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N81J
No. 4401

ADULT DISCOURAGEMENT: TRADITIONAL COLLEGE STUDENTS

DISSERTATION

Presented to the Graduate Council of the
University of North Texas in Partial
Fulfillment of the Requirements

For the Degree of

Doctor of Philosophy

By

Paul S. Haggan, B.S., M.Ed.

Denton, Texas

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Haggan, Paul S., Adult discouragement: Traditional college students. Doctor of Philosophy (Counseling and Student Services), December, 1996, 203 pp., 40 tables, references, 97 titles.

This study resulted in the development of the Discouragement Scale for Adults (DSA), an assessment instrument for the Adlerian construct of discouragement in adults more than 18 years of age. The DSA is a 60-item instrument that contains five sub-scales corresponding to five life tasks identified in Adlerian literature as work, love, society, self, and spirituality. Age, gender, and ethnicity norms were established for the DSA using a diverse sample (N=586). Additional normative data was developed with a presumed discouraged sample (N=47), and a special sample of traditional college students aged 18-27 years (N=531).

Findings on the norm sample indicated that females are less discouraged than males on the Total DSA and on society and spirituality sub-scales. The 18-34 year old group was more discouraged than other age groups on the Total DSA and on work, society, and spirituality sub-scales. Presumed discouraged sample findings indicated that females were less discouraged than males on the society sub-scale.

College student findings indicated that females were less discouraged than males on the Total DSA and sub-scales

of love, society, spirituality, and work. A significant difference was found among ethnic groups in self sub-scales. Students with no absences per week were less discouraged than students with two absences per week. Students with lower grade point averages (GPA) were more discouraged on the Total DSA and work sub-scales.

DSA internal consistency coefficients were .9392, .9496, and .9327 for norm, presumed discouraged, and college student samples respectively. Correlations between DSA and two social interest surveys reflect an inverse relationship between discouragement and social interest.

Results indicate that the DSA is a useful assessment instrument for research and counseling purposes with college students. Further research should include greater geographical and ethnic diversity as well as validation among diverse college samples and non-traditional students. Additionally, a standard range of scores should be established to indicate varying levels of discouragement.

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ACKNOWLEDGMENTS

I would like to thank Dr. Bobbie Wilborn for her support and encouragement from the inception of this project. As instrumental as her guidance in the beginning, the support and encouragement of Dr. Byron Medler was equally appreciated and meaningful to the completion of my dissertation.

I would also like to thank my parents, Nancy and Steve, for their lifelong support of me and my education. Finally, thank you to my wife, Leyla, for her love and support, she has sacrificed much and endured many hardships in support of my work over many years.

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CHAPTER I

INTRODUCTION

Discouragement is a lack of confidence in one's ability to resolve the challenge of life tasks (Dinkmeyer & Dreikurs, 1963). According to Individual Psychology, movement through life will attest to how discouraged one is while facing the challenges of living (Ansbacher & Ansbacher, 1956). When people become discouraged about their abilities and worth, they may eventually develop an attitude of unwillingness and possibly ineptness to exert an effort in life. With all activity being purposive and meaningful, each individual's style of movement is revealed while striving toward fulfillment of the five life tasks of work, love, friendship, getting along with oneself, and spirituality (Manaster & Corsini, 1982; Meredith & Evens, 1987; Meunier, 1990). All human movement can essentially be characterized by striving toward subjectively defined goals of significance and security (Ansbacher & Ansbacher, 1956). Yet, one who is discouraged has learned unique and ineffective ways of reaching these goals (Dinkmeyer & Losoncy, 1987) all the while deficient in cooperation and self-confidence.

College students face "real world" challenges that

require courage and cooperation with fellow beings to effectively cope. According to Adler (1930), cooperation is an essential component to solving life difficulties. Persons with courage, cooperatively and responsibly cope with life problems in an unwavering manner (Adler, 1958). However, the instant a person decides that a problem is too difficult to manage, symptoms of discouragement will arise (Dreikurs, 1967). When college students become discouraged, they display apprehension, a personal sense of inadequacy, and an inability to move toward resolution of problems. For instance, a college student may have difficulty maintaining good interpersonal relationships, become discouraged, and as a result, refuse to participate socially by drinking excessive amounts of alcohol. Poor performances, be they academic or social, express discouragement (Dreikurs, Grunwald, & Pepper, 1971). College students have ample opportunity to become discouraged, especially when faced with the challenge of transition from adolescence to early adulthood. During this life phase, crisis and discouragement are most likely to develop (Sheehy, 1976). While undergoing collegial transitions, tasks such as commuting, managing finances, living with a roommate who is often from a different culture, having one's values tested for the first time, selecting an academic focus, career planning, and developing intimate relationships can overwhelm some

discouraged students or become sources of discouragement for other students.

Social interest is a sense of cooperation and community feeling individuals have with each other (Ansbacher & Ansbacher, 1956). Individuals who strive with social interest display an ability to identify with others, feel part of the whole, feel at home on this earth, and see the situation as others see it (Adler, 1964). Social interest, inextricably related to discouragement, is an innate potentiality that needs to be developed and is utilized to serve each individual's life style toward goals of significance and strength (Adler, 1929). Lifestyles abundant in social interest typically find solutions to problems that will benefit all involved. However, those limited in social interest often respond in uncooperative and self-centered ways that lead to disagreements.

According to Adler (1964), success in school depends mainly upon the child's social feeling. Moreover, it is the amount of social interest displayed in school that will give an idea about the form this individual's life in the community will take in later years. In light of this notion, some discouraged children who grow up to become college students, may also have difficulty acting with social interest and resort to deceptive means for academic success, such as fraud, lying, and stealing. For instance, a discouraged student may behave competitively toward

classmates by withholding resource materials others need to complete a project. All mistaken answers to the tasks of life are attempts of discouraged people to solve their life problems without the use of cooperation or social interest (Ansbacher & Ansbacher, 1956).

Adler, (1929), specifically described a lack of social interest as being connected to a lack of courage. Problems relating to deficient social interest and discouragement such as race hatred, hatred of other peoples, suicide, crime, and drunkenness (Adler, 1964), are greatly visible on college campuses. The courageous student knows that difficulties are inevitable, yet, unlike the discouraged student, is aware of being prepared and confident of overcoming problems through cooperation. Avoidance of responsibility in any form, actually betrays a lack of interest in others and an unwillingness to cooperate for the good of all.

According to Ansbacher and Ansbacher (1956), all the main problems of life are problems of human cooperation. The tasks of life are subordinated into five categories: society (friendship), love (intimate relations), work (productivity), relationship to oneself (self), and one's relationship to the universe (spirituality) (Ansbacher & Ansbacher, 1979; Dreikurs & Mosak, 1967; Mosak & Dreikurs, 1967; Nystul, 1989). The challenge that life tasks pose can never be completely solved, but they demand from the individual a

continuous and creative movement toward adaptation (Way, 1962).

All life tasks challenge the individual's social interest and courage, as one continually moves toward overcoming feelings of inferiority (Dreikurs, 1967). The combinations of intense feelings of inferiority and incomplete development of courage become evident in individuals who creatively attempt to evade life tasks or move through life conditionally and hesitantly (Adler, 1929). The individual who senses fear, feelings of inadequacy, or threats to personal prestige, may choose to respond to tasks with apprehension in an infinite number of ways. While undertaking life tasks, discouragement might also emerge due to insufficient courage, social interest, or a life goal not in keeping with common sense (Adler, 1929); all are indicative of disturbances in thought, attitude, or belief that interfere with solving problems cooperatively. People perceive, interpret, and compensate for inferiority feelings according to their level of social interest and life style beliefs.

The set of beliefs that make up a personality, or style of life, serve as the standard of creative power in a person's movement toward significance while overcoming feelings of inferiority (Adler, 1964). The discouraged individual develops a set of beliefs about the inability to become competent and a life style influenced by

discouragement consistently and creatively reflects this failure orientation in all movements throughout the individual's life (Dreikurs, 1967). According to Adler, "the sense of worth of the self shall not be allowed to be diminished (Ansbacher & Ansbacher 1956, p. 358)." Consequently, each person develops attributes perceived to give a sense of worth (Dreikurs, 1967). Discouraged persons believe they are inadequate, failures, without worth. They do not value themselves and do not expect others will value them (Dinkmeyer & Losoncy, 1987). While striving to gain this sense of self worth, the discouraged individual tends to strive on the socially useless side where assumed superiority and false successes compensate for an intolerable state of inferiority (Adler, 1929). A discouraged person behaves as such due to a lack of understanding of how to develop a sense of belonging in a manner useful to humankind (Manaster & Corsini, 1982).

Ambitious, outwardly successful appearing, high achieving, and perfectionistic people are quite capable of developing discouragement (Dreikurs, 1967) because of un-met standards and expectations. Discouragement is not reserved solely for those who are poor, powerless, defeated, and unsuccessful by majority standards. Due to the subjective nature of humans, one's perception may lead to unfulfilled expectations and evaluation of self as a failure. Met with excessively high standards, expectations for achievement, or

rigid guiding goals, even formerly successful people tend to feel inferior to tasks and lacking in skill or courage to effectively cope (Dinkmeyer & Losoncy, 1987). A life challenge can impose limits on what is possible depending upon the attitude adopted to compensate for that discouragement.

Adler reasoned that discouragement could be effectively reduced if the early mistaken outlook of the child could be corrected (Ansbacher & Ansbacher, 1956). However, prior to reducing discouragement, it is first necessary to identify this construct. Recognizing the adversity facing students, colleges and universities are obliged to identify and respond to the perceived needs of discouraged students. Counselors play an important role in assisting students who are discouraged. Through assessment and early intervention, discouraged college students may develop social interest, courage, insight to correct mistaken beliefs, and more effective ways of pursuing life tasks throughout their college years.

Statement of the Problem

According to the current literature, the role discouragement plays in college students' ability to effectively cope with the tasks of life has not been empirically determined. Additionally, due to the detrimental effect and lack of instrumentation to validly measure

discouragement in the college student population, there appears to be a need to create such an assessment indicator. Therefore, the purpose of the study will be the development of a psychological assessment instrument to indicate the level of discouragement in adults generally and college students specifically.

This study will develop the Discouragement Scale for Adults (DSA) to assess the degree and specific life tasks involved when college students experience discouragement. Development of the DSA will require the following procedures: (1) generation of items for the instrument, (2) establishment of reliability, (3) establishment of validity, and (4) establishment of norms for college students aging 18 to 27 years. This work represents the beginning phase in the establishment of a reliable and valid instrument to assess discouragement.

Synthesis of Related Literature

Lingg (1990), is the only empirical study of the measurement of discouragement reported in the literature to date. This section will focus primarily on the findings of Lingg, the theoretical literature related to discouragement in adults, and the development of an instrument to measure discouragement in a college student population. The scope of literature pertinent to the study of discouragement in this

section includes: courage, inferiority feelings, social interest, life tasks, and discouragement.

Using the Adolescent Discouragement Indicator (ADI) Lingg measured the Adlerian concept of discouragement for 524 students aged 12-18 years (Lingg, 1990). Lingg's findings indicate students with a high level of social interest have lower levels of discouragement while pursuing completion of life tasks. Scores on the ADI correlated negatively (-.69) and significantly ($p < .001$) with the Social Interest Index (SII) of Greever, Tseng, and Friedland (1973). The SII also correlated negatively and significantly ($p < .001$) with four of five life tasks on the ADI. The SII does not measure the spirituality life task. These findings support the Individual psychology concept of discouragement and social interest being inversely related (Adler, 1929).

College, with its apparent freedom, security, status, leisure, and opportunity for love seems to be a desirable phase of life. However, a combination of passing youth along with its physical endowments, confusion about purpose in life and career goals, and spiritual investigation can throw a student into a discouraging crisis.

Difficulties or deficiencies in courage, creative power, or life style beliefs are likely to be exposed by the increased responsibility inherent in becoming an adult (Adler, 1931/1992).

Adulthood, perhaps more than any other life phase, requires a highly developed life style with social interest and courage to respond to the demands of each life task. College affords new and meaningful academic, social, and maturational challenges for which an individual may be unprepared and become easily discouraged.

While the individual is still in school, errors usually center around inability, laziness, and all the phenomena of opposition to learning (Adler, 1931/1992). Although Adler likely referred more to grade school, according to McKinley & Dworkin (1989), phenomena similar to above, with regard to mistakes and difficulties, seem to be occurring with college students today as well. As discouraged students present concerns about depression, interpersonal conflict, alcohol or drug abuse, sexual promiscuity, acquaintance rape, homophobia, social isolation, adjustment difficulty, academic fraud, test anxiety, and failing, they display symptoms of a mistaken manner of living that includes competing rather than cooperating, deficient social interest, limited responsibility, and apprehension in situations calling for increased courage. For some, an ultimate result of profound discouragement can be suicide (Gordon-Rosen, 1988).

Through discouragement, an individual develops negative, faulty, and self-defeating thoughts that decrease functioning in any or all collegial challenges. One can be entirely discouraged about making a useful contribution in life due to

faulty perception or beliefs about a situation and the limitation of choices that result (Dinkmeyer & Losoncy, 1987). However, through encouragement, an individual can become aware of strengths, abilities, and positive attributes thereby raising one's courage that in turn could increase one's effectiveness coping with the challenges of college life.

Courage

Courage is the faith in oneself and the ability to function according to one's belief system (Dinkmeyer & Losoncy, 1987). What one believes oneself to be is of primary importance, because people make of the situation that which fits their purposes and supports their convictions. Inadequacy, failure, and feelings of inferiority do not automatically connote discouragement. Rather the means about which an individual compensates for these circumstances more readily indicate discouragement. The essential ingredients in courage are a conscious, realistic, self-confidence in one's ability to cope with whatever situation may arise (Dinkmeyer & Dreikurs, 1963).

Additionally, O'Connell (1975) declared that courage is active, risk taking. The ability to accept reality and proceed without regard for how difficult circumstances might be is the hallmark of the courageous person (Dinkmeyer & Dreikurs, 1963). Ansbacher and Ansbacher (1956), also maintained that only the activity of an individual who

cooperates in life can be characterized as courageous. An example of activity without social interest might be the student who passive aggressively responds to not being elected group leader by intentionally being inefficient and forgetful.

According to Neuer (1936), life continually provides uncertainties and challenges; therefore, living requires courage. Life for college students is no exception. The approach a student takes to issues such as drug and alcohol use, pre-marital sex, spiritual or political affiliation may be greatly influenced by their level of courage. The confident and encouraged individual approaches life challenges without hesitation and the courage to be imperfect (Lazarfeld, 1991). The courage to be imperfect basically refers to the acceptance of one's inescapable human imperfections and failings, which provides assurance against discouragement (Dinkmeyer & Dreikurs, 1963). As the courage to be imperfect is nurtured, the person no longer confines oneself to unreasonably high standards, over ambition, competitiveness, and focus on mistakes (McKay, 1976).

According to Adler (1929), discouraged individuals are those who lack courage, feel weak, and wish to avoid life difficulties. Impatience, pessimism, depression, anxiety, and fear all speak to the discouraged person's condition. Courage, on the other hand, is not being free of fear,

despair, or discouragement, but the ability to meet life's challenges in spite of these (Dinkmeyer & Losoncy, 1987).

Discouragement can be partial or total (Dinkmeyer & Dreikurs, 1963, p.35) and is best viewed along a continuum. A person can become discouraged about a specific task, or be totally discouraged about life or one's ability to make useful contributions to achieve success. Discouraged students feel inferior and have lost confidence in their ability to face and resolve the uncertainties and challenges of college life.

Feelings of Inferiority

Adler observed that to live is to feel inferior (Ansbacher & Ansbacher, 1979) and the central striving of human beings is described as superiority (Adler, 1926) or perfection in overcoming these feelings of inferiority (Adler, 1964). Dreikurs (1967) made the distinction between inferiority, inferiority feelings, and inferiority complex. Inferiority is an objective measurable quality that does not always produce inferior feelings. Inferior feelings are subjective and may have nothing to do with a real inferiority. Finally, the inferiority complex is the purposeful manifestation of subjectively felt inferiorities for special benefit or to avoid participation in life. The discouraged individual with an inferiority complex is concerned with safeguarding self-esteem through excuses and creating distance from the demands of life. An essential

ingredient in all dealings with inferiority is the individual's perception of self and situation. According to Mosak (1954), believing is seeing. That is, people's private logic determines how they actually see the situation. The unshared perspective, beliefs, attitudes, and convictions make up an individual's private logic that is the basis for movement through life.

Discouragement affects the direction striving for superiority will take for everyone. If strivings to compensate for inferiorities, real or imagined, are solely for the individual's glory or overcoming another person, Adler considers them socially useless and without courage (Adler, 1964). Yet, if the strivings are for the purpose of overcoming life tasks, then, Adler considers them socially useful, employing courage, cooperation, and independence (Ansbacher, 1968).

Adler (1964) suggested that increased inferiority feeling corresponds to the inadequate development of courage. According to Individual Psychology, the discrepancy between self-concept and self-ideal convictions contribute to feelings of inferiority (Mosak, 1989). Self-concept is the convictions an individual has about who "I am" (p.78). Self-ideal is the convictions of what an individual perceives one should be to feel significant. When there is a discrepancy between the self-concept (who I am) and self-ideal (who I must be to feel significant) feelings of inferiority

inevitably develop. If this situation is repeated without any sense of accomplishment, one may eventually act as if one is inferior, develop symptoms, or openly display inadequacy and thus demonstrate what Adlerians consider to be discouragement (p.79). Alternatively, the courageous individual has the desire to overcome feelings of inferiority in a straightforward and responsible manner (Adler, 1964).

Inferiority feelings also arise from a discrepancy between convictions in the self-concept and Weltbild, which is one's belief about what others and the world demand of oneself (Mosak, 1989). According to Mosak, discrepancies in self-concept and ethical convictions, which are a person's moral convictions, lead to inferiority feelings in the moral realm (p.79). As college students explore their spiritual beliefs and experiment with new behaviors, feelings of inferiority can easily arise within the moral realm.

A discouraged individual makes mistakes in the estimation of self, others, and the world in which one lives (Adler, 1929). Hence, all movement is devoted to the justification of the mistaken beliefs (Ansbacher & Ansbacher, 1956). The individual creates evidence to support a personal striving for superiority on the useless side of life (p.417-418). Adler (1929) notes signs of great inferiority feeling in behavior that is pessimistic, impatient, arrogant, strong tempered, impertinent, fighting, and hesitating in social interaction (p.24-26).

Dixon and Strano (1989) emphasized that inferiority feeling becomes the motivating force for an individual and can be directed in either positive or negative directions. The direction that a resultant striving takes will depend upon the degree to which the individual's social interest is developed and will determine the usefulness of individual behavior. The legacy of a discouraged individual includes acute feelings of inferiority, the struggle for personal superiority over others rather than problems, and imperfect development of social feeling (Dreikurs, 1967). Suicide is an example of the discouraged individual's lack of social interest and complete retreat from the problems of life (Adler, 1964).

In a study of suicide and depression among 962 male and female college students, Westefeld and Furr (1987) found that 81 percent experienced depression since beginning college, and 31 percent had thought about committing suicide. These findings confirm the presence of discouraged attitudes along with a considerable percentage of students who have difficulty coping with challenges of college life. With regard to the suicidal student, courage is never present. Furthermore, this behavior is an active protest against useful cooperation and is devoid of social interest (Adler, 1964).

When discouraged, people choose to strive on the useless side of life (Adler, 1930). However, for the courageous

individual, problem solving becomes based upon common sense rather than a more self-centered and socially useless private sense (Dinkmeyer, Dinkmeyer, & Sperry, 1987).

Social Interest

The most fundamental and distinctive tenet of Individual Psychology is that of social interest (Ansbacher, 1978). Ansbacher went on to state, "...social interest actually means not only an interest in others, but, an interest in the interests of others (p.39)." Adler equated social interest to identification and empathy with others, and noted that social interest is to see with the eyes, to hear with the ears, as well as to feel with the heart of another (Ansbacher & Ansbacher, 1956).

Dreikurs wrote, "the ideal expression of social interest is the ability to play the game [of life] with existing demands for cooperation and to help the group to which one belongs in its evolution closer toward a perfect form of social living (as cited in Manaster & Corsini, 1982)." Discouraged students spend time fantasizing about how life should be different, thereby avoiding the actual demands of college life.

Lingg and Wilborn (1992), reported a negative correlation between social interest and discouragement. Specifically, individuals who scored high on scales of social interest scored low on discouragement as recorded by Lingg's Adolescent Discouragement Indicator. The relationship between

social interest and cooperation was studied by Crandall and Harris (1976). They found a significant relationship between cooperative behavior and altruism. Kaplan (1991), also found that those individuals who scored higher on social interest were significantly more cooperative than those who scored low on social interest using the SII. Hjelle (1975) found a significant correlation between social interest and healthy psychological adjustment while studying locus of control and self-actualization among female college-aged students. Hjelle concluded that high levels of social interest were associated with internal locus of control and high self-actualization, therefore, suggesting more cooperative empathic attitudes toward others (p.174).

Adler (1929) stated that "social interest is not inborn but is an innate potentiality which has to be consciously developed (p.31)." People use subjective creative powers consistent with their life style to determine a personal law of movement which ultimately becomes an index of one's social interest throughout life (Adler, 1964). A person's movement is termed useful or useless depending on the amount of social interest and courage utilized with each decision. If individuals strive to overcome others then behavior is deficient in courage and social interest. By the time college students arrive on campus they have developed characteristic levels of social interest and discouragement and behave according to those levels. However, as Adler noted "every

human being strives for significance, but people always make mistakes if they do not recognize that their own significance lies in their contribution to the lives of others (Adler, 1931/1992)." Lack of social interest betrays an individual's tendency toward strivings on the useless side of life and unsuccessful cooperation with humankind (Ansbacher & Ansbacher, 1956).

The discouraged person feels inadequately prepared for the challenges of life and carries within only a passive appreciation of social interest (Ansbacher & Ansbacher, 1979). It is of primary importance to understand social interest, since it is the most important part of education, treatment, and cure of life problems (Adler, 1929). Only the person who understands that life means contribution will be able to meet difficulties with courage and with a good chance of success (Adler, 1958).

Life Tasks

According to Ansbacher and Ansbacher (1956), the three life tasks which each individual must address with social interest and cooperation to succeed are work, society, and love. Adler named these first three tasks of life explicitly, yet alluded to two others without naming them: relationship to oneself and relationship to the universe or a superior being (Dreikurs & Mosak, 1967; Mosak & Dreikurs, 1967; Baruth & Manning, 1989; Meunier, 1990). The tasks of life are subordinated into five categories: society (friendship), work

(productivity), love (intimate relations), relationship to oneself, and relationship to universe or a superior being (spirituality) (Ansbacher & Ansbacher, 1979; Dreikurs & Mosak, 1967; Mosak & Dreikurs, 1967; Nystul, 1989).

The challenge that the tasks of life pose are never completely solved, but demand from the individual a continuous and creative movement toward adaptation (Way, 1962). For every human being, success in life means solving these problems which all demand social feeling, courage, and the readiness for cooperation (Dreikurs, 1946). One's attitude toward life tasks and what takes place within oneself reveals the individual nature of that person. Life tasks are interrelated, require a sufficient amount of social interest, and reflect a person's life style in one's attitude toward all of them (Adler, 1964). All life tasks have strong social value (Adler, 1929) and no one escapes addressing them (Ansbacher & Ansbacher, 1979). A successful striving toward completion of life tasks is dependent upon the extent an individual's life style has mistaken attitudes toward these problems of life (Adler, 1964).

While undertaking the tasks of life, discouragement emerges due to insufficient courage, social interest, or a life goal not in keeping with common sense (Adler, 1929). Alternatively, the courageous and energetic person lives so much in cooperation with society that whether one wants it or not, society derives a certain benefit from one's involvement

(Ansbacher & Ansbacher, 1956). Although incompleteness of any life task is an expression of undeveloped social interest which accentuates feelings of inferiority, unemployment is one of the heaviest burdens for an individual to bear (Adler, 1950).

The task of work or productivity involves one contributing to the welfare of others for human survival while not necessarily receiving monetary remuneration (Adler, 1950). Work experience is greatly beneficial to self, other, and the world due to the service it provides and the social interest it develops (Ansbacher & Ansbacher, 1956).

Individuals develop self-worth, self-confidence, and social skills as they endeavor to succeed in the task of work (Adler, 1964). School is an environment in which students learn skills in preparation for eventual contributions at work (Manaster, 1989). For some college students, the work task may be addressed through striving to fulfill the requirements of a degree. Similar demands for responsibility, cooperation, and courage exist in the academic world that exist in the world of work.

The life task of society is characterized by shared interests, comfort, support, and social relations of an asexual nature (Nystul, 1989). The life task of society refers to finding a position in social relationships with friends and other human beings to cooperate and share the benefits of cooperation (Adler 1931/1992). One's life style,

self-confidence, level of cooperation, and social skills will greatly influence the amount and nature of activities involved in the successful completion of the friendship life task (Adler, 1964). Each individual is free to choose the extent to which one will form, cooperate, and be invested in friendships (Adler, 1950). The way in which one fulfills the task of friendship is an excellent measure of the strength of social interest.

With regard to the task of society, Adler (1950) noted that a measure of useful striving is revealed in the level and type of political and community involvement an individual undertakes. Lack of support or involvement in political life betrays the individual's lack of interest in universal problems. Another indicator of useful striving toward the task of society can be seen in an individual's approach to leisure time (Adler, 1964).

The task of love involves learning how to relate intimately with another human being. According to Sweeney (1989), the task of love requires a tremendous amount of courage, faith in self, and in the other party. The task of love or "intimate relationships" (heterosexual and homosexual) can take on various forms: friendship, spousal, familial, or parental (Nystul, 1989). The individual must subjectively define sex roles and accordingly train oneself to relate to another person (Mosak, 1989). People of either

sex, do not represent the enemy, rather, those with whom one must learn to cooperate (p. 68).

