

The Effect of Outdoor Recreation on Self-Image

by

Linda Elke Heiler  
Recreation and Parks Department

Submitted in Partial Fulfillment of the Requirements of the  
University Undergraduate Fellows Program

1984-85

Approved

*Edward H. Heath*

Dr. Edward Heath

May 1985

#### ACKNOWLEDGEMENTS

I have received a great amount of advice and encouragement during the course of this project and particular acknowledgement is given to the following:

Dr. Edward Heath who understood when I was ready to give-up, and encouraged me to continue.

Dr. Daniel Fesenmair whose patience was unbelievable while helping during the computer analysis.

## TABLE OF CONTENTS

List of Tables . . . . .	iii
INTRODUCTION . . . . .	1
Purpose of the Study . . . . .	1
Limitations of the Study . . . . .	2
Methodology . . . . .	2
Instrument . . . . .	2
Study Group . . . . .	4
Administration of Semantic Differential . . . . .	4
Treatment of Data . . . . .	4
Review of Related Literature, Part I . . . . .	6
Importance of Self-Image . . . . .	6
Risk Factor . . . . .	7
Outdoor Schools . . . . .	8
Related Studies . . . . .	9
Conclusion . . . . .	11
Review of Related Literature . . . . .	13
Origin of the Semantic Differential . . . . .	13
Construction of Semantic Differential . . . . .	15
Logic of the Semantic Differential . . . . .	16
Analysis of the Data . . . . .	19
Conclusion and Recommendations . . . . .	32
References . . . . .	34

Appendix . . . . . 36

    A. Instructions Given to Trip Coordinator . . . . . 36

    B. Cover Letter for pre Semantic Differential . . . . . 37

    C. Cover Letter for post Semantic Differential . . . . . 38

    D. Demographic Data Collected for Pre-Test . . . . . 39

    E. Demographic Data Collected for Post-Test . . . . . 40

    F. Semantic Differential Questionnaire . . . . . 41

## LIST OF TABLES

<u>Table</u>		<u>Page</u>
1	Example of Graphic Profile Analysis . . . . .	18
2	Profile Analysis of the Concept Winter Park . . . . .	20
3	Profile Analysis of the Concept Myself . . . . .	22
4	Profile Analysis of the Concept Friends . . . . .	23
5	Profile Analysis of the Concept Physical Self . . . . .	25
6	Profile Analysis of the Concept Challenge . . . . .	26
7	Profile Analysis of the Concept Self-Confidence . . . . .	27
8	Profile Analysis of the Concept Skiing . . . . .	28
9	Profile Analysis of the Concept Ambition . . . . .	29
10	Profile Analysis of the Concept Self-Satisfaction . . . . .	30
11	Profile Analysis of the Concept Achievement . . . . .	31

## INTRODUCTION

Due to the increase in leisure time, people are utilizing the outdoors as an environment to fulfill their leisure pursuits. "To leisure means to be one's self, to express one's talents, one's capabilities, one's potentials" (Neulinger, 1981 p. xii). People are becoming more interested in activities such as canoeing, backpacking, and skiing. These and many other activities can be classified as outdoor recreation activities-- "activities which occur in an outdoor environment and which relate to that environment" (Jenson, 1977 p. 8).

Through outdoor recreation activities, challenge is provided by the environment and not by other people; the sense of competition between individuals is virtually nonexistent, enabling an individual to be more aware of himself and the personal challenges he must face. Knowing he has overcome a certain challenge under his own power and skill provides him with a sense of satisfaction and well-being. An aspect of outdoor recreation which has recently grown in significance, is the relationship between outdoor recreation and a person's attitude about himself.

### Purpose of the Study

The purpose of this study was to assess an attitudinal change within an individual after they have participated in an extended outdoor recreation experience, as measured by the

Semantic Differential Technique.

Data collected from this study will help to better understand various factors involved in an outdoor recreation experience and their effect on a persons self-image.

#### Limitations of the Study

The study was limited to analysis of the data obtained from the semantic differential given to 35 students participating on a six-day long ski trip. Other data collected included the participants age, sex and the level of skiing experience at which they felt associated with.

There was limited control over the administration of the semantic differential. The instrument was given to the trip coordinator before the trip began, and she was in charge of the administration of the instrument and the conditions under which it was administered. Of the 35 surveys administered, a total of 23 surveys were returned that were valid for analysis.

#### METHODOLOGY

##### Instrument

The instrument used in this study was the semantic differential developed by Charles E. Osgood, Research Professor and Director at the Institute of Communications Research, at the University of Illinois. The semantic differential is a general technique for measuring linguistic phrases. Study words, or concepts, such as MYSELF or ENVIRONMENT, are rated on several 7-

point scales, defined by a pair of opposite polar adjectives. Participants mark the scale according to how closely related they feel to either end of the scale, in turn indicating their feeling toward the concept.

The concepts used in this study were:

1. WINTER PARK, CO
2. MYSELF
3. FRIENDS
4. PHYSICAL SELF
5. CHALLENGE
6. SELF - CONFIDENCE
7. SKIING
8. AMBITION
9. SELF - SATISFACTION
10. ACHIEVEMENT

The bipolar adjective scales used in this study were:

1. valuable-worthless
2. unsuccessful-successful
3. tense-relaxed
4. beautiful-ugly
5. interesting-boring
6. unnecessary-necessary
7. independant-dependant
8. pleasant-unpleasant



9. positive-negative
10. good-bad

#### Study Group

The participants of the study was a group of 35 students who participated in 6-day long ski trip to Winter Park, Colorado, sponsored by the Memorial Student Center Travel Committee at Texas A&M University. The group departed College Station, Texas, for Winter Park on January 5, 1985, and arrived back in College Station, January 12, 1985.

#### Administration of the Semantic Differential

The semantic differential was given to the trip coordinator, along with instructions regarding the administering of the instrument. The instrument was given to the participants before and after the ski trip, in order to measure any attitude changes. The trip coordinator was asked to administer the instrument to all the participants at the same time, and to collect them at the same time. This was done in order to provide as much of an controlled environment as possible.

#### Treatment of Data

A statistical analysis of the data was done using the Student-t test, comparing the means of the pre and post test scores. A significance level of .05 was used.

The data were processed through the Texas A&M University

I.B.M. 370 computer. The statistical analysis and computer preparation was carried out through the advice of Dr. Daniel Fesenmaier, Assistant Professor in the Recreation and Parks Department at Texas A&M University.

## REVIEW OF RELATED LITERATURE

## PART I

Importance of Self-Concept

Because of our society's rapid growth and expansion, many people are finding it hard to meet the many roles expected of them. Not being able to fulfill these roles, people often develop a negative attitude or opinion about themselves. According to Maurice Wagner, author of "The Sensation of Being Somebody," this causes their sense of worthiness, belongingness, and competence to be questioned. These three traits are necessary in giving support and stability to our lives.

"Self-concept is that image we all have ourselves. It is a mental picture of our self-identity" (Wagner, 1975 p. 20). Self-concept is greatly influenced by memories, both good and bad. These memories start from early childhood and continue to influence our self-concept up through the present time. Unfortunately, we tend to feel our self-concept is not as adequate as we would like it to be. "However, our fundamental interpretation of how we rate as a person can be changed as we gain new insights and work to overcome self-defeating patterns of thinking" (Wagner, 1975 p. 22).

An attitude can be defined as "a state of mind or feeling with regard to some manner" (The American Heritage Dictionary, 1982 p. 140), in this case the attitude of an individual toward

himself. "People have attitudes because they (1) help them understand the world around them, (2) protect their self-esteem, (3) to help them adjust in a complex world and (4) it allows them to express their fundamental values. "Attitude change can occur by ... pleasant or unpleasant experiences in the presence of the attitude object and by receiving new information" (Triandis, 1974 p. 24). A person can gain new information about himself and his surroundings through an outdoor recreation experience, specifically outdoor adventure activities. These activities include canoeing, kayaking, backpacking, whitewater rafting, rock climbing and skiing. All these activities have one common factor--the factor of risk.

#### Risk Factor

Participation in recreational activities involving risk has grown sufficiently over the last decade. People engage in these activities because the uniqueness of the experience and natural values that are unable to be obtained in their daily routines. "Having confronted self and met a physical and spiritual challenge, a person may become more secure in their identity, more confident in themselves" (Mills, 1978 p. 27). Risk can be put into the form of challenge. Through the challenge, an individual is able to apply his personal resources to a certain task and gain a sense of achievement by conquering the challenge.

The social aspect is another reason why people participate

in risk activities. The personal bonds formed between individuals as they encourage, confront and comfort one another are of remarkable value to those in the group. Because of the increased interest in the outdoors and the challenge it gives, wilderness programs have been established to better prepare individuals for the outdoors.

#### Outdoor Schools

"Self-development, self-image, self-esteem, and self-enhancement can be found among the goals of many wilderness programs such as the National Outdoor Leadership School (NOLS)" (Tapply, 1977 p. 26). NOLS, located in Lander, Wyoming, was established in 1965 by Paul Petzoldt. NOLS' main goal is to teach individuals the skills necessary to enjoy and conserve the wilderness. A NOLS course is a learning experience and expedition through the backcountry, being two to five weeks in length. "The intent of each course is teach the outdoor skills needed to travel safely through the wilderness, the minimum-impact conservation practices to leave little or no trace, and the techniques for effective leadership and expedition dynamics" (NOLS brochure p. 3).

