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I am submitting herewith a dissertation written by C. Edward Watkins, Jr. entitled "An Examination of the Relationship Between Social Interest and Self-Management Effectiveness." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Education.

Mark A. Hector
Mark A. Hector, Major Professor

We have read this dissertation
and recommend its acceptance:

Robert L. Williams

Lincoln R. Newton

Lawrence W. Liddell

Accepted for the Council:

C. W. Mink
The Graduate School

AN EXAMINATION OF THE RELATIONSHIP
BETWEEN SOCIAL INTEREST AND
SELF-MANAGEMENT EFFECTIVENESS

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C. Edward Watkins, Jr.

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ABSTRACT

This study was designed to examine the possible relationship between social interest and self-management effectiveness. The work and social dimensions of social interest and self-management, as well as the potential relation between social interest and friend/relative contacts, were examined also.

Two-hundred and one students participated in the study. All students were enrolled at either the University of Tennessee, Knoxville, or Walters State Community College, Morristown, Tennessee. Each student was administered Berkman's Social Network Index (BSNI); the Social Interest Index (SII); and Self-Description Form (SDF). Pearson product-moment correlations were performed on the: (a) total SII and SDF scores; (b) social scale scores on the SII and SDF; (c) work scale scores on the SII and SDF; and (d) total SII scores and friend/relative items of the BSNI.

It was found that social interest and self-management were correlated significantly. Work attitude and work behavior, as well as social attitude and social behavior, were positively associated. Social interest and friend/relative contacts were related significantly. The results of the study were discussed and some cautions regarding the findings were presented. Some directions for future research on social interest and self-management were suggested.

TABLE OF CONTENTS

CHAPTER	PAGE
I. PROBLEM, RATIONALE, AND RELATED LITERATURE.....	1
Need.....	1
Purpose.....	1
Theory.....	2
Review of the Literature.....	7
Hypotheses.....	15
Overview.....	16
II. RESEARCH DESIGN AND METHODOLOGY.....	17
Participants.....	17
Procedure.....	18
Measures.....	19
Design and Statistical Analysis.....	22
III. ANALYSIS OF RESULTS.....	23
Restatement of Hypotheses.....	23
Results of Hypotheses.....	24
IV. SUMMARY AND DISCUSSION.....	28
Summary.....	28
Discussion.....	29
Some Cautions Regarding the Study.....	32
Conclusion.....	38

	PAGE
LIST OF REFERENCES.....	39
APPENDIXES.....	48
A. DESCRIPTION OF THE STUDY PARTICIPANTS.....	49
B. INFORMED CONSENT STATEMENT.....	54
C. INSTRUCTIONS FOR THE STUDY.....	56
D. BERKMAN'S SOCIAL NETWORK INDEX.....	58
E. SOCIAL INTEREST INDEX.....	61
F. SELF-DESCRIPTION FORM.....	65
G. MEAN SCORES OF THE SII AND SDF.....	67
H. CORRELATIONAL MATRICES ON THE SII AND SDF.....	69
VITA.....	72

CHAPTER I

PROBLEM, RATIONALE, AND RELATED LITERATURE

Need

Social interest and self-management are two theoretical constructs that have significant implications for personal growth and development. The former construct derives from Alfred Adler's Individual Psychology, whereas the latter term has emerged from the behavioral and cognitive-behavioral orientations. Social interest and self-management are important ingredients of their respective theories. The relationship between these two concepts has not been investigated, however. A correlational investigation may help us to understand social interest and self-management and add to the knowledge-base of general personality theory.

Purpose

The purpose of this study is to investigate the possible relationship between college students' social interest and self-management behaviors. Other variables such as work and social orientations and interpersonal involvement will also be considered.

Theory

In this section, the concepts of social interest and self-management will be described. Also, a rationale for a relationship between these variables will be presented.

Social Interest

Social interest is a significant element of Adlerian theory, but one of the most difficult to comprehend fully. Numerous individuals have indicated the usefulness of this construct (e.g., Bickard, 1978; Bickhard & Ford, 1976; Crandall, 1978b) and varied attempts have been made to define precisely the essence of social interest. Adler (1964), for example, stated that "Social interest . . . means feeling with the whole, sub specie aeternitatis, under the aspect of eternity" (pp. 34-35). In an effort to further specify Adler's comments, Ansbacher (1968) pointed out that "social interest . . . is . . . a term composed of two parts: interest, a psychological process, and social, standing for object(s) in the outside world at which the process is directed" (p. 132). Thus, social interest is considered to be an intrapsychic process that involves an extrapsychic focus; that is, it entails a general orientation toward humankind and the world.

From a practical standpoint, social interest entails a basic, fundamental caring and concern for others (Crandall, 1981). It is a feeling of kinship with humanity and a desire to contribute to the community at large. The ways in which people express such caring and

concern can be both many and varied. For example, some may evidence their social interest via involvement in community action groups or volunteer work, whereas others may teach, counsel, or minister to those in need. Regardless of how individuals implement the social feeling, they inevitably demonstrate a sense of identification with humankind and, consequently, strive to further its longevity. The facets of identification and contribution, then, appear to be the essence of the social interest concept.

Self-Management

In the professional literature, self-management is considered a process that involves two basic steps: (a) deciding upon personally desired changes; and (b) developing and implementing a program to make these changes (Lanyon & Lanyon, 1978). Cormier and Cormier (1979) have offered a somewhat more concrete explanation of this process: "self-management is a process in which clients direct their own behavior change with any one therapeutic strategy or a combination of strategies" (p. 476). They continue, "For self-management to occur, the client must take charge of manipulating either internal or external variables to effect a desired change" (p. 476).

In examining these definitions, which are representative of those in the behavioral literature, a number of fairly distinct threads emerge. Self-management is first and foremost a "self-directed" activity, undertaken to improve the quality of one's health and well-being. Also, the process entails personal initiative and responsibility, as well as some form of environmental manipulation. Such manipulation

ultimately involves the use of a particular strategy or strategies, which may include self-monitoring, self-reinforcement, stimulus control, or self-contracting (Long & Williams, 1982; Watson & Tharp, 1981; Williams & Long, 1983). These strategies can be employed by individuals to improve their health, social, work, and leisure behaviors, among others.

A Proposed Relationship

Possible relationships between social interest and self-management efficacy can be derived from the self-concept literature. Many of the efforts in this area have focused upon the effects of an individual's self-concept for interpersonal functioning. Rogers (1951, 1961), for example, has indicated that an individual with a positive self-concept often manifests the following characteristics: (a) an openness to experience, (b) an existential mode of living, and (c) the regarding of oneself as trustworthy and dependable. These particular characteristics, among others, tend to eventuate in such behaviors as creativity, constructive social interacting, a mission orientation, and a philosophical, unhostile sense of humor (Maslow, 1956). In essence, the person with a positive self-concept acts not only to enhance the development of oneself, but others as well, and ultimately contributes "to the survival and evolution of the species" (Patterson, 1980, p. 489).

