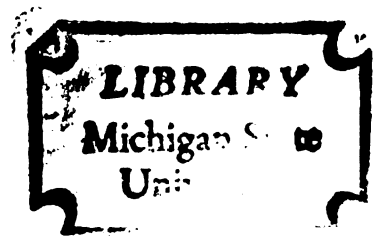




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SUBJECTIVITY, OBJECTIVITY, CONFIGURATIONAL
CONSISTENCY, AND THE MODEL OF DYNAMIC SELF
EVALUATION

Thesis for the Degree of M. A.
MICHIGAN STATE UNIVERSITY
CATHERINE WINSECK SNYDER
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CONSISTENCY, AND THE MODEL OF DYNAMIC SELF EVALUATION

By

Catherine Winseck Snyder

A model of dynamic self evaluation was presented which predicted that persons categorized as subjective by the Configurational Properties Scale (CPS) would have greater variance in self evaluation than those persons categorized as objective. The CPS is a development in connection with the Configurational Consistency Theory (CCT) formulated by Phillips and Thompson. In subjective persons, the self has strong relationships with other cognitive elements (people, places, events, institutions, etc.). Objective persons are presumed to cognize fewer ties between the self and other elements. Twenty-five males and 35 females from Michigan State University's introductory social science courses acted as subjects in completing the various questionnaires. The subjective group was found to have more fluctuation in self evaluation than the objective group, as hypothesized. Subjectivity-objectivity was predicted to be not significantly correlated with sex, level of self evaluation, and internality-externality and these predictions were confirmed. Predictions of no significant relation between internality-externality and sex, level of self evaluation, and variance in self evaluation were also confirmed.

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By

Catherine Winseck Snyder

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1976

DEDICATED

with everlasting gratitude to Jesus Christ, the King of kings and of all the "little people" who let Him be king of their lives, Who provided the life, strength, and wisdom whereby this thesis was created and completed.

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INTRODUCTION

The concept of self-esteem has existed in psychology since the time of William James (1890) and has been labelled with various names--for example, self concept, self evaluation, regard for self, self-satisfaction, self-acceptance, self favorability, and congruence (or discrepancy) between self and ideal self. Hundreds of studies have been done which either examined self-esteem; tried to find correlates, causes, or consequences of it; or named it as a factor in explaining results.

Intuitively, self-esteem is the answer to the question, "What am I in my own right?" (evaluation of the self on attribute dimensions.) The answer to the question, "What is the relationship between my self and people and things in my environment?" will be shown to be linked to self evaluation. Many authors, Coopersmith (1967) included, considered self evaluation to be a part of self-esteem. The model presented here uses the terms self evaluation and self-esteem synonymously.

A review of all the literature relating to self-esteem would be a major undertaking. Wylie (1961 and 1974) integrates much of the literature, although many studies

tangentially related to the issue of self-esteem were omitted in her review because self-esteem was not a central factor in those studies. An investigation into the mechanics of self-esteem and how and why it fluctuates may prove to be valuable.

An obvious problem in a literature search concerning self-esteem is that there is no single, universally-used measure. Even the more popular measures (Coopersmith's Self Concept Scale, Adjective Check List, Butler and Haigh's Self Referent Items, etc.) do not purport to be measuring the same construct. The studies to be cited here all labelled that which they measured "self-esteem" or "self evaluation." Various measures were used in these studies and no study was found cross validating these instruments. Thus there is a limit to the amount of faith that we can place in predictions derived from the studies cited since they may not have tapped personality traits and internal parameters identical to those that are the foundation of the Model of Dynamic Self Evaluation (to be explained shortly.)

Another problem present in the literature is that most of it deals with "high" versus "low" self-esteem. Coopersmith (1967) at least recognizes the variance in self-esteem within an individual, but does not attribute it to any source or personality trait. The present analysis deals with level of as well as variance in self-esteem and seeks to explain the variation in self-esteem within an individual.

Self-esteem is viewed within the frame of reference of cognitive consistency. The Model of Dynamic Self Evaluation, based on Configurational Consistency Theory (CCT) as presented by Phillips and Thompson (in preparation), will provide this frame of reference. The language and functioning of the model will first be detailed and the relevant literature will be reviewed and interpreted in the language of CCT. Hypotheses will be derived as the literature is reviewed.

Phillips and Thompson have theorized that cognitions are structured in the following way: There exist, for a given person, many general topics or "domains." These might be thought of as areas of life, for example, home, school, church, social life, and love life. Such a list cannot be exhaustive, given the different ranges of experience of different individuals. Within any given domain there are "elements" (objects, persons, concepts, places, and institutions) which form the domain. Most or all of the elements have relationships with all the other elements in that domain. The "relations" are created by the encoding of information--incidents in the real world (facts, knowledge, and connections in time and/or space) and by internally generated information (hypotheses, ideas, theories, and private models.) Note that the self--or the phenomenal self, as Wylie (1961, 1974) refers to it--may exist as an element in various domains, such as "people who live in my neighborhood", "people in my socioeconomic class", " my racial or ethnic

group", "college students", "males" or "females", "things I do", "people I like", "ideas I support", and even "places I love."

When the self exists as an element in a particular domain, the person maintaining that configuration of cognitions is defined as being "subjective" with respect to that domain. Persons who have the self as an element in a relatively large number of domains are called "subjective" in general. Likewise, when the self is not an element of a given domain, the person is defined to be "objective" with respect to that domain and is generally "objective" if the self is an element in relatively few domains. Of course there is a continuum from subjectivity to objectivity with most people being classified somewhere between the two extremes of putting the self in all domains (complete subjectivity) and putting the self in no domains (complete objectivity.)

Within domains, individual elements are assessed according to one or more criteria or "evaluative dimensions", such as good-bad, competent-incompetent, warm-cold, strong-weak, and talented-untalented. It is logical that, in a given domain, certain dimensions would be more salient than others. CCT provides for weighted dimensions, but, for convenience and simplicity of measurement, the present model assumes equal salience of all dimensions. Here, as in many other cases, the present model is supported by a reinterpretation

of the theorizing of other researchers. Coopersmith (1967) hints that persons may use several dimensions in evaluating themselves as well as in evaluating other people, objects, institutions, etc.

According to CCT, the relation between two elements has to be equal to the sum of the dimension-specific constants times the assessment of the elements on the evaluative dimensions. That is,

$$r_{ij} = \sum_{k=1}^d \lambda_k a_{ik} a_{jk}, \quad (1)$$

where a_{ik} and a_{jk} indicate the assessment of elements i and j on dimension k , λ_k is a weight corresponding to the salience of dimension k , d is the number of independent evaluative dimensions in the domain for the individual, and r_{ij} is the relation between elements i and j . Since we assume equal salience of all dimensions in the Model of Dynamic Self Evaluation, $\lambda_k=1$, for all k . Thus we have

$$r_{ij} = \sum_{k=1}^d a_{ik} a_{jk}. \quad (2)$$

When new information is encountered relating two elements i and j , it upsets the balance of r_{ij} , a_{ik} , and a_{jk} if the new information is not consonant with previous information. For example, if a person who is generally subjective is informed that he performed poorly on a competence task, the information is encoded as part of the relation between the element "self" and the element "the test", perhaps in the

domain of "what I do." If this relation is not consonant with the preexisting relation between the two elements, the relation r_{ij} becomes negative, or at least less positive. In order to satisfy equation (2), either a_{ik} or a_{jk} on one or more dimensions must change, where a_i is the self and a_j is the test. One must also be mindful of other elements m , n , and o which are likely to exist in the domain. The relations between elements i , j , m , n , and o must be consistent on all dimensions, that is, the relation between any two elements must equal the sum of the product of the dimension-specific evaluations of the two elements. Thus, new information may result in the juggling of the assessments of several elements on several dimensions so as to maintain consistency. Since there is no concrete external referent for the self as an element whereas there may be such referents for other elements in the domain, it is logical that the evaluations of the self would be more likely to be modified than the evaluations of other elements. Dynamically, a person experiences something; he sees the relation between elements change; consequently, he adjusts his evaluations of these elements so as to satisfy equation (2), thus maintaining consistency.