One of the more commonly known of the outdoor schools is the Outward Bound program, founded by Kurt Hahn. Outward Bound began as a wilderness survival school in which juvenile males were assigned to participate in to build self-confidence in

themselves. Outward Bound has since included females, physically handicapped and older people. The Outward Bound philosophy is to push a person to their limit; "How much can a person really take?" "The program builds on an individual's gifts and potentialities to ensure success, encouraging pride in physical fitness, presenting a variety of activities as challenges and tests of self reliance and self-expression" (Mathias, 1977).

Project Adventure is another outdoor school. Project Adventure has two components: "(1) a physical education program which incorporates ropes course activities and initiative games and (2) adventure curriculum activities in swamp ecology and urban ecology, designed to develop confidence and problem solving skills" (Webster, 1978 p. 39). Project Adventure also believes in giving "students an opportunity to bring together and to integrate the physical, emotional, social, intellectual and even aesthetic aspect of their personality" (Webster, 1978 p. 39).

#### Related Studies

A study entitled "An Evaluation of the Outward Bound Solo Experience as an Agent in Enhancing Self-Concepts," was conducted by D. Mathias, of the University of Oregon. The study was to determine whether self-concepts were enhanced following participation in the Outward Bound solo experience. "A solo experience is an individual's experience while alone in a

wilderness setting for three days, with no physical dependence on or contact with others" (Mathias, 1977 p. 10).

Using the Tennessee Self Concept Scale, Mathias measured certain concepts which pertained to a person's self-image. The concepts that increased the most were as follows: the concepts of identity - perception of "What I am" increased; behavior - "The way I act" had a higher rating and personal self also rated higher after the solo experience.

Universities across the country are beginning to develop outdoor adventure programs. Brigham Young University offers a course intitled "Youth Leadership Through Outdoor Survival." All college dropouts who wish to be reinstated in that university are required to take this course. "They theorize that survival training has a positive carry-over value regarding academic performance" (Dicky, 1978 p. 35). A study was conducted comparing three approaches to improving grade point averages of low achievers. The three programs were sensitivity training, survival training, and a control group. "One semester following training the greatest increase in academic grades was an average of +.76 for the sensitivity training, but the survival group had a grade point increase of +.47 which was maintained for three semesters. Two semesters later the control group increased only +.07 a grade point" (Moses, 1970).

An attitude study was conducted by two Princeton University psychologists involving youth from slum areas in the Outward

Bound program. The program began to develop "those attributes of character which act as a foundation for mature social participation. Specifically, it was found that the students displayed significant changes in attitude by viewing themselves as hardier, more active, and less alienated" (Maynard, 1969 p. 77).

Rena Koesler, the director of the Wilderness Institute for Leadership Development (WILD), at Texas A&M University, administered a questionnaire to those involved in the program in 1982. The purpose of the questionnaire was to gain insight into why people became involved in WILD and what changes, if any, occurred within each individual. Of the questionnaires returned, the following reasons were the most common given for involvement:

1. Personal Growth
2. Development of self-confidence
3. Learn more about the outdoors

The following outcomes of the program as mentioned by the participants were as follows:

1. More confidence/ability to express oneself
2. Gain of self confidence
3. Learned to work with other people

#### Conclusion

The above studies indicate that outdoor adventure activities and wilderness survival do have a positive effect on



participants. The increase in leisure time and the establishment of outdoor adventure programs provide individuals with opportunities to participate in activities in which they can learn more about themselves and their capabilities. The more personal insight a person gains about himself, the more likely his self perception will be positive.

## REVIEW OF RELATED LITERATURE

## PART II

Origin of the Semantic Differential

The Semantic Differential Technique was developed by Charles E. Osgood, Research Professor and Director, of the Institute of Communications Research at the University of Illinois. The semantic differential is a psychological mechanism which measures the connotative meaning which stimulus concepts have for different individuals. "Connotative meaning refers to the private associations which arise in connection with stimulus words through the learning history of the individual concerned" (Nunnally, 1961 p. 43). When measuring attitudes toward recreational concepts the connotative meaning is of importance.

The actual measurement procedure of the semantic differential "developed more or less 'Topsy-like' in the course of experimental research along other, though related, lines, and the reasonings leading to the measurement of meaning, in general, grew out of interpretation of the findings in this earlier research" (Osgood, 1957 p. 20). "The notion of using polar adjectives to define the termini of semantic dimension grew out of research on synesthesia with Theodore, Karwoski and Henry Odbert at Dartmouth College" (Osgood, 1957 p. 20).

One of the earlier studies which influenced the development of the semantic differential was a study of the interrelationships

among color, mood and musical experiences, studied by Odbert, Karwoski and Eckerson in 1942. Osgood describes the results as follows:

"Subjects first listened to ten short excerpts from classical selections and indicated their moods by checking sets of adjectives arranged in a mood circle (see Hevner, 1936); on a second hearing they gave the names of colors that seemed appropriate to the music. The colors were found to follow the moods created by the music. Delis' On Hearing the First Cuckoo in Spring was judged leisurely in mood and predominantly green in color; a portion of Wagners Rienze Overture was judged exciting or vigorous in mood and predominantly red in color. When another group of subjects was merely shown the mood adjective (with no musical stimulation) and asked to select appropriate colors, even more consistent relations appeared" (Osgood, 1957 p. 21).

"These results indicate that stimuli from several modalities, visual, auditory, emotional and verbal, may have shared significances or meanings - cross modality stimulus equivalence" (Osgood, 1957 p. 21). Further study was done by Karwoski, Odbert and Osgood in 1942, in which students were asked to draw pictures to represent what they visualized when simple melodic sequences were played by single instrument. "There was a display of continuous translation between modalities, representing meaningfully equivalent responses to the same auditory stimulus. Karwoski, Odbert and Osgood summarized this work with the statement that the process of metaphor in language - as well as color - music synesthesia can be described as the

parallel alignment of two or more dimensions of experience, definable verbally by pairs of polar adjectives with translations occurring between equivalent portions of the continua" (Osgood, 1957 p. 23). These studies lead to the development of the semantic differential, using the notion of a continuum between polar terms to measure certain concepts on a seven point scale.

#### Construction of the Semantic Differential

The semantic differential consists of several bipolar adjective scales. The scales are seven point rating scales. "Each scale measures one, sometimes two, of the basic dimension or factors that Osgood and his colleagues have found to be behind these scales: Evaluation, Potency, Activity (Kerlinger, 1973 p. 569). Osgood has found that adjective pairs, when analyzed, like good-bad, bitter-sweet and large-small, fall into clusters. The following lists are strongly indentified with one of these dimensions or factors.

<u>Evaluation</u>	<u>Potency</u>	<u>Activity</u>
good-bad	large-small	active-passive
beautiful-ugly	heavy-light	sharp-dull
clean-dirty	strong-weak	fast-slow

These are only a few of the bipolar adjective scales. Osgood lists 50 scales with their factor identifications and the strength of the identifications in his book "Measurement of Meaning," on page 30.

There are no standard concepts and no standard scales;

rather the concepts and scales used in a particular study depend upon the purpose of the research. There are, however, certain criteria to be used in selecting concepts to be used.

1. Try to select concepts for the meanings of which the researcher can expect considerable individual differences.
2. Try to select concepts having single unitary meaning for the individual.
3. Try to select concepts which can be expected to be familiar to all the researchers subjects (Osgood, 1957 pp. 77,78).

There are also two criteria in selecting the appropriate bipolar adjective scales--factor representativeness and the relevance to the concepts used" (Kerlinger, 1973 p. 570). Caution should be taken by the researcher in choosing scales which are relevant to the concept being measured. "At times there may be a scale which seems irrelevant to the concept. No one can always be sure of relevance. Meanings are rich and complex, and an apparently irrelevant adjective pair may turn out to be relevant" (Kerlinger, 1973 p. 571).

#### Logic of the Semantic Differential

Semantic space, divided into a seven-point scale, is the basis upon which the semantic differential operates. "Each semantic scale is defined by a pair of polar (opposite-in-meaning) adjectives" (Osgood, 1957 p. 25). "When a subject judges a concept against a series of scales, e.g.,

happy : \_\_\_ :  : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : sad  
 hard : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ :  : \_\_\_ : \_\_\_ : soft  
 slow : \_\_\_ : \_\_\_ :  : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : fast, etc.

each judgement represents a selection among a set of given alternatives and serves to localize the concept as a point in the semantic space" (Osgood, 1957 p. 26).

Each space of the scales is given a numerical value for tabulation purposes.

Polar Term Y : 7 : 6 : 5 : 4 : 3 : 2 : 1 : Polar Term X

Each value represents a certain degree of meaning, or intensity to the concept.

