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The Effect of a Psychology of Personal Growth Course on Levels of Self-Actualization and Psychological Androgyny in Mature Women Students

Mary Cheryl McKinley

Loyola University Chicago

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THE EFFECT OF A PSYCHOLOGY OF PERSONAL GROWTH COURSE ON LEVELS OF SELF-ACTUALIZATION AND PSYCHOLOGICAL ANDROGYNY IN MATURE WOMEN STUDENTS

By
M. Cheryl McKinley

A Dissertation Submitted to the Faculty of the Graduate School of Loyola University of Chicago in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy

May
1978
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VITA

Mary Cheryl McKinley is the daughter of James Michael and Dorothy Shean McKinley. She was born on September 12, 1946, in Evergreen Park, Illinois.

She began her elementary education in Frankfort, Germany, and completed it at St. Margaret of Scotland Grammar School in Chicago in 1960. She entered Mother McAuley Liberal Arts High School in 1960 and graduated in 1964. She attended Mount Mary College in Wisconsin from 1964 to 1966, and completed her Bachelor of Arts Degree in History at Loyola University of Chicago in 1968.

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workshops at various institutions. She is currently counseling and consulting at Rosary College.

She received the University Fellowship during the academic year 1977-78 to complete her doctoral dissertation.
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CHAPTER I

INTRODUCTION

A recent phenomenon on the college campus is the return of the mature woman student. In 1975 more than 1½ million women aged 25 and above were enrolled in college. For the group aged 25-34 alone this represented a 132% increase over 1970 (U.S. Bureau of the Census, 1976). The typical returning woman is even older than this group--between 35 and 40 years of age. She is usually married and the mother of older children (Tyrrell, 1976). This decision to return to school is a significant one as it represents a change from the traditional role of housewife and mother to a less traditional role of wife, mother, and student.

The principal concern of mature women seems to be in finding meaning and self-fulfillment in a period of diminishing family responsibilities and increased freedom and leisure time. Whether it be a search for identity, need for self-fulfillment or financial need, women appear to be seeking continued growth by expanding activities outside the home. Many do not forego the traditional woman's role, but want to become more skillful, more involved, more aware of themselves, and more knowledgeable (Loring, 1969).
In *Passages*, Gail Sheehy writes:

"It is not through more caregiving that a woman looks for a replenishment of purpose in the second half of her life. It is through cultivating talents left half finished, permitting ambitions once piggy-backed, becoming aggressive in the service of her own convictions rather than a passive-aggressive party to someone else's."

"If a struggle for men in midlife comes down to having to defeat stagnation through generativity, I submit that the comparable task for women is to transcend dependency through self-declaration. (p. 426)

"Many women see education as a primary means of obtaining these goals. Carlsen (1973) gathered descriptive data to evaluate the characteristics, motivations, and educational results of mature women students. Fifty percent of the women indicated that some type of crises influenced their decision to enroll in college. Upon completion of their education, most of the women expressed positive results in establishing new goals, increased marital satisfaction, and an increased sense of self-fulfillment."

"For the married woman who has a family and no job, the demands on her time and energy are reduced as her children grow up and her husband becomes more involved in his career. This with the pressure of growing older in a youth-oriented society can generate serious problems, often accompanied by feelings of depression and failure (Brandenberg, 1974). Even women who report that their middle years are the happiest also report experiencing a restless searching, and re-evaluation of self, goals, marriage, and personal future (Voelz, 1974). Many women cope with this restlessness by returning to school. Others return for practical reasons. The
working woman may wish to improve her skills or gain a degree for a better job; the divorced or widowed woman to obtain new job qualifications. In the educational process, these women who begin school for practical reasons often begin to deal with the question of identity as well.

What people achieve in life is often motivated by a script (Berne, 1971; 1972). Self-concept, life goals, and attitudes about others are set in a person's mind early in life. A person's script is influenced by messages a child receives from her environment, someone else's opinion, evaluation and response. In our society women are culturally scripted to fulfill a traditional role (Steiner, 1974). Thus, frequently, women set limits on their own achievement because of the messages they received in early life about being a woman, and the traditional virtues applauded by society, such as passivity and dependence. Women are expected to perform certain traditional roles and are told that they are not as intellectually capable as men (Chesler, 1972; Cope, 1970; Farmer, 1972; Halas, 1973; Horner, 1969; Jongeward & Scott, 1973; Steiner, 1974).

Women who have learned to downgrade their talents often have trouble enjoying success. Horner's (1969) research indicates that college women's motives are distorted by motives to avoid success. She reported that this avoidance is learned in early childhood along with other ideas about femininity. Success is not considered feminine, thus women who do achieve
often experience anxiety and guilt. The traditional process of social conditioning has resulted in women students having little sense of their own worth and little belief in their own opinions. Women seem to lack self-esteem and to perceive themselves as inferior (Kay, 1973; Pietrofesa & Schlossberg, 1973; Ten Elshof & Searle, 1974).

Many women who return to college while in their middle years often have never functioned independently. They frequently go from being dependent upon parents to become dependent upon husbands without developing an independent self-identity. Helen Lopata (1971) has stated that this dependency may produce fear of taking risks and depression, as well as resentment toward family and self. This resulting lack of confidence might be further reinforced when opportunities outside the home are limited. For women to achieve, they must learn to strengthen and develop their capacities to make decisions and assert themselves. These capacities are crucial to learning, as students must be able to read critically, analyze information, and assert their own ideas. If a woman has serious problems of dependency, there is a possibility that this may undermine her educational success (Brandenberg, 1974).

Abraham Maslow outlined a multiple theory called self-actualization. This theory posits five levels of needs arranged in a hierarchy. From lower to higher, they are: psychological needs—hunger, thirst, sex; safety needs—
security and order; belongingness and love needs--need for affection, affiliation and identification; esteem needs--prestige, success, self-respect; and finally, self-actualization. The order in which they are arranged is the same as in the normal development of a person. It is the order in which they must be satisfied. If earlier needs are not satisfied, the individual cannot progress to the next level. This desire for self-actualization refers to the need of the human being to develop one's full potential (Morgan & King, 1966). Rogers defined self-actualization as the inherent tendency of the organism to develop all its capacities in ways which serve to maintain the organism.

Shostrom and Brammer state that self-actualization is:

...assumed to be culturally determined by parents, teachers and other persons significant to the child. Since the individual tends to deny perceptions which conflict with his self-concept, these growth forces often become distorted in the development process (Shertzer & Stone, 1974, p. 218).

The literature reveals that women often encounter role conflicts and suffer from a lack of self-esteem. It also describes the socialization process of women which rewards them for meeting other's needs, often in place of their own. In view of these impediments, the process of attaining self-actualization may be more difficult for women in our society.

NEED FOR THE STUDY

Women's studies courses developed from the realization of a need for women to learn more about their sexual identity,
their relationships with others, and about important women in history (Rapin, 1973). Women's studies courses focus on historical, political, sociological, academic, literary, and psychological aspects of women and the women's movement.

Within this movement there has been another development, that of women's encounter groups. While women's studies courses are didactic, women's encounter groups are affective, experiential groups aimed at fulfilling the specific emotional needs of women. These needs include re-examining cultural values and alternatives, seeking personal identity, learning to feel and express their own potency, and realizing their human potential.

Women in both studies courses and encounter groups report that they are better able to make significant life choices as a result of their participation in such activities (Meador, et al., 1972).

The number of women's studies courses and women's groups has grown dramatically in the last 5 to 7 years. The literature contains much information pertaining to the need for women's courses and programs, and description of such programs. However, little real evaluation has been done to assess their impact on women. Even less has been done on evaluating women's studies courses which include experiential components (Rapin, 1973). This researcher has found no evaluative study on a course whose main goal is personal growth; which includes didactic learning about psychological theories of development and affective learning through group experience; and developed
specifically to fit the needs of the returning woman student. There is a need to examine changes in self perception of mature women as a result of such a course.

PURPOSE OF THE STUDY

The purpose of this study is to examine a sample of mature women (mean age=39) participating in a psychology of personal growth course for women at Oakton Community College during the spring semester, 1977, comparing them to a similar sample of women who had not participated in such a course. More specifically, the purpose of the study is to measure possible changes in women's levels of self-actualization and psychological androgyny after participating in a one-semester personal growth class. Changes are measured through the use of standard instruments. The Personal Orientation Inventory (POI), which measures levels of self-actualization; and the Bem Sex-Role Inventory (BSRI), which measures androgyny. In addition, a self-evaluation form is used to record student opinion.

HYPOTHESES

The hypotheses tested in this study are stated in the null form. The direction of testing is to reject the null hypotheses at the .05 level of significance.

1. There will be no significant differences between the pre-test scores of the experimental and control groups on
   a. levels of self-actualization as measured by the POI;
   b. sex-role attitude as measured by the BSRI.
2. There will be no significant difference between the post-test scores of the experimental and control groups on:
   a. levels of self-actualization as measured by the POI;
   b. sex-role attitude as measured by the BSRI.
3. There will be no significant change from pre- to post-test scores of the experimental groups on:
   a. levels of self-actualization as measured by the POI;
   b. sex-role attitude as measured by the BSRI.
4. There will be no significant change from pre- to post-test scores of the control groups on:
   a. levels of self-actualization as measured by the POI;
   b. sex-role attitude as measured by the BSRI.

DEFINITIONS OF TERMS

**Personal Growth Course:** Psychology of Personal Growth for Women (PSY-107-F)—a didactic and experiential course for women focusing on values, goals, feelings, and self-discovery in order to develop self-confidence and self-direction. This course is geared to fit the needs of the returning woman student.

**Mature woman student:** A woman over 25 years of age; the mean age of the mature woman student is 39.

**Personal Orientation Inventory:** A self-report developed to measure levels of self-actualization, which assesses values and self-percepts believed to be important in the identification of self actualization.
Self-Actualization:

The inherent tendency of the organism to develop all its capacities in ways which serve to maintain the organism (Rogers).

Androgyny: The integration of the positive aspects of masculinity and femininity.

Bem Sex Role Inventory: A paper and pencil instrument which distinguishes androgynous individuals from those with more sex-typed self-concepts.

LIMITATIONS OF THE STUDY

The study was limited to mature women students at Oakton Community College. The students in the PSY 107-F courses included in this study chose to be in the course. They were not randomly assigned, thus the equivalence of the experimental and control groups could not be guaranteed.

The instruments were self-reports; whether they accurately measure the subjects' real perceptions cannot be determined.

Even with the full cooperation of the instructors, there were no direct controls over the activities within the classroom. The investigator had no control over what occurred in the course, so that the experimental variable is the fact of the course rather than any particular strategy or content of the course.

ORGANIZATION OF THIS STUDY

This study is organized under five major headings.
Chapter I of this report introduces the research problem and states the need for the study, the purpose of the study, the hypotheses, definition of terms, and limitations imposed by its design. Chapter II will review the literature that pertains to self-actualization, sex role identity in women, psychological androgyny, returning women students, and research on women's courses and groups. Chapter III provides a design of the study which includes a review of sample, instruments, treatment, data collection and data analyses. The data will be analyzed in terms of the study's hypotheses in Chapter IV. Chapter V will examine the results for their implication and will offer recommendations for future research.
CHAPTER II

REVIEW OF THE RELATED LITERATURE

Introduction

The purpose of this chapter is to present a review of the related literature. In the first two sections, self-actualization and the Personal Orientation Inventory, as a measure to assess self-actualization, are described. Included, also, are studies which attempt to assess the relationship between self-actualization and sex-role attitudes in women. Sex-role attitude is the area of concentration of the third section. Sections four and five deal with the concept and definition of psychological androgyny and the use of the Bem Sex Role Inventory as an assessment tool for measuring androgyny. Finally, the literature describing the mature woman and research relevant to women's courses and groups is presented.

Self-Actualization

The concept of the self-actualizing individual is a relatively recent development. This concept, developed by humanistic psychologists and therapists such as Maslow, Rogers, Perls, and Shostrom reflect a shift in the study of human nature and behavior. For many counselors and therapists this humanistic viewpoint is replacing the more traditional medical
model. The medical model stresses movement from "illness" to "normalcy"; whereas, the self-actualizing model stresses the ways by which "normal" people can become more effective and self-fulfilled (Knapp, 1976; Shostrom, 1973).

There is a rather extensive and substantial body of theoretical and speculative literature dealing with the concept of the self-actualizing individual. It is not the intent of this section to attempt to cover all this literature; rather only that which is pertinent to the nature of this study. This section will include Maslow's description of the self-actualizing individual, and a few studies using the Personal Orientation Inventory as the assessment tool in determining self-actualization in women and its relation to the traditional feminine sex-role attitude.

In *Motivation and Personality* (1954), Maslow describes the qualities of self-actualization. The first one he speaks of is acceptance. Self-actualizing people see and accept the world and human nature as it is, not as they'd like it to be. They have this same acceptance of self at all levels, from primitive physiological levels to the higher levels such as self-respect and love. Self-actualizing people are accepting of what is, but not merely resigned, hence are compelled to change those things that are not acceptable.

Self-actualizing people are spontaneous in their behavior and their thoughts. Their behavior is natural and not affected. This does not mean that their behavior is consistently nonconventional, but that they are not inhibited by
convention. These people hold values that are broad and universal. They are autonomous—indepen dent from dependence upon others.

Self-actualizing people have deeper and more profound inter-personal relations than other adults. These people are capable of greater love and have a greater capacity for trusting, open and close intimate relationships. Self-actualizing people are free of jealousy, prejudice and envy, which Maslow terms "remnants of psychological ill health" (1954, p. 208). They are also synergic rather than antagonists, that is they do not see opposites in life as dichotomous. Duty and pleasure, independence and intimacy, acceptance and rebellion, cognitive and emotional are not polarities for these people.

The self-actualizing people Maslow studied (1954) reported no sharp differentiation between sex roles. They did not assume the male to be active and the female to be passive. These people were so sure of their sexuality that they did not fear taking on some of the cultural aspects of the other sex. In these people, masculinity and femininity also are not seen as dichotomous.

These attitudes, values, and behaviors of self-actualizing people demonstrate how the self-actualizing individual is more fully functioning and lives a more enriched life than the average person. Thus, self-actualization means developing and utilizing one's potentials to the fullest extent (Shostrom, 1973).

Rogers describes the self-actualization process as an
inherent tendency of all human beings (Shertzer & Stone, 1974). Yet the literature indicates that many of the characteristics of the self-actualizing person are incongruent with the female sex-role stereotype (Darpli, 1974). This stereotype is a set of constrictions in behavior which limits options and thus may stunt growth and potential. The next sections will develop this contention more fully.

**Personal Orientation Inventory**

The Personal Orientation Inventory was developed by Shostrom as a measurement of personal self-fulfillment defined through concepts of self-actualization. It was developed specifically to provide a standardized instrument in order to measure the values and behaviors hypothesized to be fundamental in the development of the self-actualizing individual. The Personal Orientation Inventory (POI) consists of 150 two-choice comparative value-judgment items reflecting the values and behaviors of self-actualizing people. The POI will be described in greater detail in Chapter III.

Several studies have been conducted in an attempt to determine the relationship between self-actualization and sex-role attitudes in women. Knapp (1976) reports on one of these studies. In this study, conducted by Hjelle and Butterfield in 1974, the relationship between self-actualization and attitudes toward women's rights and roles in society was examined. Two groups of college women enrolled in an introductory psychology course were compared by using the mean scores
on the POI and attitudes toward women's rights. Ten of the twelve POI scores were significantly higher for those women who expressed nontraditional, liberal, profeminist attitudes, as opposed to those who expressed more traditional attitudes. This study indicated that there is a greater tendency toward self-actualization in female college students who espouse the newer, liberal concepts of equal rights for women and a non-sexist society.

Darpli (1974) studied the relationship between involvement in the Women's Liberation Movement (WLM) and self-actualization. He assumed that females involved in such a movement would be less likely to espouse the traditional female sex-role stereotype. Sex-role stereotype was seen as a set of limits on the options open to women, and the WLM was viewed as an active force in redefining this sex role for women. In reviewing the literature, Darpli discovered that both theoretical and empirical data substantiated the negative effects of the feminine sex-role stereotype on self-actualization. The result of his study indicated that those women involved in the WLM (those with nontraditional sex-role values), possessed higher levels of self-actualization than those not involved (Darpli, 1974).

In another related study (Kilmann, Fallingstad, Price, Rowland & Robinson, 1976), scores on the POI and the Attitude Toward Women's Scale scores were correlated. More liberal sex-role attitudes as measured by the Attitude Toward Women's Scale correlated positively with the two major scales on the
POI; present orientation (Time Competence) and an independent self-supportive outlook (Inner-Directedness).

In a final study conducted by Weissman (1974), she administered the Inventory of Feminine Values to measure self-perception and perception of ideal women to college women. A discrepancy between the scores on these two scales is labeled feminine identity conflict. The two main scales of the POI were used to measure levels of self-actualization. Low feminine identity conflicts were positively correlated with high levels of self-actualization. The author concluded her study by suggesting that more flexible feminine sex roles would produce healthier, more self-actualized women.

Sex-Role Attitudes in Women

The existence and stability of sex-role stereotypes are well documented (Deutch & Gilbert, 1976), and there is a large body of literature on sex differences, both theoretical and empirical. This section will be concerned only with a brief description of the traditional feminine sex role and how it has negatively effected the self-actualizing potentials of women in our culture.

The emphasis of most of the current research has been on attitudes about the stereotypes held of women and the conflicting role expectancies women experience (Broverman, Broverman, Clarkson, Rosenkrantz, & Vogel, 1970; Horner, 1970). Women find themselves boxed in by sex-role stereotypes. These stereotypes have developed because women's self-definition is
often based upon the responses of others (Aries, 1975). Since the ability to control behavior and make decisions is dependent upon relations with others, a woman's behavior is, at least partially, dependent upon social expectations. A woman is either rewarded or punished for her behavior; so she must either conform to the social norms regarding appropriate female behavior or risk censure (Carlock, 1975). Traditionally, women are viewed as understanding, passive, empathetic, submissive, dependent, nurturant, emotional, and easily swayed by others. Their self-esteem derives from approval of others, particularly men. Their lives are home oriented and their competitive strivings are channeled into being a successful homemaker (Aries, 1973; Bardwick & Douvan, 1971).

Women strive to meet the role expectations of their sex, paying a price in social rejection when they violate the prevailing norms. The roles become restrictive, limiting how fully an individual can express herself and creating conflicts between individual personalities and role requirements. Society has placed strong penalties on violators of the prevailing sex role behavior norms. Members of either sex, who assume traits, roles or occupations defined as belonging to the opposite sex, pay a price in social rejection (Aries, 1973; Meador, Solomon & Bowen, 1972).

Deutch & Gilbert (1976) used Roger's self-theory as a framework to clarify the influence of sex-role stereotypes on mental health. Since sex-role stereotypes constitute social expectations for appropriate behavior, they serve as potential
sources of conflict with personal values. Thus, if sex-role stereotypes do not correspond with what people think of themselves or what they would like to be, then according to Rogerian theory, psychological conflict results.

Braverman et al. (1970) conducted a study in which 79 clinicians (46 men; 33 women) rated qualities of the healthy adult male, the healthy adult female, and the healthy adult (sex nondifferentiated) on a stereotype questionnaire. The clinicians considered socially desirable masculine characteristics as more healthy for men than for women. Adult and adult male descriptions did not differ significantly, but those for healthy adult and healthy adult female did. These results indicate that even trained clinicians support the stereotyped view that men are healthier than women by adult standards. Findings by Lynn (1959) and Strauss (1972) support the above results.

In 1972 Broverman, Vogel, Broverman, Clarkson and Rosenkrantz found that "women are perceived as relatively less competent, less independent, less objective and less logical than men..." (p. 75). They also discovered that more feminine traits are negatively valued than masculine traits. Consequently, women more often than men have negative self-concepts. Since Broverman et al. (1970) found that different standards of mental health exist for women than for men, woman face a double bind. Those who adopt behaviors considered appropriate for adults (sex unspecified) risk criticism for failing to be appropriately feminine; on the other hand, they are considered
maladjusted if they adopt behaviors considered feminine since by doing so they are deficient in the general standards of adult behavior.

Gove and Tudor (1973) cite sources which point to the fact that available evidence on depression uniformly indicates that women are more likely to become depressed. Their thesis, which is well documented, is that the female's role in our society produces a high rate of what society defines as mental illness (Chesler, 1972; Gornick & Moran, 1971).

Women have a more negative image of themselves than do men. In fact, both men and women value men more than women (Gove & Tudor, 1973; Broverman et al., 1970; Rosenkrantz, Vogel, Bee, Broverman and Broverman, 1968; Lynn, 1959; Strauss, 1972). Sherriffs and McKee (1957) reported that while men, in describing their sex, emphasized men's desirable characteristics, women stressed women's unfavorable traits, criticizing themselves to a far greater extent than the men criticized themselves. Evidence was presented indicating that women attribute more socially undesirable traits to women than to men. Fernberger (1948) found that both men and women considered women the cause of "trouble"; thought women talked too much; and believed men were much more intelligent and superior in every way to women. Seventy-five percent of respondents to a questionnaire, both male and female, characterized the average female employee as being emotionally instable, insecure and preoccupied with home responsibilities on the job. The successful woman behaved "like a man"; that is, she was secure, calm and logical. (Vincent, 1967).
In addition to the preceding detriments to positive mental health, women are affected by other problems which are also associated with the feminine sex role. A large percentage of women feel guilt when they do not perform as others expect, or do what others request (Jakubowski-Spector, 1971; Richmond, 1976; Rogers, 1976). Femininity is significantly correlated with anxiety (Bem, 1975, a; Consentino & Heilbrun, 1964; Gall, 1969, Jabury, 1967). High achievement is negatively associated with high femininity (Horner, 1969; Jellison, 1974; Ten Elshof & Mehl, 1976). And fear of success is a phenomenon clearly correlated with the feminine sex role.

Horner (1969) and Parker (1971) conducted studies to assess the extent to which fear of success operates with college women. Both researchers have suggested that success in competitive achievement situations may produce social rejection, loss of femininity and unpopularity, which results in the motive to avoid success in women.

Horner (1969) asked 90 female and 88 male college freshmen and sophomore students to complete stories to ambiguous cue sentences related to academic success. As Horner predicted, women constructed far more fear-related stories. These stories fell into three categories: those which seemed to reflect a fear of social rejection—a fear of being unpopular, lonely, unmarriageable; those which contained fears unrelated to social interactions, but which reflected guilt, doubts about being feminine; and those which denied the content of the story cues, thus suggesting a denial of responsibility for
success. In the second part of her study, Horner attempted to measure the effects of competition on the fear of success. While more than two-thirds of the men performed best in competitive types of situations, less than one-third of the women performed best in these conditions. Seventy-seven percent of the women who scored high on the fear index did significantly better when performing alone. These findings suggest that most women will fully explore their intellectual potential only when they do not need to compete—and least of all when competing with men. This was most true of women with a strong anxiety about success (1969, p. 62). Parker (1971) found results similar to Horner. In addition, she suggests that those women high in fear of success have a traditional feminine sex-role orientation, while those with low fear have a traditionally more male sex-role orientation.

There is considerable agreement among writers that women do contribute significantly to their own second-rate status in society (Tibbetts, 1975). Stereotypes demeaning to women are taught by women as well as by men; often women encourage male superiority and present some of the greatest opposition to women leaders. Tibbetts suggests that since women so frequently accept and believe in their inferior status, changing women's attitudes about themselves is the biggest challenge. Women do not choose to be inferior because they want to be, but because they have been taught to believe that they are; they don't want to appear to be unfeminine, and because many do not realize they are being treated as in-
ferior. Tibbetts concluded that women are not entirely re-
ponsible, but society is so permeated by sexist and male 
supremacy attitudes that people are raised to conclude that 
women are inferior.

Obviously not all women suffer from the previously de-
scribed barriers to healthy psychological adjustment. How-
ever, the research indicates that successful, well-adjusted, 
satisfied women usually have foresaken the traditional femin-
ine sex role. Reports that the opinion that women who view 
themselves as more nontraditional are psychologically health-
ier than their more traditional counterparts has been support-
ed by some of the career orientation research (Oliver, 1975).

Baefsky (1974) found that traditional women conform more 
to role demands in terms of cooperation and self-sacrifice. 
The nontraditional women appear to have less of a need to 
self-sacrifice and seem to be more flexible in role appropriate 
behaviors.

Agnes O'Connell (1974) conducted a study to determine 
the effects of sense of identity in 87 women between the ages 
of 30 and 58. In comparing the data from the California Psych-
ological Inventory with the Inventory of Women's Life Styles 
and Inventory of Women's Role Concept, she discovered that the 
nontraditional women have a stronger sense of identity than 
traditional women.

Research on sex-role attitudes has demonstrated that 
college women with nontraditional attitudes have higher grade 
point averages than women have more traditional orientations.
Women majoring in nontraditional fields (i.e. male-dominated) have more liberal attitudes (Ten Elshof & Mehl, 1976; Williams & King, 1976).

Vollmer (1974) found that feminists, defined as college students involved in the women's liberation movement, have acquired a stronger sense of identity than nonfeminists in that they see themselves as more autonomous, they have given more thought to their beliefs about politics, family structure, sexual morality and religion. Nonmembers were more likely to have acquired a foreclosed identity and have committed themselves to beliefs about family, religion and sexual morality, but have not questioned these decisions (Vollmer, 1974). Scores on a sex-role stereotype questionnaire of women's movement members were closer to the masculine pole than were the scores of nonmembers.

**Psychological Androgyny**

The previous section demonstrated that high feminity in females has consistently been correlated with high anxiety, low self-esteem and low social acceptance (Bem, 1975, a, b, c; Broverman et al., 1970; Broverman et al., 1972; Gove & Tudor, 1973; Rosenkrantz et al., 1968; etc.) It can thus be concluded that the feminine sex role is a hindrance at best and mal-adjustive at worst in the psychological development of women. The literature also indicates that a high level of sex typing in men may not be desirable either. While high masculinity in males has been correlated with greater psychological adjust-
ment in adolescence, it has also been correlated with higher anxiety and neuroticism and low self-acceptance in adulthood. Greater intellectual development correlates consistently with cross sex typing. Highly sex-typed boys and girls have lower over-all intelligence, lower spatial ability and lower creativ-

ity (Bem, 1975, b).

Both in psychology and in society at large masculinuity and femininity have long been conceptualized as bipolar ends of a single continuum; accordingly, a person has had to be either masculine or feminine but not both. This sex-role dichotomy has served to obscure two very plausible hypotheses; first, that many individuals might be 'androgynous'; that is they might be both masculine and feminine, both assertive and yielding, both instrumental and expressive depending on the situational appropriateness of these various behaviors; and conversely that strongly sex-typed individuals might be seriously limited in range of behaviors available to them as they move from situation to situation. (Bem, 1975, b, p. 155)

Thus, Bem's hypothesis is that a narrowly defined, rigid sex-typed behavior inhibits behaviors considered appropriate to the opposite sex, but an androgynous self-concept allows an individual to engage freely in both masculine and feminine behaviors. Bem's 1975 investigations demonstrated both the behavioral adaptability of the androgynous individual and the behavioral restrictions of sex-typed individuals. The hypotheses being that nonandrogynous subjects would perform well only when the situation called for behavior congruent with their self-definition as masculine or feminine; whereas androgynous persons would perform as well as masculine subjects on masculine tasks and as well as feminine subjects on feminine tasks (Bem, 1975, a). These hypotheses were confirmed by the experiments which will be described in the following sec-

tion.
Spence, Helmreich and Stapp (1975) are in fundamental agreement with Bem's contention that high levels of sex typing are psychologically unhealthy and that the most fully developed personality has elements of both masculine and feminine traits. Furthermore, they defined androgynous as the possession of a high degree of both masculine and feminine traits. In the revised scoring packet for the BSRI, Bem concurs with the contention of Spence et al. that the original definition of androgyny could obscure the distinction between those who score high on both masculinity and femininity and those who score low on both.

On the basis of the available evidence, we now believe that a distinction between high-high and low-low scores does seem warranted, that the term 'androgyny' ought to be reserved only for those individuals who score high on both masculinity and femininity, and that the BSRI ought henceforth to be scored so as to yield four distinct groups of masculine, feminine, androgynous, and undifferentiated subjects (Bem, 1976, p. 1).

This reconceptualization seems to be more of a clarification than a change, and in more fundamental agreement with Bem's contention that masculinity and femininity are both viewed as positive and necessary characteristics of a healthy adult. Hence, higher possessions of these traits would therefore indicate better adjustment.

Others have expressed the possibility that an individual can embody both masculinity and femininity. Jung described the anima and animus which he believed to be present in all people. Maslow reported no sharp differentiation between sex roles in the self-actualizing people that he studied (1954).
In these people, masculinity and femininity are not seen as
dichotomous. Deutch and Gilbert (1976) state that Bem's con-
cept of androgyny, the presence of both feminine and mascul-
ine traits, appears highly analogous to Rogerian flexibility.
Since androgynous individuals have a wider range of charac-
teristics to draw upon in dealing with problems, these indi-
viduals then would be more adaptable or flexible than highly
sex-typed persons. Thus, the androgynous person would be ex-
pected to experience less Rogerian-type conflict and to be
better adjusted than the inflexible highly sex-typed person.

Fuller, richer persons (male or female) should be able
to exhibit cognitive and intuitive thinking, objectivity and
subjectivity, passive and active traits, without risk of cen-
sure. In her dissertation, Carlock (1975) contends that the
woman who most needs liberating is the woman in every man;
and the man who most needs liberating is the man in every wo-
man. A sense of balance and respect must be achieved between
the various polarities of the individual.

The two domains of masculinity and femininity are both
positive and fundamental. Adults have to be able to take
care of themselves and get things done, but also need to be
able to relate to other human beings as people, be sensitive
to their needs, and be able to depend on them for moral sup-
port. To limit a person's ability to respond in either of
these two complementary domains seems to be destructive to
maximizing human potential. "Thus, for fully effective and
healthy human functioning, both masculinity and femininity
must each be tempered by the other, and the two must be inte-
grated into a more balanced, a more fully human, a truly androgynous personality" (Bem, 1974, p. 162). Thus, it seems plausible that the concept of the androgynous person will come to define a more human standard of psychological health.

**Bem Sex-Role Inventory**

In order to explore these hypotheses about androgyny, as well as provide construct validation for the concept of androgyny, Bem found it necessary to develop a new type of sex-role inventory, one that would not automatically build in an inverse relationship between masculinity and femininity. The Bem Sex-Role Inventory (BSRI) is a paper and pencil instrument which distinguishes androgynous individuals from those with more sex typed self-concepts. Unlike most previous masculinity-femininity scales, the BSRI treats masculinity and femininity as two complimentary dimensions rather than as two ends of a single dimension. It is capable of assessing androgyny—not just polarities. Moreover, masculinity and femininity each represent positive domains of behaviors. Too often, Bem notes, femininity is seen as the absence of masculinity rather than a positive dimension in its own right (Bem, 1975a). The BSRI will be described in greater detail in Chapter III of this study.

The following reported set of studies provides the first empirical demonstration that there exists a class of people whose sex role adaptability enables them to engage in situationally effective behaviors without regard for its stereo-
The first study measured levels of independence (a masculine behavior). Subjects were classified as feminine, masculine, or androgynous as measured by the BSRI. These subjects were each placed in a booth equipped with earphones and microphones. They were shown a series of cartoons, which had previously rated as humorous or not humorous. The cartoons were shown on a screen and each subject had to decide if it was humorous or not. The subjects thought they were hearing other subjects respond before it was their turn, but actually they were listening to a preprogrammed tape of people rating the cartoon. To provoke students into conformity, 36 trials were included during which the taped voices answered the experimenter falsely. That is the taped responses on these trials responded that a particular cartoon was funny when it wasn't or vice versa. As predicted, feminine women were more likely to conform to the incorrect taped judgments. They were much less independent than masculine men or androgynous subjects of either sex (Bem, 1975, a).