It follows that, for a person who has the self as an element in numerous domains, his evaluations of himself would change often, since new information is constantly being processed; the more domains the self is in, the more likely it

is that self evaluations will change. Thus the self-esteem of subjective persons would be affected more by new information than would the self-esteem of objective persons.

According to CCT, self-esteem in the single domain x is expressed in the following way:

$$\sigma_x = \sum_{k=1}^d \lambda_k a_{sk}, \quad (3)$$

where σ_x is self evaluation in domain x ; λ_k is the importance of dimension k , as previously defined; s is the element "self"; a_{sk} is the assessment of the self on dimension k ; and d is the number of independent evaluative dimensions in domain x . For our model, this equation reduces to

$$\sigma_x = \sum_{k=1}^d a_{sk} \quad (4)$$

since we assume equal importance of all dimensions. Overall self-esteem in the model is then the sum of the self-esteem from all domains in which the person is subjective, or

$$\sigma = \sum_{p=1}^t \sigma_p, \quad (5)$$

where t is the number of domains containing the self and σ is overall self-esteem.

Cohen (1959) and Fitch (1970) link level of self-esteem with fluctuation in self-esteem. Cohen maintains that people are either generally objective or generally subjective and reveal that tendency in most domains tested, at least when dealing with threatening situations. He stated that high

self-esteem persons exclude from cognition relevant aspects of a threatening stimulus complex, i.e., they are objective in threatening situations. On the other hand, persons with low self-esteem are more sensitive to threatening stimulus complexes, i.e., they tend to be subjective in such situations. From Cohen we derive one of the hypotheses tested: that the self-esteem of low self-esteem persons varies more than does the self-esteem of high self-esteem persons, at least in negative situations.

Fitch (1970) speculated that persons with low self-esteem tend to "internalize" or become subjective in all situations, positive and negative. Fitch's high self-esteem group was subjective in positive situations and objective in negative situations. This evidence suggests that level of self-esteem is not related to the strict amount of fluctuation in self-esteem, but only to the direction of that fluctuation in connection with the nature of the situation.

Let us consider these findings in terms of our model. The persons in Cohen's study probably were maintaining cognitive consistency: persons with high self-esteem attending to positive information about the self is consistent, as is persons with low self-esteem attending to negative information about the self. Fitch's high self-esteem group maintained consistency in this way, but what of his low self-esteem group? Were they being consistent when in negative situations and inconsistent in positive situations? The two

studies can be reconciled more simply by postulating that the persons with low self-esteem had lower self-esteem simply because not all of their self evaluations were as high as those of the people with high self-esteem; some of the self evaluations may have been positive and others negative. Thus, it may have been consistent for them to be subjective in both positive situations and negative situations, depending on which dimensions were relevant in the situations. Scales designed to measure subjectivity and objectivity are currently being developed by this writer. They are part of a larger instrument called the Configurational Properties Scale (CPS) which will be discussed shortly. The objectivity and subjectivity scales contain items which concern negative situations as well as items which consider positive situations. Thus we have controlled for the findings of Fitch and are in a position to test the prediction made.

Jones (1973) investigated the interaction between level of self-esteem and the tendency to reciprocate evaluations made by other people. He found that the higher a person's self-esteem, the less he tends to reciprocate evaluations made by others. Translated loosely into the terms of the present model, we would say that the higher a person's self-esteem, the less he tends to rely on the evaluations of others in evaluating himself. Thus, when self-esteem is high, people tend to be objective since they do not let the evaluation of the self be affected by outside influences.

People with low self-esteem would then be more likely to be subjective. We see that there may be a fundamental relationship between level of self-esteem and subjectivity-objectivity. The Model of Dynamic Self Evaluation gives no basis for such a relationship; Cohen (1959), Fitch (1970), and Jones (1973) are the source of the prediction.

A scale called the Configurational Properties Scale is now being developed, as previously mentioned. Phillips, Thompson, and the author wrote the items in the scale. Its seven subscales are designed to measure characteristics of the ways in which people organize their cognitions. The seven subscales measure objectivity, subjectivity, self-love, self-hate, reflexivity, irreflexivity, and self extensity, respectively. Only the first two properties are present in the Model of Dynamic Self Evaluation; the others deal with other constructs that are relevant to CCT. Twenty objectivity items and 21 subjectivity items were pretested prior to the present study. A cluster of highly intercorrelated objectivity items was chosen to comprise a tentative objectivity scale. The same thing was done to obtain a subjectivity scale. According to the model, subjectivity and objectivity are significantly negatively related. The tentative scales did not have a satisfactory negative correlation ($r = -.27$, $n = 160$). Thus, when the present experiment was formulated, all of the original 41 items were administered along with 22 additional items. From the 63 items

then in the pool, two new scales were constructed, using as data the results from the first administration of the present experiment. The basis for item selection was a pattern of significant positive correlations with other items in the item's own scale as well as a pattern of significant negative correlations with items in the opposite scale. The scales compiled from the pretest did not contain the same items as the scales constructed from the present experiment. Therefore, the results of the pretest of the 41 items are of little value and are not reported here. (A list of the original 41 items, the 22 new items, and an indication of the items selected each time for inclusion in the scales does appear in the appendix.)

It is customary to investigate the relationship between sex and the major variables of interest. Maccoby and Jacklin (1974) reviewed the relationship of sex with both subjectivity and self-esteem. They cite McDonald (1968) as implying that women invest themselves more heavily in affiliative relations with other people and are hence more vulnerable to self doubt and reevaluation of the self, at least within the area of social skills, than men. Maccoby and Jacklin conclude from this evidence that males invest themselves in struggles for power and status, that is, are subjective in competitive situations, while females tend not to be as subjective in such situations. When other variables similar to subjectivity-objectivity were considered, (for

example, field dependence-field independence) sex differences did arise, with females being more subjective. Thus, Maccoby and Jacklin's evidence is ambiguous in predicting sex differences with respect to subjectivity-objectivity.

With regard to differences in level of self-esteem according to sex, Maccoby and Jacklin seem to suggest that males and females differ on which dimensions are salient and on average assessment on those dimensions, but, when self evaluation is summed over dimensions, there is no difference in level of self-esteem between males and females. It follows that the self evaluations of women would fluctuate on certain dimensions, for example, pleasant-unpleasant, attractive-unattractive, while the self evaluations of men would fluctuate on different dimensions, for example, powerful-powerless (or potent-impotent), important-unimportant. As long as both kinds of dimensions are measured, there should not be any significant difference in the gross amount of fluctuation in self evaluation between the sexes.

A review of the social psychological literature points to the resemblance between subjectivity-objectivity and internality-externality (IE), as defined by Rotter (1966) and interpreted by other scholars. The definitions of the two concepts are somewhat similar: internals view themselves as having control over what happens to them; externals see themselves at the mercy of outside forces; objectives permit few outside forces to influence their self evaluation; the

self evaluation of subjectives is constantly fluctuating to accomodate outside influences. Thus we might expect externals to be subjective and internals to be objective. In order to determine if we were studying something already investigated, we administered Rotter's IE scale along with the CPS in the present study. No correlations from previous work were available since the CPS is presently being introduced to the field. Hence there is no empirical basis for hypotheses concerning the relationship between subjectivity-objectivity and internality-externality.

PURPOSE AND HYPOTHESES

The major purpose of the present study was to develop, validate, and establish the reliabilities of the subjectivity and objectivity subscales of the CPS. Much further work with other models based on CCT presupposes a valid and reliable measure of subjectivity-objectivity. It was of course necessary to conduct two experimental sessions in order to measure the reliabilities of these two scales. The relationship between subjectivity-objectivity scores and fluctuation in self evaluation measures the validity of the subjectivity and objectivity scales. The investigation of the relationship between subjectivity-objectivity and other variables (sex, IE, and level of self evaluation) was of secondary interest.