Perhaps no other problem is so vitally bound with the welfare and prosperity of the individual in one's social environment as that of love (Adler, 1964). Considerable social interest and courage are required to succeed in the multifarious task of intimate relationships. This task includes a close union of mind and body and requires the utmost possible cooperation with a significant other (Dreikurs, 1953). Discouragement in love relationships is revealed in expressions of un-cooperativeness, inequality, mistrust, and a lack of devotion. Although the task of love does not exclusively revolve around sexuality, the emphasis on such behaviors illustrates an aspect of discouragement in this task. Discouragement in the task of intimate relationships is exhibited in sexual promiscuity, prostitution, perversions, and extramarital affairs (Adler, 1964).

The life task of intimate relationships play a significant role in the lives of discouraged individuals (Dreikurs, 1967). Disturbances in an individual's sex behavior such as rape, coercive sex, and sexual harassment are an increasingly serious problem on college and university campuses and are obvious indicators of mistaken attitudes toward love and relationships to others. College students are considered a high-risk group, since they fall within the age

range of the majority of rape victims and offenders (Koss, 1988).

As children leave for college, extreme difficulties in the love task can arise for parents, siblings, friends, and the student as well. Intense turmoil and discouragement may occur as the student develops new ways of relating others when separating from parents.

The fourth life task represents one's relationship to self (Dreikurs & Mosak, 1967). A person can truly get along with oneself only if one feels worthy, adequate, not inferior (Manaster & Corsini, 1982). An individual primarily involved in compensating for feelings of inferiority will have great difficulty finding meaning and significance in life (p.63). The challenge of getting along with oneself is similar to all other life tasks, which require inner harmony and comfort to successfully live with others (Dreikurs & Mosak, 1967). According to Meunier (1990), the concepts of bereavement and mid-life crisis are offered as evidence to the importance of getting along with oneself. Only when the grieving process is fulfilled, often done to a great extent in solitude, can an individual adequately address the other life tasks. A student is a problem unto oneself and susceptible to discouragement in each life task if one is not knowledgeable and comfortable with oneself.

Successful completion of all life tasks are accomplished relative to one's subjective goal of superiority. Truly

competent people can become discouraged simply because they are not more successful (Dreikurs & Mosak, 1967); whereas, a person can be unsuccessful from the world's perspective, yet be content with oneself (Way, 1962). As Dreikurs and Mosak (1967) pointed out, it is difficult to get along with oneself because people are often more cognizant of their weaknesses and more critical of their strengths. This striving for inner peace "means nothing more or less than to stop fighting with oneself (p. 52)."

The self life task is seen in how an individual relates oneself according to one's own interpretation of self and present problem. The more self-assured one is, the greater one's ability to express social interest, contribute to others, and gain inner peace (Meunier, 1990). Students compensating for physical or learning disabilities can easily become discouraged, withdraw from class, and perform below average. However, there are those students with disabilities that maintain courage in the face of a trying course even while failing in the academic task.

Each individual formulates a personal response to one's disability in accordance with one's life style. It is not what one has in genetic endowment and environment, but what one does with it, that is important (Dreikurs, 1967). Courage and social interest, or their lack of, determine whether a disability permits positive adjustment or leads to permanent failure. Some individuals who operate with a disability,

either physical or learning, utilize a mistaken interpretation of their situation.

"The life style of each person is not only influenced by the disability, but in turn determines the final effect of the disability (Dreikurs, 1967)." Whether the individual compensates for a disability or increases inferiority feelings depends on one's subjective evaluation of the situation and the amount of courage and social interest utilized. Only through self-acceptance of who one actually is, will a person be courageous enough to allow growth and exposure to the world without safeguards (Meunier, 1990).

The fifth life task, spirituality, is broadly conceptualized as how an individual relates to and justifies existence of oneself in relation to the universe or a superior being (Mosak & Dreikurs, 1967). The spiritual task is existential in nature, least developed by Adler, and subdivided into five sub-tasks which include: One's relationship to God or superior being, one's response and action to the concept of religion, one's idea of one's place within the total universe, one's idea of immortality, and the question of the meaning of life (p.17-19). The notion of the universe has essentially furthered communal life and the social feeling of humanity (Dreikurs, 1967).

Summary

Contrary to the prevailing belief, college years are not always the happiest and easiest of some individuals' lives.

While in college, students implement their unique system of beliefs, values, and attitudes regarding self, others, and the world; all of which is their life style. The life style is based upon the individual's creative "law of movement" toward life goals designed to direct an individual's pursuit of obtaining a sense of worth (Adler, 1964). The moment a person develops a discouraged attitude, one will perceive experiences that validate one's beliefs (Ansbacher & Ansbacher, 1956), all the while pursuing a distorted sense of worth. "People who are unhappy, depressed, anxious, angry, or even unproductive are not disturbed, but rather discouraged (Dinkmeyer & Losoncy, 1987)." In light of this, overcoming college student discouragement is a challenging process.

To create a change in human behavior, the individual's beliefs and expectations must be influenced. Discouraged people can be affected through exploring, understanding, and compensating for discouragement via the encouragement process (Adler, 1929). "The process of encouragement compels the individual to expect more and better deeds from oneself; then as faith in one's abilities is increased, one becomes courageous (Dinkmeyer & Dreikurs, 1963)." Encouragement is also the communication of a more optimistic world philosophy, where the person sees oneself more objectively as a fellow human being with inevitable human inferiorities (Dinkmeyer & Losoncy, 1987). Additionally, a person's self-confidence and courage are raised through recognition and encouragement of

one's existing competencies, interests, and skills, and by additional skill training (p.57). Through encouragement, faith in oneself, realization of one's strength and ability, and belief in one's dignity and worth are nurtured (Meredith & Evans, 1990). Without encouragement, self-confidence, courage, change, and cooperation would be difficult if not impossible to achieve.

Upon development a method for identifying discouragement in college students, they can be encouraged to cooperate more usefully for the benefit of themselves, others, and all humankind. Campus health care providers and counselors are in positions to intervene with students experiencing interpersonal, physical, and emotional problems due to discouragement. Counseling personnel can benefit from screening discouraged students during intake interviews. By identifying those who are discouraged, counselors can clarify problems more quickly and encourage students' useful change prior to graduation.

CHAPTER II

PROCEDURES

This chapter describes (1) research focus, (2) definition of terms, (3) construction of instrument, (4) selection of items (5) selection of subjects, (6) establishment of reliability, (7) establishment of validity, and (8) collection of data.

Research Focus

The focus of the study was the development of a psychological assessment instrument to indicate the level of discouragement in adults generally and college students specifically. Due to the developmental and exploratory nature of this study, no hypotheses or research questions are posited. The development of an instrument that includes the establishment of gender, age and ethnicity norms, as well as reliability and validity ratings has be the purpose of this study.

Definition of Terms

The following terms are defined for this study:
College student - A person who is currently enrolled in courses at the college or university level. According to a

college fact book for Fall 1993, the average undergraduate college student age at one north Texas university was 23.1 years. Additionally, 75 percent of the undergraduate population fell within the 18-27 year old range. Therefore, for purposes of this study, the 18-27 year old group represents college students.

Discouragement - A lack of courage, confidence, or the ability to solve life tasks. It is a feeling or belief that one is unable to impact, change, or make a difference in one's life or the life of another (Dinkmeyer & Dreikurs, 1963). Discouragement is operationally defined as the score obtained on the Discouragement Scale for Adults (Appendix A).

Life Tasks - "Those areas of life that demand attention, and effective coping at all times of life...love, work (school), society (friends and community), self (getting along with oneself), and the spiritual task (one's meaning of life) (Manaster, 1989). Life presents challenges in the form of the life tasks. Adler named three of these explicitly but referred to two others without specifically naming them (Dreikurs & Mosak, 1967). The original three are society, work, and love. The fourth is a spiritual challenge of defining the nature of the universe, the existence and nature of a superior being, and how to relate to these concepts. The fifth task is coping with ourselves or relations between the "I" and the "me" (Mosak, 1989).

Social Interest - A person's interest in and concern for others (Ansbacher, 1991). Social interest, or *Gemeinschaftsgefühl*, is a characteristic of personality or life style that reflects the relationship of an individual to one's environment (Adler, 1927). Social interest will be operationally defined by scores obtained on the Social Interest Index (SII) (Greever, Tseng, & Friedland, 1973) (Appendix G) and the Social Interest Scale (SIS) (Crandall, 1975) (Appendix H).

Construction of Instrument

The Discouragement Scale for Adults (DSA), is a 60-item summated scale based on the Individual Psychology principle of discouragement (See Appendix A). There are five sub-scales, with an equal number of items per sub-scale which correspond to each of the five life tasks as defined in the Individual Psychology of Alfred Adler: work or productivity, love or intimate relationships, society, spirituality, and self-significance.

Since degree of discouragement is not dichotomous but considered to range along a continuum, the scale consists of five points on a theoretical continuum to which participants can respond and thus indicate the intensity of discouragement. According to Kline (1993), the Likert type scale allows more precise correlations between items. Each statement on the DSA has five possible Likert-type response

choices: strongly agree (SA), agree (A), undecided (U), disagree (D), and strongly disagree (SD) with corresponding scores of 1, 2, 3, 4, and 5 respectively. Participants were instructed to circle the response which best represents how they relate to each statement and measures the level of discouragement throughout each life task.

The statements were randomly assigned and ordered on the scale to avoid clustering in life tasks. The statements were also phrased in an attempt to avoid possible influence upon discouragement level or participant response set. According to Wiersma (1969), a response set is a tendency to respond in a particular way due to a reaction to the construction of the scale, independent of the attitude being measured. Therefore, one half or 30 statements were reverse-polled to avoid a skewed response set (Kline, 1983). Reversed-polled wording is such that if a response of "strongly agree" represents the presence of discouragement, then a response of "strongly disagree" represents the absence of discouragement. Half of the statements were worded such that a response of "strongly agree" represents the absence of discouragement, while a response of "strongly disagree" represents the presence of discouragement.

Questions were worded in a fashion to partially offset tendencies such as: ambiguity of response, problems related to word usage, socially appropriate answering, and topic sensitivity (Drew & Hardman, 1985). Not all statements were

phrased in the affirmative which necessitated a key to identify which statements' response values will be reversed and indicate the appropriate level of discouragement. An additional precaution against influencing response set was to avoid using the name Discouragement Scale for Adults.

Instructions for completing the scale and an explanation of response choices appeared at the top of the first page. The response choices appeared at the top of the remaining pages.

Item Development

Through a collaborative effort, three researchers separately generated statements believed to discriminate a degree of discouragement in adults (Cherin, 1996; Jones, 1996). A pool of 522 statements relating to the five Adlerian life tasks of love, work, society, self, and spirituality were developed by the researchers (See Appendix B).

The statements were derived from the writings of Adler (1927, 1928, 1929, 1930a, 1930b, 1931/1992, 1958, 1963, 1964, 1978), Ansbacher and Ansbacher (1956, 1979), Ansbacher (1991), Baruth and Manning (1987), Bitter and West (1979), Dinkmeyer and Dreikurs (1963), Dinkmeyer and Losoncy (1987), Dinkmeyer and McKay (1983), Dreikurs (1946, 1950, 1967), Dreikurs and Mosak (1966, 1967), Greever et al., (1973), Hartshorn (1991), Lazerfeld (1991), Lingg (1990), Lingg and Wilborn (1992), Manaster (1977), Manaster and Corsini (1982), Meunier (1990), Nystul (1993), and Sulliman (1973), and are

representative of sources of discouragement within each life task.

Each of three researchers independently rated the statements for appropriateness of wording and representativeness of discouragement discernment. The researchers selected statements by using a rating scale from 1 to 5, with one being low in ability to determine discouragement, if any, and five being high in ability to determine discouragement if responded to by participants. Additionally, the colleagues independently assigned each statement to its appropriate life task. The life tasks were named and set as: work (productivity), love (intimate relations), society, self, and spirituality.

Next, the colleagues met to discuss and select statements which are most indicative of discouragement. Initially, any statement agreed upon by two of three colleagues was included in the revised pool. The statement modification phase consisted of: 1) discussion of appropriateness of statement inclusion, 2) discussion of appropriateness of life task assignment, 3) editorial adjustments to statements, 4) discarding of repetitive statements, 5) phrasing statements in both forward and reversed-pollled fashion to reduce possible response set by participants. The results of these procedures produced a pool of 123 statements proportionally dispersed across life tasks (See Appendix C). The distribution of statements over life

task areas consisted of: work 20, society 31, love 22, self 28, and spirituality 22.

Upon completion of the 123-item pool, a readability assessment was administered to the statements. The readability of the items was at the eighth-grade level according to the Flesch Grade Level assessment (Microsoft Word, 1987-91). This procedure assessed readability with respect to character, word, sentence, and paragraph structure, as well as reading ease.

After readability was assessed, a panel of five nationally prominent Individual Psychologists was selected to serve as experts to rate items for construct validity. Panel members were selected based on their knowledge of Individual Psychology as demonstrated by their contributions to the literature through research, publication, and practice. Panel members were specifically selected based on their knowledge and previous work in literature pertaining to discouragement and social interest. Extensive writing and contribution to Individual Psychology and specifically to the areas of discouragement and social interest greatly influenced the researchers decision to solicit Guy Manaster for membership. Dr. Manaster was also involved with Lingg's 1990 work in developing the Adolescent Discouragement Index (ADI). Mary Ann Lingg was next to be considered because her 1990 work represents the only discouragement index reported in the literature to date. Terry Kottman was selected based on

professional contribution to Adlerian literature as well as her knowledge of discouragement and social interest. Drs. Greever and Sulliman were solicited because of their knowledge of scale development and social interest. Panel member selection required unanimous decision among the researchers. The experts aided in selection of statements through their understanding of the Adlerian concept of discouragement and how discouragement was revealed in each of five life task areas.

Each potential panel member was contacted by telephone and asked to assist in the study. Permission to use the respective instruments of Greever (SII) and Crandall (SIS) was requested prior to anyone being solicited for participation on the panel of experts. Upon receiving panelist's commitment to assist, a packet of information was sent for completion. The packet contents consisted of an instructional cover letter and a copy of statements grouped according to life task with a convenient rating scale adjacent to each statement (See Appendices D and E). The statements were formatted to increase ease of scoring and each panelist was kindly asked to return the statements within two weeks. The panel of Adlerian experts consisted of the following:

- 1) Kathryn Greever, Ed.D., Associate Professor, West Virginia University, Morgantown, West Virginia;

- 2) Terry Kottman, Ph.D., Associate Professor, University of Northern Iowa; and clinician in private practice, Cedar Falls, Iowa;
- 3) Mary Ann Lingg, Ph.D., Assistant Professor, University of Missouri at St. Louis;
- 4) Guy Manaster, Ph.D., Professor and Chair, University of Texas at Austin; and clinician in private practice; and,
- 5) James Sulliman Ph.D., Director of Pastoral Care in Counseling and clinician, Abilene, Texas.

The panel members were asked to complete two tasks. First, they were asked to indicate whether the item will discriminate a degree of discouragement if responded to by an adult on a scale ranging from 1 to 5. A score of one by a panel member signified that the statement would only slightly, if at all, indicated a degree of discouragement. A score of five by a panel member signified that the statement indicated a high degree of discouragement. Second, the panel members were asked to assess each statement as to the appropriate category of life task. They were asked to place the item in the appropriate life task location by circling one of the five possible life tasks.

After the panel completed rating each item, a mean score was calculated for every statement's ability to discern discouragement (See Appendix F). Rating standards comparable to Lingg (1990) were used in this study for determining scale

item appropriateness for inclusion. Statements with a mean score of 3.0 or greater out of 5.0 were considered by Lingg. Four items were eliminated because of a rating average below three. However, the statements producing as high a mean score as possible and agreement by at least three panelists to appropriate life task area, were retained for the initial trial of the scale. Suggestions by the panel members with regard to life task appropriateness resulted in changing one statement to a different life task. One statement in the Society life task was relocated in the Self task category. The resulting scale items had at least a 60% agreement rate for life task placement and their ability to discern discouragement. All of the 123 statements were retained for possible inclusion on the final scale. To secure the preliminary DSA, the 123 items were numbered and selected from a box to randomly group them on the instrument. This preliminary DSA was field tested to strengthen construct validity and further reduce the number of statements for the final version of the instrument.

Administration of the Instrument

The evaluation of the statements ultimately depends upon whether or not the statements possess certain desirable characteristics as shown by an item analysis of the results of the experimental trial of the scale (Helmstadter, 1964). An item analysis was conducted on the results of this initial

109 person sample to facilitate reduction of instrument items toward homogeneity of sub-scale items.

For item analysis purposes, the initial 123-statement DSA was administered to a sample of 109 adults aging 18 to 81 years, heterogeneous with regard to gender, age, education, and ethnicity. These respondents were solicited for the purpose of performing the item analysis of the DSA.

To assure broad ethnicity, use of Kerlinger's (1964) interpretation of sampling as taking any portion of a population as representative of that population was considered with this adult sample. This is not to say that this sample was representative rather considered to be representative (p. 52). Nunnally (1975), further explained that sampling in psychology and education is typically ambiguous with regard to the population. Therefore, if compelling evidence is found for a principle in a group of people, then it is sensible to infer that principle holds true for the population. However, research should be corroborated by findings in other places with people of various ages and attributes. Statistical support for a principle in an initial experiment concerning a specific issue should be viewed only as impetus to additional research of the issue under varying conditions and with broader samples of people (p. 46).

The decision to use 109 participants was based on the recommendation by Kline (1983), that a representative sample

consist of not less than 100 participants to insure internal consistency of the instrument. Borg (1963), reports that in using a pretest for scale construction, researchers should select a participant sample from a population similar to that from which the subjects are to be drawn in the actual research. Sidman (1960) suggests that the pilot must be carried out under the conditions of the real experiment.

The administration of the preliminary DSA was to determine approximate completion time, clarity of instructions, readability of statements, and optimal number of instrument items. Administration of the "packet" to the first sample of 109 adults consisted of a consent form (Appendix L) and demographic sheet (Appendix K) as well as the SII, SIS, and DSA which were randomly arranged within the envelope (See Appendices G, H, & A respectively). An entry form for a drawing of an incentive for participation prize was also included in the packet. Upon completion and return of this form, each participant's number was entered in the drawing.

The Pearson product-moment correlation coefficient was used to measure the relationship between each statement reliability rating and its corresponding life task reliability rating. How the sub-scale score corresponds to each statement's score helped determine which statements to delete from each sub-scale. Statements that correlate significantly at the .001 or lower level to the overall scale

and sub-scale, and whose response rate was not less than 97% were considered for inclusion in the final instrument. If a participant left five or more items unanswered (<97%), then the data were not included in any calculations for the study. According to Lemke & Wiersma (1976), an item pool of at least double the final test length is recommended prior to item analysis. DSA item analysis was expected to produce approximately 60 items, with each of five DSA sub-scales expected to possess statements ranging in number from 10-12 which therefore necessitated the 123 statements in the initial instrument.

Upon completing the item analysis of scale items for the DSA, calculation of an appropriate instrument item number with consideration to the following factors was executed: validity, reliability, level of significance, the effect of size on optimal completion time, and to check for clarity of instructions. Ideally, instrument length should be decided in terms of the number of items required to achieve maximum validity (Helmstadter, 1964). As well, reliability, which is a direct function of test length and is greater for longer instruments, was carefully considered to avoid random error as respondents may have grow tired and bored. However, there is a point at which gains in validity and reliability are inconsequential with consideration to time. Instrument length was determined by the number of items required to achieve as high a degree of validity as possible without exceeding a

point where costs in terms of time, effort, money, and patience of the participants outweigh the additional gain (p.173). Through the above procedures and additional validation trials, a satisfactory degree of validity and reliability may be achieved with a relatively short test.

A reliability coefficient demonstrates whether the instrument developer was correct in expecting a certain collection of statements to yield interpretable assertions about individual differences (Kelly, 1942). The preferred way to find out how accurate one's measures are is to make two independent measurements and compare the results (Cronbach, 1951). However, this process while often difficult to accomplish, may be avoided by using the split-half method which scores the test one half of the items at a time to reveal two estimates. Yet, the split-half approach was criticized for giving various coefficients depending on which items were grouped when the test was split in two parts (Brownell, 1933; Kuder & Richardson, 1937). To avoid such criticism and limitations of various split-half procedures Cronbach's alpha procedure for internal consistency was used to determine reliability. By using Cronbach's alpha, the mean coefficient, the average of all possible split-half coefficients for the DSA was computed. This index reflects the degree to which a group of items are measuring the same thing.

The Statistical Package for the Social Sciences (SPSS), one of the most common statistical software packages was used to analyze the data. A Pearson-product moment correlation coefficient (Pearson r), was calculated to measure the relationship between each statement and it's corresponding life task. Statements that are correlated at the .001 level of significance were retained for possible inclusion on the final instrument. The statements were rank ordered according to Pearson r correlation coefficient. Those items with the highest rank were considered first for inclusion on the scale. However, to maintain homogeneity of statement distribution within each life task, some items with lower correlation coefficients, yet significant at the .001 level, were also selected. The results of the item analysis statistical assessment are shown in Appendix I.

The statements which gave the highest validity and reliability ratings were then randomly assigned to a corresponding number on the scale. The assignment of numbers was executed by randomly drawing the numbers from a box to reduce bias and clustering of life tasks. The above procedures mark the development of the final adjusted version of the DSA (See Appendix A).

The item analysis, conducted on the scores obtained from the preliminary testing, resulted in the selection of 60 items, 12 per sub-scale. The five sub-scales represent the

five life tasks of Love, Society, Self, Spirituality, and Work with each item being reflective of its corresponding life task. Sixty was the number selected for the final DSA to minimize completion time yet still yield a reliable score.

Upon completion of the 60-item DSA, a readability assessment was administered to the statements. The readability of the items was at the seventh-grade level according to the Flesch Grade Level assessment (Microsoft Word, 1987-91). This procedure assessed readability with respect to character, word, sentence, and paragraph structure, as well as reading ease.

The 60-item DSA was next administered to a second sample in order to further validate the instrument. This administration of the DSA was given to what Individual Psychology literature might deem a sample of adults experiencing discouragement. According to Dinkmeyer and Losoncy (1987), individuals considered to be experiencing discouragement are those lacking in confidence in one's ability to cope with life demands. Individuals of this type may solicit counseling support in an attempt to overcome such demands.

This second sample group of "presumed discouraged" individuals, consisted of 47 adults heterogeneous with respect to age, gender, educational level, and socioeconomic status. The participants were evenly selected from the following locations: community persons seeking services from

a university child and family counseling resource center, a university counseling and human development center, and various private counseling agencies. Due to the diversity of the northern Texas region, it was assumed that a broad sample of persons were obtained for participation from these sources.

The resulting scores from the second sample of presumed discouraged individuals were compared with those from the first sample of the initial administration to verify how well, if any, discouragement is indeed being discerned. Second sample data were examined to determine whether the DSA was discriminating for discouragement when compared with the SII and SIS. Based on the findings of the coefficient alpha, Pearson r , and item analysis revealed in the results section of this text, the instrument was re-evaluated for reliability, validity, and administration time (See Tables 15 and 18). To show factor structure of the instrument, factor analysis with varimax rotation was conducted for the items on the DSA (See Appendix J). This helped determine which questions to keep in each sub-scale, especially those that loaded most strongly on the given factors.

If the DSA was discriminating for discouragement, then it was expected that the results from the "presumed discouraged" sample would indicate an inverse correlation to the general norming sample from the initial administration of the scale. The above comparison was made by computing a

Pearson r on total scores of DSA to total scores of SII and SIS, and also sub-scale scores of DSA to sub-scale scores of SII. When the results materialized as expected then the DSA was assumed ready to use with larger norming samples of general adults and college students.

Collection of Data

The establishment of norms, reliability, and validity for the DSA were conducted on 531 college students aged 18-27 years. The DSA, SII, and SIS scales are designed to be self-administered, therefore the researcher was present to administer and oversee the participant's work. Participants were instructed to circle a response that best represents how they relate to each item. After the instruments were completed the researcher collected the packets and computed scores for each scale.

Selection of Subjects

The participants in this study consisted of four distinct samples. Data from the two initial samples were used to confirm the DSA's ability to discern discouragement prior to establishing norms on the larger general norming and college student groups. The item analysis sample mentioned above was comprised of a heterogeneous group of 109 adults over the age of 18 from the north Texas region. This group was instrumental in deriving the final 60-item DSA. Additionally, normative data were developed on a sample of

586 adults over the age of 18. To support construct validity for the DSA, data were analyzed from a sample of adults (N=47), presumed to be discouraged, who were receiving counseling from agencies in north Texas. Finally, data were collected from a sample (N=531) of adult college students aged 18-27 years.

Item Analysis Sample

Adults (N=109) above the age of 18 participating in the item analysis portion of the study were solicited from area businesses, municipal government offices, sporting events, and individuals from an area university. The purpose of the preliminary administration of the DSA was to assess the approximate completion time, clarity of instructions, execute an item analysis, statement readability, and reduce items for a final version of the DSA. In addition to the DSA, two other instruments, SII and SIS, were concurrently administered to establish DSA construct validity. The SII (Appendix G) and SIS (Appendix H) were the two instruments chosen for construct validation purposes. Included in the above packet was a participant consent form and a demographic sheet (See Appendices L and K respectively) Appendix C illustrates the item analysis statements for the preliminary DSA.

Presumed Discouraged Sample

The presumed discouraged sample was used to enhance the construct validity of the DSA. Various counseling agency directors were contacted in person to discuss possible client

inclusion in the study. A presentation of the study and what would be requested was given to the directors of two agencies. After obtaining directors' permission to solicit, individuals seeking support from counseling agencies were solicited for participation in the study through their counselor (N=47). This group of adults over the age of 18 years were all participants in counseling at either a northern Texas university counseling center or private counseling agency. The participants were asked to volunteer to complete a survey packet that included the following: a Participant-Consent Form (See Appendix L), the DSA, SII, SIS, and a demographic sheet (See Appendix M). The demographic sheet had at the bottom, an optional entry form for inclusion into a drawing for a cordless telephone, for an incentive to participate. As with all samples in the study, a minimum response rate of 97% was required to retain each participant's data for analysis.

