

A STUDY OF THE BASIC TENDENCIES OF LIFE  
AS RELATED TO VARIOUS VOCATIONAL  
GOALS

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## CHAPTER I

### INTRODUCTION

Every person, in the course of his life, encounters the problem of values and goal setting. In spite of their all-pervading presence, values are a fairly recent concern of psychology and psychotherapy (2). Even the concern with goals has only a short scientific history. According to Buhler, "The reason for this slow approach to problems that seem so central to the study of human behavior and development was the difficulty of finding scientifically acceptable methods" (2, p. ix). That values permeate our development and personality to such a degree that they cannot be left out of the total picture of human life, is the basis of many attempts to formulate some method of scientific approach.)

From the beginning of his life, the individual pursues goals. The infant is at first undoubtedly most motivated by getting his needs satisfied. Spitz and Bowlby (3, p. 162) particularly have shown how much the infant depends on getting adequate mother love for his future development. At approximately two to four years, he matures to the decisive moment when he becomes aware of himself as an individual with the potential ability to set up his own beliefs and

values (3, p. 163). From this meager beginning the striving of human life tends toward fulfillments. They are characterized by feelings ranging from satisfaction to elation (9). All through life various sorts of attainments may be experienced as fulfillments. In order for the mature individual to reach his goals or attain fulfillment, certain tendencies are brought into play in the person who is to bring out his best potentials (3). The fact that man is a whole and that the individual's values are organized into a single system, is basic in the self-realization theory. Buhler (3, p. 160) felt that her theory of four basic tendencies would provide more concrete details for the self-realization theory. The four basic tendencies are need satisfaction, self-limiting adaptation, creative expansion, and upholding the internal order. Each individual is assumed to have each of these needs operating at a level of strength which depends upon his age, state of mental health, and peculiar personality characteristics. The end goal of the four basic tendencies is called fulfillment. Fulfillment is defined in this theory as " the experiences of having succeeded in an adequate realization of those values of life toward which the individual was striving self-determinedly" (6, p. 1).

These values are represented in a multitude of goals which, in well-organized people, form a hierarchical order, while in others the predominances may vary or be in conflict or competition. One of the reasons for the problems and

conflicts of direction that many people experience lies in the fact that the process of living seems to require a continuous activity of all four basic tendencies. No one can exist for any length of time without some need satisfaction nor without some self-limiting adaptation. Likewise, nobody can accomplish anything without some degree of creative expansion and upholding the internal order. Coleman (7) and May (17) generally agree with Leckey's statement that "The individual's values are organized into a single system, the preservation of whose integrity is essential. The nucleus of the system, around which the rest of the system revolves, is the individual's valuation of himself" (15, p. 82).

The present study was concerned with differences between four groups of college students with various vocational goals. The impetus for this study stems from the development of a new instrument designed to scientifically measure the underlying factors of basic goals in life. Prior to this time, the only method used by researchers has been the use of biographical material based on behavioristic principals and on introspective methods. According to Buhler (6, p. 1), "although it is realized that the conscious appraisal of goals and values is not necessarily identical with an individual's unconscious preferences, it is still of interest to know what people profess to want or not to want".

### Theoretical Background

The present day theory of life's basic tendencies, within its ultimate goal of fulfillment, actually is a composite of several previous theories and concepts. The most systematically developed and most widely accepted theory about basic direction was worked out by Freud and his followers (18) called the "fundamental psychoanalytic model". In this theory there is, as is well known, only one basic tendency, that toward need gratification. The inability of Freud's system to do justice to creativity as a basic factor and basic tendency was pointed out by Freud's first critics, Adler (1), Jung (13), and Rank (14). Although diverging from Freud completely in their definition of life's basic tendencies, they do not offer any satisfactory substitute (5, p. 567).

Maslow's (16) hierarchy of needs with its ultimate goal of self-actualization laid still a newer foundation and gave room for creativeness with which the self-actualizing people go about life. He also speaks of their acceptance of themselves and the world around them. This might be considered the same as the tendency which Buhler (5) calls self-limiting adaptation.