(7) extremely Y	(3) slightly X
(6) quite Y	(2) quite X
(5) slightly Y	(1) extremely X

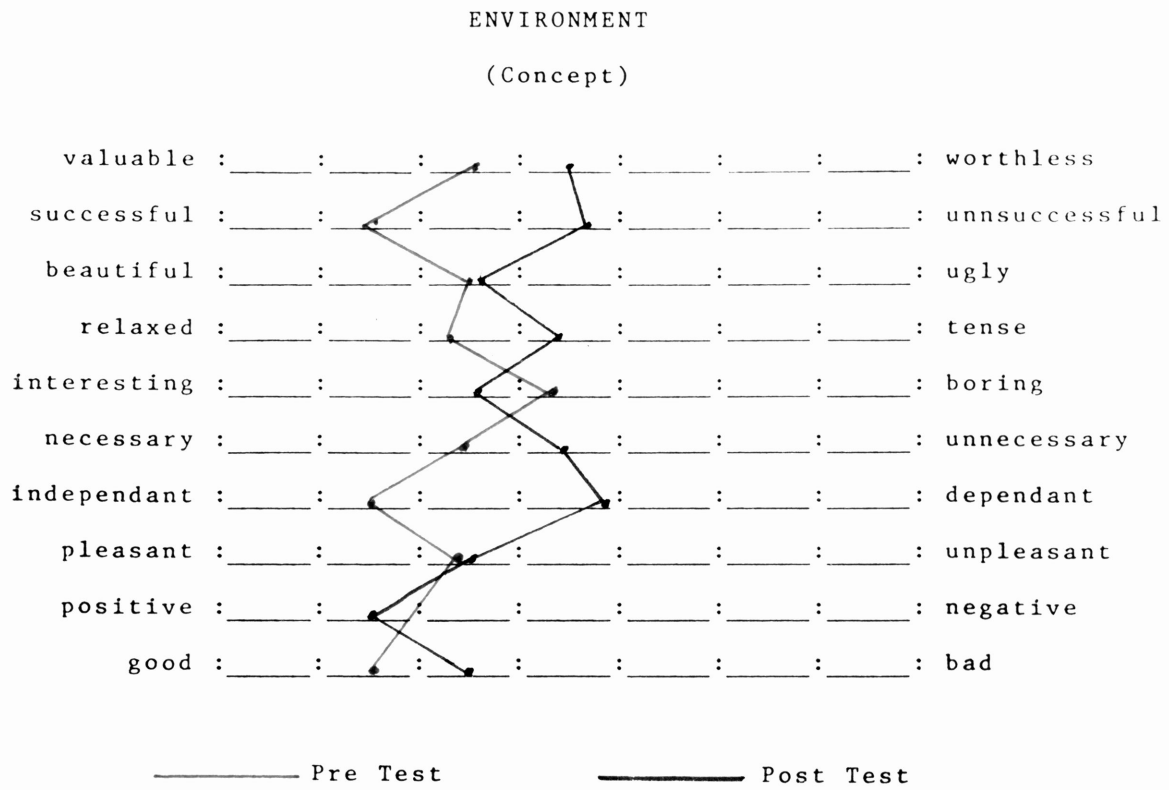
(Osgood, 1957 p. 28)

After the subject fills out the semantic differential, according to how closely he feels associated to the concept, judging by the various scales, factor scores are compiled for data analysis. The scores are obtained according the space the subject marked, and the value assigned to that space.

In this study, factor scores were used in the analysis of the data to compare the means of the pre and post test scores. A profile analysis will be used in presenting the data.

illustrating the differences in the pre and post test mean scores  
(see table 1).

Table 1. Example of Graphic Profile Analysis



### Analysis of the Data

The data for this study was collected from a sample size of 23 subjects who were given the semantic differential before and after an outdoor recreation experience. The semantic differential for this study consisted of 10 concepts and 10 bipolar adjective scales. The Student-t test was used in the analysis, comparing the means of the pre and post test scores. The points plotted on the profile analysis represent the mean of the two test group scores. For the analysis of the data, the positive adjective of the scale has been placed on the left side of the scale. An increase in the mean in the post test scores, indicates movement towards the positive end of the scale. Numerical values were assigned to the adjective scales for the analysis as follows:

Polar Term Y : 7 : 6 : 5 : 4 : 3 : 2 : 1 : Polar Term X



TABLE A

SEMANTIC DIFFERENTIAL MEANS\* FOR THE CONCEPTS WINTER PARK, MYSELF, FRIENDS,  
PHYSICAL STRENGTH, AND CHALLENGE

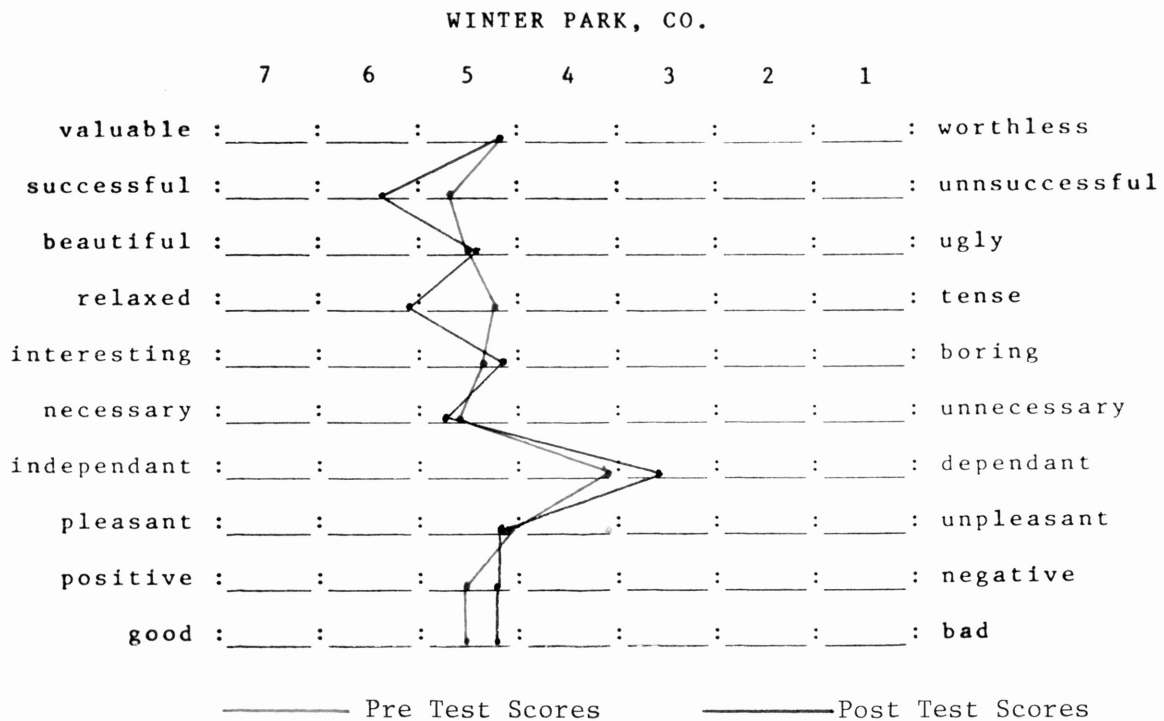
	Winter Park	Myself	Friends	Physical Strength	Challenge
valuable-worthless	Pre	5.10**	5.35**	4.79**	5.61**
	Post	5.10	5.27	5.22	5.35
successful-unsuccessful	Pre	5.78	5.86	4.35	6.08
	Post	6.43	6.08	4.66	6.26
beautiful-ugly	Pre	5.53**	4.44	4.47	4.53
	Post	5.40	5.00	5.30	4.66
relaxed-tense	Pre	5.21	4.86	4.48	3.65
	Post	6.08	5.73	4.79	4.26
interesting-boring	Pre	5.31**	4.74	4.48**	5.44**
	Post	5.18	5.05	4.79	5.05
necessary-unnecessary	Pre	5.60	5.95	6.13**	6.21
	Post	5.86	5.56	6.30	6.30
independent-dependant	Pre	4.05	3.05	3.74	3.57
	Post	3.61	3.96	4.09	3.92
pleasant-unpleasant	Pre	5.09	4.87	4.79**	4.44
	Post	5.18	5.00	4.87	4.87
positive-negative	Pre	5.53**	5.22	4.66	4.87
	Post	5.27	5.18	4.96	5.22
good-bad	Pre	5.57**	5.27**	4.87**	5.05**
	Post	5.27	5.40	5.05	5.13

\*If the mean is above 4.00, the concept is like the adjective on the right; if the mean is below 4.00, the concept is like the adjective on the left.

\*\*Indicates a significant change in the means at the .05 level or lower.

Of the ten scales measuring the concept WINTER PARK (see Table 2), five scales indicated a significant change at the .05 level. These scales were valuable-worthless, beautiful-ugly, interesting-boring, positive-negative and good-bad. It is interesting to note that all of these changes were movements toward the negative end of the scale. Possible reasons for a negative change in attitude towards WINTER PARK may have been the weather conditions, the housing situation or the environment itself. The participants may have had high expectations of what Winter Park, Colorado was suppose to be like. Perhaps, because of the reasons mentioned above, their expectations were not met, and therefore had negative thoughts about Winter Park.

