

2020

The Influence of Age and a Self-Actualizing Workshop on Adult Self-Actualization Scores

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Walden University

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Walden University
2020

Abstract

The Influence of Age and a Self-Actualizing Workshop on
Adult Self-Actualization Scores

by

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MAAT, Saint Mary-of-the-Woods-College, 2007

MFA, University of Indianapolis, 2000

BA, University of Indianapolis, 1996

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Psychology

Walden University

May 2020

Abstract

Seeking self-fulfillment is a relevant goal among many adults but one that is often not attained. Existing literature includes research on programs that enhance the well-being of participants but does not teach how core self-actualization attributes are significant in developing self-fulfillment. The main theoretical framework for this study was Maslow's hierarchy of needs concentrating on the internal and external schemas of self-actualizing attributes. Using a snowball sample, the total number of qualified participants for this study was 80; the study was a cross-section sample of adults using a between group, single group, pre-/posttest, quantitative design. The 10 items of the core self-actualization factor in the Brief Index of Self-Actualization (BISA), was used to measure if participation in the Self-Actualizing Workshop could influence core self-actualization scores and if age is a factor in the ability to begin to self-actualize. The findings from 3 research questions concluded: (a) an independent t-test results showed no significant difference in pre-BISA core self-actualization scores between age groups, (b) a paired samples t-test results showed a significant difference between the mean values of pretest/posttest scores, and (c) an independent t-test results showed no significant difference in post-BISA core self-actualization scores between age groups. This research contributes to existing literature and reveals the possibility of enhancing individual change by employing the Self-Actualizing Workshop. Enhanced self-actualization provides people with the opportunity for a greater sense of self-fulfillment and purpose.

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Dedication

I would like to dedicate the dissertation to my future grandchildren and great-grandchildren who will live by the knowledge left behind in hopes of leaving them a world of positive social change and fulfillment.

Love Your Beloved,

“Grand T” and “Grand TT”

Acknowledgments

First, I would like to thank God for the many blessings and people He has placed in my life to assist me in completing my dissertation. Special thanks go out to my family, Kiara-Chi, Kaia, Kelvyn II, Troy, Marcus, Dona, and Donald for their patience, emotional support, and encouragement.

Carolyn Lorenzoni, Jerry Rud, Dr. Frank Marshalek, Quentin Mills, Dr. Ricardo Williams, and Nancy Groover, who made time out of their busy schedules to proofread and provided valuable input. Robyn Williams for her undeniable support in providing oversight for data collection and prayers. Additionally, the host of extended family members and friends for their advice and listening ears.

Cat Heck, MSPsy for her undeniable support and encouragement as my academic advisor. I would also like to thank my advisory committee members, Dr. Cameron John, and Dr. John K. Meis, for providing professional feedback and guidance.

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Chapter 1: Introduction to the Study

Self-actualization entails a combination and balance of perceived internal and external schemas that lead the individual to an appropriate level of achievement and self-fulfillment (Çınar, Bektaş, & Aslan, 2011; Harackiewicz, Barron, Pintrich, Elliot, & Thrash, 2002; Ivtzan, Gardner, Bernard, Sekhon, & Hart, 2013; Maslow, 1971; Neher, 1991; Shostrom, Knapp & Knapp, 1976; Sumerlin, & Bundrick, 1998; Tucker & Weber, 1988). D'Souza and Gurin (2016) emphasized Maslow's implication of self-actualization being a benefit to society because its perceived “path provides solidarity, compassion, care, problem-solving, and altruism” (p. 210). Few researchers have perceived Maslow's hierarchy of needs model as self-actualization being the higher-level of need (Kenrick, Griskevicius, Neuberg, & Schaller, 2010).

Self-actualization, as defined by Maslow, is for an individual “to be true to their nature” (Maslow, 1943, p. 382). Research on self-actualization has progressed since Maslow's revision in 1970 and has remained a topic of interest during the 1990s (Heylighen, 1992; Neher, 1991; Sumerlin & Bundrick, 1996; Zimmerman, 1990). During the past decade, research on self-actualization has been reexamined (D'Souza & Gurin, 2016; Francis & Kritsonis, 2006; Greene & Burke, 2007; Kaufman, 2018; Koltko-Rivera, 2006; Vernon, 2016) and has evolved into topics relating to higher education (Herath, 2014); business (Çınar et al., 2011); mindfulness (Beitel et al., 2014); authenticity (Hall, 2007; Prince, 2003); and personal achievement (Frana, 2013; Ivtzan et al., 2013). The following quote explains the connection between higher education and self-actualization:

Generated by this new humanistic philosophy is also a new conception of learning, of teachings, and of education. Stated simply, such a concept holds that the function of education, the goal of education - the human goal, the humanistic goal, the goal so far as human beings are concerned - is ultimately the “self-actualization” of a person, the becoming fully human, the development of the fullest height that the human species can stand up to or that the a particular individual can come to. In a less technical way, it is helping the person to become the best that he is able to become. (Maslow, 1971, pp. 168-169)

Maslow (1971) went on to explain how fine arts instruction and life experiences provide alternative means to attain self-actualization. Maslow emphasized how higher education attempts to define self-actualization using 32 learning motivators with the use of grades and exams. However, measuring self-actualization by grades and examinations does not provide adults a means to attain self-actualization. To become self-actualized, a person must address the factors relating to emotions as learning motivators. Analyzing the relationship between hidden and external schemas of self-actualization as they relate to self-fulfillment can verify real self-actualization attributes. Self-actualizing, as defined for this study, refers to a person’s process of and ability in identifying basic needs of survival, wanting of others, wishes that are not of the present or in existence, goals that prevent failure, and having the will-to-live by understanding themselves in the here and now and how it relates to their past and current life experiences.

D'Souza, Adams, and Fuss (2015) conducted a pilot study and found that the internal principles of self-actualizing beliefs and feelings do not manifest into self-actualizing behavior in everyday life. For example, the palpable fear of failure (as represented by low grades) that many have while pursuing a college degree detours the student's ability to focus on internal fulfillment (Turner, Husman, & Schallert, 2002). Self-perceptions, such as fear, demonstrate the actual fulfillment beyond college and the actions that students take or do not take based on these self-perceptions as they proceed with their undergraduate study (Pettit & Vaught, 1984). Herath (2014) focused on the identity and contingency of self-actualization among Sri Lankan students with disabilities who seek higher learning. Herath's findings suggested that, regarding higher education, factors entail the student's life experiences and opportunities that allow for the reflective procession of self-identity in a particular social context, that is, traditional, modern, or postmodern.

In an empirical study by Beitel et al. (2014), mindfulness and self-actualization were compared between Western philosophies and Buddhist traditions among a diverse population of participants. The authors found that the similarities and differences between the cultural strategies of mindfulness and self-actualization do not relate to the demographic variables of age, gender, or ethnicity/race. Beitel et al. (2014) noted that future research on age with various therapeutic approaches would be of value. In this study I addressed the influence of age and Self-Actualizing Workshop on adult self-actualization scores.

Background

Ducharme and Shecter (2011) presented an outline of bridging the gap between clinical and classroom intervention for students with challenging behaviors. I combined the theoretical foundations of psychology and education (Freud, 2000; Greenberg, 2010; Maslow, 1943; Mezirow, 1991; Shostrom et al., 1976) to teach adults how to begin to self-actualize, resulting in the development of the Self-Actualizing Workshop.

The Self-Actualizing Workshop was designed to provide adults the opportunity to learn how to process their emotions, thoughts, and behaviors in order to establish core attributes that provide the aptitude for them to be able to function to their fullest.

The workshop provides individuals the opportunity to identify emotional barriers and external motivators to set perceived goals for a greater sense of self-actualization. The social implication, in my perception, is to provide individuals a workshop experience that can enhance insightfulness of the following core self-actualization attributes: well-being, philanthropy, goal setting, inductive reasoning, free will, and inquisitive-of-self in order to begin living to their fullest potential.

Problem Statement

Seeking self-fulfillment is a relevant goal among many adults but may not be always attained (Maslow, 1973). Existing literature offers research on programs that enhance the well-being of participants (Abbott, 2009; Deci, Vallerand, Pelletier, & Ryan, 1991; Hall, 2007; Herath, 2014; Kaufman, 2018; Keyes, 2013; Krems, Kenrick, & Neel,

2017; Ngai, Cheung, & Yuan, 2016), but it does not teach how core self-actualization attributes are significant to achieving self-fulfillment.

Educational Purpose and Dilemmas

The decisions to go to college and to choose a major are life-changing events for young (18-35) and older (36-86+) adults. Over the past decade, many adult learners have returned to school for various reasons such as career changes, relationship breakdown, the pursuit of a lifelong dream, or to obtain a sense of fulfillment (Arthur & Hiebert, 2011; Deci et al., 1991). Past research has noted the continued increase of nontraditional students on college campuses (Aslanian & Brickell, 1980; Benschhoff, 1991; Brazziel, 1989). Various colleges and universities, to date, define nontraditional students differently. Earlier definitions of this phenomenon described nontraditional students as individuals maintaining employment while pursuing their education (Dowson & McInerney, 2003). Nontraditional students tend to be adults over the age of 23 or having dependents (Benschhoff & Lewis, 1992). Characteristics defined by age, background, and at-risk behaviors define the nontraditional student population (Kim, 2002). In 2002, review of literature addressed the limitations of using the term “nontraditional students” to encompass such a diverse group of students while also noting that the community-based institutions have among their campuses a more diverse student population than a 4-year institution. Defining nontraditional students has limitations in creating stereotypes and negative associations to populations based upon their socioeconomic class, cultural background, and risk factors. Thus, the definition should focus on the “diverse needs of

the community college student population in promoting student success” (Kim, 2002, p. 86).

While choosing a college discipline, students anticipate college success based on their persistence, academic achievement, and timely degree completion (Judge & Bono, 2001; Montmarquette, Cannings, & Mahseredjian, 2002). Nevertheless, during a college career, many internal and external challenges may prevail (Çinar et al., 2011). For example, many students will change their major at least once because their anticipated career choice does not provide a sense of fulfillment as they learn the doctrines of the discipline. The lack of having a sense of purpose often results in extra time and cost that defeats academic achievement (Galotti et al., 2006).

Self-Actualization and Education

The relationship between underachievement and self-actualization has been a study of interest in contemporary psychology (Frana, 2013; Huss & Magos, 2014; Keyes, 2013; Leib & Snyder, 1967; LeMay, 1969; Sumerlin, 1995). The common findings among the research I reviewed suggested that while there is no direct relationship between achievement and self-actualization, secondary variables such as age and emotions are indirectly related. My study focused on the indirect variable of age and targeted the general adult population, ages 18 and older. The Self-Actualizing Workshop benefited participants despite their age by providing them the opportunity to learn how to begin to self-actualize, resulting in having a sense of self-fulfillment and purpose.

Through the Self-Actualizing Workshop, being the core of this study, I was able to provide adults the tools and skills to begin the self-actualizing process. The basis of this theory was the efficiency of teaching self-actualizing skills for the potential impact for positive social change. By developing the Self-Actualizing Workshop, I provided adults the opportunity to learn how to begin to self-actualize. Their new found learning may aid in adult individuals to better distinguish themselves within the various social systems (e.g., families, educational organizations, governments, and corporations), which could provide a greater sense of self-fulfillment and purpose (Van Nuland, Dusseldorp, Martens, & Boekaerts, 2010).

Purpose of the Study

The purpose of this between group, single group, pre-/posttest, quantitative research study was to analyze the influence of a workshop that would combine both psychological and educational theories with teaching adults how to begin to self-actualize. Further, the design of this research was to explore if age is a factor in the ability to begin to self-actualize, which research has shown would be beneficial as it contributes to literature about the theory of self-actualization (Ducharme & Shecter, 2011; Laas, 2006; Maslow, 1971; Rogers, 1959).

The dependent variables of the pre- and postassessment scores from the core self-actualization factor of the Brief Index Self-Actualization (BISA) (Sumerlin & Bundrick, 1996) were measured as to how it related to the Self-Actualizing Workshop and age. Because of this pre-/posttest, single-session workshop, the research will contribute to the

limited body of research on self-actualization intervention as it relates to age. Similar research that uses some characteristic of self-actualization intervention showed some significance (Abbott, 2009; Deci et al., 1991; Frana, 2013; 2007; Herath, 2014; Keyes, 2013; Ngai et al., 2016). I obtained data on pre- and postassessments and from a brief demographic survey revealing participant age, gender, race, and educational level.

Research Questions and Hypotheses

To support the theory synthesis of being able to influence core self-actualization attributes, three research questions addressed the relevance of teaching self-actualization to the general adult population:

RQ1: Do BISA test core self-actualization scores differ between young (18–35) and older (36+) adults before the workshop?

*H*₀1: There is no statistically significant difference between the pre-BISA core self-actualization scores for the younger than 36 age group compared to the pre-BISA scores of the 36+ age group before the workshop.

*H*₁1: There is a statistically significant difference between the pre-BISA core self-actualization scores for the younger than 36 age group compared to the pre-BISA scores of the 36+ age group before the workshop.

RQ2: Do the pre- and post-BISA test core self-actualization scores change based on participation in a 1-hour Self-Actualizing Workshop?

*H*₀₂: There is no statistically significant difference between the post-BISA and pre-BISA core self-actualization scores following the participation in the Self-Actualizing Workshop.

*H*₁₂: There is a statistically significant difference between the BISA pretest core self-actualization scores and the BISA posttest scores following participation in the Self-Actualizing Workshop, with the BISA posttest being higher than the pretest scores.

RQ: 3 Do BISA test core self-actualization scores differ between young (18–35) and older (36+) adults following the workshop?

*H*₀₃: There is no statistically significant difference between the post-BISA core self-actualization scores for the younger than 36 age group compared to the post-BISA scores of the 36+ age group following the workshop.

