well as make valuable contributions to this neglected area of research.

SUMMARY

The results of this study are encouraging. They seem to indicate that the two treatment courses were effective in contributing to growth toward self actualization for the students involved in this study. Also encouraging is the fact that it was possible to achieve statistically significant results in a study of this nature, in spite of the limitations of defining and measuring abstract characteristics. Hopefully, further research will follow, at this University and others, which will take the subject of counselor growth out of the realm of the purely theoretical.

SELECTED REFERENCES

SELECTED REFERENCES

Appell, Morey L. 1963. "Self Understanding for the Guidance Counselor," Personnel and Guidance Journal. October, pp. 143-148.

Arbuckle, Dugald S. 1966. "The Self of the Counselor," Personnel and Guidance Journal. April, pp. 807-812.

Blocker, Donald H. 1966. Developmental Counseling. New York: The Ronald Press Company.

Combs, Arther W. 1962. "A Perceptual View of the Adequate Relationship," Perceiving Behaving Becoming: A New Focus For Education. Washington: Association for Supervision and Curriculum Development, pp.50-64.

Ferguson, George. 1971. Statistical Analysis in Psychology and Education. New York: McGraw-Hill Book Co.

Foulds, Melvin L. 1969. "Self-Actualization and the Communication of Facilitative Conditions During Counseling," Journal of Counseling Psychology. March, pp. 132-136.

_____. 1969. "Positive Mental Health and Facilitative Genuineness During Counseling," Personnel and Guidance Journal. April, pp. 762-766.

Horney, Karen, M. D. 1950. Neurosis and Human Growth. New York: W. W. Norton & Co., Inc.

Kassera, Wayne J. and William A. Sease. 1970. "Personal Change As A Concomitant of Counselor Education," Counselor Education and Supervision. Spring, pp. 208-211.

Maslow, A. H. 1962. "Some Basic Propositions of A Growth and Self-Actualization Psychology," Perceiving Behaving Becoming: A New Focus For Education. Washington: Association for Supervision and Curriculum Development, pp. 34-49.

Mazer, Gilbert E. and Kenneth B. Engle. 1971. "Personality and Attitude Change in Counselor Trainees: An Evaluation," Counselor Education and Supervision. Spring, pp. 273-281.

Mordock, J. R. Jr. and C. H. Patterson. 1965. "Personality Characteristics of Counseling Students at Various Levels of Training," The Vocational Guidance Quarterly. Summer, pp. 265-269.

Passons, W. R. and L. C. Olsen 1969. "Relationship of Counselor Characteristics and Empathetic Understanding," Journal of Counseling Psychology. September, pp. 440-445.

Rogers, C. R. 1958. "The Characteristics of a Helping Relationship," Personnel and Guidance Journal. September, pp. 6-16.

_____, 1951. Client-Centered Therapy. Boston: Houghton Mifflin Company.

_____, 1962. "The Interpersonal Relationship: The Core of Guidance," Harvard Educational Review. Fall, pp. 416-429.

_____, 1962. "Toward Becoming a Fully Functioning Person," Perceiving Behaving Becoming: A New Focus For Education. Washington: Association for Supervision and Curriculum Development, pp. 21-33.

Shostrom, Everett L. 1964. "An Inventory for the Measurement of Self Actualization," Educational and Psychological Measurement. Summer, pp. 207-218.

_____, 1967. Man, the Manipulator: The Inner Journey From Manipulation to Actualization. New York: Abingdon Press.

_____, 1966. Manual for the Personal Orientation Inventory. San Diego, California: Educational and Industrial Testing Service.

Weitz, Henry. 1957. "Counseling As a Function of the Counselor's Personality," The Personnel and Guidance Journal. January, pp. 276-280.

Winborn, Bob B. and Wayne Rowe. 1972. "Self Actualization and the Communication of Facilitative Conditions --A Replication," Journal of Counseling Psychology. February, pp. 26-29.

P378
M965
cop. 2

LIBRARY
Montana State University
Bozeman

POI

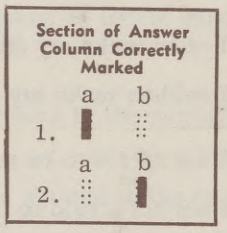
PERSONAL ORIENTATION INVENTORY

EVERETT L. SHOSTROM, Ph.D.