Social interest, as extrapolated from the writings of Adler, would seem to be a consequence of a basic and rudimentary positive experience of self. This type of self-valuing would result in a desire to

meaningfully contribute to the future of humankind--under the aspect of eternity, as Adler phrased it. Accordingly, in an effort to make constructive impact, the individual would strive to self-manage one's life. Through engaging in self-control measures, personal longevity and well-being are potentially enhanced, thus optimizing the individual's opportunities to manifest contributory behaviors.

Another possible explanation, which tends to support a social interest-self-management relationship, has been offered by the late psychoanalyst, Erich Fromm. In his theoretical works, Fromm (1947, 1956) has extensively addressed the condition of love, as well as the "productive personality orientation." Of especial relevance for the two constructs under study, he has stated: "not only others, but we ourselves are the 'object' of our feelings and attitudes; the attitudes toward others and toward ourselves, far from being contradictory, are basically conjunctive" (Fromm, 1956, p. 49). In other words, the manner in which an individual regards self is significantly intertwined with one's regard for other people and, more generally, the world of which we are a part.

In drawing conclusions from Fromm's statements, it seems clear that other-directed and self-directed behaviors are inextricably interwoven. Thus, one set of behaviors entails the other and vice versa. For Fromm, however, the attitude toward self is the fundamental variable. In his book, Man For Himself, he indicates this understanding: "We have faith in the potentialities of others, of ourselves, and of mankind because, and only to the degree to which, we have experienced the growth of our own potentialities" (Fromm, 1947, p. 210). Essentially, we are only

able to give that which we have to give; therefore, our self-knowledge and understanding--our self-concept--must be constructive and strong for nurturant behaviors to occur.

Social interest, as previously indicated, is an aspect of a healthy self-conception; the same could be said of self-management effectiveness. For effective self-management to accrue, however, some degree of social interest would seem implicit, if not explicit. More specifically, it could be maintained that the socially interested person, in desiring to contribute to the welfare of humankind, strives to enhance personal well-being via self-control strategies; such self-control techniques are engaged in to promote further individual opportunities for contribution. Further, one could also assert that those individuals who are more socially interested would manifest more effective self-managing behaviors. While these hypotheses appear tenable from the orientations of Individual Psychology and self-management theory, they remain unexamined empirically.

Summary

Social interest, an Adlerian term, refers to a basic caring and concern for others, along with a general desire to contribute to society as a whole. Self-management, a behavioral/cognitive-behavioral concept, entails self-initiated environmental manipulations to effect personally desired changes. From a theoretical perspective, these two variables are integrally related. Specifically, it could be postulated that the highly socially interested person, out of a desire to contribute to humankind, would exhibit a highly self-managed lifestyle. Conversely,

the person low in social interest seemingly would manifest a poorly self-managed lifestyle.

Review of the Literature

In this section, a brief survey of research on social interest and self-management will be provided.

Social Interest

Within the past decade research on social interest has burgeoned, largely resulting from the development of several new social interest measures (Altman, 1973; Crandall, 1975; Greever, Tseng & Friedland, 1973; Sulliman, 1973; Zarski, Bubenzer & West, 1983). For instance, Greever, Tseng and Friedland (1973) developed the Social Interest Index (SII) in an effort to assess social feeling. Their inventory, which consists of 32 items, has been used frequently since its inception. The SII has been reported to have a test-retest reliability coefficient of .79 and Cronbach alpha of .81 (Greever et al., 1973). Other investigations have supported the instrument's factor analytic structure, construct validity, concurrent validity, and predictive validity. Thus, the measure has received considerable confirmation as an assessment device. More information will be provided on the SII in the measures section.

Another social interest tool is Crandall's (1975) Social Interest Scale (SIS). The SIS consists of 15 word pairs, with one item of the pair representing social interest. Crandall reports the instrument to

have a split-half reliability of .77 and test-retest reliability of .82. While the SIS has provided some interesting information on social interest, its use has been restricted to the efforts of Crandall primarily. Other researchers have not employed the scale with much frequency.

Two additional social interest measures are the Early Recollections Rating Scale for Social Interest Characteristics (Altman, 1973) and the Sulliman Scale of Social Interest (Sulliman, 1973). These tools have not experienced wide usage and have been overshadowed by the SII and SIS.

In the studies conducted thus far, social interest has received considerable support as a critical personality variable. Altman and Rule (1980), for instance, found empathy and social interest to be positively correlated. Kaplan's (1978a, 1978b) investigations indicated positive relationships between social interest, cooperative behavior and gender type, with women typically possessing more of this construct than men. Somewhat similarly, Crandall and Harris (1976) found a positive association between cooperative, helping behaviors and social interest.

Along with this latter investigation, a number of other social interest studies have been carried out by Crandall (1980, 1981). He has identified social interest as being positively related to the following personality characteristics: (a) interpersonal attractiveness (Crandall, 1977); (b) ability to adapt to failure experiences (Crandall, 1978a); (c) ability to modulate noise (Crandall, 1978c); (d) adaptability to stress (Crandall & Lehman, 1977); (e) individual's tendency to regard their lives as interesting (Crandall & Putnam, 1980); (f) a sense of happiness and future orientation (Crandall & Reimanis, 1976); and

(g) an intrinsic religious orientation (Pauloutzian, Jackson, & Crandall, 1978). Conversely, social interest has been indicated to be negatively correlated or unrelated to the following variables: (a) extreme modes of thinking, i.e., antithetical or dichotomous thought (Crandall, 1979); (b) self-centeredness (Crandall & Kytonen, 1980); (c) individual's inclination to view their lives as boring (Crandall & Putnam, 1980); (d) criminal behavior (Crandall & Reimanis, 1976); (e) food aversions (Crandall & Reimanis, 1976); and (f) an extrinsic religious orientation (Pauloutzian, Jackson, & Crandall, 1978).

In addition to the efforts of Crandall and his colleagues, numerous other investigations on social interest have been executed. Zarski, Bubenzer and West (1981) found a positive association between social interest and persons' psychological well-being and life adjustment. Based upon these findings, as well as those of an earlier examination (Bubenzer, Zarski & Walter, 1979), these researchers offered an empirically-based psychological profile of the socially interested individual. This individual is (a) stable, responsible, sincere; (b) mature; (c) persistent, self-reliant; (d) enterprising, versatile; (e) serious, conscientious; and (f) altruistic and willing to help others in a variety of situations (Bubenzer, Zarski & Walter, 1979; Zarski, Bubenzer & West, 1981).

Mozdzierz and Semyck (1980) provided some measure of confirmation for the psychological profile developed by Bubenzer et al. In their study of an alcoholic group, social interest was found to be correlated positively with such characteristics as adaptability, perseverance, social initiative, personal resourcefulness, internal locus of control,

social poise, self-confidence, and educational achievement. It was correlated negatively with shyness, low self-confidence, coping difficulties, maladjustment, withdrawal, distrustfulness, depression, and unusual thinking, among other traits. Additional support also can be found in the work of Hjelle (1975), in which a positive association was indicated between high levels of social interest, an internal locus of control, and high levels of self-actualization in college women.

Of particular relevance to this investigation is the recent study of Zarski, West and Bubbenzer (1982). These researchers examined the relationship between social interest, running, and life adjustment. They found that "high social interest persons and runners reported greater life adjustment than low social interest persons and nonrunners respectively" (p. 148). Zarski et al.'s findings, though not supporting a social interest-running interaction effect, provided some evidence of reciprocity between these two variables. As a consequence, the authors considered their data consistent with the "well-body/well-mind" concept.

