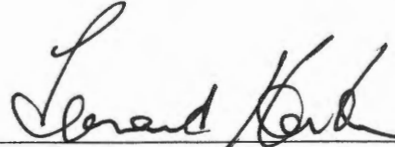


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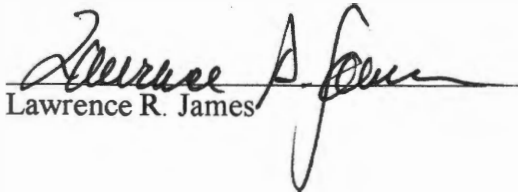
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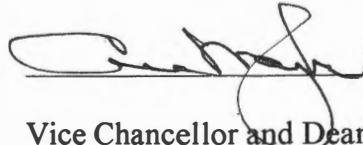


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**THE SELF COHESION SCALE:
A MEASURE OF THE KOHUTIAN CONCEPT OF SELF COHESION**

**A Dissertation
Presented for the
Doctor of Philosophy
Degree
The University of Tennessee, Knoxville**

**Debra K. Gleason
August 2005**

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DEDICATION

This dissertation is dedicated to William R. “Randy” Earnest and Kathryn G. White for their dedication, caring, empathic abilities, mentoring, and role modeling. Wherever I go in life you will always be with me. Thank you.

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ABSTRACT

This dissertation is about the development of a measure of self cohesion a concept introduced by Heinz Kohut in his works about self psychology. A literature search revealed few assessment instruments grounded in self psychological theory. Silverstein (1999) has developed self psychological projective techniques. Robbins and Patton (1985) have developed the most widely used instruments, the Goal Instability and Superiority Scales (GIS and SS). Other means of measuring self psychological instruments were developed by Connor (1981), Hahn (1994), and Kowal (2000).

The items for the Self Cohesion Scale (SCS) were developed from the works of Kohut (1971; 1977; 1984) and Wolf (1976; 1988). The scale was then administered to undergraduate students along with the GIS, SS, Personal Reaction Inventory (Crowne & Marlowe, 1960), the Quality of Life Inventory (QOLI; Frisch, 1994), and the Tennessee Inventory (TI; Eskra & Handler, 1995). A principal components analysis was used to determine the number of factors in the SCS and alpha reliabilities were used to determine the final items in each factor. The GIS and SS were used to investigate construct validity while the QOLI and TI were used to investigate concurrent validity. The study resulted in two factors which measure different forms of selfobject relations as well as producing three factors as a foundation for further research. This research suggests self cohesion might be better measured by assessing the components which comprise self cohesion.

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CHAPTER I

SELF PSYCHOLOGICAL THEORY AND RESEARCH

Introduction

Consistency, a pattern, some kind of structure, these are the means humans use to organize their life. Mathematically the simplest pattern involving more than a single point is a line. Lines are simple because they can be defined by two points. A characteristic of linear functions is that consecutive numbers placed into the function yield consecutive points on the line, this feature is called a continuous function in the Calculus. There are many such orderly functions whereby consecutive inputs yield consecutive points on the graph and therefore present no surprises. That is, once the general shape is known, i.e. exponential, logarithmic, circle, parabola, cubic, sine, cosine, tangent, etc., the graph can be sketched with very few points. These mathematical functions represent both consistency and predictability both characteristics most humans prefer. The concepts of consistency and predictability underlie the scientific method.

Around the turn of the Twentieth century, a very different kind of graph was beginning to be noticed amongst various researchers in the physical sciences. Due to the difficulty of graphing functions at this time, particularly doing so with a large set of points, the full impact of these graphs would have to wait the development of the computer. However, with the help of computer technology these new and non-continuous graphs became visible, one class of examples are fractals. A few years ago fractals were popularized in the form of artwork and even appeared as designs on men's neckties. Fractals are but one example of a larger set of concepts collectively named chaos theory. This chapter will propose conceptual mappings from personality theory

onto concepts from chaos theory, particularly the concept of strange attractors. The method of graphing strange attractors is a simple iterative process, not dissimilar to other functions: place an input into the function and plot the sequence of resulting points. But unlike continuous functions two consecutive numbers do not necessarily produce consecutive points on the graph. In contrast these consecutive inputs may yield results on opposite sides of the graph, revealing little or no pattern after just a few inputs, yet thousands of iterations later a pattern is evident. Furthermore, it becomes clear there is a boundary inside of which all the points will fall (Gleick, 1987).

Strange attractors then provide the basis for two important concepts used in this paper—local and global levels. The local level of the graph, represented by a few points scattered haphazardly across the page, has no discernable pattern. The richness of the graph is only revealed at the global level after thousands of iterations of plotting expose a pattern, one enclosed by an invisible boundary beyond which no point escapes (Gleick, 1987).

Chaos Theory as an Organizing Structure

Fractals and strange attractors are both visual representations of chaos theory, which offers useful analogies for discussing and thinking about a psychology of the self, or any other theory of personality. The main focus of this paper is based on self psychology and the conceptualization it provides for investigating the self. Examples of two alternative theories based on similar concepts are ego and identity. Self is simply how each of us thinks of ourselves a means of distinguishing “I” from “you,” an organizing structure identifying one’s general characteristics. Alternatively, it is a conceptual boundary around the ways in which a given individual thinks and acts. It

includes descriptors of personality characteristics, and behavioral generalizations, as well as gender, age, sexual preference, where we live, and what we do. A self is a means of organizing life and making decisions about how life is lived. It provides consistency within a framework of stabilization. An underlying organizational structure such as self, ego, or I is what distinguishes psychoanalytic/psychodynamic theory from other models of clinical psychological theories (White, 2004).

The consistency provided by a self structure can seem somewhat elusive on the local level, just like the graph of a strange attractor. This is because any two samplings of behavior may not be consistent, just as two consecutive inputs may not produce consecutive points. Overtime however a characteristic pattern of behavior emerges, just as after thousands of iterations later a program plotting the strange attractor graph yields a pattern. One person may be described as shy, boisterous, gregarious, and argumentative even though these descriptors are contradictory. The weight given to each adjective will vary; those with the heaviest loadings are more characteristic and will be most likely to occur in any given situation, though it is not a guarantee. Turning this into a local level analogy, two different situations with similar parameters may yield two different behaviors from one individual. However a move to the global level, that is, with multiple situations having similar parameters, a person's behavior begins to exhibit a more consistent pattern. Wahler and Porter (2003) make this point more clearly in their discussion of parent-child interactions. They note that while any two parent-child turn-taking episodes may appear inconsistent, when they are viewed over time the majority of these interactions demonstrate a consistent pattern. The combination of these consistencies and inconsistencies define the boundary of the self providing the individual

with a base from which to function and interact with the world as well as allowing the self to know what is and is not me.

Theoretical Foundations

The use of the term “self” is convenient since there is an intuitive notion of what is meant by the word. It is not uncommon for people who want to become acquainted with one another to say: “Tell me about your self.” The answer usually begins with how the person makes a living or where they go to school—a description of what they do. Eventually the person’s inner life may be shared within the confines of a safe and trusting relationship. Personologists have various definitions of self as well as theories for how the self develops. Kegan (1982) too notes the use of different words: “The zone of mediation where meaning is made is variously called by personality psychologists the ‘ego,’ the ‘self,’ the ‘person’” (p. 3). Kohut (1977), the originator of self psychology, offers the following thoughts about defining the self.

My investigation contains hundreds of pages dealing with the psychology of the self—yet it never assigns an inflexible meaning to the term self, it never explains how the essence of the self should be defined....Demands for an exact definition of the nature of the self disregard the fact that ‘the self’ is not a concept of an abstract science, but a generalization derived from empirical data. (p.311)

Kohut wanted to avoid providing either a concrete definition or framework which would confine and stunt further thought and investigation of the self. He felt this would not leave investigators with any room for creativity. Given enough thought and empirical data collection a boundary will be established around what is and is not included within the concept of self. Wolf (1976) also writes of the necessity of amorphous definitions:

[C]onceptualizing a neat and nicely harmonious theory is another characteristic common to all young and growing sciences, namely the lack of precise definitions of basic concepts. Here I am referring to the need to keep the definitions of

working concepts sufficiently imprecise so that the resulting theoretical structure remains flexible and open to further speculative elaboration, testing by experiment and elaborating development. (p. 37)

Twelve years and another book by Kohut later, Wolf (1988) defines self “as that psychological structure which makes its presence evident by providing one with a healthy sense of self, of self-esteem and well-being.... [Where] structure simply means stability over time” (p. 27). While stability over time is left undefined, an application of chaos theory suggests, “phenomena demonstrate order and stability when observed at a global level of assessment, and yet the same phenomena exhibit disorder and instability at the local level of measurement” (Wahler & Porter, 2003, p. 10). Thus, an initial fuzzy definition allows the eventual development of a more precise definition through iterations of converging thought and data.

A brief digression on the topic of empirical data as referred to by Kohut is relevant before continuing the previous discussion. Kohut (1977, p. 93) writes, “The theories of an empirical science are derived primarily from generalizations and abstractions that refer to the data of observation.” His next statement provides an insight into his own view of empirical data collection as it applies to psychoanalysis. “In psychoanalysis they [theories] are derived from the data obtained by introspection and empathy” (Kohut, 1977, p. 93). Introspection is an activity the analyst engages in during a session to examine personal feelings, thoughts, and fantasies generated by the analysand. Another aspect of introspection is it allows the analyst to have insight into the analysand’s experience enabling the analyst to offer an empathic statement acknowledging both the experience and associated emotions. An adequate empathic statement results in the analysand feeling understood and validated by another human

being. Kohut (1977) was very much aware that the empirical data collection of psychoanalysis is different than the physical sciences, and he defends his position many times.

Returning now to the previous discussion of self and definitions, there are many definitions of self, ego, and person as well as how each develops. Some of the definitions were influenced by each other while others were developed independently. Winnicott (1960) writes of the development of self, or I, in terms of ego development. McAdams (1993) writes of self as it is described in the personal myth. The concept of self ultimately provides an overall organization by which every person lives life. The conceptualizations of self discussed in this paper originate from a Western philosophical and psychological ideational paradigm. In contrast, psychologist Mark Epstein (1995; 1998) offers an understanding of self based on Eastern thought and meditative practices. In his view self is not a matter of cohesiveness, but rather, it is in fact an opening up of and experiencing the self as inherently fluid. Self is a spatial metaphor in the beginning of meditation practices and the goal is to eliminate it as an entity. Epstein (1998) does not exactly eliminate self, but envisions the person trained in Buddhist meditation as simultaneously existing as both an individual and part of the world. Both experiences are within this individual's conscious awareness. However, this line of exploration is beyond the bounds of this work, which will confine itself to Western thought about self, particularly that developed by Kohut. This brief introduction of Eastern thought will suffice as a reminder of how a "universal" concept in one culture may have little meaning or relevance in another. A quote by Robert Bellah (Smith, 2001) about relativism says this better:

By relativism I mean the assumption that matters of morality and religion, being explicable by particular constellations of psychological and sociological conditions, cannot be judged true or false, valid or invalid, but simply vary with persons, cultures and societies (p. 85).

The next section contains a brief presentation of self from the attachment theory perspective, again to provide an alternative view, which will be followed by an extensive discussion of the self psychological view of Kohut. The multitude of existing theories on personality are like the strange attractor graph, that is, each one presents a part of the picture but all are needed in order to explain the richness and complexity of the self. Attachment theory was selected because it views development of the self within the context of a relationship. Furthermore, it is an objective view of self development whereas self psychology is juxtaposed to this view. The definition of self within the self psychology paradigm is derived from inner experience alone. Interactions with others are not seen as occurring within the context of a relationship but rather from the currently popular business perspective of “what have you done for me lately?” In other words, others are seen only for their value in supplying needed functions to the self, a purely subjective point of view.

Attachment Theory

Ainsworth (1989), one of the founders of attachment theory, has studied mother-child interactions and observed:

The behavioral system includes not only its outward manifestations but also an inner organization, presumably rooted in neurophysiological processes. This inner organization is subject to developmental change, not only because it is under genetic guidance but also because it is sensitive to environmental influences. As the inner organization changes in the course of development, so do the outwardly observable behavioral manifestations and the situations in which they are evoked. (p. 709)

The self in this system is influenced by both the environment and biology. Furthermore, as the internal organization changes, the observable behavior changes as well.

The mother-infant bond is particularly important because in order for the child to develop it must feel securely attached to its mother. A securely attached child can explore from its base, the mother, without undue anxiety. This exploration allows the child to develop a unique sense of self and discover who s/he is through various explorations. The insecurely attached child is unable to explore the environment without undue anxiety which interferes with the task. The environment encountered by the insecurely attached child is not the same benign environment the securely attached child explores. The insecurely attached child perceives the environment through the anxiety and the growth of the sense of self is hindered.

Spitz concluded from his observations at foundling homes that something more than just meeting a child's biological needs was necessary in order for it to survive and thrive. In the animal research world Harlow demonstrated that monkeys prefer a cuddly mother substitute to one that provides only food. These were the foundations upon which attachment theory was built. In order to better study these ideas Ainsworth invented the Strange Situation as a means of observing the mother-child relationship, and from this developed attachment theory. This yielded a whole new insight on how the inner world of the child develops. The attachment pattern a child forms in infancy and toddlerhood persists throughout life, including non-optimal forms of attachment if a corrective form is not found elsewhere (Karen, 1990). It is these attachment patterns which influence and determine the development of the self.

“Bowlby believes that avoidant attachment lies at the heart of narcissistic personality traits, one of the predominant psychiatric concerns of our time” (Karen, 1990, p. 50). Thus, Bowlby hypothesizes that narcissistic personality is a result of avoidant attachment. Kohut, who will be discussed in the next section, developed self psychology from his work with narcissistic patients (Wolf, 1988). Two contrasting theories both offer a means of explaining the development of narcissistic personality.

“Our basic sense of self is consolidated in the first two or three years of life. Many scholars believe that this sense of self takes characteristic form in the context of the developing attachment bond between caregiver and infant” (McAdams, 1993, p. 45). Stern in his theory proposes the concept of affective attunement whereby the infant learns not only how it feels but also how others might feel through its interactions with the mother (McAdams, 1993). This interaction helps the infant to have a subjective sense of self. As the child develops language he begins to have a verbal sense of self. It is the verbal sense of self which McAdams’ theory develops and he proposes that self is defined by a “personal myth.” He uses the term “myth” because the narrative may not represent the actual truth of what has happened. The story however is a verbal representation of the self. He goes on to say that the overall tone of this narrative is affected by whether the person was securely or insecurely attached. A securely attached person will have an optimistic personal myth whereas an insecurely attached person will have a pessimistic myth. The personal myth defines the self and the degree to which the various parts are integrated determines the cohesiveness of the self (McAdams, 1993).

Rothbard and Shaver (1994) add the concept of internal working models to the discussion of the developmental perspective. The internal working model was formed

through interactions with the primary caregivers, and it includes information about the self and attachment figures. This model provides a means of “anticipating and interpreting the behavior and intentions of others” (p. 33). Different attachment styles lead to different “mental representations of the self and others” (p. 42).

Self Psychology

Kohut (1971; 1977; 1984) created self psychology as an outgrowth of working with narcissistically disturbed analysands who did not respond and/or improve with drive theory interpretations. Originally the theory he proposed was an extension of Freud’s libido theory (Wolf, 1976; Kohut, 1977; Wolf, 1988; Greenberg & Mitchell, 1983; Summers, 1994; Mitchell & Black, 1995; St. Clair, 2000). This changed with the publication of *The Analysis of the Self* (1971) in which Kohut abandoned this link to Freud and recognized self psychology as a new theory in its own right. Silverstein (1999), on the other hand, does not recognize a break with drive and ego psychology until the publication of *The Restoration of the Self* in 1977, which is at least a more thorough presentation of Kohut’s self psychology. However, Kohut (1977) did not regard self psychology as a replacement of Freud’s work but rather as another tool for analysts to use, or rather as a “natural extension of drive theory” (Silverstein, 1999, p. 4). In fact, Kohut believed narcissistic individuals have such poorly formed selves they never reach the oedipal level of development which explains their inability to profit from drive level interpretations. He goes on to note that these analysands often have an oedipal experience towards the end of therapy as a healthy self is formed (Kohut, 1977; 1984). Furthermore, Kohut believes issues related to drives can occur in situations where the self has become unstable, in addition to the instances where the self is not yet formed.

Self psychology explains the self from a subjective point of view. This contrasts with attachment theory which examines the development of the self from an objective point of view. Specifically, attachment theory examines relationships, particularly those between mother and child (Bowlby, 1988; Ainsworth, 1989; Karen, 1990; Main, 1996; Rothbard & Shaver, 1994; Hess & Main, 2000; Main, 2000). When reading about self psychology it is easy to lose this subjective perspective and begin to think about the theory as relationship based. This is particularly true as one reads about Kohut's ideas for conducting treatment, because it is in the context of these discussions where the therapeutic relationship is used as a means of bringing about change in the analysand. This therapeutic technique is quite similar to the theory proposed by Winnicott (1965). Ultimately, the theory of self psychology is about the subjective experience of the self and not a relationship between two people as an observer might describe it. An analogy can be made to the famous picture, Rubin's Vase, associated with discussions of figure-ground relationships, which can be viewed as either two faces or a vase. However, with Rubin's Vase the observer is at liberty to choose which form takes primary attention or to freely switch from one to the other. In contrast, the reader of self psychology must keep in mind the focus is on the subjective point of view.

Self psychology was both an outgrowth of and deviation away from classical psychoanalytic libido or drive theory (Wolf, 1976; Kohut, 1977; Wolf, 1988; Greenberg & Mitchell, 1983; Summers, 1994; Mitchell & Black, 1995; St. Clair, 2000). In classical theory, libido is described as a psychological force having both a source and direction. The source originates as an unconscious instinct within the person (Freud, 1915). It is directed toward an object, another human being, and in general is expressed as love for

another person (Wolf, 1976). Within the sphere of self psychology, libido is taken as its own line of development, separate from instinct. A mature libido is expressed by the capacity for “empathy, humor, creativity, and wisdom” (Wolf, 1976, p. 42). This alternative view of libido distinguishes self psychology from classical psychoanalytic theory and led Kohut to break his ties with the latter.

