Individual Differences in the Variability of Presented Personality by<br>Charles William Edward Woodruffe

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Abstract.

Existing theories and empirical studies are thought to be deficient in neglecting differences in variability. The work of the few people who have looked at differential Variability is examined, but found to suffer from methodological weaknesses and unsatisfactory explanations.

A person-environment interactive model of presented personality is suggested and comparedwith learning theories.

The first investigation measured how variable subjects appeared to be from the extent of agreement amongst raters they nominated. Non-definiteness on self-ratings was also measured.

The hypothesized relationships were found between non-definiteness and apparent variability, and between non-definiteness and the number of ratings indicating the display of the opposite characteristic to that which the subject had said he possessed. The hypothesized relationships were also found between apparent variability and intolerance of ambiguity, preference for simplicity, neuroticism, extraversion and some aspects of the individual's history that might have affected the size of his behavioural repertoire.

The hypothesized relationships were found between non-definiteness and intolerance of ambiguity, preference for simplicity, rigidity, neuroticism and incidents in the person's history which might be labelled 'traumatic' and 'self-confronting'.

As expected, neither variability nor non-definiteness were related to intelligence, social desirability or subject studied.

The second investigation examined the relationship between how ill-at-ease subjects said they felt in a situation and the extent of the incongruence between their self-ascribed characteristics (weighted for definiteness), and the behavioural demands they perceived in the situation (weighted for strength). This relationship was examined for six situations, and in four cases it was significant.

In the third investigation norms were collected for the self-image questionnaire. Sex differences were not found for characteristics possessed or non-definiteness.

The final investigation employed a more objective measure of behaviour, and the relationship between nondefiniteness and variability was supported.

## CONTENTS

Page
Abstract ..... 2
Acknowledgements ..... 13
Introduction ..... 14
Chapters:
1 Variability and consistency in role theory ..... 17
2 Situational specificity in psychology ..... 31
3 Individual differences in variability ..... 82
4 The relationship between behavioural variability and the non-definiteness of the self-concept ..... 109
5 The person-environment interaction ..... 181
6 A comparison with Mischel's learning theory ..... 190
7 Investigation One: The existence and correlates of the non-definiteness and variability dimensions. Method ..... 207
8 Investigation One: Results ..... 256
9 Investigation One: Discussion ..... 337
10 Investigation Two s The relationship between subject-situation mis-match and feelings of ease in the situation. Method ..... 360
11 Investigation Two: Results ..... 367
12 Investigation Two: Discussion ..... 374
13 Investigation Three: Preliminary student norms for the self-image non-definiteness measure ..... 376
14 Investigation Three: Results ..... 378
15. Investigation Three: Discussion ..... 385
16. Investigation Four: A test of the relationship between non-definiteness and variability using an objective measure of behaviour. Method ..... 386
17 Investigation Four: Results ..... 396
18 Investigation Four: Discussion ..... 403
19 Conclusions ..... 406
Page
Bibliography ..... 414
Appendices: ..... 435
1 Questionnaires used to meosure self-image non-definiteness ..... 436
1 1a Adjectival choices ..... 437
16 Certainty ratings form ..... 440
1c Supplementary questionnaire ..... 443
2 The ratings of subjects ..... 445
2a List of persons with whom the subject interacts ..... 446
2b Names and addresses of ten raters ..... 448
2c Covering letter ..... 450
2d Explanation and subject's consent ..... 452
2e Rating scales ..... 454
3 The M.P.I. and the forms for certainty ratings ..... 450
$3 a$ The I. P.I. ..... 457
3b Forms for certainty ratines ..... 459
4 The composite questionnaire ..... 453
5 The biographical questionnaire ..... 474
6 The responses of subjects to the forms used to measure self-image non-definiteness: Investigation One ..... 478
6a The adjectival choices ..... 479
6b Certainty ratings and response to question two of the supplementary questionnaire ..... 491
6c Non-definiteness scores ..... 503
6d Frequencies of the five possible non-definiteness scores on the individual dimensions and other descriptive statistics for these dimension-by- dimension and overall non-definiteness scores ..... 516
6e Intercorrelations between non-definiteness scores on the individual dimensions and their correlations with the total score ..... 527
Page
6f Sumary of the reaults of t-tests between the non-definiteness scores on the individual dimensions ..... 529
6g Contingency tables between adjectival choice and social desirability ..... 531
6h Analysis of variance to examine the effects of social desirability and adjectival choice upon non-definiteness ..... 541
61 Correlations between social desirability and non-definiteness scores ..... 551
6j Mean non-definiteness attached to each adjective ..... 553
7 The ratings of subjects ..... 563
7a The ratings ..... 564
7b The number of raters per subject ..... 609
7c Programe for deriving the apparent variability scores ..... 611
7d The epparent variability scores ..... 615
7e The descriptive statistics form the apparent variability scores ..... 623
7f Intercorrelations between the apparent vari- ability scores on the individual dimensions and their correlations with the total scores ..... 626
78 Summary of the results of t-tests between the apparent variability scores on the individual dimensions ..... 623
7h Frograme for deriving the incongruent ratings' scores ..... 630
71 The incongruent ratings' scores ..... 634
$7 j$ The descriptive statistics for the inconcruent ratings' scores ..... 643
7k Correlations between the average ratings and the subjects' social desirability ..... 646
71 Analysis of variance to exsmine the effects of social desirability and average rating upon epparent variability ..... 648
7m Correlations between apperent variability and the subjects' social desirability ..... 653
7n Scattergram of social desirability and apparent variability on submissive-assertive ..... 655
70 Correlations between incongruent ratings' scores and the subjects' social desirability ..... 657
8a Scores on the variables measured by the M. P.I.and the composite questionnaire, together withtotal non-definiteness and apparent variabilityscores659
8b Descriptive statistics for scores from the M.P.I. and the composite questionnaire ..... 671
9a Pearson correlation matrix between apparent variability, non-definiteness and all variables measured by the M.P.I. and the composite questionnaire ..... 675
9b Communality estimates eigenvalues, and pro- portions of total verience accounted for by all the initial components and the initial components matrix containing the six components with eigenvalues greater than 'one' ..... 678
9c Communalities, eigenvalues and proportions of common variance accounted for by the six rotated components ..... 681
9d Rotated factor matrix ..... 683
9e Transformation matrix ..... 686
9f Factor score coefficients ..... 688
10 The biographical questionnaire ..... 690
10a Responses to the biographical questionnaire ..... 692
10 b Contingency tables between responses to questions 1,3 to 12,16 to 27 and (A) non-definiteness, (B) apparent variability ..... 705
10c Contingency tables between the responses to
(1) questions 25 and 26, (2) questions 10, 25 and 26 , in combination and (A) non-definiteness, (B) apparent variability ..... 718
10 d Contingency tables between the responses to(1) question 7, 25 and 26, in combination and(A) non-definiteness, (B) apparent variability720
10 e Responses to questions 1,3 and 4 of the supplementary questionnaire ..... 722
10 F Contingency tables between responses to
questions 13 to 15 of the biographical
questionnaire, questions 1,3 end 4 of
the supplementary guestionnaire and
non-definiteness
11 Non-definiteness scores obtained from the ratings of M. P. I. responses for certainty ..... 727
12 The new non-definiteness measure ..... 729
12a Correlations between non-definiteness scores on the remaining individual dimensions and the new total non-definiteness ecore ..... 730
12b Descriptive statistics for the new total non-definiteness ecore ..... 732
13 The forms used in Investigation Two for the ratings of self, the situations and feelincs of ease ..... 734
14 Self-perception adjectival choices and non- definiteness scores ..... 754
14 a The adjectival choices ..... 755
14 b The response to question two of the supple- mentary questionnaire and the non-definiteness ecores ..... 763
15-20 situation-perception adjectival choices and strength of aemand ratines ..... 771
15 Eituation A: A party with your parents end their friends ..... 773
16 Situation B: A conversation with a close friend ..... 734
17 Situation C: A party with your friends ..... 795
18 Situation D: A conversation with jour headmester/ headmistress ..... 806
19 Cituation E: Your first conversation with a 'would-be' boyfriend/Eirliriend ..... 817
20 Eituation Fi Your first day at a new school ..... 828
21a Ratines of how ill-at-case subjects felt in Eituations A to $F$ ..... 839
21b The descriptive statistics for the ratines of ill-at-ease ..... 841
22 The programe for deriving the mis-match scores ..... 843
23 The mismmatch scores ..... 847
23a Mismatch scores for situation A ..... 848
$23 b$ Miematch scores for Cituation B ..... 356
23c Mismatch scores for Situstion C ..... 864
23a Mismatch scores for Situation D ..... 872
23e Mis-match scores for Situation E ..... 880
23f Mis-match scores for Situation $F$ ..... 888
24 Descriptive statistics for total mis-metch scores for Situations $A$ to $F$ ..... 896
25 Investigation Three: Adjectival choices ..... 898
26 Responses to question two of the supplementary questionnaire and non-definiteness scores for the individual dimensions ..... 925
27 Total non-definiteness scores ..... 951
28 Subjects' sex ..... 953
29 Contincency tables between adjectival choice end sex ..... 955
30 Frequencies of non-defintteness scores on the indivicual dimensions and other descriptive statistics ..... 962
31 Kean non-definiteness attached to each acjective within each adjective pair ..... 973
32 Analysis of veriance to examine the effects of sex and edjective chosen upon non-definiteness ..... 982
33 Intercorrelations between non-definiteness scores on the individual dimensions and their corre- lations with the total scores ..... 989
34 Investication Four: Fesults ..... 991
35 The scored transcript for Pair Eleven ..... 993
36 The length of each trenscript ..... 1007
Pace
1 Golding's (1975) hypothetical data matrix ..... 77
2 The numbers of subjects completing the stages in Investication One ..... 255
3 The frequency with which each adjective was chosen ..... 257
4 Dimensions where the adjectival choice or non- definiteness scores show a significant relation- ship with social desirability ..... 260
5 The more 'popular' adjective in each pair, the frequency with which it was chosen and the mean non-definiteness on each dimension ..... 265
6 The average ratings, the average rating's deviation from '5', the characteristic implied by the ratings, the frequency with which subjects endorsed that characteristic and the mean vari- ability ecore for each dimension ..... 270
7 The mean score for unexpected ratings, the everafe rating's deviation from ' 5 ', and the frequency with which subjects chose the more chosen adjective for each dimension ..... 273
8 Dimensions where the average rating or apparent variability show a significant relationship with social desirability ..... 275
9 Spearman correlation matrix between apparent variability, non-definiteness and the variables measured by the M.P.I. and the composite question- naire ..... 281
10 Correlations with (A) apparent variability and (B) non-definiteness for which $p<.05$ ..... 282
11 The correlation matrix subjected to a principal components analysis ..... 285
12 Non-parametric correlations with pair-wise deletion, and parametric correlations with list-wise deletion which were significant beyond the .05 level of probability ..... 206
13 Non-parametric and parametric correlations using pairmise deletion, and parametric correlations using list-wise deletion between those varisbles for which a significant correlation was obtained by either non-parametric (pair-wise) or parametric (iist-wise) but not by both methods ..... 287
Pace
14 Loedines exceeding .25 ..... 250
15 Dimension-by-dimension correlations between self-imege non-definiteness and apparent variebility ..... 295
16 Partial correlations and zeromorder correlations between self-image non-definiteness and apparent variability for dimensions affected by social desirability and for total scores ..... 296
17 Dimension-by-dimension correlations between self-image non-definiteness and incongruent ratings score ..... 298
18 Partial correlations and zero-order correlations between self-image non-definiteness and incon- gruent ratings score for the dimensions affected by social desirability and for the total scores ..... 299
19 Sumary of results rolevant to Hypotheses Thirteen to Nineteen ..... 308
20 Results of combining answers to some questions relevant to Hypothesis Fourteen ..... 316
21 Contingency tables between (1) whether learning was qualified and the subject punished or whether learning was guslified and the subject not punished and (2) non-definiteness and apparent variability ..... 319
22 Eesults of combining answers to some questions relevent to Hypothesis Sixteen ..... 321
23 Contingency tables between the incidence of a traumatic event and non-definiteness and apparent varisbility ..... 324
24 Contingency tables between the incidence of a self-confronting event and non-definiteness and apparent variability ..... 325
25 Summary of resuits relevant to Hypotheses Twenty to Twenty Five ..... 327
26 Correlations between apparent variability;variables measured by the composite questionnaireand the M. P. I. and non-definiteness scores derivedfrom the ratings of all M.P.I. responses forcertainty332
Page
27 Intercorrelations between the non-definfteness scores on the individual dimensions which were not eignificant beyond the . 005 level of pro- bability, and the correlations between the non-definiteness scores on the individual dimensions and the total score ..... 334
28 Correlations between apparent variability, variables measured by the composite question- naire and the M.P.I., and the new non- definiteness total ..... 336
29 Means of the lack of strength of the behavioural requirements, and of the ratings for how ill-at- ease subjects felt ..... 369
30 Correlations between the subject-aituation mis- match scores and the ratings of how ill-at-ease subjects felt ..... 371
31 Descriptive statistics for the totel non-definite- ness score ..... 373
32 Frequency of choice of each adjective within each adjective pair ..... 379
33 Mean non-definiteness on each dinension ..... 380
34 Descriptive statistics for the total non-definite- ness score ..... 382
35 Deciles for total non-definiteness ..... 383
36 The average number of assertive incidents within each conversation per half-page of transcript ..... 397
37 The proportion of assertive incidents by the non- definite subject within each conversation ..... 399
33 Sumary table of the results of the analysis of variance to examine the effects of the adjective underlined by the non-definite subject and the definite partner upon the proportion of assertive incidents by the non-definite subject ..... 400
39 Adjective underlined and actual behaviour by definite and non-definite cubjects ..... 402