A self evaluation scale consisting of 22 semantic differential items from Osgood, Tannenbaum, and Suci (1957) and 10 original items was designed to measure the evaluation of the self on several rather long-term characteristics of the self. Eight more original items were used to measure some more temporary dimensions on which the self can be evaluated. All these items appear in the appendix. Osgood, Tannenbaum, and Suci's items have been abundantly used, whereas the original items had not been pretested.

We have noted that self-esteem within a specific domain which contains the self is simply the sum of the self

evaluations on all relevant dimensions (equations (3) and (4)). Since different events in life are encoded into different domains, it follows that self-esteem in various domains should not be constant. Overall self-esteem is simply the sum of the self-esteem measures in all domains containing the self as an element. When we speak of self-esteem or self evaluation in the model, we refer to this composite of self-esteem from all the domains in which the person is subjective.

Since all of us have information constantly coming in, one might say that the self-esteem of persons who have the self as a cognitive element in numerous domains would fluctuate much more than the self-esteem of persons who do not place the self in as many domains. The reasoning behind this argument is that new information, if it is not consonant with previously processed information, changes the relation between the elements involved and forces a change in the evaluations of those elements. Thus the evaluations of the self as an element would logically change more in subjective persons than in objective persons.

Phillips and Thompson maintain that people develop a habit of being either subjective or objective and thus either usually place the self in new domains, or refrain from placing the self in the domain. There is some evidence, however, from Cohen (1959) and Fitch (1970) that people can differentially put the self in a given domain as a

function of the expected change in self-esteem. This evidence was reviewed earlier. The subjectivity and objectivity scales of the CPS are designed to measure whether a person habitually places the self in a variety of domains.

Hypotheses

From the Model of Dynamic Self Evaluation derived from Phillips and Thompson's CCT, we would predict greater variance in self-esteem for persons categorized as subjective than for those categorized as objective. This categorization would be done according to scores on the subjectivity and objectivity subscales of the CPS.

There is no basis in the model or in CCT for predicting a difference in the average level of self-esteem between subjective and objective persons. However, such a prediction is made, based on Cohen (1967), Fitch (1970), and Jones (1973). According to these studies, objective persons should be higher in self evaluation than subjective persons.

From Fitch (1970) we also predict a significant relationship between level of self evaluation and amount of fluctuation in self evaluation. Fitch studied positive and negative situations separately. He found that the self-esteem of all persons in the positive situation was likely to rise, but that only low self-esteem persons should experience a decrease in self-esteem in the negative situation. It is safe to assume that most people experience both

positive and negative situations in everyday life. If the self-esteem of high self-esteem people is affected only by positive situations and that of low self-esteem people is affected by both positive and negative situations, the self-esteem of low self-esteem people would necessarily fluctuate more overall.

No formal hypotheses regarding the relationship between sex and other variables is made since Maccoby and Jacklin's (1974) report of previous findings is ambiguous. No hypothesis concerning the relation between subjectivity-objectivity and IE is made since no empirical evidence was available on which to base such an hypothesis.

Stated formally, the hypotheses are:

(1) There will be greater variance in the level of self-esteem, reflected by the measures of self evaluation in persons categorized as subjective than in persons categorized as objective. This categorization will be done on the basis of scores on the subjectivity and objectivity subscales of the CPS.

(2) Subjectivity-objectivity will be significantly correlated with self evaluation, with objective persons being higher in self evaluation than subjective persons.

(3) There will be a significant difference in the amount of fluctuation in self evaluation according to the level of self evaluation, with low self evaluating persons having greater fluctuation in self evaluation than high self

evaluating persons.

METHOD

Subjects. Subjects were Michigan State University students enrolled either in introductory psychology or one of numerous other freshman and sophomore social science courses. Two hundred fourteen students participated in the first administration of the questionnaires and 77 of these returned for the second administration. Twenty-five males and 35 females provided complete data.

Questionnaires. The semantic differential-type measure which was used to estimate self-evaluation appears in the appendix. The first 22 items of this scale were from Osgood, Tannenbaum, and Suci's list (1957). The next 10 items were original to the present research. These 32 items measure rather long-term characteristics of the self. Eight original items which were used to measure less stable self evaluative dimensions also appear in the appendix.

The pool of items for the objectivity and subjectivity subscales of the Configurational Properties Scale (CPS), which was pretested by Phillips, Thompson, and Snyder, also appears in the appendix. In the pretest of the CPS, the values of coefficient α for the objectivity and subjectivity subscales were .64 and .84, respectively, and the correlation between these two subscales was significantly negative ($r = -.34$, $p < .0005$). The items selected for inclusion during the pretest are indicated in the list of items in the

appendix. The values of coefficient α obtained from the present study were .68 and .58 in the first administration. As stated earlier, different items were chosen for inclusion during these two testings of the items since different methods for determining inclusion were used in the two different testings.

Subjects' scores were tabulated on the subjectivity and objectivity scale scores from the first administration of the questionnaires during the present experiment. Subjects were labelled as either high or low on the subjectivity scale, depending on whether they scored below or above the median on that scale. Likewise, a median split was performed with the objectivity scale. The objectivity and subjectivity scales were also used in combination for another partitioning of the subjects. Each subject's score on the subjectivity scale was subtracted from his score on the objectivity scale. The subjects were then partitioned into an objective group and a subjective group, based on a median split of these calculated scores.

In the first administration, subjects took the CPS and the self evaluation scale. In the second administration, from two to six weeks later, subjects were asked to fill out these two questionnaires again. In addition, another copy of the self evaluation scale was presented. The instructions for its completion were as follows:

Imagine that you had filled out the self

evaluation scale in this experiment once a day, every day for the past 4 months. Thus you would have evaluated yourself on each of the items many times. We are interested in your most extreme evaluations. On the following form, indicate with a check (✓) the farthest to the left on the scales that you would have evaluated yourself. After you have completed all the items, go back and indicate with an x (X) the farthest to the right on the scales that you would have evaluated yourself. (Left and right refer to physical directions, not to political positions.) After completing all the items this way, go back one more time and indicate with a star (*) the way you would have evaluated yourself most often. When you are finished, each scale should have a check, an x, and a star. Two or more of these symbols may be in the same space, if you want them to be, or they may all be in different spaces. Consider each item individually and make each judgment independently. Take your time, thinking about each evaluation, and be as honest with yourself as possible.

Lastly, the subjects completed the Rotter Internal-External Locus of Control Scale.

Debriefing occurred after the second administration of the questionnaires and consisted of a full explanation of the concepts of subjectivity and objectivity. It was explained to the students that, since the scales were in the process of development, little faith could be placed in individual scores. However, further feedback, if desired, would be available.

RESULTS AND DISCUSSION

The correlations between all the variables measured appear in Table 13 in the appendix. There were 60 subjects used in all correlations. Table 13 contains the obtained values of r , using the subjects' raw totals on all independent variables.

The values of coefficient alpha, the measure of internal consistency used, appear in Table 1. All are very acceptable values for scales of this size.

Table 1. Internal consistency figures for all appropriate scales.

Variable	First administration (n=200)	Second administration (n=200)
Subjectivity	.68	.78
Objectivity	.58	.80
OS ¹	.69	.54
Evaluation on long-term items (ELTI)	.92	.98
Evaluation on less stable items (ELSI)	.93	.87

All these values are acceptable. Note that objectivity has the smallest amount of internal consistency.

¹The variable denoted "OS" is the combined objectivity and subjectivity score described on page 20, paragraph 1.

Results and discussion of psychometric properties of the subjectivity and objectivity scales

Test-retest reliabilities, that is, the correlation between the first and second administration of the scales, appear in Table 2. All these values, except that for the variable ELSI, are acceptable levels for reliability.

Table 2. Reliabilities for all appropriate variables.