Like many theories self psychology has many unique terms as well as non-unique terms used with atypical meanings. One such unique term is selfobject which is used to denote the subjective nature of this theory. A selfobject is an extension of the self and can be either a person or a thing. The feature of a selfobject is that even though it is physically separate from the body it is treated as though it were part of the self (Wolf, 1976; Wolf, 1988; Mitchell & Black, 1995; St. Clair, 2000). The selfobject provides important functions for the survival of the self and these are therefore called selfobject functions. The selfobject is not perceived by the self as “having its own center of initiative with its own wishes and needs” (Silverstein, 1999, p. 10). From a subjective point of view an infant experiences the mother as an extension of itself. Although an observer may describe a mother-infant relationship, there is no relationship between the infant and the mother from the infant’s point of view. Wolf (1976) clarifies this distinction in reference to the analyst and analysand:

In order to avoid misunderstanding, I want to stress again that in all the narcissistic transferences we are talking about, relationships that to the outside observer look like relationships with a real object, are experienced by the subject in the narcissistic mode; that is, what looks like a separate object to the observer, is experienced as part of the self by the patient. It is for this reason that Kohut has designated this aspect of the self as ‘self-objects.’ (p. 41)

Perhaps the most important definition in self psychology is the one for self, but recall from the earlier discussion the intended impreciseness of this definition. At one point Kohut (1977) describes the self as “an effective independent center of initiative and as a focus of perceptions and experiences” (p. 94). The goals of the individual come from within, rather than being determined from the outside. For example, in the case of an adult, the goals come from internal ambitions rather than being set by a parent or some other person.

However, self is more than a single definition it is the foundation for the conceptual basis of self psychology and as such is given a complex structure. This structure is bipolar in nature, where the two poles are referred to as the mirroring pole and the idealizing pole (Kohut, 1977; Wolf, 1988). The mirroring pole (sometimes referred to as the pole of ambitions) symbolizes the self’s need to have its grandiosity acknowledged. The selfobject responds in a manner which results in the self feeling recognized, appreciated, and understood. An example of such a selfobject function occurs when a mother compliments her child on his/her drawing ability, thus acknowledging the child’s grandiosity and appreciating his/her skills. This is a selfobject experience whereby the selfobject provides the mirroring function of the self. The idealizing pole (sometimes referred to as the pole of values and ideals) represents the need to have someone to admire or aspire to be like. In this scenario, the selfobject, by virtue of its superiority, imbues the self with strength, power, and goodness by means of allowing the individual to associate with it. This occurs when, for example, a child idealizes a parent. The child is able to experience the strength of the parent, by virtue of

the parent being experienced as part of its self, to compensate for its feelings of inadequacy. This too is an example of a selfobject experience.

Though the self is deemed bipolar, there is a third contributing structure to the overall conceptualization of the self. This third component is the tension arc which is a flow of psychological activity between the mirroring and idealizing poles (Kohut, 1977). The tension arc consists of the person's talents and skills (Wolf, 1988). The talents and skills are in effect fueled by the two poles and provide the self with direction (Kohut, 1977). The tension arc leads the "center of initiative" quoted above. In 1984 Kohut writes: "This tension arc is the dynamic essence of the complete, nondefective self; it is a conceptualization of the structure whose establishment makes possible a creative-productive, fulfilling life" (pp. 4-5).

Kohut (1977) describes a developmental process of the self, consisting of the mirroring and idealizing poles as well as the tension arc, by analogy to the therapeutic process. He does so based

[O]n Freud's hypothesis that the clinical transferences are at bottom a repetition of childhood experiences... In analyses of patients who suffer from narcissistic personality disorders, we observe the reactivation (in the form of transferences) of structure-building attempts that had been thwarted during childhood. Our conclusions about the specific ways in which structure-building takes place via transmuting internalizations in childhood rests, therefore, on the hypothesis that the self-object transferences during analysis are in essence a new edition of the relation between the self and its self-objects in early life (Kohut, 1977, p. 173).

Based on this assumption he begins the story of the development of the self. A person is born with an amalgam of structures which have the potential to contribute to the self. An early psychic process takes place by which some of these potential self parts are discarded and yet others may be added, the result is the establishment of a core or nuclear

self (Kohut, 1977). Unfortunately, no explanation of this exclusion-inclusion process is described, rather he defers this to the need for future data collection through “careful empathic observation of the sequential transferences that establish themselves during analyses of individuals who suffer from narcissistic personality disorders [along] with the information derived from the analysis and direct observation of children” (Kohut, 1977, p. 178).

Coinciding with the constituents of the nuclear self are both nuclear ambitions and nuclear idealization. The terminology tension gradient is introduced to designate the relationship among these potential self parts, “It [the tension gradient] indicates the presence of an action-promoting condition that arises ‘between’ a person’s ambitions and his ideals” (Kohut, 1977, p. 180). Note this is distinct from the tension arc which is an actual flow of psychological activity from one pole to the other representing the person’s ambitions and ideals.

Once the foundation of the nuclear self is established, the mirroring pole is developed next via the grandiose-exhibitionistic self and the interactions with the mirroring selfobject. Through this process, which takes place in the second through fourth years of life, the self’s ambitions are established. The idealizing pole is then developed during the fourth through sixth years of life. The establishment of ideals is accomplished vis-à-vis an idealized selfobject. In general, Kohut sees the mother serving as the mirroring selfobject and the father, at least for the male child, as the idealizing selfobject. The idealizing selfobject for the female child is presumably the mother although this is not made clear. Kohut does allow for the reversal of the selfobjects, so the father could serve as the mirroring selfobject and the mother as the idealized

selfobject. If both the mirroring and idealizing poles are adequately developed a cohesive self is established. It is also possible for a cohesive self to be established with only one when it also compensates for the undeveloped pole. Pathology of the self occurs in the case where neither pole is provided the opportunity for development.

Thus, self psychology offers two forms of self, one is cohesive and the other fragile (Kohut, 1971; Wolf, 1976; Kohut, 1977; Kohut, 1984; Wolf, 1988). A cohesive self is the result of healthy development, that is, adequate mirroring and idealizing experiences are provided by the selfobjects; or, alternatively the overcompensation of either mirroring or idealizing selfobject experiences for the other. A person with a cohesive self is able to withstand everyday obstacles, and has an inner sense of direction in life. This inner sense of direction comes from the tension arc consisting of skills and talents which are integrated with the self's ambitions and ideals. When selfobjects do not provide the needed combination of mirroring and idealizing experiences or a sufficient supply of one or the other, a fragile self is the result. A person with a fragile self is unable to cope with the ups and downs of life, even a minor mishap causing the self parts to fragment. The person with a fragile self has been unable to integrate the parts of the nuclear self into one coherent structure. The boundaries of the self are too weak and permeable to provide an inner sense of direction, the person in this state is still deriving their self from the selfobject. The person with a fragile sense of self often feels as though s/he will fall to pieces and looks to the environment for stability which can only be provided by a selfobject. In an extreme scenario a person with a fragile self may feel as though s/he does not exist unless in the presence of someone else. In other words, others are needed to provide the mirroring or idealizing functions to prevent the complete loss of

self. For example, a woman with a fragile sense of self who is stood up for a date may need to talk with all her girlfriends in order to confirm her attractiveness and desirability as a woman. Moreover, the conversations with her girlfriends supply the energy via mirroring to hold her self together and prevent fragmentation.

As already discussed, in healthy development the mother provides self cohesion by simply being present and taking care of the infant's physical needs, in addition to the empathy she expresses towards the infant. She also provides selfobject experiences such as mirroring, approving, and admiring. All of these functions are experienced by the infant as being performed by a part of him/herself. Ultimately, the mother is not available all the time and when a need occurs in her absence the infant feels discomfort and is forced to rely on his/her own psychic structure to compensate. In this scenario the infant is literally missing a part of its self and must find another means to accommodate the missing part. This compensation is a structure building process referred to as transmuting internalization (Wolf, 1976). To slightly alter the earlier drawing example, suppose the mother is not available to see the picture, so instead, the child tells him/herself the picture is good and feels pride without the selfobject experience. The child in effect acknowledges his/her own grandiose-exhibitionistic needs.

As the child recognizes his/her own weaknesses and shortcomings s/he comes to experience the parent as perfect and omnipotent—this is called idealizing. By idealizing the parent, who is an extension of the self, the child is able to feel strong. The cohesion of the self is maintained by the omnipotence of the parent. Here again, as the parent inevitably is unable to live up to the idealized image, the child's own self structure must create a way to compensate, thus forming a more independent self structure. Through the

process of transmuting internalization the self develops a means of dealing with the shortcomings of the idealized selfobject and thus becomes cohesive. The cohesive self is able to satisfy most of its needs without the assistance of others. In the end, a cohesive self is “a psychological sector in which ambitions, skills, and ideals form an unbroken continuum that permits joyful creative activity” (Kohut, 1977, p. 63).

This is not to say the self is ever completely independent of other people, but the experience of others as part of the self declines (Kohut, 1971; Wolf, 1976; Kohut, 1977; Kohut, 1984; Wolf, 1988). Through the process of transmuting internalizations a person learns to perform the necessary actions (or thoughts) to maintain a cohesive self, though others will always be necessary to provide some mirroring and idealizing functions. “The psychologically healthy adult continues to need the mirroring of the self by self-objects, and he continues to need targets for his idealization” (Kohut, 1977, p. 188). However, the cohesive self can provide these functions when others are not available or it can survive until they are available. A mirroring experience of the self by the self might be reading a book or listening to music congruent with the present emotional state. Idealizing experiences may be met through joining organizations, or even rooting for a favorite baseball team. A cohesive self is able to cope with an environment that does not always provide the needed selfobject experiences, because through the process of transmuting internalizations the self has learned how to cope with deficits.

Remember that although the previous discussion presents self psychology as a developmental theory, this view is misleading. Self psychology was created by Kohut as he worked with analysands with narcissistic personality and behavior disorders (Wolf, 1976; Wolf, 1988; Mitchell & Black, 1995; Summers, 1994; Greenberg & Mitchell,

1983). The concepts of mirroring and idealizing were named as Kohut noted the type of transference occurring in the analysis. The developmental concepts of self psychology theory are an extrapolation and backward projection in time, based on the data provided by primarily adult patients. As stated previously, the theory is based on the assumption that the transferences are repetitions of childhood experiences.

Earlier Kohut's view of empirical data were mentioned and this was apparently an area of concern for him as he made frequent statements and justifications of his view. He believed

Valid scientific research in psychoanalysis is...possible because (1) the empathic understanding of the experiences of other human beings is as basic an endowment of man as his vision, hearing, touch, taste, and smell; and (2) psychoanalysis can deal with the obstacles that stand in the way of empathic comprehension just as other sciences have learned to deal with the obstacles that stood in the way of mastering the use of the observational tools—sensory organs, including their extension and refinement through instruments—they employed. (Kohut, 1977, p. 144)

Though he emphasized empathy and introspection as the means of empirical data collection he left room for alternatives.

The future might bring a quantifying approach in which the increasing conviction of the empathic investigator is corroborated by means of a quantifying methodology that determines the number of data or counts the number of details that form meaningful configurations when seen from a particular point of view. (Kohut, 1977, p. 145)

At the time of his writings, he believed self psychology was still too undeveloped in order to compare it to other theories of the self. "In order to carry out such scholarly studies successfully, however, some time must first have passed" (Kohut, 1977, p. xxii). Time has passed, yet self psychology is still in its infancy especially with respect to research. The following section reviews empirical research undertaken from an academic

perspective investigating the tenets of self psychological theory. Perhaps one day in the not too distant future such studies will reveal the pattern of the self, much like the strange attractor graph, providing a concept capable of comparison to others.

Research

Narcissism

Before reviewing the research directly related to Kohut's theory of self psychology, based on his work with narcissistic patients, it may be helpful to look at research focused on identifying and measuring narcissistic features. Within the realm of narcissism research, two instruments in particular have been widely researched (Wink, 1991); these are the Narcissistic Personality Inventory (NPI; Raskin & Hall, 1981) and the Narcissistic Personality Disorder Scale (NPDS; Ashby, Lee, & Duke, 1979). The NPI is a "27-item forced-choice self-report measure intended for clinical populations" (Robbins & Patton, 1985, p. 221) based on criteria from the Diagnostic and Statistical Manual of Mental Disorders, 3rd edition (American Psychiatric Association, 1980; Raskin & Hall, 1981). On the other hand, the NPDS consists of 19 items from the Minnesota Multiphasic Personality Inventory (MMPI; Robbins & Patton, 1985). "The NPDS (Ashby et al., 1979) is the only narcissism scale developed empirically by contrasting item endorsement rates of diagnosed narcissists in treatment with control groups of other patients and individuals not in treatment" (Wink, 1991, p. 590).

An interesting lack of correlation between the NPI and NPDS is used to further the hypothesis that there are two forms of narcissism—overt and covert (Emmons, 1987; Mullins & Kopelman, 1988; Watson, Grisham, Trotter, & Biderman, 1984; Wink, 1991; Wink & Donahue, 1997). Wink (1991) specifically set out to study this hypothesis of

two forms of narcissism using the NPI and NPDS among other measures. Before considering the results of Wink's study, a definition of overt and covert narcissism is in order. An overt narcissist is characterized by "a direct expression of exhibitionism, self-importance, and preoccupation with receiving attention and admiration" (Wink, 1991, p. 592). This description suggests a person seeking acknowledgement of their grandiose-exhibitionistic self which coincides with the mirroring pole in self psychology.

Silverstein (1999) notes the pole most commonly compromised is the mirroring one.

Alternatively, "covert narcissism, is marked by largely unconscious feelings of grandeur and openly displayed lack of self-confidence and initiative, vague feelings of depression, and an absence of zest for work" (Wink, 1991, p. 592). The covert narcissist clearly seems to be lacking a cohesive self, as it seems devoid of creativity, ambitions, and ideals, which relates to the tension arc flowing between the mirroring and idealizing poles. While the overt narcissist strives to fill the void of the mirroring pole, the covert narcissist does not seem to be actively seeking to fill any void and is perhaps indicative of a more severe form of pathology.

The study Wink (1991) undertook confirmed a differentiation of narcissism into two categories designated as Vulnerability-Sensitivity (covert) and Grandiosity-Exhibitionism (overt). Overall, high scores in either area indicated pathology and both areas shared the "common narcissistic characteristics of conceit, self-indulgence, and disregard for the needs of others" (Wink, 1991, p. 594). The Vulnerability-Sensitivity mapped onto "introversion, hypersensitivity, defensiveness, anxiety, and vulnerability" (Wink, 1991, p. 594), while the Grandiosity-Exhibitionism mapped onto "extraversion, aggressiveness, self-assuredness, and the need to be admired by others" (Wink, 1991, p.

594). As these statements suggest, the instruments used in the study could similarly be classified into these two groupings. Specifically, the NPI is sensitive to factors of the Grandiosity-Exhibitionism category while the NPDS is associated with Vulnerability-Sensitivity factors.

Self Psychology

Having introduced the larger research on narcissism as an area of inquiry beyond the more limited boundaries of self psychology, the focus is once again returned to Kohut and research specifically related to concepts found in his theory. While a literature search reveals an increase in narcissism research beginning in the 1980's, a similar search on Kohutian related research returns only a few items in comparison. Most of the research involves the creation of self report instruments, with the exception of Silverstein (1999; 2001) who has developed a means of analyzing projective data from a Kohutian informed perspective.

Projective testing—Silverstein (1999). In his book, Silverstein (1999) introduces a method of content analysis for human figure drawings, Rorschach responses, and Thematic Apperception Test responses (TAT). Guidelines are established for identifying mirroring, idealization, and twinship selfobject functions in the responses. In a later article (2001), he takes the less familiar concept of compensatory structures elaborating on the subject and applying guidelines for identifying such material in Rorschach and TAT responses (Silverstein, 2001). A compensatory structure is first of all different than a defensive structure and is in effect a repair of a previous injury (Kohut, 1977; Kohut, 1984; Silverstein, 1999; Silverstein, 2001). Basically, a self is injured in some fashion by a selfobject and later seeks out another selfobject to provide the selfobject function that

was previously missed. This selfobject function may be provided by a teacher, coach, friend, therapist, or even from activities such as religion, artistic expressions, and intellectual endeavors (Silverstein, 1999; 2001). Patton and Robbins (1982) define a defensive structure as a “pattern of thoughts, feelings, and behaviors that attempt to cover over the weakness” (p. 880) in the self. Through four clinical examples the process of identifying compensatory processes in Rorschach and TAT responses is outlined.

The Goal Instability and Superiority Scales—Robbins and Patton (1985). As mentioned earlier, most of the research involves the development and validation of self-report instruments. The development of self-report measures seems contraindicated based on Kohut’s emphasis on empirical data coming from introspection and empathy, yet he did provide room for alternative methods (Kohut, 1977). Actually, the majority of this self-report research is centered on two scales developed by Robbins and Patton (1985). Due to this importance the development of these scales will be thoroughly covered. The ideas for the scales come from a synthesis of career counseling needs and the theory related to self cohesion. Specifically,

A person’s involvement in career planning and his or her career decisiveness are observable events that might be accounted for by Kohut’s constructs of grandiosity and idealization, respectively. Involvement in career planning entails an ability to appraise native talents and skills realistically and the energy or ambition to pursue a course of action based on that appraisal. Difficulty here may result in a diminished ability to carry out career plans. Readiness to engage in career planning is also determined by the presence of a coherent set of values and goals, which directs the type of career alternatives considered. Absence of a system of goals will result in indecisiveness about a career choice. (Robbins & Patton, 1985, p. 223)

The foundation of the scale initially designated the Grandiosity Scale was the mirroring pole and the other initially designated the Idealization Scale was the idealizing pole.

Each scale initially contained 20 items based on “a range of thoughts, feelings, and behaviors assumed to represent the construct” (Robbins & Patton, 1985, p. 223). The response style selected was a six-point Likert scale consisting of the following choices ranging from one to six respectively: strongly agree, moderately agree, slightly agree, slightly disagree, moderately disagree, and strongly disagree. The final items were determined by a three-part process. One, a factor analysis revealed the items which “clearly and significantly loaded on one factor and not the other” (Ibid., p. 224). Two, the Personal Reaction Inventory (Crowne & Marlowe, 1960) was used to eliminate items “too strongly weighted toward social desirability” (Ibid.). Lastly, the interitem consistency was checked in order to select those items which “contributed most to scale reliability” (Ibid.). This process resulted in a total of ten items on each scale as well as a renaming of the scales based on the content of the retained items. The Grandiosity Scale was renamed the Superiority Scale because “the bulk of the items that remained in this scale after the factor analyses appear to center on the person’s *arrogant* opinion of self as *superior* to others” (Ibid., p. 226). The Idealization Scale became the Goal Instability Scale since the remaining items “represent a lack of goal directedness and inhibition in work” (Ibid.).