Summary

In the studies reviewed, Adler's concept of social interest has been confirmed as a psychological construct. For the most part, social interest has been validated from a concurrent and predictive standpoint. It typically has correlated with characteristics viewed as social interest components, whereas it generally has related negatively with characteristics that are inconsistent with the concept.

Of the investigations conducted, most have discretely related social interest to some aspect of individual functioning (health,

psychological well-being, mood state, locus of control). None has studied the relationship between social interest and the concept of self-management efficacy, per se.

Self-Management

Research on self-management generally has been oriented around four specific strategies: stimulus control, self-monitoring, self-reward and self-punishment. These investigations have examined a variety of behavioral domains and skills, including study skills, career development, emotions, and health behaviors. While each diverse area proves unique and significant, studies on health behaviors are perhaps most relevant to this investigation. In the health domain, two particular behaviors which have received increasing attention over the last two decades are smoking and weight control.

Smoking. Nolan (1968) and Roberts (1969) conducted studies on managing smoking via stimulus control. Nolan, for example, had a female client restrict her smoking to a "smoking chair." The use of this strategy resulted in a decrement in the woman's smoking behavior. Variations on the stimulus control method have focused on time locks (Azrin & Powell, 1968) and situation hierarchies (Gutman & Marston, 1967; Marston & McFall, 1971; Sachs, Bean & Morrow, 1970). Neither of these procedures has proven especially effective in reducing or eliminating smoking behavior.

Several empirical examinations have investigated the effects of self-monitoring. McFall (1970) found that college students, after

engaging in this technique, reduced both the time spent smoking and the number of cigarettes smoked. Other efforts have confirmed basically the conclusions of McFall (Kantorowitz, Walters & Pezdek, 1978; Karoly & Doyle, 1976; Rozensky, 1974). Despite positive findings, however, self-monitoring appears to have a short-lived impact. Consequently it has not been suggested as singularly effective, but rather as part of a comprehensive self-management package.

Self-reward studies on smoking have been few. Of those conducted, the use of a "buddy system" has been employed frequently as a method to combat smoking. Janis and Hoffman (1970) used a system in which participants at a stop-smoking clinic maintained daily phone contact with one another. They found the strategy to be effective, as did Dubren (1977) in a somewhat similar study. More recent supporting evidence for the "buddy" approach has been presented by Janis (1982, 1983).

Though behaviorists have often spoken against punitive techniques, a fair amount of research has been amassed on the self-punishment method. Powell and Azrin (1968) used a cigarette case that delivered electric shock. A number of other punitively-oriented techniques have been studied, for example, negatively-oriented contracts, blowing smoke in the faces of participants (Chapman, Smith & Layden, 1971; Danaher, 1977; Resnick, 1968; Tighe & Elliott, 1968). For the most part, self-punishment has not proven an effective self-management method and caution regarding its use has been recommended (Horan, Linberg & Hackett, 1977).

Weight Control. The use of stimulus control in weight management was first introduced by Ferster, Nurnberger and Levitt (1962). Drawing upon this initial work, a number of practitioners and researchers have examined the general and specific effects of the stimulus control strategy. Stuart (1967), for instance, applied the method to eight obese females, all of whom achieved some degree of weight loss over a year's time. Since Stuart's effort, several other research studies have supported the stimulus control technique (Jeffrey, Christensen & Pappas, 1973; Penick, Fillion, Fox & Stunkard, 1971). Despite these investigations, general consensus among behavioral researchers is that this strategy is best used as part of a comprehensive treatment package, rather than as a singular, discrete modifier (Mahoney & Arnkoff, 1978, 1979).

Self-monitoring, like the stimulus-control technique, has been found effective in reducing obesity and regulating weight problems. In a classic study, Romanczyk (1974) assigned overweight individuals to one of five treatment groups, three of which involved self-monitoring. It was found that the group monitoring both weight and caloric intake proved as effective as those exposed to educational and therapist interventions. Others' works have also confirmed or suggested the use of self-monitoring in weight reduction (see Bellack, Rozensky & Schwartz, 1974; Watson & Tharp, 1981). As with the preceding strategy, however, this technique has been recommended most as a treatment means instead of an end in itself (Mahoney & Thoreson, 1974; Thoreson & Mahoney, 1974).

One of the more effective methods in obesity control is that of self-reinforcement. In weight-oriented studies, Mahoney (1974) and Mahoney, Moura and Wade (1973) compared self-reinforcement techniques with self-punishment and/or self-monitoring. They found self-reinforcement to be the most facilitative approach to weight reduction. These results have also been supported by Bellack (1976), among others. In addition, a variant on the self-reinforcement strategy--"the buddy system"--has been implemented by Janis and his colleagues. With fair consistency, this system has proven itself to be relatively effective (Janis, 1982, 1983).

Self-punishment has been employed extensively in weight control experimentation. Of the studies conducted, however, a diversity of approaches have been tested, including electric shock, unpleasant odors, and other related types of aversive stimuli. Cautela (1972) explored the effects of negatively-toned covert images on weight behavior and described clinical cases in which the method seemed effective. Lutzker and Lutzker (1974) reported on a similar program, which involved the assigning of punitive household duties to a female overeater. Their research efforts proved successful in curbing eating behaviors. While other studies have investigated the self-punishment strategy, most researchers, theorists, and practitioners alike now regard the technique with caution and, at best, adjunctive (Cormier & Cormier, 1979; Craighead, Kazdin & Mahoney, 1976).

Summary

Research on self-management has focused typically on four of its facets: (a) stimulus control; (b) self-monitoring; (c) self-reinforcement; and (d) self-punishment. These studies generally have been experimental in nature, relying upon the ANOVA, ANCOVA, and related procedures, or N of 1 investigations in which time-series analyses have been employed. For the most part, none of the four self-management methods has received discrete, overwhelming support in smoking and weight control experiments. Rather, each typically has received endorsement when used in a conjunctive fashion and, when so used, they have proven increasingly effective as treatment modalities. Further, as this review indicates, empirical investigations into self-management have been quite specific in orientation.

Hypotheses

Four hypotheses about the relationship between social interest and self-management-effectiveness were proposed and tested.

Hypothesis I

There will be a significantly positive correlation between participants' total scores on the Social Interest Index (SII) and Self-Description Form (SDF).

Hypothesis II

There will be a significantly positive correlation between participants' scores on the social scale of the SII and social scale of the SDF.

Hypothesis III

There will be a significantly positive correlation between participants' scores on the work scale of the SII and work scale of the SDF.

Hypothesis IV

There will be a significantly positive correlation between participants' total score on the SII and their contact with friends and relatives.

Overview

The remaining chapters will describe the various aspects of the investigation. Chapter II elaborates upon the participants, procedure, and measures that were used. Chapter III presents an analysis of the results, whereas Chapter IV is a summary and discussion of the findings.