*H*₁₃: There is a statistically significant difference between the post-BISA core self-actualization scores for the younger than 36 age group compared to the post-BISA scores of the 36+ age group following the workshop, with the BISA posttest scores being higher than the pretest scores.

For RQ1, I conducted an independent *t* test to determine if any changes in core self-actualization scores were different between the two adult groups prior to the workshop. For RQ2, I conducted a paired samples *t* test to determine changes from the pretest to posttest score for core self-actualization, the dependent variable. For RQ3, I

conducted another independent t test to analyze the core self-actualization scores were different between the two adult groups following the workshop.

Theoretical Framework for the Study

The theoretical framework for this study consisted of: Shostrom et al.'s (1976) actualizing therapy, Mezirow's (1991) transformative adult learning, Freud's (2000) classical psychodynamic theory, Maslow's (1943) proposed humanistic theory, and Greenberg's (2010) emotion theory. The alignment of the educational and authentic psychological theories provided the foundation to teach core self-actualization attributes by identifying the structure of actualizing therapy and transforming it from a psychological process to workshop experience.

Actualizing Therapy and Transformative Adult Learning

The premise of actualizing therapy is to challenge the individual to process their life from a negative standpoint by challenging their presumptions of internal and external motivators that create a sense of fulfillment (Shostrom et al., 1976). Transformative adult learning provides the framework for taking the psychological influences of actualizing therapy and instructing individuals on how to organize aspects of their life for change (Mezirow, 1991). Aligning Shostrom et al. and Mezirow provided a theoretical framework for the Self-Actualizing Workshop and for researching its influence on core self-actualization attributes. I assisted the adult participants in processing core self-actualization attributes relating to well-being, philanthropy, goal setting, inductive reasoning, free will, and inquisitive-of-self before and after the workshop experience. By

facilitating them through the self-actualization process via a Self-Actualizing Workshop, the identified internal and external schemas that increased or decreased core self-actualization scores were to be identified and understood.

Psychodynamic Theory

The classical psychodynamic theory focuses on the idea that individuals respond to unconscious forces as motivation for behavior and conflicts as determinants (Solomon, 1974). Psychoanalysis interventions focus on the analysis of dreams and transference to describe, explain, and predict behavior (VandenBos, 2007). In his theory of human nature and human development Freud proposed that early life experiences drive unconscious motives and emotions (Corsini & Wedding, 2000; Freud, 2000). Freud (2000) noted the correlations between adverse experiences and negative emotions. The suppressing of negative experiences and emotions to protect the nature of well-being often results in suppressing the motivation that allows a person to live life to their fullest potential (Maslow, 1954a; Covington, 2000).

The Self-Actualizing Workshop was designed to provide participants with the opportunity to deliberate on how their negative emotions and experiences influence their motivation towards personal growth and fulfillment. While focusing on the dysfunctions of an individual is not a typical approach towards self-actualization, during this study I found that having the participant connect to the subconscious negative and positive concepts of themselves maximized their well-being (Maslow, 1954a).

Humanistic Theory

The humanistic theory was built upon the foundation of creating a therapeutic environment that entails freedom of expression and nonjudgment.

One of the leading figures associated with this theory is Harold Abraham Maslow (1908-1970), a U.S. psychologist who argued that you are free to choose your behavior rather than reacting to environmental stimulus. Maslow went on to explain how internal attributes such as self-esteem and self-fulfillment needs are just as vital (Maslow, 1943). Maslow believed that to reach self-fulfillment, individuals must have certain levels of needs met. Maslow identified the lowest need being physiological needs, followed by safety needs, love and belonging needs, esteem needs, and the highest being self-actualization needs (Corsini & Wedding, 2000; Maslow, 1943). Psychologist Kurt Goldstein (1939) was the theorist who coined the term “self-actualized”. Nevertheless, Maslow (1943) introduced it to the public. Maslow (1971) defined self-actualization as the ability to live to an individual's fullest potential by identifying and adapting the physical, social, intellectual, and emotional aspects of life. The identified traits of someone who is considered self-actualized are exceptionally creative, spontaneous, and nonjudgmental. Carl Rogers was also one of the founding members of the humanist movement. Rogers focused on the strengths of individuals and contributed the concepts of self and personality (Rogers, 1959). Rogers and Maslow's theories of self-actualization emphasize free will and self-determination.

During the process of the Self-Actualizing Workshop I assisted participants to bring to the surface the negative aspects of motivation by providing a safe space in which they could cognitively process through sensations, perceptions, feelings, and recall. In directing participants through the Self-Actualizing Workshop process, I was able to introduce a variance of self-actualization as it relates to the humanistic perception of self-actualization.

Emotional Theory

The emotion-focused contemporary theory focuses on the emotion of individuals as the determinant of personality (Costa & McCrae, 1992) development and psychotherapeutic change (VandenBos, 2007). During the 1980s, Greenberg and colleagues developed the theory out of empirical studies of the process of change. Emotion-focused therapy treatment includes but is not limited to trauma, eating disorders, anxiety disorders, and interpersonal problems (Greenberg, 2010).

Contemporary emotional theorists believe that emotions provide insight into human needs, values, or goals, and identifying a sense of self-fulfillment based upon the negative and positive emotions (Greenberg, 2010). Greenberg (2010) noted that the processing of emotions entails the ability for a person to identify the external factors triggering a particular emotion. Greenberg went on to explain how emotional triggers are based upon a lifetime of perceived experiences. Emotional intelligence entails having the capacity to think actively through emotions to allow a person to process and reason their emotions for personal growth and fulfillment (Cherniss, 2000; Goleman, 1995).

Ilardi and May (1968), conducted a study of The Personal Orientation Inventory (POI) measurement of self-actualization and found that people with schizophrenia were unable to modulate their emotions. Because schizophrenics were not able to modulate, they were not able to self-actualize. This led to the notion that self-actualizing person must be able to regulate their emotions (Shostrom, 1972). Tosi and Lindamood (1975) found Shostrom's POI research instrument to be useful. Fogarty (1994) used the POI to measure factors related to self-actualization. There are very few studies focusing on emotions and its relationship to the classroom setting; this supports the need for additional research focusing on the subject (Schultz & Lanehart, 2002). Pekrun, Goetz, and Titz (2002) researched academic emotions from their combined research interests of test anxiety, cognitive resources, academic control, and motivation. Pekrun et al., (2002) found academic emotions to be a significant factor in students' ability to self-regulate and achieve academically. The authors suggested that more research focused on emotional diversity in educational settings by addressing the full range of emotions experienced by students at school and university (Pekrun et al., 2002). Students self-regulate their academic success through their professional interests, motivation, and work ethic emotions. The ability to self-actualize is affected by how “emotions may trigger, sustain, or reduce academic motivation and related volitional processes” (Pekrun et al., 2002, p. 103).

The Self-Actualizing Workshop was designed to provide the participants the opportunity to think about how their negative emotions and experiences influence their

ability to self-actualize. It's design also provided the opportunity to teach emotional regulating skills using an educational format that influenced the core self-actualization scores, proving the ability to teach participants to begin to self-actualize.

Nature of the Study

The nature of this study was a between group, single group, pre-/posttest, quantitative design with a cross-section sample of adults 18 years and older residing in various cities in the State of Indiana. Participation was voluntary and the Self-Actualizing Workshops, that was create by me, took place at various classroom-like settings. Participants completed the 10-item BISA, before the 1-hour Self-Actualizing Workshop. Afterward, participants completed the posttest and had the opportunity to debrief.

By their participation in the Self-Actualizing Workshop, a paired samples t test determined if participants pre-/posttest core self-actualization scores altered. The independent t tests measured participants' self-actualization score and its relationship to age. Chapter 3 lists the detailed procedures in completing this study.

Definitions of Terms

The following list of terms are defined as used in this dissertation.

Self-actualizing: A person's process of and ability in identifying basic needs of survival, wanting of others, wishes that are not of the present or in existence, goals that prevent failure, and having the will-to-live by understanding themselves in the here and now and how it relates to their past and current life experiences.

Self-actualization: The degree to which individuals can process emotions, thoughts, and behaviors to establish core attributes that provide the aptitude to function to their fullest.

Need: “A condition of tension in an organism resulting from deprivation of something required for survival” (VandenBos, 2007, p. 612).

Want: Unwanted thoughts or something for which individuals depend upon others for affirmation.

Wish: An instinct that operates on a conscious or unconscious of the longing for something that is not in the present or in existence (VandenBos, 2007).

Goal: A target of proficiency in a task to achieve within a set time period sufficient to avoid failure (VandenBos, 2007).

Will-to-live (free will): To understand the self in the here-and-now and how it relates to the past and present (VandenBos, 2007).

Intrinsic motivation: “An incentive to engage in a particular activity that derives from an activity itself (e.g., a genuine interest in a subject studied), rather than because of any external benefits that are obtained (e.g., course credits)” (VandenBos, 2007, p. 498).

Extrinsic motivation: “An external incentive to engage in a particular activity, especially motivation arising from the expectation of punishment, or reward” (VandenBos, 2007, p. 360).

Emotion: “A complex reaction pattern, involving experiential, behavioral, and physiological elements, by which the individual attempts to deal with a personally significant matter or event” (VandenBos, 2007, p. 325).

Assumptions

There were four assumptions associated with this study. Firstly, I assumed that only using the core self-actualization factor portion of the BISA would create bias of the assessment measuring the Self-Actualizing Workshop due to the Self-Actualizing Workshop being created by myself. The results consisted of a broad range of scoring that represented the participants' pre-/posttest responses. Secondly, I assumed that adults between the ages of 18 and 35 years could begin to be taught how to self-actualize. Participants 18 and older were able to participate in the study without any dilemmas. Thirdly, I assumed that each participant was able to begin the self-actualizing process after participating in the Self-Actualizing Workshop. Following the posttest, participants spoke candidly about the influence of the Self-Actualizing Workshop, including of how it provided them a new perspective of their thoughts in being self-actualized. Fourthly, I assumed that a threat to external validity would consist of sampling error. The participants of this study entailed a sample of participants instead of the whole population. To enhance external validity, random selection would generalize the result of the study to the general population. The participants completed the pretest and posttest to the best of their ability. While some information regarding demographics were missing

from the sample, all the participants completed the questions on the pretest and posttest in their entirety.

Scope and Delimitations

Participants volunteered from the snowball recruitment process via e-mail and social media. I introduced the Self-Actualizing Workshop and scheduled the participants' appointments by word-of-mouth interactions and e-mail confirmations. One hundred participants were the anticipated sample size, but the final sample consisted of 80. The scope of this study was limited to examining the influence of the Self-Actualizing Workshop for adults 18 years and older. I did not include the data of participants of the age 17 and under due to the conclusions of intensive research noting the psychosocial stage of development they represent (Bandura & Lock, 2003; Carstensen, 1992; Donnellan, Conger & Burzette, 2007; Gardner & Steomberg, 2005; Schatz & Buckmaster, 1984). The Self-Actualizing Workshop was not designed to include participants of that population because they are typically dependents and have not had life experiences that define their identity. Additional research needs to determine if participants under the age of 17 would be able to self-actualize (Boeree, 2004).

Limitations

The limitations of this study were the research method, research setting, and sample size. The single-session, pretest-posttest provided instant results of the influence of the Self-Actualizing Workshop and may not measure the long-term effects of the workshop.

Due to various scheduling of workshops to meet the needs of the participants, the inconsistency of settings and timing may have affected the outcome of pretest-posttest scoring. There were a series of introduction e-mails distributed to adults from various cities within the State of Indiana to reach at least the full sample size of 100. An outcome of 80 resulted in an uneven group distribution of young and older adults. Weather conditions and scheduling conflicts contributed to the lack of participation among the younger adult sample.

Significance

This research is significant because it introduces the Self-Actualizing Workshop that influenced the core self-actualization attributes of adults in a quantifiable measure. The data that I obtained through this study provided insight into the constructs of core self-actualization, how they relate with age, and how they could be influential. The implementation of the Self-Actualizing Workshop fills a gap in the literature. Providing the opportunity to teach adults to begin to self-actualize may aid adult individuals to better distinguish themselves within the various social systems (i.e., families, educational organizations, governments, and corporations) and provide a greater sense of self-fulfillment and purpose (Lefrançois, Leclerc, Dubé, Hébert, & Gaulin, 1997).

Summary

Linking the theories of Freud (1856-1939) and Maslow (1908- 1970) with the restructuring of Shostrom et al.'s (1976) self-actualizing therapy and Mezirow's (1991) transformative adult learning in a Self-Actualizing Workshop will be a significant

contribution to literature. The Self-Actualizing Workshop was constructed to allow adult participants opportunity to focus on the cognitive, motivational, and emotional aspects of the human processing of self-actualization. The workshop facilitator worked with adults in analyzing personal extrinsic and intrinsic motivators relating to the core self-actualization factors of well-being, philanthropy, goal setting, inductive reasoning, free will, and inquisitive-of-self attributes. The application of the Self-Actualizing Workshop has the potential to expand adults' understanding of Maslow's hierarchy of needs. The Self-Actualizing Workshop entails a process in identifying intrinsic motivators and self-actualization attributes.

In Chapter 2, I provide an in-depth view of the relevance of self-actualization and how it relates to aging. I also emphasize how the Self-Actualizing Workshop was influenced by combining the constructs of self-actualizing therapy and transformative adult learning theories. Firstly, I inquire into the theoretical foundations of transformative adult learning (Mezirow, 1991), self-actualization (Maslow, 1943), and self-actualizing therapy (Shostrom et al., 1976) and the demonstrated influences on the self-actualization of adults. I include various secondary theories that support the relevance of self-actualization as it relates to aging, well-being, philanthropy, goal setting, inductive reasoning, free will, and inquisitive-of-self attributes. I acknowledge the internal and external schemas manipulated to achieve self-actualization by creating awareness and processing the key attributes.