In the background of thinking on the aspect of internal-order, there is much neglect with the one exception of French's studies in integration (8). French starts out with the concept of a motivating pressure toward a goal which



may be an end-goal or a subsidiary goal. The motivating pressures are classified as needs and hopes. While needs are characterized by tension which tend to seek discharge in motor activity, hope of satisfaction stimulates the integrative mechanism to form a plan for realizing this hope. In regard to the operation of this integrative mechanism, French introduces a number of further concepts such as "integrative field", "integrative span", "integrative task", and "integrative capacity". He finds it "evident that the integrative task increases roughly to the motivating pressures of the underlying need or to the sum of the pressures of conflicting needs" (8, p. 57). The integrative capacity, on the other hand, "varies as a positive function of one's confidence of attaining a goal" (8, p. 58).

In the four previously established tendencies of life we find that they do not appear incorporated in one system. The need for an overall inclusive theory of life's ultimate goal has led to the global concept of self-realization.

The concept of self-realization has gone through many variations from Nietzsche and Jung to Karen Horney, Eric Fromm, Kurt Goldstein, Abraham Maslow, Carl Rogers and others who seem to be searching for an all-encompassing theory of life's ultimate goal. With another connotation, it appears in the context of existentialist thinking. As Rollo May (17) points out, the existentialist goal is to experience one's existence as real with the purpose of becoming aware

of one's potentialities and becoming able to act on the basis of them.

In spite of the widespread interest in and much writing about self-realization, it is as yet not clear how it actually operates and what the dynamics are. Some authors (5, p. 575) seem to feel that the motivation to self-realization lies in unconscious drives or needs. Others seem to think of it more in terms of ego goals (5, p. 575).

In defining self-actualization as the goal of life, Goldstein (11) thinks of it as opposed to the psychoanalytical tension-discharge goal. The concept implies first that Goldstein thinks of the healthy organism as upholding tension rather than striving to discharge it constantly. Secondly, he thinks of the organism as a dynamic entity whose built-in energy represents a potential to be actualized in time. This self-actualization is meant as an all-encompassing tendency in life.

Goldstein (11) calls it a "drive", while Maslow (16) calls it a "need". Buhler states (5, p. 576):

Self-actualization can hardly be called a drive in the same sense as hunger or sex, or a need as that for love and security. The quality of the urge which may be behind actions or decisions is different from that of a simple drive or need.

In fact, the individual may sometimes have to disregard pressing needs or drives in order to give himself a chance for self-actualization.

By self-realization, as it concerns the clinical psychologist and others interested in mental health is meant an individual's total development with special characteristics. The concept of development is implied in Fromm's statement that the aim of man's life "is to be understood as the unfolding of his powers according to the laws of his nature" (10, p. 20).

However, even those who subscribe to the concept of self-realization find that they must also add the concept of fulfillment. Fromm (10, p. 31) speaks of self-realization as bringing about "fulfillment" of life. From this it may appear that self-realization in itself is not the ultimate goal, but it is instrumental in bringing about this ultimate goal. Fulfillment, as Buhler summarizes, is defined in terms of the four basic tendencies having reached their goals in "good balance and integration" (5, p. 579).

#### Related Studies

Although many individuals in psychology and related fields have developed theories regarding man's basic directions, there has been very little related research in this area. In the interrelation of values and goals of past study, most serious writers presented these goals and values in the light of their effect on personality and adjustment.

The most remarkable and convincing analysis of values, that are experienced by men seems to be the study of Eduard

Spranger (20, p. 232). In this work, which was published in German in 1922, Spranger made a study of fifty types of men. Lebensformen or Types of Men, which was the published work of Spranger, was the basis of a study of values by Vernon and Alport (20, p. 232) and subsequently their test for personal values. This scale, first published in 1931, was "designed to determine the relative prominence of each of the six values in a given personality" (20, p. 236). The values used by Vernon and Alport in their study were economic, political, social religious, theoretical, and aesthetic. The classification was also borrowed from Eduard Spranger (Types of Men). The authors (20, p. 248) stated in their findings that:

Spranger is, on the whole, justified in regarding these values as constituting generalized motives in men, and that the test succeeds in determining with some precision the prominence of each value in any single individual.

