A STUDY OF THE IMPACT AND VALUE OF A PERSONAL DEVELOPMENT PROGRAM ON ADOLESCENTS

by

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ABSTRACT

Adolescence has been characterized as a formative time of stress, anxiety, and change. Any index of adolescent development confirms the fact that this is a difficult developmental period. Youths are dealing with demands from a myriad of directions and thus require guidance and skill to optimally grow through this stage. An affective, personal development program designed to address adolescent needs is investigated in this study. Although the literature supports the need for affective, developmental education, little empirical evidence exists to document the impact, value and validity of such educational programs. This study tested a hypothesis that an affective, personal development program would enhance the overall psychological well-being of adolescent participants. A secondary hypothesis was that this educational training would have a differential outcome for gender. Sixty nine subjects, aged fourteen to nineteen, completed the Personal Orientation Inventory: 37 females, 26 males, and 6 returnees. The POI is purported to measure positive mental health; the interviews and questionnaires were designed to reflect the participants' self-perceived gains. Statistical analyses indicated significant positive changes on all POI scales for the pooled male and female scores. Gender differences were found, favoring females, on the two POI major scales and six of the ten subscales. All findings, qualitative and quantitative, indicate that an affective
personal development program does enhance personal and interpersonal growth, thus the overall psychological well-being of adolescents. This program, although beneficial to both males and females, appears to have a more favorable outcome for females.
# TABLE OF CONTENTS

Abstract ................................................. ii
Table of Contents ........................................ iv
List of Tables ........................................... vi
List of Figures ........................................... vii
Acknowledgements ........................................ viii

## CHAPTER:

### ONE  STATEMENT OF THE PROBLEM ..................... 1
Rationale and Purpose of Study .......................... 1
Background of the Problem ............................... 2
Development and Theoretical Basis of Study ............ 3
Summary .................................................... 6
Questions to be Answered ................................ 7
Hypothesis .................................................. 7
Definition of Terms ....................................... 8
Overview of the Study .................................... 12

### TWO  REVIEW OF THE LITERATURE ..................... 13
Overview .................................................... 13
Self-Actualization ....................................... 14
Youth Development ....................................... 16
Gender Differences ....................................... 21
Youth needs ................................................. 25
Review of Educational Trends ............................. 29
Theory/Research on Developmental Programs. .......... 32
The Developmental Basis for Current Program .......... 38

### THREE  METHODOLOGY ................................. 43
Overview .................................................... 43
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale for Design</td>
<td>44</td>
</tr>
<tr>
<td>The Experimental Measures</td>
<td>45</td>
</tr>
<tr>
<td>The Supplementary Measures</td>
<td>45</td>
</tr>
<tr>
<td>Subjects</td>
<td>46</td>
</tr>
<tr>
<td>The Instruments</td>
<td>49</td>
</tr>
<tr>
<td>Rationale for Choice</td>
<td>52</td>
</tr>
<tr>
<td>Reliability and Validity</td>
<td>52</td>
</tr>
<tr>
<td>Data Collection</td>
<td>54</td>
</tr>
<tr>
<td>Analysis</td>
<td>56</td>
</tr>
<tr>
<td>The Pilot</td>
<td>58</td>
</tr>
<tr>
<td><strong>FOUR</strong> RESULTS</td>
<td>61</td>
</tr>
<tr>
<td>Overview</td>
<td>61</td>
</tr>
<tr>
<td>The POI Scales</td>
<td>64</td>
</tr>
<tr>
<td>Pilot Results</td>
<td>69</td>
</tr>
<tr>
<td>Interview Summary</td>
<td>70</td>
</tr>
<tr>
<td>Questionnaire Summary</td>
<td>73</td>
</tr>
<tr>
<td><strong>FIVE</strong> DISCUSSION AND CONCLUSIONS</td>
<td>76</td>
</tr>
<tr>
<td>Statement of Results</td>
<td>76</td>
</tr>
<tr>
<td>Limits of Study</td>
<td>86</td>
</tr>
<tr>
<td>Theoretical and Practical Significance</td>
<td></td>
</tr>
<tr>
<td>References</td>
<td>95</td>
</tr>
<tr>
<td>Appendix: A - Letters of Consent</td>
<td>104</td>
</tr>
<tr>
<td>B - Program Sessions</td>
<td>107</td>
</tr>
<tr>
<td>C - Tables for POI scale results</td>
<td>120</td>
</tr>
<tr>
<td>D - Figures</td>
<td>136</td>
</tr>
<tr>
<td>E - Interview transcript</td>
<td>146a</td>
</tr>
</tbody>
</table>
List of Tables

Table I - Summary of subject population (N=69) ..........48
Table II - Summary of pilot subject population (N=28) ....59
Table III - Summary of overall POI results ...............63
Table IV - Interview Summary ..............................71
Table V - Questionnaire Summary ............................73
Table VI - Means, standard deviations, t scores, f ratios for Tc + I, Tc, and I scale ..........121
Table VII - Detailed results for the SAV scale ..........122
Table VIII - Detailed results for the Ex scale ..........123
Table IX - Detailed results for the Fr scale ..........124
Table X - Detailed results for the S scale ..........125
Table XI - Detailed results for the Sr scale ..........126
Table XII - Detailed results for the Sa scale ..........127
Table XIII - Detailed results for the Nc scale ..........128
Table XIV - Detailed results for the Sy scale ..........129
Table XV - Detailed results for the A scale ..........130
Table XVI - Detailed results for the C scale ..........131
Table XVII - Detailed results for pooled scores ..........132
Table XVIII - Detailed results for "returnee" group ..........133
Table XIX - Detailed results for Pilot .................134
Table XX - Detailed Pilot results for gender ..........135
List of Figures

Figure 1 -Profile for Pooled male\female scores ..........138
Pretest <----> Posttest

Figure 2 -Profile for Pretest scores .................139
Males <----> Females

Figure 3 -Profile for Posttest scores ...............140
Males <----> Females

Figure 4 -Profile for Female scores .................141
Pretest <----> Posttest

Figure 5 -Profile for Male scores .....................142
Pretest <----> Posttest

Figure 6 -Profile for "Returnee" group ...............143
Pretest <----> Posttest

Figure 7 -Profile for Pooled male\female PILOT scores ..144
Pretest <----> Posttest

Figure 8 -Profile for PILOT Pretest scores ............145
Males <----> Females

Figure 9 -Profile for PILOT Posttest scores ...........146
Males <----> Females
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CHAPTER ONE
STATEMENT OF THE PROBLEM

This research examines the impact and value of a personal development educational program on adolescent development, more specifically, on their psychological well-being. A secondary purpose is to determine if program outcome is influenced by gender.

A specific, week-long, developmental youth program is investigated in this study. This twenty-five hour program is a comprehensive, sequential set of educational experiences designed to stimulate personal and interpersonal growth. Sixty nine adolescents participating in the program were pre- and posttested using Shostrom's (1974) Personal Orientation Inventory which gives an objective measure of positive mental health. These data, coupled with a qualitative component are integrated into a description of program outcome, as it particularly pertains to salient adolescent developmental issues.

Rationale and Purpose of Study:

This study investigates the impact and value of an affective, personal development educational program on adolescents as measured by the Personal Orientation Inventory. The objective of this study is to determine what the outcome of such a program might be. Given positive multiple outcomes, this study may contribute to the existing literature affirming
the facilitative value of affective, personal development education on adolescent psychological well-being.

This research is justified in the light of past and current literature on adolescent development which invariably articulates adolescence as a formative time of stress, anxiety and change (Rogers, 1983; Dreyfus, 1972; Csikszentmihalyi, 1984; Erikson, 1968; Offer et al. 1986; Mosher & Sprinthall, 1971; Morse et al., 1980). The value and need for humanistic, affective educational programs is well documented (Maslow, 1954; Rogers, 1983; Dreyfus, 1972; Offer et al., 1981; Ringness, 1975; Mosher & Sprinthall, 1971; Morse et al., 1980) however there exists a dearth of literature indicating the overall, facilitative function of such programs (Lecroy, 1986).

The relationship between adolescent development and affective, personal development education will contribute to the clarification and elaboration of those conditions salient in the enhancement of healthy human development at that stage deemed most crucial: adolescence.

Background of the problem:

An abundance of literature supports the need for affective, developmental education during adolescence (Mosher & Sprinthall, 1971; Morse et al., 1980; Ringness, 1975; Dreyfus, 1972; Sanders, 1982; Rogers, 1983). Affective learning plays an important part in a young person's development. It is during adolescence that the affective
components of the self emerge most clearly and acquire a
different quality than previously possessed (Offer, Ostrov, &

The need for affective, personal development education
can be viewed from two related perspectives. Primarily, the
development of psychological well-being requires an
understanding and familiarity with one's feelings and
emotions. Secondly, an understanding of the latter further
facilitates the integration of the cognitive and psychomotor
domains thus facilitating personal growth and psychological
well-being.

Educational curricula do not always attempt to deal with
the affective, which is often displaced by the more measurable
and clearly objective cognitive subject matter. The
literature documenting outcome criteria for programs or
curricula dealing with affect and psychosocial, personal
development is limited.

Development and Theoretical Basis of the Problem:

Development, according to Blocher (1974), is a "life-long
set of psychological, social, and physiological processes that
encompass the entire pattern of human existence from birth to
death" (p. 62). Physiological, environmental and
psychological processes perpetually interact to contribute to
the developmental process. Blocher, further defines this
interactive process as follows: "These processes involve the
ways in which the individual perceives himself and his
environment, the set of meanings that he organizes around these perceptions, and the behaviors that he acquires in coping with his needs and his environment" (p. 62).

It is to the concept of needs that we will now turn. Human development is conceptualized as the process through which basic human tendencies are actualized and full human potentialities are fulfilled (Blocher, 1974). It is these very tendencies that give rise to needs. Abraham Maslow postulated the conditions for optimal human development within a "hierarchy of needs". Samuels (1984) states that "A need of an individual is something which is essential to his or her well-being; it may or may not be so perceived" (p. 17).

Intrinsic to human nature is an organismic drive toward fulfillment and self-actualization (Maslow, 1962). Maslow, along with his associate, Everett Shostrom, believed that once the lower biological needs were taken care of, humans strived to fulfill their own innate potential (Maslow, 1962; Shostrom, 1976). This theory further postulates that all people are motivated by the same needs which are arranged in a hierarchic order: physiological needs, safety needs, needs for love and belonging, need for self-esteem, and need for self-actualization. In this regard, a person in need of food or shelter will be motivated to fulfill these basic physiological needs. The operative behavior leading to the fulfillment of higher order needs, such as self-esteem, will not be engaged until lower order needs are satisfied. The developmental process will be impeded if one remains fixated at any given
stage or level, thus arresting one's fulfillment toward full potential.

An individual's failure to achieve "real growth" or to actualize potential can be the root of psychological and/or psychosomatic problems (Shostrom, 1976; Rogers, 1977; Clarke et al., 1982; Ekstrom, 1986; Seeman & Seeman, 1983). Conversely, Maslow states that the self-actualizing person engenders positive mental health and psychological well-being. This view is most commonly held by humanistic psychologists, that is, one's basic responsibility is to fulfill one's potential.

In order to facilitate human development one must ensure that the basic tasks necessary for negotiating life's needs are achieved (Blocher, 1974; Egan, 1984). Although change is an inevitable aspect of life, growth is not; the reaching of one's full potential is often impeded by developmental blocks.

Any index of adolescent development confirms the fact that this is a difficult developmental period at the best of times (Mosher & Sprinthall, 1971; Offer et al., 1981; Dreyfus, 1972; Morse et al., 1980; Lecroy, 1986). Youth are dealing with demands from a myriad of directions. Erikson (1968), Csikszentmihalyi (1984), and Offer et al (1981), among many others, have discussed adolescence as a time and source of strain or tension between self and society. Adolescents require guidance and skill in order to optimally grow through this stage of development. Successful negotiation of the
critical tasks allows youths the opportunity to further their personal growth and actualize their potential.

It is therefore during adolescence that a program designed to be developmentally facilitative is most appropriate and instrumental (Lecroy, 1986; Mosher & Sprinthall, 1971). This study investigates the outcome of a youth program, developed to specifically address youth needs in the affective domain.

Summary:

The intention of this research is to document the outcome of affective, personal development education during middle to late adolescence. That is, what is the impact and value of this type of education on adolescents? More specifically, the purpose of this research is to determine the outcome of a week long residential program using multiple measures (qualitative and quantitative).

This study is concerned with determining to what extent a personal development program enhances adolescents' overall psychological well-being as measured by Shostrom's Personal Orientation Inventory (1974). A quantitative measure is not sufficient to fully grasp such a subjective, experiential phenomena as personal development. Thus a qualitative component, in the form of informal interviews and questionnaires, are employed to gain an additional perspective on the experience. In this vein J. C. Nunally (cited in
Battle, 1982) stated:

"Long ago the author came to the conclusion that generally the most valid, economical, and sometimes the only way to learn about a person's sentiments is to ask him" (p. 98).

Questions to be answered:

The specific questions that are addressed in this study are as follows:

- What is the value of a personal development program on this age group?
- What is the impact of a personal development program on this age group?
- What are the outcomes of a one-week residential, personal development program for adolescents?
- Does this treatment have a differential effect on males and females?
- Does a personal development program enhance adolescent overall psychological well-being as measured by the P.O.I.?
- Will adolescents become more self-actualized as a result of a personal development program?
- What are the self-perceived gains as indicated by the participants?

Hypotheses

1. A positive relationship exists between personal development education and increased psychological well-being as measured by the Personal Orientation Inventory.

2. The treatment will have a differential effect on males and females.

3. Females will demonstrate increased gains on the posttest as compared to males.
Definition of terms

Adolescence: The stage of biosocial development following childhood and preceding adulthood. This transitional stage is considered to begin somewhere between the ages of thirteen and nineteen. For the purpose of this study adolescents will be referred to as youths, students and participants interchangeably.

Developmental Tasks: A developmental task is an expectation or demand placed on a person to develop certain skills and competencies. The demand may come from social settings, the culture, or simply a result of physical or intellectual maturation. The mastery of tasks at any given stage of development often depends on the acquisition of earlier and simpler (pre-requisite) skills. The tasks may reflect gains in motor skills, intellectual skills, social skills, and emotional skills.

Mental Health: The capacity for a person to be responsible for the well being of one's self both mentally and physically. Positive mental health is characterized by growth directedness rather than maintenance, exploration versus acceptance, active versus passive, inner directedness versus outer (internal locus of control vs. external locus of control), and a positive regard for self and others.

Psychological Well-Being: According to Webster, the term psychological is defined as "relating to psychology". Psychology is defined as "the mental or behavioral
characteristics of an individual. Well-being is defined as "the state of being happy, healthy, or prosperous". Combined, one could define psychological well-being as a mental or behavioral (physical) state of happiness, health and prosperity. Psychological well-being, a feature of well-adjusted individuals, expresses a positive balance within the intrapersonal and interpersonal aspects of self: self relative to self, others, and the environment.

Affective Education: The literature addresses three domains of human behavior: cognitive, psychomotor, and affective. The cognitive domain pertains to human intellectual and thinking activities; that to which the traditional educational system has been directed. The psychomotor domain pertains to all physical, muscular, and body movement activities. And finally, the affective is associated with the emotional aspects of behavior; character, personality, emotions, tastes, preferences, and appreciations (Ringness, 1975; Gazda, 1978; Dreyfus, 1972). Affective education is concerned with emotional development and as such is related to attitudes, values, and feelings. The purpose of affective education, according to Morse et al. (1980) is to foster a positive self-concept combined with high self-esteem in the individual. The goals of affective education can be stated as: self adequacy, social competency, and positive emotional expression.

Psycho-social education: The converting of psychological and sociological principles into teachable skills through systematic methods and programs with an objective to promote
positive mental health. Defined in Webster’s Dictionary as: "relating social conditions to mental health".

**Personal Development:** Personal development is the process by which an individual gains insight and understanding into self, including one's values, beliefs, assumptions, attitudes, feelings and emotions. In short, it is the fostering of general well-being: personal and social characteristics, effective relating, enhanced self-esteem, increased autonomy, and feelings of personal competence.

**Personal Development Education:** A comprehensive set of educational experiences designed to affect personal, ethical, aesthetic and philosophical development. Such a program fosters the development of a more complex and more integrated understanding of oneself; the enhancement and formation of personal identity; greater personal autonomy; a greater ability to relate to and communicate with other people; the growth of more complex ethical reasoning; and the development of more complex skills and competencies (Mosher et al., 1971).

**Self-actualization:** The term 'actualize' is defined by Webster as, "to make actual or real; realize in action," and the related term 'actuate' is, "to put into action or motion." Maslow (1954) popularized the term "self-actualization" and refers to the actualizing person as one who is more fully functioning and living a more enriched life than the average person (Shostrom, 1974). The term, within the context of this study, refers to the process of making actual or real, of
implementing or putting into action, the potential resources of an individual.

**Life Skills:** Competencies that are necessary for effective living in such areas as self-management, interpersonal communication, and effective participation in communities and organizations (Egan, 1984).
Overview of the Study

The balance of this thesis is organized in four chapters. Relevant, theoretical and empirical literature are reviewed in chapter two. This review pertains to: self-actualization, adolescent development including the tasks, concerns, and needs that accompany this stage, gender differences, educational trends, related programs, and concludes with a review of the developmental basis of this particular program.

