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The Relationshiop of Obsessive-Compulsive Characteristics to Impression Accuracy and Perceptions of Self and Others

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THE RELATIONSHIP OF
OBSESSIVE-COMPULSIVE CHARACTERISTICS
TO
IMPRESSION ACCURACY
AND PERCEPTIONS OF SELF AND OTHERS

by
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(Chairperson)

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ABSTRACT

The identification of methodological and statistical difficulties in previous impression accuracy research has necessitated that the role of personality in impression accuracy be reinvestigated. The present research addressed: 1) the impact of obsessive-compulsive personality traits on impression accuracy; and 2) subject perceptions of actual self, ideal self, others, and others' perceptions of them.

This study utilized a 2 x 2 x 2 design. Independent variables included: 1) judge vs. observer status; 2) high vs. low obsessive-compulsive traits; and 3) first vs. second session. Dependent variables included subject ratings on the OSCARS (Versions 1-4), designed to measure the obsessive-compulsive tendencies in actual self (OSCARS 1), ideal self (OSCARS 2), others (OSCARS 3), and predictions of others' perceptions of self (OSCARS 4). The MAACL-R State Form was also utilized as a dependent variable both before and after each interaction.

Twenty-six high and low obsessive-compulsive subjects were each paired with an unfamiliar low obsessive-compulsive partner for two sessions. Subjects were assigned different partners for each session. The subjects were asked to complete the OSCARS 1-2 and the MAACL-R prior to an unstructured 40-minute interaction. After this interaction, they were asked to complete the OSCARS 3-4, and a MAACL-R for both themselves and their partner.

The MAACL-R demonstrated that the obsessive-compulsive group was significantly more hostile, and scored lower on positive affect and sensation-seeking than did the controls on the administration immediately prior to the second interaction. Results also indicated that the high obsessive-compulsive group demonstrated significantly different actual and ideal selves. They demonstrated a tendency to rate their partners in accordance with their own ideal self perceptions. They also believed their partners rated them significantly lower on obsessive-compulsive traits than they rated themselves to be. The implications of these findings are discussed.

CHAPTER I: INTRODUCTION

As early as 1927, researchers demonstrated an interest in interpersonal perception. Adams (1927) wrote, "Whether personality can be measured with sufficient accuracy to warrant practical conclusions is today an unsettled question...but no matter what opinion has formed upon this question, he (i.e., the researcher) will probably admit that some individuals are better, or at least not as poor judges of others" (p.172). Indeed, over 60 years after this publication, researchers still continue to study the concept of impression accuracy. The purpose of the present study was to: 1) provide a brief description of the obsessive-compulsive personality pattern; 2) review previous research which was designed to investigate features of the obsessive-compulsive personality pattern; 3) review weaknesses in the literature which preclude a comprehensive understanding of impression accuracy; 4) describe current ideas about factors which have had an impact on impression accuracy; 5) describe a study which was designed to address some of the ambiguities in current knowledge.

The Obsessive-Compulsive Personality

Obsessive-compulsive tendencies have been conceptualized to be distributed along a continuum within the general population. On one end of the continuum were individuals with few, if any, obsessive-compulsive characteristics, while at the other end were individuals with very extreme obsessive-compulsive characteristics. Obsessive-compulsive charcteristics have been considered to be normal, adaptive traits for most of the population. However, very extreme, pervasive manifestations of obsessive-compulsive characteristics have been considered to be maladaptive.

Individuals who possess adaptive obsessive-compulsive traits are able to utilize these characteristics in a flexible, adaptive manner. They structure their activities, utilizing organization and order to enhance their lives. They are methodical, systematic, organized, meticulous, and detail-oriented. They dislike leaving tasks incomplete, and resist having their productive plans and routines disturbed (Pollak, 1979).

When obsessive-compulsive traits become dysfunctional, the obsessive-compulsive cognitions and behaviors inundate their lives, producing a nonproductive, vicious cycle (Ingram, 1982). The Diagnostic and Statistical Manual of Mental Disorders (1987) outlined some of these manifestations. The obsessive-compulsive individuals' preoccupation with rules, trivial details, and procedures, along with their unattainable standards frequently interferes with their ability to complete projects and to take a broad perspective. Due to their fear of making errors, they avoid and postpone decision-making. They tend to value work, productivity, logic and intellect to the exclusion of pleasure and relationships. They may be excessively moralistic and judgmental of self and others. Individuals with obsessive-compulsive personality disorder tend to be stingy, both with their emotions and with their material possessions. These manifestations become an end in themselves, rendering obsessive-compulsive individuals unable to complete tasks, make decisions, and engage in rewarding activities and relationships.

For the purposes of this investigation, the theoretical framework outlined by Millon and Everly (1985) was utilized. They provided an excellent, practical, and broad view of the obsessive-compulsive personality disorder. Millon and Everly (1985) viewed the compulsive personality to be an extreme of the "respectful personality pattern". This personality pattern has been characterized by a highly organized behavioral appearance, polite interpersonal conduct, a prudent cognitive style, restrained affective expression, and a self-perception of reliability. When these characteristics become so extreme that they are considered to be maladaptive, the pattern has been termed compulsive personality disorder.

Millon and Everly (1985) contended that a particular sequence of events was generic to the history of individuals exhibiting the compulsive personality disorder. Millon stated that parental overcontrol was one such commonality. Parents of these individuals were repressive and firm. These individuals learned as youngsters that disobedience resulted in swift, consistent, and unyielding punishment. However, unlike individuals suffering from other types of personality disorders, their parents were punitive only if they were disobedient. Thus, as children, these individuals were controlled by the fear of punishment, but were able to avert it if they conformed strictly to their

parents' requirements. Thus, the children became conditioned to experience guilt and shame if they did not fulfill the expectations of their parents. Their childhood was spent conforming to their parents' desires and obeying their parents' commands.

The parental rigidity and overcontrol had its major impact during the child's early development. When these children entered the sensorimotor-autonomy stage, typically around age two, the impact commenced. The developmental task at this stage was the mastery of a sense of autonomy, which was manifested by the behaviors of resistance and assertion ("the terrible twos"). The failure to master this task resulted in a sense of shame and doubt. Within this stage, the obsessive-compulsive children's parents responded to their attempts to explore and become autonomous in a firm, harsh manner. They withdrew love, and controlled the child physically, if necessary. The children learned that any deviation from parental rules was unwise, and avoided autonomous behavior. Thus, they failed to develop a sense of self-expression and self-control.

This, in turn, had an impact on the next developmental stage, during which children normally develop initiative. Since these children were forced into a conforming role, their opportunity to develop an identity and self-image apart from that of their parents was damaged. The children, unable to master initiative, then had little choice but to adopt and conform to the preferences of their parents. Unfortunately, the children also introjected the rigidity and punitiveness displayed by their parents.

These children developed into adults who were most comfortable in situations possessing very clear expectations, and insecure in ambiguous situations. They were cautious and conservative, had difficulty with decision-making, and substituted external rules and regulations for their parents' standards. The disorder was perpetuated by rigid adherence to rules and regulations, a merciless conscience, and the negative reinforcement of the decreased potential for unacceptable behavior via obedience and conformity.

Millon described the behavior manifested by this group as disciplined to perfectionistic. Their interpersonal conduct tended to be respectful to ingratiating. Their cognitive style was described as constricted to blocked. Affective expression was solemn to grave. Their self-perception was conscientious to righteous. The primary coping mechanism of these individuals was reaction formation,

which consisted of repressing an initial, unacceptable reaction while convincing themselves of its opposite. (For example, if a woman became angry at her children and wanted to hurt them, and these feelings aroused tremendous guilt within her, a reaction formation would result in her behavior becoming very overprotective of the children. In this manner, she convinced herself that she was protecting the children rather than desirous of hurting them. After repressing the initial, unacceptable impulse, she only consciously remembered her desire to protect them.)

Previous Study of the Obsessive-Compulsive Personality

In 1949, Frenkel-Brunswik published an article outlining a novel approach to the investigation of perceptual ambiguity, utilizing a personality-centered approach. Frenkel-Brunswick had observed a consistent personality pattern in children who exhibited a rather rigid, stereotypical approach to coping with ambiguity in previous experiments. Her detailed description of this population, which she referred to as "prejudiced" appeared to be consistent with what is now conceptualized as the obsessive-compulsive personality pattern. She wrote:

> Synopsis of a wide variety of data suggests that the attempt to master aggression
> toward parental figures who are experienced as too threatening and powerful are
> among the important determinants of the tendency to avoid ambiguity of any sort.
> The requested submission and obedience to parental authority is only one of the
> many external, rigid, and superficial rules which such a child learns. Dominance-
> submission, cleanliness-dirtiness, badness-goodness, virtue-vice, masculinity-
> femininity, are some of the other dichotomies customarily upheld in the homes
> of such children. The absoluteness of each of these differences is considered
> natural and eternal, excluding any possibility of individuals trespassing from one
> side to the other (1949b, p.117).

In a series of studies, Frenkel-Brunswick (1939; 1940; 1942; 1948a; 1948b; 1949a [as cited in Frenkel-Brunswik, 1949b]) outlined the characteristic cognitive and perceptual distortion exhibited by these individuals. First, she found a relationship between blind ratings (based on clinical synopses) of characteristics such as intolerance of ambiguity, rigidity, distortion of reality, and an independently derived prejudice score. She then discovered that children with this type of personality structure also

endorsed items on a personality inventory which measured "a dichotomizing attitude, rejection of the different, or an avoidance of ambiguity in general" (p. 123).

When studying the relationship between memory and this personality type, she also found evidence of such distortion. Each of the children read a narrative and was asked to recall the details. Children who scored high on prejudice in her previous study attributed negative characteristics to the minority character in the narrative, although no such descriptions were present in the story. The prejudiced children also exhibited a tendency to recall "a higher ratio of undesirable over desirable characteristics" (p. 124). Finally, significantly more prejudiced than unprejudiced children recalled only the fighting mentioned in the story. This was interpreted to represent hostility within the group.

In a studies designed to assess perceptual accuracy, Frenkel-Brunswik also discovered evidence of an intolerance of ambiguity in a task requiring subjects to name a series of hues; the prejudiced subjects required more time, and their classifications were less complex than those of other subjects. Based on this data, she concluded that the prejudiced group exhibited more rigidity and intolerance of ambiguity than the unprejudiced group. Thus, the prejudiced group was: 1) more intolerant of ambiguity; 2) more rigid; 3) more hostile; and 4) less cognitively complex than control subjects.

Authoritarianism

One personality pattern which appeared to be a consistent feature of the obsessive-compulsive personality was that of authoritarianism. Authoritarianism was defined as a personality pattern characterized by strongly held beliefs, prejudices, and ethnocentrism. There is a tendency to be highly conventional, submissive to authority, puritanical in sexual attitudes, disciplinarian, and inflexible in attitudes and behavior (Chaplin, 1985).

In 1954, Jones examined the relationship between authoritarianism and first impression formation in Navy enlistees. His procedure involved systematically varying information about a filmed "stimulus person" in regard to personal power and attitude toward the role of a leader. He concluded that high authoritarians: 1) exhibited a tendency to differentiate the social environment in terms of power-related concepts; 2) tended to give the leaders positive evaluations regardless of their

actual characteristics; and 3) preferred autocratic leadership (in contrast to the low authoritarian group, who preferred democratic leadership). Jones also introduced the hypothesis that authoritarians were more insensitive to the environment than others.

Crockett and Meidinger (1956) studied the relationship between self-reported degree of authoritarianism and the perception of authoritarianism in others. They found that individuals with a high degree of authoritarianism tended to predict that their partners were also strongly authoritarian, regardless of the actual characteristics of their partner. They also found that the subjects who were low authoritarians tended to overestimate their partner's authoritarianism; however, they noted that this group displayed more variability in their ratings than did the group of high authoritarians. They concluded that high authoritarians were more likely to believe that others agreed with them, while low authoritarians were more aware of dissenting views.

Kates (1959) modified the Jones (1954) study by having college students read written descriptions of two individuals, one high and one low on authoritarianism. The students then rated the stimulus person on a series of attributes. He replicated the previous findings that high authoritarians have a tendency to rate stimulus persons high on authoritarianism, despite their actual characteristics. He found that individuals low on authoritarianism also overestimated the degree of authoritarian traits in the stimulus persons. However, he also noted much more variability in the ratings of the low authoritarian group. Kates found that the high authoritarian group rated the stimulus persons more positively on power, leadership, and social sensitivity than did the low authoritarian group. He noted that high authoritarians exhibited more liking of both high and low authoritarian stimulus persons and perceived others to have similar values, while the subjects low on authoritarianism manifested the opposite pattern.