The potential participants were asked by their counselor to take part in research designed to help understand people better. The participants in this sample were each asked to complete all the items within their packet and return it within the next week. No follow up procedures were enacted to increase participation.

General Norming Sample

The DSA was administered to a comprehensive sample of adults (N=586) to establish validity and collect normative

data. Norms are the average or typical scores on an instrument for members of a specified group of individuals (Thomas & Young, 1989). As suggested by Nunnally (1975), norms were obtained from as many adults as possible with consideration to available time, energy, and money. The general norming group in this study consisted of a diverse sample of adults, heterogeneous with regard to gender, age, ethnicity, and socioeconomic level.

Five hundred ninety usable survey packets were entered into the computer for data analysis. In attempt to have a greater or equal to 97% item completion rate, any survey with five or more unanswered statements was eliminated from consideration for this study. Statistical analysis of this data was computed using BMPD Statistical Software (1993). Four of the general norming surveys were unusable due to missing data beyond the acceptable standard, therefore resulting in data from 586 cases.

The sample solicited for norming purposes consisted of adults aging 18 to 88 years from the following northern Texas sources: employees of companies both large and small, people who attended various places of religious worship, parents of children registered in public school districts, conference attendees, public school employees, adults participating in various sporting events, and residents of senior living centers. Regarding sufficiency of number, a minimum of 500 adults was desired in the norming portion of this study.

Telephone contact was initiated by the researcher to prospective personnel directors, supervisors, superintendents, religious leaders, and coaches for solicitation of participants. A description of the study and expectations was expressed to the fore mentioned sources while soliciting permission to approach potential participants. A written summary describing the extent of the study was available upon request for individuals or agencies considering participation.

Once permission for participation was granted from the distinct sources, packets were distributed for completion either in person. As mentioned above, the packet consisted of the DSA, SII, SIS, demographic sheet, and participation-consent form all randomly arranged within the envelope except for the consent form which was always first. The request for participation-consent letter explained the optional incentive prize and procedure for drawing a number from the pool of numbers. When the researcher was unable to hand deliver the packets to the participants personally, the packets were then distributed by either human resources director, counselor, or supervisor. If no reply was received then no follow up procedure was initiated and the individual was eliminated from the study without replacement.

College Student Sample

Data were collected from a special sample of college students (CS). The norming of the DSA on this CS sample is

the focus of this study. To obtain normative data on college students, the same packet as described above was also used here and consisted of: the DSA, SII, SIS, demographic sheet randomly ordered and participation-consent form which was always first. This sample was selected from various classrooms and agencies on a campus at a northern Texas university. This portion of the study signifies the departure of the collaborative effort of the colleagues. At this point the DSA has been completed and normed on a comprehensive sample of adults. The following represents the norming of the DSA on a college student sample which necessitates the use of a different participation-consent form (Appendix O) and a different demographic sheet (Appendix P) than that used in the general norming sample. The college students were also offered an optional drawing for a cordless telephone for an incentive to participate.

With a minimum of 500 adults constituting the special sample believed to be representative of college students, 531 packets were collected for the study. Students were solicited from randomly selected professors from randomly selected departments at a northern Texas university. This process consisted of using the course catalog at a northern Texas university to identify departments, classes, and their respective professors. Each of the 98 departments listed in the catalog were numbered, then using a table of random numbers were ordered on a list. Beginning with a randomly

selected department, every fourth department was selected for potential participation, which resulted in 24 departments targeted for the study. Permission to conduct research within the department was orally solicited from the department chairs. Upon receiving permission from chairs, an attempt to solicit least one professor per department was made to assure diversity of participants until the 500 student minimum was attained.

In addition to classrooms, students receiving special services at a university in northern Texas were considered for the sample group to be targeted from these potential sources: (1) student support services, which is a federally funded agency designed to support the academic and counseling needs of first generation (neither parent completed a US. college degree), low income, learning disabled and/or physically disabled students; and (2) an office of disability accommodation, which is an agency that helps university students who have disabilities with problems of educational access. The following departments were sufficient to attain the minimum desired sample size: Biology, Chemistry, English, History, Political Science, Psychology, Counselor Education, Personal & Academic Effectiveness, Finance, and Math. These fore mentioned departments and classes were believed to represent a diverse cross-section of the college student population. Once permission for participation was granted from the distinct sources, packets were distributed

to students for completion while they were in their regular scheduled class or agency appointment by the researcher. As mentioned above, the packet consisted of the DSA, SII, SIS, demographic sheet, and participation-consent form randomly arranged within the envelope except for the participation-consent form, which was always first. The participation-consent letter explained the incentive prize and procedure for drawing a number from the pool of numbers.

Participants were informed in writing and verbally that the purpose of this study was to develop an instrument to find out about college students' satisfaction in different areas of life. Along with the DSA, students were asked to take the two other scales for comparison purposes and see if the DSA was a useful instrument. The title of DSA was neither mentioned nor did it appear on the instrument to avoid possible influence upon the participant's response set. The participants were notified that the packet would take approximately 20 minutes to complete. Students were asked to put their name on the surveys; however, they were replaced with a numerical coding system to ensure confidentiality. The participants were informed that this study had been approved by the University Use of Human Subjects Committee (Appendix N). The students were also informed that no one would see their individual scores. Yet group scores would be seen by the researcher and possibly the members of the researcher's committee. The students were given a choice to participate

and take the surveys, and told that the results would not adversely affect their grades in any of their subjects. If they chose not to participate their grades would not be adversely affected either. They were also told that their participation is voluntary and they may withdraw from this activity at any point.

Informed consent was obtained prior to participation from each student. The informed consent document explained the expectations and requirements of partaking in the study and called for their signature as an indication of willingness to participate (See Appendix O). Additional demographic information was solicited concerning academic progress, grade point average, socioeconomic level, gender, age, educational level, and ethnicity (See Appendix P).

It was emphasized that there are no right or wrong answers and that the participants should respond to each statement without skipping any items. As well, it was emphasized that there is no time limit, yet, it might be most effective to respond with the first thought that comes to mind. This explanation of procedures was also included in written format for the students to read at any time.

Participants, currently enrolled in university classes and ranging in age from 18-27 years, heterogeneous with regard to gender, age, ethnicity, academic level, and socioeconomic level were included in the study. Similar to the presumed discouraged and norming samples, a minimum

response rate of 97% was also required of the college students. The college student sample consisted of 531, yet some cases were unusable due to missing statement responses.

Establishment of Reliability

Reliability, the consistency of the test in measuring whatever it measures, is also known as stability and dependability (Wiersma, 1969). A theoretical definition of reliability is the ratio of the true variance to the variance of the observed scores, that is, reliability is the proportion of the variance in the observed scores that is non-error (p.185-186).

Three common tests to estimate reliability are test-retest, parallel forms, and split-half procedures (Henerson, Morris, & Fitz-Gibbon, 1987). Of these, a special formula for computing split-half reliability was used to assess the reliability of the instrument. Cronbach's formula was used to compute the mean split-half reliability coefficient or alpha (Cronbach, 1951). A one-form, one administration technique of determining reliability, alpha, was computed by taking the average of all possible split-half coefficients for the DSA (Helmstadter, 1964). Larger values of alpha indicate higher reliability in the instrument. This index reflects the degree to which a group of items are measuring the same thing. When responses are not dichotomous such as in the DSA, it is

necessary to compute internal consistency of the total instrument and the five sub-scales through this procedure.

Establishment of Validity

The purpose of this study is to empirically establish a valid and reliable instrument to measure the psychological construct of discouragement in a college student sample. The validity of an instrument is basically the extent to which it measures what it is purports to measure (Kerlinger, 1964). In testing, measurement refers to the assignment of numbers to individuals or groups to indicate the level to which they possess the trait or characteristic being measured (Thomas & Young, 1989). Methods were employed to establish content, concurrent, and construct validity for the DSA.

Content validity refers to the extent to which the test items reflect the subject matter under study and about which conclusions are to be drawn (Wiersma, 1969). A systematic investigation of the 522 DSA statements was executed by the three colleagues to determine if they comprise a representative sample of the attitudes, behaviors, and thoughts of discouraged adults. Further evaluation of validity involving analysis of content and representativeness of items was conducted by the panel of experts. The panel of experts, knowledgeable in the theory underlying discouragement and life tasks, rated items for the DSA's content validity. The panel of experts was perhaps the most

critical component to establishing DSA validity. Content validity in this study corresponds specifically with the ability of the scale to indicate discouragement in college students aged 18-27 years. Determination of content validity was also performed through the execution of a Pearson-product moment correlation coefficient between each item score and its corresponding life task sub-scale score which resulted in keeping only items significant at the .001 level. When the DSA scores were compiled, high intercorrelations of sub-scale scores provided support for content validity.

The next type of validity to be considered, concurrent validity, was also important in development of the DSA. Concurrent validity involves the relationship between a test score and a measure of performance on an external criterion if they are collected at or about the same time (Wiersma, 1969). The criterion measure of concurrent validity can be another test score given at the same time as the test being validated (p.193). In this study, the calculation of a Pearson product-moment correlation coefficient on the scores from the DSA, SII, and SIS were computed to provide support for concurrent validity.

Lastly, methods of determining construct validity for discouragement included obtaining the opinion of experts, factor analysis with a varimax rotation, and correlating DSA scale scores with scores of SII and SIS independently. Construct validity for discouragement was ascertained through

the correlation of scores obtained from the DSA with scores obtained from the two social interest assessment instruments, SII and SIS. Similarities to DSA scale design mandate the use of the Social Interest Index (SII) (Greever et al., 1973) and the Social Interest Scale (SIS) (Crandall, 1981) for construct validity. In light of Adlerian literature (Adler, 1929; Lingg, 1990; Lingg & Wilborn, 1992), discouragement and social interest are inversely related constructs. Therefore, it was expected that a negative correlation exists between scores on the DSA with scores on both SII and SIS within a special sample of college students. The resulting scores were expected to verify that students scoring high in discouragement, as indicated by the score on the DSA would score low in social interest, as indicated by the score on Greever, Tseng, & Friedland's Social Interest Index (1973) and Crandall's Social Interest Scale (1981).

According to Lingg (1990), discouragement is inversely related to the Adlerian construct of social interest. While developing the Adolescent Discouragement Indicator (ADI), Lingg found a (-0.69) relationship significant at the .001 level between her total scale scores and the total SII score along the four related life task sub-scale scores (p.55). The SII does not include the spiritual life task, therefore, no correlation was calculated. Yet, correlation scores for the life task sub-scales of work, love, friendship, and self were -0.51, -0.55, -0.56, -0.55, and -0.61 respectively (p.45).

Based on the findings by Lingg (1990), the SII was chosen to establish construct validity for the DSA. Similar to Lingg, it was expected that college student discouragement as indicated by the participants score on the DSA will be inversely related to the SII.

The SII is a 32-item scale derived from an item pool of 194 statements indicative of Individual Psychology in general and specifically the works of Adler (1931, 1963), Ansbacher & Ansbacher (1956), and Dreikurs (1950). A 60-item Likert-type scale was administered to 83 junior college sophomores (54 female, 29 male) as a preliminary instrument. The 5-point scale has a response range from 1 "not at all like me" to 5 "very much like me."

The Marlowe-Crowne Scale of Social Desirability (Crowne & Marlowe, 1965) was concomitantly administered with the SII in an attempt to control for socially desirable answering by participants. The three step process to select the final instrument was performed through agreement from three prominent experts who were knowledgeable in the theory of Individual Psychology, item correlation with the total score ($p < .05$), and finally by non correlation of each item with the Marlowe-Crowne Scale of Social Desirability ($p < .05$).

The SII had a .79 test-retest reliability coefficient over a 14-day interval ($N = 83$). The total scale internal consistency as computed by the Cronbach alpha coefficient was 0.81. A total social interest score and sub-scale reliability

scores were obtained for each participant on the four life tasks of work, friendship, love, and self-significance. The SII sub-scale coefficients ranged from .35 to .64.

The participants that reflected high and low social interest scores as shown by SII scores greater than one standard deviation from the mean in both directions, were rated on social interest characteristics by a faculty member panel of two individuals knowledgeable in Individual Psychology. The two groups used to validate the social interest instrument consisted of ten members each. There was 85% agreement between the panel assessment and the SII results (Greever, et.al, 1973).

The California Psychological Inventory (CPI) was administered concurrently with the SII to another sample of 344 junior college students (189 males and 155 females). An examination of age, grade point average, and socioeconomic status were considered in this sample for association to social interest. The results showed correlation significant at the $p < .05$ level (11 positively, 1 negatively) for twelve of the 18 personality characteristics related to social interest. Researchers were able to support the results of the SII for measuring social interest along the areas of the four life tasks from a theoretical standpoint (Zarski, Bubenzer, & West, 1983). The findings of Zarski et. al., (1983) did provide support for the SII, however, they did reveal some significant weaknesses and areas for additional refinement

along Factors 3 (friendship) and 4 (work) (p. 91). Lingg (1990), similarly noted weaknesses on the factor analysis of the SII.

Kaplan (1991) reported that female high school students scored significantly higher than did male students on the SII ($t = 3.28, p < .001$). This study noted a possibility of life task success being greater for females (p.122).

Another means of establishing construct validity for the DSA was through correlation scores with the Social Interest Scale (Crandall, 1981). It was expected that college student discouragement as indicated by the participants score on the DSA would also be inversely related to the SIS.

The SIS, was a value-personality trait measurement of social interest developed by Crandall (1975; 1981), that attempted to control for participant response in a socially desirable fashion. The scale requires participants to select either of two personality characteristics or traits they value most for all 24 pairs. One of every pair has a trait more closely related to social interest than the other. Although the scale consists of 24 pairs of traits, only 15 of the pairs are specifically related to social interest and evaluated.

Test-retest reliability for the SIS over a five week interval was reported to be .82 for a group containing 20 female and 17 male college students (N=37). Split-half reliability using the Spearman-Brown prophecy formula

revealed a value of .77 (Crandall, 1975). An estimation of internal consistency for the SIS was accomplished through using the Kuder-Richardson 20 (K-R 20). Here the coefficient of reliability was found to be .73 (N = 246) (Crandall, 1981). After a 14 month retest (N=40), the coefficient of .65 was reported. The coefficient alpha estimated by the K-R 21 formula revealed a .71 reliability rating (N=227) (Crandall, 1981).

According to (Crandall & Harris, 1976), validation for the SIS can be seen through the correlation between SIS and number of cooperative responses ($r = .32, p < .005$) (p. 116). Also reported in this article, subjects classified as volunteers scored significantly higher on the SIS than did non-volunteers ($p < .05$) (p.117). The SIS was norm developed with college (N = 173) and high school students (N = 45) (Crandall, 1975). The mean for all participants was 8.43, with a standard deviation of 3.57 (p. 190). No significant difference was reported between college and high school participants. The comparison of gender difference and social interest revealed scores for females to be a mean of 8.81, standard deviation of 3.21 and males scores of 8.00 and 3.83 respectively (p. 191). According to Crandall, (1981) prison inmates (N=30) showed significantly lower social interest scores than male college freshman (N=38) ($p < .02$) and male university employees (N=104) ($p < .05$). Additionally,

cooperative behavior ($p < .01$) and altruism ($p < .05$) were significantly correlated to social interest.

Procedures For Data Analysis

BMDP Statistical Software (1993) was used to analyze data compiled from the norming, presumed discouraged, and college student samples. Means and standard deviations were computed for all participants on all instruments and sub-scales. The application of the Pearson product-moment correlation coefficient was conducted to determine the relationships between the following: DSA sub-scales and the four sub-scales on the SII, total DSA scores and total scores of SII and SIS, respectively. Cronbach's alpha coefficient of internal consistency was calculated on the DSA and sub-scales. Analysis of variance (ANOVA) was conducted to determine if there are any significant differences between gender, age, and ethnicity among samples on the DSA. Further analysis of data for the college student sample included the computation of analyses of variance on demographic information such as grade point average (GPA), absences, and course incompletions as variables. T-tests were employed to explore relationships between norming and presumed discouraged samples, as well as norming and college student samples. Factor analysis and factor analysis with varimax rotation were computed for investigation of item characteristics and underlying constructs on the DSA.

CHAPTER III

ANALYSIS OF DATA, RESULTS, AND DISCUSSION

This chapter presents the results and a discussion of the findings. The purpose of this study in general was to develop the DSA, which quantitatively assesses discouragement, and to specifically establish norms, reliability, and validity data on college students.

Analysis of Data

An effort to generate a diverse series of representative samples is demonstrated in the following section. Composition of item analysis, presumed discouraged, norm, and college student samples was compiled and illustrated in tables 1-6. Table 1 shows item analysis sample composition.

Table 1

Item Analysis Sample for Preliminary DSA

GENDER								
Male	Female	Unrep	Total					
38	71	0	109					
AGE								
18-34	35-49	50-64	>65	Unrep	Total			
69	31	6	2	1	109			
ETHNIC								
Af.Am	As.Am	Cauc.	Hisp.	Nat.Am	Birace	Other	Unrep	Total
14	3	83	4	3	2	0	0	109

Table 2 shows the composition of the presumed discouraged sample who completed the DSA.

Table 2

Composition of Participants Presumed Discouraged Sample On DSA, SII, and SIS

GENDER								
Male	Female	Unrep	Total					
15	30	2	47					
AGE								
18-34	35-49	50-64	>65	Unrep	Total			
38	8	0	0	1	47			
ETHNIC								
Af.Am	As.Am	Cauc.	Hisp.	Nat.Am	Birace	Other	Unrep	Total
0	1	39	2	4	1	0	0	47

An attempt was made to approximate the age distribution of the United States with the norm sample by using the 1990 Census of Population (1992). Table 3 illustrates a comparison of the sample to the U.S. population with respect to age.

Table 3

Norm Sample Age Distribution Comparison Between US Census for Urbanized Areas

Age					
Source	18-34 Yrs	35-49 Yrs	50-64 Yrs	> 65 Yrs	Unrep Age
% US. Pop	29	20	13	17	
% N.Sample	30	40	15	5	7

An additionally attempt was made by the researchers to gather DSA normative data on a sample approximately proportional to the ethnic make up of the United States 1990

Census of Population for Urbanized Areas. Table 4 illustrates a comparison of the ethnic distributions for the United States population and the norming sample population.

Table 4

Norm Sample Ethnic Distribution Comparison Between US Census for Urbanized Areas

	Ethnic							
Source	Afr.Am	As.Am	Cauc	Hisp.	Nat.Am	Bi-rac	Other	Unrep
% US	13.6	3.6	71.3	10.9	.5	N/A	.1	N/A
% Norm	9	2	74	6	4	1	1	3

Table 5 illustrates the composition of the norming sample who completed the final version of the DSA.

Table 5

Composition of Norming Sample Completing the DSA

GENDER			
Male	Female	Unrep	Total
167	358	61	586

AGE					
18-34	35-49	50-64	>65	Unrep.	Total
177	234	89	27	43	586

ETHNIC								
Af.Am	As.Am	Cauc.	Hisp.	Nat.Am	Birace	Other	Unrep	Total
53	14	436	34	22	3	7	17	586

Table 6 illustrates the composition of the college student sample who adequately completed the DSA.

Table 6Composition of College Student Sample Completing the DSA

Gender										
Male	Femal	Unrp	Total							
202	320	8	523							
Age										
18	19	20	21	22	23	24	25	26	27	Unrp
158	81	62	44	33	21	28	23	14	6	61
Race										
Af.Am	As.Am	Cauc	Hisp	NatAm	Bi-ra	Othr	Unrp			
42	22	395	34	8	13	8	9			

Means and standard deviations were computed for the DSA, as well as, each sub-scale of the DSA from the scores obtained for the presumed discouraged, norm, and the college student samples. Appendices R, S, and T show the range of scores, means, and standard deviations of the DSA for all administrations.

Reliability

According to Cronbach (1951), research based on measurement must be concerned with accuracy, dependability or reliability of measurement. Cronbach's alpha coefficient was computed for norm, presumed discouraged, and college student samples to yield reliability for the total DSA and the five sub-scales. Coefficient alpha represents the mean intercorrelation between item scores and total score on the DSA. The reliability coefficient demonstrates whether the test designer was correct in expecting a certain collection

of items to yield interpretable statements about individual differences (p.297). Cronbach's coefficient alpha with regard to the item analysis sample of the DSA development was computed and is illustrated in Table 7.

Table 7

Cronbach's Coefficient Alpha on Item Analysis Sample DSA Sub-scale and Total Scores

<u>Sub-scale</u>	<u>Item Analysis Sample</u>
Love	0.8736
Society	0.8772
Spirituality	0.9214
Self	0.8816
Work	0.7951

N=109

Internal consistency ratings for the total instrument and sub-scales from all samples are illustrated in Table 8.

Table 8

Cronbach Alpha Coefficients on Total DSA and Sub-scales for Norm, Presumed Discouraged, and College Student Samples

<u>Scale</u>	<u>Norm</u>	<u>Presumed Discouraged</u>	<u>College Student</u>
Work	0.7861	0.8004	0.7742
Love	0.8483	0.8574	0.8374
Self	0.8686	0.9061	0.8903
Society	0.7913	0.8856	0.8301
Spirituality	0.8925	0.8537	0.8958
Total DSA	0.9392	0.9496	0.9327
N =	586	47	531

Validity

Within the scale construction, item generation and item selection contributed to the construct validity of the DSA.

The Pearson product-moment correlation coefficient was computed on data compiled from concurrent administrations of the DSA, SII, and SIS to establish construct validity. The preliminary 123-item DSA was reduced to 60 items and from this 60-items a Pearson r was computed in conjunction with scores on the SII and SIS. Table 9 illustrates the Pearson r correlations between the DSA, SII, and SIS for the Item Analysis sample.

Table 9

Pearson r Correlation Among DSA, SII, and SIS on Item Analysis Sample

DSA	SII				SIS
	Total	Love	Society	Self	
Total	-.64**				-.18##
Love		-.43**			
Society			-.50**		
Self				-.43**	
Work					-.63**

*p<.001 **p<.01 #p<.05 ##p<.10

Factor analysis is a method for determining the number and nature of the underlying variables among measures. Confirmation of factor structure through factor analysis with varimax rotation was conducted to further investigate DSA construct validity. Appendix J illustrates the factor analysis with varimax rotation findings. Factor analysis

helped identify fundamental attributes underlying the DSA. The selection criteria for items in a factor loading was set at .4000 or above, which expresses an acceptable correlation between DSA and factors (Kerlinger, 1964). Analysis of the factor loaded statements computed by an open ended varimax rotation supports five themes (Appendix Q). The five factors accounted for 100% of the DSA variance and are as follows: Factor 1 - 22%; Factor 2 - 21%; Factor 3 - 20%; Factor 4 - 19%; and Factor 5 - 18%. Analysis of the underlying variables among the factors revealed one discernible theme for each of the five life tasks on the DSA.

Statements in Factor 1 clearly depict an underlying theme of spirituality which supports the DSA life task of spirituality. The eleven items in Factor 1 refer to the importance and expression of spiritual beliefs in adults. Spirituality refers to how an individual relates to life and justifies ones existence while addressing issues of religion, immortality, one's place in the universe, and the meaning of life.

Factor 2 is less conclusive than the other factors in corresponding with a specific life task. However, along with the four items that definitively relate to productivity, a majority of the items address helping, contributing, and overcoming which indirectly relate to productivity and warrant inclusion.

Factor 3 items clearly identified with the life task of society and comprised 75% of statements coming directly from the society task. Factor 3 represents aspects of relating to society, community and one another. This factor could be called malevolence. Individuals who score high in this sub-scale would be characterized by having or showing ill will toward others. These individuals may demonstrate non-compliant behavior, as well as a disregard for others, rules, and order.

Items in Factor 4 represent the self-significance task with five of the seven statements meeting the selection criteria. Factor 4 refers to how an individual relates to oneself according to one's own interpretation of self and present difficulty. Statements that loaded on Factor 4 represent adults who recognize a general sense of self and reveal their interpretation as one encounters life.

Factor 5 is representative of the task of intimate relations. The seven statements that loaded on this task are all directly associated to an adult's beliefs and attitudes toward relating intimately with another human being.

Another effective means of validating the DSA was through analysis of the interrelatedness among the sub-scales. The correlation matrix illustrated in Table 10 reveals significant relationships at the $p < .001$ level between the five sub-scales and the total DSA to the sub-scales.

Table 10

Source	Total	Love	Society	Spirit	Self	Work
Total	-					
Love	0.81*	-				
Society	0.70*	0.42*	-			
Spirit	0.72*	0.43*	0.44*	-		
Self	0.81*	0.62*	0.39*	0.39*	-	
Work	0.80*	0.54*	0.55*	0.39*	0.69*	-

*= $p < .001$

Construct validity was further substantiated by the findings through the Pearson Product-moment correlation coefficient analysis. According to the Adlerian literature (Lingg, 1990; Lingg & Wilborn, 1992) an inverse relationship exists between social interest and discouragement, therefore DSA Pearson r results not surprisingly supported these findings. Tables 11, 12, and 13 show the Pearson r findings for norm, presumed discouraged, and college student samples.