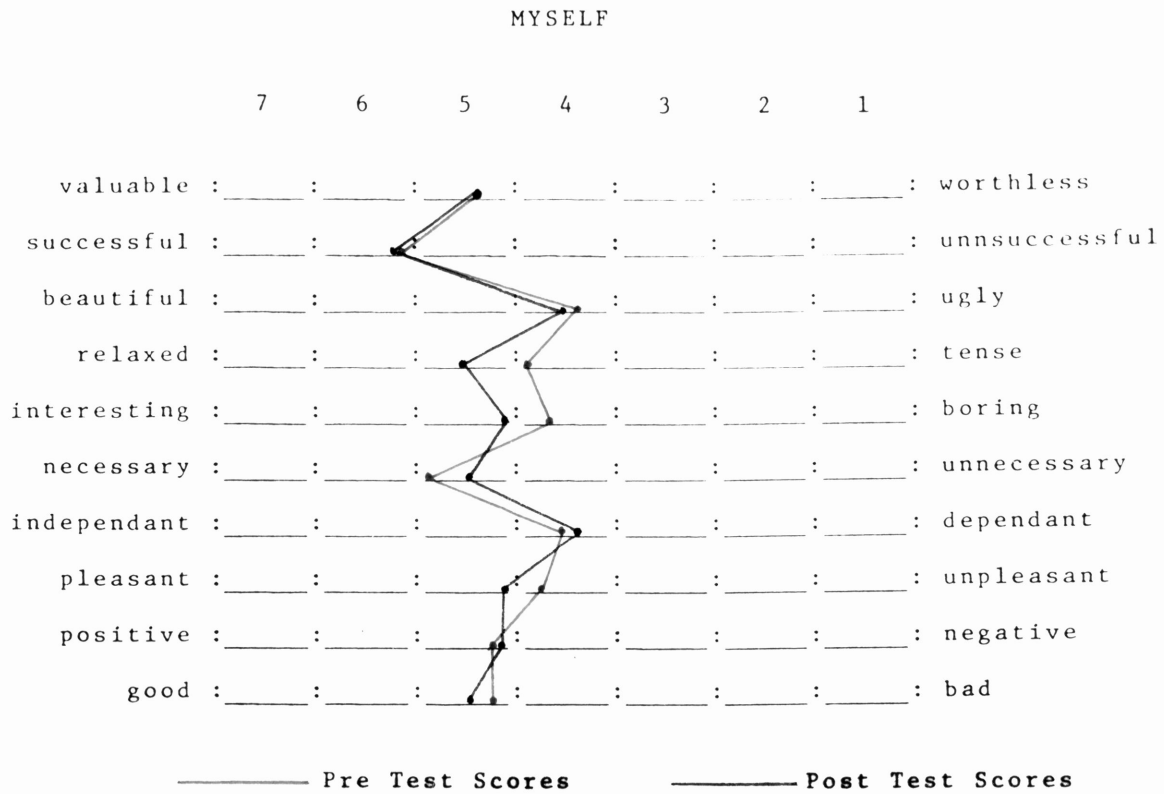
Table 2. Profile Analysis of The Concept Winter Park, Co.



In relation to the results of other concepts, such as Skiing and Challenge, which will be discussed in detail later, their results seems to suport the negative change in attitude towards Winter Park. The group as a whole felt that the concept of Challenge was more worthless and more boring after the experience. Skiing was found to be more boring after the experience. These results could relate to the assumption that there were high expectations about Winter Park before the trip began.

Of the ten scales measuring the concept of MYSELF (see Table 3) four of these scales were significant at a .05 level. The changes concluded that the participants, as a whole, felt more valuable, more relaxed, more independant and more good about themselves after the experience. The changes indicated movement towards the postive end of the scales. These results can be interpreted as saying that the experience of the ski trip, may have been a factor in the participants developing a more positive attitude toward themselves. In relation to the results of the concept of FRIENDS, they were thought to be more necessary and more good after the experience. This may be a reflection upon the necessity for encouragement from friends to try new things and build confidence in a person.

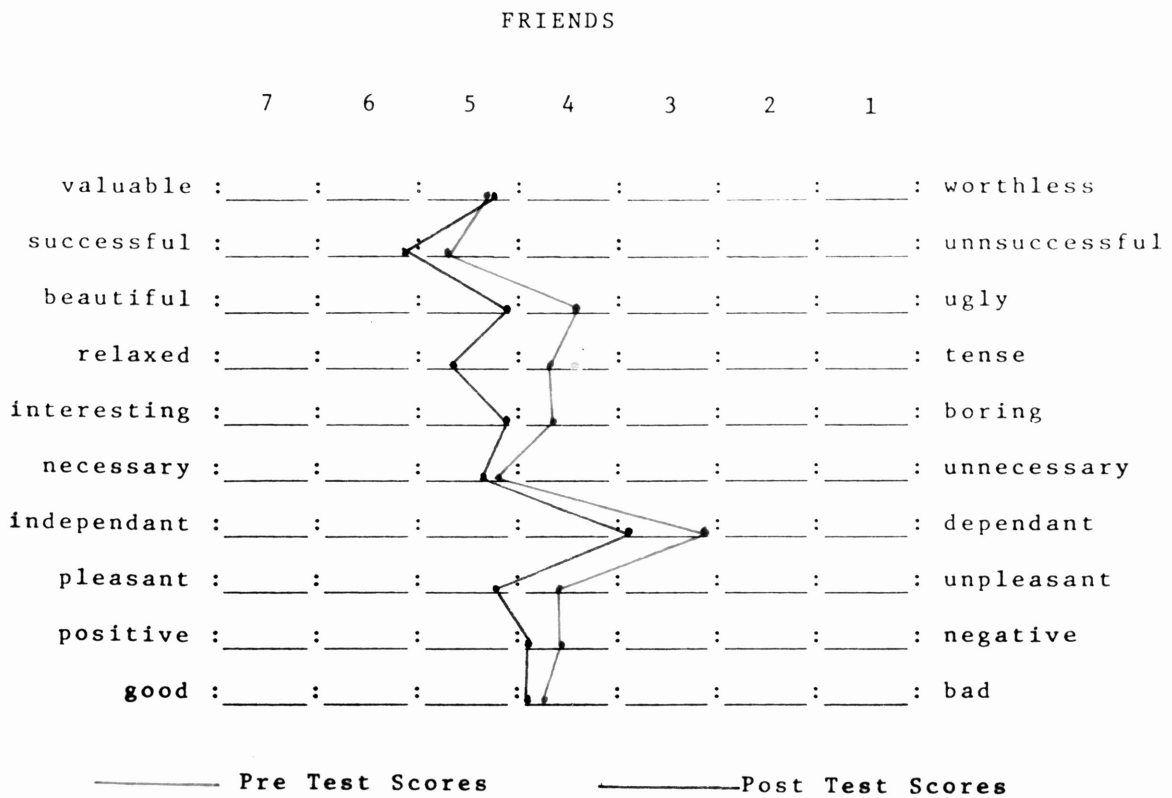
Table 3. Profile Analysis of the concept Myself



Regarding the concept of FRIENDS (see table 4), there was movement towards the positive end of all the scales, except for the valuable-worthless scale. The scales which were significant at the .05 level included necessary-unnecessary, pleasant-unpleasant, and good-bad. Although the majority of scales did not indicate a significant change, the results clearly show that the participants as a whole, had a more positive attitude toward the concept of friends after the experience. Some reasons for this could be that friends are needed for support and encouragement in achieving certain tasks or goals. If someone

was having difficulty at some point during the trip, a person may have been there to help or encourage them, in turn, they saw the importance of having a friend there to help.

Table 4. Profile Analysis of the Concept Friends



Of the ten scales measuring the concept of PHYSICAL STRENGTH, there was only one scale with a significant change at the .05 level--valuable-worthless (see Table 5). This change was towards the positive end of the scale. The overall results indicate that the group as a whole, had a more positive attitude toward their physical self after the experience. Skiing does require a person to be in good physical condition to perform the necessary skills involved. For those participants who had little or no experience at skiing, they may have felt better physically after the experience realizing that being physically fit helps them perform these skills, therefore feeling better about themselves for achieving a particular skill. This may have also influenced the positive results of the concept MYSELF.

Four scales were found to have significant changes at the 0.05 level for the concept of CHALLENGE (see Table 6). Two of these scales were valuable-worthless, and interesting-boring. There was movement towards the negative end of the scale in both of these scales, indicating, that the group as a whole, may have had expectations that the challenge provided at Winter Park would have been more than what it was. This may have also been factor in the negative results for the concept of Winter Park.

