

ABSTRACT

THE EFFECTS OF VARIATIONS IN PERCEPTIONS OF
BEHAVIOR ON DYADIC INTERPERSONAL BEHAVIOR

by

Rita Wendelin Larson

The present research consisted of two studies in the area of person perception. Experiment I examined the consistency of a person's perceptual style--the extent to which a person is differentially sensitive to negative and positive behaviors--across different stimulus persons. Experiment II examined the relationship between perceptions and interpersonal behavior through the investigation of three separate types of perceivers (negative, balanced, and positive behavior perceivers).

For Experiment I, approximately 1,100 male and female undergraduates, in groups of 30-35, viewed a videotape of play interaction between an adult and a male or female child actor. The child demonstrated on the tape approximately equal numbers of behaviors that had differentiated clinic-referred ("disturbed") from non-clinic referred ("normal") children in previous research on parental perceptions. After viewing the videotape, the subjects completed four separate rating scales.

The Child Behavior Checklist (CBC) assessed the subject's perception of the child's behavior in the playroom and "in general"; the Bessell-Palomares Rating Scales and the Kaplan-Anderson Checklist Form I assessed the subject's perception toward the adult in the playroom; and lastly, the Kaplan-Anderson Checklist Form II assessed the conception of a (general) person the subject's age.

A correlational analysis of the rating scales indicated that college students were consistent when rating different stimulus persons on a positive-negative dimension. This suggests that a person's perceptual style might be a relatively stable characteristic of the perceiver and a basic dimension in an individual's perception of another person.

For Experiment II, three groups of behavior perceivers were selected on the basis of their perceptual style score. The CBC for the 1,100 undergraduates was scored for perceptual style by subtracting the number of "negative" (i.e., "disturbed") child behaviors checked from the number of "positive" (i.e., "normal") behaviors checked. "Negative Behavior Perceivers" consisted of 12 males and 12 females who had the lowest perceptual style scores; "Balanced Behavior Perceivers" consisted of 12 males and 12 females who had perceptual style scores closest to zero; and "Positive Behavior Perceivers" consisted of 12 males and 12 females who had the highest perceptual style scores.

The subjects were observed interacting with a peer (confederate) in a structured situation which consisted of a "revealed difference" task. After the subject and confederate had completed an attitude questionnaire, the experimenter selected three items (those the subject

had responded to with a strong opinion) and instructed the dyad members to try and reach an agreement for the items during the next 30 minutes. Two male and two female confederates were trained such that they could always advocate, in a rational and nonthreatening manner, a position opposite to whatever the subject defended.

The effects of the presence of a negative, balanced, or positive behavior perceiver on dyadic interaction were examined via four separate sets of dependent variables that were designed to measure different aspects of the interaction: the Behavior Scores System categories (Borgatta, 1965), which measured overt behavior; a post-study questionnaire, which measured the subjects' (and confederates') perception of their partner; a measure of the interaction which consisted of the times to completion and the outcomes of the revealed difference tasks; and the coders' global ratings which measured observers' perceptions of the subject and the total interaction.

Several significant sex differences were found which support the findings from previous research that males are more aggressive and make more dominant attempts. However, the data did not support the general stereotype that females are more submissive.

The results also indicated that a person's perceptual style had consequences for the person's interpersonal experiences, as measured by all four dependent measures of the dyadic interaction. More specifically, when comparing the effectiveness of the dyadic interactions for the three types of behavior perceivers, it was found that in a conflict situation a positive behavior perceiver engaged in the most dysfunctional interaction; a balanced behavior perceiver

engaged in the most effective interaction; and the negative behavior perceiver engaged in more effective interaction than a positive behavior perceiver.

Speculations were made in an initial attempt to explain the childhood situations that might affect perceptions of behavior. Implications for future research were discussed, particularly with regard to examining the effects of perceptual style on spouse and parent-child interactions.

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BEHAVIOR ON DYADIC INTERPERSONAL BEHAVIOR

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"Sometimes the lights all shinin' on me,
other times I can barely see, lately it
occurs to me what a long strange trip
it's been . . . just keep truckin' on."

The Grateful Dead
(Hunter, García, Lesh & Weir, 1970)

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CHAPTER I

INTRODUCTION

How do we perceive and judge other people? This is an essential question in the study of interpersonal relationships because the way individuals behave in relation to each other is in part determined by the manner in which they perceive and judge each other. As Asch (1946) stated, "To take our place with others we must perceive each other's existence and reach a measure of comprehension of one another's needs, emotions, and thoughts" (p. 258). Although only a few studies have investigated the nature of the interaction between our perceptions and judgments with interpersonal behavior, there is a sizable number of studies investigating how people perceive and judge others. This area of investigation has come to be known as "person perception."

The present research consisted of two studies in the area of person perception. Study I examined the consistency of negative, balanced, and positive behavior perceptual styles across different stimulus persons. The stimulus persons were a child and an adult in a videotaped play interaction, and a hypothetical "person in general." Study II examined the relationship between perceptions and interpersonal behavior through the investigation of the interpersonal behavior of three separate types of perceivers. Specifically, it was hypothesized that an individual's perceptual style would have important interpersonal consequences for the perceiver in adult peer relations. On a broader

spectrum, the present research provided some preliminary implications for identifying "high risk" prospective spouses and parents.

Person Perception

Shrauger and Altrocchi (1964) broadly defined person perception as "the attribution of psychological characteristics (e.g., traits, intentions, emotions) to other people - either by describing them or by making predictions of their subsequent behavior" (p. 290). Warr and Knapper (1968) supplemented this definition with a schematic model (Figure 1) of person perception. This model is an information processing system with ten components. A perceiver selects only certain aspects of the stimulus person and of the situation. This requires an "input selector" which may be influenced by five components operating upon it: present stimulus person information, present context information, stored stimulus information, and relatively stable and relatively transitory characteristics of the perceiver. Another system that transforms information is the "processing centre" which consists of a set of "decision rules" (inference and combination rules) developed by the perceiver. The output from the system (which feeds back into earlier components) is seen as having three aspects: expectancy responses, attributive responses and affective responses.

Throughout the large research literature on person perception there is a consistent, but not surprising, finding that there are individual differences in person perception. Early investigators noted what they considered a frequent source of "error" in predicting a particular person's characteristics and thought it was an undesirable perceptual bias that should be eliminated from psychological studies. However, Bruner and Taguiri (1954) suggested that the precesses underlying the

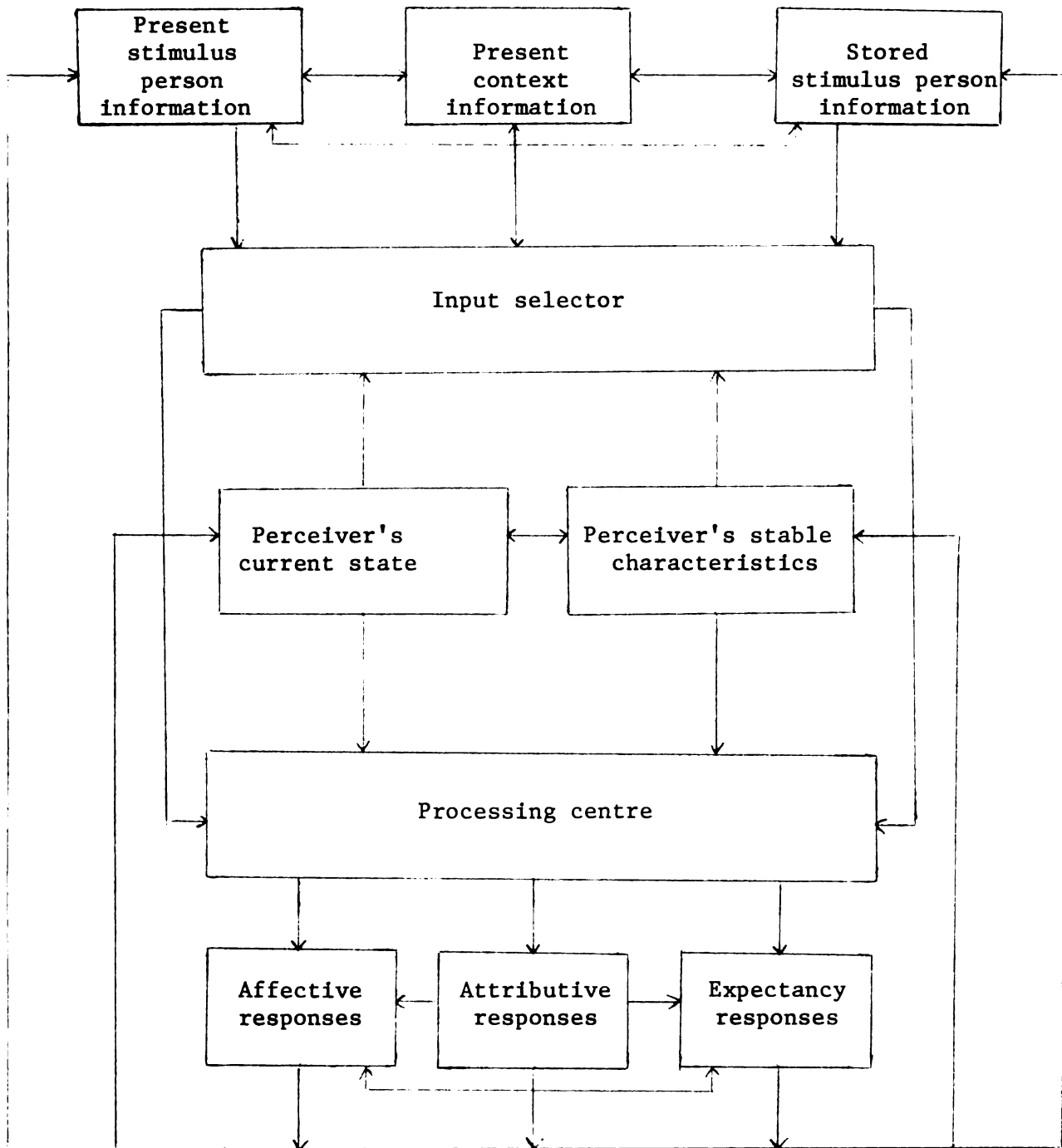


Figure 1. Schematic representation of person perception (Warr and Knapper, 1968).

apparent sources of error should be studied. Nowadays, investigators do not view individual differences as an "error" but as a necessary part of the process of person perception.

Many investigators followed Bruner and Taguiri's suggestion and have studied the way a perceiver actively processes the stimuli to infer characteristics (make judgments) about the stimulus person. Perceivers make sense of the world by imposing stability on the characteristics and behavior of others and as a result, need to process stimulus cues.

A great deal of research indicates that the processing of stimuli in person perception is "dominated far more by what the perceiver brings into the situation than by what he [she] takes in during it" (Gage & Cronbach, 1955, p. 420). In other words, pre-existing perceiver characteristics account for most of the individual differences in perception of the same stimulus object. When perceiving the same stimulus object, perceivers receive the same cues but infer differently from these perceptual cues. Jones and Thibaut (1958) suggest that the person perception task primarily involves inference and interpretation of cues. Therefore, a crucial problem is the identification of the perceiver variables that account for different perceptual inference rules among perceivers. Many studies have focused on just this area. The major perceiver variables that have been identified are grouped under four headings: 1) Personality variables, 2) Sex differences, 3) Implicit personality theory, and 4) Response dispositions.

Personality Variables

There are a sizable number of studies in person perception demonstrating that personality variables of the perceiver account for

some of the individual differences found in person perception. Shrauger and Altrocchi (1964), Taguiri (1968), and Warr and Knapper (1968) reviewed many of these studies and provide a good bibliography, so specific studies will not be cited here. In summary, some of the personality dimensions that have been investigated are: authoritarianism, a perceiver's hostility, "repressors" and "sensitizers", intelligence, degree of conceptual differentiation, maladjustment, and self concept. Thus, several relatively stable characteristics of the perceiver can influence the way s/he perceives other people. However, such findings are very limited in their usefulness for developing a general theory of person perception because, in themselves, they do not lead toward identifying patterns of influence of personality factors in person perception.

Sex Differences

A number of investigators also have found sex differences in person perception. Most of the differences between male and female perceivers are found in experiments that allowed subjects to give free descriptions of stimulus persons; females tend to give more detailed and favorable descriptions (Kohn & Feidler, 1961; Sarason & Winkel, 1966), make more inferences (Gollin, 1958; Sarbin, 1954), and may use different categories than do men (Brach & Wertheimer, 1961). Warr and Knapper (1968) have examined the results of their experiments separately for male and female subjects. They have collected responses to over fifty different stimulus persons perceived in a wide variety of indirect situations. The perceivers did not give free responses but rated the stimulus person using the semantic differential. They found that women in general make more positive perceptual

responses, but this tendency was especially marked when the women were not previously familiar with the persons being judged.

Implicit Personality Theory

The notion of implicit personality theory was first introduced by Bruner and Taguiri (1954). They defined it as "the assumptions we make about the nature of other people" (p. 649). Cronbach (1955) first studied implicit personality theories by correlating subject's trait-ratings for several stimulus persons and found different subjects used different underlying dimensions. Gage and Cronbach (1955) elaborated the original definition by stating that implicit personality theory "is the 'built-in' correlations that the perceiver consciously or unconsciously imposes on the traits, characteristics or behaviors of others" (p. 420). In other words, the term indicates that many dimensions of perception are implicit to the perceiver.

A historic study in this area was conducted by Koltuv (1962). She obtained the names of personally relevant and nonrelevant traits and the names of familiar and unfamiliar people for each of her subjects and then had them rate these people on both kinds of traits. Based on her findings, she reasonably concluded: (1) individuals have implicit personality theories; (2) there are individual differences in implicit personality theories; and (3) individual perceivers use similar patterns of inference across many different stimulus persons. In other words, implicit personality theories have consistency and individuality, they vary among perceivers, and influence a perceiver's perceptions more so than the stimuli of the person. Therefore, by knowing how a person categorizes others, we can tell a great deal about the person.

Response Dispositions

Levy (1961) and Kaplan (1970, 1971, 1972, 1973) have stated that individual differences in person perception are due to differences in pre-existing response biases and not to differences in information reception.

Early studies found people to have characteristic ways of rating others, labeling these tendencies as "halo effect" (Thorndike, 1920); "logical error" (Newcomb, 1931); and "leniency effect" (Sears, 1936). In one of the earliest experimental studies in person perception, Asch (1946) observed that perceivers display consistent positive or negative tendencies in their evaluation of a variety of stimulus persons. Similarly, Gage and Cronbach (1955) suggested that people possess global dispositions or tendencies to reach directionally (i.e., positive or negative) toward "others" both before and after specific "others" are observed. More recently, Kaplan (1970, 1971, 1972, 1973) found that people attach maximum importance to information about others that is consistent with their own general tendencies to evaluate others favorably or unfavorably.

The typical methodology used for the studies investigating perceiver biases has an important limitation. That is, the stimulus person is not actually observed by the perceiver. Instead, the data about the stimulus person are presented in a brief written vignette consisting of a set of personality traits. Following this the perceiver rates the stimulus person on several scales. The stimulus person typically is assumed to be an adult male. In the present study another methodology has been employed. It was expected that the perceiver's positive-negative response bias would affect a perceiver's inferences about real people

who have been observed in a video-taped play interaction, as well as a hypothetical "person in general."

Levy and Dugan (1960) and Osgood, Suci and Tannenbaum (1957) factor analyzed subjects' judgments of different stimulus persons. Their results are consistent with the other studies cited, since they indicate that the evaluative component of the response to another person accounts for a substantial portion of the variance of the perceiver's behavior.

It is apparent that many investigators have observed a basic disposition of a perceiver to rate along a dimension of positive-negative which affects the perceiver's inferences or judgments about a person. Hastorf et al. (1970) stated "this dimension is probably a basic dimension of human experience" (p. 23). Therefore, the present research identified three separate groups of perceivers along the evaluative dimension: negative, balanced, and positive behavior perceivers (Messe' & Stollak, 1974).

Person Perception and Interpersonal Behavior

Obviously, a basic assumption that underlied much research in the area of person perception was that how a person categorizes and perceives another person influences how the perceiver behaves toward that person. Unfortunately, it is only an assumption, since the relationship between perception and interpersonal behavior has been sadly neglected in research. An overview of person perception research reveals that the studies are seldom more than a symbolic response to a symbolic situation.

Only a few studies have investigated the behavioral consequences of perception and they support the assumption that perceptions influence

interpersonal behavior. For example, Kelley (1950) found that students interacted less in a class when they perceived their instructor to be cold than when they perceived him to be warm. Kleck, Ono, and Hastorf (1966) found that subjects interacting with an apparently physically disabled confederate tended to demonstrate less variability in their behavior as a group, expressed opinions that were less representative of their actual beliefs, and terminated the interaction sooner than did subjects interacting with the physically normal confederates.

To specify adequately the relationship between perception and interpersonal behavior, researchers need to examine overt behavior. Therefore, the present research studied the interpersonal behavior of three separate types of perceivers. It was expected that the "perceptual style" of a perceiver would have important behavioral consequences in initial encounters between two strangers. Thus, each interactant simultaneously was both perceiver and perceived. It was expected that the results of this study would help identify more precisely some interpersonal consequences of perceptual differences.

Person Perception, Interpersonal Behavior, and Adult Roles

In addition to the present study providing results for the general area of person perception and interpersonal behavior, it also should provide some preliminary implications for identifying "high risk" prospective spouses and parents.

Probably two of the more important and demanding roles that people assume in adulthood are those of spouse and parent. Both of these dyadic relationships take place within the intimate and complex family

system. As a result, adults are often simultaneously acting in the role of parent and spouse. How does one try to integrate these two roles? There are no easy answers to this question. An important contribution to the understanding of families would be research that begins to specify the relationship between interpersonal behavior patterns of an adult with his/her spouse and with his/her child. For example, do interaction patterns that are established with a spouse generalize and affect the interaction patterns between parent and child?

There is a large amount of research literature exploring both types of dyadic relationships--parent-child and husband-wife. However, much of this research has used questionnaire techniques, individual interview procedures, retrospective analysis, or clinically based material rather than direct observation of interpersonal behavior. Most recently there has been some valuable research conducted that has observed directly and quantified the behavior of parent-child or husband-wife relationships (Baumrind, 1967; Mishler & Waxler, 1968; Raush et al., 1974). In addition, family interaction research has become prevalent since the early 1960's (Riskin & Faunce, 1973). One would expect that such research would be able to shed some light on the relationship between parent and spouse behavior. Unfortunately, most of the research has been concerned only with finding differences between certain classes of "pathological" families and "normal" families.

Parent Behavior

Mishler and Waxler (1968) conducted an innovative study in the area of family interaction that does not pertain directly to the question at hand, but does demonstrate the potential that direct observational

studies have in exploring important and complex questions concerning family functioning. They compared parents interacting with a schizophrenic child and with a "well" sibling and found that the parents did not have a relationship with the schizophrenic child that was qualitatively different from the relationship they had with a "well" child. There was, however, a slight exaggeration of a general style or a reduction in variability of behavior when the parents were with their schizophrenic child. As Mishler and Waxler stated, "perhaps this was a way of saying that the parents behaved like themselves, only more so, with their schizophrenic children" (p. 288).

Thus, the observable parental behaviors measured by Mishler and Waxler tended to be consistent across different children in the family. Therefore, one could speculate that some of their behavior might be consistent across spouse and children. In conjunction with this speculation, Dollard and Miller (1950) have observed that the same kinds of interpersonal behavior are likely to occur in different kinds of social interactions, irrespective of the function or social purpose of these involvements. Therefore, they stated that, "an analysis of the stereotypic behavior of one dyad type may provide data which will enhance the ability of the researcher to predict various behavior variables in other dyad types" (p. 261).

A major study of parent-child relationships was conducted by Baumrind (1967). Nursery school children were rated by observers as either: Pattern I - self-reliant, self-controlled, explorative, and content; Pattern II - discontent, withdrawn, and distrustful; and Pattern III - having little self-control, self-reliance, and a tendency

to retreat from novel experiences. Observations were made in natural and structured settings and data were obtained on parents and children together and independently. Parents of Pattern I children were found to be "notably firm, loving, demanding, and understanding." Parents of Pattern II children were found to be "firm, punitive, and unaffectionate," and mothers of Pattern III children "lacked control and were moderately loving" with the fathers of these latter children being "ambivalent and lax" (p. 83). Baumrind did not specifically study the husband-wife relationship, but one could speculate that the descriptions of the parent-child relationships also might describe the husband-wife relationship. In other words, it is possible that if parents are "firm, loving, demanding, and understanding" with their child then it may be expected that they would behave in a similar manner with each other.

Determining the similarities and differences of interactions in parent-child and husband-wife relationships should be an important contribution to the understanding of family functioning and should provide a new direction in family interaction research. Although there is evidence to indicate that the same interactional qualities of empathy, genuineness, and non-possessive warmth underly an effective adult-adult relationship as well as an adult-child relationship (Bierman, 1968; Liberman, Stollak & Denner, 1971; Moustakas, 1969; Truax & Carkhuff, 1968), researchers need to examine the similarities and differences in dyadic interactions within the same family.

"High Risk" Adults

One of Messer's and Stollak's (1974) major objectives in initiating their research project relating adult perceptions to child psychopathology

was to develop procedures to identify "high risk" adults. There has been a great deal of interest and research devoted to the early identification of children and methods of assessment. It is assumed that if "high risk" children can be identified early in their lives they can most easily be helped and their problems most effectively removed (Cowen et al., 1975). Messe' and Stollak "believe that of equal importance and of equal feasibility is the development of procedures to identify 'high risk' adults, and the implementation of educational programs hopefully designed to prevent much of child and family psychopathology" (Stollak, 1973, p. 167).

Messe' and Stollak's initial study examines the relationship between prospective parent's differential perceptual bias and their behavior in an interaction with a child. However, another important interpersonal sphere for these prospective parents is their behavior in an interaction with another adult. Therefore, to identify "high risk" adults adequately we need to be concerned not only with identifying "high risk" parents but also identifying "high risk" spouses. The current research used the same subjects that Messe' and Stollak selected for their initial study. However, in the present study (Experiment II) the subjects were observed interacting with a peer (confederate) in a structured situation consisting of a revealed difference task.

CHAPTER 2

EXPERIMENT I

Overview

Experiment I was undertaken to test the general hypothesis that there is a relationship between college students' perceptual bias toward a child and toward a person their own age. An overview of the research that examined individual differences in person perception supports the idea that a person's perceptual style (inferential process) is consistent across different stimulus persons. However, the varied stimulus persons studied have always been adults and most often, the adults are only known through written descriptions. There have been no studies investigating whether a person's perceptual style, more specifically, a person's evaluative tendency in making inferences, is similar when perceiving a "real" child and a "real" adult. Therefore, for the current study, it was expected that college students' perceptual style toward a child would be similar toward an adult. Four different rating scales were administered to approximately 1,100 undergraduate males and females. The Child Behavior Checklist assesses the perceptual orientation toward a specific child, the Bessell-Palomares Rating Scales and the Kaplan-Anderson Checklist Form I assess impressions of a specific adult, and the Kaplan-Anderson

Checklist Form II assesses the conception of a (general) person the subject's age. The distinction between "perception" and "conception" was made by Warr and Knapper (1968). They used the term perception to refer to judgments made when the stimulus object is present and conception to refer to judgments made when the stimulus object is absent.