DIRECTIONS

This inventory consists of pairs of numbered statements. Read each statement and decide which of the two paired statements most consistently applies to you.

You are to mark your answers on the answer sheet you have. Look at the example of the answer sheet shown at the right. If the first statement of the pair is TRUE or MOSTLY TRUE as applied to you, blacken between the lines in the column headed "a". (See Example Item 1 at right.) If the second statement of the pair is TRUE or MOSTLY TRUE as applied to you, blacken between the lines in the column headed "b". (See Example Item 2 at right.) If neither statement applies to you, or if they refer to something you don't know about, make no answer on the answer sheet. Remember to give YOUR OWN opinion of yourself and do not leave any blank spaces if you can avoid it.



In marking your answers on the answer sheet, be sure that the number of the statement agrees with the number on the answer sheet. Make your marks heavy and black. Erase completely any answer you wish to change. Do not make any marks in this booklet.

Remember, try to make some answer to every statement.

Before you begin the inventory, be sure you put your name, your sex, your age, and the other information called for in the space provided on the answer sheet.

NOW OPEN THE BOOKLET AND START WITH QUESTION 1.

© Copyright 1962 by Everett L. Shostrom
© Copyright 1963 by Educational & Industrial Testing Service

EDUCATIONAL AND INDUSTRIAL TESTING SERVICE SAN DIEGO, CALIFORNIA 92107

1. a. I am bound by the principle of fairness.

   b. I am not absolutely bound by the principle of fairness.

2. a. When a friend does me a favor, I feel that I must return it.

   b. When a friend does me a favor, I do not feel that I must return it.

3. a. I feel I must always tell the truth.

   b. I do not always tell the truth.

4. a. No matter how hard I try, my feelings are often hurt.

   b. If I manage the situation right, I can avoid being hurt.

5. a. I feel that I must strive for perfection in everything that I undertake.

   b. I do not feel that I must strive for perfection in everything that I undertake.

6. a. I often make my decisions spontaneously.

   b. I seldom make my decisions spontaneously.

7. a. I am afraid to be myself.

   b. I am not afraid to be myself.

8. a. I feel obligated when a stranger does me a favor.

   b. I do not feel obligated when a stranger does me a favor.

9. a. I feel that I have a right to expect others to do what I want of them.

   b. I do not feel that I have a right to expect others to do what I want of them.

10. a. I live by values which are in agreement with others.

    b. I live by values which are primarily based on my own feelings.

11. a. I am concerned with self-improvement at all times.

    b. I am not concerned with self-improvement at all times.

12. a. I feel guilty when I am selfish.

    b. I don't feel guilty when I am selfish.

13. a. I have no objection to getting angry.

    b. Anger is something I try to avoid.

14. a. For me, anything is possible if I believe in myself.

    b. I have a lot of natural limitations even though I believe in myself.

15. a. I put others' interests before my own.

    b. I do not put others' interests before my own.

16. a. I sometimes feel embarrassed by compliments.

    b. I am not embarrassed by compliments.

17. a. I believe it is important to accept others as they are.

    b. I believe it is important to understand why others are as they are.

18. a. I can put off until tomorrow what I ought to do today.

    b. I don't put off until tomorrow what I ought to do today.

19. a. I can give without requiring the other person to appreciate what I give.

    b. I have a right to expect the other person to appreciate what I give.

20. a. My moral values are dictated by society.

    b. My moral values are self-determined.

21. a. I do what others expect of me.

    b. I feel free to not do what others expect of me.

22. a. I accept my weaknesses.

    b. I don't accept my weaknesses.

23. a. In order to grow emotionally, it is necessary to know why I act as I do.

    b. In order to grow emotionally, it is not necessary to know why I act as I do.

24. a. Sometimes I am cross when I am not feeling well.

    b. I am hardly ever cross.

GO ON TO THE NEXT PAGE

25. a. It is necessary that others approve of what I do.

    b. It is not always necessary that others approve of what I do.

26. a. I am afraid of making mistakes.

    b. I am not afraid of making mistakes.