The significant changes found toward the positive end of the scale were found in the pleasant-unpleasant and good-bad scales. The participants felt that challenge was more good and more pleasant after the experience. The other scales, although not

TABLE B

SEMANTIC DIFFERENTIAL MEANS\* FOR THE CONCEPTS SKIING, SELF-CONFIDENCE,  
AMBITION, SELF-SATISFACTION AND ACHIEVEMENT

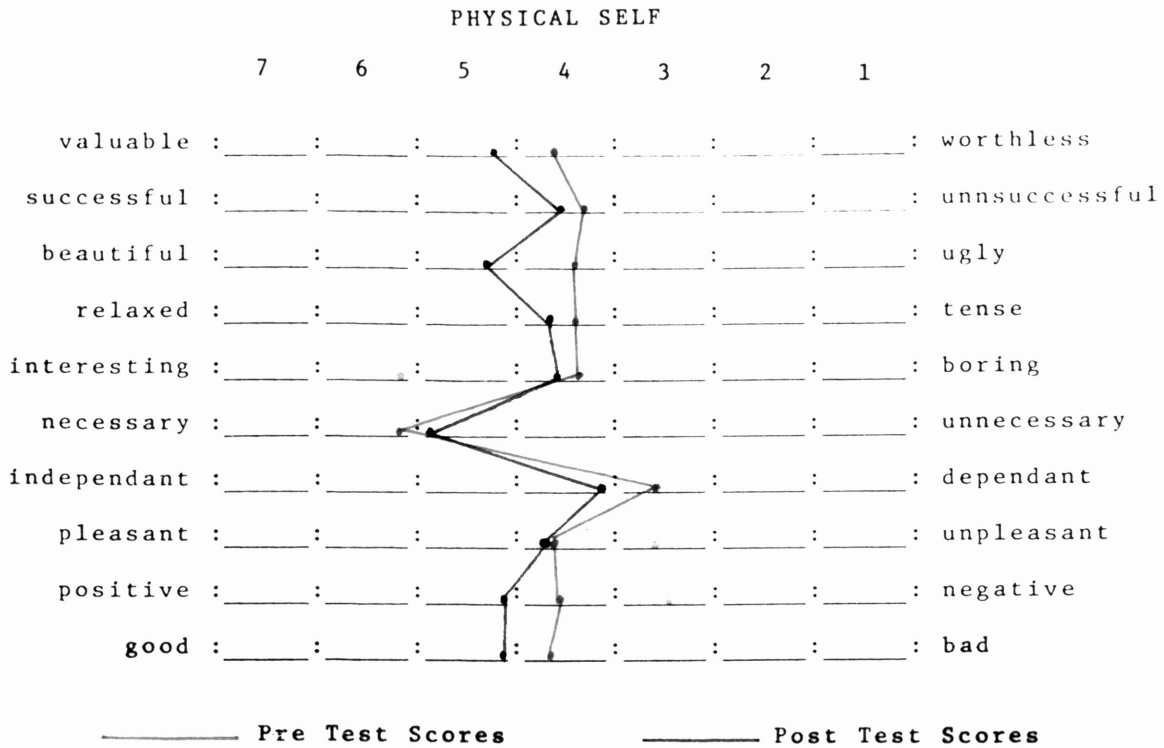
	Skiiing	Self-Confidence	Ambition	Self-Satisfaction	Achievement	
valuable-worthless	Pre	4.79	5.44**	5.57	5.53**	5.50
	Post	5.00	5.66	5.41	5.19	5.62
successful-unsuccessful	Pre	5.95**	6.39	6.34	6.34**	6.13
	Post	6.00	6.17	6.31	6.04	5.78
beautiful-ugly	Pre	5.08**	5.47	3.82	5.30	4.56
	Post	5.44	4.96	4.64	4.82	5.27
relaxed-tense	Pre	5.08	5.47	3.82	5.30	4.56
	Post	5.08	5.52	4.92	5.68	4.43
interesting-boring	Pre	5.48**	4.92**	4.70	4.66	5.17
	Post	4.87	4.53	5.05	4.87	5.53
necessary-unnecessary	Pre	5.34	6.52	6.04**	6.39**	6.08
	Post	5.52	6.52	6.36	5.72	5.39
independent-dependant	Pre	3.66	3.92	4.57	4.18	3.79
	Post	4.87	4.48	4.64	4.23	4.47
pleasant-unpleasant	Pre	5.05	4.79	4.14	5.35	5.18
	Post	5.31	5.09	4.96	5.23	5.35
positive-negative	Pre	5.09**	5.18	4.38	5.27	5.44
	Post	5.40	5.09	5.00	5.37	5.70
good-bad	Pre	5.14	5.22	4.74**	5.22	5.44
	Post	5.18	5.18	5.23	5.32	5.44

\*If the mean is above 4.00, the concept is like the adjective on the right; if the mean is below 4.00, the concept is like the adjective on the left.

\*\*Indicates a significant change in the means at the .05 level or lower.

significant, support this possibility.

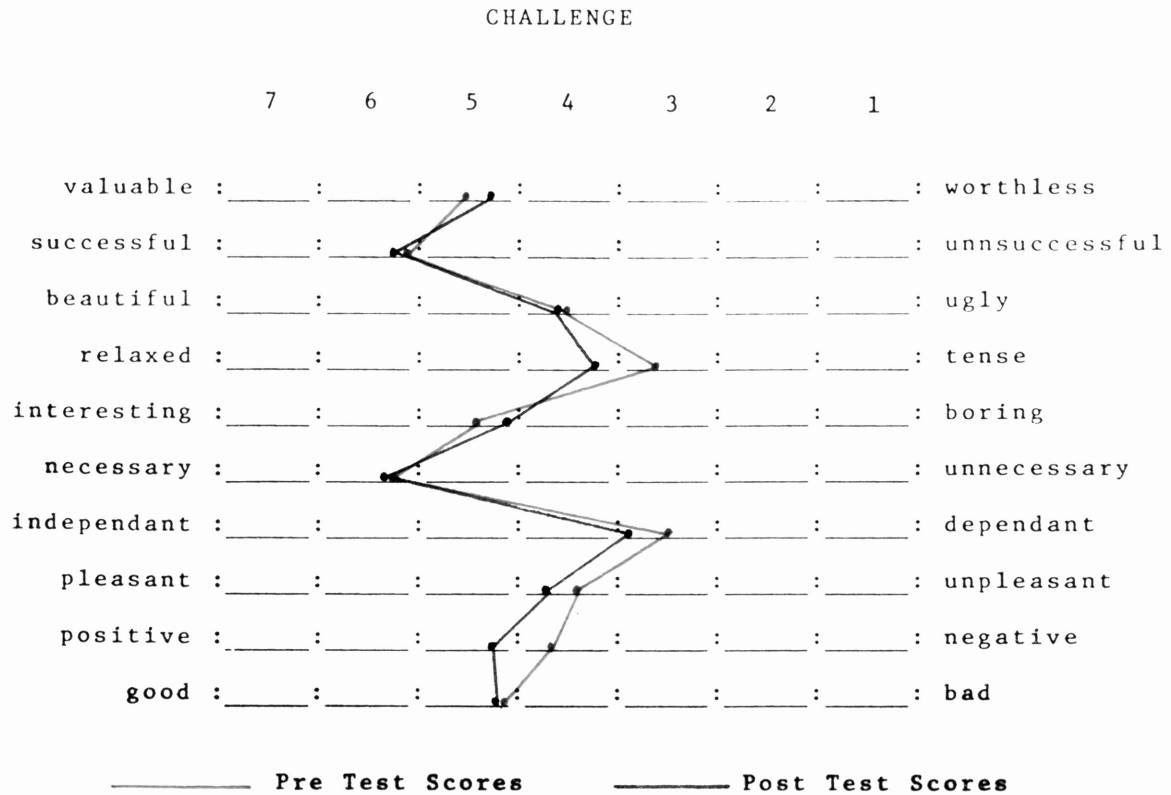
Table 5. Profile Analysis of the Concept Physical Self



Three of the ten scales indicated a significant change at the .05 level for the concept of SELF-CONFIDENCE (see Table 7). These scales were valuable-worhtless, interesting-boring and positive-negative. The group as whole felt that self-confidence was more valuable, but less interesting and less positive after the experience. Movement towards the negative end of the scale may reflect the possibility that the group was not able to achieve a certain task or skill related to skiing. Because they could not conquer this skill, their self-confidence level became



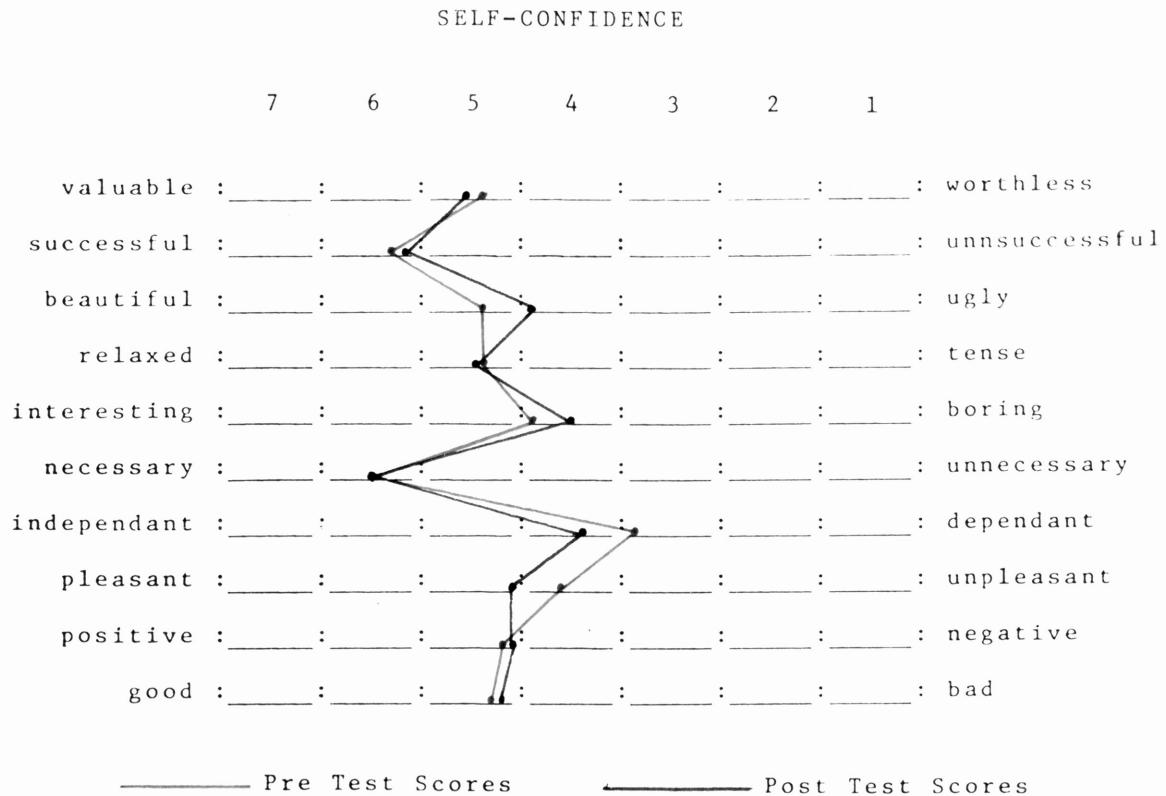
Table 6. Profile Analysis of the Concept Challenge