Having established the items to be included on each scale the next step became validation of the scales, and to do so eight measures were selected—age, self-esteem (Rosenberg, 1979), introversion/extroversion, the Career Decision Scale (Osipow, 1980), the Interest Pattern Maturity (Miller, 1982), the NPI (Raskin & Hall, 1979; 1981), the Marlowe-Crowne Social Desirability Index (Crowne & Marlowe, 1960), and the Personal Competencies Inventory (Ostrow et al., 1981). Age was used because it “was expected to

be related to both scales, since increasing maturity of self expression is assumed to develop over time” (Robbins & Patton, 1985, p. 225). A self-esteem scale was used because Kohut postulates this as one of the derivatives of a cohesive self. The reasoning behind measuring introversion was that preference for solitary activities would correlate with “the absence of goal-setting ideals” (Ibid.), while extroversion measures “less mature forms of grandiosity” (Ibid.) exhibited by engagement in outgoing and extroverted activities. Low scores on both the Superiority and Goal Instability scales were expected to correlate with a lack of career indecisiveness on the Career Decision Scale. Similarly, the Interest Pattern Maturity was used because a correlation of both scales with vocational interests was expected. The NPI was expected to correlate with the Superiority Scale but not the Goal Instability Scale, as discussed above the NPI appears to measure overt narcissism characterized by an appearance of superiority. The Marlow-Crowne Social Desirability Index served two purposes: “first, to assess the degree of a social desirability response set associated with each scale, and second, to assess hypersensitivity to social ‘ridicule or praise’” (Ibid., pp. 225-226). The Personal Competencies Inventory was chosen “to explore the potential relationships between immature self-expression and skills related to adjustment to college life” (Ibid., p. 226). The authors performed a multivariate trend analysis of the measures, dividing the respondents into three groups labeled high, medium, and low endorsers, in order to rule out the possibility that healthy narcissism was actually being measured.

The final stage of the development of these scales combined them into “hierarchical multiple regression equations...to predict two features of the college student career development process—stating a career objective and pursuing that objective”

(Ibid., p. 228). The college-student subjects were administered the tests before attending a career and life planning class and again after the class. Returning to the two primary scales of interest, the researchers found that the Superiority Scale contributed significantly to both objectives, while the Goal Instability Scale only played a role in career decidedness.

Overall, Robbins and Patton (1985) established two new scales as measurements of self psychological concepts. “The two self scales were found to be highly reliable, independent of each other, and unidimensional in nature” (Ibid., p. 229). The Superiority Scale, founded upon the mirroring pole, is “related to one’s opinion of self as better than others and as such reflects immature self-expression” (Ibid.). The basis for the Goal Instability Scale is the idealization pole and it is “related to the absence in the person of a firm set of goal-setting ideals” (Ibid.), which corresponds to the definition of covert narcissism stated above. The Goal Instability Scale is seen as a measure of a more extreme form of pathology because of its strongly negative ($r = -.64$) correlation with self-esteem. This corroborates the hypothesis, also stated above, that covert narcissism may be a more extreme form of narcissistic pathology. Having covered the development of the Superiority and Goal Instability scales, the discussion will now examine research embracing these two instruments.

Kerr (1995) – a dissertations using the Goal Instability and Superiority Scales.

This, the first of three dissertations using both the Superiority and Goal Instability scales,¹ examines the factors of self cohesion, stress, worldview, and racial identity

¹ The first two dissertations were directed by Michael J. Patton, Ph.D., who also chaired Robbins’ dissertation upon which the Robbins and Patton (1985) paper was based.

development and how they impact undergraduate White college student adjustment at a predominantly White college (Kerr, 1995). Self cohesion is measured, as stated, using the Superiority and Goal Instability scales. In this study self cohesion is viewed as a continuum ranging from self cohesion to fragmentation. Kerr hypothesizes that students with higher degrees of self cohesion, and thus greater internal resources developed through transmuting internalization, will be better able to cope with the necessary adjustments needed for college life. A primary emphasis of this dissertation is the White student's ability to cope with examining the negative aspects of the majority, that is, White, culture. Self psychology fits into this exploration via idealization.

Development in the self psychological view entails the idealization of the parent and then the eventual de-idealization of the parent. A successful completion of this process uses transmuting internalization whereby the child develops a means of coping, during the teenage years this often takes the form of idealizing the peer group and culture (Kerr, 1995). This is taken a step further in this study by proposing that White college students will experience a de-idealization of White culture as it is challenged through their education. Thus, the more cohesive students will be better able to withstand the de-idealization process than their less cohesive or fragmented counterparts. In other words, self cohesive students are better able to adjust, where adjustment refers to a wide range of emotional and academic experiences.

The Superiority and Goal Instability scales were used in both correlational and regression analyses. The Superiority scale was more influential in the findings than was the Goal Instability scale (Kerr, 1995). Kerr notes the Superiority scale "may actually measure 'healthy narcissism' rather than pathological narcissism" (p. 61). An alternative

is offered as a counter-explanation of this conclusion: “Individuals with grandiose defenses are quite unlikely to realistically appraise their interpersonal relationships, thus, their self-reported scores on peer-group adjustment may be the result of faulty perceptions rather than true interpersonal adjustment” (p. 87). In addition, the results support the underlying theoretical basis for the Superiority scale “which suggests that the scale represents less mature, grandiose modes of self-expression brought about by earlier narcissistic injury” (p. 61). The Goal Instability scale was found to be negatively related to academic success lending support to the hypothesis that goal setting is beneficial. While both the Superiority and Goal Instability scales were used in this study, only the Superiority scale contributed to the significant findings.

Kim (1997) – a dissertation using the Goal Instability and Superiority Scales.

The second dissertation (Kim, 1997) undertakes the investigation of psychological well-being from the perspective of two different cultures: American and Korean. Kim (1997) notes one potential problem with the few previous studies of non-Western cultures is they do not take into account the differences between a collectivist and an individualist society, thus causing the collectivist societies to appear less than normal. Specifically, “the psychological well-being of people in a certain society can be understood fully only when it is understood within the context of culture” (p. 8). The psychological well-being of peoples from different cultures (Korean and American) is examined by asking students at a Korean and American university to fill out self report measures, including the Superiority and Goal Instability scales used as measures of self cohesion.

In contrast to the study by Kerr (1995), the Goal Instability scale is the only one of the two scales to play a significant part in the findings. “The regression analyses

results suggest that Koreans and Americans who have a cohesive self-structure in the idealizing sector [as measured by the Goal Instability scale] of the self tend to indicate a higher level of life satisfaction, autonomy, and positive relations with others than those who do not” (Kim, 1997, p. 133). Though the finding is the same for both Americans and Koreans an explanation is provided describing how the definitions of the terms are understood differently in each society. Summing these together, Kim (1997) writes:

Based on the results of this study, it is concluded that, even though they have similar relationship patterns among cultural beliefs about equality, horizontal and vertical individualism-collectivism, self-cohesion, self-esteem, and each of the three indicators of psychological well-being, Korean and American college students understand the constructs and the relationships among the constructs differently in accordance with the cultural mode of impulse management in their respective societies (pp. 141-142).

White (2001) – a dissertation using the Goal Instability and Superiority Scales.

The study by White (2001) is directed at investigating fraudulence or the imposter phenomenon, which is found in high achievers. These individuals are noticeable by their accomplishments and the fact that they do not derive pleasure or self-satisfaction from them. Instead the person feels inadequate, ashamed, and as though they have fooled the people around them, their success is viewed only as a façade and they often live in terror that the façade will crumble and others will see them for how they really are. White (2001) hypothesizes a relationship between fraudulence and the variables shame and self cohesion as measured by the Superiority and Goal Instability scales.

A link between self cohesion and fraudulence is drawn by means of a connection through inadequate selfobject functions with the initial caregivers. The lack of appropriate selfobject functions leave the individual overly dependent on the external environment for continued selfobject functions. As a result, this person may experience

feelings of shame because of the dependence on the environment which provides the link to fraudulence. A more specific link to the mirroring and idealizing poles is delineated within this scenario. An insufficient supply of appropriate mirroring during childhood has the potential of leaving the child to “struggle with doubts and fears surrounding issues of self-esteem” (p. 31) implying the link to the imposter phenomenon. Inadequate idealizing experiences as a child may lead an individual to seek these selfobject experiences from others, such as teachers or mentors. Such relationships are likely to be built on—at least in the high achiever’s mind—the achiever’s accomplishments. This individual lacks the ability to use transmuting internalizations to supply the needed selfobject function when the idealized person is not present. In other words, in the mind of the achiever the relationship rests solely on his or her ability to continue achieving thus forming a façade linking the concept to the imposter phenomenon.

The study found that the variables of shame and self cohesion contributed to “nearly 50% of the variance in perceived fraudulence” (p. 68). In addition to a multiple regression analysis of all the variables, a semi-partial relationship was tested to determine the contribution of each variable separately. This revealed that only the variables of shame and goal instability made significant contributions to the dependent variable of fraudulence. So, although both self cohesion variables played a role in the multiple regression model only goal instability resulted in an independent contribution. The relationship between goal instability and fraudulence indicates the lower the goal stability, that is, lack of goals, the higher the degree of fraudulence.

Dissertations are not the only sources of investigation of self psychology concepts, in particular those using the Superiority and Goal Instability scales. Several

researchers have begun to use these scales to investigate various aspects of self cohesion while others continue to check the validity of them. The following articles each investigate some aspect of self cohesion and its relation to another concept. Though the articles listed here do not constitute an exhaustive list they do provide a general overview of how these two scales have been used since their development.

Smith and Robbins (1988). Smith and Robbins (1988) investigated the relationship between goal directedness and depression as well as social satisfaction. The Goal Instability scale was used to measure the concept of goal directedness. However, since the subjects of this study were retirees, it was decided three questions on the Goal Instability scale needed rewording to make them more appropriate for the population being studied. Goal directedness was found to account for approximately 5% of the variance in depression and 2% of the variance of social satisfaction.

Robbins and Schwitzer (1988). This study investigated women's adjustment to college life with respect to superiority and goal instability. The results showed that high goal stability went along with high levels of academic, institutional, personal, and social adjustment. Low superiority was found to correspond to low levels of social adjustment, leading the researchers to question the validity of the superiority scale (Robbins & Schwitzer, 1988).

Payne, Robbins, and Dougherty (1991). An examination of the relationship between older-adult adjustment and the idealizing pole of self cohesion was undertaken by Payne, Robbins, and Dougherty (1991). Older adults were defined as early retirees and adjustment was assessed using life satisfaction as the criterion. The subjects were divided into two groups based on their level of self cohesion as measured by the modified

Goal Instability scale (Smith & Robbins, 1988). The findings revealed subjects in the high self cohesion group reported greater life satisfaction than those in the low self cohesion group.

Watson, Little, Sawrie, and Biderman (1992). The research performed by this group of researchers examined correlations between two forms of self cohesion—superiority and goal instability—and self-esteem and personal distress. The results showed a positive correlation between idealization and personal distress, but no correlation between grandiosity and personal distress. Self-esteem was negatively correlated with goal instability and positively correlated with superiority (Watson, Little, Sawrie, and Biderman, 1992). They suggestion relative mental health may be related to a grandiose assessment of the self.

Robbins, Lese, and Herrick (1993). Like Watson, Little, Sawrie, and Biderman (1992), Robbins, Lese, and Herrick (1993) investigated the relationship between goal directedness with self-esteem as well as academic and personal adjustment of college students. They found that self-esteem and goal directedness were positively correlated. Notice the difference between this and the previous study is the former measured goal instability not goal directedness. A regression analysis was performed to examine the connection between goal directedness with the remaining two variables. This analysis revealed goal directedness predicts both academic and personal adjustment (Robbins, Lese, and Herrick, 1993).

Schwitzer, Robbins, and McGovern (1993). Taking another look at college students, Schwitzer, Robbins, and McGovern (1993) investigated the effects of self cohesion, specifically idealizing, on college adjustment. The research found students

who report high levels of both idealizing and social support also have high levels of academic, institutional, and personal adjustment. As might be expected, those students with low levels of both idealizing and social support were found to have low levels of academic, institutional, and personal adjustment (Schwitzer, Robins, and McGovern, 1993).

Watson, Hickman, Morris, Milliron, and Whiting (1995). This is another study which investigates the relationship of self cohesion and self-esteem (Watson, Hickman, Morris, Milliron, and Whiting, 1995). Goal instability was negatively correlated with self-esteem while superiority is positively correlated with self-esteem. These results corroborate the previous investigation performed by Watson, Little, Sawrie, and Biderman (1992). As in the 1992 paper, Watson, Hickman, Morris, Milliron, and Whiting (1995) suggest grandiose assessment of the self may be related to relative mental health.

Observations of Goal Instability and Superiority Research. The Goal Instability and Superiority scales were initially developed as a means of measuring the two poles of self cohesion—mirroring and idealizing. The use of the scales was intended to help in assisting undergraduate college students seeking career counseling (Robbins & Patton, 1985). However their use has been extended in the research realm, in part because no other scales exist for measuring self cohesion. This discussion has briefly outlined ten studies using either one or both of these scales to measure self cohesion, and of these seven have connections to either Robbins or Patton the original developers. Thus, the scales have only been used “outside of the fold” by three researchers.

The most common connection studied in self psychology research is the one between self cohesion and self-esteem since they were clearly linked by Kohut (1971; 1977; 1984). Four of the studies listed here have investigated this finding: Robbins and Patton (1985), Watson, Little, Sawrie, and Biderman (1992), Robbins, Lese, and Herrick (1993), and Watson, Hickman, Morris, Milliron, and Whiting (1995). Another common line of study is the connection between self cohesion and academic, institutional, and personal adjustment (Robbins & Schwitzer, 1988; Robbins, Lese, and Herrick, 1993; Schwitzer, Robbins, & McGovern, 1993). Self cohesion has also been theoretically linked to stress, worldview, and racial identity (Kerr, 1995). Life satisfaction was tied to self cohesion by Kim (1997) and Payne, Robbins, and Dougherty (1991). Yet other researchers have drawn connections between self cohesion and autonomy (Kim, 1997), positive relations (Kim, 1997), the imposter phenomenon (White, 2001), and depression and social satisfaction (Smith & Robbins, 1988). In all these researchers have demonstrated how self cohesion can be linked with many psychological concepts.

Though the initial population of interest was undergraduate college students of both genders and all races different populations have been investigated using the Goal Instability and Superiority scales. White (2001) used the scales to measure the self cohesion of graduate students. Kerr (1995) restricted her sample to White undergraduate college students. Kim (1997) used the scales to compare results between Korean and American undergraduate college students. Two different research teams used the modified Goal Instability scale to study the self cohesion of older adults. Another observation which can be made as the literature is reviewed is how some researchers view self cohesion as a continuum in which even healthy individuals fluctuate, while

others define it as a dual state with both a local and global level of cohesion. The research and the assumptions it is built on point to self cohesion as a developmental concept.

The Goal Instability and Superiority scales are only one means of evaluating self cohesion. Other researchers have taken on the struggle of developing a means of measuring self cohesion. The following discussion will present the results of these investigations.

Connor (1981) – An Alternative Means of Assessing Self Cohesion. The Connor (1981) dissertation² developed “a set of rating scales to measure the cohesion of client self-schemata” (p. 148) as a part of the Utah Counseling Outcomes Project. The cohesion concept is based on the ideas Kohut (1971, 1977) introduced and developed, but it is also strongly influenced by Rogers’ humanistic psychology. The goal of the study was to identify and define ten attributes of cohesion, however only nine of the attributes proved to be statistically valid. Each attribute was defined and included 16 items written along a continuum of severity related to disorganization of the self. This study sought to determine the appropriate order of the 16 items in the continuum. The nine attributes identified were: client assertiveness, client self-presentation mode, client goals, client empathy, client admiration of others, client differentiation from others, client ambitions, client tension tolerance, and client locus of self-esteem regulation. These scales are intended for use as a means of measuring counseling outcomes. Trained raters use the scales to assess clients along each of the nine attributes as they listen to audio tapes or

² This dissertation was directed by Michael J. Patton, Ph.D. and Steven B. Robbins is mentioned in the acknowledgements as a student who assisted with the study. It is likely this work influenced the development of the Superiority and Goal Instability scales which were published four years after the Connor dissertation.

read transcripts. An underlying assumption of the Utah Counseling Outcomes Project was that neither the counselor nor the client could make unbiased observations about the session.

Hahn (1994) – An Alternative Means of Assessing Self Cohesion. Hahn's (1994) dissertation posits God functions as a selfobject for members of the Christian religion and as a result religious practices can provide mirroring and idealizing functions. Self cohesion, which is described as "both a transient state and a more global state of the self"³ (Hahn, 1994, p. 45 & p. 85), can be moderated via a relationship with God. The study focuses on the affective components comprising the sense of self rather than self-esteem because it is concerned with measuring the transient states of self cohesion. In order to accomplish this task a new scale was developed—the Self Cohesion State Scale.

The development of the scale began by identifying adjectives used to describe self cohesion as well as the corresponding adjectives defining a related concept to fragmentation. As an example, the adjective "grounded" refers to a form of self cohesion and its opposite "wavering" refers to a related form of fragmentation (Hahn, 1994, p. 88 & p. 243). The item pairs were then "placed on a 10 centimeter graphic analogue scale" (p. 88). This scale ranges from zero to ten where the higher the value the more self cohesion is present. The subject places an "X" along the line between the two adjectives to represent where they are on each continuum of adjectives. The score is then determined by measuring the distance of the "X" from the zero end of the line. Two versions, a long and short, were developed to use in the study; the short version consisted of a subset of items from the long version.

³ Note the similarity here to Chaos theory regarding a local level, or transient state, and a global level.

Subjects, who were all female, were selected from the Christian community and assigned to two groups, one performed a Christian Meditational Prayer Exercise and the other performed a non-religious neutral reading. The Self Cohesion State Scale was administered before the exercise began and three more times at six minute intervals, the last being at the end of the experiment. The study concluded “that when a God/selfobject relationship is evoked ... and it contains mirroring and idealizing selfobject functions ... which have transpired via meditational prayer experience, it results in an increase in self-cohesion and positive mood state” (Hahn, 1994, p. 196).

Kowal (2000)⁴ – An Alternative Means of Assessing Self Cohesion. This last study examines the self cohesion of mother’s as their firstborn child leaves for college (Kowal, 2000). Self cohesion within the context of this study is considered dynamic rather than a static state and as such the measure of it “refers to mother’s report of self-experience relative to these internal conditions or states” (Kowal, 2000, p. 1). Another guiding principle in this research is “that development is a continuous process throughout the life cycle provided that certain emotional needs, responses, or experiences are available to sustain and enhance the adult self” (p. 3). Thus, the importance of the launching experience (the first child leaving home) offers the opportunity to study transmuting internalization as the mother adjusts or not to the loss of the selfobject (Kowal, 2000).

⁴ Kowal states she was “unable to locate any research designs for conducting self-psychological studies” (pp. 3-4). It is unclear exactly what she means by this statement given the research discussed in this paper. Also as disturbing is the fact that only two of Kohut’s works are referenced; they are a 1966 article which of course predates his self psychological theory and his posthumous 1984 work. Overall, her study seems to be more strongly driven by the intersubjective approach than self psychology.

Kowal (2000) chose to be the sole data collector for this study in order to eliminate the difficulties introduced by multiple data collectors. The researcher conducted individual interviews with each of 15 subjects. The interviews were semi-structured and focused on four areas of interest: mother's experience of this child from birth to launching; mother's recognition of and preparation for selfobject disruption or loss and transitional experience; mother's experience of herself as an evolving adult; and mother's experience of selfobject transformation with the launching child and expectations for future resolution of that selfobject relationship (Kowal, 2000, p. 21 & p. 103). The interviews were tape recorded, non-verbal behavior was written down, and afterwards the researcher completed a structured memo of her reactions to the subject. Next the data was analyzed by the researcher and two assistants trained in self-psychological methods using a scale developed by Kowal (2000, pp. 105-107).