CHAPTER II

RESEARCH DESIGN AND METHODOLOGY

Participants

The participants in this study were students enrolled at the University of Tennessee, Knoxville (UTK), and Walters State Community College (WSCC), Morristown, Tennessee. Students from eleven classes or groups were assessed. The classes from the University of Tennessee included: (a) Adolescence; (b) Child Study; (c) Introductory Psychology; and (d) Disadvantaged Child. The groups were: (a) Educational Advancement; (b) Volunteer Community; and (c) College Scholars. Four classes from Walters State participated: (a) General Psychology--on-campus; (b) General Psychology--off-campus; (c) Developmental Psychology--on-campus; and (d) Developmental Psychology--off-campus.

In the UTK classes or groups a total of 119 individuals participated, and 82 subjects were included from WSCC. Overall 201 subjects took part in the study; fifty-six of these were male and 143 were female, with two persons not specifying their sex. The participants' ages ranged from 17 to 54. The mean age was 24. Regarding class status, 86 of the subjects were freshmen, 63 sophomores, 34 juniors, and 16 seniors. A description of each class and group is provided in Appendix A.

Participation in the study was voluntary, and a consent form (Appendix B) was signed by all involved. Only one group, the Introductory Psychology subjects, received extra credit for its participation. All UTK students were able to contact the researcher to obtain their results. For the WSCC students, a group interpretation of their results was given. The group interpretation was requested by the teachers of the Walters State classes.

Procedure

All participants were exposed to the same procedure. First they were read a standardized set of instructions (Appendix C), explaining the purpose of the investigation and the manner in which it would proceed. Following this reading each subject filled out Berkman's Social Network Index (BSNI), the Social Interest Index (SII), and Self-Description Form (SDF). In the test packets, the BSNI always was placed first. After its completion, the SII and SDF were taken with their order of administration alternated to assess for a possible ordering effect. Consequently the SII was completed first by approximately half of the participants, with the SDF being taken second. For the other half of the subjects, the order was reversed. All testing was done during the Spring and Summer sessions of 1983.

Measures

Three measures were used in the investigation; one was an identification data sheet, whereas the other two were inventories of personality characteristics. A description of these instruments and their validity and reliability characteristics will follow.

To gather some general identifying information from the participants, a modified form of Berkman's Social Network Index (BSNI) was used (Appendix D). The BSNI was developed to determine the number of individuals' social contacts and the importance of them (Berkman & Syme, 1979). It consists of four items, which ask respondents to indicate their marital status, number of friends and relatives to whom they feel close, and church and group membership. The development of the BSNI has been described in Berkman (1977). Validity and reliability data have not been reported for the Index. Four items were added to the BSNI; these asked the participants their age, sex, status in college, and whether or not they took part in a university group. No other changes were made in the BSNI other than the addition of these items.

The Social Interest Index (Greever, Tseng, & Friedland, 1973), which is shown in Appendix E, was designed to measure Adler's concept of social interest. It consists of 32 items and has 4 scales; the scales are each composed of 8 items and they assess the areas of social relationships, self-significance, love relationships, and work. All items are answered with a 1 through 5 entry, with 1 indicating "not at all like me" and 5 signifying "Very much like me." Regarding the Social Interest Index's (SII) measurement characteristics, Greever et al.

(1973) report that after two weeks the social, self-significance, love, work, and total scale scores had test-retest reliability coefficients of .81, .75, .65, .67, and .79, respectively; the total scale was found to have a Cronbach alpha of .81. They also state that the SII possesses a high degree of construct validity. Other researchers have tended to support or extend Greever et al.'s findings. For example, Zarski, Bubenzer, and West (1983), after slightly modifying several items of the SII, provided empirical support for four of the instrument's original five factors: I, Self-Significance; II, Love; III, Friendship; and IV, Work. Zarski, West, and Bubenzer (1981), in an earlier investigation on the original SII, found support for the measure's five factors: I, Social Interest; II, Self-Significance; III, Friendship; IV, Love; and V, Work. Hjelle (1975) showed that high levels of social interest, as assessed by the SII, were associated significantly with an internal locus of control and high levels of self-actualization; thereby, he confirmed the construct validity of the SII. Mozdierz and Semyck (1980) used the SII to study the relationship of alcoholics' social interest and social responsibility, social status, and an internal locus of control, among other variables. They found social interest to be positively correlated with such variables as adaptability, perseverance, social initiative, self-confidence, and personal resourcefulness. Conversely, social interest was found to be associated negatively with shyness, distrustfulness, withdrawal, and low self-confidence. Based upon these findings, Mozdierz and Semyck indicated that their "results tend to support the construct validity of the SII and are consistent with the concept of social interest as described by Adler" (p.420).

Other researchers have supported the SII's predictive validity (Kaplan, 1978a) and concurrent validity (Bubenzer, Zarski and Walter, 1979). Thus, the SII appears to be a relatively reliable, valid, and useful inventory for researching social interest.

The Self-Description Form (SDF; Thomas, Olsen, and Williams, 1982) is a naturalistic self-management inventory and evaluates the degree to which individuals control or manage their lives in four areas: (a) work; (b) social relationships; (c) health; and (d) leisure activities (see Appendix F). It is composed of 56 items; each item designates some type of activity or behavior in which people can engage. On a scale ranging 0 through 4, respondents are asked to indicate their rate of participation in the behavior. The scale values are defined as follows: (a) 0 = never; (b) 1 = rarely; (c) 2 = periodically; (d) 3 = regularly; and (e) 4 = always. An item's placement into the work, social, health, and leisure areas was determined by agreement among a group of mental health professionals. This group also decided consensually whether a particular item represented effective or ineffective self-management. In addition the same approach was used to determine a behavior's effectiveness or ineffectiveness as a self-management behavior; average agreement among the professionals was .87. The SDF is considered to possess face validity. Test-retest reliability coefficients for the work, social, health, leisure, and total scales are .67, .50, .79, .72, and .64, respectively. Test-retest reliability coefficients were established over a two to three week period.

Design and Statistical Analysis

The design of the study was correlational, and the data were analyzed using the Pearson product-moment correlation method. The level of significance was .05. Coefficients were calculated between the BSNI items, the SII (four subscale scores and total score), and SDF (four subscale scores and total score). Analyses were performed on an IBM 360/65 computer at the University of Tennessee Computer Center. The Statistical Analysis System (SAS) was used.

CHAPTER III

ANALYSIS OF RESULTS

Restatement of Hypotheses

Four hypotheses were tested. A restatement of the hypotheses is provided subsequently.

Hypothesis I

There will be a significantly positive correlation between participants' total scores on the Social Interest Index (SII) and Self-Description Form (SDF).

Hypothesis II

There will be a significantly positive correlation between participants' scores on the social scale of the SII and social scale of the SDF.

Hypothesis III

There will be a significantly positive correlation between participants' scores on the work scale of the SII and work scale of the SDF.

Hypothesis IV

There will be a significantly positive correlation between participants' total score on the SII and their contact with friends and relatives.

Results of Hypotheses

The correlational data of the study are presented subsequently. Prior to examining these data, three assumptions that underlie the Pearson product-moment procedure must be considered: (a) that a linear relationship exists between the researched variables; (b) that the variables are normally distributed; and (c) that the relationship between the variables is homoscedastic, that is, the spread of the variables around the best-fitting straight line is virtually the same at each level (Nunnally, 1967). These assumptions were tested through a scatter plot analysis of the data. None of the assumptions was violated.