#### Abstract

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The origins of this thesis lie in a desire to examine, what appeared to be a paradox which was created by the current emphasis upon the situational variability of the personalities which a person presents. The paradox was, that whilst people clearly vary from situation to situation, sometimes it seems quite appropriate to assign traits to them. Thus, the personalities that are ascribed to a person on the basis of his behaviour doubtless alter between situations, but they can appear consistent enough for him to be labelled, for example, 'polite'.

To preview what follows, it was considered that a possible resolution of this paradox may be found in the existence of a continum of behavioural variability. Thus, it seemed possible that people may differ in the range of personalities or selves that they present to the world. As such, the perception of variability might be veridical for some but that of relative consistency might be true for others.

This leads to the need to suggest a basis for such differential variability, and here one possibility that presents itself is in the form of a relationship between the non-definiteness of the person's view of himself and the variability with which he presents himself in situations. In particular, if it is assumed that there is a desire to
behave in a manner that is congruent with ones selfimage which leads to the attempt to avoid roles demanding incongruent behaviour, then the person with a definite self-image would be expected to be relatively consistent in his behaviour, and hence in the personalities he presents, across situations. On the other hand, the person with non-definite ideas of himself can vary greatly between situations whilst still behaving in ways that generate selves that are congruent with his notions of himself.

This summarizes the basic ideas which will be explored. Chapter One looks at the sociologists' role theories, for these tend to emphasize the inconsistency of presented personalities. As such, this chapter must also establish whether a degree of consistency is compatible with these theories.

Chapter Two turns to the psychological theory that most emphasizes variability, namely social learning theory. It then looks at the empirical evidence bearing upon the consistency-variability issue to determine whether it is myopic to look for consistency at all, let alone differential consistency. The broad conclusion is that consistency might well occur, and to a greater extent than meny studies sugeest, depending upon the differences between the situations in which presented personality is compared.

Chapter Three looks at the small number of studies which have also sugegested that there mieht be individual differences in variability, and at their explanations for such differences. None are thought to be particularly satisfactory, either in their methodology or explanation.

The fourth chapter explores the relationship between variability and the non-definiteness of the self-concept. The basis of the relationship is refined, and variables affecting each dimension are suggested.

Chapter five integrates the ideas of the earlier chapters within an interactive model of presented personality, and this model is compared in Chapter Six with learning theories, particularly that of Mischel.

The remaining chapters are concerned with the empirical testing of the ideas which have been put forward.

CHAPTER ONE. Variability and Consistency in Role Theory.
The viewpoint that most clearly emphasizes the situational variation of the personality people present, is to be found within sociological theories utilizing the dramaturgical analogy. Here, people are described as actors who play a number of parts. Within each of these roles they 'are' the character portrayed, and, hence, they cannot correctly be seen as possessing a single set of traits or characteristics.

This general theme of the more modern descriptions dates back at least to William James (1910). He separated the self as known or me, (as distinguished from the self as knower or I) into three constituents, namely the social me, the material me and the spiritual me. With regerd to the first, he suggested that "properly speaking a man has as many social selves as there are individuals who recognize him and carry images of him in their mind" (P.178).