Chapter 2 concludes with an extensive review of the literature as it relates to the benefits of incorporating psychological and educational theories for the betterment of teaching self-actualization to adults. By allowing adults to process emotions, thoughts, and behaviors within a formal setting, individuals can begin to self-actualize.

Chapter 2: Literature Review

This literature review establishes the groundwork for influencing self-actualization among adults following the participation in a Self-Actualizing Workshop. The theoretical framework for this dissertation was rooted in the humanistic and educational approaches. The study presented theories of self-actualization and transformative adult learning as the fundamental constructs for the Self-Actualizing Workshop. The ability to teach individuals how to begin the process to self-actualize provides them the opportunity to reach the level of self-actualization as identified by Maslow's hierarchy of needs model.

Empirical research of self-actualization instruction appears not only in contemporary educational and coaching programs but longstanding medical journals as well (Bencze, 2000; Dirkx, Mezirow, & Cranton, 2006; Hall, 2007, Taylor, 2017). Adult educational programs that relate to concepts of self-actualization in the literature refer to transformative learning theory (Bencze, 2000; Dirkx, 1998). The implementation of teaching strategies focusing on the specifics of self-actualizing as it relates to adult development within curriculum frameworks could benefit from continued research (Dirks, 1998; Taylor, 2017). I taught adult participants through the Self-Actualizing Workshop “meaning-making” process by addressing negative internal motivators as they relate to the private schemes created by personal experiences (Mezirow, 1991).

Literature Search Strategy

I conducted a search of the literature digitally through electronic psychology and medical databases such as Google Scholar, PsycINFO, PsycARTICLES, and ERIC Digest as well as through Walden University, Ball State University, Capella University, Saint Mary-of-the-Woods College, Brown Mackie College, and Indiana Wesleyan University library databases. The list of search terms used to conduct the literature search included *motivation*, *self-actualization*, *transformative learning theory*, *metacognition*, *humanistic psychology*, and *self-efficacy*. I obtained the articles reviewed for this study digitally as well as traditionally through existing print versions of professional journals. In addition, I secured multiple books that provided decades of self-actualization research.

Theoretical Foundation

Current motivation research by authors such as Murphy and Alexander (2000) reported how individual designs have been used to study both self-efficacy and goal effects, but literature pertaining to cognitive and behavioral components of adults' goal effects are limited (Cacioppo, Petty, Feinstein, & Jarvis 1996; Reitan, 2013). Bandura and Locke (2003) defined self-efficacy as being the key to human functioning. The learning of self-efficacy involves the processing of cognitive, motivational, affective, and problem-solving capacities. The individual has to internalize concepts of self that they would like to change by setting small goals towards that ideal self. Butler-Bowdon (2007) further explained how being able to manage distressing emotional states such as self-doubt, stress, and anxiety could provide the enhancement of self-efficacy. Zurbriggen and

Sturman (2002) connected motivation to emotion. Zurbriggen and Sturman hypothesized how negative emotions such as fear, anxiety, stress, depression, and failure dictate the progression of the achievement of goals and moving forward with life despite negative external stimuli such as traumatic losses and experiences.

By teaching how to process the negative emotions that diminish the sense of self-efficacy, the Self-Actualizing Workshop provides the ability to address the cognitive and behavioral characteristics of adults who are not able to achieve their personal goals, thereby providing a pathway to overcome these obstacles.

Maslow's Hierarchy of Needs

The notion of humanistic needs suggests that self-actualization is possible with the establishment of the proper environment. One of the leading figures associated with this theory is Harold Abraham Maslow (1908-1970), a U.S. psychologist who argued that you are free to choose your behavior rather than reacting to environmental stimuli (Maslow, 1943). Maslow believed that in order to reach self-fulfillment, individuals must fulfill certain levels of needs. Maslow identified the lowest need being physiological needs. Maslow noted these needs as the physiological drives that the human automatically seeks for life, for example, water, food, and oxygen. Upon satisfaction of the physiological needs, safety needs become the priority. This level of need activates the person's use of resources only in emergencies. When both physiological and the safety needs are gratified, the focus moves to love, affection, and belongingness needs. This involves seeking and maintaining social relationships, that is, friends, significant other, or

children. Esteem needs would be the next to last of the listed needs. The esteem needs are noted in two sets. These are, firstly, the establishment of the ideal self of high ego and positive regard, and secondly, to be recognized by others, achieving reputation or prestige. The need for self-actualization is noted as the highest level of need. Despite the satisfaction of prior needs this level is often not achieved by the majority of the adult population. Most adults typically have a sense of unfulfillment because they are not capable of achieving the personal goals that would allow them to ultimately become actualized. Lack of goal achievement is due to a person's focusing on the negatives as barriers to fulfilment than accepting them as a vital resource to self-actualization. For example, a person can be fulfilled in having food, a sense of safety and personal achievement but complains because they do not have the brand-new car. Their focus of not having the brand-new car would not allow them to reach a level of self-fulfillment (Corsini & Wedding, 2000; Maslow, 1943).

Maslow's (1954a) theory of human motivation conceptualizes the totality of a human whose drive for motivation is typically nonsomatic; that is, individuals are unknowingly motivated by the subconscious. Motivation reasoning specifies external and internal drives, noting that behavior is motivated by biological, cultural, and situational stimuli. When the motivations to meet the needs are unsatisfied, the individual are less motivated. Physiological needs such as satisfying thirst and hunger must be fulfilled to prompt the person to continue to seek higher needs such as safety, love, esteem, and ultimately, self-actualization. Human behavior is dependent upon the sense of

gratification. Maslow (1943) noted that a sense of fulfillment is not attained by the average person, despite having the perceived needs met on the levels of needs. Maslow's later writings introduced the concept of transcendence (Maslow, 1971). Transcendence is what Maslow (1971) noted as "the very highest and most inclusive or holistic levels of human consciousness" (p. 279). It is necessary to note this conception because it confirms the beginning of how Maslow defined two distinct degrees of self-actualizing as people "who transcend, but also nonhealthy people, nonself-actualizers who have important transcendent experiences" (Maslow, 1971, p. 280). Kaufman (2018) argued that Maslow's final writings were meant to communicate that "self-actualization is healthy self-realization on the path to self-transcendence" (para. 4), noting that Maslow never formed his theory in a triangular model.

Neher (1991) conducted a critique of Maslow's theory of motivation. The author examined all the significant components of Maslow's theory providing suggestions for deficiencies with the theory relating to Maslow's 1970 writings on motivation and personality. Neher (1991) agreed with Maslow's notion that satisfying lower needs is a way to achieve self-actualization but that it does not always work, which warrants modification to the basic theory.

Kiel (1999) also suggested a reconfiguration of self-actualization that would reconstruct the hierarchy of needs closed triangular model as an open continuous ongoing self-actualization process that is more representative of today's world. Boeree (2004) provided examples that the completion of lower needs does not have to occur before self-

actualization occurs. Boeree noted the success of esteemed artists such as Rembrandt, VanGogh, and Toulouse Lautrec who had issues relating to being impoverished, psychotic, and depressed living to their fullest potential.

Integrating the transformative adult learning approach into the theoretical structure of the hierarchy of needs model to achieve self-actualization would provide an opportunity to bring psychology into an educational framework to teach adults the ability to begin to self-actualize. With the combination of the education and psychology disciplines, emotional barriers and external motivators are processed in the realm of facilitation, not psychoanalyzing. Unlike the Maslow's hierarchy of needs model, the Self-Actualizing Workshop introduced and expanded self-actualization as its own entity consisting of five distinct cycles of self-actualizing emotional-behavioral characteristics, for example, needs for survival, wants, wishes, goals, and will to live. I facilitated in working with the adult participants to begin to self-actualize in order to help them obtain a more profound sense of self-fulfillment by the processing of untapped potential through identifying and affirming a self-actualizing cycle of processing.

Self-Actualization Theory

As stated previously, psychologist Goldstein was the one who coined the term “self-actualized” (Goldstein, 1939). Goldstein (1939) noted that self-actualized is the unification of the organism’s behaviors within the environment and self. Goldstein (1941) defined and differentiated the concepts of an organism's concrete and abstract attitudes concerning the realistic to real. Which means how consciousness activities relates to

“reasoning, awareness, and self-account of one's doings” (p.3). Goldstein noted that individuals who have concrete attitudes tend to be among the abnormal whereas those who have concrete and abstract attitudes are of normal functioning and can think abstractly from ideas, thoughts, and feelings of outward and inner experiences.

The term may refer to an individual “to be true to their nature” (Maslow, 1943, p. 382). Maslow (1943) theorized that complete self-actualization is something only achieved by a few individuals, but all can learn skills as part of the actualizing process. Carl Rogers (1959) researched the moments of new awareness as “ah-ha” moments, noting that the person had reached another level of understanding of self. The understanding of self is the act of self-actualization and the act of self-actualizing itself in all its fullness. Maslow (1971) defined self-actualization as the ability to live to an individual's fullest potential by identifying and adapting the physical, social, intellectual, and emotional aspects of life.

The term self-actualization in psychological research can be at its worst vague and undefined. The key terms associated with self-actualization were self-efficacy (Bandura & Locke, 2003); metacognition (Brown, 1987); problem solving (Sio, & Ormerod, 2009); and achievement goals (Harackiewicz et al., 2002; Pintrich, 2000). As a result, most researchers use other terms such as self-fulfillment, self-actualized, and self-efficacy, as alternatives to self-actualization.

For this study, I defined self-actualization as the degree in which individuals can process emotions, thoughts, and behaviors to establish core attributes that provide the

aptitude to function to their fullest. Self-actualizing entailed a person's process of and ability in identifying basic needs of survival, wanting of others, wishes that are not of the present or in existence, goals that prevent failure, and having the will-to-live by understanding themselves in the here and now and how it relates to their past and current life experiences.

Self-Actualization Theory and Motivation

Cinar, Bektas, and Aslan (2011) identified the wants noted in the Maslow's hierarchy of needs model as motivational theory. Motivation derives from the Latin word *movere*, meaning, "To move." Murphy and Alexander (2000) reviewed several works of literature relating to the terminology motivation within the dynamics of academic settings. Murphy and Alexander found many discrepancies in the definition and application of the term in the use of education and other disciplines. New phrases such as "conceptual clarity" (Murphy & Alexander, 2000, p. 5) had often been invented to explain the complexity of motivation. The complexity in being able to define motivation is the same complexity in knowing if a person is fully self-actualized. It takes continuous motivation to self-actualize. For this reason, Murphy and Alexander (2000) wrote, "We have found ourselves struggling to speak the language of motivation with accuracy" (p. 5).

Sifting through and organizing many defined words and "phraseology" Murphy and Alexander (2000) established a model of motivation terminology that this researcher used to navigate the adult participants through the Self-Actualizing Workshop process.

The participants identified and processed intrinsic and extrinsic motivators that assist and deter their ability to begin to self-actualize. Murphy and Alexander's model provided a better understanding of the relevance and usage of motivation language that explained how learning to self-actualize narrates the concept of self-actualization.

Maslow (1943) noted that the pursuit of happiness and fulfillment is for a man to "do what he is more fit for" (p. 382). He went on to explain that, despite the satisfaction of the lower needs (i.e., physiological needs), an individual may continue to disconnect from self and others, being disconnected from self and others is seen as a negative experience because it has not allowed a person to live to their full potential. This disconnect does not allow the individual to have an audience to which they can offer their skills and goals for the improvement of self and others (e.g., extrinsic motivation). He hypothesized that there were natural accommodations of fulfillment, such as an artist painting or a musician making music. Determining and doing what a person is "fit for," involves reflective and creative elements, and these define the intrinsic characteristics of a self-actualized individual (e.g., intrinsic motivation). Maslow (1968) furthered explained how self-actualization balances the intrinsic and external factors of healthier individuals during the process of mental growth and as a person develops as a being in the world. Maslow (1971) emphasized how there were only a small number of educators who took a humanistic approach in creating "better human beings, or in psychological terms, self-actualization and self-transcendence" (p. 181). Boeree (2006) referenced Maslow's concept of self-actualization as "a bit different" (p.6). The author explains how

Maslow conducted his study of self-actualization by a qualitative method called biographical analysis. Maslow had personally picked out a group of people of various status (i.e., Abraham Lincoln, Thomas Jefferson, Albert Einstein, Eleanor Roosevelt, Jane Adams, William James, Albert Schweitzer, Benedict Spinoza, and Aldous Huxley, plus 12 unnamed people who were alive at the time of his research) who met the standards of self-actualization. Maslow compared their biographies, writings, acts, and words of those who knew them personally. The final list of qualities reflected the characteristics of a few chosen people and not the mass. The traits for the chosen were reality-centered, problem-centered, and had a different perception of means and ends.

I emphasized during the Self-Actualizing Workshop to teach adults how to analyze their purpose and devotion in life by relating to the core self-actualization factors of well-being, philanthropy, goal setting, inductive reasoning, free will, and inquisitive-of-self attributes.

Growth as Self-Actualization

Maslow (1943) does not provide any specific age range to the various needs of hierarchical levels, Maslow primarily believed that progress through the levels are individualized at various rates of maturity. Maslow (1962) defined that as humans age, they tend to suppress their inner nature. Inner nature is natural and resist change and grow towards the notion of self-actualization. Maslow (1970) writings noted that older adults are more likely than younger adults to self-actualize because older adults have the maturity to focus on higher concepts of needs than that of younger adults. Kvalsund

(2003) referenced Carl Rogers in establishing their definition of personal and psychological growth as self-actualization. Growth as self-actualization occurs as the human transforms from their potential to actual states of beings.