In 1961, Murstein investigated the role of hostility and insightfulness on impression accuracy. He hypothesized that the need state created by hostility would influence impression accuracy. He also hypothesized that insight would mediate impression accuracy. Murstein asked fraternity members to rank each other from the most "friendly, easy to get along with, and least hostile members" to those who were the most difficult to get along with and least friendly. He found that extreme hostility

significantly impaired impression accuracy as measured by other fraternity members' ratings. He also found that while insightful people were more objective than noninsightful people, insightful hostile subjects were still poorer perceivers than were noninsightful nonhostile subjects.

Dogmatism

Dogmatism has been conceptualized to be a feature of the broader authoritarian pattern. Dogmatism is defined as a closed belief system, characterized by rigidity and inflexibility.

Kemp (1962) examined the influence of dogmatism on critical thought and the relevance of these concepts to change in counselor trainees. He found that neither high nor low degrees of dogmatism were associated with change in the control group, in which there was no specific training. However, in the experimental group, he found that those who were dogmatic changed their responses in hypothetical counseling situations more than less dogmatic individuals. The direction of change in response tended to be consistent with teacher preferences, appeared to be accomplished to conform to the "party-line", and was not practiced in actual counseling situations. He found that individuals low in dogmatism changed their responses less in the hypothetical situations, but tended to incorporate more of the change in actual counseling situations.

Burke (1966) noted the phenomenon of assumed similarity and hypothesized that since dogmatism was a feature of the authoritarian personality, the assumed similarity found in authoritarians may also be present in individuals high on the trait of dogmatism. He had college students rate themselves on the Rokeach Dogmatism Scale and then rate their conceptualization of the "average college student" on the same scale. (The subjects did not have access to their self-ratings at this time.) He found that students scoring high on the trait of dogmatism also rated the average college student to be high on this trait.

Vachiano, Strauss, and Schiffman (1968) designed a study to explore the relationship between dogmatism, the Edwards Personal Preference Schedule (EPPS), the Tennessee Self-Concept Scale (TSCS), the 16 Personality Factors (16PF), and the Mach V Scale. They found that the dogmatic individuals reported on the EPPS that they needed support, encouragement, and understanding from

others. Interestingly, they also reported an intolerance of the feelings and motives of others. The study also indicated that they avoided change in their daily routine and the environment in general. These investigators reported that the highly dogmatic individuals were also lacking in self-esteem, self-acceptance, and self-satisfaction. They were noncommittal, defensive, and dissatisfied with their own behavior, physiological state, and adequacy. The 16 PF indicated poor ego strength, frustration at change, submission, conformity, restraint, diffidence, tension, impatience, conservatism, and respect for established ideas.

Utilizing a standard filmed interview, Sawatzky and Zingle (1969) studied the relationship between impression accuracy and "open-mindedness", which presumably conformed to a low degree of dogmatism. No significant relationship was demonstrated between open-mindedness and impression accuracy. He did find that open-minded subjects were better at recalling statements voiced by stimulus persons in the film. He attributed these nonsignificant findings to a methodological problem which precluded the open-minded subjects from utilizing a broad base of data, which hypothetically is their "style".

The relationship between dogmatism and and locus of control was examined by Clouser and Hjelle (1970). They discovered that the dogmatic subjects had a significantly more external locus of control than other subjects. Thus, the subjects reported feeling significantly more "controlled" by factors outside of themselves than did other subjects.

In 1971, Jacoby observed that the procedures utilized by previous investigators were problematic. He investigated the dogmatism issue, utilizing more rigorous procedures. He concluded that individuals who were low on dogmatism were more accurate in their perceptions of the degree of dogmatism in others than those high on dogmatism. He also found: 1) increasing the length of interaction between individuals does not improve their impression accuracy; 2) impression accuracy was not a function of the stimulus person; and 3) that the consistently higher ratings on the dogmatism scale in both the experimental and control groups may have represented an acquiescent response set.

Criticisms of Previous Research

With the reemergence of investigations into the topic of impression accuracy, theorists have continued to caution against poorly designed experiments which duplicate errors which confounded past experiments. Theorists have identified a variety of areas which could prove to be problematic for experimenters conducting impression accuracy research.

One such criticism (Swann, 1984; Swann, 1987; Kenny and Albright, 1987; Funder, 1987; Funder and Colvin, 1988) was that the current research lacked external validity, resulting in faulty inferences. Most of these researchers proposed making laboratory research more like the "real world" by: 1) allowing interaction; 2) having each subject serve as both an observer and a judge, rather than assigning each subject one role or the other. In this manner, "real" interaction could be simulated better, due to the mutual nature of the contact. Funder (1987) and Funder and Colvin (1988) proposed that impression accuracy research be performed exclusively in the real world.

Another important consideration was to utilize partners who were unacquainted, since Funder and Colvin (1988) found that friends, who have many more and varied opportunities to observe their partners, exhibited much greater accuracy than did strangers. Finally, there was continued caution against the utilization of global accuracy scores, as was previously emphasized by the Cronbach and Gage critiques (Kenny and Albright, 1987).

Cognitive Biases

Another important consideration was the role of cognitive biases in impression formation. One such bias was termed the "fundamental attribution error" (Ross, 1977; [as cited in Funder, 1987]). This bias reflected the tendency of individuals to overestimate the influence of dispositional (personality, attitudes, etc.) variables when evaluating the actions of others, while they overestimated situational variables when evaluating their own actions. Therefore, one is more likely to attribute others' actions to their personality rather than to their situation. For example, if Person A cuts in

front of Person B in heavy traffic, Person B is more likely to attribute A's action to carelessness (dispositional) than to A's need to rush someone to the hospital (situational).

Another cognitive bias was the tendency of observers to assume that their partners have traits similar to their own. This bias has a variety of implications. First, similarity was found to increase liking (Newcomb, 1961 [as cited in Sears, Freedman, and Peplau, 1985]). Since individuals who are similar will agree more, they continually validate each other's attitudes, beliefs, etc. This bias was consistently observed in the research quoted above (Crockett and Meidinger, 1956; Kates, 1959; Burke, 1966; Jacoby, 1971).

However, an exception to this bias occurred if the subjects found that their similarity to another individual was threatening (Novak and Lerner, 1968 [as cited in Sears, Freedman, and Peplau, 1985). For instance, if Person A finds out that Person B, who is very similar to A, had a psychotic break, A is likely to decrease liking of B. This has been interpreted to reflect a defense against the feelings of vulnerability produced upon learning that something negative has happened to someone who is similar to oneself. This can also be interpreted to be related to the "just world hypothesis" (Lerner, 1965 [as cited in Sears, Freedman, and Peplau, 1985]), or that one gets what one deserves. In other words, if one is a good person, positive things will happen and if one is a bad person then bad things will happen. Therefore, if one is similar to a person who has experienced a bad event, then one must also be bad. If one is bad, then bad things will happen.

It is important to consider that the cognitive biases described may be interpreted to be self-serving biases, which serve to defend one's self-esteem. For example, investigators in the area of defensive attribution have found that observers who were personally and situationally similar to someone who caused an accident attributed less responsibility to this person as the severity of the accident increased (Burger, 1981; Shaver, in press). These findings suggest that personal motives can affect responsibility attributions.

Another potential bias, noted by Hatch (1962 [as cited in Cline, 1964]) was that the judges held some type of bias which controlled their predictions of the observers' impressions. For instance, if

the judges believed that everyone who came into contact with them thought they were nice, they would predict that the observers perceived them to be nice, despite their actual behavior.

Since cognitive biases have an impact on social perception, investigators of impression accuracy cannot afford to ignore them. Indeed, the impact of the similarity bias has already been linked directly to impression accuracy. Creamer and Campbell (1988) and Cline (1964) have noted that observers tended to perceive the judge as similar to themselves.

Current Study

Earlier research paradigms addressing the role of obsessive-compulsive personality features were plagued with methodological and statistical difficulties. Therefore, these findings were reinvestigated, utilizing a design disentangled from past downfalls.

Results of a recent study suggested that a reinvestigation was indicated. List (1989) found a relationship between individuals who were poor perceivers and elevations on Scale 7 of the Minnesota Multiphasic Personality Inventory (MMPI), which measures obsessive-compulsive characteristics, anxiety, and general maladaptivity. List incorporated the Cronbach components into his methodological procedures to remove variance due to response biases from the data. While there may be a number of reasons for these findings, past literature suggested that it may be due to a general trend of poor interpersonal perception in individuals with obsessive-compulsive features.

The present study was designed to address the hypothesis that individuals high in obsessive-compulsive characteristics have poorer impression accuracy than a group of controls displaying an average degree of such features. The design involved pairing high and low obsessive-compulsive subjects with unfamiliar, low obsessive-compulsive partners. The pairs were introduced and asked to rate their actual and ideal selves on the Obsessive-Compulsive Adjective Rating Scale 1-2 (OSCARS 1-2), respectively. They were also asked to rate their affect on the Multiple Affect Adjective Checklist-Revised (MAACL-R) state form. They were then asked to participate in a 40 minute unstructured interaction. Members of the pairs were subsequently asked to rate each other on the OSCARS 3 and predict how their partners rated them on the OSCARS 4. The subjects also completed the MAACL-R

for themselves and for their partner. The subjects then returned for a second session, with a different partner.

It was hypothesized that the obsessive-compulsive subjects would be poorer perceivers and display more negative affect than the control subjects. Additionally, differences on the OSCARS 1-4 between groups provided information on differences in self-concept, ideal self, conceptualization of others, and perceptions of how others viewed them. Differences on the OSCARS 1-4 within groups provided an index of self-concept.

CHAPTER II: METHODS

Subjects

Sixty females were recruited from approximately 800 prescreened Introductory Psychology students. They received extra credit points for their voluntary participation.

Subjects were selected on the basis of their scores on the Obsessive-Compulsive Scale (OCS [Gibb, Bailey, Best, and Lambirth, 1983]), with higher scores meaning stronger obsessive-compulsive traits. The decision to utilize female subjects exclusively was made upon discovering that the subjects who reported the strongest obsessive-compulsive traits were mostly females. The utilization of males would have resulted in either lowering the group mean for the obsessive-compulsive group or introducing a potential confound in the form of a subject sex variable.

The "high obsessive-compulsive" group consisted of individuals who obtained scores above the normative first standard deviation above the mean (16 and above), while the "low obsessive-compulsive group" consisted of individuals who scored on or below the normative mean (12 and below). In order to preserve the statistical assumption of independence, the low obsessive-compulsive group was randomly divided further into three groups: 1) control subjects; 2) partners for the control subjects; and 3) partners for the experimental subjects. Members of the high obsessive-compulsive group were exclusively assigned to be experimental subjects. Thus, there was a group of experimental subjects (high obsessive-compulsive) who interacted with experimental partners (low obsessive-compulsive) and a group of control subjects (low obsessive-compulsive) who interacted with a group of control partners (low obsessive-compulsive). Subjects assigned the status of "experimental subject" or "control subject" were required to participate in the experimental procedure twice, with a different partner each time. Subjects assigned the status of "experimental partner" or "control partner" were not required to return for a second session, although they were given an option to return on one subsequent occasion.

Design

This experiment utilized a 2 x 2 x 2, mixed design. The independent variables were: 1) high versus low obsessive-compulsive characteristics; 2) judge versus observer status; and 3) first versus second session. The dependent variables were subject responses to the items on the State Form of the MAACL-R and Versions 1-4 of the Obsessive-Compulsive Adjective Rating Scale (OSCARS 1-4).

Instruments

The OCS was utilized to identify obsessive-compulsive individuals (Appendix A). The correlation between clinician's evaluations and clients' scores on the OCS was +.79 (p<.0001 [Gibb, Bailey, Best, and Lambirth, 1983]). Test-retest reliability has been found to be +.82. The normative mean for undergraduate females was 11.24, SD 4.14, while the mean for the clients was 11.51, SD 4.47 (See Table 1 [Gibb, Bailey, Best, and Lambirth, 1983]).