Paul J. Whitely (21) observed that Spranger's thesis, that the "personalities of men are best known through a study of their values or evaluative attitudes", was the basis of the Vernon-Alport study. In a study which was conducted by Whitely at Franklin and Marshall College in 1931-32, it was found that the most impressive fact that was revealed by the data was the high degree of consistency of the mean scores for the successive administrations of the test.

Carl Sternberg (19) combined Values and Personality in a study of college students at New York University. This study showed a relationship between Interests, Values, and Personality as they are related to the major field of study in college.

Holder (12) conducted a study of value-conformity in normal and non-normal subjects according to their MMPI profiles. He found that the non-normal subjects were found to be significantly less conforming according to scores on the Inventory of Value Integration. The author concluded from his data that there is a definite relationship between conformity and personal adjustment. Those individuals who were non-conforming in their values were also significantly more anxious than those individuals who were conforming in their values.

On the basis of the theory of "Four Basic Tendencies of Life" (6), Buhler and Coleman devised The Life Goals Inventory to provide an instrument for the study of what people want or expect to get from life, what they want more than anything else, and what they do not care about (6, p. 1). The findings of the research of Buhler and Coleman have not as yet been published. This instrument was devised to "formulate a scientifically acceptable model for the hypothesis of direct orientations in the direction of creativity and values" (4, p. 55).

### Purpose of the Study

The purpose of the present study was to determine to what extent the Basic Tendencies of Life, as set forth by Buhler and measured by the Life Goals Inventory, differ according to various vocational goals of four groups of college students. These differences reflect certain characteristics inherent in the inventory. The study also attempted to arrive at further evaluations of theoretical conceptions of values and goals by the use of previous investigations that have been reported in the literature.

### Limitations of the Study

The present study was limited to graduate students who have made their choice of vocational goals in the following areas: those selecting classroom teaching as their goal, those selecting school administration as their goal, those selecting some phase of science as their goal, and those selecting the Gospel ministry as their goal. No sex or age interactions will be indicated with the exception of the mean age for each of the groups.

### Hypotheses

In view of the theory presented for the present study, with regard to the purpose of investigating the problem stated, the major hypothesis is this:

In the study of the basic tendencies of life, as indicated by the Life Goals Inventory, there will be a significant

difference between the four groups of subjects with different vocational goals.

To further determine what specific tendencies are different according to various vocational goals, the hypotheses as stated in the Life Goals Inventory, which was the instrument used in the study, will be assumed to be true.

The main hypotheses about the four basic tendencies are

1. Every human being within the normal range is, at times, motivated in all four directions.
2. Individuals vary according to the degree to which one or the other tendency predominates.
3. The degree of such predominance discriminates the healthy from the neurotic who may put an excessive emphasis on one tendency and who may neglect another completely. In psychotics, one tendency may be given preference to the exclusion of others.
4. Apart from individual variations of preference, there are also predominances determined by age. While the infant is predominately need-satisfying, the older child submits increasingly to self-limiting adaptation. The adolescent and adult become creatively expansive. In the self-assessment of the climacteric years, the quest for inner order may become paramount. In old age, different attitudes prevail. While the healthy and strongly motivated may go on and try to finish their work of life in continued creative expansion, the ailing and the less motivated may resign themselves to regress to need satisfaction and/or self-limiting adaptation.
5. The four basic tendencies are assumed to operate on all levels of the individual's psychosomatic existence. They are as evident in the biological growth and decline processes as in the personality's conscious and unconscious self-direction.
6. Each of the four basic tendencies has a negative correspondent. They are called: Need-frustration; Non-adaptation; Unproductivity; and Inner Disorder (6, p. 3).

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## CHAPTER II

### PROCEDURE

#### Subjects

The subjects for the present study were selected from the student bodies at North Texas State University and Abilene Christian College. North Texas State University is a state school of approximately 13,000 students, located in Denton, Texas. It has an extensive undergraduate program of studies and graduate divisions in most departments.

Abilene Christian College, a privately endowed liberal arts College, has approximately 3,000 students and is located in Abilene, Texas. It offers the bachelor's degree in various fields and the master's degree in the fields of Bible and education. As to its religious tradition, it is conservative in nature and is a training institution for ministers of the Church of Christ.