The research methodology is described in chapter three. This includes a description of the research design, instruments used, sample, as well as data collection and data analyses procedures. The results presented in chapter four are organized in terms of the different data collection methods used and the individual instrument scales. Finally, results are discussed relative to the research hypothesis presented in chapter two and integrates data from different sources. The theoretical and practical significance, along with suggestions for further research are discussed in chapter five.
CHAPTER TWO
LITERATURE REVIEW

Overview

This literature review covers seven areas deemed important for a comprehensive understanding of the rationale, background, and developmental sequence of the problem. The review starts with the general and progressively narrows to address areas and issues more specific and pertinent to the core of this study.

A review of the literature on self-actualization is necessary because the program this study investigates uses "self-actualization" as the model for personal growth. The criterion instrument used is the Personal Orientation Inventory which is purported to assess self-actualization and different aspects of what is broadly termed mental health.

The following section discusses adolescence as a developmental stage in the life cycle, including the tasks and issues characteristic of this stage. General gender differences are discussed relative to development and specifically in the area of self-actualization. The needs of youths, and more specifically those unfulfilled needs leading to maladaptive or deviant behavior, are reviewed.

Finally, two avenues developed in an attempt to address youth needs are reviewed. Within the domain of traditional education, existing trends are discussed as well as where this system is lacking in terms of affective and developmental
curricula. A second avenue reviewed is that of community education programs and personal growth groups.

The literature review is concluded with a review of the developmental basis of the program under investigation. The criteria and rationale for developmental education is discussed as well as the developmental steps of this program.

**Self-Actualization:**

Self-actualization is a descriptive concept first formulated by Maslow (1962). Maslow defined self-actualization as the ability of a person to bring his or her powers together in an efficient and intensely enjoyable way. Among the characteristics of self-actualized people are: superior perception of reality, increased acceptance of self and others, increased spontaneity and problem centering, greater autonomy, and a desire for emotional reaction, a more democratic character structure, and increased creativity. Self-actualization is the process of furthering one's resources and potential. "No one ever achieves actualization. It is not an end, it is a process" (Shostrom, 1976, p. 302).

Everett Shostrom describes the self-actualizing person as, "one who is functioning more fully than the average individual and thereby is living a more enriched life" (1967, p. 22). He goes on to say, "His life is enriched because he is using all his potential" (1967, p. 22). Shostrom clearly differentiates between the self-actualizing person and the
"super human" or "perfect person". An integral part of human potential is the recognition and integration of all aspects of self; strengths and weaknesses.

The route to self-actualization, according to Fitts (1971), is with the development of interpersonal competence. He further states that self-concept and self-actualization are highly related to each other and that self-concept serves as an index, or criterion of self-actualization. Along a similar continuum, Sullivan (cited in Desjarlais & Rackauskas, 1986) in formulating his interpersonal theory of adolescent development found interpersonal relationships to be an important factor in the development of a positive self-concept.

The literature supports the theory that a good self-concept, high self-regard and accurate self-perception facilitates the development of a healthy, well balanced person (Offer et al, 1981; Ringness, 1975). According to Ringness, "A healthy understanding of one’s attributes and a healthy, accepting self-concept are important to a good life adjustment and to self-actualization. If one feels inferior, he will act inferior, causing others to evaluate him negatively; and a vicious circle has begun. And of course, a healthy self-concept leads to healthy behavior and furthers the opportunity for successful interaction with others" (p.130-131).

On the contrary, the adolescent who has low self-acceptance, that is a large gap between ideal self and perceived actual self, is psychologically and emotionally
unhealthy (Offer et al, 1981). Offer et al, (1981) further contend that "an adolescent unable to acknowledge important self-feelings, unable to make accurate predictions about himself interpersonally or unable to regard himself highly, could be seen as emotionally unhealthy" (p. 25). The "self" is defined by Offer et al, (1981) as "the sum total of perceptions, thoughts and feelings held by a person in reference to himself" (p. 24).

Reddy and Beers (1977) note that sensitivity training has a differential effect on participants contingent on their initial level of positive self-concept. Those with strong self-concepts tend to show greater gains in P.O.I. scores than those with lower self-concepts. In this regard Knapp and Shostrom (1976) claim that the rich get richer or the self-actualized become more self-actualized. These authors equate self-concept with psychological health and note that a high level of self-concept engenders the potential for the greatest gains in self-actualization.

**Youth Development: Theory and research**

The word adolescence derives from the Latin verb adolescere which means "to grow up". The onset of adolescence is characterized on two different levels: physiologically, it refers to the beginning of puberty (sexual maturity, Shostrom, 1976) and ends with the variable attainment of full physical maturity; and psychologically, it refers to the increase in cognitive ability and ends when the individual has attained
emotional and social maturity. Needless to say such a definition does not lend itself to any specific age span.

Adolescence is characterized by the emergence of what Piaget (1952) has labeled "formal operations". At this time the adolescent is capable of exercising greater control over external and internal information. Piaget (1952) suggests that it is during adolescence, and not before, that the child is capable of this mode of thought. He further comments that it is most appropriate during adolescence to focus on personal issues because this stage affords the youth a cognitive means to conceptualize self and future in a non-absolutist way.

Similarly, Kohlberg's (cited in Mosher & Sprinthall, 1971) theory identifies the emergence of the "conventional" level of moral development during adolescence. The youth is now able to make moral and ethical judgements relative to self while the previous "pre-conventional" stage of abstract thought (Piaget, 1952) does not allow for these developments.

Desjarlais & Ruckauskas (1986) define adolescence as a universally transitional stage in personality development. They go on to say that "transitional periods by their very nature share many properties in common and generate characteristic constellations of psychological problems that inevitably arise when individuals are confronted by radical changes in their biosocial status" (p.7). Many developmental changes that occur during adolescence affect future psychological health (Hansell et al., 1986; Desjarlais & Ruckauskas, 1986).
There is a lack of consensus on the origin of adolescent change and difficulty, be it biological, psychological, or cultural. The majority do, however, agree on the primary developmental tasks or "adjustive difficulties" characteristic of adolescence. These tasks can be categorized into three areas: physical maturation, expectations of the culture, and individual aspirations (Desjarlais & Ruckauskas, 1986).

Beniskos (1980, cited in Desjarlais & Ruckauskas, 1986) delineates a list of adolescent tasks which are somewhat different from those cited by previous theorists. The essence of the difference lies in the current state of social turmoil within which the adolescent exists. Beniskos clearly states: "The tragedy for adolescents today is that they must weather their adolescence at the very time society is weathering its own." (Desjarlais & Ruckauskas, 1986, p. ix). Those tasks characteristic of adolescence, according to a number of theorists (Gazda, 1978; Offer et al., 1981) are:

1. Self-discovery, "who am I?"
2. Independence
3. Sexual role definition
4. Social integration
5. Establish heterosexual relationships
6. Define self relative to the workplace
7. Integrate intellect and emotions
8. Define civic responsibilities
9. Develop a system of values
10. Seek meaning in life

Identity formation is, however, the central task of individual development (Blocher, 1974). It appears primarily during the adolescent stage of development (Erikson, 1968). It is therefore essential to foster the means to negotiate this and other tasks, at this particularly instrumental phase
of development. Blocher (1974) indicates that the construct of identity involves the development of an elaborate psychosocial interaction between one's environment, values, and interpersonal relationships; identity is central to self-concept which is central to personality development. Identity is an "active, ongoing process of interaction with environment" (Blocher, 1974, p. 12).

The developmental tasks of adolescence pose serious challenges to their self-esteem. Adolescents who experience difficulties such as depression, loss or disappointment tend to express their distress in an overt behavioral way (Weiner, 1980). Along with increased cognitive ability, formal thought brings an increased potential for worry and anxiety (Desjarlais & Rackauskas, 1986). This mode of thinking gives the youth a more vivid imagination and a new found ability to exaggerate and to "borrow trouble" (Desjarlais & Rackauskas, 1986). Shostrom (1976) refers to adolescence as the potentially schizophrenic years due to a split in polarities: sexual identification, career decisions and coping with a "new set of rules for relating to the world".

The current study involves that stage of adolescence termed "late adolescence", that is sixteen to nineteen years of age. Not only are older adolescents concerned with the continued physical and emotional changes taking place, they are also confronted with a myriad of adjustments inherent in the transition to the adult world of responsibility.
Adolescent social development depends on the degree to which they can interact with their environment and the opportunities provided for this (Desjarlais & Ruckauskas, 1986). It is precisely at this time that exploration begins: this stage is characteristic of mid-adolescence and moves the individual through later adolescence and early adulthood (Blocher, 1974). During this time there is a reaching out for new values, ideals, motivations, and purposes. It is to the surrounding environment that the individual is intent on looking.

Piaget's formal operations, Kohlberg's conventional level, and Erikson's identity formation theory all point to the adolescent as physiologically and psychologically prepared to negotiate the upward movement toward self-actualization. Piaget, Erikson, and Kohlberg all indicate that it is during adolescence that psychological, developmental growth activities should be fostered. The adolescent has the ability to think on an abstract level and therefore able to comprehend value structures. Adolescence is, therefore, an optimal time for formative developmental guidance as supported by the major theorists.
Gender differences:

The literature indicates gender differences in the rate of adolescent development, generally favoring females. Females demonstrate a sharp increase in maturity between the ages of 13 and 15 while males show a more even and gradual increase in maturity (Desjarlais & Ruckauskas, 1986). Noll and Watkins (1974) suggest that males may be more difficult to work with than females in so far as growth groups are concerned. They suggest that this may be due to females having a greater tendency toward participation in interpersonal and socially oriented activities as compared to males. This would indicate that a developmental program may have a different effect on males and females.

Schroeder (1973), in studying freshmen students, reported significant differences favoring females on eleven of twelve POI scales. Initial pretest differences on the Inner Directed (I) scale were further increased on the posttest. The latter would indicate that females demonstrated greater gains toward self-actualization than males during the first year of college.

Lecroy (1986) reported clear gender differences on several outcome measures following competency skill training sessions. The social skills training focused on interpersonal skills and ran fifty minutes daily for two consecutive weeks. On almost all measures, females showed greater gains compared with males. Lecroy (1986) suggests that group purpose may be confounded with gender and consequently, males may respond
differently if the group had a different focus. Based on these findings, interpersonal competency education apparently produces better outcomes for adolescent females.

Similarly, Adams et al. (1979) further substantiated adolescent gender differences, relative to empathy. Eighty junior high school adolescents were assessed on empathy development and perceived competencies. Findings supported the hypothesis that social competency would correlate positively with empathic skills and that gender differences favoring females would emerge. On every measure of empathy females scored higher than males, over all age levels. These authors further suggest that effective social interaction may lead to empathic skill development and that empathic skills are antecedents to social effectiveness. Interestingly, it was found that empathy was negatively correlated with cognitive and physical competency. These findings are attributed to the fact that cognitive and physical competencies usually engender competitiveness. The latter is thought to impede the development of certain affective related social skills such as empathy.

Adams (1983), in a more recent study of adolescent social competency, found a relationship between social competency and peer popularity; he also noted gender differences. Indices of social competency, including elements of social knowledge, empathy and locus of control, were found to be loosely related constructs with differential gender correlates. Based on these research findings, Adams concluded that empathic
abilities tend to enhance female adolescents' capacity to share interpersonally with others and thus facilitate positive peer relations. He further added that males provide greater leadership in interpersonal relationships with peers, stemming from their self-initiated directedness. Adams (1983) claims that adolescence is a period of continuing social competency formation based on the linear relationship between age and social competency.

Continuing along the same lines, it has been found that the quality of peer relationships contributes to the explanation of variance in adolescent self-esteem for females but not for males (Walker & Greene, 1986). The quality of attachment to parents, however, was related to adolescent self-esteem regardless of the age or sex of the adolescent. In short, Walker & Greene (1986) substantiate the importance of social relationships, both with family and peers, to the development of global self-esteem in adolescence.

Both sexes identify "making friends" as a major concern, yet females demonstrated more intense feelings about it (Desjarlais & Rackauskas, 1986). Further Konopka (cited in Lipsitz, 1977) reports self-concept as a perpetual concern for females. This self-consciousness is partially a result of being adolescent but more so from being female at a time of heightened self-awareness.

Hansell et al. (1986) found that adolescent females scored higher than males on a measure of introspectiveness and no discrimination existed between genders for the age-
introspection correlation. Age and introspectiveness were positively correlated: older adolescents tend to be more introspective. Although a substantial minority of the adolescents interviewed reported that introspection contributed to positive self-knowledge, interpersonal skills and creativity, results generally indicated that adolescents with higher introspectiveness scores reported more depression and more physical symptoms than those low on introspectiveness. As expected, females were found to report more physical symptoms, more anxiety, and greater depression than males.

Finally, gender differences were found in overall self-actualization as measured by the POI. Schroeder (1973) studied sex differences and growth toward self-actualization in freshman students. He found pretest score differences and increased posttest differences favoring females. The inner directed (I) major scale scores were significantly higher for females and the differences were even higher on the posttest. Schroeder (1973) concluded that different patterns of change emerge for men and women during the first year of college.

These findings are further supported by Burke & Weir (1976, cited in Kowal, 1985) who researched 274 adolescents aged 13 to 20 and concluded that females appeared to be under greater stress and are likely experiencing greater psychological and psycho-physical strain as compared to males. In a similar vein, House (1980, cited in Kowal, 1985) found females expressed concerns of personal appearance,
relationship with parents, emotional stress and sex-related problems as compared to males.

**Youth needs:**

Ralph Waldo Emerson eloquently wrote: "Need breaks iron". The affective needs of the person, specifically those of youth, are being neglected. This lack of need fulfillment has taken its toll both on the individual and on society.

The basic needs of the human person, following the satiation of physiological needs, are love and belonging, the need for self-esteem and the need to self-actualize (Maslow, 1962). Needs are defined as something that is essential to the well-being of the individual (Samuels, 1984) and therefore crucial to positive human development. In a survey of 16 to 18 year olds conducted by Samuels (1984) the belongingness and love needs were found to take priority over all the physiological needs. It is interesting to note, however, that physiological needs were found to be in first place for early adolescents. In keeping with Maslow's model, it would appear that late adolescents are progressing up the hierarchy in an attempt to fulfill those needs which are beyond the physiological but precede the need for self-actualization.

For the most part, society has failed to promote positive and healthy personal and interpersonal development, thus psychological well-being, during adolescence. Some of the causes for this lack have been identified by Mosher et al. (1971): post-industrialization, the elimination of the
extended family, the rate of societal change, materialism, the exposure to adult hypocrisy, the rise of a separate youth culture, the decline of traditional values and the growth of emergent values, affluence and poverty, and the failure to value parenting. These are suggested as merely a few of the possible causes for society's lack of concern for facilitating youth development.

The latter has contributed to the multiple difficulties experienced by today's youth: high school drop-out rates, low academic achievement, drug usage, runaways, promiscuity, personal alienation, and youth gangs. Numerous researchers have found correlations between certain aspects of the affective domain, deemed to be lacking or underdeveloped, and ineffectual, deviant behavior in youth (Kondel et al., 1982; Clarke et al., 1982; Kaiser & Von Aalst, 1982; Ekstrom, 1986; Seeman & Seeman, 1983). Delinquent behavior, in part, is a consequence of arrested social development (Morse et al., 1980).

The varied aspects of ineffective, delinquent behavior are numerous. Almost two decades ago Mosher et al. (1971) used the term "terrifying" to describe the increase in adolescent drug use. The situation has not improved. Studies cited in Mangham (1985) indicate that the percentage of adolescents reporting alcohol use is increasing, while the age of alcohol users is decreasing. Youths are often turning to drugs in an attempt to explore their emotional and spiritual
selves and in an attempt to experience intimacy with others (Mullins & Perkins, 1973).

Statistics point out that approximately 76% of all violent deaths (motor vehicle, suicide, homicide) involve adolescents from the age of 15 to 19 (cited in Kowal, 1985). Holinger (cited in Stivers, 1985) indicates that adolescent suicide rates in the U.S. increase with age and have doubled from 1961 to 1975. Since 1970, suicide has gone from the fifth leading cause of death among people aged 15 to 24 to the second leading cause of death (Doan & Peterson, cited in Stivers, 1985).

Although adults show a general downward trend in suicide rates, adolescent rates increased at an alarming rate (Offer et al., 1981). These authors suggest that youths today may be experiencing more isolation resulting in an increase in the rate of suicide. This increased isolation is the result of the increased difficulty in adolescent achievement of a sense of self-worth and in making friends in the large impersonal high schools of today. Similarly, Dreyfus (1972) cites alienation as the prevalent condition of today's youth. Alienation is defined here as feeling out of touch with oneself, with others, and with one's environment.

Offer argues that adolescents in the 1970's demonstrated a generally lower psychological self than their counterparts in the 1960's. One does not have to consult the literature to confirm that this trend has not altered, in fact, if anything it has worsened. Dreyfus (1972), in support of the latter,
claims that youth experience a greater lack of intimacy than did youths in previous generations. Button (1984) claims that there is a growing depersonalization in our society as well as a world-wide challenge to authority.