The State Form of the Multiple Affect Adjective Checklist-Revised (Zuckerman and Lubin, 1985; [Appendix B]) was utilized as a dependent measure. Since the obsessive-compulsive group was hypothesized to be more insecure and to feel more negative affect than the general population, the MAACL-R was utilized to measure affective experience.

Alpha coefficients, which were utilized to measure the internal reliability of the MAACL-R, ranged from a low of .77 on the sensation-seeking scale to a high of .93 on the positive affect scale (See Table 2 [Zuckerman and Lubin, 1985]). Significant intercorrelations existed between the MAACL-R scales, which ranged from the weakest absolute intercorrelation of .17 between hostility and sensation-seeking, to the strongest absolute intercorrelation of .55 between depression and hostility (See Table 3 [Zuckerman and Lubin, 1985]). Negative emotions tended to be more highly correlated with other negative emotions. The same tendency existed for positive emotions (Zuckerman and Lubin, 1985). This means that an event which influences one scale is also likely to influence highly related scales. Test-retest reliability, expected to be low on the state form of the MAACL-R, ranged from a low of .00 on the sensation-seeking scale to a high of .34 on the positive affect scale (See Table 4 [Zuckerman

and Lubin, 1985]). This means that the test is unlikely to exhibit the same pattern of response when given to the same subjects at different times.

Another dependent measure, the Obsessive-Compulsive Adjective Rating Scale Versions 1-4 (OSCARS 1-4 [Appendix C]) was designed for utilization in this experiment. It was hypothesized that since the OCS was utilized for screening, a Millon-based self-report instrument would provide a parallel measure of self-reported obsessive-compulsive personality traits. In addition, adjective rating scales have been consistently utilized in the impression accuracy literature. A Likert scale was utilized in order to assess the intensity of each trait, as well a. · reduce the probability of random matches.

The OSCARS were designed by cataloguing the adjectives from the chapter which outlined the compulsive personality disorder in Millon and Everely (1985). Antonyms were obtained from The New Roget's Thesaurus in Dictionary Form (1978) for half of the items. Items were then divided into "desirable" and "undesirable" obsessive-compulsive synonyms and antonyms (Appendix D). Items which were very similar were eliminated, leaving 7 items in each of the four groups: 1) desirable synonyms; 2) undesirable synonyms; 3) desirable antonyms; and 4) undesirable antonyms. This was accomplished in order to minimize the "halo effect" by counterbalancing the desirable and undesirable traits expected to occur in each group. Each of the 28 traits was randomly assigned to a position on the rating scale. A Likert scale was placed next to each of the traits, so that the intensity or strength of each trait could be assessed, with the lowest intensity being a score of 1 and the highest being 7.

The same 28 adjectives were utilized in each of the OSCARS instruments. The OSCARS 1, which was designed to measure the subjects' perceptions of their actual selves, inserted the adjectives into the sentence, "How (methodical) are you?" The OSCARS 2, designed to measure the subjects' idealized view of themselves, utilized the sentence, "How (methodical) would you like to be?" The OSCARS 3 was utilized by subjects to rate their partners' characteristics and inserted the adjectives into the sentence, "How (methodical) is your partner?" Finally, the OSCARS 4, which was utilized to assess subjects' predictions on how their partners rated them, utilized the sentence, "How (methodical) does your partner think you are?" Thus, the 28 adjectives were identical on each version, but the sentence changed in order to measure different aspects of the situation.

Procedures

Subjects were initially prescreened and subsequently recruited by telephone, utilizing a standardized dialogue (Appendix E). Interested subjects were scheduled and provided with information regarding the procedures of the study.

Consent (Appendix F) forms were obtained from each subject prior to participation in the experiment. The experimenter introduced dyadic subjects and partners by first name (subjects who already knew each other were reassigned). The subjects were subsequently read a standard introduction to the study (Appendix G).

After this preliminary preparation, the subjects were given a copy of the OSCARS 1, OSCARS 2, and the MAACL-R State Form. They were instructed to read the directions at the beginning of each form and complete the forms. (Subjects returning for the second session were only required to complete the M/ during this step, since the OSCARS 1 and the OSCARS 2 were self-report inventories designed to assess processes related to self-concept rather than impression accuracy.) The experimenter then collected the completed inventories, stated that he or she would return in 40 minutes, and left the subjects to interact. After 40 minutes, the experimenter returned and provided each subject with a copy of the MAACL-R, OSCARS 3, OSCARS 4, and another MAACL-R with instructions to rate their partner. The subjects were asked to complete the inventories. Subjects who were required to return were then rescheduled, while subjects who had completed two sessions or those who did not wish to return were debriefed with a standardized dialogue (Appendix H).

Data Analysis

Multiple analyses were utilized to process the data. Analyses were utilized to: 1) describe the data; 2) refine the data; and 3) test the significance of the data. Analyses utilized to describe the data included the descriptive statistics mean and standard deviation. Other analyses utilized to describe the data included regressions. The information the regressions provided was: 1) a determination of the shape of the dependent variable curve (e.g. linear or quadratic); 2) kurtosis of the curve; 3) goodness-of-

fit data (i.e. F tests on the residuals); 4) the chi square tests of normality and homogeneity of variance; and 5) a scatter graph to visually assess for outlying dependent values. Information pertaining to the significance of the variables was not utilized since the MANOVA provided a better assessment within the constraints of the experimental design.

Analyses were utilized to assess differences among both between and within groups variables. A multivariate analysis of variance (MANOVA) was utilized to test the total scores (sum of notated scores per subject within each instrument) from the OSCARS 1-4 by session, and the MAACL-R scales. It was utilized because it could manage uncorrelated and correlated, between and within subjects variables. The MANOVA controlled for correlations and provided a measure of whether significant means were present through an omnibus F vaule. Pillai's Trace, which is one of four ways of calculating the omnibus F value, was utilized due to the finding that it is the most robust. The least significanct difference (LSD) post hoc test, which controlled for experimentwise error was then utilized to determine which variables were significant and the direction of that significance.

The t values of within group difference scores across administrations of the OC were calculated in order to assess within group patterns of response. To test the significance of the differences on the OSCARS 1-4 instruments, difference scores were calculated between the instruments and t-tests were subsequently run on the differences. The difference score t values provided an index of the degree of the significance of the difference. The differences, in turn, provided inferences into the psychological functioning of the groups, particularly their assessments of self and others.

CHAPTER III: RESULTS

Obsessive-Compulsive Scale (Screen)

A preliminary analysis of variance was performed on the Obsessive-Compulsive Scale scores (SCR1) in order to verify the significant difference between the obsessive-compulsive subject group and the control subject group, control partner group, and the experimental partner group. It also provided a check to ensure that there were no significant differences among the latter three groups who participated in the first session. The results, as expected, indicated that the obsessive-compulsive group endorsed significantly more obsessive-compulsive traits than the other groups (F [3,48] = 89.97, p<.0001 [Table 5]) as measured by the Obsessive-Compulsive Scale. The LSD post hoc test indicated that the other three groups' means do not differ significantly (experimental partners, M = 10.67, control subjects, M = 10.27, control partners, M = 10.09 [Table 4]).

An analysis of variance was again performed on the screening instrument, the Obsessive-Compulsive Scale (SCR2), to assess the means of groups participating in the second session. This was accomplished to ensure that the flux in the partner groups across sessions did not introduce a confound in regard to the group means for obsessive-compulsive traits on the screening variable. The results were consistent with those of the above analysis (F [3,48] = 108.34, p <.0001 [See Table 5]. Group means were identical for the experimental and control subject groups, since the subjects were the same for both sessions. According to the LSD test, the group means for the partner groups (experimental partners, M = 10.58; control partners, M = 10.82), were not significantly different from those of the control subjects, although all three groups remained significantly different from the obsessive-compulsive group.

Chi Square Test

Prior to undertaking other statistic analyses, a chi square test was performed in order to determine if the data were homogenous. Homogeneity of variance is a statistical assumption upon

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which the MANOVA statistic is based. The chi square test, which is sensitive to violations of the assumption of homogeneity, was utilized to evaluate whether the variance, or squared error, is the same for all levels of the independent variable. The values obtained (See Table 6) indicated that a number of the variables were hetereogenous. This means that a number of the variables demonstrated significantly different variances. This, in turn, would impact the regressed slopes since they are determined by the least squares solution, or the equation with the least amount of squared variance (Pedhazur, 1982).

A logical explanation for its occurrence in this study was that the subject selection procedure created a bimodal curve of obsessive-compulsive characteristics. Therefore, any variable which demonstrated a relationship to this variable would manifest heterogeneity, since it would then produce an abnormal curve, where few observations would fall, while there would be more variability where there were more observations (assuming the relationship was direct).

Goodness-of-fit Test

The goodness-of-fit test was utilized to examine the residual of each variable. This involved running an F-test on the residual of each individual variable. A significant F test would have indicated that the residual was systematized. A systematized residual would be an indication that an unknown variable is present and that there may be a confound. Results of the goodness-of-fit analyses indicated that all of the residuals were nonsignificant (See Tables 7-14). Thus, the results indicated that the probability of systematic error was low.

MANOVA

A MANOVA was performed in order to assess whether significant means were present. A MANOVA was utilized because the data contained numerous correlated and uncorrelated, between and within subjects variables. (The within subjects variables were separately entered into the analysis.) MANOVAs can control for correlations among the variables, which reduced the probability of spurious, or chance, significance in this study. MANOVAs are also robust to the violations of

normality and heterogeneity which have occurred in this data set (Bray and Maxwell, 1985). This means that the statistic still accurately assessed what it purported to measure.

The omnibus F value obtained, based on the Pillai Trace measure, was statistically significant (F [102, 23] = 1.82, p<.03). The omnibus F value is an overall indicator of whether significant differences are present among any of the dependent variables included in the analysis. The omnibus F value can be calculated in four different ways, of which the most robust is Pillai's Trace, which is based on the pooled effect variances. Pillai's Trace was utilized because it is robust even when there is: 1) a small sample size; 2) an unequal number of subjects per cell; or 3) a violation of the variance-covariance matrices (Tabachnick and Fidell, 1989).

LSD Post Hoc Tests

Since there were significant differences detected within the data set, the least significant difference (LSD) post hoc test was performed in order to determine which mean differences were statistically significant. The LSD post hoc test is similar to running individual ANOVAS, but it controls for the experimentwise error rate, which reduced the probability of spurious significance, or significance due to chance.

The results for the MAACL-R exhibited a different pattern. The obsessive-compulsive group scored significantly higher on the MAACL-R hostility (H) scale than other groups on the third (H3) of the four MAACL-R administrations, which occurred just prior to the second interaction (Table 15). It was not significantly different from the other groups on other administrations. The obsessive-compulsive group also rated themselves significantly different on positive affect (PA) than members of the control subject group on the third administration (PA3), which occurred just prior to the second session. However, their ratings did not differ significantly from the partner groups or from the control subject group during other administrations (See Table 16). On the sensation-seeking (SS) scale of the MAACL-R, the obsessive-compulsive subject group, along with the control partner group, differed significantly from the control subject group, but not from the experimental partner group during the third administration which occurred just prior to the second session (SS3, Table 17). Thus,

the obsessive-compulsive group rated themselves to be more hostile, less positive, and less sensation-seeking than the other groups (with the exception of the experimental partners on sensation-seeking) on the third administration of the MAACL-R, which occurred just prior to the second session. The LSD post hoc test also indicated that there was no significant difference between groups for the anxiety (A1-A4 [See Table 18]) and depression (D1-D4 [See Table 19]) scales on the MAACL-R.

The Obsessive-Compulsive Adjective Rating Scale Versions 1-4 (OSCARS 1-4) exhibited some significant differences. On the OSCARS 1, the obsessive-compulsive group ratings indicated that they perceived themselves to possess significantly more obsessive-compulsive characteristics than the experimental partners, during the first session (OSCARS 1, See Table 20). During the second session, the obsessive-compulsive group rated themselves to be significantly higher on obsessive-compulsive characteristics than the control partner group did. However, the control subject and experimental partner groups were not significantly different from either of these two groups (See Table 21). While these results seem aberrant, it is important to note that the mean for the obsessive-compulsive group is 121.23, with a difference of 8-11 points from the other groups, while the other groups are all within 3 points of each other. Thus, the obsessive-compulsive individuals rated themselves higher on obsessive-compulsive traits than other groups, although this was not a consistently significant difference.