The majority of t tests for sex differences was nonsignificant (see Appendix G). Therefore, the data were combined for sex and analyzed as a whole. The mean scores of the SII (combined male and female scores) were 30.96 (social), 30.88 (self-significance), 35.16 (love), 33.44 (work), and 130.44 (total). Mean scores on the SDF were 4.34 (work), 6.75 (social), 4.05 (health), 8.87 (leisure), and 24.48 (total). Further elaboration on these data is provided in Appendix G. Intra-scale and inter-scale correlations for the SII and SDF are presented in Appendix H.

In regard to Hypothesis I, social interest and self-management were correlated significantly. As measured by the total scale scores of the SII and SDF, these variables' relationship was .49 which was significant at the 0.0001 level (see Table 1).

Individuals' attitude toward social relationships (SII) and their social behavior (SDF) were associated significantly. Social attitude and social behavior, each measured respectively by the social scales of the SII and SDF, were correlated .26 which was significant at the 0.0002 level (see Table 1).

Concerning Hypothesis III, work attitude (SII) and work behavior (SDF) were related significantly. The two variables, each measured by the work scale of its respective instrument, correlated .21 which was significant at the 0.003 level (see Table 1).

Table 1

Pearson Product-Moment Correlations for Total and Scale
Scores on SII and SDF

Scale Scores	Correlations	Sig Level
Total SII and Total SDF	.49	0.0001
Social SII and Social SDF	.26	0.0002
Work SII and Work SDF	.21	0.003

Total SII score was related significantly to contact with friends and relatives (see Table 2). Items 5a and 5b of Berkman's Social Network Index (BSNI) measured participants' reported number of close friends and relatives. Item 5c measured individuals' amount of monthly involvement with their friends and relatives. The correlations between these items and total SII score were .30 (5a), .21 (5b), and .20 (5c). These correlations were significant at the 0.0001, 0.003, and 0.005 levels, respectively.

Table 2

Pearson Product-Moment Correlations for Total SII Score
and Friend/Relative Items From Berkman's
Social Network Index

Item and Score	Correlations	Sig. Level
5a (Close Friends) and Total SII	.30	0.0001
5b (Close Relatives) and Total SII	.21	0.003
5c (Contacts with Friends/Relatives) and Total SII	.20	0.005

In summary, each hypothesis was confirmed. Social interest was found to be correlated significantly with individuals' self-management behaviors and contact with friends and relatives. Social attitude and work attitude correlated with social and work behaviors, respectively.

When evaluating the results, two important variables to consider are the (a) order effect of the instruments, and (b) social desirability mean score of the SDF. One hundred and eight students were given order 1; in this order, the SII was given first and followed by the SDF. Ninety-three students were given order 2; in this order, the SDF was given first and followed by the SII. The total mean scores of the SII and SDF for the group exposed to order 1 were 130.3 and 55.02, respectively. For the participants exposed to order 2, their respective SII and SDF mean scores were 130.56 and 54.46. The Social Desirability Scale of the SDF includes six items, each of which is on a scale of 0 through 4. The mean score for the 201 subjects was 1.5 per item. Neither order effect nor social desirability appears to have been a factor in this study.

CHAPTER IV

SUMMARY AND DISCUSSION

Summary

The primary purpose of this study was to examine the possible relationships between social interest and self-management. Particular aspects of these variables also were considered, for example, work and social attitudes and behaviors. Secondarily, the relationships between social interest and friend/relative contacts were investigated. While social interest and self-management are regarded as integral concepts within their respective theories, they had not been viewed or researched as related variables; a study that examined a possible relationship between them seemed needed.

The participants in this study were 201 college students, enrolled at the University of Tennessee, Knoxville, and Walters State Community College, Morristown, Tennessee. At the time of the investigation they were involved in various college classes (for example, General Psychology, Developmental Psychology, Child Study, Disadvantaged Child) and groups (Volunteer Community and College Scholars). All participation was voluntary; only one class received course credit for taking part in the project. Three measures were completed by each subject: (a) Berkman's Social Network Index (BSNI); (b) the Social Interest Index (SII); and (c) Self-Description Form (SDF). The testing was performed during the Spring and Summer quarters of 1983. It was hypothesized that

significant, positive relationships would be found between (a) total SII and SDF scores, (b) social attitude (SII) and social behavior (SDF) scores, (c) work attitude (SII) and work behavior (SDF) scores, and (d) total SII score and friend/relative contacts (BSNI). All hypotheses were tested at the .05 level of significance. Each received positive confirmation, thus indicating that the variables were correlated significantly.

Discussion

The results of this study support a positive relationship between social interest and self-management effectiveness, as well as a positive association between social interest and friend/relative contacts. Considering that the findings relate to specific hypotheses, each will be discussed subsequently.

A significantly positive relationship between individuals' degree of social interest and their self-management effectiveness was found. It appears that persons high in social interest would be apt to manifest self-management behaviors, whereas those low in social interest would be prone to poor self-management. The results provide some confirmation for the earlier stated theoretical proposition: people, out of a caring for others and desire to contribute to the whole, will engage in effective self-management behaviors. Self-management behaviors increase ability to contribute, thereby allowing for further opportunities to implement social interest.

More specific analyses of the social interest and self-management data indicated significant relationships between social attitude and social behavior and, further, work attitude and work behavior. Therefore, individuals' thoughts about and feelings toward social relationships and work would tend to co-vary with their social and work behaviors. Consequently, it appears that people with high social interest in regard to their social relations would exhibit well self-managed social behaviors; those with high social interest in regard to work would manifest well self-managed work behaviors. The converse of these relationships would be expected.

Though the findings are correlational in nature and causative relationships cannot be inferred, several implications can be drawn from them. For one, persons who care for others care for themselves. Such concern is evidenced through a general self-management orientation, which includes effective management of health, leisure, social and work behaviors. Through engaging in various self-management behaviors, individuals not only enhance their self-control but also increase opportunities for contribution to others. From a theoretical perspective, social interest and self-management can be viewed as aspects of a healthy and mature personality. They are indicative of a high level of ego development--a level at which both love for self and love for others exist. Out of self-love, the individual is able to care for and give to others attitudinally and behaviorally. In like fashion, love for others affects the person's attitude and behavior toward self and seemingly enhances them.

While social interest may precede self-management, further investigations will be needed to establish this postulate. From the present study, however, some general conclusions can be made about social interest and self-management as personality variables. For instance, considering that these two characteristics are regarded as reflective of healthy functioning and, moreover, that both have been found to be correlated, it would seem that attempts to develop and increase either variable could contribute to positive personality change. More specifically, educational and therapeutic efforts designed to enhance social interest may heighten self-management effectiveness and result in a more actualized personality; similar efforts oriented toward increasing self-management effectiveness may raise social interest and general individual functioning. Thus, through addressing either social interest or self-management, beneficial changes in personality may be achieved. Means for bringing about such changes in the educational and therapeutic situations have been indicated elsewhere (Corsini, 1977, 1979; Dinkmeyer, Pew, & Dinkmeyer, 1979; Long, 1975; Workman, 1982).