Peer pressure is frequently cited as the reason for adolescent delinquency. Studies have found that positive self-esteem lessens an individual's susceptibility to peer pressure (Coleman, 1980). As such, assisting youths in developing a positive self-concept and high self-esteem is essential. Csikszentmihalyi (1984) and Dreyfus (1972) cite the potential inability to deal creatively with the openness and interactions of peer relations and an attempt to avoid alienation as two factors possibly leading to deviant behavior.

From the opposite perspective, that is, looking at the literature with a view to learning what constitutes the development of effective behavior, there is no great wealth of knowledge available (Blocher, 1974). Therefore any efforts to illuminate those factors leading to the development of effective behavior is valuable information.
Review of educational trends:

Abraham Maslow believed, "The function of education, the goal of education...is ultimately the 'self-actualization' of a person, the becoming fully human, the development of the fullest height that the human species can stand up to or that the particular individual can come to. In a less technical way, it is helping the person to become the best that he is able to become" (1971, pp. 162-163).

The educational system has attempted to deal with this aspect of human development through what has been called affective education. The latter has been the host of a variety of labels: humanistic education, primary prevention, behavioral science education, mental health education, confluent education, deliberate psychological education among others (Larson, 1984; Morse et al., 1980; Mosher & Sprinthall, 1971). Although Mosher & Sprinthall, (1971) state goals for affective education congruent with those of personal development education, the former is considered too narrow (Gazda, 1978) in its scope for the purposes of this study.

Personal development education, on the other hand, conveys the proactive-preventative emphasis that is intended in this model of education and in this program. As opposed to dealing with only the emotions, developmental education encompasses a wider range of developmental areas including the interpersonal. The program that this study investigates is best referred to as an affective, personal developmental program.

Maslow (1971) urges schools to allow students to look within to find a set of values to live by thus enhancing the development of a personal identity and self-actualization.
Schools currently offer youth little assistance in developing against, what Mosher and Sprinthall (1971) call, "unusual vicissitudes". They, among others, further contend that personal development should be the major focus of education.

In The Affective Domain of Education, Ringness (1975) cites the goals of humanistic education as: "the development of the individual to his fullest extent as a rational, moral and humane human being. The person is to think of others as well as himself. He is to think of the future as well as the present. He is to act as well as react. And he is to accept responsibility for his own actions" (p. 122). He further adds "Other concerns of the humanistic education include: knowing one's-self (one's attitudes, values, biases, prejudices, abilities- whatever there is to know), relating to others, and developing one's own goals, attitudes, and values rather than buying those prescribed by others" (p. 122).

The latter is not intended to be at the expense of cognitive and intellectual learning but rather as a compliment. Ringness (1975) claims that schools would be much more effective and positively viewed if more opportunity for the self-actualization of students was provided.

Mosher and Sprinthall (1971) researched a variety of psychological education approaches. The program designed by Mosher & Sprinthall, (1971) had as its main objective to enable students to create personal meaning around central issues in their lives. This program was found to be highly valuable to participants as indicated by subjective reports.
Morse et al. (1980) in reviewing evaluations of various affective educational efforts found the results inconsistent in regard to gains in self concept or social adjustment. Cartledge & Milburn (cited in Morse et al., 1980) did a comprehensive examination of the various facets of affective education and found correlations between social skills and academic success. This finding lead these reviewers to substantiate the possibility of teaching social skills.

Carl Rogers (1983) summarized the results of many research efforts involving affective education. Research results showed positive association between affective education and growth, interest, cognition, productivity, self-confidence, and trust. Rogers' evidence comes from studies in numerous settings and countries, across all levels of education and with students of different race, sex, and socio-economic status. Rogers documented evidence that students learn more, attend school more often, and are more creative and capable of problem solving when a humanistic, affective curriculum is employed.

Gazda (1978) supports the need and value of developmental education in the schools. He outlines a series of modules through which life-skills can be taught. Each module would involve didactic instruction, experiential involvement, skill acquisition, and application to the student's environment. The need for such a program is based on the hypothesis that students require accurate and timely information and skills to make and follow through with appropriate life decisions
(Gazda, 1978). He further adds that the most economical and efficient means is through regularly scheduled daily classes throughout the school life of the student.

The manifestation of health, as suggested by a number of health professionals (Ledwith, 1984), is comparable to the characteristics of the self-actualizing person as delineated by Maslow. Such characteristics are conceptualized as holistic. These health educators encouraged the integration of self-actualization as a constant goal of education thereby lessening the emphasis on academic achievement and competition (Ledwith, 1984).

Browne (1984) argued for the need to address the whole person in health education: to foster the development of personality characteristics such as self-esteem, self-confidence, independence in decision-making, self-satisfaction, self-mastery, and assertiveness. In short, he supported the need for an increase in courses aimed at dealing with psycho-social issues. Tones (1984) similarly stated that a personal-social developmental approach to health education is warranted.

**Theory and research on personal development programs:**

The following is a review of a more non-traditional avenue developed in an attempt to further human potential and address human needs. The majority of psychological and growth oriented program research took place during the seventies under the auspices of the human potential movement. Such
programs were labeled as t-groups, sensitivity training, encounter groups, growth groups, and human relations training. They all fall under the general descriptive title "personal-growth experience" (Knapp & Shostrom, 1976). These programs share similar kinds of learning objectives: self insight, learnings about feelings and motivations and consequences of behavior in others, hearing others, accepting feedback and communicating with other persons, skills of appropriate interactions with other persons, skills for continuous learning (Reddy & Beers, 1977).

Rogers (1970) discussed the common threads of a variety of growth groups as having a cognitive component (though not always) and the facilitation of expression of both feelings and thoughts on the part of the participants as its goal. A definition coined by Rogers which seems appropriate to all growth groups is a tendency to "emphasize personal growth and the development and improvement of interpersonal communication and relationships through an experiential process" (1970, p. 4).

Although this movement has since waned (Yalom, 1975; Liberman et al., 1973) due to a variety of reasons, the findings are applicable to the current study as the learning objectives remain similar. As well, most studies employed the Personal Orientation Inventory (P.O.I.) as a measure of personal growth indicating a similarity in the hypothesized outcome variables. The POI will be discussed in the
instrumentation section, however for the purposes of this section a brief explanation is called for.

Shostrom (1974) developed the POI as a much needed comprehensive measure of values and behaviors that are considered important in the development of self-actualization. It consists of 150 two-choice comparative value judgments which are scored twice, once for the two major scales and once for the ten subscales.

The program under investigation has as its core, intensive group experience coupled with a didactic educational component. Students participate as members of small groups in which the focus is upon themselves (intraperisonal) and their relations (interpersonal) to others members in the group. It, therefore, seems appropriate to review the literature on personal growth groups.

Shostrom (1976) claims that intellectual, emotional and body awareness can be learned through participation in a group interpersonal setting. Shostrom's self-actualizing group emphasizes both didactic and experiential components directed toward helping an individual develop a philosophy of functioning in life. The emphasis is on means rather than ends. It is commonly agreed that the latter is the focus of psychosocial and personal development education (Larson, 1984; Egan, 1984; Mosher et al., 1971). Ware & Barr (1977) state: "...it would appear that movement toward 'self-actualization' as measured by the POI could occur from a number of
experiences designed to increase self-awareness, whether they are long- or short-term" (p.98).

The following is a review of research studies spanning over a fifteen year period. Knapp and Shostrom (1976) provide a fairly comprehensive review of the outcome literature for fourteen growth group studies, all of which used the P.O.I. as a measure of change. These studies invariably indicate positive significant gains for the experimental groups on the major I scale, and on at least four sub-scales. The latter was true for twelve of the studies mentioned. In the nine studies using a control group, only two reported significant changes in the control group on the major I scale while one study showed changes on two of the subscales.

The Knapp and Shostrom (1976) review cites only one study involving adolescents. In this particular study, Alperson, Alperson, and Levine (1971) examined the effect of an intensive growth group experience on thirty-two volunteer students randomly assigned to a control or treatment group. Results indicated significant increases in POI scores for the experimental group. Significance was reached on the two major scales and four of the subscales. Only one subscale showed a significant increase at the .05 level for the control group. These authors concluded that growth groups can contribute to personal growth in terms of the POI scales.

Using a rigid experimental design, Ware et al. (1982) reported similar findings to those of Knapp and Shostrom (1976). Pretest and posttest POI measurements showed
significant increases on one major scale, inner support, and three sub-scales. Other measures revealed little effect.

Himber (1970) reported on the subjective evaluations from 384 teen-teenagers who had participated in a one-week human-relations group six months earlier. Those changes cited most by participants immediately following the group and six months later were a "better understanding of others, increased self-identity, more acceptance of others, increased trust, openness and availability, increased ability to express self, and greater autonomy" (P. 316).

Himber (1970) cites further evidence, based on a review of 44 research efforts, that T-Group training induces behavioral changes in the "back-home" situation. As well, Himber cites an earlier research study whereby the observations and evaluations of parents after their teens had participated in a growth group experience indicated: increased tolerance of others, increased maturity, and improved relationships with family and peers. Although the latter was true for both girls and boys, greater change was indicated for girls.

Jepson (1969) investigated the effects of a weekend self-actualizing growth workshop on senior high school students. Thirty two subjects in the experimental group and thirty two in the control group were pre- and posttested using the POI and two value scales. Results indicated that the workshop was not effective in changing values, although it was thought to have inhibited some negative changes which occurred in the
control group. These results may possibly be due to the fact that almost half of the twelve sessions were devoted to theory and demonstration. Students indicated that they valued the small group interaction more than the theory, thus alluding to the latter being more desirable and possibly more conducive to change.

Numerous studies have found positive changes, that is an increase in self-actualization as measured by the POI following various treatments, all of which are purported to be personal and interpersonal growth programs. Foulds (1970) indicated that a personal growth group experience was an effective method for fostering positive mental health and personal growth in relatively healthy students. These results were replicated in a later study by Foulds and Hannigan (1977, 1976a, 1976b). Foulds and Hannigan (1976b) also noted what they termed "a delayed sleeper effect", that is, that the workshop had stimulated additional positive changes in the six-month period following the workshop.

higher than the control group on eleven of the twelve POI scales and on all seven of the goal attainment inventories.

Klemke (1977) states that the sensitivity group provides a unique social microcosm that enhances the self-concept and real world relationships of participants. Students, in a three month follow-up questionnaire, reported noticeably better feelings about themselves, more favorable feelings toward others, and better communication with their "significant others".
The developmental basis for the current program:

The program that this study is investigating is congruent with criteria cited by Mosher (1971), Egan (1984) and, Blocher (1974) for psychosocial, personal development education. More specifically, this curriculum will offer youth a systematic educational experience to effectively facilitate their movement through life tasks, thus leading to continued personal development.

Egan (1984) in relating the developmental tasks to the learning of appropriate life skills, claims that people need to acquire "working knowledge and skills" that will empower them. Those essential life skills as delineated by Egan are: skills related to physical development, learning to learn skills, value clarification and reformulation skills, self-management skills: interpersonal communication skills, small group skills, and systems involvement skills.

In following with Egan’s steps, the initial learning activities were focused on the self. Under the general focus of self, sessions fostered self-awareness through the process of introspection, insight and understanding of one’s values and beliefs. As well, self-management, in the form of relaxation, self-responsibility, and appreciation for self-discovery was encouraged. The natural progression after the focus on self, was movement toward interpersonal relation skills, followed by small group interaction and skill
development and finally, involvement and interaction with the whole community of participants.

Self-awareness:

An opportunity was provided for experiencing the self in a positive, nourishing, introspective manner. It is believed that one must start with introspection to gain self-understanding and self-acceptance and thus a means toward personal empowerment.

Introspection is said to be a necessary component for the ordering of thoughts (Csikszentmihalyi, 1984). Self-reflection facilitates a better understanding of what one believes and values (Morse et al., 1980; Schur-Levy & Farber, 1986). Erikson (1968) has indicated that: "the adolescent's ego-development demands and permits playful, if not daring experimentation in fantasy and introspection" (p. 164). Introspection serves to facilitate structural cohesion and offers adolescents insight into their idiosyncratic needs and tendencies (Schur-Levy & Farber, 1986). They further add that through introspection, the adolescent's internal world becomes an "ally", thus he/she is assured of a relationship with self.

Csikszentmihalyi (1984) in a major adolescent research effort, identified a number of points supporting the importance of developing adequate peer relations. He further added that the most important criteria is the development of a relationship with self. Youths in this study reported that time with friends was the best part of their daily lives and conversely, time spent alone, in solitude, was cited as the
time they feel worst. In fact, the loneliness experienced by adolescent was found to be far deeper than that of adults (Csikszentmihalyi, 1984). Although adolescent loneliness may seem inconsequential, studies indicate otherwise. Nielsen (1987) cites a number of studies showing correlations between loneliness in adolescence and academic difficulty, delinquency, physical illness and mental problems in later years. In following, Csikszentmihalyi suggests that teaching adolescents how to use solitude in a positive, nourishing way is to provide them with a significant opportunity for growth. Adolescents must learn to develop skills to interact with themselves thus enabling them to benefit from solitude as opposed to viewing it as rejection or isolation.

Introspection has been related to interpersonal interaction in so far as access to one’s own feelings and thoughts facilitates an understanding of others’ feelings and thoughts (Offer et al, 1981; Schur-Levy & Farber, 1986). Thus following the development of self-skills, participants gradually move toward increased peer interaction, with a view to enhancing their interpersonal skills.

Interpersonal awareness:

The small group experience is a major component of this program. The justification and rationale for implementing a small group component as an integral part of the program comes from a wealth of literature indicating the importance and unequivocal value of peer interaction (Morse et al., 1980;
Mosher & Sprinthall, 1971; Csikszentmihalyi, 1984; Nielsen, 1987; Coleman, 1980).

Csikszentmihalyi, (1984) claims that peers provide each other with an environment for growth and self-knowledge that the family and others cannot provide. The importance of peers is unrivaled in terms of helping young people hone their social skills and experience the myriad dimensions of friendship (Nielsen, 1987). Positive peer group relations can make a significant difference to adolescent development (Coleman, 1980); poor peer relations have been found to be predictive of long-range and extensive mental health problems (Adams, 1983).

Morse et al. (1980) consider adolescent development as primarily related to the interpersonal level of functioning and note that group work is the best vehicle for developing social skills. They remind us of the importance of interaction, especially peer interaction, in furthering adolescent growth. In this regard, Morse et al. (1980) describe the use of peer groups as capitalizing on a very natural, yet fruitful situation. Being seen by peers, approved by peers and working with peers allows issues of self-concept to be raised and resolved. Healthy peer confrontation is also considered a salient ingredient in adolescent growth (Piaget, 1965; Morse et al., 1980).

As mentioned earlier, only peers can give unbiased feedback that is needed for a growing person to develop a realistic sense of self (Csikszentmihalyi, 1984; Morse et al.,
Once again the need and value of an interpersonal program in the enhancement of self-concept is evident. Theoretically, both the cognitive and phenomenological theorists attribute the self-concept formation in adolescence to a combination of self-reflection (internal) and outside (external) feedback (Nielsen, 1987).

This program is designed to balance the internal and external exploration of constructs, concepts, and feedback while simultaneously encouraging participants to formulate accurate concepts that fit for them individually. The importance of feedback from others is considered crucial in the formation of and changes in self-concept (Klemke, 1977). Fitts (1971) holds the position that self-concept and self-actualization are highly related to each other. Fitts further hypothesizes that self-concept serves as an index, or criterion, of self-actualization. Therefore, given the relation of self-concept to self-actualization, one cannot underestimate the value and importance of fostering positive self-concept both through a deepening in self-awareness and interpersonal feedback.
CHAPTER THREE
METHODOLOGY

Overview:

This research investigates a causal-comparative relationship between three variables: the affective, personal development training treatment (independent variable), gender (independent variable) and, adolescent psychological well-being as measured by the POI (dependent variable). The research design is quasi-experimental using a one group pretest-posttest design.

In addition to the experimental measure, two informal qualitative measures are used to supplement the data. The more objective quantitative measure, the Personal Orientation Inventory, is augmented with interviews and self-report questionnaires to illuminate the trends indicated. The literature indicates that research in the area of health education can and should be accomplished through the use of qualitative and quantitative measures (Browne, 1984). The interview and questionnaire method was selected as an appropriate method for generating descriptive data to further explicate the objective quantitative results. The latter was intended to have a heuristic value, to generate evidence for the elaboration and refinement of the findings.
Rationale for design:

This design was implemented because the program under investigation did not allow for differential treatment: nor was it feasible to set up a matched control group given the residential intensity of the situation. This design is especially appropriate when attempting to change a behavior pattern or internal processes that are not likely to change unless significant effort is made (Borg & Gall, 1983).

The quasi-experimental design and lack of a control group would normally be a threat to the internal validity of the study. Despite this potential liability, the internal validity is not seriously threatened. The pre- posttest gains due to extraneous variables are reduced for a number of reasons: given a one week intensive program duration the maturation or mortality (attrition) effect is not likely and, variance due to gender is controlled for. In addition, temporal precedence is clear, imitation of treatment, compensatory equalization of treatments, compensatory rivalry and, resentful demoralization are avoided in a one group design (Cook & Campbell, 1979).