Hypothesis

College students will show a similar consistency on a positive-negative dimension when (1) rating a child's behavior; (2) rating an adult's behavior; and (3) ascribing positive and negative traits to a person "in general."

Method

Subjects

The subjects were approximately 1,100 Michigan State University students who responded to an advertisement placed in the student newspaper which solicited students interested in research for pay. The ad read as follows:

Undergraduates to Participate in Behavioral Research. If chosen, you will be paid \$5/hour for 1-3 hours of your time. If interested, come for a "pre-employment" interview for which you will be paid \$1.

Procedure

The subjects viewed the Standard Perceptual Stimulus (SPS) videotape, developed by Messe' and Stollak (1974). The SPS is a

20-minute videotape of play interaction between a female and a child actor in a playroom setting. The videotape was balanced for positive and negative behaviors, in that the child was shown emitting approximately equal amounts of each type. Positive behaviors were those which were reported more frequently by a sample of parents of non-clinic children who responded to an earlier version of the Child Behavior Checklist that was developed by Ferguson, MacKenzie, and Does and reported in Ferguson, Partyka, and Lester (1974); negative behaviors were those which were reported more frequently by a sample of parents of clinic children. Two tapes were developed, using the same script and same adult, but the sex of the child actor was varied.

Subjects, in groups of 30-35, observed the SPS. The SPS was introduced as follows:

The purpose of this study is to see if the evaluations of people who are relatively naive agree with so called experts in play encounter training. You will see excerpts from several weeks of afternoon sessions in which a graduate student in training plays with a child. The child was one of a number of volunteers from the public schools who was paid for participating and who came over a period of weeks to play with her. What we are asking you to do is to view this 15 to 20 minute video-tape of portions of these play encounters with Karen/Tom. After the tape is over you will be asked to evaluate the graduate student's behavior. Are there any questions?

Now I am going to start the tape. Again, watch the screen carefully to see how the graduate student acts with the child over the course of her encounters with her/him.

After they viewed the SPS, subjects were escorted to a larger room where they were instructed to complete the Bessell-Palomares Rating Scales (BP), the Child Behavior Checklist (CBC) Form A or Form B, and the Kaplan-Anderson Checklist (KAC) Form I and II.

Materials

Bessell-Palomares (1970) Rating Scales. The BP (presented in Appendix A) is a 10-item instrument on which the subject rates the adult's behavior on a scale from 1-5, with 1 the most negative score and 5 the most positive score. A total BP score was derived from the subject's BP by summing their scores on the 10 items.

Child Behavior Checklist (Form A and Form B). The CBC (presented in Appendix B) is a checklist of 64 items referring to the behavior of children which significantly differentiated clinic and non-clinic children (Ferguson, et al., 1974). For example, items scored negatively were perceived present in their children by parents of clinic children to a greater extent than they were perceived present by parents of non-clinic children. The subjects rated each item twice. First they checked the item if they thought it applied to the child's behavior in the playroom and they checked it a second time if they thought it applied to the child's behavior in general. Four scores were derived from the subject's CBC: positive and negative score for the child's behavior in the playroom; positive and negative score for the child's behavior "in general."

Kaplan-Anderson Checklist (Form I and II). The KAC (presented in Appendix C) was designed for the present study to measure the subject's perceptual style toward the adult in the film (Form I) and to measure the subject's conception of an adult "in general" (Form II). The

checklist consisted of 18 high-likeableness personality traits and 18 low-likeableness personality traits, chosen from Anderson's norms (1968), and listed in random order. Two restrictions were added in the selection of the traits: 1) They would be highly meaningful words, using Anderson's norms (1968); and 2) the same valence traits would not be synonyms.

The subject's task was to check the twelve words, from the pool of 36, which s/he would most likely use in describing 1) "a person of your own age" and 2) the "adult in the film."

A similar checklist was used by Kaplan (1973). He used twelve high-, medium-, and low-likeableness traits, taken from Anderson's norms, which were listed in random order. The subject's task was to check the twelve words, from the pool of 36, which s/he would most likely use in describing people in general.

Four scores were derived from the subject's KAC: positive and negative score for the adult in the playroom; positive and negative score for an adult "in general."

Results

Correlational Analysis: Child and Adult Ratings

To examine the relationship of perceptual style across different stimulus persons, the following scores were correlated: positive and negative ratings on the CBC for the child in the playroom and for the child "in general"; positive and negative ratings on the KAC for the adult in the playroom and for a person "in general"; and the total BP rating for the adult in the playroom. Separate correlation matrices were computed for the 1,100 subjects and for the 150 subjects who were

selected as the negative, balanced, and positive behavior perceivers.

The correlation matrix for the 1,100 subjects is presented in Table 1. Inspection of this matrix reveals that out of the 36 correlation coefficients, 17 were significant at the .001 level and four were significant at the .01 level. Although most of the significant correlations were between the ratings of the child on the CBC ($p < .001$) or between the ratings of an adult on the KAC ($p < .001$, with one exception), there were also some significant correlations between child and adult ratings. The total BP score, a rating of the adult in the playroom, correlated significantly with the following: the positive and negative ratings of the adult in the playroom on the KAC ($p < .001$); the positive and negative ratings of the child in the playroom ($p < .001$); and negative rating of the child "in general" ($p < .01$); and the positive and negative rating of an adult "in general" on the KAC ($p < .001$). In addition, the negative rating of the adult in the playroom and the negative rating of an adult "in general" correlated significantly with the rating of the child in the playroom ($p < .01$).

The correlation matrix for the 150 negative, balanced, and positive behavior perceivers is presented in Table 2. The pattern of significant correlations was similar to the matrix for the 1,100 subjects. However, there are additional significant correlations. Out of the 36 correlation coefficients, 19 were significant at the .001 level and 6 were significant at the .01 level. Additional significant correlations showed that there were more relations between ratings of the adult with ratings of the child: The negative rating of the adult in the playroom on the KAC correlated significantly with the ratings of the child on

TABLE 1

Correlations between the Child Behavior Checklist,
Bessell-Palomares Scale, and the Kaplan-Anderson
Checklist for the 1,100 Subjects

Variable	1	2	3	4	5	6	7	8	9
1. Positive-Child in Playroom (<u>CBC</u>)	-								
2. Negative-Child in Playroom (<u>CBC</u>)	.34**	-							
3. Positive-Child in General (<u>CBC</u>)	.52**	-.25**	-						
4. Negative-Child in General (<u>CBC</u>)	-.22**	.44**	-.50**	-					
5. Total <u>BP</u> -Adult in Playroom	.15**	-.10*	.01	.07*	-				
6. Positive-Adult in Playroom (<u>KAC</u>)	.06	-.02	-.01	.01	.26**	-			
7. Negative-Adult in Playroom (<u>KAC</u>)	.11*	.09*	-.01	-.01	-.56**	-.44**	-		
8. Positive-Adult in General (<u>KAC</u>)	.05	-.06	.01	-.01	.28**	-.05	-.40**	-	
9. Negative-Adult in General (<u>KAC</u>)	-.09*	.05	.03	-.06	-.28**	-.25**	-.54**	-.15**	-

* p < .01
** p < .001

Note.--All tests were one-tailed

TABLE 2

Correlations Between the Child Behavior Checklist,
Bessell-Palomares Scale, and the Kaplan-Anderson
Checklist for the 150 Subjects Who Were Designated
As Either a Negative, Balanced, or Positive Behavior Perceiver

Variable	1	2	3	4	5	6	7	8	9
1. Positive-Child in Playroom (<u>CBC</u>)	-								
2. Negative-Child in Playroom (<u>CBC</u>)	-.71**	-							
3. Positive-Child in General (<u>CBC</u>)	.87**	-.71**	-						
4. Negative-Child in General (<u>CBC</u>)	-.70**	.81**	.65**	-					
5. Total <u>BP</u> -Adult in Playroom	.30**	-.27**	.25**	-.24**	-				
6. Positive-Adult in Playroom (<u>KAC</u>)	.10	-.07	.09	-.13	.38**	-			
7. Negative-Adult in Playroom (<u>KAC</u>)	-.25**	.24**	-.22*	.22*	-.61**	-.48**	-		
8. Positive-Adult in General (<u>KAC</u>)	.16	-.18*	.13	-.15	.45**	.09	-.55**	-	
9. Negative-Adult in General (<u>KAC</u>)	-.26**	.16	-.22*	.20*	-.15	-.11	.43**	-.19*	-

* $p < .01$
** $p < .001$

Note.--All tests were one-tailed.

the CBC ($p < .001$); the negative rating of an adult "in general" correlated significantly with the rating of the child "in general" ($p < .01$); and the total BP rating correlated significantly with all the ratings of the child ($p < .001$).

Of particular relevance to the present study was the finding that ratings of a child correlated significantly with particular ratings of an adult. The relationship was strongest when correlating the ratings of the 150 subjects, who comprised two extreme groups (those who rated the child the most negatively of the 1,100 subjects or who rated the child the most positively of 1,100 subjects), and the middle group (those who rated the child the most equally on positive and negative behaviors). For these 150 subjects, 12 out of the 20 correlations between their ratings of an adult with their ratings of a child were significant. Seven of the correlations which were not significant consisted of the rating of the child with the positive rating of the adult in the playroom and the adult "in general" on the KAC.

To summarize, the results of the correlational analysis indicated that college students showed a consistency on a positive-negative dimension when rating a child in the playroom and "in general," an adult in the playroom on two different types of rating scales (BP and KAC), an adult in the playroom and an adult "in general," and an adult and a child. These results, in terms of number, although not magnitude, provide strong support for the hypothesis.

Subsidiary Analyses

To examine if there were differences in the subject's perceptions as a function of the sex of the perceiver, sex of the stimulus person,

and/or instructional context, the Bessell-Palomares Scale, Child Behavior Checklist, and the Kaplan-Anderson Checklist each were subjected to an analysis of variance. Unfortunately, findings are confounded by the fact that the subjects only perceived (rated) a specific female adult and a specific male or female child. Therefore, due to the necessarily tentative nature of the conclusions drawn from the data, the specific results and discussion relevant to these analyses are presented in Appendix D.

In addition to examining the consistency of the subject's evaluative dimension across different stimulus persons through correlational analysis, the adult ratings of the 150 subjects selected as the negative, balanced, and positive behavior perceivers were subjected to an analysis of variance. However, for the reasons presented above in regard to similar analyses for the total sample, the results and discussion relevant to these subsidiary analyses are presented in Appendix E.

Discussion

The results of the correlational analysis indicated that college students showed a consistency on a positive-negative dimension when rating different stimulus persons. This suggests that a person's differential selectivity to and/or inferential process when attributing positive and negative behaviors might be a relatively stable characteristic of the perceiver and a basic dimension in an individual's perception of another person. It is assumed that the evaluative dimension used by the perceiver is a result of the undergraduates' childhood interactions with their parents. More detailed formulations

about the origins of perceptual bias (evaluative dimension) will be discussed in the report of Experiment II, below.

The findings for the present study, in which the subjects evaluated real people, correspond to those of previous investigations, in which the subjects evaluated hypothetical people described in written vignettes (Osgood et al., 1957; Levy & Dugan, 1960; Levy, 1961; and Kaplan, 1970, 1971, 1972, 1973). The findings support the assertion that the processing of stimuli in person perception is strongly determined by what the perceiver brings into the situation. However, the more important issue is the relationship between perceptions and interpersonal behavior. This will be the focus for Experiment II.

CHAPTER 3

EXPERIMENT II

Overview

Experiment II was undertaken to test the general position that a person's perceptual style influences how the perceiver behaves toward the stimulus person. Although there has been a steady stream of research in person perception, there is a paucity of studies investigating the relationship between perception (questionnaire or checklist responses) and social actions. In the present study, it was expected that the perceptual style of a perceiver, as measured by the Child Behavior Checklist, would have important interpersonal consequences in adult dyadic relations. Three separate types of behavior perceivers (positive, balanced, negative) were observed interacting with a confederate in a structured situation consisting of a revealed difference task. It was expected that the perceptual style of the subject would have an effect on the dyadic behavior.

Hypotheses

It was expected that in a "revealed differences," conflict situation, dyadic interaction would be affected differentially by the presence of a negative, balanced, or positive perceiver. Since the present research

was part of the initial study that investigated the effects of perceptual style, it appeared too premature to generate specific directional hypotheses. Therefore, the effects of the presence of a negative, balanced, or positive behavior perceiver on dyadic interaction were examined via four separate sets of dependent variables that were designed to measure different aspects of the interaction: the Behavior Scores System categories (Borgatta, 1963), which measured overt behavior; a post-study questionnaire, which measured the subjects' (and confederates') perception of their partner; a structural measure of the interaction which consisted of the times to completion and the outcomes of the revealed difference tasks; and the coders' global ratings which measured observers' perceptions of the subject and of the total interaction. In addition to examining the effects of perceptual style on dyadic interaction, the four dependent measures also were examined for the effects of sex of the subject and/or sex of the confederate.

Method

Design

The design of Experiment II was a 2 X 2 X 3 X 2 factorial, with sex of the subject, sex of the confederate, perceptual style, and role in dyad respectively as factors. There were a total of 96 subjects, 48 males and 48 females, and four confederates, 2 males and 2 females. Each cell contained 8 dyads (subject and confederate). Subjects were paired with a confederate of the same sex as that of the target child that they viewed in the SPS.

Subjects

Subjects were 48 males and 48 female undergraduates at Michigan State University who participated in the research for pay. They were randomly chosen with a perceptual style category from 150 subjects selected by Messe' and Stollak (1974).

From the 1,100 subjects who participated in Experiment I, Messe' and Stollak (1974) selected three types of behavior perceivers, using a score that was derived by subtracting the number of negative behaviors checked on the CBC from the number of positive behaviors checked. From these scores subjects were selected who met the following criteria:

(a) to be considered a "negative behavior perceiver," a subject had to check at least 20 behaviors (that he or she saw the child emit in the playroom) and receive a perceptual bias score of at least -14; (b) to be considered "balanced," subjects had to check at least 20 behaviors and receive a bias score that ranged from -1 to +1; (c) to be considered a "positive behavior perceiver," a person had to check at least 20 behaviors and receive a score of at least +5.

Research Assistants

Four confederates (2 male and 2 female), four coders (2 male and 2 female), and a male experimenter were selected from undergraduate psychology majors. They received psychology research credits for participation in the study.

Setting

The experimental setting was a small room with a one-way mirror, three chairs and two tables. While filling out the questionnaires, described below, the subject and confederate sat at separate tables.

The tables were placed so that the participants would not be facing each other. For the interaction, the subject and confederate were instructed to move their chairs so that they would be facing each other.

Procedure and Instrumentation

One subject and a confederate (who played the role of a subject) were present for each session. The experimenter introduced himself and asked the subjects to do the same. The experimenter told them that he was interested in studying how two people with differing attitudes resolve their differences. Care was taken to treat the confederate at all times just as if s/he were a real subject.

The subject and confederate first completed separately a 17 item attitude questionnaire, developed by the experimenter (see Appendix F), that asked for their opinion on several attitude issues. Items for the attitude questionnaire were constructed from several issues deemed to be of interest to college students. No attempt was made to develop items having content covering a systematically defined set of issues since the content was not of major interest in the experiment. In responding to the items of the questionnaire the subject could either strongly agree, moderately agree, moderately disagree, or strongly disagree.

After completion of the attitude questionnaire, the experimenter excused himself in order to choose three items on which they had opposing attitudes. While the experimenter was gone, he had the subject and confederate complete a value scale (Appendix G). This scale was administered merely to keep the subject and confederate occupied and prevent them from interacting while the experimenter was out of the room.

Eight items from the attitude questionnaire were preselected during training by the experimenter and confederates to be used for the

interaction segment. They were items which appeared most likely to elicit strong opinions from a college-aged sample. The items that dealt with sexually-oriented topics were excluded along with topics that were felt to have a weak argument for one of the sides. Scripts were developed with points "for" or "against" the attitudes statement, along with counterpoints, and are listed in Appendix H.

The experimenter selected three items from the attitude questionnaire to which the subject responded with a strong opinion. If the subject did not express either a "strongly agree" or "strongly disagree" response, the moderate responses were used.

All of the eligible items, along with different responses were typed on 3 X 5 cards. S_1 was written in the blank corresponding to the subject's response; S_2 designated the confederate's response, and it was always in opposition to the subject's response. For example, if the subject marked "strongly agrees," S_1 was placed in the blank next to the strongly agree response and S_2 was placed in the blank for the strongly disagree response. The same procedure was used for moderately agree and moderately disagree responses.

When the experimenter returned to the room he collected the value scales and instructed the subject and confederate to move their chairs so that they would be facing one another. He then proceeded to give the following directions:

I have selected three items that the two of you have expressed divergent attitudes on. The three items are typed on these cards, along with each of your responses. S, your response is designated by S_1 , which merely stands for subject one, and C, your response is designated by S_2 , which stands for subject two.

Now I would like the two of you to discuss the items, one at a time, and try to reach an agreement for the items. Begin with the first item and do not look at the next item until you are ready to begin discussing it. You will have 30 minutes to discuss, one, two, or all three of the items. In other words, if you want to, you can spend the entire 30 minutes discussing only the first item. However, you may proceed to the next item if both of you consent to move on, even if you haven't reached an agreement on the item you're discussing. Most importantly, remember that your discussion will last for 30 minutes and your instructions are to try and reach an agreement for the items.

The procedure used in this study was very similar to the Revealed Difference Technique developed by Strodtbeck (1951). This technique has been used quite widely and has been utilized primarily as a research tool to generate data for the study of content and/or process relationships in such groups as the family (Mishler & Waxler, 1968). This procedure was used in this study because it generates conflict. It was felt that some type of experimental manipulation would be necessary in order to break through the camouflaging effects of convention and politeness which are characteristic of behavior with strangers, especially strangers in a psychology experiment.

After completion of the interaction segment of the experiment, the subject and confederate were asked to fill out a post-study questionnaire (Appendix I). In the first part, the subject indicated along a 7-point scale how well each of 36 personality traits described their partner. The 36 traits were the same positive and negative traits that were on

the Kaplan-Anderson Checklist used in Experiment I. The endpoints for the 7-point scales were labeled "very" and "not at all." The 18 positive and negative trait scores were summed to yield a total positive score and a total negative score. The second part of the questionnaire consisted of six questions. Five items consisted of evaluating their partner on 7-point dimensions of persuasiveness, likeability, desirability as a future partner in an experiment, ability to win affection and liking from others, and ability to fit in with the person's circle of close friends. The remaining item assessed how comfortable the individual felt during the experiment.

Coding of Peer Interaction

Two coders independently rated the interaction occurring in a session. Each coder rated an equal number of subjects from each condition. Coders viewed the session through a one-way mirror and heard the interaction through headphones. The coders were trained to score the behaviors of both the real subject and the confederate using the Behavior Scores System, BSS, developed by Borgatta (1963). Appendix J presents details of this coding system. Reliability estimates for this study were obtained for each category.

The BSS seemed the most appropriate to examine peer interaction since it was designed "to devise a set of scoring categories, essentially using the same type of units that are common to Chapple's, Bales', and other systems, but focusing on definitions that would maximize content areas corresponding to peer assessments" (Borgatta, 1963; p. 26).

In addition to having high relevance to peer interaction, the system had a small number of scores (basically ten) that appeared manageable for rating "live" interaction.

Coders' Global Ratings

In addition to coding the behavior, the coders rated the dyad and subject, using five 7-point semantic differential scales. The scales consisted of rating the total interaction (positive-negative) and the subject's intelligence, comfortableness, friendliness, and nondefensiveness.

Training Procedure

Confederates. Initial subjects who helped in the training of the four confederates were 80 MSU undergraduates in introductory psychology courses who received credit toward their class grade for participating. Subjects were recruited by a notice on the class bulletin board, informing them of an "opinionated discussion study." From the initial 80 subjects, each confederate was trained by encountering 10 males and 10 females.

The training objective was to standardize the confederate's behavior. The confederates were coached to use rational, intelligent and concise points for their arguments. Their manner of presentation was to be assertive, enthusiastic, confident, and opinionated. They were not to be hostile, sarcastic, over-emotional, or use sensationalized, exaggerated, and irrelevant arguments. In addition, their style of discussion was to take the form of the debate style. The confederates were to challenge the subject's point and then add an additional point for their side. Also, confederates were instructed not to initiate going on to the next item for discussion. This was always left up to the subject and the confederate would agree after the subject had made the suggestion. In the noninteraction segment of the study, the confederates did not initiate any conversation with the subject and only responded

with short answers when the subject initiated conversation.

At the end of training the confederates appeared well trained since they behaved in a highly standardized manner with the pilot subjects.

Coders. Unaware of the purpose or design of the study, the four coders learned the categories to be scored. Discussion followed and definitions were revised and made more clear. Category 5 was dropped from the rating scale. Essentially this category consisted of responses such as head nods or "um hums." These behaviors were exhibited so often that rating them interfered with the coder's concentration on the dialogue. Therefore, this category was eliminated.

The training process consisted of three parts. First they rated practice transcripts of social interaction protocols, followed by rating audiotapes of role-playing sessions of the confederates, and ended with live ratings of the confederates and pilot subjects. The training process consisted of approximately 5-6 hours/week for 10 weeks.

Results

Coder Reliability

Six rater pairs coded the "live" 30 minute interaction, using the BSS. To obtain an estimate of the reliabilities for each of the categories, product-moment correlation coefficients were computed for the six rater pairs, and an average was computed to obtain a mean category reliability. Table 3 presents correlation coefficients across categories. The range of the average correlations was .35 to 1.00, which indicated a somewhat large degree of variability in interjudge reliability across behaviors. The low reliabilities that some of the

TABLE 3

Inter-Rater Reliability for the Behavior Scores System Categories

Rater Pairs Category	I	II	III	IV	V	VI	Mean Category Reliability
1	.97	.94	.96	.91	.95	.93	.94
1A	.48	-	.37	-	.35	.24	.36
1B	.76	.68	.63	.70	.79	.14	.62
1C	.91	.18	.56	.72	-	.12	.50
1D	.26	.17	.76	.70	-	.80	.54
2	.91	.83	.84	.79	.87	.90	.86
2A	.35	.81	-.03	.40	.41	.63	.44
2B	.72	.78	.74	.37	.60	.70	.65
2C	.54	-	-	.43	.67	1.00	.66
2D	.56	-	-	-	-	-	.56
3	.95	.87	.88	.92	.93	.80	.89
3A	-	-	1.00	-	-	-	1.00
3B	-	-	-	1.00	-.04	-	.52
3C	.90	.86	-	.91	.75	.70	.82
3D	-	.81	-	-	-	-	.81
4	.98	.89	.94	.99	.96	.86	.94
4A	-	-	-	-	.70	-	.70
4D	.99	-	.93	.94	.70	.52	.82
6	.94	.93	.93	.92	.89	.85	.91
6B	.66	.21	.70	.12	-.05	.36	.35
6C	-	1.00	.69	-	-	-	.84
6D	-	-	-	.86	.84	-	.85
7A	.43	.80	-.04	.68	.61	.48	.51
7B	.79	.84	.76	.75	.74	.63	.75
7C	.90	.84	.90	.95	.84	.13	.76
7D	.64	.27	.91	.94	.75	.57	.68

categories yielded appeared related to the very low occurrence of these behaviors during the 30 minutes interaction. Therefore, categories 1a-neutral communication-task determining, 2a-assertive acts-task determining, and 6b-supportive acts, group maintaining were eliminated from further analyses because of insufficient reliability. The remaining categories showed sufficient reliability to be included in subsequent analyses.