In another study, by one of Bem's associates, assertiveness was measured. This associate, a male, called students with an unreasonable and demanding request to spend 2 hours filling out a questionnaire without pay. He never asked them if they would participate, just to indicate when they would be available. In this situation, agreeing would cost a person
time, effort, and inconvenience. However, refusing required asserting oneself. Again, as predicted, the feminine women found it more difficult to be assertive than the masculine males or androgynous males and females (Bem, 1975, b).

The feminine behaviors that Bem and associates selected to measure were willingness to be responsible for or helpful toward another living creature (nurturance and empathy). In the first of these studies, subjects thought they were participating in a study to assess a baby's reactions to strangers. But, actually, the students' reactions to the baby were being observed. The subject was left in a room with the infant for 10 minutes. From behind a one-way mirror, the experimenter recorded what each person did, such as how often the person smiled at or talked to the baby and whether he or she picked it up. Masculine men were the least likely to play with the infant, whereas feminine and androgynous subjects responded warmly (Bem, 1975, a).

In their last experiment, the researchers explored people's reactions to a person with an emotional problem. In this study, subjects drew lots to be a listener or a talker; however, it was actually arranged so that all subjects were listeners and the talker was a confederate who delivered a memorized script of a personal problem. The listener was allowed to respond, but never shift the focus away from the talker. Once again, the masculine men were the least responsive in reacting sympathetically or showing concern. The feminine women were the most concerned, and the androgynous
subjects showed high levels of concern and empathy (Bem, 1975 a). Empathy refers to the ability to understand the content of the conversation of another person as well as the underlying feeling being conveyed. It is the ability to see the problem as the other person experiences it. To be empathetic requires concern or care about others and the ability to reflect this concern. This type of nurturing behavior is usually considered a feminine characteristic, thus it is expected that the feminine subjects would exhibit high levels of empathy and concern; however, androgynous subjects of both sexes displayed empathic behavior in the preceding situation.

The experiments reported here support the hypotheses that Bem has postulated—nonandrogynous males did well only when the behavior was congruent with their particular self-ascribed sex role as measured by the BSRI. Nonandrogynous females did not do well when opposite-sex behavior was appropriate. In contrast, the androgynous subjects of both sexes displayed a high level of masculine independence and assertiveness when under pressure to conform and a high degree of feminine nurturance and warmth when given the opportunity to interact with an infant and a person who needed support.

Deutch and Gilbert (1976) conducted a study with a sample of 128 college women and men using the BSRI to measure androgyny and the Revised Bell Adjustment Inventory to measure students' personal adjustment. The prediction that good adjustment and sex-role stereotyping would be related was supported for the females but not for the males. These results
may not be so surprising; as the research reported earlier indicated, masculinity seems to be the norm for cultural socialization and that masculine characteristics are the clinical standard for adult mental health (Broverman, et al., 1970). Thus, the acquisition of male traits by women may be adjustive in the social context of a male-oriented culture. Whereas, males need not adopt feminine traits to be adjusted in a masculine society.

Deutch and Gilbert's findings indicated that college women are facing conflicts between their sex roles and self-concepts; men, however, experienced no such conflict. Thus, since the self-actualization process espoused by Rogers and Maslow calls for congruence between real self and ideal self, this would require minimizing role-determined behaviors and setting androgyny as a potential goal for women in this society. However, in contrast with this study, Spence et al. (1975) found significant positive correlations between androgynous females and males and high levels of self-esteem. Thus these studies unanimously support the hypothesis that the feminine sex-role stereotype is a hindrance for women and that the androgynous woman has far more options. In addition, it is highly indicated that androgyny would be beneficial for men as well.

Mature Women

As stated previously, there is a tremendous influx of mature women returning to the college campus--an increase of
132% between 1970 and 1975 alone. Because this represents for these women a significant change in life style, changing from the traditional role of housewife and mother to the nontraditional role of student-wife, counselors and educators are concerned about the implications relevant to this phenomenon. It is obvious that this population may represent different attitudes and values from the more traditional population. Hence, there is a plethora of literature describing the characteristics and needs of these women. An overview of the relevant literature concerning mature women will be presented in this section.

In 1974, Brandenberg assessed the psychological needs of 200 adult women at Queen's College through interviews, group discussions and questionnaires. The average age of the women was 38, with a range from 23 to 53 years of age. Almost all were married and had children. Most had been out of school for at least 15 years, and had discontinued their education to marry and raise children.

In responding to a questionnaire, they reflected the significance of the decision to return to school and the critical nature of the middle-motherhood identity, and the need for constructive interests, self-fulfillment, confidence, financial independence and meaningful employment. These needs were also reported in Carlsen's investigation (1973).

In addition to being uncertain of their ability to achieve and unsure of goals, many women face resistance from husbands, children and family when they return to school. Aspects of a
woman's life change as she becomes a student, and one of the most common was a loss of time for housekeeping, family and friends. As these changes affect other people, there is usually a reaction. While some women experience support, that was relatively rare. Most women experienced some degree of resistance from family and some even reported open hostility (Brandenburg, 1974).

Voelz (1974) conducted personal interviews with 51 women between the ages of forty and forty-five residing in a middle-class suburban area of a large midwestern city. Twenty-nine of the subjects were employed. Twelve were full time housewives and ten were housewife-students. The majority were married and had children. The results of this study indicate that the principle concern of middle-aged women was finding meaning and self-fulfillment in this period of diminishing family responsibility. All but two of the women were delighted to have reached the end of their child-bearing years, and only three reported any serious difficulty with menopause. Most of the subjects regarded the middle years as the happiest period of their life, yet nearly all were experiencing a restless searching—a reassessment and reevaluation of self, goals, marriage, job, responsibilities, and personal future. This was consistently true of the divorced, widowed, never married and remarried women, and also shared by nearly 60% of the married women. This study was supported by similar investigations (Carlsen, 1974; Geisler & Thrush, 1975; O'Neil, 1974).
In 1975, the National Coalition for Research on Women's Education and Development sponsored a study to assess some of the issues concerning adult women returning to higher education and to evaluate the effectiveness of various Continuing Education programs for women. These programs include group counseling, credit and noncredit courses. In 1974, 15 continuing education programs for women throughout the country were selected for this study. These continuing education programs were located in a diversity of situations including rural and urban settings, two- and four-year institutions, colleges and universities, coed and single-sex colleges, sectarian and nonsectarian institutions, and public and private colleges and universities. Case studies of these programs were conducted through site visits and in-depth interviews with administrators and program directors and staff. Three hundred women who had participated in these various programs were randomly selected and interviewed. Interviews with the spouses and children of these subjects were also conducted. In addition, a mail survey was conducted with another 1,000 participants and 1,000 alumnae of these programs.

In summarizing the highlights of the empirical findings, Astin (1976) reports:

...Women who participate in continuing education programs are an exceedingly diverse group that does not fit the stereotype of the bored housewife dabbling in a little culture. These women are serious, determined, and very frequently pragmatic in their goals. Those women who enter continuing education with a strong career orientation differ in many respects from the other participants; they express less traditional views about the role of women, are more supportive of the women's movement,
and have more self-confidence. Although they are also more likely to be dissatisfied at home, their children and husbands are generally supportive of their work and educational activities... (p. 59)

Several studies have been conducted in order to compare the characteristics of mature women with their younger counterparts. The purpose of one such study was to determine personality differences between adult women (N=104) and younger women (N=22). The selected personality variables were assessed by means of the California Psychological Inventory (CPI) and the Omnibus Personality Inventory (OPI). Significant differences were found to exist between scores of the older and younger students on five variables: Achievement via independence on the CPI, and Autonomy on the OPI revealed differences in favor of the older women. Responsibility and Socialization on the CPI and Practical Outlook on the OPI showed significant difference in the direction of higher scores for younger women students. The most notable finding is the marked difference between younger and older women on the Psychological Mindedness in the CPI, with the older students scoring significantly higher. This scale measures the extent to which a person is responsive to the needs of others. Since being responsive to the needs of others is a traditionally feminine characteristic, it is possible that the younger women are less traditional. It is equally possible, however, that this score is so much higher for returning women because responding to the needs of others in her family becomes highly developed at a later age in women in our culture (Marple, 1976).
In a study conducted by Tyrell in 1975 at Oakton Community College in a middle-class suburb of Chicago, sex-role attitudes of younger and returning women were compared. Women aged 17 to 22 represented the younger group of women. Women aged 35 and older represented the group who had returned to school after a significant interruption in their education. The sample consisted of 230 women.

Younger women were compared to the returning women on the following variables relevant to sex-role attitudes: dual career-homemaker role; broad options for females; women's potential; sex-role definitions; concern about identity issues; concern about masculinity in their profile; desire to change life style; and anxiety about academic failure. The data indicated that the women in both age groups displayed emergent (as opposed to traditional) sex-role attitudes, but that the returning women expressed significantly more emergent sex-role attitudes on all but the working mother factor. Both groups shared similar degree of concern over identity issues and masculinity in their profile. However, the older women were significantly more likely to desire a change in life style and to worry more about academic failure than the younger women (Tyrell, 1976).

Bers (1977) conducted another study in the Fall Semester of 1976 at Oakton Community College to assess differences in attitudes on several specific items between younger and older women students. Younger women were those 25 years of age and under (N=98) and those over 26 constituted the older women, or returning women students (N=111). The mean age of the return-
ing woman was 39, and the mean age for the younger woman was 18.5.

The survey instrument utilized in this study was an open-ended questionnaire measuring respondents' views on a number of items considered important in measuring sex-role attitudes. Ber's questionnaire included five dependent variables. The first two dealt with views about the roles of men and women in families (husband as earner and woman's primary responsibility); the second two concerned policies relevant to the women's movement (support for abortion and support for the Equal Rights Amendment); and the final issue assessed views of a social norm (men teaching in preschools).

In comparing both classes of women at Oakton with a national survey of women on items such as support for women in Congress, support for the ERA, and support for liberal abortion policies, the returning women at Oakton had more liberal views than the younger women at Oakton and more liberal views than the national norms.

Comparisons of the two Oakton groups revealed that on the first two items relating to roles in the family, the younger women were more egalitarian in their views. On the last three items relating policies and activities, the returning women had more liberal views than the younger women. The finding of the more traditional attitude regarding family roles of the returning woman supports studies of two-career families in which the woman is more apt to adjust her career to maintain the responsibility of homemaking as the dominant role.
(Lopata, 1971).

However, concerning the areas that were less interpersonally threatening, the returning women had more liberal views. Bers posits that the returning woman, by virtue of adopting the student role, is also adopting a more nontraditional role which may enhance more nontraditional attitudes on political issues. This view is strengthened by the fact that fifty-one percent of the returning women were employed (nontraditional role), and are significantly more egalitarian in all of their views than the unemployed women.

Finally, Bers compared the attitudes of those women who had participated in the Psychology of Personal Growth course. Emphasis in this course is placed on awareness of self, values, goals, and behaviors so that the individuals deal with their own personal development. There was a significant difference between the returning women who took the course and those who did not on one factor: homemaker role. The participants in this psychology course were more likely to reject the concept of the woman's primary job as homemaker. Thus, it appears that through examining their life style through this experiential course, the women who completed the Psychology of Personal Growth were less likely to accept the traditional concept of homemaking as woman's primary function (Bers, 1977).

It is usually presumptuous to attempt to generalize characteristics of any given population, and particularly so when the specific population is distinguished only by sex and a broad age span. As the research presented here demonstrates,
the attitudes of mature women are diverse. However, certain themes have emerged.

Congruent with the popular best-seller, Passages (1976), the literature presented here reveals that the mature woman is searching for a richer identity and self-fulfillment; she is striving to reach her potential; looking for a "replenishment of purpose in the second half of her life" (Sheehy, 1976, p. 426). This characteristic of the mature woman seems to be a part of the normal developmental process of the female adult, as Sheehy presents it.

Because of the emphasis in our culture on the expectation of marriage and all the traditional behaviors which are encouraged to accompany this role, a woman's search for identity in her middle years is more pronounced than a man's. Since many women have been dependent all of their lives, first on their parents, then on their husbands, they have had no opportunity to develop their own identity (Lopata, 1971). This, in addition to the other restrictive behaviors correlated with the feminine sex role, makes the struggle for identity and self-fulfillment a very difficult process for mature women.

Even though many women see education as a vehicle to assist in this process, it can also present other barriers. Academic success is more difficult for older women. Younger undergraduates are usually not discriminated against in seeking enrollment and succeeding once enrolled, but some adult women are (Brandenburg, 1974; Marple, 1976). An increasing amount of research indicates that cultural imperatives make
it difficult for these women to emerge from their conventional roles and that the very qualities which make the best scholars are inconsistent with this role.

Many women report a lack of confidence, fear that they cannot compete with younger students. Because of this and other difficulties, colleges and universities are beginning to respond by offering a variety of programs and services geared to meet the needs of this special population.

**Women's Courses and Groups**

This section will first of all be concerned with the rationale for all women's groups and courses. Next a description of some of these groups and courses and relevant research conducted to evaluate them will be presented. Finally, the few studies relating to the evaluation of such programs developed to suit the particular needs of the returning woman student will be described.

The focus of women's groups involves a re-education through social experiences. The group mode provides a vehicle whereby individuals can identify with one another in an interactive way. These groups can be conducive in facilitating the transformation of individual's subjective reality by replacing the original pattern of socialization with an alternative structure. As other encounter groups, these groups thereby provide a social base to function as a laboratory for experimentation and change (Brodsky, 1973; Carlock, 1975).

Evidence suggests that group composition does not make
a difference in change inductiveness properties. Group members explore different behaviors dependent on the subculture of the group. Research in the area of heterogeneity vs. homogeneity indicates that homogeneous groups have more affinity, which seems to be a factor in growth (Gibb, 1971). Mixed groups tend to be a microcosm for the larger society and display the traditional patterns of relating between men and women. In the presence of men, women become more passive. The success of a woman is often measured by her success in attracting men; and one mode of being attractive to men is through being nonassertive and nonaggressive. Dynamic variables make mixed-sex and same-sex groups different. In a mixed group where a masculine model of competence prevails, women are reinforced for submissiveness and receptiveness. Studies of the price women pay to step out of a feminine role explain a dominance-submission climate in mixed groups (Aries, 1973; Brodsky, 1973; Carlock, 1975; Halas, 1973; Horner, 1969; Meador et al.). Thus women's groups, e.g., personal development or problem solving groups, constitute a more effective environment for the personal growth of women.

Kilmann, Fallingstad, Price, Rowland and Robinson (1976) conducted a study with 28 female undergraduates (mean age was 22.5) who volunteered to participate in a 16-hour marathon group which was described as having the purpose of greater self-understanding and self-awareness. The underlying assumption was based on Shostrom's definition of self-actualized people being more present-oriented and independent, character-
istics also emphasized as desirable for the liberated woman. It was predicted that those who participated in this marathon experience would become more independent and time-competent and experience an attitudinal shift toward the tenets of the women's liberation movement (i.e., less traditional values).

Treatment consisted of two similar marathon groups, and a control group which received no treatment. The Inner-Directedness and Time-Competency scales of the POI were used as measures to assess change. Participants were pretested and posttested immediately following the treatment and again five weeks later. The results of the study indicated that the marathon group did facilitate an increase in independence in the participants that was maintained five weeks after the initial posttest; however, there was a differential effect with regard to changes in attitudes toward women. The subjects in one treatment group changed significantly in the direction of profeminist attitudes, which became more pronounced in the second posttest. However, the subjects in the other treatment group did not differ significantly in attitude toward women from the control group. The findings indicate that one marathon session can facilitate both greater independence and less stereotypical feminine attitudes that are maintained over time, but that greater independence is not necessarily related to profeminist attitudes.

The researchers were puzzled over the differences between the two groups and took a closer look at the activity within each group. The members of that group who became less
traditional ranked their group as significantly higher on levels of closeness, trust and confidence. This finding is consistent with Kilmann's argument that attitude change is dependent upon an individual's environment and is encouraged if that environment is accepting of behavioral manifestations of that attitude change.

One of the outgrowths of the women's liberation movement is the development of women's Consciousness-Raising groups. Consciousness-Raising is the term applied to the feminist practice of examining one's personal experiences in the light of sexism—that theory which explains that woman's subordinate position is a result of a cultural decision to give power to men only, and to women indirectly. Consciousness-Raising groups are informal and unstructured and frequently leaderless. In these groups women heighten their sense of self-awareness through sharing personal experiences. Women are encouraged to identify these experiences in terms of cultural dynamics. As opposed to psychotherapy, women look not to their own personal history to explain emotional problems, but to society (Brodsky, 1973; Gornick, 1972).

This type of group has been seen as effective in freeing women from traditional sex-role stereotypes (Aries, 1975). Thistle (1975) compared the effects of Consciousness-Raising vs. encounter group and same vs. mixed-sex groups on sex-role attitudes and self-perceptions of graduate students in a counselor training program at the University of Southern California. Eighty graduate students were randomly assigned to eight treat-
ment groups: one female Consciousness-Raising (C-R); one male C-R group, two male and female mixed C-R groups; one female encounter group; one male encounter group; and two mixed-sex encounter groups. Each group met for two and one-half hours for 14 weeks. Comparisons were conducted on the basis of scales measuring self-actualization (POI) and attitudes toward women's sex role (Broverman's Sex-Role Questionnaire and Moore's Women's Liberation Attitude Scale).

The findings indicate that Consciousness-Raising groups were more effective than encounter groups in combating sex bias and in creating more liberalized sex-role attitudes. In comparing same and mixed-sex groups, both male and female subjects in mixed groups overcame their unequal, oppressive perceptions of women; and women in same-sex groups became more independent than women in mixed groups.

The authors conclude that Consciousness-Raising groups are effective in changing sex-role attitudes. They see it as particularly helpful for men who are to be therapists, as opposed to encounter groups, which seemed to reinforce prejudices. The women in these mixed encounter groups fell prey to the same forces operating in traditional society and thus these groups were not seen as an effective training procedure for men or women therapists. For women, they found deeper reflection in same-sex groups, and found the format of C-R groups to be excellent in developing self-esteem, assertive behavior, and less traditional feminine role attitudes. Interestingly, the women-only encounter group adapted a C-R
format, thus, encounter groups for women only may promote a
growth.

A study very similar to the above was also conducted at the University of Southern California in 1975 by Wysocki. He compared the differential effects of three treatment groups on levels of self-actualization and self-concept using the POI and the Tennessee Self-Concept Scale (TSCS), respectively; and attitudes toward sex roles of women using the Attitudes Toward Women Scale (ATWS). Forty-two women undergraduates and graduate students were randomly assigned to one of three experimental groups or control group. The experimental groups consisted of one consciousness-raising group, one assertiveness training group, and one encounter group. Each of the experimental groups met for 10 weeks; each session was two hours in length. The findings indicated that there were no significant changes on levels of self-actualization nor attitudes toward women for any of the groups. There was, however, a significant increase in self-concept as measured by the TSCS for the members of the consciousness-raising group. The researcher concludes that the group treatments were possibly not long enough to effect changes on levels of self-actualization or attitudes toward sex roles.

Women's studies groups also grew out of the women's liberation movement due to a realization of the need for women to learn more about themselves and their history. These courses gradually became committed to an intensive study of women-related issues. Women's study courses focus on historical,
political, sociological, academic, literary, and psychological aspects. One study was found which evaluated such a course.

Rapin's (1973) study investigated the effects of a one-semester women's study class on the self-perception of freshmen and sophomore women students and their perceptions of other women. These perceptions were compared with those of freshmen and sophomore women students who elected not to take the course.

The women in both experimental (N=28) and control (N=26) groups were administered the Tennessee Self-Concept Scale, measuring the hypothesized dimensions of the self-concept; the Barrett-Lennard Relationship Inventory, measuring the qualities of the therapeutic or healthy relationship; and the Thematic Apperception Test used to measure positive, negative and neutral affect toward women.

Posttest results indicated that for the standardized instruments there were no significant increases in the qualities of healthy relationships as a result of participation in the women's study class. According to Rapin, the results of the Tennessee Self-Concept Scale and the Barrett-Lennard Relationship Inventory might not be taking into account the women's internalizations of the course. These instruments may have merely reflected the women's states at the time of the posttesting. She suggested that the self-concept and relationship scales might show an increase after the women have had a chance to absorb their experience.

There were, however, indications that there were signi-
ificant changes in the women who participated in the course as reported by the TAT stories and by their open-ended self-reports and course evaluations. Other studies which support the findings that involvement in a women's studies course or consciousness-raising groups can lead to beneficial changes in the level of self-actualization in women are reported by Darpli (1974), Dorn (1975), and Nygard (1973).

While there is much literature describing programs for mature women and returning women students, as well as articles written about participants' positive opinions about such programs, in reviewing this literature on courses, groups, or programs geared specifically to meet the needs of adult women students, there is a noticeable void of empirical research evaluating these oft described programs. Included here are some studies which are somewhat relevant to this study.

Halas (1973) reports an experience with women in an adult education program. Women signed up for a personal exploration group and those who found they had been assigned to an all women's group expressed their disappointment. Many of them stated that they preferred men, didn't care to be with a group of women, and were not interested in women's liberation. However, during and after the groups, these same women experienced a sense of relief from dropping their roles and not being forced to please men. They were able to exchange feelings in a warm and accepting atmosphere. They got in touch with the need in a mixed group to be pleasing and to accede to male authority, as well as realizing that
hostility toward men and other women usually breeds confrontation or submission when men are present.

As stated previously, because of their sex enculturation, women often find all-women's groups more productive. As opposed to men who validate themselves by their achievement (Bardwick & Douvan, 1971), women depend on affiliation to confirm their self-esteem. This self-esteem comes from acceptance by others. Thus, if they risk themselves in a mixed group, they fear male rejection; if they adhere to the feminine stereotype of dependence and submission, they can expect support and approval from males, but disapproval from other women. If they adopt more masculine attitudes of independence, assertiveness, and competition, they risk total rejection (Aries, 1973; Carlock, 1975; Broverman et al.; Horner, 1969).

In her experience, Halas (1973) discovered that feelings of isolation and worthlessness are often issues in these adult women's groups. These feelings which can lead to denial or self-blame reinforce their feelings of low self-worth and attractiveness. Realizing that others feel the same way can temper this self-blame and help build a feeling of self-esteem.

Whereas middle-aged men are afforded status and are considered attractive, females are valued for their youth and sexual desirability. "To be fat, 42 years old, divorced and unemployed doesn't seem as bad among a group of women as it does in a mixed group" (Halas, 1973, p. 94). The large numbers of mature women returning to college share many common problems amenable to group work. Such groups serve as a support system to deal
with common problems and share the joys of personal growth.

In the 1975 National Coalition for Research on Women's Education and Development-sponsored study to assess some of the concerns of adult women returning to education, it was found that practically all the women see continuing education as being highly beneficial both professionally and personally. Many reported significant changes in their self-concept. This report indicated that women's studies and groups seemed to provide the support that adult women need to develop their talents and that these groups and courses provide a psychological boost to women venturing from their homes. These programs are proof to the returning woman that she is not alone; she is able to attend classes and groups with women in similar positions sharing similar concerns (Astin, 1976).

A life-planning workshop for mature students was studied by Rice and Goering (1977). Subjects volunteered to participate in one of two workshops (total N=42). All but two were women and the majority were married. All of the participants had interrupted their studies for 10 years, and over one-half had completed one year of college previously.

Workshop I was entitled "Career Planning and Decision Making" and was presented on four successive days for four hours per day. The second workshop, conducted four months later, was entitled "Women in Transition: Planning for Your Future" and it met for six hours a day, once a week for three weeks. The content of both workshops included values clarification, decision-making skills, goal planning, and didactic information on careers.
Each participant completed a questionnaire evaluating the workshop she attended. This was followed up by a 10-item questionnaire sent four to ten months later. These questionnaires contained several open-ended questions designed to evaluate workshop outcomes concerning self-esteem and decision making skills. To determine attitudinal changes, participants were asked if they felt any different about themselves as a result of the workshop. Thirty percent reported increased self-confidence and increased assertiveness. Thirty-five percent reported that they felt more knowledgeable about their values and goals. In addition, 84% said they had made decisions as a result of the workshop.

There was a high return on the follow up and participants' responses were enthusiastic and positive. The authors felt this supported their hypothesis that an in-depth workshop can be life planning in adults. While the authors concede that the data reported were subject to all the usual limitations imposed by the use of self-report instruments, it appears to suffer from more than the usual limitations. The open-ended questionnaire seemed to be structured in such a way as to encourage positive response. More valid instruments could have been utilized, particularly to assess change in levels of self-esteem and confidence to avoid the "please the experimenter" phenomenon.

This last study was not conducted in an academic setting, nor were the participants returning students. However, it did assess a personal growth group for mature women and reported
an interesting, if unhypothesized finding which could have some bearing on the current study. The purpose of the personal growth groups studied was to assist adult women in the community to learn more about themselves. The groups, consisting of 30 to 40 women, met for three weeks, twice a week for three hours. The first part of each group session consisted of structured lectures and demonstrations; the second part took place in smaller groups of five to six women with two leaders. The group leaders were paraprofessionals who had participated in previous programs.

The findings indicated that the program did not have a significant effect upon either the participant's self-concept (measured by the Tennessee Self-Concept Scale) or independence (measured by the Personality Research Form); thus, the women did not change as predicted according to the standardized instruments. However, the women reported that the groups had a stimulating and motivating effect for them. Interestingly, there was an unpredicted significant increase on the Achievement Scale on the Personality Research Form. Since one of the goals of continuing education programs for women is to increase their achievement motivation, this study indicates that personal growth experiences may assist in effecting this change.

The foregoing studies, though some inconclusive, some not empirical in nature, and others not related to the specific returning woman population, do imply, however, that courses or groups geared to meet the needs of women, includ-
ing returning women, may be able to assist them in raising their ability to fulfill their potential and release them from the binds of sex-role stereotypical attitudes and behaviors.

**Summary**

In conclusion, it needs to be recognized that while accepting that self-actualization is a goal for women as well as for men, even in the humanistic psychological theories, there seems to be an inherent sexism (Harris, 1975). It is important to identify accurately what females need to become self-actualizing and how that differs from what men need.

By exploring the barriers to self-actualization imposed by a rigid sex-role identification, it is apparent that women need to release themselves from the constrictions of this role. The concept of androgyny was espoused as a viable option in the development of a healthy woman.

Furthermore, because the mature woman has been living within the confines of this traditional role, and probably raised during an era when it was never even questioned, her problem with seeking identity is a significant one.

Many mature women have begun to seek further education in order to gain assistance in becoming more independent and feeling more worthwhile, personally and professionally. While there is much concern about the optimal methods to offer this assistance to these women at such a critical juncture in their lives, the literature reveals that there is a dearth of em-
pirical evaluation to assess the effectiveness of any of these various programs. This review exemplifies the need to empirically evaluate the effectiveness of a course geared to assist the returning woman student in her personal growth and development.
CHAPTER III

METHODOLOGY

Introduction

The purpose of this study is to examine a sample of mature women participating in a Psychology of Personal Growth course at Oakton Community College during the spring semester of 1977, and to compare them with a similar sample of women who did not participate in this course. More specifically, the purpose of this study is to measure possible changes in women's levels of self-actualization and psychological androgyny after participating in a one-semester personal growth class. The goal of this section is to describe the methodology used to determine whether significant levels of change were effected. The design of the study will be presented first, followed by a description of the population under study, the procedure utilized to select a sample from this population, and some specific characteristics of this sample. The next section will contain a description of the instructors, the treatment, and the instruments used to measure changes. The testing procedures and data collection will be presented, as will the hypotheses. Finally, the statistical methods used to indicate the significance of the data will be described.
The Design of the Study

The design of this study was a variation of the quasi-experimental Nonequivalent Control Group Design (Campbell and Stanley, 1963). This design, which is frequently used in educational settings, uses experimental and control groups; however, the groups have no preexperimental sampling equivalence. Because this study was a field experiment, some desirable controls, such as presampling equivalence, could not be incorporated. The researcher was unable to assign subjects randomly to the experimental and control groups because the participants chose whether or not to register for the Psychology of Personal Growth course for women (PSY 107-F).

The main consideration of this study was to assess whether the Psychology of Personal Growth courses for women effected the levels of self-actualization or psychological androgyny of the participants. The presence of a nonexperimental group helped to control the main effects of maturation, history, testing and instrumentation. Even when the experimental and control groups have not been selected in the same manner, a control group strengthens the conclusions that could be made if changes occur in an experimental group (Rapin, 1973). A danger in self-selected experimental groups is that "the assumptions of uniform regression between experimental and control groups become less likely, and selection-maturation (and the other selected interactions) become more probable" (Campbell & Stanley, 1963, p. 50).
This study assumed comparability of maturation levels of experimental and control groups. None of the women in either experimental or control groups had previous exposure to a Psychology of Personal Growth course.

**Population**

Oakton Community College is a community college located in an upper-middle class suburban area of a large metropolitan midwestern city. The subjects are defined as returning women students at Oakton Community College. They are described according to the following characteristics.

**Age** - All of the women are over 25 years of age. In the fall of 1976 the mean age for this group was 39.72; in the spring term of 1976 the mean age was 39.33.

**Enrollment Pattern** - There were 1,278 returning women at Oakton Community College in the fall of 1976; 1,189 were part time, 89 were full time, and 176 were entering students (first time enrollment). The distribution in the previous term was similar, with 1,443 women returning, 1,338 part time, 105 full time, and 214 of these women were enrolling for the first time. In the fall semester, 142 were transfer students and 215 were transfers in the previous spring semester.

In a study conducted by Tyrell at Oakton in 1975, she found the following characteristics in her random sample.

**Race** - The women over 25 years of age were highly homogeneous; 97% were Caucasian.

**Religion** - Forty-eight percent of the returning women
were Jewish, 25% were Protestant, and 21% were Catholic.

Annual Income - Oakton students reflected a higher socioeconomic status than the national sample of community college students. The returning women were generally in the upper-middle class. The family income of 20% of the women was over $30,000 per year; between $15,000 and $29,999 for 25% of the women; between $10,000 and $14,999 for 18%; between $6,000 and $9,999 for 7%; and under $6,000 for only 3%.

Marital Status - Eighty percent of the returning women were married; 16% were divorced or widowed.

Number of Children - Ninety-seven percent of the returning women have at least one child, and 55% have more than 3 children.

Sample Selection

The sample included 60 women registered for four Psychology of Personal Growth classes for women (PSY 107-F). In addition, 90 women were randomly selected from the returning women population after excluding those who had previously taken PSY 107-F or who were currently enrolled in another section of PSY 107-F. Also excluded were women who had previously taken or who were currently enrolled in the general Psychology of Personal Growth classes—those open to both sexes and ages.

Experimental Group - Of the 60 members of the experimental group, two were excluded because they were under 25 years of age. Six others were eliminated because they did
not finish the class due to illness, moving, etc.; none dropped due to lack of interest in the class.

**Control Group** - The procedure for selecting the control group began with an estimate of the number of women out of the entire population of returning women students who had not taken, nor were enrolled during the semester, in PSY 107. Every seventh student's file was pulled from the total files of the returning women population. Those women whose records indicated that they have taken the course were eliminated. Next, the list of remaining students were cross-checked with the PSY 107 class lists to eliminate those currently enrolled. The number of students who had never taken the course was divided by the sample number (200); this ratio was used to estimate the proportion of the population who had never taken PSY 107. Based upon this estimate, a figure \( N = 90 \) was computed to determine the number of students who would be contacted and requested to participate in this study. Thus, 90 of the group selected according to the above procedure, upon agreeing to participate and signing a consent form, composed the control group.

Of the 90 members of the control group, 89 completed the initial set of inventories; six members of the group withdrew from classes and thus were no longer considered students and were eliminated from this study.