On the OSCARS 4, the obsessive-compulsive group predicted that their partners rated them to have stronger obsessive-compulsive traits than the experimental subjects during the first session (OSCARS 4, See Table 20). The groups were not found to be significantly different during the second session (See Table 21). The OSCARS 2 (See Tables 20 & 21), which measured "ideal self" ratings, and the OSCARS 3 (OSCARS 3, Tables 20 & 21), which represented how the subjects viewed their partners, did not demonstrate significant differences between groups.

D Score t-tests

Within group difference scores were calculated on the differences between the OSCARS Versions 1-4, utilizing the subjects as their own matched controls. The D scores were then assessed with t-tests in order to determine if the differences were significant. This provided an assessment of

subject patterns of response on the OSCARS 1-4, which provided information upon which to base inferences of the groups' perspectives of self and others.

The t values for the control group were nonsignificant (See Table 22). This indicated that this group tended to view their self-concept, ideal self, others, and others' perceptions of themselves as homogenous. However, the experimental group exhibited significant differences (See Table 23) between the OSCARS 1 and the OSCARS 2 (t [11] = 3.35, p<.01), which indicated that they viewed their actual and ideal selves to be significantly different. The OSCARS 1 (M = 119.92) was a measure designed to assess the subjects ratings of their actual selves, while the OSCARS 2 (M = 108.62) measured the subjects perceptions of their ideal selves. Thus, the experimental subjects viewed their ideal selves as significantly less obsessive-compulsive than their actual selves. Again, the control group did not display a significant discrepancy between the OSCARS 1 (t [11] = 1.07, p>.05, M = 113.00) and the OSCARS 2 (M = 110.00).

The experimental group also exhibited a significant discrepancy between the OSCARS 1 (t [11] = 2.71, p<.02, M = 119.92) and the OSCARS 3 (M = 108.85). Therefore, the experimental group rated their partners as significantly less obsessive-compulsive than themselves. The control group did not demonstrate any significant differences between their actual self ratings (OSCARS 1, M = 110.00) and their ratings of others (OSCARS 3, M = 107.62) ratings. However, it is interesting to note that the obsessive-compulsive group rated their partners almost identically as they rated their ideal selves (t [11] = .24, p<.05).

The experimental group demonstrated a significant difference between their actual selves (OSCARS 1) and others' perceptions of them (OSCARS 4, t [11] = 2.35, p<.05, M = 113.00). Thus, they believe that others see them as significantly less obsessive-compulsive than they view themselves. The control group did not display such a difference (t [11] = 2.05, p<.05) between the OSCARS 1 (M = 113.00) and the OSCARS 4 (M = 109.62).

There were no other significant within group difference score t values on the remaining comparisons for either group: 1) OSCARS 2 and OSCARS 3 (p>.05); 2) OSCARS 2 and OSCARS 4

(p>.05); and 3) OSCARS 3 and OSCARS 4 (p>.05). (Table 24 contains descriptive statistics for all variables.)

Power Analysis

A power analysis was performed to assess the power of the obsessive-compulsive instrument. The analysis focused on the OSCARS 1, since the OSCARS 2-4 are parallel instruments. Since there were no population means available other than the estimates inferred from the current sample, the analysis was performed based on the sample means. It was assumed that the control group represented the population mean, while the obsessive-compulsive group represented the obsessive-compulsive population mean, with the sample standard deviation. This provided a measure of effect size (gamma), which was 6.0. Delta, which was calculated by multiplying gamma by the square root of the sample N, was found to be >.99. The sample size required, calculated by dividing delta by gamma and then squaring, was 59. Thus, both the power of the instrument and the sample size were adequate.

Table 1

Means, Standard Deviations, and Analysis of Sex Differences on the Obsessive-Compulsive Scale

GROUP	N	M	SD	df	F	P
Undergraduate Males	46	11.15	3.72	$^1/_{112}$	.26	ns
Undergraduate Females	68	11.24	4.14			
Combined	114	11.22	3.96			
Clients	57	11.51	4.47			

N : Number of Subjects
M : Mean
SD : Standard Deviation
df : degrees of freedom
F : F Value
P : Probability

Note: From "The measurement of the obsessive-compulsive personality" by G. Gibb, J Bailey, R. Best, and T. Lambirth, 1983. Educational and Psychological Measurement, 43, pp.1233-1238.

Table 2

<u>Internal (alpha) reliability coefficients for the MAACL-R (state form), for a college sample</u>

SCALES	RELIABILITY
A	.80
D	.82
H	.82
PA	.93
SS	.74

N = 536

MAACL-R	: Multiple Affect Adjective Checklist-Revised
A	: MAACL-R Anxiety Scale
D	: MAACL-R Depression Scale
H	: MAACL-R Hostility Scale
PA	: MAACL-R Positive Affect Scale
SS	: MAACL-R Sensation-Seeking Scale

Table 3

Intercorrelations among the MAACL-R (State Form) Scales for a college population

	A	D	H	PA	SS
A	---	.54**	.53**	-.24**	-.23**
D	---	---	.55**	-.26**	-.20**
H	---	---	---	-.25**	-.17**
PA	---	---	---	---	.53**
SS	---	---	---	---	---

N = 410
** = p<.001

MAACL-R	: Multiple Affect Adjective Checklist-Revised
A	: MAACL-R Anxiety Scale
D	: MAACL-R Depression Scale
H	: MAACL-R Hostility Scale
PA	: MAACL-R Positive Affect Scale
SS	: MAACL-R Sensation-Seeking Scale

Table 4

The 5-Day Test-Retest reliability coefficients for the MAACL-R (State Form)

SCALES	RELIABILITY
A	.14
D	.32**
H	.16**
PA	.34
SS	.00

N = 416
** = p<.01

MAACL-R	: Multiple Affect Adjective Checklist-Revised
A	: MAACL-R Anxiety Scale
D	: MAACL-R Depression Scale
H	: MAACL-R Hostility Scale
PA	: MAACL-R Positive Affect Scale
SS	: MAACL-R Sensation-Seeking Scale

Table 5
Least Significant Difference Post Hoc Test: Screen

VAR	LSD	MSE	df	N	MEAN	GROUP*	GROUPING**
SCR1	1.33	2.49	42	12	18.58	1	A
				12	10.67	2	B
				11	10.27	3	B
				11	10.09	4	B
SCR2	1.15	1.85	42	12	18.58	1	A
				11	10.82	4	B
				12	10.58	2	B
				11	10.27	3	B

* ordered by rank
** variables with the same letter are not significantly different

SCR1   : Obsessive-Compulsive Scale Score Variable, 1st Session

SCR2   : Obsessive-Compulsive Scale Score Variable, 2nd Session

VAR   : Variable
LSD   : Least Significant Difference
MSE   : Mean Square Error
df   : Degrees of Freedom
N   : Number of Subjects Per Cell
MEAN   : Mean Score Per Cell
GROUP 1   : Obsessive-Compulsive Subjects
GROUP 2   : Experimental Partners
GROUP 3   : Control Subjects
GROUP 4   : Control Partners

Table 6

Chi Square Values for Dependent Variables

VARIABLE	DEGREES OF FREEDOM	CHI SQUARE VALUE	PROBABILITY
A1	2	16.59	p<.0003
A2	2	6.83	p<.03
A3	2	2.56	p>.05
A4	2	7.78	p<.02
D1	2	6.79	p<.03
D2	2	27.98	p<.0001
D3	2	0.70	p>.05
D4	2	6.37	p<.04
H1	2	2.96	p>.05
H2	2	1.06	p>.05
H3	2	9.70	p<.008
H4	2	4.76	p>.05
PA1	2	2.32	p>.05
PA2	2	3.05	p>.05
PA3	2	2.20	p>.05
PA4	2	8.73	p<.01
SS1	2	2.37	p>.05
SS2	2	20.85	p<.0001
SS3	2	1.21	p>.05
SS4	2	20.37	p<.0001
OC1	2	5.83	p<.05
OC1(2)	2	9.79	p<.008
OC2	2	20.25	p<.0001
OC2(2)	2	2.24	p>.05
OC3	2	8.66	p<.01
OC3(2)	2	6.27	p<.04
OC4	2	5.86	p<.05
OC4(2)	2	6.13	p<.05
SCR	2	19.26	p<.0001
SCR(2)	2	23.16	p<.0001

A1-A4 : MAACL-R Anxiety Scales by Administration
D1-D4 : MAACL-R Depression Scales by Administration
H1-H4 : MAACL-R Hostility Scales by Administration
PA1-PA4 : MAACL-R Positive Affect Scales by Administration
SS1-SS4 : MAACL-R Sensation-Seeking Scales by Administration
OC1-OC4 : Obsessive-Compulsive Adjective Rating Scale, Versions 1-4, 1st Session
OC1(2)-OC4(2) : Obsessive-Compulsive Adjective Rating Scale, Versions 1-4, 2nd Session
SCR-SCR(2) : Obsessive-Compulsive Scale, Sessions 1 & 2

Table 7

<u>Lack of Fit (Residual) F Table: Screen</u>

Source Residual		df	SS	MS	F	P
SCR1	Lack of Fit	1	40.80	40.80	17.46	p>.05
	Pure Error	48	112.15	2.34		
	Total Error	49	152.96	3.12		
SCR2	Lack of Fit	1	33.98	33.98	18.64	p>.05
	Pure Error	48	87.54	1.82		
	Total Error	49	121.52	2.48		

SCR1 : Obsessive-Compulsive Scale Score Variable, 1st Session

SCR2 : Obsessive-Compulsive Scale Score Variable, 2nd Session

df : Degrees of Freedom
SS : Sum of Squares
MS : Mean Square
F : F Value
P : Probability of F Value

Table 8
Lack of Fit (Residual) F Table: Anxiety

Source Residual		df	SS	MS	F	P
A1	Lack of Fit	1	1.15	1.15	1.17	p>.05
	Pure Error	47	46.21	0.98		
	Total Error	48	47.36	0.98		
A2	Lack of Fit	1	0.19	0.19	0.83	p>.05
	Pure Error	47	10.92	0.23		
	Total Error	49	11.11	0.23		
A3	Lack of Fit	1	0.54	0.54	0.58	p>.05
	Pure Error	43	39.67	0.92		
	Total Error	44	40.20	0.91		
A4	Lack of Fit	1	0.09	0.09	0.30	p>.05
	Pure Error	45	14.16	0.32		
	Total Error	46	14.25	0.31		

MAACL-R : Multiple Affect Adjective Checklist-Revised

A1 : MAACL-R Anxiety Scale 1st Administration
A2 : MAACL-R Anxiety Scale 2nd Administration
A3 : MAACL-R Anxiety Scale 3rd Administration
A4 : MAACL-R Anxiety Scale 4th Administration

df : Degrees of Freedom
SS : Sum of Squares
MS : Mean Square
F : F Value
P : Probability of F Value

Table 9
Lack of Fit (Residual) F Table: Depression

Source Residual		df	SS	MS	F	P
D1	Lack of Fit	1	0.02	0.02	0.02	p>.05
	Pure Error	47	37.69	0.80		
	Total Error	48	37.70	0.79		
D2	Lack of Fit	1	0.00	0.00	0.23	p>.05
	Pure Error	47	0.92	0.02		
	Total Error	48	0.92	0.02		
D3	Lack of Fit	1	0.13	0.13	0.74	p>.05
	Pure Error	43	7.72	0.18		
	Total Error	44	7.85	0.18		
D4	Lack of Fit	1	0.01	0.01	0.03	p>.05
	Pure Error	47	21.94	0.47		
	Total Error	48	21.95	0.46		

MAACL-R   : Multiple Affect Adjective Checklist-Revised

    D1   : MAACL-R Depression Scale 1st Administration
    D2   : MAACL-R Depression Scale 2nd Administration
    D3   : MAACL-R Depression Scale 3rd Administration
    D4   : MAACL-R Depression Scale 4th Administration

df   : Degrees of Freedom
SS   : Sum of Squares
MS   : Mean Square
F   : F Value
P   : Probability of F Value