He went on to simplify this slightly by saying that these people who recognize him fall into classes and thus, in practice,"he has as many different social selves as there are distinct groups of persons about whose opinion he cares" ( $P_{\text {. 178 }}$ ). He continues by providing an appealing illustration of this, saying "many a youth who is demure enough before his parents and teachers swears and swaggers like a pirate among his 'tough' young friends' (5.178).

This example gives a very clear statement of the present issue of behavioural variability: people would appear to vary between situations to the extent that to assign a single 'personality' would be meaningless.

The acknowledgement of some variation in presented self can also be seen in Jung's (1917) writing. Thus he defines the 'persona' as "a mask which simulates individuality, making others and oneself believe that one is individual, whilst one is only acting a part through which the collective psyche speaks" (P.457). In her treatment of his work, Dry (1961) says that to Jung 'persona' is "a compromise between the individual and society as to the kind of semblance to adopt, or, .... those aspects of the ego which are concerned with adaptation to social roles" (P.94), and Hall and Lindzey (1970) define it as "the public personality" (P.86).

However, despite these early formulations, the proposition of a situational variability of presented personality is more usually attributed to role theory, perhaps because here the situational determinism implying such variability is clearly described. Complementarily, there is little discussion of a causal personality, a concept which is often effectively omitted. This position is most clearly represented by Goffman (1959), who carries role theory through to its logical conclusion (Heine, 1971). Thus, in "The Presentation of Self in Everyday Life" he states that
"a correctly staced and performed scene leads the audience to impute a self to a performed character, but this imputation - this self - is a product of the scene that comes off, and is not a cause of it" (P.245). Thus, it appears that a given trait is inferred purely because the situation gives rise to behaviour summarizable by that label. Behaviour is not determined by the trait, but, rather, it is born from the actor deliberately staging a performance to create the required impression: one could equally well say the required inferred personality.

Certainly this viewpoint, with its descriptions of people being cast into roles which have to be learnt and which they 'are' to the observer, is very convincing. Goffman (1968) describes the phenomenon of resocialization upon entering an asylum, and Scott (1969) describes blindness as a learned social role. Both have an appeal about them, as does Griffin's(1960) description of his growing "accustomed to being a Negro" (P.72). Indeed, it is not denied that people are responsive to roles and that the personality which is observed is the product of the act, which is, in turn, greatly influenced by the role. The essential query lies not so much in what is said as in the inferences that can be made because of what is left unclarified. In particular, it is all too easy to draw the erroneous conclusion that not only do people vary between parts, but that all behave the same within any one role. In other words, it could be thought that behaviour depends purely on the role.

This is probably not intended, and it only requires the insight that people will have learnt different 'scripts' to be reassured that the person does contribute something to his performance.

However, this leaves the less naive question of whether the actor is doing no more than performing the roles that are presented to him, albeit in his own way, but still with his primary consideration being the realization of the part required by the role. This seems to be the emphasis of role theory, and directly allied to it is the implication of wholesale variation of created selves between roles. This is the consequence, and at the same time it is used as the proof of, the fact that the men of role theory have no causal personality. That is, in conveying the impression of variability it is also implied that this shows that people have no personality worthy of consideration.

An example of this pre-eminence of the situation in role theory is provided by Sarbin and Allen (1968) when they say "it is easy to demonstrate that our behaviour is determined in predictable ways by our conforming to role expectations" (P. 502). They go on to describe a brief cognitive phase of role location which is directed towards responding correctly in the situation, and they say that, once location is achieved, "the range of possible role behaviors is reduced from near infinity to a small number ... potentially more coercive constraints on the choice of role are introduced When some additional features of the situation are taken into account. These may be called role demands, that is demands for a specific role enactment" (P.510).

The whole emphasis of this description is clearly towards the actor striving exclusively to respond to the demands of the role, and, similarly, their treatment of role skills appears to contain the implicit notion that people will behave as 'properly' as they can in a situation.

What role theory seems to be saying at this stage is well summarized by Goffman (1961) who says that "in entering the position, the incumbent finds that he must take on the whole array of action encompassed by the corresponding role, so role implies a social determinism and a doctrine about 'socialization'" (P.77). He says that "the model of man according to the initial role perspective is that of a kind of holding company for a set of not relevantly connected roles" (P.80).

Here, it must be said that this model seems impoverished. It seems possible, and indeed likely, that people have different personalities in a causal sense, with 'personality' referring to more than individual learning of 'scripts'. That is, people may engage in both the interpretation and choice of roles under the influence of their different personalities, and this may give some consistency to their performances. If this is not the case, the perception of consistency, and the resulting 'paradox' referred to in the introduction would seem to be mistaken.

However, it cannot be said simply that role theory denies these possibilities. Indeed, it contains the implication, and perhaps even the acknowledgement that the actor is doing more than managing the rendition of a performance which is acceptable to the audience. Thus Goffmen (1961) does not seem altogether happy with the model of man according to the 'initial role perspective', and Sarbin and Allen describe two phenomena that sugeest the need to consider the actor's personality.

The first of these is a dimension of 'organismic involvement' by the actor in the role. They suggest that progression along this dimension is accompanied by decreasing differentiation of self and role. Goffman (1961) describes a very similar dimension which he calls embracement ${ }^{1}$ : "To embrace a role is to disappear completely into the virtual self available in the situation, to be fully seen in terms of the image, and to confirm expressively ones acceptance of it" (P.94).

The second phenomenon is the existence of differing degrees of concruence between self and role. Sarbin and Allen suggest that "other things being equal, when self characteristics are congruent with role requirements, role enactment is more effective, proper and appropriate than When self and role are incongruent" (P.524). This latter phenomenon might well have been used to explain the former,
${ }^{1}$ Sarbin and Allen say that Goffman uses the term 'engrossment': this is so in 'Fun in Games' (1961), but in 'Role Distance' (1961) that term does not occur, and 'embracement' seems to take its place.
(i.e. organismic involvement), but they maintain that the degree of involvement in any enactment is only related to the expectations of the observer. Thus, they suggest that "if the involvement appears too much or too little, the enactment may be judged as unconvincing and may be declared negatively valued" (P.496).

Nevertheless, the necessity to consider the 'self' of the actor has been introduced: it will affect behaviour in the role through the factor of congruence. This is on idea which it is wished to expand upon here, but which seems essentially undeveloped by Sarbin and Allen. Thus it would seem fair to say that in their exposition, the actor is not given anything like the same emphasis as the role.

On the other hand, Goffmen (1961) seems well aware of the necessity of taking into account cognitions by the actor which are wider than simply the requirements of the role. Thus, he states that "the individual stands in a double relationship to attributes that are, or might be, imputed to him. Some attributes he will feel are rightfully his, others he will not; some he will be pleased and able to accept as part of his self-definition, others he will not" (P.91).

Furthermore, unlike Sarbin and Allen, he appears to see self-role congruence as concomitant with, if not the cause of embracement. Thus, he says that, when there is on incongruence, the actor will show role distance, by which he denies, not the role, "but the virtual self that is implied in the role for all accepting actors" (P.95).

This surely implies a lack of embracement, or in Sarbin and Allens' terms, a lack of organismic involvement.

Here then, there is a more active view of the individual. Indeed, Goffman says that "when we get close to the moment to moment conduct of the individual we find that he does not remain passive in the face of the potential meanings that are generated regarding him, but, so far as he can, actively participates in sustaining a definition of the situation that is stable and consistent with his image of himself" (P.92).

In this description, the actor is taking his 'self' into account as well as the requirements of the role, and in this way Goffman appears to be saying that to understand behaviour one must look at both the actor and the role.

Thus, role theory does contain the proposal that the actor is cognizant of more than the role, and that his 'personality' might also contribute to the performance. In turn, this makes the search for some degree of consistency appear less forlorn.

However, these possibilities never seem to be emphasized or integrated, and this leaves role theorists seeming somewhat ambivalent. This appearance is magnified by the fact that, once they have noted the effect of the self upon behaviour, there seems to be a desire to redefine the person in terms of roles. Thus, Goffman (1961) later gives as the reason for role distance "the comitments and attachments" (P.133) that the person possesses. Similarly, Berry (1974)
follows Mead in seeing the self-concept as reflective of social interaction, and this leads him to say that role distance, which follows self-role conflict, "is, in reality, not so much the assertion of the self as something independent of the individual role, but rather the penetration of the individual's other roles into his ongoing role performance" (P.99).

In contrast, it is felt that the self is better considered the property of the actor, even if it is purely the reflection of his other rolemrelated behaviour, (and from, for example Rogers' work there is the suegestion that it is not). This allows one to openly state that the actor is one of the determinants of behaviour. Thus, a particular actor brings his own unique self to the role, and this makes his behaviour in that role different to that of others. (It might also be noted that he probably brings other things, such as his behavioural competencies).