Table 1 describes the demographic makeup of the control and experimental groups. The demographic data provided in this table reveals some interesting similarities and differ-
ences between the experimental and the control groups. The differences, in particular, lead to some tentative assumptions concerning the attitudes and personal feelings of these women.

Forty-seven percent of the control group are employed full time, while only six percent of the experimental group have full time jobs. The figures for part time employment are close for the two groups; but a noticeable difference is revealed in the unemployment category also, with 75% of the experimental group unemployed and only 39% of the control group not working outside the home. Astin's (1976) study revealed that 50% of the returning women she surveyed worked, and two-thirds of them worked full time; these figures correlated much more closely with the control group than the experimental group. It has also been noted that working women are more nontraditional, indicating that there may be some basic differences in these two groups (Astin, 1976; Bers, 1977).
Table 1

DEMOGRAPHIC DATA OF EXPERIMENTAL AND CONTROL GROUPS

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</tr>
<tr>
<td></td>
<td>Experimental %</td>
<td>Control %</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>Program at Oakton</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undecided</td>
<td>77</td>
<td>46</td>
</tr>
<tr>
<td>Arts &amp; Sciences</td>
<td>11.5</td>
<td>15</td>
</tr>
<tr>
<td>Career</td>
<td>11.5</td>
<td>39</td>
</tr>
<tr>
<td><strong>Support of Husband</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly supports</td>
<td>33</td>
<td>46</td>
</tr>
<tr>
<td>Supports</td>
<td>44</td>
<td>34</td>
</tr>
<tr>
<td>Neutral</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td>Opposes</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Strongly opposes</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td><strong>Support of Children</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly supports</td>
<td>41</td>
<td>31</td>
</tr>
<tr>
<td>Supports</td>
<td>33</td>
<td>42</td>
</tr>
<tr>
<td>Neutral</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>Opposes</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly Opposes</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Astin also discovered a relationship between working women and their mothers: she found that for a married woman to work, she must have had "early experiences that socialized her to value independence" (1976, p. 57). Thus, a working mother may have provided a more independent model, which contributed to her personal development (Bers, 1977). It is interesting to note that the women in this study do not reflect this effect. Mothers of the members of the experimental group were more highly employed full time than their daughters; seventeen percent of the mothers had full time jobs, while only 6% of the daughters are employed full time. Only 22% of the mothers of the control group were employed full time, while 47% of their daughters are full time employees. The experimental group works less than their mothers did, and the control group works more--possibly economic need is a factor here.

As to student status, both groups are primarily part time. However, there is a difference between the groups regarding how many previous courses they have taken at Oakton. The PSY 107-F was the first course for the majority of the experimental group (65%), while the majority of the control group (49%) had had one to three courses previous to this semester. This could be explained by the fact that the counselors at Oakton Community College encourage returning women to begin their college experience with PSY 107-F. And the fact that the members of the control did not take this course could mean that they either were not influenced by the coun-
selectors or they did not seek out a counselor. In either case, it could indicate that the control group is more independent. Another assumption could be that the experimental group's decision to seek counseling and/or this particular course could reflect that those who need help seek it.

The mean age of the experimental group is 40.42, and the mean age of the control group is 38.16. The experimental group is older by 2 years. The mean age computed at Oakton for returning women is 39. This is the same mean age reported in Brandenburg's (1974) investigation. Thus, both groups hover around the mean age for returning women students.

The marital status of both groups is similar; however, 11% of the control group is single, whereas only 3% of the experimental group are single. There may be fewer married women in the control group due to their lower mean age. More of the experimental group have children, 98% compared to 72% of the control. Perhaps because there are more mothers in the experimental group, the unemployment figure is higher for these women. The groups both report high percentages of mothers whose children are of school age. This is not surprising. The "empty nest" syndrome often leads women to seek education (Brandenburg, 1974; Halas, 1973). This also supports the findings by Bers (1977) and Tyrell (1975) that returning women at Oakton hold traditional attitudes about the working (student) mother—in other words, it indicates that they most probably believe that the mother should be at home with the children before they are of school age.
The majority of the women have been out of school for between eleven to twenty years, supportive of the national norm (Astin, 1976). However, more members of the control group have had college experience (78%) previous to enrollment at Oakton. A greater number of women in the experimental group (77%) are unsure of their direction in school, whereas the majority of the control group (54%) have settled on a particular program. Of those who have decided, the majority of them (39%) are enrolled in career oriented programs. Astin (1976) found that women enrolled in career programs were more liberal in their attitudes about the role of mother and about children, were more supportive of the women's movement, and rated themselves high on intellectual self-confidence—all characteristics indicative of a less traditional role concept.

Most of the women in both groups felt some degree, and many a high degree, of support from their husbands and children. This concurs with Astin's (1976) national survey; however, it disagrees with Brandenburg's (1974) investigations at Queen's College.

In summary, the demographic data reveal that the women in the experimental and control groups are similar in many areas, including the employment status of their mothers, their own status as students, their marital status, the ages of their children, and the support they feel from their families. However, there are some areas in which the two groups differ considerably. For the majority of the experimental group, this was their first semester at Oakton. Not only has the
control group been enrolled at Oakton longer, but they also have had greater previous college experience. They seem to have a greater sense of direction in college; more of the control group have chosen a particular field of study than the experimental group. The control group has more employed members and the experimental group has more mothers. These differences indicate that the groups may be different in regard to sex-role attitudes; the differences revealed could suggest that the control group is less traditional than the experimental group.

**Instruments**

The two major assessment instruments utilized in this research project were the Personal Orientation Inventory (POI) and the Bem Sex-Role Inventory (BSRI).

**Personal Orientation Inventory**

The Personal Orientation Inventory is a self-report inventory developed by Shostrom to measure levels of self-actualization as defined by Maslow. Maslow developed the concept of the self-actualizing person as one who is more fully functioning and living a more enriched life than does the average person (Shostrom, 1972). The instrument was designed to assess values, attitudes, and behavior relevant to the concept of the self-actualizing person.

The Personal Orientation Inventory has 12 scales, two major scales and ten subscales. The two major scales, Time Competence and Inner-Directed, are frequently used as the
"major areas important in personal development and interaction, time orientation and support orientation" (Shostrom, 1976, p. 5).

The first major scale, Time Competence, measures the extent to which the individual lives in the present. Self-actualizing people live primarily in the present with full awareness and full feeling of reactivity. Conversely, time incompetent people live primarily in the past with guilt, regret or resentment, or in the future with expectations and fears.

The second major scale, Inner-Directed, measures an individual's degree of independence. Self-actualizing people are self-directed, guided by internalized principles. Other-directed individuals are less independent and more reliant on others and influenced by external forces.

These major scales are global indicators of self-actualization. The 10 subscales reflect particular facets important in the development of self-actualization. They are described by Shostrom as follows:

Self-Actualizing Value (SAV) measures the affirmation of primary values of self-actualizing people. A high score indicates that the individual holds and lives by values characteristic of self-actualizing people, while a low score suggests the rejection of such values. Items in this scale cut across many characteristics.

Existentiality (ex) measures the ability to situationally or existentially react without rigid adherence to principles. Existentiality measures one's flexibility in applying values or principles to one's life. It is a measure of one's ability to use good judgment in applying these general principles. Higher scores reflect flexibility in application of values, while low scores may suggest a tendency to hold to values so rigidly that they become compulsive or dogmatic.
Feeling Reactivity (Fr) measures sensitivity or responsiveness to one's own needs and feelings. A high score indicates the presence of such sensitivity, while a low score suggests that one is fearful of expressing feelings behaviorally.

Spontaneity (S) measures freedom to react spontaneously, or to be oneself. A high score measures the ability to express feelings in a spontaneous action. A low score suggests that one is fearful of expressing feelings behaviorally.

Self-Regard (Sr) measures affirmation of self because of worth or strength. A high score measures the ability to like oneself because of one's strength as a person. A low score suggests feelings of low self-worth.

Self-Acceptance (Sa) measures affirmation or acceptance of oneself in spite of one's weaknesses or deficiencies. A high score suggests acceptance of self and weaknesses. It is more difficult to achieve self-acceptance than self-regard, but self-actualizing requires both.

Nature of Man-Constructive (Nc) measures the degree of one's constructive view of the nature of man. A high score suggests that one sees man as essentially good and can resolve the good-evil, masculine-feminine, selfish-unselfish, and spiritual-sensual dichotomies in the nature of man. A high score, therefore, measures the self-actualizing ability to be synergic in one's understanding of human nature. A low score suggests that one sees man as essentially bad or evil.

Synergy (Sy) measures the ability to be synergistic-to transcend dichotomies. A high score is a measure of the ability to see opposites of life as meaningfully related. A low score suggests that one sees opposites of life as antagonistic. When one is synergistic, one sees that work and play are not different, that lust and love, selfishness and selflessness, and other dichotomies are not really opposites at all.

Acceptance of Aggression (A) measures the ability to accept one's natural aggressiveness, as opposed to defensiveness, denial, repression of aggression. A high score indicates the ability to accept anger or aggression within oneself as natural. A low score suggests the denial of such feelings.

Capacity for Intimate Contact (C) measures the ability to develop contactful intimate relationships with other human beings, unencumbered by the expectations and obligations. A high score indicates the ability to develop meaningful, contactful, relationships with other human beings, while a low score suggests that one has difficulty with warm interpersonal relationships. (Knapp, 1976, pp. 6-7)

POI standard scores which fall between 50-60 on the profile grid are considered to be in the self-actualizing range. The closer the scores are to this range, the more
similar the group's responses are to the responses given by self-actualizing people. The further below the standard score of 50 a given set of scores falls, the more they represent responses not like those of self-actualizing people. Scores considerably above 60 may be presenting a picture which is too healthy or which overemphasized freedom and self-actualization.

The POI has been used in many group research studies and seems sensitive in measuring group produced growth (Walton, 1973). In the Handbook of Psychotherapy and Behavior Change, Bergin (1971) states:

We are impressed with the potentialities of the Personal Orientation Inventory (Shostrom, 1963; Shostrom & Knapp, 1966; and Knapp, 1965) which measures life orientation, self-actualizing tendencies, inner dimensions and similar dimensions usually considered to be in the domain of values. A series of studies related it to the MMPI, the Eysenck scales, therapeutic change and differences between diagnostic groups reveals both its validity and its ability to measure important dimensions not tapped by traditional scales.

In Burro's Mental Measurement Yearbook, Bloxom reports that the content validity of the POI is good. On reliability, he states:

The major data reported in the manual are test-retest reliability correlations and normative data. The reliability coefficients range from a moderate .55 to a good .85.

Bem Sex-Role Inventory

The Bem Sex-Role Inventory (BSRI) is a paper and pencil instrument which distinguishes androgynous individuals from those with more sex-typed self-concepts. This sex-role inventory is distinguished from others in that it does not auto-
matically build in an inverse relationship between masculinity and femininity.

The BSRI consists of 20 feminine personality characteristics, twenty masculine characteristics and twenty neutral characteristics. Thus, it contains both a masculinity scale and a femininity scale. These characteristics are listed in the first and second columns of Table 2. These personality characteristics were selected as masculine or feminine on the basis of sex-typed desirability. That is, a characteristic qualified as feminine if it was judged to be more desirable in American society for a woman than for a man; the converse is true for masculine items. The BSRI also contains a social desirability scale consisting of the 20 items that are neutral with respect to sex; in other words, these items (Column 3, Table 2) were not judged to be more socially appropriate for either sex.
Table 2
BSRI SCALES

<table>
<thead>
<tr>
<th>MASCULINE</th>
<th>FEMININE</th>
<th>NEUTRAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acts as a leader</td>
<td>Affectionate</td>
<td>Adaptable</td>
</tr>
<tr>
<td>Aggressive</td>
<td>Cheerful</td>
<td>Conceited</td>
</tr>
<tr>
<td>Ambitious</td>
<td>Childlike</td>
<td>Conscientious</td>
</tr>
<tr>
<td>Analytical</td>
<td>Compassionate</td>
<td>Conventional</td>
</tr>
<tr>
<td>Assertive</td>
<td>Does not use harsh language</td>
<td>Friendly</td>
</tr>
<tr>
<td>Athletic</td>
<td>Eager to soothe hurt feelings</td>
<td>Happy</td>
</tr>
<tr>
<td>Competitive</td>
<td>Feminine</td>
<td>Helpful</td>
</tr>
<tr>
<td>Defends own beliefs</td>
<td>Flatterable</td>
<td>Inefficient</td>
</tr>
<tr>
<td>Dominant</td>
<td>Gentle</td>
<td>Jealous</td>
</tr>
<tr>
<td>Forceful</td>
<td>Gullible</td>
<td>Likable</td>
</tr>
<tr>
<td>Has leadership abilities</td>
<td>Loves Children</td>
<td>Moody</td>
</tr>
<tr>
<td>Independent</td>
<td>Loyal</td>
<td>Reliable</td>
</tr>
<tr>
<td>Individualistic</td>
<td>Sensitive to the needs of others</td>
<td>Secretive</td>
</tr>
<tr>
<td>Makes decisions easily</td>
<td>Shy</td>
<td>Sincere</td>
</tr>
<tr>
<td>Masculine</td>
<td>Soft spoken</td>
<td>Solemn</td>
</tr>
<tr>
<td>Self-reliant</td>
<td>Sympathetic</td>
<td>Tactful</td>
</tr>
<tr>
<td>Self-sufficient</td>
<td>Tender</td>
<td>Theatrical</td>
</tr>
<tr>
<td>Strong personality</td>
<td>Understanding</td>
<td>Truthful</td>
</tr>
<tr>
<td>Willing to take a stand</td>
<td>Warm</td>
<td>Unpredictable</td>
</tr>
<tr>
<td>Willing to take risks</td>
<td>Yielding</td>
<td>Unsystematic</td>
</tr>
</tbody>
</table>
To determine the items used, Bem and associates compiled a list of 200 personality characteristics which seemed to be both positive in value and masculine or feminine in tone. In addition, 200 characteristics that seemed neutral, those which had neither a masculine or feminine tone, were compiled; half of these characteristics were positive and half were negative. One hundred (50 female and 50 male) judges were asked to rank these characteristics on a 7-point scale ranging from 1 (not at all desirable) to 7 (extremely desirable in American society for this sex). A personality characteristic was qualified as feminine if it was independently judged by both women and men to be significantly more desirable for females than for males (p < .05). The same procedure was used to determine masculine and feminine items (Bem, 1974).

Thus, the BSRI consists of 60 personality characteristics to be self-rated by subjects from 1 ("Never or almost never true") to 7 ("Always or almost always true"). The mean ratings on the 20-item femininity scale is called the Femininity score (F). Similarly, the average score on the 20-item masculinity scale is the Masculinity score (M). Bem (1975, a, p. 5) reports:

Psychometric analyses on the BSRI indicate that it is quite satisfactory as a measuring instrument. As anticipated, the Masculinity and Femininity scores turned out to be empirically as well as conceptually independent (average r = -.03), thereby vindicating our decision to design an inventory that would not treat masculinity and femininity as two ends of a single dimension.

In her revised edition of the scoring packet for the BSRI, Bem described evidence collected which indicated that
there should be a distinction between those whose Femininity scores and Masculinity scores were both high and those whose scores were both low. Thus, there will be four distinct classifications: masculine, feminine, androgynous, and nondifferentiated (Bem, 1976).

In order to determine the classification of the subjects, first the $\bar{F}$ and $\bar{M}$ is computed for each subject as described above. Secondly, the medians for the masculinity and femininity scores are obtained based on the total population. The median masculinity score is that score above which 50% of the masculinity scores fall; and the femininity score is that above which 50% of the femininity scores fall.

Once the median masculinity and femininity scores have been determined, subjects are classified as follows. Those with $\bar{M}$ and $\bar{F}$ scores falling above the medians of each are classified Androgynous. Those whose $\bar{M}$ score falls above the median $\bar{M}$ score and whose $\bar{F}$ score falls below the median $\bar{F}$ score are considered Masculine. Conversely, those whose $\bar{F}$ score falls above the median $\bar{F}$ score and whose $\bar{M}$ score falls below the median $\bar{M}$ score are considered Feminine. And, finally, those whose $\bar{F}$ and $\bar{M}$ scores fall below both medians are nondifferentiated, as demonstrated in Table 3.
Table 3
Sex-Role Classification
Based on Median Split - BSRI

<table>
<thead>
<tr>
<th>MASCULINITY SCORE</th>
<th>FEMININITY SCORE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Median</td>
<td>Below Median</td>
<td></td>
</tr>
<tr>
<td>Undifferentiated</td>
<td>Feminine</td>
<td>Androgynous</td>
</tr>
<tr>
<td>Above Median</td>
<td>Above Median</td>
<td></td>
</tr>
<tr>
<td>Masculine</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MASCULINITY SCORE</th>
<th>FEMININITY SCORE</th>
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<tr>
<td>Below Median</td>
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<td></td>
</tr>
<tr>
<td>Undifferentiated</td>
<td>Feminine</td>
<td>Androgynous</td>
</tr>
<tr>
<td>Above Median</td>
<td>Above Median</td>
<td></td>
</tr>
<tr>
<td>Masculine</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>MASCULINITY SCORE</th>
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<tr>
<td>Below Median</td>
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<td></td>
</tr>
<tr>
<td>Masculine</td>
<td></td>
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</tbody>
</table>
Administration of Tests

Pretests were administered to both groups at the beginning of the spring semester, 1977. The experimental groups were given the POI and the BSRI during the second class meeting; in addition, they were asked to complete a questionnaire consisting of demographic data and motivation for taking the course. The same instruments were mailed to the control group in packets containing self-addressed, stamped return envelopes. The control group was asked their reasons for not selecting to enroll in PSY 107-F to assess attitudes toward the course.

Both experimental and control groups were posttested during the last week of the semester using the same procedures as during the pretesting. The experimental group also completed a self-evaluation of their own personal growth and their opinions regarding the class and their experiences. The instructors gave their opinions on the growth and behavior changes described by the students.

The BSRI was hand scored according to the directions established by Bem and detailed under the Instruments section of this chapter. The POI was machine scored by the Educational and Industrial Testing Service.

Instructors

There were three instructors of Psychology of Personal Growth for women. The instructors were all women over 25 years of age and who have taught this course at Oakton Community College for a minimum of two years.
Instructor number one taught two of the sections of PSY 107-F included in this study. She is a full time member of the Student Development Faculty (this position includes counseling as well as teaching). She has her master's degree in Guidance and Counseling, has had extensive training in group process, and is a Clinical Member of the International Transactional Analysis Association. She was instrumental in the development of the Women's Program at Oakton, and her counseling clientele consists principally of returning women students.

Instructor number two is a part time instructor with a master's degree in Psychology. She is also a Clinical Member of the International Transactional Analysis Association and has a private counseling practice. She is a returning woman herself, and began her reentry to college by taking PSY 107-F at Oakton.

Instructor number three is a full time member of the Student Development Faculty at Oakton. In addition to her teaching, she is the primary counselor at Oakton, responsible for referrals and consulting with the other counselors. Her master's degree is in Clinical Social Work. Her model is intrapsychic dynamic, and she has extensive experience in group process as well as theories and practice of Transactional Analysis.

Each instructor's class sections are considered separate treatments because of the instructor variable. However, they are all committed to the goals of PSY 107-F--providing a pro-
tective atmosphere conducive to maximum growth, self-exploration and awareness, and developing flexibility, independence and self-respect within each student. Each section was taught with Transactional Analysis as the basic conceptual model. The instructors were involved with the Women's Center and met throughout the semester to discuss the issues facing women during this crucial period in their lives, and to share events taking place in their classes.

Treatment

Psychology of Personal Growth for women is a course offered every semester at Oakton Community College. The four sections under study were offered in the spring of 1977. The classes allow a maximum of 15 students each, meet on a weekly basis for 16 weeks, and offer three units of credit. Each session is three hours in length. PSY-107-F is a didactic and experiential course focusing on values, goals, feelings, and self-discovery in order to develop self-awareness, self-confidence, and self-direction. It is described in the college catalogue as follows:

The focus of this course is a personal growth experience. Emphasis will be on increasing awareness of values, emotions, and other motivational factors that affect individual's personal behavior and promote or inhibit their personal growth, through the exploration of various personal growth theories. Participants in this group experience will be expected to deal with their own personal development.

The four sections under study were taught by three faculty members who are committed to the concept of the course and who have been rated very highly by previous students on
teacher evaluations.

Class sessions combined lectures and experiential exercises. The classes were conducted in a relaxed atmosphere in a comfortable and unstructured classroom setting. Seating arrangements were more like those used for encounter groups than for formal classes—a circular arrangement.

Psychological theories of human development provided the cognitive material presented in the course through lectures, discussion, and assigned readings. Emphasis was given to those factors in human development which are known to be more problematic to women in our culture—those cultural and personal factors which inhibit the tendency towards self-actualization. Some discussion focused on the inhibitions caused by traditional sex-role attitudes and expectations, inhibitions and barriers which may bring problems to the surface in middle-aged women. Theoretical models of behavioral change, development of healthy interpersonal relations, clarifications of values and needs, decision making skills, and development of goals are presented.

In addition to this didactic type of learning, students are given the opportunity and encouraged to become experientially involved, to develop their own awareness of self by applying the theoretical principles. Students are encouraged to analyze their own development, their needs, values, as well as self-defeating behaviors which are inhibiting their maximum growth. This is accomplished through very personalized journals and autobiographies, self-disclosure in the
classroom in dyads and small groups, and feedback from other students and the instructor. The instructor is an active participant, providing protection, permission and encouragement; she uses self-disclosure and models other growth producing behaviors as an example for the students and to enhance the climate of trust. The women are encouraged to share their feelings and their problems. Class members, especially when the problem being discussed is a shared one, serve as models and reinforce each other, facilitating the process. 

As mentioned previously, among mature women there is a striking similarity of feelings of isolation, helplessness, guilt and frustration. The PSY-107 F format provides a setting whereby the problems may be shared and solutions may involve learning new attitudes and gaining new skills. Learning is accomplished through this intertwining of cognitive presentation and affective experiences. Sometimes material is presented first, then discussion or exercises follow; and, at other times, a problem is raised which may lead into a discussion of the theoretical basis of problematic behavior or situations.

The students are strongly encouraged to select one aspect of their behavior that they would like to change. They are instructed in methods of behavior change and given the opportunity to practice their new behaviors in class and report on how it is working in actuality. Class members and the instructor provide a forum for women to be challenged when not practicing this new behavior and rewarded and en-
couraged when practicing a new behavior or reporting about their successes.

All of the instructors follow the above format. The following descriptions define each instructor's own particular orientations, requirements, and assignments. Each instructor also kept weekly logs of each class session detailing concepts introduced, teaching techniques used, experiences processed, materials used, assignments and other comments. The logs are located in Appendix D, II.

Treatment 1

Learning Goals:
Learning to know one's self and setting own life goals.
Becoming more aware of and sharing feelings.
Becoming more aware of one's own ego states (psychological states), stroke economy (ability to give and receive), games (self-defeating behaviors), and script messages (personal psychological development).
Developing listening skills.
Clarifying values, exploring options, and setting goals.
Beginning career option process.

Teaching Methods:
Mini-lectures on Transactional Analysis and related theories.
Discussion of required reading materials.
Development of an atmosphere of permission and protection so that each student can explore her potency.
Presentation of experiential growth facilitative exercises.
Serving as a resource person for those seeking careers.
Interpreting the Strong Campbell Interest Inventory.
Giving personal feedback and confronting self-defeating behaviors.
Course Requirements:
Contract for behavior change.
Keep an ongoing personal journal.
Participate in group process, i.e., giving feedback, confronting, listening, supporting, and sharing.
Practice creativity, spontaneity, awareness and intimacy.
Read required books and handouts.
Write an autobiography.

Grading Policy:
Attendance and active participation.
Changes perceived in self
Quality of assignments.
Completion of reading.

Texts:
Born to Win by James and Jongeward
Women as Winners by Jongeward and Scott
One other selection from the reading list

Treatment 2

Learning Goals:
Becoming aware of personal development.
Determining life directions.
Developing awareness of feelings, conflicts, goals.
Developing listening skills.
Sharing feelings with others.
Clarifying values and options.

Teaching Methods:
Mini-lectures of Transactional Analysis and related theories.
Conducting classroom discussions on lectures and reading materials.

Experiential growth facilitating exercises.

Maintaining an atmosphere of permission and protection so that each student can maximize her opportunity.

Giving feedback and confronting self-defeating behaviors and exploring avenues of further growth.

**Course Requirements:**

Work on behavior change.

Keep a journal.

Write an autobiography.

Participate in exercises.

Read books and handouts.

**Grading Policy:**

Attendance and participation.

Changes perceived in self.

Quality of assignments.

Completion of reading.

**Texts:**

*Born to Win* by James and Jongeward

*Women as Winners* by Jongeward and Scott

One other selection from the reading list

**Treatment 3**

**Learning Goals:**

Developing self-awareness.

Developing awareness of transactions with others.

Learning tools for productive thinking about self.

Learning to take responsibility.
Learning to see options and make decisions.

**Teaching Methods:**

Presentation of brief overview of human behavior using Transactional Analysis as a conceptual model.

Discussion of materials presented in class and readings.

Encouraging member participation in group process by utilizing effective methods of communication (i.e., speaking directly, using "I" language).

Giving feedback and confrontation.

**Course Requirements:**

Determine own goals and extent of interaction with the group.

Complete two personality inventories to be used to facilitate growth.

Read assigned texts.

Write a paper on one additional book.

Write an autobiography.

For an A grade, write a paper exploring an aspect of one's self, or prepare a project pertinent to self to present to the class.

**Grading Policy:**

Attendance and commitment to the group.

Completion of readings.

Quality of assignments.

Student's self-evaluation.

**Texts:**

*Born to Win* by James and Jongeward

*Why Am I Afraid to Tell You Who I Am?* by Powell

*The Secret of Staying in Love* by Powell

One other selection from the reading list
Comparison of Experimental Groups

In order to determine whether the instructor variable effected the treatment outcome, multivariate analysis of variance was used to compare the three treatment groups. The results, presented in Tables 4 through 8, indicate that there were no differences among the three groups on pre-testing or post-testing for either instrument. Thus, the instructor variable did not seem to effect the treatment outcome.
Table 4

PRETEST MULTIVARIATE ANALYSIS OF VARIANCE FOR EXPERIMENTAL GROUPS ON BSRI

<table>
<thead>
<tr>
<th>Test of Roots</th>
<th>F</th>
<th>DFHYP</th>
<th>DFERR</th>
<th>P LESS THAN</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 through 2</td>
<td>0.498</td>
<td>4.000</td>
<td>96.000</td>
<td>0.737</td>
<td>0.199</td>
</tr>
<tr>
<td>2 through 2</td>
<td>0.027</td>
<td>1.000</td>
<td>48.500</td>
<td>0.871</td>
<td>0.023</td>
</tr>
</tbody>
</table>

Univariate F Tests

<table>
<thead>
<tr>
<th>Variable</th>
<th>F(2, 49)</th>
<th>MEAN SQ</th>
<th>P LESS THAN</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSRI F</td>
<td>0.013</td>
<td>0.005</td>
<td>0.987</td>
<td>-0.183</td>
</tr>
<tr>
<td>BSRI M</td>
<td>0.981</td>
<td>0.512</td>
<td>0.382</td>
<td>1.018</td>
</tr>
</tbody>
</table>
Table 5

POSTTEST MULTIVARIATE ANALYSIS OF VARIANCE FOR EXPERIMENTAL GROUPS ON BSRI

Multivariate Tests of Significance Using Wilks Lambda Criterion

<table>
<thead>
<tr>
<th>Test of Roots</th>
<th>F</th>
<th>DFHYP</th>
<th>DFERR</th>
<th>P LESS THAN</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 through 2</td>
<td>0.438</td>
<td>4.000</td>
<td>96.000</td>
<td>0.781</td>
<td>0.188</td>
</tr>
<tr>
<td>2 through 2</td>
<td>0.002</td>
<td>1.000</td>
<td>48.500</td>
<td>0.969</td>
<td>0.006</td>
</tr>
</tbody>
</table>

Univariate F Tests

<table>
<thead>
<tr>
<th>Variable</th>
<th>F(2, 49)</th>
<th>MEAN SQ</th>
<th>P LESS THAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSRI F</td>
<td>0.352</td>
<td>0.110</td>
<td>0.705</td>
</tr>
<tr>
<td>BSRI M</td>
<td>0.668</td>
<td>0.318</td>
<td>0.518</td>
</tr>
</tbody>
</table>

Standardized Discriminant Function Coefficients

1
Table 6

PRETEST MULTIVARIATE ANALYSIS OF VARIANCE FOR EXPERIMENTAL GROUPS ON POI

Multivariate Tests of Significance Using Wilks Lambda Criterion

<table>
<thead>
<tr>
<th>Test of Roots</th>
<th>F</th>
<th>DFHYP</th>
<th>DFERR</th>
<th>P LESS THAN</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 through 2</td>
<td>1.198</td>
<td>24.000</td>
<td>76.000</td>
<td>0.271</td>
<td>0.631</td>
</tr>
<tr>
<td>2 through 2</td>
<td>0.502</td>
<td>11.000</td>
<td>38.500</td>
<td>0.890</td>
<td>0.354</td>
</tr>
</tbody>
</table>

Univariate F Tests

<table>
<thead>
<tr>
<th>Variable</th>
<th>F( 2, 49)</th>
<th>MEAN SQ</th>
<th>P LESS THAN</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Competency</td>
<td>4.369</td>
<td>53.563</td>
<td>0.018</td>
<td>1.075</td>
</tr>
<tr>
<td>Inner Directedness</td>
<td>0.568</td>
<td>64.097</td>
<td>0.570</td>
<td>-0.391</td>
</tr>
<tr>
<td>Self-Actualization</td>
<td>0.077</td>
<td>0.589</td>
<td>0.926</td>
<td>0.207</td>
</tr>
<tr>
<td>Existentiality</td>
<td>0.033</td>
<td>0.681</td>
<td>0.967</td>
<td>-1.185</td>
</tr>
<tr>
<td>Feeling Reactivity</td>
<td>1.657</td>
<td>15.884</td>
<td>0.201</td>
<td>0.628</td>
</tr>
<tr>
<td>Spontaneity</td>
<td>3.377</td>
<td>24.657</td>
<td>0.042</td>
<td>0.856</td>
</tr>
<tr>
<td>Self Regard</td>
<td>0.491</td>
<td>2.973</td>
<td>0.615</td>
<td>-0.995</td>
</tr>
<tr>
<td>Self Acceptance</td>
<td>1.074</td>
<td>13.846</td>
<td>0.350</td>
<td>0.602</td>
</tr>
<tr>
<td>Nature of Man</td>
<td>0.844</td>
<td>1.570</td>
<td>0.436</td>
<td>0.030</td>
</tr>
<tr>
<td>Synergy</td>
<td>0.002</td>
<td>0.003</td>
<td>0.998</td>
<td>-0.284</td>
</tr>
<tr>
<td>Acceptance of Aggression</td>
<td>0.509</td>
<td>5.846</td>
<td>0.604</td>
<td>-0.474</td>
</tr>
<tr>
<td>Capacity for Intimate Contact</td>
<td>0.717</td>
<td>12.786</td>
<td>0.493</td>
<td>0.372</td>
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</tbody>
</table>
Table 7
POSTTEST MULTIVARIATE ANALYSIS OF VARIANCE FOR EXPERIMENTAL GROUPS ON POI

Multivariate Tests of Significance Using Wilks Lambda Criterion

<table>
<thead>
<tr>
<th>Test of Roots</th>
<th>F</th>
<th>DFHYP</th>
<th>DFERR</th>
<th>P LESS THAN</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 through 2</td>
<td>0.779</td>
<td>24.000</td>
<td>76.000</td>
<td>0.751</td>
<td>0.490</td>
</tr>
<tr>
<td>2 through 2</td>
<td>0.626</td>
<td>11.000</td>
<td>38.500</td>
<td>0.795</td>
<td>0.390</td>
</tr>
</tbody>
</table>

Univariate F Tests

<table>
<thead>
<tr>
<th>Variable</th>
<th>F(2, 49)</th>
<th>MEAN SQ</th>
<th>P LESS THAN</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Competency</td>
<td>2.492</td>
<td>22.438</td>
<td>0.093</td>
<td>0.933</td>
</tr>
<tr>
<td>Inner Directedness</td>
<td>1.602</td>
<td>225.558</td>
<td>0.212</td>
<td>0.151</td>
</tr>
<tr>
<td>Self Actualization</td>
<td>0.641</td>
<td>3.899</td>
<td>0.531</td>
<td>0.099</td>
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<td>Existentiality</td>
<td>0.111</td>
<td>2.103</td>
<td>0.895</td>
<td>1.245</td>
</tr>
<tr>
<td>Feeling Reactivity</td>
<td>2.147</td>
<td>24.795</td>
<td>0.128</td>
<td>0.024</td>
</tr>
<tr>
<td>Spontaneity</td>
<td>0.921</td>
<td>8.420</td>
<td>0.405</td>
<td>0.507</td>
</tr>
<tr>
<td>Self Regard</td>
<td>0.359</td>
<td>3.359</td>
<td>0.700</td>
<td>0.573</td>
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<tr>
<td>Self Acceptance</td>
<td>1.979</td>
<td>22.980</td>
<td>0.149</td>
<td>0.658</td>
</tr>
<tr>
<td>Nature of Man</td>
<td>1.579</td>
<td>3.701</td>
<td>0.216</td>
<td>0.044</td>
</tr>
<tr>
<td>Synergy</td>
<td>0.015</td>
<td>0.017</td>
<td>0.985</td>
<td>0.246</td>
</tr>
<tr>
<td>Acceptance of Aggression</td>
<td>0.250</td>
<td>3.434</td>
<td>0.780</td>
<td>0.095</td>
</tr>
<tr>
<td>Capacity for Intimate Contact</td>
<td>1.912</td>
<td>31.853</td>
<td>0.159</td>
<td>1.185</td>
</tr>
</tbody>
</table>
Hypotheses

The hypotheses tested in this study are stated in the null form. The direction of testing is to reject the null hypotheses at the .05 level of significance.