lower. They still viewed self-confidence as being more valuable. This may indicate, that although their self-confidence may have been low due to the inability to successfully complete a certain task or skill, they felt it was necessary in their lives.

Of the ten scales measuring the concept SKIING, four scales were found to be significant at a .05 level (see Table 8). The group as a whole felt that skiing was more successful, more beautiful, more positive, but less interesting after the experience. The movement towards the negative end of the

Table 7. Profile Analysis for the Concept Self-Confidence

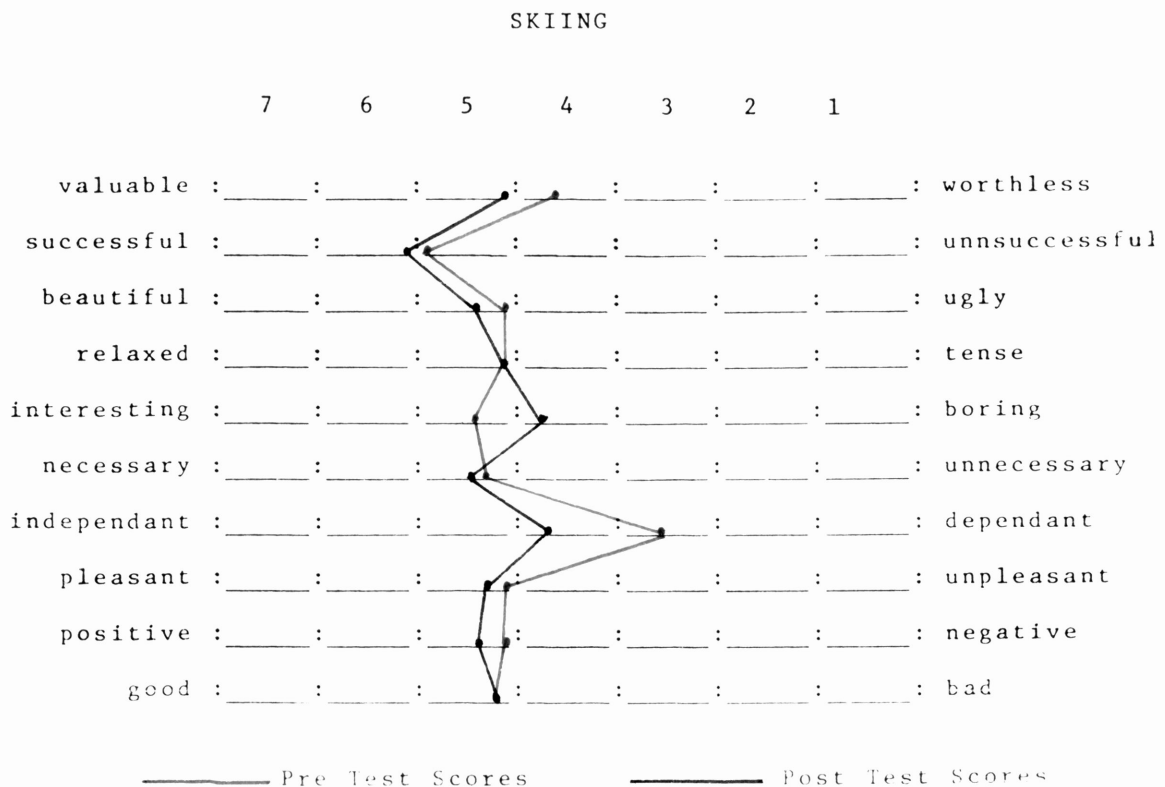


interesting-boring scale, could have been caused because of the lack of challenge provided, the expectations of the participant not being fulfilled or the skiing conditions may have not been at their best. Overall, the results indicate that the skiing experience was a positive one for those involved.

Only two of the ten scales measuring the concept of AMBITION indicated a significant change at the .05 level--necessary-unnecessary and good bad (see Table 9). Both of these scales showed movement towards the positive end of the scale. A

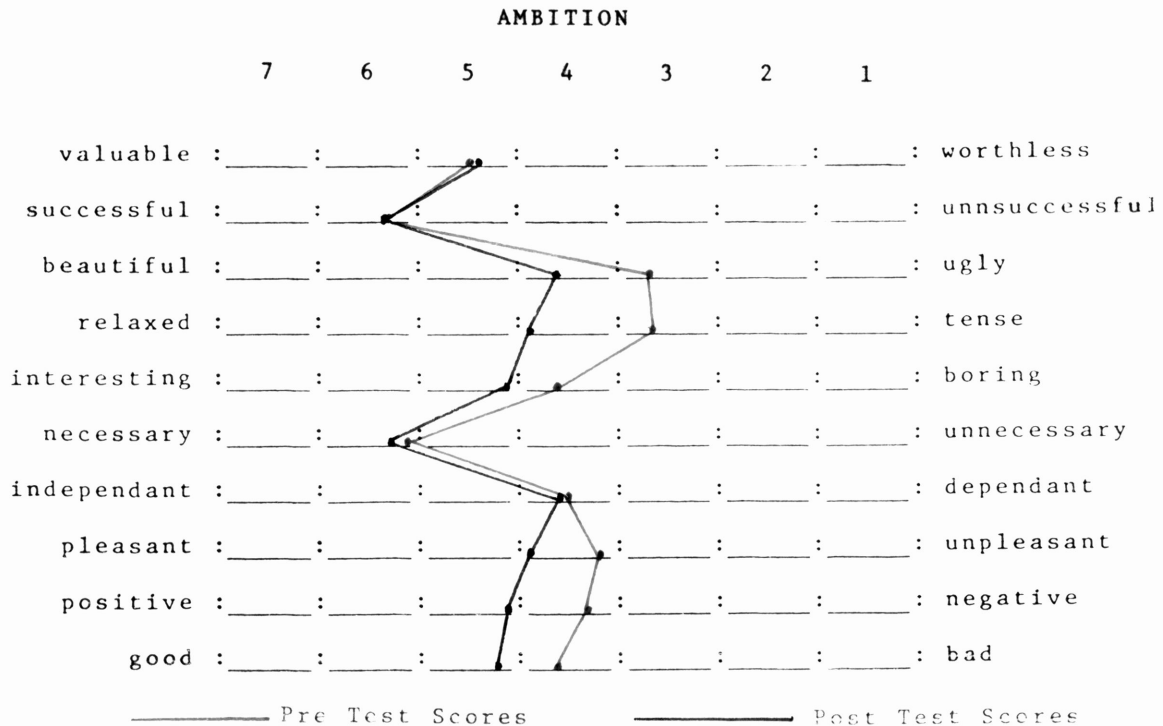
possible reason for this could be that a person with little or no skiing experience, strives to reach a certain skill level; he tries until he has reached his goal. Ambition was needed, so he wouldn't give up, but accomplish what he set out to do. This also may apply to those more experienced at skiing. Although there were only two significant changes, the profile analysis indicates that all the scales had movement toward the positive end. A possible reason for such few significant changes is that the concept wasn't representative to the adjective scales, presenting the subject marking the scales the problem of discerning how the scales matched up with the concept.

Table 8. Profile Analysis of the Concept Skiing



For the concept of SELF-SATISFACTION, (see Table 10), the scales of valuable-worthless, unsuccessful-successful and necessary-unnecessary indicated significant changes at the .05 level. The group as a whole felt that self-satisfaction was less valuable, less successful and less necessary after the experience. Movement towards the negative end of the scale was indicated in all these scales. One possible reason for this may be that the group may not have been satisfied with their skiing performance. They may not have met the goals they had set for themselves. Another reason may be that the participants were judging their performance against other skiers performances, and in turn, were not satisfied with what they could accomplish.

Table 9. Profile Analysis for the Concept of Ambition



Of the ten scales measuring the concept of ACHIEVEMENT (see Table 11), none of the scales indicated a significant change at the .05 level of confidence. A possible reason for this may be that the concept of achievement may not have been relevant to the scales on which it was measured. Another possible reason is that it was the last concept measured of the instrument. This being the last set of scales to be marked, the participants may have marked the scales inaccurately to finish the instrument in a hurry.