On the other hand, by proving that the self is derived from the environment (and many would see everything as coming from that source) one arrives at the statement that behaviour is the product of roles and roles alone. This can easily cause one to lose sight of the fact that with respect to any particular role, behaviour is the product of that role and this, integrated actor. As such, one can forget that it does matter who the actor is, which leads to the charge contained in the forward to Heinz's (1971) book that "despite repeated assertions decades ago that $B=f$ (P.E),
psychologists have managed to avoid coming to grips with E and sociologists have given little credence to P's role in the social process" (P.vii).

It has been shown that this is not necessarily true; some role theorists do discuss the influence of the self on behaviour in a role, and their tendency to then define the person environmentally should not blur this. As such, there is room in role theory for the actor to cognize more than the present role, and it is this idea which it is wished to expand here.

It can be seen that the actor has two types of cognitions, Firstly, he views the situation and decides upon the appropriate mode of response. That is, he will judge from the situation what part he should play. Secondly, he can look at this part and decide whether to accept it, and, if so, how to play it. Dahrendorf (1968) separates the choice remaining once a role is accepted into the following three components. Firstly, there is a freedom "that every role leaves its player by not pronouncing on certain matters" (P.40). Secondly there is a "freedom within role expectations arising from the fact that they are largely defined by exclusion rather than determined positively. Few role expectations are all-encompassing prescriptions .... we are not supposed to do certain things, but are otherwise free to do as we please" (P. 40). Finally, he sees a freedom arising from our potential effect on society.

However, it is still necessary to say what it is that the actor brings to any situation that is decisive in whether he takes a role, how he interprets it, and whether he shows role distance. The answer that seems most profitable is that it is his ideas about what he is like. Having decided whether to accept the role; it is suggested that he then manages his behaviour not only to give a credible performance, but also to play his part in a manner that gives rise to an implied self which is compatible with his notions of what he is like. In other words, in the equation $B=f$ (P.E.), it is suggested that ' $F$ ' is the actor's self-concept. The implied consciousness should not be taken as ever-present, but it would seem to operate in a novel situation, where the actor must see what role he should play and then decide whether he has the competence and willingness to play it. In deciding whether to accept it, he will wish to see whether it can be interpreted in a way that is congruent with his self-concept. If this is not possible but the role cannot be rejected he will exhibit distance from it.

If these suggestions are well founded, then they can have a bearing on the question of the variability of behaviour between roles. Thus, people may differ in how definite their ideas about themselves are. It would seem to follow that the person with more definite ideas about what he is like can be expected to behave more consistently, than the person with a less definite self-concept: this would be a result of his trying to confine himself to roles that can be interpreted
in a manner congruent with his self-image, and then interpreting them in this rather fixed way. Of course, this person will sometimes have to accept incongruous roles, but then he will be expected to be less orgenismically involved in the role, or to embrace it less. Furthermore, it might be expected that the behaviour and hence the imputed self will be denied from the person's self-concept ${ }^{2}$. It will be noted that if this is accepted, there are also the implications that a person's self-image is not a simple reflection of all his rolemelated selves, and the roles included, (apart from for example, age and sex roles), may themselves have been selected and interpreted to be congruent with the self-image.

This idea that the actor manages his performance to give a credible performance and to create a self which is congruent with his self concept seems quite compatible with role theory and, at the same time, allows for some consistency by making people a cause of their rolemelated behaviour, and not simply a product of it.

In conclusion, it is suggested that role theory tends to present a picture of people finding themselves in a role and then being primarily concerned to manage their performance to maximize its appeal to the audience. With this emphasis,

2 In its extreme form, this might be seen as leading to the situation described by Laing (1960), in which the person is divided into behaviours which are denfed as beine part of self, and the private beliefs of a 'real me'.
it is quite clear that the accent of the theory is upon variability. Whilst there is no argument with the ideas that people do vary between roles, and that, to an observer they have strictly speaking as many selves as they have parts, it is believed that the ascription of characteristics to them may not always be misguided. Therefore, it was necessary to examine the theory to see whether it clearly denied this belief, and hence the paradox described in the introduction.

It has been seen that role theory does contain the proposal that the person's image of himself may be a contributor to behaviour in his roles. This is regarded as a potential source of consistency which makes it inaccurate to conclude that the theory precludes either consistency or the ensuing paradox. Furthermore, a tentative resolution of this paradox can be, and has been, proposed within the framework of role theory.

However, the theory itself does not seem to reconcile clearly the existence of the forces for consistency with those for variability, mainly because of the lack of integration of the former within it. The issue is largely avoided by translating the self-image, (which is provided as the operational definition of the person), into the reflection of all his roles.

In short, it is suggested that role theory describes most clearly the processes leading to variability. At the same time, it is possible to see that the theory itself contains the basis for consistency, and it is criticizable
for not properly dealing with this: it is so keen to show that everything, including the actor, can be looked at in terms of roles that it masks the fact that this conception is by no means incompatible with consistency.

CHAPTER TWO. Situational Specificity in Psychology.
A. Social Learning Theory.

The Iheory within psychology that most obviously implies variability, and which could be regarded as the psychological equivalent of role theory, is social learning theory.

It would seem that to learning theorists personality is essentially a summary of behaviour, which is itself, the result of learning. One of the stricter of these accounts is provided by Lundin (1961), who defines the psychology of personality as "that branch of the general field of learning which studies in particular those processes most significant to human adjustment" (P.5). He examines the development of behaviour, and hence, personality in terms of learning theory and says that the principles of extinction and reinforcement are "perhaps the most basic to our understanding of how personality is acquired and changed" (P.78).

This purist approach was criticized by Bandura and Walters (1969) for its treatment of the acquisition of novel responses. Thus, comenting upon those theories that rely upon operant conditioning as the mechanism for this acquisition, they say that "it is doubtful ... if many of the responses that almost all members of our society exhibit would ever be acquired if social training proceeded solely by the method of successive approximations" (P.3). They see a
recognition of the importance of imitation and vicarious reinforcement as necessary to overcome this criticism, and built their own theory accordingly.

Rather more comprehensive than Bandura and Walters in their approach are Krasner and Ullman (1973). Labelling themselves 'social behaviorists' and their theory 'behavior influence', they define this alternative to trait theory as starting "by focusing on behavior - what the person is doing in the situation. A situation is a discriminative stimulus that marks for the individual the time and place for certain acts and not for others. The cues on which the discrimination is based may be called demand characteristics, language, perception and so on" (P.136). Later, they say that "most complex adult human behavior is under control of discriminative stimuli ... which indicate that certain behaviors will have reinforcing consequences", and they provide an updated version of James' illustration when they say "behavior and language appropriate to the locker room is likely to be aversive to ones fiancée's mother" (P.266).

Thus stated, social learning theory clearly sucgests that the personality that is presented depends upon the situation or discriminative stimuli. Perhaps the strongest support for this stance comes from the work of Mischel (1968). Thus, drawing upon the results of a large number of studies, he concludes that behaviour is to a large extent situationspecific, saying that "with the possible exception of intelligence, highly generalized behavioral consistencies have not been demonstrated, and the concept of personality
traits as response dispositions is thus untenable" ( P . 145). Having thus suggested that the variability implied by social learning theory is veridical, he goes on to give his version of that theory for use as a replacement for trait theory.

At this point, it must be stressed that neither Mischel nor other social learning theorists would seek to claim that everyone behaves identically in a given situation: individual differences in the learning of parts and discriminative stimuli are clearly allowed for. This is important because it is possible to misinterpret him as saying that behaviour depends purely on the situation. This is specifically denied in a later paper (1973), where he says that he does not mean "to imply that people show no consistencies, that individual differences are unimportant, and that 'situations' are the main determinants of behavior" (P.254). Thus he does allow the person to bring something to the situation, and different people to bring their differences. However, he is suggesting that what they do bring are not usefully thought of as traits, and for an alternative looks to social learning theory.

In this respect the charge by Bowers (1973), (amongst others), that he is a situationist, with that word meaning that behaviour is seen to depend purely on the situation, seems unceasonable. Nevertheless, he and other social learning theorists are saying that behaviour is evoked by the situation, and that different situations will evoke
different behaviour. Thus behaviour coes depend upon the situation in the sense of varying with it, but it also varies with the person.

It will also be noted that whilst variability is emphasized, consistency, if found, could be explained in such terms as people having learned the same response to different stimuli, or failing to discriminate between stimuli. Thus, demonstrating consistency would not disprove social learning theory, just as criticizing the theory does not mean that people are, after all, consistent. The two need to be dealt with separately.