1. There will be no significant differences between the pre-test scores of the experimental and control groups on:
   a. levels of self-actualization as measured by the POI;
   b. sex-role attitude as measured by the BSRI.
2. There will be no significant difference between the post-test scores of the experimental and control groups on:
   a. levels of self-actualization as measured by the POI;
   b. sex-role attitude as measured by the BSRI.
3. There will be no significant change from pre- to post-test scores of the experimental groups on:
   a. levels of self-actualization as measured by the POI;
   b. sex-role attitude as measured by the BSRI.
4. There will be no significant change from pre- to post-test scores of the control group on:
   a. levels of self-actualization as measured by the POI;
   b. sex-role attitude as measured by the BSRI.

Analysis of the Data

Multivariate Analysis of variance (MANOVA) and step down univariate F tests are the statistical techniques used to analyze the data. Multivariate analysis of variance was selected in order to demonstrate discriminant function analysis of multiple groups and variables. It allows for considera-
tion of the extent to which the various measures are interrelated. Multivariate analysis of variance is a powerful tool in that "multiple conditions can be studied using multiple measures in a way in which the individual effects and interactions of conditions can be assessed directly" (Hardych and Petrinovich, 1975, p. 216). The step down univariate F statistic indicates the measure of significance of the F statistic after all the variation from the preceding measure has been removed.

In addition, the BSRI data will be analyzed by use of individual Femininity and Masculinity mean scores, and subjects will be classified in relation to the group median scores as detailed under the section describing the instruments in this chapter.

Summary

To summarize, this study was conducted at a community college located in an upper middle class suburban area of a large metropolitan midwestern city. To determine the effect of the treatment, a psychology of personal growth experience for adult women students, subjects were divided into an experimental and control group. The experimental group consisted of three subgroups. Statistical analysis revealed that there were no significant differences among the three subgroups on pretesting and posttesting. Both experimental and control groups were pre- and posttested using the Personal Orientation Inventory and the Bem Sex-Role Inventory to assess
changes in levels of self-actualization and psychological androgyny, respectively. Data were analyzed to determine differences between the pre- and posttest scores of the experimental group and to determine any differential between the scores of the experimental and control groups. Multivariate analysis of variance and univariate F tests were the statistics used to assess the significance of change.
CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

The purpose of this chapter is to present the statistical analysis used to measure changes in mature women students' levels of self-actualization and psychological androgyny after participating in a one-semester personal growth course and to compare these results with mature women students who have not participated in such a course. Analysis was based on the pretest, posttest, and change scores on the Personal Orientation Inventory and the Bem Sex-Role Inventory. They are presented in the following manner: (1) differences between pretest scores of the experimental and control groups; (2) differences between posttest scores of the experimental and control groups; (3) changes from pretest to posttest scores of the experimental group; (4) changes from pretest to posttest scores of the control group. In addition, pretest and posttest scores of the BSRI are plotted by using the median scores and analyzed by using a t-ratio formula (Bem, 1974); and the results of the student evaluation forms are presented.

Hypotheses

The hypotheses tested in this study are stated in the
null form. The direction of testing is to reject the null hypotheses at the .05 level of significance. The hypotheses are stated as follows:

1. There will be no significant differences between the pretest scores of the experimental and control groups on:
   a. levels of self-actualization as measured by the POI;
   b. sex-role attitude as measured by the BSRI.

2. There will be no significant difference between the post-test scores of the experimental and control groups on:
   a. levels of self-actualization as measured by the POI;
   b. sex-role attitude as measured by the BSRI.

3. There will be no significant change from pre- to post-test scores of the experimental groups on:
   a. levels of self-actualization as measured by the POI;
   b. sex-role attitude as measured by the BSRI.

4. There will be no significant change from pre- to post-test scores of the control groups on:
   a. levels of self-actualization as measured by the POI;
   b. sex-role attitude as measured by the BSRI.

**Analysis of the Data**

Multivariate Analysis of variance (MANOVA) and step down univariate F tests are the statistical techniques used to analyze the data. Multivariate analysis of variance allows for consideration of the extent to which the various measures are interrelated. Multivariate analysis of variance is a powerful
tool in that "multiple conditions can be studied using multiple measures in a way in which the individual effects and interactions of conditions can be assessed directly" (Hardych and Petrinovich, 1975, p. 216). The step down univariate $F$ statistic indicates the measure of significance of the $F$ statistic after all the variation from the preceding measure has been removed.

In addition, the BSRI data are analyzed by use of individual Femininity and Masculinity mean scores and subjects will be classified in relation to the group median scores as detailed under the section describing the instruments in Chapter III. This data will also be analyzed by use of a $t$-ratio.

**Hypothesis 1**

Multivariate analysis of variance are presented in Tables 8 and 9 for both instruments for both experimental and control groups. This global analysis shows a probability of less than 0.001 on both the POI and the BSRI scales for all pretested subjects analyzed together. The significant differences are detailed in the univariate $F$ tests listed below. Thus, there is a significant difference between the members of the experimental group and the control group at the outset of this study on both the POI and the BSRI scales.

These statistical data seem to indicate that the two groups of women under the study were statistically different from each other on levels of self-actualization and sex-role attitudes. The groups were not homogeneous, even though they
Table 8
PRETEST MULTIVARIATE ANALYSIS OF VARIANCE FOR EXPERIMENTAL AND CONTROL GROUPS ON THE POI

Multivariate Tests of Significance Using Wilks Lambda Criterion

<table>
<thead>
<tr>
<th>Test of Roots</th>
<th>F</th>
<th>DFHYP</th>
<th>DFERR</th>
<th>P LESS THAN</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 through 1</td>
<td>3.340</td>
<td>12.000</td>
<td>122.000</td>
<td>0.001*</td>
<td>0.497</td>
</tr>
</tbody>
</table>

Univariate F Tests

<table>
<thead>
<tr>
<th>Variable</th>
<th>F(1,133)</th>
<th>MEAN SQ</th>
<th>P LESS THAN</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Competency</td>
<td>4.982</td>
<td>52.182</td>
<td>0.027*</td>
<td>0.233</td>
</tr>
<tr>
<td>Inner Directedness</td>
<td>2.111</td>
<td>365.540</td>
<td>0.149</td>
<td>-0.101</td>
</tr>
<tr>
<td>Self Actualization</td>
<td>12.015</td>
<td>75.148</td>
<td>0.001*</td>
<td>0.745</td>
</tr>
<tr>
<td>Existentiality</td>
<td>0.139</td>
<td>2.386</td>
<td>0.710</td>
<td>-0.506</td>
</tr>
<tr>
<td>Spontaneity</td>
<td>0.722</td>
<td>5.868</td>
<td>0.397</td>
<td>-0.865</td>
</tr>
<tr>
<td>Self Regard</td>
<td>20.043</td>
<td>130.352</td>
<td>0.001*</td>
<td>0.672</td>
</tr>
<tr>
<td>Self Acceptance</td>
<td>3.092</td>
<td>37.334</td>
<td>0.081</td>
<td>0.513</td>
</tr>
<tr>
<td>Nature of Man</td>
<td>0.012</td>
<td>0.033</td>
<td>0.915</td>
<td>-0.471</td>
</tr>
<tr>
<td>Synergy</td>
<td>1.773</td>
<td>2.242</td>
<td>0.185</td>
<td>-0.014</td>
</tr>
<tr>
<td>Acceptance of Aggression</td>
<td>3.057</td>
<td>34.831</td>
<td>0.083</td>
<td>0.201</td>
</tr>
<tr>
<td>Capacity for Intimate Contact</td>
<td>2.839</td>
<td>42.035</td>
<td>0.094</td>
<td>0.254</td>
</tr>
</tbody>
</table>
Table 9
PRETEST MULTIVARIATE ANALYSIS OF VARIANCE FOR EXPERIMENTAL AND CONTROL GROUPS ON THE BSRI

Multivariate Tests of Significance Using Wilks Lambda Criterion

<table>
<thead>
<tr>
<th>Test of Roots</th>
<th>F</th>
<th>DFHYP</th>
<th>DFERR</th>
<th>P LESS THAN</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 through 1</td>
<td>12.269</td>
<td>2.000</td>
<td>132.000</td>
<td>0.001*</td>
<td>0.396</td>
</tr>
</tbody>
</table>

Univariate F Tests

<table>
<thead>
<tr>
<th>Variable</th>
<th>F</th>
<th>MEAN SQ</th>
<th>P LESS THAN</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSRI F</td>
<td>7.938</td>
<td>2.887</td>
<td>0.006*</td>
<td>-0.691</td>
</tr>
<tr>
<td>BSRI M</td>
<td>13.178</td>
<td>6.997</td>
<td>0.001*</td>
<td>0.833</td>
</tr>
</tbody>
</table>

Standardized Discriminant Function Coefficients
### Chart 1
**FPI Profile Grid of Pretest Scores**

**For Experimental and Control Groups**

<table>
<thead>
<tr>
<th>TIME COMPETENT</th>
<th>INNER-DIRECTED</th>
<th>SELF-ACTUALIZING</th>
<th>FEELING</th>
<th>SELF-PERCEPTION</th>
<th>SYNERGISTIC</th>
<th>AWARENESS</th>
<th>INTERPERSONAL SENSITIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line in the present</td>
<td>Independent, self-supportive</td>
<td>Value limits values of self-actualizing people</td>
<td>Reactivity sensitive to own needs and feelings</td>
<td>Self-regard is high in self-worth</td>
<td>Self-acceptance is high in self-worth</td>
<td>Nature of man, constructive</td>
<td>Synergy seen as life on meaningfully good</td>
</tr>
<tr>
<td>Tc</td>
<td>I</td>
<td>LAV</td>
<td>Ex</td>
<td>Fr</td>
<td>S</td>
<td>Sr</td>
<td>Ss</td>
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<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**ADULT NORMS**

- 25
- 20
- 15
- 10
- 5
- 0
- 5
- 10
- 15
- 20
- 25
- 30

**EXPERIMENTAL**

**CONTROL**

<table>
<thead>
<tr>
<th>TIME INCOMPETENT</th>
<th>OTHER DIRECTED</th>
<th>REFUTES VALUES</th>
<th>INSENSITIVE TO NEEDS</th>
<th>FEARFUL OF EXPRESSING FEELINGS</th>
<th>HAS LOW SELF-WORTH</th>
<th>UNABLE TO ACCEPT SELF WITH WEAKNESS</th>
<th>SEES MAN AS ASSUMINGLY EVIL</th>
<th>SEES OPPONENTS AS ANTAGONISTIC</th>
<th>DUES FEELINGS OF ANGER OR AGGRESSION</th>
<th>HAS DIFFICULTY WITH WORK OR PERSONAL RELATIONSHIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lives in the past or future</td>
<td>Independent, seeks support of others' views</td>
<td>Rejects values of self-actualizing people</td>
<td>Ineffective in application of values</td>
<td>Fearful of expressing feelings behaviorally</td>
<td>Has low self-worth</td>
<td>Unable to accept self with weaknesses</td>
<td>Sees man as assumingly evil</td>
<td>Sees opponents as antagonistic</td>
<td>Dues feelings of anger or aggression</td>
<td>Has difficulty with work or personal relations</td>
</tr>
</tbody>
</table>
both represent the same population at Oakton Community College, all are considered returning women students. However, it was noted in Chapter III that the results of the questionnaire did reveal some differences which could indicate that the groups may have been dissimilar. Chart 1 presents the POI profile of the mean scores of the experimental and control group's pretest results. It can be seen on this chart that the control group scores are not only different but that they are higher, more self-actualizing. The BSRI pretest scores for the experimental group were $\bar{F}=5.244$ and $\bar{M}=4.337$; the control group pretest scores were $\bar{F}=4.944$ and $\bar{M}=4.805$. The control group's $\bar{F}$ and $\bar{M}$ scores are closer, more balanced, therefore more androgynous. Thus, the control group is not only more self-actualizing, but also more androgynous at the beginning of the study. Subsequently, because there are significant differences between the pretests of the experimental and control groups, hypothesis 1 is rejected.

**Hypothesis 2**

Since there was a significant difference on the pretest scores between the experimental and control groups, two statistical methods were utilized to determine differences on posttest scores. The second null hypothesis stated that there would be no significant difference between the posttest scores of the experimental and control groups on levels of self-actualization and sex-role attitudes as measured by the POI and the BSRI, respectively. Multivariate analysis of variance
was the first test run to analyze these scores. Table 10 presents the results of multivariate analysis of variance results for the posttest scores of the POI. These findings report that the posttest scores were significantly different at the .004 level. Table 11 presents the multivariate analysis of variance posttest scores on the BSRI. These scores were different at the 0.003 level of significance. Thus, posttest scores on both instruments were significantly different for the experimental and control groups.

Because the two groups were nonequivalent at the onset of the study as demonstrated by the rejection of the first hypothesis, the control group is not a true control. It may be preferable to consider this group a comparison group. In addition to analyzing posttest results of the two groups, it was necessary to run a gain score test to determine whether the experimental group actually changed more than the control group from pre- to posttesting. The multivariate analysis of variance of gain score test compares the gain of the experimental with the gain of the control group. Table 12 presents the multivariate analysis of variance of gain scores results for the posttest scores of the POI, using pretest scores to determine gain. These findings report that the gain of the experimental group is significantly different at the 0.001 level. This gain score not only indicates that the two groups are significantly different at posttesting, but also that the experimental group changed significantly from pretesting to posttesting, while the control group did not.
Table 10

POSTTEST MULTIVARIATE ANALYSIS OF VARIANCE FOR EXPERIMENTAL
AND CONTROL GROUPS ON THE POI

Multivariate Tests of Significance Using Wilks Lambda Criterion

<table>
<thead>
<tr>
<th>Test of Roots</th>
<th>F</th>
<th>DFHYP</th>
<th>DFERR</th>
<th>P LESS THAN</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 through 1</td>
<td>2.597</td>
<td>12.000</td>
<td>122.000</td>
<td>0.004*</td>
<td>0.451</td>
</tr>
</tbody>
</table>

Univariate F Tests

<table>
<thead>
<tr>
<th>Variable</th>
<th>F(1,133)</th>
<th>MEAN SQ</th>
<th>P LESS THAN</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Competency</td>
<td>0.043</td>
<td>0.516</td>
<td>0.836</td>
<td>0.388</td>
</tr>
<tr>
<td>Inner Directedness</td>
<td>6.820</td>
<td>2958.913</td>
<td>0.010*</td>
<td>-0.280</td>
</tr>
<tr>
<td>Self Actualization</td>
<td>0.027</td>
<td>0.165</td>
<td>0.870</td>
<td>0.031</td>
</tr>
<tr>
<td>Existentiality</td>
<td>13.745</td>
<td>210.088</td>
<td>0.001*</td>
<td>-0.731</td>
</tr>
<tr>
<td>Feeling Reactivity</td>
<td>0.390</td>
<td>3.050</td>
<td>0.533</td>
<td>0.280</td>
</tr>
<tr>
<td>Spontaneity</td>
<td>1.212</td>
<td>8.007</td>
<td>0.273</td>
<td>-0.154</td>
</tr>
<tr>
<td>Self Regard</td>
<td>1.606</td>
<td>7.052</td>
<td>0.207</td>
<td>0.305</td>
</tr>
<tr>
<td>Self Acceptance</td>
<td>1.149</td>
<td>13.726</td>
<td>0.286</td>
<td>0.120</td>
</tr>
<tr>
<td>Nature of Man</td>
<td>0.887</td>
<td>2.262</td>
<td>0.348</td>
<td>-0.157</td>
</tr>
<tr>
<td>Synergy</td>
<td>0.149</td>
<td>0.193</td>
<td>0.700</td>
<td>0.274</td>
</tr>
<tr>
<td>Acceptance of Aggression</td>
<td>0.397</td>
<td>3.629</td>
<td>0.530</td>
<td>0.386</td>
</tr>
<tr>
<td>Capacity for Intimate Contact</td>
<td>6.902</td>
<td>89.784</td>
<td>0.010*</td>
<td>-0.598</td>
</tr>
</tbody>
</table>
Table 11

POSTTEST MULTIVARIATE ANALYSIS OF VARIANCE FOR EXPERIMENTAL AND CONTROL GROUPS ON THE BSRI

Multivariate Tests of Significance Using Wilks Lambda Criterion

<table>
<thead>
<tr>
<th>Test of Roots</th>
<th>F</th>
<th>DFHYP</th>
<th>DFERR</th>
<th>P LESS THAN</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 through 1</td>
<td>5.918</td>
<td>2.000</td>
<td>132.000</td>
<td>0.003*</td>
<td>0.287</td>
</tr>
</tbody>
</table>

Univariate F Tests

<table>
<thead>
<tr>
<th>Variable</th>
<th>F(1,133)</th>
<th>MEAN SQ</th>
<th>P LESS THAN</th>
<th>Standardized Discriminant Function Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSRI F</td>
<td>5.478</td>
<td>1.720</td>
<td>0.021*</td>
<td>- 0.854</td>
</tr>
<tr>
<td>BSRI M</td>
<td>3.706</td>
<td>2.001</td>
<td>0.056*</td>
<td>0.756</td>
</tr>
</tbody>
</table>
Table 12

MULTIVARIATE ANALYSIS OF VARIANCE OF GAIN SCORES
FOR EXPERIMENTAL AND CONTROL GROUPS ON THE POI

Multivariate Tests of Significance Using Wilks Lambda Criterion

<table>
<thead>
<tr>
<th>Test of Roots</th>
<th>1 through 1</th>
<th>F</th>
<th>DFHYP</th>
<th>DFERR</th>
<th>P LESS THAN</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.805</td>
<td>12.000</td>
<td>122.000</td>
<td></td>
<td>0.001*</td>
<td>0.522</td>
</tr>
</tbody>
</table>

Univariate F Tests

<table>
<thead>
<tr>
<th>Variable</th>
<th>F(1,133)</th>
<th>MEAN SQ</th>
<th>P LESS THAN</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Competency</td>
<td>7.428</td>
<td>42.325</td>
<td>0.007*</td>
<td>0.174</td>
</tr>
<tr>
<td>Inner Directedness</td>
<td>0.105</td>
<td>144.758</td>
<td>0.746</td>
<td>0.124</td>
</tr>
<tr>
<td>Self Actualization</td>
<td>13.174</td>
<td>82.351</td>
<td>0.001*</td>
<td>0.383</td>
</tr>
<tr>
<td>Existentiality</td>
<td>20.580</td>
<td>257.250</td>
<td>0.001*</td>
<td>0.134</td>
</tr>
<tr>
<td>Feeling Reactivity</td>
<td>4.764</td>
<td>30.448</td>
<td>0.031*</td>
<td>-0.094</td>
</tr>
<tr>
<td>Spontaneity</td>
<td>5.869</td>
<td>27.584</td>
<td>0.017*</td>
<td>-0.250</td>
</tr>
<tr>
<td>Self Regard</td>
<td>24.017</td>
<td>76.767</td>
<td>0.001*</td>
<td>0.301</td>
</tr>
<tr>
<td>Self Acceptance</td>
<td>10.940</td>
<td>96.333</td>
<td>0.001*</td>
<td>0.130</td>
</tr>
<tr>
<td>Nature of Man</td>
<td>1.145</td>
<td>2.838</td>
<td>0.286</td>
<td>0.143</td>
</tr>
<tr>
<td>Synergy</td>
<td>0.819</td>
<td>1.120</td>
<td>0.367</td>
<td>-0.080</td>
</tr>
<tr>
<td>Acceptance of</td>
<td>2.421</td>
<td>15.976</td>
<td>0.122</td>
<td>-0.031</td>
</tr>
<tr>
<td>Aggression</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capacity for</td>
<td>31.676</td>
<td>254.693</td>
<td>0.001*</td>
<td>0.621</td>
</tr>
<tr>
<td>Intimate Contact</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 13 presents the mean scores for pre- and posttesting on the POI for both groups; these scores are plotted on Chart 2. The mean scores for the experimental group are smaller on the pretest; however, the posttest results are significantly different in favor of the experimental group. Though the original POI results indicated lower levels of self-actualization for the experimental group than the control, the posttest results demonstrate that the experimental group has gained greater levels of self-actualization than the control. Not only did the experimental group have a significant gain, while the control group did not, but the scores of the experimental group surpassed those of the control group on posttesting.

The BSRI posttest scores of the experimental and control groups, using multivariate analysis of variance of gain scores, are presented in Table 14. These posttest scores are significantly different at the 0.021 level. This reveals that not only are the posttest scores of the two groups different, but that the experimental group had a significant gain while the control group did not. The univariate F test shows that the gain was particularly significant \( (p < 0.013) \) on the masculinity variable. The direction of the gain as shown in Table 15 is in favor of increased masculinity for the experimental group. Becoming more masculine reflects that the experimental group is approaching more of a balance between these positive aspects of masculinity and femininity and, therefore, approaching a more androgynous self-concept, whereas the control group did not.
Table 13
PRETEST AND POSTTEST MEAN SCORES FOR
EXPERIMENTAL AND CONTROL GROUPS ON THE POI

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>EXPERIMENTAL</th>
<th></th>
<th></th>
<th>CONTROL</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PRE</td>
<td>POST</td>
<td>DIFF.</td>
<td>PRE</td>
<td>POST</td>
<td>DIFF.</td>
</tr>
<tr>
<td>Time Competency</td>
<td>16.191</td>
<td>17.692</td>
<td>+ 1.501</td>
<td>17.470</td>
<td>17.819</td>
<td>+ 0.349</td>
</tr>
<tr>
<td>Inner Directedness</td>
<td>80.269</td>
<td>91.500</td>
<td>+11.231</td>
<td>83.651</td>
<td>81.880</td>
<td>−1.771</td>
</tr>
<tr>
<td>Self Actualizing</td>
<td>19.250</td>
<td>21.192</td>
<td>+ 1.942</td>
<td>20.783</td>
<td>21.120</td>
<td>+ 0.337</td>
</tr>
<tr>
<td>Existentiality</td>
<td>19.365</td>
<td>23.154</td>
<td>+ 3.789</td>
<td>19.639</td>
<td>20.590</td>
<td>+ 0.951</td>
</tr>
<tr>
<td>Feeling Reactivity</td>
<td>14.827</td>
<td>16.827</td>
<td>+ 2.000</td>
<td>15.494</td>
<td>16.518</td>
<td>+ 1.024</td>
</tr>
<tr>
<td>Spontaneity</td>
<td>11.788</td>
<td>13.308</td>
<td>+ 1.520</td>
<td>12.217</td>
<td>12.807</td>
<td>+ 0.590</td>
</tr>
<tr>
<td>Self Regard</td>
<td>10.781</td>
<td>12.904</td>
<td>+ 2.123</td>
<td>13.000</td>
<td>13.373</td>
<td>+ 0.373</td>
</tr>
<tr>
<td>Self Acceptance</td>
<td>14.462</td>
<td>17.077</td>
<td>+ 2.615</td>
<td>15.542</td>
<td>16.422</td>
<td>+ 0.88</td>
</tr>
<tr>
<td>Nature of Man</td>
<td>12.269</td>
<td>12.615</td>
<td>+ 0.346</td>
<td>12.301</td>
<td>12.349</td>
<td>+ 0.048</td>
</tr>
<tr>
<td>Synergy</td>
<td>6.904</td>
<td>7.211</td>
<td>+ 0.307</td>
<td>7.169</td>
<td>7.289</td>
<td>+ 0.120</td>
</tr>
<tr>
<td>Acceptance of Aggression</td>
<td>15.173</td>
<td>16.908</td>
<td>+ 1.635</td>
<td>16.217</td>
<td>17.141</td>
<td>+ 0.924</td>
</tr>
<tr>
<td>Capacity for Intimate Contact</td>
<td>16.865</td>
<td>20.515</td>
<td>+ 3.654</td>
<td>18.012</td>
<td>18.843</td>
<td>+ 0.831</td>
</tr>
</tbody>
</table>
Chart 2
POI PROFILE GRID OF POSTTEST SCORES
FOR EXPERIMENTAL AND CONTROL GROUPS

<table>
<thead>
<tr>
<th>TIME COMPETENCY</th>
<th>SELF-RELATIONSHIP</th>
<th>SELF-APPRAISAL</th>
<th>SELF-ACCEPTANCE</th>
<th>SYMPATHY</th>
<th>EMPATHY</th>
<th>ENTHUSIASM</th>
<th>CONTACT</th>
<th>EXPERIMENTAL</th>
<th>CONTROL</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>-12</td>
<td>-10</td>
<td>-15</td>
<td>-15</td>
<td>-10</td>
<td>-15</td>
<td>-10</td>
<td>-30</td>
<td>-30</td>
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<tr>
<td>75</td>
<td>-15</td>
<td>-15</td>
<td>-20</td>
<td>-20</td>
<td>-20</td>
<td>-20</td>
<td>-20</td>
<td>-20</td>
<td>-20</td>
</tr>
</tbody>
</table>

Adult Norms

EXPRESSIVE
INCOMPETENT
EXPERIMENTAL
CONTROL

<table>
<thead>
<tr>
<th>EXPERIMENTAL</th>
<th>CONTROL</th>
</tr>
</thead>
<tbody>
<tr>
<td>+-+-+-+-+-+-+-</td>
<td>+-+-+-+-+-+-+-</td>
</tr>
<tr>
<td>+-+-+-+-+-+-+-</td>
<td>+-+-+-+-+-+-+-</td>
</tr>
<tr>
<td>+-+-+-+-+-+-+-</td>
<td>+-+-+-+-+-+-+-</td>
</tr>
<tr>
<td>+-+-+-+-+-+-+-</td>
<td>+-+-+-+-+-+-+-</td>
</tr>
<tr>
<td>+-+-+-+-+-+-+-</td>
<td>+-+-+-+-+-+-+-</td>
</tr>
</tbody>
</table>

TIME DESIGN:はじめ
OTHER DESIGN:はじめ

OTHER DESIGN:はじめ

EXPERIMENTAL
CONTROL
Table 14

MULTIVARIATE ANALYSIS OF VARIANCE OF GAIN SCORES
FOR EXPERIMENTAL AND CONTROL GROUPS ON THE BSRI

<table>
<thead>
<tr>
<th>Multivariate Tests of Significance Using Wilks Lambda Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test of Roots</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>l through l</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Univariate F Tests</th>
<th>Standardized Discriminant Function Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable</td>
<td>F(1,133)</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------</td>
</tr>
<tr>
<td>BSRI F</td>
<td>0.904</td>
</tr>
<tr>
<td>BSRI M</td>
<td>6.332</td>
</tr>
</tbody>
</table>
### Table 15

**PRETEST AND POSTTEST MEAN SCORES FOR EXPERIMENTAL AND CONTROL GROUPS ON THE BSRI**

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>EXPERIMENTAL PRE</th>
<th>EXPERIMENTAL POST</th>
<th>EXPERIMENTAL DIFF.</th>
<th>CONTROL PRE</th>
<th>CONTROL POST</th>
<th>CONTROL DIFF.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSRI ( \bar{F} )</td>
<td>5.244</td>
<td>5.219</td>
<td>- 0.025</td>
<td>4.944</td>
<td>4.987</td>
<td>+ 0.043</td>
</tr>
<tr>
<td>BSRI ( \bar{M} )</td>
<td>4.337</td>
<td>4.600</td>
<td>+ 0.263</td>
<td>4.805</td>
<td>4.850</td>
<td>+ 0.045</td>
</tr>
</tbody>
</table>
Because there is a significant difference between the posttest scores of the experimental and control groups, hypothesis 2 is rejected. Furthermore, the gain score tests reveal that, when compared to each other, the experimental group gained on levels of self-actualization and psychological androgyny and the control group did not.

**Hypothesis 3**

Hypothesis 3 stated that there would be no significant change pre- to posttesting for the experimental group on levels of self-actualization and sex-role attitudes. The multivariate analysis of variance of gain scores reported under hypothesis 2 indicated that there was a significant difference for the experimental group pre- to posttest on levels of self-actualization as measured by the POI, at the 0.001 level of significance. Table 16 presents the multivariate analysis of variance and univariate F tests for the experimental group alone. In analyzing the pre- to posttesting differences of the experimental group considered alone, the difference is significant at the 0.004 level, somewhat less significant than indicated by the gain score, which compared the gains between the experimental and control groups. The reason for this difference could be due to the change in N. The gain score uses the entire sample of 133 subjects, while the MANOVA run for the experimental group by itself has an N of only 52, hence a difference in significance. Table 17 reports the mean scores for the experimental group on pre- and post-
Table 16

PRETEST TO POSTTEST MULTIVARIATE ANALYSIS OF VARIANCE FOR EXPERIMENTAL GROUP ON THE POI

<table>
<thead>
<tr>
<th>Multivariate Tests of Significance Using Wilks Lambda Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Test of Roots</strong></td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Univariate F Tests</th>
<th>Standardized Discriminant Function Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable</td>
<td><strong>F(1,102)</strong></td>
</tr>
<tr>
<td>Time Competency</td>
<td>5.010</td>
</tr>
<tr>
<td>Inner Directedness</td>
<td>22.654</td>
</tr>
<tr>
<td>Self Actualization</td>
<td>14.631</td>
</tr>
<tr>
<td>Existentiality</td>
<td>19.713</td>
</tr>
<tr>
<td>Feeling Reactivity</td>
<td>9.498</td>
</tr>
<tr>
<td>Spontaneity</td>
<td>7.022</td>
</tr>
<tr>
<td>Self Regard</td>
<td>12.779</td>
</tr>
<tr>
<td>Self Acceptance</td>
<td>14.232</td>
</tr>
<tr>
<td>Nature of Man</td>
<td>1.468</td>
</tr>
<tr>
<td>Synergy</td>
<td>1.974</td>
</tr>
<tr>
<td>Acceptance of</td>
<td>5.653</td>
</tr>
<tr>
<td>Aggression</td>
<td>19.902</td>
</tr>
<tr>
<td>Capacity for</td>
<td></td>
</tr>
<tr>
<td>Intimate Contact</td>
<td></td>
</tr>
</tbody>
</table>
test results of the POI; and Chart 3 shows these scores plotted on the POI profile. It can be seen that the posttest scores change in the direction of self-actualization. In fact, they are all plotted above the 50th percentile—the range considered to be self-actualizing. Looking at the F tests, it is revealed that the experimental group changed significantly on all variables with the exception of two, Nature of Man, Constructive, and Synergy. Shostrom defines these scales as follows:

Nature of Man-Constructive (NC) measures the degree of one's constructive view of the nature of man. A high score suggests that one sees man as essentially good and can resolve the good-evil, masculine-feminine, selfish-unselfish, and spiritual-sensual dichotomies in the nature of man. A high score, therefore, measures the self-actualizing ability to be synergic in one's understanding of human nature. A low score suggests that one sees man as essentially bad or evil.

