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## Purpose in Life Through Social Action

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**PURPOSE IN LIFE THROUGH SOCIAL ACTION**

**BY**

**ALAN CHARLES BUTLER**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE**

**REQUIREMENTS FOR THE DEGREE OF**

**MASTER OF ARTS**

**IN**

**PSYCHOLOGY**

**UNIVERSITY OF RHODE ISLAND**

**1966**

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Finally the author wishes to offer the following dedication:

To my brothers, black and white alike, who have died in the red clay to give others a little extra time for their search. "We shall overcome, Oh, deep in my heart, I do believe, we shall overcome someday."

## ABSTRACT OF THESIS

The need for a more growth oriented, phenomenological approach to social action, served as the stimulus for this investigation. The objectives of the study were (1) to provide empirical validation of the relatively new Purpose In Life (PIL) scale by its use with specific groups; (2) to explore some of the social-psychological determinants of an individual's involvement in social issues; and (3) to compare the PIL with self concept factors on Osgood's Semantic Differential. The subjects were 300 students from a predominately Negro high school and from two liberal arts colleges located in the South. A group of 195 subjects was randomly chosen from this larger sample and were placed in one of 13 different groups, corresponding to their "known" level of commitment to social action. Various criteria were established for placement in a particular group. The PIL and the Semantic Differential were then administered to all subjects.

An analysis of variance revealed no significant difference between civil rights demonstrators and non-demonstrators on the PIL scale. However, significant differences between races and consistent sex differences, suggesting women were apparently finding more meaning and purpose than men in civil rights demonstrations, was obtained and possible explanations were discussed. An analysis of variance also revealed no evidence that degree of participation in civil rights as measured by the PIL was related to the individual's degree of commitment to social action. Finally, Pearson

product moment correlations between the PFL and the Semantic Differential supported the hypothesis, that the PFL scale was partly a measure of one's self concept. In discussing the findings, particular attention was focused on the role of social situational field forces as important variables in determining social action behavior. Consideration of the results provided some further understanding of present race riots in United States communities and related their occurrence and curtailment not to changing a myth called the "Negro personality", but to effecting broad socio-economic and political modifications.

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# I

## INTRODUCTION

### Problem

During the current decade a vast amount of research has emerged in the area of social action.<sup>1</sup> A focus of this research has recently been directed toward exploring the feasibility of Maslow's (1954) concept of "self actualization" (man is always striving to express and achieve his inherent potentialities in a meaningful and coherent manner), for a better understanding of sustained involvement in complex social issues. About two years ago, Crumbaugh and Maholick (1964) developed the Purpose In Life (PIL) scale, which has been shown to discriminate between normal and mental hospital patients with regard to the degree to which people find meaning and purpose in life. In order to gain further insight into the specific determinants of social action behavior, a phenomenological approach has been suggested by Carr (1965) with emphasis upon studying such factors as growth, self-expression, and finding meaning and purpose. To provide a quantitative measure of these various factors and relate them to social-action participation, the PIL scale was selected for use. It is presently the only scale available which purports to measure a phenomenological dimension; the degree

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Social action, as defined here, consists of taking part in civil rights demonstrations such as movie, lunch counter, and transportation sit-ins and/or involvement in speeches, writing of articles and committee meetings.

to which an individual is finding purpose and meaning in life. The need for a more growth-oriented model for studying social action commitment is suggested because a host of previous studies employing traditional attitude and personality scales as well as sociological variables have failed in their diverse attempts to ferret out significant determinants of social action involvement (Carr and Roberts, 1963, Roberts and Carr, 1961). In this respect, serious questions still remain as to the social-psychological dynamics underlying social action behavior.

One aim of this study is to provide empirical validation of the Purpose In Life scale by its use with specific groups. A second aim is to identify some of the social-psychological determinants of an individual's involvement in social issues, using the PIL scale. Another aim is to statistically compare the PIL with a well established self concept measure - the Semantic Differential - with the hypothesis to be tested that feelings of growth, self expression, and purpose and meaning are positively related to one's self concept.