To lend further justification to the design, a similar study conducted by Watkins et al. (1975) omitted a no-treatment condition based on the findings of earlier studies (Foulds, 1970) which demonstrated that there were no significant POI changes in control groups.
The experimental measure

Personal Orientation Inventory: The POI provides an objective delineation of the level of the subject's mental health (Shostrom, 1974). This instrument will be further discussed in the instrumentation section. Although the POI manual indicates that there are few or no observable sex differences on these scales, Schroeder (1973), on the other hand cautions against pooling scores for males and females. Gender was used as an independent variable so as to control for variance in scores as well as to investigate possible initial differences as well as differential treatment effects.

The supplementary measures

Interviews: All interviews were audio-tape recorded. The interviews allowed for more detailed information than the experimental measure, given the verbal open ended nature of the questions. Questions were designed to generate data on the value and impact of the program from the participant's perspective. Attention was given to the student's comprehension of the questions and any indication of a lack of comprehension lead to further clarification. All questions were open-ended, thus allowing students to respond in their own words. Students were interviewed immediately following the completion of the program. The construct validity was verified through a comparison of responses and questions.

Questionnaires: A program evaluation questionnaire was designed to elicit information on the pragmatics of the
program, (facilities, pre-conference preparation, individual sessions, content) and subjective self-reports from participants on the impact, value, and application of the program content. This study is primarily concerned with the latter part of the evaluation. This evaluation was administered to all participants immediately following the completion of the program.

Participants were asked to indicate if they felt that the program objectives were achieved, partly achieved or not achieved. In addition, the open-ended questions were designed with a view to collecting data on: student expectations and wants; their perception of the benefit of the learning; the possible application of the information and skills; and, the perceived impact of the program for each individual.

Questionnaire item validity was verified by a similarity in the item and the voluntary responses provided by subjects. As well, expert opinion and the pilot subjects generated feedback on those items which may have lacked validity.

**SUBJECTS**

The data to be examined were gathered from 69 subjects, including 39 females and 30 males. Subjects ranged from sixteen to nineteen years of age, with a mean age of 16.7 years. Participants were all involved in the British Columbia 4-H youth organization. Subjects, enrolled in the 1988 Provincial Club Week, an annual seven day residential youth program, were selected for this study. These youths are
representative of British Columbia 4-H rural youth; communities from every corner of B.C. are represented. The sample is a predominantly white, middle-class socio-economic group.

This population was chosen for content of the program and author accessibility. Although the youths are primarily from a rural population, it is believed that adolescents, regardless if rural or urban, all experience similar developmental issues. The generalizability of the results will, no doubt, be limited to a comparable population. The use of an urban student population sample in the pilot study, coupled with the rural sample may ameliorate this situation.

The author, along with a partner, have been involved with this and other youth organizations for the last six years in the capacity of resource staff: responsibilities include program planning, program presentation, and staff training. Based on extensive experience in delivering personal development programs to both rural and urban youth, this author feels confident that little difference exists in the resulting value and impact of the program on either group, but further research is needed to verify such a claim.

Subjects in the pretest and posttest groups were "first time" program participants who had not attended past programs. Six subjects termed "returnees", had been participants in the same program one year earlier. These subjects were grouped separately to avoid confounding the overall results. These subjects were compared for dependent scores on the pretest and
posttest measures so as to glean information on the long term effects of the program.

**TABLE 1**
Description of the Sample (N=69)

**A. AGE:**

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<tr>
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<td>4/6%</td>
</tr>
<tr>
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<td>23/33%</td>
<td>14/20%</td>
</tr>
<tr>
<td>12</td>
<td>10/14%</td>
<td>7/10%</td>
</tr>
<tr>
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<td>1/1.5%</td>
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<tr>
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<tr>
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<td>4/6%</td>
</tr>
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</tr>
<tr>
<td></td>
<td>n=2</td>
<td>n=6</td>
</tr>
</tbody>
</table>

**TOTAL SAMPLE:**

- Females (N=39) 56.5%
- Males (N=30) 43.5%

**PRE-POST GROUP:**

- Females (N=37) 53.6%
- Males (N=26) 37.7%

**RETURNEE GROUP:**

- Females (N=2) 2.9%
- Males (N=4) 5.8%
THE INSTRUMENTS

The Personal Orientation Inventory (POI) is a multi-scale instrument based on Maslow's self-actualization concept. The instrument provides an objective delineation of the subjects level of positive mental health (Shostrom, 1974). The POI requires approximately thirty minutes testing time. The manual indicates that the inventory has been successfully used with high school subjects.

The POI consists of 150 forced-choice, paired-opposite value and behavior judgement items. The time competence (Tc) and inner direction (I) scales together involve all 150 items of the POI measuring two major areas important in personal development and interpersonal interaction. These two scales combined are believed to be the best overall measure of self-actualization as no item overlap exists. The ten complimentary, sub-scales are thought to measure other important facets of self-actualization. Shostrom (1976) gives the following description of the POI scales:

Major Scales

Time competence/incompetence (Tc): This ratio scale is a measure of the degree to which one is time competent, or present oriented, as contrasted with time incompetent, or living primarily in the past (with guilts, regrets, and resentments) and/or in the future (with idealized goals, plans, expectations, predictions, and fears). According to Shostrom (1976), the self-actualizing person is more present oriented although, this person still reflects a proportional
balance between time competence and incompetence; the former being significantly more dominant than the latter.

**Inner Directed (I):** This ratio scale measures whether one’s orientation is toward others or self. A characteristic of the inner directed person, according to Shostrom (1976), is independence, in that he/she is guided by internal motivations rather than external influences. On the contrary the other directed person is considered more manipulative in an attempt to please others and insure constant acceptance.

**Subscales**

**Self-Actualizing Value (SAV)** is directed toward measurement of various characteristics and values that are considered to affirm those values of self-actualizing people. One who scores high would hold and live by values of self-actualizing people, while those who score low would reject such values.

**Existentiality (Ex)** reflects one’s flexibility in applying values or principles to one’s life. In other words it is a measure of general good value judgement and appropriate application of these values. One who scores low is thought to have rigid values and is therefore compulsive or dogmatic.

**Feeling Reactivity (Fr)** measures the degree of sensitivity to one’s own needs and feelings.

**Spontaneity (S)** of feeling expression is measured, that is, the degree of freedom that one has to react spontaneously or to be oneself.

**Self-Regard (Sr)** is the affirmation of self because of worth or strength. A high score would indicate that one has the
ability to like oneself, while a low score suggests low self-worth.

**Self-Acceptance (Sa)** indicates the level of acceptance of oneself in spite of weaknesses or deficiencies. According to Shostrom, it is probably more difficult to achieve self-acceptance than self-regard, although self-actualizing requires both.

**Nature of Man Constructive (Nc)** measures the degree of one’s constructive view of the nature of man. One who scores high is able to resolve the good-evil, masculine-feminine, selfish-unselfish, spiritual-sensual, or other extreme dichotomies in the nature of man.

**Synergy (S)** relates to one’s ability to transcend dichotomies on a broad basis. A low score would indicate that one sees opposites of life as antagonistic, while a high score indicates the perception of opposites as meaningfully related.

**Acceptance of Aggression (A)** measures the ability to accept one’s natural aggressiveness as opposed to defensiveness, denial, and repression of aggression. A high score reflects the ability to accept anger or aggression within oneself as natural. A low score suggests that one denies having such feelings and avoids expression of them.

**Capacity for Intimate Contact (C)** measures the ability to develop intimate contact-relationships with other human beings, unencumbered by expectations and obligations. A high score reflects the person’s ability to develop the latter,
while a low score shows that one may have difficulty with warm interpersonal relationships.

**Rationale for choice of instrument:**

This instrument was deemed appropriate as it is purported to measure those constructs anticipated as potential outcome variables. This instrument, as compared to others reviewed, was most congruent with the traits, values and, goals of the program under study.

This instrument has been shown to differentiate between self-actualizing and non-self-actualizing individuals and is based on a positive model of human functioning as opposed to one of pathology (Mullins & Perkins, 1973; Shostrom, 1976; Knapp & Shostrom, 1976). The POI is said to involve everyday values more closely than do traditional personality tests such as the Minnesota Multiphasic Personality Inventory (MMPI) (Mullins & Perkins, 1973). Shostrom (1976) indicates that correlations between the POI and MMPI reveal that they are measuring different aspects of what is generally termed mental health.

**Reliability and validity:**

Reliability studies of the POI have shown that it is comparable to other instruments of this type. Reliability coefficients have been noted to range from .32 to .74 (inner directed scale was higher at .84), which is said to be well within the range of comparable test-retest studies with
inventories such as the MMPI. Knapp & Shostrom (1976) indicate that numerous studies have established respectable validity and reliability coefficients for the POI.

Hyman (1979) in reviewing numerous studies, concluded that considerable evidence exists in support of the construct validity of the major POI scales, I and Tc. Hyman states: "Evidence relevant to both variables supports their validity as measures of qualities associated by Maslow with self-actualization. The I scale in particular has demonstrated sensitivity to change over the course of experiences hypothesized to affect self-actualization" (1979, p. 182).

As well, the major inner directed scale has been found to measure characteristics or dimensions directly relevant to actualization, rather than merely correlates of actualization (Leak, 1984). Leak (1984) reported that the I scale was related to numerous objective indices of self-actualizing characteristics such as empathy and self-esteem.

Research data brought together by Anderson et al (1984), and Braun & LaFaro (1969) suggest that the POI is highly resistant to faking. Anderson (1984) indicated that high IQ subjects were as unsuccessful as low IQ subjects in faking a good score on the POI. Braun & LaFaro (1969) found that subjects instructed to "fake good", were not only unable to do so, but also tended to lower their scores. Those subjects instructed in the concepts of self-actualization and the POI were, however, successful in raising their scores (Braun & LaFaro, 1969).
DATA COLLECTION

The POI and questionnaire were group administered, while interviews were done with willing individuals selected during free time.

The POI was administered prior to the first program session to all participants. All subjects were given one set of instructions. They were instructed that there were no right or wrong answers; they were to indicate the response that fit best for them most of the time. They were assured that their responses would be completely confidential. Students were told that the POI was being utilized as part of a research project exploring the value and impact of the program, that it was simply a more in-depth evaluation of the program. The POI was re-administered immediately following the final program session in the same manner.

A short questionnaire was included in the regular overall program evaluation. This section of the evaluation consisted of five open-ended questions intended to glean further subjective information on the student's perception of the value and impact of the program for them. This measure was also administered immediately following the final session. Again students were assured of complete anonymity and confidentiality and therefore encouraged to answer as honestly as possible.

Informal interviews were conducted following the completion of the program. Those students selected were invited to participate in a private, thirty minute interview.
They were told that this was an added means of gathering information on how they felt about the program.
ANALYSIS

The Personal Orientation Inventory:

The data were analyzed using the statistical package for the social sciences (SPSS-X). Multiple t-tests were used to determine if there was a significant difference in correlated means between and within each gender group for pre- and posttest scores. The stronger two-tailed test was employed, in spite of a predicted direction of pre-post change, due to the degree of intercorrelation among some POI scales.

The increased risk of committing a type 1 error when performing multiple t-tests can be avoided with the inclusion of analyses of covariance (Watkins et al., 1975; Foulds & Hannigan, 1976a, 1976b). Only using t-tests would suggest erroneous premature conclusions (rejecting the null hypothesis) due to the high inter-correlations on some POI scales. As such the BMDP2V statistical program was employed for an analysis of variance and covariance with repeated measures. A one within-subjects repeated measures design was used. Each scale was subjected to a 2 X 2 ANCOVA to reveal any interaction effect between gender and treatment.

Means and standard deviations on all POI scales were calculated for each group: pooled pretest group, pooled posttest group, pretest female group, pretest male group, posttest female group, posttest male group and, for the pretest and posttest "returnee" group.

The sum of the time competence (Tc) and inner-directed (I) scale, which have no item overlap, have been said to be
the best overall measure of self-actualization (Sulzbacher et al., 1981; Foulds & Hannigan, 1976a, 1976b, 1977; Leak, 1984; Hyman, 1979). The various scales of the POI are not independent dimensions, thus considerable overlap and high intercorrelations exist among some of the POI scales (Foulds & Hannigan, 1976a, 1976b). The Tc + I scores, Tc, I, and each of the individual subscale scores were used for analysis.

Interviews:

A category system was used in the analysis of the interview data. Major categories were identified for questions and a frequency count indicated where responses were reported more than once. The interview schedule was designed to be very informal and was not intended to be highly systematic.

Questionnaires:

Content analysis of the written responses produced relevant categories to which each response was allocated. Sample responses for each of the open-ended questions and a frequency count for each statement was tabulated.

The informal qualitative measures were not subjected to statistical analysis as the latter was simply intended to compliment and illuminate the quantitative data. The interview and questionnaire data is cited so as to give the reader a sense of the subjective perceptions of the program within the population.
PILOT

A similar methodology was employed: a quasi-experimental one group pretest-posttest design coupled with interviews, observations, and subjective written self-reports. This triangulation of data collection methods and, to some extent, sources, served to enhance the internal validity of the study.

Purposes of Pilot study:

1) To reveal any problems in the procedures used to implement the Personal Orientation Inventory.

2) To reveal any problems which the students might have in understanding items in the instrument.

3) To determine the appropriateness and sensitivity of the instrument for the objectives of this study.

4) To provide an opportunity to practice interviewing skills and detect any problems in the interview schedule and format.

5) To test the reliability and validity of the questionnaire items included in the student program evaluation form.

Pilot Sample:

Subjects were randomly selected from 122 students who had voluntarily enrolled in the two day Student Leadership Conference Association February Conference. Although this is a leadership program, the underlying intention is to provide personal development and self-awareness training to adolescents. Subjects ranged from fourteen to eighteen years of age, with a mean age of 16.3, and represented a variety of areas from across the province. As well, students tend to represent a wide range of socio-economic backgrounds.
A total of 33 (27%) of the 122 students enrolled in the conference completed the Personal Orientation Inventory experimental measure. Subjects were randomly selected and asked if they would like to participate in the study. The latter was explained as an in depth evaluation of the S.L.C.A. program. Five of the thirty three students who did not complete the posttest, were requested to return the completed score sheet and booklet by mail as soon as possible. Unfortunately, the material was not returned and their pretest sheets were deleted from the study. The remaining sample of 28, consisted of 16 pretest and posttest subjects and 12 "returnee" subjects who had attended the previous conference, seven months earlier.

TABLE II
Description of the Sample (N=28)

<table>
<thead>
<tr>
<th>AGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>FEMALE</td>
</tr>
<tr>
<td>1/3%</td>
</tr>
<tr>
<td>n=19</td>
</tr>
</tbody>
</table>

| MALE |
| 1/3% | 2/7% | 2/7% | 4/14% | 0 |
| n=9 |

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<thead>
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### GRADE:

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<th>10</th>
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<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>3/11%</td>
<td>3/11%</td>
<td>7/25%</td>
<td>6/21%</td>
</tr>
<tr>
<td>Male</td>
<td>2/7%</td>
<td>1/3%</td>
<td>2/7%</td>
<td>4/14%</td>
</tr>
</tbody>
</table>

n=5    n=4    n=9    n=10    N=28

### TOTAL SAMPLE:

<table>
<thead>
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<td>68%</td>
</tr>
<tr>
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<td>32%</td>
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</table>

N=28

### PRE-POST GROUP:

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<th>Percentage</th>
</tr>
</thead>
<tbody>
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<td>Females</td>
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<td>69%</td>
</tr>
<tr>
<td>Males</td>
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<td>31%</td>
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</table>

N=16

### RETURNEE GROUP:

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<th>Gender</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>n=8</td>
<td>67%</td>
</tr>
<tr>
<td>Males</td>
<td>n=4</td>
<td>33%</td>
</tr>
</tbody>
</table>

N=12

All 122 participants completed the pilot questionnaire immediately following the completion of the program. Three subjects were informally interviewed in the pilot study; two representative, adolescent, females and one student teacher who had attended as a participant. The major significance of the interviews was the practice it provided for the interviewer. Also, it resulted in the addition and/or deletion of questions in the interview schedule.
CHAPTER FOUR

Results

Overview

The following is a brief summary of all results which are further delineated in Table III. Results indicate positive gains for the pooled scores (male and female) on all twelve POI scales (Table XVII, Appendix C). However, results for the separate male and female scores reveal a different pattern of change. While females showed significant gains on all scales, male gains were limited to five scales: I, Fr, S, Nc, and C. No differences were found when comparing the male and female mean scores on the pretest measure. Although there were no initial differences between the mean scores for males and females, differences did emerge on the posttest measure; significant differences were found on all scales with the exception of Sr, Nc, and S. The ANCOVA analyses revealed an interaction effect on only the I major scale, thus indicating that the treatment had a differential effect for gender, favoring females.

The pilot results support the major study findings, however, changes were limited to only four scales. This is to be expected, given the fact that the pilot study was based on a program one third the duration and intensity of the major program.

Finally, pre-post results for the "returnee" group indicate significant changes on the I major scale and four subscales, Fr, Sa, A, and C. In a visual comparison of the
returnees and the first time participants, the mean scores for the returnee group generally fall between the first time participants pretest and posttest mean scores (Figure 1, Appendix D). Statistical analyses was not possible for the latter comparison due to the drastic difference in cell numbers. Pilot results indicated significant differences on the pretest measure for the "returnees" and "first time" participants on two subscales and no differences on the posttest measure.