Boeree (2004) identified the conflicting views of Maslow's notion that self-actualization is rarely achieved among the young. Reiss and Havercamp (2005) affirm Maslow's concept in establishing, through their findings, that lower motives (e.g., eating and exercise) were prevalent among younger versus the older adults and higher motives (e.g., honor and idealism) were prevalent among older versus the younger adults. In 2016, Khan study entitled "Relationship between Faculty's Self-Actualization and Student's Faculty Evaluation: A Case-Study," sought to examine the relationship of age and years of teaching experience of the teachers and their levels of self-actualization. Khan results concluded that there was no correlation between faculty's self-actualization level and student's faculty evaluation. And that senior ranking faculty are higher self-actualized than their younger counterparts and students.

The Self-Actualizing Workshop was designed for adults 18 years of age and older and analyzed whether adults 35 years of age and younger can begin to self-actualize. This section reports on the growth characteristics as self-actualization among the adolescence and adulthood stages of life.

Adolescent Growth as Self-Actualization

Schatz and Buckmaster's (1984) study proposed the construction of an instrument that could measure self-actualization among preadolescents. The study suggests that

while the measuring of self-actualizing growth in persons between nine and twelve-year old are measurable, there is a relationship between self-actualization and creativity. Adolescents would fall within a lower to mid-level of hierarchy relating to their life experiences. The life experiences of adolescents would differ from hierarchical levels of young, middle-aged, and older adults. The psychosocial needs differ in each of these stated stages of adulthood (Carstensen, 1992). For example, Cherry (2018) examined Erikson's theory of psychosocial development and noted that adolescence to occur between the age range of 12 to 18 years of age. During this time adolescences are typically establishing social relationships while establishing their identity. Whereas, young adults, 19 to 40 years of age is reducing social relationships in establishing intimacy. Middle adulthood and older focuses on their purpose relating to work and family while reflecting during their later years. Maslow (1962) noted that self-actualization among adolescents have childlike behaviors. Yet, true self-actualization among adults would display some childlike qualities but to a lesser degree.

Social influences as self-actualization. Gardner and Steomberg (2005) researched how social interaction are necessary to allow adolescents to transition into adulthood. According to Erikson, adolescents must have the opportunity to establish a sense of identity. While there are adolescents that have formed a definite sense of identity internally, role confusion triggers a negative internal lowering of self-esteem. These adolescents would ultimately develop co-dependent tendencies as motivators to define the self (Bandura, & Lock, 2003; Cherry, 2018; Donnellan et al., 2007). This transition

may provide value conflicts between the dynamics of their immediate family to the social relationships beyond the private social network, which would ultimately influence their inability to effectively self-actualize, because they are living to the fullest potential of others and not themselves. Solitude, personal relationships, unhostile sense of humor, acceptance of self and others, spontaneity and simplicity; humility and respect; human kinship; strong, ethics; freshness of appreciation; creative; and peak experiences are positive traits of self-actualization, in addition to the negative traits that consist of flaws or imperfections: considerable anxiety and guilt, overly kind, and unexpected moments of ruthlessness, surgical coldness, and loss of humor are all characteristics of self-actualization (Boeree, 2004; McLeod, 2007).

Social-Emotional theories explain how the relation to a person's environment ultimately develops a positive self-image and the ability to live interdependently within the environment. Self-actualization and positive self-image relate to the intrinsic and extrinsic motivators because they include topics such as group socialization theory, social relationship theory, and sociocultural theory. The research focused on the cultural aspects of social interaction theorizing that children must have interactions with peers of similar or more significant influence to make an impact on their personality (Berk, 2010; Harris, 1995; Vandell, 2000; Vygotsky, 1978). Many of the social theories fail to address the development of an adolescent's sense of self-actualization as young adults.

Adulthood Growth as Self-Actualization

The ability to self-actualize during young adulthood and beyond would provide a better understanding of self and resilience in working through unforeseen external conditions (Boyd & Myers, 1988). Bandura's (2001) article "The Changing Face of Psychology at the Dawning of a Globalization Era" presented many facets of psychological issues and dynamics that challenged the "old" school of thought to the new. Bandura's focus steered more towards self-actualization in the individual succeeding by integrating external and biological stimuli with new-age technology and influences. Bandura (2001) argued that despite biological and environmental influences, the individual could overcome any negative stimuli. Bandura discussed how nervous, muscular, and cerebral systems were existing only to assist the individual to navigate physically through their life. Bandura continued to explain how mastering the response to biological and external stimuli increases life expectancy by lowering stress and adverse outcomes. Bandura described how the human mind could create its realities of coping with stress, despite the existence of the external stimuli.

Emotional influences as self-actualization. Zurbriggen and Sturman (2002) connected motivation to emotion. Zurbriggen and Sturman (2002) hypothesized how negative emotions such as fear, anxiety, stress, depression, and failure dictate the progression of the achievement of goals and moving forward with life regardless of negative external stimuli such as traumatic losses and experiences. Social-emotional

theories explain how the relation to a person's environment ultimately develops a positive self-image.

Lass (2006) noted that Maslow's movement on identifying stress, self-knowledge, and "looking within" is essential to finding the locus of controls and values (p. 78). The author noted that it is only our strengths and weaknesses, traits, talents, and tendencies that separate us as a whole and the context of environment and culture tendencies determined by how an individual chooses to fill or not fulfill the need that provides them the ability to progress up the hierarchy of needs pyramid. Lass (2006) found differences between psychologically healthy and unhealthy social movements and how they connect to an individual's motivation to social groups.

The Self-Actualizing Workshop was formatted to provide the space for all adult participants to analyze their purpose and devotion in life by relating to the core self-actualization factors of well-being, philanthropy, goal setting, inductive reasoning, free will, and inquisitive-of-self attributes independently and as a group.

Self-Actualization as a Form of Intervention

Shostrom et al. (1976) distinguished the ideologies of self-actualization and self-actualizing. The authors indicate that "actualizing" consists of an individual having the ability to be present in both their understanding of experiences and emotions. It consists of being present and how opposites such as anger/love, weakness/strength relates to our inner and outer cores. The authors further explained that the goal of actualizing therapy is

to have individuals process their internal and external feelings and experiences sufficiently and socially.

According to Shostrom et al. (1976) in order to overcome the resistance of expressing a person's feelings, they must address their fears. Individuals build fear by a “wall” to protect the internal vulnerabilities. Shostrom et al. hypothesized that during the process of human development, all people achieve milestones that may develop or challenge their sense of being within their environment. Maslow (1971) described the Jonah Complex as how people often are not able to live to their fullest potential because they “fear what one is capable of doing” (p. 39). Goldstein and Rogers noted that all human beings could fulfill their biological destiny (Maslow, 1971).

Self-Actualization and Psychoeducation

Transformative Adult Learning Theory

The transformative adult learning process was developed by Mezirow (1991) which defines transformative adult learning as “a theory that seeks to elucidate universal conditions and rules that are implicit in linguistic competence or human development” (1991, p. xii). The process results in the changing of behaviors relating to an adults’ newfound perceptions of self and their world.

The “perspective transformation” involved a critical reflection of an individual's cognitive distortions relating to their specific beliefs, attitudes, and emotional reactions. Mezirow's (1991) study on transformative dimensions of adult learning identified strategic methods in teaching adults using the combined theories of psychoanalytical,

behaviorism, and humanistic to allow adults to learn by way of abstract thinking and self-reflection in learning to construct the meaning of their experiences. Research during the latter part of the 1990s and early 2000s has shown that Maslow's theory reflected in both educational and managerial philosophies (Kiel, 1999).

The transformation and blending of the empirical evidence of self-actualization, actualizing therapy, and transformative adult learning forms the framework of the Self-Actualizing Workshop thus, creating a phenomena that provide the opportunity and ability to learn self-actualization by gaining a sense of fulfillment despite any previously unmet “being needs” (B-needs) or “deficient needs” (D-needs) as stated by Maslow (1973).

Self-Actualization as Education

Within the conclusion of Maslow's (1954b) article entitled “*The Instinctoid Nature of Basic Needs*,” he noted that the infrastructures of our world (e.g., law, religion, or education.) would benefit from the teaching of instinctoid needs. Instinctoid needs, as defined by Maslow, is the ability of human beings to be independent and self-motivated with the complexity of the world in which they live. Having an awareness of their instinctoid needs allows the ability of self-actualization. For example, if a human’s instinctoid need love (higher need) go against the cultural forces relating to age and/or race it would have a negative effect on their psychological health. Just as the lower instinctual need of lacking safety. Teaching adults the types of instinctoid needs, their

effects on well-being would provide the skills to inhibit environmental influences (Maslow, 1954b).

Rogers (1959) wrote of the significance of learning in therapy and education. He noted substantial research on how the motivation for change occurs from the tendencies of self-actualizing life itself. The teacher/facilitator must align with students for true change and the motivation for change to occur. There is a genuine sense of positive regard, empathy, and the combination of them all, through the process of gathering, learning, and processing new information, creates change and the abilities for adults to live to their fullest potential (Rogers, 1959). Maslow (1965) introduced the lack of self-actualization within the educational system. In his book *Farther Reaches of Human Nature* (1971), he expanded on the differences between emotional and coping learning, by further expressing the importance of intrinsic types of learning. Maslow (1971) argued that educators ally with organismic forces, such as values and goals, in order to be conducive to the fulfillment of the student's potential and growth toward self-actualization (Leykin, & DeRubeis, 2010). Maslow (1971) criticized how extrinsic and coping learning focuses on the temporary aspects of behavior modeling than the teaching of creativity that would emphasize a more humanistic approach to teaching. DeCarvalho (1991) summarized the naturalistic system as the foundation of Maslow's instinctoid theory as "the inner core of human nature contains the potentialities of pressing for actualization" (p. 92). DeCarvalho (1991) noted that natural learning is the goal of education and counseling. Heylighen (1992) wrote that education focusing on stimulating

the individual to explore self and have the freedom to discover is a developmental requirement for self-actualization. The phenomena in teaching self-actualization as the focal concept by combining both psychological and educational theories form the framework for the Self-Actualizing Workshop.

The Self-Actualizing Workshop

As the advancement of tools from Homo sapiens evolved from the tools used for hunting and gathering to cave drawings depicting the patterns of cattle for hunting (Berliner, 1993), cultures changed the content of storytelling to teach survival and the “ways of life.” The conception of the evolution of psychology has transformed within the dynamics of cultures. New age technology and innovation has changed the individual's thought process and made the impossible, possible, concerning social development and self-actualization. I tested the influence of the Self-Actualizing Workshop's ability to teach adults the beginning process to self-actualize as verified by influenced core self-actualization scores among young and older adults.

Validating the influence of the Self-Actualizing Workshop and the participant's ability to begin to self-actualize demonstrated the ability to effectively organize, identify, and process the internal and external variables critical the core self-actualization attributes: well-being, philanthropy, goal setting, inductive reasoning, free will and inquisitive-of-self attributes.

Self-Actualizing Workshop Framework

I developed the Self-Actualizing Workshop to teach individuals how to begin to self-actualize. The development of the Self-Actualizing Workshop occurred over the duration of 17 plus years of combining the theoretical approaches of humanistic, transformative learning, emotional, psychoanalytical, and self-actualizing therapy as its core construct. I conceptualized the noted theories as the initial applications of the Self-Actualizing Workshop within both educational and mental health settings among various populations. During the last 6 years, the Self-Actualizing Workshop had transitioned into a profitable educational workshop experience that has recently become the focus topic for this doctoral study.

The Self-Actualizing Workshop structure provided adults 18 years and older the ability to begin to analyze, organize, and determine their quest in life in order to live life to their fullest potential. The 1-hour workshop entailed the process of instructing participants to complete a Self-Actualization Notetaking Worksheet. The participants completed the worksheet individually and as a group. The notetaking method provided participants the opportunity to process the internal and external schemas relating to core self-actualization attributes. A standard script prompted participants to self-dialogue by asking questions about intrinsic and extrinsic motives of self: “Why don't I do things that I know I should be doing?” “What are my values and am I being true to them?” “If I achieved all my life goals, how would I feel?” or “How will I adjust to this new role, phase or transition in my life?” Finding the answers to questions such as these was the

first step to self-actualization; the general functioning behind the Self-Actualizing Workshop catered to each participant by prompting questions that accept individualized responses.

During the Self-Actualizing Workshop, I instructed each participant through the process of self-actualization by way of inductive reasoning to identify personal self-actualization attribute. Initially, I explained the rules of the workshop and then asked for specific questions for clarity I provided participants with the Self-Actualization Notetaking Worksheet to take notes during the facilitation of the self-actualizing process. The participants systematically demonstrated the self-actualizing process on the whiteboard. The group reflected on the questions that I asked to determine their self-actualization attributes. Awareness and affirmation of that attribute provided clarity to identify untapped potential and a new concept of self-fulfillment. Individuals were challenged in all areas of life to substantiate personal goals, mindfulness, and purposeful living.

The conversion of the psychological aspects of self-actualization into the educational format entailed the implementation of transformative adult learning theory as the theoretical process in the teaching of self-actualization during the Self-Actualizing Workshop. The Self-Actualizing Workshop combines both psychological and educational theories that teaches the beginning process of self-actualization. Ducharme and Shecter (2011) focused on the idea of including clinical training within the classroom by introducing functional analysis and assessment approaches to teachers. This concept was

implemented in creating the Self-Actualizing Workshop as a five-week educational program. While developing the Self-Actualizing Workshop the educational and psychological aspects of teaching and processing self-actualization were the major concepts. In order to introduce the psychological model of self-actualization, without clinical emphasis, the construct of self-actualization would work through the construct of transformative adult learning theory. A trained facilitator of the Self-Actualizing Workshops would facilitate the process of teaching adults how their thoughts, emotions, and behaviors relate to goals that invokes actualizing tendencies.