### Background Information

The literature points to many different reasons why individuals become involved in social issues. Some social scientists have insisted on cultural factors as significant determinants of involvement in social problems (Powdermaker 1939, Davis & Dollard 1940, Rose 1959). Other psychologists (McLean 1949, Rose 1959) have looked to personality dynamics as related forces, while one psychologist (Moore, 1925) advanced the proposition that "neuromuscular machinery" may predispose one to engage in social action.

Efforts to equate social action involvement with emotional maladjustment (Nelson 1938, Kerr 1952) have been opposed by the view that social action interest is the mark of a more healthy personality. Maslow (1954) developed the concept of "self-actualization"; Hollander (1958) posited "idiosyncrasy credits" and Jahoda (1959) has stressed "personal involvement in an issue". Still other investigators have emphasized "social situational field forces" as significant determinants of an individual's involvement in social issues.

In 1961, Roberts and Carr studied Negro college students and factors related to their involvement in "sit-in" demonstrations. Their basic purpose was to seek differences among "active demonstrators", "students in general" and "apathetic students" in terms of factors such as intelligence, personality, social and economic background. Very few differences if any were found. In another attempt to get at the roots of social action participation, Carr and Roberts (1963,1965) conducted a more comprehensive investigation. However, after examining 134 variables with an overall population of 500 Negro students, no individual characteristic was discovered which could account for more than 9% of the total variance in social action behavior. Carr and Roberts (1965) posited a possible explanation for these results,

"...the crucial determinants of social action involvement are immediate, contextual field conditions; and with the impact of these social-situational field forces, any consistent individual differences are soon overcome (p.265)."

It would seem that all of these studies, and especially the

last two by Carr and Roberts suggest that perhaps the problem of social action must be viewed from a broader and more global framework. Carr himself makes an appeal for research along "existential" dimensions and feels that Maslow's (1954) notion of "self actualization" provides the theoretical cord for tying together the current hodgepodge of non-significant findings. "Only through experiencing, doing, feeling and suffering can a person achieve purpose in life." (Frankl, 1963, p. 176) In this study, Carr's position that students who participate in civil rights demonstrations are achieving a sense of "becoming" and are in a process of obtaining added meaning and purpose in their lives will be explored. The PIL scale which appears especially appropriate for the aims of this study will be employed. In addition, Osgood's Semantic Differential, measuring three factors of self concept, will be administered. A brief history of the two scales is presented below.

#### The PIL History

The PIL scale was developed by Crumbaugh and Maholick primarily from the ideas of Frankl (1963), who believed that a different kind of neurosis peculiar to our time, was present in clinic and hospital patients. Frankl called this new syndrome "noogenic neurosis" distinguishing it from the older conversion hysteria of Freud and other classical illnesses. Noogenic neurosis arises from the emptiness in one's life, being lost in the crowd, and is a product of modern western civilization, just as in Freud's time emotional disturbance known as "conversion hysteria" may have been

a reflection of the severe repression characterizing Victorian culture. Through employing Frankl 's (1963) method of "logotherapy" we may overcome this 20th century neurosis by gaining meaning and purpose in our life. This is accomplished in three ways: (1) by doing a deed; (2) by experiencing a value; (3) by suffering (p.176). With this framework in mind, Crumbaugh and Maholick (1964) developed their PIL scale as a quantitative means for measuring "the degree to which the individual experiences purpose and meaning in life" (p.201).

#### The Semantic Differential History

The Semantic Differential was first used in research on synesthesia (Osgood and Suci, 1955). The fundamental hypothesis underlying the scale is that certain components of meaning can be measured by the rating of objects or ideas in respect to bipolar adjectives. Each set of bipolar adjectives is called a scale and the customary approach is to use a seven point continuum for each set of bipolar adjectives. The thing to be rated, the "concept," is placed at the head of a page above the bipolar adjectives and scales. Bipolar scales like those used in the Semantic Differential evolve into a relatively small number of common factors.

Recent research has indicated that semantic structures for different cultural groups are similar (Moss, 1960). Rosen (1959) used the semantic differential to study attitudes of American and Italian university students toward 27 concepts. Results of this research indicated that it was possible to predict differences between the groups and that attitude differences fell into a

meaningful pattern. These findings provide evidence for the validity of the technique when applied across cultures and languages.