At North Texas State University the subjects were graduate students in the School of Education who were enrolled in classes leading to the master's degree in education. One hundred subjects were selected from students of this school. One group of fifty students was selected from classes of administration and supervision. This group had as their goal in life educational administration. One group of fifty students was selected from education classes who

specified their goal as that of classroom teaching. The average age for the group of teachers was twenty-eight and the average age for the administrators was thirty.

One hundred subjects were selected from students at Abilene Christian College. One group of fifty students was selected from graduate classes in Bible. The goal in life of these students was the Gospel ministry. Fifty students were selected from science classes and these students specified as their goal the field of science. The average age of this group was twenty-eight, and for the group whose goal in life was the ministry, the mean age was thirty.

#### Instrument Used

The Life Goals Inventory was designed by Charlotte Buhler and William Coleman and was based on Buhler's theory, "Four Basic Tendencies of Life" (3, p. 1). They are the tendencies toward need satisfaction, self-limiting adaptation, creative expansion, and upholding the internal order (1, p. 9). The theory is that need satisfaction and upholding of the internal order are means of self-stabilization, while self-limiting adaptation and creative expansion are modes of changing. These tendencies are always in operation, but to varying degrees in the individual (1, p. 9). It is assumed that everyone is at times partly need-satisfying, partly self-limitingly adaptive, partly creatively expansive, and partly concerned with his internal order. Buhler states,

however, that "Each individual tends to be more inclined in one or the other direction" (1, p. 9).

The instrument was first constructed with eighty-six questions which contributed to the establishment of seventeen factors. These were grouped in the four tendencies (2, p. 1). The seventeen factors were reduced to twelve in order to have sufficient items in each factor (3, p. 6). These were then grouped under the four basic tendencies. Their list follows:

Need Satisfaction: A. Necessities of Life, Pleasure; B. Love and Family; C. Sex Satisfaction.

Self-Limiting Adaptation: D. Accept Limitations, Caution; E. Submissiveness; F. Avoidance of Hardships.

Creative Expansion: G. Self-Development; H. Leader, Fame, Power; I. Role in Public Life.

Upholding the Internal Order: J. Moral Values; k. Social Values; L. Having Success.

The titles under which the twelve factors appear in this listing indicate briefly the main trend of the goals which are summarized under these headings.

The Life Goals Inventory is yet to be published by the authors and is only obtainable for purposes of research at the present time. The present investigator obtained the test booklets for this investigation from Coleman and Associates, Los Angeles, with the permission of William Coleman, the co-author of the instrument.

In order to facilitate a clearer understanding of the components of the Life Goals Inventory, the following is a brief description of each of the four basic tendencies:

#### Four Basic Tendencies

Need Satisfaction is meant to cover the individual's need for survival as well as his needs for pleasure and love.

Creative Expansion is intended to encompass drives toward accomplishments which effect desired changes in the world about the individual. In the process, satisfaction may be obtained for certain personal needs, such as activity needs or narcissistic needs. The achievement of personal needs-satisfaction here is incidental to the accomplishments, however. What is important is that certain changes are effected in the world, representing an expansion of the individual beyond the boundaries of his own existence. These changes may or may not be valuable to other people or from the standpoint of external criteria. This is not relevant.

Self-Limiting Adaptation represents a trend opposed to that of Creative Expansion. The individual who adapts self-limitingly accepts certain limitations for his own satisfaction and extension. The motives may be different ones. They may evolve submissiveness to given circumstances or to other people. Caution, avoidance of hardship, an appraisal of reality as it is, may be in the picture. Or else, the self-limiting person may be one who is unselfish, wants to give to others and wants to belong through giving himself.

Upholding the Internal Order represents the principle of integration. It becomes evident in the organization which the individual tries to establish in

his perceiving and thinking, his goal-setting and evaluating. It also is reflected in the human need to establish a relationship between his inner order and the outside order in environment, world and universe as he understands it (3, p. 2).

The questionnaire contained eighty-six questions. Each one was in the form of a goal or fulfillment which the subject was to check off as being Essential, Important, Desirable, Not My Concern, or Rejected. Each of the eighty-six items was assigned to one of the four basic tendencies. A replica of the questionnaire used in this study is contained in the appendix.