Table 11

Pearson r Correlations Between DSA and SII, as well as DSA and SIS on Norm Sample

Source	DSA	Norm Sample					SIS
		Total	Love	Society	Self	Work	
Total		-.50***					-.18†
Love			-.40**				
Society				-.27***			
Self					-.58***		
Work						-.23*	

N=586

*** $p < .001$; ** $p < .01$; * $p < .05$; † $p < .10$

Table 12

Pearson r Correlations Between DSA and SII, as well as DSA and SIS on Presumed Discouraged Sample

Source	Presumed Discouraged Sample					
	DSA	SII				SIS
	Total	Love	Society	Self	Work	Total
Total	-.77***					-.35*
Love		-.48**				
Society			-.54***			
Self				-.75***		
Work					-.12	

N=46

***p<.001; **p<.01; *p<.05

Table 13

Pearson r Correlations Between DSA and SII, as well as DSA and SIS on College Student Sample

Source	College Student Sample					
	DSA	SII				SIS
	Total	Love	Society	Self	Work	Total
Total	-.64***					-.27**
Love		-.42***				
Society			-.37***			
Self				-.65***		
Work					-.28**	

N=531 ***p<.001; **p<.01; *p<.05; †p<.10

Another form of construct validity employed during the development of the DSA was to explore how a sample of presumed discouraged adults would compare to a general norming sample. The presumed discouraged sample was comprised of individuals currently experiencing difficulty meeting the challenges of life. According to Dreikurs (1967), symptoms of discouragement appear the moment when the person experiences difficulties. The discouraged individual has a sense of personal inadequacy and withdraws from some life task

(p.114). It was assumed that if the DSA would discern discouragement in adults, then targeting a presumed discouraged sample for comparison purposes might be worthy of exploration. An investigation of the differences from both samples on all three instruments (DSA, SII, and SIS) was warranted by the researchers.

The DSA was administered to 47 individuals involved in counseling at counseling centers in northern Texas. The participants completed the packet containing the DSA, SII, SIS, demographic sheet, consent form, and an optional entry form for a participation incentive prize. A comparison of the differences between the presumed discouraged sample and the general norming sample were computed through t-tests and is illustrated in Table 14.

Table 14

T-tests Between Means of Norm and Presumed Discouraged Samples for DSA, SII, and SIS

Variable	N	Mean	Std.Dev.	Std.Err of Mean	t-Value	2-Tail Prob.
DSA						
Norm	526	112.40	23.82	1.03		
P.Disc.	46	145.63	30.48	4.49	7.44	0.000
Greever						
Norm	585	129.33	13.17	0.55		
P.Disc.	47	119.62	12.73	1.86	-5.57	0.000
Crandall						
Norm	586	9.07	3.08	0.13		
P.Disc.	47	7.70	3.34	0.49	-2.78	0.008

Norm = Norming sample; P.Disc.= Presumed discouraged sample

Construct validity was further supported through significant differences as indicated by t-test comparisons of the norm and presumed discouraged samples from the DSA, SII,

and SIS instruments. T-test comparisons for DSA data revealed that norm and presumed discouraged samples were significantly different ($p < .001$). T-test comparisons of data on the SII revealed significant differences between norm and presumed discouraged samples too ($p < .001$). Finally, t-test comparisons of data on the SIS showed significant differences between norm and presumed discouraged samples ($p < .01$).

T-test comparisons were also computed between the norm and college student data to investigate possible differences. The t-test findings between norm and college student samples are indicated on table 15.

Table 15

t-Tests Between Means of Norm and College Student Samples
From DSA, SII, and SIS

Source	N	Mean	S.D.	S.E.M.	t-Value	2-tail Prob
DSA						
Norm	526	112.18	23.82	1.04		
C.S.	495	132.00	25.50	1.15	17.31	0.0000
SII						
Norm	585	129.33	13.17	0.54		
C.S.	531	128.00	12.00	0.52	-3.76	0.0002
SIS						
Norm	586	9.07	3.08	0.13		
C.S.	524	8.92	3.31	0.14	-1.04	0.2992

C.S. = College Student Sample

Two of the three t-test comparisons indicated significant differences between norm and college student samples. The results of the t-test comparisons on the DSA between norm and college student samples revealed a significant difference ($p < .001$). The results of the t-test

comparisons on the SII between norm and college student sample also showed a significant difference ($p < .001$). There were no significant differences indicated between samples on the SIS.

Analysis of Variance

A series of one-way analyses of variances (ANOVA) were conducted to investigate any significant differences among age, gender, and ethnicity for all samples. ANOVA's specific to the College student sample also included exploration of grade point average, self reported mean number of absences per week, and course incompletions. Each sample was investigated separately therefore the results were illustrated along the three groups, norm, presumed discouraged, and college students.

Norm Sample: A one-way analysis of variance was first conducted on the this sample to investigate any significant differences between genders. Table 16 illustrates the summary of these findings.

Table 16

One-Way ANOVA Summary Table for Total DSA Scores and Sub-scale Scores for Gender on Norm Sample

Source	Sum of Squares	df	Mean Square	F	Sign.
Total					
Between	2916.01	1	2916.01	5.04	0.025
Within	272493.71	471	578.54		
Society					
Between	720.06	1	720.06	29.85	0.000
Within	12108.56	502	24.12		
Spirit					
Between	313.07	1	313.07	5.63	0.018
Within	28477.17	512	55.62		
Work					
Between	15.87	1	15.87	0.56	0.454
Within	14573.38	514	28.35		
Love					
Between	50.67	1	50.67	0.99	0.319
Within	25842.75	507	50.97		
Self					
Between	15.45	1	15.45	0.36	0.551
Within	22324.54	514	43.43		

There were significant differences ($p < .05$) on the Total DSA score and the Spirit sub-scale between males and females. There is also a significant difference between males and females on the Society sub-scale ($p < .001$), with females scoring lower. There were no reported differences between males and females on the sub-scales of work, love, and self. Yet, females scores indicate significantly lower levels of discouragement than males on the Total DSA and sub-scales of spirit and society.

Table 17 shows a summary of one-way analysis of variance findings on the Norm sample relating to age. There were significant differences found on the Total DSA ($p < .001$), and work ($p < .05$), society ($p < .001$), and spirit ($p < .01$) sub-scales in the norm sample.

Table 17

One-Way ANOVA Summary Table for Total DSA Scores and Sub-scale Scores for Age on Norm Sample

Source	Sum of Squares	df	Mean Square	F	Sign.
Total					
Between	10050.12	3	3350.04	5.90	0.0006
Within	276112.71	486	568.13		
Society					
Between	863.74	3	287.91	12.20	0.0000
Within	12252.07	519	23.61		
Spirit					
Between	779.62	3	259.87	4.77	0.0027
Within	28777.06	528	54.50		
Work					
Between	295.55	3	98.52	3.54	0.0146
Within	14705.13	528	27.85		
Love					
Between	156.98	3	52.33	1.00	0.3914
Within	27251.20	522	27.85		
Self					
Between	61.52	3	20.51	0.47	0.7034
Within	23128.88	530	43.64		

The Scheffe Method of testing for multiple comparisons was applied to test any and all possible contrasts among sets of means for age groups. The Scheffe method is ideal for conservative comparison purposes. The differences required for significance are so large that investigators may

infrequently observe significant differences (Wike, 1971, p.55). The Scheffe Method was utilized because of its conservativeness in estimation of significance comparison. This method was recommended for procedures where complex contrasts are conducted (Hinkle et al., 1988, p.379). Tables 18, 19, 20, and 21 illustrate the significant differences reported in data from the ANOVA on age for the Norm sample.

Table 18

Scheffe Method of Testing Multiple Comparisons Among Age Groups On Total DSA For Norm Sample

Age Group	Mean	N	18-34 Years	35-49 Years	50-64 Years	> 65 Years
18-34 Years	117.78	178		**	**	
35-49 Years	108.99	214	**			
50-64 Years	106.67	76	**			
>65 Years	112.50	22				

*p <.05; **p <.01

Table 19

Scheffe Method of Testing Multiple Comparisons Among Age Groups On The Society Sub-scale For Norm Sample

Age Group	Mean	N	18-34 Years	35-49 Years	50-64 Years	> 65 Years
18-34 Years	21.71	189		**	**	
35-49 Years	19.08	225	**			
50-64 Years	18.78	82	**			
>65 Years	20.30	27				

*p <.05; **p <.01

Table 20

Scheffe Method of Testing Multiple Comparisons Among Age Groups On Spirituality Sub-scale For Norm Sample

Age Group	Mean	N	18-34 Years	35-49 Years	50-64 Years	> 65 Years
18-34 Years	24.45	188		**	#	
35-49 Years	21.85	230	**			
50-64 Years	22.03	88	#			
>65 Years	22.23	26				

*p <.05; **p <.01; #p <.10

Table 21

Scheffe Method of Testing Multiple Comparisons Among Age Groups On Work Sub-scale For Norm Sample

Age Group	Mean	N	18-34 Years	35-49 Years	50-64 Years	> 65 Years
18-34 Years	22.71	188		*		
35-49 Years	21.12	230	*			
50-64 Years	21.18	88				
>65 Years	22.04	26				

*p <.05; **p <.01

Table 22 reflects a summary of one-way analysis of variance findings from the Norm sample with regard to ethnicity. No significant differences were found on ethnicity in either the Total DSA or sub-scales data.

Table 22

One-Way ANOVA Summary Table for Total DSA Scores and Sub-scale Scores for Ethnicity on Norm Sample

Source	Sum of Squares	df	Mean Square	F	Sign.
Total					
Between	6730.84	6	1121.81	1.99	0.065
Within	285015.89	506	563.27		
Love					
Between	161.32	6	26.89	0.53	0.786
Within	27694.10	546	50.72		
Society					
Between	145.65	6	24.28	0.98	0.439
Within	13421.43	541	24.81		
Spirit					
Between	601.98	6	100.33	1.87	0.084
Within	29539.11	551	53.61		
Self					
Between	464.21	6	77.37	1.81	0.096
Within	23587.11	551	42.81		
Work					
Between	270.49	6	45.08	1.65	0.131
Within	15063.75	552	27.29		

Presumed Discouraged Sample: A one-way analysis of variance was computed on the data from the Presumed Discouraged sample to explore differences among gender, age, and ethnicity in a similar fashion to what was done with the Norm sample. Table 23 illustrates a summary of the findings regarding gender differences in presumed discouraged data.

Table 23

One-Way ANOVA Summary Table for Total DSA Scores and Sub-scale Scores for Gender on Presumed Discouraged Sample

Source	Sum of Squares	df	Mean Square	F	Sign.
Total					
Between	2990.82	1	2990.82	3.26	0.078
Within	38522.36	42	917.20		
Love					
Between	72.26	1	72.26	0.93	0.341
Within	3274.29	42	77.96		
Society					
Between	240.10	1	240.10	5.01	0.030
Within	2058.70	43	47.88		
Spirit					
Between	90.00	1	90.00	1.57	0.217
Within	2464.80	43	57.32		
Self					
Between	127.21	1	127.21	1.58	0.216
Within	3470.70	43	80.71		
Work					
Between	67.60	1	67.60	1.48	0.231
Within	1968.40	43	45.78		

The only significant difference found through an investigation of gender was found on the society sub-scale. The significant difference ($p < .05$) was found with females scoring significantly lower than males on the society sub-scale. There were no other significant differences found between the gender groups in the presumed discouraged sample.

A one-way analysis of variance was conducted on the Presumed discouraged sample to investigate differences between age groups. There were no significant differences found between age groups in the Presumed discouraged sample.

However, only data from the 18-34 year and 35-49 year age groups were collected. Table 24 summarizes data on age groups.

Table 24

One-Way ANOVA Summary Table for Total DSA Scores and Sub-scale Scores for Age Data on Presumed Discouraged Sample

Source	Sum of Squares	df	Mean Square	F	Sign.
Total					
Between	1126.14	1	1126.14	1.21	0.278
Within	40147.06	43	933.65		
Love					
Between	15.96	1	15.96	21.00	0.651
Within	3307.96	43	76.96		
Society					
Between	134.61	1	134.61	2.73	0.106
Within	2172.87	44	49.38		
Spirit					
Between	77.64	1	77.64	1.30	0.261
Within	2631.77	44	59.81		
Self					
Between	56.39	1	56.39	0.70	0.406
Within	3529.26	44	80.21		
Work					
Between	109.60	1	109.60	2.52	0.119
Within	1913.27	44	43.48		

A one-way analysis of variance was also computed to investigate differences among ethnic groups within the Presumed discouraged sample. Table 25 summarizes findings regarding ethnic groups for the Presumed discouraged sample.

Table 25

One-Way ANOVA Summary Table for Total DSA Scores and Sub-scale Scores for Ethnicity on Presumed Discouraged Sample

Source	Sum of Squares	df	Mean Square	F	Sign.
Total					
Between	2065.38	4	516.34	0.53	0.712
Within	39731.34	41	969.06		
Love					
Between	287.10	4	71.78	0.96	0.441
Within	3070.22	41	74.88		
Society					
Between	42.67	4	10.67	0.20	0.938
Within	2265.08	42	53.93		
Spirit					
Between	113.61	4	28.40	0.45	0.769
Within	2624.94	42	62.50		
Self					
Between	333.58	4	83.39	1.06	0.390
Within	3313.36	42	78.89		
Work					
Between	63.95	4	15.99	0.34	0.850
Within	1980.90	42	47.16		

There were no significant differences found among ethnic groups for presumed discouraged sample data on either Total DSA or the DSA sub-scales.

College Student Sample: A one-way analysis of variance was computed on the college student sample to investigate differences among gender, age, and ethnicity in a similar fashion to the norm and presumed discouraged samples above. Table 26 summarizes findings regarding gender differences.

Table 26

One-Way ANOVA Summary Table for Total DSA Scores and Sub-scale Scores for Gender on College Student Sample

Source	Sum of Squares	df	Mean Square	F	Sign.
Total					
Between	16003.76	1	16003.76	25.51	0.000
Within	304897.07	486	627.36		
Love					
Between	498.03	1	498.03	8.17	0.004
Within	30967.13	508	60.96		
Society					
Between	2813.85	1	2813.85	75.51	0.000
Within	18669.72	501	37.26		
Spirit					
Between	1498.69	1	1498.69	22.75	0.000
Within	33328.05	506	65.87		
Self					
Between	28.20	1	28.20	0.54	0.464
Within	26822.56	510	52.59		
Work					
Between	198.92	1	198.92	5.64	0.018
Within	18017.63	511	35.26		

There were significant differences on the Total DSA ($p < .001$); and sub-scales of love ($p < .01$), society ($p < .001$), spirit ($p < .001$), and work ($p < .05$) with females scoring lower than males in each case. No significance was found on the self sub-scale.

A one-way analysis of variance was conducted on the college student sample to investigate differences among age groups. Table 27 summarizes findings regarding age differences.

Table 27

One-Way ANOVA Summary Table for Total DSA Scores and Sub-scale Scores for Age on College Student Sample

Source	Sum of Squares	df	Mean Square	F	Sign.
Total					
Between	10732.48	9	1192.50	1.87	0.055
Within	276796.60	433	639.25		
Love					
Between	562.23	9	62.47	1.00	0.437
Within	28158.14	452	62.30		
Society					
Between	631.11	9	70.12	1.67	0.095
Within	18691.49	444	42.10		
Spirit					
Between	993.67	9	110.41	1.67	0.094
Within	29596.62	448	66.06		
Self					
Between	718.39	9	79.82	1.51	0.142
Within	24005.19	454	52.87		
Work					
Between	736.34	9	81.82	2.36	0.013
Within	15724.11	453	34.71		

No significant differences were found among age groups of the college student sample. A one-way analysis of variance was conducted on the college student sample to investigate differences among ethnic groups. Table 28 summarizes findings regarding ethnic differences.

Table 28

One-Way ANOVA Summary Table for Total DSA Scores and Sub-scale Scores for Ethnicity on College Student Sample

Source	Sum of Squares	df	Mean Square	F	Sign.
Total					
Between	9031.00	6	1505.17	2.38	0.028
Within	304298.01	481	632.63		
Love					
Between	238.93	6	39.82	0.64	0.695
Within	31100.92	503	61.83		
Society					
Between	520.09	6	86.68	2.06	0.056
Within	20847.18	496	42.03		
Spirit					
Between	1370.87	6	228.48	3.45	0.002
Within	33172.54	501	66.21		
Self					
Between	1042.64	6	173.77	3.43	0.003
Within	25621.33	505	50.73		
Work					
Between	155.47	6	25.91	0.74	0.617
Within	17703.31	506	34.99		

Significant differences were found between ethnic groups on the Total DSA and the sub-scales of spirit and self. The Scheffe Method of testing for multiple comparisons was employed to determine among which ethnic groups the significant differences occurred. Tables 29, 30, and 31 illustrate the differences found using the Scheffe Method of testing for multiple comparisons on data gathered from the ANOVA on ethnic groups for the college student sample.

Table 29

Scheffe Method of Testing for Multiple Comparisons Among
Ethnic Groups on Total DSA for College Student Sample

Source	African	Asian	Cauc.	Hispan.	Nat.Am.	Bi-rac.	Other
African		*					
Asian	*						
Cauc.							
Hispan.							
Nat.Am.							
Bi-rac.							
Other							

*p<.10

Table 30

Scheffe Method of Testing for Multiple Comparisons Among
Ethnic Groups on Spirit Sub-scale for College Student Sample

Source	African	Asian	Cauc.	Hispan.	Nat.Am.	Bi-rac.	Other
African					*		
Asian							
Cauc.							
Hispan.							
Nat.Am.	*						
Bi-rac.							
Other							

*p<.10

Table 31

Scheffe Method of Testing for Multiple Comparisons Among
Ethnic Groups on Self Sub-scale for College Student Sample

Source	African	Asian	Cauc.	Hispan.	Nat.Am.	Bi-rac.	Other
African		#	#				
Asian	#						
Cauc.	#						
Hispan.							
Nat.Am.							
Bi-rac.							
Other							

p<.05

A difference ($p < .10$) was found on the Total DSA between ethnic groups African Americans and Asian Americans. The sub-scale of spirit ($p < .05$) revealed differences between African

American and Native American groups. The sub-scale of self (p <.05) revealed differences between African Americans and the Asian and Caucasian groups.

A one-way analysis of variance was conducted on the College student sample to investigate GPA differences among groups. Table 32 summarizes findings regarding GPA differences.

Table 32

One-Way ANOVA Summary Table for Total DSA Scores and Sub-scale Scores for GPA on College Student Sample

Source	Sum of Squares	df	Mean Square	F	Sign.
Total					
Between	17827.61	6	2971.26	4.65	0.0001
Within	300002.28	469	639.66		
Love					
Between	1270.54	6	211.76	3.49	0.002
Within	29639.69	488	60.73		
Society					
Between	545.13	6	90.86	2.13	0.048
Within	20514.41	482	42.56		
Spirit					
Between	621.82	6	103.64	1.52	0.168
Within	33118.52	487	68.00		
Self					
Between	603.87	6	100.64	1.93	0.074
Within	25572.24	491	52.08		
Work					
Between	2117.45	6	352.90	11.04	0.000
Within	15727.26	492	31.97		

Significant differences were found between GPA groups on the Total DSA and the work sub-scale. The Scheffe Method of

testing for multiple comparisons was employed to determine among which GPA groups the significant differences occurred. Tables 33 and 34 illustrate the differences found using the Scheffe Method of testing for multiple comparisons on data gathered from the ANOVA on GPA groups for the college student sample.

Table 33

Scheffe Method of Testing for Multiple Comparisons Among GPA Groups on Total DSA for College Student Sample

Source	<1.0	1.0- 1.49	1.5- 1.99	2.0- 2.49	2.5- 2.99	3.0- 3.49	3.5- 4.00
<1.0							
1.0- 1.49							
1.5- 1.99						*	*
2.0- 2.49							#
2.5- 2.99							
3.0- 3.49			*				
3.5- 4.00			*	#			

* $p < .05$ # $p < .1$

Table 34

Scheffe Method of Testing for Multiple Comparisons Among GPA Groups on Work Sub-scale for College Student Sample

Source	<1.0	1.0- 1.49	1.5- 1.99	2.0- 2.49	2.5- 2.99	3.0- 3.49	3.5- 4.00
<1.0							
1.0- 1.49							
1.5- 1.99					#	**	**
2.0- 2.49						*	**
2.5- 2.99			#				**
3.0- 3.49		**		*			
3.5- 4.00		**	**	**	**		

**p<.01 *p<.05 #p<.1

A difference ($p < .001$) was found on the Total DSA between GPA groups one point five to one point ninety-nine (1.5-1.99) and the two groups: Three point zero to three point forty-nine (3.0-3.49) and three point five to four point zero (3.5-4.0) with the (1.5-1.99) group reporting greater levels of discouragement. The sub-scale of Work ($p < .001$) revealed differences between one point five to one point ninety-nine group (1.5-1.99) and the following groups: Two point five to two point ninety nine (2.0-2.99), three point zero to three point forty nine (3.0-3.49), and three point five to four point zero (3.5-4.0) with the (1.5-1.99) group reporting greater levels of discouragement.

A one-way analysis of variance was conducted on the college student sample to investigate differences in absences

among groups. Table 35 summarizes findings regarding differences in differences.

Table 35

One-Way ANOVA Summary Table for Total DSA Scores and Sub-scale Scores for Absences on College Student Sample

Source	Sum of Squares	df	Mean Square	F	Sign.
Total					
Between	12878.86	4	3219.72	5.24	0.0004
Within	279735.06	455	614.80		
Love					
Between	581.58	4	145.39	2.34	0.054
Within	29462.29	475	62.03		
Society					
Between	1161.88	4	290.46	7.44	0.000
Within	18243.41	467	39.06		
Spirit					
Between	246.88	4	61.72	0.92	0.453
Within	33118.52	487	68.00		
Self					
Between	482.13	4	120.53	2.31	0.057
Within	25572.24	491	52.08		
Work					
Between	1343.69	4	335.92	10.50	0.000
Within	15266.41	477	32.00		

Significant differences were found among number of absences on the Total DSA, society, and work DSA sub-scales for college students. In general, students who indicated more absences tended to report more discouragement. Once again, the Scheffe Method of testing for multiple comparisons was applied to determine how many absences in which the significance occurred.

Table 36

Scheffe Method of Testing for Multiple Comparisons Among Absences Groups on Total DSA for College Student Sample

Source	0	1	2	3	4
0			**		
1					
2	**				
3					
4					
**p<.01	*p<.05	#p<.1			

Table 37

Scheffe Method of Testing for Multiple Comparisons Among Absence Groups on Society Sub-scale in College Student Sample

Source	0	1	2	3	4
0			**		
1			**		
2	**	**			
3					
4					
**p<.01	*p<.05	#p<.10			

Table 38

Scheffe Method of Testing for Multiple Comparisons Among Absence Groups on Work Sub-scale for College Student Sample

Source	0	1	2	3	4
0		*	**	**	
1	*		#		
2	**	#			
3	**				
4					
**p<.01	*p<.05	#p<.10			

A difference ($p < .01$) was found on the Total DSA between students with zero absences and students with two absences. Differences ($p < .01$) were found on the society sub-scale between students with no absences and two absences as well as between students with one absence and two absences. Absences on the work sub-scale revealed several

differences among college students. There were differences between those students with zero absences and those with the following number of absences: one ($p < .05$), two ($p < .01$), and three ($p < .01$). There was also a difference between students with one absence and two absences ($p < .10$).

A one-way analysis of variance was conducted on the college student sample to investigate differences in number of course incompletions reported among groups. Table 39 summarizes findings regarding differences in differences.

Table 39

One-Way ANOVA Summary Table for Total DSA and Sub-scale Scores for Course Incompletions on College Student Sample

Source	Sum of Squares	df	Mean Square	F	Sign.
Total					
Between	477.22	5	95.44	1.49	0.192
Within	268237.42	418	641.72		
Love					
Between	387.11	5	77.42	1.27	0.277
Within	26692.91	437	61.08		
Society					
Between	89.51	5	17.90	0.40	0.847
Within	19231.12	432	44.52		
Spirit					
Between	341.77	5	68.36	1.00	0.418
Within	29771.03	435	68.44		
Self					
Between	290.96	5	58.19	1.11	0.353
Within	22894.13	438	52.27		
Work					
Between	294.61	5	58.92	1.64	0.149
Within	15811.07	439	36.02		

No significant differences were found among the college student sample for number of course incompletions.

Summary of Results

The results of this study indicate that the DSA is a useful assessment and research instrument. Three independent samples were used to measure reliability and validity of the DSA. The respective measures of reliability for the norm, presumed discouraged, and college student samples according to Cronbach's alpha coefficient were 0.9392, 0.9496, and 0.9327. DSA sub-scale results further indicate considerable reliability with all scores greater or equal to 0.7742 for Cronbach's coefficient alpha.

Pearson r coefficients between the DSA and SII, as well as the DSA and SIS were computed to explore relationships within and among the three samples (Pearson r comparison table of results). The Pearson r between total DSA and total SII indicated a strong inverse relationship (-0.50, -0.77, -0.64) significant at the ($p < .001$) level for the norm, presumed discouraged, and college student samples respectively. Correlations among the sub-scales for all samples also indicated inverse relationships of varying levels of significance. Although inversely related, the Pearson r for the work sub-scale in the presumed discouraged sample (-.12) was the only sub-scale not to be significant.

The correlation coefficients between DSA and SIS for all samples were inversely related and significant to at least

the 0.05 level. Although not as strongly significant as with the SII, the SIS results did indicate an inverse relationship and validated the DSA's ability to discern discouragement.

T-test comparisons between the means of the norm and presumed discouraged samples revealed scores that were significantly different on the DSA, SII, and SIS at ($p < .001$), ($p < .001$), and ($p < .01$) levels respectively. With these t-test results, the DSA's ability to discern discouragement was further validated. The DSA actually did what it was expected to do, discriminate discouragement in individual's that are believed to be discouraged. The t-test results of the norming group were significantly lower in level of discouragement to the presumed discouraged sample.

The findings from the factor analysis with varimax rotation indicated the presence of five factors underlying the DSA. The five factors accounted for 100% of the DSA variance: Factor 1- 22.43%, Factor 2- 21.30%, Factor 3- 19.73%, Factor 1- 18.57%, Factor 1- 17.97%. Spirituality, work, society (malevolence), self, and intimate relationships tasks are clearly represented by the above factors.

The data from the three samples were next subjected to analysis of variance investigations. The results of each sample is summarized in order of investigation beginning with the norm sample. The analysis of variance results of the norm sample data indicated significant differences between genders. This ANOVA specifically indicated that females

reported less discouragement than males on the Total DSA, as well as, the society and spirituality sub-scales. The analysis of variance also revealed significant differences between age groups on Total DSA, society, spirit, and work sub-scales with higher reported levels of discouragement in the 18-34 year old age group. No significant differences indicated through analysis of variance for ethnicity.