Most important for this study, is the finding that the Semantic Differential is useful as a means of measuring attitudes toward one's self. Thigpen and Cleckley (1953) reported a case of triple personality. The subject's more usual "personality" was given the pseudonym of Jane, and the less frequent alternative modes of behavior were referred to as Eve White and Eve Black, respectively. Osgood and Luria (1954) administered a Semantic Differential form concerning concepts in the subject's life to each of the three "personalities", and then attempted a blind analysis from the data received. They were able to distinguish three "personalities", to provide considerable insight into the behaviors involved in each, and to make some correct predictions about the final personality on the basis of the ratings.

### Hypotheses

It is hypothesized that:

1. The PIL scale, measuring meaning and purpose, will significantly distinguish civil rights demonstrators and non-demonstrators.
2. The degree of meaning and purpose as measured by the PIL will be positively related to an individual's degree of commitment to social action. That is, the more actively involved a student is in social action (demonstrations, sit-ins, etc.) it is expected the more purpose he will be finding in life.

3. The FIL will be positively correlated with self concept (one's degree of self acceptance, self understanding, and self adjustment) as measured on Osgood's Semantic Differential.

## II

## METHOD

Subjects

The subjects employed in this study (Groups A through M) were part of a larger sample of 300 students which was randomly selected by Carr (Carr and Roberts 1963). The subjects were drawn from a class of Negro seniors at a Nashville high school and from freshmen and sophomores enrolled at Fisk and Vanderbilt Universities for the school year 1963-64. The total sample consisted of the following fifteen groups, each containing twenty subjects or 300 in all.

Group

- A. white/college demonstrators/leaders-male
- B. white/college demonstrators/active-male
- C. white/college demonstrators/moderate-male
- D. white/college non demonstrators-male
- E. white/college demonstrators/active-female
- F. white/college non demonstrators-female
- G. Negro/college demonstrators/active-male
- H. Negro/college non demonstrators-male
- I. Negro/high school demonstrators-male
- J. Negro/college demonstrators/active-female
- K. Negro/college demonstrators/moderate-female
- L. Negro/college non demonstrators-female
- M. Negro/high school demonstrators-female
- N. White/seminary-male
- O. schizophrenic-male

The criteria for being placed in a particular group was determined through previous research (Carr and Roberts 1963) and is composed of four levels.

Level 1. (leaders) Subjects placed in this category represented officially recognized organizational student leaders in the various national civil-rights groups.



Level 2. (Actively Involved) In order to be placed here, as distinguished from Level 3, a subject must have actually participated in a minimum of one "sit-in" or "stand-in".

Level 3. (Moderately Involved) Subjects placed in this group took part in some "social action" activity such as: mass demonstrations (marches, singing, civil-rights meetings), steering committees, speeches, article writing, discussion groups, making posters, etc. Subjects placed here, as distinguished from Level 2, have not participated in any "sit-ins" or "stand-ins".

Level 4 (Non-Demonstrations, Uninvolved) Members of this group are characterized by no participation of any kind in "social action" activities.

Assignment of a subject to one of the above levels depended upon his satisfying both of the following criteria: (1) being identified by a student leader as having participated in a particular activity, and (2) type of "social action" involvement indicated by the subject on a questionnaire.

In this study, only 13 of the original 15 groups were selected. Groups N and O were eliminated because of the inadvisability of including such special subjects as seminary students and schizophrenic patients. From the remaining 13 groups (A-K) a random procedure was employed to reduce the number of subjects to 15 per group, 195 in all. These 195 subjects constituted the total sample in this study and were regrouped in specific ways to test the various hypotheses.

## Instruments

### The Purpose In Life Scale

This is an attitude scale which was specifically designed to evoke responses which are believed to be related to the degree to which an individual experiences "purpose in life". The structure of all items follows a seven point scale as shown below.

1. I am usually

1	2	3	4	5	6	7
completely						exuberant
bored						enthusiastic

The total scale is composed of 20 items and is so designed that each item is a scale within a scale. The subject's task is to simply circle one of the numbers from 1 to 7.