Synergy (Sy) measures the ability to be synergistic—to transcend dichotomies. A high score is a measure of the ability to see opposites of life as meaningfully related. A low score suggests that one sees opposites of life as antagonistic. When one is synergistic, one sees that work and play are not different, that lust and love, selfishness and selflessness, and other dichotomies, are not really opposites at all (Knapp, 1976, p. 7).

These two scales are rather philosophical in nature, involving basic attitudes and values toward life. It is conceivable that such basic attitudes would not be significantly affected in a one-semester course; however, it should be noted that there was a gain in posttesting, albeit insignificant statistically. It appears that the women in the experimental group are beginning to see people as more essentially good, as well as viewing life less dichotomously.
### Table 17
PRETEST AND POSTTEST MEAN SCORES
FOR EXPERIMENTAL GROUP ON THE POI

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>PRE</th>
<th>POST</th>
<th>DIFFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Competency</td>
<td>16.191</td>
<td>17.692</td>
<td>+ 1.505</td>
</tr>
<tr>
<td>Inner Directedness</td>
<td>80.269</td>
<td>91.500</td>
<td>+11.231</td>
</tr>
<tr>
<td>Self Actualizing</td>
<td>19.250</td>
<td>21.192</td>
<td>+ 1.942</td>
</tr>
<tr>
<td>Existentiality</td>
<td>19.365</td>
<td>23.154</td>
<td>+ 3.789</td>
</tr>
<tr>
<td>Feeling Reactivity</td>
<td>14.827</td>
<td>16.827</td>
<td>+ 2.000</td>
</tr>
<tr>
<td>Spontaneity</td>
<td>11.788</td>
<td>13.308</td>
<td>+ 1.52</td>
</tr>
<tr>
<td>Self Regard</td>
<td>10.781</td>
<td>12.904</td>
<td>+ 2.123</td>
</tr>
<tr>
<td>Self Acceptance</td>
<td>14.462</td>
<td>17.077</td>
<td>+ 2.615</td>
</tr>
<tr>
<td>Nature of Man</td>
<td>12.269</td>
<td>12.615</td>
<td>+ 0.346</td>
</tr>
<tr>
<td>Synergy</td>
<td>6.904</td>
<td>7.211</td>
<td>+ 0.307</td>
</tr>
<tr>
<td>Acceptance of Aggression</td>
<td>15.173</td>
<td>16.808</td>
<td>+ 1.635</td>
</tr>
<tr>
<td>Capacity for Intimate Contact</td>
<td>16.865</td>
<td>20.519</td>
<td>+ 3.654</td>
</tr>
</tbody>
</table>
### Chart 3

**POI PROFILE GRID OF EXPERIMENTAL GROUP**

**PRETEST AND POSTTEST SCORES**

<table>
<thead>
<tr>
<th>TIME COMPETENT Lives in the present</th>
<th>INNER-DIRECTED Independent, self-supportive</th>
<th>VALUING</th>
<th>FEELING</th>
<th>SELF-PERCEPTION</th>
<th>SYNERGISTIC</th>
<th>AWARENESS</th>
<th>INTERPERSONAL SENSITIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tc  I</td>
<td>SAV  Ex  Pr  S  Sy  So  Ne  Sy  A  C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80</td>
<td>-125</td>
<td>60</td>
<td>-115</td>
<td>-110</td>
<td>-105</td>
<td>60</td>
<td>-100</td>
</tr>
<tr>
<td>70</td>
<td>-110</td>
<td>50</td>
<td>-110</td>
<td>-110</td>
<td>-105</td>
<td>50</td>
<td>-100</td>
</tr>
<tr>
<td>60</td>
<td>-100</td>
<td>40</td>
<td>-95</td>
<td>-95</td>
<td>-90</td>
<td>40</td>
<td>-90</td>
</tr>
<tr>
<td>50</td>
<td>-90</td>
<td>30</td>
<td>-85</td>
<td>-85</td>
<td>-80</td>
<td>30</td>
<td>-80</td>
</tr>
<tr>
<td>40</td>
<td>-85</td>
<td>20</td>
<td>-80</td>
<td>-75</td>
<td>-70</td>
<td>20</td>
<td>-70</td>
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<tr>
<td>30</td>
<td>-75</td>
<td>10</td>
<td>-70</td>
<td>-65</td>
<td>-60</td>
<td>10</td>
<td>-60</td>
</tr>
<tr>
<td>20</td>
<td>-65</td>
<td>0</td>
<td>-60</td>
<td>-55</td>
<td>-50</td>
<td>0</td>
<td>-50</td>
</tr>
<tr>
<td>TIME INCOMPETENT Lives in the past or future</td>
<td>OTHER DIRECTED Dependent, seeks support of others' views</td>
<td>Rejects values of self-actualizing people</td>
<td>Rigid in application of values</td>
<td>Inflexive to own needs and feelings</td>
<td>Fearful of expressing feelings behaviorally</td>
<td>Has low self-worth</td>
<td>Unable to accept self weaknesses</td>
</tr>
<tr>
<td>80</td>
<td>-125</td>
<td>60</td>
<td>-115</td>
<td>-110</td>
<td>-105</td>
<td>60</td>
<td>-100</td>
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<tr>
<td>70</td>
<td>-110</td>
<td>50</td>
<td>-110</td>
<td>-110</td>
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<tr>
<td>60</td>
<td>-100</td>
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<td>20</td>
<td>-80</td>
<td>-75</td>
<td>-70</td>
<td>20</td>
<td>-70</td>
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<tr>
<td>30</td>
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<td>10</td>
<td>-70</td>
<td>-65</td>
<td>-60</td>
<td>10</td>
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<tr>
<td>20</td>
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<td>-55</td>
<td>-10</td>
<td>-50</td>
<td>-50</td>
<td>-50</td>
<td>-10</td>
<td>-50</td>
</tr>
</tbody>
</table>

**ADULT NORMS**

**PRETEST ..........**

**POSTTEST ..........**
The first major scale, Time Competence, measures the extent to which the individual lives in the present. Self-actualizing people live primarily in the present with full awareness and full feeling of reactivity. Conversely, time incompetent people live primarily in the past with guilt, regret or resentment, or in the future with expectations and fears. One of the goals of the PSY 107-F course is to deal with the individual's ability to live in the present. As mentioned previously, one of the concerns of mature women in particular is guilt and/or resentment. The improvement on this scale ($p < 0.027$) indicates that the women in this group are beginning to live more in the present, forgiving the past and establishing realistic goals for themselves.

The second major scale, Inner-Directed, measures an individual's degree of independence. Self-actualizing people are self-directed, guided by internalized principles. Other-directed individuals are less independent and more reliant on others and influenced by external forces. The experimental group improved on this scale at the 0.001 level. One of the largest problems facing women, in fact, one of the main characteristics of the feminine stereotype, is dependency. The traditional female is other-directed, guided and determined by the will of others. The improvement on this scale indicates that these women are learning to take responsibility for themselves, they are relying more on their own principles and values, they are more self-directed. These two scales, Time Competence and Inner-Directed, are the global
indicators of self-actualization on the POI; it is important to note before proceeding to the 10 minor subscales that the experimental group improved significantly on these 2 major scales.

The following subscales will be reviewed grouped together in pairs, as on the POI profile. The first pair is valuing:

Self-Actualizing Value (SAV) measures the affirmation of primary values of self-actualizing people. A high score indicates that the individual holds and lives by values characteristic of self-actualizing people, while a low score suggests the rejection of such values. Items in this scale cut across many characteristics.

Existentiality (Ex) measures the ability to situationally or existentially react without rigid adherence to principles. Existentiality measures one's flexibility in applying values or principles to one's life. It is a measure of one's ability to use good judgment in applying these general principles. Higher scores reflect flexibility in application of values, while low scores may suggest a tendency to hold to values so rigidly that they become compulsive or dogmatic (Knapp, 1976, p. 6).

Taken together, the improvement on these scales, Self-Actualizing Value ($p < 0.001$) and Existentiality ($p < 0.001$), indicates that not only are the women accepting the values of self-actualizing people, but they are applying these values. It is possible that the course has allowed them to view life less rigidly and practice more flexible behaviors. This flexible application of values indicates less traditionalism and a willingness to explore options.

The next two scales are grouped under the heading of Feeling:

Feeling Reactivity (Fr) measures sensitivity or responsiveness to one's own needs and feelings. A high score suggests that one is fearful of expressing feelings behaviorally.

Spontaneity (S) measures freedom to react spontaneously, or to be oneself. A high score measures the abil-
ity to express feelings in spontaneous action. A low score suggests that one is fearful of expressing feelings behaviorally (Knapp, 1976, p. 6).

One of the concerns discussed in Chapter II is the traditional woman's responsiveness to other's needs, but not her own. These scores, Feeling Reactivity (p < 0.003) and Spontaneity (p < 0.009), indicate that the women are learning how to determine their own feelings and needs and to react to them spontaneously. They are becoming sensitive to themselves, possibly through greater self-awareness and the belief that it is permissible to listen and to act out one's feelings. This is one of the goals of the course and one of the hoped-for results of all women's groups, where they are given permission to take care of themselves—often for the first time.

The next two scales concern self-perception:

Self-Regard (Sr) measures affirmation of self because of worth or strength. A high score measures the ability to like oneself because of one's strength as a person. A low score suggests feelings of low self-worth.

Self-Acceptance (Sa) measures affirmation or acceptance of oneself in spite of one's weaknesses or deficiencies. A high score suggests acceptance of self and weaknesses. It is more difficult to achieve self-acceptance than self-regard, but self-actualizing requires both (Knapp, 1976, p. 7).

The posttest scores on these scales, Self Regard (p < 0.001) and Self-Acceptance (p < 0.001), may indicate that the women in the experimental group are perceiving themselves more positively. Throughout the course they are taught to get in touch with and to recognize their strengths as well as how to live with their weaknesses. Possibly because of this emphasis, the women have raised their self-worth as well as their self-acceptance. Low self-regard was discussed as
a common factor in women, thus learning to regard themselves in a much more positive vein is an important and hoped-for consequence of the PSY 107-F course.

The last two scales deal with interpersonal sensitivity.

Acceptance of Aggression (S) measures the ability to accept one's natural aggressiveness as opposed to defensiveness, denial, repression of aggression. A high score indicates the ability to accept anger or aggression within oneself as natural. A low score suggests the denial of such feelings.

Capacity for Intimate Contact (C) measures the ability to develop contactful intimate relationships with other human beings, unencumbered by the expectations and obligations. A high score indicates the ability to develop meaningful, contactful relationships with other human beings, while a low score suggests that one has difficulty with warm interpersonal relationships (Knapp, 1976, p. 7).

These scores also improved significantly at posttesting: Acceptance of Aggression (p < 0.019) and Capacity for Intimate Contact (p < 0.001). Since this course is taught in a group fashion, interpersonal skills training plays a large part of the course. It appears that these women have learned to accept their own anger. The traditional female is usually taught that anger is not an acceptable behavior. It is often viewed as aggression in a woman. This anger is thus usually repressed or denied in the traditional woman. Therefore, learning to accept one's own feelings of anger is necessary in the sex-role liberation, as well as the self-actualization process. Intimacy has usually been easier for the traditional female because of the nurturing and caring inherent in the role. Intimacy, as measured by the POI, however, implies close relationships without obligation. Hence, it seems that through the group experience these women have learned to de-
velop meaningful, equal relationships, not by pleasing others but through acceptance of their own ability to receive as well as to give.

The multivariate analysis of variance of gain score also indicated a change for the experimental group on the BSRI (Table 14), significant at the 0.021 level. Table 18 presents the mean $\bar{F}$ and $\bar{M}$ scores for the experimental group's pre- and posttest results. The multivariate analysis of variance results and univariate $F$ tests are presented in Table 19. This statistic did not indicate significant change ($p < 0.148$) as the gain score did. Gain scores indicate results by comparing groups; thus, as compared to the control group, the experimental group gained significantly. However, this does not necessarily mean that there was a significant gain within the group itself. Another explanation could be the decrease in the number of scores analyzed; the 83 scores from the control group were eliminated and only the 52 scores of the experimental group were analyzed by this test. Thus, the experimental group changed significantly more than the control group on sex-role attitude, but they did not improve significantly when measured independently. It is possible that the time period allowed for treatment (16 weeks) is insufficient to allow for significant changes in deeply ingrained sex-role attitudes.

There was a significant change from pre- to posttesting on levels of self-actualization as measured by the POI. Thus, hypotheses 3a is rejected. However, the change from pre- to posttesting on the BSRI was not significant, and, therefore,
Table 18

PRETEST AND POSTTEST MEAN SCORES
FOR EXPERIMENTAL GROUP ON THE BSRI

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>PRE</th>
<th>POST</th>
<th>DIFFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSRI F</td>
<td>5.244</td>
<td>5.219</td>
<td>-0.025</td>
</tr>
<tr>
<td>BSRI M</td>
<td>4.337</td>
<td>4.600</td>
<td>+0.263</td>
</tr>
</tbody>
</table>
Table 19

PRETEST TO POSTTEST MULTIVARIATE ANALYSIS FOR VARIANCE

FOR EXPERIMENTAL GROUP ON BSRI

Multivariate Tests of Significance Using Wilks Lambda Criterion

<table>
<thead>
<tr>
<th>Test of Roots</th>
<th>F</th>
<th>DFHYP</th>
<th>DFERR</th>
<th>P LESS THAN</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 through 1</td>
<td>1.947</td>
<td>2.000</td>
<td>101.000</td>
<td>0.148</td>
<td>0.193</td>
</tr>
</tbody>
</table>

Univariate F Tests

<table>
<thead>
<tr>
<th>Variable</th>
<th>F(1, 102)</th>
<th>MEAN SQ</th>
<th>P LESS THAN</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>$F$</td>
<td>0.053</td>
<td>0.017</td>
<td>0.819</td>
<td>-0.286</td>
</tr>
<tr>
<td>$M$</td>
<td>3.620</td>
<td>1.794</td>
<td>0.060</td>
<td>1.008</td>
</tr>
</tbody>
</table>

Standardized Discriminant Function Coefficients
hypothesis 3b is not rejected.

**Hypothesis 4**

The last hypothesis stated that there would be no significant change for the control group on levels of self-actualization and androgyny. The multivariate analysis of variance indicated that there were no such changes.

Table 20 presents the control group's mean scores on the POI pre- and posttest, and Table 21 presents the multivariate analysis of variance result and univariate F tests. These scores are charted on the POI profile (Chart 4). The global MANOVA test indicates that the changes are not significant ($p < 0.533$). Chart 4 and Table 20 reveal that there was some change, but, as the F tests indicate (Table 21), these changes were not significant. While a couple of the F-ratios indicate significance for two of the scales, they are not to be interpreted as significant because these tests are not independent and should be interpreted only if the MANOVA null hypothesis has been rejected (Cooley & Lohes, 1971).

The multivariate analysis of variance BSRI pre- to posttest scores are presented in Table 22. The global analysis reveals that the scores are not significantly different ($p < 0.858$). Table 23 presents the mean $F$ and $M$ scores for the control group, pre- and posttest, showing very slight changes, which could be due to chance alone. Consequently, the changes on the pre- to posttest scores on both the POI and the BSRI are not significant; accordingly, hypothesis 4 is not rejected.
### Table 20

**PRETEST AND POSTTEST MEAN SCORES FOR CONTROL GROUP ON THE POI**

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>PRE</th>
<th>POST</th>
<th>DIFFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Competency</td>
<td>17.470</td>
<td>17.819</td>
<td>+ 0.349</td>
</tr>
<tr>
<td>Inner Directedness</td>
<td>83.651</td>
<td>81.880</td>
<td>- 1.771</td>
</tr>
<tr>
<td>Self Actualizing</td>
<td>20.783</td>
<td>21.120</td>
<td>+ 0.337</td>
</tr>
<tr>
<td>Existentiality</td>
<td>19.639</td>
<td>20.259</td>
<td>+ 0.951</td>
</tr>
<tr>
<td>Feeling Reactivity</td>
<td>15.494</td>
<td>16.518</td>
<td>+ 1.024</td>
</tr>
<tr>
<td>Spontaneity</td>
<td>12.217</td>
<td>12.807</td>
<td>+ 0.590</td>
</tr>
<tr>
<td>Self Regard</td>
<td>13.000</td>
<td>13.373</td>
<td>+ 0.373</td>
</tr>
<tr>
<td>Self Acceptance</td>
<td>15.542</td>
<td>16.422</td>
<td>+ 0.880</td>
</tr>
<tr>
<td>Nature of Man</td>
<td>12.301</td>
<td>12.349</td>
<td>+ 0.048</td>
</tr>
<tr>
<td>Synergy</td>
<td>7.169</td>
<td>7.289</td>
<td>+ 0.120</td>
</tr>
<tr>
<td>Acceptance of Aggression</td>
<td>16.217</td>
<td>17.141</td>
<td>+ 0.924</td>
</tr>
<tr>
<td>Capacity for Intimate Contact</td>
<td>18.012</td>
<td>18.843</td>
<td>+ 0.831</td>
</tr>
</tbody>
</table>
Table 21
PRETEST TO POSTTEST MULTIVARIATE ANALYSIS OF VARIANCE
FOR CONTROL GROUP ON POI

Multivariate Tests of Significance Using Wilks Lambda Criterion

<table>
<thead>
<tr>
<th>Test of Roots</th>
<th>F</th>
<th>DFHYP</th>
<th>DFERR</th>
<th>P LESS THAN</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.915</td>
<td>12.000</td>
<td>153.000</td>
<td>0.533</td>
<td>0.259</td>
</tr>
</tbody>
</table>

Univariate F Tests

<table>
<thead>
<tr>
<th>Variable</th>
<th>F(l, 164)</th>
<th>MEAN SQ</th>
<th>P LESS THAN</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Competency</td>
<td>0.464</td>
<td>5.067</td>
<td>0.497</td>
<td>-0.336</td>
</tr>
<tr>
<td>Inner-Directedness</td>
<td>0.324</td>
<td>130.163</td>
<td>0.570</td>
<td>-0.576</td>
</tr>
<tr>
<td>Self Actualization</td>
<td>0.808</td>
<td>4.724</td>
<td>0.370</td>
<td>0.049</td>
</tr>
<tr>
<td>Existentiality</td>
<td>2.581</td>
<td>37.599</td>
<td>0.110</td>
<td>0.478</td>
</tr>
<tr>
<td>Feeling Reactivity</td>
<td>5.872</td>
<td>43.524</td>
<td>0.016</td>
<td>1.002</td>
</tr>
<tr>
<td>Spontaneity</td>
<td>2.182</td>
<td>14.464</td>
<td>0.141</td>
<td>-0.132</td>
</tr>
<tr>
<td>Self Regard</td>
<td>1.393</td>
<td>5.789</td>
<td>0.240</td>
<td>0.344</td>
</tr>
<tr>
<td>Self Acceptance</td>
<td>2.741</td>
<td>32.102</td>
<td>0.100</td>
<td>0.251</td>
</tr>
<tr>
<td>Nature of Man</td>
<td>0.032</td>
<td>0.096</td>
<td>0.859</td>
<td>-0.294</td>
</tr>
<tr>
<td>Synergy</td>
<td>0.465</td>
<td>0.602</td>
<td>0.497</td>
<td>0.167</td>
</tr>
<tr>
<td>Acceptance of Aggression</td>
<td>3.962</td>
<td>35.719</td>
<td>0.048</td>
<td>-0.025</td>
</tr>
<tr>
<td>Capacity for Intimate Contact</td>
<td>2.450</td>
<td>28.683</td>
<td>0.119</td>
<td>-0.349</td>
</tr>
</tbody>
</table>
Chart 4
POI PROFILE GRID OF CONTROL GROUP
PRETEST AND POSTTEST SCORES

<table>
<thead>
<tr>
<th>TIME COMPETENT Lives in the present</th>
<th>INDEPENDENT, Self-Supportive</th>
<th>SELF-ACTUALIZING VALUE</th>
<th>EXISTENCY</th>
<th>FEELING</th>
<th>SELF-PERCEPTION</th>
<th>SYNERGISTIC</th>
<th>INTERPERSONAL SENSITIVITY</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

**ADULT NORMS**

PRETEST ..........................  POSTTEST

<table>
<thead>
<tr>
<th>TIME INCOMPETENT Lives in the past or future</th>
<th>OTHER DIRECTED Dependent, seeks support from others' views</th>
<th>Rejects values of self-actualizing people</th>
<th>Rigid in application of values</th>
<th>Inexpressive to own needs and feelings</th>
<th>Fearful of expressing feelings behaviorally</th>
<th>Has low self-worth</th>
<th>Unable to accept self with weaknesses</th>
<th>Sees man as essentially evil</th>
<th>Sees nuances of life as antagonistic</th>
<th>Denies feelings of anger or aggression</th>
<th>Has difficulty with warm interpersonal relations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 22
PRETEST TO POSTTEST MULTIVARIATE OF ANALYSIS OF VARIANCE
FOR CONTROL GROUP ON BSRI

Multivariate Tests of Significance Using Wilks Lambda Criterion

<table>
<thead>
<tr>
<th>Test of Roots</th>
<th>F</th>
<th>DFHYP</th>
<th>DFERR</th>
<th>P LESS THAN</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 through 1</td>
<td>0.154</td>
<td>2.000</td>
<td>163.000</td>
<td>0.858</td>
<td>0.043</td>
</tr>
</tbody>
</table>

Univariate F Tests

<table>
<thead>
<tr>
<th>Variable</th>
<th>F(1, 164)</th>
<th>MEAN SQ</th>
<th>P LESS THAN</th>
<th>l</th>
</tr>
</thead>
<tbody>
<tr>
<td>\bar{F}</td>
<td>0.219</td>
<td>0.077</td>
<td>0.640</td>
<td>0.731</td>
</tr>
<tr>
<td>\bar{M}</td>
<td>0.150</td>
<td>0.084</td>
<td>0.699</td>
<td>0.551</td>
</tr>
</tbody>
</table>
Table 23

PRETEST AND POSTTEST MEAN SCORES
FOR CONTROL GROUP ON THE BSRI

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>PRE</th>
<th>POST</th>
<th>DIFFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSRI $\bar{F}$</td>
<td>4.944</td>
<td>4.987</td>
<td>+0.043</td>
</tr>
<tr>
<td>BSRI $\bar{M}$</td>
<td>4.805</td>
<td>4.850</td>
<td>+0.045</td>
</tr>
</tbody>
</table>
Classification of Subjects as Above or Below the Masculinity and Femininity Medians on the BSRI

The previous analysis of BSRI scores used the mean scores for the femininity and masculinity scales and difference was determined by analyzing increases and/or decreases in these mean scores. In her revised scoring packet (1974), Bem also recommends plotting subjects' scores as above or below the medians for each scale in order to classify the subjects into one of four categories: feminine, masculine, androgynous, or undifferentiated.

Complying with her instructions, group medians were calculated for the femininity and masculinity scores of the entire population, on both pretest and posttest results. The median femininity score is that score above which 50% of the femininity scores fall; the median masculinity score is that score above which 50% of the masculinity scores fall.

Bem gathered data from a 1975 sample of 375 male and 290 female Stanford University undergraduates. She uses this data as her model; the median masculinity and femininity scores for that sample were 4.89 and 4.76 respectively. Since no national norm has been calculated, Bem urges researchers to substitute the median scores from their data. Ideally, these medians should be based on an equal number of males and females combined into a single group. This was not possible in this study since there were no male subjects. The medians obtained for the entire population on the pretest score is: femininity = 5.145; masculinity = 4.701. The median scores
obtained for posttest scores are: femininity = 5.050; masculinity = 4.802. While the masculinity median scores differ from the Stanford sample slightly, the median femininity scores are quite a bit higher. This is possibly due to the fact that all the subjects were women and rated feminine traits higher.

After obtaining the above median scores for the entire population on pre- and posttest mean scores, the experimental and control group subjects are classified as follows. Those subjects who scored above the masculinity median and below the femininity median are classified as "masculine"; those who scored above the femininity median and below the masculinity median are classified "feminine"; those who scored above both medians are classified "androgynous"; and those who scored below both medians are classified as "undifferentiated."

The subjects' scores are plotted on Graphs 1-4. These graphs support the acceptance of null hypotheses 3b and 4b. Neither group became more androgynous; however, there are more changes apparent in the experimental group. While the percentages within each category vary little for the control group, there is a greater shifting in the experimental group. Those classified as "feminine" decreased by 3%, but those classified as "masculine" increased by 7%. This concurs with the previous analyzed results. It appears that the experimental group is adopting more behaviors considered to be masculine. As will be reported in the following section, the student self-reports indicate an increase in independent, active
Graph 1

BSRI MEAN SCORES PLOTTED ACCORDING TO MEDIAN SPLIT
EXPERIMENTAL GROUP - PRETEST SCORES

- 7.0
- 6.8 Feminine 40%
- 6.6
- 6.4
- 6.2
- 6.0
- 5.8
- 5.6
- 5.4
- 5.2
- 5.0
- 4.8
- 4.6
- 4.4
- 4.2
- 4.0
- 3.8
- 3.6
- 3.4
- 3.2 Undifferentiated 29%
- 3.0
- 2.8
- 2.6
- 2.4
- 2.2
- 2.0
- 2.2
- 2.4
- 2.6
- 2.8
- 3.0
- 3.2
- 3.4
- 3.6
- 3.8
- 4.0
- 4.2
- 4.4
- 4.6
- 4.8
- 5.0
- 5.2
- 5.4
- 5.6
- 5.8
- 6.0

M

Androgynous 21%

5.145

Masculine 10%
Graph 2
BSRI MEAN SCORES PLOTTED ACCORDING TO MEDIAN SPLIT

EXPERIMENTAL GROUP - POSTTEST SCORES

Feminine
37%

Androgynous
23%

Undifferentiated
23%

Masculine
17%
Graph 3

BSRI MEAN SCORES PLOTTED ACCORDING TO MEDIAN SPLIT

CONTROL GROUP - PRETEST SCORES

Feminine 16%
Androgynous 29%

Undifferentiated 24%
Masculine 31%
Graph 4

BSRI MEAN SCORES PLOTTED ACCORDING TO MEDIAN SPLIT

CONTROL GROUP - POSTTEST SCORES

Androgynous 30%

Feminine 17%

Masculine 29%

Undifferentiated 24%
and assertive behaviors (behaviors considered to be "masculine"). There was a slight movement toward androgyny (2%), and a movement away (6%) from the undifferentiated category. However, the changes are all very small and could be due to chance. Hypothesis 1 is supported by this additional data. The groups are different; the experimental group is considerably more "feminine" and the control group more "masculine."

In addition to categorizing subjects on the basis of the median split, subjects were classified on the basis of a $t$-ratio.

The degree of sex-role stereotyping in the person's self-concept is then defined as the student's $t$-ratio for the difference between the total points assigned to the feminine and masculine attributes, respectively. We use the $t$-ratio rather than a simple difference score because it allows us to ask whether a person's masculinity and femininity scores differ significantly from one another, and if they do ($t > 2.025, p < 0.05$), to characterize that person as significantly sex-typed or sex-reversed.

Psychometric analysis on the BSRI indicate that it is quite satisfactory as a measuring instrument (Bem, 1974) ... Moreover, the $t$-ratio is internally consistent (average $d = 0.96$), reliable over a four-week interval (average $d = 0.93$), and uncorrelated with the tendency to describe oneself in a socially desirable direction (average $d = -0.06$) (Bem, 1975, p. 5).

The $t$-ratio is calculated by multiplying the difference between the masculinity ($M$) and femininity ($F$) scores by the conversion factor 2.322. The formula for approximating the $t$-ratio is therefore: $(F - M)(2.322)$. While Bem no longer recommends using the $t$-ratio to determine androgyny, it is useful in determining sex-typing. The $t$-ratio does not distinguish between high scorers on both masculinity and femininity and low scorers on those scales. Thus, those who are
not sex-typed may be either androgynous or undifferentiated.

The median split analysis presented above was based on the median calculated from this sample's scores. The \( t \)-ratio is the individual's androgyny score and is calculated independently. The results are presented in Table 24. Analyzed this way, changes are apparent between the pretest and posttest scores of the experimental group. In her 1977 study, Bem classified subjects according to both the median split and the \( t \)-ratio and found that the "two systems do not differ very much in the way they define masculinity and femininity" (Bem, 1977, p. 198). However, this is not the case in this study. For example, the median split analysis of the pretest scores for the experimental group revealed 40% of the women to be feminine, 10% to be masculine, and 50% to be nonsex-typed (androgynous or undifferentiated), while the \( t \)-ratio showed 71% of the women to be feminine (52%) or near feminine (19%), 29% to be nonsex-typed, and none to be masculine. The lack of consistency, however, may be due to the fact that the median scores were based on an all female population.

Shifts are slight in the control group, but greater for the experimental group. The experimental group posttest scores are 15% less feminine and 11% less sex-typed. Though this data does not correspond with the median split data, it does relate to the changes in the mean scores which indicated that the women were incorporating more "masculine" characteristics into their sex-role attitude and thus becoming less confined to the stereotypical feminine role.
### Table 24

**SEX-ROLE CLASSIFICATION**

**BASED ON t-RATIO SCORING OF BSRI**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>EXPERIMENTAL</th>
<th>CONTROL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PRE</td>
<td>POST</td>
</tr>
<tr>
<td>Masculine</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Near Masculine</td>
<td>0%</td>
<td>6%</td>
</tr>
<tr>
<td>Nonsex-typed</td>
<td>29%</td>
<td>40%</td>
</tr>
<tr>
<td>Near Feminine</td>
<td>19%</td>
<td>15%</td>
</tr>
<tr>
<td>Feminine</td>
<td>52%</td>
<td>37%</td>
</tr>
</tbody>
</table>
Evaluation Form Results

The experimental group completed a student evaluation form upon completion of the PSY 107-F course (Appendix C II). The results of this self-report were overwhelmingly positive and enthusiastic. On the first item, students were asked to check any of the benefits they felt they had received as a result of the course. The percentages of positive responses are presented on Table 25. One hundred percent of the students reported experiencing a developing self-awareness. The second highest benefits were in the area of improving interpersonal relations (75%) and developing better communication skills (75%). This correlates with the significant increase on the interpersonal relations scales (Acceptance of Aggression and Capacity for Intimate Contact) on the POI. Greater self-confidence (73%) and improved self-respect (67%) agree with the Self Regard and Self Acceptance scales of the POI. Several of these items--becoming more assertive (71%), making decisions (61%), and taking more responsibility (51%)--correlate with the increase on the independence (Inner-Directed) scale of the POI.
Table 25

EVALUATION FORM RESPONSES

Item 1

<table>
<thead>
<tr>
<th>Benefits received from this class:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>gaining a sense of identity</td>
<td>67%</td>
</tr>
<tr>
<td>increasing self-confidence</td>
<td>73%</td>
</tr>
<tr>
<td>developing self-awareness</td>
<td>100%</td>
</tr>
<tr>
<td>increasing self-respect</td>
<td>67%</td>
</tr>
<tr>
<td>establishing personal goals</td>
<td>71%</td>
</tr>
<tr>
<td>becoming more assertive</td>
<td>71%</td>
</tr>
<tr>
<td>developing better communication with others</td>
<td>75%</td>
</tr>
<tr>
<td>improving personal relationships</td>
<td>75%</td>
</tr>
<tr>
<td>making decisions</td>
<td>61%</td>
</tr>
<tr>
<td>taking more responsibility</td>
<td>51%</td>
</tr>
</tbody>
</table>
Summaries of the students' responses to the next six items are presented here. All but one student reported behavior changes; many reported more than one. Most of the students reported an increase in communication skills, particularly listening skills and the ability to express their feelings more directly and honestly; they feel more assertive and less passive or aggressive. The other most common set of responses involves more independency. Students reported a better ability to recognize and take care of their own needs, becoming more responsible, making decisions, being more active and less passive, and valuing their own opinions more highly—less reliant on the opinions of others. In addition to being less reliant upon others, they report a decrease in seeing others so reliant upon them, a lessening in the need to take care of and control others. Another area reported with great frequency is an increase in self-regard. They report more self-confidence, less fear of rejection or failure, increased self-worth and self-liking, and less sensitivity to criticism. Many reported feeling considerably less guilty when they do what they want to do. Other changes include the ability to be more open; feel less time pressure and more relaxed; living in the present; more involved and seeking a fuller life; and more intellectually aware of human behavior. The above changes are highly indicative of self-actualizing and correlate with the various scales on the POI. They are also indicative of decreasing ties to the traditional female role, particularly the emerging independence and self-
confidence.