Subjective responses gleaned from the interviews and questionnaires further corroborate the POI findings.
| Time Competence | (Tc) | ** | *** | * | ** | * | ** |
| Inner Directed | (I) | * | **** | *** | ** | * | *** | * |
| Self-Actualizing Value | (SAV) | *** | *** | * | ** | * | *** | * |
| Existentiality | (Ex) | *** | *** | * | ** | * | *** | * |
| Feeling Reactivity | (Fr) | ** | *** | *** | * | ** | *** | * |
| Spontaneity | (S) | *** | *** | * | ** | * | *** | * |
| Self Regard | (Sr) | ** | * | *** | *** | * | *** | * |
| Self-Acceptance | (Sa) | * | ** | * | *** | *** | * | *** | * |
| Nature of Man (Constructive) | (Nc) | *** | *** | * | ** | * | *** | * |
| Synergy | (Sy) | * | ** | * | *** | *** | * | *** | * |
| Acceptance of Aggression | (A) | * | *** | *** | * | *** | * | *** | * |
| Capacity for Intimate Contact | (C) | * | *** | *** | * | *** | * | *** | * |

### Pilot Results: R1 | R2

| Time Competence | (Tc) | ** | ** | ** |
| Inner Directed | (I) | * | ** | *** |
| Self-Actualizing Value | (SAV) | | | |
| Existentiality | (Ex) | | | |
| Feeling Reactivity | (Fr) | ** | ** | ** |
| Spontaneity | (S) | ** | ** | ** |
| Self Regard | (Sr) | ** | * | ** |
| Self-Acceptance | (Sa) | ** | * | ** |
| Nature of Man (Constructive) | (Nc) | ** | * | ** |
| Synergy | (Sy) | * | ** | ** |
| Acceptance of Aggression | (A) | * | ** | ** |
| Capacity for Intimate Contact | (C) | ** | ** | ** |

### Two Tailed T-Tests

- *p* .05
- **p** .01
- ***p*** .001

- R1=Pre—Returnee Gr.
- R2=Post—Returnee Gr.
- (n=16) (n=12)
The POI Scales:

Analysis of variance and covariance with repeated measures was used to determine whether the between group variance was significantly greater than the within group variance. As well the latter (covariance) allowed for the testing of gender as a possible intervening factor confounding the overall pre-post results. The analysis of covariance was used to control for initial differences between groups on the gender factor. It was hoped that the overall group difference could be more clearly explained in light of initial gender differences.

The latter indicated the pretest to posttest differences, gender differences, as well as the interaction effect between these variables. In order to investigate the initial gender differences prior to treatment, t-tests were used to specifically identify differences in independent means for males and females on both the pretest and posttest. T-tests for correlated means were employed within each gender group for pretest and posttest scores.

Overall, pooled score results indicate that participants showed significant positive gains on all POI scales (Figure I, Appendix D). Both the t-tests and f ratios confirm these findings. These results, however, vary when the gender variable is considered; although females had significant gains on all scales (Figure 4), males gains were only found for the major I scale and four subscales: Fr, S, Nc, & C (Figure 5).
Significant differences were not found between the male and female group for pretest scores (Figure 2). However, in comparing males and females on the posttest measure significant differences were found for the two major Tc and I scales and for seven subscales: SAV, Ex, Fr, S, Sa, A, & C (Figure 3).

Analysis and variance and covariance revealed a differential treatment effect on gender, favoring females, for the overall Tc + I measure. This interaction effect was also evident for the major I scale, but not for the Tc scale. The latter indicates that the overall interaction (Tc+I X Gender) can be attributed to the I scale which comprises a major portion of the items for the overall measure.

The difference for the mean pretest and posttest scores for "returnee" participants indicate significant differences for the major I scale and four subscales: Fr, Sa, A, & C (Table XVIII & Figure 6). The extreme difference in the number of subjects in each cell did not allow for a comparison between the "returnee" (n=6) group and the "first time" participant group (n=69).

**Time competence and Inner directed (Tc + I):**

On the combined Tc + I scales significant pre-post differences were found at the .001 level of confidence using analysis of variance and covariance. Significant gender differences were also found (p < .05) as well as a treatment X gender interaction effect (p. < .05). Further statistical investigation of each of the above scales independently
revealed that the interaction effect was attributable to the major I (inner directed) scale. Although both the Tc and I scales indicated significant pre-post (p < .01 & p < .001) and gender differences (p < .05 & p < .05), only the I scale showed an interaction effect (p < .05) while the Tc scale showed parallel changes for both genders. These results are presented in Table VI, Appendix C.

Although the t-tests revealed significant pre-post differences for the pooled male and female sample on each of the Tc and I scales, this finding is deceptive. Further t-tests revealed no gender differences on the pretest for either the Tc or I scale and significant differences at the .01 level for both scales on the posttest. Females demonstrated significant changes on both the Tc and I scales from pre- to posttesting, while males only demonstrated a significant change on the I scales (Table VI, Appendix C).

Self Actualizing Value (SAV):

Analysis of variance and covariance revealed significant changes on the pre-post variable (p < .05) and the gender variable (p < .01) but no interaction effect.

T-tests indicated no significant difference for males and females on the pretest measure, however, a significant difference (p < .05) emerged on the posttest. Although both genders showed increases on the SAV scale, the female group differences were statistically significant (p < .001) but those for the males were not (Table VII, Appendix C).
Existentiality (Ex):

Analysis of variance and covariance indicated a pre-post difference (p < .01), with no gender differences or interaction effect. On the contrary, the t-tests revealed significant difference in mean scores between genders on the posttest. Although males and females had almost identical mean scores on the pretest, females gained significantly (p < .001), while males gained only marginally on the posttest (Table VIII, Appendix C).

Feeling Reactivity (Fr):

Highly significant changes on the feeling reactivity scale emerged for the pre-post variable (p < .001) as well as significant gender differences (p < .01) but no interaction effect. Again, t-tests revealed no differences for males and females on the pretest, yet a significant difference in means on the posttest, favoring females (p < .01) (Table IX, Appendix C).

Spontaneity (S):

Consistent with the other scale results, highly significant pre-post changes were recorded (p < .001) and significant gender differences as well (p < .05), with no interaction of gender and treatment as measured by this scale. T-tests again showed no differences for males and females on the pretest, significant differences in the mean posttest scores, and females showing stronger gains as compared to males, however both were significant (Table X, Appendix C).
Self-Regard (Sr):

Significant pre-post differences (p < .01) emerged with no gender differences or interaction effect. The means for the males and female pretest group were extremely close with only the females showing significant increased gains on the posttest (p < .05) (Table XI, Appendix C).

Self-Acceptance (Sa):

Analysis of variance and covariance results indicate significant pre-post differences (p < .01), and gender differences (p < .05) with no evidence of variable interaction. The minimal, but not significant, gender difference on the pretest changed to a significant gender difference on the posttest, favoring females (p < .05). T-tests indicated a significant difference within the female group for pretest and posttest means (p < .01) but no differences were found for males (Table XII, Appendix, C).

Nature of Man Constructive (Nc):

Only the pre-post variable showed a highly significant difference (p < .001) using the analysis of variance and covariance. T-tests indicated significant differences for both male and female groups on the occasion variable (Table XIII, Appendix C).

Synergy (Sy):

Pre-post differences were found to be significant at the p < .05 confidence level for this scale. Females and males did not differ significantly from each other on either the pretest or posttest measure. Within the female group, mean
scores showed significant differences from pre- to posttesting (Table XIV, Appendix C).

**Acceptance of Aggression (A):**

Results indicate significant pre-post changes (p < .01), and gender differences (p < .05). More specifically, the t-tests reveal that although no differences existed between males and females on the pretest, highly significant gender differences were found on the posttest (p < .001) favoring females. Consistent with the previous trends indicated, females showed positive gains (p < .001) in this area while males did not show a significant change following treatment (Table XV, Appendix, C).

**Capacity for Intimate Contact (C):**

Analysis of variance and covariance indicated significant pre-post differences, as well as significant parallel gender changes. Minimal gender differences were found on the pretest, while significant differences emerged on the posttest (p < .01). Although both genders showed significant positive gains, females (p < .001) showed far greater gains as compared to males (p < .05) (Table XVI, Appendix C).

**POI- Pilot results:**

Significant differences for the pooled scores on the pre- and posttest were found for the major I scale and three subscales: Fr, Sr, & C (Table XIX & Figure 7). Contrary to the major study, gender differences were found on the pretest measure for the two Tc and I major scales and three subscales:
Sr, Sa, & A (Figure 8). Those differences were maintained on the posttest measure for the two Tc and I major scales and on only one subscale: Sa. The posttest measure indicated that gender differences on the pretest Sr and A scales were not maintained, however additional gender differences were found for the Ex, Fr, S, Nc, Sy, & C scales (Table XX & Figure 9).

In comparing the "returnee" pretest group scores (n=12) to the "first time" pretest group scores (n=16), significant differences were found for only two subscales (Fr & C) while no differences were found on posttest group mean scores (Figure 7).

**Interview summary:**

Categories were identified for the major interview questions. Interview responses are delineated in table IV: sample responses characteristic of each of the categories and the frequency (when cited more than once) of each response is indicated. A complete interview transcript is presented in Appendix E.
### TABLE IV

**Interview Summary**

1) Participants answers to Question, "What skills or concepts did you learn?"

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Self:                     | 5         | -I learned more about myself  
-learned how to open up to others  
-how to look inside myself  
-how to deal with my emotions |
| Interpersonal:            | 3         | -learned how to understand others  
-2 -understand how others feel/views  
-how to trust others  
-more aware of how I treat others  
-I have more empathy for others  
-better understanding of differences  
-how to deal with peer pressure |
| Communication skills:     |           | -I can communicate much better  
-I can talk to others better  
-how to share my feelings       |

2) Participants answers to the Question, "How do you think you will apply the skills and concepts learned?"

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>To deal with Problems:</td>
<td></td>
<td>-I’ll be able to deal with my problems better.</td>
</tr>
</tbody>
</table>
| At home/school:           |           | -extra knowledge to use at home and school  
-to communicate with my parents  
-to get along with my sister and brother better  
-learned things I can use daily  
-people will notice the changes in me, I feel more grown-up and mature |
| With self:                |           | -better in touch with my emotions                                       |
3) Participants answers to the Question, "What impacted you most?"

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal:</td>
<td>4</td>
<td>-the personal feedback was a great experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-that I could accept others' points of view</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-being able to accept constructive criticism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-feeling cared about/ the caring</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-being able to share deep feelings with others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-that others have thought about suicide</td>
</tr>
<tr>
<td>Self:</td>
<td></td>
<td>-I'm looking at life totally different now</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-that others have the same problems as me</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-I'm not as alone as I thought</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-how I put on a mask because I'm afraid people will reject me</td>
</tr>
</tbody>
</table>
Questionnaire summary:

Frequency counts and percentages are listed for each of the initial questions as stated in the program questionnaire. As well, sample responses for each of the open-ended questions and the frequency with which each statement was made is delineated in Table V.

TABLE V

Questionnaire Summary

<table>
<thead>
<tr>
<th>Partially Achieved</th>
<th>Not Achieved</th>
<th>No Ans</th>
</tr>
</thead>
</table>

1. To discuss concerns and issues that are important to you.  
   - 52/75%  
   - 13/19%  
   - 0  
   - 4/6%

2. To participate as part of a caring and trusting community.  
   - 62/90%  
   - 3/4%  
   - 0  
   - 4/6%

3. To "grow" as an individual.  
   - 56/81%  
   - 9/13%  
   - 0  
   - 4/6%

4. To learn skills and have experiences that will benefit your home situation.  
   - 50/72%  
   - 15/22%  
   - 0  
   - 4/6%

5. To increase your understanding of self and other.  
   - 51/74%  
   - 14/20%  
   - 0  
   - 4/6%

General Comments:

- benefited greatly/ gained a lot/ learned a lot  
  (learned more than in a whole year put together)  
  - 13
- learned a lot about myself and others  
  - 12
- I’m a different person now/ helped me understand a lot/ anything but boring/ will help me improve my relationships  
  - excellent program/ enlightening/ interesting/ fulfilling  
  - 9
- became aware of what I think and feel about myself & others  
  - 5
- improved myself as a person/ improved my relationships  
  - 3
- I’ll never forget this week  
  - 3
- helped me show my feelings and emotions  
  - 3
- liked sexuality because we learned what we think of each other  
  - 2
- gave me more confidence in myself  
  - 2
- learned that I’m not alone in my innocence  
  - 1
- too special for words  
  - 1
- opened my eyes to a lot of things  
  - 1
- I know who "I" am  
  - 1
### OVERALL IMPRESSIONS

1. State 2 expectations you had of the program  

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>meet new friends &amp; have fun</td>
<td>46</td>
</tr>
<tr>
<td>learn &amp; understand about myself and others</td>
<td>38</td>
</tr>
<tr>
<td>to be able to express myself better/ communicate emotions &amp; feelings</td>
<td>13</td>
</tr>
<tr>
<td>not to be so judgmental/ accept self &amp; others more</td>
<td>4</td>
</tr>
<tr>
<td>how to get along with others</td>
<td>3</td>
</tr>
<tr>
<td>build self-confidence/ overcome shyness</td>
<td>3</td>
</tr>
<tr>
<td>learn how to respect the opinions of others</td>
<td>1</td>
</tr>
<tr>
<td>to strengthen my role as a leader</td>
<td>1</td>
</tr>
<tr>
<td>to be more in-depth about life</td>
<td>1</td>
</tr>
<tr>
<td>to know more about my capabilities</td>
<td>1</td>
</tr>
</tbody>
</table>

2. What skills or information did you learn that will benefit you most and why?  

<table>
<thead>
<tr>
<th>Skill</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>how to open up/ express my emotions &amp; feelings</td>
<td>19</td>
</tr>
<tr>
<td>communication skills</td>
<td>13</td>
</tr>
<tr>
<td>to be less judgmental of people</td>
<td>10</td>
</tr>
<tr>
<td>social skills/ better relations with others</td>
<td>9</td>
</tr>
<tr>
<td>learning and understanding about myself (self-confidence)</td>
<td>9</td>
</tr>
<tr>
<td>how to show caring and trust</td>
<td>4</td>
</tr>
<tr>
<td>self-acceptance</td>
<td>4</td>
</tr>
<tr>
<td>to not hide behind a mask (clearer perception of self)</td>
<td>3</td>
</tr>
<tr>
<td>the feedback from others</td>
<td>1</td>
</tr>
<tr>
<td>understanding my feelings and those of others</td>
<td>1</td>
</tr>
</tbody>
</table>

3. Where and how do you foresee using the skills and information?  

<table>
<thead>
<tr>
<th>Location</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>everywhere (home, community, school)</td>
<td>38</td>
</tr>
<tr>
<td>with friends</td>
<td>8</td>
</tr>
<tr>
<td>at school</td>
<td>7</td>
</tr>
<tr>
<td>at home</td>
<td>6</td>
</tr>
<tr>
<td>with myself</td>
<td>1</td>
</tr>
<tr>
<td>in arguments</td>
<td>1</td>
</tr>
<tr>
<td>taking this stuff home is going to be tough</td>
<td>1</td>
</tr>
<tr>
<td>won’t help back home because at school they don’t care</td>
<td>1</td>
</tr>
<tr>
<td>won’t benefit me at home because friends lack understanding</td>
<td>1</td>
</tr>
</tbody>
</table>
4. What program content was familiar to you already, and where did you learn it?

- school:  
  - sex education  12
  - values  2

- drama:  
  - relaxation  2
  - visualization  2
  - trust  1

- youth conference:  
  - communication skills  1
  - knowing self/others  1

- peer counselling  1

- leadership course  1

5. What impacted you most of all and why?

- the caring and contact ie: (felt different inside/ felt loved/ intense emotion/ felt cared about/ felt important/ I don't get this kind of contact at home didn't know how powerful my feelings were)  34
- sharing my feelings with others  5
- images, and the masks we wear  4
- how close the small group got  4
- learning about myself (my emotions & feelings)  4
- the visualization  3
- open discussions/ honesty & trust  3
- sex/relationships session  3
- seeing the problems that others have  2
- how others affect me/ feedback from others  2
- that others feel the same as me/ that others are willing to listen

6. Additional comments:

- keep it the same/ winning formula  7
- fantastic/excellent  7
- did me a lot of good/learned new ways of looking at things  7
- the best experience of my life  4
- this is something I will never forget/ it will stay with me forever  2
- the most fun & enjoyment I could have had on spring break  1
- this week was very rewarding/ loved it/ awesome/ incredible/ superb in every way fun & enjoyable/  1
CHAPTER FIVE
DISCUSSION\CONCLUSIONS

This chapter discusses the overall results including gender differences and possible gain endurance. The limitations of the study, the current findings, and suggestions for future research are also discussed. The chapter concludes with the theoretical and practical significance of the study.

Statement of results

Overall findings:
The hypothesis that a positive relationship exists between personal development education and increased psychological well being, as measured by the POI is supported. Clear overall pre-post gains were found on all POI scales. Although it is risky to make causal inferences, one could confidently deduct that this type of educational training does indeed produce significant positive gains for adolescent participants.