Category Usage

The mean category usage and standard deviations for the BSS categories of the subjects' and confederates' behavior are presented in Table 1 and Table 2 of Appendix K. The categories are listed in order of frequency of their usage.

Dependent Measures

Four types of dependent measures were employed in this study to test the effects of perceptual style and the other independent variables on dyadic interaction:

- (1) A behavioral measure--the subjects' and confederates' behavior was scored using the BSS categories. Every act received a score in one of the following categories: neutral assertions or communications; assertive or dominant acts; antagonistic acts; withdrawal acts; and assertive supportive acts. In addition, an act could receive one of the following surscores: task determining acts; group maintaining acts; hostility displayed; and tension displayed (it should be noted that an act could never receive just a surscore);
- (2) A questionnaire designed to examine the subject's and confederate's perception of their partner on a positive-negative dimension;
- (3) Time to completion and the outcome of the revealed difference task;
- (4) Coder's global ratings of the participants.

For all four types of dependent measures, the dyad was used as the unit of analysis, with the exception of four of the coder's global ratings, which were made only of the subject. In addition, for the BSS and the post-study questionnaire, scores for the role in dyad (subject or confederate) were included in the analyses as a factor, repeated within a dyad. Thus, data for the BSS and post-study questionnaire were subjected to 2 (sex of subject) X 2 (sex of confederate) X 3 (perceptual style) X 2 (role in dyad, a repeated measure) analyses of variance. The times to completion and outcomes of the revealed difference tasks, and the coder's global ratings were subjected to 2 (sex of subject) X 2 (sex of confederate) X 3 (perceptual style) analyses of variance. Findings are reported for F ratios that were (a) significant at $p < .10$, and (b) not qualified by significant higher order interactions.¹ Further analyses of significant interactions were carried out through simple effects tests and when appropriate, Neuman-Keuls tests also were performed (Winer, 1971, pp. 347-351).

Behavior Scores System

Table 4 presents a summary of the significant F ratios not qualified by higher order interactions for the BSS. Because the amount of time for the interaction was not always exactly 30 minutes, the BSS scores were standardized by dividing the scores by the number of minutes for the interaction. Therefore, the analyses were done on the behavior scores per minute, and the cell means listed in the tables

¹ Because of the exploratory nature of the present research it seemed reasonable to examine the marginally significant findings (i.e., those whose confidence level exceeded .10 but did not reach .05) as well as those that met the traditional criterion of statistical significance (i.e., $p < .05$).

TABLE 4

Summary of Significant F Ratios Not Qualified
By Higher Order Interactions for the Behavior Scores System

Source	<u>F</u>	<u>p</u>
1. Sex of Subject (<u>df</u> = 1/84)		
3-Antagonistic Acts	2.84	.10
3C-Antagonistic Acts-Hostile	3.75	.06
2. Perceptual Style (<u>df</u> = 2/84)		
6C-Supportive Acts-Hostile	3.99	.03
3. Role in Dyad (<u>df</u> = 1/84)		
2A-Assertive Acts-Task Determining	23.13	.0001
3--Antagonistic Acts	12.05	.0009
3C-Antagonistic Acts-Hostile	2.98	.09
4--Withdrawal	38.75	.0001
4A-Withdrawal-Task Determining	5.50	.03
4D-Withdrawal-Tension	7.53	.008
6--Supportive Acts	71.65	.0001
4. Sex of Subject X Role in Dyad (<u>df</u> = 1/84)		
1--Neutral Communication	8.20	.006
2--Assertive Acts	8.39	.005
6D-Supportive Acts-Tension	3.99	.05
ΣA-Task Determining Acts	3.25	.08
5. Perceptual Style X Role in Dyad (<u>df</u> = 2/84)		
3D-Antagonistic Acts-Tension	2.87	.07
6. Sex of Confederate X Perceptual Style (<u>df</u> = 2/84)		
1--Neutral Communication	3.17	.05
7. Sex of Subject X Sex of Confederate X Role in Dyad (<u>df</u> = 1/84)		
2C-Assertive Acts-Hostile	3.15	.08
3B-Antagonistic Acts-Group Maintaining	3.72	.06
8. Sex of Subject X Perceptual Style X Role in Dyad (<u>df</u> = 2/84)		
1C-Neutral Communication-Hostile	4.48	.02
2D-Assertive Acts-Tension	3.80	.03
ΣC-Hostile Affect	3.42	.04
9. Sex of Confederate X Perceptual Style X Role in Dyad (<u>df</u> = 2/84)		
2B-Assertive Acts-Group Maintaining	4.72	.02
10. Sex of Subject X Sex of Confederate X Perceptual Style (<u>df</u> = 2/84)		
2D-Assertive Acts-Tension	5.91	.004
11. Sex of Subject X Sex of Confederate X Perceptual Style X Role in Dyad (<u>df</u> = 2/84)		
1B-Neutral Communication-Task Determining	2.81	.07
1D-Neutral Communication-Tension	2.83	.07

represent the amount of behavior displayed per minute.

Sex main effect. Two of the BSS categories showed a significant main effect for sex of subject: 3-antagonistic acts; and 3C-antagonistic acts, hostile. Dyads which contained male subjects exhibited more antagonistic acts ($\bar{X} = 1.61$) and antagonistic acts-hostile ($\bar{X} = .028$) than did dyads which contained female subjects (antagonistic acts $\bar{X} = 1.33$; antagonistic acts-hostile $\bar{X} = .007$).

Perceptual style main effect. The BSS category, 6C-supportive acts--hostile, showed a significant main effect for perceptual style. Only dyads containing a negative behavior perceiver exhibited this behavior; Table 5 presents the cell means that are relevant to these findings.

TABLE 5

Means (per minute) of the Behavior Scores System
Category that Yielded a Significant Perceptual Style Main Effect

Variable	Negative	Balanced	Positive
6C-Supportive Acts- Hostile	.007	0	0

Role in dyad main effect. Seven of the BSS categories showed a significant main effect for role in dyad: 2A-assertive acts, task determining; 3-antagonistic acts; 4-withdrawals; 4A-withdrawals, task determining; 4D-withdrawals, tension; and 6-supportive acts. For all of these categories, the subjects exhibited more of these behaviors than did the confederates. Table 6 presents the means that are relevant to these findings.

TABLE 6

Means (per minute) of the Behavior Scores System
Categories that Yielded a Significant Role in Dyad Effect

Variable	Subject	Confederate
2A-Assertive Acts-Task Determining	.042	.013
3--Antagonistic Acts	.780	.675
3C-Antagonistic Acts-Hostile	.011	.005
4--Withdrawal	.345	.062
4A-Withdrawal-Task Determining	.002	0
4D-Withdrawal-Tension	.034	0
6--Supportive Acts	.787	.432

Sex of subject X role in dyad. Four of the BSS categories showed a significant sex of subject X role in dyad effect: 1-neutral communication; 2-assertive acts; 6D-supportive acts, tension; and 2A-task determining acts. These interactions were explored further via simple effects analyses. For category 1-neutral communication, a simple effects analysis revealed that sex of subject was significant only for confederates ($F = 2.87$, $p < .10$). Confederates exhibited more neutral communication when the subject was female than when the subject was male. The simple effects tests for the remaining categories indicated that sex of subject was significant only for subjects: 2-assertive acts ($F = 3.40$, $p < .08$); 6D-supportive acts, tension ($F = 7.20$, $p < .01$); and 2A-task determining acts ($F = 6.16$, $p < .01$). Male subjects displayed more assertive and task determining acts than did female subjects, whereas female subjects displayed more 6D-supportive acts-tension, than did male subjects. The cell means

relevant to these findings are presented below in Table 7.

TABLE 7

Means (per minute) of the Behavior Scores
System Categories that Underlied Significant
Sex of Subject X Role in Dyad Interactions

Variable	Role in Dyad	Female	Male
1--Neutral Communications	Confederate	3.914	3.359
2--Assertive Acts	Subject	2.420	2.736
6D--Supportive Acts- Tension	Subject	.013	0
ΣA--Task Determining Acts	Subject	.040	.068

Perceptual style X role in dyad. The BSS category, 3D-antagonistic acts-tension, showed a significant interaction for perceptual style X role in dyad. A simple effects analysis indicated that Neuman-Keuls tests between perceptual style were appropriate for subjects ($F = 2.82, p < .08$). The Neuman-Keuls tests showed no significant difference between positive behavior perceivers and negative behavior perceivers. However, balanced behavior perceivers showed more antagonistic acts-tension than negative behavior perceivers ($q = 3.14, p < .10$) or positive behavior perceivers ($q = 2.65, p < .10$). Table 8 presents the cell means that are relevant to these findings.

TABLE 8

Means (per minute) of the Behavior Scores System Category that
Yielded a Significant Perceptual Style X Role in Dyad Interaction

Variable	Role in Dyad	Negative	Balanced	Positive
3D-Antagonistic Acts-Tension (per minute)	Subject	0	.0088	.0013

Sex of confederate X perceptual style. The BSS category, 1-neutral communication, showed a significant interaction for sex of confederate X perceptual style. A simple effects analysis revealed that Neuman-Keuls tests between perceptual style conditions were appropriate when the dyad contained a female confederate ($F = 3.25, p < .05$). There was significantly more neutral communication in dyads with a female confederate that contained a positive behavior perceiver than in those that contained a negative behavior perceiver subject ($q = 3.59, p < .05$). No other differences were statistically significant. The cell means relevant to this finding are presented in Table 9.

TABLE 9

Means of the Behavior Scores System Category that
Yielded a Significant Sex of Confederate X Perceptual Style Interaction

Variable	Sex of C	Negative	Balanced	Positive
1-Neutral Communications	F	6.956	7.382	7.984

Sex of subject X sex of confederate X role in dyad. Two of the BSS categories showed a significant interaction for sex of subject X sex of confederate X role in dyad: 2C-assertive acts-hostile; and 3B-antagonistic acts-group maintaining. To clarify these results further, simple effects analyses were performed.

First, category 3B-antagonistic acts, group maintaining was divided into subjects' behavior and confederates' behavior and simple two-way ANOVAS were computed. The results of this analysis indicated that sex of subject X sex of confederate interaction was significant only for confederates' behavior ($F = 8.94, p < .01$). This interaction was explored further via simple effects tests which showed a significant

sex of subject effect only for male confederates ($F = 3.57, p < .07$). Only when male confederates were with female subjects did they exhibit antagonistic acts-group maintaining ($\bar{X} = .004$); they did not emit this behavior at all with male subjects.

Category 2C-assertive acts-hostile was divided into subjects' behavior and confederates' behavior and a two-way simple effects ANOVA was computed. No simple effects tests reached significance, however.

Sex of subject X perceptual style X role in dyad. Three BSS categories reflected a significant interaction for sex of subject X perceptual style X role in dyad: 1C-neutral communication, hostile; 2D-assertive acts, tension; and Σ C-hostile affect. Tests of simple effects explored these interactions further.

The data first were divided into subjects' behavior and confederates' behavior and two-way simple effects ANOVAS then were computed. The results of these analyses for all three categories indicated that sex of subject X perceptual style interaction was significant only for subjects' behavior: 1C-neutral communication, hostile ($F = 3.93, p < .03$); 2D-assertive acts, tension ($F = 7.13, p < .01$); and Σ C-hostile affect ($F = 3.89, p < .03$). These interactions were explored further via simple effects tests.

Category 1C-neutral communication-hostile, revealed a significant effect for perceptual style for male subjects ($F = 4.16, p < .03$). Neuman-Keuls analyses showed that for male subjects, positive behavior perceivers exhibited more neutral communication-hostile than negative behavior perceivers ($q = 4.01, p < .05$) and balanced behavior perceivers ($q = 2.71, p < .05$). No significant difference was found

between balanced and negative behavior perceivers. Table 10 presents the cell means relevant to these findings.

Category 2D-assertive acts-tension reflected a significant perceptual style effect for female subjects ($F = 7.13$, $p < .01$). Neuman-Keuls tests revealed that female subjects who were balanced behavior perceivers displayed significantly more assertive acts-tension than negative or positive behavior perceivers ($q = 5.28$, $p < .01$). Table 10 presents the cell means that are relevant to these findings.

TABLE 10

Means (per minute) of the Behavior Scores System Categories that Yielded a Significant Sex of Subject X Perceptual Style X Role in Dyad Interactions

Variable	Role in Dyad	Sex of Subject	Negative	Balanced	Positive
1C-Neutral Communication- Hostile	Subject	Male	.004	.014	.036
2D-Assertive- Acts-Tension	Subject	Female	0	.011	0

Category 1C-hostile affect showed a significant sex of subject effect for positive behavior perceivers ($F = 8.55$, $p < .01$). Female positive behavior perceivers did not display any hostile affect, whereas the male positive behavior perceivers displayed the most hostile affect, ($\bar{X} = .077$).

For the confederates behavior, the only significant effect was a sex of subject effect for category 1C-neutral communication, hostile ($F = 10.78$, $p < .01$). Only when the subject was a male, did the confederates exhibit neutral communication, hostile behavior ($\bar{X} = .063$).

Sex of confederate X perceptual style X role in dyad. The BSS category 2B-assertive acts-group maintaining showed a significant sex of confederate X perceptual style X role in dyad interaction. Tests of simple effects explored these interactions further.

The data were divided into subjects' behavior and confederates' behavior and two-way simple effects ANOVAS were computed. The only simple effects test that reached significance was sex of confederate for confederates' behavior ($F = 3.44$, $p < .04$); female confederates exhibited more assertive acts-group maintaining ($\bar{X} = .300$) than did male confederates ($\bar{X} = .181$).

Sex of subject X sex of confederate X perceptual style. The BSS category, 2D-assertive acts-tension, showed a significant interaction for sex of subject X sex of confederate X perceptual style. This interaction was investigated further via simple effects analyses.

The data were divided into female confederate dyads and male confederate dyads and two-way simple effects ANOVAS were computed. The results of this analysis revealed that sex of subject X perceptual style was significant only for male confederate dyads ($F = 9.065$, $p < .01$). This interaction was explored further via simple effects tests and showed that perceptual style was significant only when the dyad contained a female subject and male confederate ($F = 12.69$, $p < .01$). Neuman-Keuls tests showed that when the dyad consisted of a female balanced behavior perceiver subject and a male confederate, there was more assertive acts-tension behavior displayed than when the dyad contained a male confederate with a female negative behavior perceiver subject or a female positive behavior perceiver subject ($q = 6.17$, $p < .01$). The three means that are relevant to these

findings are presented in Table 11.

TABLE 11

Means (per minute) of the Behavior Scores System
that Yielded a Significant Sex of Subject X Sex
of Confederate X Perceptual Style Interaction

Variable	Sex of Subject	Sex of Confederate	Negative	Balanced	Positive
2D-Assertive Acts-Tension	F	M	0	.03	0

Sex of subject X sex of confederate X perceptual style X role in dyad.

Two BSS categories reflected a significant interaction for sex of subject X sex of confederate X perceptual style X role in dyad: 1B-neutral communication--task determining; and 1D-neutral communication--tension. Tests of simple effects explored these interactions further.

The data were divided into subjects' behavior and confederates' behavior and three-way simple ANOVAS were computed. For category 1B, no simple effects tests reached significance. For category 1D, the results of these analyses revealed that sex of subject X sex of confederate X perceptual style interaction was significant only for subjects ($F = 3.28, p < .05$). However, further investigation of this interaction revealed no additional significant simple effects.

Summary. The presence of a negative, balanced, or positive behavior perceiver did significantly affect interpersonal behavior, as measured by the BSS, but these effects were usually qualified by the sex of the perceiver. In addition, sex and role differences in behavior also were found.

Tension or anxiety during assertive or aggressive acts differentiated the dyadic interaction of the balanced behavior perceivers from that of

other dyads. More specifically, the dyads containing a balanced behavior perceiver displayed more tension while exhibiting an antagonistic act. When the dyad contained a female balanced behavior perceiver and a male confederate the most tension for assertive acts was displayed. For only the subjects' behavior, female balanced behavior perceivers displayed the most tension when exhibiting an assertive act.

Hostility during neutral communication or hostility "in general" was characteristic of male positive behavior perceivers. In contrast, the female positive behavior perceivers displayed no hostility during their behavior. When the dyad contained a positive behavior perceiver, the female confederates displayed more neutral communication.

Dyads with negative behavior perceivers were distinct from the other dyads in that they were the only dyads which displayed hostile supportive acts. This behavior can best be described as sarcastic behavior, or saying something that is "supposedly" positive but accompanied with an undertone of hostility.

The sex differences that were found fit the sex role stereotypes. Dyads with a male subject displayed more aggressive behavior, as evidenced by more antagonistic acts and hostile antagonistic acts. Also, male subjects displayed more dominant behavior--assertive acts and task determining acts. On the other hand, females displayed more tension supportive acts. This behavior consisted primarily of nervous laughter. In relationship to these findings, confederates exhibited more neutral communication when interacting with a female subject versus a male subject and only exhibited some amount of hostile neutral communication when interacting with male subjects.

Differences in behavior between the subjects and confederates were

found, but they were not surprising since the confederates were trained to behave in a standardized manner; thus, they were instructed not to behave in an aggressive manner, not to withdraw from the interaction, not to initiate going on to the next item, and to avoid diluting the conflict situation by behaving overly friendly. The following differences in behavior were observed: the subjects displayed more assertive acts, task determining; antagonistic acts; antagonistic acts, hostile; withdrawals; withdrawals, task determining; withdrawal, tension; and supportive acts.

Two additional findings not summarized previously were found for the confederates' behavior: female confederates displayed more assertive acts, group maintaining than male confederates; and male confederates displayed more antagonistic acts--group maintaining with female subjects than with male subjects.

Post-Study Questionnaire

Table 12 presents a summary of the significant F ratios not qualified by higher order interactions for the post-study questionnaire data. These data consisted of a total positive score (ratings from the 18 positive traits were summed), a total negative score (ratings from the 18 negative traits were summed), and the following six items:

- (1) How persuasive did you find your partner?
- (2) How did you feel about your participation in this kind of task?
- (3) How much would you enjoy working with your partner in a future experiment?
- (4) How much did you like your partner?
- (5) How much would your partner win personal affection and liking from others?
- (6) How would your partner fit in with your circle of close friends?

TABLE 12

Summary of Significant F Ratios Not Qualified By
Higher Order Interactions for the Post-Study Questionnaire

Source	<u>F</u>	<u>p</u>
1. Sex of Subject (<u>df</u> = 1/84)		
Positive Score	6.85	.01
#5	4.79	.04
2. Sex of Confederate (<u>df</u> = 1/84)		
#3	10.05	.003
3. Perceptual Style (<u>df</u> = 2/84)		
Negative Score	4.39	.02
#6	2.50	.09
4. Role in Dyad (<u>df</u> = 1/84)		
#3	5.73	.02
5. Sex of Subject X Sex of Confederate (<u>df</u> = 1/84)		
#1	7.05	.01
6. Sex of Confederate X Role in Dyad (<u>df</u> = 1/84)		
Positive Score	19.60	.0001
Negative Score	9.09	.004
#1	3.43	.07
#4	6.01	.02
#5	3.69	.06
7. Sex of Confederate X Perceptual Style (<u>df</u> = 1/84)		
#1	3.79	.03
8. Sex of Subject X Sex of Confederate X Role in Dyad (<u>df</u> = 1/84)		
#2	4.30	.05
9. Sex of Confederate X Perceptual Style X Role in Dyad (<u>df</u> = 2/84)		
#2	2.81	.07

Sex of subject main effect. The positive score and item #5 on the post-study questionnaire showed a significant main effect for sex of subject. These findings indicated that when the dyad contained a female subject, the dyad was rated more positively and the partners were rated more likely to win personal affection and liking from others than when the dyad contained a male subject. Table 13 presents the cell means that are relevant to these findings.

TABLE 13

Means of the Post-Study Questionnaire Scores that
Yielded a Significant Sex of Subject Effect

Variable	Female	Male
Positive Score	191.56	181.04
Item 5	10.63	9.77

Sex of confederate main effect. Item #3 showed a significant effect for sex of confederate. This overall finding indicated that dyads containing a male confederate reported they would enjoy working with their partner in a future experiment ($\bar{X} = 10.94$) more than dyads containing a female confederate ($\bar{X} = 9.36$).

Perceptual style main effect. The negative score and Item 6 on the post-study questionnaire showed a significant main effect for perceptual style. Neuman-Keuls tests for the negative score showed no significant difference between dyads containing a negative behavior perceiver versus dyads containing a balanced behavior perceiver. However, dyads containing a positive behavior perceiver were scored significantly more negatively than dyads containing a balanced behavior perceiver ($q = 4.18$, $p < .05$), or a negative behavior perceiver

($q = 2.50$, $p < .10$). Neuman-Keuls tests for Item 6 revealed that for dyads containing a balanced behavior perceiver, the partners were rated significantly more likely to fit in with their circle of close friends than dyads containing a positive behavior perceiver ($q = 3.20$, $p < .10$). No other differences were statistically significant for the Neuman-Keuls tests. Table 14 presents the cell means relevant to these findings.

TABLE 14

Means of the Post-Study Questionnaire Scores that
Yielded a Significant Perceptual Style Effect

Variable	Negative	Balanced	Positive
Negative Score	83.06	76.99	90.56
Item 6	8.53	9.38	7.84

Role in dyad main effect. Item 3 showed a significant main effect for role in dyad. Subjects reported that they would enjoy working with their partner in a future experiment ($\bar{X} = 5.33$) to a greater degree than did confederates ($\bar{X} = 4.82$).

Sex of subject X sex of confederate. Item 1 showed a significant sex of subject X sex of confederate interaction. When the dyad contained a male subject, simple effects analysis revealed that sex of confederate was significant ($F = 14.55$, $p < .01$). When the dyad contained a male subject and male confederate, the partners were rated as being more persuasive ($\bar{X} = 9.04$) than when the dyad contained a male subject and female confederate ($\bar{X} = 6.25$).

Sex of confederate X role in dyad. Five scores on the post-study questionnaire showed a significant sex of confederate X role in dyad interaction: positive score; negative score; Item 1; Item 4; and Item 5. These interactions were investigated via simple effects analyses. These tests revealed a significant sex of confederate effect for confederates: positive score ($F = 12.65, p < .01$); negative score ($F = 12.32, p < .01$); Item 1 ($F = 6.87, p < .01$); Item 4 ($F = 10.10, p < .01$); and Item 5 ($F = 7.65, p < .01$). Female confederates rated subjects less positively, more negatively, less persuasive, less liked, and less likely to win personal affection and liking from others than did males. Table 15 presents the cell means that are relevant to these findings.