27. a. I trust the decisions I make spontaneously.

    b. I do not trust the decisions I make spontaneously.

28. a. My feelings of self-worth depend on how much I accomplish.

    b. My feelings of self-worth do not depend on how much I accomplish.

29. a. I fear failure.

    b. I don't fear failure.

30. a. My moral values are determined, for the most part, by the thoughts, feelings and decisions of others.

    b. My moral values are not determined, for the most part, by the thoughts, feelings and decisions of others.

31. a. It is possible to live life in terms of what I want to do.

    b. It is not possible to live life in terms of what I want to do.

32. a. I can cope with the ups and downs of life.

    b. I cannot cope with the ups and downs of life.

33. a. I believe in saying what I feel in dealing with others.

    b. I do not believe in saying what I feel in dealing with others.

34. a. Children should realize that they do not have the same rights and privileges as adults.

    b. It is not important to make an issue of rights and privileges.

35. a. I can "stick my neck out" in my relations with others.

    b. I avoid "sticking my neck out" in my relations with others.

36. a. I believe the pursuit of self-interest is opposed to interest in others.

    b. I believe the pursuit of self-interest is not opposed to interest in others.

37. a. I find that I have rejected many of the moral values I was taught.

    b. I have not rejected any of the moral values I was taught.

38. a. I live in terms of my wants, likes, dislikes and values.

    b. I do not live in terms of my wants, likes, dislikes and values.

39. a. I trust my ability to size up a situation.

    b. I do not trust my ability to size up a situation.

40. a. I believe I have an innate capacity to cope with life.

    b. I do not believe I have an innate capacity to cope with life.

41. a. I must justify my actions in the pursuit of my own interests.

    b. I need not justify my actions in the pursuit of my own interests.

42. a. I am bothered by fears of being inadequate.

    b. I am not bothered by fears of being inadequate.

43. a. I believe that man is essentially good and can be trusted.

    b. I believe that man is essentially evil and cannot be trusted.

44. a. I live by the rules and standards of society.

    b. I do not always need to live by the rules and standards of society.

45. a. I am bound by my duties and obligations to others.

    b. I am not bound by my duties and obligations to others.

46. a. Reasons are needed to justify my feelings.

    b. Reasons are not needed to justify my feelings.

GO ON TO THE NEXT PAGE

47. a. There are times when just being silent is the best way I can express my feelings.

    b. I find it difficult to express my feelings by just being silent.

48. a. I often feel it necessary to defend my past actions.

    b. I do not feel it necessary to defend my past actions.

49. a. I like everyone I know.

    b. I do not like everyone I know.

50. a. Criticism threatens my self-esteem.

    b. Criticism does not threaten my self-esteem.

51. a. I believe that knowledge of what is right makes people act right.

    b. I do not believe that knowledge of what is right necessarily makes people act right.

52. a. I am afraid to be angry at those I love.

    b. I feel free to be angry at those I love.

53. a. My basic responsibility is to be aware of my own needs.

    b. My basic responsibility is to be aware of others' needs.

54. a. Impressing others is most important.

    b. Expressing myself is most important.

55. a. To feel right, I need always to please others.

    b. I can feel right without always having to please others.

56. a. I will risk a friendship in order to say or do what I believe is right.

    b. I will not risk a friendship just to say or do what is right.

57. a. I feel bound to keep the promises I make.

    b. I do not always feel bound to keep the promises I make.

58. a. I must avoid sorrow at all costs.

    b. It is not necessary for me to avoid sorrow.

59. a. I strive always to predict what will happen in the future.

    b. I do not feel it necessary always to predict what will happen in the future.

60. a. It is important that others accept my point of view.

    b. It is not necessary for others to accept my point of view.

61. a. I only feel free to express warm feelings to my friends.

    b. I feel free to express both warm and hostile feelings to my friends.

62. a. There are many times when it is more important to express feelings than to carefully evaluate the situation.

    b. There are very few times when it is more important to express feelings than to carefully evaluate the situation.

63. a. I welcome criticism as an opportunity for growth.

    b. I do not welcome criticism as an opportunity for growth.

64. a. Appearances are all-important.

    b. Appearances are not terribly important.