Table 10

Lack of Fit (Residual) F Table: Hostility

Source Residual		df	SS	MS	F	P
H1	Lack of Fit	1	0.01	0.01	0.03	p>.05
	Pure Error	47	21.94	0.47		
	Total Error	48	21.95	0.46		
H2	Lack of Fit	1	0.19	0.19	3.37	p>.05
	Pure Error	47	2.62	0.06		
	Total Error	48	2.80	0.06		
H3	Lack of Fit	1	0.02	0.02	0.02	p>.05
	Pure Error	43	41.50	0.97		
	Total Error	44	41.52	0.94		
H4	Lack of Fit	1	0.24	0.24	0.78	p>.05
	Pure Error	45	14.07	0.31		
	Total Error	46	14.32	0.31		

MAACL-R   : Multiple Affect Adjective Checklist-Revised

    H1   : MAACL-R Hostility Scale 1st Administration
    H2   : MAACL-R Hostility Scale 2nd Administration
    H3   : MAACL-R Hostility Scale 3rd Administration
    H4   : MAACL-R Hostility Scale 4th Administration

df   : Degrees of Freedom
SS   : Sum of Squares
MS   : Mean Square
F   : F Value
P   : Probability of F Value

Table 11
Lack of Fit (Residual) F Table: Positive Affect

Source Residual		df	SS	MS	F	P
PA1	Lack of Fit	1	0.42	0.42	0.01	p>.05
	Pure Error	47	1613.07	34.32		
	Total Error	48	1613.49	33.61		
PA2	Lack of Fit	1	0.39	0.39	0.01	p>.05
	Pure Error	47	1304.92	27.76		
	Total Error	48	1305.31	27.19		
PA3	Lack of Fit	1	6.21	6.21	0.25	p>.05
	Pure Error	43	1050.51	24.43		
	Total Error	44	1056.72	24.02		
PA4	Lack of Fit	1	1.45	1.45	0.06	p>.05
	Pure Error	45	1187.64	26.39		
	Total Error	46	1189.09	25.85		

MAACL-R   : Multiple Affect Adjective Checklist-Revised

  PA1   : MAACL-R Positive Affect Scale 1st Administration
  PA2   : MAACL-R Positive Affect Scale 2nd Administration
  PA3   : MAACL-R Positive Affect Scale 3rd Administration
  PA4   : MAACL-R Positive Affect Scale 4th Administration

df   : Degrees of Freedom
SS   : Sum of Squares
MS   : Mean Square
F   : F Value
P   : Probability of F Value

Table 12

Lack of Fit (Residual) F Table: Sensation-Seeking

Source Residual		df	SS	MS	F	P
SS1	Lack of Fit	1	2.61	2.61	0.40	p>.05
	Pure Error	47	303.38	6.45		
	Total Error	48	305.98	6.37		
SS2	Lack of Fit	1	1.94	1.94	0.33	p>.05
	Pure Error	47	273.00	5.81		
	Total Error	48	274.94	5.73		
SS3	Lack of Fit	1	5.99	5.99	0.91	p>.05
	Pure Error	43	284.53	6.62		
	Total Error	44	290.52	6.60		
SS4	Lack of Fit	1	4.44	4.44	0.85	p>.05
	Pure Error	45	235.17	5.23		
	Total Error	46	239.61	5.21		

MAACL-R : Multiple Affect Adjective Checklist-Revised

SS1 : MAACL-R Sensation-Seeking Scale 1st Administration
SS2 : MAACL-R Sensation-Seeking Scale 2nd Administration
SS3 : MAACL-R Sensation-Seeking Scale 3rd Administration
SS4 : MAACL-R Sensation-Seeking Scale 4th Administration

df : Degrees of Freedom
SS : Sum of Squares
MS : Mean Square
F : F Value
P : Probability of F Value

Table 13

Lack of Fit (Residual) F Table: Obsessive-Compulsive Adjective Rating Scale – First
Session

Source Residual		df	SS	MS	F	P
OC1	Lack of Fit	1	76.47	76.47	0.59	p>.05
	Pure Error	48	6272.92	130.69		
	Total Error	49	6349.39	129.58		
OC2	Lack of Fit	1	104.71	104.71	1.91	p>.05
	Pure Error	48	2631.08	54.81		
	Total Error	49	2735.79	55.83		
OC3	Lack of Fit	1	87.70	87.70	1.17	p>.05
	Pure Error	48	3606.77	75.14		
	Total Error	49	3694.47	75.40		
OC4	Lack of Fit	1	264.02	264.02	3.07	p>.05
	Pure Error	48	4130.46	86.05		
	Total Error	49	4394.48	89.68		

OSCARS   : Obsessive-Compulsive Adjective Rating Scale

OC1   : OSCARS Version 1, 1st Session
OC2   : OSCARS Version 2, 1st Session
OC3   : OSCARS Version 3, 1st Session
OC4   : OSCARS Version 4, 1st Session

df   : Degrees of Freedom
SS   : Sum of Squares
MS   : Mean Square
F   : F Value
P   : Probability of F Value

Table 14

<u>Lack of Fit (Residual) F Table: Obsessive-Compulsive Adjective Rating Scale – Second</u>
<u>Session</u>

Source Residual		df	SS	MS	F	P
OC1	Lack of Fit	1	53.83	53.83	0.43	p>.05
	Pure Error	47	5825.62	123.95		
	Total Error	48	5879.44	122.49		
OC2	Lack of Fit	1	9.45	9.45	0.20	p>.05
	Pure Error	47	2247.05	47.81		
	Total Error	48	2256.51	47.01		
OC3	Lack of Fit	1	10.80	10.80	0.13	p>.05
	Pure Error	48	4119.69	85.83		
	Total Error	49	4130.50	84.30		
OC4	Lack of Fit	1	146.25	146.25	1.17	p>.05
	Pure Error	48	5991.08	124.81		
	Total Error	49	6137.33	125.25		

OSCARS : Obsessive-Compulsive Adjective Rating Scale

OC1 : OSCARS Version 1, 2nd Session
OC2 : OSCARS Version 2, 2nd Session
OC3 : OSCARS Version 3, 2nd Session
OC4 : OSCARS Version 4, 2nd Session

df : Degrees of Freedom
SS : Sum of Squares
MS : Mean Square
F : F Value
P : Probability of F Value

Table 15
Least Significant Difference Post Hoc Test: Hostility

VAR	LSD	MSE	df	N	MEAN	GROUP*	GROUPING**
H1	.61	.52	42	11	.27	4	A
				11	.27	3	A
				12	.17	2	A
				12	.17	1	A
H2	.21	.06	42	11	.18	3	A
				12	.08	1	A
				12	.00	2	A
				11	.00	4	A
H3	.67	.64	42	12	.92	1	A
				11	.09	3	B
				11	.09	4	B
				12	.00	2	B
H4	.49	.33	42	12	.33	1	A
				11	.18	3	A
				11	.18	4	A
				12	.00	2	A

*   ordered by rank
** variables with the same letter are not significantly different

MAACL-R	: Multiple Affect Adjective Checklist-Revised

H1	: MAACL-R Hostility Scale 1st Administration
H2	: MAACL-R Hostility Scale 2nd Administration
H3	: MAACL-R Hostility Scale 3rd Administration
H4	: MAACL-R Hostility Scale 4th Administration

VAR	: Variable
LSD	: Least Significant Difference
MSE	: Mean Square Error
df	: Degrees of Freedom
N	: Number of Subjects Per Cell
MEAN	: Mean Score Per Cell
GROUP 1	: Obsessive-Compulsive Subjects
GROUP 2	: Experimental Partners
GROUP 3	: Control Subjects
GROUP 4	: Control Partners

Table 16
Least Significant Difference Post Hoc Test: Positive Affect

VAR	LSD	MSE	df	N	MEAN	GROUP*	GROUPING**
PA1	4.78	32.23	42	11	10.91	4	A
				11	9.82	3	A
				12	9.50	2	A
				12	8.25	1	A
PA2	4.39	27.21	42	11	12.36	4	A
				11	10.73	3	A
				12	9.58	2	A
				12	8.50	1	A
PA3	4.08	23.42	42	11	11.18	3	A
				11	10.27	4	AB
				12	9.50	2	AB
				12	6.50	1	B
PA4	4.21	24.99	42	11	12.55	4	A
				11	10.73	3	A
				12	9.83	2	A
				12	8.50	1	A

* ordered by rank
** variables with the same letter are not significantly different

MAACL-R : Multiple Affect Adjective Checklist-Revised

PA1 : MAACL-R Positive Affect Scale 1st Administration
PA2 : MAACL-R Positive Affect Scale 2nd Administration
PA3 : MAACL-R Positive Affect Scale 3rd Administration
PA4 : MAACL-R Positive Affect Scale 4th Administration

VAR : Variable
LSD : Least Significant Difference
MSE : Mean Square Error
df : Degrees of Freedom
N : Number of Subjects Per Cell
MEAN : Mean Score Per Cell
GROUP 1 : Obsessive-Compulsive Subjects
GROUP 2 : Experimental Partners
GROUP 3 : Control Subjects
GROUP 4 : Control Partners

Table 17
Least Significant Difference Post Hoc Test: Sensation-Seeking

VAR	LSD	MSE	df	N	MEAN	GROUP*	GROUPING**
SS1	2.16	6.60	42	12	5.75	2	A
				11	5.18	3	A
				12	4.75	1	A
				11	3.90	4	A
SS2	2.09	6.17	42	11	6.36	4	A
				12	6.25	2	A
				12	5.83	1	A
				11	5.55	3	A
SS3	2.17	6.62	42	11	7.55	3	A
				12	6.67	2	AB
				11	4.91	4	B
				12	4.83	1	B
SS4	1.99	5.57	42	11	6.27	3	A
				11	6.00	4	A
				12	4.92	2	A
				12	4.50	1	A

* ordered by rank
** variables with the same letter are not significantly different

MAACL-R   : Multiple Affect Adjective Checklist-Revised

     SS1   : MAACL-R Sensation-Seeking Scale 1st Administration
     SS2   : MAACL-R Sensation-Seeking Scale 2nd Administration
     SS3   : MAACL-R Sensation-Seeking Scale 3rd Administration
     SS4   : MAACL-R Sensation-Seeking Scale 4th Administration

VAR   : Variable
LSD   : Least Significant Difference
MSE   : Mean Square Error
df   : Degrees of Freedom
N   : Number of Subjects Per Cell
MEAN   : Mean Score Per Cell
GROUP 1   : Obsessive-Compulsive Subjects
GROUP 2   : Experimental Partners
GROUP 3   : Control Subjects
GROUP 4   : Control Partners

Table 18
Least Significant Difference Post Hoc Test: Anxiety

VAR	LSD	MSE	df	N	MEAN	GROUP*	GROUPING**
A1	.88	1.08	42	12	.83	2	A
				12	.67	1	A
				11	.36	3	A
				11	.36	4	A
A2	.43	.26	42	12	.34	2	A
				12	.25	1	A
				11	.09	3	A
				11	.09	4	A
A3	.82	.94	42	11	.82	3	A
				12	.75	1	A
				11	.64	4	A
				12	.50	2	A
A4	.48	.33	42	12	.58	1	A
				12	.42	2	A
				11	.27	4	A
				11	.18	3	A

*   ordered by rank
** variables with the same letter are not significantly different

MAACL-R   : Multiple Affect Adjective Checklist-Revised

    A1   : MAACL-R Anxiety Scale 1st Administration
    A2   : MAACL-R Anxiety Scale 2nd Administration
    A3   : MAACL-R Anxiety Scale 3rd Administration
    A4   : MAACL-R Anxiety Scale 4th Administration

VAR   : Variable
LSD   : Least Sign   .t Difference
MSE   : Mean Squა e Error
df   : Degrees of Freedom
N   : Number of Subjects Per Cell
MEAN   : Mean Score Per Cell
GROUP 1   : Obsessive-Compulsive Subjects
GROUP 2   : Experimental Partners
GROUP 3   : Control Subjects
GROUP 4   : Control Partners

Table 19
<u>Least Significant Difference Post Hoc Test: Depression</u>

VAR	LSD	MSE	df	N	MEAN	GROUP*	GROUPING**
D1	.78	.86	42	12	.67	1	A
				12	.33	2	A
				11	.09	4	A
				11	.00	3	A
D2	.12	.02	42	11	.09	4	A
				12	.00	2	A
				11	.00	3	A
				12	.00	1	A
D3	.34	.16	42	12	.25	1	A
				11	.18	3	A
				11	.09	4	A
				12	.00	2	A
D4	.30	.13	42	11	.18	4	A
				11	.09	3	A
				12	.08	1	A
				12	.00	2	A