TABLE 15

Means of the Post-Study Questionnaire Scores that
Yielded a Significant Sex of Confederate X Role in Dyad Interaction

Variable	Role in Dyad	Female	Male
Positive Score	Confederate	72.28	87.79
Negative Score	Confederate	61.40	46.08
Item 1	Confederate	2.94	4.15
Item 4	Confederate	4.58	5.77
Item 5	Confederate	4.69	5.67

Sex of confederate X perceptual style. Item 1 showed a significant sex of confederate X perceptual style interaction. This interaction was explored further via simple effects analysis which showed that perceptual style was significant when the dyad contained a female

confederate ($F = 3.67, p < .04$). Neuman-Keuls tests showed no significant difference between dyads containing a negative behavior perceiver versus dyads containing a balanced behavior perceiver. However, dyads containing a positive behavior perceiver were scored as significantly less persuasive than were dyads containing a negative behavior perceiver ($q = 3.75, p < .05$), or a balanced behavior perceiver ($q = 2.56, p < .10$). Table 16 presents the cell means that are relevant to these findings.

TABLE 16

Means on Item 1 of the Post-Study Questionnaire that
Yielded a Significant Sex of Subject X Perceptual Style Interaction

Variable	Sex of Confederate	Negative	Balanced	Positive
Item 1	Female	8.06	7.13	5.69

Sex of subject X sex of confederate X role in dyad. Item 2 on the post-study questionnaire showed a significant sex of subject X sex of confederate X role in dyad interaction. This interaction was investigated via simple effects analysis.

The data were divided into subjects' behavior and confederates' behavior and two-way simple ANOVAS were computed. The only simple effects tests that reached significance was sex of confederate for confederates' behavior ($F = 5.17, p < .03$). Female confederates reported feeling more comfortable ($\bar{X} = 6.65$) than male confederates ($\bar{X} = 5.94$).

Sex of confederate X perceptual style X role in dyad. Item 2 on the post-study questionnaire also showed a significant sex of confederate X perceptual style X role in dyad interaction. This interaction

was investigated via simple effects analyses and the same result as shown in the previous section was found. Sex of confederate was the only simple effect that reached significance.

Summary. In support of the results of the BSS, the post-study questionnaire data demonstrated that the perceptions of the dyad (subject and confederate) were affected by the presence of a negative, balanced, or positive behavior perceiver. The subjects and confederates in the dyads containing a balanced behavior perceiver were perceived the least negatively and the most likely to fit in with the subjects' or confederates' close circle of friends. In contrast, the subjects and confederates in the dyads containing a positive behavior perceiver were perceived the most negatively and the least likely to fit in with close friends. In addition, when dyads contained a female confederate and a positive behavior perceiver, the participants were perceived the least persuasive.

Sex differences also were found. When the dyad contained a female subject, the dyad members were perceived more positively and more likely to win personal affection and liking from others. When the dyad contained a male subject and a male confederate, the participants were rated as more persuasive than when the dyad contained a male subject and female confederate.

Several significant differences were found for the sex of the confederate. However, these differences would be more likely to emerge since each confederate rated 24 post-study questionnaires as opposed to the one post-study questionnaire that each subject rated. Female confederates reported feeling more comfortable. They rated the subjects less positively, more negatively, less persuasive, less liked, and less

likely to win personal affection and liking from others. Male confederates reported they would enjoy working with their partner in a future experiment more than did female confederates.

Times to Completion and the Outcomes of the Revealed Difference Tasks

Presented below is a summary of the significant F ratios not qualified by higher order interactions for the times to completion and the proportion of outcomes of the items discussed that resulted in either an agreement, moderate agreement, or disagreement. Moderate agreement was included as an outcome measure to differentiate when the subject agreed completely with the confederate's position versus when the subject compromised their position but did not agree completely with the confederate's position.

Perceptual style main effect. A significant main effect for perceptual style was found for interaction time that resulted in disagreement ($F = 2.77, p < .07$). Neuman-Keuls tests revealed that dyads containing negative behavior perceivers spent 6.33 more minutes in disagreement than dyads containing balanced behavior perceivers ($q = 3.66, p < .05$). No other Neuman-Keuls tests reached statistical significance. Table 17 presents the relevant cell means.

TABLE 17

Means (in minutes) of the Interaction Time Which Ended
in Disagreement that Yielded a Significant
Perceptual Style Effect

Variable	Negative	Balanced	Positive
Time/Disagreement	18.62	12.29	15.35

Sex of confederate X perceptual style. The interaction time that resulted in a moderate agreement showed a significant sex of confederate X perceptual style interaction ($F = 3.10, p < .06$). Further analysis of this interaction by use of simple effects tests revealed a significant effect for perceptual style for female confederates ($F = 4.21, p < .05$). Neuman-Keuls tests showed a significant difference between dyads containing a positive behavior perceiver and dyads containing a negative behavior perceiver ($q = 4.03, p < .05$). Dyads containing a female confederate and a positive behavior perceiver spent more time in reaching a moderate agreement than dyads containing a female confederate and a negative behavior perceiver. Table 18 presents the relevant cell means. Unfortunately, in the condition female confederate and positive perceiver who reached moderate agreement, there was only one person. Conclusions, therefore, must be drawn tentatively.

TABLE 18

Means (in minutes) of the Interaction Time Spent in Reaching Moderate Agreement that Yielded a Significant Sex of Confederate X Perceptual Style Interaction

Variable	Sex of Confederate	N	B	P
Time/ Moderate Agreement	female	14.13	17.71	25.00

Sex of subject X sex of confederate X perceptual style. The proportion of items discussed that resulted in a moderate agreement showed a significant sex of subject X sex of confederate X perceptual style interaction ($F = 3.57, p < .07$). Simple effects analyses

investigated this interaction further. The data were separated into female and male confederates and two-way simple ANOVAS were computed. These results showed that sex of subject X perceptual style interaction was significant only for female confederates ($F = 6.18, p < .01$). This interaction was explored further and showed that perceptual style was significant only for male subjects ($F = 12.26, p < .01$). The dyads which contained a female confederate and male positive behavior perceiver never reached a moderate agreement. Therefore, the Neuman-Keuls tests showed that dyads with a female confederate and male balanced or negative behavior perceiver had a higher proportion of items that resulted in a moderate agreement (balanced: $q = 6.82, p < .01$; negative: $q = 5.55, p < .01$). Table 19 presents the relevant cell means.

TABLE 19

Means of the Proportion of Items Discussed that Resulted in a Moderate Agreement Which Yielded a Significant Sex of Subject X Sex of Confederate X Perceptual Style Interaction

Variable	Sex of Confederate	Sex of Subject	Negative	Balanced	Positive
Items/ Moderate Agreement	female	male	.611	.75	0

To summarize briefly, the measures of the dyadic interaction were affected by the perceptual style of the subject. Dyads containing negative behavior perceivers spent more time in disagreement than dyads containing balanced behavior perceivers. It must be noted that the amount of time spent in disagreement was determined solely by the subject. The confederates never suggested going on to the next item.

The amount of time spent in reaching a moderate agreement or the proportion of items discussed that resulted in a moderate agreement were affected by perceptual style only when the dyad contained a female confederate. Dyads with a female confederate and a positive behavior perceiver spent more time in reaching a moderate agreement than when the perceiver was negatively biased and male positive behavior perceivers with a female confederate never reached a moderate agreement.

Coder's Global Ratings

Only the coder's global ratings of two coders were subjected to analyses of variance. One coder was eliminated because he failed to rate globally sex of the subjects that he observed. The second coder was eliminated because she showed very little variance in her ratings, and thus, the experimenter felt her ratings would not be very discriminating.

Because the two coder's ratings that were used for the analysis rated 16 of the same subjects, the experimenter flipped a coin to see which coder's rating would be used when this occurred the first time. Consequently, that coder's rating was used every other time this occurred. The following results were obtained for the analysis of variance that were performed on these data.

Sex of confederate main effect. Two of the items showed a significant main effect for sex of confederate: intelligent ($F = 5.02$, $df = 1/65$, $p < .03$); and comfortable ($F = 6.09$, $df = 1/65$, $p < .02$). Subjects who interacted with female confederates were rated more intelligent and more comfortable by the coders than were subjects who

interacted with male confederates. Table 20 presents the cell means that are relevant to these findings.

TABLE 20
Means of the Coders' Global Ratings Which Yielded
a Significant Sex of Confederate Effect

Variable	Female	Male
Intelligent	5.78	4.96
Comfortable	5.64	4.68

Sex of subject X perceptual style. The total interaction rating showed a significant sex of subject X perceptual style interaction ($F = 4.34$, $df = 2/65$, $p < .02$). A simple effects analysis revealed that Neuman-Keuls tests between conditions of perceptual style were appropriate when the dyad contained a male subject ($F = 7.31$, $p < .01$). Neuman-Keuls tests showed a significant difference between dyads containing a balanced behavior perceiver versus a positive behavior perceiver ($q = 5.15$, $p < .01$) and between dyads containing a negative behavior perceiver versus a positive behavior perceiver ($q = 4.00$, $p < .01$). The total interaction was rated more positively for dyads containing a male balanced behavior perceiver or a male negative behavior perceiver versus dyads containing a male positive behavior perceiver. Cell means that are relevant to these findings are presented in Table 21.

TABLE 21

Means of the Coders' Global Rating of the Total Interaction
That Yielded a Significant Sex of Subject X Perceptual Style Interaction

Variable	Sex of Subject	Negative	Balanced	Positive
Total Interaction	male	4.86	5.29	3.38

Sex of confederate X perceptual style. Two of the items showed a significant sex of confederate X perceptual style interaction: non-defensive ($F = 2.61$, $df = 2/65$, $p < .09$); and total interaction ($F = 3.13$, $df = 2/65$, $p < .05$). The interaction for the nondefensive ratings was investigated further, but no simple effects tests reached significance. The interaction for the total interaction ratings was also explored further via simple effects tests and showed that perceptual style was significant only when the dyad contained a female confederate ($F = 5.95$, $p < .01$). Neuman-Keuls tests showed no significant differences between female confederate dyads containing a balanced or negative behavior perceiver. However, the total interaction for female confederate dyads containing a balanced or a negative behavior perceiver was rated more positively than female confederate dyads containing a positive behavior perceiver (q (B-P) = 4.14, $p < .01$; q (N-P) = 4.32, $p < .01$). Table 22 presents the cell means that are relevant to these findings.

TABLE 22

Means of the Coders' Global Rating of the Total Interaction That Yielded a Significant Sex of Confederate X Perceptual Style Interaction

Variable	Sex of Confederate	Negative	Balanced	Positive
Total Interaction	female	5.07	5.00	3.47

To summarize, perceptual style affected an observer's positive-negative rating of the dyadic interaction. Dyads with a positive behavior perceiver were rated most negatively, but only when subjects were male, or when the positive behavior perceiver interacted with a female confederate. This finding is similar to the finding for the post-study questionnaire, although the post-study questionnaire was not qualified by sex of subject or sex of confederate. The main effect for perceptual style on the post-study questionnaire showed that dyads which contained a positive behavior perceiver were rated most negatively.

The observers also rated the subjects who interacted with a female confederate as more intelligent and more comfortable than the subjects who interacted with a male confederate. This last finding is similar to the finding on the post-study questionnaire that female confederates reported feeling more comfortable than male confederates.

Summary

The presence of a negative, balanced, and positive behavior perceiver affected all four dependent measures of the dyadic interaction, although the findings were somewhat fewer than expected. However, the findings should not be underestimated since they occurred in a situation in which

strangers interacted for a very short time. Many sex differences also were found. Most of the findings from the four dependent measures are consistent with and supplement one another.

Sex of the subject. Dyads with female subjects were perceived more positively and more likely to win personal affection and liking from others. This is consistent with the findings that the behavior for female subject dyads was less antagonistic and hostile. Also, the confederates' behavior was affected by the sex of the subject and was most likely elicited by the differential behaviors exhibited by the male and female subjects. Confederates responded with more neutral communication when interacting with a female subject versus a male subject and only responded with hostile neutral communication to male subjects. Therefore, dyadic interactions with a female subject were less negative than interactions with a male subject and as a result, both the female subjects and confederates perceived one another more positively than dyads with a male subject.

Perceptual style. The strongest effect for perceptual style was found for the post-study questionnaire; dyads with a positive behavior perceiver were evaluated more negatively than dyads with a balanced or negative behavior perceiver. Therefore, the other three types of measures are most easily interpreted within the framework of how they help us to understand the perceptual style main effect for the post-study questionnaire.

On the post-study questionnaire, dyads with a positive behavior perceiver were perceived more negatively than dyads with a balanced or negative behavior perceiver, and the partners in the positive behavior perceiver dyads were perceived as less likely to fit in with their

partners' circle of close friends than dyads with a balanced perceiver. The BSS data shed some light on these differences. Male positive behavior perceivers behaved with more hostile neutral communication and the most overall hostility. This finding is consistent with the coders' global rating of the dyadic interaction. The coders' rated the interaction for dyads with male positive behavior perceivers more negatively than dyads with a male balanced or negative behavior perceiver. However, none of the data accounts for the fact that dyads with female positive behavior perceivers were also rated the most negatively on the post-study questionnaire. Because the behaviors which were responsible for their negative ratings did not emerge in the detailed ratings of the interactions, it is quite probable that the BSS was not sensitive to these behaviors.

With the exception of the post-study questionnaire, the effects of the positive behavior perceivers often were influenced by the sex of the confederate. The findings suggest they had the most "difficulty" with a female confederate. The coders rated the total interaction more negatively for female confederate dyads with a positive behavior perceiver versus a balanced or negative behavior perceiver. In addition, in these same dyads, participants rated their partners as less persuasive and spent more time in reaching a moderate agreement. The female confederates exhibited more neutral communication with dyads containing a positive behavior perceiver. Also, when the dyad consisted of a male positive behavior perceiver and a female confederate, a moderate agreement was never reached.

On the post-study questionnaire, negative behavior perceiver dyads were perceived significantly less negatively than dyads with a positive

behavior perceiver. They also were perceived more negatively than a balanced behavior perceiver, but this difference was not significant. The behavior that differentiated the negative behavior perceiver dyads from the other dyads was sarcasm, which was exhibited more than in the other dyads. Negative behavior perceiver dyads also spent the most time in disagreement. Male negative behavior perceivers were less hostile than the male positive behavior perceivers and this finding is consistent with the coders' rating of the total interaction for male negative behavior perceiver dyads. They were rated more positively than male positive behavior perceiver dyads.

Subjects and confederates in the balanced behavior perceiver dyads were perceived the least negative and the most likely to fit in with their partner's close circle of friends. Their anxious behavior exhibited with antagonistic acts did not seem to be associated with a negative perception. These dyads also spent less time in disagreement as compared to negative behavior perceiver dyads. The coders' rating of the total interaction indicated that male balanced behavior perceiver dyads had the most positive total interaction and this finding is consistent with the results of the post-study questionnaire. However, the post-study questionnaire applied to the female dyads as well. The lack of findings for the coders' ratings of dyads in part may be understood by the fact that the dyads with female balanced behavior perceivers were more anxious when exhibiting assertive acts. Also, when examining just the behavior of the female balanced behavior perceiver, they were most anxious exhibiting an assertive act when interacting with a male confederate.

In summarizing, the strongest effect for perceptual style was elicited by the post-study questionnaire, which measured the subjects' and confederates' perceptions immediately following the interaction. Many of the findings for the interaction behavior help to understand the perceptions on the post-study questionnaire, but only for male subjects. The interaction behavior is least helpful in understanding the results of the perceptual style effect on the post-study questionnaire for the female subjects. This in part, may be due to limitations of the BSS, which measured only a restricted number of behaviors. In contrast to the BSS, the participants were interacting on many levels of interpersonal communication which were not measured on the BSS. It may have been these "other" behaviors which were responsible for the finding that dyads with female positive behavior perceivers were perceived more negatively than dyads with a female balanced or negative behavior perceiver.

The BSS findings were most consistent with the coders' global ratings. However, since the same coders used the BSS and were trained to focus on the dimensions of the BSS, it is most likely that they would rely more heavily on these same dimensions when giving their global ratings.

Discussion

Before beginning a discussion of the meaning of the results, it is important to note that the findings might be limited to the specific conflict situation used in the present research. The findings might or might not generalize to other situations and further research is needed to examine if these findings are applicable to other settings and with groups of people other than college student stranger-dyads. However,

it is believed that the conflict situation used in the present research reflects realistically an important arena of interpersonal communication and it was selected because of its apparent relevance to "everyday" life situations.

Sex Differences

Although the primary focus of the present research was the effects of perceptual bias on dyadic interaction, some significant sex differences for dyadic interaction also were found. The findings were not unexpected and most support the sex role stereotypes. However, the present findings add to the previous research and demonstrate that psychological sex differences are present in dyadic interpersonal behavior.

Aggression. It was found that dyadic interaction involving a male subject showed more aggressive behavior, as measured by antagonistic acts and hostile antagonistic acts. The aggressive behavior was not limited just to the subjects' behavior since the confederates also exhibited aggressive behavior. It was felt, however, that the confederates' aggressive activity was elicited by the male subjects' behavior since the subjects exhibited much more aggressive behavior than did the confederates. Besides the significant difference for aggressive behavior with male subject dyads, a significant difference was found just for the confederates' behavior. Confederates exhibited more neutral communication with female subjects and more hostile neutral communication with male subjects. Therefore, it appears that not only did dyads with males exhibit more aggression, but male subjects also elicited more aggression from a person with whom they interacted.

The present finding was consistent with previous findings of sex differences in aggressive behavior. Maccoby and Jacklin (1974)

extensively reviewed and summarized existing research on psychological sex differences and conclude that males are consistently more aggressive than females. This has been found beginning at age two through adulthood, in a wide variety of settings, using a wide variety of behavioral measures, and in a wide variety of cultures. Of particular relevance to the present research are the experimental studies using college students as "aggressors." The basic methodology used for such studies has involved a standardized eliciting situation which gives the subject the opportunity to administer "shock" to a peer (a confederate of the experimenter who simulated being shocked). The situation is presented as one in which the subject is helping to teach something to the target person (a confederate) and is administering the "shock" as punishment for wrong responses. A number of studies (Epstein, 1965; Buss, 1966; Titley & Viney, 1969; Shuck et al., 1971; Knott & Drost, 1970; Youssef, 1968) have shown that males are more likely than females to administer high levels of "shock" and to hold the "shock button" down longer. The present research demonstrated that in a conflict situation involving a male subject, the interpersonal behavior of the dyad was more aggressive. In other words, the greater aggression by college-aged males (as compared to females) is not limited solely to "button pushing" behavior.

The present study found that more aggressive behavior was exhibited for dyads with a male subject, irrespective of the sex of the confederate. This finding is inconsistent with previous studies. Three experiments examined the effects of administered shocks to "learners" depending on the sex of the "learner" (Buss, 1966; Taylor & Epstein, 1967; and Youssef, 1968). They found that women "learners" were given milder and fewer "shocks" than male "learners." Studies using children (Shortell & Biller,

1970; and Patterson et al., 1967) also found that girls were less frequently aggressed against. These results have been interpreted as support for the possibility that females know how to turn off an aggressive sequence once it has begun. In other words, they may refuse to respond to a provocation with a counterprovocation. The confederates for the present study were trained not to withdraw from a confrontation, although they also were trained not to respond aggressively in turn. However, it appeared that the male subjects' aggression was strong enough to elicit this behavior from the confederates. It may be that in a conflict situation, as set up by the present experiment, when females do not withdraw from a provocation, the sex of the target is not a factor.

As noted above, it is also possible that females might be more skilled at eliciting responses from others that are incompatible with aggression. The present study found that females exhibited more nervous laughter than males. In other words, although laughter may be a good tension reliever, maybe the more important function of such a behavior would be its ability to turn off an aggressive sequence or to prevent such a sequence from escalating into a hostile interaction.

In conjunction with the behavioral data, the post-study questionnaire showed that participants in dyads that contained a female subject rated their partner more positively and more likely to win personal affection and liking from others. No doubt this is a direct result of the interaction. Female subject dyads had less aggressive interactions and therefore it is understandable that dyad members would rate each other more positively.

In a separate but related study, Green (1975) had the parents of the undergraduate negative, balanced, and positive behavior perceivers

fill out a CBC on their college-aged child. In support of the present findings, he found that male subjects were rated by their mothers as showing more negative behaviors characteristically than were female subjects. This may be due to the fact that interactions with male children involved more aggression.

Maccoby and Jacklin (1974) noted three major theories which have been used to explain the pervasive finding that males are more aggressive than females:

- 1) Through imitation; children choose same-sex models (particularly the same-sex parent) and use these models more than opposite-sex models for patterning their own behavior. This selective modeling need not be deliberate on the child's part, of course.
- 2) Through praise or discouragement; parents (and others) reward and praise boys for what they conceive to be "boylike" behavior and actively discourage boys when they engage in activities that seem feminine; similarly, girls receive positive reinforcement for "feminine" behavior, negative reinforcement for "masculine" behavior.
- 3) Through self-socialization; the child first develops a concept of what it is to be male or female and then, once the child has a clear understanding of his/her own sex identity, s/he attempts to fit her/his own behavior to her/his concept of what behavior is sex appropriate. (p. 1)

Maccoby and Jacklin examined the research that is relevant to these three positions and found the evidence inconclusive. The research on socialization of the two sexes revealed surprisingly little differentiation in parent behavior according to the sex of the child. They did not find

that parents were systematically more reinforcing of aggressive behavior for sons. Evidence showed that parents believed boys naturally were more aggressive than girls, but they usually did not value aggressive behavior in either sex. After their extensive review of the research, Maccoby and Jacklin believe that the development of sex differences for aggressive behavior is not exclusively a result of learning processes and conclude that a biological component most likely underlies this difference. In other words, they acknowledge that learning processes are a factor, but they argue that boys are more biologically prepared to learn aggressive behavior.

Dominance. Another sex difference found for the present research was that male subjects exhibited more dominant behavior, as measured by assertive acts and task determining acts. Maccoby and Jacklin in their review found that during childhood boys more frequently attempted to dominate others, but their dominance attempts were primarily directed toward one another. However, this, in part, may be a result of the segregating of the sexes during childhood. There is little evidence on whether boys "successfully" dominate girls during childhood. The studies among adult mixed pairs or groups indicate that formal leadership tends to go to males in the initial phases of interaction. However, leadership becomes more sex-equal the longer the relationship lasts because then leadership becomes determined by an individual's competence, motivations, and commitment of the parties to a relationship.

Although there is strong evidence in the literature that males behave more aggressively and make more attempts to dominate others, there is not strong evidence that females are submissive or "passive victims." Maccoby and Jacklin suggest the possibility that "dominance-submission" is not a single continuum. For the present research, we

were unable to ascertain if females would have submitted more to the aggressive and dominant behavior of the male subjects because the confederates never submitted to a subjects' opinion, no matter the subject's sex. However, we were able to examine the submission of the subjects to the confederate's opinion and found that female subjects did not submit to the confederate's attitudes any more than did the male subjects.