Analysis of variance for presumed discouraged sample also indicated a significant difference between genders. However, the only significant difference was found in the society sub-scale with females reporting lower levels of discouragement than males in this sample. Although not significant, females reported less discouragement than males on all scales and sub-scales in the sample. The ANOVA revealed no significant differences between age groups. However, the only two age groups represented by data in this sample were 18-34 years and 35-49 years. Additionally, no significant differences were found for ethnicity in the presumed discouraged sample either.

Results of the analysis of variance for the college student sample indicated significant differences between genders on the Total DSA and sub-scales of love, society, spirit, and work. In all situations, significant or not, females reported lower levels of discouragement than males in the college student sample. No significant differences were found among age groups for the college student sample. The

analysis of variance conducted to investigate differences among ethnic groups found significant differences on the Total DSA, spirit sub-scale, and self sub-scale. A concise yet, comprehensive table summarizing results for analyses of variance for the norm, presumed discouraged and college student samples is indicated on table 40.

Table 40

Summary Table for Analyses of Variance for Norm, Presumed Discouraged, and College Student Samples

Norm Sample						
Source	Total	Love	Society	Self	Spirit	Work
Gender	*		***		*	
Age	**		**		**	*
Ethnic						
Pre.Disc Sample						
Gender			*			
Age						
Ethnic						
College Student Sample						
Gender	***	**	***		***	*
Age						
Ethnic	†				*	†
GPA	†					†
Absence	***		***			†
Incomp.						

***p<.001, **p<.01, *p<.05, †p<.10

Results indicated on the college student sample analysis of variance were reported in the most conservative manner possible on the summary table. For example, differences between levels of GPA indicated different levels of significance within the work sub-scale. Due to the limitation of this table the most conservative findings were reported.

Discussion

To date, no measure of the Adlerian construct of discouragement in either adults or college students exist. According to Individual Psychology, overcoming discouragement is paramount to the mental health of persons as they endeavor to succeed in fulfilling the tasks of life. Offer and Spiro (1987) estimate that one-fourth of entering college students are disturbed and in need of mental health care. According to Adler (1931), it is important to recognize the specific discouragement and encourage individuals at the point where they fall short of courage. The purpose of this study was to develop an instrument to assess discouragement in adults generally and discouragement in college students specifically. Normative data for a general sample of adults (N=586), a presumed discouraged adult sample (N=47), and an adult college student sample (N=531) aged 18-27 years, was developed in this study. Measures of reliability and validity were conducted to establish norms for the DSA on each of the

above samples. Additionally, normative data was compiled for gender, age, and ethnicity on all samples.

According to the literature in Individual Psychology the construct of social interest is inversely related to discouragement (Lingg & Wilborn, 1992). Individuals reporting higher levels of discouragement have lower levels of social interest.

Norm Sample

With the help of a panel of five recognized experts in the field of Individual Psychology, statements were rated for both ability to discern discouragement and which life task each belonged. The panel rated items helped the researchers selected the most reliable items for inclusion on the scale. The 60 items on five sub-scales selected were sufficient to produce an acceptable reliability measures.

Another important aspect of reliability establishment for the norm sample was through the use of Cronbach's alpha coefficient for internal consistency. The result of the DSA Cronbach measure was 0.9496, which indicated a very stable and reliable instrument. This alpha result indicates that the DSA items are homogeneous and thus accurate. One possible contributing factor to the high level of internal consistency might be that the panel of experts and researchers selected items highly representative of the universe of items that exist for inclusion on the DSA. Other factors influencing DSA reliability include selecting a heterogeneous sample of

participants with regard to gender, age, ethnicity, and socioeconomic level, selecting an appropriate number of statements, clear instructions, and standard administration procedures.

In order to validate the construct of discouragement, it was necessary to investigate the relationship of the DSA to existing measures of social interest. According to Individual Psychology, social interest and discouragement are inversely related concepts. The significant and negative relationship between DSA and the two measures of social interest, SII and SIS, indicate a valid measure of discouragement. The Pearson correlation coefficient results from the norm sample indicate that the DSA is a valid instrument that effectively assesses discouragement in adults.

Findings for the total SII correlated negatively (-0.50) and significantly ($p < .001$) to the total DSA. As well, the sub-scale scores for the mutual life tasks between the SII and DSA correlated negatively and significantly. Unlike the DSA, the SII does not include the spirituality life task, therefore no correlation coefficient was computed. However, the remaining four sub-scale correlations between the DSA and SII are as follows: love (-0.40 , $p < .001$), society (-0.27 , $p < .001$), self (-0.58 , $p < .01$), work (-0.23 , $p < .05$). The sub-scale scores further lend credibility to the DSA because all are significant and inversely related to the SII sub-scales. Although not as large or as significant ($r = -0.18$, $p < .10$),

the correlation between DSA and SIS does provide further validation for the DSA's ability to assess discouragement. The difference in correlation may indicate a difference in the social interest scales. However, according to Bubbenzer, Zarski, and Walter (1979), the SIS and SII could very well be measuring different aspects of social interest.

A t-test was conducted to investigate differences in levels of discouragement between norm and presumed discouraged samples. The norm group reported considerably less discouragement than the presumed discouraged group. Consistent with the DSA results, the SII and SIS results were significant and inversely related. The DSA, did indeed, measure what it was supposed to measure, therefore, indicating it's validity. The results of the t-test for sample means on the SII revealed a significant difference, with the norm group reporting more social interest than the presumed discouraged sample. T-test results on the SIS revealed consistently similar results to the SII. The norm sample reported significantly higher levels of social interest than the presumed discouraged sample. The results of the t-test were meaningful in that they significantly validated the DSA and construct of discouragement along all samples.

A factor analysis (N=586) with varimax rotation was conducted to verify factors within the DSA. The statements prior to a factor analysis investigation, were categorized

into the five life tasks. After conducting the factor analysis a limit of .4000 or above was set as criteria for selection of an item into a factor. Results from the open-ended factor analysis indicated loadings along five factors and accounted for 100% of the variance: Factor 1- 22.43%, Factor 2- 21.30%, Factor 3- 19.73%, Factor 4- 18.57%, Factor 5- 17.97%.

Eleven statements that loaded in Factor 1 clearly represent the Spirituality life task. All eleven statements were from the original DSA sub-scale with only one original spirituality statement not loading in Factor 1. Factor 1 collectively refers to how an adult relates to and justifies existence of oneself in relation to the universe or a superior being, one's response to the idea of religion, one's idea of immortality, and one's place in the universe (Mosak & Dreikurs, 1967). Item number 60 was the only statement from the spirituality sub-scale that loaded in another factor: Factor 2. The word useful appears more related to work than to spirituality and is actually loaded in Factor 2 or Work life task.

Factor 2, Work, represents the interdependent nature of people through contributions related to labor or service. Items 54, 35, 30, and 12 clearly relate to productivity and were in the original DSA Work sub-scale. Items loading in this factor seem to have commonalty in that they refer to contribution, activity, overcoming, helping, and succeeding

which are all related to meaningful endeavors and can be interpreted as productivity.

Items 53 and 55, originally placed in the self life task, may have loaded in this factor partly because of statement arrangement. Statement 53, "I enjoy the challenge of new endeavors" could easily be interpreted as relating to work or productivity. Item 54, "I am willing and able to work hard for success", also appears strongly related to productivity. These two statements may have influenced the participants frame of reference for item 55, "I am optimistic about my future". Following items 53 and 54, it seems plausible that optimism about one's future could be interpreted by participants to mean work related endeavors.

Lack of success in the work task is fundamental to the most discouraged people in society (Sweeney, 1989). School is comparable to work or productivity, in that failure and dropping out corresponds to demotion and unemployment, both of which indicate or result in a loss of confidence and worth (p.15). As Dreikurs (1968) contends, children who fail are discouraged. The same can be said for adults in either work or school, if they suffer set backs, they are neither bad nor lazy, instead discouraged at the least within this task.

Factor 3, Society, represents the amount of cooperativeness, good will, and regard for others, rules, and order. This task deals primarily with accomplishing daily activities through social relationships while demonstrating a

value for others. Factor 3 is comprised of 8 out of the original 12 DSA sub-scale items. The eight statements in Factor 3 which are associated with ill will, non-compliance, aggression, deception, and un-cooperativeness which might be appropriately labeled malevolence. The remaining four statements, which are also consistent with malevolent ideas and behavior include: acting sick to avoid obligations, the use of force to solve problems, maintaining a false front for personal gain, and doing just enough to get by. For persons scoring high in this factor, discouragement would be evident resulting in obvious difficulty relating to others. Adults face multiple challenges such as family, friends, occupation or college, all of which are to a great degree dependent upon one's ability to relate socially. If an individual lacks respect for the larger community discouragement may become apparent in all endeavors.

Factor 4, Self, relates to an individual's ability to get along with oneself, accept both strengths and limitations, reach an inner peace or basically just stop fighting with oneself. Of the seven items loading in Factor 4, six were originally from the Self life task. The six statements investigate how well participant's get along with themselves, how much fault they find in themselves, and how they compare to others. Statements 7 and 29, in essence, ask the same thing, am I happy or satisfied with myself, and seem redundant. Statement 23, My love life seems so full of

problems I think about giving up, was the only item in Factor 4 from another life task. Although item 23 was originally in the Love task, it does seem to characterize the essence of one's difficulty with oneself in relation to intimate relations. This person is discouraged with their ability to be effective in an intimate relationship. Giving up may have two interpretations: either giving up on others in regard to intimate relationships or giving up with oneself altogether, at any rate more clarity may be in order. The fact that this item loaded in Factor 4 might lend credence to it being interpreted as meaning one giving up with oneself by losing faith in self rather than others.

Individuals who are discouraged in self task seem to find it difficult to just be who they genuinely are. The more discouraged the adult is, the less certain of belonging and contributing to society. In support of the self task, Crandall (1981) found that persons with higher levels of social interest reported more stable self-appraisals following failure. According to Meunier (1990), when a person does not get along with, care for, accept, or value oneself, one must be functioning from a position of low self-esteem which necessitates safeguarding and protective behavior. Meunier adds that only when a person accepts oneself as is, that this person will be courageous enough to allow growth and encounter the world without safeguards (p.315). College

is a time of new found autonomy in which many individuals are exploring their identity.

Statements in Factor 5 clearly represent the Love or Intimate Relations task with all seven items loading coming from the original intimate relations task. According to Adler (1958), this task involves a most intimate devotion towards another, expressed in physical attraction, comradeship, and cooperation for not only the benefit of the couple and but also the commonweal of humankind. This is a major challenge for adults of any age, yet can be most difficult when addressed for the first time in the transitory years after high school as individuals either start a career or enter college. This task requires the greatest courage and faith in self and another (Sweeney, 1975).

The seven statements refer to participant ideas and behaviors toward the task of intimate relations. Statements 23 and 43 loaded on factors, yet, they obviously belong in the task of intimate relations. For individuals in college this task can be equally challenging and discouragement may be revealed in ways such as date rape, promiscuity, paraphilias, and substance abuse.

Dreikurs (1953) indicated that discouragement was not limited to one life task area. If an individual has persistent difficulties in one life task area, discouragement is present and likely can be noticed in other areas as well (Sweeney, 1989). This notion was validated through the

investigation of DSA internal consistency using Cronbach's alpha coefficient. The sub-scale coefficients of internal consistency were comparably high along with the total DSA coefficients for norm, presumed discouraged, and college student samples. It is plausible to simultaneously detect one or more areas of discouragement along with an overall level of discouragement.

It seems important to assess discouragement overall and along each life task for further exploration and correction. According to Ansbacher & Ansbacher (1978), improvement of any function or condition would be encouraging for the individual as a whole. Therefore, recognizing and overcoming difficulty in one life task would likely improve an individual's overall functioning. In fact, encouragement of the specific discouragement can greatly increase belief in one's ability to change, grow, and succeed consequently building social interest.

Analysis of variance research on the norm sample for gender, age, and ethnicity indicated significant differences between samples with regard to age and gender. No significant differences were found in reference to ethnicity.

For the norm sample regarding gender, significant differences ($p < .05$) were found on both the Total DSA and the Spirit sub-scale between males and females. The Society sub-scale also revealed a significant difference ($p < .001$) between males and females. In all norm sample cases except for the

Self sub-scale, significant or not, males reported higher levels of discouragement than females.

Consistent with findings from research in social interest, females in this study reported higher levels of social interest, therefore, lower levels of discouragement than men (Greever, et al., 1973; Kaplan, 1991; 1986; Lingg, 1990). In this age of dual income families, women have taken on more than just child rearing, household, and work responsibilities. Women are now primary decision makers and contributors at the familial, community, state, and national levels. Gilligan (1982) notes that women's sense of self and morality revolve around issues of responsibility for, care of, and inclusion of other people. Gilligan's findings directly lend support for lower levels of discouragement in females. Perhaps with so much opportunity, women are encouraged about their prospects of fulfilling their desires and potential. What characterizes the courageous person is the belief in one's ability to find solutions to life tasks which appears to be the case with women.

There was a significant difference between genders on the Spiritual sub-scale with females reporting less discouragement. This indicates that women have more comfort and understanding when it comes to the meaning one attributes to life and how one responds to that meaning through issues of immortality, religion, and finding a place in the universe.

The analysis of variance conducted for differences in age groups revealed significant differences along Total DSA, Society, Spirituality, and Work life tasks. With one exception, in all of the fore mentioned cases the 18-34 year group reported significantly more discouragement than both of the 35-49 and 50-64 year old groups. The lone exception came within the work task, where the 18-34 year olds were only significantly different from the 35-49 year old group yet, more discouraged than the older groups.

The analysis of variance investigation in the norm sample for Total DSA indicated that individuals in the 18-34 year group reported significantly more discouragement ($p < .001$) than those in other groups. The 35-49 and 50-64 year old groups both indicated significantly less discouragement than the 18-34 year olds. While the over 65 year old group was not significantly different, they did report considerably less discouragement to that of the 18-34 year group in the norm sample. Young adults are faced perhaps for the first time with the task of solving problems of love, society, work or college, self-significance, and spirituality with minimal family support. This could be but one factor influencing the level of discouragement in the 18-34 year group. The other age groups are not without challenge, must deal with tasks such as marrying, starting families, departure from home of the youngest child, retirement, and decline in health or death of spouse as part of the family life cycle (Goldenberg

& Goldenberg, 1985). However, individuals in the youngest age group face many of the life tasks for the first time in relative independence. Meunier and Royce (1988) reported that social interest increased as individuals aged through adulthood with the 20-29 year old group reporting the lowest levels of social interest. This finding supports the findings of younger adults reporting more discouragement as measured by the DSA.

The 18-34 year old who is inadequately prepared for adulthood can characteristically display fear, hesitation, withdrawal, and failure in the face of life tasks. This period is marked by much personal exploration and decision making for young adults. Many face these challenges while enrolled in college and encounter much discouragement as evidence by poor grades, academic failure, relationship problems, political and spiritual confusion, experimentation or abuse of drugs, alcohol, and sexuality. No significant differences in discouragement between age groups were indicated in the Love and Self scales. Additionally, no significant differences in discouragement were indicated between ethnic groups in the norm sample.

In an attempt to further validate the DSA, a comparison sample was sought to verify whether the instrument would indeed do what it purports to do: discern discouragement in a discouraged individual. According to Adler (1978, p.398), "the patient is a discouraged person." Therefore, a group of

presumed discouraged adults or counseling participants, were investigated for levels of discouragement using the DSA.

Cronbach's alpha coefficient was computed on the presumed discouraged sample (N=47) to yield an additional measure of reliability for the DSA. The results of the alpha revealed a Total DSA score of 0.9496, indicating a highly reliable instrument. As well, the sub-scale scores were remarkably high, which further substantiated the DSA as a dependable discouragement assessment tool.

A Pearson product-moment correlation coefficient was computed to investigate the relationship between the DSA, SII, and SIS for the presumed discouraged sample. The findings indicate a strong inverse relationship between their reported levels of discouragement and social interest.

The correlation between total DSA and total SII for the presumed discouraged sample revealed the highest inverse relationship ($-.77, p < .001$) of the three samples. The four conjoint sub-scales of the DSA and SII consistently indicated inverse relationships between discouragement and social interest. Although inversely related ($-.12$), the work sub-scale, on the DSA and SII, is the only sub-scale not to be significant.

The total DSA to total SIS correlation also indicated an inverse relationship ($-.35, p < .05$) between discouragement and social interest while again validating the consistently credible findings for the DSA.

The investigation by analysis of variance for presumed discouraged sample revealed only one significant difference between genders on the DSA. The results indicated that on the Society sub-scale, females reported significantly ($p < .05$) lower levels of discouragement. This situation indicates that even for the discouraged sample females report less discouragement than males. The limited sample size and representativeness of the age distribution may have impacted the results in the this investigation. Not surprising, with only two age groups represented in the presumed discouraged sample and sample size being low, there were no significant differences between age groups.

Significant differences ($p < .001$) were found through investigations by t-test between norm and presumed discouraged samples for the DSA. The presumed discouraged sample reported significantly higher levels of discouragement than the norm sample on the DSA.

An additional t-test found a significant difference ($p < .01$) between norm and presumed discouraged data on the SII. The presumed discouraged sample reported significantly lower levels of social interest than the norm sample. Both t-test investigations furnished important confirmatory results for the DSA's ability to discern discouragement in adults.

College Student Sample

The major thrust of this study was to establish normative data on the DSA for college students aged 18-27

years. The following is a discussion of the findings from the college student sample (N=531) being investigated.

An important aspect of reliability establishment for the college student sample was through the use of Cronbach's alpha coefficient for internal consistency. The result on the total DSA Cronbach measure was 0.9327, which indicated a very stable and reliable instrument. This result indicates that the DSA items are homogeneous and accurate. Factors involved in attaining high reliability are similar to that which was done in the norm sample reliability: heterogeneous sample, panel ratings, clear instructions, and standard administration procedures.

According to Individual Psychology, social interest and discouragement are inversely related concepts (Lingg & Wilborn, 1992). In order to validate the construct of discouragement, it was necessary to investigate the relationship of the DSA to existing measures of social interest. The Pearson product-moment correlation coefficient results from the college student sample indicate that the DSA is a valid instrument that effectively assesses discouragement in adults. The significant and negative relationship between DSA and the two measures of social interest, SII and SIS, indicate a valid measure of discouragement. Findings for the total SII correlated negatively (-0.64) and significantly ($p < .001$) to the total DSA. As well, all of the sub-scale scores for the mutual life

tasks between the SII and DSA correlated negatively and significantly. Unlike the DSA, the SII does not include the spirituality life task. However, the remaining four sub-scale correlations between the DSA and SII are as follows: Love (-0.42, $p < .001$), Society (-0.37, $p < .001$), Self (-0.65, $p < .001$), Work (-0.28, $p < .01$). The college student sub-scale scores lend further credibility to the DSA because all are significant and inversely related to the SII sub-scales. Although not as large or as significant (-0.27, $p < .01$), the correlation between DSA and SIS does provide further validation for the DSA's ability to assess discouragement in college students.

A t-test was conducted to investigate differences in levels of discouragement between norm and college student samples. The findings revealed that the college students reported significantly ($p < .001$) more discouragement than the norm sample participants on the DSA. Additionally, the college students indicated significantly ($p < .001$) lower levels of social interest than the norm sample on the SII. Finally, college students, although not at a significant level, reported less social interest than norm sample adults on the SIS.

The greater reported levels of discouragement in college students than adults in general, may be due in part to the transition and challenges facing these young adults during this life period. Student emancipation from family typically

results in siblings, parents, and friends being replaced by new relationships while in college. Transition from home to college involves grief issues which necessitate self-evaluation to reach a goal of stability. A majority of the transition difficulty for the student is in dealing with daily stressors without a support system or social relationships. According to Weiss (1988), "among both students and psychiatric inpatients, the lonely have been shown to be more likely to have impaired immune system functioning" (p.5). College life presents major challenges to the student's level of cooperation, social interest, and courage such as: choice of social group, academic progress, career focus, sexual exploration issues, managing financial matters, recreational choices, drug and alcohol use, and sexual experimentation, intimate relationships, and possibly learning for the first time to live with one or more roommates, often of a different culture. This is a time when the college student's value system, beliefs, aspirations, and abilities are tested. College student research has found that the more friends students have, the healthier they are (Pennebaker, 1990, p.118).

Analysis of variance investigations were conducted on the sample data to determine gender differences in college students. There were significant differences on the Total DSA and Love, Society, Spirit, and Work sub-scales for the college student sample. In each case, females reported

significantly lower levels of discouragement than males. Females, with lower levels of discouragement and higher levels of social interest, in general tend to be more cooperative and empathic. Empathy is but one aspect of social interest and makes people capable of love, friendship, and occupation (Ansbacher & Ansbacher, 1956).

McClelland (1979), found that women tend to define power as having strength to care for and give to others. This finding lends support for both college student and overall findings of women reporting less discouragement. The ability to empathize, support, care for, and give of oneself is characteristic of courageous actions which may explain lower discouragement scores on Total DSA for female college students. According to Gilligan (1977), women have as a perception of the self being "tenaciously embedded in relationships with others (p.482)." With this world perspective females would likely believe they had more to give and understandably report less discouragement in the life tasks. It appears that for women, courage and social interest are a result of and contributing factors in successful movement toward life task fulfillment in college.

Several studies seem to indirectly support findings that males tend to report higher levels of discouragement on the love sub-scale. In a study of images of violence that appear in stories written by college students to pictures on the Thematic Apperception Test, Pollack and Gilligan (1982) found

significant gender differences. Males saw danger more often in close personal relationships than in achievement situations, and they interpreted danger to emanate from intimacy. Alternatively, females perceived danger in achievement situations, and interpreted danger to emanate from competitive success. These findings may, in part, explain the greater reported levels of discouragement in the task of intimate relations for males. The perception of fear in intimate relations is an indication of discouragement (Dreikurs, 1946). Thus for males actually being intimate with a partner or friend may be too threatening and cause safeguarding behavior to be enacted.

On the sub-scale of Society, females college students reported less discouragement. According to Hoffman (1977), females are more empathic than males. This study revealed that both genders were able to recognize and label affective experiences of others, however, females demonstrated vicarious affective responses to another's affect. These gender differences in empathy and responsive behaviors support findings that females may be more capable, confident, and courageous when interacting interpersonally. These findings lend support to the notion that females have more courage than males in the task of society and perhaps work life tasks.

Support for greater female courage along the society task is evident in political involvement. Political and

social movements have at their core and should be judged on cooperation, social interest, and the betterment of humankind (Adler, 1992). Findings by Astin (1993) revealed that women's political views become more liberal during the undergraduate years, whereas men's become more conservative. The women's movement, women's rights, and greater equality may have an impact on female confidence and participation. Women, who demonstrate more courage, may actively express this through political interests.

An analysis of variance for college students along age groups from 18-27 years revealed no significant differences. Although insignificant, the ages in which the most discouragement was reported were 25, 26, and 18 years for results on total DSA. A study by Skager, Holland, and Braskamp (1966), reported early drops in academic self-confidence among freshman men and women. This may support higher levels of discouragement in the younger college students who are often faced with greater academic challenges.

Students with limited courage and social interest have greater difficulty becoming involved in the college experience and later in society. It is possible that the older students are undergoing equally significant life adjustments as freshman, such as children entering school, divorce, or a job loss that make college a more realistic possibility. Older graduating students, like freshman, must

separate all over again, yet, this time from college to life after college. Ambivalence about entering adult careers and lifestyles can be terrifying to some college students and may be expressed through poor grades, changing majors, cramming in sexual and social experiences (Margolis, 1976). All in all, senior year is as stressful as the first year: "Data suggest...the highest levels of psychological disturbance occur at the times of transition into and out of college" (Schwartz and Reifler, 1984, p.685). The above may support the insignificant findings of younger and older students reporting greater levels of discouragement.

In addition to transitional challenges of college life, freshman have to take on the responsibilities of daily living such as: more intensive studying, laundry and cooking, managing money, as well as decisions about sex, drugs, religion, and politics. In light of these challenges it seems plausible that poor grades and homesickness may be signs of discouragement.

Analysis of variance for ethnic differences in college students revealed significant findings for Total DSA and subscales of Spirituality and Self. African-American students reported significantly lower levels of discouragement than Asian-American students on the total DSA. A possible explanation for this result might be found in (Jackson, 1983) who describes Black Americans as tending to be group centered, sensitive to interpersonal matters, and to value

cooperation. Additionally, Noble (1976) points out values attributable to African heritage include: groupness, community, cooperation, and interdependence. The following two descriptions of African-Americans seem consistent with persons displaying courage and social interest. Lum (1986) notes that African-Americans develop bonds with extended families and close friends to raise some children that go beyond the parents. This is an example of social interest through interdependence and sharing of responsibility which broadens family and community interaction for the benefit of all. Although cultural generalizations should be offered cautiously, African-American college students tend to report less discouragement than other ethnic groups in this study.

Analysis of variance results indicated a significantly lower level of discouragement ($p < .10$) in African American college students than compared to Native American students in the Spiritual life task. With consideration to spirituality, African-Americans do not limit Church fraternization to Sunday services, rather, they view it as an important part of social life, peer interaction, and community advancement (Hale-Benson, 1986). However, it appears that for the Native American college students in this study, there has been some distance from their spiritual identity. Problems involving identity formation may be great with Native Americans sometimes operating primarily according to Native American values and other times according to Caucasian values (Sue &

Sue, 1990). Education, training, and employment off the reservation has weakened the culture (Lowrey, 1983). Although others have sought to Christianize Native-Americans they still continue religious rituals and beliefs in healing power of nature (Baruth & Manning, 1992). This struggle may be a source of confusion and discouragement for Native-American students when exposed to another culture.