Variable	Reliability
Subjectivity	.73
Objectivity	.53
OS	.64
ELTI	.81
ELSI	.30

The obtained reliabilities require little discussion since all but one of them are acceptable values. That one unacceptable value is the reliability of ELSI (.30). A low value is to be expected for this scale because, by definition, that which it measures is quite changeable when compared to the other, more stable variables under study.

The major hypothesis (hypothesis (1)) states that subjectivity-objectivity is significantly related to fluctuation in self evaluation with subjective persons having greater variance in self evaluation than objective persons. Table 3 presents the correlations relevant to hypothesis (1).

Table 3. Relationship between subjectivity-objectivity and variance in self evaluation, as revealed in correlation coefficients

	σ (ELTI)	σ (ELSI)
Subj. (1) ²	.22*	.36***
Subj. (2)	.38***	.56***
Obj. (1)	-.09	.01
Obj. (2)	-.07	.04
OS (1)	.18	.19
OS (2)	.25**	.27**

* $p < .10$, ** $p < .05$, *** $p < .01$

We see from examining Table 3 that results of the subjectivity scale when used alone support the hypothesis. (Subjectivity and σ (ELTI) were positively correlated in both administrations, $p < .10$ in the first administration, and $p < .01$ in the second. Subjectivity and σ (ELSI) correlated positively at the .01 level of significance in both administrations.) We also note that the objectivity scale by itself did not support the hypothesis ($p > .10$). The two scales, when combined and dichotomized, correlated positively at the .05 level with both σ (ELTI) and σ (ELSI) only for the second administration, thus weakly supporting the hypothesis.

One-tailed t-tests were performed with the objectivity and subjectivity measures. Dichotomized independent variables were used and the standard deviation of ELTI and ELSI were used as the dependent measures. The results of these

²The notation "(1)" and "(2)" refers to the administration in which the measurement was taken.

t-tests appear in Tables 4, 5, and 6.

Table 4. Relationship between scores on the subjectivity scale and variance in self evaluation

Dependent variable	Adm.	Subjective group n	mean	σ	Objective group n	mean	σ	t
σ (ELTI)	1	30	79.90	21.79	30	71.07	23.38	1.50*
σ (ELTI)	2	30	80.71	20.38	30	70.26	24.12	1.78**
σ (ELSI)	1	30	21.62	4.76	30	18.92	6.71	1.77**
σ (ELSI)	2	30	22.54	4.00	30	18.00	6.71	3.13***

Table 5. Relationship between scores on the objectivity scale and variance in self evaluation

Dependent variable	Adm.	Subjective group n	mean	σ	Objective group n	mean	σ	t
σ (ELTI)	1	30	78.61	22.19	30	72.36	23.24	1.05
σ (ELTI)	2	30	76.32	23.54	30	74.65	22.27	.28
σ (ELSI)	1	30	19.67	7.15	30	20.87	4.42	-.77
σ (ELSI)	2	30	20.02	7.42	30	20.52	4.02	-.32

Table 6. Relationship between the combined objectivity-subjectivity scores and the variance in self evaluation

Dependent variable	Adm.	Subjective group n	mean	σ	Objective group n	mean	σ	t
σ (ELTI)	1	31	80.84	21.33	29	69.76	23.20	1.90**
σ (ELTI)	2	34	78.62	23.27	26	71.39	21.81	1.20
σ (ELSI)	1	31	21.20	6.39	29	19.27	5.31	1.25
σ (ELSI)	2	34	21.02	6.20	26	19.29	5.51	1.10

* $p < .05$, ** $p < .025$, *** $p < .0025$

Subjectivity had a significant effect for both dependent variables in both administrations. Objectivity had no significant effects. When the subjectivity and objectivity scores were combined by subtracting the subjectivity score from the objectivity score for each subject, the only

significant difference was with $\sigma(\text{ELTI})$ in the first administration.

From the results of the t-tests we see that there consistently were significant differences in $\sigma(\text{ELTI})$ and $\sigma(\text{ELSI})$ according to the subjectivity scores ($p < .05$, $p < .025$, $p < .025$, $p < .0025$). There were no significant differences according to the objectivity scores. When the scales were combined to obtain a subjective group and an objective group, only 1 of 4 t-tests was significant. (The test performed for $\sigma(\text{ELTI})$ using the combined scores from the first administration yielded $p < .025$.)

We conclude from these statistics that the subjectivity scale as it now stands is effective in distinguishing between subjective and objective persons whereas the objectivity scale needs further work. It may be that the domains tapped by the items in the objectivity scale were not those in which college students, specifically freshman and sophomore social science students, vary substantially with regard to subjectivity-objectivity. On the other hand, it may be that the self evaluative dimensions that are most relevant in the domains tapped by the objectivity items were not the self evaluation items used in the experiment. If either of these conjectures as to the reason for the failure of the objectivity scale is correct, properly altering the objectivity scale and/or the self evaluation scale could solve this problem. We note that using the objectivity and

subjectivity scales together yields weaker results than using the subjectivity scale alone when considering the correlation matrix ($p < .01$ for subjectivity during the second administration, $p < .05$ for the combined scale the second time. These significance levels hold for both dependent measures.) Similarly, the t-tests (with $\sigma(\text{ELTI})$ as the dependent measure) involving the subjectivity scale alone yield more highly significant results than using the combined scale (subjectivity yielded $p < .05$, $p < .025$; the combined scale yielded $p < .025$, $p > .05$.) With $\sigma(\text{ELSI})$ as the dependent measure, subjectivity alone discriminates better than the combined scale (for subjectivity, $p < .025$, $p < .0025$; for the combined scale, $p > .05$, $p > .05$.) We conclude that the objectivity scale items probably tap domains in which the self evaluation items used in our measure of self evaluation are not particularly relevant.

Results and discussion of the relationships between subjectivity-objectivity and other variables measured

Hypothesis (2) states that subjectivity-objectivity and self evaluation will be significantly correlated with objective persons being higher in self evaluation than subjective persons. If this were true, the subjectivity scale would correlate positively with the evaluation scales and the objectivity scale would correlate negatively with

the evaluation measures. Table 7 contains those correlations relevant to hypothesis (2).

Table 7. Relationship between subjectivity-objectivity and level of self evaluation, as revealed in correlation coefficients

	ELTI (1)	ELSI (1)	ELTI (2)	ELSI (2)
Subj. (1)	-.04	-.13	-.14	-.14
Subj. (2)	-.13	-.26*	-.15	-.07
Obj. (1)	.03	.03	-.08	.00
Obj. (2)	-.12	.18	-.16	-.18
OS (1)	-.04	-.10	-.02	-.08
OS (2)	.02	-.27*	.04	.09

* $p < .05$

We see that this hypothesis is not supported. Two of 24 correlations were significant at the .05 level, with one in the confirming direction of the hypothesis and one in the disconfirming direction. All other correlations were not significant. The two significant correlations involved measurements taken during different administrations (the subjectivity scale and the combined scale from the second administration correlated significantly with ELSI scores from the first administration.) If subjectivity-objectivity and self evaluation indeed are related, the relationship presumably would be revealed in measurements taken at the same point in time. Recall that Cohen (1959) based his conclusions on a different measure of self evaluation. Also recall that we interpreted his conclusions in terms of the Model of Dynamic Self Evaluation although he did not state

or test them in our terms. Perhaps we do not have identical constructs; perhaps subjectivity-objectivity and self evaluation are indeed not significantly related. There is no basis in our model for a significant relationship between them. We reject hypothesis (2) on the basis of our results.

Hypothesis (3) considers the relationship between level of self evaluation and the amount of variance in self evaluation. According to the hypothesis, we would expect significantly negative correlations and t values. Table 8 contains the relevant correlation coefficients. Tables 9 and 10 contain the t-test results relevant to this hypothesis.