Summary. Several significant sex differences were found which support the findings from previous research that males are more aggressive and make more dominant attempts. However, the data did not support the general stereotype that females are more submissive. Strong sex differences are typically found for college students. It is particularly this age (18 - 22) when young adults are involved in dating and mating. Perhaps it is at this period of their lives, more than any other, that individuals define themselves in terms of "masculinity" and "femininity" and as a result, as in the present study, sex differences appear.

Origins of Perceptual Style

The present research was designed to demonstrate that an individual's perceptual style would produce effects on interpersonal interaction. This is a basic assumption in the area of person perception. Unfortunately, the relationship between perception and interpersonal behavior has been neglected in research. The present research examined this relationship and found that perceptual style did affect interpersonal interaction.

Previous research, along with the findings from Experiment I, support the assertion that perceptual style is a consistent and stable characteristic of the perceiver. Possibly, an individual's perceptual style is established at an early age and rooted in parent-child

interactions. Therefore, before beginning a discussion of the results of the present study that pertain to the effects of perceptual style, speculations are made in an initial attempt to explain the childhood situations that might affect perceptions of behavior.

Mueller (1973) stated that "the perceptual process is distorted, molded, shaped, and defined in terms of a person's inner conflicts" (p. 20). In other words, to avoid undue anxiety a person sees what s/he wants to see, what s/he needs to see, and s/he avoids seeing those things that s/he cannot afford to see.

The origins of perceptual style are assumed to be a result of the undergraduates' childhood interactions with their parents. Originally, the perceptual style of a parent results in differential patterns of parental behavior which affects the psychosocial development of the child, which in turn perpetuates a similar perceptual style for the child.

Negative perceptual style. It is speculated that negative behavior perceivers could consist of three "types," resulting from three different patterns of parent-child interactions. The first type of extreme negative behavior perceiver parent could be considered authoritarian; selectively sensitive to negative behavior and ignoring of positive behavior in their children. This perceptual bias could result in a child being constantly and excessively punished for his/her negative and undesirable behaviors and unrewarded for positive behaviors. A second type of negative behavior perceiver parent could be one who interprets positive behavior as "negative." This would result from a child being punished for positive behaviors due to the parents' interpreting such behavior as "negative" (e.g., appropriately assertive behavior labeled

aggressive). As a result, the child might reduce the frequency of the expression of, such behavior and interpret appropriate behavior as "negative." The third type of negative behavior perceiver parent could perceive the positive behaviors but when making inferences about the positive behavior infer that the behavior was not positive enough and therefore s/he would not interpret it as positive. This perceptual bias could result in a child being punished for his/her nonperformance of frequent, enduring and high quality positive, pro-social behaviors. Most relevant, Green (1975) found that the mothers of negative behavior perceivers showed more "concern with a child's pro-social - competent behavior" on the Child Rearing Concerns and Practices Questionnaire (CRCP) than did mothers of balanced behavior perceivers. It is possible that the mothers of negative behavior perceivers selected for the present research might have been overly concerned with their child's expression of sufficient quantities of positive behaviors, might have had unrealistic expectations for positive behaviors of their children, and as a result, might have placed excessive demands upon their children.

Balanced perceptual style. The balanced behavior perceiver observes and reports the existence of both positive and negative behaviors and may be considered the most "accurate" behavior perceiver. There may be less "need" for a balanced behavior perceiver to deny or distort certain types of behavior. It is assumed that as children, balanced behavior perceivers were rewarded for positive behaviors and reprimanded for negative behaviors, but not punished severely so as to activate anxiety. Green (1975) found that mothers of balanced behavior perceivers "give extrinsic reward for desirable behavior" more often than do mothers of positive and negative behavior perceivers. In addition, the parents of male

balanced behavior perceivers rated their child the most positively on the CBC.

Positive perceptual style. Positive behavior perceivers report the existence of positive behaviors and deny, distort the existence, and do not report significant amounts of the negative behaviors, indicating a possible conflict regarding negative behavior. Parents of positive behavior perceivers may be similar to the "Permissive" parents described by Baumrind (1973). Such parents were described on the Baumrind's Parent Behavior Rating Scales as noncontrolling, passive-acceptant parents who were also cool or uninvolved. According to ratings, Permissive parents were not willing to express anger when the child disobeyed but were more punitive in attitude. Moreover, Baumrind reported Permissive parents admitting, during an interview, to explosive attacks of rage in which they inflicted more pain or injury upon the child than they had intended. It is possible, therefore, that parents of positive behavior perceivers may be "permissive" at times and convey the message that negative behaviors should be overlooked or denied. This could be an attempt to minimize friction between the parent and child. However, when the child's behavior escalates, in terms of frequency and/or in intensity, the parent's tactic of passive-withdrawal becomes insufficient in controlling their anger. Consequently, the parent's anger erupts and the child is severely punished. As a result, expression of negative behaviors produced great conflict and the child "needs" to deny the presence of negative impulses, needs, and behavior.

Summary

In tracing the transmission of perceptual style through the family, speculations about the parents of the negative, balanced, and positive

behavior perceivers were described, along with different patterns of parent-child interactions. Basically, the parents' own negative and positive perceptual biases can be conceptualized as defensive strategies utilized to minimize anxiety and used to cope with parent-child conflicts. These perceptual biases are transmitted to the child, who also learns to utilize similar defensive strategies to minimize anxiety.

Perceptual Style and Interpersonal Behavior

The results from the present study indicated that a person's perceptual style produced consequences on the person's interpersonal experiences. More specifically, when comparing the effectiveness of the dyadic interactions for the three types of behavior perceivers, it was found that in a conflict situation positive behavior perceivers engaged in the most dysfunctional interaction; the balanced behavior perceivers engaged in the most effective interaction; and the negative behavior perceivers engaged in more effective interaction than positive behavior perceivers, but not as effective as balanced behavior perceivers.

Positive perceptual style. Positive behavior perceivers were involved in the most dysfunctional interaction. The findings suggest that for males a positive perceptual bias works as a defense to avoid (repress or deny) negative behavior or the negative affect that motivates negative behavior--e.g., hostility. Such a defense results in a person not knowing at the conscious level, that s/he has any hostile feelings toward another. However, although negative affect may be removed from the person's awareness, it is not eliminated or abolished and can result in a highly explosive and eruptive affective expression which is often beyond the person's control (Horney, 1937). The present study found

that in a conflict situation, male positive behavior perceivers exhibited the most hostile behavior. Findings from Green (1975) and Baumrind (1973) support the speculation that a positive perceptual bias works as a defense to protect the individual's repressed hostility from erupting. Green found that the undergraduate positive behavior perceivers on the CRCP were more likely to "do nothing" in response to a child's refusal to meet a parental demand. This "do nothing" is similar to the pattern reported by the "Permissive" parents studied by Baumrind. However, she also found that these same parents apparently became more violent, admitting to explosive attacks of rage in which they inflicted more pain or injury upon the child than they had intended because they felt they could neither control the child's behavior nor tolerate its effect upon themselves.

The present study also found that positive behavior perceivers had more difficulty interacting with a female confederate. During the interaction the female confederates were assertive, confident, and rational, which is contrary to the common stereotype that females are submissive, weak, and emotional. Perhaps the positive behavior perceivers had the most difficulty with female confederates because their self-image is firmly grounded upon the traditional stereotype of what a male and female should be. Therefore, when a female does not behave according to her assigned role, the positive behavior perceivers would be expected to become threatened. The findings indicated that the dyads with a female positive behavior perceiver and a female confederate were rated the least persuasive and the female confederates emitted more neutral communication. Therefore, the female positive behavior perceivers

may have withdrawn from the confrontation and encouraged the female confederates to elaborate their points. The male positive behavior perceivers, on the other hand, never compromised with the female confederates' position. Because the BSS data were not particularly revealing with regard to the behavior that transpired when the dyad contained a positive behavior perceiver and female confederate or a female positive behavior perceiver and confederate, it appears that the differences were subtle (e.g., passive-aggressive behavior) and not picked up by the categories used in the BSS.

The fact that female positive behavior perceivers did not exhibit overt hostility, which is in marked contrast to the male positive behavior perceivers, suggests that a positive perceptual bias may work better for a female, due to the consistent finding that females exhibit less aggressive behavior. It is possible that it would take more to provoke hostility from a female and that a conflict situation with a stranger is not sufficient to provoke a significant amount of such behavior from a female positive behavior perceiver. However, it still could be assumed that the female positive behavior perceiver has much repressed hostility and that in an unavoidable conflict situation with a familiar person it would be released. The female positive behavior perceivers, however, may be more skillful in withdrawing from a conflict situation. Thus, they may never have really "entered" the conflict situation with the confederates, remaining more passive by never putting their position "on the line" for a confrontation. This passivity also might be considered a form of passive-aggressive behavior. It's possible that although female positive behavior perceivers were able to keep a "cap" on their overt hostility, they exhibited more

passive-aggressive behavior, and it was this type of behavior which was primarily responsible for the negative perception of the partners for the female positive behavior perceiver dyads.

A particularly noteworthy finding was that positive behavior perceivers changed their bias drastically and rated their partner the most negatively. It is possible that if they encounter a negative interaction they cannot acknowledge that it was in any way due to their negative behavior and therefore must project the negative behavior and negative interaction unto the environment, or in this case their partner. Also, not only did the positive behavior perceivers evaluate their partner more negatively, they also described their partner as less likely to fit in with their circle of close friends. This suggests that in their choice of close friends they may choose people who would not disagree with them or therefore pose a threat to their positive perceptual bias. It would be interesting to know if once a positive behavior perceiver has been the participant of a negative encounter, do they then exclude that person from their circle of friends and project most of the blame onto the other person?

Balanced perceptual style. As compared to positive and negative behavior perceivers, the balanced behavior perceivers showed more anxiety when making an assertive statement and the female balanced behavior perceivers showed the most anxiety when antagonistic, particularly with a male confederate. However, the dyads containing a balanced behavior perceiver were still rated the least negatively and the most likely to fit in with the partner's close circle of friends. Often anxiety is regarded as a negative affect that is painful and debilitating. However, this is considering anxiety only in the extreme intensity in which it disrupts

behavior. Studies have found that moderate anxiety energizes a person and improves performance (Lewis, 1967). The anxiety exhibited by the balanced behavior perceivers evidently did not disrupt the interaction and therefore probably falls in the moderate range and, as a result, balanced behavior perceivers were able to utilize anxiety constructively. It has also been hypothesized that a negative and positive perceptual bias are part of a defense against anxiety. It could be speculated that balanced behavior perceivers do not need to distort reality to avoid anxiety. Freud (1923) postulated three types of anxiety: reality anxiety, neurotic anxiety, and moral anxiety. Perhaps the balanced behavior perceivers were experiencing "reality anxiety" as a response to a stressful situation; they were placed in a situation in which they were supposed to reach an agreement with someone who obviously was not going to give in. Therefore, for the present study the anxiety experienced by the balanced behavior perceiver could be considered adaptive and proportional to the threat posed by the confederate. According to Freud, it is sensible and healthy for a person to tolerate "reality anxiety."

It also was found that balanced behavior perceiver dyads spent less interaction time than negative behavior perceiver dyads when the outcome of the task resulted in a disagreement. It could be interpreted that balanced behavior perceivers were more passive and therefore wanted to avoid the conflict. However, their average time was 12.29 minutes. This would be considered a reasonable amount of time to spend on an item, given the fact that the dyads were presented with three items to discuss for 30 minutes. Therefore, one could speculate that the balanced

behavior perceivers were less argumentative than negative behavior perceivers, and therefore, realizing that the confederate was not going to change his/her attitude, simply maintained their original attitude and felt the best alternative was to move on to a new item.

Negative perceptual style. A negative perceptual bias produced a more effective interaction than a positive perceptual bias, but not as effective as a balanced perceptual bias. It was found that negative behavior perceivers (male and female) exhibited less hostility than male positive behavior perceivers. It is possible that negative behavior perceivers release their negative affect more consistently in their everyday interactions. In other words, negative behavior perceivers may create or initiate more conflict situations with people in their daily encounters. Also, the negative behavior perceivers may have fared better in the conflict situation than the positive behavior perceivers because the situation was more compatible with their perceptual bias. The confederates presentation as a person who disagrees with them may not be very threatening to their orientation. It could be that when negative behavior perceivers are in a situation in which another person behaves neutrally or in a positive manner, they might become more anxious than in a conflict situation, thus resulting in more dysfunctional interactions.

It was also found that dyads with a negative behavior perceiver spent the most interaction time when the result ended in a disagreement. When the negative behavior perceiver did not change his/her opinion, they kept the sequence going for approximately 2/3 of the interaction time. It could be speculated that the negative behavior perceivers

held stronger attitudes and therefore were more committed to convincing the confederate. An alternative explanation is that they are more argumentative, making it more difficult for them to terminate an argument.

Another interesting finding revealed that negative behavior perceiver dyads made sarcastic statements (saying something positive but accompanied with a hostile affect). This behavior elicited similar behavior though to a lesser degree, from the confederates. It should be noted that no other dyads displayed this behavior. A sarcastic statement may be a negative behavior perceiver's way of negating a positive interaction. It would be useful to know when in a sequence such behavior occurred. Was it a response to the confederate saying something positive to the negative behavior perceiver? In any event, the fact that hostile affect was present in their positive behaviors, suggests that negative behavior perceivers have conflicts with positive behaviors. It is possible that if the negative perceptual bias originated because of nonperformance of positive behavior that positive behavior would create a conflict for him/her. The negative behavior perceiver may not recognize positive behaviors as part of himself/herself or others because that aspect of his/her behavior received disapproval and tended to be "dissociated" as part of himself/herself.

In relationship to the present findings, Green (1975) found that the negative behavior perceivers endorsed "shaming and ridiculing" child-rearing techniques more than the balanced or positive behavior perceivers, suggesting a punitive orientation.

Summary. The results obtained on the effects of perceptual style support the conclusions that in a conflict situation a positive perceptual style produced the most dysfunctional interaction; a balanced perceptual style produced the most effective interaction, and a negative perceptual style produced a more effective interaction than a positive perceptual style, but not as effective as a balanced perceptual style.

Methodological Issues

The effects of perceptual style on interpersonal interactions fell short of the original expectations. It could be that with the following methodological refinements, the present research would have yielded more significant results.

First, a 30 minute interaction with a stranger provided a very limited sample of behavior. A longer interaction segment would have provided more information and probably would have generated a more "stressful" situation which might have further reduced the inhibitions which typically restrain a person's behavior when interacting with a stranger, particularly in a laboratory. It should also be mentioned that the study of the effects of perceptual style on interpersonal interaction does not have to be confined to an experimental laboratory. No doubt, the observation of free social interaction in natural settings will provide the most significant information regarding the effects of perceptual style. However, this will be a difficult and time consuming endeavor and would best be left until the variable of perceptual style has been more thoroughly studied in controlled laboratory situations.

Another improvement in the collection of data would have been the use of videotapes. This would have allowed for a more comprehensive

coding system which could provide information about a broader range of behavior, including multi-level channels of communication, such as nonverbal behavior. Mehrabian (1971) stated that perhaps negative feelings are "delegated to subtle non-verbal channels more frequently than are positive feeling, and people become proficient at expressing their negative feelings nonverbally" (p. 116). A closer examination of nonverbal behaviors may have provided more information about the subjects' behavior, particularly the dyads which contained female subjects. Also, videotapes would lend themselves to sequential analysis of behavior which could provide added insight into the process of the dyadic interaction.

Reflections

During the collection of data the present investigator (along with the coders) observed the dyadic interaction behind the one-way mirror, remaining unaware of the subject's perceptual style until after the interaction terminated. As a result, the present experimenter made some subjective observations that were not revealed by the present measures which examined only limited dimensions of the interaction. Therefore, the present investigator will share her intuitive impressions, leaving for a moment the specific findings revealed by the data.

The most consistent and easily recognized behavior patterns were displayed by the female positive behavior perceivers. Their behavior patterns were noticeably different when interacting with either a male or female confederate. When female positive behavior perceivers interacted with a male confederate, they showed alot of flirtateous and seductive behaviors. They usually presented themselves as helpless

and dependent, often giving excessive praise to the male confederates (e.g., "oh, you're so smart"). Despite the female positive behavior perceivers' attempts to flatter the "male ego," the male confederates did not seem particularly susceptible to their flattery and often found it difficult and therefore, frustrating to debate the issues with these subjects. The female positive behavior perceivers frequently tried to avoid the confrontation with the confederate by engaging in social conversation. Sometimes while just listening to the interaction, it was difficult to determine what the female positive behavior perceivers' stance was on a particular issue because they frequently avoided articulating their opinion. In summary, the female positive behavior perceivers' behavior with a male confederate can be described as "overly friendly," over solicitous, flirtatious, and passive. They showed many characteristics of the "hysterical personality."

In contrast to their behavior with a male confederate, the female positive behavior perceivers when interacting with a female confederate were "catty" and passive-aggressive, expressing their negative affect in a devious, covert manner. Because of the subtly, their passive-aggressive behavior was not rated as overt hostility. However, the interaction was usually laced with a negative undertone. For example, while the female confederate was elaborating an important point, the female positive behavior perceiver might interrupt with a pleasant voice and say "let's go on to the next question." Another pattern was a tendency to ignore or "not listen" to what the female confederate was saying. Rather than responding back with a statement that related to what the confederate had just said, the female positive behavior perceiver would often bring up an unrelated point.

The male positive behavior perceivers behaved in marked contrast to the female positive behavior perceivers. This differentiation of behavior patterns between males and females with a positive perceptual style was not observed between the males and females with a balanced or negative perceptual style. Unlike the oversolicitous behavior or passive-aggressive behavior displayed by the female positive behavior perceivers, the male positive behavior perceivers displayed hostile outbursts. This pattern was revealed by the behavioral data, however, it should be noted that their outbursts were often unexpected and out of proportion to the situation. Frequently the hostility was expressed by directly attacking the confederate as a person. The present investigator was sometimes surprised by the intensity of the negative affect displayed by the male positive behavior perceivers, particularly considering they were interacting with a stranger in a laboratory setting.

Another pattern observed for male positive behavior perceivers was the manner in which they agreed with the confederates' opinion. Rather than agreeing because they thought the confederate had presented intelligent reasons which caused them to reevaluate their opinion, the male positive behavior perceivers tended to agree in a condescending manner. This was particularly noticeable with female confederates and generally throughout these interactions the male positive behavior perceivers presented an air of superiority.

The negative behavior perceivers (male and female) can best be described as argumentative, jumping immediately into a confrontation with the confederate. They appeared comfortable with the situation and typically were able to argue well, although they seemed more dogmatic

and interrupted the confederate more frequently than balanced behavior perceivers. The negative behavior perceivers were able to keep to the task and although the interaction sometimes would escalate into a "heated" argument, hostility was very rarely expressed as a direct attack on the confederate as a person.

The present investigator also noted a subgroup of negative behavior perceivers who behaved quite differently than the pattern described above. Approximately five of the negative behavior perceivers (2 male and 3 female) were very withdrawn. In contrast to active confrontation, they would sit in silence for long segments of time (sometimes even as long as a couple of minutes), occasionally even physically tuning the confederate out by closing their eyes. The silence had a very intense quality associated with it and the present investigator felt it might have been used by the subject to keep control over his/her hostility. Also, it was felt that some of these people were quite disturbed, maintaining a marginal or borderline adjustment.

Similar to the negative behavior perceivers (excluding the withdrawn subgroup), balanced behavior perceivers (male and female) were also very willing to engage in a confrontation or debate with the confederate but usually dealt more rationally with the issues. Although the debate might get "warm," it usually never escalated into a "heated" argument. Also, the balanced behavior perceivers were more open or self-disclosing with their partner, frequently using personal experiences for examples when making a point. In addition, the balanced behavior perceivers seemed to interrupt the confederate less often than either negative or positive behavior perceivers. In any event, the interactions

involving a balanced behavior perceiver did in fact appear to the present investigator as the most positive interactions.

Besides merely elaborating these subjective observations, inferences will be drawn about the effects that perceptual style could have in a marriage relationship. As stated in the introduction, one of the reasons for pursuing research on the effects of perceptual style on dyadic interaction was the implications the findings might have for identifying "high risk" spouses.

In terms of making speculations about the relationships that might result if spouses had different perceptual styles, the present investigator feels the "worst" possible match would consist of a positive behavior perceiver paired with a negative behavior perceiver, particularly if the positive behavior perceiver was a male.

The present investigator conceptualizes the negative behavior perceiver as using the defense mechanism of projection when perceiving people. By projecting negative impulses or affect on to other people, negative behavior perceivers are able to simultaneously express their "own" negative affect by rationalizing that it is the other person (e.g., spouse) that is behaving negatively. Therefore, the negative behavior perceiver has a reason or even a "right" to express anger or hostility toward that person.

On the other hand, the present investigator conceptualizes the positive behavior perceiver as using the more primitive defense mechanism of denial. By denying negative behavior or affect, positive behavior perceivers attempt to keep their negative impulses under control. However, when they are unable to do this and their underlying

hostility gets expressed, they then resort to the use of projection.

If the present investigator's conceptualizations are accurate, the relationship that would result from the pairing of a negative behavior perceiver with a positive behavior perceiver would be burdened with a great deal of friction. Each spouse's distortions (perceptual biases) would be oppositional to one another's, thereby disconfirming their spouse's perceptions. This would create continual conflict. In addition, both negative and positive behavior perceivers are conceptualized as having conflicts over negative affect, with both denying responsibility for their own negative feelings. This prevents them from learning control over their negative affect. Therefore, if one spouse (e.g., negative behavior perceiver) is projecting negative affect onto his/her spouse and the other spouse is trying to deny negative affect, in time, the provocations from the negative behavior perceiver will probably break through their partner's denial, thereby causing an explosive outburst from the positive behavior perceiver.

The present researcher elaborated the possible relationship difficulties that could be encountered if spouses had very different perceptual styles. Many other speculations can be drawn about different combinations of perceptual styles among spouses, but rather than elaborating these more specifically, implications for future research will be discussed below in which future studies will be described that could give us more objective information about relationships involving partners with different combinations of perceptual styles.

In summary, as a supplement to the findings of the present study, the present investigator has included her subjective observations and

conceptualizations as an additional aid in the beginning attempts to understand the behavior patterns of a negative, balanced, and positive behavior perceiver in an interpersonal encounter. It is also hoped that the subjective observations can assist future researchers in developing more comprehensive measures to be used in examining the effects of perceptual style.

CHAPTER 4

IMPLICATIONS FOR FUTURE RESEARCH

The present research must be viewed as exploratory in nature and consequently, the findings raise many issues that need to be verified through future research.

The findings from Experiment I, along with previous research, suggest that a person's differential selectivity and/or inferential process of positive and negative behaviors might be a relatively stable characteristic of the perceiver. Why should this occur? Hastorf et al., (1970) concluded that people need to simplify the complex world of other people because if they did not their experiential world would be rapidly changing and unstable. Therefore, to achieve a meaningful world in which a perceiver can act, s/he searches for "invariant properties of a person" and avoids focusing on a person's everchanging behavior.