The third item asked if the course had assisted in academic adjustment. About 10% reported that it hadn't, or that they were already adjusted, or since this was their first course they didn't know yet. The majority of the responses, however, indicated that they felt an increase in confidence, in their ability to achieve academically. They reported recognizing their own potential and ability, and giving up feeling stupid and fear of failure. Many recognized the need to accept their limitations and not demand perfection in themselves. For many the discipline of the one course and "getting back into the routine" was seen as a precursor to further studies. And, for some women, it increased their levels of aspiration and created an interest and excitement about learning and success in college.

In responding to item 4, the majority of the women reported that the course helped considerably in their family relationships, particularly by being better able to communicate with their husbands and children. They reported listening more to their families and being better able to understand them. One woman wrote that she was now "able to accept them for what they are and not what I want them to be." They reported that they were more effective in encouraging their families to express themselves, as well as being more sensitive to nonverbal messages. They seem to have an increased respect for their family members and are more tolerant. Their own behavior changed: the women reported being more honest
and direct, expressing their feelings and expectations better; more aware of their own reactions, and able to handle their anger better. Most reported that their families were listening more and fighting less; praising more and criticizing less; and more intent on working problems through rather than ignoring them. One woman, however, reported that her husband resented her new, more assertive behaviors.

Only 25% of the women in the experimental group are employed outside the home. These women reported improvements in their work situation. They found that they are more sure of themselves, more comfortable, more assertive, able to ask for help, and accept their own imperfections on the job. They reported increased rapport with other employees, and ability to understand their behaviors better. They seemed to recognize their own abilities more, handling things more independently. And many realized they are capable of doing more.

In discussing their personal relationships, the majority of the women reported greater intimacies with their friends due to greater self-awareness and self-expression; ability to listen to others; and an increased understanding of other's actions and reactions. They reported feeling more comfortable and confident in old and new relationships, less fearful of rejection and a greater desire to initiate relationships. Many said they no longer feel the need to please everybody (family and friends), and don't feel guilty when they don't. They reported a greater enjoyment through
being closer to others. And they like people better and find themselves to be liked more.

Many of the women stated that they had made some good friends in class. A couple said they had accepted the viewpoint of the stereotypical female and didn't really like women. But, through the group process, these stereotypes were dispelled and they experienced a comaraderie with women that they had never had before. A few even said that they were becoming interested in the women's movement, concerned about equal rights for women.

About 60% of the women added additional comments. The overwhelming theme of these comments is recognition of their own human potential. One woman said, "I have a long way to go; this has been an excellent beginning." A feeling of hope and excitement about their further personal development emerges. They really seem to be tapping their potential and anxious to grow. Many of the comments are repeats of benefits and changes listed previously, such as increased self-awareness, ability to problem solve, and more independence--"I feel free to be me."

Many reported understanding human development, the importance of the past in shaping present behavior, and the ability to change in the present and become more self-determining. Many reported recommending the course to everybody, but particularly to women who have been away from academic life for a substantial period of time. There was a lot of praise and gratitude expressed toward the instructors. The
women felt the instructors to be very competent, "firm but caring", and saw them as models to emulate. There was a strong feeling of affection and respect toward all three instructors.

In summary, these self-report evaluations indicate that the women not only saw the course as extremely beneficial as a learning experience, but were able to directly and immediately apply these learnings to their own lives. The tone of the evaluations was happy; the women seem pleased with the people they are becoming.

Summary

Statistical analysis revealed that the experimental and control groups were significantly different at the onset of the study on levels of self-actualization and sex-role attitudes as measured by the Personal Orientation Inventory and Bem Sex-Role Inventory, respectively.

Since the two groups were nonequivalent at the onset of the study, a multivariate analysis of variance of gain scores was computed to compare the changes within the two groups. The results revealed that, compared with the control group, the experimental group changed significantly from pre- to posttesting on both instruments. Further analysis revealed that the experimental group posttest scores were not only significantly different but were more self-actualizing than the control group posttest scores. Analysis of the BSRI data indicated that the experimental group was approaching a more
androgynous sex-role attitude than they began with.

Considered individually, the experimental group evidenced a significant growth on levels of self-actualization from pre- to posttesting. However, analyzed individually on the BSRI data, the experimental group's scores evidenced no significant change from pre- to posttesting. BSRI scores were divided into four categories based on the median scores and plotted on graphs accordingly. Some slight changes were noticed for the experimental group. Analysis of the BSRI scores using a t-ratio formula indicated that there was more change for the experimental group than for the control. The experimental group appeared to be approaching a less feminine sex-typed self-concept. Student evaluation self-reports were consistently positive, revealing that the women in the experimental group found the course to be an extremely beneficial learning experience and appeared able to apply these learnings behaviorally.

The posttest scores for the control group, pre- to posttest, did not change significantly on either the POI or the BSRI. Thus, there were no significant changes in their levels of self-actualization or sex-role attitude from pre- to posttesting.

Chapter IV has presented an analysis of the data for the study. A further discussion and summary of the findings, conclusions of the investigator, and implications for future research are presented in Chapter V.
CHAPTER V

SUMMARY

The Problem

The number of women's studies courses and groups has grown dramatically in the last seven years. The literature contains much information pertaining to the need for women's courses and programs, and descriptions of such programs. However, little real evaluation has been done to assess their impact on women. Even less research has been conducted to evaluate women's studies courses which include experiential components. This researcher has found no evaluative study of a course whose main goal is to increase personal growth; which includes didactic learning about psychological theories of development, as well as affective learning through group experience; and has been developed specifically to fit the needs of the returning woman student. The problem centers around the need to examine possible changes in self-perception of mature women as a result of such a course.

The Purpose

The purpose of this study was to examine a sample of mature women (n=52) participating in a psychology of personal growth class for women at Oakton Community College, comparing
them with a similar sample of women (n=83) who had not participated in such a course. More specifically, the purpose of the study was to measure possible changes in women's levels of self-actualization and psychological androgyny after participating in a one-semester personal growth class.

The Hypotheses

The hypotheses tested in this study are stated in the null form. The direction of testing is to reject the null hypotheses at the .05 level of significance. The hypotheses are stated as follows:

1. There will be no significant differences between the pre-test scores of the experimental and control groups on:
   a. levels of self-actualization as measured by the POI;
   b. sex-role attitude as measured by the BSRI.

2. There will be no significant difference between the post-test scores of the experimental and control groups on:
   a. levels of self-actualization as measured by the POI;
   b. sex-role attitude as measured by the BSRI.

3. There will be no significant change from pre- to posttest scores of the experimental groups on:
   a. levels of self-actualization as measured by the POI;
   b. sex-role attitude as measured by the BSRI.

4. There will be no significant change from pre- to posttest scores of the control groups on:
   a. levels of self-actualization as measured by the POI;
   b. sex-role attitude as measured by the BSRI.
The Instruments

The two major assessment instruments utilized in this research project were the Personal Orientation Inventory (POI) and the Bem Sex-Role Inventory (BSRI). The Personal Orientation Inventory is a self-report inventory developed by Shostrom to measure levels of self-actualization as defined by Maslow. The instrument was designed to assess values, attitudes, and behavior relevant to the concept of the self-actualizing person. The Bem Sex-Role Inventory is a paper and pencil instrument which distinguishes androgynous individuals from those with more sex-typed self-concepts.

The Design

The design of this study was a variation of the quasi-experimental Nonequivalent Control Group Design (Campbell and Stanley, 1963). This design, which is frequently used in educational settings, uses experimental and control groups; however, the groups have no preexperimental sampling equivalence. Because this study was a field experiment, some desirable controls such as presampling equivalence could not be incorporated.

The Findings

Multivariate Analysis of Variance (MANOVA) and step down univariate F tests were the statistical techniques used to analyze the data. The following null hypotheses were rejected:
1. There will be no significant differences between the pre-test scores of the experimental and control groups on:
   a. levels of self-actualization as measured by the POI;
   b. sex-role attitude as measured by the BSRI.

2. There will be no significant difference between the post-test scores of the experimental and control groups on:
   a. levels of self-actualization as measured by the POI:
   b. sex-role attitude as measured by the BSRI.

3. There will be no significant change from pre- to posttest scores of the experimental groups on:
   a. levels of self-actualization as measured by the POI.

Statistical analysis revealed that the experimental and control groups were significantly different at the onset of the study on levels of self-actualization and sex-role attitude as measured by the Personal Orientation Inventory and Bem Sex-Role Inventory, respectively.

Since the two groups were nonequivalent, multivariate analysis of variance of gain scores were computed and indicated significant differences at posttesting on both instruments. Further analysis revealed that the experimental group post-test scores were not only significantly different, but were more self-actualizing than the control group posttest scores. Analysis of the BSRI data indicated that the experimental group changed more significantly than the control group, and the change was in the direction of androgyny.

Considered individually, the experimental group evidenced a significant growth on levels of self-actualization.
from pre- to posttesting. The over-all gain was significant at the 0.004 level. The F tests revealed that the experimental group improved significantly on the two major scales of the POI and on eight of the ten subscales.

The following null hypotheses were not rejected:
3. There will be no significant change from pre- to posttest scores of the experimental group on:
   b. sex-role attitude as measured by the BSRI.
4. There will be no significant change from pre- to posttest scores of the control group on:
   a. levels of self-actualization as measured by the POI;
   b. sex-role attitude as measured by the BSRI.

Measured independently, the experimental group's scores on the BSRI evidenced no significant change from pre- to posttesting. BSRI scores were divided into four categories based on the median scores and plotted on graphs accordingly. Some slight changes were noticed for the experimental group. Analysis of the BSRI scores using a t-ratio formula indicated that there was more change for the experimental group than the control. The experimental group appeared to be approaching a less feminine sex-typed self-concept.

The posttest scores for the control group, pre- to posttest, did not change significantly on either the POI or the BSRI. Hence, there were no significant changes in their levels of self-actualization or sex-role attitude from pre- to posttesting.
The Conclusions

Statistical analysis indicated significant differences between the experimental and control groups on their pretest scores. Consequently, it is perhaps more accurate to consider the control group as a comparison group rather than a true control group. The women in the control group had higher scores on the POI, indicating a higher level of self-actualization; and they were significantly less "feminine" and more "masculine" than the experimental group.

This study was a field experiment and thus members were not randomly assigned to groups. The experimental group was self-selecting; however, the control group was randomly chosen from the same population of returning women students. During the sample selection, the only apparent difference between the two groups was registration for the Psychology of Personal Growth class for women. The questionnaire that all the women completed during pretesting revealed that there were some differences between the groups. These divergences include a higher rate of employment, fewer children, and higher levels of education for women in the control group. A much higher percentage of women in the control group had decided on a major and were pursuing a career-oriented program of study. The literature review reveals that these factors are more likely to indicate a less traditional sex-role attitude. This viewpoint was supported by the BSRI pretest scores; the control group was significantly less traditional than the experimental group. The literature review
also presented the fact that women who were not highly sex-typed were more likely to have healthier personalities, to be more self-confident, have a higher self-concept, sense of identity, be more independent; in short, to be more self-actualizing. Again, the analysis revealed this to be true of the women in the control group. Thus, this supports the studies described previously correlating self-actualization and nontraditional sex-role identification. However, it should be noted that the control group was less bound to the "feminine" sex-role type, but was not significantly more androgynous. This point will be discussed later.

While the pretest scores of the experimental group were significantly lower on the POI, their posttest scores on this instrument were significantly higher than the control group's scores. A significant growth on levels of self-actualization occurred for the experimental group. Self-actualization is certainly a goal of the personal growth class, so it appears safe to say that the PSY 107-F course achieved its aims and assisted women in increasing their own personal growth. This cognitive and affective heterogeneous approach seems to be an effective method to produce change in the direction of personal development. This supports the studies cited in the literature review on the value of all women's groups, that they allow women to explore more options and practice a wider variety of behaviors than in a mixed group. The benefits described by the students indicate that they felt free and encouraged to become more confident, more independent, and more self-reliant.
The improvement on levels of self-actualization for the women in the experimental group and the lack of significant improvement for the women in the control group indicates that the course was successful in this area.

Although the women in the experimental group became more self-actualizing, they did not become more androgynous as measured by the BSRI; they did, however, become somewhat less sex-typed. The research cited earlier is quite convincing that a high degree of sex-typing, particularly feminine sex-typing, is negatively correlated with positive mental health. However, empirical research on the concept of androgyny is just now beginning to appear in the psychological literature. "There is currently a discussion in the literature, however, as to how best to operationalize the concept of androgyny" (Bem, 1977, p. 196).

Only two instruments have been developed to measure androgyny. They are: the Personal Attributes Questionnaire (Spence, Helmreich, and Stapp, 1975), and the Bem Sex-Role Inventory. Research using the former instrument supports the concept of androgyny as the presence of both masculine and feminine characteristics. Spence et al.'s study also indicated that androgynous individuals are higher in self-esteem. Research using the BSRI, as reported earlier, supports the theory that androgynous individuals are capable of more flexible and situation-appropriate behaviors. Deutch and Gilbert (1976) found that there was a correlation between androgyny and self-esteem for females, but not for males. In
her 1977 study, Bem compared the results of the BSRI with other personality instruments. She found that those subjects classified as androgynous did not differ significantly from those classified undifferentiated when compared using results from the Attitudes Toward Women Scale, Mach IV Scale, Internal-External Locus of Control Scale, or on the Attitudes Toward Problem-Solving Scale. Nor did they differ behaviorally in the degree to which they remained independent from social pressure. There was, however, a significant positive correlation between androgyny and self-esteem as measured by the Texas Social Behavior Inventory. However, the over-all results of Bem's study were inconclusive; androgynous individuals did not necessarily reflect better adjustment as measured by the above instruments.

The findings of the current study also do not interrelate androgyny as measured by the BSRI with positive mental health as measured by the POI. The increase on levels of self-actualization was not matched by a corresponding increase on the levels of androgyny in the experimental group. The result of this study thus concurs with Bem's inconclusive results. This could indicate a problem inherent in the BSRI as a measure of androgyny. It could also be that the method of scoring the instrument and plotting the results are problematic. Since there is no national norm, the medians used in this study were computed from the scores of the sample. Particularly since all the subjects were women, the medians obtained may represent a biased norm. A national norm might
provide more validity for the classification of subjects; and a mean score might be considered instead of a median.

Recognizing the problems inherent in classifying subjects, Bem urges investigators to further analyze their data. Multivariate analysis of variance was used to determine the differences between the pre- and posttest masculinity and femininity scores for both the experimental and control groups. No significant differences were established, although the experimental group became slightly less feminine and slightly more masculine. Possibly, sex-role attitudes cannot be expected to change in a 16-week time period; or, possibly, this instrument is not appropriate to use in a pre- to posttest experiment. No other pre- to posttest design studies using the BSRI have been reported in the literature to date. Another instrument such as the Attitudes Toward Women Survey might have been preferable to determine changes in sex-role attitude.

In conclusion, the study has revealed that the women in the two groups were different. The women in the control group selected not to enroll in Psychology of Personal Growth. When responding to the item on the questionnaire which asked their motivation for not enrolling, these women reported that either they were unaware of the course, that it did not fit into their program, or that they did not feel the need for such a course. Their pretest scores indicated positive levels of self-actualization and sex-role identity and, quite possibly, are comfortable where they are and feel no need
for growth. Those women who chose to enroll in the Psychology of Personal Growth course had lower levels of self-actualization and were more traditionally sex-typed according to their pretest scores. They reported their motivation for taking the course to be advice from a counselor, advice from the staff at the Women's Center, or recommendations from friends who were pleased with the course. This is an indication that the counselors and the Women's Program at Oakton are doing a good job by reaching the population who can benefit by their services. The results of this study support the need for such a course for some people; that even within one defined population there are different levels of needs. Furthermore, the posttest evaluation reveals that the course is beneficial for those who enroll in it. The people in the Psychology of Personal Growth classes changed significantly; they became more self-actualizing—they experienced personal growth. This change was universal even though there were three different instructors. Consequently, it has been demonstrated that at Oakton Community College there is an element of the returning women population who exhibit a need for personal growth, and that the Psychology of Personal Growth course, which combines a didactic and experiential learning experiences, provides that personal growth for these women.

Recommendations

1. The most obvious recommendation is in the area of psychological androgyny research and the use of the Bem Sex-Role Inventory. One such recommendation is further correla-
tional study comparing the results of the BSRI with other personality tests, such as the POI, to determine whether androgyny as measured by this instrument is an indicator of positive mental health. Further experimental research using the BSRI in pre- to posttest design experiments should be conducted to determine if changes on levels of androgyny can be expected. Computation of a national norm for the BSRI is recommended so that subjects may be classified more accurately. Finally, construction of another instrument to assess androgyny should be given careful consideration.

2. Another recommendation would be for tighter controls such as randomization as opposed to self-selection. This would enable the researcher to state the results more strongly.

3. A follow-up to the current study is recommended. It is possible that changes in sex-role attitude would be found with further testing. The total effect of the personal growth course may not have been realized at the end of the semester when the posttests were administered. Repeated testing of the experimental and control groups would give greater indication of the long term effects of the course.

4. More research is necessary which focuses on the content of the course. This study emphasized the fact of the course as the study base. Further studies might determine which experiences are most influential in accomplishing women's personal growth.

5. There is a need to conduct research which addresses individual differences. Further research might use the same
general model but include some case studies with specific content analysis of all written information, as well as a behavioral analysis.

6. There may be a need to include more emphasis on women's roles, possibly using a consciousness-raising format in the current personal growth course structure, or offer a follow-up course which would place more emphasis on women's roles.
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APPENDIX A

LETTERS TO THE CONTROL GROUP
January 19, 1977

Dear Friend,

The Women's Program at Oakton Community College invites you to participate in a study which we feel will be valuable in providing information that will help us in providing courses and other services to community women.

Cheryl McKinley, a doctoral candidate at Loyola University of Chicago, is conducting a research project involving the attitudes and values of the returning woman student. You have been randomly selected from the population of women students over 25 years of age.

Your commitment would involve completing three surveys, which you would receive by mail and return in a self-addressed, stamped envelope. These surveys are inventories which assess characteristics, attitudes, and values. All together they take about 1 to 1½ hours to complete. These surveys will be mailed to you as soon as you respond. A second set of surveys, requiring the same amount of time, will be mailed at the end of the semester in May.

These surveys are completely confidential and will be used only for this particular research project. If you so desire, Ms. McKinley will interpret the results of your inventories for you upon completion of the project.

Please sign and return the consent form to us by January 17. You may mail it or drop it off in the Adult Career Resource Center in Building 3. It is most important to the study that you return this form. Thank you very much for your consideration of this request.

Sincerely,

Pat Handzel
Director of Non-Traditional Student Programs

I realize that this study will be confidential and that I can see the study's final report if I so desire.

_____ I do agree to participate  _____ I do not agree to participate

________________________  ______________________
date                        signature
January 26, 1977

Dear Friend,

Thank you so very much for responding to our request and agreeing to participate in this study by the Women's Program at Oakton Community College.

Enclosed in this packet are three inventories which assess characteristics, attitudes, and values. The first inventory is a questionnaire (goldenrod color). Please notice that there are two sides to the first page of the questionnaire. The second inventory (buff color) is an adjective check list. Please complete the second page according to the direction on the first page of this inventory. The third inventory, the Personal Orientation Inventory, has a set of directions on the cover of the booklet. Please use the enclosed #2 pencils to mark your answers on the answer sheet.

Please complete the inventories alone. It is most important that we have your attitudes and opinions only.

The inventories and their results are completely confidential. We need your name on the questionnaire only—top right hand corner. We need to be able to identify your inventories and will assign an identification number to your results. Your name is only needed for mailing purposes and to interpret the results to you if you so desire.

We would appreciate your completing these surveys at your earliest convenience and returning them in the enclosed self-addressed, stamped envelope by February 3rd.

We know that you have many demands on your time. Thus, we appreciate your taking the time to answer these questions. Through this survey we are hoping to help you and the other students at Oakton. Thank you in advance for your assistance and cooperation.

Sincerely,

Cheryl McKinley

Enclosures
February 18, 1977

Dear Friend:

Thank you for completing and returning the inventories I mailed to you.

Many of you have indicated that you would like to see the results. As Ms. Handzel explained in our first letter, this research consists of two sets of surveys—the set you've already completed, and a second set which will be mailed to you in May. I will include a letter in that mailing with information about the interpretation of results.

Your inventories will be computer scored and I hope to have all the results by June. At that time, I will maintain an office at Oakton where I can meet with you and interpret your results. I will let you know how to make an appointment in the May letter.

I cannot just mail the results to you; without interpretation the scores would be relatively meaningless.

Thank you again for your cooperation and support. I've been most gratified by your willing spirits and appreciate the notes and letters you've included. My best wishes for a successful semester.

Sincerely,

Cheryl McKinley
May 2, 1977

Dear Friend:

It is the end of the semester, and, as promised, here is the second packet of inventories. As you will notice, there are only two this time and they are the same ones you completed earlier.

I know this is a busy time for you and I really appreciate your taking the time from your tight schedule to complete these inventories again. Please write your name, age, sex, date, and occupation in the box in the upper right hand corner of the POI answer sheet. Leave the identification number blank, and please put your name on the second page of the buff-colored questionnaire.

I realize that the questions and adjectives in the inventories are not always easy to answer. Do not worry about any inconsistencies, but answer spontaneously. Please complete the questionnaires alone. It should not take you longer than a total of 45 minutes to complete both sets.

I would appreciate if you would return the answer sheet and the POI booklet to Oakton in the enclosed self-addressed envelope by May 15, 1977.

I will be teaching at Oakton and maintaining an office there this summer. If you wish to make an appointment to have your results interpreted, please call me at home (561-7190) or leave a message for me with the Cluster I office at Oakton (967-5120, ext. 385).

I really appreciate your cooperation and thank you so very much for helping me with my research. I hope your semester was satisfying and extend my best wishes for success in your endeavors.

Sincerely yours,

Cheryl McKinley
APPENDIX B

RESEARCH INSTRUMENTS
PERSONAL ORIENTATION INVENTORY

EVERETT L. SHOSTROM, Ph.D.

DIRECTIONS

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

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

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

Remember, try to make some answer to every statement.

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

NOW OPEN THE BOOKLET AND START WITH QUESTION 1.
1. a. I am bound by the principle of fairness.
   b. I am not absolutely bound by the principle of fairness.
2. a. When a friend does me a favor, I feel that I must return it.
   b. When a friend does me a favor, I do not feel that I must return it.
3. a. I feel I must always tell the truth.
   b. I do not always tell the truth.
4. a. No matter how hard I try, my feelings are often hurt.
   b. If I manage the situation right, I can avoid being hurt.
5. a. I feel that I must strive for perfection in everything that I undertake.
   b. I do not feel that I must strive for perfection in everything that I undertake.
6. a. I often make my decisions spontaneously.
   b. I seldom make my decisions spontaneously.
7. a. I am afraid to be myself.
   b. I am not afraid to be myself.
8. a. I feel obligated when a stranger does me a favor.
   b. I do not feel obligated when a stranger does me a favor.
9. a. I feel that I have a right to expect others to do what I want of them.
   b. I do not feel that I have a right to expect others to do what I want of them.
10. a. I live by values which are in agreement with others.
    b. I live by values which are primarily based on my own feelings.
11. a. I am concerned with self-improvement at all times.
    b. I am not concerned with self-improvement at all times.
12. a. I feel guilty when I am selfish.
    b. I don't feel guilty when I am selfish.
13. a. I have no objection to getting angry.
    b. Anger is something I try to avoid.
14. a. For me, anything is possible if I believe in myself.
    b. I have a lot of natural limitations even though I believe in myself.
15. a. I put others' interests before my own.
    b. I do not put others' interests before my own.
16. a. I sometimes feel embarrassed by compliments.
    b. I am not embarrassed by compliments.
17. a. I believe it is important to accept others as they are.
    b. I believe it is important to understand why others are as they are.
18. a. I can put off until tomorrow what I ought to do today.
    b. I don't put off until tomorrow what I ought to do today.
19. a. I can give without requiring the other person to appreciate what I give.
    b. I have a right to expect the other person to appreciate what I give.
20. a. My moral values are dictated by society.
    b. My moral values are self-determined.
21. a. I do what others expect of me.
    b. I feel free to not do what others expect of me.
22. a. I accept my weaknesses.
    b. I don't accept my weaknesses.
23. a. In order to grow emotionally, it is necessary to know why I act as I do.
    b. In order to grow emotionally, it is not necessary to know why I act as I do.
24. a. Sometimes I am cross when I am not feeling well.
    b. I am hardly ever cross.

GO ON TO THE NEXT PAGE
25. a. It is necessary that others approve of what I do.
b. It is not always necessary that others approve of what I do.

26. a. I am afraid of making mistakes.
b. I am not afraid of making mistakes.

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

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

29. a. I fear failure.
b. I don't fear failure.

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

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

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

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

34. a. Children should realize that they do not have the same rights and privileges as adults.
b. It is not important to make an issue of rights and privileges.

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

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

37. a. I find that I have rejected many of the moral values I was taught.
b. I have not rejected any of the moral values I was taught.

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

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

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

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

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

43. a. I believe that man is essentially good and can be trusted.
b. I believe that man is essentially evil and cannot be trusted.

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

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

46. a. Reasons are needed to justify my feelings.
b. Reasons are not needed to justify my feelings.
47. a. There are times when just being silent is the best way I can express my feelings.
    b. I find it difficult to express my feelings by just being silent.

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

49. a. I like everyone I know.
    b. I do not like everyone I know.

50. a. Criticism threatens my self-esteem.
    b. Criticism does not threaten my self-esteem.

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

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

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

54. a. Impressing others is most important.
    b. Expressing myself is most important.

55. a. To feel right, I need always to please others.
    b. I can feel right without always having to please others.

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

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

58. a. I must avoid sorrow at all costs.
    b. It is not necessary for me to avoid sorrow.

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

60. a. It is important that others accept my point of view.
    b. It is not necessary for others to accept my point of view.

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

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

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

64. a. Appearances are all-important.
    b. Appearances are not terribly important.

65. a. I hardly ever gossip.
    b. I gossip a little at times.

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

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

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

GO ON TO THE NEXT PAGE
69. a. I already know all I need to know about my feelings.
   b. As life goes on, I continue to know more and more about my feelings.

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

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

72. a. I accept inconsistencies within myself.
   b. I cannot accept inconsistencies within myself.

73. a. Man is naturally cooperative.
   b. Man is naturally antagonistic.

74. a. I don't mind laughing at a dirty joke.
   b. I hardly ever laugh at a dirty joke.

75. a. Happiness is a by-product in human relationships.
   b. Happiness is an end in human relationships.

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

77. a. I try to be sincere but I sometimes fail.
   b. I try to be sincere and I am sincere.

78. a. Self-interest is natural.
   b. Self-interest is unnatural.

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

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

81. a. Two people will get along best if each concentrates on pleasing the other.
   b. Two people can get along best if each person feels free to express himself.

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

83. a. I like only masculine men and feminine women.
   b. I like men and women who show masculinity as well as femininity.

84. a. I actively attempt to avoid embarrassment whenever I can.
   b. I do not actively attempt to avoid embarrassment.

85. a. I blame my parents for a lot of my troubles.
   b. I do not blame my parents for my troubles.

86. a. I feel that a person should be silly only at the right time and place.
   b. I can be silly when I feel like it.

87. a. People should always repent their wrongdoings.
   b. People need not always repent their wrongdoings.

88. a. I worry about the future.
   b. I do not worry about the future.

89. a. Kindness and ruthlessness must be opposites.
   b. Kindness and ruthlessness need not be opposites.

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

91. a. People should always control their anger.
   b. People should express honestly-felt anger.
92. a. The truly spiritual man is sometimes sensual.
    b. The truly spiritual man is never sensual.
93. a. I am able to express my feelings even when they sometimes result in undesirable consequences.
    b. I am unable to express my feelings if they are likely to result in undesirable consequences.
94. a. I am often ashamed of some of the emotions that I feel bubbling up within me.
    b. I do not feel ashamed of my emotions.
95. a. I have had mysterious or ecstatic experiences.
    b. I have never had mysterious or ecstatic experiences.
96. a. I am orthodoxly religious.
    b. I am not orthodoxly religious.
97. a. I am completely free of guilt.
    b. I am not free of guilt.
98. a. I have a problem in fusing sex and love.
    b. I have no problem in fusing sex and love.
99. a. I enjoy detachment and privacy.
    b. I do not enjoy detachment and privacy.
100. a. I feel dedicated to my work.
    b. I do not feel dedicated to my work.
101. a. I can express affection regardless of whether it is returned.
    b. I cannot express affection unless I am sure it will be returned.
102. a. Living for the future is as important as living for the moment.
    b. Only living for the moment is important.
103. a. It is better to be yourself.
    b. It is better to be popular.
104. a. Wishing and imagining can be bad.
    b. Wishing and imagining are always good.
105. a. I spend more time preparing to live.
    b. I spend more time actually living.
106. a. I am loved because I give love.
    b. I am loved because I am lovable.
107. a. When I really love myself, everybody will love me.
    b. When I really love myself, there will still be those who won't love me.
108. a. I can let other people control me.
    b. I can let other people control me if I am sure they will not continue to control me.
109. a. As they are, people sometimes annoy me.
    b. As they are, people do not annoy me.
110. a. Living for the future gives my life its primary meaning.
    b. Only when living for the future ties into living for the present does my life have meaning.
111. a. I follow diligently the motto, "Don't waste your time."
    b. I do not feel bound by the motto, "Don't waste your time."
112. a. What I have been in the past dictates the kind of person I will be.
    b. What I have been in the past does not necessarily dictate the kind of person I will be.
113. a. It is important to me how I live in the here and now.
    b. It is of little importance to me how I live in the here and now.
114. a. I have had an experience where life seemed just perfect.
    b. I have never had an experience where life seemed just perfect.
115. a. Evil is the result of frustration in trying to be good.
    b. Evil is an intrinsic part of human nature which fights good.
116. a. A person can completely change his essential nature.
b. A person can never change his essential nature.
117. a. I am afraid to be tender.
b. I am not afraid to be tender.
118. a. I am assertive and affirming.
b. I am not assertive and affirming.
119. a. Women should be trusting and yielding.
b. Women should not be trusting and yielding.
120. a. I see myself as others see me.
b. I do not see myself as others see me.
121. a. It is a good idea to think about your greatest potential.
b. A person who thinks about his greatest potential gets conceited.
122. a. Men should be assertive and affirming.
b. Men should not be assertive and affirming.
123. a. I am able to risk being myself.
b. I am not able to risk being myself.
124. a. I feel the need to be doing something significant all of the time.
b. I do not feel the need to be doing something significant all of the time.
125. a. I suffer from memories.
b. I do not suffer from memories.
126. a. Men and women must be both yielding and assertive.
b. Men and women must not be both yielding and assertive.
127. a. I like to participate actively in intense discussions.
b. I do not like to participate actively in intense discussions.
128. a. I am self-sufficient.
b. I am not self-sufficient.
129. a. I like to withdraw from others for extended periods of time.
b. I do not like to withdraw from others for extended periods of time.
130. a. I always play fair.
b. Sometimes I cheat a little.
131. a. Sometimes I feel so angry I want to destroy or hurt others.
b. I never feel so angry that I want to destroy or hurt others.
132. a. I feel certain and secure in my relationships with others.
b. I feel uncertain and insecure in my relationships with others.
133. a. I like to withdraw temporarily from others.
b. I do not like to withdraw temporarily from others.
134. a. I can accept my mistakes.
b. I cannot accept my mistakes.
135. a. I find some people who are stupid and uninteresting.
b. I never find any people who are stupid and uninteresting.
136. a. I regret my past.
b. I do not regret my past.
137. a. Being myself is helpful to others.
b. Just being myself is not helpful to others.
138. a. I have had moments of intense happiness when I felt like I was experiencing a kind of ecstasy or bliss.
b. I have not had moments of intense happiness when I felt like I was experiencing a kind of bliss.
139. a. People have an instinct for evil.
   b. People do not have an instinct for evil.