Table 8. Relationship between level of and variance in self evaluation, as revealed in correlation coefficients

	σ (ELTI)	σ (ELSI)
ELTI (1)	-.09	-.20
ELTI (2)	-.07	-.19
ELSI (1)	-.11	-.43*
ELSI (2)	-.09	-.13

* $p < .01$

Table 9. Relationship between level of and variance in self evaluation with ELTI as the independent variable

Dependent variable	Adm.	High self eval. group			Low self eval. group			t
		n	mean	σ	n	mean	σ	
σ (ELTI)	1	30	74.70	22.79	30	76.27	23.05	-.26
σ (ELTI)	2	30	76.55	21.15	30	74.42	24.54	.35
σ (ELSI)	1	31	76.37	22.95	29	74.54	22.87	.30
σ (ELSI)	2	30	73.81	22.09	30	77.16	23.62	-.56

* $p < .05$

Table 10. Relationship between level of and variance in self evaluation with ELSI as the independent variable

Dependent variable	Adm.	High self eval. group			Low self eval. group			t
		n	mean	σ	n	mean	σ	
σ (ELTI)	1	30	19.06	6.71	30	21.48	4.84	-1.57*
σ (ELTI)	2	30	19.50	7.22	30	21.03	4.24	-.98
σ (ELSI)	1	31	19.25	6.48	29	21.36	5.16	-1.36*
σ (ELSI)	2	30	19.85	7.32	30	20.68	4.17	-.53

* $p < .05$

The correlation between ELSI scores from the first administration and σ (ELSI) is significant at the .01 level. We see from the t-tests that ELSI yielded significant results ($p < .05$, $p < .05$) for both dependent variables and that this was true only for the first administration. These statistics are in the hypothesized direction. All other correlations and t-tests dealing with this hypothesis were nonsignificant.

Our results dealing with hypothesis (3) are explainable on the grounds that our measures of self evaluation were not pretested. The correlation between our measure of self evaluation and other, more widely used measures is unknown. Thus, the null hypothesis that the amount of fluctuation in self evaluation is not significantly related to level of self evaluation stands.

Our other inquiries dealt with the relationship between sex and other variables. We investigated the relationship between sex and subjectivity-objectivity, the relationship

between sex and level of self evaluation, and the relationship between sex and the amount of fluctuation in self evaluation. Sex did not correlate significantly with any of the variables tested (see Table 13 in the appendix.) The results of the t-tests involving sex are presented in Table 11.

Table 11. Relationship between sex and variance in self evaluation

Dependent variable	Females			Males			t
	n	mean	σ	n	mean	σ	
σ (ELTI)	35	74.84	23.22	25	76.39	22.49	-.25
σ (ELSI)	35	19.64	6.34	25	21.15	5.29	-.96

We see that the t-tests as well as the correlations show no effect for sex. Two alternative conclusions present themselves: (1) There is no significant relationship between sex and the other variables; and (2) there is a significant relationship between sex and the other variables, but our scales counterbalance these relationships. We first consider the second alternative.

We did not intentionally counterbalance our scales for sex or any other variable. Theoretically, it is possible to construct self evaluation scales for which one sex has a higher level and/or more fluctuation than the other sex. According to Maccoby and Jacklin (1974), certain dimensions on which the self can be evaluated are more important to men than women, and vice versa. If a certain dimension is

not "important" to an individual, that dimension would not be present in any domain. Thus, there would be no evaluation (equivalent to a zero evaluation) and hence no fluctuation in self evaluation on a scale composed of dimensions which a person, or class of persons such as a sex, does not use. The dimensions present in our scales and the domains relevant to our items appear to be equally shared by males and females. We conclude that there is no significant relationship between sex and subjectivity-objectivity, self evaluation, or amount of fluctuation in self evaluation.

Another variable briefly discussed but not mentioned in any formal hypothesis is the variable internality-externality, as measured by Rotter's Internal-External Locus of Control Scale (1966). Examination of Table 13 in the appendix reveals that IE and subjectivity-objectivity, as measured by the CPS, are not significantly related. The t-tests reported in Table 12 below also show negative results.

Table 12. Relationship between IE and variance in self evaluation

Dependent variable	External group			Internal group			t
	n	mean	σ	n	mean	σ	
σ (ELTI)	29	76.19	18.18	30	74.99	27.03	.20
σ (ELSI)	29	20.48	6.65	30	20.06	5.33	.26

We previously stated that, based on ideological similarity, we might expect a slightly significant relationship between these two variables with externals being subjective

and internals being objective. Since our results do not support such a conjecture, further thought is required. Perhaps the relationship between them is at a higher level.

If a person is objective in some domains and subjective in others, he may eventually learn that he can control how he evaluates himself by becoming either subjective or objective in a certain domain, depending on what usually happens between the external referents for elements in that domain. A pattern of positive events would raise his self evaluation while negative events would lower it. We would postulate that those people who are flexible with respect to subjectivity-objectivity would score as internals on IE scales since they in fact do control what happens to their phenomenal self. The simplest controlled investigation of such an hypothesis would entail submitting subjects to positive and/or negative experiences in order to measure the effect of such treatments on self evaluation. The ethics of such a procedure are highly questionable. Perhaps a large, semi-controlled field study is the solution. Such an investigation would be worthwhile, though beyond the scope of a master's thesis.

SUMMARY AND CONCLUSIONS

The Model of Dynamic Self Evaluation presented here is a derivative of Configurational Consistency Theory (Phillips and Thompson, in preparation.) The basic premise of the model is that people either habitually place the phenomenal self in the majority of their cognitive domains (corresponding to areas of their life) or they form a habit of not placing the self in most domains. People who have the self in many domains are labelled "subjective" and those who have the self in few domains are labelled "objective." Two scales were constructed: the scale labelled "subjectivity" contained items worded such that subjective persons would tend to agree with them; the objective scale contained items worded in such a manner that objective persons would agree with them.

The Model of Dynamic Self Evaluation further states that people must have various evaluative dimensions in their cognitive domains in order to encode events in the real world and internally-generated information. These dimensions are used to evaluate the elements (people, institutions, objects, places, etc.) in those domains. A mathematical combination of all of the evaluations of two elements on relevant dimensions represents the relationship between those two elements. When new information is input to a domain, it must be encoded as a contribution to the relationship between the elements

involved. The absorption of the new facts is accomplished by making adjustments in the evaluations of the elements involved. Thus, if the self is an element in numerous domains, it follows that self evaluation varies according to the nature of incoming information.

The main hypothesis dealt with the relationship between subjectivity-objectivity and the amount of fluctuation in self evaluation. It was found that the subjectivity scale was effective in discriminating between those who were operationally objective (that is, had little fluctuation in self evaluation) and those who were operationally subjective (people with large fluctuations in self evaluation.) The objectivity scale made no such differentiation by itself. The objectivity and subjectivity scales used in combination yielded weaker results than did the subjectivity scale alone.

Other hypotheses dealt with the relationships between level of and amount of fluctuation in self evaluation, subjectivity-objectivity, sex, and internality-externality. Except for the hypothesis already discussed, the variables were found to be mutually unrelated, as predicted.

In conclusion, we maintain the premises and predictions of the Model of Dynamic Self Evaluation. The subjectivity scale is quite acceptable at this point. It has relatively high reliability. Its high degree of convergent validity was well established by its strong relationship with variance in self evaluation. We suggest that further work be done

to develop a better objectivity scale. Such a scale would consist of items worded such that agreement with such items indicates objectivity. The failure of the objectivity scale in the present study reflects deficiencies in that scale, not in the model.

APPENDIX

Item pool for objectivity and subjectivity scales

Those items in the subjectivity and objectivity scales which were selected for inclusion during the pretest are marked with a plus (+). Items selected for the final scale from the results of the first administration of the present experiment are marked with an asterisk (*).