To summarize, the variability of presented personality is most clearly stressed in psychology by social learning theory. At the same time the theory does not preclude consistency, although, if found, one might choose a different model of man with which to explain it. Having said this, and with the interest of this thesis being on the empirical issue of whether people are wholly variable, or, to a degree, consistent, it is now time to turn to those studies which are relevant to this matter.
B. Empirical findings relevant to the variabilityconsistency issue.

This section must be opened by saying that there are both studies emphasizing variability and those suggesting some consistency: a selection from each group will be examined.

If one starts with the former group, it has already been noted that there is nothing new about this viewpoint. Apart from William James' statement, there are the studies by Hartshorne and May (1928), who concluded that whether a person is honest or deceitful varies with the situation and that one could not make generalizations about a person's honesty from a few samples of his behaviour.

However, to move to relevant contemporary studies, one might take firstly, that by Coie (1974) who was working in the area of childrens' curiosity and reports that the exhibition of this characteristic is quite specific to each situation. Similarly; Shulman and Berman (1971) who used the psychological experiment as their situation, found that subjects tended to model the warmth of their behaviour according to the warmth of the experimenter's behaviour. An inconsistency of personality would also seem to be implied by Shannon and Guerney's (1973) finding, using Leary's (1957) system, that "people with certain interpersonal styles tend to elicit specific interpersonal responses from other people (P.150). Thus, those dism playing leadership and advice-giving elicited cooperation and friendliness, whereas those emitting self-enhancing competitive behaviour elicited the same and aggressionrejection. To this extent the inferred personality of the responder seems to vary with the stimulus received. At the same time, it will be noted that there is some implied consistency in the stimulus.

Situations also seem to be the main determinant of the intensity of counter ageression (Drost and Knott, 1971), and of obedience in a 'Milgram' experiment (Larsen et al., 1972). However, the latter do admit that personality measur'es other than those they used may have been more predictive. Nevertheless, it has been shown that 'obedience' varies, and so, according to Gergen and Wishnov (1965), does presentedself-esteem.

However, perhaps the best examples of the variation of ical vostres presented personality come from methodolog relevant to psychology. Thus, the issue of 'demand characteristics' (c.f. Orne, 1962) presupposes a reactivity to situations, and, with more specific regard to personality, there is the issue of faking. This is a demonstration of both the overt and unwitting alteration of presented personality to suit the situation. For example, Kroger and Turnbull (1970), in a replication of Kroger (1967) administered the same tests, but with different titles and testers. The two versions were a military test of officer effectiveness, and an artistic creativity test.

They found that "subjects responded to the experimental role demands as predicted and that the effects of such demands interacted with the saliency of the cues contained in the test items" (P.383). For example, mean score differences on the 'artistic' scale of the Strong Vocational Interest Bank were significant ( $p<.0005$ ) but they were not for the 'forest service' scale.

In similar vein, Price (1970) found that when subjects were asked to play the part of an unregulated character, they produced more creative responses (on the Modified Bennett Test), than when they were asked to play a regulated cheracter. Finally, Brawn and Tinley (1970) report that the mean scores for all eleven scales of the 'SelfPerception Inventory' (Martin, 1968) are significantly different between 'fake good' and 'fake bad' instructions.

It does not seem necessary to categorize every study that provides evidence of the variation of presented personality: the above sample will suffice for the present. However, before continuing, it bears repeating that they neither show nor claim that behaviour depends purely on the situation.

Not surprisingly, the emphasis upon situational specificity has provoked attempted demonstrations of, and arguments for, consistency.

The first of these that might be considered was by Wallach and Leggett (1972). They separate the issue of the existence of consistency from an explanation for it in terms of traits, and say that whilst they agree that traits and dispositions are not conceptually useful, they think that there is consistency in behaviour and its effects. As evidence for this, they cite the study by Richards et al (1967) which reported that the quality of nonacademic activity in college was predictable from that at high school.

They then report their own onquiry into whether a consistency of style can be demonstrated. Thus, they ask, is the size of image of a drawing as constant as the quality? Cechrest and Wallace (1964) had shown that the size of drawings of Santa Claus gets bigger as Christmas approaches, and then diminishes, whereas for a control group, who were drawing a man, the size stajed the same. Wallach and Leggett seem to see this as a result in support of the situational specificity of behaviour, and then did, what appears to be, an essentially similar experiment. Thus, they got children to draw Senta Clauses (experimental group) or a man (control group), in early December (days 1 to 7), just before Christmas (days 15 to 21), and in early January (days 5 to 12), and their results showed a consistency of style rather than changes of size with the date.

However, it is difficult to draw many conclusions from this study. Firstly, it was carried out with kindergarten children and generallzing to adults appears questionable. Secondly, the size of drawings is a long way from social behaviour. Furthermore, whilst granting that they found that the size depended largely upon the person, this may be simply because the environmental variable was not. sufficiently manipulated with all measures being taken within 24 days of Christmas. Finally, it is regretable that the authors offer no explanation, as an alternative to the traits they eschew, for the consistency they report.

Endler (1973) provides other criticisms. The first is that these behavioural responses (i.e. drawings) appear to have been "not highly reliable" (P.299). Secondly, he points out that, although Wallach and Leggett found a non-significant effect due to occasions, Sechrest and Wallace (1964) had, in contrast, found significant effects. He says that "the most reasonable interpretation at present (regarding the Santa Claus data) is that the results are inconclusive with respect to the consistency-specificity issue", rather than doing what he sees Wallach and Leggett as doing, namely ignoring the fact that "inconsistent results from two different experiments do not mean consistency in behavior" (P. 299).

In short, some more convincing evidence of a consistency of personality across situations is needed, before the specificity hypothesis is tempered. Perhaps, this is provided by a study by Eberts and Lepper (1975) who used proxemic behaviour as their variable and preschool children as their subjects. In their first experiment, they measured, firstly, the distance that the child came to E before first stopping and, secondly, the closest distance that it came. They manipulated eye contact and task success, yielding four conditions, (success-eye contact, success-no contact, failure-contact, and failureno contact). They found that despite condition, there is a high intertrial correlation both for the first measure, ( $r=.68$ ) , and for the closest approach measure, $(r=.75)$. They take this as giving


#### Abstract

"support to the notion that 'personal space' is a relatively stable individual characteristic which has its roots quite early in development" (P.844). However, at the same time as this demonstration of a personal factor, they also found that eye contact had a direct effect. Therefore, whilst showing consistency it is clear that the situation cannot be forgotten.


In their second experiment the same subjects were observed in 'free play' periods and the interpersonal distance from the nearest adult and nearest child together with the social activity were recorded. Not surprisingly, they found a relationship between interaction distance and the nature of the childrens' social activity, which seems to be a situational effect. However, more importantly, they also report "some evidence of individual consistency in subjects' interaction distance for adult and child targets" (P.846). That is, subjects whose interactions with adults were generally in the 'social' and 'public', as opposed to the 'intimate' and 'private personal' spatial zones ${ }^{1}$ also tended to interact with other children in these more distant zones.

Finally, they report "substantial consistency" (P.847) in spatial behaviour between the laboratory setting of the first experiment and the classroom observation of the second.
$1_{\text {The zones are as defined by Hall (1966), being differentiated }}$ in terms of increasing distances between $S$ and his interactant.

This seems to be a rather better demonstration of consistency if only because it is in the area of social behaviour. Obviously, as shown with eye contact, proxemic behaviour is not immune from environmental effects, but equally, there do seem to be some consistent individual differences, at least with preschool children.

A further study showing some consistency was reported by Burton (1963). He re-analyzed Hartshorne and Mays' data using factor analysis, and says that the results of his analyses and those carried out by Maller (1934), Brogden (1940) and Barbu (1951) call into question the specificity hypothesis with regard to honesty. Thus, he says that "our analyses indicate that one may conclude there is an underlying trait of honesty which a person brings with him to a resistance to temptation situation" (P.492).

However, these findings must not be exaggerated. Thus, he also says that his results "strongly agree with Hartshorne and Niays' rejection of an 'all or nothing' formulation regarding a person's character" (P.492), and reports that the size of the correlation falls as the situations become more dissimilar. He interprets his results in terms of a learning generalization model which would predict both the underlying general factor, and the decrease in the size of the correlations as the situations become increasingly different. This explanation will be considered in Chapter 6: for the moment, the important fact is that this study tempers a belief in specificity.