140. a. For me, the future usually seems hopeful.
   b. For me, the future often seems hopeless.

141. a. People are both good and evil.
   b. People are not both good and evil.

142. a. My past is a stepping stone for the future.
   b. My past is a handicap to my future.

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

144. a. For me, past, present and future is in meaningful continuity.
   b. For me, the present is an island, unrelated to the past and future.

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

146. a. I can like people without having to approve of them.
   b. I cannot like people unless I also approve of them.

147. a. People are basically good.
   b. People are not basically good.

148. a. Honesty is always the best policy.
   b. There are times when honesty is not the best policy.

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

150. a. I can overcome any obstacles as long as I believe in myself.
   b. I cannot overcome every obstacle even if I believe in myself.
This answer sheet is for recording your answers to the Personal Orientation Inventory. Read each statement in the booklet and decide which of the two paired statements most consistently applies to you. Blacken in the corresponding space A or B on this sheet using a number 2 pencil. Make your marks as long as the pair of lines and completely fill the area between the pair of lines. If you wish to change your answer, erase your first mark completely. Make no stray marks on the sheet.

<table>
<thead>
<tr>
<th>NAME</th>
<th>DATE</th>
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</thead>
</table>

**Personal Orientation Inventory**

**Occupation**

<table>
<thead>
<tr>
<th>IDENTITY NUMBER</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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</tbody>
</table>

**Scores**

| S | C | O | I | BAV | Ex | Fr | G | Sr | Se | Nc | Sy | A | C |
|---|---|---|---|-----|----|----|---|----|----|----|---|---|---|---|
|   |   |   |   |     |    |    |   |    |    |    |   |   |   |   |
On the following page, you will be shown a large number of personality characteristics. We would like you to use those characteristics in order to describe yourself. That is, we would like you to indicate, on a scale from 1 to 7, how true of you these various characteristics are. Please do not leave any uncharacteristic unmarked.

Example: Sly

Mark a 1 if it is NEVER OR ALMOST NEVER TRUE that you are sly.
Mark a 2 if it is USUALLY NOT TRUE that you are sly.
Mark a 3 if it is SOMETIMES BUT INFREQUENTLY TRUE that you are sly.
Mark a 4 if it is OCCASIONALLY TRUE that you are sly.
Mark a 5 if it is常常 TRUE that you are sly.
Mark a 6 if it is USUALLY TRUE that you are sly.
Mark a 7 if it is ALWAYS OR ALMOST ALWAYS TRUE that you are sly.

Thus, if you feel it is sometimes but infrequently true that you are "sly", never or almost never true that you are "malicious", always or almost always true that you are "irresponsible", and often true that you are "carefree", then you would rate these characteristics as follows:

3 Sly
1 Malicious
7 Irresponsible
5 Carefree
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEVER OR ALMOST NEVER TRUE</td>
<td>USUALLY NOT TRUE</td>
<td>SOMETIMES BUT INFREQUENTLY TRUE</td>
<td>OCCASIONALLY TRUE</td>
<td>OFTEN TRUE</td>
<td>USUALLY TRUE</td>
<td>ALWAYS TRUE</td>
</tr>
<tr>
<td>____ Self-reliant</td>
<td>____ Analytical</td>
<td>____ Solemn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>____ Yielding</td>
<td>____ Sympathetic</td>
<td>____ Willing to take a stand</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>____ Helpful</td>
<td>____ Jealous</td>
<td>____ Tender</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>____ Defends own beliefs</td>
<td>____ Has leadership abilities</td>
<td>____ Friendly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>____ Cheerful</td>
<td>____ Sensitive to the needs of others</td>
<td>____ Aggressive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>____ Moody</td>
<td>____ Truthful</td>
<td>____ Gullible</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>____ Independent</td>
<td>____ Willing to take risks</td>
<td>____ Inefficient</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>____ Shy</td>
<td>____ Understanding</td>
<td>____ Acts as a leader</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>____ Conscientious</td>
<td>____ Secretive</td>
<td>____ Childlike</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>____ Athletic</td>
<td>____ Makes decisions easily</td>
<td>____ Adaptable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>____ Affectionate</td>
<td>____ Compassionate</td>
<td>____ Individualistic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>____ Theatrical</td>
<td>____ Sincere</td>
<td>____ Does not use harsh language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>____ Assertive</td>
<td>____ Self-sufficient</td>
<td>____ Unsystematic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>____ Flatterable</td>
<td>____ Eager to soothe hurt feelings</td>
<td>____ Competitive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>____ Happy</td>
<td>____ Conceived</td>
<td>____ Loves children</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>____ Strong personality</td>
<td>____ Dominant</td>
<td>____ Tactful</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>____ Loyal</td>
<td>____ Soft-spoken</td>
<td>____ Ambitious</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>____ Unpredictable</td>
<td>____ Likeable</td>
<td>____ Gentle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>____ Forceful</td>
<td>____ Masculine</td>
<td>____ Conventional</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| ____ Feminine | ____ Warm | }
APPENDIX C

SUPPLEMENTARY QUESTIONNAIRES
Questionnaire

Identification Number __________

What is your current employment status?
___ 1. Working full time (30 or more hours per week)
___ 2. Working part time
___ 3. Not employed

When you were growing up, did your mother or the person who raised you generally
___ 1. Work full time
___ 2. Work part time
___ 3. Not hold a paying job

What is your current student status?
___ 1. Full time
___ 2. Part time

Is this your first course at Oakton Community College?
___ 1. Yes
___ 2. No

How many courses have you taken before this?
___ 1. None
___ 2. 1 - 3 courses
___ 3. 4 or more courses

What is your age?
___

What is your marital status?
___ 1. Single (never married)  ___ 4. Divorced
___ 2. Married  ___ 5. Separated
___ 3. Widowed
Do you have children?

____ 1. Yes
____ 2. No

Is your youngest child of school age or older?

____ 1. Yes
____ 2. No

How many years have you been out of school?

____ 1. 3 - 5 years
____ 2. 6 - 10 years
____ 3. 11 - 20 years

Have you attended college before?

____ 1. No
____ 2. Taken a few courses
____ 3. Completed one year of college
____ 4. Completed 2-3 years of college
____ 5. Earned Bachelor's Degree

Which program are you enrolled in at Oakton?

____ 1. Just taking courses
____ 2. Associate of Arts or Science Degree (2-year transfer program)
____ 3. Associate of Applied Science or Certificate Program (specific vocational/career preparation program)

How does your husband (or boyfriend) feel about your decision to attend college?

____ 1. Strongly Supports
____ 2. Supports
____ 3. Neutral
____ 4. Opposes
____ 5. Strongly Opposes
How do your children feel about your decision to attend college?

___ 1. Strongly support
___ 2. Support
___ 3. Neutral
___ 4. Oppose
___ 5. Strongly Oppose

Are you currently taking Psychology of Personal Growth for Women?

___ 1. Yes
___ 2. No

Have you ever taken Psychology of Personal Growth for Women?

___ 1. Yes
___ 2. No

If yes, what were your reasons for taking the course?

If no, what are your reasons for not taking the course?
1. Please check any of the benefits you feel you've received from this class?
   a. ____ gaining a sense of identity
   b. ____ increasing self confidence
   c. ____ developing self awareness
   d. ____ increasing self respect
   e. ____ establishing personal goals
   f. ____ becoming more assertive
   g. ____ developing better communication with others
   h. ____ improving personal relationships
   i. ____ making decisions
   j. ____ taking more responsibility

   Other: (describe)

2. What, if any, behavior changes did you make as a result of this class? (What specific changes have you made in your life? Changes can be large or small.)

3. Has this course helped you in readjusting to academic life? In what ways?

4. Has this course helped you in your family relationships? In what ways?

5. Has this course helped you in your work situation? In what ways?

6. Has this course helped you in other personal relationships? In what ways?

7. Other comments:
APPENDIX D

CLASS SUMMARIES
Because Transactional Analysis is used as one of the conceptual models for the personal growth courses under study, a brief introduction to Transactional Analysis (T.A.) and its uses in therapy and personal growth courses is presented here. This presentation is intended to help the reader understand the terminology and methodology described by the instructors in their logs which follow.
Introduction to Transactional Analysis

Eric Berne, the founder of Transactional Analysis, was trained as a psychoanalytic psychiatrist. Berne became discontented with psychoanalysis for several reasons, including the opinion that treatment must take a long time, some patients (schizophrenics especially) could not be cured, and the traditional role of the therapist as diagnostician. He disagreed with the Freudian philosophy of man and other basic assumptions of psychoanalysis. The three basic concepts which set Berne apart philosophically are: people are born OK; people with emotional difficulties are still full, intelligent human beings; and, given the right approach, all emotional difficulties are curable.

At the same time, he was making discoveries in his practice which led to the emergence of the concepts of ego states and Transactional Analysis. He began identifying ego states as systems of feelings in an individual, noticeable in behavior shifts in his patients. Berne's theories evolved as he observed behavioral changes occurring in a patient when a new stimulus entered his focus. It was as though there were different personalities in control of the individual at different times. This theory was substantiated by the research of Penfield, Jaspers, Roberts, Weiss, and Ferdern. Berne and others demonstrated that ego states are phenomenological realities as opposed to the concepts of the Superego, Ego, and Id. (Berne, 1961)

Berne believed that people with psychiatric difficul-
ties could be cured, not just mildly neurotic persons, but schizophrenics and anyone with a functional disorder. Cure didn’t mean turning a "schizophrenic into a brave schizophrenic, but helping them regain membership into the human race." (Steiner, 1974)

After his split with psychoanalysis, he continued to use diagnoses in therapy. In *Transaction Analysis in Psychotherapy*, Berne used structural analysis to develop a systematic general pathology for psychiatric disorders. In this presentation, he defined ego state disorders in traditional nosological terminology. He began using his intuition instead of just diagnosis or labeling. By using intuition and relating to the patient as person to person, he felt he became more effective.

There is controversy over the use of diagnostic categories in *Transactional Analysis* (T.A.) today because of the problems of supporting a destructive system of labeling. Researchers at Cathexis Institute[^1] have held that if a diagnostic term names an observable syndrom whose genesis and structure are known, a diagnosis becomes a useful therapeutic tool. It defines the set of dynamics which the patient and therapist may then solve together. (Schiff, 1975).

[^1]: Cathexis Institute is an interdisciplinary organization with emphasis on research and experimentation in the genesis and treatment of incapacitating psychiatric disturbances with T.A. as the primary frame of reference.
Jacqui Schiff in the *Cathexis Reader* used traditional nosology to define pathologies as structural personality disorders. It is a concise explanation of abnormal behavior to be used in therapeutic situations. She also discussed philosophy and methods of treatment in this book.

In T.A., people receive emotional and intellectual insight—a thinking process and often analytical—to give the person the power to "diagnose" herself. Originally, T.A. was just a method of psychotherapy, best used in groups, where people can become more aware of themselves in relation to others, the structure of their personality, their interpersonal transactions, games and scripts. One is enabled to see oneself more clearly in order to change destructive behavior. Besides use in therapy, T.A. provides a thought-provoking perspective of human behavior that most people can understand and use.

T.A. is a rational approach to understanding behavior and is based upon the assumption that any individual can learn to trust himself, think for himself, express his feelings, and make his own decisions. Berne said that an important goal of T.A. is to "establish the most authentic communication between the affective and intellectual components of the personality." (Berne, 1964)

T.A. as a theory is cognitive, originated from the concepts of psychoanalysis, and though the two theories are substantially different, similarities can be noted throughout the literature. Another major influence on Berne was Alfred
Adler. There is a common ground between Adler's individual psychology and Berne's transactional analysis, particularly noticed in the emphasis they both place on childhood decisions.

There is also a relationship between Jean Piaget's theories of learning and child development and Berne's development of ego states. The following is an illustration comparing Piaget's, Berne's, and Freud's development theories.

<table>
<thead>
<tr>
<th>Age</th>
<th>Piaget</th>
<th>Freud</th>
<th>Berne</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-6 mos.</td>
<td>Sensori Motor</td>
<td>Oral</td>
<td>Natural Child</td>
</tr>
<tr>
<td>6 mo. -</td>
<td>Preoperational</td>
<td>Anal</td>
<td>Little Professor</td>
</tr>
<tr>
<td>2 years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-5 yrs.</td>
<td>Pre Concrete</td>
<td>Oedipal</td>
<td>Adapted Child Adult</td>
</tr>
<tr>
<td>6-12 yrs.</td>
<td>Concrete Operational</td>
<td>Latency</td>
<td>Adult Parent</td>
</tr>
<tr>
<td>12-14 yrs.</td>
<td></td>
<td></td>
<td>integration and reworking of earlier periods.</td>
</tr>
</tbody>
</table>


The April, 1975, issue of the Transactional Analysis Journal is devoted to articles on comparative psychotherapy, discussing similarities and integration of other theories and practices of therapy with T.A. This paper will conclude with a section on integrated therapy. In an integrated approach, T.A. therapists utilize a variety of modalities including behavior modification, Gestalt, Psychodrama, Bioenergetics, and so on.
The following is an outline of T.A. theory, divided into the four analyses: structural, transactional, games, and scripts.

I. Structural Analysis - diagnosis of ego states

A. Ego States: "A system of feelings accompanied by a related set of behavior patterns" (Berne, 1961).

1. Parent Ego State: attitudes, perceptual styles, and behaviors taken and assimilated from outside sources, primarily parents.
2. Adult Ego State: reality appraiser--gathers information and computes logically
3. Child Ego State: natural urges and feelings

B. Second Order Structure Analysis: analysis of the parent and child

1. Parent
   a. Critical: controls, oppresses
   b. Nurturing: unconditional support
2. Adult
3. Child
   a. Adapted: patterns of behavior which adapt to others expectations (motivates script)
   b. Little Professor: intuitive, creative
   c. Natural Child: spontaneous, fun, irresponsible
Claude Steiner depicts second order structural analysis in the following manner.

<table>
<thead>
<tr>
<th>Ego State</th>
<th>Name</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Nurturing Parent</strong></td>
<td>Nuture, Protection</td>
</tr>
<tr>
<td></td>
<td><strong>Adult</strong></td>
<td>Rationality, Logic</td>
</tr>
<tr>
<td></td>
<td><strong>Pig Parent (Critical Parent, Adapted Child)</strong></td>
<td>Oppression</td>
</tr>
<tr>
<td></td>
<td><strong>Little Professor</strong></td>
<td>Intuition, Awareness</td>
</tr>
<tr>
<td></td>
<td><strong>Natural Child</strong></td>
<td>Spontaneity, intimacy</td>
</tr>
</tbody>
</table>

C. Pathology: lack of separate and distinct ego states

* 1. Adult contaminated by Parent: prejudices, overly controlled
* 2. Adult contaminated by Child: phobias, delusions (latent psychosis)
* 3. Adult contaminated by Child and Parent: person hears words from parents and expresses fears from child-hallucinations.

* Contaminations
2. Exclusions: One ego state dominates personality
   a. **Excluding Parent**: authoritarian, preachy
      (compensated schizophrenic*)
   b. **Excluding Adult**: excludes all feelings,
      like a computer (when defenses break down,
      chaos between impulses of child and reproach
      of parent*)
   c. **Excluding Child**: playful, irresponsible
      (confused or narcissistic or active schizo-
      phrenia*)

* (When exclusion or contamination = extreme,
  these types of pathology result. Berne, 1961)
D. Ego Gram (Dusay): diagram showing relative strength of ego states

II. Transactional Analysis

A. Transactions: communication, exchange between two persons, consisting of a response between specific ego states.

1. Parallel transactions: open communication

2. Crossed transactions: communication breakdown

3. Ulterior transaction: two levels—social and psychological (ulterior motive=invitation to a game)
B. Strokes: A stroke is a unit of recognition, a form of stimulation to satisfy a basic need of stimulus hunger. (verbal and nonverbal)

Positive: a positive stroke is one which carries a "You're OK" message and usually results in good feelings.

Negative: a negative stroke carries "You're not OK" messages and may result in unpleasant feelings.

Since strokes are necessary for survival, a person will do whatever necessary to receive the needed strokes. A person develops a style of giving and receiving strokes based on his life position, seeking strokes to reinforce his existential position.

C. Time Structure: structure hunger--create situations in which strokes can be exchanged. Time can be structured in the following ways, listed in order of risk.

1. Withdrawal - mentally removed, self stroking.
2. Rituals - ceremonial
3. Pastimes - talking
4. Activities - work, planned activities
5. Games and Rackets - dishonest means to gain strokes
6. Intimacy - honest and trusting relationships, most rewarding and most risky

III. Games Analysis

A. Psychological game: an ongoing series of complementary ulterior transactions which lead to a predictable outcome. A game has three basic elements:

1. Series of complementary transactions, which seem plausible on the surface.
2. Ulterior transaction, which is the hidden agenda.
3. Negative payoff, which is the real purpose.

Games are played to reinforce old childhood decisions, and act out a psychological script. A game player gets stamps, gets strokes (mostly negative), structure time, reinforces his life protection, furthers his script (though it may be destructive), and feels justified in cashing in old resentments and avoids authentic encounter.

B. Rackets: A racket is a person's basis for collecting feelings which reinforce his existential position. Racket feelings are a manipulative way of getting strokes. Rackets are a chronic feeling which is turned on regardless of the situation.
C. Rubberbands: A rubberband is any feeling that is turned on on occasions similar to some feeling—latent event in the past.

D. Stamps: Stamps are saved up feelings (good and bad) to justify behavior. When enough stamps are collected, they can be cashed in for a prize (missing a day of work to suicide)

E. Relationship Triangle: (Karpman) When initiating or being "hooked" into a game, a person takes one of three positions—manipulative roles learned in childhood.

1. Persecutor: One who picks on others, is overly strict, and enforces rules with unnecessary rigidity or hostility.
2. Victim: One who sets himself up to be picked on, discredited, or attacked.
3. Rescuer: One who appears to be helpful to others, but is keeping them dependent on him. The drama occurs when the roles switch and the Victim (for example) becomes the Persecutor and the Rescuer becomes the Victim.

![Karpman's Triangle]

Some Popular Games

<table>
<thead>
<tr>
<th>Name</th>
<th>Ulterior Message</th>
<th>Role</th>
<th>Reinforced Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm only trying to help</td>
<td>Save others—be needed (Why reject my good advice when I know better than you.)</td>
<td>Rescuer</td>
<td>You're not OK</td>
</tr>
<tr>
<td>Blemish</td>
<td>To find fault (you're fine, except for... which ruins everything)</td>
<td>Persecutor</td>
<td>You're not OK</td>
</tr>
<tr>
<td>Poor Me</td>
<td>To be pitied (taken care of, forgiven)</td>
<td>Victim</td>
<td>I'm not OK</td>
</tr>
</tbody>
</table>

IV. Script Analysis

A. Life Positions: position a person takes in relation to others
1. I'm OK-You're OK: healthy and optimistic outlook on life; relates freely with others.
2. I'm not OK-You're OK: feels stupid, inferior, inadequate (depressive position).
3. I'm OK-You're not OK: distrusting, blaming, may deny personal difficulties, feel cheated (paranoid position).
4. I'm not OK-You're not OK: nothing is worthwhile—often ends up in prison, mental institution, or morgue.

Once a person has assumed a basic life position, he tends to selectively perceive the world in ways which will maintain that position. In reality, most people are not fixated in a single position, but rather move from one position to another at different times with different people. The position in which an individual spends the greatest proportion of his time is called his life position. Positions are assumed as a result of a decision made when the person was very young and lacked adequate Adult information. If a child's needs are discounted through chance or neglect, he may enter a Not OK position. Or he may adopt a Not OK position (Number 2, 3, 4) as a result of learning from significant others, either through modeling or by being stroked.

B. Script: a personal life plan decided by each individual at an early age in reaction to her interpretations of external events—messages from parents, traumatic events, or a combination of the two.

Injunctions: "don't" messages (don't be close, don't feel, don't be a boy) come from the Child ego state of the parents.

Attributes: "do" messages also come from the Child ego states of the parents.

Scripting: the parent of the opposite sex is usually the most important source of injunctions and attributes; the parent of the same sex demonstrates the behavior.

Script Matrix: diagram showing a person with his two parents and their messages.
Counterinjunctions: come from the Parent ego state of the parents and are usually verbal; they are most important in early adolescence. The counterinjunctions are for a more traditional life script, acquiescence to societal and cultural demands transmitted through the Parent ego state (be a good student, get a good job).

Counterscript: secondary script which usually fosters the main script.

The injunctions from the parent's Child is the stronger message (more energy) even if the messages are nonverbal. Hence, the script (derived from injunctions) will be more powerful than the counterscript (from counterinjunctions).
C. Sweatshirt Messages: Message sent from the Child. They are usually part of an ulterior transaction, positive or negative, and are characteristic of the person. The person wearing the sweatshirt wants other people to get a particular message (I'm tough, stay away; or I'm nice, approve of me; or I'm stupid, criticize me). Sweatshirts can portray roles: persecutor, victim, or rescuer.

Transactional Analysis theory is still in a developing stage. The areas of largest controversy center on Structural Analysis and Script Analysis. The structural analysis controversy was alluded to in the above outline. In the area of script analysis, as well as structural analysis, Claude Steiner is one of the leading, if controversial figures. Other work in scripting is being done by Taibi Hahler and Hedges Capers—authors of the "miniscript" (theory which furthers the concept of the counterscript) and "drivers" (be perfect, please me, etc.). The miniscript was not included in the outline because it is not universally accepted. There are different ideas about rackets; Richard Erskine's theory is that a racket is a belief and feeling system based on a contamination of the Adult by both the Parent and Child ego states.

While many of the new ideas are interesting and exciting, they are not within the realm of this paper. The theory presented here was derived from numerous sources and the information seems to be agreeable with the majority of the literature in T.A. theory.

Though it is used in individual treatment, T.A. therapy is best practiced in a group setting. In the group, the
therapist works with one individual at a time. The therapist and the individual work with a contract, an agreement between the two to accomplish a certain goal. Normally, an individual will work on one contract at a time and focuses his energy on that particular goal. Treatment contracts can be for social control (changing behavior) or autonomy (changing the script). The first can be accomplished by increasing the Adult awareness and control. Autonomy is achieved when the Child ego state has been deconfused and the unhealthy script decisions are replaced with new decisions for personal growth. Anyone who can meaningfully accept and understand a contract is eligible for treatment, including mentally retarded, active psychotics, alcoholics, and criminals.

Effective T.A. therapists employ three basic concepts to assist the individual (known as the three P's): protection, permission, and potency. The first is protection to the client's scared or confused Child to try out new behaviors. The therapist gives protection against the reactions of the controlling Parent. Protection is necessary when the client gives up old behaviors like games, rackets, and other scripty behavior, to assist him to replace these behaviors with healthy ones.

Since the client arrived at his script decisions under the pressure of parental injunctions and continues to respond to the pressure of his own Parent, permission to change from a new Parent source is useful. The new Parent source gives the client permission to lift old injunctions.
Permission must be delivered with potency because the life script is a powerful force. Permissions must be given with a potency equal to the original injunction. The potent therapist communicates his willingness and capacity to effect change and demonstrates strength in handling therapeutic situations.

Regardless of the methods or techniques used, the treatment goal remains the same—to help the client attain and maintain the objectives of his contract(s) while moving toward autonomous living. Effective T.A. therapy incorporates affective, behavioral, and cognitive therapy approaches to problem solving. Richard Erskine in "The ABC's of Effective Psychotherapy" (T.A. Journal, April, 1975) outlined the various approaches and demonstrated their integration in T.A. therapy.

The cognitive or explanatory approach is used in teaching T.A. theory and in identifying (with the client) the reasons for his or her behavior. The behavioral approach is used in the negotiation of contracts which specify the behaviors that are to be changed and how this behavior change will be accomplished. The affective, or experimental approach, helps the client get in touch with his feelings in order to remove old blocks and establish new ways of experiencing. T.A. therapists may employ one, two, or all three approaches in dealing with a client.

Cognitive approaches include structural analysis to increase the client's awareness of his ego state functions and
how to utilize them more effectively. Transactional analysis helps the client define his interactions with others and exercise options (in the group as well as outside). With the information cognitively gained, the Adult can choose to give up destructive behaviors, rackets, games, etc. Script analysis is more extensive, the goal being to identify the client's life plan and make a new life decision. Holloway's Life Script Questionnaire is helpful in exploration and clarification to get information.

Behavioral modification can be used to implement behavioral goals. New behaviors can be practiced within the group and reinforced by rewards (strokes). "Homework" to practice these new behaviors may be assigned.

The affectual approach is also very important in T.A. Much Gestalt work is done in therapy. The client can relive his childhood experiences in order to get in touch with the feelings he experienced and the decision he made at that time. An entire gestalt would include closure to that experience and a rededication. Gestalt techniques like the double chair or empty chair bring a person in touch with his feelings, as well as bringing out needed information.

Other sensory stimulation techniques can be used to give permission to shed old proscriptions against feelings. Various exercises can be utilized to bring about self-awareness and tension release through experiencing long-denied feelings in a protected environment. Bioenergetics, Neo-Reichian approaches, Psychodrama, and family modeling are
among other effective methods which are used in therapy. The *T.A. Journal*, April, 1975, reviews many of these techniques in relation to T.A.

Reparenting is a form of treatment introduced by Jacqui Schiff with specific reference to schizophrenics. The re-parenting of psychotic patients involves their giving up their old parent and starting over with a new one (the therapist). The patient regresses to infancy or early childhood prior to the traumatic situations which led to his psychopathology. By re-experiencing the trauma, he releases feelings which were never expressed. The therapist then provides new and healthy parenting experiences to replace the pathological parenting. Reparenting is a form of treatment which requires much skill and knowledge and a high energy investment.

T.A. can also be used in personal growth groups or courses. The methods used are basically the same. The approach is also didactic and experiential. The students are taught the theory and do exercises, written, oral, and non-verbal, to help them identify their ego states, transactions, games, rackets, parental messages, and script decisions. The group is used for feedback, as well as a laboratory setting to implement and experience new behaviors. Group members can contract with the leader to change a specific behavior and set up a program to implement it. Personal growth groups, as well as therapy groups, are important as a source for strokes. Members can learn to identify their needs and learn to ask for and give strokes, and avoid manipulative behavior.
They can change their stroke economy by learning to communicate in an honest and concrete manner.

T.A. is effective in helping the individual understand and change his behavior. Because of this, it has enormous popular appeal, but also continues to attract a large number of professionals from every branch of the mental health field.
Transactional Analysis

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International Transactional Analysis Association, Inc.
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Transactional Analysis Journal

Membership Information

Cheryl McKinley
November, 1975
Instructors' Logs

Treatment 1a

Class Session 1

I. Concepts Introduced: Overview of course, introduction of myself, my expectations, my approach, etc.
II. Techniques Used: Dyads
III. Experience Processed: Getting to know one another on a one-to-one basis by changing partners three times discussing different personal issues.
IV. Materials Used: None
V. Assignments: Born to Win, Chapters 1, 2, 3, 4
VI. Other Comments: This is a diverse group: 25 year old to early sixties. Group seems anxious...will focus on listening to self and others.

Class Session 2

I. Concepts Introduced: Ego states introduced; how parent, adult, child function.
II. Techniques Used: Gestalt work with a woman who had strong parent messages from grade school; several women did experiments around Parent ego tapes.
III. Discussed contracts--what do you want from this class, what will you do to get it?
IV. Materials Used: None
V. Assignments: Born to Win, Chapters 5, 6, 7, 8
VI. Other comments: Intense personal session--students react to tears - students begin to get in touch with parent tapes about themselves, especially negative messages.

Class Session 3

I. ConceptsIntroduced: Stroking: Give, Ask, Take, Refuse to give
II. Techniques Used: Discussion and dyads on what strokes wanted.
III. Experience Processed: Worked with three women on personal feeling about strokes. Had them ask for strokes from others.
IV. Materials used: Stroking Profile
V. Assignments: Born to Win, Chapters 9, 10, 11, 12; begin keeping journals.
VI. Other comments: Getting into personal work; students resist asking straight for strokes. From now on I will watch and confront students around asking, taking, giving, and refusing strokes.
Class Session 4

I. Concepts Introduced: Taught time structuring as it relates to strokes.

II. Techniques Used: Used dyad to discuss best and worst stroke.

III. Experience Processed: Experienced how time was used in the above experiment.

IV. Materials Used: none

V. Assignments: Chapter 1 in Women as Winners; Chapter 1 in Born to Win.

VI. Other comments: I observed how students structure time during class: withdrawal, pastiming during experiments, gamey behavior, and intimacy.

Class Session 5


II. Techniques Used: Dyads to discuss the title of life story; completion of sentence: If I gave up my fear...

III. Experience Processed: How time was used in dyads in terms of six time structures. Personal work with student around growing up, thinking, and oversensitivity. Processed several Parent-Child transactions, looked for new options.

IV. Materials Used: Exercise on pages 14 & 15 in Women as Winners; and Chapter 1 of Born to Win.

V. Assignments: Chapter 2 & 3 in Women as Winners; Chapter 4 in Born to Win.

VI. Other comments: Intense 15 minutes with a student who lives a "don't grow up" and "don't think" script. I am beginning to observe behavior, especially body language, that gives me clues--little voice, harsh words with tough facial expression.

Class Session 6

I. Concepts Introduced: Mini-script, Driver behavior: Try hard; Be perfect; Be strong; Please me; Hurry up; and alternatives.

II. Techniques Used: Dyads in working through an exercise on script decisions; discussion of personal drivers with examples.

III. Experience processed: Exercise from Chapters 2 & 3 in Women as Winners.

IV. Materials used: Script exercise, page 30 in Women as Winners

V. Assignments: Chapter 4 in Women as Winners

VI. Other Comments: Confronting students who are out to please everyone including me, who get themselves into not feeling O.K. over being perfect and hurrying through life.
Class Session 7

I. Concepts introduced: Script formations; Ten Injunctions, examples: Don't be...; Don't think; Don't feel; Don't be important.