Theoretical Basis of the Self-Actualizing Workshop

During the process of the quantitative study, I assisted adults through the process of handling self-actualizing processing techniques via a Self-Actualizing Workshop. The identified internal and external schemas of emotions that increase or decrease core self – actualization scores were analyzed and understood to improve a person's ability of self-actualization (Maslow, 1954b).

The Self-Actualizing Workshop was designed to provide the opportunity for young, middle-aged, and older adults to reflect based on their values and the relationship between the social aspects of self-actualization (Van Nuland et al., 2010). These aspects consist of the external factors that influence the attributes of the perceived self. The Self-Actualizing Workshop was formatted to provide adults the opportunity to address the negative emotions and external issues within a social setting. As discussed earlier, higher education focuses on the external means of self-actualization by establishing a social

network and by motivating academic success through grading, degree completion, and through the hope of future financial reward (Herath, 2014; Heylighen, 1992). During the Self-Actualizing Workshop I provided adults with a sense of fulfillment by providing instructions on how to begin to self-actualize by applying transformative adult learning techniques (Mezirow, 1991). The teaching of self-actualization differs from self-actualizing therapy (Shostrom et al., 1976) that it entails instructing individuals in mapping and organizing their thoughts, behaviors, and feelings. The Self-Actualizing Workshop was design to teach self-actualizing inductive processing skills to adult participants. The Self-Actualizing Workshop's structure provided the opportunity for adults to begin to self-actualize within a social context. I worked with adults in the self-actualizing process by creating verbal cues that had allowed them to analyze, reflect, and identify their level of self-actualization. Completing the Self-Actualizing Workshop within a small group setting provided the social-emotional occurrence of the self-actualizing process in order to factor in their ability to begin to self-actualize (Cherniss, 2000). The adult participants processed how their values and perceived concept of their world relate to one another. Additionally, the adult participants were able to discover how the perceived conflict between the two influenced the core self-actualization scores following the participation in the Self-Actualizing Workshop. I used the BISA to measure the influence of the Self-Actualizing Workshop by administering the assessment tool before and immediately after the workshop experience.

The 1-hour Self-Actualizing Workshop provided the opportunity for an adult to learn self-actualizing techniques focusing on core self-actualization items relating to well-being, philanthropy, goal setting, inductive reasoning, free will, and inquisitive-of-self attributes. It was necessary to identify the negative emotions that restricted personal growth and fulfillment (Maslow, 1971; Shostrom et al., 1976) as identifiable barriers to the ability to self-actualize and gain a greater sense of self and fulfillment.

The Self-Actualizing Workshop structure is efficient for educational instruction because of the original concept of self-actualizing based in Shostrom et al. (1976) therapeutic concepts that do not emphasize the teaching of self-actualization but the processing of it. This workshop was nontherapeutic. The Self-Actualizing Workshop is for educational purposes only. During the Self-Actualizing Workshop's I provided adults the ability to begin the self-actualization process, despite the internal and external barriers related to aging.

Literature Review Related to Key Variables and Concepts

The literature relating ages to self-actualization are few. It would be beneficial to expand on this topic because technology has influenced social development as well self-reflection. Hull (1976) studied the relationship between age and years of teaching experience of the teachers and their levels of self-actualization. Their findings indicated that age was not a factor in the ability to self-actualize. The results indicated that age and years of teaching should not predict the self-actualizing levels of the teachers because the younger teachers scored higher than most of the older teachers, despite their amount of

experience. Hull (1976) recommended that self-actualization of teachers be further studied in relationship to the age of the teachers, using a sample size larger than fifty-five. Townshend (2002) studied the relationship between aging and community as it relates to self-actualization. Townshend (2002) focused on the relationship of assisted and non-assisted living communities among the geriatric population. Townshend (2002) researched how those residing in these communities differed in their level of self-actualization among those who did not. Townshend (2002) found that the elderly achieving higher levels of well-being and self-actualization resided within non-assisted living communities.

Ivtzan et al. (2013) examined the developmental aspects of self-actualization by analyzing the influence of age on the level of self-actualization. Their results indicated higher levels of self-actualization among participants over the age of 36. Ivtan et al. (2013) suggested that further research to determine other relevant factors, beyond age, that relates to self-actualization. Within the literature review, I found suggestions for additional research that focuses on how age relates to self-actualization using a larger sample, various maturity of the sample, and other life experiences that may or may not affect relating age to self-actualization. For this study I compared the similarities of the ages as they relate to the pre- and posttests of self-actualization following the participation in the Self-Actualizing Workshop of adults ages 18 years of age and older.

Although the extent of the research addresses several aspects of self-actualization as it pertains to an individual's age, gender, career and educational achievements (Beitel

et al., 2014; Buchmann, & DiPrete, 2006; DiPrete, & Buchmann, 2006; Hall & Hansen, 1997; Ivtzan et al., 2013; Maslow, 1971) there are limited studies on teaching adult college students about the self-actualizing process. For example, actualizing therapy (Shostrom et al., 1976); existential educational self-awareness intervention in increasing self-actualization in college students (Abbott, 2009) and neuro-semantic training workshops for enabling and facilitating the self-actualizing life (Hall, 2007) are all based upon using the theory of self-actualization to enrich people's lives. Each explicitly reported the use of the self-actualization construct to assist individuals in gaining a sense of self-fulfillment. Their techniques focused on working through personal crises to achieve academic success and potential. For example, Hall (2007) developed a needs assessment first to identify the barriers that relate to social, financial, and intrapersonal aspects of self. Participating in his training workshops would then assist the individual to live a self-actualizing life by overcoming the negative emotional barriers.

Maslow (1943) established the founding ideas of motivation and the levels that are obtainable. For this study I analyzed the influence of age and a Self-Actualizing Workshop on adult self-actualization scores; specifically, core self-actualization attributes were collected which consisted of the following: (a) their basic needs of survival, (b) wanting of others, (c) wishes that are not of the present or in existence, (d) goals that prevent failure, and (e) having the will-to-live. In conducting many workshops, adult participants unknowingly related their life experiences to the here and now.

Mediating mindfulness allowed participants the opportunity to identify their needs for

self-fulfillment. Hence, I defined self-actualization as the degree to which individuals can process emotions, thoughts, and behaviors to establish core attributes that provide the aptitude to function to their fullest. Maslow (1965) introduced external and intrinsic types of learning. Maslow noted that natural learning is the goal of education and counseling. Montmarquette et al. (2002) discussed a study of self-actualization intervention focusing on the negative and positive emotions associated with external and internal factors of self-actualization. I conducted this study for academic purposes to teach adults how to begin to self-actualize. Covington (2000) suggested how educational reform should reflect the dynamics of the twenty-first century by motivating students to set goals, and to identify intrinsic motivators that establish their level of success. The implication of such a workshop into college curriculums and training workshops would attain the goal of developing an educational program that focuses on the intrinsic aspect of learning and growth rather than the external aspect that focuses on punishments and rewards externally.

Summary and Conclusion

The Self-Actualizing Workshop format entails the constructs of basic survival, social influence, spirituality, goal achievement, and mindfulness in imagining how an adult can self-actualize based upon the ability to process inner and outer schemes of life. The BISA core self-actualization factor instrument provides ten items, which relate to the paradigm of the Self-Actualizing Workshop.

The Self-Actualizing Workshop structure provided the opportunity for adult participants to begin to self-actualize within a social context. Completing the Self-Actualizing Workshop within a small group setting provided the social-emotional occurrence of the self-actualization process in order to factor in their ability to self-actualize. The participants processed how their values and perceived conception of their world relate to one another, in addition to, relating how the perceived conflict between the two influences core self-actualization scores following the participation in the Self-Actualizing Workshop. The Self-Actualizing Workshop structure provided the opportunity for young, middle-aged, and older adults to reflect based on their values and the relationship between the social aspects of self-actualization.

For this study I tested the influence of age and a Self-Actualizing Workshop on adult self-actualization scores. The validation of the influence of the Self-Actualizing Workshop demonstrated the participants' increase in core self-actualization scores correlated to their ability to begin to self-actualize. The teaching of self-actualization entails the processing of how negative emotions enable creativity, perseverance, and intrinsic motivation to set personal and shared goals that ultimately affect the ability to self-actualize.

In Chapter 3, I provide an in-depth look at the Self-Actualizing Workshop, noting its design and rationale, methodology, and facilitation. Expanding on these notations, I describe the chosen population and procedure for recruitment and the instrument and

organization of constructs. Lastly, I discuss the threats to validity of the study that may have an internal or external influence on the outcome.

Chapter 3: Research Method

The purpose of this study was to analyze the influence of age and a Self-Actualizing Workshop on adult self-actualization scores. Independent variables identified in this study consisted of the participation in the workshop and age groups. The dependent variable identified in this study consisted of the BISA pre- and posttest scores. This chapter includes a description of this study's design, sample, instrumentation, data analysis, and ethical considerations. An overview of the study's design includes a rationale for why this research is necessary. The description of the instrumentation presents as the analysis of the sample characteristics and data collection process.

Research Design and Rationale

The research design used to answer the research questions was a pre- and posttest design. This design is noted to be a preferred method in educational settings. I used researching classroom style setups.

Group A 01----- X ----- 02

01 = Pre- core self-actualization items of the BISA.

X = Self-Actualizing Workshop.

02 = Post- core self-actualization items of the BISA.

The ten items of core self-actualization listed in the BISA factor measured the influence of the Self-Actualizing Workshop as it pertained specifically to the beginnings of the self-actualization process. Written permission by Charles M. Bundrick, co-author

of Brief index of self-actualization: A measure of Maslow's model, was given for me to use their instrument for research (see Appendix A).

The rationale of the Self-Actualizing Workshop was to teach adults the ability to analyze, organize, and determine their quest in life to live life to their fullest potential. The Self-Actualizing Workshop structure provided the instruction of self-actualizing by instructing adults in identifying internal and external schemes and relating them to the internal dialogue of five specific questions regarding their need(s)/survival need(s), want(s), wish(es), goal(s), and willingness to live. Greene and Burke (2007) wrote about how Maslow's initial thoughts of self-actualization needs are beyond the emphasis of self-actualization but rather transcending the self in self-actualization (i.e., selfless, devoted, working at a calling and “being-values”), as discussed in Maslow's *Father Reaches of Nature* (Maslow, 1971, p. 128). The purpose of the Self-Actualizing Workshop was to teach participants how to identify the six attributes of self-actualization that aligned with the 10 items of core self-actualization factor categories: well-being, philanthropy, goal setting, inductive reasoning, free will, and inquisitive-of-self attributes. The posttest scores were to determine if the adults were able to begin to self-actualize following the participation in the Self-Actualizing Workshop. Another objective in conducting the study was to provide insight as to whether older adults, those 36 and older, and younger adults, those 35 and under, were able to begin to self-actualize, as previous studies indicated that young adults do not have that ability (Ivtzan et al., 2013). This quantitative study may assist adults through the process of participating in self-

actualizing discussions via a Self-Actualizing Workshop. The identified internal and external schemas and emotions that increase or decrease core self-actualization scores were analyzed and understood to determine a person's ability to self-actualization as it related to aging, well-being, philanthropy, goal setting, inductive reasoning, free will, and inquisitive-of-self attributes. Reiss (2005) suggested that future research should not focus on the variables of intrinsic and extrinsic rewards but the multifaceted theory of willfulness, traits, and individuality. The workshop was based on the influence of self-actualizing processing skills. Moreover, it showed how the learning of internal and external schemas influence core self-actualization attributes.

Methodology

Population

This study consisted of 80 adults ages 18 and older with various educational levels (i.e., professional certifications, high school diploma, graduate, and postgraduate degrees). The quantitative study used a between group, single group, a pre-/posttest design that employed a cross-section sample of adults from various cities in the state of Indiana. Participation was voluntary, and the adults agreed to participate in a 1-hour Self-Actualizing Workshop.

Sampling and Sampling Procedures

The following information addresses the analytic strategies used to address the research questions. Using the G*Power software program to conduct a Priori power analysis, I selected the sample size and the effect size. The effect size 0.22, x err probe

0.22, alpha level set to .05 and power 0.80, determined that 103 participants would be the minimum number of participants to detect a medium-sized effect. Due to various factors such as weather conditions, qualifying age, and scheduling restraints only 80 participants completed the Self-Actualizing Workshop research study. A post hoc analysis was conducted using the actual participant size of 80. The alternative effect sizes for RQ1 (0.08) and RQ3 (0.18) were noted as having a small effect and RQ2 (0.41) having a large effect.

Procedures for Recruitment, Participation, and Data Collection

Upon Institutional Review Board (IRB) approval, I distributed announcements via social media such as Facebook, LinkedIn, Twitter, and Instagram and via e-mail. The announcements disclosed elements about the research purpose, inclusion/exclusion criteria, list of procedures involved, time commitment, location, and contact information to schedule participation. The advertisement explained that the research was without coercion or incentives. Recruitment entailed the use of snowball sampling. Various adult participants informed others, which lead to additional workshops.

Upon the initial inquiry by the potential participant, I provided them with options of scheduled workshop dates or the ability to schedule their own. I then sent out a confirmation e-mail following the initial inquiry and a follow-up e-mail 2 days prior to their scheduled workshop.