Since this is the first time that the PIL has been employed with groups involved in social action, there are no reliability or validity figures available for this sample. However, Crumbaugh and Maholick (1964) report a reliability coefficient for this scale of .81 (Spearman-Brown corrected to .90) in discriminating patients from non-patients. They also report a concurrent validity coefficient of .68 with Frankl's questionnaire (see Appendix B for instructions and complete scale).

### The Semantic Differential Scale

Nunnally (1961) utilized a Semantic Differential type questionnaire to investigate attitudes toward mental disorders and found that "understandability" was a very important component of public reaction to the mentally ill. His data further revealed that "nervousness or anxiety" is the cardinal sign of mental disorder

in public thinking. Using Nunnally's findings as a reference point, items concerning evaluation, understandability and adjustment, which represent three common factors of self concept, were used in the present research. These same factors were used by Carr and Roberts (1963,1965) and were found to have the following four-month test-retest reliabilities: Evaluation .57, Understandability .53, Adjustment .62. The groups of items include the following scales.

1. Evaluation: represented by the following eight scales: kind-cruel, effective-ineffective, pleasant-unpleasant, intelligent-ignorant, good-bad, fair-unfair, wise-foolish, valuable-worthless.

2. Understandability: represented by the following six scales: predictable-unpredictable, familiar-strange, understandable-mysterious, simple-complicated, confusing-clear, straight-twisted.

3. Adjustment: represented by the following seven scales: relaxed-tense, stable-unstable, mature-immature, happy-sad, calm-anxious, unemotional-emotional, well adjusted-maladjusted.

The concept "MYSELF" was rated along a nine-point continuum on the above scales. These scales were randomly ordered in the questionnaire. Scores for each group of scales (Evaluation, Understandability, and Adjustment) were obtained by adding the separate ratings on the various scales composing the concept MYSELF. The rating of a scale is toward the positive rather than the negative adjective of the particular act of bipolar adjectives, i.e., the higher the rating (1-9) the more positive it is and indicates a higher evaluation or greater understanding or adjustment to a particular concept. (See Appendix C for instructions and complete scale).

### Procedure

The PIL and Semantic Differential was administered by Carr in 1964 to each of the subjects. In order to test the first two hypotheses, the subjects were regrouped into the following two "designs". Groups I in Design 1 and groups A, M, and I in Design 2 were not used in order to reduce some of the disproportionality and to achieve equal N's.

#### Design 1

<u>Demonstrators</u>	<u>Group</u>	<u>N.</u>
white	A-B-C-E	60
Negro	G-J-K-M	60
<u>Non Demonstrators</u>		
white	D-F	30
Negro	H-L	30
		180

#### Design 2

<u>Degree of Commitment</u>	<u>Group</u>	<u>N.</u>
<u>Active</u>		
white	B-E	30
Negro	G-J	30
<u>Moderate</u>		
white	C	15
Negro	K	15
<u>Non Demonstrators</u>		
white	D-F	30
Negro	H-L	30
		150

Mean scores were determined for each of the groups and an analysis of variance was employed for analyzing the data in each of the two designs.

The third hypothesis was tested by obtaining the Pearson product moment correlations between the PIL scores of all thirteen groups and the Semantic Differential self concept factors (Evaluation, Understandability, and Adjustment).

## III

## RESULTS and DISCUSSION

The aims of this study were to provide empirical validation of the Purpose In Life scale by its use with specific groups, to identify some of the social psychological determinants of an individual's involvement in social issues, and to compare the PIL with a self concept scale. Presented below are the results of the study and a discussion of the important implications.

Validity Results

Table I contains the means and standard deviations for the four main groups. It can be seen that there exist few and insignificant differences between demonstrators and non demonstrators. While demonstrators did score higher on the PIL ( $X=107.4$ ) as compared to non demonstrators ( $X=105.2$ ) this difference was not statistically significant. (See Table II).

The nonsignificant results for the involvement groups as determined by the analysis of variance, means that the first hypothesis which stated that the PIL will distinguish civil rights demonstrators from non demonstrators, must be rejected. This result is in keeping with the previous studies by Carr and Roberts (1963, 1965) who, in their attempt to understand more about civil rights demonstrators were also unable to uncover significant characteristics.