The major study results are further supported by the pilot findings. These findings reflect the different outcomes, apparently contingent on program (treatment) intensity and duration. Pilot results, though significant, were fewer and less dramatic, but never the less positive changes were evident.
The interview and questionnaire data lend further insight into the nature of the changes indicated in the pretest and posttest experimental measures. The subjective responses corroborate the objective findings in such areas as: increased self-understanding, self acceptance (Sa) and self-worth (Sr); increased capacity for warm interpersonal relationships (C); greater sensitivity to their own needs and feelings and those of others (Fr), an increased ability to accept differences of opinion and aggressive feelings (A), becoming more trusting of their own thoughts, values and beliefs and therefore possibly more independent and self-supportive (I).

Some literature suggests that self-report statements, especially those made by teenagers, are not reliable sources of information (Watkins et al., 1975). Csikszentmilalyi (1984), on the other hand, found that teenagers are capable of making reliable judgements about their emotional states. Several verbatim statements are included here in an effort to represent the nature of the self-perceived gains by adolescents from this experience.

There is statistical and subjective confirmation that the youths had achieved more insight into themselves. Self-understanding and self-acceptance, which are essential for this age group to achieve, were constantly mentioned. Participants indicated that they had become more open, more willing to express themselves, and that they understood others more, trusted others more, and accepted other's differences.
The following are a few quotations gleaned from the questionnaires, interviews and letters: "I feel better about myself and understand myself more", "I didn't know that so many people had the same feelings as me", "I've learned how to recognize and understand other people's feelings", "I feel I can accept other people more for who they are and not just judge them", "I've learned how to tell people how I feel without hurting them or embarrassing myself".

One quote which is evidence of one adolescent's need for validation of a newfound adult identity: "I feel that we were being treated like adults. I think that makes the atmosphere what it was, definitely a positive experience." Being treated like an adult would no doubt facilitate the development of increased independence and self-support as indicated in the highly significant gains on the (I) inner directed scale. Further subjective responses that corroborate the increased inner directedness gains are: "I learned ways to make choices based on my values and to understand other points of view that are based on others' values. It taught me to weigh the pros and cons of a decision". And from another male participant: "It really made me think about where I'm going and about the choices I'm making".

Above and beyond the specified gains, the program appears to satisfy the adolescent need for belonging and acceptance. One subjective comment from a male participant clearly indicates the latter: "I look upon the program as a week in my confused world to just let it all hang out in the open and be
assured that people will accept me." Only peers can give unbiased feedback that is needed for a growing person to develop a realistic sense of self (Csikszentmihalyi, 1984). The latter confirms and validates the frequent statements made by participants about the valuable impact of peer feedback. A statement made by one female participant exemplifies this: "I learned a lot about myself, like what kind of person I am and having the personal feedback was a great experience. You definitely learn what people are thinking about you."

In response to the achievement of program objectives section of the questionnaire, 81% of the participants indicated that they had grown as individuals, 74% indicated an increase in self-understanding and understanding of others, and 72% felt that the experience and skills learned would benefit them in their "back home" situation.

The focus of the program was upon the self and interpersonal relationships. The program experience was related to two general areas of growth: intrapersonal and interpersonal. The first gain involved the growth of self: more self-awareness, more self-understanding, greater self-acceptance and worth and a more internalized locus of control. Interpersonal growth involved an increased capacity for warm and meaningful interactions, a greater sense of seeing others as essentially "good", and greater skill in communicating thoughts and feelings to others.

The changes were essentially in the area of personal growth and development, thus leading to increased
psychological well-being and self-actualization. In short, most participants took home with them a new view of what relating to self and others in more than superficial way could really mean.

**Gender differences:**

The hypotheses that treatment would have a differential effect on males and females, favoring females, was supported. The ANCOVA revealed a differential treatment effect for gender, favoring females, as measured by the combined Tc + I scores as well as the major inner directed (I) scale. As stated earlier, the inner directed scale has been cited to be the best overall measure of self-actualization (Sulzbacher et al., 1981; Foulds & Hannigan, 1976a, 1976b, 1977; Leak, 1984; Hyman, 1979) thus indicating that this particular type of training has an different overall effect on females and males, generally favoring the former.

F ratios indicated parallel gender differences from pre- to posttesting for the time competence (Tc) major scale and the following subscales: self-actualizing value (SAV), feeling reactivity (Fr), spontaneity (S), self-acceptance (Sa), acceptance of aggression (A) and, capacity for intimate contact (C).

These results are consistent with other research findings (Schroeder, 1973; Adams et al., 1979; Himber, 1970; Lecroy, 1986). Schroeder (1973) for instance, reported significant differences favoring females on eleven of the twelve POI
scales. Initial pretest differences on the Inner Directed (I) scale were further increased on the posttest. Schroeder notes, with interest, that the men’s posttest I scale mean (81.3) was highly similar to the women’s pretest I scale mean (80.9), indicating the different patterns of change for men and women. Men appear to have reached the level of self-actualization which the women exhibited at entry.

Although male and female pretest scores were not significantly different, significant posttest differences were found. Similar to the Schroeder findings, the male posttest mean (81.4) was comparable to that of the female pretest mean (80.4). The latter was the case for all scales but for Ex, Sy, A, and C.

Males and females were at a comparable level of self-actualization prior to treatment, but following treatment male and female scores differed. The program appears to have facilitated greater self-actualization for the female participants. Males increased their level of self-actualization to that of the initial female entry level. Based on these findings it is apparent that pooled POI scores are deceptive as indicated by the current findings and those of Schroeder (1973).

Results suggest that females are more sensitive to this type of training as compared to males. The quantitative findings are however, somewhat discrepant with the subjective participant reports. Males appeared to have been equally impacted as evidenced by their interview comments, their
questionnaire responses, and the researcher's observations. One might question one of two things: that the measurement instrument is somehow not sensitive enough to measure the more subtle male changes or, that the males' verbal and written responses are inconsistent with their actual inner feelings. More research in this area is certainly warranted.

Posttest results do indicate significant male gains on the overall self-actualization measure, the inner directedness scale (I) and four subscales: feeling reactivity (Fr), spontaneity (S), nature of man (Nc), and capacity for intimate contact (C). Perhaps one could speculate that males do experience gains, however not to the same extent as females.

The significant gender differences may be explained by the fact that society encourages females to conform and please others while males are taught to be more independent and to avoid succumbing to the opinions of others, in short, to be "insensitive" (Coleman, 1980). Thus the results would reflect this tendency for females to adopt the ideas presented more so than males or better stated, although both may adopt the ideas, possibly only the females demonstrate the measurable behavioral changes affiliated with the conceptual shift or change.

Further, the program format is very interpersonally oriented and seeks to avoid an overemphasis on cognitive, task-oriented activities. Consequently, the latter may account, in part, for the differential effect on gender. Parsons (cited in Feather, 1980) argued that the male role is
instrumental or task-oriented while the female role tends to be expressive and person oriented. In accordance with this model, an interpersonal program would be more suitable to females.

Perhaps the question is not in regard to the appropriateness of the program content, rather, why does one focus as opposed to another produce differential gender outcomes. What are we teaching or fostering in our youth that makes for mechanical, task-oriented men and interactive, expressive women? Both genders could most certainly benefit from sharing the others' qualities. Rather than designing programs or educational curricula that will perpetrate the differences, a concerted effort is warranted toward promoting balance and thus equality.

Endurance of findings:

Evidence from past studies indicates that lasting positive changes were found along with the development of additional gains (Himber 1970; Sulzbacher et al., 1981; Banmen & Capelle, 1972; Foulds & Hannigan, 1976a, 1976b; Klemke, 1977). Foulds & Hannigan, (1976b) termed this latent gain the "sleeper effect". Although actual follow-up measures are not available for this study two means exist for the purpose of gleaning post-program information: visual comparison of the profiles for "returnee" scores compared to "first time" participant pretest scores, and the positive comments found in letters received from participants following the program.
A quick glance at Figure 1 demonstrates that the "returnee" group pretest means are generally higher than the mean pretest scores and slightly lower than the posttest scores for "first time" participants. Unfortunately, these data did not allow for statistical analyses of differences between "returnees" and "first time" participants as the number of subjects in each cell varied drastically: 6 and 63 respectively. The "returnee" group means appear slightly higher than the first time participant pretest group means on seven of the twelve scales.

Statistical analyses were possible for the pilot results. In comparing "returnees" and "first time" participants in the pilot study (see Figure 7, Appendix D), the former had significantly higher scores than the latter on two pretest subscales: Fr and C. No significant differences were found on the posttest. These findings could tentatively indicate that growth in the area of feeling reactivity (Fr) and capacity for intimate contact (C) endured for those subjects returning after the completion of a similar program seven months earlier.

In addition to the above mentioned measures, facilitators forwarded letters received from participants in the four month period following the program. The letters, although far from a rigorous measure, do serve to contribute additional subjective information regarding the post-program outcome. Letters reviewed from 1/3 (23) of the participants generally
indicate self-perceived continued benefits and positive gains in their everyday life.

One male participant writes:

"The program did me a lot of good because when I came back I couldn't stop talking about it. I had a positive outlook on a lot of things and somehow I've been more confident in myself and my relations with others".

Another female participant states in her letter:

"The program has made me a better person all around. I used to be shy, thinking what I had to say wasn't what everyone wanted to hear. I used to think that I had to be like everyone else to fit in, and that everyone else had their lives under control except me. But I now realize that isn't so. It has taught me to recognize weaknesses and strengths in myself as well as in others, and how to overcome them. I no longer sit in corners and wait for someone to talk to me. I use what I learned to communicate with other people easier and this has helped me in relationships with friends and family. It helped me cope with everyday life, it has shown me how to care more deeply about myself and about others, and it showed me how to express myself. I have tried to incorporate all these things into my life since leaving and I have seen improvement. It has brought out a new me."

A female participant who was dealing with a rash of suicides and drinking/driving related deaths in her high school writes:

"The program itself, provided me the opportunity to develop a better awareness for myself, my feelings, my values and morals, as well as giving me advice on how to deal with the changes that are occurring in my life."

She further writes about increased self-caring:

"The program brought to my attention just how important I am to myself. It gave me a lot of encouragement towards my future plans. The friendships that I developed and the experiences I encountered have helped me to take responsibility for my future."

Quotes from other female participants include:

"It was one of the greatest times I have ever experienced. I learned new things and thought in ways I have never thought of before. It has helped me understand myself and my relations with others."
"I learned to know myself and trust myself and to focus on the inside of the person, not the appearance."

Quotes from male participants:

"I am more aware of myself, my values, my feelings and how I interact with other people around me. Having done this program I feel more confident communicating with other people being that I'm a sort of shy person. I think that it has broadened my perspective on life."

"I have learned the importance of others opinions and feelings and how to listen to others."

"I feel the program helped me learn about myself, as well as how people look at me."

"I learned that you should never be afraid to give your own opinions and never be afraid to show feelings or emotions."

"The things I saw wrong with myself, my prejudgment and aggressiveness, I have tried to control and I think that I now try to get to know a person before I say I don't like them. These are some of the things I learned that have affected my life in some way."

**Limits of Study**

The high significance of the results may be attributed to a number of factors beyond the treatment effect. Reddy (1972) found compatibility and group composition to be a salient factor associated with self-actualization gains in a sensitivity training group. The subjects of this study were compatible in age, and their interest in agriculture: all were members of rural 4-H clubs. As well, numerous studies cited by Knapp and Shostrom (1974) suggest that those individuals seeking group experiences may in fact be more self-actualizing compared to those who don't. Knapp and Shostrom (1974) have termed this phenomenon as "the rich getting richer or the self-actualizing becoming more so." (p. 191)
There are some difficulties with the research design which merit mention. First and foremost, quasi-experiments certainly have weaknesses, however the situation did not lend itself to a more rigorous experimental design. The lack of random assignment, in addition to the lack of a control group, further limits the generalizability of the results. The latter is slightly ameliorated with the use of a pretest-posttest design. The results may only be generalizable to a similar cohort of rural adolescents.

Two threats exist to the internal validity of the results of this study, testing effects and pretest interaction. The use of a Solomon 2 X 2 design would have ameliorated this situation by indicating the effects of repeated administrations of the same instrument (Foulds & Hannigan, 1977; Ware & Barr, 1982). However, lack of a control group did not allow for the implementation of this design. Foulds & Hannigan (1977) along with Ware & Barr (1977) found, however, that no significant pretest sensitization or interaction effects were observed on any POI scale in a study of self-actualization and growth groups using college students.

As well, follow-up testing would have greatly contributed to the study. The results cannot be considered long-term or enduring without further empirical investigation. As suggested earlier, a follow-up investigation would be helpful in determining the permanency of change, and the transfer of learning. Future research may include a study of parents and significant others to determine if they see the same
behavioral changes that subjects may exhibit after participating in a personal development program.

The discrepancy between the subjective and POI measurement outcomes indicates that further research is needed to understand the essence of this discrepancy. Perhaps the POI is not sensitive to male changes and therefore warrants further investigation.

Theoretical and Practical Significance

In conclusion, one can assume, based on the qualitative and quantitative results, that affective, personal development education does foster increased self-actualization in rural 4-H adolescents as measured by the Personal Orientation Inventory. POI results, student interviews, questionnaire responses and post-program letters all indicate that the majority of participants did experience positive benefits as a result of the training; they gained information and skills that were definitely applicable to their everyday lives. Outcome measures have been shown to vary depending on the sex of the participant; this program produced increased gains for female participants.

In light of adolescent developmental issues, this program appears to facilitate those tasks deemed to be characteristic of adolescence. Quantitative and qualitative results indicate that participants gained increased self-understanding and acceptance, a greater sense of self-reliance, increased independence, and improved interpersonal
skills. One could safely speculate that the latter can be said to facilitate identity formation, the central task of adolescence. Marcia (1980), a major theorist and researcher in the area of adolescent identity formation, states that a positive relationship exists between identity achievement and an internalized locus of control or inner directedness.

Inner directedness (I) implies that one perceives things as being controlled from within. Contrary to other directedness, the inner directed person is able to take more responsibility for his/her actions and decisions and thus does not attribute mistakes to the faults of others; in short, the inner directed person does not feel like a victim of circumstances. Personal responsibility has been found to be a reliable and valid measure of intrapersonal psychological health (Genthner & Falkenberg, 1977). The latter lends support to the interpretation of a high inner directed score as indicating a higher level of psychological well-being or mental health. Adolescents need to trust their own inner thoughts and decisions thus leading to an increased internal locus of control. This program, based on the current findings, most certainly does facilitate movement toward increased inner directedness (I).

Research efforts brought together by Adams et al. (1983), Schur-Levy and Farber (1986) and Walker and Greene, (1986) help to explicate and integrate the different psycho-social constructs into a comprehensive flow. Their combined findings indicate that introspection facilitates self-understanding
which further enhances the development of empathy and thus increased understanding of others. Empathy is believed to be the precursor to social competency and thus effective social interaction; the latter is considered to be the antecedent to positive mental health, psychological well-being, and heightened self-esteem. Central to this continuum is empathic ability.

Females have been found to have greater empathic skills (Adams et al., 1979) and tend to be more introspective (Hansell et al., 1986), and show more interest in social relationships (Lecroy, 1986) as compared to males. In this regard, gender differences are further explicated. Given that positive interpersonal relations engender psychological well-being (Walker & Greene, 1986), it is therefore not unlikely that females would demonstrate increased gains as compared to males.

As stated by Lecroy (1986): "Because of greater comfort in sharing, females may be more involved in the treatment process, and because boys may be less comfortable, they may be less involved and be less likely to achieve as positive an outcome." He further claims that a program with an interpersonal focus may be confounded with gender.

This research is theoretically and practically significant because it provides insight to one proven means of facilitating positive adolescent development. Although the theoretical literature discusses adolescent developmental
tasks, it is lacking in so far as providing information on the means for successfully negotiating these tasks.

The rewards of such a program can be great. The plethora of evidence cited earlier reinforces the view that personal development training, both structured and unstructured, facilitates personal growth and psychological well-being. The answer then is to integrate into society, via our social and educational systems, the opportunity for psychosocial learning experiences as a means to foster personal development, self-actualization, and psychological well-being at an early age.

Dinkmeyer (cited in Thompson, 1986, p. 106) emphasized the need for personal development training in the schools:

The lack of a required sequentially developmental program in self-understanding and human behavior testifies to an educational paradox; we have taught children almost everything in school except to understand and accept themselves and to function more effectively in human relationships.

Mosher et al. (1971) further contend that "...personal or psychological growth must be a central educational objective and that such education must incorporate experiences in learning that will particularly fit adolescence as a stage of development" (p. 11).

These research findings, coupled with those reviewed, indicate that adolescence is indeed a lucrative time for the implementation of a personal development program. Adolescents having just been initiated into the formal operation mode of thought are prime recipients as they are able to reflect on their own mental processes and personality traits in a new way.
As stated by Schur-Levy and Farber (1986): "Adolescents can now observe themselves as they say one thing and think another. They can begin to acknowledge their fabrications and disguises as well as their often painful, inner truths" (p. 571). Not only does the shift upward toward formal operations provide the opening to assist adolescents learn who they are, but it may well be the last of the really formative times in which to achieve this task. Kohlberg’s work (cited in Mosher et al., 1971) indirectly indicates that if growth experiences do not take place during this stage of individual development, further development may be impeded or cease. Adams et al. (1979) found evidence that the ability to develop empathic skills may be relatively crystallized by adolescence.