The results of the study indicated these mothers experienced some deterioration, albeit transient, during the time of their first child's departure for college (Kowal, 2000). The loss of the selfobject (the first child) was compensated for by both the mother's and child's mutual regulation of the relationship. These mothers engaged in a mentoring relationship with other women who had already launched their firstborn. Another mode of selfobject interaction these women took was to become more involved with their husbands. In addition, these women began participating in new pursuits and developing new talents. Overall, the study found there was a fluctuation in self cohesion as the women lost the selfobject functions provided by their firstborn child as he or she left home for college. However, these women were able to compensate for the fluctuation by

finding other selfobjects—mentors, investing more time with longtime selfobjects—husbands, and by developing skills and talents.

Conclusion

This discussion is centered about the personality theory originated by Heinz Kohut who was both a psychiatrist and psychoanalyst (Kohut, 1984). This theory is called self psychology and it focuses on the subjective experience of the individual. Others are not seen as separate entities with their own source of skills and ambitions but rather as parts of the self—selfobjects—serving a necessary function for the self (Kohut 1971; 1977; 1984; Wolf 1988). The self is described as bipolar, consisting of one pole requiring mirroring of the grandiose self, and another pole requiring the need to be a part of something bigger and stronger than the self. Though deemed bipolar a third component is ascribed to this conceptualization and it is the tension arc, a force of psychic energy bridging the two poles and the center of an individual's talents, skills, and ambitions (Kohut, 1977). A healthy self is called cohesive and is capable of withstanding the ups and downs of everyday life as well as being fairly independent of reliance on others as selfobjects. Within this theory no one is completely without the need of selfobjects. The alternative of a cohesive self is a fragmented self, one unable to withstand much in the way of everyday setbacks and heavy reliance on selfobjects to supply the needed psychological support. The fragmented self does not have its own center of initiative but instead relies on others for direction. Whether or not these two categories represent an either-or condition or a continuum is unclear, much less a dividing line between the two. Though the theory is presented as a developmental theory it is based on the observance of the transferences of analysands in psychoanalysis (Kohut

1977; 1984). Kohut hypothesized these transferences represented the developmental progression or the reactivation of a stalled progression (Kohut 1977; 1984). As an individual grows s/he learns to compensate for the selfobjects failures through a process called transmuting internalization whereby the person is able to supply their own needs when the selfobject is unavailable.

It was also noted that Kohut had a different idea about the collection of empirical data, within the realm of psychoanalysis empirical data is collected via empathy and introspection (Kohut, 1977). He did however allow for the possibility that the future “might bring a quantifying approach” (Kohut, 1977, p. 145). In fact this possibility has become a reality in the more than 30 years since he first presented his theory (Kohut, 1971) and several studies using the traditional scientific form of empirical data collection were presented. Connor (1981) appears to be the earliest research and involves the development of a set of scales to be used by trained researchers to evaluate the outcome of counseling sessions. The scales are to be used by trained raters because it was not believed either the counselor or the patient could be objective about the session. This argument seems a bit flawed when one considers self psychology is exactly about the subjective point of view. Beyond this (Connor, 1981) dissertation no other published research was located using these scales. In fact the dissertation only covered the development of the scales not research using them.

The Goal Instability and Superiority scales of Robbins and Patton (1985) have become the most pervasive means of assessing self cohesion. These two scales are self-report measures thus seeming more consistent with self psychology’s focus on the subjective point of view. The scales were developed as a means of assisting

undergraduate college students seeking career counseling (Robbins & Patton, 1985). However, the scales have been used as more general measures of self cohesion beyond the scope of career counseling. Kerr (1995) used the scales to measure the self cohesion of White undergraduate college students in a study examining the adjustment of these students at a predominantly White college. The adjustment to college has been the topic of investigation in other studies as well. Robbins and Schwitzer (1988) used both scales to study women's adjustment to college life. Another study (Schwitzer, Robbins, & McGovern, 1993) took a more general look at the adjustment of undergraduate college students. Another common study with the two scales has been the connection between self cohesion and self-esteem postulated by Kohut (1971; 1977; 1984). These empirical undertakings have demonstrated a negative correlation between self-esteem and goal instability, and a positive correlation between superiority and self-esteem (Watson et. al., 1992; Robbins et. al., 1993; Watson et. al., 1995). A 1997 study by Kim used the scales in a cultural comparison of psychological well-being between Korean and American undergraduate college students (Kim, 1997). White (2001) found the scales useful in a study of fraudulence or the imposter phenomenon using a graduate student population. The wording of the Goal Instability scale has been modified in order to study the cohesion of older adults with respect to depression and social satisfaction (Smith and Robbins, 1988), and life satisfaction (Payne et. al., 1991). Thus, the scope of the Goal Instability and Superiority scales has been broadened from their original intended use.

Other researchers have experimented with alternative methods of assessing the self cohesion of study participants. Hahn (1994) developed an alternative form of self-report measures. Sets of item pair adjectives were identified such that one adjective

describes a self cohesive state and the other a corresponding fragmented state. The adjectives are separated by a ten centimeter line. After participating in an idealizing activity the subject places an X on the line in relation to how they feel at that moment. The participants in this study were adult female Christians and the idealizing task involved reading Christian literature. The last study reviewed in this paper involved a set of instruments for measuring the self cohesion of mother's who are launching, that is, sending off, their oldest child to college. None of these are self-report, but rather observer-rater or interviewer-rater report forms. Perhaps they could be argued to represent the therapist's empathy and introspection.

The amount of research investigating self psychological concepts is small and the majority of it rests on the Goal Instability and Superiority scales. Although these scales so far appear to be valid measures of the construct it is not yet time to consider them the de facto measures of self cohesion. There is room for the development of other scales, perhaps one to address self cohesion in general rather than each pole separately. Since there is always the problem of positive or negative responding with self-report measures there is also a need for projective techniques. Silverstein (1999; 2001) has begun developing a means of self psychological scoring for human figure drawings as well as Rorschach and TAT responses. In a time period where the number of therapy sessions is dictated by third party payers such assessment instruments could prove vital in pinpointing the most relevant issue to be addressed in a limited number of sessions. In addition, they could also be used in outcome studies examining the efficacy of self psychological treatment. Of course they would also have their use in a therapeutic assessment.

Historically one of the difficulties in performing research on psychoanalytic theories and its offshoots has been the metapsychological terms used by the developers (Holt, 2003). In other words, the language of the theory does not lend itself to be operationalized for an empirical investigation. This paper has been an attempt at clarifying and simply stating the concepts of self psychology as presented by Kohut (1971; 1977; 1984). In order to follow through on Holt's (2003) proposal it is necessary to encapsulate each personality theory into its own realm of study, not unlike the field of mathematics where each form of mathematical thought has its own development. A mathematician studies each branch of mathematics, such as topology, algebra (as in groups, rings, and fields), or set theory individually. Each branch begins with its own set of axioms and is expanded through theorems, corollaries, and lemmas. Given a particular mathematical problem it can be solved using a number of methods, however the solution may be vastly facilitated using one branch's theories over another's. Perhaps an analogy could be applied to personality theories; no one theory is an all inclusive explanation of human personality, but rather one theory explains a particular patient more effectively than another.

The development of self psychological assessment instruments would allow for the encapsulation of the theory, to distinguish what can and cannot be measured by the theory. Like the strange attractor graph a pattern and boundary will develop over time defining what the theory of psychology is. Moving up to a meta-level, a similar pattern may become discernable using all the personality theories. In other words, given enough data the complexity of personality may be circumscribed by all of the theories. What on the local level seems to be a hodgepodge of conflicting ideas may on the global level be a

pattern. Similarly, moving down one level from self psychological theory, these assessment instruments may be able to assist the clinician in gaining both a local and global understanding of a patient.

Hypotheses

Self psychology is a relatively new theory and few researchers have set out to perform empirical investigation in this area. Two self-report measures (Robbins & Patton, 1985; Hahn, 1994), two measures for use by a trained rater (Conner, 1981; Kowal, 2000) and one projective technique (Silverstein, 1999; 2000) are available. Thus, there is ample room for the development of further means of measuring self psychological concepts. This dissertation proposes a self-report measure, the Self Cohesion Scale (SCS), to assess self cohesion as defined by Kohut (1971; 1977; 1984). The items are derived from Kohut's (1971; 1977; 1984) and Wolf's (1988) writings about self psychology. The assessment instrument will consist of 25 items with a Likert scale response. Construct validity will be examined using the Goal Instability and Superiority Scales (Robbins & Patton, 1985). Concurrent validity will be investigated by the use of the Tennessee Inventory, a measure of object relations, and the Quality of Life Inventory (Frisch, 1994). The Marlowe-Crowne Social Desirability Scale will be used to control for socially desirable responding. These instruments will be administered in randomized order to groups of students who will receive extra credit in one psychology course for their participation in this research.

Hypothesis 1

The SCS is expected to correlate with both the Goal Instability and Superiority Scales. The Goal Instability and Superiority Scales (Robbins & Patton, 1985) are both

founded in the theory of self psychology. These measures will assist with the investigation of construct validity. The following hypotheses are all concerned with concurrent validity.

Hypothesis 2

Interpersonal relatedness refers to how well a person is able to form and maintain relationships with others as well as how satisfactory these relationships are. The SCS is expected to correlate with interpersonal relatedness, because the more self cohesive a person is the more capable they are of having fulfilling interpersonal relations. A self cohesive person does not need others to function predominately as selfobjects so s/he is better able to relate to others as selfs with their own center of initiative. Interpersonal Relatedness will be measured using the Tennessee Inventory.

Hypothesis 3

A narcissist is likely to view other people as selfish if they do not respond positively to his/her grandiosity. Similarly, the narcissist is likely to view other people as selfish if they seek selfobject functions from him/her, even if the desired selfobject functions are reasonable. Some selfobject functions are always needed regardless of the degree of self cohesion. The SCS is expected to correlate with not seeing Others as Selfish, which is assessed by the Tennessee Inventory.

Hypothesis 4

Wolf (1988) equates a healthy sense of self with self cohesion. The SCS and Healthy Sense of Self, as measured by the Tennessee Inventory, are expected to correlate.

Hypothesis 5

Self psychology developed from Kohut's (1971; 1977; 1984) work with narcissistic patients. An individual with a cohesive self has healthy narcissism, that is, s/he is proud of his/her accomplishments and talents. The SCS is expected to correlate with Narcissism as measured by the Tennessee Inventory.

Background for Quality of Life Inventory Hypotheses

McAdams (1993) concludes a cohesive personal myth or story is not a guarantee for either happiness or satisfaction in life; it simply makes life meaningful. Analogously, it will be assumed a cohesive self allows one to adequately handle the ups and downs of life; it does not guarantee happiness or satisfaction. A cohesive self allows an individual to have a "healthy sense of self, of self-esteem and well being" (Wolf, 1988, p. 27).

These provided the basis for the hypotheses related to the Quality of Life Inventory (Frisch, 1994) which is a measure of life satisfaction.

Hypothesis 6

Life satisfaction is not guaranteed by a personal myth or self cohesion. Thus, a small correlation is expected between the SCS and the Quality of Life Inventory (QOLI), due to the fact that the latter incorporates scores for areas not clearly related to self cohesion, such as Money, Home, Neighborhood, and Community.

Hypothesis 7

Kohut (1977) and Wolf (1988) theorize that self-esteem accompanies self cohesion. Based on this axiom, a correlation is expected between the SCS and Self-Esteem as measured by the QOLI.

Hypothesis 8

The pole of values and ideas or idealizing pole is connected with the self's ability to establish and maintain goals (Kohut, 1977; Wolf, 1988). Since a cohesive self should theoretically have goals and values, a correlation is expected between the QOLI Goals and Values and the SCS.

Hypothesis 9

Play, another QOLI score, is expected to correlate with the SCS. Since play is defined as "non-work related, spare-time activities aimed at entertainment, relaxation, or self-improvement" (Frisch, 1992, p. 99) it is postulated to relate to talents and skills as well as mirroring activities. Play activities may involve the use of talents and skills, such as athletic or artistic ability, which in turn service the self's need to have its grandiosity acknowledged.

Hypothesis 10

Similar to the reasoning described above with play, a cohesive self would be expected to learn how to develop their talents and skills because this enhances the mirroring needs of their grandiosity. The QOLI provides a score for Learning, and a correlation is expected between Learning and the SCS.

Hypothesis 11

Creativity is another aspect of self cohesion described in self psychology (Kohut, 1977; Wolf, 1988). Kohut (1977) describes the emergence of creativity in the analysand, regardless of the quality, as a sign of therapeutic improvement. This last hypothesis proposes a correlation between the QOLI sub-score of Creativity and the SCS.

CHAPTER II METHODS

Participants

The participants in this research were recruited from psychology courses at the University of Tennessee. In return for their participation they were given extra credit in their psychology course. Potential subjects were notified of the opportunity to participate in this study through an announcement in their psychology class. In addition, signup sheets were posted on a bulletin board reserved for study announcements. Students who signed up by placing their e-mail address on the form were reminded of the study the day before the administration via e-mail. After all of the e-mails were sent the signup sheet was shredded so no identifying information remained. The majority of the participants were enrolled in introductory psychology courses although a few students in higher level psychology courses opted to participate.

Demographic Characteristics of Participants

The initial sample contained 294 records composed of 79 males and 215 females; after the database was “cleaned” the sample was reduced to 267 participants consisting of 70 males and 197 females. The age of the participants ranged from 17 to 40, with a mean of 19.01 and mode of 18. The breakdown of the sample with respect to academic class is: 169 freshmen, 61 sophomores, 18 juniors, 18 seniors, and 1 Graduate student. The racial/ethnic composition of the sample is: 225 Caucasians, 30 African Americans, 5 Asians, 1 Native American, 2 Hispanics, 2 Biracial, and 2 respondents who identified themselves as Other without specifying either race or ethnicity. Participants were asked where they were born and where they were raised. The sample consisted of 257 subjects

born in the United States and 10 born in seven different foreign countries. Those born in the U.S. represented 28 states, predominantly in the southeast. The response to the item regarding where the subject was raised added one state and three countries. Thus, the participants have backgrounds from 29 states and 10 foreign countries. Most participants were born and raised in the same state ($N = 188$) and of these 123 were born and raised in Tennessee.

Procedures

A total of six group administrations were offered over a one month period from mid-October to mid-November of 2003. The participants were asked to complete a packet containing six self-report instruments. The instruments were randomized within each packet and participants were asked to complete the forms in the order in which they occurred in the packet. Since most of the instruments were printed on both sides of the paper they were instructed to turn each page over and complete the items on the back of the page.

Measures

The six measures used in this study were the Goal Instability Scale (Robbins & Patton, 1985), the Superiority Scale (Robbins & Patton, 1985), the Self Cohesion Scale (created for this study), the Personal Reaction Inventory (Crowne & Marlowe, 1960), the Tennessee Inventory, and the Quality of Life Inventory (Frisch, 1994). In addition, subjects were asked to complete a Demographic Information form. Due to a shortage of materials, the Quality of Life Inventory could be included in only the first 200 packets distributed.

Demographic information form. The Demographic Information form requested information about the participant's gender, age, and race. Additional information included the state or country in which the participant was born and the state or country where the participant was raised. Each participant was asked their class designation (Freshman, Sophomore, Junior, Senior) and their major. They were then asked to rate the degree to which they were certain of keeping their major, on a scale ranging from one (the major will not be changed) to five (the major will be changed). In the case of an undeclared major, the participant was asked to identify what major they would choose if they had to make a choice today.

Goal Instability and Superiority Scales. The Goal Instability Scale (GIS) and Superiority Scale (SS) were developed by Robbins and Patton (1985) and represent a synthesis of career counseling needs and self psychology theory. The authors describe the interconnection of these two ideas as follows:

A person's involvement in career planning and his or her career decisiveness are observable events that might be accounted for by Kohut's constructs of grandiosity and idealization, respectively. Involvement in career planning entails an ability to appraise native talents and skills realistically and the energy or ambition to pursue a course of action based on that appraisal. Difficulty here may result in a diminished ability to carry out career plans. Readiness to engage in career planning is also determined by the presence of a coherent set of values and goals, which directs the type of career alternatives considered. Absence of a system of goals will result in indecisiveness about a career choice. (Robbins & Patton, 1985, p.223)

The GIS is based on the self psychological concept of idealizing while the SS is based upon the mirroring concept. It is because of their basis in self psychology and their previous use in research that they were selected for use in this study. Chapter one details the development of these measures as well as their use in continued research.

Both scales use a six-point Likert scale for the response options to items, with three choices representing some form of agreement with the statement and three representing some form of disagreement, ranging from 1 (strongly agree) to 6 (strongly disagree) (Robbins & Patton, 1985). The middle selection of both the agree and disagree sides of the scale originally used the qualifier “moderately” (Robbins & Patton, 1985). However, Kim (1997) removed this qualifier and the middle options read simply agree or disagree. The GIS alpha reliability is .81 while that of the SS is .76 (Robbins & Patton, 1985).

The GIS and SS are scored by adding the Likert responses. The scores range from 10 to 60. “Low scores on the GIS reflect greater goal instability; high scores reflect greater goal stability and directedness (Blustein & Palladino, 1991)” (White, 2001, p. 44). In a similar fashion, “Low scores on the SUS [SS] indicate more of a tendency toward superior self expression; high scores on the SUS [SS] reflect less superior self expression tendencies (Blustein & Palladino, 1991)” (White, 2001, p. 45). Robbins and Patton (1985) administered the GIS and SS in two different studies, the initial study developing the two measures and a cross-validation study. They provided the average scores for each scale from both of these studies. The GIS mean score in the initial study was 42.31 while it decreased to 36.80 in the cross-validation study. A similar pattern is noted with the SS, which had an initial mean 36.80 that fell to 33.31 in the cross-validation study.

Self Cohesion Scale. The Self Cohesion Scale (SCS) is based on a concept from Kohut’s theory of self psychology, discussed in Chapter One, and its development is the focus of this study. Self psychology offers two forms of self, one is cohesive and the other fragile (Kohut, 1971; Wolf, 1976; Kohut, 1977; Kohut, 1984; Wolf, 1988). A

cohesive self is the result of healthy development resulting from adequate mirroring and idealizing experiences from selfobjects. A cohesive self is capable of withstanding the ups and downs of everyday life as well as being fairly independent of reliance on others as selfobjects. The cohesive self has an inner sense of direction, emanating from the tension arc, a flow of energy between the mirroring and idealizing poles, consisting of an integration of skills and talents with ambitions and goals. The various self parts of the nuclear self are organized into a unit forming a team of parts working together for a common goal. Although different parts may be in the forefront at different times they are working together and the shifting from one part to another does not cause a significant alteration in presentation or functioning of the individual.