Race Differences

Closer analysis of Table II, however, points to an interesting result. While the social action involvement and interaction variables were both nonsignificant, a significant difference at the 5% level was obtained for race. Table I indicates that this difference was

TABLE I  
RESULTS OF THE PII FOR NEGRO AND WHITE  
DEMONSTRATORS AND NON DEMONSTRATORS

Variable	Groups	Mean	Total Mean	S.D.
<u>Demonstrators</u>				
white	A-B-C-E	104.5	107.4	14.7
Negro	G-J-K-M	110.2		19.3
<u>Non Demonstrators</u>				
white	D-F	103.7	105.2	13.7
Negro	H-L	106.7		19.3
	All whites		104.1	
	All Negroes		108.5	

**TABLE II**  
**ANALYSIS OF VARIANCE OF THE P.I.L. SCORES FOR NEGRO**  
**AND WHITE DEMONSTRATORS AND NON DEMONSTRATORS**

Source	d. f.	S.S.	M.S.	F	P
Demonstrators and Non Demonstrators	1	172.2	172.2	0.66	>.05
Race	1	1140.1	1140.1	4.38	<.05
Interaction	1	64.9	64.9	0.24	>.05
Within	176	45771.4	260.0		
Total	179	47148.6			

in favor of the Negroes. In other words, taken as a group, the Negroes scored significantly higher on the PIL than the whites.

This significant difference found between races was not anticipated at the outset of the study. However, since society has so limited the Negro's economic and social opportunities as well as often denying him higher horizons and a "place in the sun", perhaps he has no choice but to be searching - whether his search for purpose and meaning be satisfied in a lower class rowdy bar, or in the midst of a Watts, California, riot, or in a civil-rights or black nationalist movement. It would seem that further research concerning the Negro's various ways of justifying a constricted and "niggardly" existence seems very much in order.

#### Social-Psychological Determinants of Social Action

In order to test the second hypothesis, that the degree of participation as measured by the PIL will be related to the individual's degree of commitment to social action, the analysis of variance was again employed. Table III presents the means and standard deviations on the PIL for the different levels of involvement. Table IV contains the statistical results of the analysis of variance.



TABLE III

RESULTS OF THE PIL FOR THE DIFFERENT  
LEVELS OF INVOLVEMENT

Degree of Commitment	Group	Mean	S.D.
<u>Active</u>			
white	B-E	107.7	10.5
Negro	G-J	108.4	28.4
<u>Moderate</u>			
white	C	102.0	17.8
Negro	K	107.1	13.3
<u>Non Demonstrators</u>			
white	D-F	103.7	13.7
Negro	H-L	106.7	13.0

**TABLE IV**  
**ANALYSIS OF VARIANCE OF PIL SCORES FOR NEGROES AND**  
**WHITES AT THE DIFFERENT LEVELS OF COMMITMENT**

Source	d. f.	S. S.	M. S.	F	P
Level of Commitment	2	318.9	159.5	0.62	>.05
Race	1	253.4	253.4	0.95	>.05
Interaction	1	111.7	111.7	0.42	>.05
Within	145	38421.8	265.0		
Total	149	39105.8			

While the PIL means were highest, as expected, for the actively involved groups, the means for the moderately involved were lower than those groups who were uninvolved. When these results were statistically analyzed according to degree of commitment, race, and interaction, all results were nonsignificant.

The nonsignificant results in Table IV indicate that the second hypothesis must also be rejected. There is little evidence to indicate that a more actively involved student will be achieving more purpose in his life than a student who is less actively involved. On the other hand, this does not necessarily imply that students participating in civil rights activities are not achieving meaning and purpose in their lives. What this does suggest is that although civil rights activities from a socio-political standpoint may be indicative of "progression" toward the fulfillment of the democratic model, it doesn't necessarily follow that every individual involved in social change, or even a majority of social activists, will be themselves progressing toward self actualization and personality growth.