The remaining hypothesis, that social interest is correlated significantly with friend/relative contacts, was confirmed empirically. Therefore, it would be expected that individuals high in social interest would have more close friends, more close relatives, and have more contact with them than their low social interest counterparts. Social interest would appear an important aspect of intimacy.

The significance of friend/relative contacts to healthy functioning merits close scrutiny. As Berkman and Syme (1979) and numerous others (for example, Ortmeyer, 1974; Parkes, 1964) have indicated, interpersonal involvement contributes to greater physical/mental health and longevity, whereas limited involvement or lack thereof can result in a decline in physical/mental well-being and a decrease in longevity. In view of these findings, the results of this study seem relevant to the investigation of Berkman and Syme. Considering the correlative nature of social interest and social contacts, by enhancing social interest, affiliation with others may be increased; similarly, through enhancing interpersonal involvement, social interest may be heightened. Whichever approach be taken, a person's general physical and mental well-being could be enhanced. Methods of stimulating such growth were identified previously.

Some Cautions Regarding the Study

Though some interesting findings were presented, several cautions regarding this study should be borne in mind. These relate to the areas of (a) participants, (b) instruments, (c) design and statistical analysis, and (d) statistical versus clinical differences.

Participants

The participants were all college students, enrolled at either the University of Tennessee, Knoxville, or Walters State Community College.

Though the subjects were variable in age and personal characteristics, the majority of them were freshman (N = 86) or sophomore (N = 63) psychology students (N = 194), most of whom were females (N = 143). Therefore, when generalizing from the study's findings, these facts should be taken into account. While some conclusions could be drawn about male students taking classes in psychology, as well as those individuals in their junior or senior years, any inference regarding such groups must be made with caution and tentativeness. In contrary fashion, more confidence could be placed in generalizations about females in their freshman and sophomore years who are taking psychology classes.

Instruments

The two primary instruments of the study--the Social Interest Index (SII) and Self-Description Form (SDF)--are both relatively new and in their formative stage. The SII is a measure of an attitudinal construct: social interest. The SII, which has been used fairly frequently in Adlerian-oriented research, generally has received support as a research instrument (see Bubenzer et al., 1979; Hjelle, 1975; Kaplan, 1978a; Mozdierz & Semyck, 1980). Nevertheless, some criticisms of the measure have been made; these have focused on the social desirability problems that inhere in the SII. Of the critical comments, those of Leak (1982) and Zarski et al. (1983) appear the most constructive. The former author urges that items containing social desirability variance be eliminated. Zarski and his colleagues argue

for three particular changes: (a) rewording of items that are unclear; (b) randomization of the SII's items; and (c) the development of items that are moderately negative in nature, each of which would supplement the positively keyed items. Modifications along these lines would not only enhance the SII's measurement power, but also increase its experimental usefulness.

The Self-Description Form was developed approximately two years ago (Thomas et al., 1982) and is designed to assess self-management. The SDF does not measure an attitude or traits; instead it is a measure of a behavioral characteristic: self-management. Because of its recent development, the SDF has a somewhat limited data base upon which to draw. Still strides have been made in gathering SDF data, and continuing efforts are being expended to establish the instrument's validity and reliability, cross-cultural applicability, and to refine its items and structure. While preliminary information indicates the SDF to be reliable and valid, additional research is needed to more firmly establish the measure's power and usefulness as a research tool. Such research would contribute to the effective evaluation of self-management and allow for fine discriminations to be made of self-management behaviors.

Currently both the SII and SDF can be regarded as rather gross indices of their respective concepts. The reliability of both instruments generally needs to be improved upon. Therefore, the measurement of social interest and self-management can be viewed as being somewhat global and gross in nature. With further research,

however, these instruments can become more specific, discriminating, and precise in their function. The stage of development of the SII and SDF should be considered when reviewing the findings of this study. In addition, it is also important to note that both measures are self-report inventories. Thus, dishonest responding by the participants, whether a result of conscious effort or unconscious defensive behavior, could have occurred.

Design and Statistical Analysis

The design and analysis of the study were correlational. The correlational design lends itself well to descriptive research and can provide information about the relationships that exist between variables (Huck, Cormier, & Bounds, 1974). It cannot offer insight into cause-effect relations, though sometimes conclusions of this type are made tentatively (Gelso, 1979). Having recognized such a limitation, it is important that causative relationships not be inferred between the variables of this study.

Another aspect attendant to the correlational study--that being the existence of a causative variable external to the investigation--also merits attention and consideration. More specifically, it is possible that the relationships found between social interest and self-management, and social interest and friend/relative contacts, were the result of some impinging, external variable, which was not examined in the study in any direct or explicit manner. Only through a more controlled investigation could this possibility be guarded against.

Statistical versus Clinical Differences

Though the correlations between social interest and self-management were statistically significant, this does not mean that the relationships will be of clinical or practical value. In research using large samples, "small correlations can be significant, but only in a statistical sense" (McMillan & Schumacher, 1984, p. 198). Small correlations do not account for a large amount of the variance and generally have little predictive value. These correlations give us limited information about the groups or individuals that were studied.

Some of the correlations between aspects of social interest and self-management (for example, work and social aspects) were low. Therefore, while the correlations are present, it is difficult to know how they may be used to help us in better understanding either group or individual behavior. The relationship between the total scores on the SII and SDF (.49) can be considered average to fairly high (Bertrand & Cebula, 1980). Crude group predictions could be made on the basis of this correlation (McMillan & Schumacher, 1984); however, individual predictions could not be made. If predictions were to be made from these data, such cautions would need to be considered.

While there are several cautions to consider about the findings, a supplementary analysis of the data seems to deserve presentation. A one-way analysis of variance was performed on the social interest data. The social interest scores, which served as the independent variable, were divided into three levels: (a) low, (b) medium, and (c) high. Sixty-seven subjects were in each group. A significant

difference was found among the three groups on total SDF scores ($F = 32.45$, $df = 2, 198$, $p < .01$). A Newman-Keuls post hoc comparison revealed that: (a) the mean of the high group was significantly greater than the means of the medium and low groups; and (b) the mean of the medium group was significantly greater than the low group ($ps < .01$). The means of the high, medium, and low groups were 28.5, 22.5, and 16.9, respectively. These supplementary findings seem to lend support to some of the previous findings.

Suggestions for Future Research

Suggestions for future research can be drawn from the preceding cautions. In regard to participants, studies that examine such populations as the following would seem in order: (a) students beyond (and before) their freshman and sophomore year; (b) male students; and (c) groups other than students, for example, specific occupational groups, patient populations, and the general public. The suggestion to study groups other than college students is consistent with previous recommendations about psychological research samples (Schultz, 1969; Smart, 1966; Watkins, 1983). Instead of using self-report inventories exclusively, investigations that use indirect assessment methods (for example, behavioral observation, Crandall's Social Interest Scale) could provide effective measures of social interest and self-management. These tools would not be subject to a social desirability response set. Concerning the design and statistical analysis, research that extends the correlational design is needed. This would allow for greater control and enable understanding of the possible causal

relationships that exist between social interest and self-management. For example, either a well-controlled experimental study (Campbell & Stanley, 1966) or well-controlled correlational design (see Gelso, 1979) would prove facilitative. Whichever the case, the degree of confidence that could be placed in the research findings would be enhanced.