Alternatively, a fragile self is unable to cope with the ups and downs of life, to the extent that even minor mishaps cause the self to fragment. The parts of the nuclear self are so tenuously coordinated into an organization it crumbles with the slightest mishap, such that the person experiences the crumbling and then the confusion of each part striving for its own existence separate from the others. The presentation and interactions of a person with a fragile self are erratic and dependent upon the self part in control which results in the inconsistencies of the interpersonal interactions of the person. Selfobjects are needed to provide strength and direction to this weak and permeable boundary of self organization. The SCS consists of 25 items developed from Kohut's (1977; 1984; 1971) and Wolf's (1988) writings about self cohesion. Like the GIS and SS described above, the response options consist of a six-point Likert scale ranging from 1 (strongly agree) to 6 (strongly disagree).

Personal Reaction Inventory. The Personal Reaction Inventory (PRI) is the title of the social desirability scale developed by Crowne & Marlow (1960) and is also referred to as the Marlowe-Crowne Social Desirability Scale. It was used to measure the degree of socially desirable responding by participants in the study. “Social desirability in general refers to the tendency to choose items that reflect societally approved behaviors” (Nunally & Bernstein, 1994, p. 382). This measure consists of 33 items, answered either true or false. The items are worded such that the socially desirable response to 18 of the items is “true” while the socially desirable response to the remaining 15 items is “false.” This instrument was used because none of the instruments used in the study included a means of assessing this response style.

Tennessee Inventory. The Tennessee Inventory (TI) is a measure of object relations developed at the University of Tennessee under the supervision of Leonard Handler, Ph.D. The initial instrument had 300 items with a five-point Likert scale response ranging from one (strongly disagree) to five (strongly agree). The steps in generating these items consisted of identifying discrete concepts in object relations and then brainstorming items for each category. A factor analysis of the items resulted in the following five factors: Interpersonal Relatedness (IR), Others as Selfish (OS), Healthy Sense of Self (HSS), Narcissism, and Desire for Intimacy (DI). The final version of the TI consists of 98 items (Eskra & Handler, 1995). Some items are included in more than one factor. IR has 47 items, OS has 16, HSS has 19, Narcissism has 16, and DI has 11. The DI is not used in this study because Handler questions its validity. Low scores on IR, OS, and Narcissism are indicative of healthy object relations. Alternatively, high scores on HSS and DI represent healthy object relations.

The validity of TI was further tested in a forgiveness study undertaken by Stribling, Jones, and Handler (2001). This study found individuals who were able to forgive reported better object relations than those who were unable to forgive. In a twin study, Sanders, Jones, and Handler (2001) found that individuals seeking revenge reported poorer object relations than others. An earlier study (Stribling, Jones, & Handler, 2000) found people who were betrayed reported poorer object relations than those who had not. These studies confirm the validity of the TI because people who would be expected to have poor object relations (non-forgivers, the betrayed) with others did have poor scores on the TI, while those who were expected to have good object relations (forgivers) did have better scores.

Quality of Life Inventory. “The QOLI [Quality of Life Inventory] is a brief but comprehensive measure of life satisfaction” (Frisch, 1994, p. 7). It is intended for use with persons 17 years and older. The measure was developed by Frisch and his colleagues (Frisch, Cornell, Villanueva, & Retzlaff, 1992) and initially assessed 17 areas of life. The present measure assesses 16 areas of life (Health, Self-Esteem, Goals-and-Values, Money, Work, Play, Learning, Creativity, Helping, Love, Friends, Children, Relatives, Home, Neighborhood, and Community) and provides an overall QOLI score. Frisch (1994) concludes the QOLI reflects the Quality of Life Theory in four ways:

(a) the way in which life satisfaction is defined, (b) the way in which overall life satisfaction consists of the sum of satisfactions in particular areas of life, (c) the way in which Satisfaction ratings are weighted by importance, and (d) the 16 areas of life assessed by the instrument (p. 7).

The manual (Frisch, 1994) indicates the QOLI can be used for medical and psychological treatment, by researchers and program administrators as well as college counseling

centers. Specifically, the QOLI can be used by therapists as a means of measuring their patients' progress over the course of therapy. This is accomplished by administering the QOLI prior to the beginning of therapy, periodically throughout therapy, and near the end of therapy.

The respondent answers 32 items arranged into 16 pairs one for each area of life. The presentation of each pair begins with a definition of the area of life followed by an importance rating (0 – not important, 1 – important, 2 – extremely important) and a satisfaction rating ranging from -3 (very dissatisfied) to 3 (very satisfied). The respondent first ranks how important this area of life is and then how satisfied s/he is with it. The numeric values of the two items are multiplied to produce a weighted satisfaction rating for each area of life. The weighted satisfaction rating is an integer value ranging from -6 to 6, where the lower value represents extreme dissatisfaction and the higher value extreme satisfaction. "Although these weighted satisfaction ratings are invaluable in treatment planning (Frisch, 1992b; Kazdin, 1993a) and have been used as process and outcome measures in their own right (Kazdin, 1993), their validity has not yet been examined empirically" (Frisch, 1994, p. 20). Due to this lack of empirical validation the results of this study based on these values will have to be viewed with caution.

The overall QOLI score "is the average of the weighted satisfaction ratings, excluding those areas rated Not Important" (Frisch, 1994, p. 21). The raw score can be converted to a T score and both raw scores and T scores can be converted into an overall QOLI classification. There are four QOLI classifications: high, average, low, and very low. For the purposes of this study, QOLI raw scores were used in the statistical analysis.

CHAPTER III RESULTS

Introduction

This chapter discusses the statistical analysis of the data collected for this study. The first section describes the development of the Self Cohesion Scale, beginning with an investigation of socially desirable responding. A principal components factor analysis is used to determine the number of factors and finally items appearing in more than one factor are assigned to just one of them. Once the Self Cohesion Scale is finalized the construct validity is tested using the Goal Instability and Superiority Scales (Robbins & Patton, 1985). Concurrent validity is investigated with the use of the Tennessee Inventory (Eskra & Handler, 1995; Stribling, Jones, & Handler, 2000; Stribling, Jones, & Handler, 2001; Sanders, Jones, & Handler, 2001) and the Quality of Life Inventory (Frisch, 1994). The chapter concludes with a post-hoc investigation of some of the Self Cohesion Scale factors which did not meet the criteria for inclusion in the measure.

The Self Cohesion Scale

One of the first steps in the development of the Self Cohesion Scale (SCS) was determining if any of the items corresponded with socially desirable responding, the Personal Reaction Inventory (PRI) was used for this purpose. Nunnally and Bernstein (1994) suggest a moderate level of socially desirable responding is appropriate in a response set. Following the lead of Robbins and Patton (1985) a critical value of .25 was selected as a limit. Thus, any items correlating with the PRI at a level higher than .25 would be eliminated. The results of a Pearson bivariate correlation between the SCS

items and the PRI score revealed none of the correlations exceeded the established cutoff level and thus no items were eliminated because of socially desirable responding.

In order to determine if the SCS represented one or more factors, a principal components factor analysis with a varimax rotation was performed and it produced seven factors. Items were retained in a factor based on the criterion that the absolute value of its factor loading be greater than or equal to .40. This criterion led to the first factor having eight items, the second factor seven items, the third factor five items, the fourth factor four items, the fifth factor three items, and two items in both the sixth and seventh factors, see Table 1. It was observed that six of the items (1, 4, 11, 18, 19, & 20) were present in two factors, see Table 2. An examination of the item content revealed a common theme among the items within each factor.

Since it was decided that each item would only be a member of one factor, the next step was to sift through each of the items with dual membership and determine the factor of best fit. This required evaluating the interitem Pearson bivariate correlation for each factor as well as calculating the alpha reliabilities. This initial correlation analysis of Factor I items showed one item (20) had either low¹ or no correlation with the other items. The remaining seven items were all significantly ($p = .01$) inter-correlated, ranging from a low of .30 to a high of .66. Similarly, one item (25) in Factor II presented the same situation—low² or no correlations with the other items. The other six items were significantly ($p = .01$) correlated spanning a range of .31 to .57. All of the correlations in Factor III were significant ($p = .05$, $p = .01$) but less than or equal to .44.

¹ Low is less than .332.

² In this case, low is less than .232.

Table 1. SCS Factors with Number of Items, Average Factor Loadings, and Maximum and Minimum Factor Loadings.

SCS Factors	Item Count	Average Factor Loading	Maximum Factor Loading	Minimum Factor Loading
I	8	.60	.81	.42
II	7	.58	.74	.43
III	5	.51	.56	.50
IV	4	.58	.69	.41
V	3	.62	.68	.52
VI	2	.80	.87	.73
VII	2	.63	.78	-.47

Table 2. Overlap of Items in SCS Factors.

SCS Factors	I	II	III	IV	V	VI	VII
I		1, 11					20
II	1, 11		18				
III		18		4, 19			
IV			4, 19				
V							
VI							
VII	20						

The four items of Factor IV had significant ($p = .01$) correlations, though all were less than or equal to .38. The same pattern repeated with Factor V, including the decreasing value of the correlations which were less than or equal to .30. The trend changed with the two items of Factor VI, their correlation was .47 ($p = .01$). No correlation was noted between the two items of Factor VII. These results suggest there may be just two or three factors, due to the decreasing correlations in combination with the sparsity of items.

Now the task turns to an investigation of the reliability of the items within each factor. An initial reliability analysis was performed on each factor with all of the items originally assigned to it based on the results of the principal components factor analysis with varimax rotation. An alpha value of .70 was established as the criterion for determining the retention of factors as well as regulating the inclusion or exclusion of items in a factor. The initial alpha value for each factor is shown in Table 3. The alpha values indicate Factors III through VII do not meet the criterion of having a value of at least .70. Furthermore, the removal of items from these factors only lowers the alpha value with the exception of Factor IV. Thus, there are only two valid factors for further analysis.

As expected from the discussion of the interitem correlations above, the removal of the items with low or zero correlation improves the alpha value. The removal of this item (20) from Factor I reduces the number of items to seven and increases alpha to .84; repeating the process for Factor II increases alpha to .81 while decreasing the number of items to six. Though the alphas have been maximized, the criterion that each item appear in only one factor is violated because two items (1 and 11) appear in both factors. In order to make a final assignment of each item to a factor, four pieces of data were

Table 3. Initial Alpha Values of SCS Factors

SCS Factors	Alpha
I	.81
II	.71
III	.68
IV	.61
V	.47
VI	.63
VII	-.27

examined: (1) how well the item content fits with the other items in the factor; (2) the factor loading of the item for each factor; (3) the correlation of the item with the composite score; and (4) maximizing the alpha. One of the items (11) was contextually a better fit with Factor II in addition to having both a greater factor loading and higher correlation with the composite score. Furthermore, the removal of this item resulted in a smaller decrease in alpha for Factor I than its corresponding removal from Factor II. The decision for the second item (1) was not as clear. It loaded higher on Factor I and correlated slightly more with the Factor I composite score. Contextually it fit slightly better with Factor II. Removing this item from Factor II reduced the alpha more than its corresponding removal from Factor I. Thus, based on its content and maximizing the alpha reliability the second item was eliminated from Factor I.

Although factors III through VII had initial alphas below the cutoff value of .70, all but Factor VII had positive values and three of the latter—factors III, IV, and V—had values above .60, a less conservative cutoff level. Thus, an exploration of these factors was undertaken. Factor III seemed the most promising with an alpha equal to .68. As shown in Table 2 (above) it shares one item (18) with Factor II and two items (4 and 19) with Factor IV. The content of these items fits better with those of the other factors than with Factor III. The removal of these items (4, 18, and 19) from Factor III reduces its alpha to .26 effectively eliminating it from consideration as a viable factor. Now having resolved the issue of shared items with the examination of Factor III, the next step is to evaluate Factor IV so as to maximize its alpha reliability. The removal of one item (17) increases the value of alpha from .61 to .63 and improves the coherency of the content related to talents and skills. Although the alpha of Factor V is low (.47), the three items

comprising this factor are connected by the concept of self direction. Factor VI has two items with an alpha of .63 and content focusing on deficiency, in this case a deficiency of both values and activities. These observations suggest factors IV, V, and VI have a basis for future development and exploration.

However, for the purposes of this study the SCS has two factors, Factor I comprised of five items and Factor II consisting of six. The score for each factor was calculated by adding the value of the responses. The final reliability analysis yields an alpha of .80 for Factor I and an alpha of .81 for Factor II. The items in Factor I are associated with a need for the presence of other people, while the items in Factor II are associated with consistency of the person and people in relation to the person. The correlation between the two factors is .60 ($p = .01$). This high degree of correlation is likely related to the common theme of “people” found in the items of both factors. The distinction between the items is that Factor I measures the degree to which the presence of another person is necessary, while Factor II measures the quality of interaction with others as well as the stability of the self. An overall self cohesion score was calculated by adding the scores of the two SCS factors.

Each factor and the overall score were examined using an ANOVA to determine if there were between group differences based on gender, age, race, or class designation. The results with respect to Factor I for gender ($F(1, 215) = 2.09, p = .15$), age ($F(1, 215) = 1.23, p = .27$), race ($F(1, 215) = .58, p = .74$), and class designation ($F(1, 215) = 1.75, p = .14$) showed no differences within any of the groups. Similarly, the results with respect to Factor II for gender ($F(1, 215) = 3.67, p = .06$), age ($F(1, 215) = 1.04, p = .42$), race ($F(1, 215) = 1.46, .19$), and class designation ($F(1, 215) = 2.16, p = .08$) showed no

differences within any of the groups. The results with the overall SCS score also showed no differences for three of the groups: gender ($F(1, 215) = 3.64, p = .06$), age ($F(1, 215) = 1.27, p = .26$), and race ($F(1, 215) = .86, p = .52$). However, approximately four percent of the variance in the overall SCS score is accounted for by class ($F(1, 215) = 2.46, p < .05$).

Before turning to the analysis of the SCS scores with the other instruments in this study, a Pearson bivariate correlation analysis was performed between the two SCS factors and the PRI in order to determine if either factor was highly correlated with socially desirable responding. The first factor's correlation with the PRI is .22 ($p < .001$) while the second factor's correlation with the PRI is .30 ($p < .001$). This modest correlation between Factor II and the PRI is likely due to these items relating to interactions between self and the other. Participants responded in a socially desirable manner in order to facilitate the interactions between themselves and the other person, that is, they were open and honest without being too highly defended. The correlation between the overall SCS score and the PRI was also slightly elevated above the cutoff point (.29, $p < .001$). Again, this is likely due to the overlapping nature of socially desirable responding and interactions with people. The following sections discuss the statistical relationships between these factors and the other tests in the study.

Analysis of the Self Cohesion Scale and the Goal Instability and Superiority Scales

The mean response to the Goal Instability Scale (GIS) was 40.72 placing it between the two mean response rates (42.31 and 36.80) in the Robbins and Patton (1985) study, see Table 4. The mean response to the Superiority Scale (SS) was 32.36, slightly lower than the means (36.80 and 33.31) in the Robbins and Patton (1985) study. The

Table 4. Mean GIS and SS Scores.

Instruments	Robbins and Patton			
	Initial Study	Cross Validation Study	Present Study	White (2001)
GIS	42.31	36.80	40.72	42.64
SS	36.80	33.31	32.36	32.89

means produced in this study are similar to those found by White³ (2001), also presented in Table 4.

In their study, Robbins and Patton (1985) examined the degree of socially desirable responding by performing correlations between the items as well as each scale with the Personal Reaction Inventory (PRI). None of the retained items correlated with the PRI above the .25 level (Robbins & Patton, 1985). However, the individual scales presented a different picture. The GIS had a moderate correlation with the PRI ($-.32, p < .01$) and the SS had no correlation ($-.06, p$ not listed) with the PRI (Robbins & Patton, 1985). Robbins and Patton (1985) explain this correlation by suggesting “those who report greater subscription to these items are more frank about themselves, less ‘socially desirable,’ and less self-protective” (p. 226). A similar pattern of correlation between the GIS and SS with the PRI was noted in the present study, although the direction of the correlation is in the opposite direction. The correlation between the GIS and the PRI is $.35 (p < .01)$, while there was no correlation between the SS and PRI, see Table 5.

A partial correlation, controlling for social desirability, was used to assess the relationship between the SCS scores and the GIS and SS. The PRI was used to measure the amount of socially desirable responding of participants. The GIS correlated with both Factor I ($.42, p = .001$) and Factor II ($.46, p = .001$), see Table 6. There was effectively no correlation between the SS and Factor I ($.05, p = .41$) and Factor II ($-.04, p = .48$). The correlation of the overall SCS score with the GIS ($.50, p = .001$) and the SS ($.00, p = 1.00$) followed the same pattern. This suggests the SCS factors and overall score resonate

³ The comparison with White (2001) was used because neither of the original authors, Robbins or Patton, appears to be involved with her study.

Table 5. GIS and SS Pearson Bivariate Correlations with Social Desirability.

Instruments	Correlations with PRI	
	Robbins & Patton Study	Present Study
GIS	-.32	.35
SS	.00	.00

Table 6. Partial Correlations of the SCS Factors with the GIS and SS.

SCS Factors	GIS	SS
I	.42*	.05
II	.46*	-.04
Overall Score	.50*	.00

N = 263, *p=.001

with the idealizing pole but not with the mirroring pole. These measures are capturing some aspects of the idealizing pole, also known as the pole of values and ideas, from Kohutian self psychology.

Analysis of the Self Cohesion Scale and the Tennessee Inventory

The Tennessee Inventory (TI) is a measure of object relations which produces five factor scores: Interpersonal Relatedness (IR), Others as Selfish (OS), Healthy Sense of Self (HSS), Narcissism, and Desire for Intimacy (DI). Healthy object relations are represented by low scores on IR, OS, and Narcissism, and a high score on HSS. The Pearson bivariate correlations between the TI factors in this study are shown in Table 7. The highest correlation occurs between IR and OS (.72, $p < .01$) and in general, the highest correlations occur with the IR factor. HSS correlates with IR at $-.60$ ($p < .01$) and Narcissism at $.63$ ($p < .01$). The smallest correlation among the TI factors is between HSS and Narcissism ($-.34$, $p < .01$). Moderate correlations are noted between OS and both HSS ($-.47$, $p < .01$) and Narcissism ($.54$, $p < .01$).

The relationship between the two SCS factors and overall score, and the TI factors was examined using partial correlations, controlling for socially desirable responding and are shown in Table 8. The highest correlations between the two SCS factors and overall score are with the TI factor IR. SCS Factor I is significantly and negatively correlated with IR ($-.57$, $p < .001$). This correlation is exactly what was expected since a high score on SCS Factor I and a low score on IR is healthy; of course the reverse is true as well, low scores on SCS Factor I correspond to high scores on IR.⁴ Both items are related to people; SCS Factor I measures the need to have another person present while IR

⁴ The negative correlation means an inverse relationship exists between the two factors.

Table 7. Pearson Bivariate Correlations Between TI Factors.

TI Factors	IR	OS	HSS	Narcissism
IR	1.00			
OS	.72*	1.00		
HSS	-.60*	-.47*	1.00	
Narcissism	.63*	.54*	-.34*	1.00

N = 267, * $p < .01$

IR = Interpersonal relatedness, OS = Other as selfish, and HSS = Healthy sense of self.