Instrumentation and Operationalization of Constructs

The development of self-actualization measurements has provided the opportunity to measure the attributes of a self-actualizing person. There are relatively few of these measurements (e.g., Short Index of Self-Actualization, Personal Attitude Survey, POI, Personal Orientation Dimensions, etc.). Sumerlin and Bundrick (1996) researched four of Maslow's famous works (1954, 1968, 1970, and 1971) to develop the BISA instrument. The authors administered the instrument to 471 college students and 145 homeless men within a single session (Sumerlin & Bundrick, 1996). The findings of their study indicated that the Brief Index is an efficient “new exploratory research tool of self-actualization” (Sumerlin & Bundrick, 1996, p. 269). The BISA consists of 40-items and seven factors that have a high positive Pearson correlation of .71 between BISA and Jones and Crandall's (1986) Short Index with a higher Cronbach's alpha of .87 and a 2-week test-retest reliability of .89 (Sumerlin & Bundrick, 1996). It yields seven factors: core self-actualization, Jonah complex, curiosity, comfort with solitude, openness to experience, democratic character, and life meaning and purpose. Of these seven factors, the core self-actualization had an acceptable coefficient $r = .49$, $\alpha = .82$.

Sumerlin and Bundrick (1998) later developed the Brief Index of Self-Actualization-Revised (BISA-R) with a comparable Cronbach's alpha of .86. It consists of a 32-item, self-report measure of Maslow's writing and the previous BISA. There are four core factors related to this revision: autonomy, core-self-actualization, comfort with solitude, and openness to experience. Beitel et al. (2014) used a sample of adult students

to complete the BISA-R to relate self-actualization to mindfulness. The focus of their study was to promote an empirically based dialogue between Western psychology and Buddhism. The findings indicated similarities and differences between the two constructs. Beitel et al. (2014) provided a bridge between Buddhist and humanistic psychologies. The authors based their constructs on Rogers and Maslow's identified self-actualization as a path toward, and a manifestation of, psychological health. To assess, the authors provided adult college students the BISA-R and basic demographic questionnaire requesting information regarding age, race, level of education, and gender. Over 1 year, the findings provided the foundation of the effects of age concerning self-actualization.

Because the BISA-R had no documented coefficient reliabilities reported for the subscales, for this study, only the 10 items listed under Factor 1: Core Self-Actualization (.82) from the BISA was used as the pre- and posttest assessments. These 10 items measured the influence of the Self-Actualizing Workshop and age among the adult age groups. The concurrent validity of the “Brief Index scores that were positively correlated with Jones and Crandall’s (1986) Short Index. Discriminant validity of the Brief Index was demonstrated with expected negative correlations with depression (sorrow) and loneliness in the homeless sample” (Sumerlin & Bundrick, 1996, p. 269).

The rationale for using BISA was due to the specific focus on core-self-actualization attributes noted by Maslow (1943) and the hour timeframe allotted to complete the Self-Actualizing Workshop.

To explore the influence of the Self-Actualizing Workshop, I administered both pre- and posttest core self-actualization assessments to the participants. The core self-actualization assessments consisted of 10 closed-ended statements focusing on core self-actualization attributes. The numeric scores were calculated and compared between the pre- and posttest assessment results by way of a paired sample *t* test. Objective testing by use of core self-report assessments had measured the proposed construct of self-actualization. The administration, scoring, and interpretation of scores were objective because they were independent of the examiner (see Anastasi & Urbina, 1997). Participants were asked to write their current age on both the pre- and posttest assessments to provide the data for relating age to self-actualization. I did not collect the data of the individual notes taken on the Self-Actualization Notetaking Worksheet.

Threats to Validity

External threats refer to the extent to which the study application to the real world. The study occurred within various settings. I attempted to schedule workshops at the same location throughout its duration; yet, alternative times and locations provided convenience for participants. To ensure a sense of consistency within alternative settings, I set them up in a classroom-style layout that consisted of a dry erase board on an easel and clipboards to provide an adequate writing surface. Administering the pre-assessment was an external threat because the participants began thinking more consciously about self-actualization prior to the completion of the postassessment. To reduce the time of

contemplation, the postassessment was provided within 1 hour following the completion of the pretest.

The confounding factor of myself being the creator and the individual facilitating the Self-Actualizing Workshop is a form of internal threat. I had not trained others to conduct the workshop at the time of the study. To test its influence the workshop had to be conducted by myself whose level of expertise may be better than that of a facilitator who had not been trained in presenting the workshop. I wrote a Self-Actualizing Workshop script and kept time to ensure that the message and duration of the Self-Actualizing Workshops were consistent. Another internal threat is the participants feeling the need to be consistent in their responses to the pre-/postassessments. To reduce the effects of this threat, I provided duplicate instructions in completing both assessments. The results of the assessments may also reflect the influences of the variable noted, in addition to, issues that may pertain to the participant identified gender, race, and/or education statuses.

The administered BISA 10 core self-actualization items in the form of identical pre- and postassessments provided construct validity because the instrument represented the core self-actualization attributes of which the Self-Actualizing Workshop was designed to teach based upon intensive research of self-actualization. Using the six-point Likert Scale, participants described their core self-actualization ratings with varying statements of: 1=Strongly disagree; 2=Disagree; 3=Somewhat disagree; 4=Somewhat agree; 5=Agree, and 6=Strongly agree. The highest possible score was 60 (Frankfort-

Nachmias, & Nachmias, 2008). The participants' responses to the pre- and post- BISA examined the influence of a Self-Actualizing Workshop of the core self-actualization scores among adults. The categories noted on the Self-Actualizing Note Taking Worksheet are listed as: Need (s)/ Survival Need(s), Want(s), Wish(es), Goal(s), and Will-to-live. Each of the listed categories aligned to the operationalization of self-actualization constructs: well-being, philanthropy, inductive reasoning, goal setting, free will, and inquisitive-of-self attributes. The alignment was made in reference to the participant being able to identify and document on their Self-Actualizing Note Taking Worksheet the intrinsic and extrinsic motivations that aligned within the categories of the self-actualization attributes (i.e., well-being philanthropy, inductive reasoning, goal setting, free will, and inquisitive-of-self attributes). I instructed the participants in mapping the categories to the ten-core self-actualization items measured on the BISA.

Ethical Procedures

The recruiting of participants began upon the final approvals of the Walden University Human Subjects Protection Committee, the convenience sample consisted of 80 adults 18 years and older who completed the study. The number of participants per research session was at least five with a maximum of eight. The recruitment of participants occurred by word-of-mouth, e-mail, and various social media such as Facebook, LinkedIn, Instagram, and Twitter. My initial contact with potential participants began with them expressing their willingness to participate in the Self-Actualizing Workshop. I assigned an adult participant or a group to an available time slot.

Participants also had the opportunity to sign up for a specific location and time per personal request. In order to participate, I required that: (a) all participants were 18 years of age and older, (b) provided a signed consent form, (c) attended the scheduled workshops, and (d) completed all necessary paperwork and activities involved with the Self-Actualizing Workshop. Participants had the opportunity to drop out of the study at any time during the study. I divided the data sheets into 2 age categories of adults who are 35 and under and 36 and over. No identifying information was requested, and each participant's assessments were assigned random numbers tracking the number of totaled participants.

Participants signed an informed consent letter, completed the pre-assessments participated in the 1-hour workshop, and completed the post-assessments. The Self-Actualizing Workshop participation duration was 1 hour consisting of an average of five participants per workshop. I requested that each of the participants note their age on the pre- and postassessments. Upon completion of the pre-assessment, research had each participant place in a marked "PRE-SELF-ACTUALIZATION ASSESSMENTS" envelope. After the Self-Actualizing Workshop, participants placed their completed postassessment forms in a sealed envelope marked "POST-SELF-ACTUALIZATION ASSESSMENTS,"

The Informed Consent Letter, designed for this study, informed the adult participants of their participation rights and research purposes. I verbally ensured the participants that they could withdraw from the study at any time without penalty.

Moreover, participants were verbally informed that the purpose of the study was to analyze the influence of age and self-actualizing workshop on adult self-actualization scores. The dependent variable was the BISA assessment.

I made every effort to minimize risk towards participants. This research had minimal risks of psychological and social concerns. The benefits provided participants the ability to participate in the Self-Actualizing Workshop. For confidentiality purposes, all the participant's completed assessments were randomly assigned four-digit numbers identifying the sets of pre- and postassessments distributed. Completed assessments were locked in a safe box with all electronic data stored on password /encryption protected devices. Publication of the research does not provide any identification of the research site or its participants. Participants had received contact information for any concerns about the research, participants' rights.

Summary

Kiel (1999) analyzed how the educational and managerial fields changed and how Maslow's hierarchy of needs theory may not represent the current times applicably. The author identified the need to have a more organic representation of motivation and human needs. Maslow's need of self-actualization is an individual "doing what he is fitted for" (1943, p. 382). Self-actualization is the realization of which an individual is capable of being true-to-self. Maslow (1943) defined self-actualization as a person who develops to maximum self-realization, ideally integrating physical, social, intellectual, and emotional needs. Additionally, Maslow believed a self-actualized person could only be fully self-

actualized if the basic needs of physical survival, safety, love and belongingness and esteem are fulfilled. The combination of education and psychology disciplines, emotional barriers and intrinsic/extrinsic motivators discussed by use of the Self-Actualizing Workshop structure provides the opportunity to begin the self-actualizing process.

By use of the Self-Actualizing Workshop, I introduced self-actualization as an entity of the five distinct attributes of self-actualizing emotional-behavioral characteristics, anticipating that despite the “D” needs, self-actualization can occur. The identification and affirmation of a self-actualized attribute would ultimately reflect the adults' progress and provide clarity to identify untapped potential and a new destiny of self-fulfillment.

In Chapter 4, I provide the analysis of the statistics, graphing of results relating to the three primary research questions, and outcome of the proposed research concerning its recruitment of participants and its completion.

Chapter 4: Results

The purpose of this between group, single group, pre-/posttest, quantitative research study was to analyze the influence of a Self-Actualizing Workshop using the BISA with an adult population as the measurement tool. The study was a between group, single group, given a pretest and posttest, and using quantitative design that employed a cross-section sample of 80 adults. In this chapter I discuss the quantification process of three research questions by discussing data collection, sample population, and summary of results.

Data Collection

Recruitment of Participants

On January 04, 2019, Walden University granted IRB approval (01-04-19-0333795) for the research to commence and to follow the constraints set forth by the IRB and other institutional and federal requirements. Data collection then took place over a course of 3 months.

The snowball sampling strategy used as a recruitment tool via social media, e-mail, and word-of-mouth efforts resulted in the participation of 81 participants with a final participation count of 80 participants. The lower than ideal sample size increased the likelihood of a Type II error skewing the results, which decreased the power of the study. The results section will provide the statistical outcome. I coordinated the study while being overseen by an independent organization (i.e., Chapter 3). My role included the

facilitation of the 1-hour Self-Actualizing Workshop and the input of data into the SPSS program. The study consisted of 15 1-hour Self-Actualizing Workshops consisting of an average of five adult participants 18 years or older per workshop. Participants had the opportunity to choose from scheduled workshops or request a pop-up workshop. The workshops took place within neutral settings with a classroom appearance (e.g., table, chairs, and dry erase board).

Self-Actualizing Workshop Procedure

Participants were asked to arrive at least a half-hour before the start of the Self-Actualizing Workshop. I provided the participants with a black ink pen and clipboard containing the informed consent letter; read the letter aloud; and then requested that each of the participants initial and sign prior to participating in the study. Upon the completion of the inform consent letter, I had the participants complete the pretest Core Self-Actualization Assessment. Following the 1-hour workshop, the posttest assessments were distributed and concluded with a Q and A debriefing session.

Collection of Data

The pre- and posttest assessments contained matching assigned numbers labeled on each assessment. The assessments had the number of the anticipated participants up to the number 100 (e.g., 001, 002, 003... 100). The participants verified their assigned number to ensure that all the assessments could match. Upon the completion of each pretest assessment, the tests were collected and placed in a specified envelope labeled in all capital letters "PRE-SELF-ACTUALIZATION ASSESSMENTS," by the participant.

The participants placed the posttest assessments in a specified envelope labeled in all capital letters, “POST-SELF-ACTUALIZATION ASSESSMENTS” upon completion as well. Both assessments included a fill-in question of the participant’s age. The time-lapse between pre- and posttest assessments was approximately 1 hour.

Upon the completion of the workshop, I collected the completed pre- and posttest assessments and transferred their data into the SPSS program. I then completed an analysis of the raw data taken from the demographic questionnaire about the participants’ age, gender, race, and educational level.

Characteristics of Participants

Tables 1 to 3 indicate the gender, race, and education frequency rates of participants. The anticipated sample size was 103 participants, but the final sample size consisted of 81 participants. During the review of data, one of the participant’s pre- and posttest assessments did not qualify due to not meeting the required age of 18. Thus, the final number of qualified participants and data collected was 80 out of the 103 anticipated, resulting in an 78% participant rate out of the anticipated sample size. All 80 participants completed the workshop and both assessments in their entirety. Of the 80 participants, 55 were female (68.8%), and 23 were male (28.7%; see Table 1).

Table 1

Demographic Information: Gender

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Female	55	68.8	70.5	70.5
	Male	23	28.7	29.5	100.0
	Total	78	97.5	100.0	
Missing	System	2	2.5		
Total		80	100.0		

Note. Total number of respondents 78; failed to complete gender question: 2 (2.5%)

The demographics pertaining to race included African American, Hispanic, Caucasian, and another race specifically identified by that of the participant (see Table 2).

Table 2

Demographic Information: Race

		Frequency	Percent	Valid percent	Cumulative percent
Valid	African American	50	62.5	71.4	71.4
	Hispanic	1	1.3	1.4	72.9
	Caucasian	19	23.8	27.1	100.0
	Total	70	87.5	100.0	
Missing	System	10	12.5		
Total		80	100.0		

Note. Total number of respondents 70; failed to complete race question: 10 (12.5%)

The final demographic pertaining to the level of education ranged from senior in high school, 4-year college programs, and professional certifications, to doctoral levels (see Table 3).