#### Method

All inventories were administered to the subjects by the investigator, with the exception of twenty-five inventories which were administered to ministerial students by the instructor of a graduate class at Abilene Christian College. The inventories were administered during regular classroom periods, and the subjects were informed of the nature of the study.

The inventory is self-administered and no time limit is set. Although it is not necessary to read the instructions to the respondent, the instructions were read to the subjects before the group when the inventory was administered. A replica of the instructions is found in the appendix.

All tests were scored by the examiner according to the method prescribed in the manual for Life Goals Inventory (3, pp. 10-11).

Statistical procedure was that of analysis of mean raw scores with subsequent analysis by Fisher's  $t$  test (4). Analysis of variance was also used and the  $F$  test run to determine the level of significance for all four of the independent variables.

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## CHAPTER III

### RESULTS

#### Presentation of the Data

This chapter is concerned with data obtained from the administration of the Life Goals Inventory to 200 College and University students in four groups (teachers, administrators, scientists, and ministers) indicating four different vocational goals in life. A sample of 50 subjects in each reference group were used, making a total of 200 subjects in the randomized sample.

The results of the four factors of the Life Goals Inventory were analyzed by analysis of variance to determine what differences there were between the four groups. The means and standard deviations were also obtained for these four groups.

TABLE I

SUMMARY OF ANALYSIS OF VARIANCE FOR THE NEED  
SATISFACTION SCORES ON THE LIFE  
GOALS INVENTORY

Source of Variance	Mean Square	F	P
Between	86.2900	2.8099	*
Within	30.7090		

\*Not significant

It can be seen in Table I that the need satisfaction scores on the Life Goals Inventory do not reach the level of significance for the F test. The null-hypothesis was accepted, since the level of significance was not equal to or greater than .01 (3, p. 124).

TABLE II

SUMMARY OF ANALYSIS OF VARIANCE FOR THE SELF-LIMITING ADAPTATION SCORES ON THE LIFE GOALS INVENTORY

Source of Variance	Mean Square	F	P
Between	10617.4000	113.7611	.01
Within	93.3306		

It can be seen in Table II that the self-limiting adaptation scores on the Life Goals Inventory are significant at the .01 level of significance. The null-hypothesis is rejected, and it is concluded that there is a significant difference between the scores of the four groups.

TABLE III

SUMMARY OF ANALYSIS OF VARIANCE FOR THE CREATIVE EXPANSION SCORES ON THE LIFE GOALS INVENTORY

Source of Variance	Mean Square	F	P
Between	1648.3000	21.0438	.01
Within	78.3270		

In Table III it can be seen that there was a significance between the groups at the .01 level of significance.

TABLE IV  
SUMMARY OF ANALYSIS OF VARIANCE FOR THE UPHOLDING  
THE INTERNAL ORDER SCORES ON THE LIFE  
GOALS INVENTORY

Source of Variance	Mean Square	F	P
Between	8797.5333	102.5378	.01
Within	85.8076		

It can be seen in Table IV that the upholding the internal order scores on the Life Goals Inventory are significant at the .01 level. The null-hypothesis is rejected, and it is concluded that there is a significant difference between the scores of the four groups on this factor of the inventory (1, p. 130).

In summary of the data shown in Tables I through IV, it can be seen that three of the factors of the Life Goals Inventory were significant at the .01 level of significance. The null-hypothesis which states that there would be no difference between the mean scores of the groups on this factor is therefore rejected at better than the .01 level of significance. The null-hypothesis was accepted on one factor since the level of significance was not equal to or greater than the .05 level of significance.

The  $\chi^2$  tests were computed on the four variables to determine whether the hypothesis as stated earlier would be accepted or rejected at the .01, level of significance.

It can be seen in Table V that the means of need satisfaction scores for the subjects in the four groups on the Life Goals Inventory were not significantly different. The hypothesis that the tendencies would be significantly different according to various vocational goals was not upheld at the necessary level of significance.