#### Relationship of PIL and Self Concept

The third hypothesis, that the PIL will be positively correlated with self concept, was tested by employing Pearson product moment correlations. Table V contains the statistical results of the correlations between each of the three self concept factors and the PIL scores for the thirteen groups employed. It is immediately evident in all three measures of self concept (Evaluation, Understanding, and Adjustment)

that a positive correlation with the PIL scale exists. Consequently, the third hypothesis is confirmed. However, after the proper  $r$  to  $z$  transformations, these correlation means ranged from .33 in Understanding to .53 in Adjustment. This would suggest that the scales comprising the Adjustment cluster - a measure of the degree to which an individual rates himself as adjusted along continua such as (relaxed-tense, stable-unstable, happy-sad) - are probably comprised of items which are more a measure of the individual's "self concept". Since it has been shown that the PIL is measuring something more than self concept, namely meaning and purpose in life, it is therefore not surprising that these correlations between the PIL and adjustments scale are not higher. What this finding has empirically established is that about 20% of PIL variance is accounted for by an individual's "self concept". This result should be an important consideration for anyone planning further research and application of the PIL scale. (For additional data not presented in Table V, see Appendix A, Table VI.)

#### Norms and Methodological Considerations

In an overall consideration of the data, it is noteworthy that the means on the PIL for every single group in this study were below 111. This is eight points lower than the norms established by Crumbaugh and Maholick for their non-patient groups. Why all of the subjects, Negro or white and male or female, should have scored so much lower on the scale than the established norms is puzzling. It suggests the possibility of some kind of administration bias or more likely that more generalized and representative norms need to

TABLE V

**CORRELATIONS BETWEEN TOTAL PIL SCORES  
AND SELF CONCEPT MEASURES**

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<u>PIL Scale</u> Group	<u>Semantic Differential Scale</u>		
	Evaluation	Understandability	Adjustment
	r	r	r
A	.64	.42	.53
B	.63	.47	.64
C	.77	.57	.60
D	.48	.18	.43
E	.55	.13	.37
F	.63	.22	.62
G	.34	.12	.13
H	.23	.15	.49
I	.63	.06	.16
J	.69	.74	.86
K	.46	.57	.68
L	.46	.42	.31
M	-.03	-.14	.61
	<u>.52</u>	<u>.33</u>	<u>.53</u>

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be established for the PIL scale in order to extend its usefulness for understanding and meaningfully relating purpose and meaning as a psychological dimension that can be scientifically applied.

### Sex Differences

One final word should be said about the possibility of sex differences in social action. While sex variance was not a primary area of investigation, an analysis of variance comparing Negroes and whites was performed, showing no significant differences at the 5% level (see Tables VII, VIII in Appendix A). However, a consistent trend in favor of women was indicated which raises the possibility that women may well be finding more meaning and purpose in life than men as participants in civil rights activities. This finding raises interesting questions for future research in terms of exploring from a phenomenological standpoint, the "differences in meaning" civil-rights activities may have for men as compared to women, white or Negro.

## IV

## CONCLUSIONS

The primary aim of this study was to provide empirical validation of the Purpose In Life scale by its use with civil rights groups. However, the hypothesis that the PIL would significantly distinguish civil rights demonstrators and non-demonstrators was rejected. This suggested, at least for this particular sample, that the PIL cannot be effectively employed to distinguish demonstrators and non-demonstrators. Unless further research indicates to the contrary, the PIL probably should be restricted to its original use of differentiating mental hospital patients from non patients.

The second aim of the study was to explore some of the social psychological determinants of an individual's involvement in social issues. It was hypothesized that the degree of meaning and purpose as measured by the PIL would be related to an individual's degree of commitment to social action. This hypothesis was also rejected. Consequently, although a more global approach was employed in this study as compared to previous research, a broad slice of personality measurement, namely attitudes (PIL), was still unable to distinguish "known" levels of social action participation. Once again, the findings of this investigation can be added to the results of other recent studies - all of which combine to point up the fact that an individual's behavior at least in complex real life situations such as social action is to a great extent determined by contextual field conditions rather than any one or combination of specific "individual characteristics".