Table 3

Demographic Information: Education

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Senior high school	8	10.0	10.5	10.5
	Freshman college	8	10.0	10.5	21.1
	Sophomore college	7	8.8	9.2	30.3
	Junior college	2	2.5	2.6	32.9
	Senior college	25	31.3	32.9	65.8
	Professional certification	1	1.3	1.3	67.1
	Masters	21	26.3	27.6	94.7
	Doctoral	4	5.0	5.3	100.0
	Total	76	95.0	100.0	
Missing	System	4 hoct	5.0		
Total		80	100.0		

Note. Total number of respondents: 76; failed to answer education question: 4 (5.0%)

Next, I analyzed the frequency distribution of age. The total numbers of participants under 36 years of age were less than the total amount of those participants over the age of 35. Therefore, the frequency distribution curve appeared weighted toward the right side of the frequency age graph, (see Figure 1). Although the frequency seemed to be equally distributed, I analyzed kurtosis for significance.

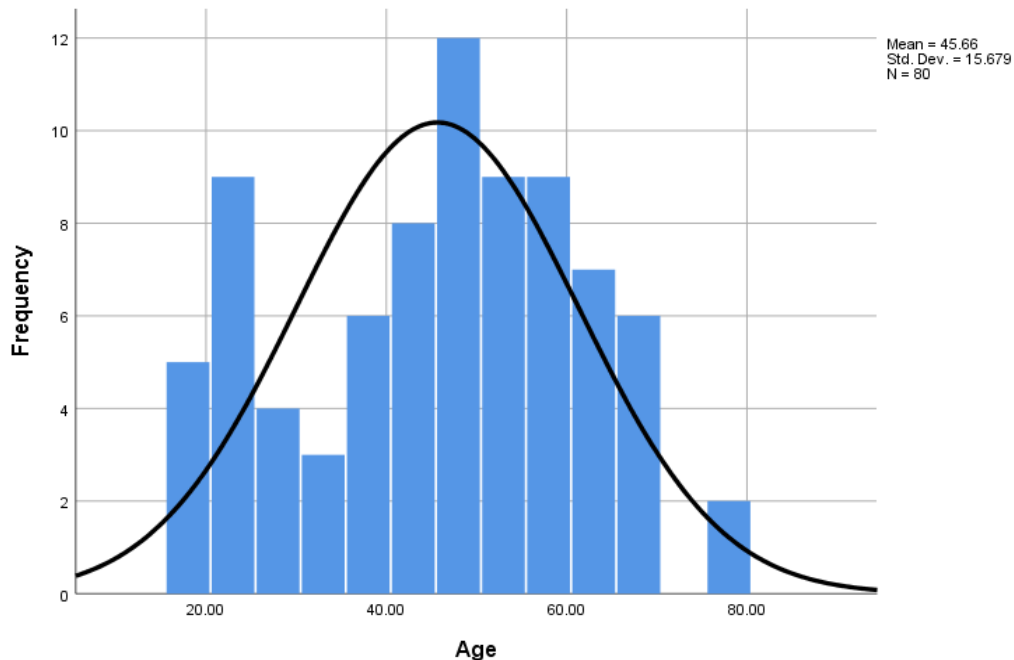


Figure 1. Frequency distribution of age.

Results

Research Question 1

I analyzed the participants' ages individually and then categorized them into specified groups to test the influence of the Self-Actualizing Workshop as it related to the independent variable of age. The population sampled provided a diverse range of ages within each age cohort. The study focused on the two adult groups, 18 to 35 years (younger group) and adults 36 years and older (older group). Figure 2 indicates the sample sizes used for the independent t test were 21 and 59 noting there was a larger sample size for older participants compared to the younger participants group. The unequal sample size noted would have no effect on the results because the SPSS program

adjusted for the differences by automatically using the correct formula if the sample size is unequal (Keppel, 1991; Parra-Frutos, 2013).

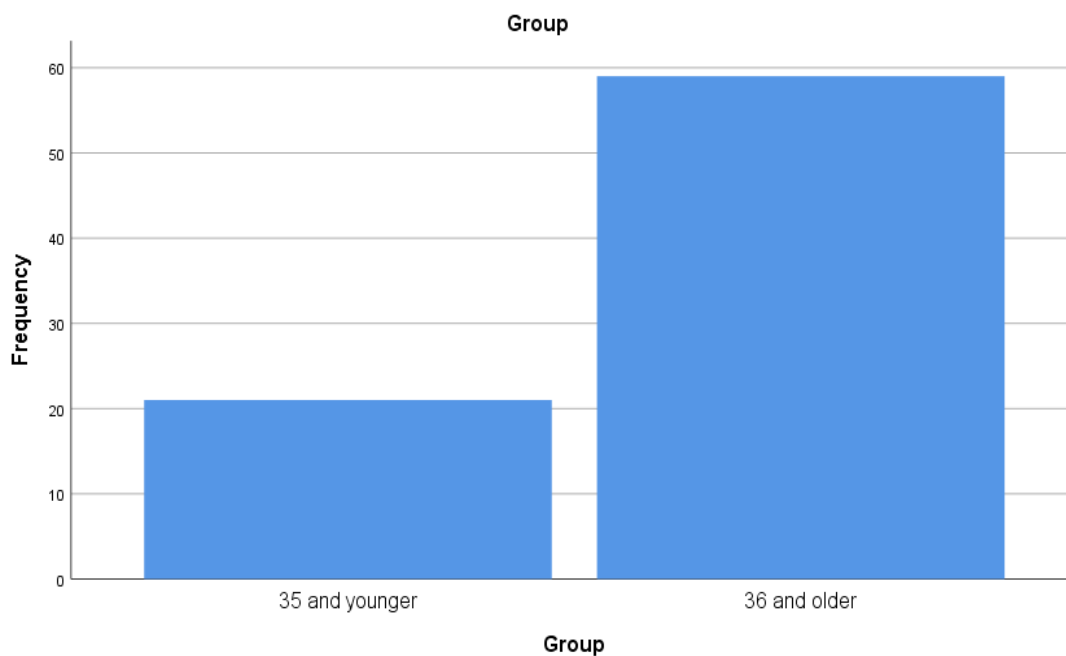


Figure 2. Identified younger and older age groups.

To determine the possible differences in pre-core self-actualization scores and its relation to specific age groups (i.e., young and older adults), I conducted a graphic analysis (see Table 4).

Table 4

Descriptive Statistics for Age Groups and Pre-Core Self-Actualization Total Score

Table 4

	Age groups	N	Mean	Std. deviation	Std. error mean
Pre-Core Self-Actualization Score	35 and younger	21	47.1905	5.51016	1.20242
	36 and older	59	46.7288	6.17791	.80430

I conducted an independent t test using SPSS software version 25. The null hypothesis predicted no significant differences between younger and older adult groups and the pre-core self-actualization scores $t(78) = .30, p = .76$. Failure to reject the null hypothesis means that the results did not support the difference between older age group and pre-core self-actualization score ($M = 46.72, SD = 6.1$) and younger age groups and pre-core self-actualization score ($M = 47.19, SD = 5.5$; see Table 4).

Research Question 2

I analyzed research question two using a paired samples t test to determine the influence that the Self-Actualizing Workshop had on the BISA post-core self-actualization score of adults ages 18 and older. The calculated difference between the mean values of the pre-core self-actualization score ($M = 46.85, SD = 5.97$) and post-core self-actualization scores ($M = 49.35, SD = 6.06$). The t -test results indicated a significant difference in the statistical outcome between the two assessments: $t(79) = 4.16, p = 0.00$ following participation in the Self-Actualizing Workshop, with the BISA posttest being higher than the pretest.

Research Question 3

I analyzed research question three using an independent t test between the younger adults those 35 and younger and older adults those 36 and older as to whether their post-core self-actualization scores are significantly different on the post-assessment. To determine the possible differences in pre-core self-actualization scores and its relation to specific age groups (i.e., young, and older adults), I conducted a graphic analysis (see Table 5).

Table 5

Descriptive Statistics for Age Groups and Post-Core Self-Actualization Total Score

	Age groups	N	Mean	Std. deviation	Std. error mean
Post-Core Self-Actualization Score	35 and younger	21	50.4286	4.79136	1.04556
	36 and older	59	48.9661	6.45132	.83989

I conducted an independent t test using SPSS software version 25. The null hypothesis predicted no significant differences between younger and older adult groups and the post-core self-actualization scores $t(78) = .95, p = .35$. Failure to reject the null hypothesis means that the results did not support the difference between Older Age Groups and Post- Core Self-Actualization Score ($M = 48.96, SD = 6.45$) than to Younger Age Groups and Post-Core Self-Actualization Score ($M = 50.42, SD = 4.79$; see Table 5).

Summary

In summary, a quantitative research was conducted to measure the influence of the Actualizing Workshop, via pre- and post- core self-actualization assessments, of 80 adult participants. Statistical significance was set at $p < .05$. I performed the statistical analyses with SPSS Version 25 for Windows. To address three research questions:

- 1) Do BISA test core self-actualization scores differ between young (18–35) and older (36+) adults before the workshop? The results indicated that there was no statistically significant difference between the two age groups pre-scores.
- 2) Do the pre- and post-BISA test core self-actualization scores change based on participation in a 1-hour Self-Actualizing Workshop? The results from use of a paired sample *t test* indicated that there was a statistical significance between the pre and post scores following the participation in a 1-hour Self-Actualizing Workshop. The overall post scores among the participants increased based upon the self-rated scores among each of the 10 items in core self-actualization factor.
- 3) Do BISA test core self-actualization scores differ between young (18–35) and older (36+) adults following the workshop? The results indicated that there was no statistically significant difference between the two age groups post-scores.

The implication of RQ2 finding notes the rejection of the null hypothesis, indicating the influence of the Self-Actualizing Workshop's influence in teaching adults to how to begin to self-actualize.

In Chapter 5, I provide suggestions for future research and expand on the notion of teaching self-actualization and its relevance within post-education programs and eventually primary education programs. A brief discussion of findings for each research question will be provided. Finally, I will discuss the consideration and review of any ethical conflict that may prove to be of relevance in ensuring the safety and psychological well-being of participants.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose and nature of this study was to test the influence of the Self-Actualizing Workshop among adults 18 years and older and to establish if adults 35 and younger were able to begin to self-actualize as compared to adults 36 and older. I provided participants pre- and posttest assessments before and following their participation in the 1-hour Self-Actualizing Workshop. During the debriefing sessions, most of the participants expressed the Self-Actualizing Workshop to be intriguing and that it had enhanced their understanding in how to become the best version of themselves. The notation of self-actualization, according to Maslow's hierarchy of needs, is that self-actualization is only met when other needs at the base of the pyramid (physiological, safety, social, and self-esteem) have been met (Maslow, 1954b). For the purpose of this study, I defined self-actualizing as a person's process of and ability in identifying basic needs of survival, wanting of others, wishes, that are not of the present or in existence, goals that prevent failure, and having the will-to-live by understanding themselves in the here and now and how it relates to their past and current life experiences.

I conducted an analysis of RQ1 using an independent t test between young (18–35) and older (36+) adults to examine whether the BISA core self-actualization scores differed between the two groups before the Self-Actualizing Workshop. The results indicated the following: $t(78) = .30, p = .76$ suggested that there was no difference between the groups on the pretest.

Regarding RQ2, the paired samples t test questioned if there was a statistically significant difference between the post-BISA and pre-BISA core self-actualization scores following the participation in the Self-Actualizing Workshop. The analysis revealed a statistically significant difference between the post- and pre-BISA core self-actualization scores $t(79) = 4.16, p = .00$. The null hypotheses were rejected because the core self-actualization scores of adult participants increased overall, which was a positive indication that participants had begun to self-actualize.

RQ3 was also analyzed using an independent t test between young (18–35) and older (36+) adults to determine whether the BISA core self-actualization scores differed regarding the two age groups following the Self-Actualizing Workshop. The results indicated the following: $t(78) = .95, p = .35$ suggested that there was no significant difference between the groups on the posttest. RQ1 and RQ3 showed that age did not matter in the ability to self-actualize or to influence self-actualization. This was a positive finding indicating the possibility of developing programs for young adults to learn how to self-actualize and work towards fulfillment prior to adulthood. The data did show that the Self-Actualizing Workshop had a positive influence on the participants' level of self-actualization as identified by the 10 items relating to core self-actualization attributes (well-being, philanthropy, goal setting, inductive reasoning, free will, and inquisitive-of-self). The core self-actualization total sums of the posttest assessments were statistically significantly higher than the pretest assessment total sum score, $t(79) = 4.16, p < .000$.

This finding suggested that the Self-Actualizing Workshop influenced the participants' ability to begin to self-actualize despite their age.

My study focused on the influence self-actualization as it related to adults 36 years old and older and 35 years old and younger. Through the psychoeducational workshop process, I was able to teach adults how to begin to self-actualize. An empirical study by Beitel et al. (2014) on mindfulness and self-actualization compared Western philosophies and Buddhist traditions among diverse populations of participants. Beitel et al. (2014) found similarities and differences between the traditions. Beitel et al. also implied that mindfulness and self-actualization are not directly related to the demographic variables of age, gender, or ethnicity/race. Beitel et al. (2014) noted that future research on age with various therapeutic approaches would be of value. In reviewing past research I also found that there was a suggested need for additional research that focuses on: how age relates to self-actualization with a larger sample, various levels of maturity of the sample, and other life experiences that may or may not affect age in relation to that of self-actualization. For this study. I attempted to address some of the listed issues by administering and pre-\posttest to the adults participating in the Self-Actualizing Workshop. In addition to, collecting data on race, gender, and educational level that could be analyzed for future studies.