The above explanation accounts for the presence of stable characteristics within perceivers. However, none of the person perception researchers have offered an explanation of how stable characteristics might develop. In the previous chapter, the present researcher presented some initial formulations about the origins of a perceiver's evaluative disposition (perceptual style). It was suggested that a negative, balanced, or positive perceptual style of a parent results in

differential patterns of parental behavior which affects the psychosocial development of the child, which in turn perpetuates a similar perceptual style for the child. The general developmental framework regarding the origins of perceptual style must be examined through future longitudinal research with families. Of particular importance might be a more detailed look for possible subgroups within the larger groups of negative, balanced, and positive behavior perceivers.

Experiment II was designed to demonstrate that an individual's perceptual style would affect interpersonal interaction. In this sense the study was successful and indicates that continual examination of the relatively unexplored variable of perceptual style should yield interesting results.

Before discussing the broader implications for this study, it should be emphasized that in explaining the findings of Experiment II, many speculations were formulated about the subject's internal processes. Therefore, to validate these assumptions, a more in depth study of their intrapsychic processes would be valuable. Also, as suggested previously, examining the subjects' behavior in other situations would help to determine when perceptual style presents the most interference in interpersonal interactions. More specifically, it could be that positive behavior perceivers would have the most dysfunctional interactions in a conflict situation, whereas the negative behavior perceivers would have the most dysfunctional interactions in a positive or even neutral situation. In contrast, it could be that balanced behavior perceivers are more flexible and would be able to adapt more appropriately to a variety of situations--positive, neutral, and negative situations.

The present research only examined the influence of one member's perceptual style on the dyadic interaction. Future research should study the dyadic interaction when both members of the dyad have been selected for perceptual style. With this type of design, the affects of different combinations of perceptual style on dyadic interaction could be examined. It would be expected that two balanced behavior perceivers would engage in the most effective communication, followed by dyads in which only one member was a balanced behavior perceiver. The most dysfunctional interactions would be expected to result when the dyad contained two positive behavior perceivers, two negative behavior perceivers, or a negative and positive behavior perceiver. Future research with couples will also be needed to more accurately assess which combinations of perceptual style would produce the "higher risk" couples in regards to marital dysfunctions.

Messe' and Stollak (1974) have also studied the subjects in an encounter with a child. Presently, their data are in the process of being analyzed. The present findings, in conjunction with their findings, may provide some preliminary implications for the issue, raised earlier, regarding the consistency of behavior with a child and an adult. The findings from Experiment I indicated that a person's perceptual style was consistent when evaluating a child and an adult. Therefore, we might expect behavior patterns to show a similar consistency. However, it will be necessary to test this more directly with families.

Messe' and Stollak (1975) have proposed a series of studies to examine more closely the effects of perceptual style. One of their primary objectives in initiating their innovative research on perceptual style is to develop a link between adult perceptions and child

psychopathology; to develop procedures to identify "high risk" adults; and to implement a training program that would refocus parents' perceptual sensitivity so as to help "high risk" parents become more effective parents.

They have proposed three additional studies, including the examination of the perceptual biases and behaviors of "clinic" and "normal" families. If their findings support a link between parental perceptual style and child psychopathology, they hope to undertake a longitudinal study in which they will study in detail high- and low-risk parents selected for perceptual style; determining if parents with a negative and positive perceptual style are more likely to have children who develop behavior dysfunctions than will parents who have a balanced perceptual style. Finally, if their expectations are confirmed by the longitudinal study, they will implement a comprehensive and education training program in an attempt to refocus parents' perceptual sensitivity with the hopes of minimizing the potential harm that perceptual style has on a child's developing psychological functioning.

The findings from the present study provide evidence for a link between a person's perceptual style and their interpersonal behavior with a person their own age. Taken a step further, the study suggests that a person with a negative or positive perceptual style may be a "higher risk" spouse than a person with a balanced perceptual style. In the future research proposed by Messe' and Stollak, Schreiber (personal communication) will be examining the characteristics of conflict-resolution in the parents of "clinic" and "normal" families and relating such characteristics to each spouses perceptual style. This will enable Messe' and Stollak to assess not only parent-child

dysfunctions but also husband-wife dysfunctions. As a result of this added dimension they will be able to further explore the larger arena of family dysfunctions.

In conclusion, the present researcher believes that it is essential for the "well-being" of an individual (e.g., spouse/parent) to be able to acknowledge and respond to the "total" person. Positive and negative behavior perceivers appear to distort reality by creating a fiction of a person, thereby rejecting important aspects of a person's experience and action.

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APPENDICES

APPENDIX A

Bessell-Palomares (1970) Rating Scales

BESSELL-PALOMARES (1970) RATING SCALES

Name of Person Being Rated _____

Name of Rater _____

Date Rated _____

Instructions

You have been observing someone in interaction with a child, and you are now being asked to convey your impressions of this person through this brief checklist. You might feel that some of the judgments you are being asked to make are too hard, especially since they must be based on only a brief period of observation. However, we would like you to trust your first impressions. If it would be helpful, try to imagine yourself as the child having a long-term relationship with this person. Your first impressions are what we are interested in. Obviously, there are no "correct" answers.

STABILITY

The stable person is emotionally balanced. He remains composed in the face of stressful events. He remains involved and does not find it necessary to shift his direction.

RATING

- 5 _____ Seems to be very stable. Not easily upset by change or disappointment.
- 4 _____ Seems to be usually stable. Accepts and adjusts well to changing circumstances, but occasionally loses his calmness and direction.
- 3 _____ Seems to be moderately stable. Often retains his equilibrium, but rather easily upset and loses his direction.
- 2 _____ Seems to sometimes show stability, calm and direction, but frequently is upset and loses his bearings when circumstances change.
- 1 _____ Seems to be unstable. Shows little capacity to accommodate to change. Excitable or immobilized by new demands.
-

SELF-CONFIDENCE

The confident person believes that he is able and behaves with a calm, assured manner. He is self-assured and realistic when coping with new challenges.

RATING

- 5 _____ Seems to be realistically very confident. Seems to approach challenge with assurance. Possible failure does not deter action.
- 4 _____ Seems confident most of the time with realistic challenges. Seems to be only mildly cautious with unfamiliar tasks.
- 3 _____ While often confident, in many instances is unsure of his ability to cope with realistic challenge.
- 2 _____ Seems to have some degree of confidence with familiar things, but often expects to meet with failure with challenge.
- 1 _____ Seems to have virtually no self-confidence. Unable or unwilling to try. Almost always behaves as though he expects to fail with new challenges.
-

SENSITIVITY TO OTHERS

The sensitive person is aware and concerned about the welfare of other people. He readily ascertains what the other person is feeling and what would be in their best interest.

RATING

- 5_____ Seems to be acutely aware and concerned about the child's feelings and reactions.
- 4_____ Seems to be most of the time aware and concerned about how the child is truly feeling and reacting.
- 3_____ Seems to be often aware and concerned, but in many instances seems unaware and relatively unconcerned about the child's feelings and reactions.
- 2_____ Seems to be usually unaware and disinterested in what the child is feeling, but can recognize what is going on when it is directly called to his attention.
- 1_____ Seems to be insensitive and unconcerned as to what is going on in and with the child. Deals with the child as though the child was devoid of feelings.
-

SPONTANEITY

The spontaneous person is natural. His acceptance of himself is high and permits freedom of expression. He is uninhibited, but not dramatic or exhibitionistic.

RATING

- 5_____ Seems to be always highly spontaneous. Very natural and free in his expressions.
- 4_____ Seems to be very often spontaneous. Most of the time reacts freely and naturally, but on occasion is inhibited.
- 3_____ Seems to be usually spontaneous. While he frequently expresses himself naturally he is inhibited on many occasions.
- 2_____ Seems to show spontaneity on occasion, but more often inhibited, constricted, and stilted in his response.
- 1_____ Seems to have many strong inhibitions, very constricted. Almost never spontaneous; not natural.
-

EFFECTIVENESS

The effective person copes appropriately. He readily tries and is successful in his efforts to implement his own desires or to meet the external demands of the environment.

RATING

- 5 _____ Seems to be very effective. Always deals appropriately and successfully with his inner needs and external demands. Always meets and responds effectively to a problem situation.
- 4 _____ Seems to be mostly effective. Typically gets his needs met and handles challenge successfully.
- 3 _____ Seems to be moderately effective. Often successful, but often fails to get his needs met or to cope with problems with success.
- 2 _____ Seems to be mostly ineffective. But occasionally successful in his efforts.
- 1 _____ Seems to rarely succeed in his efforts. Inadequate. Ineffective.
-

TOLERANCE

The tolerant person recognizes and accepts individual differences. He accepts and gives full regard to others who have different feelings, thoughts, and reactions than his own. But he does not necessarily approve or yield to their influence.

RATING

- 5 _____ Seems to be extremely tolerant. Understands and accepts differences as natural. Tolerates a very broad spectrum of feelings, thoughts, and behavior in others.
- 4 _____ Seems to be reasonably tolerant about individual differences.
- 3 _____ Seems to be mildly tolerant, but tends to not accept certain natural variations.
- 2 _____ Seems to be usually intolerant. Tends to regard people who differ from him as being unacceptable, even wrong.
- 1 _____ Seems to be very intolerant. His way of feeling, thinking, and reacting is the only way that he can accept. People who are different are completely unacceptable. Very narrow.
-

AWARENESS OF SELF

The aware person knows how he feels, what he thinks, and what he is doing. Although he is conscious of himself, he is not self-conscious, insecure or embarrassed. This awareness does not produce anxiety. He accepts and can acknowledge how he really feels, thinks, and acts.

RATING

- 5 _____ Seems to be very aware; always conscious of his feelings, wishes, fears, and the meaning of his behavior (positive or negative).
- 4 _____ Seems to be most of the time aware, ready to acknowledge what he feels, thinks, and does. Only occasionally uses denial.
- 3 _____ Often aware of his feelings, thoughts, and behavior, and willing to recognize them as such. However, often reacts without awareness or using denial.
- 2 _____ Seems to be usually unconscious or unaware of himself; denies his real feelings and thoughts, and cannot recognize his own actions for what they are.
- 1 _____ Unconscious of self; full of denial, completely unable to recognize his true feelings, thoughts, or behavior.
-

INTERPERSONAL COMPREHENSION

This trait assesses the person's understanding of how one person's behavior causes approval or disapproval of that behavior in another person.

RATING

- 5 _____ Seems to have very high comprehension. Person almost always recognizes the effect of any given behavior.
- 4 _____ Seems to usually comprehend what the child's reaction will be to his behavior.
- 3 _____ Seems to sometimes perceive the interpersonal effects, but just as often seems to fail to comprehend how one person's behavior affects another person's attitude.
- 2 _____ Seems to seldom comprehend interpersonal interaction. Seems to usually be at a loss in being able to see how one person's behavior affects another person's reaction.
- 1 _____ Seems to have virtually no comprehension of how a person's behavior causes attitudes in other people. Seems to almost always fail to comprehend the interaction.
-

FLEXIBILITY

The flexible person can shift his viewpoint or behavior in accordance with new information or new demands made of him. He is adaptive, but shifts because of conviction rather than because of passively submitting to persuasion. When changing he continues with the same degree of interest and involvement.

RATING

- 5 _____ Seems to be very flexible. Adapts readily and easily to new information and demands. Participation continues with undiminished interest.
- 4 _____ Seems to be very frequently flexible. Most of the time adapts although shows some tendency to persist even in the face of new information or new expectations.
- 3 _____ Seems to be reasonably flexible, but often clings to his original viewpoint or behavior.
- 2 _____ Seems at times flexible, but usually unable to adapt to new information or demands.
- 1 _____ Seems to be rigid. Very unresponsive to new information or demands. Cannot shift.
-

CONSIDERATENESS

The considerate person cares about the well-being of others. He adjusts his behavior in ways that are thoughtful and beneficial to others.

RATING

- 5 _____ Seems to be extremely considerate. Always thoughtful and spontaneously concerned with the child's welfare.
- 4 _____ Seems to be very considerate. Most of the time he is thoughtful and deals constructively with the child.
- 3 _____ Seems to be somewhat considerate, but sometimes inconsiderate about what is good for the child.
- 2 _____ Seems to seldom consider the well-being of the child. Only rarely takes into account what the child may feel. Tends to be thoughtless, indifferent.
- 1 _____ Seems to rarely consider the child. Tends to pursue his behavior no matter how it may affect the child.
-

APPENDIX B

Children's Behavior Checklist - Form A and Form B

CHILDREN'S BEHAVIOR CHECKLIST - FORM A (MALE) AND FORM B (FEMALE)

(SCORING KEY)*

Name of Person (completing checklist): _____

Date: _____

Directions:

Below is a list of items describing many aspects of children's behavior--things that children do sometimes, ways that they act and feel. Of course, not all of these items apply to the child in the playroom that you first observed on the video-tape, but, quite a few of them do.

First, read Item 1 carefully and then make up your mind about whether or not it describes the way he/she acted in the playroom. If so, mark an "X" in column one; if not put a zero in the first column. Then, go on to the second item and decide whether or not this behavior applies to the child's behavior, marking it the same way. Do this for all 64 items, putting an "X" in the first column of each item which you feel is applicable to his/her playroom behavior and a "0" for each item you feel is not applicable to the behavior you observed.

Once you have completed this task, go back to the first item, and this time decide if the behavior described applies to the way that you think that the child acts in general--that is, not just his/her behavior in the playroom, which you saw, but behavior which you think occurs in other situations such as at home, in school, on the playground, with friends, etc., as well. If you do not think so, put a zero in the second column. On the other hand, if you think this item applies to his/her behavior in general, put an "X" in the second column (whether or not you put one in the first column). Again, go through all 64 items deciding for each whether or not each item applies to his/her behavior in general.

Item	Column 1 Applies to behavior in playroom which I saw	Column 2 Applies to his/her behavior in general
1. Is happy when he/she does a "good job."	_____	_____
2. Gets carried away by his/her feelings.	_____	_____
3. Is tidy and neat, perhaps even a little bit fussy about it.	_____	<u> A </u>
4. Can't wait - wants to have things immediately.	_____	<u> B </u>

*A = Positive Behavior

B = Negative Behavior

Item	Column 1 Applies to behavior in playroom which I saw	Column 2 Applies to his/her behavior in general
5. Is concerned about the feelings of adults.		<u>A</u>
6. Gets irritated or angry easily.		<u>B</u>
7. Feelings are apprent in his/her facial expressions.		<u>A</u>
8. Plays with toys in a rough way.		<u>B</u>
9. Handles small objects skillfully.		<u>A</u>
10. Doesn't pay attention to what others say.		<u>B</u>
11. Activity is focused on a particular purpose, seems to accomplish what he/she sets out to do.		<u>A</u>
12. Looks awkward when he/she moves around.		<u>B</u>
13. Accepts new ideas without getting upset.		<u>A</u>
14. Acts in ways that makes adults not like him/her.		<u>B</u>
15. Shows pride in accomplishment.		<u>A</u>
16. Appears stiff in walking or moving about.		<u>B</u>
17. Seemed comfortable in the situation that you observed.		<u>A</u>
18. Has trouble finding the right words to say what he/she means.		<u>B</u>
19. Wants very much to be approved of.		
20. Seems to do things just to get adults angry at him/her.		<u>B</u>
21. Moves gracefully - well coordinated.		<u>A</u>
22. Has a characteristic mannerism or nervous habit.		<u>B</u>

Item	Column 1 Applies to behavior in playroom which I saw	Column 2 Applies to his/her behavior in general
23. Plays to win.	_____	A _____
24. Quickly loses interest in an activity.	_____	B _____
25. Does what persons ask him/her to.	_____	A _____
26. Never gets excited about anything, even when you expected him/her to be pleased with something.	_____	_____
27. Makes friends quickly and easily.	_____	A _____
28. Seems sad and unhappy.	_____	B _____
29. Self-confident.	_____	A _____
30. Tends to go too far unless reminded of rules.	_____	B _____
31. Talks all the time.	_____	A _____
32. Often has to be reminded of what he/she can and can't do.	_____	B _____
33. Affectionate - enjoys being physically close to adults.	_____	_____
34. Threatens to hit or hurt others.	_____	B _____
35. Is able to stand up for himself/herself.	_____	A _____
36. Seems out of touch with what is going on around him/her - off in his/her own world.	_____	B _____
37. Is polite and cooperative.	_____	_____
38. Has uncontrollable outbursts of temper.	_____	B _____
39. Is easily embarrassed.	_____	A _____
40. Often breaks the rules in games.	_____	B _____

Item	Column 1 Applies to behavior in playroom which I saw	Column 2 Applies to his/her behavior in general
41. Is careful in explanation - precise.	_____	<u>A</u>
42. When told to do something he/she doesn't want to do, he/she becomes angry.	_____	<u>B</u>
43. Is curious about things.	_____	<u>A</u>
44. Plays aimlessly, doesn't seem to make or accomplish anything.	_____	<u>B</u>
45. Prefers competitive games.	_____	<u>A</u>
46. Seems selfish, always wants his/her own way.	_____	<u>B</u>
47. Showed appreciation when others helped or did things for him/her.	_____	<u>A</u>
48. Seldom laughs or smiles.	_____	_____
49. Energetic.	_____	<u>A</u>
50. Doesn't seem to care about how he/she looks - often looks sloppy.	_____	<u>B</u>
51. Asks sensible questions.	_____	<u>A</u>
52. Blows up very easily when bothered.	_____	<u>B</u>
53. Shows pleasure and involvement in most things he/she does.	_____	<u>A</u>
54. Fidgety and restless.	_____	<u>B</u>
55. Is competitive.	_____	<u>A</u>
56. Acts as if adults are against him/her.	_____	<u>B</u>
57. Pitches in when things have to be done.	_____	<u>A</u>
58. Often seems angry for no parti- cular reason, expresses it in many different ways.	_____	_____

Item	<u>Column 1</u> Applies to behavior in playroom which I saw	<u>Column 2</u> Applies to his/her behavior in general
59. Quick and clever.	_____	_____ A _____
60. Aggressive and overpowering.	_____	_____
61. Learns quickly.	_____	_____ A _____
62. Bossy.	_____	_____
63. Likes to do things well.	_____	_____
64. Tires easily in activities.	_____	_____

APPENDIX C

Kaplan-Anderson Checklist Form I and Form II

KAPLAN-ANDERSON CHECKLIST FORM I

Directions. Check 12 words from the following 36 words which you would use to describe the adult in the film.

☐ gloomy	☐ lazy
☐ talented	☐ understanding
☐ phony	☐ enthusiastic
☐ cowardly	☐ broad-minded
☐ pessimistic	☐ distrustful
☐ prejudiced	☐ sensible
☐ obnoxious	☐ boring
☐ honest	☐ rude
☐ capable	☐ irresponsible
☐ self-centered	☐ loyal
☐ generous	☐ efficient
☐ gossipy	☐ conceited
☐ alert	☐ happy
☐ considerate	☐ friendly
☐ domineering	☐ unappreciative
☐ cooperative	☐ reliable
☐ patient	☐ independent
☐ hostile	☐ fault-finding

KAPLAN-ANDERSON CHECKLIST FORM II

Directions: Check 12 words from the following 36 words which you would **most** likely use in describing people of your own age.

- | | |
|--|---|
| ☐ gloomy | ☐ lazy |
| ☐ talented | ☐ understanding |
| ☐ phony | ☐ enthusiastic |
| ☐ cowardly | ☐ broad-minded |
| ☐ pessimistic | ☐ distrustful |
| ☐ prejudiced | ☐ sensible |
| ☐ obnoxious | ☐ boring |
| ☐ honest | ☐ rude |
| ☐ capable | ☐ irresponsible |
| ☐ self-centered | ☐ loyal |
| ☐ generous | ☐ efficient |
| ☐ gossipy | ☐ conceited |
| ☐ alert | ☐ happy |
| ☐ considerate | ☐ friendly |
| ☐ domineering | ☐ unappreciative |
| ☐ cooperative | ☐ reliable |
| ☐ patient | ☐ independent |
| ☐ hostile | ☐ fault-finding |

APPENDIX D

Analysis of Variance: Child and Adult Ratings
for the 1,100 Subjects

ANALYSIS OF VARIANCE: CHILD AND ADULT RATINGS
FOR THE 1,100 SUBJECTS

To examine if there were differences in the subject's perceptions as a function of sex of perceiver, sex of the stimulus person, and/or instructional context, the Bessell-Palomares Scale, Child Behavior Checklist, and the Kaplan-Anderson Checklist each were subjected to an analysis of variance. Findings are reported below for F ratios which were (a) significant at $p < .05$, and (b) not qualified by significant higher-order interactions. Further exploration of significant interactions were carried out via appropriate simple effects analyses.

Bessell-Palomares Scale

The total BP score was subjected to a 2 (sex of subject) X 2 (sex of child) analysis of variance. Only the following F 's were significant: sex of subject main effect ($F = 4.08$, $df = 1/1064$, $p < .05$); and sex of child main effect ($F = 5.43$, $df = 1/1064$, $p < .0201$). Female subjects rated the adult more positively ($\bar{X} = 41.00$) than male subjects ($\bar{X} = 40.29$); and the adult was rated more positively with the female child ($\bar{X} = 41.04$) than with the male child ($\bar{X} = 40.24$).

Child Behavior Checklist

The CBC was subjected to a 2 (sex of subject) X 2 (sex of child) X 2 (score--positive/negative, a repeated measure) X 2 (instructional context--playroom/"in general," a repeated measure) analysis of variance.

Sex of subject X instructional context X score. The CBC showed a significant sex of subject X instructional context X score interaction ($F = 4.56$, $df = 1/1064$, $p < .04$). Tests of simple effects explored

this interaction further. The data were classified as a function of sex of subject and two-way simple effects ANOVAS were computed. The results of these analyses revealed that instructional context X score interaction was significant for both males ($F = 11.15$, $p < .01$) and females ($F = 3.40$, $p < .10$). These interactions were explored further via simple effects tests, which showed that instructional context was significant only for positive scores: females ($F = 11.00$, $p < .01$); males ($F = 15.97$, $p < .01$). Females and males rated the child more positively when rating her/him "in general" versus when the child was in the playroom. Cell means that are relevant to these findings are presented in Table 1.

TABLE 1

Cell Means that Showed a Significant Sex of Subject
X Instructional Context Interaction for the Positive
Score on the CBC

Sex of Subject	Instructional Context: Child in Playroom	Instructional Context Child "in General"
Female	11.82	13.42
Male	11.50	13.42

Sex of child X score X instructional context. The ANOVA of the CBC also showed a significant sex of child X score X instructional context interaction ($F = 4.12$, $df = 1/1064$, $p < .04$). Tests of simple effects explored this interaction further. The data were classified as a function of score and two-way simple effects ANOVAS were computed. The results of these analyses revealed that the sex of child X instructional context interaction was significant only for positive

scores ($F = 4.10$, $p < .05$). This interaction was explored further via simple effects tests and showed that sex of child was significant only for instructional context--child "in general" ($F = 17.09$, $p < .01$). The male child was rated more positively "in general" ($\bar{X} = 14.03$), than the female child ($\bar{X} = 12.81$).