Sweeney seems to elucidate the interaction of the spiritual and self tasks. According to Sweeney (1989), if a healthy spiritual self is not developed, long term satisfaction is not likely to be experienced. The individual strives for an inner peace and joy that can be found only in confronting oneself and connecting with a cosmic spirituality of harmony, beauty, and justice. Pleasure and success can be achieved through success in the other life tasks but until the spiritual self is affirmed, the center of wholeness is incomplete (p.37).

Analysis of variance results indicated a significantly lower level of discouragement ($p < .05$) in African American college students as compared to Asian Americans and Caucasians in the self life task. According to Astin (1993), Caucasian students tend to become more politically conservative during the undergraduate years, whereas African-American students tend to become more politically liberal. This may indicate more courage to stand up for what is believed in for African-American students.

African-American students also appear to be less critical of themselves and able to appreciate both inadequacies and strengths. A key factor here could be that African-American college students, unlike Asian-Americans and Caucasians, have learned to cooperate with others in relation to their recognized inadequacies and strengths. The African-American students seem to get along with themselves and believe that they belong in society just as they are. When a discrepancy between self-concept and self-ideal arises and an individual consequently act as if inferior betrayal of discouragement is evident (Mosak, 1989). This could very well be going on with Asian-American and Caucasian students with regard to what they decide about themselves.

The analysis of variance results of behavioral correlates of discouragement in the college student sample revealed significant results for grade point average (GPA) on Total DSA and the Work sub-scale. In general, the students with a lower GPA's reported significantly more discouragement than those students with higher GPA's on Total DSA. Astin (1993) found that overall student satisfaction was positively related to college GPA which seems to lend support to the findings on the DSA.

Students with lower GPA's reported higher significantly higher levels of discouragement on the Work sub-scale. Dreikurs (1953) clarifies that work task is not restricted to work remunerated by wages. Thus fulfillment of this task may

include academics for the college student. Mosak and Dreikurs (1973), consider this important task one which must be accepted wholeheartedly as one accepts a part of the human community. If the college student, unwillingly accepts academic tasks or falters in them, this may be evidence of an individual discouraged in preparation for future work task. Lack of academic performance could also indicate lack of cooperation with students, faculty, and with oneself. Low GPA students may not know how be useful to community or have not embraced community enough to someday benefit society. Lack of academic progress is indicative of a student who does not accept their work as a contributing part of society.

Analysis of variance along number of absences for college students revealed significant differences on the total DSA and sub-scales of Society and Work. Students with more absences generally reported greater levels of discouragement. Individual psychology believes that all behavior is purposive, therefore, absence from class is directed toward some objective. In this study, absences could be a form of defiance on the part of the student who displays discouragement through a lack of cooperation in an attempt to establish independence or significance. Absences may be indicative of a lack of cooperation with friendships or work commitments. Cooperation requires respect for self and others, shared responsibility, and a commitment to the tasks at hand. The discouraged student will move away from

cooperation with others in society, school, or work. Finally, there were no significant differences among college students for number of course incompletions.

Conclusion

The DSA is a valid and reliable assessment instrument of tremendous utility and worth in the college and university setting. Discouragement is the basis of all mistaken solutions to life tasks. However, assessment of discouragement is challenging for individuals in helping professions. With the DSA, college counselors may assess specifically the point at which a student is experiencing discouragement and encourage accordingly. College students face unique challenges characteristic to each year of enrollment that are difficult to detect because of great diversity and individuality.

The DSA is a 60-item Adlerian based instrument initially created to assess discouragement in adults and currently in college students. The DSA is constructed to assess an overall level of discouragement, as well as, a level discouragement along each of five sub-scales reflective of Adlerian life tasks. The findings in this study demonstrate with confidence that the Discouragement Scale for Adults is a useful assessment and research instrument with college students.

The DSA, currently the only adult discouragement assessment instrument, was normed on sample of college

students for use in higher educational settings. This study reflects the results of gender, age, and ethnicity norming on three samples of adults. To establish validity and reliability norms, two samples of adults participated in the initial phase of this study. The norm sample consisted of 586 participants aged 18-81 years while a presumed discouraged adult sample consisted of 47 adult participants. A college student sample (N=531) aged 18-27 years was studied to norm the DSA for discouragement assessment in higher education.

College student discouragement as measured by the DSA was found to correlate inversely at significant levels to social interest as measured by the SII and the SIS. This finding resulted in verification of the DSA's ability to discern discouragement in adults. The DSA was also correlated with the presumed discouraged sample which likewise verified its ability to discern discouragement in a discouraged sample. Analysis of variance found significant differences between norm and college student samples for Total DSA and on all sub-scales. This finding is consistent with students experiencing higher levels of discouragement while facing developmental, psychological, and environmental stressors of daily life and college life too. Male college students seem to have higher levels of discouragement overall and in the following life tasks: intimate relationships, society, spirit, and work. Investigations into behavioral indicators of discouragement revealed significant differences for

college students who have lower GPA's and more absences in general.

Further investigation of discouragement is warranted in college students facing challenges such as low income status, students on probation or under suspension, campus crime, on versus off campus residence, learning and/or physical disabilities (both type, relation to time of onset, and amount of support for), scholarship athletes, and transferring students. Although significant discouragement findings were found between adult and college student samples, further investigations on life challenges are very much indicated. Greater specificity in investigation of age and college classification may reveal valuable findings. Although no significant findings were indicated on age, further investigation is necessary. The age range seemed too narrow to find significant differences. Therefore, future research should consider including older students and an investigation of the importance of their classification.

Future discouragement studies should strongly consider further norming the DSA to include non-traditional age students and their special challenges while attending college. Closer approximations of the ethnic makeup of college students should be considered in future research with the DSA. Greater geographical sampling of students from colleges, universities, and junior colleges should also be considered. Additional research is warranted to better

understand gender differences in discouragement and possible solutions. Future research should also include a revision and refinement of the DSA items and their placement on the scale. Additionally, further validation studies on DSA should be conducted in college counseling settings.

Utilization of the ADI in conjunction with the DSA to investigate student discouragement throughout students education may prove to be very informative. Longitudinal studies of discouragement for students as they progress through the education system would be very interesting and indicated. Findings from comparisons between students and non-students at various ages may reveal important information in the treatment of individual's with discouragement.

When an individual goes to school, his or her level of social interest and courage will be challenged and reveal any shortcomings in development. It is hoped that the DSA can help identify and counteract these shortcomings to counteract college student discouragement. The use of the DSA provides an excellent opportunity to expose and remedy mistakes in a students lifestyle and in turn improve campus, community, and all of humanity.

APPENDIX A
DISCOURAGEMENT SCALE FOR ADULTS

DIRECTIONS

This survey contains statements that some people might say about themselves. Read each statement and circle the response that most represents how YOU think or feel about the statement. Don't spend much time thinking about the statements. It is best to give your first response. There is NO right or wrong answer.

**SA = strongly agree, A = agree, U = undecided,
D = disagree, SD = strongly disagree**

CIRCLE ONE

- | | | | | | |
|-----|--|---|---|---|----|
| 1. | I have a difficult time getting along with myself.....SA | A | U | D | SD |
| 2. | I feel spiritually disconnected.....SA | A | U | D | SD |
| 3. | I blame others for my problems at school or work..... SA | A | U | D | SD |
| 4. | I tend to quit difficult tasks SA | A | U | D | SD |
| 5. | I easily find fault with myself SA | A | U | D | SD |
| 6. | It is difficult for me to commit to another human being SA | A | U | D | SD |
| 7. | I am happy with myself SA | A | U | D | SD |
| 8. | I am a spiritual person SA | A | U | D | SD |
| 9. | I like to cooperate in group projects SA | A | U | D | SD |
| 10. | I intentionally hurt others' feelings SA | A | U | D | SD |
| 11. | I think other people are better than I am SA | A | U | D | SD |
| 12. | I have a positive influence on others at school or work SA | A | U | D | SD |
| 13. | I like to intimidate other people SA | A | U | D | SD |
| 14. | I am O.K. with my understanding of a spiritual power SA | A | U | D | SD |

15.	Completing a project is as important as starting one	SA	A	U	D	SD
16.	I have no regrets with my love life so far	SA	A	U	D	SD
17.	Spiritual pursuits are fulfilling to me	SA	A	U	D	SD
18.	It is difficult to stay motivated at school or work	SA	A	U	D	SD
19.	I avoid intimate relationships	SA	A	U	D	SD
20.	I do just enough to get by	SA	A	U	D	SD
21.	The use of force is O.K. as a way to solve problems in intimate relationships	SA	A	U	D	SD
22.	I have no trust in a Higher Power	SA	A	U	D	SD
23.	My love life seems so full of problems I think about giving up	SA	A	U	D	SD
24.	I am worthwhile	SA	A	U	D	SD
25.	I actively work to improve my intimate relationships	SA	A	U	D	SD
26.	I feel discouraged about my spirituality	SA	A	U	D	SD
27.	I am tolerant of others' opinions	SA	A	U	D	SD
28.	I only participate when I am sure I can win	SA	A	U	D	SD
29.	I am satisfied with myself	SA	A	U	D	SD
30.	My academic and/or career goals are realistic	SA	A	U	D	SD
31.	I enjoy helping others learn	SA	A	U	D	SD
32.	I am comfortable expressing my spirituality in my own way	SA	A	U	D	SD
33.	I have little to do with spirituality	SA	A	U	D	SD

34.	I feel self-assured most of the time ..	SA	A	U	D	SD
35.	I take on difficult projects at school or work	SA	A	U	D	SD
36.	I am O.K. with my choice of spirituality/religion	SA	A	U	D	SD
37.	I have faith in my ability to overcome difficulties	SA	A	U	D	SD
38.	I feel comfortable with my sexual behavior	SA	A	U	D	SD
39.	I am self-confident in daily activities	SA	A	U	D	SD
40.	I look for every advantage I can get over others	SA	A	U	D	SD
41.	I am more aware of my weaknesses than my strengths	SA	A	U	D	SD
42.	I make decisions without consideration of others' thoughts, feelings, or needs	SA	A	U	D	SD
43.	I maintain a false front to keep intimate relationships	SA	A	U	D	SD
44.	For me, stealing is O.K. in certain situations	SA	A	U	D	SD
45.	I am content with my choice of occupation	SA	A	U	D	SD
46.	I am successful in love	SA	A	U	D	SD
47.	I feel empty spiritually	SA	A	U	D	SD
48.	It is important for me to outdo others	SA	A	U	D	SD
49.	I am disappointed in love	SA	A	U	D	SD
50.	I contribute to the well-being of others	SA	A	U	D	SD
51.	When things go wrong, I count on spiritual support to get me through ...	SA	A	U	D	SD

52. I am optimistic in overcoming difficulties with my intimate relations SA A U D SD
53. I enjoy the challenge of new endeavors SA A U D SD
54. I am willing and able to work hard for success SA A U D SD
55. I am optimistic about my future SA A U D SD
56. I often feel jealous or threatened in my intimate relationships SA A U D SD
57. I enjoy it when other people fail SA A U D SD
58. I believe it is O.K. to use unfair means if necessary SA A U D SD
59. I act sick to avoid obligations at school or work SA A U D SD
60. I believe I am a useful part of the universe SA A U D SD

APPENDIX B
STATEMENT POOL

Appendix B

522 Statement Pool

1. I decide what meaning my life has.
2. I am an important member of my University.
3. My daily life is interesting.
4. I am a competent student/worker.
5. Completing a project is just as important as beginning one.
6. I cooperate with others so that good things happen to me.
7. I tend to monopolize conversations.
8. I am satisfied with my efforts in life so far.
9. Things work out for the best.
10. I am confident I will be successful in life.
11. I understand my purpose in life.
12. I share intimate thoughts with people I date.
13. I accept other people's view of a Superior Being even if it is different from mine.
14. Helping others is as important as helping myself
15. I believe it is better to have tried and failed than never to have tried at all.
16. I am able to choose my direction in life.
17. My girlfriend/boyfriend and I do things with other people.
18. I contribute to the well-being of others.
19. Most of the time life makes sense.
20. My values guide me in making choices that are beneficial for me.
21. I like to see other people succeed as well as myself.
22. I take credit for my good work.
23. I don't mind suggestions from my teachers.
24. I don't mind suggestions from my parents.
25. Sharing my life with someone special is part of my present and/or future.
26. Spending time with members of the other sex is fun.
27. I accept help from other people when I need it.
28. Dating someone special does not mean I am no longer a part of the family.
29. Even if I don't know what it is, I know I have a purpose in life.
30. I try things even if I don't know how they will turn out.
31. Dating interests me.
32. I am glad I am me.
33. I ask for help when I need it.
34. I try to learn from my mistakes.
35. I change the things I don't like about myself.

36. I cope with life by trying to make the best out of all my experiences.
37. I am only a part of a larger plan of the universe.
38. I belong in this world.
39. Dating is a time to meet new people.
40. My decisions in life allow me to have a place in the world.
41. I earn people's respect.
42. I continue to try in school even when I don't like my teachers.
43. I express my ideas to my friends.
44. For me, dating is worthwhile.
45. I talk to my friends about how I feel.
46. I am responsible for my accomplishments
47. Things in my family are OK.
48. It is OK form me to have talents different from others.
49. My feelings are acceptable.
50. If I fail at something on the first try, I try it again.
51. I get used to new things quickly.
52. I consider the occupational choices open to me a welcome challenge.
53. I go to school because I know it helps me in many different areas of my life.
54. I cooperate with people in my family.
55. I feel discouraged about my spirituality.
56. I am a competent worker.
57. I am comfortable being in college.
58. I am comfortable at work.
59. I am comfortable in church.
60. I express myself easily.
61. When others help me, I feel I should return the favor.
62. For me, stealing is OK in certain situations.
63. I hit things to express my anger.
64. I am comfortable with members of both sexes.
65. I tend to quit difficult tasks.
66. I tell the truth.
67. Good health is important to me.
68. I like people.
69. I am proud of my life.
70. I am happy to be at this university.
71. I believe my education is worth the time it requires.
72. I do just enough to get by in school or at work.
73. I exaggerate my struggles to gain others' support.
74. I am successful in long-term dating relationships.
75. I am self-confident in my daily activities.
76. I believe that my life is worthwhile.
77. I believe exams are ordeals that cannot be escaped.

78. I feel like dropping out of college/work.
79. I would rather get a job than attend college.
80. I argue with those I date.
81. I have been suspended from college.
82. I have been on academic probation in college.
83. I enjoy social activities.
84. I am responsible for the consequences of my actions.
85. I am comfortable accepting other's compliments.
86. I do the opposite of what others request of me.
87. I hesitate to ask others for help with difficult assignments.
88. In college, I am preparing myself to meet my problems after graduation.
89. Professors require too much studying outside of class.
90. I enjoy doing risky things.
91. It is important for me to outdo others.
92. I am a worthwhile student.
93. I am willing and able to work hard for success.
94. I am as smart as others.
95. I look for any advantage I can get over others.
96. I speak critically of professors.
97. I speak critically of classmates.
98. I speak critically of partner/spouse.
99. I speak critically of coworkers.
100. I speak critically of myself.
101. I speak critically of friends.
102. I stand up for my beliefs
103. I enjoy my home life.
104. I believe I am a useful part of the universe.
105. I belong to a loyal group of friends.
106. I believe fist-fighting is necessary.
107. I am impatient when working with others.
108. I am comfortable with my sexuality.
109. I try to win at all costs.
110. Mutually enjoyable sexual activities are rewarding.
111. I feel significant when I know important people.
112. I am happy when I am alone.
113. I care what others think of me.
114. I like my college years.
115. I am comfortable meeting new people.
116. I feel self assured much of the time.
117. I control my behavior.
118. I like all of my friends.
119. I wish I were more confident in my intimate relationships.
120. I enjoy playing sports.
121. I am treated like an adult.
122. I experience love in my family.
123. When I am angry at work, I speak up.

124. When other students cheat, I speak up.
125. I like the idea that a Higher Power represents to me.
126. Having children means a lot to me.
127. I help around the house.
128. I can make up my mind easily.
129. I belong to campus organizations.
130. I engage in monogamous relationships.
131. I am a faithful friend.
132. I am free from others' control.
133. I am disappointed in love.
134. I try to get all that I can in this world.
135. I am respectful even to individuals I disagree with.
136. I have a hard time getting started on school assignments.
137. I am a slow learner.
138. I have faith in my ability to overcome difficulties.
139. I trust all of my friends.
140. I have no problem taking advantage of others.
141. I have friends solely because they benefit me.
142. I wish I had more friends.
143. I have several fears.
144. I have difficulty giving my opinion to others.
145. I look for easy solutions to problems.
146. I avoid doing homework.
147. I avoid intimate relationships.
148. I avoid religious activities.
149. I enjoy giving others the appearance of not studying.
150. I am faithful to my partner/spouse.
151. I believe it is OK to harm animals.
152. I like to cooperate in group projects.
153. I am comfortable speaking up in class.
154. I feel lonely even with others around me.
155. I get the attention I need.
156. I get the recognition I need.
157. I only participate when I'm sure I can win.
158. I make friends comfortably.
159. I am comfortable asking others out on dates.
160. I willing help others.
161. I lie to cover my mistakes.
162. I cover up my distaste for helping others.
163. I easily find fault with myself.
164. I fall in love easily.
165. I am willing to concede my position in arguments.
166. I am so concerned about other's opinion of me when introduced, I forget their names.
167. I am afraid to initiate sex.
168. I am comfortable asking others to dance.

169. I give in to others even when I think I'm right.
170. I am intolerant of others' opinions.
171. I want to die.
172. I wish I could commit suicide.
173. I hesitate before I do most things.
174. I look away from friends so I do not have to talk to them.
175. I avoid people I know around campus.
176. I have friends who wish the worst for me.
177. I am cautious with people who are friendly to me.
178. I expect to succeed in love.
179. I expect to succeed in friendships.
180. I expect to succeed in feeling comfortable with myself.
181. I hurt people I love.
182. I like to intimidate other people.
183. I try to win at all costs.
184. I am comfortable being taken advantage of by friends.
185. I look on others' exams when I get stuck.
186. I rely on others to explain to me what I should read.
187. I admit when I am wrong
188. I am deceptive with others about my dating/marital status.
189. I am too self-conscious.
190. I sit by myself in class.
191. I let homework pile up until I feel overwhelmed.
192. I enjoy dancing with others.
193. I prefer playing individual sports to team sports.
194. I talk with classmates in new courses.
195. I enjoy college and its requirements.
196. I do things that benefit my community.
197. I do as well as other students.
198. I do as well as I ought to do in college.
199. When classmates succeed, I feel like a failure.
200. I wish I were more mature.
201. I am a good leader of students.
202. I enjoy being around others.
203. I enjoy spiritual activities.
204. I take credit for work others do at school.
205. I am quick to give up on tasks I try.
206. I am jealous of other individuals' good ideas.
207. I avoid meeting other students.
208. I act sick to avoid obligations at work or school.
209. I feel like quitting when tasks get difficult.
210. I avoid facing difficult tasks.
211. I compromise even when I do not want to.
212. I do not mind inconveniencing others.
213. I would be comfortable dying alone.
214. I am frequently absent from class.

215. I am frequently tardy to class.
216. I keep my commitments to others.
217. I frequently fail courses.
218. I frequently earn incompletes in courses.
219. I am afraid I will not get a job upon graduation
220. I wish I were a member of the opposite sex.
221. I believe it is OK to use unfair means if necessary.
222. I am happy with myself
223. I appreciate advice on how to live my life from others.
224. I have intense disagreements with professors.
225. I tend to be quiet out of fear of saying something stupid.
226. I avoid telling others about myself.
227. My love life seems so full of problems I think about giving up.
228. I take disappointments poorly.
229. It's OK for me to cut in line.
230. I think I am a worthless person.
231. I am hostile with people who are annoying to me.
232. I have strong beliefs
233. I believe some laws are meant to be broken.
234. I enjoy it when other people fail.
235. I change my mind easily when other disagree with me.
236. I try to win all arguments.
237. I change my major often.
238. My choice of major is based on attaining status.
239. I chose my major to be better than others.
240. I prefer to have power over others.
241. I chose my major because I am motivated by financial gain.
242. I chose my major because I am motivated by personal growth.
243. I chose my major to satisfy my intellectual curiosity.
244. I chose my major because of my sincere concern for others.
245. I chose my major to gain the respect of others.
246. I chose my major to gain the approval of my parents.
247. I am disruptive in class.
248. I tell only partial truths to new acquaintances.
249. With regard to my spiritual beliefs, I do not do as well as I want to do.
250. I correct people often.
251. I am direct with others.
252. I work my difficulties out by myself.
253. I hide my true opinion of others.
254. I stand up for my rights.

255. I do academic tasks well.
256. I am optimistic about my future.
257. I get along with loved ones well.
258. I can endure considerable pain.
258. I am the last to give up tasks.
260. I am the last to leave the practice field.
261. I am the last to leave the library.
262. I am comfortable with my sexual conduct.
263. I am hard to get to know.
264. I let people know how I feel about things.
265. I have no problem making up my mind.
266. People are nice to me.
267. I am as good a person as others.
268. Being single is a sign of weakness.
269. Being divorced is a sign of weakness.
270. Poor grades are a sign of weakness.
271. I feel confident when making important decisions.
272. My academic/career goals are realistic.
273. My long term relationships goals are realistic.
274. My career goals are realistic.
275. I enjoy change in my life.
276. My life difficulties result from associations with others.
277. I am most comfortable when I let others take charge.
278. I am more aware of my weaknesses than my strengths.
279. I think about killing myself.
280. I am angry when people interrupt my studies.
281. It is difficult for me to say no to others.
282. It is easy for me to keep a job.
283. I have made severe mistakes in college.
284. I enjoy making decisions for others.
285. I believe others will show favoritism toward me.
286. I am impatient at sporting events, concerts, and restaurants.
287. I have tried to commit suicide.
288. I am willing to work long hours to advance.
289. I work long hours to avoid other responsibilities.
290. I have no regrets with my love life so far.
291. I get my work done on time.
292. I am faithful to my partner/spouse.
293. I will always be faithful to my partner/spouse.
294. I am OK with my understanding of a spiritual power.
295. I have given in to my difficulties lately.
296. I put off my assignments until the last minute.
297. I believe in a life hereafter.
298. I skip out of tests.
299. I skip out on important commitments.
300. I have little to do with spirituality.
301. I have little in common with my partner/spouse.
302. I have little in common with my friends.

303. I have little in common with my classmates/coworkers.
304. I hang around with friends to overcome sad feelings.
305. I drink alcohol or take drugs to overcome sad feelings.
306. When things get difficult at school, I want to give up.
307. I am satisfied with my choice of major.
308. I am satisfied with my choice of significant other.
309. I am satisfied with my choice of spirituality/religion.
310. I am satisfied with my choice of occupation.
311. I do things at work against my values.
312. I do my school work.
313. I belong to a fraternity/sorority.
314. I show affection in my love relationships.
315. I am successful in love.
316. I am successful in friendships.
317. I am spiritually content.
318. I am a quick learner at school/work.
319. I am happy with my looks.
320. I make friends easily.
321. I enjoy putting myself out to help other people.
322. I fit in at parties.
323. My friends telephone me often.
324. I give up when things get hard.
325. If others agree, I am apt to attempt thing.
326. I use honest means to get ahead in life.
327. When things go wrong, I count on spiritual support to get me through.
328. When things to wrong, I can count on friends to support me.
329. When things go wrong, I can count on my partner/spouse.
330. I learn about myself through my set-backs.
331. I enjoy going to church.
332. I am comfortable in expressing my spirituality in my own way.
333. I break some laws.
334. I give up on things if I do them incorrectly the first few times.
335. I complete tasks.
336. I fulfill my obligations to others.
337. I pay attention in class.
338. I study as hard as I can outside of class.
339. Each course is important to me.
340. I inconvenience others in the dorm/apartment/house.
341. I get along with my roommate(s).
342. I borrow from roommates without replacing things.
343. I stay away from members of the other sex.

344. I drink alcohol or take drugs to express my true thoughts and feelings to others.
345. I drink alcohol to express my true feelings.
346. I drink alcohol in order to feel comfortable having sex.
347. I intentionally say things that hurt others' feelings.
348. I say things to appear important.
349. I make decisions without consideration of others' thoughts, feelings, or needs.
350. It is OK for me to steal from others who steal.
351. I take advantage of others for sexual enjoyment.
352. I rely on others to show me how to do things right.
353. I volunteer my time to help my community.
354. I am aware of and act on my civic duties.
355. I am active in boosting school spirit.
356. I cooperate with others.
357. I cooperate with co-workers.
358. I am reluctant to reveal ideas that would help my co-workers or classmates do better.
359. I like holding doors open for others.
360. I enjoy helping others learn.
361. I pick up litter on campus.
362. I attend campus sporting events.
363. I attend campus activities.
364. I am active in campus organizations.
365. I allow others to commute with me.
366. I enjoy the challenge of new endeavors.
367. I feel comfortable with my sexual behaviors.
368. I am a romantic person.
369. I am a contributing member of society.
370. I actively work to improve my intimate relationships.
371. I am a spiritual person.
372. Being unemployed is a sign of my weakness.
373. Showing my true feelings is a sign of personal weakness.
374. Having only a few friends is a sign of weakness.
375. Money/success is more important to me than friendships.
376. My career is more important to me than my family responsibilities.
377. For me, attending church is productive.
378. I have a difficult time getting along with myself.
379. I keep my problems to myself.
380. I blame others for my problems at work or school.
381. I am in control of the quality of my life.
382. My habits are hurtful to others.
383. I would rather follow than lead.
384. Others say I am selfish.
385. Others say I am helpful.