65. a. I hardly ever gossip.

    b. I gossip a little at times.

66. a. I feel free to reveal my weaknesses among friends.

    b. I do not feel free to reveal my weaknesses among friends.

67. a. I should always assume responsibility for other people's feelings.

    b. I need not always assume responsibility for other people's feelings.

68. a. I feel free to be myself and bear the consequences.

    b. I do not feel free to be myself and bear the consequences.

GO ON TO THE NEXT PAGE

69. a. I already know all I need to know about my feelings.

    b. As life goes on, I continue to know more and more about my feelings.

70. a. I hesitate to show my weaknesses among strangers.

    b. I do not hesitate to show my weaknesses among strangers.

71. a. I will continue to grow only by setting my sights on a high-level, socially approved goal.

    b. I will continue to grow best by being myself.

72. a. I accept inconsistencies within myself.

    b. I cannot accept inconsistencies within myself.

73. a. Man is naturally cooperative.

    b. Man is naturally antagonistic.

74. a. I don't mind laughing at a dirty joke.

    b. I hardly ever laugh at a dirty joke.

75. a. Happiness is a by-product in human relationships.

    b. Happiness is an end in human relationships.

76. a. I only feel free to show friendly feelings to strangers.

    b. I feel free to show both friendly and unfriendly feelings to strangers.

77. a. I try to be sincere but I sometimes fail.

    b. I try to be sincere and I am sincere.

78. a. Self-interest is natural.

    b. Self-interest is unnatural.

79. a. A neutral party can measure a happy relationship by observation.

    b. A neutral party cannot measure a happy relationship by observation.

80. a. For me, work and play are the same.

    b. For me, work and play are opposites.

81. a. Two people will get along best if each concentrates on pleasing the other.

    b. Two people can get along best if each person feels free to express himself.

82. a. I have feelings of resentment about things that are past.

    b. I do not have feelings of resentment about things that are past.

83. a. I like only masculine men and feminine women.

    b. I like men and women who show masculinity as well as femininity.

84. a. I actively attempt to avoid embarrassment whenever I can.

    b. I do not actively attempt to avoid embarrassment.

85. a. I blame my parents for a lot of my troubles.

    b. I do not blame my parents for my troubles.

86. a. I feel that a person should be silly only at the right time and place.

    b. I can be silly when I feel like it.

87. a. People should always repent their wrongdoings.

    b. People need not always repent their wrongdoings.

88. a. I worry about the future.

    b. I do not worry about the future.

89. a. Kindness and ruthlessness must be opposites.

    b. Kindness and ruthlessness need not be opposites.

90. a. I prefer to save good things for future use.

    b. I prefer to use good things now.

91. a. People should always control their anger.

    b. People should express honestly-felt anger.

GO ON TO THE NEXT PAGE

92. a. The truly spiritual man is sometimes sensual.

b. The truly spiritual man is never sensual.

93. a. I am able to express my feelings even when they sometimes result in undesirable consequences.

b. I am unable to express my feelings if they are likely to result in undesirable consequences.

94. a. I am often ashamed of some of the emotions that I feel bubbling up within me.

b. I do not feel ashamed of my emotions.

95. a. I have had mysterious or ecstatic experiences.

b. I have never had mysterious or ecstatic experiences.

96. a. I am orthodoxly religious.

b. I am not orthodoxly religious.

97. a. I am completely free of guilt.

b. I am not free of guilt.

98. a. I have a problem in fusing sex and love.

b. I have no problem in fusing sex and love.

99. a. I enjoy detachment and privacy.

b. I do not enjoy detachment and privacy.

100. a. I feel dedicated to my work.

b. I do not feel dedicated to my work.

101. a. I can express affection regardless of whether it is returned.

b. I cannot express affection unless I am sure it will be returned.

102. a. Living for the future is as important as living for the moment.

b. Only living for the moment is important.

103. a. It is better to be yourself.

b. It is better to be popular.

104. a. Wishing and imagining can be bad.

b. Wishing and imagining are always good.

105. a. I spend more time preparing to live.

b. I spend more time actually living.

106. a. I am loved because I give love.

b. I am loved because I am lovable.