In addition, a sociological position which would simply identify and describe the "personality" of a social movement in terms of its relationship to the socio-economic and political societal dynamics may be of limited value in accounting for an individual's social-action participation. As stated earlier, if a social movement is found to be advancing or progressing as a whole, it does not necessarily follow that the individuals involved are progressing at the same rate or even at all in terms of personality growth. It would seem that the social-situational field forces must be considered from a psychological viewpoint - namely what is their perceived meaning to the individual and how does his interpretation of these contextual field forces lead to action. Investigation emphasizing intensive case study of social activists along these lines is needed.

The findings of this research may offer some implications for a better understanding of race riots, such as happened in Watts, California. If, indeed, it is primarily situational factors and not personality factors which play the major role in setting off these riots, a more effective basis for tackling the growing unrest in this and other areas of our country might be established through significant upgrading of socio-political, economic, and educational conditions of colored citizens. This would help to create social-situational field conditions that are more unlikely to yield specific psychologically meaningful events that trigger behavior as an almost direct response to a negatively perceived social field. In essence, the findings of this study suggest that the answers to deal effectively with and curb such violent social action behavior



as "race riots" cannot be found on the analyst's couch or in the Rogerian chair. Solutions rest in effecting broad socio-political advancements and insightful social engineering that, even within the broad range of idiosyncratic differences will be experienced as positive field conditions - thereby providing minority group members with the "opportunity" for positive personality expression as citizens within their local community.

The final aim of the study was to compare the PIL scale with self concept as measured by Osgood's Semantic Differential. The hypothesis that the PIL and self concept were positively related was confirmed. The fact that about 20% of the PIL was found to be measuring self concept is an important consideration for anyone considering further use with the scale.

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## APPENDIX A

TABLE VI

MEANS AND STANDARD DEVIATIONS OF SEMANTIC DIFFERENTIAL  
SELF CONCEPT FACTORS FOR VARIOUS GROUPS

Group	<u>Semantic Differential Scale</u>					
	Evaluation		Understandability		Adjustment	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
A	53.1	7.7	29.1	8.2	33.7	7.5
B	56.0	6.3	31.1	7.6	40.4	7.6
C	58.4	6.5	34.1	8.6	38.9	8.0
D	56.4	7.4	34.5	8.0	42.1	9.3
E	59.0	6.4	34.0	7.4	42.7	6.8
F	60.6	6.0	38.7	6.9	46.9	6.9
G	62.6	8.9	39.8	9.0	46.9	10.4
H	60.8	6.1	39.0	6.4	46.3	7.9
I	53.0	9.5	40.0	7.2	44.4	7.7
J	58.9	9.0	32.6	12.7	39.9	12.2
K	62.1	6.4	37.3	9.9	46.5	8.8
L	61.6	5.0	36.0	8.0	46.0	7.9
M	58.7	12.9	37.8	9.5	46.5	8.5

TABLE VII

## RESULTS OF THE PTL FOR MALES AND FEMALES

Groups	N	Mean	S.D.
Males, Involved (G-I-C)	45	106.4	21.3
Males, Uninvolved (D-H)	30	104.0	23.4
Fem. Involved (E-J-N)	45	111.7	14.9
Fem. Uninvolved (F-L)	30	106.4	10.2

TABLE VIII

**ANALYSIS OF VARIANCE OF PIL SCORES FOR MALE AND  
FEMALE PARTICIPANTS AND NON-PARTICIPANTS**

<b>Source</b>	<b>d.f.</b>	<b>S.S.</b>	<b>M.S.</b>	<b>F</b>	<b>P</b>
<b>Sex</b>	1	948.0	948.0	3.44	>.05
<b>Involvement</b>	1	321.6	321.6	1.24	>.05
<b>Interaction</b>	2	219.0	109.5	0.41	>.05
<b>Within</b>	145	39898.4	275.1		
<b>Total</b>	149	41387.0			

## APPENDIX B

CRUMBAUGH & MAHOLICK'S PURPOSE IN LIFE SCALE  
AND INSTRUCTIONS

For each of the following statements, circle the number that would be most nearly true for you. Note that the numbers always extend from one extreme feeling to its opposite kind of feeling. "Neutral" implies no judgement either way. Try to use this rating as little as possible.