Subjectivity:

- +*1. The joys of life come from being involved in things.
- +2. My opinion of myself changes from time to time.
- 3. Being a counselor or psychotherapist would drive me crazy.
- 4. I prefer reading a good book aloud to someone over reading it silently to myself.
- +*5. Watching a movie usually alters my mood.
- +6. I am a sensitive, empathic person.
- 7. Getting lost in a strange place can be a terrifying experience.
- 8. I resent someone saying something bad about a person I like even if I know it is true.
- +*9. I can easily identify with a character in a book or play.
- +10. In order to help someone with a problem, I try to see the situation from their point of view.
- +*11. I am very uncomfortable when people are mad at me

or annoyed with something I have done.

- 12. I don't enjoy sad or depressing books or movies because they leave me feeling down.
- +13. I find that I can often predict a person's behavior by thinking of what I would do in a given situation.
- +*14. When I feel that I have acted badly or stupidly I try to remedy the situation by making up for what I did with the other people involved.
- +*15. I like to be deeply involved with people and/or things, even though I sometimes get hurt.
- 16. I often feel exhausted after a normal day because I have been emotionally up and down so much.
- +*17. When someone close to me hurts, I feel the pain too.
- +18. If someone criticizes someone or something I like, I feel that they have criticized me.
- 19. When something I have done doesn't measure up to someone's standards, I feel that I myself am less than adequate.
- +*20. In order to enjoy life, one must be involved so as to feel the exhilaration of victory or the pain of defeat.
- *21. It is better to break one's heart than to do nothing with it.
- +22. I try to make things relevant to me.
- +23. When I watch a competitive sports event, I enjoy it a lot more when I chose one team and root for them

throughout the game.

- +24. A violent argument between two people I like is one of the most upsetting things than can happen to me.

Objectivity:

- *1. I can usually analyze my own problems in an impartial way.
- +*2. I prefer to figure out how to play a game over actually playing it.
- 3. I understand my friends better than they understand themselves.
- 4. It helps me to study a map before visiting a strange city.
- +5. At parties, I often prefer to watch than to participate.
- +*6. Explicit documentaries portraying sexual relations excite me more than a lover's caress.
- +7. Often I am not a participant in my dreams or fantasies.
- 8. I am a hard person to get to know.
- *9. I can usually view the world with a certain amount of detachment.
- +*10. It is very important to me to avoid becoming entangled with other people.
- +11. In order to understand a situation, I first try to separate the truly important factors from all of the less important details.

12. In order for an author to write well about a personal experience, he must be able to step back from it and write about it from a distance.
13. I sometimes think about what our solar system or our galaxy looks like from somewhere far out in space.
- *14. I feel uncomfortable when I read something very personal that someone has written.
- +15. I find it difficult to share highly emotionally experiences with another person.
16. I sometimes feel that I am outside life, observing others grow and live, but not participating myself.
- +17. I would rather watch or read an exciting story than actually be in the situation.
- *18. My definition of myself is unchanging, no matter what group of people I happen to be with at the time.
- +*19. Nothing I do (work, school) is a part of who I am.
20. I would have pretty much the same personality that I have now if I had lived in another century.
- *21. I often find it more difficult to recall experiences that were tremendously involving for me than to recall those from which I could remain detached.

The following items were administered during the present study, but were not pretested. They appeared in random order following all the pretested items. Starred items were included in the final scales.

Subjectivity:

1. People spend too much time trying to relive their past--what matters is experiencing things now.
2. My Self is simply what I am, what I experience--I cannot talk about parts of my Self, of things or people my Self consists of.
3. In order to be turned on by sexually explicit photos, movies, or books, I have to imagine myself as one of the characters.
4. I feel the need to understand only those things which affect me.
5. When I hear about the possible disastrous consequences of something (such as pollution or population growth), it makes me feel so futile that I find it difficult to act to try to prevent this from happening.
6. If I do not like a play or a movie, I find it hard to see its good qualities.
7. I cannot separate what I am from my relationships with other people.
- *8. When I am entirely alone, I sometimes lose track of who I am--I need people around to react and respond to.

Objectivity:

- *1. In order to be truly wise, one must pay the price of keeping life always at a distance.
2. Tranquility comes only with detachment.

3. I enjoy working out complex problems simply because it feels good to understand something completely.
4. I enjoy playing a game I like to play, even if I am playing with someone I don't like.
5. Before I would go to a concert, I would try to find out as much as I could about the pieces that were to be played, about the composer, etc.
6. I learned at an early age to draw things--buildings, roads, etc.--with perspective.
7. In the long run, theoretical psychologists--those concerned with developing theories of how people think and feel--will help people more than clinical psychologists who focus directly on therapy.
8. I am able to evaluate a painting or a piece of music as being very good, even if I don't like it.
- *9. I would rather take pictures of scenery than of people.
10. "I dream of things that never were and ask, 'Why not?'"
11. After I have ridden somewhere with someone once, I can usually find the place easily by myself.
12. Being alone, with nothing to do but to think, is a great luxury for me.
- *13. If I cannot be with someone I love, knowing that the person cares about me is little consolation.
- *14. Memories preserve the illusion that experiences are permanent, whereas all there really is is what is happening right now.

CONFIGURATIONAL PROPERTIES SCALE

On the following pages are lists of statements. Read each item carefully. On the separate answer sheet, indicate how much you YOURSELF honestly believe that statement is true.

1. I prefer reading a good book aloud to someone over reading it silently to myself.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
2. Opposites attract.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
3. I would like to live forever.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
4. When something I have done doesn't measure up to someone's standards, I feel that I myself am less than adequate.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
5. I am very uncomfortable when people are mad at me or annoyed with something I have done.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
6. My opinion of myself changes from time to time.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
7. It is quite impossible that someday I may kill myself.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
8. The harder I try, the more I defeat myself.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
9. Every person should have the right to commit suicide.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree

10. When I feel that I have acted badly or stupidly I try to remedy the situation by making up for what I did with the other people involved.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
11. Being a counselor or a psychotherapist would drive me crazy.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
12. A violent argument between two people I like is one of the most upsetting things that can happen to me.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
13. I am a jealous person.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
14. Self-inflicted pain can be a thoroughly enjoyable experience.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
15. I am my own worst enemy.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
16. I like to collect mementos of places I have been and people I have known.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
17. There can be no real pleasure in doing something harmful to yourself.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
18. No good deed goes unpunished.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
19. I would never deliberately hurt myself.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
20. I sometimes resent it when a friend has a good time with someone else.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree

21. I can easily identify with a character in a book or play.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
22. Most so-called "suicides" are really accidents.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
23. All things considered, I am fairly comfortable with myself.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
24. The activities I engage in (my work, my studies) become a part of me.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
25. Eternal life can only be obtained by dying.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
26. The experiences I have had are an important part of who I am.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
27. Often I am not a participant in my dreams or fantasies.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
28. I enjoy books and movies in which a clever criminal is undone by his own evil genius.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
29. My friends hurt me worse than my enemies do.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
30. It is better to break one's heart than to do nothing with it.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
31. The enjoyable things I do usually are harmful to me.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree

32. I try to avoid people who are strange or different.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
33. It helps me to study a map before visiting a strange city.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
34. I am attracted to people who are very different from me.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
35. I find it difficult to share highly emotional experiences with another person.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
36. Happiness is the chief cause of unhappiness.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
37. When I am having a really good time I often make an effort to record the details of it--how things look and feel, etc.--to help me remember it later.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
38. A person can best cope with reality if he realizes how inadequate he is.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
39. Logical thinking is the cornerstone of irrationality.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
40. When I have an experience that is very important to me, I like to have photos, mementos, etc., of the experience to keep.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
41. I would be incomplete without friends and/or relatives.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree

42. My friends usually get along better with my enemies than they do with each other.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
43. Hero-worshippers are always the victims of their heroes.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
44. Every great idea is ultimately self-contradictory.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
45. When someone close to me hurts, I feel the pain, too.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
46. The joys of life come from being involved in things.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
47. After working in a place for a few months, the people and the place become a part of myself.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
48. A man who has an affair with a married woman--or a woman who has an affair with a married man--is just a special kind of thief.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
49. I resent someone saying something bad about a person I like even if I know it is true.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
50. A good manager looks after the welfare of his employees without becoming overly friendly with them.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
51. A piece of good advice is that everything that can go wrong, will.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
52. Efforts to end disease invariably lead to worse diseases.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree

53. A bitter quarrel between two people whom I dislike is a very pleasant experience for me.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
54. If someone criticizes someone or something I like, I feel that they have criticized me.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
55. Three world powers in constant conflict would be the worst of all possible worlds.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
56. People generally do what is best for themselves.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
57. I am fascinated by stories of the unusual, the bizarre, and the macabre.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
58. When I watch a competitive sports event, I enjoy it a lot more when I chose one team and root for them throughout the game.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
59. He who lives by the sword, dies by the sword.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
60. I can usually view the world with a certain amount of detachment.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
61. I sometimes think about what our solar system or our galaxy looks like from somewhere far out in space.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
62. I understand my friends better than they understand themselves.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree

63. I try to make things relevant to me.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
64. Human behavior cannot be explained without assuming a "death wish" or an urge to self destruction.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
65. Each man kills the thing he loves.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
66. I often think about people I knew in the past.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
67. Freedom is the ultimate form of slavery.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
68. Oddly enough, evil men tend to make better leaders than good men.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
69. Almost without exception, the things that are done to improve the human condition actually make things worse.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
70. I buy things I really like because they become a part of me and express the real me.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
71. I prefer being the host over being the guest.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
72. Sometimes it is only when I think about it much later that I realize how important a particular event or person has been to me.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
73. If I wanted to completely change my personality, I would get rid of all of my possessions and move to a place where no one knew me.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree

74. Suicide is a mortal sin.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
75. In order to help someone with a problem, I try to see the situation from their point of view.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
76. No matter how bad my life might become, it would still be better than being dead.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
77. My definition of myself is unchanging, no matter what group of people I happen to be with at the time.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
78. I believe in the proverb that God helps those that help themselves.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
79. When I have performed well on a task on which I am particularly competent, I find it annoying to have someone praise me.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
80. Nothing I do (work, school) is a part of who I am.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
81. I can enjoy being alone because I enjoy myself.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
82. Explicit documentaries portraying sexual relations excite me more than a lover's caress.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
83. I hate myself.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
84. I don't enjoy sad or depressing books or movies because they leave me feeling down.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree

85. Watching a movie usually alters my mood.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
86. Hypocrisy is the only genuine form of honesty.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
87. I am a hard person to get to know.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
88. I am a sensitive, empathic person.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
89. Every institution contains the seeds of its own destruction.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
90. Getting lost in a strange place can be a terrifying experience.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
91. Avid seekers of the truth are the most likely to be misled by falsehood.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
92. A person has to like himself in order to accomplish things.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
93. At parties, I often prefer to watch than to participate.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
94. My family "belongs" to me more than I "belong" to my family.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
95. I can usually analyze my own problems in an impartial way.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree

96. I like to be deeply involved with people and/or things, even though I sometimes get hurt.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
97. Survival is the most important of all instincts.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
98. I often feel exhausted after a normal day because I have been emotionally up and down so much.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
99. Irony is the most important part of realistic literature.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
100. Even though things may look bad for a time, good will result.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
101. I would have pretty much the same personality that I have now if I had lived in another century.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
102. Birth is just the beginning of death.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
103. I feel uncomfortable when I read something very personal that someone has written.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
104. When someone whom I have known well suddenly is not with me anymore, I do not need to "replace" them with someone or something else.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
105. In order for an author to write well about a personal experience, he must be able to step back from it and write about it from a distance.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree

106. I sometimes feel that I am outside life, observing others grow and live, but not participating myself.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
107. I find that I can often predict a person's behavior by thinking of what I would do in a given situation.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
108. In order to understand a situation, I first try to separate the truly important factors from all of the less important details.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
109. It is very important to me to avoid becoming entangled with other people.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
110. I would rather watch or read an exciting story than actually be in the situation.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
111. In order to enjoy life, one must be involved so as to feel the exhilaration of victory or the pain of defeat.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
112. I prefer to figure out how to play a game over actually playing it.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
113. Even though I may do dumb or bad things at times, I always respect myself.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
114. My most disturbing memories are of arguments between my parents.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
115. All things considered, I don't like myself very much.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree

116. I always take photos whenever I go on any kind of trip.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
117. After I have ridden somewhere with someone once, I can usually find the place easily by myself.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
118. Sometimes I realize that I think of the people I care most about more as a part of me than as separate individuals to whom I'm relating.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
119. In the long run, theoretical psychologists--those concerned with developing theories of how people think and feel--will help people more than clinical psychologists who focus directly on therapy.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
120. Sometimes it is only when I look at a photograph I have taken that I realize how beautiful the scene I saw really was.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
121. I cannot separate what I am from my relationships with other people.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
122. I feel the need to understand only those things which affect me.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
123. I can divide the people I like into two categories--1) those who are important to my definition of who I am, and 2) people I like but do not care a great deal about--there is no in between.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
124. I enjoy working out complex problems simply because it feels good to understand something completely.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree

125. A tree or a sunset or a mountain can be so beautiful that in seeing it I make it actually a part of me.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
126. I would rather spend money on things I can keep, something I can have, rather than on experiences, such as travel, which leave me with nothing tangible.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
127. In order to be truly wise, one must pay the price of keeping life always at a distance.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
128. People spend too much time trying to relive the past-- what matters is experiencing things now.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
129. In order to be turned on by sexually explicit photos, movies or books, I have to imagine myself as one of the characters.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
130. I have souvenirs from most of the places I have visited.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
131. Before I would go to a concert, I would try to find out as much as I could about the pieces that were to be played, about the composer, etc.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
132. When I hear about the possible disastrous consequences of something (such as pollution or population growth), it makes me feel so futile that I find it difficult to act to try to prevent this from happening.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
133. Being alone, with nothing to do but to think, is a great luxury for me.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree

134. Memories preserve the illusion that experiences are permanent, whereas all there really is is what is happening right now.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
135. Receiving a beautiful, loving letter from someone I love is almost as good as being with the person.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
136. If an experience has been especially meaningful for me I am able to remember it in so much detail that I can almost feel I am re-experiencing it.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
137. I could never really think of myself as a freak.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
138. I enjoy playing a game I like to play, even if I am playing with someone I don't like.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
139. I have some sad memories--such as parting from someone I love--which are as important to me as my happiest memories.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
140. I am able to evaluate a painting or a piece of music as being very good, even if I don't like it.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
141. My Self is simply what I am, what I experience--I cannot talk about parts of my Self, of things or people my Self consists of.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
142. If I do not like a play or a movie, I find it hard to see its good qualities.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree

143. When I am entirely alone, I sometimes lose track of who I am--I need people around to react and respond to.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
144. I would rather take pictures of scenery than of people.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
145. I often find it more difficult to recall experiences that were tremendously involving for me than to recall those from which I could remain detached.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
146. If I cannot be with someone I love, knowing that the person cares about me is little consolation.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
147. "I dream of things that never were and ask, 'Why not?'"
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
148. When I know that a situation is one which will be very important for me, I find myself viewing it almost from a distance in order to record it so that I can remember it later.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
149. Tranquility comes only with detachment.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
150. I learned at an early age to draw things--buildings, roads, etc.--with perspective.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
151. When I recall an important event in my life, remembering involves picturing the setting, the time of day, where each person was sitting, what everyone was wearing, etc.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree

152. When I think about the important past events in my life, I don't just think about the effect they had on me--instead, I see the events as actually part of myself.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
153. I am the one who decides what defines me--what other people say doesn't matter.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
154. When I have new clothes, I'm reluctant to wear them--I'm more comfortable wearing clothes that are more familiar to me.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree
155. When I'm alone, I find myself thinking about the past.
(1) strongly agree (2) agree (3) neither agree nor disagree (4) disagree (5) strongly disagree

The purpose of the following scales is to assess your judgments about yourself. You are asked to rate yourself on each of these scales in order. Here is how you are to use these scales.