* ordered by rank
** variables with the same letter are not significantly different

MAACL-R   : Multiple Affect Adjective Checklist-Revised

     D1   : MAACL-R Depression Scale 1st Administration
     D2   : MAACL-R Depression Scale 2nd Administration
     D3   : MAACL-R Depression Scale 3rd Administration
     D4   : MAACL-R Depression Scale 4th Administration

VAR	: Variable
LSD	: Least Significant Difference
MSE	: Mean Square Error
df	: Degrees of Freedom
N	: Number of Subjects Per Cell
MEAN	: Mean Score Per Cell
GROUP 1	: Obsessive-Compulsive Subjects
GROUP 2	: Experimental Partners
GROUP 3	: Control Subjects
GROUP 4	: Control Partners

Table 20

<u>Least Significant Difference Post Hoc Test: Obsessive-Compulsive Adjective Rating</u>
<u>Scales – First Session</u>

VAR	LSD	MSE	df	N	MEAN	GROUP*	GROUPING**
OC1	9.39	124.24	42	12	121.23	1	A
				11	113.00	3	AB
				11	112.09	4	AB
				12	110.42	2	B
OC2	6.63	61.85	42	11	109.64	3	A
				11	108.82	4	A
				12	108.67	1	A
				12	105.42	2	A
OC3	7.63	81.93	42	12	110.25	2	A
				11	108.00	4	A
				12	107.00	1	A
				11	106.46	3	A
OC4	7.81	85.90	42	12	113.00	1	A
				11	109.91	3	AB
				11	107.55	4	AB
				12	103.00	2	B

* ordered by rank
** variables with the same letter are not significantly different

OSCARS   : Obsessive-Compulsive Adjective Rating Scale

       OC1   : OSCARS Version 1, 1sr Session
       OC2   : OSCARS Version 2, 1st Session
       OC3   : OSCARS Version 3, 1st Session
       OC4   : OSCARS Version 4, 1st Session

VAR   : Variable
LSD   : Least Significant Difference
MSE   : Mean Square Error
df   : Degrees of Freedom
N   : Number of Subjects Per Cell
MEAN   : Mean Score Per Cell
GROUP 1   : Obsessive-Compulsive Subjects
GROUP 2   : Experimental Partners
GROUP 3   : Control Subjects
GROUP 4   : Control Partners

Table 21

Least Significant Difference Post Hoc Test: Obsessive-Compulsive Adjective Rating Scales – Second Session

VAR	LSD	MSE	df	N	MEAN	GROUP*	GROUPING**
OC1	9.36	123.50	42	12	121.25	1	A
				11	113.00	3	AB
				12	112.50	2	AB
				11	111.82	4	B
OC2	5.83	47.82	42	11	111.18	4	A
				11	109.64	3	A
				12	108.67	1	A
				12	108.17	2	A
OC3	8.08	91.93	42	12	111.42	1	A
				11	110.27	3	A
				12	109.58	2	A
				11	109.09	4	A
OC4	9.70	132.70	42	12	114.00	1	A
				11	110.73	4	A
				11	109.18	3	A
				12	104.83	2	A

* ordered by rank
** variables with the same letter are not significantly different

OSCARS : Obsessive-Compulsive Adjective Rating Scale

    OC1 : OSCARS Version 1, 2nd Session
    OC2 : OSCARS Version 2, 2nd Session
    OC3 : OSCARS Version 3, 2nd Session
    OC4 : OSCARS Version 4, 2nd Session

VAR : Variable
LSD : Least Significant Difference
MSE : Mean Square Error
df : Degrees of Freedom
N : Number of Subjects Per Cell
MEAN : Mean Score Per Cell
GROUP 1 : Obsessive-Compulsive Subjects
GROUP 2 : Experimental Partners
GROUP 3 : Control Subjects
GROUP 4 : Control Partners

Table 22

t Values for Difference Scores: Control Group*

	OC1	OC2	OC3	OC4
OC1	---	1.07	1.69	2.05
OC2	---	---	1.15	0.08
OC3	---	---	---	-0.64
OC4	---	---	---	---

* degrees of freedom = 11

OSCARS   : Obsessive-Compulsive Adjective Rating Scale

OC1   : OSCARS Version 1
OC2   : OSCARS Version 2
OC3   : OSCARS Version 3
OC4   : OSCARS Version 4

Table 23

t Values for Difference Scores: Experimental Group*

	OC1	OC2	OC3	OC4
OC1	---	3.35****	2.71***	2.35**
OC2	---	---	0.24	1.29
OC3	---	---	---	-1.37
OC4	---	---	---	---

* degrees of freedom = 11

** = p<.05
*** = p<.02
**** = p<.01

OSCARS   : Obsessive-Compulsive Adjective Rating Scale

OC1   : OSCARS Version 1
OC2   : OSCARS Version 2
OC3   : OSCARS Version 3
OC4   · OSCARS Version 4

Table 24
Descriptive Statistics

VARIABLE	MEAN	STANDARD DEVIATION
A1	.57	1.03
A2	.20	.50
A3	.67	.94
A4	.37	.57
D1	.28	.94
D2	.02	.15
D3	.13	.40
D4	.09	.35
H1	.22	.70
H2	.07	.25
H3	.28	.86
H4	.17	.57
PA1	9.59	5.59
PA2	10.24	5.24
PA3	9.30	5.01
PA4	10.35	5.05
SS1	4.91	2.57
SS2	6.00	2.42
SS3	5.98	2.75
SS4	5.39	2.40
OC1	114.26	11.60
OC1(2)	114.74	11.43
OC2	108.09	7.77
OC2(2)	109.37	6.78
OC3	107.96	8.87
OC3(2)	110.11	9.31
OC4	108.35	9.71
OC4(2)	109.67	11.64
SCR	12.50	3.97
SCR(2)	12.65	3.80

A1-A4	: MAACL-R Anxiety Scales by Administration
D1-D4	: MAACL-R Depression Scales by Administration
H1-H4	: MAACL-R Hostility Scales by Administration
PA1-PA4	: MAACL-R Positive Affect Scales by Administration
SS1-SS4	: MAACL-R Sensation-Seeking Scales by Administration
OC1-OC4	: Obsessive-Compulsive Adjective Rating Scale, Versions 1-4, 1st Session
OC1(2)-OC4(2)	: Obsessive-Compulsive Adjective Rating Scale, Versions 1-4, 2nd Session
SCR-SCR(2)	: Obsessive-Compulsive Scale, Sessions 1 & 2

CHAPTER IV: DISCUSSION

Obsessive-Compulsive Scale Screen

The results indicated that the formation of high and low obsessive-compulsive groups on the basis of the screening instrument was highly successful. The high obsessive-compulsive group was significantly different from the three low obsessive-compulsive groups on both screens. This indicated that the groups differed significantly in self-reported obsessive-compulsive characteristics. The random selection of the three low groups from the pooled low group by randomization was also highly successful. In reviewing the LSD test data, it can be verified that all three of the low group means are within .6 of each other across both screens, which indicated that there were no significant differences between the control group, control partner group, and the experimental group.

Chi Square Test

The chi square test, conducted to assess homogeneity of variance, indicated that some of the variables were heterogenous. In this particular analysis, the impact of heterogeneity is not a significant one, since MANOVAS are robust to violations of heterogeneity and normality. The finding of heterogeneity among the variables appeared to be a logical occurrence. Since the subjects were divided into groups having different means, a bimodal curve was formed. Variables that are related in some way to the distribution of the screening instrument would then be likely to manifest heterogeneity, as explained previously.

MANOVA F-test

The omnibus F value of the MANOVA, based on Pillai's Trace indicated that there were significant mean differences present in the sample, which necessitated a post hoc test to determine which means were significantly different. The LSD post hoc test was utilized in order to control the experimentwise error rate, yet still maximize the probability of identifying significant values. This

decision was based on the assumption that the purpose of the study was to serve as a pilot for further studies rather than to make definitive conclusions. The patterns are important, rather than isolated findings.

MAACL-R Scales

The anxiety and depression subscales on the MAACL-R were nonsignificant across all groups on all administrations. However, a very clear pattern of effects was observable across the remaining variables. The MAACL-R was administered both before and after each of the two experimental interactions, for a total of four administrations. On the third administration, just prior to the second interaction, the obsessive-compulsive group rated themselves significantly lower on sensation-seeking (SS3) and positive affect (PA3), and higher on hostility (H3) than did the control subjects. The partner groups were omitted from this comparison, since they were not exclusively within subjects groups.

A plausible explanation for these results is the characterological composition of the obsessive-compulsive personality. The obsessive-compulsive individuals' parents controlled their childhood behavior and ensured that they met parental expectations by conditioning them to feel shame and guilt if they did not. These feelings of shame and guilt when not meeting external demands and obligations followed them into adulthood. Additionally, individuals with this personality style tended to maintain a self-image of being conscientious and disciplined, which would also be negatively impacted if they failed to meet obligations. Thus, they may have viewed their continued participation in the study as an obligation. If this was the case, and they did not wish to continue their participation (obsessive-compulsive subjects are more insecure in ambiguous situations), they were in the position of: 1) feeling shame and guilt for not participating, or 2) participating against their will and perhaps feeling hostile, unadventurous, and minimally positive affectively.

This explanation may be supported by the absence of differences prior to and after the first session and after the second session. Since the differences occurred only prior to the second session and on a number of variables, it is plausible that a cognitive event between sessions mediated the emotional reaction. However, this possibility must be considered tenuous since a very weak pattern of increased

negative affect and decreased positive affect appeared to be present in the obsessive-compulsive group across administrations. If this pattern was significant, it might be interpreted to be an indication of increased general insecurity and subject feelings of threat within the obsessive-compulsive group.

Obsessive-Compulsive Rating Scales 1-4

The obsessive-compulsive instruments were more difficult to interpret. Significant differences were found on both analyses of the OSCARS 1, which was designed to measure self-reported obsessive-compulsive characteristics. During the first analysis, the obsessive-compulsive group was found to differ significantly from the experimental partner group. In the second analysis, the obsessive-compulsive group was found to differ significantly from the control partner group.

While these results initially seem confusing, further analysis appears to explain this phenomenon adequately. Upon examination of the means, it can be noted that all of the low obsessive-compulsive groups are within 3 points of each other on both analyses. It can also be noted that the high obsessive-compulsive group mean is fully 8 points from the nearest group. This appears to represent a trend in which the low obsessive-compulsive groups are nearing the point at which they are significantly different from the high obsessive-compulsive group. The difference in the significance of the partner groups is simply flux, since they were not uniformly within group subjects. The first and second analyses yielded identical results for the experimental and control subjects since they exclusively were within groups subjects. It appears that a greater number of subjects, more extreme groups, or increasing the sensitivity of the OSCARS in order to distinguish better obsessive-compulsive traits may clarify this situation in future research.

The OSCARS 4 measured the extent of which the obsessive-compulsive individuals predicted that the observers rated them as obsessive-compulsive. This instrument indicated a significant difference between the obsessive-compulsive group and the experimental partner group on the first, but not the second analysis (although it was just short of achieving significance). However, it appeared that the reason for this may be the result of the interaction between the obsessive-compulsive individuals and their partners, since it does not appear to be consistent across groups.

The results for the OSCARS 2, which measured subject "ideal self" ratings in regard to obsessive-compulsive characteristics indicated that there were no significant differences between groups. These results indicated that none of the groups rated the "ideal" level of obsessive-compulsive characteristics significantly different from that of other groups. The results for the OSCARS 3, which was designed to measure how study participants rated each other on obsessive-compulsive traits, indicated that there were no significant differences in how the subjects viewed each other. This indicated that, as a whole, the groups exhibited a tendency to rate each others' obsessive-compulsive characteristics in a similar manner, regardless of their actual traits.

Within Group D Score Comparisons

Analysis of the t values for within group difference score comparisons yielded some interesting results. The control subjects viewed their actual selves, ideal selves, partners, and partners' perceptions of them identically. However, the experimental group rated their actual selves as being significantly different from their ideal selves, partners, and predictions of partner perceptions. Additionally, the experimental group rated their perceptions of their partners as nearly identical to their own ideal selves. A response bias did not appear to account for these differences.