TABLE V

SIGNIFICANCE OF THE DIFFERENCE BETWEEN NEED SATISFACTION SCORES FOR TEACHERS, ADMINISTRATORS, SCIENTISTS, AND MINISTERS

Group	N	Mean	S. D.	S. E. Mean
Teachers	50	60.44	6.56	.9287
Administrators	50	59.28	4.79	.6770
Scientists	50	59.30	4.26	.6021
Ministers	50	57.28	6.02	.8509

  

Groups	Fisher $\chi^2$	S. E. of Diff.	P
T. and A.	.9991	1.1609	*
T. and S.	1.0195	1.1180	*
T. and M.	2.4835	1.2723	*
A. and S.	.0218	.9153	*
A. and M.	1.8207	1.0984	*
S. and M.	1.9183	1.0529	*

\* Not significant

From a table of  $\chi^2$  values it was observed that a  $\chi^2$  value of 2.5758 with an  $n$  of more than 30 has a probability rating of .01, which is considered highly significant (2, p. 87-88). The highest  $\chi^2$  value listed in Table V does not reach this level of significance.

TABLE VI

SIGNIFICANCE OF THE DIFFERENCE BETWEEN SELF-LIMITING  
ADAPTATION SCORES FOR TEACHERS, ADMINISTRATORS  
SCIENTISTS, AND MINISTERS

Group	N	Mean	S. D.	S. E. Mean
Teachers	50	86.36	9.21	1.3031
Administrators	50	84.28	9.88	1.3974
Scientists	50	59.12	11.50	1.6264
Ministers	50	91.96	7.14	1.0103

  

Groups	Fisher $t$	S. E. of Diff.	P.
T. and A.	1.0776	1.9301	*
T. and S.	12.9387	2.1052	.01
T. and M.	3.3620	1.6656	.01
A. and S.	11.6153	2.1660	.01
A. and M.	4.4089	1.7419	.01
S. and M.	16.9791	1.9341	.01

\* Not significant

It can be seen in Table VI that the means of self-limiting adaptation scores for the subjects in the four groups on the Life Goals Inventory were significantly different. The highest mean score was in the group of subjects whose chosen goal was that of the ministry. The lowest score was that of those subjects choosing science as their goal. In the above table the greatest significant difference was between the groups of scientists and ministers and the least significant difference was found to be between the groups of teachers and administrators. The hypothesis was upheld at the .01 level of significance with the exception of the significance between teachers and administrators, which was below the .01 level of significance.

TABLE VII

SIGNIFICANCE OF THE DIFFERENCE BETWEEN CREATIVE  
EXPANSION SCORES FOR TEACHERS, ADMINISTRATORS,  
SCIENTISTS, AND MINISTERS

Group	N	Mean	S. D.	S. E. Mean
Teachers	50	108.22	9.39	1.3291
Administrators	50	101.24	10.00	1.4149
Scientists	50	114.04	7.19	1.0170
Ministers	50	112.56	8.17	1.1565

  

Groups	Fisher $\eta$	S. E. of Diff.	P.
T. and A.	3.5593	1.9610	.01
T. and S.	3.4425	1.6906	.01
T. and M.	2.4384	1.7798	*
A. and S.	7.2718	1.7602	.01
A. and M.	6.1319	1.8460	.01
S. and M.	.9512	1.5557	*

\* Not significant

It can be seen in Table VII that the means of creative expansion scores for the subjects in the four groups on the Life Goals Inventory were significantly different. The highest mean score was in the group of subjects selecting as their goal science and the lowest mean score of the groups was that of the subjects choosing school administration. The greatest significant difference between the groups was noted to be that between administrators and ministers, and the least significant difference was between the groups of scientists and ministers. The hypothesis was upheld at the .01 level of significance between four of the groups and rejected between teachers and ministers and between scientists and ministers.

TABLE VIII  
SIGNIFICANCE OF DIFFERENCE BETWEEN UPHOLDING THE  
INTERNAL ORDER SCORES FOR TEACHERS,  
ADMINISTRATORS, SCIENTISTS  
AND MINISTERS

Group	N	Mean	S. D.	S. E. Mean
Teachers	50	111.58	9.74	1.3784
Administrators	50	104.80	10.58	1.4969
Scientists	50	85.84	8.36	1.1833
Ministers	50	115.88	7.70	1.1890

  

Groups	Fisher $\underline{t}$	S. E. of Diff.	P
T. and A.	3.2983	2.0555	.01
T. and S.	14.0262	1.8351	.01
T. and M.	2.4230	1.7745	*
A. and S.	9.8363	1.9275	.01
A. and M.	5.9251	1.8699	.01
S. and M.	18.4912	1.6254	.01