Table 8. Partial Correlations of SCS Factors I and II with TI Factors.

TI Factors	SCS Factor I	SCS Factor II	Overall Score
IR	-.57*	-.70*	-.72*
OS	-.39*	-.46*	-.48*
HSS	.30*	.44*	.42*
Narcissism	-.35*	-.43*	-.45*

N = 263, * $p < .001$

IR = Interpersonal relatedness, OS = Others as selfish, and HSS = Healthy sense of self.

measures interpersonal relatedness of the person to other people. SCS Factor II is also significantly and negatively correlated with IR ($-.70, p < .001$), and the same pattern of relationship between scores is found—high scores indicative of health on SCS Factor II correspond to low scores indicative of health on IR. Again, this is the expected direction since SCS Factor II measures both the consistency of the person internally as well as the consistency of the interactions between the person and other people while IR measures the interpersonal relatedness of the person to other people. The overall SCS score ($-.72, p < .001$) correlates more highly with IR than with either factor individually and is likely due to the combined emphasis of relationship to people in the two SCS factors.

The partial correlations between both SCS factors and OS are similar, in that they are significant and negative, indicating an inverse relationship between the measures. The correlation is higher with SCS Factor II ($-.46, p < .001$) than with SCS Factor I ($-.39, p < .001$). The healthier the response on the SCS factors the less likely the individual will view other people as being selfish. The correlation between OS and the overall SCS score ($-.48, p < .001$) is higher than either factor alone again due to the combined emphasis on the relationship with people, represented by the overall score. The direction of the correlations with HSS is reversed because high scores on all the factors represent healthy profiles, in other words a direct relationship; when one score goes up so does the other and vice versa. The less need one has for the presence of others (SCS Factor I) and the more consistent the person is both internally and with others (SCS Factor II), the healthier that person's sense of self will be. The overall SCS score follows suit with a positive correlation. Narcissism correlates with the SCS scores in a negative direction because high SCS scores are healthy while low Narcissism scores are healthy. Again this

is the expected direction, the more self cohesive the individual the fewer narcissistic qualities s/he will possess.

The results of the correlations suggest the SCS factors relate to concepts from object relations. The SCS correlations were in the expected directions with IR, OS, HSS, and Narcissism. An individual with a cohesive self also has satisfactory object relations, an overlap between the theories perhaps. A person with a cohesive self does not need other people to perform selfobject functions and therefore is freer to interact with other people in a more empathic manner. The following section examines the relation between the SCS factors and the Quality of Life Inventory.

Analysis of the Self Cohesion Scale and the Quality of Life Inventory

Partial correlations controlling for socially desirable responding were computed between the SCS scores and the QOLI scores of Self-Esteem, Goals and Values, Play, Learning, and Creativity in addition to the overall QOLI score. The results of the analysis can be viewed in Table 9. As expected, both SCS factors have a significant and positive correlation with Self-Esteem, based on the linkage made in Kohut's theory between self-esteem and self cohesion (Wolf, 1988). The correlation between Self-Esteem and Factor I is .39 ($p < .001$), and the correlation with Factor II is .44 ($p < .001$). Likewise, the overall SCS score correlates with Self-Esteem (.49, $p < .001$). Similarly, the correlations between Play and both Factor I (.26, $p < .001$) and Factor II (.30, $p < .001$) are positive and significant, as is the correlation with the SCS overall score (.33, $p < .001$). This prediction was related to self initiated mirroring activities as a means of satisfying selfobject functions without another person. In addition, the overall QOLI score was correlated significantly in the positive direction as predicted. However the

Table 9. Partial Correlations Between SCS Factors and QOLI Scores.

QOLI Areas of Life	SCS Scores		
	Factor I	Factor II	Overall Score
Self-Esteem	.39***	.44***	.49***
Goals and Values	.21**	.13	.19*
Play	.26***	.30***	.33***
Learning	.13	.21**	.21**
Creativity	.00	.11	.07
Overall Score	.22**	.41***	.38***

N = 169, *p < .05, **p < .01, ***p < .001

correlation with SCS Factor I (.22, $p < .01$) was neither as high nor as significant as expected. This may be due to the idea that the presence of other people does not have a significant impact on life satisfaction for someone who does not need others to perform selfobject functions. The correlation between SCS Factor II and the overall QOLI score (.41, $p < .001$) is moderate; perhaps indicating a person who feels internally consistent and experiences consistent interactions with others is better able to have a satisfying life. The score may also be moderated by the fact that the QOLI score is comprised of components unrelated to the theory of self cohesion such as Money, Work, and Home. The correlation between the overall SCS score and the overall QOLI score (.38, $p < .001$) is also moderate.

The remaining correlations did not turn out as predicted. Goals and Values correlated only mildly with SCS Factor I (.21, $p < .01$) and overall score (.19, $p < .05$), but not at all with SCS Factor II (.13, $p = .08$). Self cohesion encompasses the pole of values and ideas (the idealizing pole) and was expected to coincide with the Goals and Values area of life. The relative lack of correlation is likely due to both SCS factors being related to the dimension of people rather than values and ideas. Learning was hypothesized to correlate with self cohesion because it plays a function in the tension arc of using and mastering one's skills and talents. Only a mild correlation is noted between SCS Factor II (.21, $p < .01$) and this area of life. This might be due to the nature of learning requiring some interaction with others as well as feeling internally consistent enough to incorporate new skills and ideas. The same mild correlation (.21, $p < .01$) is present between the overall SCS score and Learning, while no significant correlation is present with Factor I (.13, $p = .08$). No correlation is present between Creativity and

either Factor I (.00, $p = .96$), Factor II (.11, $p = .17$), or the overall SCS score (.07, $p = .39$). Again, this is likely due to the underlying connection with people found in both SCS factors and the absence of any items related to creativity.

Post-Hoc Correlation Investigation of Weak SCS Factors

Previously it was mentioned that three SCS factors did not meet the selection criteria for this study but may be worthy of future enhancement and investigation. This section presents an overview of how these factors correlate with the measures of investigation used in this study. The content of SCS Factor IV items focuses on talents and skills, which maps onto the tension arc in Kohut's self psychology. Self direction as related to goals encompasses the content of SCS Factor V, resulting in a mapping onto the idealization pole. SCS Factor VI items focus on deficiencies in values and activities, leaving it without a clear mapping onto one specific self psychology concept, although the idealizing pole is the best option. A Pearson bivariate correlation was calculated with these SCS factors and the overall SCS score. All three factors were expected to correlate with the overall SCS score if they in fact measure some aspects of self cohesion. Table 10 shows that all three factors do in fact have mild to moderate correlations with the overall self cohesion score ranging from .28 to .41, suggesting they do in fact tap some aspect of self cohesion.

Partial correlations, controlling for socially desirable responding, were performed using the three experimental SCS factor scores and the GIS and SS scores. SCS Factor IV is representative of talents and skills and is expected to have some correlation with the GIS because making use of talents and skills requires some goal directed behavior. Alternatively, a correlation is not expected with the SS, because seeing oneself as

Table 10. Correlation of SCS Experimental Factors with the Overall SCS Score.

SCS Experimental Factors	Correlation with Overall SCS Score
IV	.38*
V	.41*
VI	.28*

N = 267, *p < .001

superior has no relation to talents and skills, not that someone might think themselves superior because they are talented or skilled. Since SCS Factor V content is linked to self direction, a moderate correlation is expected with the GIS. Given there is a lack of correlation between the GIS and SS (Robbins & Patton, 1985; White, 2001), none is expected between SCS Factor V and the SS. The content of SCS Factor VI is related to deficiency in both values and activities, thus a mild correlation is expected with the GIS and none with SS. Table 11 displays the partial correlations of the SCS experimental factors and the GIS and SS. The correlation between the GIS and Factor IV (.19, $p < .005$) is weak. A mild correlation is present between Factor VI and the GIS (.22, $p < .001$) while a moderate correlation is noted between Factor V and the GIS (.49, $p < .001$). This latter correlation is particularly promising as Factor V represents self direction which should correlate with goals. The SS has no significant correlation with Factor IV ($-.10$, $p = .12$), Factor V ($-.06$, $p = .36$), or Factor VI ($-.06$, $p = .30$).

In this next set of exploratory partial correlations, again controlling for social desirability, the relationship between the experimental SCS factors and the TI factors is examined. Based on the content areas of the SCS experimental factors and the TI factors of IR, OS, and Narcissism, correlations are not expected. With respect to the TI factor HSS, a correlation is expected between all three factors because a person with a healthy sense of self would have sufficient talents and skills, a sense of direction, and few deficiencies. The results of these calculations are presented in Table 12. Before the discussion of the results, the reader is reminded of the meaning behind the scores for each factor. High scores on the SCS factors mean the respondent is reporting a healthy perception in this area. Healthy object relations are demonstrated by a high score on the

Table 11. Partial Correlations between the SCS Experimental Factors and GIS and SS.

SCS Experimental Factors	GIS	SS
IV	.19*	-.10
V	.49**	-.06
VI	.22**	-.06
N = 263, *p < .005, **p < .001		

Table 12. Partial Correlations between the SCS Experimental Factors and TI Factors.

TI Factors	SCS Experimental Factors		
	IV	V	VI
IR	-.34**	-.39**	-.31**
OS	-.26**	-.28**	-.24**
HSS	.43**	.38**	.34**
Narcissism	-.17*	-.10	-.11

N = 263, *p < .005, **p < .001

HSS. Alternatively, low scores represent healthy object relations on the IR, OS, and Narcissism factors.

As can be seen, the predictions with the experimental SCS factors and the TI factor HSS are in the expected direction. The correlations between HSS and Factor IV (.43, $p < .001$), Factor V (.38, $p < .001$), and Factor VI (.34, $p < .001$) are all moderate. On the other hand, the predictions involving IR and OS were not found to be in the expected direction as all of the experimental factors were mildly correlated with them. The IR correlation with Factor IV is -.34 ($p < .001$), with Factor V is -.39 ($p < .001$), and with Factor VI is -.31 ($p < .001$). The correlations between OS and Factor IV (-.26, $p < .001$), Factor V (-.28, $p < .001$), and Factor VI (-.24, $p < .001$) are at a lower level than those with IR but are still significant. Perhaps this is explained using the following logic: a person with sufficient talents and skills, self direction, and no deficiencies is self cohesive and can therefore relate with others and see them as individuals. The prediction related to Narcissism was partially accurate with respect to Factors V (-.10, $p = .09$) and VI (-.11, $p = .07$), but not Factor IV (-.17, $p < .005$). This weak correlation between Factor IV and Narcissism was unexpected. The result indicates a satisfactory level of talents and skill (high score on Factor IV) corresponds to a relatively low level of Narcissism (low score on this TI factor), perhaps suggesting a small degree of narcissism is related to having talents and skills. The person's evaluation of their talents and skills allows them to be proud of themselves.

This last examination investigates the relationship between the SCS experimental factors and the QOLI areas of life initially hypothesized about—Self-Esteem, Goals and Values, Play, Learning, Creativity, and the overall QOLI score. The same predictions are

expected with the experimental factors due to each being a factor of self cohesion. The results of the partial correlations, controlling for socially desirable responding, are shown in Table 13. SCS Factor IV, representative of talents and skills, is significantly and positively correlated with all of the QOLI scores. In fact, it has the highest correlation with the overall QOLI score (.40, $p < .001$) of any of the experimental factors; only SCS Factor II has a higher correlation (.41, $p < .001$). This suggests a person's perception of their talents and skills as sufficient is related to their life satisfaction. Self direction (Factor V) is correlated with all but the Play (.09, $p = .25$) and Creativity (.01, $p = .89$) area of life scores, perhaps because play and creativity are spontaneous rather than directed activities. Similarly, the last experimental factor related to a deficiency of values and activities is correlated with all but the Play (.14, $p = .08$) and Creativity (.00, $p = .96$) area of life scores. Though self cohesion may be related to the ability to play and be creative the specific area of values and activities may have no relationship to them, or may have more relationship to the type of play or creativity.

Table 13. Partial Correlations between the SCS Experimental Factors and QOLI Scores.

QOLI Scores	SCS Experimental Factors		
	IV	V	VI
Self-Esteem	.24***	.29****	.18*
Goals and Values	.23***	.27****	.29****
Play	.21**	.09	.14
Learning	.23***	.28****	.19*
Creative	.28****	.01	.00
Overall Score	.40****	.22***	.19*

N = 169, *p < .05, **p < .01, ***p < .005, ****p < .001

CHAPTER IV CONCLUSIONS

Discussion

This dissertation investigated the development of a self-report instrument designed to assess self cohesion. The concept of self cohesion is from the theory of self psychology developed by Heinz Kohut (1971; 1977; 1984) and further explained by Wolf (1976; 1988). In this theory a person can be described along a continuum of health, ranging from a cohesive self to a fragmented self. Depending on the amount and degree of demands, in conjunction with a person's ability to compensate with mirroring and idealizing functions, s/he will fluctuate along this continuum of health.

A cohesive self is the result of healthy development, which results from the provision of adequate mirroring and idealizing experiences by selfobjects. In some cases an individual may have a cohesive self when only mirroring or idealizing experiences are provided, as long as the available selfobject function is able to compensate for the lack of the other selfobject function. A cohesive self is developed on the foundation of a core or nuclear self (Kohut, 1977). The nuclear self is derived from an amalgam of structures present at birth. This amalgam of structures consists of potential self parts which are kept or discarded by a process left undefined in self psychological theory. The cohesive self is an organization of these self parts into an integrated system driven by the tension arc which consists of the interplay of skills and talents with ambitions and ideals. Epstein (1998) might describe this as the ability to be, that is, feeling at ease with the competing demands and energies of these self parts as well as those of the environment.

Overview of Findings

The Self Cohesion Scale

A principal components factor analysis of the Self Cohesion Scale (SCS) suggested the instrument was composed of seven factors. The correlation among the items within each factor was examined using a Pearson bivariate correlation followed by a calculation of the alpha reliabilities. The results of these two tests showed a decreasing level of interitem correlation as well as decreasing alpha values for each factor, suggesting only two factors were sufficiently stable for further analysis. In order to confirm this conclusion the content relatedness of the items within each factor was compared, the level of factor loadings for each item in the factor were examined, and the alpha reliabilities were maximized. Following these steps confirmed there were only two strong factors for further analysis.

Factor I items center on a need for the presence of other people and this need is an archaic one in the theory of self psychology (Kohut, 1977; Wolf, 1988). The need for another to be present is primitive because it means the person must have someone present to provide sustaining selfobject functions to hold together the parts of the self. The items comprising this factor are written such that low scores represent the need for the physical presence of others and high scores less need for others to be present. Translating this into self cohesion, the more cohesive the individual, the higher the score and the less cohesive the lower the score. Though the items speak to the need for the presence of others they are not worded to specifically address whether the selfobject function is in the realm of mirroring, idealizing, or twinship.

Factor II items are associated with consistency, although the items can be subdivided into two kinds of consistency; one group of items is related to consistency between the person and other people (external; three items) while the other group of items is related to the consistency of the person (internal; three items). Two of the external items are concerned with interactions with others and as such address the degree to which the respondent perceives others as performing selfobject functions. Like Factor I items, these do not specifically address the exact nature of the selfobject function. The third external item addresses the respondent's feeling of belonging to the greater community in which s/he lives. The three internal items assess self cohesion directly by examining the integration of the self parts. Two of the items examine the consistency of behavior and the other item examines how well orchestrated the self parts are. Low scorers on this factor are less cohesive because they are looking for others to perform selfobject functions, feel alienated from society, and have not successfully coordinated their self parts. In contrast, the high scorer is more cohesive, having integrated the self parts, experiences less need for others to function as selfobjects and is therefore more likely to feel connected to the larger society.

The SCS did not result in a single measure of general self cohesion, but rather two aspects of self cohesion. In fact two factors evolved from this study each with a different link to interactions with others. Left out of the factors were items about goals, center of initiative, skills and talents, and creativity which all define some part of self cohesion. None of the items speak to the respondent's empathic ability or capacity for humor both characteristic of self cohesion. The SCS taps into one small area of self psychology related to interactions with people and the overall SCS score is the sum of the two

factors. This study suggests that one general factor of self cohesion is not feasible. Self cohesion is a broad concept encompassing various concepts such as the mirroring and idealizing poles, the tension arc, talents and skills, and a center of initiative. In one respect, self cohesion means all the self parts present in the nuclear self are able to work together as a team for a common goal. Thus, a more realistic approach to measuring self cohesion would be to develop measures for each aspect contributing to self cohesion and then define self cohesion as the sum of these measures.

Construct Validity with the Goal Instability and Superiority Scales

The Goal Instability Scale (GIS) and Superiority Scale (SS) are based on the self psychological concepts of idealization and mirroring, respectively (Robbins & Patton, 1985). The GIS and SS were used to examine the construct validity of the SCS, based on the fact that each of the measures is based on self psychology concepts defined in Kohut's (1971; 1977; 1984) works. In addition, these two scales have been used in several research studies establishing their utility as measures of self psychological constructs.

Hypothesis 1 and the GIS. The SCS as a measure of self cohesion was expected to correlate with the GIS. Moderate correlations were in fact found with Factor I (.42, $p < .001$), Factor II (.46, $p < .001$), and the overall SCS score (.50, $p < .001$). The moderate correlations are perhaps higher than what might be expected, given that the SCS scores do not measure goals. The results suggest self cohesion as measured by the SCS varies directly with goal stability. Thus, a person who provides cohesive responses on the SCS also reports greater goal stability and vice versa. This is exactly what the theory

proposes; a cohesive self has its own center of initiative generating goals and ideals consistent with the individual's talents and skills (Kohut, 1977).

Hypothesis 1 and the SS. The SS did not correlate with the SCS as predicted. One possibility for this may be the fact none of the SCS items have content pertaining to grandiosity. On the other hand, none of the items were about goals and yet there was a correlation with the GIS. Given that a cohesive self has healthy narcissism, some degree of correlation seems expectable. To investigate this, a re-examination of the SS and its meaning is in order. A low score on the SS means the individual is presenting as superior or grandiose. In contrast, a high score is indicative of a less superior presentation. These scores suggest the possibility that scores on either end represent some form of pathology. Robbins and Patton (1985) anticipated such a scenario and tested for the possibility of a curvilinear relationship within this variable based on the following reasoning:

A potential problem with writing items at a relatively mild range of immaturity is that they might actually represent *healthy* forms of narcissism. This is a problem especially with the grandiosity construct, within which persons with a vigorous and consolidated sense of self would be expected to report considerable self-confidence. If items of the Superiority scale were perceived as examples of mature self-confidence and self-appraisal then responders in the midrange simply would be expressing expected self-confidence. In turn, extremely low subscribers actually may have poor self-regard, and only extremely high subscribers might have unrealistically high self-regard. (Robbins & Patton, 1985, p. 226-227)

However, the results of their analysis revealed no curvilinear relationship, suggesting the scale was linear in nature. High scorers were reporting a non-superior self and low scorers were reporting a superior self, without the possibility of alternate interpretations for these scores.