Perhaps one could say that the average person in our society is simply getting by; the latter is another term for what Maslow (1968) has called "the psychopathology of the average". Our society allows the acquisition of "life skills" to be left to chance (Egan, 1984) therefore perpetrating a society of people who are ignorant of, or not concerned with, furthering their potential. As indicated earlier, the literature supports the contention that arrested personal development is correlated with deviance, pathology and/or psychosomatic illness (Shostrom, 1967; Adams, 1983; Clarke et al., 1982; Kaiser & Von Aalst, 1982; Ekstrom, 1986; Seeman & Seeman, 1983). On the contrary, the positive movement through life stages enhances the individual’s overall maturity and psychological well-being.
An adolescent's level of psychological maturity is one of the most powerful predictors of his adult mental health and is a major contributor to the effectiveness of situational adaptation (Heath, 1980). Genthner & Falkenberg (1977) found that interpersonal skills training increased the subject's maturity and level of personal responsibility which in turn increased their level of intrapersonal and interpersonal functioning.

It would be interesting to investigate to what extent this type of training would show similar results if it is implemented in a classroom situation. Similarly, further research is needed to ascertain the role that the residential component plays. Perhaps it is crucial to offer youths an alternate environment to their "normal" everyday surroundings in order to facilitate change and growth.

Whatever the answer may be, it is timely to re-assess the educational priorities and consider alternatives to the current "back-to-basics" curriculum. A mere 33% of the major study population and 21% of the pilot indicated that the some aspect(s) of the content was familiar to them; the learning was derived from a variety of sources. Youth today are faced with a matrix of difficulties and pressures requiring some guidance in surviving this traumatic life stage. Society must begin to take some responsibility in providing for the affective education of its youth, not just the cognitive domain. In agreement with Mosher (1971), Rogers (1983), and
Morse (1980) this type of learning should not be left to chance, rather it should be the central focus of education.
References


Translated by M. Gabain, New York: Free Press.


Toronto: Little, Brown.


APPENDIX A

LETTERS OF CONSENT
APPENDIX B

PROGRAM SESSIONS

This program package was developed by Sandey A. Scotten and David C. Raithby
SESSIONS

Overall Format

Each session began with a small group check-in and concluded with a small group debriefing. Prior to arrival, participants were randomly assigned to a small group, consisting of nine members (two groups consisted of eight members) and one facilitator per group. There were a total of eight small groups.

Check-In: Sessions invariably began with a check-in whereby all participants had the opportunity to talk about the feelings and thoughts that they brought to the session. The intention was simply to offer participants an opportunity to discuss pertinent issues that may have surfaced between sessions. In addition, it gives the facilitators some insight into the general "flavor" of the group.

Debriefing: Each session consisted of an official closing time where participants were given the opportunity to debrief the session and express any positive feelings or difficulties that the session may have triggered for them.

In addition to the short check-in and debriefing time, the small groups met each evening for a two hour small group process meeting. During this time groups engaged in a more intense interaction; these meetings were completely unstructured.

This study will focus on the actual structured sessions, although an added facilitative component of the program was leisure time. The latter allowed participants the opportunity
to further apply and practise their newly acquired skills in a
safe, supportive environment. As well, the fact that the
program was residential also fostered: 1) a sense of
separateness and independence from home, school and community,
thus allowing students the option to experiment with new
images and ways of being, 2) the intense live-in situation
encouraged co-operative living and sharing, a factor that
would, no doubt, facilitate the development of caring and
empathy.

Some sessions included the use of overhead projectors so
as to facilitate the didactic, educational component. Almost
all sessions included to use of appropriate recorded music as
a means to further communicate the concepts being discussed.
The latter is considered to be an extremely important means of
reaching adolescents. In addition, numerous handouts and work
sheets were provided.

The following is a delineation of the major points
covered in each session; this scope of this study did not
allow for complete coverage of all aspects of the program.
SESSION ONE: Introduction

Time: 2 hours

Purpose:
- To give participants an overview of the theme and sessions
- To offer participants an opportunity to discuss expectations and wants
- To introduce participants to the other members of their small group and to allow time for short introductory activities

Rationale: Providing participants with an overview helps to slightly alleviate any misconceptions about the upcoming week. As well, knowing what is to be expected also provides some reassurance and comfort. Active involvement allows participants to feel valued and further allows presenters to identify what is expected and wanted by the participants.

Procedures/Activities:
- The program theme and a breakdown of the sessions was presented with the use of an overhead visual aid.
- An open ended question/answer period followed.
- Participants were then asked to join their pre-arranged small groups in the designated area for the duration of the evening.
SESSION TWO: Building Blocks

Time: 3 hours

Purpose:
- To restate the theme and objectives of the program
- To promote an atmosphere of comfort and trust
- To provide an opportunity for participants to get acquainted with each other
- To introduce basic interpersonal communication skills
- To look at different cultural styles of communication

Rationale: The opening session has two major intentions. The first is to give participants plenty of opportunity to get to know each other and become comfortable. The second is to introduce some interpersonal skills (tools) that can be used, and built on, during the rest of the week.

Procedure/Activities:
- Introductory talk restating theme & objectives followed by an introduction to the communication session.
- Participants experienced a variety of dyad exercises intended to foster basic interpersonal communication skills: listening, non-verbal communication, body language, feedback, perception checking, I messages, etc.
- Participants volunteered to role play an international social scene. The latter was intended to provide them with a sense of different cultural communications.
SESSION THREE: Home building

Time: 2 hours

Purpose:
- To build group cohesion and support in a fun, yet productive manner.
- To stimulate creative and co-operative work
- To build a warm atmosphere in the gym
- To foster individual and group identity

Rationale: The home building session was designed to provide participants with a fun yet purpose oriented activity requiring each individual to verbalize and share their ideas and wants for a group display. This activity not only provides for a warm decor in which to work, but also gives each group a greater sense of belonging after having participated in creating a group motto, design and theme. The major intention in this session is instill in participants an awareness of the importance of environment.

Procedure/Activities:
- Large group introductory talk about the rationale and purpose of the session and, the importance of environment in the process of belonging.
- Participants return to their small groups for discussion, planning and preparation of the task.
- Distribution of a wide range of artistic materials for the homebuilding task.
- Participants are given the rest of the session to complete the task.
SESSION FOUR: Inside --> Knowing Self

Time: 3 hours

Purpose:
- To begin an inner exploration of self.
- To identify values that are currently operative in their lives.
- To identify the values of significant others in their lives (and the social system) and investigate the ways these people are influencing them to conform to those values.
- To possibly reformulate values.
- To express values in an outward form
- To become aware of one's self-image
- To talk about self in a dyad
- To build trust, with at least one individual
- To initiate the beginning of "community building"

Rationale: This session begins the "community building" component. In an attempt to give participants a simulated experience of how a 'community' is built, they are escorted through a variety of exercises which systematically span the entire week. Beginning by being alone, each participant will be invited to explore their personal values and beliefs, and then to begin sharing with one other person. This session is the initial step in the "community building" process: participants spend the better part of the morning "within", exploring self and the latter part of the session sharing their experience with one other person.

Procedure/Activities:
- Introductory talk about values, beliefs, and the formation of the self.
- Participants were given materials to create an individual values collage (in silence).
- Participants completed a values and beliefs exercise sheet (alone, in silence).
- Students participated in an exercise to explore self-image.
- Dyad discussion of values and beliefs.
- Completed dyad part of session with a blind trust walk.
SESSION FIVE: Making Contact --> Acceptance

Time: 2 hours

Purpose:
- To continue in the "community building" process.
- To develop acceptance of self and others.
- To experience giving and receiving, "caring".
- To further explore inner thoughts & feelings.

Rationale:
This session increases the size of the working group to four, and focuses entirely on feelings and acceptance of self and other. This session is intended to be the major "working" part of the program.

Procedure/Activities:
- Introductory talk on caring, acceptance, feelings, and risk taking.
- Dyad exercises
- Two dyads combine to form a foursome
- Foursome: giving and receiving caring exercise
- Guided visualization
- Large group debriefing
SESSION SIX: Outside: Self <-- Other

Time: 3 hours

Purpose:
- To continue "community building".
- To learn to live with others.
- To identify what role one plays within a group and identify the needs that are being met by belonging to a group.
- To understand group dynamics and interaction.
- To continue building trust and safety.
- To learn to give and receive feedback.
- To develop greater self-responsibility re: one’s attitudes and judgements of others.

Rationale: This session focuses on participation in the small group. It is intended to give participants the opportunity to discover how they interact in a group, experiment with new behaviors, and receive feedback from others. This session gives the participants an opportunity to look at their group involvement skills: assertiveness, or lack of assertiveness within the group.

Procedure/Activities:
- Introductory talk and discussion on small group interaction: group roles and group dynamics.
- Group "survival" exercise
- Small group debriefing
- Adoption of completely new, opposite role from one’s usual functioning...exercise.
- Presenters talk about trust, giving and receiving feedback.
- Small group "trust fall"
- "Johari Window" feedback exercise.
SESSION SEVEN: Relationships/Sexuality

Time: 3 hours

Purpose:
- To provide participants with an overview of the stages of relationship.
- To discuss the styles of relationship
- To offer participants an opportunity to discuss their thoughts/concerns about relationships and sexuality
- To have males and females gain a better understanding of the other's views

Rationale: After giving the participants an opportunity to interact with others, it is important to explore one of the more important interactions. Students are provided with factual information re: sexuality in the schools, however they are seldom given the opportunity to openly discuss their thoughts and feelings. It is important, as well, for students to gain an understanding of some of the motivations that drive relationships. Youths need to differentiate between intimacy, closeness, and power/control issues in relationships.

Procedure/Activities:
- Introductory discussion and talk on relationships and sexuality.
- "Gold fish bowl" (alternately, males talk in center, females audit in peripheral circle) discussion of concerns and issues for males and females.
- Separate male and female discussion groups lead by same sexed facilitators.
- Sexuality: question and answer panel.
SESSION EIGHT: Facing the World

Time: 2 hours

Purpose:
- To look at self relative to the larger community
- To become aware of the "mask within" and the "external mask" and the extent to which they are congruent or discrepant.
- To look at the larger system that we are all a part of.
- To symbolically represent one's inner mask externally.
- To discuss one's experience within a small group.

Rationale: This session is intended to facilitate the movement from the inner to the outer in a playful, creative and unthreatening manner. The hidden agenda is to allow participants to explore how they present themselves to the world and to become aware of the gap between their inner selves and their outer presentations. Students are assured that the latter is not good or bad but simply a matter of choice.

Procedure/Activities:
- Introductory talk and discussion on the topic.
- Short guided visualization to generate a symbol that represents one's "inner mask".
- Distribution of materials for face painting.
- Individual face painting exercise.
- Small group sharing and debriefing of masks.
- Inclusion/exclusion exercise.
- Large group exercise.
SESSION NINE: Looking back / Looking ahead

Time: 3 hours

Purpose:
- To discuss the importance of closure.
- To review the week's events and themes.
- To review personal and community resources.
- To give participants an opportunity to practice the language needed to communicate their experiences.
- To provide an "as if" role play experience whereby participants can prepare for family, peer and school homecoming situations.
- To participate in individual and group closing exercises.

Rationale:
In this session participants will be encouraged to bring things to a close, imagine what it will be like going home, and set some goals for the future. Given that this is a completely new experience for most individuals, it is important to provide them with appropriate language to communicate their experience to others. As well, for those wishing to continue their growth, personal and community resource systems are discussed.

Procedure/Activities:
. Introductory talk and discussion on the importance of closure.
. A brief review of the week is presented.
. Students write a "letter to self" (to be mailed to each individual by facilitators in six months time).
. Discussion and listing of resources.
. Role plays.
. Written evaluations are completed.
SESSION TEN: Closure

Time: 2 hours

Purpose: - To ceremoniously close the program.
- To acknowledge each person individually with a certificate of completion.

Rationale: The importance of closing cannot be underestimated. This session gives each participant individual recognition of their valued involvement in the "community". What is stressed is beginnings, not endings.

Procedure/Activities: . Following the banquet dinner, participants gather in the gym for the closing ceremonies.
. Certificates are distributed individually.
. Participants gather in one large circle for a candle lighting ceremony which concludes the program.
APPENDIX C

Tables Not Included in the Main Body of the Text
(Tables VI, VII, VIII, IX, X, XI, XII, XIII, XIV, XV, XVI, XVII, and XVIII)


**TABLE VI**

Summary of means / standard deviations / t / f (N=63)

**GENDER: A**

<table>
<thead>
<tr>
<th>OCCASION: B</th>
<th>Females n=37</th>
<th>Males n=26</th>
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<td>96</td>
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<td>B:  f=53.34 ***</td>
<td>A:  f=5.11 *</td>
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<tr>
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<td>15.3</td>
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</tr>
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<td>B:  f=7.92 **</td>
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<td>t=-7.01 ***</td>
<td>t=-3.20 **</td>
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<td></td>
<td>B:  f=48.71 ***</td>
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* p < .05 two-tailed
** p < .01 two-tailed
*** p < .001 two-tailed
TABLE VII

Detailed Results For SAV Scale

**GENDER: A**

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<tr>
<th></th>
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<td>S.D.</td>
<td>M.</td>
<td>S.D.</td>
<td>t</td>
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</tr>
<tr>
<td>Pre</td>
<td>19.5</td>
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<td>3.7</td>
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<tr>
<td>Post</td>
<td>20.9</td>
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<td>19.4</td>
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<td>t=1.85</td>
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\[ t = -3.57 \quad *** \]

B: f=24.54 *  
A: f=6.58 **

* p < .05  two-tailed  
** p < .01  two-tailed  
*** p < .001  two-tailed
TABLE VIII

Detailed Results For EX Scale

**GENDER: A**

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<td>S.D.</td>
<td>M.</td>
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<td>EX Post</td>
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<td>4.7</td>
<td>18.9</td>
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\[ t=6.21 \text{ ***} \]

B: \( f=10.09 \text{ **} \)

\* \( p < .05 \) two-tailed
\** \( p < .01 \) two-tailed
\*** \( p < .001 \) two-tailed
TABLE IX

Detailed Results For Fr Scale

GENDER: A

<table>
<thead>
<tr>
<th></th>
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<th>Males n=26</th>
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<td>M.</td>
<td>S.D.</td>
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<tr>
<td>Post</td>
<td>16.9</td>
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<td>14.9</td>
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<tr>
<td></td>
<td>t=-3.68 ***</td>
<td></td>
<td>t=-2.41 *</td>
<td></td>
<td></td>
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<tr>
<td>FR</td>
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<tr>
<td>B: f=16.15 ***</td>
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<td></td>
<td>A: f=6.08 **</td>
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* p < .05 two-tailed
** p < .01 two-tailed
*** p < .001 two-tailed
**TABLE X**

Detailed Results For S Scale

**GENDER: A**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>S</strong></td>
<td></td>
<td></td>
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<tr>
<td>Pre</td>
<td>11.8</td>
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<td>Post</td>
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<td></td>
<td>t=-5.78 ***</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B: f=30.67 ***</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A: f=4.10 *</td>
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* p < .05 two-tailed
** p < .01 two-tailed
*** p < .001 two-tailed
TABLE XI

Detailed Results For Sr Scale

**GENDER: A**

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<tr>
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<td></td>
<td>M.</td>
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<tr>
<td>Pre</td>
<td>11.7</td>
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<tr>
<td>Post</td>
<td>12.8</td>
<td>1.9</td>
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\[ t = -3.18 \quad ** \]

\[ B: f=6.14 \quad ** \]

\[ * \text{ p < .05 two-tailed} \]
\[ ** \text{ p < .01 two-tailed} \]
\[ *** \text{ p < .001 two-tailed} \]
### TABLE XII

Detailed Results For Sa Scale

**GENDER: A**

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<td>3.1</td>
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**t=-2.89 **

B: f=8.32 **  
A: f=4.19 *

* * p < .05 two-tailed  
** ** p < .01 two-tailed  
*** *** p < .001 two-tailed
### TABLE XIII

**Detailed Results For Nc Scale**

**GENDER: A**

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<td>S.D.</td>
</tr>
<tr>
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<td>2.4</td>
</tr>
<tr>
<td><strong>Post</strong></td>
<td>12</td>
<td>1.6</td>
<td>11.6</td>
<td>1.8</td>
</tr>
</tbody>
</table>

\[ t = -4.02 \] ***
\[ t = -2.70 \] **

B: \[ f = 20.51 \] ***

* \( p < .05 \) two-tailed
** \( p < .01 \) two-tailed
*** \( p < .001 \) two-tailed
TABLE XIV

Detailed Results For Sy Scale

GENDER: A

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<td>M.</td>
<td>S.D.</td>
</tr>
<tr>
<td>Pre</td>
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<td>1.4</td>
</tr>
<tr>
<td><strong>t</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>t=-2.57 **</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B: f</td>
<td>4.10 *</td>
<td></td>
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<td></td>
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</tbody>
</table>