\* Not significant

An examination of Table VIII, above, reveals that the means of the upholding the internal order scores for the subjects in the four groups on the Life Goals were significantly different. The highest mean score was in the group of subjects selecting the ministry as their goal, and the lowest mean score of the groups was that of subjects that indicated their goal as scientists. The greatest significant difference between the groups was between scientists and those choosing the ministry. The least significant difference was noted between teachers and ministers. The hypothesis was upheld at above the .01 level of significance between all groups with the exception of the last groups.

## Discussion

The  $t$  tests were computed for the four factors of the Life Goals Inventory. These factors were need satisfaction, self-limiting adaptation, creative expansion, and upholding the internal order. The major hypothesis postulated was that these tendencies would be significantly different according to the vocational goals of the four groups. The hypothesis was upheld at the .01 level of significance in all of the tendencies with the exception of need satisfaction. The mean raw score results derived from this investigation basically favored the hypothesis of the study in that the mean raw scores of the groups varied.

TABLE IX

SIGNIFICANCE OF THE DIFFERENCE OF THE MEAN RAW SCORES  
FOR TEACHERS, ADMINISTRATORS, SCIENTISTS AND  
MINISTERS ON THE LIFE GOALS INVENTORY

Group	N	Mean Raw Score	S. D.	S. E. of M.
Teachers	50	91.62	8.72	1.2299
Administrators	50	87.40	8.81	1.1047
Scientists	50	79.57	6.83	1.1070
Ministers	50	94.42	7.26	1.0266

A study of Table IX shows a variance of the raw scores in that the highest mean raw score was attained by the group of subjects indicating their goal to be that of the ministry. These scores did not differ to a great degree from those subjects indicating their goal to be that of classroom teachers. The lowest mean raw score was obtained by those subjects who indicated their goal to be that of some phase of science.



Further analysis of the results of the investigation showed the various differences of the mean scores on the different factors of the Life Goals Inventory as shown by Tables V, VI, VII, and VIII. The fact that there was no significant difference in the scores of the four groups on the need satisfaction factor of the test indicated that the hypothesis could not be upheld on all of the factors of the inventory. Although the findings on this factor of the test were not accepted as being completely statistically significant, findings were in the direction postulated. The highest significance of difference between the groups was found between scientists and ministers on the upholding the internal order scores. The lowest significant difference was found between teachers and administrators on the need satisfaction scores. On the basis of these findings the hypothesis that in the study of the basic tendencies of life these tendencies will be significantly different, according to the various vocational goals of four groups of college students, is accepted.

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## CHAPTER IV

### SUMMARY AND CONCLUSIONS

#### Summary

The purpose of this study was to determine to what extent the Basic Tendencies of Life, as set forth by Buhler, differ according to various vocational goals of four groups of college students. The four basic tendencies set forth were need satisfaction, self-limiting adaptation, creative expansion, and upholding the internal order. The subjects were selected from graduate students who had selected as their major field of study teaching, school administration, science, or theology. Fifty subjects were selected whose goal in life was teaching and fifty subjects were selected whose stated goal was school administration. These two groups were selected from graduate classes at North Texas State University. Fifty subjects were selected whose goal was the Ministry of the Gospel and fifty subjects were selected whose chosen goal was science. These two groups were selected from graduate classes at Abilene Christian College.

The subjects were administered the Life Goals Inventory according to the directions given by the authors of the inventory.

Analysis of variance was used and the F test run to determine the level of significance for all four of the independent variables. Further procedure was that of analysis of mean raw scores and subsequent analysis by Fisher's  $t$  test.

The hypothesis was that the Basic Tendencies of Life would be significantly different according to the various vocational goals of the four groups.

#### Conclusions

In general the hypothesis was upheld by the Life Goals Inventory. The scores indicated that there was no significant difference between the groups on the need satisfaction tendency, but the inventory upheld the hypothesis on the remaining three tendencies of the Life Goals Inventory. These were self-limiting adaptation, creative expansion, and upholding the internal order. The hypothesis was confirmed on these remaining three factors at better than the .01 level of significance. The mean raw score results derived from this investigation basically favored the stated hypothesis of the study in that the mean raw scores of the groups were significantly different according to the various vocational goals of each of the groups.