Conclusion

The purpose of this experiment was to examine the possible relationships between social interest and self-management, as well as the relationships between social interest and friend/relative contacts. Students (N = 201) enrolled in classes at the University of Tennessee, Knoxville, and Walters State Community College participated. They completed the Berkman's Social Network Index, Social Interest Index, and Self-Description Form. Significant, positive relationships were found between (a) social interest and self-management, (b) social attitude and social self-management, (c) work attitude and work self-management, and (d) social interest and friend/relative contacts. It was suggested that love for self and love for others are integrally related. Further, it appears that self-love and love for others are related to self-management. In relation to physical and mental well being, attempts to enhance social interest may result in increases in self-management. The converse may also occur. Similarly, efforts to heighten social interest may effect increases in friend/relative contacts. Again, the converse of these results have implications for individuals' health and happiness. A discussion of the study's implications and some directions for future research were provided.

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APPENDIXES

APPENDIX A

DESCRIPTION OF THE STUDY PARTICIPANTS

DESCRIPTION OF THE STUDY PARTICIPANTS

Eleven classes or groups were involved in the study; a description of each follows. The eight classes will be described first, followed by descriptions of the three groups that were included. The class's or group's purpose, its composition, and the sex and mean age of the participants are indicated. All subjects were students enrolled at the University of Tennessee, Knoxville (UTK) or Walters State Community College.

1. Adolescence: This course is designed to provide information on the adolescent years. Examined are such topics as developmental theories of adolescence and the physical and mental changes that occur during adolescence. The class often is taken by individuals who plan to work in the secondary school system and was taught in the Department of Educational and Counseling Psychology (ECP) at UTK.

Number of Participants (N) = 16; Sex = 4 Male (M), 12 Female (F); 0 Unidentified (U); College Status (CS) = 0 Freshmen (Fr), 5 Sophomores (So), 5 Juniors (Jr), 6 Seniors (Se); Mean Age (MA) = 25.

2. Child Study: The purpose of this course is to provide the student with an understanding of child development and children's developmental needs. It also covers approaches to working with and helping children as they grow. This course is oriented specifically toward individuals who plan to work with elementary school children. It was taught by ECP.

N = 37; Sex = 2 M, 35 F; CS = 1 Fr, 16 So, 16 Jr, 4 Se; MA = 22.48.

3. Introductory Psychology: The course provides a basic and general overview of the field of psychology. Students are given a brief introduction to such topics as sensation and perception, motivation, and theories of personality, among others. Students in this class were given extra credit for participating in the experiment. The course was taught by the Psychology Department.

N = 37; Sex = 23 M, 14 F; CS = 18 Fr, 14 So, 3 Jr, 2 Se; MA = 20.10.

4. Disadvantaged Child: This course provides a review about children who are considered disadvantaged and deprived in some way. The effects of social, economic, and psychological deprivation on children's development is examined. This course is taken often by students planning to work in the school system. The course was taught by ECP.

N = 4; Sex = 1 M, 3 F; CS = 0 Fr, 0 So, 0 Jr, 4 Se; MA = 21.75.

5. General Psychology: This course provides a basic overview of psychology, and the subject content is similar to the Introductory Psychology course description. The participants were taking the class through Walters State Community College. The class members came from a variety of occupations, but most were either nursing or law enforcement majors. They were taking the course for continuing education or to maintain certification within their profession. A member of Walters State's Psychology Staff taught the course, which was an off-campus class.

N = 32; Sex = 9 M, 23 F; CS = 28 Fr, 3 So, 0 Jr, 0 Se, 1 U; MA = 31.75.

6. General Psychology: This course is identical to the preceding one, but was offered on the Walters State campus. It was taught by the Psychology Department. The course is a basic requirement of Walters State's curriculum.

N = 14; Sex = 5 M, 9 F; CS = 7 Fr, 5 So, 2 Jr, 0 Se; MA = 21.42.

7. Developmental Psychology: This course covers general aspects of child development and theories of personality development in children. It examines the physiological, psychological, and social facets of the child's life. The class was taught by the Psychology Department of Walters State as an off-campus course. The students primarily were nursing majors.

N = 17; Sex = 3 M, 14 F; CS = 7 Fr, 8 So, 2 Jr, 0 Se; MA = 28.76.

8. Developmental Psychology: This course is identical to the preceding one and is a basic requirement of the Walters State curriculum. It was taught by the Psychology Department as an on-campus course.

N = 19; Sex = 4 M, 14 F, 1 U; CS = 9 Fr, 8 So, 1 Jr, 0 Se, 1 U; MA = 23.

9. Educational Advancement: Students in this program have ACT scores below 17 and are considered at risk academically. They take part in special courses (for example, elementary English and Math, study skills) that are designed to prepare them for the college experience. In addition, they take the required classes within their major or particular area of interest. All participants in this study were in a Career Development course taught in ECP at UTK.

N = 18; Sex = 2 M, 15 F, 1 U; CS = 11 Fr, 3 So, 4 Jr, 0 Se;
MA = 19.41.

10. Volunteer Community: This is a transitional group for incoming students to UTK. Most involved in the group are from outside the Knoxville area and their homes are 60 or more miles from campus. Once accepted into the Community, all students participate in regularly scheduled group meetings and are housed in the same dormitory.

N = 5; Sex = 3 M, 2 F; CS = 5 Fr, 0 So, 0 Jr, 0 Se; MA = 18.6.

11. College Scholars: This group consists of gifted students. The students are able to develop an academic program that meets their individual needs. They are required to possess creative ability, intensively explore a topic of their choice and produce a substantive document on it, and integrate multiple perspectives. Final acceptance into the program is dependent upon each student's demonstration of sustained interest in high-level achievement and self-organized study.

N = 2; Sex = 0 M, 2 F; CS = 0 Fr, 1 So, 1 Jr, 0 Se; MA = 19.5.

APPENDIX B

INFORMED CONSENT STATEMENT

INFORMED CONSENT STATEMENT

I understand that the purpose of this study is to develop a more comprehensive picture of individuals' social feelings and their life-style characteristics. I have been informed that I will take a series of paper and pencil inventories related to these areas. I also have been informed that I need not sign my name to any of the inventories and that my response will be held in the strictest confidence. I understand that I can withdraw from participation at any point without penalty. If I have any further questions regarding my participation in the study, I will have the option of contacting the experimenter at the address and phone number listed below.

Name _____

Date _____

Ed Watkins
Student Counseling Center
900 Volunteer Boulevard
The University of Tennessee
Knoxville, Tennessee 37916
(615-974-2196)

APPENDIX C

INSTRUCTIONS FOR THE STUDY

INSTRUCTIONS FOR THE STUDY

The purpose of this study is to examine the relationship between individuals' social feelings and their self-management behaviors. In order to participate you will be asked to fill out three simple forms, each of which will take about five to ten minutes to complete. These forms, which you have before you, are fairly self-explanatory and each has its own directions to guide you. Before beginning, please place the last four digits of your ID number in the upper right-hand corner of all forms. This will insure that your three answer sheets can be scored as a group. However do not indicate your name on the response forms, since your personal answers are considered an individual matter and therefore will be regarded in an anonymous, confidential fashion. Are there any questions? If everything is clear and you agree to participate, please read and sign the Informed Consent Statement first. Then you can fill out the three response forms and give them to me as you finish. You may begin.