1. I am usually:  

1	2	3	4	5	6	7
completely		(neutral)				exuberant,
bored						enthusiastic
  
2. Life to me seems:  

7	6	5	4	3	2	1
always		(neutral)				completely
exciting						routine
  
3. In life I have:  

1	2	3	4	5	6	7
no goals or		(neutral)				very clear goals
aims at all						and aims
  
4. My personal existence is:  

1	2	3	4	5	6	7
utterly mean-		(neutral)				very purposeful
ingless, without						and meaningful
purpose						
  
5. Every day is:  

7	6	5	4	3	2	1
constantly		(neutral)				exactly the same
new and different						
  
6. If I could choose, I would:  

1	2	3	4	5	6	7
prefer never		(neutral)				like nine more lives
to have been						just like this one
born						
  
7. After retiring, I would:  

7	6	5	4	3	2	1
do some of		(neutral)				loaf completely the
the exciting						rest of my life
things I have al-						
ways wanted to						

8. In achieving the goals, I have: 1 2 3 4 5 6 7  
made no progress whatsoever  
(neutral)
9. My life has: 1 2 3 4 5 6 7  
empty, filled  
(neutral)  
turning over with  
exciting good things
10. If I should die today, I would feel that my life has been: 1 2 3 4 5 6 7  
very worthwhile  
(neutral)  
completely worthless
11. In thinking of my life, I: 1 2 3 4 5 6 7  
often wonder  
(neutral)  
why I exist  
always see a reason for  
my being there
12. As I view the world in relation to my life, the world: 1 2 3 4 5 6 7  
completely  
(neutral)  
fits meaningfully with  
my life
13. I am: 1 2 3 4 5 6 7  
very irresponsible  
(neutral)  
a very responsible person
14. Concerning man's freedom to make his own choices, I believe: 1 2 3 4 5 6 7  
absolutely  
(neutral)  
completely sound by limita-  
tion of heredity and environ-  
ment
15. With regard to death, I am: 1 2 3 4 5 6 7  
prepared  
(neutral)  
unprepared and frightened
16. With regard to suicide, I have: 1 2 3 4 5 6 7  
thought of it  
(neutral)  
never given it a second  
thought
17. I regard my ability to find a meaning, purpose, or relation: 1 2 3 4 5 6 7  
in life as:  
(neutral)  
very great  
practically none



18. My life is:  
 7            6            5            4            3            2            1  
 in my hands            (neutral)            out of my hands and  
 and I am in            controlled by external  
 control of it            factors
19. Facing my daily tasks is:  
 7            6            5            4            3            2            1  
 a source of            (neutral)            a painful and boring  
 pleasure and            experience  
 satisfaction
20. I have discovered:  
 1            2            3            4            5            6            7  
 no mission            (neutral)            clear-cut goals and a  
 or purpose            satisfying life purpose  
 in life



## A MODIFIED SEMANTIC DIFFERENTIAL SCALE

## MYSELF

- cruel \_\_\_\_\_ kind  
 predictable \_\_\_\_\_ unpredictable  
 straight \_\_\_\_\_ twisted  
 well-adjusted \_\_\_\_\_ maladjusted  
 ineffective \_\_\_\_\_ effective  
 unpleasant \_\_\_\_\_ pleasant  
 strange \_\_\_\_\_ familiar  
 relaxed \_\_\_\_\_ tense  
 intelligent \_\_\_\_\_ ignorant  
 understandable \_\_\_\_\_ mysterious  
 bad \_\_\_\_\_ good  
 warm \_\_\_\_\_ cold  
 unstable \_\_\_\_\_ stable  
 simple \_\_\_\_\_ complicated  
 immature \_\_\_\_\_ mature  
 fair \_\_\_\_\_ unfair  
 foolish \_\_\_\_\_ wise  
 weak \_\_\_\_\_ strong  
 happy \_\_\_\_\_ sad  
 dangerous \_\_\_\_\_ safe  
 worthless \_\_\_\_\_ valuable  
 feminine \_\_\_\_\_ masculine  
 confusing \_\_\_\_\_ clear  
 calm \_\_\_\_\_ anxious  
 unemotional \_\_\_\_\_ emotional