II. Techniques used: Dyads to work on exercises concerning early decisions and childhood messages.

III. Experience processed: Processed feelings of individual women concerning early childhood experiences as they affect them today.

IV. Materials used: Pages 64, 68, 69, 70 in Women as Winners

V. Assignments: None

VI. Other comments: Stayed more with theory than experience. Confronted students who don't think, who don't express feelings, who think they are not important, etc.

Class Session 8

I. Concepts introduced: Stroking, rackets, stroking self, stamp collecting.

II. Techniques used: Exercise on childhood stroking patterns.

III. Experience processed: Sat in circle and asked for strokes from each other; more recognition of ego states

IV. Materials Used: Women as Winners, pp. 92-93

V. Assignments: Women as Winners, Chapter 6

VI. Other comments: Lots of resistance to asking for strokes. Begin to confront racket for women I see feeling sad instead of angry.

Class Session 9

I. Concepts introduced: Review Parent ego state

II. Techniques Used: Exercise on parent ego state

III. Experience Processed: Worked with Parent voice tone, gestures, etc., used in class. Looked at options-students confronting.

IV. Materials used: Women as Winners, p. 127

V. Assignments: Chapters 7 & 8 in Women as Winners

VI. Other comments: Class is growing more open, more confrontative. Asking students to do self-nurturing: write yourself a letter, make a tape of things you want to hear, stand in front of mirror and stroke self.

Class Session 10

Used film: "Where All Things Belong" (Bob Samples)

Class Session 11

I. Concepts introduced: Introduced concepts from Chapters 7 & 8 of Women as Winners: reasons for adapting; feelings of inferiority resulting from adaptations; respon-
sibility for feelings; parenting, including brutalizing or overprotecting children, "you are worth loving." Introduction of the Karpman triangle: persecutor, rescuer, and victim.

II. Techniques Used: lecture and discussion

III. Experience Processed: Group discussion of personal experiences relating to concepts introduced.

IV. Materials Used: Women as Winners, Chapters 7 & 8

V. Assignments: Chapters 9 & 10 of Women as Winners; Dibs in Search of Self

VI. Other Comments: Students are beginning to confront and give feedback. Several game players are being confronted. One student plays "victim." I will not stroke that—worked with her to find her pay-off for "martyr"-like behavior. Strikes a note for a number of students.

Class Session 12

I. Concepts Introduced: Topic: The Adult in women; women's intellectual capabilities are often discounted; women need practice in talking straight and taking care of themselves; the autonomous woman lives fully. Also--Dibs in Search of Self

II. Techniques Used: Group discussion

III. Experience Processed: Used personal experience of students as they reacted to reading Dibs. Used Dibs as a common experience to understand script, games, stroking, parental influence, childhood decisions, etc.

IV. Materials Used: Dibs in Search of Self; Women as Winners

V. Assignments: Bring a symbol of you from home; Chapters 11 and 12 in Women as Winners

VI. Other Comments: Powerful experience because Dibs is so much a part of each student. Students become aware of the power of stroking.

Class Session 13

I. Concepts Introduced: none

II. Techniques Used: Group process

III. Experience Processed: Used the class period to have each student talk about the symbol she brought. Class reacted by giving feedback, support, confrontation, etc. Integration of learning to listen; give and receive strokes; expressing feelings; and taking credit for change and growth.

IV. Materials Used: student symbols

V. Assignments: None

VI. Other comments: This is an exciting day in the course. Students are getting involved with others in terms of growth, change and goals. Symbols brought: plant, rose, hat, keys, picture, etc.
Class Session 14

I. Concepts Introduced: Negative impact of female and male scripts; how women put down other women; correcting myths about women; history of some famous women in U.S. history.

II. Techniques Used: Students chose a category in which to get feedback, i.e., "I choose to be an animal, a color, music..." Each student chooses what she thinks of. Leads to much feedback from other students.

III. Experience Processed: Processed what "it" feels with feedback and what the person who gives feedback feels. Students experience what messages they send out to others.

IV. Materials Used: Category exercise

V. Assignments: Chapters 13 & 14 of Women as Winners

VI. Other Comments: I watch for ego states, stroking, games, etc. I confront students, especially around the contract they have made for particular behavior changes.

Class Session 15

I. Concepts Introduced: none

II. Techniques Used: Dyads of students set goals for themselves and made contracts around specific behavior changes.

III. Experience Processed: Each student wrote a "stroke note" to every other student. Students selected to read out loud three of the notes.

IV. Materials Used: stroke notes

V. Assignments: Continue on behavior changes

VI. Other Comments: The entire class concentrated on closure. Time was given to work with unfinished business. The following week the class held a luncheon at one student's home.

Autobiography: I use this primarily for my own information. I give it back to students with brief comments on areas I think it might be insightful.

Journals: This is primarily for the student's personal growth. I read them at the end of the semester.

Treatment lb

Class Session 1

I. Concepts Introduced: Overview of course; introduction of myself, my expectations, my approach

II. Techniques Used: Dyads

III. Experience Processed: Getting to know one another on a one-to-one basis by changing partners three times discussing different personal issues.
IV. Materials Used: None

V. Assignments: Chapters 1, 2, 3, 4 of Born to Win; Autobiography

VI. Other Comments: Class started 45 minutes late. Lots of "parents" in this group. Lots of "advice" to be given. I will be aware of this. Will focus on listening to self and others.

Class Session 2

I. Concepts Introduced: Ego states introduced; how parent adult and child function

II. Techniques Used: Lively discussion on parent ego states

III. Experience Processed: Discussed contracts--What do you want from this class? What will you do to get it?

IV. Materials Used: None

V. Assignments: Born to Win, Chapters 5, 6, 7, 8

VI. Other Comments: This class is a real challenge. How we will get past "parent" to adult decision making and child feeling and wants.

Class Session 3

I. Concepts Introduced: Stroking: ask, take, give, refuse to give.

II. Techniques Used: Dyads on strokes each person likes and dislikes.

III. Experience Processed: Practice asking for strokes; worked with one woman in circle who feels worthless.

IV. Materials Used: None

V. Assignments: Born to Win, Chapters 9, 10, 11, 12; begin journals

VI. Other Comments: Tears, fear, hurt--experienced and processed--Great opening for seeing how we stop ourselves because of parent prejudices, parent criticism, etc.

Class Session 4

I. Concepts Introduced: Taught time structure as it relates to strokes

II. Techniques Used: Lecture; dyads to discuss best and worst stroke

III. Experienced Processed: Experienced how time was used in above.

IV. Materials Used: None

V. Assignments: Chapter 1 in Women as Winners; Chapter 1 in Born to Win

VI. Other Comments: Worked with particular women on issues of time structure. I will observe how each student uses time in class--who is quiet, withdrawn; who is always talking; who invites negative stroking, etc.
Class Session 5

I. Concepts Introduced: Reviewed time structure; brainstormed Winner-Loser descriptions
II. Techniques Used: Dyads to discuss life story; Gestalt empty chair
III. Experience Processed: How time was used in the dyads with regard to time structure; worked through a "scary dream" one student shared.
IV. Materials Used: Exercise on pp. 14 & 15 in Women as Winners; Chapter 4 in Born to Win
V. Assignments: Chapters 2 & 3 in Women as Winners; Chapter 4 in Born to Win
VI. Other Comments: Personal dream work was powerful for all involved. Student learned how she hassles herself and how to ask for strokes instead. Much resistance to asking for strokes. Women are supposed to GIVE, GIVE, GIVE.

Class Session 6

I. Concepts introduced: Miniscript; Drivers; Be perfect; Be strong; Please me; Hurry up; Try hard; and alternatives.
II. Techniques Used: Discussion and sharing of experiences; Dyads to work on exercise on scripts.
III. Experience Processed: One woman worked with divorce and life with an alcoholic; one woman worked with feeling inadequate; one worked on not being perfect.
IV. Materials Used: Exercise on p. 30 in Women as Winners
V. Assignments: Chapter 4 in Women as Winners
VI. Other Comments: I'm listening for the "please me", "be perfect" and "hurrying". Beginning to give lots of permission to look for options (out of parent and into child and adult).

Class Session 7

I. Concepts Introduced: Formation of scripts; 10 injunctions: "Don't be"; "Don't think"; "Don't feel"; "Don't be important", etc.
II. Techniques Used: Dyads to work on exercises concerning early decisions and childhood messages.
III. Experience Processed: Processed feelings of individual women concerning early childhood experiences as they affect them today.
IV. Materials Used: pp. 64, 68, 69, 70 in Women as Winners
V. Assignments: Chapter 5 in Women as Winners
VI. Other Comments: Intense work with several women on early script messages. Looking for the students who discount their feelings, thoughts, and worth. Confronting this and learning to ask and stroke O.K. behavior.
Class Session 8

I. Concepts Introduced: Stroking; rackets, stroking self; stamp collecting.
II. Techniques Used: Exercise on childhood stroking patterns
III. Experience Processed: Sat in circle and asked for strokes from each other; also more recognition of ego states.
IV. Materials Used: Women as Winners, pp. 92-93
V. Assignments: Women as Winners, Chapter 6
VI. Other Comments: Look for the racket behavior that covers the real feeling; being sad instead of angry is the most frequent. Worked with several women to give up stamp collections. N.B. In each class we continue to listen for ego states, games, transactions, etc.

Class Session 9

I. Concepts Introduced: Review Parent ego states
II. Techniques Used: Exercise on Parent ego state
III. Experience Processed: Worked with Parent voice tone, gestures, etc., used in class. Looked at options.
IV. Materials Used: Women as Winners, p. 127
V. Assignments: Chapters 7 & 8 in Women as Winners
VI. Other Comments: Lots of advice giving rather than listening; but learning to nurture. Students with strong Parent behavior resist giving up advice giving and learning to listen.

Class Session 10

Used film: "Where All Things Belong" (Bob Samples)

Class Session 11

I. Concepts Introduced: Introduced concepts from Chapters 7 & 8 of Women as Winners—reasons for adapting; feelings of inferiority resulting from adaptations; responsibility for feelings; parenting, including brutalizing or overprotecting children, "you are worth loving."
Introduction of the Karpman triangle: persecutor, rescuer, and victim
II. Techniques Used: lecture and discussion
III. Experience Processed: Group discussion of personal experiences relating to concepts introduced.
IV. Materials Used: Women as Winners, Chapters 7 & 8
V. Assignments: Chapters 9 & 10 in Women as Winners; read Dibs in Search of Self
VI. Other Comments: Reviewed stroking especially asking for strokes because this group had to ask for 3 strokes a day for two weeks. Had fun processing their experience, working to get through the resistant Parent and into Child feeling and wants.
Class Session 12

I. Concepts Introduced: Topic- The Adult in women; women's intellectual capabilities are often discounted; women need practice in talking straight and taking care of themselves; the autonomous woman lives fully. Also, Dibs in Search of Self

II. Techniques used: group discussion

III. Experience Processed: Used personal experience of students as they reacted to reading Dibs. Used Dibs as a common experience to understand script, games, stroking, parental influence, childhood decisions, etc.

IV. Materials Used: Dibs in Search of Self; Women as Winners

V. Assignments: Bring a symbol of you from home; Chapters 11 & 12 in Women as Winners

VI. Other Comments: Dibs brings out much in students because they identify.

Class Session 13

I. Concepts Introduced: none

II. Techniques Used: group process

III. Experience Processed: Used the class period to have each student talk about the symbol she brought. Class reacted by giving feedback, support, confrontation, etc. Integration of learning to listen; give and receive strokes; expressing feelings; and taking credit for change and growth.

IV. Materials Used: student symbols

V. Assignments: None

VI. Other Comments: Students bring very powerful symbols of where they see themselves, e.g., one student brought a statue of a child clinging to the top of a mountain (exactly where she is). She did some powerful work about "just hanging on."

Class Session 14

I. Concepts Introduced: Negative impact of female and male scripts; how women put down other women; correcting myths about women; history of some famous women in U.S. history.

II. Techniques Used: Collages and group discussion

III. Experience Processed: Each student brought to class a collage which represented who they are; what was important to them. Each discussed her own collage in terms of values, goals, etc.

IV. Materials Used: Collage

V. Assignment: Chapters 13 & 14 in Women as Winners

VI. Other Comments: These collages were beautiful. Numbers of students spent hours. One student read a poem that was heart-rendering. It was the first time she
had ever shared her poetry; it was her first time of sharing the pain she carried for years. She got much support, caring—a real breakthrough!

Class Session 15

I. Concepts Introduced: none
II. Techniques Used: Dyads of students set goals for themselves and made contracts around specific behavior changes.
III. Experience Processed: Each student wrote a "stroke note" to every other student. Students selected to read out loud three of the notes.
IV. Materials Used: stroke notes
V. Assignments: Continue on behavior changes.
VI. Other Comments: The entire class concentrated on closure. Time was given to work with unfinished business. The following week the class held a luncheon at one student's home. N.B. I find it impossible to capture in words the joys, the pain, the hurt, the decisions, the excitement, the options, the caring, the new behavior, the support, the learning, the feelings, etc., that took place in both of these classes.

Treatment 2

Class Session 1

I. Concepts Introduced: Stroking, Karpman Triangle: Persecutor, Rescuer, and Victim
II. Techniques Used: Introduced self; asked what was wanted from the course; practiced self stroking (bragging)
III. Experience Processed: Discussed students' fear to ask for strokes straight; they were embarrassed to brag; were more willing to give than to take.
IV. Materials Used: Handouts-- "Fuzzy Tale" and The Stroke Economy
V. Assignments: Start reading Born to Win; pay attention to the stroke economy during this week; start writing journals.
VI. Other Comments: Students very adaptive; asked lots of questions; wanted to give me exactly what I wanted.

Class Session 2

I. Concepts Introduced: Reviewed stroking; ego states (Parent, Adult, Child), their structure and function.
II. Techniques Used: Stood in a circle and called names. Listened for Parent, Adult and Child voice tones and noticed the difference in the way we called our names. Technique also helps students remember each other's names.
III. Experience Processed: The students were afraid; one called my name instead of her own. Some said they wanted to run from the room.

IV. Materials Used: blackboard

V. Assignments: continue reading and writing in journal

VI. Other Comments: Three new students who could not get here last week due to the weather. Some resented having to complete research instruments; wanted to make up class time; the forms took one hour to complete. Some students wanted me to tell them what some of the questions "meant."

Class Session 3

I. Concepts Introduced: Transactions; levels of communication; active listening (Gordon)

II. Techniques Used: The students formed dyads and practiced active listening skills. The experience also teaches ego states and transactions.

III. Experience Processed: The students found they have a hard time actively listening. Rather than repeating (paraphrasing), they wanted to ask questions and give answers. We talked about the trauma of writing their autobiographies. One student repeated a childhood experience.

IV. Materials Used: blackboard, handed out my writings

V. Assignments: None. The students turned in their autobiographies.

VI. Other Comments: Some students are beginning to be aware that the changes they are making are starting to be felt in the family. There are some students in the class who have very heavy problems. The group is beginning to get closer and interact more.

Class Session 4

I. Concepts Introduced: Time Structure

II. Techniques Used: Dyads: telling the worst stroke and best stroke they received before five years of age.

III. Experience Processed: Talked about how they structured their time together for that 10 minutes, explaining the six time structures: withdrawal, rituals, activities, pastimes, games and intimacy.

IV. Materials Used: Handout- What Do You Do When Your Script Runs Out?

V. Assignments: Read and journals

VI. Other Comments: none

Class Session 5

I. Concepts Introduced: Game behavior and its advantages; favorite games played by women. Listed the four beliefs that are irrational: I can make you feel good; bad. YOU can make me feel good; bad.
II. Techniques Used: lecture and discussion

III. Experience Processed: lots of discussion about why we play games

IV. Materials Used: handout - games

V. Assignments: read and journals

VI. Other Comments: Returned autobiographies with my comments.

Class Session 6

I. Concepts Introduced: Reviewed games

II. Techniques Used: lecture and discussion

III. Experience Processed: group discussion on games, relating personal experiences and behaviors

IV. Materials Used: blackboard

V. Assignments: read and journals

VI. Other Comments: Reviewed where we were at the halfway point in the semester. Each woman talked about the dynamics at home; what they had learned about themselves.

Class Session 7

I. Concepts Introduced: Scripts - put my script on the board; taught injunctions ("don't messages", i.e., "don't feel", "don't be important")

II. Techniques Used: Had students form dyads and be their mothers. They introduced their partner as their little girl. Picked up injunctions.

III. Experience Processed: Talked more about themselves and their mothers. Students got into their feelings, learned their injunctions.

IV. Materials Used: Handout on sex-roles - Good Guys and Sweethearts

V. Assignments: Read Dibs in Search of Self and journals

VI. Other Comments: Have a game player in class—a "victim" She had the entire class angry with her.

Class Session 8

I. Concepts Introduced: Scripts

II. Techniques Used: lecture and diagrams

III. Experience Processed: Many became aware of their own scripts and "drivers" (i.e., be perfect, be strong...)

IV. Materials Used: blackboard and articles


VI. Other Comments: None
Class Session 9


II. Techniques Used: I asked them to "be a therapist" and make some guesses as to what Dibs' script was. Drew script matrix on the board and let them tell me how to fill in the injunctions and counter injunctions.

III. Experience Processed: Students discovered that they could see the script after reading the book.

IV. Materials Used: blackboard

V. Assignments: continue reading

VI. Other Comments: The students were very perceptive and intuitive.

Class Session 10

I. Concepts Introduced: "Sweatshirt messages" (nonverbal messages), and how a person sends signals to others.

II. Techniques Used: Each student asked the other students what their "sweatshirt" said on it; what they advertise to tell others how to treat them.

III. Experience Processed: Each person guessed fairly accurately what each "sweatshirt" message was; i.e., "I want you to think I am helpless, but I'm not really"

IV. Materials Used: none

V. Assignments: reading

VI. Other Comments: Students were able to determine the apparent nonverbal messages and also the underlying hidden messages.

Class Session 11

I. Concepts Introduced: none

II. Techniques Used: Continued "sweatshirt" exercise with those who did not have the opportunity last week.

III. Experience Processed: same as last session

IV. Materials Used: none

V. Assignments: reading and journals

VI. Other Comments: Students confronting each other, but still careful with me.

Class Session 12

I. Concepts Introduced: Scripts

II. Techniques Used: Rosebush exercise - Class did a fantasy exercise and wrote their story.

III. Experience Processed: The students read their story to the rest of the class and then told how they felt and interpreted their story.

IV. Materials Used: paper and pencil and printed fantasy exercise

V. Assignments: reading and journals
VI. Other Comments: The students were very astute at picking up script messages in the fantasies. I added my hunches when appropriate.

Class Session 13

I. Concepts Introduced: Current evaluation (personal growth)
II. Techniques Used: Asked each student to report to the class
III. Experience Processed: Women used self-disclosure, self-awareness; others offered support and feedback
IV. Materials Used: none
V. Assignments: Established times for individual instructor/student interviews; journals due.
VI. Other Comments: Class is confronting more

Class Session 14

I. Concepts Introduced: Injunctions ("don't messages") and ability to change.
II. Techniques Used: Put 10 injunctions on the board and asked that they pick the 2 most important to them
III. Experience Processed: Many processed what messages they felt as children and worked with permission to change now
IV. Materials Used: blackboard
V. Assignments: reading
VI. Other Comments: none

Class Session 15

I. Concepts Introduced: Film - Where All Things Belong (exploring human potential)
II. Techniques Used: discussion following film
III. Experience Processed: Emotional time for most students. Discussion of what the film meant to them and how they would risk and explore in their lives
IV. Materials Used: film and projector
V. Assignments: continued growth
VI. Other Comments: Lunch at my house after class; time for closure and fun.

Treatment 3

Class Session 1

I. Concepts Introduced: Who we are is reflected in our names. They, as well as everything else about us, has meaning and we can share that meaning. We all have feelings, many of which are common to us in new situations. Groups can provide a safe place in which it is appropriate and useful to share feelings and experiences.
Groups go through stages of development. The function of the group depends on you. I, as leader, am like a conductor.

II. Techniques Used: Discussion. Leader talking, modeling. Suggested topics for structured response by each group member.


V. Assignments: Autobiography. Read Why Am I Afraid To Tell You Who I Am?

VI. Other Comments: None

Class Session 2

I. Concepts introduced: More on function of groups in our society. Necessity of evaluating experiences and books for ourselves. Relationship of past experiences, e.g., in groups, to current experience. Function of testing, how research is conducted to be valid, reliable. Appropriateness of sharing feelings indifferentially. Meaning of honesty.

II. Techniques Used: Discussion of course outline and autobiography.

III. Experience Processed: Processed reading of Why Am I Afraid to Tell You Who I Am? to get their reaction and evaluation focusing on both content and feeling. Asked for substantiation of why they reacted as they did and precisely to what reacted. Looking for precision in reporting feelings. One person did a presentation of herself to group through a reading.

IV. Materials Used: My earlier handouts. Research instruments: POI and BSRI

V. Assignments: Autobiography. Bring in a means of presenting yourself to class.

VI. Other Comments: Doing research took about 1 hour of time.

Class Session 3

I. Concepts Introduced: Meaning of a relationship. Metaphoric and linear thinking (right brain, left brain). Necessity of boundaries personally, in relationships, physically...

II. Techniques Used: After I represented relationships metaphorically, I asked each woman to draw a geometric figure representing her marriage and then put in it the people who were a part of that relationship. Then I asked them to represent their ideal relationship and look at the differences. They then drew the figures on the board and talked about what they learned from it.

III. Experience Processed: Drawing figures on the board and talking about what they saw in theirs and others, com-
paring one with the other to see who was in a similar internal bind. Discovered that most human problems are at base self-esteem problems and communication problems (interpersonal) and that few people listen to others. One woman did her presentation of self and read Virginia Satir's poem about I am me. Again discussed self-esteem and selfishness.

IV. Materials Used: Chalkboard
V. Assignments: Finish autobiography. Read Born to Win. Bring presentation of self to class again.
VI. Other Comments: Group is forming, sharing has begun in earnest. Younger members have quit.

Class Session 4

I. Concepts Introduced: All of life is related and continuous. Responsibility.
II. Techniques Used: Film - "Where All Things Belong" Presentation of self continued. Discussion of responsibility.
III. Experience Processed: Responsibility: came up through our discussions. I asked them to draw it and I drew what it looked like they were saying about it. I became a 6 year old and asked them to tell me what responsibility is and convince me it is something they should want to have as a grown up.
IV. Materials Used: Film, board.
V. Assignments: Think about the responsibilities you have, where they came from, what would happen if you didn't have them or take care of them.
VI. Other Comments: none

Class Session 5

I. Concepts Introduced: Continued with responsibility. Introduced Parent, Adult and Child in relation to responsibility: Parent=shoulds, Adult=needs (based on reality), and Child=wants. Working on continued means of presenting self. Did one person's presentation--did self drawing. Looking at self-image. Discussed gift giving and my idealized notion: "out of my perception of you and my relationship to you freely, no strings attached; or because I see you need it."
II. Techniques Used: Drawing. Careful listening to one another. Sharing selves on riskier level.
III. Experience Processed: Feelings after sharing self with group, strangers. Paying attention to discounting by self of self, beginning to call one another on this and have more confrontation of the way we see one another and how it matches self-perceptions. Looked at one person's sentence structure as indicative of her discounting, asking continually if you will stay with and like me.
IV. Materials Used: newsprint and pens, board
V. Assignments: Keep reading
VI. Other Comments: Members of the class will call those who are not regular in attendance. One woman had to drop because of getting a full time job.

Class Session 6

I. Concepts Introduced: Group development: preaffiliation; power and control; intimacy; role differentiation termination. Related to all groups, e.g., marriage. 3 processes going on in groups at all times: content, process, personal. Johari Window. Responsibility for life and decision making in life.

II. Techniques Used: Discussion, lecture; drew and discussed lifelines focusing on decisions made

III. Experience Processed: Looking at own marriage, how it progresses through stages; life lines; looked at development of our group, where we are now, things affecting that.

IV. Materials Used: board and chalk, paper and pencil, ourselves

V. Assignments: Finish reading Born to Win and other books if haven't done so.

VI. Other comments: none

Class Session 7

I. Concepts Introduced: Reviewed ways they had presented themselves and discussed then the development and use of standardized tests such as the POI and FIRO-B and the kinds of things that can be measured. Talked about the concept rather than the test per se. After giving FIRO-B, talked about 3 components of interpersonal orientation measured by FIRO-B and the 2 dimensions in which this is seen.

II. Techniques Used: Discussion; testing exercise.

III. Experience Processed: Taking of the FIRO-B. We will continue to process next week. It was exhausting to them, frightening, but interesting, and I allowed for time for them to relate to and support one another.

IV. Materials used: board; FIRO-B.

V. Assignments: Gave assignment for book report and discussed levels of learning that it gets at and asked them to consider how they go about managing an assignment, where they get hooked, stuck, etc. Encouraging Adult ego state behavior.

VI. Other Comments: Class seems to have jelled. Students are telling me how helpful the comments on the autobiography were and are to them, how accurate, and the strokes are wonderful. They seem to be liking each other although different from one another, and at a point where we can honestly laugh at somebody's mal-
adaptive behavior as we catch each other in our old
tricks. Are identifying what people can use the group
to work on. I'm feeling good about the group now.

Class Session 8

I. Concepts Introduced: Parenting: nurturing and cri-
tical in TA framework. Karpman Triangle: Victim, Per-
secutor, Rescuer. Physical and psychic energy being
distributed between interest and activity with people,
ideas (data), and things (activity). Clarification of
the meaning of power and control in context of inter-
personal relationships. Came up in relation to group
process and FIRO.

II. Techniques Used: Talking, personal examples, questioning, reflecting, listening

III. Experience Processed: Taking the FIRO-B

IV. Materials Used: Ourselves, board.

V. Assignments: none

VI. Other Comments: Cheryl was present second
half of class and seemed to cause no significant change in
class. When asked, people denied reticence to discuss
FIRO with her present.

Class Session 9

I. Concepts Introduced: Group norms - came through talk-
ing about uptightness of giving a dinner party, expec-
tations of group for certain kind of behavior. Also
gets into parent messages. Introduced Berne, TA, how
developed, role of ITAA, how therapists are trained.

II. Techniques Used: Talked about things they had brought
in as presentation of self. Finished FIRO except for
one person not there. Ate cheesecake made by one of
the persons.

III. Experience Processed: FIRO, entertaining and meaning
to self and group, reactions to personal statements on
divorce read by one woman.

IV. Materials Used: usual, plus cheesecake.

V. Assignments: Fill in midsemester evaluation. Finish
book report. Come prepared with questions from Born
to Win for discussion next week.

VI. Other Comments: none

Class Session 10

I. Concepts Introduced: OK corral: I'm OK, You're OK;
I'm not OK, You're OK... Meaning of evaluation, grad-
ing as related to self-responsibility. How we use
time in seconds, hours, days, years, lifetime, and
whether or not we are satisfied with this.

II. Techniques Used: Had them do and hand in their self-
evaluations, grade report for the mid-term. Drew the
horizontal axis for depicting feelings regarding self, then the vertical for feelings regarding others. Asked them to complete for self, then discussed the meanings of each of the quadrants and asked them to consider the fit for them. Wrote on one paper their dreams or ideal today, and on other paper, real day. Shared and discussed.

III. Experience Processed: Feelings about ways we spend time and what we would want to incorporate from ideal day into real day and what prevents that. Feelings in each of the quadrants. Feelings evaluating self. Establishing goals for the remainder of the course. Talked of specific persons/relationships and how they illustrate and are affected by basic life position.

IV. Materials Used: paper, boards

V. Assignments: Handed in book reports. Gave out assignments for the A grade and discussed extensively.

VI. Other Comments: People are using the assignments and requirements of the course to get at how they structure their lives, how they use excuses, and kind of responsibilities they are taking. Feeling that things are going well with the class.

Class Session 11


II. Techniques Used: Lecture, discussion, personal examples as well as what was occurring in class. I told stories about my vacation and how I was invited into various ego states.

III. Experience Processed: Talked about when they get into different ego states, with whom, what they tend to invite in others. In triads, they conducted conversation from the Adult ego state. People are beginning to have more self-awareness about their ego states.

IV. Materials Used: ourselves, board

V. Assignments: Handed in decisions about whether or not to work for an A. Some of them had already done the work.

VI. Other Comments: They are beginning to seek me out individually to get special help, and I do not encourage this. They are bubbling with growth and it's exciting for me to work with them. I think I know what is going on with them and they feel comfortable with the perception and work on it or are comfortable where they are.

Class Session 12

I. Concepts Introduced: Developed understanding of Parent, Adult, Child further. Discussed types of therapy
and evaluation of same, as well as choosing a therapist or group experience.

II. Techniques Used: Class divided into triads. Each person had the opportunity to teach a student something; observer was watching and reported back to group what she saw. Diagrammed research model on board to demonstrate difficulty of proving that independent variable caused the change in sample.

III. Experience Processed: Parent, Adult, Child exercise with observers. How good an observer are you? What do you miss? In which ego state are you most comfortable? Who took control in your group? Discussed the human sexuality program offered at O.C.C. and other programs being offered in the community.

IV. Materials Used: Students did in-class evaluations of me for the college.

V. Assignments: none

VI. Other Comments: none

Class Session 13

I. Concepts Introduced: Idea of the developmental nature of human development and how one stage builds upon the other. Talked about stroking and discounts, gave handouts on those topics.

II. Techniques Used: I discussed from their handouts; I gave examples, asked for their experiences.

III. Experience Processed: Deciding to have a final class party. Our first dealing with termination. Responses to presentation on developmental stages. Ideas about stroking/discounts. I used examples of each, asked them for some. They have trouble understanding the usefulness of unconditional negative strokes.

IV. Materials Used: handouts

V. Assignments: Discover the stroking profile you use and the stroking pattern within your family or other significant relationship. Watch for discounts.

VI. Other Comments: I did encourage the women to attend the sexuality lectures and will discuss that with them next week.

Class Session 14

I. Concepts Introduced: Stroking: physical, verbal, self, positive, negative, conditional, unconditional. Stroke economy. Sexuality--on a continuum. What are the absolutes regarding sexuality and what's OK and good?

II. Techniques Used: Used stroking profile, discussed when's, how's of stroking that are meaningful to us and within our families. Mostly discussion, some lecturing by me.

III. Experience Processed: First, best strokes remembered. Looking at uncomfortable situations in terms of the
stroke economy. What does that tell us? Personal definition of what constitutes stress. The way body needs to discharge stress.

IV. Materials Used: Materials handed out on stress and grief, which we discussed.

V. Assignments: If you want to continue to discuss sex, prepare questions for discussion.

VI. Other Comments: I decided to lay some theoretical stuff on them even though we didn't have time to thoroughly process. I think some will sink in for some of them and would prefer spending the time on that than experiential.

Class Session 15


II. Techniques Used: Noticed the discomfort evident in class with both topics, how we focused away from ourselves. We planned our final brunch with much difficulty until I refused to take responsibility. Then control needs of another came forth and she took charge. Noticed differing needs for structure, solid plans.

III. Experience Processed: Questions about sexuality. One person's experience at Oasis for extra credit. Saying good-bye to one another and reflecting on the meaning of the class to them.

IV. Materials Used: same old stuff

V. Assignments: Did class final evaluation in class. Interestingly, I had enough stuff planned today that we could have gone on interminably.

VI. Other Comments: Perhaps I was reluctant to terminate and not dealing as well with it as I usually do. At breaks I have not stayed with this class as I usually have. They talk together, I run off and do errands. I am more distant in that respect and have not invited them to talk with me personally. They would like to remain together another semester.
APPROVAL SHEET

The dissertation submitted by M. Cheryl McKinley has been read and approved by the following committee:

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The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.