If you feel that you are very closely related to one end of the scale, you should place your check mark as follows:

famous X : : : : : : obscure

or

famous : : : : : : X obscure

If you feel that you are closely related to one or the other end of the scale (but not extremely), you should place your check mark as follows:

famous : X : : : : : obscure

or

famous : : : : : X : obscure

If you see yourself as slightly related to one side as opposed to the other (but not really neutral), then you should check as follows:

famous : : X : : : : obscure

or

famous : : : : X : : obscure

The direction toward which you check, of course, depends upon which of the two ends of the scale seems most characteristic of you.

If you consider yourself to be neutral on the scale, if both sides of the scale equally associated with your judgment of yourself or if the scale is completely irrelevant, unrelated to your judgment about yourself, then you should place your check mark in the middle space.

Important:

- (1) Place your check marks in the middle of the space you choose.
- (2) Be sure to check every scale.
- (3) Just check once for every scale.
- (4) Do not try to remember how you checked earlier items.

Make each scale a separate and independent judgment.

- (5) Do not puzzle over individual judgments. Give your first impressions.

good	:	:	:	:	:	:	bad
sociable	:	:	:	:	:	:	unsociable
harmonious	:	:	:	:	:	:	dissonant
superior	:	:	:	:	:	:	inferior
graceful	:	:	:	:	:	:	awkward
beautiful	:	:	:	:	:	:	ugly
successful	:	:	:	:	:	:	unsuccessful
important	:	:	:	:	:	:	unimportant

positive	:	:	:	:	:	:	negative
strong	:	:	:	:	:	:	weak
serious	:	:	:	:	:	:	humorous
active	:	:	:	:	:	:	passive
complex	:	:	:	:	:	:	simple
stable	:	:	:	:	:	:	changeable
reasoning	:	:	:	:	:	:	intuitive
unusual	:	:	:	:	:	:	usual
interesting	:	:	:	:	:	:	boring
aggressive	:	:	:	:	:	:	defensive
competitive	:	:	:	:	:	:	cooperative
sophisticated	:	:	:	:	:	:	naive
humble	:	:	:	:	:	:	proud
objective	:	:	:	:	:	:	subjective
competent	:	:	:	:	:	:	incompetent
popular	:	:	:	:	:	:	unpopular
sexy	:	:	:	:	:	:	plain
dexterous	:	:	:	:	:	:	"all thumbs"
potent	:	:	:	:	:	:	impotent
intelligent	:	:	:	:	:	:	"slow"
mentally bright	:	:	:	:	:	:	mentally dull
coordinated	:	:	:	:	:	:	clumsy
alert	:	:	:	:	:	:	dazed
creative	:	:	:	:	:	:	unoriginal

Feelings toward the self

This is an opportunity for you to express how you're feeling about yourself right now. Place an X in the appropriate space between each pair of adjectives.

up	:	:	:	:	:	:	down
pleased	:	:	:	:	:	:	displeased
satisfied	:	:	:	:	:	:	dissatisfied
comfortable	:	:	:	:	:	:	uncomfortable
contented	:	:	:	:	:	:	discontented
angry	:	:	:	:	:	:	calm
proud	:	:	:	:	:	:	ashamed
good	:	:	:	:	:	:	rotten

Imagine that you had filled out the self evaluation and feelings toward the self scales in this experiment once a day, every day for the past 4 months. Thus you would have evaluated yourself on each of the items many times. We are interested in your most extreme evaluations and your most frequent evaluations. On the following form, indicate with a check (✓) the farthest to the left on the scales that you would have evaluated yourself. After you have completed all the items, go back and indicate with an x (X) the farthest to the right on the scales that you would have evaluated yourself. (Left and right refer to physical directions, not to political positions.) After completing all the items this way, go back one more time and indicate with a star (*) the way you would have evaluated yourself most often. When you are finished, each scale should have a check, an x, and a star. Two or more of these symbols may be in the same space, if you want them to be, or they may all be in different spaces. Consider each item individually and make each judgment independently. Take your time, thinking about each evaluation, and be as honest with yourself as possible.

good	:	:	:	:	:	:	bad
sociable	:	:	:	:	:	:	unsociable
harmonious	:	:	:	:	:	:	dissonant
superior	:	:	:	:	:	:	inferior
graceful	:	:	:	:	:	:	awkward
beautiful	:	:	:	:	:	:	ugly
successful	:	:	:	:	:	:	unsuccessful
important	:	:	:	:	:	:	unimportant
positive	:	:	:	:	:	:	negative
strong	:	:	:	:	:	:	weak
serious	:	:	:	:	:	:	humorous
active	:	:	:	:	:	:	passive

complex	:	:	:	:	:	:	simple
stable	:	:	:	:	:	:	changeable
reasoning	:	:	:	:	:	:	intuitive
unusual	:	:	:	:	:	:	usual
interesting	:	:	:	:	:	:	boring
aggressive	:	:	:	:	:	:	defensive
competitive	:	:	:	:	:	:	cooperative
sophisticated	:	:	:	:	:	:	naive
humble	:	:	:	:	:	:	proud
objective	:	:	:	:	:	:	subjective
competent	:	:	:	:	:	:	incompetent
popular	:	:	:	:	:	:	unpopular
sexy	:	:	:	:	:	:	plain
dexterous	:	:	:	:	:	:	"all thumbs"
potent	:	:	:	:	:	:	impotent
intelligent	:	:	:	:	:	:	"slow"
mentally bright	:	:	:	:	:	:	mentally dull
coordinated	:	:	:	:	:	:	clumsy
alert	:	:	:	:	:	:	dazed
creative	:	:	:	:	:	:	unoriginal

(For the remaining items, indicate the extremes of how you felt about yourself during the past 4 months, and the way you felt about yourself most often during the past 4 months. Keep using the same symbols as previously.)

up	:	:	:	:	:	:	down
pleased	:	:	:	:	:	:	displeased
satisfied	:	:	:	:	:	:	dissatisfied

comfortable	:	:	:	:	:	:	uncomfortable
contented	:	:	:	:	:	:	discontented
angry	:	:	:	:	:	:	calm
proud	:	:	:	:	:	:	ashamed
good	:	:	:	:	:	:	rotten

Table 13. Correlational relationships between all pairs of variables

	Sex	ELTI (1)	ELTI (2)	ELSI (1)	ELSI (2)
Sex	1.00				
ELTI (1)	-.12	1.00			
ELTI (2)	-.10	.81****	1.00		
ELSI (1)	.17	.23*	.18	1.00	
ELSI (2)	-.03	.19	.25**	.30***	1.00
IE	.16	-.41****	-.39****	-.07	-.21
Obj. (1)	-.09	.03	-.08	.03	.00
Obj. (2)	-.04	-.12	-.16	.18	-.18
Subj. (1)	-.08	-.04	-.14	-.13	-.14
Subj. (2)	-.05	-.13	-.16	-.26**	-.07
σ (ELTI)	-.03	-.09	-.07	-.12	-.09
σ (ELSI)	-.12	-.20	-.19	-.43****	-.13

	IE	Obj. (1)	Obj. (2)	Subj. (1)	Subj. (2)
IE	1.00				
Obj. (1)	-.07	1.00			
Obj. (2)	-.01	.53****	1.00		
Subj. (1)	-.07	-.22*	-.16	1.00	
Subj. (2)	.02	-.06	-.24*	.73****	1.00
σ (ELTI)	-.02	-.09	-.07	.22*	.38****
σ (ELSI)	.05	.01	.04	.36****	.56****

	σ (ELTI)	σ (ELSI)
σ (ELTI)	1.00	
σ (ELSI)	.58****	1.00

* $p < .10$, ** $p < .05$, *** $p < .02$, **** $p < .01$

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