Without exhaustively listing all studies showing some consistency, perhaps two more may be mentioned. The first, by Gormly et al. (1972) is worthy of note as it deals with the area of social behaviour. Specifically, it is concerned with the consistency of response across three situations, which, as the authors admit "were only analogues to everyday situations" (P.224). They were items from tests of social attitude, I.Q., and personality; accomplices disagreed with the subject on some answers, and the responses were categorized into one of four modes, namely conformity, underrecall, rejection and devaluation, (after Steiner, 1966).

They report from this that subjects tended to have consistent styles of responding to disagreement across the three situations. However, one cannot help immediately voicing the reservation that perhaps the environmental variable had not been adequately manipulated. Thus, it could be said that there were hardly three separate situations, but rather, variations of one situation, namely disagreement with $S$ on his test responses. Nevertheless, it does seem to dilute Mischel's (1968) claim that "response patterns even in highly similar situations often fail to be strongly related" (P.177).

The second study is by Barron (1955). He simply intercorrelated eight measures of originality, and found the coefficients tended to be positive and significant, thereby showing that people are consistent with respect to the extent to which they manifest this quality.

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ox fail to shou tho relationship of "porconaisty' to como Upton and "dependont' behaviour. Thus Aliont (1967) anc diezarus (1907) found that thoso who were wore sonmitive to vicarioun than drect threat had differont porsonalitien to those whose eumceptibilities vore tho opposite. Iowever, eubsequent uppubliahod and published (Averill et al, 1972) studies 1 ailed to find suport for this pereonality-streas reletionnip.

In such abudies the fitilure to find a possonality comelate could easily be talen to exaceat that the behaviour ceperis upon tho aituation. However, it would be lese contentious to aay that it has just not been foum to be nelated to the moasures unsd. Bimilarly finaine a correlate does not necessarily nean that tho behaviour will be conaistent, since such ralationships are not normally established across rane of situations. Indeed this is how one eets the powition sumarized above these considerations succast that thia type of study would eoon to reveal rather little about consistency: all it can ehow in that beleviow is related to some indivitual variables as well es to the situation. On the other hand, studies puch as that by Darley and zateon (1973), which bhow that whether help was civen depenced upon hov much of a hurr tho potentifl conor vas in, can bo taken to denonstrata a vaisability acroes cituation since the eituation cid alter.

Thus far, studies quoted have tended to emphasize either variability or consistency. There is a third type, which it is less easy to categorize. For example, Sermat (1970), using three different games found that there was "some consistency in individual behaviour across different tasks, but this consistency is greatly influenced by task characteristics and procedural constraints" (P.102). When it came to a fourth task, he found that "observers were completely unable to identify extreme cooperators and extreme competitors from their overt behaviour in a face-to-face discussion, even though the situation provided an opportunity for the cooperative and competitive tendencies to come into play" (P.107).

Finally, there are those studies which report variability between situations, whilst also stressing the existence of individual differences in the varying behaviour. One example of this emphasis on both the person and the situation is provided by Gergen et al (1972) who looked at prosocial behaviour, and concluded that it is necessary to "lay final emphasis on the all important inter-relation between personal dispositions and situations" (P.126). A similar suggestion comes from Vinacke (1969) who, having reviewed the results of experimental games, says that task, situational and personality variables are all "clearly important" (P.309).

This conclues this sample of studies which were selected to show that, whilst there are, of course, demonstrations of the variability of behaviour, there are also cases of a degree of consistency. The finding of variability is of no surprise: that of consistency is more interesting for it shows that people not only differ in their behaviour in a situation (which is a truism), but that to some extent these differences carry over to other situations.

At the same time the studies showing variability sometimes explicitly acknowledge the existence of individual differences, and it is clear that the instances of consistency might well have been overwhelmed if behaviour had been compared across more powerful situations. These considerations suggest that there is little point in citing any further studies giving the competing results. Thus, one is already tending to derive the overall conclusion that behaviour is probably best regarded as the product of an interaction between the person and the situation. This interactionist position will now be considered.

## C. Interaction Studies.

Interactionism is scarcely a new movement: whilst there have been a number of quite recent theoretical contributions (for example, Vale and Vale, 1969; Cronbach, 1975; Meltzer, 1961; Jessor, 1958), Ekehammar (1974) says that it can be traced back to Aristotle. However, for the moment the focus will be upon the empirical results of a number of fairly
recent studies, rather than upon the theoretical treatments of such interactions.

These empirical studies are divided into three cateEories by Ekehammar. Firstly, there are correlational studies. An early example is provided by Hartshorne and May (1928), and more recent investigations have been carried out by Magnusson (Magnusson et al 1968a, Maenusson et al 1968b, Megnusson and Heffler, 1969). Here, the generally low correlations between situations can be taken to support the notion of behaviour being the product of an interaction. The second approach employs factor analysis (e.g. Burton, 1963), and here the extraction of more than one main factor accounting for a considerable proportion of the variance is token to support interactionism. Finally, the third approach uses analysis of variance and it is this third group which will be examined now. They will be looked at closely because they are not only taken to support the interactionist position by bearing out the necessity to consider the person es well as the situation, but also to shed light upon how consistent people are. This is all the more importont because they tend to sugeest that behaviour is rather situation specific.

There are three major groups of studies that will be discussed. They were led by Endler, Moos, end Raush. A further study by Argyle and Little will also be examined.

The first study by Endler and his coworkers was reported in 1962. In it they used an " $\mathrm{S}-\mathrm{R}$ Inventory of anxiousness", which sampled fourteen modes of response in each of eleven situations. The subjects rated each mode of response in each situation on a five point scale for intensity, ranging from 'none' to 'very much'. Endler et al did a three way analysis of variance on these ratings, and found that the mean square for situations was 5.8 times greater than that for subjects when they used a sample of sixty seven Illinois students who were selected for being extreme scorers on the MandlerSarason Test Anxiety Questionnaire: with a random sample of one hundred and sixty nine Pennsylvania students this ratio rose to 11.49. At the time, they took this as support for those emphasizing the situation, saying that "knowing the situation is more important for predicting behaviour than knowing personal idiosyncracies" (p.29).

However, in 1966 Endler and Hunt pointed out that "the mean square for the situational source is a composite of variance from situations per se, from the interaction of situations with subjects, from the interaction of situations with modes of response, from the triple interaction and from error" (P.337). The other two mean squares are similar composites, which leads the authors to label the logic of comparing them as "highly dubious" (P.338).

Therefore, they reanalyzed the 1962 data together with that from a new sample of fifty three students from York University to determine the relative contributions to the total variance from the three main effects and the various interactions.

This reanalysis led to the finding that, with the Illinois sample (wich was biased in favour of a person effect), the estimated proportion of the total variation from subjects was $10.42 \%$, compared with $7.29 \%$ from situations and $19.53 \%$ from modes of response. However, the last figure is less important, since, as Endler et al (1962) pointed out, it is to be expected that subjects will "get an uneasy feeling" often, even though they might very seldom experience "having loose bowels". The Penn State and York sample produced results that were "very similar indeed" (P.341) to those of Illinois, with subjects accounting for $5.75 \%$ and $6.88 \%$ respectively, situations accounting for $5.25 \%$ and $6.05 \%$ respectively and the subject situation interaction contributing about $10 \%$ of the variance.

Endler and Hunt conclude from these results that "while situations make a substantial difference in behaviour and may be all important when society demands conformity when the individual is free to respond according to his own inclinations as in the case of the S-R inventory, the situation per se makes no more contribution to the total variation than do individual differences" (F.341). They also point out that subject variance may have been minimized because all were from the same class, age group and culture.

Girilarly, situation variance may have been reduced because the sampling was "loaded with situations which were chosen to evoke substantial amounts of anxiety" (P.341). They conclude that "the interaction of subjects with situations ... indicates that while behaviour is shaped by the situation, the shape it takes is not independent of the individual" (P.342). Similarly, the interaction of modes of response with situations, (accounting for about $7 \%$ of variance), shows that "some of the situations must tend to induce certain modes of response somewhat consistently in people" (P.342). The triple interaction was not isolated in the study, but they say that it is "probably meaningful psychologically" and "states that in a particular situation, a particular person has a particular mode of response" (P.342).

In 1969 Endler and Hunt reported a study which was desicgned to see whether the earlier results held for other subjects, situations, and modes of response. They constructed five new forms of the $S-R$ inventory of anxiousness and gave these and the original form to several groups composed of either men and women or adolescent boys and girls. In some of the forms, the range of threat in the situations was deliberately exaggerated from situations which are typically innocuous to those that are highly threatening. The objective of this was to determine how much this would increase the proportion of variance contributed by situations. They also constructed a list of 125 situations to constitute
a finite population, from which they selected approximations of random samples to test the eenerality of the original findings. In each case, the selection of situatiors was designed to include representatives of each of the three kinds discovered from a factor analysis of the 1962 form's situations. These three are interpersonal danger, inanimate danger, and ambicuous danger.