APPENDIX A

L I F E G O A L S I N V E N T O R Y

Instructions

DO NOT WRITE IN THE TEST BOOKLET. Answer the questions in the spaces provided for on the reverse side of this sheet. The inventory consists of a number of statements that are goals of life. You are to indicate your reaction to each by choosing one of the FIVE descriptive categories that best indicates your feelings toward it. The five alternatives are labelled "E", "I", "D", "N", and "R", and refer respectively to the responses "Essential", "Important", "Desirable", "Not My Concern" and "Reject."

- E - An essential goal is one that is extremely necessary to you if you are to have a good life.
- I - An important goal is one that is important but not absolutely necessary for a good life.
- D - A desirable goal is one that is agreeable but not especially important to a good life.
- N - A goal that is not my concern is one that means nothing to you, one way or the other.
- R - A rejected goal is one that you do not desire or want.

Respond to each of the life goals by placing an "X" in the box under the alternative that best describes your feelings toward it.

There is no time limit on the Inventory. Work alone! Do not discuss your answers with anyone. Please answer all of the questions.

APPENDIX B

LIFE GOALS INVENTORY

BY

C. Buhler, Ph.D. and W. Coleman, Ph.D.

DO NOT MARK IN THIS BOOKLET

1. Have the necessities of life.
2. Be accepted in contacts.
3. Go ahead, try things, be enterprising.
4. Have worthy beliefs, values.
5. Be aware, understanding.
6. Be leader when qualified.
7. Work for my political party.
8. Be successful, get concrete rewards.
9. Satisfy any appetite and impulses.
10. Have sex satisfaction.
11. Advance in career.
12. Be glamorous.
13. Have good disposition.
14. Be helpful, charitable.
15. Compete successfully.
16. Belong to groups (family, friends, organizations).
17. Increase knowledge, pursue interests.
18. Have power, control.

19. Dedicate myself to causes.
20. Find acknowledgement, praise.
21. Be resourceful, confident.
22. Have means, possessions.
23. Please people, be liked, popular.
24. Give and receive love.
25. Have play, sport, travel.
26. Be married.
27. Have children.
28. Do creative work.
29. Accept limitations.
30. Forget myself over others.
31. Be well organized.
32. Secure survival.
33. Gain status, improve position.
34. Be attractive.
35. Be tolerant.
36. Have much leisure time.
37. Have no duties, complete freedom.
38. Do always the best I can.
39. Contribute my share.
40. Leave mark behind.
41. Stand for fairness and justice.
42. Be adaptive, easy going.

43. Be cautious, conservative.
44. Assess my conscience (peace of mind).
45. Do honor to my parents.
46. Explore new possibilities, be adventurous.
47. Have comfort, luxury.
48. Accomplish things in life.
49. Accept authorities (school, church, political).
50. Master difficulties, overcome dangers, problems.
51. Life in God.
52. Work to convert people to right ways of thinking.
53. Have things my way.
54. Assess my worth.
55. Evaluate my contributions.
56. Accept law and order regulations.
57. Try to improve things.
58. Help my country surpass others.
59. Accept denials and frustrations.
60. Assess results of my life.
61. Have an easy life without problems.
62. Strive toward total fulfillment.
63. Develop best potentials (self-realization).
64. Have complete security.
65. Want to fight for political convictions.
66. Be sensitive to others' needs.
67. Submit to others' wishes.



68. Be aggressive.
69. Play role in public life.
70. Give at times free expression to my feelings.
71. See competitors fail.
72. Avoid dangers and failures.
73. Avoid getting my feelings hurt.
74. Never be unkind.
75. Keep to myself and remain uninvolved.
76. Try to resolve my problems.
77. Be highly regarded and called upon for offices.
78. Develop myself as a person.
79. Take advantage of opportunities.
80. Resign myself to misfortunes.
81. Not make mistakes.
82. Evaluate success and failure.
83. Be honest with myself and others.
84. Make a name for myself, have fame.
85. Determine my goals clearly.
86. Always hope for the best.

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