Table 10. Profile Analysis of the Concept Self-Satisfaction

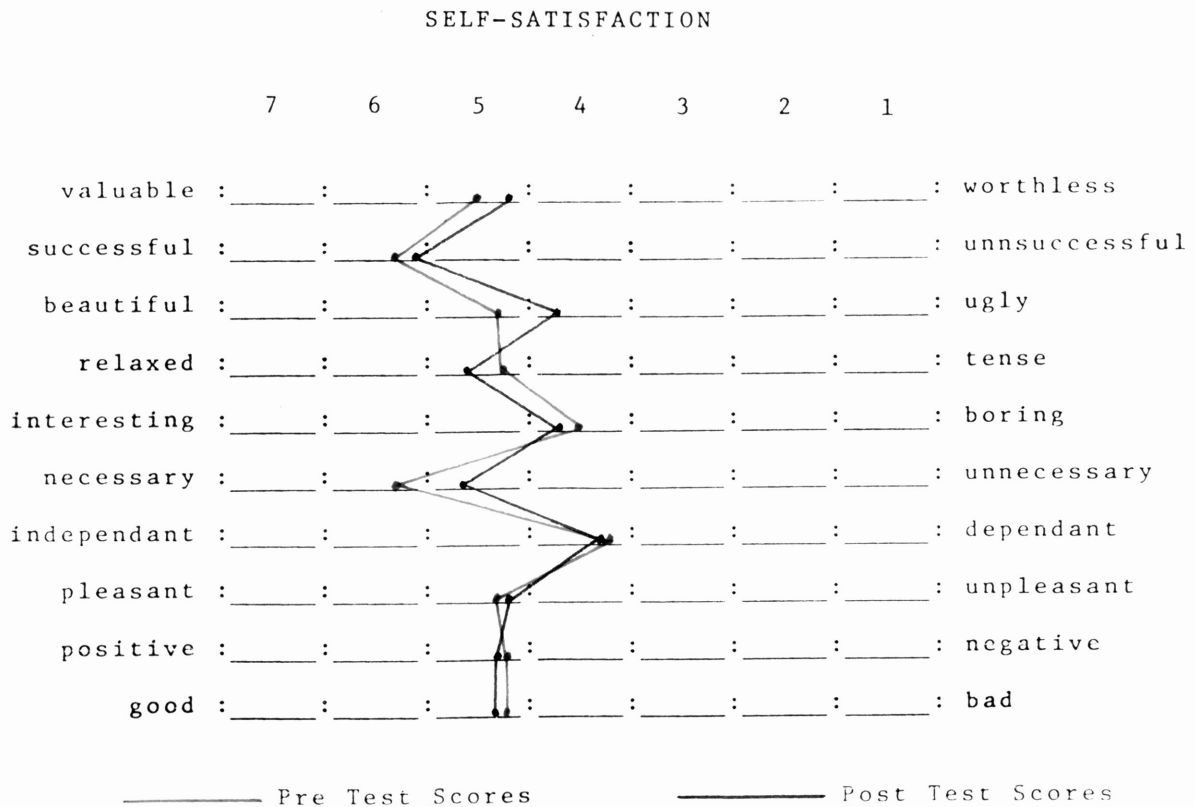
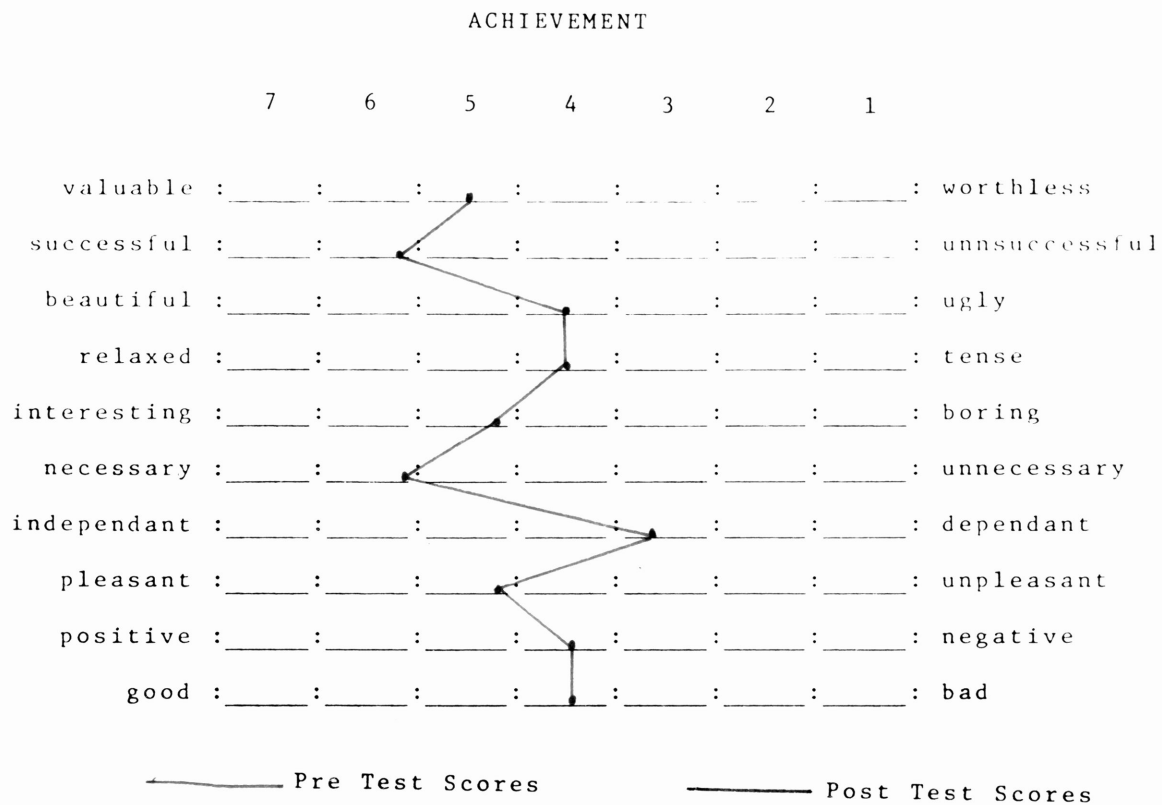


Table 11. Profile Analysis for the Concept Achievement



## CONCLUSION

Measuring changes in attitude toward self-image, utilizing the semantic differential was the main purpose of this study. Some of the findings indicated the results expected. Some examples are the significant changes in a positive direction for the concepts of MYSELF, SELF-CONFIDENCE AND and FRIENDS. A greater number of positive changes were expected in the concepts of WINTER PARK, SELF-SATISFACTION and CHALLENGE.

Information concerning the skill levels at which the participant felt he was at was also collected. Because of such a small sample size, comparisons between the different levels was unable to be conducted. Comparisons between male and female was also unable to be done, due to the same reason.

Because of the conditions under which the participants were marking the instrument, on moving bus with distractions, the instruments length was quite sufficient. A longer instrument, measuring more concepts dealing with self-image would have been ideal. Due to the conditions in which it was taken, the results may have been influenced by the uncontrolled environment in which it was administered.

Of all the scales measuring the different concepts, none of them indicated a quite or extremely response towards the negative end of the scale. This can be interpreted that the group as a whole, had an overall positive skiing experience. The number of positive movements in the attitudes towards the different

concepts, indicates that the outdoor recreation experience did have a positive effect on the participants self-image.

#### Recommendations

1. That a larger data set will obtained for further comparisons.
2. That a longer instrument be used, measuring more concepts dealing with self-image.
3. That the semantic differential be given to subjects participating in an longer outdoor recreation experience
4. That different age groups be studied using the semantic differential.
5. That studies be done during different times of the year. i.e. Spring skiing v.s. Winter skiing.
6. That a long-term study be done regarding those who have particapted in an outdoor recreation experience.



## REFERENCES

1. The American Heritage Dictionary. 1982. Boston: Houghton Mifflin Co.
2. Darst, Paul and George P. Armstron. 1980. Outdoor Adventure Activities for School and Recreation Programs. Minneapolis: Burgess Publishing Co.
3. Dicky, Howard L. 1978. Outdoor Adventure Training. Journal of Physical Education and Recreation. April
4. Heath, Edward H. 1967. "A Semantic Differential Study of Attitudes Relating to Recreation as Applied to a Bicultural Setting." Doctoral Thesis. University of Illinois.
5. Jenson, Clayne R. 1977. Outdoor Recreation in America Trends, Problems and Opportunities. Minneapolis: Burgess Publishing Co.
6. Kerlinger, Fred N. 1973. Foundations of Behavioral Research, Sec. Ed. New York: Holt, Rinehart and Winston Inc.
7. Koesler, Rena. 1982. Wilderness Institute for Leadership Development Questionnaire. Texas A&M University.
8. Mathias, Donald W. 1977. "An Evaluation of the Outward Bound Solo Experience as an Agent in Enhancing Self-Concept," Masters Thesis. University of Oregon.
9. Maynard, Lee A. 1969. Nature as Teacher. Saturday Review. May.
10. Miles, John C. 1978. The Value of High Adventure Activities. Journal of Physical Education and Recreation. April.
11. Moses, Darrell and Peterson, Dwight. 1970. Academic Achievement Helps Programs. Provo: Brigham Young University.
12. National Outdoor Leasership School Brochure. 1985. Lander, Wyoming.
13. Neulinger, John. 1981. The Psychology of Leisure, Sec.Ed. Springfield: Charles Thomas, Publisher.
14. Nunnally, Jum C. Jr. 1961. Popular Conceptions of Mental Health. New York: Holt, Rinehart and Winston, Co.