386. Others say I am naive.
387. Others say I am cooperative.
388. I am bothered by standing in lines.
389. I am a loyal employee.
390. I have little to do with spiritual issues.
391. I have little to do with community functions.
392. I do little on campus.
393. I do little outside of class.
394. I am satisfied with my school progress.
395. I am satisfied with my choice of university.
396. I am satisfied with my academic effort.
397. I am satisfied with my level of community involvement.
398. I am satisfied with my purpose in life.
399. I am satisfied with my contribution in my dating (love) relationships.
400. I am satisfied in love.
401. Spiritual pursuits are fulfilling to me.
402. College life is fulfilling to me.
403. Dating is fulfilling to me.
404. Academics are fulfilling to me.
405. My life is meaningful.
406. My school work is meaningful.
407. I am an important member of my campus
408. I am an important member of my community.
409. I am an important member of my church.
410. When class gets difficult, I am comfortable meeting my professors in their office hours.
411. I take on difficult projects at work or school.
412. My contributions will be remembered after I graduate.
413. I am comfortable with my beliefs in a superior being.
414. I am committed to obtaining a love relationship.
415. I share notes with classmates.
416. I live up to society's expectations of me.
417. I live up to others' expectations of me.
418. I understand what my purpose on earth is.
419. I fulfill the requirements of each course.
420. I contribute to the happiness of my dating relationship.
421. Life is easy.
422. I learn a lot about myself through dating relationships.
423. I learn a lot about myself through friendships.
424. I learn a lot about myself through my spiritual pursuits.
425. I learn a lot about myself through hard work.
426. I learn a lot about myself through my set-backs.
427. Marriage interests me.

428. Spending time with the other sex is rewarding to me.
429. I am willing to take risks without guarantee of success.
430. I am satisfied with myself.
431. I am worthwhile.
432. For me, school is worthwhile.
433. For me, work is worthwhile.
434. For me, friends is worthwhile.
435. For me, dating/marriage is worthwhile.
436. I have a positive impact on my friends.
437. I have a positive impact on campus.
438. I have a positive influence on other at work or school.
439. I take credit for my successes and failures.
440. It is OK for me to be unique.
441. I belong at this university.
442. I am personally responsible for my successes.
443. My thoughts are acceptable.
444. My behaviors are acceptable.
445. I skip out of social commitments.
446. I keep up with my homework throughout the semester.
447. I keep organized throughout the semester.
448. I depend on last minute cramming in preparing for tests.
449. I depend on grades to determine my worth.
450. I depend on others' approval of me to feel worthwhile.
451. I put off uncomfortable tasks at work or school.
452. I cooperate in social activities.
453. I cooperate in academic activities.
454. I cooperate in sporting activities.
455. I attempt only courses I do well in.
456. I feel discouraged about my spiritual life.
457. I find it necessary to concurrently date more than one person at a time to fulfill my love needs.
458. I maintain a facade to sustain intimate relationships.
459. I like myself.
460. I think that other people are better than I am.
461. I am worthwhile and secure whether or not I please others.
462. I find significance and security in pleasing others.
463. I am satisfied with my current progress toward various personal goals.
464. I exhibit courage when called upon to improve situations.
465. I exhibit courage when called upon to provide solutions to conflicts.

466. I exhibit courage when called upon to face disagreements with others.
467. I feel significant and secure when I believe I am morally superior to others.
468. I lecture, judge and condemn in order to demonstrate my rightness and moral superiority.
469. I feel significant when I demonstrate how the world mistreats me.
470. I complain, whine, and point out disasters and injustices that happen.
471. I must oppose others to feel significant and secure.
472. I must show that I know more than anyone else to feel significant.
473. I lecture, argue, criticize, advise, and debate with others to show my superior knowledge.
474. To feel significant, I must be number one.
475. I must get to feel significant and secure.
476. I exploit and/or manipulate others to feel significant.
477. I must be right to feel significant.
478. I criticize, judge, and point out mistakes to show my superior judgment.
479. I must please other to feel significant.
480. I feel hurt and rejected if others are not pleased with me.
481. Helping the world to be a more moral and righteous place gives me a feeling of significance and security.
482. I advocate high ethical standards and fair play to create a more righteous world.
483. I feel significant when I correct injustices.
484. I am an activist for equality and fair play to create more justice in the world.
485. I create unique solutions to problems in the world.
486. I provide information and knowledge to others in order to feel significant.
487. I am productive.
488. I feel significant when I help people get what they need and deserve.
489. I help solve problems by offering constructive feedback.
490. I negotiate, compromise, and seek understanding and agreement to resolve conflicts.
491. I often wish that reality were different from the way it is.
492. I think the world should be easier than the way it is.
493. I wait for the world to change.
494. I demand that reality be fair.

495. I believe reality and the world should adjust to my wishes.
496. Sometimes I change facts to fit my needs.
497. I sometimes believe other people should be and act the way I want them to.
498. I manipulate others through pity.
499. I manipulate others through depression.
500. I manipulate others through force.
501. True change is impossible.
502. Feeling guilty about the past is helpful.
503. I feel terrible every time I make a mistake.
504. I think I have to be what other people want.
505. I would prefer to live in the past.
506. I hate myself sometimes.
507. My worth as a human being depends on how much money I make.
508. I worry about future catastrophes.
509. I immediately reject new ideas if they are not consistent with my current beliefs.
510. I see newness as a threat.
511. I agree with ideas more easily when they are held by friends, relatives, or any group.
512. I feel at home or comfortable when interacting with others.
513. I have faith in others.
514. I feel that goodness is in others.
515. Making mistakes is a natural part of being human.
516. I feel connected with all humanity.
517. I feel the world can be made a better place.
518. I believe my rights and obligations in society are equal to the rights and obligations of others.
519. I believe my personal goals can be attained in ways consistent with community welfare.
520. I believe societal prosperity and survival depend on the willingness and ability of its citizenry to learn to live together in harmony.
521. I believe in the value of responding to others as I would like to be responded.
522. I believe my character is measured by the extent I have promoted community welfare.

APPENDIX C
ITEM ANALYSIS STATEMENT POOL

ITEM ANALYSIS STATEMENT POOL

1. I drink alcohol or take drugs to express my true thoughts and feelings to others.
2. I am satisfied with my choice of significant other.
3. I am a competent student or worker.
4. I drink alcohol or take drugs in order to feel comfortable having sex.
5. I do things against my values to keep my job.
6. I believe it is better to have tried at love and failed than never to have tried at love.
7. I am sexually involved with many people.
8. I willingly help others.
9. I have a difficult time getting along with myself.
10. I think other people are better than I am.
11. I feel spiritually disconnected.
12. I am comfortable meeting new people.
13. I am able to choose my direction in life.
14. I keep my commitments to others.
15. I am willing to concede my position in arguments.
16. I feel discouraged about my spirituality.
17. I take advantage of others for sexual enjoyment.
18. I believe some laws are meant to be broken.
19. I am impatient when working with others.
20. I use honest means to get ahead in life.
21. I blame others for my problems at work.
22. I tend to quit difficult tasks.
23. For me, work is worthwhile.
24. I hesitate before I do most things.
25. I easily find fault with myself.
26. I feel let down by God.
27. Helping others is as important as helping myself.
28. It is difficult to stay motivated at school or work.
29. It is difficult for me to commit to another human being.
30. I cooperate with classmates and/or workers.
31. I am respectful even to individuals that I disagree with.
32. I am happy with myself.
33. I am a spiritual person.
34. For me, an intimate relationship is worthwhile.
35. I like to cooperate in group projects.
36. I am reluctant to reveal ideas that would help my classmates or co-workers to do better in school or work.
37. I lie to cover my mistakes.
38. I put off uncomfortable tasks at school or work.
39. I prefer to have power over others.
40. I intentionally hurt others' feelings.
41. I have a positive influence on others at school or work.
42. I like to intimidate other people.
43. I am OK with my understanding of a spiritual power.
44. Completing a project is as important as starting one.

45. I have no regrets with my love life so far.
46. It is OK for me to cut in line.
47. Spiritual pursuits are fulfilling to me.
48. Good health is important to me.
49. I avoid intimate relationships.
50. I do just enough to get by.
51. The use of force is OK as a way to solve problems in intimate relationships.
52. I have no trust in a Higher Power.
53. My life has meaning.
54. I am disappointed in love.
55. My love life seems so full of problems I think about giving up.
56. Mutually enjoyable sexual activities are rewarding.
57. I am worthwhile.
58. With regard to my spiritual beliefs, I do not do as well as I want to do.
59. I participate in spiritual activities.
60. I actively work to improve my.
61. I am tolerant of others' opinions.
62. I only participate when I am sure I can win.
63. I am satisfied with myself.
64. My academic and/or career goals are realistic.
65. I like myself.
66. I try to win at all costs.
67. I think I am a worthless person.
68. It is OK to humiliate my significant other to get my way.
69. I enjoy helping others learn.
70. I am comfortable expressing my spirituality in my own way.
71. I have little to do with spirituality.
72. I feel confident when making important decisions.
73. I feel self-assured most of the time.
74. I believe that my life is worthwhile.
75. I take on difficult projects at school or work.
76. I am OK with my choice of spirituality/religion.
77. I have faith in my ability to overcome difficulties.
78. I am personally responsible for my success.
79. I feel comfortable with my sexual behavior.
80. I am responsible for the consequences of my actions.
81. I am self-confident in daily activities.
82. I look for every advantage I can get over others.
83. I am a contributing member of society.
84. I learn about myself through my set-backs.
85. My Higher Power is an important part of my life.
86. I am satisfied with my purpose in life.
87. I feel discouraged about my spiritual life.
88. I am more aware of my weaknesses than my strengths.
89. I make decisions without consideration of others' thoughts, feelings, or needs.

90. I have little to do with community functions.
91. I am willing to take risks without any guarantee of success.
92. I am aware of and act on my civic duties.
93. I maintain a facade to sustain intimate relationships.
94. For me, stealing is OK in certain situations.
95. I am content with my choice of occupation.
96. I am comfortable with my beliefs in a superior being.
97. I am successful in love.
98. I feel empty spiritually.
99. It is important for me to outdo others.
100. I have no problem taking advantage of others.
101. I wish I were more confident in my intimate relationships.
102. I volunteer to help my community.
103. I believe I can make the world a better place through my spiritual endeavors.
104. I contribute to the well-being of others.
105. When things go wrong, I count on spiritual support to get me through.
106. I am comfortable accepting others' compliments.
107. I am optimistic in overcoming difficulties with my intimate relations.
108. I enjoy being around others.
109. I have friends because they benefit me.
110. I enjoy the challenge of new endeavors.
111. I have little to do with spiritual issues.
112. I am willing and able to work hard for success.
113. I am willing to work long hours to advance.
114. I try to get all that I can in this world.
115. It is OK for me not to be perfect.
116. Compromise is important in intimate relationships.
117. I am optimistic about my future.
118. I often feel jealous or threatened in my intimate relationships.
119. I tend to be quiet out of fear of saying something stupid.
120. I believe it is OK to use unfair means if necessary.
121. I act sick to avoid obligations at school or work.
122. I believe I am a useful part of the universe
123. I enjoy it when other people fail.

APPENDIX D

SAMPLE LETTER TO EXPERT PANEL MEMBERS

April 15, 1995

Guy Manaster, Ph.D.
University of Texas at Austin
Austin, Texas

Dear Dr. Manaster,

We are very excited about the prospect of creating a discouragement index for adults and greatly appreciate your help in developing this instrument. Enclosed please find two copies of the list of 123 statements chosen by us to represent the concept of discouragement as it pertains to Adler's theory of Individual Psychology.

To add validity to our instrument, we kindly ask you to do the following with regard to the 123 statements:

1. Review each item for appropriateness of inclusion and clarity of wording; if desired, suggest editing changes for precision;

2. Using a scale of 1 to 5, with one being low (reflects a slight, if any, degree of discouragement) and five being high (reflects a high degree of discouragement), please assign the number you feel best represents the degree of discouragement reflected by the statement;

3. Keeping in mind the Adlerian life task areas of work, love, society, self-significance, and spirituality, please indicate whether the statement is representative of the life task area. If it is not, please designate the area which you believe is appropriate;

4. Please feel free to retain one copy of the statements for your files.

Thank you for your participation on our panel of experts, Dr. Manaster. Your contribution will be invaluable to us and to our field. Upon completion of your rating, please send the information in the enclosed envelope by mail or fax to:

Paul S. Haggan
Department of Counseling,
Development, and Higher Education
P.O. Box 13857
University of North Texas
Denton, Texas 76203-6857

Telephone: 817 565-2910
Fax# 817 565-2905

Sincerely,

Paul S. Haggan
Melissa W. Jones
Jeff Chernin

APPENDIX E
STATEMENTS FOR PANEL OF EXPERTS

STATEMENT POOL FOR PANEL OF EXPERTS

SOCIETY (Items 1-31)

1. Helping others is as important as helping myself.
2. I contribute to the well-being of others.
3. For me, stealing is OK in certain situations.
4. It is important for me to outdo others.
5. I try to win at all costs.
6. I try to get all that I can in this world.
7. I am respectful even to individuals that I disagree with.
8. I only participate when I am sure I can win.
9. I willingly help others.
10. I like to intimidate other people.
11. I enjoy being around others.
12. I keep my commitments to others.
13. I enjoy it when other people fail.
14. I prefer to have power over others.
15. I believe it is OK to use unfair means if necessary.
16. It is OK for me to cut in line.
17. I drink alcohol or take drugs to express my true thoughts and feelings to others.
18. I intentionally hurt others' feelings.
19. I make decisions without consideration of others' thoughts, feelings, or needs.
20. I volunteer to help my community.
21. I am aware of and act on my civic duties.
22. I enjoy helping others learn.
23. I am a contributing member of society.
24. I have little to do with community functions.
25. I look for every advantage I can get over others.
26. I am comfortable meeting new people.
27. I have no problem taking advantage of others.
28. I have friends because they benefit me.
29. I am willing to concede my position in arguments.
30. I am tolerant of others' opinions.
31. I believe some laws are meant to be broken.

SELF (ITEMS 32-39)

32. I am able to choose my direction in life.
33. Good health is important to me.
34. I am self-confident in daily activities.
35. I believe that my life is worthwhile.
36. I am responsible for the consequences of my actions.
37. I am comfortable accepting others' compliments.
38. I feel self-assured most of the time.
39. I have faith in my ability to overcome difficulties.
40. I lie to cover my mistakes.
41. I easily find fault with myself.
42. I am happy with myself.
43. I tend to be quiet out of fear of saying something stupid.

44. I think I am a worthless person.
45. I am optimistic about my future.
46. I feel confident when making important decisions.
47. I am more aware of my weaknesses than my strengths.
48. I use honest means to get ahead in life.
49. I enjoy the challenge of new endeavors.
50. I have a difficult time getting along with myself.
51. I learn about myself through my set-backs.
52. I am willing to take risks without any guarantee of success.
53. I am satisfied with myself.
54. I am worthwhile.
55. I am personally responsible for my success.
56. I like myself.
57. I think other people are better than I am.
58. I hesitate before I do most things.
59. It is OK for me not to be perfect.

 LOVE (Items 60-81)

60. I believe it is better to have tried at love and failed than never to have tried at love.
61. Mutually enjoyable sexual activities are rewarding.
62. I wish I were more confident in my intimate relationships.
63. I am disappointed in love.
64. I avoid intimate relationships.
65. My love life seems so full of problems I think about giving up.
66. I have no regrets with my love life so far.
67. I am satisfied with my choice of significant other.
68. I am successful in love.
69. I drink alcohol or take drugs in order to feel comfortable having sex.
70. I take advantage of others for sexual enjoyment.
71. I feel comfortable with my sexual behavior.
72. I actively work to improve my intimate relationships.
73. For me, an intimate relationship is worthwhile.
74. I am sexually involved with many people.
75. I maintain a facade to sustain intimate relationships.
76. I am optimistic in overcoming difficulties with my intimate relations.
77. Compromise is important in intimate relationships.
78. The use of force is OK as a way to solve problems in intimate relationships.
79. It is OK to humiliate my significant other to get my way.
80. It is difficult for me to commit to another human being.
81. I often feel jealous or threatened in my intimate relationships.

SPIRITUALITY (Items 82-103)

82. I feel discouraged about my spirituality.
 83. I believe I am a useful part of the universe.
 84. I participate in spiritual activities.
 85. With regard to my spiritual beliefs, I do not do as well as I want to do.
 86. I am OK with my understanding of a spiritual power.
 87. I have little to do with spirituality.
 88. I am OK with my choice of spirituality/religion.
 89. When things go wrong, I count on spiritual support to get me through.
 90. I am comfortable expressing my spirituality in my own way.
 91. I am a spiritual person.
 92. I have little to do with spiritual issues.
 93. I am satisfied with my purpose in life.
 94. Spiritual pursuits are fulfilling to me.
 95. I am comfortable with my beliefs in a superior being.
 96. I feel discouraged about my spiritual life.
 97. My Higher Power is an important part of my life.
 98. I believe I can make the world a better place through my spiritual endeavors.
 99. I feel spiritually disconnected.
 100. My life has meaning.
 101. I feel empty spiritually.
 102. I feel let down by God.
 103. I have no trust in a Higher Power.
-

WORK (Items 104-123)

104. I am a competent student or worker.
105. Completing a project is as important as starting one.
106. I tend to quit difficult tasks.
107. I do just enough to get by.
108. I am willing and able to work hard for success.
109. I am impatient when working with others.
110. I like to cooperate in group projects.
111. I act sick to avoid obligations at school or work.
112. My academic and/or career goals are realistic.
113. I am willing to work long hours to advance.
114. I am content with my choice of occupation.
115. I cooperate with classmates and/or workers.
116. I am reluctant to reveal ideas that would help my classmates or co-workers to do better.
117. I blame others for my problems at school or work.
118. I take on difficult projects at school or work.
119. For me, work is worthwhile.
120. I have a positive influence on others at school or work.
121. It is difficult to stay motivated at school or work.
122. I put off uncomfortable tasks at school or work.
123. I do things against my values to keep my job.

APPENDIX F
PANEL OF EXPERT ITEM RATINGS

Mean Item Ratings by Panel of Experts

Life tasks: W = work L = love SO = society SE = self
 SP = Spirit; Reverse Option Scored (Rev. Opt.)= R

Item No.	Task	Mean Rating	Rev. Opt	New No.	Item No.	Task	Mean Rating	Rev. Opt	New No.
1	SO	4.60	R	27	62	L	3.60		101
2	SO	5.00	R	104	63	L	4.20		54
3	SO	3.50		94	64	L	5.00		49
4	SO	3.66		99	65	L	4.60		55
5	SO	4.66		66	66	L	4.40	R	45
6	SO	3.75		114	67	L	4.40		2
7	SO	4.80	R	31	68	L	4.20	R	97
8	SO	4.33		62	69	L	4.75		4
9	SO	5.00	R	8	70	L	4.80		17
10	SO	5.00		42	71	L	4.20	R	79
11	SO	4.40	R	108	72	L	4.60	R	60
12	SO	4.40	R	14	73	L	4.80		34
13	SO	4.75		123	74	L	4.60		7
14	SO	4.25		39	75	L	4.60		93
15	SO	4.75		120	76	L	4.60	R	107
16	SO	4.00		46	77	L	1.60	R	116
17*	SO	4.66		1	78	L	5.00		51
18	SO	5.00		40	79	L	5.00		68
19	SO	5.00		89	80	L	4.20		29
20	SO	4.80	R	102	81	L	4.40		118
21	SO	4.60	R	92	82	SP	4.20		16
22	SO	4.80	R	69	83	SP	4.40	R	122
23	SO	4.80	R	83	84	SP	3.20	R	59
24	SO	3.60		90	85	SP	3.80		58
25	SO	4.25		82	86	SP	3.40	R	43
26	SO	2.40	R	12	87	SP	3.40		71
27	SO	4.75		100	88	SP	4.25	R	76
28	SO	4.00		109	89	SP	4.00	R	105
29	SO	2.40	R	15	90	SP	4.60	R	70
30	SO	3.40	R	61	91	SP	4.00	R	33
31	SO	3.60		18	92	SP	3.40		111
32	SE	4.80	R	13	93	SP	4.75	R	86
33	SE	4.60	R	48	94	SP	1.75	R	47
34	SE	4.80	R	81	95	SP	4.20	R	96
35	SE	4.60	R	74	96	SP	4.20		87
36	SE	5.00	R	80	97	SP	3.80	R	85
37	SE	4.40	R	106	98	SP	3.60	R	103
38	SE	4.40	R	73	99	SP	3.80		11
39	SE	4.80	R	77	100	SP	4.00	R	53
40	SE	4.40		37	101	SP	4.50		98
41	SE	4.60		25	102	SP	4.25		26
42	SE	4.75	R	32	103	SP	3.60		52
43	SE	4.00		119	104	W	4.60	R	3

Item No.	Task	Mean Rating	Rev. Opt.	New No.	Item No.	Task	Mean Rating	Rev. Opt.	New No.
44	SE	4.40		67	105	W	4.40	R	44
45	SE	4.80	R	117	106	W	4.40		22
46	SE	5.00	R	72	107	W	4.60		50
47	SE	4.00		88	108	W	4.60	R	112
48	SE	4.75	R	20	109	W	3.60		19
49	SE	4.00	R	110	110	W	4.80	R	35
50	SE	4.80		9	111	W	4.80		121
51	SE	4.80	R	84	112	W	4.20	R	64
52	SE	4.80	R	91	113	W	3.60	R	113
53	SE	5.00	R	63	114	W	4.20	R	95
54	SE	5.00	R	57	115	W	4.60	R	30
55	SE	4.40	R	78	116	W	4.20		36
56	SE	4.60	R	65	117	W	4.80		21
57	SE	4.20		10	118	W	4.40	R	75
58	SE	3.60		24	119	W	4.80	R	23
59	SE	4.60	R	115	120	W	4.80	R	41
60	L	4.00	R	6	121	W	4.00		28
61	L	4.20	R	56	122	W	3.60		38
					123	W	4.00		5

* Item #17 was moved from the life task of society to the life task self by the panel of experts. This was the only item to change life task location.

APPENDIX G
SOCIAL INTEREST INDEX
GREEVER, TSENG, AND FRIEDLAND (1973)

DIRECTIONS

Here are a number of statements people might make about themselves. Read the statements and rate them from 1 to 5 depending on how much the statement applies to you. For example, if a statement is not at all like you, circle a 1; if a statement is very much like you, circle a 5; or if the statement applies somewhere in between circle either the 2, 3, or 4, whichever applies to you. Read each statement carefully enough to understand it, and then circle your response.

		Not at all like me			Very much like me
1.	I have many friends	1	2	3	4 5
2.	I am usually nominated for things at school	1	2	3	4 5
3.	I usually like people I have just met ...	1	2	3	4 5
4.	My friends are very important to me	1	2	3	4 5
5.	I enjoy being in social organizations ...	1	2	3	4 5
6.	I don't mind helping out my friends	1	2	3	4 5
7.	I am often turned to for advice	1	2	3	4 5
8.	I feel rules are necessary	1	2	3	4 5
9.	I am generally satisfied with my decisions	1	2	3	4 5
10.	Once I decide something I find a way to do it	1	2	3	4 5
11.	My plans generally turn out the way I want them to	1	2	3	4 5
12.	I am sometimes concerned with philosophical questions	1	2	3	4 5
13.	I seldom feel the need to make excuses for my behavior	1	2	3	4 5
14.	I feel I have a place in the world	1	2	3	4 5
15.	I do my best most of the time	1	2	3	4 5

16. I seldom feel limited in my abilities ... 1 2 3 4 5
17. I can overlook faults in the people
I date 1 2 3 4 5
18. My parents did the best they could in
raising me 1 2 3 4 5
19. I believe two individuals can be
both lovers and friends 1 2 3 4 5
20. I feel each individual has equally
important roles in an intimate
relationship 1 2 3 4 5
21. I am looking forward to being in
(or I already enjoy being in) a
committed relationship/marriage 1 2 3 4 5
22. I have warm relationships with some
people 1 2 3 4 5
23. I feel family decisions need to be made
jointly 1 2 3 4 5
24. As far as I am concerned, marriage is
for life 1 2 3 4 5
25. I believe liking your work is more
important than the salary 1 2 3 4 5
26. I feel jobs are important because they
make you take an active part in the
community 1 2 3 4 5
27. School to me is more than just facts
from books 1 2 3 4 5
28. I prefer doing things with other
people 1 2 3 4 5
29. Finishing a job is a real challenge to
me 1 2 3 4 5
30. I am considered a hard worker 1 2 3 4 5
31. I enjoy music and literature 1 2 3 4 5
32. I wonder if I will be able to do all I
want in my lifetime 1 2 3 4 5

APPENDIX H
SOCIAL INTEREST SCALE
CRANDALL (1975)

DIRECTIONS

Below are a number of pairs of personal characteristics or traits. For each pair, choose the trait which you value more highly. In making each choice, ask yourself which of the traits in the pair you would rather possess as one of your own characteristics. For example, the first pair is "imaginative/rational." If you had to make a choice, which would you rather be? Write 1 or 2 on the line in front of the pair to indicate your choice.

Some of the traits will appear twice, but always in combination with a different other trait. No pairs will be repeated. Be sure to choose one trait in each pair.

I would rather be...