Other researchers have also encountered unexpected results using the SS and have proposed alternative interpretations of the SS. One such researcher is Kerr (1995) who

suggests the SS “may actually measure ‘healthy narcissism’ rather than pathological narcissism” (p. 61). As a counter-explanation Kerr (1995) writes, “Individuals with grandiose defenses are quite unlikely to realistically appraise their interpersonal relationships, thus, their self-reported scores on peer-group adjustment may be the result of faulty perceptions rather than true interpersonal adjustment” (p. 87). These two views of the SS suggest respondents may interpret the items differently based on their style of narcissism. In other words, a curvilinear relationship may in fact be present.

In a 1988 study, Robbins and Schwitzer found low superiority was found to correspond to low levels of social adjustment, leading the researchers to question the validity of the SS. Within self psychological theory, a healthy self would have a high score on the SS, corresponding to a less superior presentation, and should report a relatively high level of social adjustment in contradiction to the findings of their study. It is worth noting that Robbins has not used, or at least not reported any results with the SS since the 1988 study questioning its validity. Refer to the literature review in Chapter One regarding Payne, Robbins, and Dougherty (1991), Robbins, Lese, and Herrick (1993), and Schwitzer, Robbins, and McGovern (1993). In fact, of the 10 studies found using Robbins and Patton’s (1985) scales, six used both the GIS and SS while the other four used only the GIS. Two studies (Watson, Little, Sawrie, & Biderman, 1992; Watson, Hickman, Morris, Milliron, & Whiting, 1995) have used the SS since Robbins and Schwitzer’s 1988 study questioning its validity. Both of the Watson et. al. studies conclude a grandiose assessment of the self is related to relative mental health. Three dissertations (Kerr, 1995; Kim, 1997; White, 2001), including two directed by Patton (Kerr, 1995; Kim, 1997), have used both scales. Kerr (1995) found support for the

underlying theoretical basis for the Superiority scale “which suggests that the scale represents less mature, grandiose modes of self-expression brought about by earlier narcissistic injury” (p. 61). White (2001) found mixed results with the SS given her predictions, that is, in combination the GIS and SS contributed to the degree of reported fraudulence; but, only the GIS made an independent contribution. The contradictory results suggest further investigative research into the construct of the SS is needed.

The SCS factors and overall score are proposed to indicate a healthy or cohesive self. If this is the case then high scorers on the SCS should correlate with high scores on the SS—a less grandiose presentation. A self cohesive individual would not present as grandiose due to a relatively low necessity for others to perform selfobject functions, particularly the mirroring demanded by a narcissistic individual. However, the self cohesive respondent might recognize that some selfobject functions are needed by others and provide mid-level responses to the SS, as hypothesized by Robbins and Patton (1985) although their analysis contraindicated this conclusion. Another means of interpreting a lack of correlation would be that those subjects with low SS scores who present themselves as better on the SCS than they actually are do so because of their grandiose defenses, agreeing with Kerr (1995). Thus, the lack of correlation could be due to both of these response styles occurring in the sample, thereby canceling each other out and negating any form of relationship. On the other hand, the SS might lack validity as suggested by Robbins and Schwitzer (1988).

Concurrent Validity with the Tennessee Inventory

The Tennessee Inventory (TI) is a measure of object relations. Four of its five factors, Interpersonal Relatedness (IR), Others as Selfish (OS), Healthy Sense of Self

(HSS), and Narcissism, were used to study the concurrent validity of the SCS.

Hypothesis 2. A correlation was predicted between the SCS and IR because an individual with a cohesive self is expected to have good interpersonal relations since other people can be related to as more than selfobjects. The correlation with Factor I ($-.57, p < .001$) was significant and moderate, corroborating the connection between self cohesion and interpersonal relatedness. The correlation of IR with Factor II ($-.70, p < .001$) was both significant and high. The items of Factor I address the need for the presence of others without regard to interpersonal interactions, while the items in Factor II speak directly to the interactions with others. Thus, the theoretical basis of Factor II overlaps with that of IR and explains the larger correlation between IR and Factor II in comparison to the correlation between IR and Factor I. The correlation with the overall SCS score ($-.72, p < .001$) is also both high and significant. The results of this correlation are in the expected direction, demonstrating a higher degree of self cohesion is associated with healthy levels of interpersonal relatedness.

Hypothesis 3. OS was hypothesized to correlate with the SCS score because a cohesive person would not view others as selfish if the other were not performing selfobject functions. For instance, a narcissist might think someone is selfish if they fail to mirror him/her. Similarly, the other person would be seen as selfish if s/he desires selfobject functions from the narcissist, even if the desired functions are within a normal healthy range. The correlation with Factor I ($-.39, p < .001$) was moderate as were the correlations with Factor II ($-.46, p < .001$) and the overall SCS score ($-.48, p < .001$), therefore indicating self cohesion corresponds to seeing others as complete individuals rather than as selfobjects.

Hypothesis 4. The SCS was predicted to correlate with HSS because the concepts of self cohesion and a healthy sense of self were hypothesized to be similar. In fact, Wolf (1988) states a cohesive self allows an individual to have a “healthy sense of self, of self-esteem and well-being” (p. 27). The results of the analysis confirmed the prediction with both factors and the overall score. A moderate correlation was noted with Factor I and HSS (.30, $p < .001$), while a slightly higher moderate correlation resulted with Factor II (.44, $p < .001$) and the overall score (.42, $p < .001$). The diminished requirement for the presence of other people is just one facet of self cohesion; other factors are a center of initiative, talents and skills, and goals derived from an inner sense of direction (Kohut, 1977; Wolf, 1988). Likewise a healthy sense of self is also based on multiple inputs; one of these would be a minimal need for others to perform selfobject functions. While both factors address self cohesion, the items of Factor II addressing internal consistency more closely overlap with a healthy sense of self. A person who has a cohesive self, that is the nuclear self parts are working as a team towards a common set of goals, is better able to experience and self observe in order to evaluate a healthy sense of self. Furthermore, this coordination and unification is a healthy sense of self. In contrast, an unhealthy sense of self or more correctly little sense of self is present in the fragmented individual who may feel s/he is blowing in the wind because of the fluctuations caused by uncoordinated self parts pulling in multiple directions. The fragmented self has ever changing goals and little experience of a self. The correlations between the SCS scores and HSS imply a cohesive self goes hand in hand with a healthy sense of self.

Hypothesis 5. The correlations between Narcissism and the SCS scores were expected to be moderate and this is what the analysis confirmed. The correlation with

Factor I (-.35, $p < .001$), Factor II (-.43, $p < .001$), and the overall score (-.44, $p < .001$) intimates the idea of healthy narcissism accompanying a cohesive self. Healthy narcissism allows one to take pride in themselves and their accomplishments. A self cohesive individual would be expected to take pride in their accomplishments as well as be satisfied with themselves (Kohut, 1977; Wolf, 1988). The direction of the correlations mean self cohesion is associated with healthy levels of narcissism.

Concurrent Validity with the Quality of Life Inventory

The Quality of Life Inventory (QOLI) is a measure of life satisfaction (Frisch, 1994). It produces an overall score representing the respondent's current quality of life and 16 area of life scores. The overall score and five area of life scores, Self-Esteem, Goals and Values, Play, Learning, and Creativity, were used to assess concurrent validity. As noted in Chapter Two, the validity of the area of life scores has not been empirically established and results using these values should be viewed with some skepticism.

Hypothesis 6. The overall QOLI score was hypothesized to correlate with the SCS factors and overall score. However, using McAdams' (1993) theory, which posits a cohesive personal myth or story does not guarantee either happiness or satisfaction in life, the correlation was not expected to be particularly high. Applying this idea to self psychological theory, the statement becomes: a person can be self cohesive without being happy or having a satisfactory life. The correlation with Factor I (.22, $p < .01$) was mild. The basis of self cohesion on the ability to function without much need for the presence of others has little impact on one's quality of life. Self cohesion, as defined for Factor I means little need for the physical presence of others, is somewhat associated with being satisfied with life. On the other hand, the consistency with which one experiences one's

self and interactions with others has a greater relationship to life satisfaction as demonstrated by the higher level of correlation with Factor II (.41, $p < .001$). This finding suggests a coordinated team of self parts with a common set of goals is related to life satisfaction; as self cohesion increases so does one's satisfaction with life.

Hypothesis 7. The predictions now turn to the area of life scores comprising the QOLI. The first of these investigates the relationship between the SCS scores and Self-Esteem. One of the primary correspondences Kohut theorized about was the one between self cohesion and self-esteem (Kohut, 1977; Wolf, 1988). As predicted, a correlation was found between Factors I and II as well as the overall score. The moderate correlation with Factor I (.39, $p < .001$) suggests Self-Esteem is connected to feelings of competency associated with being able to provide for one's own mirroring and idealizing needs. A moderate and slightly higher correlations with Factor II (.44, $p < .001$) is explained by the internal and external consistency tapped by its items. The ability to deal with others in a predictable fashion and to have integrated self parts cooperating with a center of initiative promotes a sense of self-esteem. A moderate correlation is also found with the overall SCS score (.48, $p < .001$).

Hypothesis 8. The second area of life this study investigated was Goals and Values. The pole of values and ideals or idealizing pole was expected to be the self psychological equivalent of Goals and Values and a correlation was predicted. The results of the analysis showed only a small correlation with Factor I (.20, $p < .01$) as well as the overall SCS score (.19, $p < .05$). This small relationship is best explained by contrasting the definition of Goals and Values with what is meant by values and ideals in self psychology:

Goals-and-Values are your beliefs about what matters most in life and how you should live, both now and in the future. This includes your goals in life, what you think is right or wrong, and the purpose or meaning of life as you see it. (Frisch, 1994, p. 54)

Robbins and Patton (1985) write, “The mature expression of idealization is again characterized by a firm sense of self-esteem and by practices that in this case are enhanced by activities that are seen to be under guidance of a system of goal-setting ideals” (p. 223). The overlap between the two definitions is around goals and not values, which according to Frisch’s (1994) definition seems to be a moral stand. Kohut (1997) defines the self as “an effective independent center of initiative and as a focus of perceptions and experiences” (p. 94). Here too the overlap is with goals and not morals. The Goals and Values area of life has little conceptual overlap with the pole of values and ideals from self psychology. Thus, in part the correlation was lower than predicted, probably due to the differing ideas of these two concepts. Perhaps even more pertinent is the fact that neither SCS factor assesses the respondent’s goals much less values. Yet another reason for the negligible correlation might be due to the composition of the sample population, that is, older adolescents and young adults may not have sufficiently developed beliefs about life.

Hypothesis 9. The QOLI sub-score of Play was hypothesized to correlate with self cohesion based on a linkage of play to hobbies as an expression of skills and talents present in the tension arc. In addition, a secondary linkage was made to play as a form of self mirroring activities. Small correlations were observed with all three SCS scores. The smallest correlation was with Factor I (.25, $p < .001$). This mild correlation is likely due to many play activities requiring the presence of other people. It may be low because

the items in Factor I do not encompass skills and talents. A larger correlation was noted with Factor II (.30, $p < .001$), probably due to the internal nature of the consistency measured, because play can more easily be experienced as an expression of skills and talents when the parts of the self are united. In addition, it can better be experienced as a mirroring activity when it is done to perform the function of feeling competent. The correlation with the overall SCS score (.33, $p < .001$) was slightly higher than with Factor II. These results imply self cohesion is related to a satisfactory level of play in one's life.

Hypothesis 10. The SCS scores and Learning were expected to correlate for reasons similar to those described in Hypothesis 9. That is, the tension arc is composed of talents and skills fueled by the mirroring and idealizing poles. This provides a center of initiative and is the “dynamic essence of the complete, nondefective self” (Kohut, 1984, pp. 4-5). A person with a cohesive self would be interested in developing his/her skills and talents and learning is one means of doing this. Factor I did not correlate with Learning, while Factor II (.21, $p < .01$) and the overall score (.21, $p < .01$) exhibited small correlations. To the degree internal consistency measures self cohesion, the correlation with Factor II is seen as due to the self having a center of initiative. That any correlation is present can be attributed to the presence of self cohesion and its relation to Learning as a development of skills and talents because none of the SCS items address skills, talents, or hobbies.

Hypothesis 11. The expected correlation between Creativity and self cohesion is taken directly from the literature as Wolf (1976) describes a mature libido as representing a capacity for “empathy, humor, creativity, and wisdom” (p. 42). Furthermore, Kohut (1977) viewed the emergence of creativity, regardless of the quality, as a sign of

improvement in the therapeutic situation. There was a complete lack of correlation between the two SCS factors, and although significant the correlation with the overall score (.07, $p < .001$) was miniscule. The lack of correlation is probably related to the focus of the factors on people, either their presence or interactions with them, both of which fail to address the concepts assigned to the tension arc.

Implications

This study investigated the development of a measure of self cohesion, and what it produced was a measure with two factors. One of the factors measures the archaic need for the presence of other people, who are proposed to be needed for the purpose of holding the self together. Others are needed to provide selfobject functions to keep the self from fragmenting into its parts. The second factor measures internal and external consistency. The items related to external consistency examine the interactions between the respondent and others. Cohesive individuals were expected to report a higher degree of consistency because they do not require others to perform an abundance of selfobject functions and can therefore interact with them as individuals with their own centers of initiative. The internal consistency items address the degree of integration of the self parts. The more integrated or cooperative the self parts are the better defined the center of initiative will be. This means the self parts work as a team rather than pushing and pulling in separate directions which in turn allow the person to have more consistent interactions with others because no one self part takes over to skew the interaction in a direction contrary to the others. A lack of integration or cohesion would mean a different part or parts could be active at any one time causing the inconsistency of the interactions.

The SCS was expected to correlate with both the GIS and SS, but the only correlation found was with the GIS. The lack of correlation with the SS is attributed to two factors: (1) The SS lacks validity and (2) The varying response styles of both narcissists and healthy respondents might cancel each other out. The correlations between the GIS and SCS factors suggest they are related to the same construct. Subjects reporting self cohesion are also reporting stable goals, as self psychological theory suggests. The moderate correlations between the SCS factors and the GIS indicate they vary together but are not the same concept. They both contribute to self cohesion but from different perspectives. The GIS assesses goals and values, while Factor I assess the archaic need for the presence of others and Factor II assesses consistency all three of these contribute to self cohesion.

Other findings demonstrated the SCS factors are correlated with IR, OS, HSS, and Narcissism, as measured by the TI. A self cohesive individual has integrated his/her self parts via selfobject functions from caretakers. In addition, as a person matures s/he is able, through a process called transmuting internalization, to provide his/her own mirroring and idealizing functions and thus require less selfobject functioning from others. This allows others to be seen as individuals with their own center of initiative and not as an extension of the self. Although others are needed throughout life to perform some selfobject functions, these needs are minimal in the self cohesive individual. Also, the integration of the self parts means they work as a unit, a center of initiative, by which the person establishes goals based on his/her skills and talents (Kohut, 1971; 1977; 1984; Wolf, 1976; 1988). The cohesive individual is thus expected to report high levels of interpersonal relatedness and a healthy sense of self. A cohesive person would not

perceive others as selfish and would report healthy narcissism. This study found that as cohesion increased so did the levels of interpersonal relatedness and healthy sense of self. Likewise, cohesive individuals were less likely to report others as selfish and they had a healthy level of narcissism. While the correlations tend to confirm the hypotheses, the moderate correlations suggest the measures are tapping different concepts.

Further correlations between the SCS factors and the QOLI, along with some of its area of life scores, also provided confirmation of the hypotheses. Self cohesion showed mild correlations with the QOLI a measure of life satisfaction. Borrowing from McAdam's (1993) theory, it was theorized that self cohesion would not be a guarantee of either happiness or life satisfaction. The low degree of correlation tended to confirm this conceptualization. Kohut (1971; 1977; 1984; Wolf, 1988) hypothesized self cohesion would be defined by self-esteem and again the correlations between the SCS factors and the QOLI Self-Esteem sub-score tended to confirm this hypothesis. The center of initiative, with its associated skills and talents, was expected to relate to the QOLI Play sub-score, based on play being a use of skills and talents as well as a means of internalized mirroring and idealizing. Again the correlations tended to provide evidence for the confirmation of this hypothesis.

Only small correlations were found between the SCS factors and the QOLI sub-scores for Goals and Values and Learning. The Goals and Values score was lower than expected because the concept of goals in self psychology is different than Goals and Values as defined in the QOLI. The small correlations may also be due to the fact that none of the SCS items have content related to goals or values. Similarly, the lack of any items on the SCS to address skills and talents, including their development, probably

explains the small correlation with Learning. These explanations for lack of correlation tend to be supported by the correlations observed in the post-hoc analysis of the TI factors with the weak SCS factors. Factor V (Self Direction) correlated mildly (.27, $p < .001$) with Goals and Values as did Factor VI (Values and Activities; .29, $p < .001$). The correlations increased when the items more directly assessed the self psychological concepts related to the QOLI sub-scores. Again, Factor V (Self Direction) is more highly correlated (.28, $p < .004$) with Learning than either SCS factor. This finding is consistent with the idea that developing skills and talents are related to the center of initiative.

Non-significant correlations were found between the SCS factors and the QOLI sub-score Creativity. This was unexpected because Wolf (1988) relates creativity to a healthy self and Kohut (1977) marks improvement in therapy via the emergence of creative gestures, regardless of the quality. The lack of correlation is best explained by the two SCS factors not containing any items related to skills and talents or having a center of initiative. The post-hoc correlation with Factor IV (Talents and Skills), one of the weak SCS factors, seems to corroborate this explanation because it mildly correlates (.28, $p < .001$) with Creativity.

This study did not find one unified measure of self cohesion, rather the results suggest self cohesion is better defined by a composite of scores comprising the different concepts from self psychology. The correlations with the measures used to study concurrent validity indicate the SCS is measuring a related but separate concept. Returning to chaos theory, in Chapter One the idea was proffered that each theory of personality could be encapsulated and assessment instruments developed to measure the concepts. These instruments over time would establish a boundary about what is and is

not related to the personality theory it measures. These personality theories could then be combined at a meta-level above the one for each individual personality and a similar boundary could be established for the complexity of the personality as a whole. The pattern of the strange attractor graph in this scenario would be more complex where the theories overlap, in the case of the present study with the two SCS factors and IR.