Interpretation of the Findings

Research Questions 1 and 3

This study compares with Hull's 1976 study of self-actualization and age. Hull (1976) noted that age was not a factor in the ability to self-actualize. Hull's results indicated that age and years of teaching experience are not a prediction of self-actualizing levels among the younger and older teachers in the study. Hull's results also indicated that age and years of teaching experience do not predict the self-actualizing levels of the teachers. Hull noted that the younger teachers scored higher than the older teachers. Hull further explained the reasoning for the differences in scores as the teachers being typical adults and their noted profession did not affect their self-actualization.

During this study I compared pre- and posttest core self-actualization assessments between young and older adult groups. The results indicated that there were no statistically significant differences between the two age groups' pre- and posttest scores. The sample size and measurement tools differed between these two studies. This study had a total sample size of 80 while Hull's sample size was 55. Hull (1976) used only the Time Competence and Inner Direction scales of the POI to measure self-actualization of the teachers in relation to age. While the higher sample size of this study increases its validity, the two studies' use of partial measurements of self-actualization instruments makes them reliable in justifying the abilities adults to begin to self-actualize or not.

Townshend (2002) studied the relationship between aging and community. The research indicated higher levels of well-being and self-actualization among older

individuals living in a no assisted living community. These results are consistent with the findings of Ivtzan et al. (2013) who examined the developmental aspects of self-actualization by analyzing the influence of age on the level of self-actualization. Ivtzan et al. (2013) and this study entailed the use of a *t* tests between two groups participants younger than 36 and those 36 and older. Their results indicated higher levels of self-actualization among participants over the age of 36. Yet, in comparing this study to the studies stated above, age continues to be a nonfactor compared to community, developmental issues, and profession. The differences in self-actualization measurement may have resulted from Ivtzan's use of 8 of 12 POI scales while Townshend (2002) used the Short Index of Self-Actualization. For this study I used the BISA. The theoretical difference attributed to why this study did not find the difference between the two age groups is that this study entailed an intervention that focused on the 10 core self-actualization attributes.

Research Question 2

In recent decades, the life coaching industry has introduced self-actualization to the general population. Hall (2007) developed a needs assessment first to identify the barriers that relate to social, financial, and intrapersonal aspects of self. Participating in his training workshops would then assist the individual to live a self-actualizing life by overcoming the negative emotional barriers. Frana's (2013) research was unique in providing a pretest/posttest design to measure self-actualization levels of prisoners participating in a humanistic correctional program. Unlike this study, the research of

Frana (2013) conducted a follow-up test within 1 week of completing the program. The third follow-up test that was administered a minimum of 1 week after completion of their program indicated a continued increase of self-actualization scores, with the average means being 50 (Frana, 2013). The findings of this study add to literature the notion that teaching individuals the theoretical concept of self-actualization assists in altering the individualistic thinking patterns that provides the “opportunity to learn and grow in pro-social ways while restructuring the individual’s cognitive process” (Frana, 2013, p. 70).

RQ2 queried the influence that the Self-Actualizing Workshop had on the BISA pre- and posttest core self-actualization assessment scores of adults ages 18 and older. A paired samples *t* test that I conducted determined the difference between the pre- and posttest assessment scores. The results indicated that the test was statistically significant $t(79) = 4.16; p = .00$ in identifying the difference between the BISA pre-core self-actualization scores and the BISA post-core assessment scores following participation in the Self-Actualizing Workshop, with the BISA posttest being higher than the pretest. The significant increase in post-self-actualization scores of the BISA suggested the positive influence of the Self-Actualizing Workshop on self-actualization scores. The adults who scored higher on their posttest assessment indicated an awareness of core self-actualizing attributes of well-being, philanthropy, goal setting, inductive reasoning, free will, and inquisitive-of-self.

It was concluded that the adult participants were able to identify and process self-actualizing attributes that would increase their ability to live life to their fullest potential.

The Self-Actualizing Workshop was able to influence the core self-actualization attributes scores by facilitating the way in which adult individuals process their internal and external emotions, thoughts, and behaviors. This implies that adults can realize their abilities in functioning to their fullest. Maslow (1943) established the founding ideas of motivation and the levels that are obtainable. Maslow (1965) introduced extrinsic and intrinsic types of learning. He noted that natural learning is the goal of education and counseling. During the workshop, I guided the participants and the participants interacted with one another in being able to process their personal concepts of self-actualization. The external and internal processing opportunity provided a natural learning environment for more of an educational experience than of a therapeutic experience.

Limitations of the Research

This section will address the limitations that may have influenced the results of the research and accompanying resolutions to explain and alleviate their limits

Sample Size

In preparation of the study I conducted a power analysis to determine an adequate sample size. An anticipated large sample size was selected accordingly. The larger the sample size the larger the statistical power. The alpha, power, and effect size were initially inputted into the G*Power Software. Manipulation of the sample size had specified a medium effect size prior to the completion of the study. Because the actual sample size was lower than what was anticipated, the results could have actually been smaller than what was concluded.

The independent samples *t* test that had been used for RQ1 and RQ3 detected a medium effect size 0.22, α error 0.22, for an alpha level set to .05 and a power of 0.80 determined a total sample size of 103 requiring 52 participants per age group. I accepted an 80 percent chance of finding a statistically significant difference when it actually does exist and 20 percent chance of Type II error. The determined sample size required and resulted in the null hypothesis of no significant difference in the two mean scores between the younger and older age groups.

Due to various factors such as weather conditions, qualifying age, and scheduling restraints only 80 participants completed the Self-Actualizing Workshop research study. This was 23 participants less than the anticipated sample size. This resulted in an unequal sized group in which the study was not based upon. After the data had been collected, the younger age group consisted of 21 participants and 59 in the older age group, this resulted in reduction in the power of the test.

I conducted a post hoc analysis to evaluate the claims of sample size inadequacy. This was needed in order to make informed conclusions on sample size, power, and related ethical issues. I entered the 80 as the actual number of participants. For RQ1 the power of the post hoc analysis was found to have been reduced to 0.74. and for RQ3 reduced to 0.69. Both indicating a lesser significance between the two age groups and their pre-/posttest scores. A post hoc analysis for RQ2 paired samples *t* test mean differences between the pre-/postassessments was conducted and found that the power had increased by 0.179 indicating a greater significance between the two assessments.

Perceived Bias and Setting

I created and implemented the Self-Actualizing Workshop. I had not trained others to conduct the workshop at the time of the study. To test its influence the workshop had to be conducted by myself whose level of expertise may be better than that of a facilitator who had not been trained in presenting the workshop.

While I used a script in performing the Self-Actualizing Workshop and kept adequate timing of each session to 1-hour; the variation of settings, dynamics of the participants, times, and external distractions during the workshops may have affected self-actualization scores.

Duration of Time Between Preassessments and Postassessments

Another limitation is that the participants completed the pre-and postassessments within an hour-and-a-half of one another. The testing effect would be possible due to the shortened time between the two assessments. Due to the nature of the testing effect occurring, assessments would fail to capture the longevity of self-actualizing influence.

Recommendations

In addressing the stated limitations of this study, I suggest a longitudinal study would take place over a 6 to 12-month period, in order to measure the lasting effects of the Self-Actualizing Workshop, in addition to, conducting the study as a controlled research method. This method would provide the opportunity to limit the amount of external influences. Participants would be assigned to random groups; one participant would take part in the Self-Actualizing Workshop and the other having a Workshop on

accomplishing personal goals lecture. I would also suggest for continued psychometric evaluation. A continuous use of the core self-actualization items in the BISA for further research focusing on the analysis of self-actualization and how these attributes arrive at the self-actualization behavior, personality, and capabilities. Future studies should also provide a three-month follow-up assessment to affirm the endurance of the adult participant's ability to self-actualize.

The collected demographic data pertaining to educational levels was not analyzed. I would suggest that future studies on self-actualization analyze the relationship of education levels noting if higher self-actualization scores increase with higher education statuses, in addition, to the social issues of high school dropouts, graduation incompleteness rates, and unemployment (Cherniss, 2000). I would recommend that future studies compare the means of self-actualization scores among various educational levels and professional entities in relation to how an individual's emotional intelligence quotient relates to self-actualization scores.

During the debriefing segment of the research session, participants provided feedback and discussed how during the workshop they were able to process how their age and core self-actualization attributes became consistent themes during the Self-Actualizing Workshop. For some it was an emotional process in being able to be to self-actualize. I would suggest further research focusing on how negative emotional intelligence relates to the core self-actualization attributes.

Significance and Social Change Implications

Part of Walden University's mission is to encourage students in the realm of positive social change (Callahan et al., 2012). The Self-Actualizing Workshop is significant to positive social change because it provided the opportunity to teach adult participants how to begin to self-actualize. It is interesting to note how the younger adult age group core self-actualization scores had actually improved following the participation in the Self-Actualizing Workshop. Their self-actualization scores being slightly higher than the older adult group pretest scores. Carl Rogers noted that growth as self-actualization occurs as the human transforms from their potential to actual states of beings (Kvalsund, 2003). For the younger participants that had participated may have been in a current state of development that had allowed them to question their status in life and then following the workshop became more self-actualize to have a better understanding of themselves. Callahan et al. (2012) identified skill as a feature of social change. Practice is the sub-category under skill that entails testing theories in the context of everyday life by way of experimental learning (Callahan et al., 2012).

I introduced the Self-Actualizing Workshop as an educational process that deconstructs the theoretical understanding of self-actualization and being self-actualized as an educational technique. I am currently expanding on the positive social features of skill and practice from the findings of this study. I will expand the Self-Actualizing Workshop to a five-week program. I anticipate the creation of an interactive application

that acts as a facilitator in assisting people how to self-actualize in context to their everyday life.

Discussion and Conclusions

I used the BISA assessment to measure the degree of self-actualization through the influence of the Self-Actualizing Workshop by that of pre- and posttest method. The findings of this research indicated that Self-Actualizing Workshop could positively influence adults 18 and older, and that age has no significance in learning how to self-actualize.

The Self-Actualizing Workshop is key to this process of social change. The shift in self-actualization and the ability to self-actualize occurs when the individual sees self as the problem. This shift is a key factor in encouraging personal growth. Through the Self-Actualizing Workshop I taught adult participants how to categorize the internal and external stimuli of motivation and processing self-actualization attributes. The Self-Actualizing Workshop provided adults the opportunity to look deeper into themselves, by learning the skills to reflect on their perceived needs, wants, wishes, and goals.

Maslow's hierarchy of needs model informs that of graduations towards self-actualization, which only a few can achieve. Kenrick et al. (2010) introduced their version of hierarchy of needs. Kenrick et al. removed the level of self-actualization from the top of the pyramid and maintained the notion that self-actualization is not for the few to whom have had bottom needs met. The authors' revised version of Maslow's classic hierarchy of needs reflects an updated hierarchy of fundamental human motives focusing

on biology, anthropology, and psychology modifications with the ultimate function of behaviors and human development emphasizing reproduction by way of internal and environmental factors (Kenrick et al., 2010). In 2010, Peterson and Park's commentary entitled *What happened to self-actualization?*; cited authors' Kenrick et al., agreeing to the notion that the components of self-actualization are products of evolution in direct and indirect ways and that self-actualization do not exist among the very few of the population but of many.

My interest in self-actualization has been my primary topic of interest since 2003. I found that the tendencies of self-actualization did not provide the opportunity for understanding and teaching of its concept to the adult population. There were no implementations of studies in testing the teaching of self-actualization. Over the past 17 years, I continue to learn, apply, and master the construct of self-actualization throughout my adulthood. Krems et al.'s (2017) studied notes on how significant Maslow's self-actualization is in research as well as popular culture. Krems et al. asked questions regarding the layperson's perception of self-actualization and functional motives linked to fulfilling their full potential. Krems et al. (2017) found that the fundamental motive is achieving status and esteem. In this study, I introduced the concept of self-actualization to the general adult population that entails testing self-actualization in the context of everyday life by way of experimental learning. During the workshop, I introduced skills that assisted the participants to live to their fullest potential.

The social significance of these findings provides the opportunity for social change that can teach adults how to begin to self-actualize prompting society to incorporate into educational and professional programs for the enhancement of individual and social well-being. Implementing the Self-Actualizing Workshop as a college elective, professional training workshops, and lectures during conferences/community events would provide diverse opportunities for significant social change among various demographic adult groups. From the finding of this study I strongly recommend that future studies of this workshop emphasize follow-up testing, beyond the posttest, to see if the extent of self-actualization continues to have a positive influence on adult's ability to self-actualize.

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Appendix A: Instrument Usage Approval

From: Mike Bundrick <[REDACTED]>
Sent: Thursday, July 10, 2014 8:36 PM
To: Tami Harris
Subject: Re: Brief Index of Self-Actualization

Tami- I am sorry, I retired 14 years ago and didn't have the index nor did anything associated with it.

I don't even have a copy of the paper we published!

If my recollection of what was in the article is correct, you should have sufficient information to use the instrument.

Again, I apologize for not being more helpful.

From: Tami Harris
Sent: Thursday, July 10, 2014 7:17 PM
To: Mike Bundrick
Subject: RE: Ref: Brief Index of Self-Actualization

Hello Dr. Bundrick,

I am appreciative of your granting permission and swift response. I will keep you informed of my results once this dissertation process is completed.

With that said, I was wondering if you have the actual manual or specific instructions for the Brief Index Self-actualization: A measure of Maslow's model. I have the questions and subcategories as taken from the journal article. I also know to measure on a six-point Likert scale.

Would the information that I have from the article be efficient?

Tami Harris, MFA, ATR-BC

From: [REDACTED]

To: [REDACTED]

Subject: Ref: Brief Index of Self-Actualization

Date: Thu, 10 Jul 2014 17:38:56 -0500

Tami- I have not been able to contact J.R. Sumerlin in the last two years. Because of this fact, I permit you to use the instrument in support of your dissertation.

Good luck,
Charles M. Bundrick
Prof. Emeritus
University of West Florida