* p < .05 two-tailed
** p < .01 two-tailed
*** p < .001 two-tailed
TABLE XV

Detailed Results For A Scale

GENDER: A

<table>
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<tr>
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<td></td>
<td>M. S.D.</td>
<td>M. S.D.</td>
<td>t</td>
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<tr>
<td>OCCASION:B</td>
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</tr>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre</td>
<td>15.8 3.4</td>
<td>15.4 3.3</td>
<td>***</td>
<td></td>
</tr>
<tr>
<td>Post</td>
<td>18.1 3.2</td>
<td>15.2 2.9</td>
<td>t=3.72</td>
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</tr>
<tr>
<td>B</td>
<td>f=10.29 **</td>
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<tr>
<td>A</td>
<td>f=4.73 *</td>
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</tr>
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</table>

* p < .05 two-tailed
** p < .01 two-tailed
*** p < .001 two-tailed
### TABLE XVI

**Detailed Results For C Scale**

**GENDER: A**

<table>
<thead>
<tr>
<th></th>
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<th>S.D.</th>
<th>t</th>
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<tr>
<td><strong>C</strong></td>
<td>Pre</td>
<td>16</td>
<td>4.2</td>
<td>15.4</td>
<td>3.6</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>Post</td>
<td>19.4</td>
<td>3.9</td>
<td>16.6</td>
<td>3.3</td>
<td>t=3.72</td>
</tr>
</tbody>
</table>

\[ t=-7.30 \text{ ***} \quad t=-2.04 \text{ *} \]

B: \( f=36.31 \text{ ***} \)
A: \( f=3.64 \text{ *?} \)

\* \( p < .05 \) two-tailed  
\** \( p < .01 \) two-tailed  
\*** \( p < .001 \) two-tailed
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* p < .05  two-tailed
** p < .01  two-tailed
*** p < .001 two-tailed
TABLE XVIII

means / standard deviations / t for RETURNEES (N=6)

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* p < .05  two-tailed
** p < .01  two-tailed
### TABLE XIX

**Means / Standard Deviations / t for PILOT (N=16)**

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* p < .05  two-tailed
** p < .01  two-tailed
TABLE XX

Detailed PILOT Results for gender Differences

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* \( p < .05 \) two-tailed  
** \( p < .01 \) two-tailed  
*** \( p < .001 \) two-tailed
APPENDIX D

FIGURES:

1, 2, 3, 4, 5, 6, 7, 8, and 9
FIGURE 1
PROFILE FOR POOLED MALE AND FEMALE SCORES

PRETEST <----> POSTTEST
(n=63) (n=63)

RETURNNEES
(N=6)

TIME COMPETENT Lives in the present

INHERITED DIRECTED Independent, self-supportive

SELF-ACTUALIZING VALUE Held values of self-actualizing people

EXISTENTIALITY Flexible in application of values

FEELING Reactivity Sensitive to own needs and feelings

SPONTANEITY Freely expresses feelings behaviorally

SELF-ACCEPTANCE Has high self-worth

SYNERGIC AWARENESS Sees opposite: of life as meaningfully related

INTERPERSONAL SENSITIVITY Has warm interpersonal relationships

TIME INCOMPETENT Lives in the past or future

OTHER DIRECTED Dependent, seeks support of others' views

Sacrifices values of self-actualizing people

Rigid in application of values

Incompatible to own needs and feelings

Fearful of expressing feelings behaviorally

Has low self-worth

Unable to accept self with weaknesses

Sees man as essentially evil

Sees opposites of life as antagonistic

Has difficulty with warm interpersonal relations

* = Pretest - Posttest (n=63) Two Tailed T-Tests * p .05
** p .01
*** p .001
### FIGURE 2

**PROFILE FOR PRETEST SCORES**

**MALES <----> FEMALES**

(n=26)  (n=37)

<table>
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<th>TIME</th>
<th>INNER-DIRECTED</th>
<th>VALUING</th>
<th>FEELING</th>
<th>SELF-PERCEPTION</th>
<th>SYNERGISTIC AWARENESS</th>
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<td>Feeds values of self-actualizing people</td>
<td>FEELING</td>
<td>REACTIVITY Sensitivity to own needs and feelings</td>
<td>SELF-ACCEPTANCE Accepting self in spite of weaknesses</td>
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<td>LIVES IN THE FUTURE</td>
<td>Dependent, seeks support of others' views</td>
<td>Rigidity in application of values</td>
<td>INSENSITIVE to own needs and feelings</td>
<td>FEELING</td>
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<td>Inexistence</td>
<td>Fearful of expressing feelings behaviourally</td>
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<td>Unable to accept self with weaknesses</td>
<td>Sees man as essentially evil</td>
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**Standard Scores**

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<td>FEELING</td>
<td>REACTIVITY Sensitivity to own needs and feelings</td>
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<td>REACTIVITY Sensitivity to own needs and feelings</td>
<td>SELF-ACCEPTANCE Accepting self in spite of weaknesses</td>
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**FIGURE 3**

**PROFILE FOR POSTTEST SCORES**

**MALES <----- FEMALES**

(n=26) (n=37)

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* Two Tailed T-Tests
  * p .05
  ** p .01
  *** p .001
**FIGURE 4**

**PROFILE FOR FEMALE SCORES**

**PRETEST <----- POSTTEST**

(n=37)  (n=37)

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<th>VALUING</th>
<th>FEELING</th>
<th>SELF-PERCEPTION</th>
<th>SYNERGISTIC AWARENESS</th>
<th>INTERPERSONAL SENSITIVITY</th>
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<td>Accepts feelings of strengths</td>
<td>Accepts feelings of weakness</td>
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Two Tailed T-Tests  * p .05  ** p .01  *** p .001
**FIGURE 5**

**PROFILE FOR MALE SCORES**

PRETEST <--> POSTTEST  
(n=26)  
(n=26)

<table>
<thead>
<tr>
<th>TIME COMPETENT</th>
<th>INNER-DIRECTED</th>
<th>VALUING</th>
<th>FEELING</th>
<th>SELF-PERCEPTION</th>
<th>SYNERGISTIC</th>
<th>INTERPERSONAL SENSITIVITY</th>
</tr>
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<tbody>
<tr>
<td>LIVES IN THE PRESENT</td>
<td>INDEPENDENT, SELF-SUPPORTIVE</td>
<td>SELF-ACTUALIZING VALUE</td>
<td>EXISTENTIAL FLEXIBLE IN APPLICATION OF VALUES</td>
<td>FEELING REACTIVITY SENSITIVE TO OWN NEEDS AND FEELINGS</td>
<td>SPONTANEITY FREELY EXPRESSES FEELINGS BEHAVIORALLY</td>
<td>SELF-ACCEPTANCE ACCEPTING SELF IN SPIRIT OF WEAKNESSES</td>
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**Two Tailed T-Tests**  
* p .05  
** p .01  
*** p .001
FIGURE 6
PROFILE FOR "RETURNES"
PRETEST <--> POSTTEST
(n=6) (n=6)

<table>
<thead>
<tr>
<th>TIME</th>
<th>VALUING</th>
<th>FEELING</th>
<th>SELF-PERCEPTION</th>
<th>SYNERGISTIC AWARENESS</th>
<th>INTERPERSONAL SENSITIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPETENT Lives in the present</td>
<td>SELF-ACTUALIZING VALUE end values of self-actualizing people</td>
<td>FEELING REACTIVITY Sensitive to own needs and feelings</td>
<td>SELF-ACCEPTANCE Accepting of self in spite of weaknesses</td>
<td>NATURE OF MAN, CONSTRUCTIVE Super of the essentially good</td>
<td>ACCEPTANCE OF AGGRESSION Accepts feelings of anger or aggression</td>
</tr>
<tr>
<td>INNERR-DIRECTED Independent, self-supportive</td>
<td>EXISTENTIALITY Flexible in application of values</td>
<td>SPONTANEITY Freely expresses feelings behaviorally</td>
<td>SELF-ACCEPTANCE OF SELF In self-worth</td>
<td>SYNERGY SENSES OPPOSITES OF LIFE Essentially related</td>
<td>CAPACITY FOR INTIMATE CONTACT Has warm interpersonal relationships</td>
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<td><strong>3</strong></td>
<td><strong>4</strong></td>
<td><strong>5</strong></td>
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</table>

Two Tailed T-Tests

* p < .05
** p < .01
*** p < .001
**FIGURE 7**

**PROFILE FOR POOLED MALE/FEMALE PILOT SCORES**

**PRETEST <--> POSTTEST**  
(n=16)  \(\triangleright\)  (n=16)  
--- **RETURNEE**  
(n=12)

<table>
<thead>
<tr>
<th>TIME COMPETENT (T_C)</th>
<th>INHERENTLY DIRECTED</th>
<th>SELF-ACTUALIZATION (S_A)</th>
<th>EXISTENTIALITY (E_X)</th>
<th>FEELING (F_R)</th>
<th>SELF-PERCEPTION (S_P)</th>
<th>SYNERGISTIC (S_Y)</th>
<th>INTERPERSONAL (I_P)</th>
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</thead>
<tbody>
<tr>
<td>Lives in the present</td>
<td>Independent, self-supportive</td>
<td>Flexible in application of values</td>
<td>Flexible own needs and feelings</td>
<td>Reactivity freely expresses feelings behaviorally</td>
<td>Sensitive to self in spite of weaknesses</td>
<td>Accepting of self in spite of weaknesses</td>
<td>Synergy sees opposites of life as meaningfully related</td>
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</tbody>
</table>

**TIME INCOMPETENT**  
Lives in the past or future  
OTHER DIRECTED \(O_D\)  
Lives in the past or future  
Support of others' views  
Rigid in application of values  
Inflexible to own needs and feelings  
Fearful of expressing feelings behaviorally  
Has low self-worth  
Unable to accept self with weaknesses  
Sees man as essentially evil  
Sees opposites of life as antagonistic  
Denies feelings of anger or aggression  
Has difficulty with warm interpersonal relations

|                        |                        |                        |                        |                        |                        |                        |                        |

* = Pre -- Post  
x = Pre -- Returnee Gr.

Two Tailed T-Tests  
* p < 0.05  
** p < 0.01  
*** p < 0.001
**FIGURE 8**

**PROFILE FOR PILOT PRETEST SCORES**

MALES <---> FEMALES

(n=9) (n=19)

<table>
<thead>
<tr>
<th>TIME COMPETENT</th>
<th>INHERITED DIRECTED</th>
<th>SELF-ORGANIZING</th>
<th>FEELING</th>
<th>SELF-PERCEPTION</th>
<th>SYNERGISTIC AWARENESS</th>
<th>INTERPERSONAL SENSITIVITY</th>
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</thead>
<tbody>
<tr>
<td>Lives in the present</td>
<td>Independent, self-supportive</td>
<td>Flexible in application of values</td>
<td>Reactive to own needs and feelings</td>
<td>Has high self-worth</td>
<td>Accepting of self in spite of weaknesses</td>
<td>Sees man as essentially good</td>
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<tr>
<td>TIME INCOMPETENT</td>
<td>Lives in the past or future</td>
<td>Self-actualizing</td>
<td>Self-supportive</td>
<td>Sensitive to own needs and feelings</td>
<td>Reflects values if self-actualizing people</td>
<td>Sees value of life as antagonistic</td>
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**SAV Ex Fr S Sr Sa Ne Sy A C**

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<th>SAV</th>
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Two Tailed T-Tests

* p .05
** p .01
*** p .001
FIGURE 9
PROFILE FOR PILOT POSTTEST SCORES
MALES <----> FEMALES
(n=9) (n=19)

Two Tailed T-Tests

* p < .05
** p < .01
*** p < .001
APPENDIX E

INTERVIEW TRANSCRIPT
INTERVIEW TRANSCRIPT

Subject: sixteen year old female participant

T = subject I = interviewer

I: What skills or concepts did you learn this week?

T: It has been such a learning experience. It's really incredible. The exercises that we did, ...you don't really realize what's going on inside your head until you are made to think about them. Like for example the exercises we did when you had to tell someone something real about yourself.

I: What did you learn from that exercise?

T: Well, I realized how hard it is to think...you know...to start-off with casual things and then you realize...I have to think deeper and I was bringing out things that really surprised me and I'd go 'WOW'...that's right, I really do feel that way. But unless you are forced to say it, it's really not spoken about.

I: So you're saying that you learned something new about yourself?

T: Ya, I did. I learned especially how emotional I am. I was really struck. When we were doing the exercises where we touch, it was really good because in our society touching is kind of bad and you always have this negative effect, touching is only supposed to be sexual but really it is not, it's comforting and it was so good to hold hands and to touch someone and just be really relaxed and not have to worry...is this going to bother them, or, what are people going to think. I have never done that and it was really nice...really good...I liked it.

I: Did you learn any other skills or concepts?

T: I learned a lot more about myself, like what kind of person I am and having the personal feedback from others was a great experience. I really think that I understand others more too.

I: Do you have a better understanding of how to deal with others?

T: For sure, I think talking in the small groups you get the feeling of what people are thinking especially one-on-one when you are with them all day and eat with them and talking to them. I feel like I can communicate much
better and trust so much more. We could talk about things that I wouldn't talk to anyone about before. I don't think I have ever talked to a guy about anything close, although I have a lot of friends who are boys. It was really, like looking back it was like 'WOW' I did that. So, I think I can understand others maybe a little bit more and see what other's feelings are.

I: What impacted you most of all?

T: I think the caring and the emotion that I felt. I feel much more in touch with my emotions. And like I said earlier, the touch. I don't think we touch each other very much in our lives. Listening to the music you played was great, the songs really affected me. Getting to know other people's views is good too, just knowing what other people are thinking. Sometimes you think: I am all alone and this idea, you know, maybe what I am thinking is not right or maybe I am not really with it and I don't really know...it's hard to base opinion on something you don't really know much about. And the more you know about it the more you can base your opinion on something.

I: What sorts of issues are you dealing with in your life right now?

T: I guess maybe the biggest issue right now is sexual, having to deal with yourself, having to deal with your body and what you can do with it and what you experience. It is hard to look at it in a way of a maturing adult when there is something that you are not ready for and you just don't know. It's hard to talk about at this age because you are suppose to be really open and all that. So that's the biggest issue.

I: Do you mean sexuality?

T: Sexuality yes, but, also wider aspects, not just sexuality as in the act of sex but sexuality as in relationships and feelings and stuff like that. Another issue for me is the future. There's so much pressure to succeed and parents of today are trying really hard to get there kids a really wide scope and let them experience everything and make sure their kid has the best chance and gets the right education and all that and its just sometimes the pressures are scary. When you are thinking about...I mean in Kamloops there's already been two suicides this year in high-school and it's just scary.

I: Do you think that what you've learned in the last few days will help you to deal with any of these issues?
T: I think so, yes, looking into yourself to see what's really down there has been a big help. I think I can probably deal with problems better. I think if you can understand yourself you can probably deal with just about anything. I think I'll be able to talk to my friends more. You kind of need...because you are always, even with your friends you are always afraid well, what if they laugh or something, so if you know you are going to be safe...like everyone here is in the same boat and everyone is trying to find out about themselves too so then you feel a lot more secure.

I: Have you learned these skills or concepts anywhere else?

T: Not really to the degree that we are learning it here. I have never gone so deep into anything like that. Some of the things like the visualization, we have done that before on the athletic team. They will do it, but then it's just to relax themselves and I have done it in classes and retreats and things. But as far as going as far as communications, not really. Not really looking into yourself to the same degree...not deep, not as personal or involved. I think it's sad there's so many kids out there...I mean 70 people were allowed to go to this and that's just 4H kids and there's everyone else and they are not getting a chance. I think maybe it should even be like something that the public school system should put on where it's part of Grade 11 or Grade 12, they take this as part of their graduation.

I: Do you see this program working in a school setting?

T: I think so...I don't know, you would have to work it a little different than here. In fact, I think it would have to be taken away. Because we are all taken away from our home, our school, and our friends and we are clumped together and we have to live together. And it's like we are forced into a situation, but forced in a good way. We are all put into an area where we have to live together and work together. Where as at school it might be too easy to go into your little cliques and your little groups and make your jokes and not really get into it. Because one of the things that this has done is it has made me make a lot of friends. Like you want...like every person I see I just want to go up and say how are you and where are you from. I want to make friends where as if you are at a school you always feel a little held back.

I: If it was a weekend outside of school time, would that help?
T: Ya. If it was the same group because I find when our class goes on camping trips, we get away from the school and it's an entirely different group. It can be the same class, it can be the same people you see day in and day out but it's different.

I: So what makes the difference?

T: It's hard to say. I've had a lot of experiences...or gone on camping trips or something, or an exchange group with your class and all of a sudden you are like thinking 'I'm with these people everyday and I don't even know them and you want to know them'. Maybe the actual building itself holds people apart, or maybe it's the whole concept of school somehow. I think it's the competition. There's academic competition, popularity competition, athletic competition, it's all there.

I: So you find school really competitive?

T: Ya, the whole system is based...I mean, the fact that we're graded, the fact that there is an honor role, the fact that there is always a starting line-up...the system is based on the competition base, and you can't really get away from it, or it'd be very difficult. It's sad because I think there are some people who, although they're very intelligent, they could probably do a lot more but they don't fit very well into that system.

I: How do you think you will apply the skills and concepts that you've learned?

T: It should help me to communicate to other people better. I think we'll all use what we learned a lot, I mean, it's sort of like an everyday thing. It'll be subconscious I think, because you learned it and you know how to apply it so you might not realize you're thinking about it in the back of your mind. But the changes in me will show, people will notice the changes in me. I feel more grown-up and mature.