Sex of subject X sex of child X score. The CBC showed a significant sex of subject X sex of child X score interaction ($F = 5.81$, $df = 1/1064$, $p < .02$). Tests of simple effects explored this interaction further. The data were separated into female and male child and a two-way simple effects ANOVA was computed. These results showed that the sex of subject X score interaction was significant only for the female child ($F = 5.75$, $p < .05$). Simple effects tests explored this interaction further and showed that sex of subject was significant only for the negative score ($F = 6.00$, $p < .05$). Female subjects rated the female child more negatively ($\bar{X} = 17.79$) than did male subjects ($\bar{X} = 16.89$).

Kaplan-Anderson Checklist

The proportion of positive to total (positive plus negative) scores on the KAC was subjected to a 2 (sex of subject) X 2 (sex of child) X 2 (instructional context--playroom/"in general," a repeated measure) analysis of variance. The sex of subject X instructional context interaction was significant ($F = 16.87$, $df = 1/1064$, $p < .0001$). Tests of simple effects explored this interaction further. The difference between instructional contexts was highly significant for both males and females. The adult in the playroom was rated more positively than an adult "in general." The simple effects test revealed that sex of

subject was significant for instructional context--adult "in general" ($F = 35.47, p < .01$). Female subjects rated an adult "in general" more positively ($\bar{X} = .695$) than did males ($\bar{X} = .635$).

To summarize, the sex of the perceiver, the sex of the stimulus person, the score (positive or negative), and the instructional context all were found to affect an individual's perception. Therefore, these variables should always be taken into account in studying person perception. For the present study the following significant differences were found: females rated the adult in the playroom (total BP) and an adult "in general" more positively than males; the adult was rated more positively on the BP when playing with a female child than with a male child; the child was rated more positively "in general" than in the playroom; the adult in the playroom was rated more positively than an adult "in general;" the male child was rated more positively "in general" than the female child; and female subjects rated the female child more negatively than did male subjects. Implications of these results are discussed in detail below.

Discussion

As stated previously, interpretations of the results must be tentative. For the present study, the subjects rated a specific female adult and a specific male or female child. Therefore, one is unable to determine if the significant findings would generalize to the subject's perceptions of other adults or children. Despite these inherent limitations, the results found for these subsidiary analyses are discussed in general terms, assuming that the findings are not specific to the particular adult and child in the film. Unfortunately,

the conclusions drawn about the results are only tentative until they are tested and confirmed with other children and adults.

Sex of the Perceiver

Sex of the perceiver seems to have a consistent effect upon person perception. Consistent with previous research (Kohn & Feidler, 1961; Sarason & Winkel, 1966; and Quereski, Leggio & Widlak, 1974), the present study found that females rated the adult in the playroom and an adult "in general" more positively than did males. Kohn and Feidler, in accounting for a similar finding, stated that females may learn to mask their genuine feelings about others because our culture gives males greater latitude in expressing strong negative feelings, whereas females are expected to show warmer and more accepting attitudes. As an alternative explanation, they stated that females may actually evaluate others more favorably. The present investigator believes that Kohn and Feidler's alternative explanation is more consistent with the overall research on sex differences. Maccoby and Jacklin (1974), in their extensive survey on the research on sex differences found a remarkable degree of uniformity in the socialization of the two sexes. Although the existing evidence is limited and not conclusive, it does not support the first hypothesis and consequently they believe that socialization pressures are not sufficient to account for the origins of sex differences. In support of the second hypothesis is the persistent finding that males are more aggressive, despite similar socialization. This is found even in "safe" situations where one might expect females to let out their "real" or "genuine" feelings that they are "taught" to inhibit. Maccoby and Jacklin believe that

the two sexes are not equal in initial aggressive response tendencies; "males are more biologically ready to learn aggressive behavior" (p. 274).

In light of Maccoby and Jacklin's formulation and the findings from Experiment II, reported previously, the present investigator believes that females evaluate others more favorably because they generally have more positive interactions with people. Another way to state this assertion is that males have more negative interactions as a result of their more aggressive behavior. Support for this formulation is elaborated more thoroughly in the discussion of Experiment II.

Sex of the Child

An unexpected finding revealed that the adult was perceived more positively when playing with the female child. This may be due to differences between the two videotapes. It's possible that, despite every effort on the part of the adult to behave similarly with both children, there were subtle differences in her nonverbal behaviors possibly as a result of her being more responsive and sensitive toward a child of her own sex. An alternative explanation involves the child's behavior. Although the male and female child exhibited the same negative behaviors, the male actor might have been displaying more intensity when behaving negatively. As a result, when making inferences about the adult's behavior the subjects may have interpreted the adult's handling of the male child's negative behaviors as less competent.

Two results showed that the sex of the child affected the subject's rating of the child. These results are interpreted as due to the undergraduates response to the child in terms of stereotypes they hold for the sex role of the child.

The male child was also evaluated more positively "in general" than the female child. Typically, a female child is expected to be more cooperative, sociable, and helpful than a male child. As a result, when a female child exhibited positive behaviors in the playroom the subjects may have made fewer inferences about her positive behaviors "in general" because that is the way a girl is supposed to act. However, such behaviors are regarded as relatively usual for a male child and as a result the subjects may have inferred more positive behavior for him "in general." This conjecture is congruent with Jones and Davis' (1967) attributional approach to imputing causality for people's behavior.

The female subjects also perceived the female child more negatively than the male child. The negative behaviors exhibited by the child in the playroom consisted of low tolerance for frustration, withdrawal, as well as aggressive and attacking behaviors. These behaviors are typically seen as more sex inappropriate for females than for males. It is assumed that what is inappropriate or undesirable for a female would be more internalized for the female subjects. Therefore the negative behaviors exhibited by the female child would be regarded as more negative by the female subjects. On the other hand, it is most likely that what is inappropriate for a male child would be more internalized for a male subject. Therefore, if some of the behaviors exhibited by the child in the film had consisted of more typically "feminine" behaviors (e.g., fantasy play with dolls or dressing up in female clothes) it is assumed that these behaviors would have been perceived as sex-inappropriate for the male child. Therefore, it

would be expected that the male child would have been perceived more negatively "in general," particularly by the male subjects.

These results suggest that when a child behaves with a desirable behavior that is seen as relatively unusual for his/her sex, the child is perceived "in general" more positively by both sexes. However, when a child behaves with an undesirable behavior that is seen as unusual for his/her sex, the same-sexed adult perceives it more negatively. However, these speculations will need to be further researched.

Instructional Context Effect

It was found that the subjects' evaluations varied depending on the instructional context. In other words, subjects responded differently when rating the child in the playroom versus "in general," and when rating the adult in the playroom versus a hypothetical person "in general." It appears that a balancing effect occurred.

The child in the playroom was evaluated more negatively. The overall means of the perceptual bias score was -4.77 . This may be a result due to the dramatic quality of the "negative" behaviors (e.g., pushing over some blocks) as compared to the "positive" behaviors (e.g., expressing positive feelings toward the adult). However, it was found that the child was evaluated significantly more positively "in general" versus in the playroom, although the overall mean of the perceptual bias score was still negative for the child's behavior "in general." A possible explanation for this finding is that the subjects may have wanted to present a more balanced evaluation of the child. It is also possible that their conception of a child "in general" is more balanced. Therefore, since the subjects had already committed

themselves to their ratings of the negative behaviors, they were able to evaluate the child in a more balanced manner by inferring more positive behaviors for the same child's behavior "in general."

The adult in the playroom was perceived more positively than a hypothetical person "in general." This is not surprising since the adult in the playroom did not exhibit any overt negative behaviors. Therefore, it seems reasonable that when looking at an average of ratings for 1,100 people, their conception of a person "in general" would be more realistic, allowing for a more balanced conception (selecting fewer positive and more negative traits) of a person "in general."

In summary, the sex of the perceiver, sex of the stimulus person, instructional context, and the score (positive or negative) influenced the perceiver's perception. Unfortunately, the findings are confounded by the fact that the subjects only perceived a specific adult and a specific male or female child. Therefore, future person perception research needs to examine these variables and determine if the present findings are consistent when subjects perceive other adults and children.

APPENDIX E

Analysis of Variance: Adult Ratings for the
150 Negative, Balanced, and Positive Behavior Perceivers

ANALYSIS OF VARIANCE: ADULT RATINGS FOR THE
150 NEGATIVE, BALANCED, AND POSITIVE BEHAVIOR PERCEIVERS

The 150 subjects who were selected as negative, balanced, and positive behavior perceivers by their rating of the child in the film also rated the adult in the film and an adult "in general." From these 150 selected subjects, 96 subjects were randomly chosen for Experiment II of the present research. To acquire a better understanding of their ratings of an adult, their total BP score and the KAC positive and negative scores were subjected to 2 (sex of subject) X 2 (sex of confederate) X 3 (perceptual style) analyses of variance. Findings are reported for F ratios which were (a) significant at $p < .10$, and (b) not qualified by significant higher-order interactions. Further analysis of significant interactions were carried out through use of simple effects tests and Neuman-Keuls tests, when appropriate. Table 1 presents the significant F ratios that were not qualified by any higher order interactions.

TABLE 1
Summary of the Significant F Ratios
Not Qualified by Higher Order Interactions for
the Adult Ratings of the Negative, Balanced, and
Positive Behavior Perceivers

Source	<u>F</u>	<u>p</u>
1. <u>Sex of Subject</u> (df = 1/132)		
Positive-Person in General (KAC)	5.85	.02
Negative-Person in General (KAC)	6.43	.02
2. <u>Sex of Child X Perceptual Style</u> (df = 2/132)		
Total Bessell-Palomares	2.44	.10
Positive-Adult in Playroom (KAC)	2.40	.10
Negative-Adult in Playroom (KAC)	2.80	.07

Sex Main Effects

The positive and negative score for a person "in general" on the KAC showed a significant main effect for sex. The means presented in Table 2 show that females rated a person "in general" more positively and less negatively than did males.

TABLE 2
Means of the Rating of the Adult in
the Playroom that Yielded a Significant Sex
of Subject Effect

Variable	Females	Males
Positive-Person in General (<u>KAC</u>)	8.43	7.33
Negative-Person in General (<u>KAC</u>)	3.5	4.67

Sex of Child X Perceptual Style

The total BP score and the positive and negative KAC score for the adult in the playroom revealed a marginally significant ($p < .01$) effect for sex of child X perceptual style. Simple effects analyses of these interactions indicated that perceptual style was significant for the subjects who rated the adult in the playroom with the male child: total BP ($F = 8.02, p < .01$); positive KAC ($F = 7.04, p < .01$); and negative KAC ($F = 7.59, p < .01$). Neuman-Keuls tests for the three scores revealed a significant difference between both positive and balanced behavior perceivers and negative behavior perceivers, and a nonsignificant difference between balanced and positive behavior perceivers. Positive and balanced behavior perceivers rated the adult more positively than negative behavior perceivers on the total

BP ($q(P-N) = 5.19, p < .01$; $q(B-N) = 4.56, p < .01$) and positive KAC ($q(B-N) = 4.91, p < .01$; $q(P-N) = 4.19, p < .01$). Negative behavior perceivers rated the adult more negatively than positive or balanced behavior perceivers on the negative KAC ($q(N-P) = 4.90, p < .01$; $q(N-B) = 4.64, p < .01$). Table 3 presents the means relevant to these findings.

TABLE 3

Means of the Rating of the Adult in the
Playroom that Yielded a Significant Sex of
Child X Perceptual Style Interaction

Variable	Sex of Child	Negative	Balanced	Positive
Total Bessell- Palomares	Male	36.17	41.00	41.67
Positive-Adult in Playroom (<u>KAC</u>)	Male	8.00	10.58	10.21
Negative-Adult in Playroom (<u>KAC</u>)	Male	3.67	1.42	1.29

Discussion

Of the 150 subjects who were selected as negative, balanced, and positive behavior perceivers, female subjects rated a person "in general" more positively than did male subjects. This difference also was found for the 1,100 subjects. In addition, female subjects rated the person "in general" less negatively than did male subjects. However, of major importance to the present study was the fact that for

all three ratings of the adult in the playroom with a male child, the negative behavior perceivers showed a similar perceptual bias toward the adult in the playroom as they did toward the child stimulus. They rated that adult more negatively and less positively than the balanced and positive behavior perceivers. Differences between the balanced and positive behavior perceivers were not significant, although the cell means for the total BP and negative KAC were in the appropriate direction. It should be noted that the behaviors of the adult in the playroom versus those of the child were noticeably different. Whereas the child exhibited positive and negative behaviors, the adult did not exhibit overt negative behaviors. The adult's behavior could best be described as positive or neutral or, at worst, passive. This is supported by the finding that the mean for the proportion of positive traits checked on the KAC to describe the adult in the playroom was .87. In contrast, the mean for the proportion of positive traits checked on the KAC to describe a person "in general" was .67. This might account for the lack of significant differences between the positive and balanced behavior perceivers. One might expect that if the adult also exhibited negative behaviors, the balanced behavior perceivers would rate the adult more negatively and less positively than would the positive behavior perceiver.

APPENDIX F

Attitude Questionnaire

GENERAL ATTITUDES QUESTIONNAIRE

Directions:

The statements listed on the following pages describe attitudes about many issues. The statements themselves are both agreed and disagreed with by many college students. There are no right or wrong answers, only opinions. The best answer to each statement below is your personal opinion. You are asked to express your feelings about each statement by indicating whether you strongly agree, moderately agree, moderately disagree, or strongly disagree. Please indicate your opinion by placing an "X" by the alternative which best describes your personal attitude. Please respond to every item.

Name _____

Date _____

1. Marijuana is not really harmful and therefore should be legalized.

strongly agree _____ moderately agree _____
 moderately disagree _____ strongly disagree _____

2. Religious viewpoints which differ with the findings of science should be abandoned.

strongly agree _____ moderately agree _____
 moderately disagree _____ strongly disagree _____

3. Women have more ability and are more efficient at tasks around the home and as a result, their rightful place is in the home and not in the business world.

strongly agree _____ moderately agree _____
 moderately disagree _____ strongly disagree _____

4. Viet Nam War draft evaders and deserters should be granted full amnesty and should not have to fulfill the two years of alternative service required by Ford's clemency policy.

strongly agree _____ moderately agree _____
 moderately disagree _____ strongly disagree _____

5. A girl who is a virgin on the day she is married is more likely to have a happy marriage.

strongly agree _____ moderately agree _____
 moderately disagree _____ strongly disagree _____

6. The poor need to be taught how to value money.

strongly agree _____ moderately agree _____
 moderately disagree _____ strongly disagree _____

7. All persons who love their fellow-man should refuse to engage in any war in the future.

strongly agree _____ moderately agree _____
 moderately disagree _____ strongly disagree _____

8. An abortion should never be permitted because it is equivalent to murder.

strongly agree _____ moderately agree _____
 moderately disagree _____ strongly disagree _____

9. Despite the American ideal of equality of the sexes, there are certain jobs, like that of President of the United States, which are just too important to be held by a woman.

strongly agree _____ moderately agree _____
 moderately disagree _____ strongly disagree _____

10. The most important things that happen to people are the result of circumstances beyond their control.

strongly agree _____ moderately agree _____
 moderately disagree _____ strongly disagree _____

11. The nuclear family, as a social unit, is on the way out, and communal family should and will become prevalent in the future.

strongly agree _____ moderately agree _____
 moderately disagree _____ strongly disagree _____

12. It is important for a child to learn as early in his life as possible that in the real world what really counts is hard work, getting ahead, and being a good citizen.

strongly agree _____ moderately agree _____
 moderately disagree _____ strongly disagree _____

13. I am not bothered by women and men looking more and more alike in their hair styles and clothing.

strongly agree _____ moderately agree _____
 moderately disagree _____ strongly disagree _____

14. President Ford was wrong in granting a pardon to Richard Nixon.

strongly agree _____ moderately agree _____
 moderately disagree _____ strongly disagree _____

15. A father should never allow his 8-year old daughter to see him naked.

strongly agree _____ moderately agree _____
moderately disagree _____ strongly disagree _____

16. Environmental issues should be put aside until the economy has been stabilized.

strongly agree _____ moderately agree _____
moderately disagree _____ strongly disagree _____

17. Universities should be exclusively for scholarly study and acquisition of knowledge, related to becoming an educated, mature adult. Training for jobs, such as those in the agricultural, business, and engineering fields should take place in advanced vocational school and not within.

strongly agree _____ moderately agree _____
moderately disagree _____ strongly disagree _____

APPENDIX G
Value Scale

VALUE SYSTEM SCALE

Below is a list of 12 values arranged in alphabetical order. We are interested in finding out the relative importance of these values for you. Study the list of values below carefully. Which of these values do you feel to be the most important for you? Place a 1 on the blank line to the left of this value. Now, cross this value off your list and look carefully at the remaining 11 values. Which one of these values is second most important for you? Place a 2 etc. Cross this value off your list and look carefully at the remaining 10 values. Place a 3 etc. Now, rank all of the remaining values in order of importance to you. The value which is least important, relative to the others, should be ranked 12. When you have completed ranking all of the items, go back over your list to make sure they are in the proper order.

- _____ A comfortable life
- _____ A meaningful life
- _____ A world at peace
- _____ Equality
- _____ Freedom
- _____ Maturity
- _____ National security
- _____ Respect for others
- _____ Respect from others
- _____ Salvation
- _____ True friendship
- _____ Wisdom

APPENDIX H

Confederate Scripts

CONFEDERATE SCRIPTS

1. Marijuana is not really harmful and therefore should be legalized.

Agree

1. Less harmful than alcohol and cigarettes, which are legal
- (1a) Yes, but there are many things which may prove harmful to people that we don't know about - a) chemicals in foods, teflon utensils, etc. and they don't make them illegal.
- (1b) They could also do the same as they do for cigarettes, put warnings on the package.
- (1c) But its a persons individual right - the decisions to use it or not should be left up to the individual - if we followed your logic we would have to make driving cars illegal because it may cause harm to the person.

2. Control it like alcohol, have it restricted to certain places, have an age limit, and amount.

Disagree

1. We don't really know what the long-term effects are because we don't have adequate research yet to answer that question. It could cause diseases like other drugs that were put on the market too early.
- (1a) Yes, but I don't agree with that policy if there is any indication of harmful effects (of things people ingest). I think the government should make it illegal, take it off the public market and not put it back until they have adequate proof that its not harmful.
- (1b) Yes, but people don't pay attention to warnings - very few people have stopped smoking even though they know its hazardous to their health - which tells me that people need to be protected from such self-destructive behavior.
- (1c) I'm not saying to make every-thing that causes harm to an individual illegal - but things that people ingest and certainly don't make something legal that we don't have enough information about.

2. How are we going to control it?

Agree

3. Nowadays drug use is a social norm - its a majority phenomenon. Its so widespread - among all ages, occupations, etc.

Disagree

(2a) It will be harder to control because of the ease of producing it - all you need is equipment and knowledge and its much more expensive to make it yourself. The companies may have to resort to huge fines on people who grow their own - the penalties may be more severe than the fines now for its use.

(2b) If its not harmful then why an age limit?

3. I would agree with you that many types of people use marijuana and I'm not saying that drug users are deviants or criminals. But I don't agree that its a majority phenomena. In California that had it on the ballot and it lost by a sizable majority. There is nothing wrong with them morally or psychologically. But I object to our chemical culture - we're already too much of a drug oriented culture. People are taught that chemicals will make them feel better. This promotes chemical dependency and thus has long-term disadvantages because it keeps people from exploring and experiencing non-chemical alternatives. There are so many natural ways to achieve highs - and legalizing marijuana would only promote our chemical culture.

Agree

(3a) But still marijuana is a cheap and easy means to get "high" - relax - feel better and in our society (with all its problems) we need "highs" even if its a chemical high. And besides the problem will not be solved by keeping marijuana illegal - but Doctors need to stop prescribing amphetamines, barbituates, or tranquilizaers so readily.

4. It's a victimless crime.

(4a) But the effects of marijuana are easily suppressed, at least much more so than those of alcohol - driving is much easier under the influence of marijuana.

(4b) Well, I don't drive if I'm really stoned and it doesn't impair my driving.

Disagree

(3a) Certainly the problem won't be solved by keeping marijuana illegal but its a beginning and we need to begin somewhere because I see the most harmful effects of drugs is the obstacle it creates for man by limiting man from exploring his full potentials in a natural way - there are better ways than chemicals to feel better.

4. It's classified as a psycho-active drug because it produces a physiological change in the body (intoxicating) which you can't change effects once it begins.

(4a) But still when people are high their behavior is changed and although it may not be as severe as alcohol, their driving skills will be impaired if really stoned - which would infringe on the rights of other people - you cannot stop the physiological reaction once it has begun - (also just smoking infringes on other peoples rights).

(4b) Okay, you may not - but we know the statistics that many people drive when they shouldn't - and that's another characteristic of marijuana - people feel that their performance isn't impaired when in fact it is (studies have shown this).

Agree

5. Pot could be an additional source of revenue - it could be taxed, like alcohol and could create jobs.
6. Studies from prohibition showed that less harm was done to people after it was made legal. People used it more moderately and there was a better quality - also the fact that it's illegal makes it more provocative for kids to use - rebellious - if you tell kids you shouldn't do something you're raising the probability that they'll do it. People do it.

Disagree

5. It would be a mistake for the government to create jobs that could prove harmful in the future to people. The bad outweighs the good.
6. Sure, some people will do whatever they're not supposed to do, but that's no reason to condone it - that's just giving up. At the same time there is a large proportion of people who don't use it precisely because it is illegal.

2. Religious viewpoints which differ with the findings of science should be abandoned.

Disagree

I don't think we should abandon them. People have a right to decide. It should be left up to the individual. One of our countries freedoms is the freedom of religion. Anyway, you can't force a person to abandon something that he believes in.

Yes, but religious beliefs function isn't just to explain the "truth" - often it gives life more meaning and hope and makes people feel better and more secure (life after death).

Definition of scientific study is that which has been recreated and proven.

But we can't create even the single cell.

These amino acids are synthetic, they haven't produced life.

Science has only theories, too. How can we accept these theories without proof? They're no more than make believe, until proven, religion provides a much more understandable explanation.

Agree

Well, I took the question from a personal point of view. I would abandon certain religious viewpoints if it conflicted with scientific findings. I agree with you that it's a person's individual right but I also think there are harmful effects if society perpetuates a religious belief that is contradictory to science. It's misleading the people.

Religion can stifle scientific knowledge. In history religion has persecuted science.

I question how helpful religion is - save sometimes - but it's also been destructive - look at Ireland now and also all the religious wars - maybe science could be a uniting factor of different religions. It's more universal.

Scientific age.

Evolution explains everything from the single cell to modern man.

We're working on it. We have recreated the amino acid.

The only missing links are the chemicals present during lifes beginnings.

We must quit passing fantasies on through our children.

Agree

But science hasn't proven that humans evolved from apes. It's only speculation. We haven't observed this evolution in all of our years of scientific observation.

Thousands of living creatures, surely one would have reached this point of evolution by now.

Fossils are dated also by man's imagination. Skulls now labeled as early man could have been apes with diseases.