- | | |
|----------------------|----------------------|
| — 1. imaginative | — 1. neat |
| — 2. rational | — 2. logical |
| — 1. helpful | — 1. forgiving |
| — 2. quick-witted | — 2. gentle |
| — 1. neat | — 1. efficient |
| — 2. sympathetic | — 2. respectful |
| — 1. level-headed | — 1. practical |
| — 2. efficient | — 2. self-confident |
| — 1. intelligent | — 1. alert |
| — 2. considerate | — 2. cooperative |
| — 1. self-reliant | — 1. imaginative |
| — 2. ambitious | — 2. helpful |
| — 1. respectful | — 1. realistic |
| — 2. original | — 2. moral |
| — 1. creative | — 1. popular |
| — 2. sensible | — 2. conscientious |
| — 1. generous | — 1. considerate |
| — 2. individualistic | — 2. wise |
| — 1. responsible | — 1. reasonable |
| — 2. likable | — 2. quick-witted |
| — 1. capable | — 1. sympathetic |
| — 2. tolerant | — 2. individualistic |
| — 1. trustworthy | — 1. ambitious |
| — 2. wise | — 2. patient |

APPENDIX I
ITEM ANALYSIS STATISTICS

ITEM ANALYSIS SELECTION DATA

A = Statement
 B = Alpha To Item Analysis Total
 C = Significance To Total (r)
 D = Sub-scale
 E = Pearson r To Item Analysis Sub-scale
 F = Significance To Sub-scale
 G = Correlation To Final DSA
 H = Significance To Final DSA

A	B	C	D	E	F	G	H
1	.2280	.025	Self	.1908	.044		
2	.4316	.001	Love	.6678	.001		
3	.2771	.006	Work	.4047	.001		
4	.2936	.004	Love	.2992	.002		
5	.2392	.018	Work	.3170	.001		
6	.1394	.173	Love	.2274	.017		
7	.3291	.001	Love	.4236	.001		
8	.3466	.001	Society	.5001	.001		
9	.5851	.001	Self	.6618	.001	.6065	.001
10	.5014	.001	Self	.5892	.001	.5169	.001
11	.5674	.001	Spirit	.6345	.001	.5781	.001
12	.2368	.020	Society	.2289	.021		
13	.4553	.001	Self	.4802	.001		
14	.3020	.003	Society	.2143	.031		
15	-.0898	.382	Society	.1227	.219		
16	.5494	.001	Spirit	.7012	.001	.5701	.001
17	.2737	.007	Love	.2803	.003		
18	.2977	.003	Society	.3395	.001		
19	.2131	.036	Work	.2269	.017		
20	.3958	.001	Self	.3991	.001		
21	.4076	.001	Work	.4246	.001	.3977	.001
22	.3844	.001	Work	.5962	.001	.3460	.001
23	.2747	.006	Work	.4000	.001		
24	.4142	.001	Self	.3710	.001		
25	.3733	.001	Self	.5475	.001	.4174	.001
26	.3448	.001	Spirit	.5253	.001		
27	.3093	.002	Society	.3632	.001		
28	.4741	.001	Work	.5881	.001	.4243	.001
29	.5592	.001	Love	.7771	.001	.5905	.001
30	.2322	.022	Work	.2796	.003		
31	.2782	.006	Society	.4407	.001		
32	.5861	.001	Self	.7116	.001	.6312	.001
33	.4413	.001	Spirit	.8109	.001	.4703	.001
34	.3969	.001	Love	.5797	.001		
35	.4665	.001	Work	.4318	.001	.4540	.001
36	.2862	.004	Work	.3760	.001		
37	.4297	.001	Self	.3462	.001		
38	.1554	.129	Work	.3811	.001		

39	.2769	.006	Society	.4920	.001		
40	.4448	.001	Society	.6723	.001	.4399	.001
41	.4714	.001	Work	.4629	.001	.4534	.001
42	.4420	.001	Society	.6947	.001	.4095	.001
43	.5420	.001	Spirit	.7339	.001	.5355	.001
44	.3613	.001	Work	.5068	.001	.3869	.001
45	.4626	.001	Love	.6501	.001	.5015	.001
46	.0745	.469	Society	.2836	.004		
47	.4318	.001	Spirit	.7633	.001	.4426	.001
48	.4758	.001	Self	.4610	.001		
49	.5547	.001	Love	.7116	.001	.5718	.001
50	.4365	.001	Work	.5440	.001	.4796	.001
51	.4851	.001	Love	.4728	.001	.4941	.001
52	.4633	.001	Spirit	.6694	.001	.4705	.001
53	.5664	.001	Spirit	.3991	.001		
54	.5223	.001	Love	.7594	.001	.5827	.001
55	.5540	.001	Love	.7481	.001	.6126	.001
56	.2953	.003	Love	.3443	.001		
57	.6150	.001	Self	.6978	.001	.6447	.001
58	.3750	.001	Spirit	.3402	.001		
59	.4817	.001	Spirit	.7894	.001		
60	.4375	.001	Love	.4574	.001	.4389	.001
61	.4964	.001	Society	.6424	.001	.4569	.001
62	.4412	.001	Society	.4266	.001	.4637	.001
63	.6087	.001	Self	.7123	.001	.6332	.001
64	.5276	.001	Work	.5322	.001	.4210	.001
65	.6687	.001	Self	.7383	.001		
66	.2508	.013	Society	.5812	.001		
67	.3102	.002	Self	.4499	.001		
68	.4880	.001	Love	.3930	.001		
69	.5554	.001	Society	.4735	.001	.5174	.001
70	.5116	.001	Spirit	.6511	.001	.4958	.001
71	.4550	.001	Spirit	.7726	.001	.4601	.001
72	.4059	.001	Self	.5216	.001		
73	.5474	.001	Self	.7673	.001	.5536	.001
74	.5705	.001	Self	.7117	.001		
75	.5022	.001	Work	.6134	.001	.4562	.001
76	.6323	.001	Spirit	.7242	.001	.6352	.001
77	.5994	.001	Self	.6463	.001	.6075	.001
78	.2691	.008	Self	.4314	.001		
79	.5325	.001	Love	.5487	.001	.5646	.001
80	.3998	.001	Self	.2845	.002		
81	.4781	.001	Self	.6587	.001	.5140	.001
82	.4013	.001	Society	.6194	.001	.4004	.001
83	.5434	.001	Society	.3330	.001		
84	.4373	.001	Self	.4065	.001		
85	.4161	.001	Spirit	.7365	.001		
86	.4635	.001	Spirit	.3444	.001		
87	.4999	.001	Spirit	.6131	.001		
88	.4692	.001	Self	.5844	.001	.4978	.001
89	.4404	.001	Society	.5916	.001	.4417	.001

90	.5015	.001	Society	.4740	.001		
91	.2543	.012	Self	.4375	.001		
92	.4860	.001	Society	.3908	.001		
93	.4924	.001	Love	.5297	.001	.5317	.001
94	.4644	.001	Society	.5000	.001	.4538	.001
95	.2956	.003	Work	.4607	.001	.2971	.002
96	.4786	.001	Spirit	.6967	.001		
97	.5208	.001	Love	.7648	.001	.5676	.001
98	.6255	.001	Spirit	.7807	.001	.6381	.001
99	.4150	.001	Society	.6228	.001	.3922	.001
100	.3914	.001	Society	.5992	.001		
101	.4124	.001	Love	.6381	.001		
102	.3055	.002	Society	.3192	.001		
103	.4260	.001	Spirit	.7326	.001		
104	.6198	.001	Society	.5568	.001	.5956	.001
105	.4316	.001	Spirit	.7847	.001	.4543	.001
106	.3098	.002	Self	.4900	.001		
107	.6671	.001	Love	.6796	.001	.6459	.001
108	.4111	.001	Society	.3356	.001		
109	.2235	.028	Society	.3137	.001		
110	.4270	.001	Self	.5319	.001	.3767	.001
111	.4326	.001	Spirit	.7731	.0001		
112	.5036	.001	Work	.6201	.001	.5092	.001
113	.2534	.012	Work	.4677	.001		
114	.1319	.198	Society	.3564	.001		
115	.1893	.063	Self	.2633	.005		
116	.3721	.001	Love	.3979	.001		
117	.5709	.001	Self	.5972	.001	.5600	.001
118	.4186	.001	Love	.4982	.001	.4561	.001
119	.3344	.001	Self	.4609	.001		
120	.5198	.001	Society	.7201	.001	.5246	.001
121	.4461	.001	Work	.4550	.001	.4541	.001
122	.6382	.001	Spirit	.4607	.001	.6449	.001
123	.4126	.001	Society	.6992	.001	.4003	.001

APPENDIX J
DSA FACTOR ANALYSIS WITH VARIMAX ROTATION

DSA FACTOR ANALYSIS WITH VARIMAX ROTATION

Item	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
1 Self	0.089	0.160	0.199	0.646	0.212
2 Spirit	0.491	0.024	0.154	0.315	0.154
3 Work	0.090	0.097	0.308	0.309	0.071
4 Work	-0.016	0.286	0.327	0.346	0.049
5 Self	0.043	0.090	0.073	0.615	0.162
6 Love	0.154	0.170	0.127	0.258	0.395
7 Self	0.131	0.261	0.008	0.594	0.301
8 Spirit	0.782	0.088	0.066	0.021	0.046
9 Work	0.163	0.256	0.116	0.063	0.136
10 Soc.	0.054	0.123	0.500	0.128	0.065
11 Self	0.038	0.177	0.151	0.539	0.084
12 Work	0.149	0.409	0.104	0.213	0.022
13 Soc.	0.047	0.039	0.628	0.127	0.084
14 Spirit	0.607	0.093	0.083	0.119	0.152
15 Work	-0.022	0.336	0.089	0.101	0.036
16 Love	0.095	0.042	0.070	0.215	0.646
17 Spirit	0.780	0.107	0.072	-0.046	0.083
18 Work	0.089	0.230	0.219	0.351	0.116
19 Love	0.063	0.147	0.105	0.211	0.354
20 Work	0.069	0.333	0.424	0.257	0.089
21 Love	0.040	0.058	0.443	0.104	0.117
22 Spirit	0.535	0.055	0.220	0.025	-0.007
23 Love	0.087	0.009	0.216	0.411	0.584
24 Self	0.072	0.359	0.117	0.376	0.213
25 Love	0.149	0.313	0.078	-0.056	0.358
26 Spirit	0.505	0.002	0.186	0.323	0.198
27 Soc.	0.079	0.233	0.173	0.029	0.061
28 Soc.	0.104	0.190	0.375	0.148	0.113
29 Self	0.131	0.291	0.105	0.575	0.288
30 Work	0.068	0.413	0.133	0.304	0.183
31 Soc.	0.196	0.480	0.173	-0.04	0.035
32 Spirit	0.497	0.264	0.116	0.105	0.069
33 Spirit	0.728	0.101	0.148	0.009	0.061
34 Self	0.103	0.458	-0.008	0.498	0.204
35 Work	-0.093	0.510	0.079	0.142	0.036
36 Spirit	0.575	0.147	0.161	0.12	0.147
37 Self	0.145	0.508	0.126	0.218	0.104
38 Love	0.150	0.329	0.129	0.190	0.406
39 Self	0.102	0.553	0.128	0.350	0.235
40 Soc.	0.187	0.117	0.508	0.049	-0.01
41 Self	0.078	0.188	0.091	0.383	0.205
42 Soc.	0.129	0.113	0.462	0.032	0.085
43 Love	0.125	0.072	0.423	0.289	0.406
44 Soc.	0.087	0.059	0.435	-0.027	0.005
45 Work	-0.017	0.297	0.233	0.223	0.168
46 Love	0.129	0.185	0.030	0.183	0.799
47 Spirit	0.599	0.031	0.248	0.245	0.274
48 Soc.	0.229	-0.032	0.522	0.088	0.108

49 Love	0.129	0.031	0.159	0.198	0.836
50 Soc.	0.212	0.490	0.152	0.008	0.109
51 Spirit	0.765	0.088	0.113	-0.038	0.032
52 Love	0.107	0.302	0.033	0.072	0.443
53 Self	0.006	0.610	0.058	0.104	0.002
54 Work	0.055	0.655	0.065	0.087	0.062
55 Self	0.085	0.579	0.017	0.131	0.139
56 Love	0.074	0.136	0.275	0.259	0.374
57 Soc.	0.174	0.116	0.634	0.055	0.118
58 Soc.	0.127	0.144	0.631	0.012	0.030
59 Work	0.083	0.205	0.568	0.190	0.069
60 Spirit	0.197	0.429	0.162	0.226	0.152
VP	5.082	4.825	4.470	4.208	4.071

APPENDIX K
ITEM ANALYSIS SAMPLE DEMOGRAPHIC SHEET

APPENDIX L
ITEM ANALYSIS, PRESUMED DISCOURAGED, AND NORM SAMPLE
PARTICIPANT-CONSENT FORM

Dear Participant,

We are conducting a research project to finish the requirements for our doctoral degrees at the University of North Texas. We are requesting permission for your participation in this study and estimate that approximately 15 minutes of your time will be needed. Your decision to participate is strictly voluntary, and you may withdraw at anytime without penalty, prejudice or loss of benefits.

We are studying aspects of satisfaction in different areas of one's life. Along with our survey, we would like you to complete two others. No one other than ourselves and possibly the members of our graduate committees at the university will see you responses which will be identified by number only.

When you return your completed surveys, the form with your name, address, telephone number, and identification number will be removed from the demographic information and entered into a drawing for a cordless telephone. The winner of this drawing will be notified and the cordless telephone awarded upon completion of this project.

If you have any questions, please contact us at 211 Highland Hall (817) 565-2090.

Thank you for your help and cooperation.

Sincerely,

Melissa W. Jones, Paul S. Haggan, Jeff N. Chernin
Doctoral Candidate
University of North Texas
Department of Counselor Education
Telephone (817) 565-2910

I am willing to participate in Melissa Jones', Paul Haggan's, and Jeff Chernin's research project.

Signature

Date

THIS PROJECT HAS BEEN REVIEWED AND APPROVED BY THE UNIVERSITY OF NORTH TEXAS COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (817) 565-3940

APPENDIX M

PRESUMED DISCOURAGED AND NORM SAMPLE DEMOGRAPHIC SHEET

DEMOGRAPHIC INFORMATION

Age: _____ Sex: M F Occupation: _____
 01 02

Current Relationship Status:

Single Married/Cohabiting Committed Relationship
 01 02 03
 Separated Divorced Widowed
 04 05 06

Ethnicity: African American Asian Caucasian Hispanic
 01 02 03 04
 Native American Bi-racial Other: _____
 05 06 07

Sexual orientation: Heterosexual Bi-sexual Gay/Lesbian
 01 02 03

Choice of religion: Buddhism Christianity Hinduism
 01 02 03
 Judaism Muslim Other: _____
 04 05 06

Number of children: 0 1 2 3 4 or more

Your personal estimated annual income level:

\$0-14,999 15,000-29,999 30,000-44,999
 45,000-59,999 over \$60,000

Estimated years you have spent in school:

8th grde Hi-Schl Deg Some College Undgrad Deg Grad Deg
 01 02 03 04 05

Do you volunteer for a charitable, religious, or political organization? Yes No
 01 02

Current residence (city, state, country): _____

ID # _____

 OPTIONAL ENTRY FORM (This information will be separated from your survey to ensure confidentiality.)

To enter the drawing for a cordless telephone, fill out the information and return with your surveys.

Name: _____ Telephone Number: () _____

Address: _____
 City State Zip Code

ID # _____

APPENDIX N
UNIVERSITY OF NORTH TEXAS CONSENT TO USE
HUMAN SUBJECTS FORM



University of North Texas

Sponsored Projects Administration

May 2, 1995

**Paul Haggan
211 Highland Hall
UNT**

Dear Mr. Haggan:

Your proposal entitled "College Student Discouragement: Development of an Assessment Instrument" has been approved by the IRB and is exempt from further review under 45 CFR 46.101.

If you have any questions, please contact me at (817) 565-3946.

Good luck on your project.

Sincerely,

A handwritten signature in cursive script that reads "Sandra Terrell".

**Sandra Terrell, Chair
Institutional Review Board**

ST/lb

APPENDIX O
COLLEGE STUDENT PARTICIPATION-CONSENT FORM

Participation-Consent Form

Dear Student,

My name is Paul Haggan. I am conducting a research project to finish the requirements for my doctoral degree at the University of North Texas. I am requesting permission for your participation in this study and estimate that approximately 15 minutes of your time will be needed. Your participation is strictly voluntary, and you may withdraw at any time without penalty, prejudice or loss of benefits.

I am studying aspects of satisfaction in different areas of one's life. Along with my survey, I would like you to complete two others. No one other than myself and possibly the members of my graduate committee at the university will see your responses which will be identified by number only.

When you return your completed surveys, the form with your name, address, telephone number, and identification number will be removed from the demographic information and entered into a drawing for a cordless telephone. The winner of this drawing will be notified and the cordless telephone awarded upon completion of this project. If you have any questions, please contact me at 211 Highland Hall. Thank you for your help and cooperation.

Sincerely,

Paul Haggan
 Doctoral Candidate
 University of North Texas
 Department of Counselor Education

Telephone (817) 565-2910
 (817) 565-2090

I am willing to participate in Paul Haggan's project.

 Signature

 Date

This project has been reviewed and approved by the University of North Texas Committee for the Protection of Human Subjects. (817)565-3940

ID# _____

APPENDIX P
COLLEGE STUDENT SAMPLE DEMOGRAPHIC SHEET

DEMOGRAPHIC INFORMATION

Age: _____ Sex: _____ M _____ F Occupation: _____

Current relationship status:

Single Married/Cohabiting Committed Relationship

Widowed Divorced

Do you volunteer for a charitable, religious, or political organization?

Yes No

How many sisters in your family? _____ Ages: _____

How many brothers in your family? _____ Ages: _____

Your personal annual estimated income level?

0-14,999 15,000-29,999 30,000-44,999 45,000-59,999 over 60,000

Ethnicity: African American Asian Caucasian Hispanic

Native American Bi-racial Other: _____

Classification in college (Circle one): FR SO JR SR GRAD

Do you have a diagnosed learning disability or physical disability?

Yes No If yes, please explain _____

Current GPA at UNT:

Below 1.00 1.00-1.49 1.50-1.99 2.00-2.49

2.50-2.99 3.00-3.49 3.50-4.00.

In college, have you ever been on Academic:

suspension? probation?

Estimated absences per week in all classes? _____

Estimated number of university course Incompletions (I's) to date? _____

ID# _____

ENTRY FORM (This information will be separated from your survey to ensure confidentiality.) To enter the drawing for a cordless telephone, fill out the information and return with your surveys.

Name: _____ Telephone Number: _____

Address: _____

City

State

Zip Code

ID# _____

APPENDIX Q
DSA FACTOR ANALYSIS WITH VARIMAX ROTATION:
SORTED LOADINGS

Factor 1

- 8 I am a spiritual person.
- 17 Spiritual pursuits are fulfilling to me.
- 51 When things go wrong, I count on spiritual support to get me through.
- 33 I have little to do with spirituality.
- 14 I am OK with my understanding of a spiritual power.
- 47 I feel empty spirituality.
- 36 I am OK with my choice of spirituality/religion.
- 22 I have no trust in a Higher Power.
- 26 I feel discouraged about my spirituality.
- 2 I feel spiritually disconnected.
- 32 I am comfortable expressing my spirituality in my own way.

Factor 2

- 54 I am willing and able to work hard for success.
- 53 I enjoy the challenge of new endeavors.
- 55 I am optimistic about my future.
- 39 I am self-confident in daily activities.
- 35 I take on difficult projects at school or work.
- 37 I have faith in my ability to overcome difficulties.
- 30 My academic and/or career goals are realistic.
- 60 I believe I am a useful part of the universe.
- 50 I contribute to the well-being of others.
- 31 I enjoy helping others learn.
- 12 I have a positive influence on others at school or work.
- 34 # I feel self-assured most of the time.

Factor 3

- 57 I enjoy it when other people fail.
- 58 I believe it is OK to use unfair means if necessary.
- 13 I like to intimidate other people.
- 59 I act sick to avoid obligations at school or work.
- 48 It is important for me to outdo others.
- 40 I look for every advantage I can get over others.
- 10 I intentionally hurt others' feelings.
- 21 The use of force is OK as a way to solve problems in intimate relationships.
- 43 @ I maintain a false front to keep intimate relationships.
- 20 I do just enough to get by.
- 42 I make decisions without consideration of others' thoughts, feelings, or needs.
- 44 For me, stealing is OK in certain situations.

Factor 4

- 1 I have a difficult time getting along with myself.
- 5 I easily find fault with myself.
- 7 I am happy with myself.
- 29 I am satisfied with myself.
- 11 I think other people are better than I am.

- 34 # I feel self-assured most of the time.
 23 * My love life seems so full of problems I think about giving up.

Factor 5

- 49 I am disappointed in love.
 46 I am successful in love.
 16 I have no regrets with my love life so far.
 52 I am optimistic in overcoming difficulties with my intimate relations.
 38 I feel comfortable with my sexual behavior.
 23 My love life seems so full of problems I think about giving up.
 43 @ I maintain a false front to keep intimate relationships.

Factor Loadings Below .4000

- 3 I blame others for my problems at work.
 4 I tend to quit difficult tasks.
 6 It is difficult for me to commit to another human being.
 9 I like to cooperate in group projects.
 15 Completing a project is as important as starting one.
 18 It is difficult to stay motivated at school or work.
 19 I avoid intimate relationships.
 24 I am worthwhile.
 25 I actively work to improve my intimate relationships.
 27 I am tolerant of others' opinions.
 28 I only participate when I am sure I can win.
 41 I am more aware of my weaknesses than my strengths.
 45 I am content with my choice of occupation.
 56 I often feel jealous or threatened in my intimate relationships.

- * Loaded on Factor 2 and Factor 4
 # Loaded on Factor 4 and Factor 5
 @ Loaded on Factor 3 and Factor 5

APPENDIX R
RANGE OF SCORES, MEANS, AND STANDARD DEVIATIONS FOR TOTAL DSA
AND SUB-SCALES-PRESUMED DISCOURAGED SAMPLE

Range of Scores, Means, and Standard Deviations For Total DSA
and Sub-scales-Presumed Discouraged Sample

Source	Gender	N	Mean	Std.Dev.	Std.Err. Mean	Range of Scores
Total	Male	15	157.60	37.23	9.61	122-262
	Female	30	140.21	26.13	4.85	70-199
	Unreport	2	134.50	4.95	3.50	131-138
	Total	47	145.63	30.48	4.49	70-262
Love	Male	15	32.60	11.10	2.87	12-56
	Female	29	29.90	7.44	1.38	12-43
	Unreport	2	28.50	0.71	0.50	28-29
	Total	46	30.72	8.64	1.27	12-56
Society	Male	15	26.67	9.80	2.53	15-56
	Female	30	21.77	4.96	0.91	12-33
	Unreport	2	25.50	0.70	0.50	25-26
	Total	47	23.49	7.08	1.03	12-56
Spirit	Male	15	31.60	7.24	1.87	22-44
	Female	30	28.60	7.73	1.41	13-46
	Unreport	2	23.50	10.60	7.50	16-31
	Total	47	29.34	7.72	1.13	13-46
Self	Male	15	36.33	9.69	2.50	25-57
	Female	30	32.77	8.63	1.57	12-49
	Unreport	2	29.00	1.41	1.00	28-30
	Total	47	33.75	8.90	1.30	12-57
Work	Male	15	30.40	7.77	2.01	22-49
	Female	30	27.80	6.22	1.14	14-41
	Unreport	2	28.00	2.82	2.00	26-30
	Total	47	28.64	6.67	0.97	14-49

APPENDIX S
RANGE OF SCORES, MEANS, AND STANDARD DEVIATIONS FOR TOTAL DSA
AND SUB--SCALES--NORM SAMPLE

Range of Scores, Means, and Standard Deviations For Total DSA and Sub-scales-Norm Sample

Source	Gender	N	Mean	Std.Dev.	Std.Err Mean	Range of Scores
Total	Male	167	115.75	23.70	1.91	66-180
	Female	358	110.45	24.22	1.35	62-188
	Unreport	61	114.38	20.62	2.83	64-165
	Total	586	112.40	23.82	1.03	62-188
Love	Male	165	23.85	6.83	0.53	12-46
	Female	344	23.17	7.28	0.39	12-43
	Unreport	58	24.36	6.73	0.88	12-43
	Total	567	23.49	7.10	0.30	12-46
Society	Male	163	21.82	5.54	0.43	12-47
	Female	341	19.27	4.58	0.25	12-35
	Unreport	59	20.05	4.40	0.58	12-31
	Total	563	20.09	4.98	0.21	12-47
Spirit	Male	162	23.98	7.44	0.58	12-46
	Female	352	22.30	7.47	0.40	12-48
	Unreport	59	22.58	5.69	0.74	13-35
	Total	573	22.80	7.32	0.31	12-48
Self	Male	165	24.42	6.81	0.53	13-45
	Female	351	24.79	6.48	0.35	12-53
	Unreport	58	25.66	6.37	0.84	12-42
	Total	574	24.77	6.57	0.27	12-53
Work	Male	163	22.01	5.35	0.42	12-36
	Female	353	21.63	5.31	0.28	12-45
	Unreport	58	22.43	4.16	0.55	13-32
	Total	574	21.82	5.22	0.22	12-45

APPENDIX T
RANGE OF SCORES, MEANS, AND STANDARD DEVIATIONS FOR TOTAL DSA
AND SUB-SCALES-COLLEGE STUDENT SAMPLE

RANGE OF SCORES, MEANS, AND STANDARD DEVIATIONS FOR TOTAL DSA
AND SUB-SCALES-COLLEGE STUDENT SAMPLE

Source	Gender	N	Mean	Std.Dev.	Std.Err Mean	Range of Scores
Total	Male	193	139.10	25.41	1.83	62-229
	Female	295	127.39	24.81	1.44	69-213
	Unreport	8	131.00	11.56	4.09	113-144
	Total	496	132.00	25.50	1.15	62-229
Love	Male	199	28.64	7.79	0.55	12-50
	Female	311	26.62	7.82	0.44	12-47
	Unreport	9	29.11	6.64	2.21	20-41
	Total	519	27.44	7.84	0.34	12-50
Society	Male	199	27.44	6.56	0.47	14-51
	Female	304	22.61	5.77	0.33	12-44
	Unreport	8	25.25	5.31	1.88	18-35
	Total	511	24.53	6.52	0.29	12-51
Spirit	Male	200	28.85	8.48	0.60	12-56
	Female	308	25.33	7.87	0.45	12-46
	Unreport	9	22.33	3.16	1.05	19-27
	Total	517	26.64	8.25	0.36	12-56
Self	Male	201	26.69	6.83	0.48	12-47
	Female	311	27.17	7.51	0.43	13-50
	Unreport	9	27.44	6.11	2.04	18-39
	Total	521	26.99	7.23	0.32	12-50
Work	Male	201	27.33	5.74	0.41	12-53
	Female	312	26.06	6.06	0.34	13-46
	Unreport	9	25.56	4.13	1.38	20-30
	Total	522	26.54	5.94	0.26	12-53

REFERENCES

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