15. Osgood, Charles E., George J. Suci and Percy Tannenbaum. 1957. Measurement of Meaning. Urbana: University of Illinois Press.
16. Tapply, Richard M. 1977. High Adventure: Confronting the Essentials. Parks and Recreation. June.
17. Triandis, Harry C. 1971. Attitude and Attitude Change. New York: John Wiley and Sons Inc.
18. Wagner, Maurice E. 1975. The Sensation of Being Somebody. Grand Rapids: Zondervan Publishing House.
19. Webster, Steven E. 1978. Project Adventure - A Trip into the Unknown. Journal of Physical Education and Recreation. April.
20. Welton, George E. 1978. Natural Freedom and Wilderness Survival. Journal of Physical Education and Recreation. April.

## APPENDIX

APPENDIX A

Instructions Given to Trip Coordinator

Dear

Your assistance in my study is greatly appreciated. Below you will find a set of directions as to the way in which the survey is to be administered. Participation in this study is voluntary. Please encourage the participants to fill out the survey; the greater the number of completed surveys returned, the more accurate the analysis of my study will be. Thanks again for all your help and have a great time skiing.

Sincerely,

Linda Heiler

Pass out surveys marked #1 on the way to skiing site, administering them at the same time.

Have all participants fill out the survey at the same time and collect all the surveys at the same time and put them in the envelope provided.

Explain to participants that they are to fill out the survey on their own. Remind them not to change their ratings and not to leave any scale blank.

A question may arise concerning a study word which does not fit exactly to a particular word pair. This is normal. Have participant mark scale the best they can. (Please do not mention this unless the question arises).

Pass out surveys marked #2 on the way back to College Station, following the same directions as listed above.

\*\*It is important to remind participants that they are to mark the scales based upon how they personally relate to the study word.

APPENDIX B

Cover Letter for pre Semantic Differential

Dear ORC Participant:

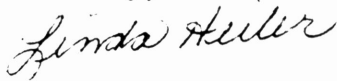
You are being asked to participate in a study regarding attitude change. For my senior thesis, I am researching the area of self - concept, and the effect of an outdoor experience has on self-concept.

Please complete the following survey, reading the instructions carefully. Be sure to fill in your age, sex, skiing ability and ID # in the appropriate spaces. Although the data will be analyzed anonymously, your ID # will be used to identify the surveys.

As you fill out the survey, it is important that you be honest with yourself and express your true feelings.

Thank you for participating in this study. Your cooperation is very much appreciated.

Sincerely,

A handwritten signature in cursive script that reads "Linda Heiler".

Linda Heiler

APPENDIX C

Cover Letter for post Semantic Differential

Dear ORC Participant:

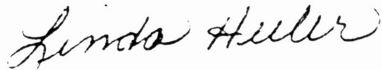
During the past week, your skiing experience may have stimulated self-examination. In order to complete my study in the area of self-concept, I need to obtain data from you once again.

Please complete the following survey, reading the instructions carefully. Be sure to fill in your age, sex, skiing ability and ID # in the appropriate spaces. Although the data will be analyzed anonymously, your ID # will be used to identify the surveys.

As you fill out the survey, it is important that you be honest with yourself and express your true feelings.

Thank you for participating in this study. Your cooperation is very much appreciated.

Sincerely,

A handwritten signature in cursive script that reads "Linda Heiler".

Linda Heiler

APPENDIX D

Demographic Data Collected for Pre-Test

Male \_\_\_\_\_

ID # \_\_\_\_\_

Female \_\_\_\_\_

Age \_\_\_\_\_

Have you ever gone skiing before? \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, at what level would you consider yourself?

\_\_\_\_\_ Beginner

\_\_\_\_\_ Advanced Beginner

\_\_\_\_\_ Intermediate

\_\_\_\_\_ Advanced

APPENDIX E

Demographic Data Collected for Post-Test

Male \_\_\_\_\_

ID# \_\_\_\_\_

Female \_\_\_\_\_

Age \_\_\_\_\_

After your skiing experience, at what level of skiing would you consider yourself?

\_\_\_\_\_ Beginner

\_\_\_\_\_ Advanced Beginner

\_\_\_\_\_ Intermediate

\_\_\_\_\_ Advanced

\_\_\_\_\_ None of the above



APPENDIX F

Semantic Differential Questionnaire

Your are being asked to participate in a study of word meaning. The object of the study is to find out how you would describe different words or phrases before and after an outdoor recreation experience. On each of the following 10 pages there is a word or phrase for you to describe. Your description can be made by using the list of word pairs on each page. Take a look below to see how this is done. Each pair of words form scale. By making a check along the scale, you indicate how you associate with the particular word or phrase being studied.

As an example, the study word LEISURE will be used and the word pair will be as follows:

Active:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:Passive

If you feel that leisure is very active or very passive you would check the scale as follows:

Active :\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:Passive OR Active \_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_: Passive

If you feel that leisure is quite active or quite passive, you would check the scale as follows:

Active \_\_\_: :\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:Passive OR Active \_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_: :\_\_\_:\_\_\_:Passive

If you feel that leisure is slightly active or slightly passive, you check the scale as follows:

Active \_\_\_:\_\_\_: :\_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_:Passive OR Active \_\_\_:\_\_\_:\_\_\_:\_\_\_:\_\_\_: :\_\_\_:\_\_\_:Passive

If you considered both sides of the scale equally associated, you would check the middle space.

Active \_\_\_:\_\_\_:\_\_\_: :\_\_\_:\_\_\_:\_\_\_:\_\_\_:Passive

Do not spend more than a few seconds marking each scale. Your first impression is what we would like to learn about. When you finish one page, go on to the next. When you have finished all the pages, check to make certain you haven't skipped a page or scale, but do not change the ratings you have made.

REMEMBER: Never put more than one check mark in any scale.

Do not leave any word pair scale blank.

WINTER PARK, CO

valuable : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : worthless  
unsuccessful : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : successful  
beautiful : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : ugly  
tense : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : relaxed  
interesting : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : boring  
unnecessary : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : necessary  
independant : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : dependant  
pleasant : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : unpleasant  
positive : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : negative  
good : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : bad

MYSELF

valuable : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : worthless  
unsuccessful : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : successful  
beautiful : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : ugly  
tense : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : relaxed  
interesting : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : boring  
unnecessary : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : necessary  
independant : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : dependant  
pleasant : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : unpleasant  
positive : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : negative  
good : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : bad

FRIENDS

valuable : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : worthless

unsuccessful : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : successful

beautiful : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : ugly

tense : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : relaxed

interesting : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : boring

unnecessary : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : necessary

independant : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : dependant

pleasant : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : unpleasant

positive : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : negative

good : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : bad

PHYSICAL SELF

valuable : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : worthless

unsuccessful : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : successful

beautiful : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : ugly

tense : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : relaxed

interesting : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : boring

unnecessary : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : necessary

independant : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : dependant

pleasant : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : unpleasant

positive : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : negative

good : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : bad

CHALLENGE

valuable : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : worthless  
unsuccessful : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : successful  
beautiful : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : ugly  
tense : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : relaxed  
interesting : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : boring  
unnecessary : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : necessary  
independant : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : dependant  
pleasant : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : unpleasant  
positive : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : negative  
good : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : bad

SKIING

valuable : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : worthless  
unsuccessful : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : successful  
beautiful : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : ugly  
tense : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : relaxed  
interesting : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : boring  
unnecessary : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : necessary  
independant : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : dependant  
pleasant : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : unpleasant  
positive : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : negative  
good : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : bad

SELF-CONFIDENCE

valuable : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : worthless

unsuccessful : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : successful

beautiful : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : ugly

tense : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : relaxed

interesting : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : boring

unnecessary : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : necessary

independant : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : dependant

pleasant : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : unpleasant

positive : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : negative

good : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : bad



AMBITION

valuable : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : worthless

unsuccessful : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : successful

beautiful : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : ugly

tense : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : relaxed

interesting : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : boring

unnecessary : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : necessary

independant : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : dependant

pleasant : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : unpleasant

positive : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : negative

good : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : bad

SELF-SATISFACTION

valuable : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : worthless

unsuccessful : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : successful

beautiful : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : ugly

tense : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : relaxed

interesting : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : boring

unnecessary : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : necessary

independant : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : dependant

pleasant : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : unpleasant

positive : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : negative

good : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : bad

ACHIEVEMENT

valuable : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : worthless

unsuccessful : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : successful

beautiful : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : ugly

tense : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : relaxed

interesting : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : boring

unnecessary : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : necessary

independant : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : dependant

pleasant : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : unpleasant

positive : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : negative

good : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : bad