Divine creation, each unique. No new beings have evolved or have been created.

Religious beliefs never hurt anyone.

Disagree

Process which takes hundreds of years.

Fossils prove man's evolution.

Glorified Godly being is difficult for modern man to accept.

Abandoned, not in the sense of stricken - but rather brought to the attention of the believers and maybe seen as cluttering up the dogma and therefore, put aside.

But they are hurting themselves. Religion can be escapism. Religion gives simple explanations for complex phenomena. I think scientific explanations are more difficult but their explanations are more real. Modern man needs to begin to understand this complex phenomenon (such as the evolution of man) and not rely on simplistic explanations.

Birth control - most religions have abandoned the sanction against birth control, which was harmful to mankind.

Christian Scientists do not believe in receiving medical treatment. Certainly this is harmful as they could die unnecessarily because of such a belief.

4. Viet Nam War draft evaders and deserters should be granted full amnesty and should not have to fulfill the two years of alternative service required by Ford's clemency policy.

Agree

Viet Nam War was not war against the U.S.

Full amnesty was granted after other wars. They should be forgiven, like we forgave the South for the Civil War, which was a worse offense to this country.

It's only punishment for not murdering people. I think they've suffered enough. They made a great sacrifice when they left this country - leaving family and friends.

Changing society. We pardoned Nixon, therefore, we should pardon war resisters.

Americans have suffered enough over another country's warring problems.

We should have an all volunteer army, anyway.

It's against the principle of freedom - to force someone or at least insist that a citizen participate in a war. They should have made the alternative services available during the way and not after.

They shouldn't have to because they're not guilty of anything.

Well, it's everybody's country - it should be everybody's duty.

What about women?

Disagree

Unfair to men who did fight.

Serving in one of the U.S.'s armed services is one of our responsibilities as one of her citizens. Therefore, alternative service is fulfilling a responsibility and not punishment.

They knew of the consequences prior to leaving.

Weakness in military support in eyes of foreign countries.

Full amnesty would set a precedent for running from problems, you'll one day be excused.

Reciprocities of citizenship. Social Security, freedom of speech and religion, high standard of living, etc. in exchange for taxes, services, etc. (all relationships are based on this reciprocity). Often we have to give in when it isn't necessarily comfortable.

That would be nice, but volunteer armies don't work in wartime, only in peacetime.

I think equality is just as important a principle, citizens must equally share the duties, and responsibility.

Since the resisters left because they didn't want to kill or participate in war then why should they mind giving social service to their country?

AgreeDisagree

It's not because they're guilty but because to be a citizen of this country they must fulfill some responsibility and if a person won't do that then he doesn't deserve the benefits of being a citizen of this country.

The duty for the armed services falls on those who are physically able, therefore that does exclude those who are too young, too old, or not physically able. Those men who served in World War II and the Korean War now expect the younger generation to follow through with their duty. I agree it's discriminatory - women should have to - in other countries they do. I think that reflects our countries bias that women are the "weaker" sex - which I disagree with.

7. All persons who love their fellow man should refuse to engage in any war in the future.

Agree

The conviction that your belief is necessary and must be spread or defended to insure peace and love among men.

True, we are intelligent enough to go to the moon but both historical and contemporary accounts of man prove his barbaric attempts at intellectually solving his belief differences.

However, while the UN is talking that same group of intelligent people has a war force that would fight against both sides.

On what universal belief can we establish peaceful examples?

What would that country's course of action be if it found itself being taken advantage of?

What you're saying sounds really nice. But it's too idealistic - man cannot change his basic nature. It's just not something people do because it's the duty of citizens to go to war for their country. Man is an aggressive animal, that when frustrated soon resorts to aggression. It's just the condition of man.

Disagree

Can't love and do harm at the same time.

We have the intelligence to solve our differences without war.

We need to practice non-violence, i.e. Ghandi preached non-violence and had influence on people. We need more people to act as examples to offer models to our society - we shouldn't glorify war so much.

The UN seems to be helping other people to share and become more familiar with others beliefs.

War is a bad example. We can and should stop now and start setting peaceful examples.

If a powerful country is seen as doing all it can to solve a problem peacefully others may see the value to mankind.

AgreeDisagree

Granted, history shows us that war has always existed. But times have changed. Never before has mankind possessed weapons that could destroy itself. Therefore, there is high probability that future wars will eventually lead to the destruction of man. Therefore, it's become a necessity for man to find other means to solve disagreements.

Man will stop waging war when the priorities become clearer. If I value my life and want to stay alive, I cannot engage in wars, and particularly when our leaders realize this, they they will find other ways to settle disputes.

Relations with our "enemies" have already progressed - China and Russia - astronauts are working together.

11. The nuclear family, as a social unit, is on the way out, and communal family should and will become prevalent in the future.

Disagree

It may be a good idea but I don't think people will change to communal living in the future and will continue with the traditional nuclear family unit.

Smaller group facilitates mobility in a mobile society.

Too much choice - need regularity. High turnover of individuals leads to less stable relations. Children need regularity.

Nuclear family serves the needs of the child - consistency; It offers stability for adults in a fast changing world.

That can be done in day-care centers, also and doesn't necessarily have to be done in communes.

Agree

I'm not supporting the destruction of the nuclear family. But I am advocating more alternatives other than just the nuclear family. I agree with you that people have a tendency to stick with the traditional (or what they've been raised with) - therefore, people need to be educated to the advantages of communal living. It may even become a necessity in the future

With better personal life - maybe more content to be less mobile - less likely to look for satisfaction in job area.

Distribution of communes could incorporate mobility.

Communes leads into the opportunity by choice alternatives offered.

High rate of divorce, single parent families seem to indicate nuclear family is not stable. The nuclear family structure does not meet the needs of these outcasts. The stability of a child involves 1) someone there, 2) attention which is more likely in communes - also communes can probably offer a better quality of child care. Parenting is not a natural ability, but rather a skill and many parents (maybe even a large percentage) are not knowledgeable in appropriate child rearing practices. Communes can have a few skilled and well trained caretakers for the children.

Disagree

Can such a "variety" concernably get along together? It's difficult enough to establish workable co-operative relationship between two people. Increase in incompatibility. How do you deal with sexuality, etc?

Nuclear offers established rules - something to start on, expectations mutual; do not see how commune can become most prevalent.

Can get support outside without disrupting family. Social Services focus on community involvement, mental health; women's groups, etc. offer support in special areas, home provides it in general.

Nuclear family offers intimacy needed by all; commune identifies with group, more difficult intimacy.

Agree

Yes, but there are more benefits if in a communal setting. You don't need to transport the kid. He stays within his own home surroundings and it's also like having a relative take care of your child because you'd have a personal relationship with the caretaker.

Communes offer exposure to a variety of experiences, incorporates more types of people all who need companionship.

That is the point of a commune, people don't fit society's roles, offers less role rigidity, more chance for individuality. Nuclear family could be incorporated. Rules made by those involved.

Commune may become a necessity - breakdown of family proves its inoperativeness, it was geared for industrial society, we are now in a post-industrial society, and we need more social support goes back to extended family - their focus on economic necessity - Communes is a social necessity - less isolation.

Groups do not preclude 1-1 relationship. Within every group there are cliques and within them 1-1 relationships. There is always a partial breakdown into couples. Nuclear families w/in communes. Nuclear families today are very isolated and spouses become too dependent upon each other to satisfy emotional needs (one person can't satisfy all your needs) and this overdependency can build resentment. This may be one of the reasons for the high rate of divorce.

Nuclear family is not a god-given fact, it is a social institution & should be subject to social change.

14. President Ford was wrong in granting a pardon to Richard Nixon.

Agree

No man is above the law, not even the president.

Yes, but I think what is really in the best interest of the country is to clean up the office of the presidency.

Ford could have pardoned Nixon after a trial.

The day Nixon resigned, the stock market went way up. I think what stabilized our economy is faith in our country's governmental system and not faith in a man. Also, Nixon would not have been the president while he was on trial because he resigned before Ford pardoned him.

Yes, but if he was an ordinary citizen and robbed a bank he would go to jail.

We need to find out the truth - now we'll never know.

Yes, but look at what his subordinates were doing. Nixon knew all along. Let's face it, Nixon is a crook and had a bunch of crooks working for him. He selects his staff and therefore must be responsible for the type of men he has on his staff.

Congress was trying the office of the presidency more than Nixon. Who had the power?

Disagree

I'm not looking at this question as to Nixon's guilt or innocence. Personally, I feel he's guilty - but I do think Ford used the pardon wisely. Presidents have pardoned other people who are guilty of crimes. The President has that power. I think Ford gave Nixon the pardon, not because he wanted to spare Nixon anymore grief or to put him above the law, but for the best interest of the country. Congress as well as the media and the people needed to divert it's attention back to the more important matters of the country, the economy, also to unite the country - rather than two factors - for/against Nixon.

Also, Nixon is not an ordinary citizen and therefore his trial would have been very time consuming and expensive and many legal debates would have to be worked out throughout the trial.

Also, our economy is shaky enough the way it is. I'm sure our economy would be even more precarious during a trial of a president.

Hasn't he already been found guilty? He has by the majority of the American people and the media and it will go down in history. Therefore a trial seems merely a formality and therefore a waste of time and money.

AgreeDisagree

Yes, but Nixon isn't an ordinary citizen. He was the president and he probably had more publicity and media coverage than any citizen ever before. Also, in our judicial system the punishment is geared to fit the crime. Punishments are used primarily as deterrants, to remove criminals from the societal role. A criminal is punished in the hopes that he won't do it again. Nixon has been removed from his position in society. Nixon can never do his crime again. He will never be in that position again to hurt the American public. Also, the fact that he was forced to resign and has become a tragic figure if not a laughing stock to the American public is a deterrent to any future president. I can think of no greater punishment for a politician. In essence, Nixon has been given a life sentence to live in his own personal prison.

Nixon would never have gone to jail anyway.

I disagree. For one thing, we have the tapes. Also, the fact that he is pardoned doesn't prevent him from testifying. It was only because Nixon was ill that Judge Cirica excused him from testifying. Nixon will probably be called in the appeal trials of Haldeman. Maybe with his pardon he will be a more cooperative witness, since he has no more to lose.

It was more important to expose the situation than to prosecute and punish Nixon. It's been going on before. I'm just glad Watergate was exposed.

AgreeDisagree

Nixon didn't need to resort to such tactics to win. Therefore, I think he's responsible for the cover-up, but not for the break-in. Nixon can't be responsible for everyone who works under him. The presidency is a very time consuming job and maybe it is too much for just one man to do. The president has more important thinkgs to devote his time to rather than policing his staff.

Nixon was upsetting the powers of the government. He thought he had the power to withhold tapes and not to answer subpeonas, for example.

17. Universities should be exclusively for scholarly study and acquisition of knowledge, related to becoming an educated, mature adult. Training for jobs, such as those in agricultural, business, and engineering fields should take place in advanced vocational school and not within Universities.

Agree

As set up, Universities provide a little knowledge in everything, and not enough in anything. In other words, the way the University is set up, they try to do both and end up doing a mediocre job in both areas. Also, with our ever increasing technology, there is a need for specialists. Such trade schools as Ag. tech offer basic writing skills, that are pertinent to job. They make these classes more relevant to their job and therefore retain more knowledge from the class.

Separate facilities would spare time and money, would focus on what you really need to know to get job in this work-ethic culture. People who are getting the jobs nowadays are those who are trained for specific jobs. It's the people with "general education"--social sciences--who are having a terrible time getting jobs.

Employers also look at "experience"--work study, which is not really provided in Universities.

Most people get jobs in "related" areas because they are not qualified for what they really want to do.

Shorter term education as provided by trade school increases the supply for high demand occupations. "Specialists" positions increase job opportunities. General practitioners decrease labor demand as they take over some specialist functions.

Disagree

Need for well-rounded education. We need to be more than a specialist.

Too narrow of focus, need such basic skills as writing and community skills to get any kind of job.

Diversification is needed in jobs--employers want a knowing person--combined provides more opportunity for more diversified jobs, ability to get into related fields.

Specialists cannot become specialists without general knowledge first. Doctors need to know more than their special areas. In this way, the "general" practitioners do not usurp other jobs, eventually narrow their field into specific areas--making room for others.

Combined facilities offer awareness of alternatives, possibility for branching off--more individual freedom in choosing curriculum.

University now offers such subdivisions--like ag. tech--and provides easier access to "further learning" because of combined location.

Variety of staff with different orientations increases the chance that the needs of the students will be met. More responsive to the changes needed than an isolated school.

Agree

As set up, this "choice" is very obscure. Alternatives often not known because of vast bureaucracy and because of the very nature of its variety. Too much choice results in confusion and no real basic background in any one field.

Separation does not preclude choice, nor further general education. Enrollment in trade school does not preclude courses at University in related areas. Separation merely strengthens job opportunity in your area.

If we keep them combined, Universities will only become larger, more impersonal and more bureaucratic. This will make quality education more difficult because large institutions cannot meet the needs of individual students--classes are too large--very little personal contact with professors.

Yes, but we meet people from different backgrounds at trade schools, too--and certainly on your job training and job you'll come in contact with people from many backgrounds and of course different ages.

In smaller schools you can form more intimate and close friendships and at large Universities you may say "hello" to several hundred people, but most of them are only casual acquaintances. Also, at such a large University, people feel insignificant and insecure and tend to form friendships with people who are very similar to them--they feel more secure.

Disagree

Come in contact with a wide range of people with different interests and backgrounds--this is helpful in getting to know people who are different from ourselves.

Most freshman don't know what their major will be--often change--need a place to get started and find yourself.

APPENDIX I

Post-Study Questionnaire

POST STUDY QUESTIONNAIRE

The purpose of this questionnaire is to measure your perception of your partner by having you judge him/her against a series of descriptive scales. Therefore, on a scale of one to seven please indicate how well you feel each of the following characteristics describes your partner. In taking this test, please make your judgments on the basis of your own personal impressions. You are to rate the person on each of these scales in order.

For example, if you feel that your partner is very sophisticated you should place an x-mark as follows:

Sophisticated very: X : : : : : : :not at all

On the other hand, if you feel that your partner is not at all sophisticated, you should place your x-mark as follows:

Sophisticated very: _____ : _____ : _____ : _____ : _____ : _____ : X :not at all

If you feel that your partner is somewhere "in-between" on sophistication, you should mark that space on the scale that best describes how sophisticated you feel he/she is. For example, if you feel that your partner is neutral on sophistication, equally sophisticated and unsophisticated, or if sophistication is irrelevant, unrelated to the person, then you should place an x-mark in the middle space, as shown below:

Sophisticated very: _____ : _____ : X : _____ : _____ :not at all

Make each scale item a separate and independent judgment. Work at a fairly fast pace through this test. Do not worry or puzzle over individual items. On the other hand, please do not be careless, because we want your true impressions.

IMPORTANT: (1) Place your **x**-marks in the middle of the spaces, not on the boundaries:

this : X :	: :	not this : X :
---	--	---

- (2) Be sure you check every scale - do not omit any.
(3) Never put more than one x-mark on a single space.

honest	very: ____:____:____:____:____:____:____: not at all
alert	very: ____:____:____:____:____:____:____: not at all
sensible	very: ____:____:____:____:____:____:____: not at all
irresponsible	very: ____:____:____:____:____:____:____: not at all
boring	very: ____:____:____:____:____:____:____: not at all
enthusiastic	very: ____:____:____:____:____:____:____: not at all
cowardly	very: ____:____:____:____:____:____:____: not at all
conceited	very: ____:____:____:____:____:____:____: not at all
considerate	very: ____:____:____:____:____:____:____: not at all
broad-minded	very: ____:____:____:____:____:____:____: not at all
rude	very: ____:____:____:____:____:____:____: not at all
generous	very: ____:____:____:____:____:____:____: not at all
friendly	very: ____:____:____:____:____:____:____: not at all
pessimistic	very: ____:____:____:____:____:____:____: not at all
happy	very: ____:____:____:____:____:____:____: not at all
loyal	very: ____:____:____:____:____:____:____: not at all
self-centered	very: ____:____:____:____:____:____:____: not at all
distrustful	very: ____:____:____:____:____:____:____: not at all
lazy	very: ____:____:____:____:____:____:____: not at all
phony	very: ____:____:____:____:____:____:____: not at all
hostile	very: ____:____:____:____:____:____:____: not at all
obnoxious	very: ____:____:____:____:____:____:____: not at all
understanding	very: ____:____:____:____:____:____:____: not at all
capable	very: ____:____:____:____:____:____:____: not at all
prejudiced	very: ____:____:____:____:____:____:____: not at all
efficient	very: ____:____:____:____:____:____:____: not at all
gloomy	very: ____:____:____:____:____:____:____: not at all
gossipy	very: ____:____:____:____:____:____:____: not at all

patient	very:____:____:____:____:____:____:____:not at all
fault-finding	very:____:____:____:____:____:____:____:not at all
cooperative	very:____:____:____:____:____:____:____:not at all
talented	very:____:____:____:____:____:____:____:not at all
domineering	very:____:____:____:____:____:____:____:not at all
unappreciative	very:____:____:____:____:____:____:____:not at all
independent	very:____:____:____:____:____:____:____:not at all
reliable	very:____:____:____:____:____:____:____:not at all

Answer the following questions by putting an X-mark in the appropriate scale.

- 1) How persuasive did you find your partner?

not very persuasive:__:__:__:__:__:__:very persuasive

- 2) How did you feel about your participation in this kind of task?

dislike it very much, like it very much,
very uncomfortable :__:__:__:__:__:__:very comfortable

- 3) How much would you enjoy working with your partner in a future experiment?

very little:__:__:__:__:__:__:very much

- 4) How much did you like your partner?

very little:__:__:__:__:__:__:very much

- 5) How much would your partner win personal affection and liking from others?

very little:__:__:__:__:__:__:very much

- 6) How would your partner fit in with your circle of close friends?

definitely not fit in :__:__:__:__:__:__:definitely fit in

APPENDIX J

Borgatta's Behavior Scores System

BEHAVIOR SCORES SYSTEM (BSS SYSTEM): A SUMMARY

Objective of system. To provide for scoring of behavior in correspondence to factorial categories as derived from peer and self assessment.

Assertive Actions

1. Neutral assertions or communications (Continuations, explanations, etc.).
2. Assertions or dominant acts (Draws attention, asserts, initiates conversation, etc.).
3. Antagonistic acts (Rejects other, rejects other's position implying rejection of other, is self assertive or ego defensive, etc.).

Withdrawal

4. Withdrawal acts (Leaves fields, fails to respond when the situation demands, etc.). Prolonged periods scored every 10 seconds.

Supportive Actions

- *5. Supportive acts (Acknowledges, responds, etc.).
6. Assertive supportive acts (Status raising, implies initiative beyond mere responsiveness, etc.).

(Note: Every act must get a score in the range 1-6)

Group Oriented Surscores

- a. Task determining acts (Draws attention to task of group, returns group to task consideration, moves group on task to further concern, etc.).
- b. Group maintaining acts (Draws group together, raises unity, breaks deadlocks, etc.).

Above scores are ordered in priority, "a" before "b" when both are involved equally. No score of "a" or "b" means action is relatively neutral with regard to change of status (improvement) for either.

Emotional Quality of Action Surscores

- c. Hostility displayed.
- d. Tension displayed (Nervous, anxious, pressured behavior, etc.).

Conventional Response Scoring

- 1d. Convention for "...ah..." and false starts continued successfully, or not interpretable as withdrawals.
- 4c. Convention for withdrawal in obvious hostility.
- 4d. Convention for withdrawal under tension (contrasted to incomplete starts 4).

*Category 5 was eliminated from the rating scale for the present research.

APPENDIX K

Table of the Mean Category Usage and Standard
Deviation for the BSS Scoring Categories for the
Subjects' and Confederates' Behavior

TABLE 1

Mean Category Usage and Standard Deviation for
the BSS Scoring Categories for the Subjects' Behavior.
BSS Scoring Categories Ranked by Mean Usage

Rank		Mean	
1	1 - Neutral Communication	111.08	38.31
2	2 - Assertive Acts	78.67	21.01
3	6 - Supportive Acts	24.16	13.71
4	3 - Antagonistic Acts	23.94	14.14
5	4 - Withdrawal Acts	10.75	13.39
6	ΣB - Group Maintaining Acts	4.83	3.96
7	2B - Assertive Acts - Group Maintaining	3.15	2.62
8	1B - Neutral Communication - Group Maintaining	1.61	2.20
9	ΣD - Tension Displayed	1.56	3.23
10	ΣA - Task Determining Acts	1.56	1.53
11	2A - Assertive Acts - Task Determining	1.26	1.42
12	4D - Withdrawal Acts - Tension	1.04	3.69
13	ΣC - Hostility Displayed	.92	2.44
14	3C - Antagonistic Acts - Hostile	.37	1.29
15	1D - Neutral Communication - Tension	.36	.94
16	1C - Neutral Communication - Hostile	.32	1.03
17	6B - Supportive Acts - Group Maintaining	.28	.79
18	1A - Neutral Communication - Task Determining	.24	.58
19	2C - Assertive Acts - Hostile	.21	.82
20	6D - Supportive Acts - Tension	.19	.85
21	3D - Antagonistic Acts - Tension	.11	.56
22	2D - Assertive Acts - Tension	.11	.34
23	4A - Withdrawal Acts - Task Determining	.08	.35
24	6C - Supportive Acts - Hostile	.06	.35
25	6A - Supportive Acts - Task Determining	.04	.24
26	3B - Antagonistic Acts - Group Maintaining	.02	.20
27	3A - Antagonistic Acts - Task Determining	.01	.10

TABLE 2

Mean Category Usage and Standard Deviation for the
BSS Scoring Categories for the Confederate's Behavior. BSS
 Scoring Categories Ranked by Mean Usage

Rank		Mean	STD. DEV.
1	1 - Neutral Communication	109.08	84.42
2	2 - Assertive Acts	75.61	19.71
3	3 - Antagonistic Acts	20.24	11.60
4	6 - Supportive Acts	12.97	7.35
5	ΣB - Group Maintaining Acts	4.27	4.31
6	2B - Assertive Acts - Group Maintaining	2.71	2.56
7	4 - Withdrawal Acts	1.85	2.70
8	1B - Neutral Communication - Group Maintaining	1.52	2.75
9	ΣA - Task Determining Acts	.52	1.19
10	ΣC - Hostility Displayed	.44	1.14
11	2A - Assertive Acts - Task Determining	.40	1.10
12	ΣD - Tension Displayed	.23	.67
13	1D - Neutral Communication - Tension	.18	.63
14	1C - Neutral Communication - Hostile	.16	.54
15	6B - Supportive Acts - Group Maintaining	.16	.46
16	3C - Antagonistic Acts - Hostile	.16	.49
17	1A - Neutral Communication - Task Determining	.12	.39
18	2C - Assertive Acts - Hostile	.12	.50
19	3B - Antagonistic Acts - Group Maintaining	.03	.18
20	2D - Assertive Acts - Tension	.02	.15
21	3A - Antagonistic Acts - Task Determining	.02	.21
22	6D - Supportive Acts - Tension	.02	.15
23	3D - Antagonistic Acts - Tension	.02	.15