APPENDIX D

BERKMAN'S SOCIAL NETWORK INDEX

BERKMAN'S SOCIAL NETWORK INDEX

ID No. _____

General Identifying Information

PLEASE RESPOND TO THE FOLLOWING ITEMS:

1. Age:
2. Sex:
3. College Status: ☐ freshman ☐ sophomore ☐ junior ☐ senior
4. Marital Status:
 - a) Have you ever been married? ☐ yes ☐ no
 - b) Are you now married, separated, divorced, widowed?
☐ married ☐ separated ☐ divorced ☐ widowed
5. Friends and Relatives:
 - a) How many close friends do you have? (people that you feel at ease with, can talk to about private matters, and can call on for help.)
☐ none ☐ 1 or 2 ☐ 3 to 5 ☐ 6 to 9 ☐ 10 or more
 - b) How many relatives do you have that you feel close to?
☐ none ☐ 1 or 2 ☐ 3 to 5 ☐ 6 to 9 ☐ 10 or more
 - c) How many of these friends or relatives do you see at least once a month?
☐ none ☐ 1 or 2 ☐ 3 to 5 ☐ 6 to 9 ☐ 10 or more
6. & 7. Church and Group Membership:
 - a) Do you belong to any of these kinds of groups?

	Yes	No
1. A social or recreational group?	()	()
2. A labor union, commercial group, professional organization?	()	()
3. Church group?	()	()
4. A group concerned with children? (PTA, Boy Scouts)	()	()
5. A group concerned with community betterment, charity, or service?	()	()
6. A university group?	()	()
7. Any other group? Describe _____	()	()

APPENDIX E

SOCIAL INTEREST INDEX

ID No. _____

SOCIAL INTEREST INDEX

Here are a number of statements people might make about themselves. Read the statements and rate them on the "1" to "5" scale, depending on how much the statement applies to you. For example, if a statement does not apply at all to you, circle a "1"; if the statement is not very much like you, circle a "2"; if a statement is very much like you, circle a "5" scale and go on to the next statement. Don't spend a long time thinking about the rating; give your first impression as soon as you are sure you understand the statement. If you are in doubt, pick the number that seems most accurate. Be sure to circle your rating.

		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 clubs	"	1 2 3 4 5	"
6.	I don't mind helping out 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	"

		Not at all like me		Very much like me
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 a man and a woman can be lovers and friends	"	1 2 3 4 5	"
20.	I feel a man and a women have equally important roles in a marriage	"	1 2 3 4 5	"
21.	I am looking forward to getting married	"	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	"

		Not at all like me		Very much like me
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 F

SELF-DESCRIPTION FORM

SELF-DESCRIPTION FORM

The Self-Description Form is a 56-item instrument that is designed to measure the effectiveness with which individuals manage their lives. The instrument can be obtained by writing Dr. Robert L. Williams, Department of Educational and Counseling Psychology, The University of Tennessee, Knoxville, Tennessee 37996-3400.

APPENDIX G

MEAN SCORES OF THE SII AND SDF
FOR ALL SUBJECTS (N = 201)

MEAN SCORES OF THE SII AND SDF
FOR ALL SUBJECTS (N = 201)

<u>SII Total and Sub-Scale Scores</u>	Combined	<u>Means</u>		<u>t</u>
		Male (N = 56)	Female (N = 143)	
Social Scale	30.96	30.37	31.17	-1.85ns
Self-Significance Scale	30.88	30.84	30.82	-0.05ns
Love Scale	35.16	34.25	35.51	-2.97**
Work Scale	33.44	32.14	33.91	4.29**
Total Social Interest Score	130.44	127.60	131.41	-2.95**
<u>SDF Total and Sub-Scale Scores</u>				
Work Scale	4.34	4.05	4.43	-0.88ns
Social Scale	6.75	6.35	6.87	-1.67ns
Health Scale	4.05	4.53	3.84	1.25ns
Leisure Scale	8.87	9.25	8.75	2.90**
Total Self-Management Score	24.48	24.44	24.38	0.06ns

*Significant at .05.

**Significant at .01.

APPENDIX H

CORRELATIONAL MATRICES ON THE SII AND SDF

CORRELATIONAL MATRICES ON THE SII AND SDF

Three matrices on the SII and SDF, each designed to elaborate further the data of this study, are provided. The first matrix provides correlations on the SII scales, whereas the second includes correlations on the SDF. The third matrix is a combination of SII and SDF correlations. The significance level of each correlation is provided in parentheses.

SII Matrix

	<u>Social</u>	<u>Self-Significance</u>	<u>Love</u>	<u>Work</u>	<u>Total</u>
Social	1.00	-	-	-	-
Self-Significance	0.24(0.0005)	1.00	-	-	-
Love	0.32(0.0001)	0.24(0.0008)	1.00	-	-
Work	0.39(0.0001)	0.26(0.0002)	0.29(0.0001)	1.00	-
Total	0.73(0.0001)	0.64(0.0001)	0.66(0.0001)	0.71(0.0001)	1.00

SDF Matrix

	<u>Work</u>	<u>Social</u>	<u>Leisure</u>	<u>Health</u>	<u>Total</u>
Work	1.00	-	-	-	-
Social	0.29(0.0001)	1.00	-	-	-
Leisure	0.17(0.01)	0.18(0.009)	1.00	-	-
Health	0.26(0.0001)	0.25(0.0003)	0.24(0.0006)	1.00	-
Total	0.70(0.0001)	0.67(0.0001)	0.43(0.0001)	0.75(0.0001)	1.00

Combination Matrix

SDF

	<u>Work</u>	<u>Social</u>	<u>Leisure</u>	<u>Health</u>	<u>Total</u>
Work	0.21(0.003)	0.27(0.0001)	0.22(0.001)	0.19(0.007)	0.32(0.0001)
SII Social	0.07(0.30)	0.26(0.0002)	0.25(0.0003)	0.18(0.01)	0.26(0.0002)
Total	0.30(0.0001)	0.39(0.0001)	0.33(0.0001)	0.33(0.0001)	0.49(0.0001)

VITA

Clifton Edward Watkins, Jr. was born on September 9, 1954, in Westminster, South Carolina. He graduated from Westminster High School in June 1972 and entered Anderson College shortly thereafter. He earned an A.A. degree from Anderson College, with music being his primary area of study. The remainder of his undergraduate work was completed at Carson-Newman College. He graduated in 1976 with a major in psychology and sociology. Upon completion of Carson-Newman, he enrolled at Western Carolina University and earned an M.A.Ed. in community counseling.

After working two years in mental health settings, he entered the counseling psychology program at The University of Tennessee, Knoxville. He will receive the Ph.D. in counseling psychology during August 1984. He is completing a pre-doctoral internship with the Durham Veterans Administration Medical Center, Durham, North Carolina. Following internship, he will be employed as an assistant professor of psychology at North Texas State University.