The most parsimonious explanation was that the self-concept of the experimental group was poorer than that of the control group. This was consistent with Millon's conceptualization of this group, which he contended possessed a harsher conscience and thereby experienced more shame and self-doubt than the other groups. It appeared that they desired to reduce the amount of obsessive-compulsive thoughts and behaviors in order to be more like their perceptions of others. However, their belief that others perceived them as more similar to their ideal selves than their actual self-perception was an indication that they either: 1) presented a facade, which they perceived as being effective; or 2) were harder on themselves than they believed others were on them and were able to make this distinction.

Conclusions

The present study did not find any evidence to support the hypothesis that obsessive-compulsive individuals have poorer impression accuracy than controls. This may indicate that the impression accuracy of obsessive-compulsives is not negatively affected by unstructured situations. Further research may address the impact of stress, emotions, and/or external structure on the impression accuracy of obsessive-compulsive individuals.

The obsessive-compulsive group reported more hostile affect, and less positive affect and sensation-seeking than the other groups did. While there appeared to be a weak general trend suggestive of a pervasive reaction or trait, the effect was only significant on the third of the four administration, which occurred just prior to the second interaction. If this result is viewed as a representation of a reaction to the circumstances unique to the third administration, it may be interpreted to be a cognitively-mediated reaction to the continuing obligation of participation. These interpretations are not mutually exclusive, and could quite possibly represent a general reaction to demand intensified by obligation. More research is needed to disentangle these factors.

The obsessive-compulsive group demonstrated a significant difference between their actual and idealized obsessive-compulsive characteristics, while controls did not manifest such a difference. More specifically, the obsessive-compulsives rated their actual self to be more obsessive-compulsive than they would ideally choose to be. This discrepancy may represent dissatisfaction with self, or poor self-concept.

The obsessive-compulsives also rated others significantly lower in obsessive-compulsive characteristics than they rated their actual selves. Interestingly, the obsessive-compulsives rated others almost identically to the ratings of their own ideal selves. This may indicate that the obsessive-compulsives saw others as similar to what they would like to be, rather than to what they believe they are. This may be an indication that they feel different, possibly inferior, in relation to others.

Despite the evidence of feelings of inferiority, the obsessive-compulsive group believed that others viewed them as consistent with their idealized rather than their actual selves. This may be an indication that they have confidence in their self-presentation or that they view others as being less

harsh toward them than they are toward themselves. Indeed, they may be "their own worst enemy" having incorporated unattainable standards and a merciless conscience.

The difficulties which appear to be present in the self-perceptions of the obsessive-compulsives are indications of a good response to a cognitive form of psychotherapy. Therapies designed to address setting unattainable standards and other dysfunctional thoughts may be particularly effective. Further research designed to address psychological and psychosocial characteristics of obsessive-compulsives would probably be productive and would help to further define the difficulties of this seldom studied population.

APPENDICES

APPENDIX A

Obsessive-Compulsive Scale

Please circle T (true) if the item is like you, or F (false) if it is not like you.

T   F   1. I feel compelled to do things I don't want to do.

T   F   2. I usually check things that I know I have already done.

T   F   3. I can walk 30 miles in an hour.

T   F   4. I often do things I don't want to do because I cannot resist doing them.

T   F   5. I seldom keep a daily routine.

T   F   6. I feel compelled to always complete what I am doing.

T   F   7. I often feel the need to double check what I do.

T   F   8. I'd rather do things the same way all the time.

T   F   9. I seldom have recurring thoughts.

T   F   10. I seldom am compelled to do something I don't want to do.

T   F   11. I don't feel uncomfortable and uneasy when I don't do things my usual way.

T   F   12. If I don't feel like doing something, it will not bother me not to do it.

T   F   13. I usually never feel the need to be organized.

T   F   14. I am uneasy about keeping a rigid time schedule.

T   F   15. My birthday comes once a year.

T   F   16. I am often compelled to do some things I don't want to do.

T   F   17. I like to keep a rigid daily routine.

T   F   18. I believe there is a place for everything, and everything in its place.

T   F   19. I seldom check things I know I have already done.

T   F   20. I am not obsessed with details.

T   F   21. I often have recurring thoughts.

T   F   22. I like to do things differently each time.

APPENDIX B

Multiple Affect Adjective Checklist-Revised

Please check all of the items which describe how you feel NOW.

1. _____ active	45. _____ fit	89. _____ peaceful
2. _____ adventurous	46. _____ forlorn	90. _____ pleased
3. _____ affectionate	47. _____ frank	91. _____ pleasant
4. _____ afraid	48. _____ free	92. _____ polite
5. _____ agitated	49. _____ friendly	93. _____ powerful
6. _____ agreeable	50. _____ frightened	94. _____ quiet
7. _____ aggressive	51. _____ furious	95. _____ reckless
8. _____ alive	52. _____ lively	96. _____ rejected
9. _____ alone	53. _____ gentle	97. _____ rough
10. _____ amiable	54. _____ glad	98. _____ sad
11. _____ amused	55. _____ gloomy	99. _____ safe
12. _____ angry	56. _____ good	100. _____ satisfied
13. _____ annoyed	57. _____ good-natured	101. _____ secure
14. _____ awful	58. _____ grim	102. _____ shaky
15. _____ bashful	59. _____ happy	103. _____ shy
16. _____ bitter	60. _____ healthy	104. _____ soothed
17. _____ blue	61. _____ hopeless	105. _____ steady
18. _____ bored	62. _____ hostile	106. _____ stubborn
19. _____ calm	63. _____ impatient	107. _____ stormy
20. _____ cautious	64. _____ incensed	108. _____ strong
21. _____ cheerful	65. _____ indignant	109. _____ suffering
22. _____ clean	66. _____ inspired	110. _____ sullen
23. _____ complaining	67. _____ interested	111. _____ sunk
24. _____ contented	68. _____ irritated	112. _____ sympathetic
25. _____ contrary	69. _____ jealous	113. _____ tame
26. _____ cool	70. _____ joyful	114. _____ tender
27. _____ cooperative	71. _____ kindly	115. _____ tense
28. _____ critical	72. _____ lonely	116. _____ terrible
29. _____ cross	73. _____ lost	117. _____ terrified
30. _____ cruel	74. _____ loving	118. _____ thoughtful
31. _____ daring	75. _____ low	119. _____ timid
32. _____ desperate	76. _____ lucky	120. _____ tormented
33. _____ destroyed	77. _____ mad	121. _____ understanding
34. _____ devoted	78. _____ mean	122. _____ unhappy
35. _____ disagreeable	79. _____ meek	123. _____ unsociable
36. _____ discontented	80. _____ merry	124. _____ upset
37. _____ discouraged	81. _____ mild	125. _____ vexed
38. _____ disgusted	82. _____ miserable	126. _____ warm
39. _____ displeased	83. _____ nervous	127. _____ whole
40. _____ energetic	84. _____ obliging	128. _____ wild
41. _____ enraged	85. _____ offended	129. _____ willful
42. _____ enthusiastic	86. _____ outraged	130. _____ wilted
43. _____ fearful	87. _____ panicky	131. _____ worrying
44. _____ fine	88. _____ patient	132. _____ young

APPENDIX C

OSCARS-1

7 = Very much so
6 = Agree
5 = Somewhat Agree
4 = Neutral
3 = Somewhat Disagree
2 = Disagree
1 = Not at all

1. How easy-going are you?

| Not at all easy-going | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very easy-going |

2. How diligent are you?

| Not at all diligent | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very diligent |

3. How tense are you?

| Not at all tense | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very tense |

4. How tolerant are you?

| Not at all tolerant | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very tolerant |

5. How conventional are you?

| Not at all conventional | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very conventional |

6. How mannerly are you?

| Not at all mannerly | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very mannerly |

7. How critical are you?

| Not at all critical | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very critical |

8. How spontaneous are you?

| Not at all spontaneous | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very spontaneous |

9. How methodical are you?

| Not at all methodical | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very methodical |

10. How self-indulgent are you?

| Not at all self-indulgent | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very self-indulgent |

11. How orderly are you?

| Not at all orderly | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very orderly |

12. How creative are you?

| Not at all creative | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very creative |

13. How rigid are you?

| Not at all rigid | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very rigid |

14. How disorganized are you?

| Not at all disorganized | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very disorganized |

15. How immature are you?

| Not at all immature | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very immature |

16. How unreliable are you?

| Not at all unreliable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very unreliable |

17. How cheerful are you?

| Not at all cheerful | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very cheerful |

18. How dependable are you?

| Not at all dependable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very dependable |

19. How impulsive are you?

| Not at all impulsive | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very impulsive |

20. How self-righteous are you?

| Not at all self-righteous | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very self-righteous |

21. How generous are you?

Not at all generous	1	2	3	4	5	6	7	Very generous

22. How open-minded are you?

Not at all open-minded	1	2	3	4	5	6	7	Very open-minded

23. How cold are you?

Not at all cold	1	2	3	4	5	6	7	Very cold

24. How stubborn are you?

Not at all stubborn	1	2	3	4	5	6	7	Very stubborn

25. How dogmatic are you?

Not at all dogmatic	1	2	3	4	5	6	7	Very dogmatic

26. How lazy are you?

Not at all lazy	1	2	3	4	5	6	7	Very lazy

27. How serious are you?

Not at all serious	1	2	3	4	5	6	7	Very serious

28. How careless are you?

Not at all careless	1	2	3	4	5	6	7	Very careless

29. How petty are you?

Not at all petty	1	2	3	4	5	6	7	Very petty

OSCARS-2

7 = Very much so
6 = Agree
5 = Somewhat Agree
4 = Neutral
3 = Somewhat Disagree
2 = Disagree
1 = Not at all

1. How easy-going would you like to be?

| Not at all easy-going | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very easy-going |

2. How diligent would you like to be?

| Not at all diligent | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very diligent |

3. How tense would you like to be?

| Not at all tense | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very tense |

4. How tolerant would you like to be?

| Not at all tolerant | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very tolerant |

5. How conventional would you like to be?

| Not at all conventional | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very conventional |

6. How mannerly would you like to be?

| Not at all mannerly | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very mannerly |

7. How critical would you like to be?

| Not at all critical | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very critical |

8. How spontaneous would you like to be?

| Not at all spontaneous | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very spontaneous |

9. How methodical would you like to be?

| Not at all methodical | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very methodical |

10. How self-indulgent would you like to be?

Not at all   1   2   3   4   5   6   7   Very
self-indulgent   self-indulgent

11. How orderly would you like to be?

Not at all   1   2   3   4   5   6   7   Very
orderly   orderly

12. How creative would you like to be?

Not at all   1   2   3   4   5   6   7   Very
creative   creative

13. How rigid would you like to be?

Not at all   1   2   3   4   5   6   7   Very
rigid   rigid

14. How disorganized would you like to be?

Not at all   1   2   3   4   5   6   7   Very
disorganized   disorganized

15. How immature would you like to be?

Not at all   1   2   3   4   5   6   7   Very
immature   immature

16. How unreliable would you like to be?

Not at all   1   2   3   4   5   6   7   Very
unreliable   unreliable

17. How cheerful would you like to be?

Not at all   1   2   3   4   5   6   7   Very
cheerful   cheerful

18. How dependable would you like to be?

Not at all   1   2   3   4   5   6   7   Very
dependable   dependable

19. How impulsive would you like to be?

Not at all   1   2   3   4   5   6   7   Very
impulsive   impulsive

20. How self-righteous would you like to be?

Not at all   1   2   3   4   5   6   7   Very
self-righteous   self-righteous

21. How generous would you like to be?

Not at all   1   2   3   4   5   6   7   Very
generous   generous

22. How open-minded would you like to be?

Not at all   1   2   3   4   5   6   7   Very
open-minded   open-minded

23. How cold would you like to be?

Not at all   1   2   3   4   5   6   7   Very
   cold   cold

24. How stubborn would you like to be?

Not at all   1   2   3   4   5   6   7   Very
stubborn   stubborn

25. How dogmatic would you like to be?

Not at all   1   2   3   4   5   6   7   Very
dogmatic   dogmatic

26. How lazy would you like to be?

Not at all   1   2   3   4   5   6   7   Very
   lazy   lazy

27. How serious would you like to be?

Not at all   1   2   3   4   5   6   7   Very
serious   serious

28. How careless would you like to be?

Not at all   1   2   3   4   5   6   7   Very
careless   careless

29. How petty would you like to be?

Not at all   1   2   3   4   5   6   7   Very
   petty   petty

OSCARS-3

7 = Very much so
6 = Agree
5 = Somewhat Agree
4 = Neutral
3 = Somewhat Disagree
2 = Disagree
1 = Not at all