107. a. When I really love myself, everybody will love me.

b. When I really love myself, there will still be those who won't love me.

108. a. I can let other people control me.

b. I can let other people control me if I am sure they will not continue to control me.

109. a. As they are, people sometimes annoy me.

b. As they are, people do not annoy me.

110. a. Living for the future gives my life its primary meaning.

b. Only when living for the future ties into living for the present does my life have meaning.

111. a. I follow diligently the motto, "Don't waste your time."

b. I do not feel bound by the motto, "Don't waste your time."

112. a. What I have been in the past dictates the kind of person I will be.

b. What I have been in the past does not necessarily dictate the kind of person I will be.

113. a. It is important to me how I live in the here and now.

b. It is of little importance to me how I live in the here and now.

114. a. I have had an experience where life seemed just perfect.

b. I have never had an experience where life seemed just perfect.

115. a. Evil is the result of frustration in trying to be good.

b. Evil is an intrinsic part of human nature which fights good.

GO ON TO THE NEXT PAGE

116. a. A person can completely change his essential nature.

b. A person can never change his essential nature.

117. a. I am afraid to be tender.

b. I am not afraid to be tender.

118. a. I am assertive and affirming.

b. I am not assertive and affirming.

119. a. Women should be trusting and yielding.

b. Women should not be trusting and yielding.

120. a. I see myself as others see me.

b. I do not see myself as others see me.

121. a. It is a good idea to think about your greatest potential.

b. A person who thinks about his greatest potential gets conceited.

122. a. Men should be assertive and affirming.

b. Men should not be assertive and affirming.

123. a. I am able to risk being myself.

b. I am not able to risk being myself.

124. a. I feel the need to be doing something significant all of the time.

b. I do not feel the need to be doing something significant all of the time.

125. a. I suffer from memories.

b. I do not suffer from memories.

126. a. Men and women must be both yielding and assertive.

b. Men and women must not be both yielding and assertive.

127. a. I like to participate actively in intense discussions.

b. I do not like to participate actively in intense discussions.

128. a. I am self-sufficient.

b. I am not self-sufficient.

129. a. I like to withdraw from others for extended periods of time.

b. I do not like to withdraw from others for extended periods of time.

130. a. I always play fair.

b. Sometimes I cheat a little.

131. a. Sometimes I feel so angry I want to destroy or hurt others.

b. I never feel so angry that I want to destroy or hurt others.

132. a. I feel certain and secure in my relationships with others.

b. I feel uncertain and insecure in my relationships with others.

133. a. I like to withdraw temporarily from others.

b. I do not like to withdraw temporarily from others.

134. a. I can accept my mistakes.

b. I cannot accept my mistakes.

135. a. I find some people who are stupid and uninteresting.

b. I never find any people who are stupid and uninteresting.

136. a. I regret my past.

b. I do not regret my past.

137. a. Being myself is helpful to others.

b. Just being myself is not helpful to others.

138. a. I have had moments of intense happiness when I felt like I was experiencing a kind of ecstasy or bliss.

b. I have not had moments of intense happiness when I felt like I was experiencing a kind of bliss.

GO ON TO THE NEXT PAGE

139. a. People have an instinct for evil.

b. People do not have an instinct for evil.

140. a. For me, the future usually seems hopeful.

b. For me, the future often seems hopeless.

141. a. People are both good and evil.

b. People are not both good and evil.

142. a. My past is a stepping stone for the future.

b. My past is a handicap to my future.

143. a. "Killing time" is a problem for me.

b. "Killing time" is not a problem for me.

144. a. For me, past, present and future is in meaningful continuity.

b. For me, the present is an island, unrelated to the past and future.

145. a. My hope for the future depends on having friends.

b. My hope for the future does not depend on having friends.

146. a. I can like people without having to approve of them.

b. I cannot like people unless I also approve of them.

147. a. People are basically good.

b. People are not basically good.

148. a. Honesty is always the best policy.

b. There are times when honesty is not the best policy.

149. a. I can feel comfortable with less than a perfect performance.

b. I feel uncomfortable with anything less than a perfect performance.

150. a. I can overcome any obstacles as long as I believe in myself.

b. I cannot overcome every obstacle even if I believe in myself.