Analysis of results showed that the proportion of variance from subjects was never more than ten percent, even though the sample was less uniform, and, similarly, the proportion from situations never exceeded fifteen percent for men and twenty percent for women, even though the range of situations had been extended. The authors conclude "that this issue of the relative importance of subjects and situations is but a pseudo-issue" (P.20).

Finally, it should be noted that they found various group differences, one of which was a large sex difference for the proportion of variance from situations which was nearly twice as large for women (7.78\%) as for men (3.95\%). They also found an increase with ase in the proportion from modes of response and decreases in the proportions from subjects, and the modes by situations interaction. They say that these changes with age "may result from an increasing appreciation of the social desirability of various modes of response and an increasing tendency to expect certain modes of response in certain kinds of situations" (P.12-13).


#### Abstract

Finally, on class differences, they found that the percentage of total variance from subjects is greater for the upper-middle than for the upper-lower class and they also report a much less marked trend for situations, with an opposite trend for modes of response. However, they say that "this difference appears to result from less reticence about needing to urinate and having loose bowels among adolescents of the upper-lower class than among those of the upper-middle class" (P.13).


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Before looking at more recent work, it might be noted here that it is thought fallacious to follow Endler and Hunt along the path of categorizing responses because all responses point to anxiety. Thus, if the interest is. purely in whether the person behaves anxiously the actual mode of manifestation is irrelevant. This point is also made by Cartwright (1975), who says that "subjects do not respond to the modes of response; they respond through the modes" (P.410).

This matter apart, the studies have essentially shown that both the person and the situation are important, both on their own, and as they contribute to their interaction, which is the statistically greater contributor to total variance. This leads Endler (1973) to suggest that, rather than asking which is more important, the question should be "how do individual differences and situations interact in evoking behaviour?" (P. 289).

However, this question seems to go unanswered, at least in this paper, (and, indeed, in order to answer it a 'theory of the person' would appear to be needed). Instead, Endler goes on to report results of an investigation of normal ( $\mathrm{N}=209$ ) and abnormal (Neurotic $=60$, Psychotic $=39$ ) subjects using the 'S-R Inventory of General Trait Anxiousness', which produced, says Endler, "serendipitous" results. For normals, less than five percent of variance came from individual differences, whereas for neurotics end psychotics the figures were $12.13 \%$ and $18.78 \%$ respectively.

At this point, there is a problem, in that in presenting these results Endler seems to be preoccupied in attacking a paper by Alker (1972). He says that Alker claims that for abnormals "individual differences should be a major source of variance" (P.293), and argues from his own results that "even for disorganized personalities, individual differences are not a major source of behavioural variance" (P.294). However, this point turns entirely on the interpretation of the phrase "a major". Furthermore, in the argument, attention is diverted from Alker's main point with which Endler's results are congruent, which was that the normal population "includes individuals more basically sensitive to situational variation" (P.4). Similarly, when Endler combined the results from normals and abnormals as Alker urged, the fact that individual differences do become a more important source of variance than for normals alone
is ignored, with Endler declaring "individual differences are not a major source of anxiety variance" (P.294).

In conclusion, it is clear that individual differences are a more important main effect for abnormals than for normals. They are certainly not, as Endler claims and stresses "equally unimportant" (P.302) for both groups.

The final major empirical report from the Endler group to be considered here was by Endler and Hunt (1968) which examined hostility. They constructed an S-R Inventory of Hostility (of which there were two forms) and gave each form to two samples (i.e. four samples altogether). The overall results showed that persons contributed $14.82 \%$ for women and $19.08 \%$ for men. In contrast, situations contributed $4.64 \%$ and $7.09 \%$ for women and men respectively, and the three interactions accounted for $31.64 \%$ and $26.03 \%$ for women and men respectively. Thus the person contribution to hostility is far larger than it is to anxiety, particularly in the case of men, whereas situations contribute about the same proportions of total variance.

In discussing their results, they say that "an explanation ... is not readily apparent" (P.313). However they note that the greater contribution to total variance from subjects is compensated for by a reduction in that from modes of response and its interaction with situations. This suggests to them that the response indicators of hostility show less variation than those of anxiousness.

This is important, because, if it was the modes of response that reduced the size of the variance in anxiety accounted for by persons, it seems unreasonable to say as Endler (1975) does that "the two traits may operate differently. Therefore, one cannot generalize from one trait to another with respect to consistency, and must pay attention not only to specific situations and various domains of personality but to the specific trait in question" (P.314).

Of course this might be true; the problem is that it seems unproven because Endler and Hunts' results may have been due to the non-comparability of the modes for the two traits. Thus, it may also be precipitate to say, as Endler and Hunt (1968) do, that "individual differences in the intensity of a trait of hostility are genuinely more prominent than individual differences in the intensity of a trait of anxiousness" (P.314).

This returns one to the whole issue of whether the inclusion of modes of response is an irrelevance. By including modes of response in the analysis, is not the amount of variance attributable to the person, which, in turn seems to be interpreted as the amount of consistency, thereby diminished?

Endler (1975) sums up his group's results thus far by stressing the complexity of personality, pointing out the existence of differences with respect to consistency both between and within conceptual personality domains. Thus, citing Mischel, he says that "there is some evidence for
transituational consistency and stability over time with respect to intellectual and cognitive factors" (P.13), although he then qualifies even this with Hunt's (1966) evidence that, intelligence may not be consistent. He goes on to say that "with respect to non-cognitive personality dimensions and social behaviour there is strong evidence for behavioural specificity" (P.14). The criticism of this remark is that even his own studies show some consistency (if the variance due to persons is taken to be the result of consistency, which seems to be his interpretation). Furthermore, the small amount that they do show may be far less than the consistency that would be found in everyday life. The reduction may have been effected in two ways: firstly, by the various artifacts in the design of these studies, which have already been pointed out, and, secondly by ignoring Wachtel's (1973) reminder that people construct as well as respond to their environments, and may normally construct environments calling for some consistency in response. Thus, by his own admission Endler (1975) has followed a mechanistic rather than an organismic model of man (cf. Overton and Reese, 1973) with the interaction being between causes (person and situation), and not between cause and effect.

Finally, it should be made clear that this writer agrees with the sentiment expressed by Endler that the issue of whether persons or situations are more important is a pseudo-issue. Clearly, both are necessary for behaviour, and hence 'philosophically' both are equally important.

Furthermore, it is pseudo-issue even if the interest is in whether the person or the situation has more power in shaping behaviour, for, as Mischel (1973) says, "the relative importance of individual differences will, depend on the situation selected, the type of behaviour assessed, the particular individual differences sampled, and the purpose of the assessment" (P.255), and "it would be wasteful to create pseudo-controversies that pit person ggainst situation in order to see which is more important. The answer must always depend on the particular situations and persons sampled; presumably studies could be designed to demonstrate almost any outcome" (Pps.255-6), a point agreed by Moos (Personal communication to Mischel, cited in Mischel, 1973).

This intuitive point can be agreed; the reservation expressed here is whether Endler's studies can be accepted as having shown empirically that "whether individual differences or situations are the major source of behavioural variance" (P.16) is also a pseudo-issue. Thus, whilst they did not find that either persons or situations accounted for more than $50 \%$ of the variance, the importance of this result is lessened insofar as the contribution from individual differences was minimized.

In conclusion, the work of Endler and his colleagues, does demonstrate the existence of some consistency, if the person variance is equated with this, and, of course shows the necessity for considering the person as well as the situation. They also show the existence of some group
differences in consistency. However, no mention is made of a dimension of consistency for normals, nor of a conceptualization of the person, that is, what gives rise to the consistency. Finally, the issue of how to interpret the percentages will be returned to later.
ii) Moos

The second group of studies to be reviewed are those by Moos. In two related reports (1963 and 1969) he describes how he used a therapeutic commonity as his data source.

In the first study thirty patients and ten staff members were each asked to describe their reactions in eleven everyday ward settings, chosen on the basis of an earlier (1964) diary study. Each setting was rated on thirty three adjective pairs. For both the patients and staff it was necessary to exclude two (different) settings from the final analysis, and eight of the patients were also omitted. The first phase of analysis consisted of factor analyzing the adjective ratings, which yielded five rotated factors. Each had three sets of adjective pairs most highly loaded on them for purposes of analysis. He then conducted analysis of variance for each set of adjective pairs for patients and for staff.