1. How easy-going is your partner?

| Not at all easy-going | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very easy-going |

2. How diligent is your partner?

| Not at all diligent | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very diligent |

3. How tense is your partner?

| Not at all tense | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very tense |

4. How tolerant is your partner?

| Not at all tolerant | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very tolerant |

5. How conventional is your partner?

| Not at all conventional | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very conventional |

6. How mannerly is your partner?

| Not at all mannerly | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very mannerly |

7. How critical is your partner?

| Not at all critical | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very critical |

8. How spontaneous is your partner?

| Not at all spontaneous | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very spontaneous |

9. How methodical is your partner?

| Not at all methodical | | 2 | 3 | 4 | 5 | 6 | 7 | Very methodical |

10. How self-indulgent is your partner?

Not at all   1   2   3   4   5   6   7   Very
self-indulgent   self-indulgent

11. How orderly is your partner?

Not at all   1   2   3   4   5   6   7   Very
orderly   orderly

12. How creative is your partner?

Not at all   1   2   3   4   5   6   7   Very
creative   creative

13. How rigid is your partner?

Not at all   1   2   3   4   5   6   7   Very
rigid   rigid

14. How disorganized is your partner?

Not at all   1   2   3   4   5   6   7   Very
disorganized   disorganized

15. How immature is your partner?

Not at all   1   2   3   4   5   6   7   Very
immature   immature

16. How unreliable is your partner?

Not at all   1   2   3   4   5   6   7   Very
unreliable   unreliable

17. How cheerful is your partner?

Not at all   1   2   3   4   5   6   7   Very
cheerful   cheerful

18. How dependable is your partner?

Not at all   1   2   3   4   5   6   7   Very
dependable   dependable

19. How impulsive is your partner?

Not at all   1   2   3   4   5   6   7   Very
impulsive   impulsive

20. How self-righteous is your partner?

Not at all   1   2   3   4   5   6   7   Very
self-righteous   self-righteous

21. How generous is your partner?

Not at all   1   2   3   4   5   6   7   Very
generous   generous

22. How open-minded is your partner?

Not at all   1   2   3   4   5   6   7   Very
open-minded   open-minded

23. How cold is your partner?

Not at all   1   2   3   4   5   6   7   Very
cold   cold

24. How stubborn is your partner?

Not at all   1   2   3   4   5   6   7   Very
stubborn   stubborn

25. How dogmatic is your partner?

Not at all   1   2   3   4   5   6   7   Very
dogmatic   dogmatic

26. How lazy is your partner?

Not at all   1   2   3   4   5   6   7   Very
lazy   lazy

27. How serious is your partner?

Not at all   1   2   3   4   5   6   7   Very
serious   serious

28. How careless is your partner?

Not at all   1   2   3   4   5   6   7   Very
careless   careless

29. How petty is your partner?

Not at all   1   2   3   4   5   6   7   Very
petty   petty

OSCARS-4

7 = Very much so
6 = Agree
5 = Somewhat Agree
4 = Neutral
3 = Somewhat Disagree
2 = Disagree
1 = Not at all

1. How easy-going does your partner think you are?

| Not at all easy-going | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very easy-going |

2. How diligent does your partner think you are?

| Not at all diligent | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very diligent |

3. How tense does your partner think you are?

| Not at all tense | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very tense |

4. How tolerant does your partner think you are?

| Not at all tolerant | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very tolerant |

5. How conventional does your partner think you are?

| Not at all conventional | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very conventional |

6. How mannerly does your partner think you are?

| Not at all mannerly | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very mannerly |

7. How critical does your partner think you are?

| Not at all critical | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very critical |

8. How spontaneous does your partner think you are?

| Not at all spontaneous | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very spontaneous |

9. How methodical does your partner think you are?

| Not at all methodical | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very methodical |

10. How self-indulgent does your partner think you are?

Not at all   1   2   3   4   5   6   7   Very
self-indulgent   self-indulgent

11. How orderly does your partner think you are?

Not at all   1   2   3   4   5   6   7   Very
orderly   orderly

12. How creative does your partner think you are?

Not at all   1   2   3   4   5   6   7   Very
creative   creative

13. How rigid does your partner think you are?

Not at all   1   2   3   4   5   6   7   Very
rigid   rigid

14. How disorganized does your partner think you are?

Not at all   1   2   3   4   5   6   7   Very
disorganized   disorganized

15. How immature does your partner think you are?

Not at all   1   2   3   4   5   6   7   Very
immature   immature

16. How unreliable does your partner think you are?

Not at all   1   2   3   4   5   6   7   Very
unreliable   unreliable

17. How cheerful does your partner think you are?

Not at all   1   2   3   4   5   6   7   Very
cheerful   cheerful

18. How dependable does your partner think you are?

Not at all   1   2   3   4   5   6   7   Very
dependable   dependable

19. How impulsive does your partner think you are?

Not at all   1   2   3   4   5   6   7   Very
impulsive   impulsive

20. How self-righteous does your partner think you are?

Not at all   1   2   3   4   5   6   7   Very
self-righteous   self-righteous

21. How generous does your partner think you are?

| Not at all generous | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very generous |

22. How open-minded does your partner think you are?

| Not at all open-minded | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very open-minded |

23. How cold does your partner think you are?

| Not at all cold | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very cold |

24. How stubborn does your partner think you are?

| Not at all stubborn | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very stubborn |

25. How dogmatic does your partner think you are?

| Not at all dogmatic | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very dogmatic |

26. How lazy does your partner think you are?

| Not at all lazy | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very lazy |

27. How serious does your partner think you are?

| Not at all serious | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very serious |

28. How careless does your partner think you are?

| Not at all careless | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very careless |

29. How petty does your partner think you are?

| Not at all petty | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very petty |

APPENDIX D

Obsessive-Compulsive Synonyms and Antonyms

<u>Positive</u>

<u>Not Obsessive-Compulsive</u>

- 1) Creative/Imaginative
- 2) Open-minded
- 3) Easy-going
- 4) Spontaneous
- 5) Cheerful
- 6) Generous
- 7) Tolerant

<u>Obsessive-Compulsive</u>

- 1) Serious
- 2) Orderly
- 3) Diligent
- 4) Conventional
- 5) Dependable
- 6) Methodical
- 7) Mannerly/Polite

<u>Negative</u>

<u>Not Obsessive-Compulsive</u>

- 1) Impulsive
- 2) Careless
- 3) Disorganized
- 4) Self-indulgent
- 5) Immature
- 6) Lazy
- 7) Unreliable

<u>Obsessive-Compulsive</u>

- 1) Self-righteous
- 2) Stubborn
- 3) Nervous/Anxious
- 4) Cold
- 5) Rigid
- 6) Petty
- 7) Dogmatic

APPENDIX E

Telephone Contact

Hello, this is _____ calling from the psychology department. Earlier this semester, you indicated that you had an interest in participating in research. Are you still interested?

NO -   O.K. Thank you for your time. Goodbye.

YES -   We are carrying out a study in order to investigate how accurately people can predict how others perceive them. You answers on our prescreening inventory indicate that you are eligible to participate. It will take about 2 hours of your time, and you will receive extra credit for your participation. Are you still interested?

NO -   O.K. Thank you for your time. Goodbye.

YES -   O.K. We need to schedule a time when you can come, so I'll wait while you get a pen and your appointment book. Schedule.

Thank you. Goodbye.

APPENDIX F

Consent Form

The purpose of this study is to assess how accurately individuals can predict how others perceive them. By conducting this investigation, we hope to attain a better understanding of the impact of personality traits on impression accuracy. We will first ask you to rate yourself on particular personality characteristics and feelings. We will then ask you to rate how you would ideally be on these same characteristics. You will be introduced to a partner and allowed to interact freely for 40 minutes, after which time you will be asked to rate your partner's personality characteristics and feelings, and then to predict how your partner rated you on these characteristics. This study will take approximately 2 hours to complete, 1 hour for each session. The time involved in participating will be converted to extra credit for a specific course within the psychology department, in accordance with the consent of the instructor.

Subjects selected for this study have been chosen on the basis of their answers on an earlier inventory. We are interested only in group data, not that of individual subjects. We will take stringent measures to insure the confidentiality of individuals' responses; such as number-coding the data so that individuals cannot be identified.

I understand that I may withdraw my participation at any time and that my involvement is strictly voluntary. If I have any questions, I may ask the research assistant, Jill Plevell-Omdahl, project director, or Dr. Dietz, dissertation adviser. I will be thoroughly familiarized with the nature of the study at the end of the second session.

I have read the above conditions for participating and give my consent to participate.

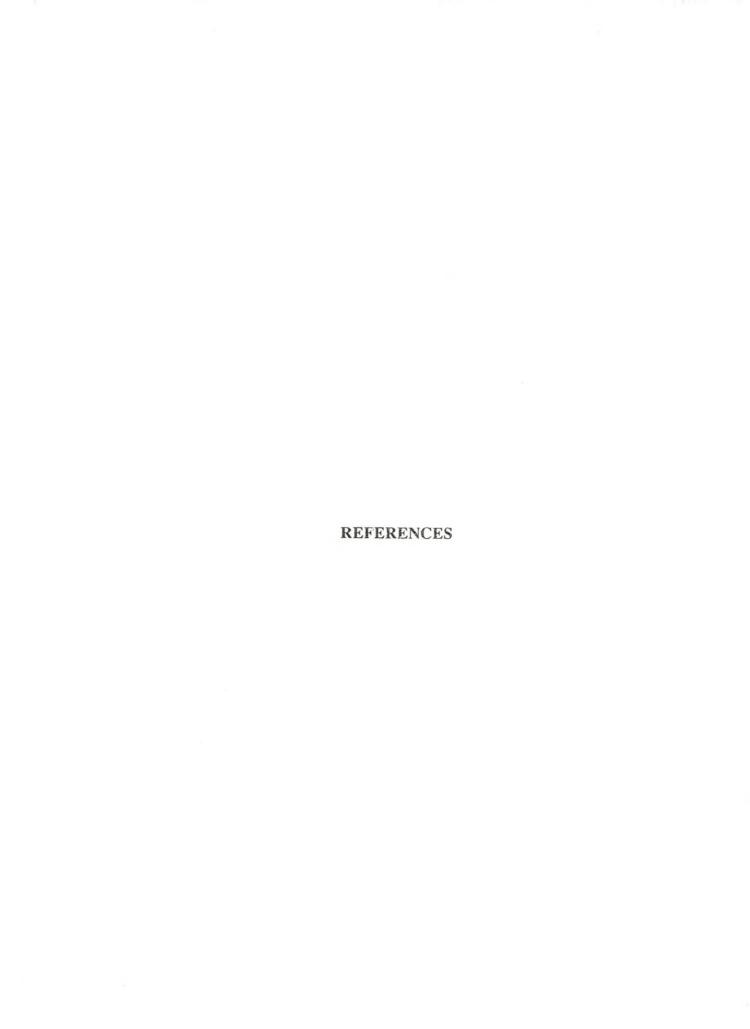Signed: _____

APPENDIX G

Session Instructions

The purpose of this study is to assess how accurately you can predict how your partner will perceive you. We will be asking you to rate yourself on a number of traits, to rate yourself as you wish you could be on these same traits, and to rate how you feel. You will be provided with rating forms in order to do this. We will be assigning you a partner and allowing the two of you to interact freely. After this interaction, we will ask you to rate the characteristics of you partner and to predict how your partner rated you. Finally, we will ask you to rate how you feel and how you think your partner feels.

Before beginning the session, you will have the opportunity to review the rating scales. All information obtained in this experiment will be kept strictly confidential. Individual results will not be released. Do you have any questions?

APPENDIX H

Debriefing Dialogue

During the past two sessions, you have participated in a study designed to investigate the role of personality characteristics on impression accuracy. The personality characteristics we are studying are very common in college populations. If you were a member of the experimental group, you are probably very organized, detail-oriented, meticulous, and dependable. If you are in the control group, you are probably carefree, spontaneous, creative and relaxed. We are interested in how members of these groups view themselves, and predict how others view them. We appreciate your participation in our study. Do you have any questions?

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