The results of this study with the SS and a review of the results from other studies suggest the SS needs further development. The results found by Kerr (1995) support the underlying theoretical basis for the SS, although Kerr (1995) suggests the possibility that the SS measures healthy narcissism instead of pathological narcissism. Robbins and Schwitzer (1988) found low superiority corresponded to low levels of social adjustment, the opposite of the expected result. This finding led Robbins and Schwitzer (1988) to question the validity of the SS. Both Robbins and Patton (1985) and Kerr (1995) suggest the possibility of a curvilinear pattern related to the SS, though Robbins and Patton dismiss this possibility based on the analysis of their data. Measuring grandiosity in general is difficult, because an overt narcissist will present as grandiose (Wink, 1991) and may endorse items measuring superiority and narcissism, on the other hand the covert narcissist is mainly unaware of his/her feelings of grandeur (Wink, 1991) and may not endorse such items. The issue is further complicated by defining the concept of healthy narcissism, that is, the realistic recognition and appreciation of one's own abilities and skills. Perhaps some other measures, such as the NPDS (Ashby, Lee, & Duke, 1979) and NPI (Raskin & Hall, 1981) could be used to test this latter hypothesis. The NPDS and NPI might help differentiate the respondents into groups such as: healthy narcissism, covert narcissism, and overt narcissism.

This dissertation outlined the research on self psychology and noted there were few studies in this area. There are only two self psychological instruments, the GIS and SS, which have been used in research beyond the dissertations for which they were created. Of these, the validity of the SS has come under scrutiny. This study developed a measure of the archaic need for the presence of people and a measure of cohesion based on internal and external consistency. The potential for three other measures, Talents and Skills, Self Direction, and Values and Activities, is also suggested by this research. The research has shown that the development of self psychological self-report assessment measures is possible. Perhaps the lack of research within this area is due to Kohut's (1977) definition of empirical data collection which is not based on observational data. Kohut (1977) states empirical data collection in psychoanalysis comes from introspection and empathy. This suggests all the data the analyst needs comes from within, thus there is no need for objective measures. While Kohut (1977; 1984) was not an advocate of objective data collection, he was open to the possibility of such research. In addition to this study, Connor (1981), Silverstein (1999), Robbins and Patton (1985), Hahn (1994), and Kowal (2000) have all made pioneering efforts in the development of instruments to assess self cohesion.

Future Research

There are several directions for future research to follow after this study. One direction is to experiment with additional items in SCS Factors I and II. All of the current items are worded in a negative direction in that they focus on the non-cohesive feature, such as, "I often feel as though I am going to fall apart." The factors might be improved by adding items aimed at positive self cohesion, such as, "I enjoy the company

of people,” or “I know what I want to do with my life.” The addition of items might also lead to Factor II separating out into two different factors, one based on internal consistency and the other on external consistency. Should Factor II not split into two factors then a means of explaining how these are the same concept would need to be added to the theory. SCS Factors IV, V, and VI have potential to be more solid factors, with the addition of items. Given that one all encompassing factor for self cohesion seems unlikely, a re-examination of the areas contributing to self cohesion could be clearly identified and defined so that items representative of them could be written to create factors for them.

The SCS factors need to be tested with additional instruments for concurrent validity. Given the emphasis on the connection between self cohesion and self-esteem, an empirically validated self-esteem measure should be used. The SCS could be administered in conjunction with the Narcissistic Personality Inventory (Raskin & Hall, 1981) and the Narcissistic Personality Disorder Scale (Ashby, Lee, & Duke, 1979). A cohesive self experiences healthy narcissism so a moderate correlation would be expected. Given the connection of extraversion to overt narcissism and introversion to covert narcissism, co-administration of the SCS with measures of extraversion and introversion might be helpful in identifying self cohesion and distinguishing it from pathological styles of narcissism. This would also be a useful test in a further investigation of the validity of the SS.

If self cohesion is an indicator of health and the SCS measures self cohesion then the responses of subjects from a clinical population should be different from those of a non-clinical population. The SCS needs to be tested in this manner to verify that the

responses between these two groups are significantly different. A further test of the construct validity of the SCS would be to administer it with projective tests such as the Rorschach and TAT which could be scored using Silverstein's (1999; 2001) method of self psychological scoring.

Another test of the SCS would be to include it in a battery of tests, one of which is an empirically founded measure of psychological health, to determine what contribution self cohesion makes to the overall score.

Conclusion

Currently there are no standard self psychological assessment instruments. The field is open for the exploration of such assessment instruments. Silverstein (1999; 2001) has suggested a projective technique for the Rorschach and TAT. Robbins and Patton (1985) created two self-report instruments, the GIS and SS. Hahn (1994) created a non-Likert scale self-report instrument for measuring cohesion. Kowal (2000) developed a scale for analyzing a tape recording of a structured interview. This study has developed a Likert response style self-report measure of two aspects of self cohesion related to interactions with others. Each of these measures or techniques could be further validated and tested, and additional measures added. Further research efforts and additional test development will help delineate the field of self psychology, referring back to the strange attractor graph (Chapter One, p. 2), by illuminating the pattern of personality it defines and its boundaries.

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APPENDIX A

Goal Instability Scale

Below are statements that you may agree or disagree with. Using the scale of 1 to 6 below, indicate how strongly you agree or disagree with each statement by placing the appropriate number on the line following that statement. Please respond to all statements as honestly as possible.

1 – strongly agree
2 – agree
3 – slightly agree

4 – slightly disagree
5 – disagree
6 – strongly disagree

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. It's easier for me to start than to finish projects. | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. I wonder where my life is headed. | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. I don't seem to make decisions by myself. | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. I don't seem to have the drive to get my work done. | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. I lose my sense of direction. | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. I have more ideas than energy. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. I don't seem to get going on anything important. | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. After a while, I lose sight of my goals. | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. I have confusion about who I am. | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. It's hard to find a reason for working. | 1 | 2 | 3 | 4 | 5 | 6 |

APPENDIX B

Superiority Scale

Below are statements that you may agree or disagree with. Using the scale of 1 to 6 below, indicate how strongly you agree or disagree with each statement by placing the appropriate number on the line following that statement. Please respond to all statements as honestly as possible.

1 – strongly agree
2 – agree
3 – slightly agree

4 – slightly disagree
5 – disagree
6 – strongly disagree

1. My friends follow my lead.

1 2 3 4 5 6

2. I deserve favors from others.

1 2 3 4 5 6

3. I'm witty and charming with others.

1 2 3 4 5 6

4. My looks are one of the things that attract others to me.

1 2 3 4 5 6

5. I could show up my friends if I wanted to.

1 2 3 4 5 6

6. Running the show means a lot to me.

1 2 3 4 5 6

7. Being admired by others helps me feel fantastic.

1 2 3 4 5 6

8. Achieving out of the ordinary accomplishments would make me feel complete.

1 2 3 4 5 6

9. I catch myself wanting to be a hero.

1 2 3 4 5 6

10. I know that I have more natural talents than most.

1 2 3 4 5 6

APPENDIX C

Self Cohesion Scale

Read each of the statements below and decide how much you agree or disagree with each item. Using the scale of 1 to 6 listed below, circle the number which best represents your response to each statement. Please circle a response for all 25 items.

1 – strongly agree

2 – agree

3 – slightly agree

4 – slightly disagree

5 – disagree

6 – strongly disagree

1. I often feel as though I am going to fall apart.

1 2 3 4 5 6

2. I sometimes feel apprehensive and uncomfortable when I am alone.

1 2 3 4 5 6

3. When others are not around I feel undefined.

1 2 3 4 5 6

4. I have enjoyable hobbies.

1 2 3 4 5 6

5. I am happy about my profession or academic major.

1 2 3 4 5 6

6. I usually do not enjoy joining clubs or organizations.

1 2 3 4 5 6

7. Even when I am around people I feel alone.

1 2 3 4 5 6

8. I seem to be floating through life with little sense of direction.

1 2 3 4 5 6

9. When I feel restless I am able to find activities or people to calm me.

1 2 3 4 5 6

10. If I am not with someone, I have difficulty knowing who I am.

1 2 3 4 5 6

11. When I think about my behavior it does not seem like me.

1 2 3 4 5 6

12. I feel incomplete when others are not around.

	1	2	3	4	5	6
13. I would have difficulty predicting how I will behave from one situation to the next.						
14. People usually do not respond to me the way I need.	1	2	3	4	5	6
15. My family members do not understand my needs.	1	2	3	4	5	6
16. I enjoy science fiction.	1	2	3	4	5	6
17. There is someone I look up to and want to be like.	1	2	3	4	5	6
18. I don't feel like a member of the community in which I live.	1	2	3	4	5	6
19. There are a satisfactory number of activities in my life.	1	2	3	4	5	6
20. I seldom enjoy being alone.	1	2	3	4	5	6
21. I have few values to guide me in life.	1	2	3	4	5	6
22. There are few activities I enjoy.	1	2	3	4	5	6
23. I have some creative activities in my life.	1	2	3	4	5	6
24. It seems like others usually tell me what to do.	1	2	3	4	5	6
25. Most people are much like me.	1	2	3	4	5	6

APPENDIX D

Tennessee Inventory

Age: _____ Gender: _____ Year in school: _____ Marital Status: _____ Ethnicity: _____

Please fill in the blank to left of the statement the number which best reflects how the statements below describe you now. The scale below explains the level of agreement which corresponds to the numbers one through five. For example, if you “strongly agree” with the first question, write the number five on the answer sheet. If you “strongly disagree” write the number one, and so on.

- | | |
|--|----------------------|
| 1 – Strongly Disagree | 4 – Moderately Agree |
| 2 – Moderately Disagree | 5 – Strongly Agree |
| 3 – Neutral (Neither Agree nor Disagree) | |

- _____ 1. People are enjoyable to be with.
- _____ 2. I have someone with whom I can share my most important thoughts and feelings.
- _____ 3. When I am alone I feel empty.
- _____ 4. Others seem to attack me for little or no reason.
- _____ 5. When I don't get my way I become upset.
- _____ 6. I like to feel in charge in my relationships.
- _____ 7. Sometimes I worry that deep down I am evil.
- _____ 8. I have fits of rage when I can't have what I want from others.
- _____ 9. Others seem to have more direction to their lives than I do.
- _____ 10. I seem to need more love than others can give.
- _____ 11. I have values and goals that guide my life.
- _____ 12. I often feel like I don't belong.
- _____ 13. It is difficult for me to ask for the emotional support I need.
- _____ 14. When I am upset, it is very hard for me to believe that others love me.
- _____ 15. I like to be the center of attention.

- ___16. Often I secretly feel superior to most of the people I know.
- ___17. It is difficult for me to admit when I am wrong.
- ___18. Others see me as being arrogant.
- ___19. I seem to lose my sense of identity in new situations.
- ___20. I feel that I am judged as inferior by those around me.
- ___21. When I hurt someone I care about, I say I am sorry and try to make amends.
- ___22. People close to me use me for what they want.
- ___23. I am truthful with those close to me.
- ___24. I wonder if I will ever be able to really love someone.
- ___25. I am afraid no one will ever truly love me.
- ___26. I usually get along well with supervisors, teachers, and/or bosses.
- ___27. I make friends easily.
- ___28. I believe you get what you work for.
- ___29. When I am angry at someone, I can usually talk to him or her and work it out.
- ___30. I can't seem to help hurting those closest to me.
- ___31. I have a sense of what I wanted to accomplish in life.
- ___32. Others regard me as a reliable friend.
- ___33. When people I am close to are away from me for more than a few days, it seems like they no longer exist.
- ___34. I am afraid I will grow old alone.
- ___35. The same problems seem to come up in all of my love relationships.
- ___36. I like to help people who are going through something I have already been through.
- ___37. Getting close to others makes me nervous.

- ___ 38. I rarely plan for the future, because I don't believe I have much control over how my life goes.
- ___ 39. I would make a good leader.
- ___ 40. I generally get along well with others until we start to get close.
- ___ 41. Criticism from others can be helpful at time.
- ___ 42. I feel capable of achieving most of my goals in life in spite of obstacles I encounter.
- ___ 43. I rarely receive the attention I would like.
- ___ 44. I am often taken advantage of by others.
- ___ 45. I sometimes become sexually involved with people I hardly know in order to be close to someone.
- ___ 46. I hate the idea of giving in to others.
- ___ 47. I am afraid of being overwhelmed by another person.
- ___ 48. I believe that people avoid doing wrong things only to avoid punishment.
- ___ 49. Problems in relationships arise when one person is not good enough for the other.
- ___ 50. People take advantage of other people in relationships.
- ___ 51. People are out to trick you or use you for their own selfish interests.
- ___ 52. I break up my close relationships with friends when they disappoint me.
- ___ 53. In my relationships with others, I find ways to work out differences we have.
- ___ 54. People are useful in helping you feel good for the moment, but they don't help in the long run.
- ___ 55. People in relationships usually pursue their own needs at the expense of the needs of others.
- ___ 56. I tend to be very preoccupied with myself, my needs, and my desires.
- ___ 57. It's a "dog eat dog" world out there.

- ___58. People are not really generous, even if they pretend to be.
- ___59. Most people are self-absorbed.
- ___60. There's nothing more gratifying than being in a committed relationship.
- ___61. I feel emotionally committed to those who are close to me.
- ___62. People keep me from getting what I need in my life.
- ___63. When I become upset I feel like I will be upset forever.
- ___64. Important relationships never seem to last for me.
- ___65. When I become angry, I fear I will drive everyone away.
- ___66. I am so used to trying to please others that I hardly know what I want.
- ___67. I fear that if people really get to know me, I will be rejected by them.
- ___68. Dealing with people is often painful.
- ___69. I get into intense arguments with others.
- ___70. I would enjoy the attention that comes with being famous.
- ___71. People usually do not want to get close or deeply involved with you.
- ___72. I often feel a sense of loneliness or isolation in my life.
- ___73. I am often irritable or grumpy with people, even people I like.
- ___74. No matter how well you think you know somebody you are inevitably fooled or surprised in the relationship.
- ___75. One of the things I dislike most is to be consistently close to my spouse (or my girlfriend/boyfriend).
- ___76. I am happiest when I experience close, intimate relationships.
- ___77. It is best not to let anyone know your true feelings.
- ___78. I have a wide range of good relationships with friends and relatives.
- ___79. People's behavior changes from good to bad and back again, often without me

understanding why.

- ___ 80. When I'm with other people I feel empty.
- ___ 81. I feel isolated, even when I'm around people I know.
- ___ 82. I feel panicky in crowds.
- ___ 83. I have negative feelings about people I am close to, but underneath it all I still feel close to them.
- ___ 84. When I meet someone special, I feel a magical sense of oneness with him or her.
- ___ 85. No one really understands me.
- ___ 86. When I find someone who loves me and I love, I will do anything to keep her or him.
- ___ 87. I only really believe that I have done something well when someone important acknowledges it.
- ___ 88. When I do something well, the best part is telling those that I love.
- ___ 89. I seem to go from being miserable to feeling wonderful again and back again, but without feeling just OK.
- ___ 90. My feelings are often so intense that I am afraid that they will overwhelm me.
- ___ 91. I have periods of feeling very depressed when I think about losing someone close to me.
- ___ 92. When I am angry at someone, I feel like killing that person.
- ___ 93. I am intense in my love relationships.
- ___ 94. I enjoy the day to day activities of living with someone.
- ___ 95. I feel that I lose my sense of identity when I am close to someone.
- ___ 96. My close relationships with people result in hurt or pain.
- ___ 97. I reel complete when I am in love with another.
- ___ 98. I fear that those I care for the most will leave me.

APPENDIX E

Personal Reaction Inventory

Listed below are a number of statements concerning personal attitudes and traits. Read each item and decide whether the statement is True (T) or False (F) as it pertains to you personally. After reading each statement and making your decision, circle "T" for true or "F" for False.

- | | | |
|--|---|---|
| 1. Before voting I thoroughly investigate the qualifications of all the candidates. | T | F |
| 2. I never hesitate to go out of my way to help someone in trouble. | T | F |
| 3. It is sometimes hard for me to go on with my work if I am not encouraged. | T | F |
| 4. I have never intensely disliked anyone. | T | F |
| 5. On occasion I have had doubts about my ability to succeed in life. | T | F |
| 6. I sometimes feel resentful when I don't get my way. | T | F |
| 7. I am always careful about my manner of dress. | T | F |
| 8. My table manners at home are as good as when I eat out in a restaurant. | T | F |
| 9. If I could get into a movie without paying and be sure I was not seen I would probably do it. | T | F |
| 10. On a few occasions, I have given up doing something because I thought too little of my ability. | T | F |
| 11. I like to gossip at times. | T | F |
| 12. There have been times when I felt like rebelling against people in authority even though I knew they were right. | T | F |
| 13. No matter who I'm talking to, I'm always a good listener. | T | F |
| 14. I can remember "playing sick" to get out of something. | T | F |
| 15. There have been occasions when I took advantage of someone. | T | F |
| 16. I'm always willing to admit it when I make a mistake. | T | F |
| 17. I always try to practice what I preach. | T | F |
| 18. I don't find it particularly difficult to get along with loud mouthed, obnoxious people. | T | F |
| 19. I sometimes try to get even rather than forgive and forget. | T | F |
| 20. When I don't know something I don't at all mind admitting it. | T | F |
| 21. I am always courteous, even to people who are disagreeable. | T | F |
| 22. At times I have really insisted on having things my own way. | T | F |
| 23. There have been occasions when I felt like smashing things. | T | F |
| 24. I would never think of letting someone else be punished for my wrong-doings. | T | F |
| 25. I never resent being asked to return a favor. | T | F |
| 26. I have never been irked when people expressed ideas very different from my own. | T | F |
| 27. I never make a long trip without checking the safety of my car. | T | F |
| 28. There have been times when I was quite jealous of the good fortune of others. | T | F |

- | | | |
|---|---|---|
| 29. I have almost never felt the urge to tell someone off. | T | F |
| 30. I am sometimes irritated by people who ask favors of me. | T | F |
| 31. I have never felt that I was punished without cause. | T | F |
| 32. I sometimes think when people have a misfortune they only got what they deserved. | T | F |
| 33. I have never deliberately said something that hurt someone's feelings. | T | F |

VITA

Debra K. Gleason was born in Clearwater, Florida on March 4, 1962. She attended kindergarten at Keswick Christian School followed by Seminole Elementary School in Seminole, Florida beginning in first grade. In 1970 with the arrival of busing, she attended Ridgecrest Elementary School in Largo, Florida followed by Fuguitt Elementary School also in Largo, Florida. She attended Seminole Junior High School and Seminole High School both in Seminole, Florida.

Ms. Gleason's college career began at the Clearwater campus of St. Petersburg Junior College where she earned an Associate of Arts and received the June White Award for outstanding math student. Next she attended the University of West Florida in Pensacola, Florida where she earned a Bachelor of Arts in Mathematics followed by a Bachelor of Arts in Music. Her graduate career began at The Florida State University in Tallahassee, Florida where she earned a Master of Music in Music Theory and a Master of Science in Computer and Information Sciences.

In August 1987 Ms. Gleason was hired as an adjunct faculty member at Tallahassee Community College where she taught math until December 1991. In September 1995 Ms. Gleason was hired by the Institute of Intergovernmental Research where she worked as a Microsystems analyst until July 2000.

Ms. Gleason entered the doctoral program in clinical psychology at the University of Tennessee in August 2000. She completed her internship at the James H. Quillen VA Medical Center in Mountain Home, Tennessee in July 2005. Dr. Gleason received the Doctor of philosophy degree in clinical psychology in August 2005.

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HRB