For the patients, Moos found significant betweensubject variance for all five of the sets of adjective pairs and significant between-setting variance for two sets.

There were also significant subject-by-settings interactions for four of the response sets. Finally, modes of response showed significant interactions with patients for four sets and with situations for one set.

For the staff, he found significant between-subjects variance for three sets, and significant between-settings variance for four sets. Furthermore, all five sets jielded significant person-by-situation interactions. Of the other interactions, response modes had significant interactions with subjects for three sets, and with settings for four sets.

Moos draws attention to a number of his findings. Firstly, he notes that individual differences between patients account for considerably more of the variance (20-40\%) than do individual differences between staff members, this being true for all five response sets. Secondly, individual differences accounted for considerably more of the variance than setting differences for all sets among the patient group. On the other hand, for the staff group individual differences account for 'somewhat less' of the variance than setting differences for four sets. Furthermore, setting differences generally accounted for more of the variance for the staff than they did for the patients.

As regards the interactions, that between subjects and settings accounts for between 1 and $20 \%$ of the variance for the patients and between 18 and $32 \%$ for the staff, (depending upon the response set). The other two simple interactions always accounted for smaller proportions of total variance which were generally still significant. Finally, it should be noted that the residual variation, composed of the triple interaction and error accounted for between 30 and $60 \%$ of the total variance.

In discussing these results, Moos notes that "to some extent, settings did elicit consistently different reactions from all staff members" (P.58), and hence, behaviour can, to some extent, be predicted by knowing the setting. Further, the person-by-situation interactions "accounted for relatively large proportions of the total variance" (P.58), meaning that "different people react differently to different settings" (P.58). Thus "settings may elicit consistent reactions from all the staff; however, individual staff members also react differentially to different settings" (P.58).

He then looks at the interactions with modes of response but, as was said when looking at Endler's work, these do not seem so important in the present discussion. Here the interest is in the consistency with which a particular pattern of behaviour (which may be descriptively labelled. a trait) is manifested, rather than with the consistency with which each indicator or mode of manifestation is shown ${ }^{2}$.

[^0]In contrast, the confirmation of the existence of some degree of consistency is clearly important as is the finding that there are differences between groups in the contributions from subjects and situations to the total variance. Thus, there is the suggestion that people may differ in their consistency.

However, these latter findings are tempered by Moos who notes that the settings used with the staff were more varied than those used with the patients. This leads one to ask whether the greater consistency exhibited by the patients is attributable to the homogeneity of their situations. On the other hand the fact that sicker patients showed less setting variability than healthier patients suggests that this may be only a partial explanation.

In his second study (1969), Moos attempted to verify the earlier results using direct behavioural measures. He observed twelve patients, twice, in each of six different ward settings, the second observations taking place about three months after the first. : These 'observations' were of two types. First, questionnaire responses relevant to how patients were feeling. These were given immediately after their participation in each of the six settings and consisted of nine dimensions, including four affect dimensions (anxiety, depression, vigour and pleasantness), one perceived worth dimension, and dimensions dealing with perceived therapeutic benefit of setting, affiliation, participation and leadership. The second type of observation
was ratings by two observers, who were "trained to categorize and note patient behaviour in terms of sixteen relatively simple behaviour categories" (P.407). The eight most frequently occurring categories were hand and arm movement, scratch, general movement and shifting, nod yes, smile, talk, and smoke.

It must be noted immediately that these are hardly observations of trait-like behaviour or of behaviour at a trait-like level, and the categories seem hardly comparable with those with which the questionnaire is concerned. As such, it would not seem that any generalization to personality variables could be made from any finding of consistency or lack of it with these variables. Thus, it seems quite obvious that variance in smoking will be largely attributable to individual differences, but this would seem largely irrelevant to personality.

Turning to his results from the questionnaire, he found that consistent person differences accounted for between 0 and $45 \%$, consistent differences between settings for 0 to $18 \%$ and their interactions for between 9 and $38 \%$ of the total variance. However the low percentages attributed to settings might be due simply to their being rather homogeneous, as $a l l$ were within the overall setting of the hospital.

Noos also reports that "the amount of variance accounted for by settings increased from the initial to the final set of observations for eight of the nine response dimensions, whereas the changes for person differences and person setting
interaction showed no consistent patterns" (Pps.408-9). He suggests that this increase in variance attributable to setting differences may be due to the fact "that settings tend more consistently to elicit particular behaviours as persons become more familiar with the general milieu". Alternatively, he says, "this change may be related to changes in psychiatric status." (P.410).

The most notable finding from the behavioural observations is that it was again found that there were changes from the initial to the final set of observations and these were "very similar to those from the questionnaire responses" (P.409). Apart from this, all Moos succeeds in showing is the seemingly obvious fact that for some categories (e.g. talking) the setting is more important, whilst for others (e.g. smoking) the person is more important.

In conclusion Moos' work suggests that there may be differences between people in the amount of variance in behaviour which is attributable to the various sources. It is impossible to be more definite because of the various methodological problems noted. There is also a limitation in his writings in that there is no description of the person. This means that it is not clear what it is that is varying to produce these differences in observed behaviour.
iii) Raush

The work by Raush and his co-workers bears considerable similarities to that by Moos. Their first report (1959a) describes a study dealing with the interpersonal behaviour of a small group of disturbed children and with changes in their behaviour over a period of a year and a half in a residential treatment programme.

They looked at these six hyperagegressive boys in six settings coding their behaviour on the basis of two polar coordinates: one is along the dimension of affection from love to hate, and the other is along that of status from dominate to submit ${ }^{3}$. At the same time they coded each interaction according to whether the behaviour was involved and appropriate, involved and inappropriate or uninvolved. They also coded it for its intensity.

They found that over the jear and a half behaviour towards adults was characterised by a decrease in attempts to dominate them aggressively, and an increase in friendly and compliant associations. Passive expressions of hostillty also decreased and, in general behaviour became more eppropriate. However, they say that "these latter changes, while statistically significant were less striking" (P.16).

3 Thus being based on Freedman et al (1951) and Leary (1957).

As regards behaviour with peers, they say "the only general change in peer directed action that warrants much confidence was the increase in the relative proportion of oppropriate behaviour" (P.19). The other changes were small, but in the same directions as those for behaviour towards adults. This leads them to the need for a control group to discover whether either the interpersonal behaviour with peers was less disturbed than that with adults or the changes in relation to adults occur earlier in the treatment process than those in relation to peers.

The finding of interest here is the increase in appropriate behaviour, which, presumably, means that the boys became more sensitive to the situation, and this point is taken up in their next (1959b) article. Here they report an analysis of their data by means of multivariate information transmission analysis which they say is closely analogous to analysis of variance. They report that in general the setting is more relevant to behaviour in the later phase with the mean (over status and affection) contribution to the reduction of uncertainty rising from $1.57 \%$ to $3.43 \%$ On the other hand, the contribution from individual differences remains about the same, ( $2.34 \%$ and $2.1 \%$. They see this as due to a "gain in the ability to discriminate among situations" (P.373). However, it is worth pointing out that this is only one side of the coin, the other being a gain in the knowledge of the behaviour that is appropriate, and a willingness to behave in that way.

Thus, these children who started off by being hyperaggressive presumably not only learnt the ability to 'see' when aggression is not appropriate but also had to develop the ability simply to be unaggressive. Furthermore, they must have been or become willing to choose to be unaggressive in the relevant settings. This omission of a degree of choice in how to behave is clearer when, in a later paper, Raush (1965) provides, in support for the idea of differentiation or discrimination learning, the example that children are "no more taught not to be dependent than they are taught not to urinate" (P.498). This would seem to quite disguise the choice that is normally left open even when there is a knowledge of what is appropriate. It is suggested that an unaggressive response will not necessarily be evoked when one of paush's boys finds himself in a situation which he recognizes as a situation in which such a response is appropriate. It seems as important that the boy has ceased to view himself as consistently aggressive, perhaps with his ego centred around that image.

So far only their reports of the main effects have been examined. It must also be noted that the interactive terms wanelarger than these. Thus, the mean reduction in uncertainty was $11.37 \%$ for the joint effects (i.e. the interactive effect together with the main effect of $4.74 \%$ ).

Raush et al's next report (1960) contains details of control eroups, each consisting of six normal boys. One group was to act as control for the patients in their earlier phase, and one was for the later phase.

It was found for these controls that "settings generally contributed more information and had a greater effect on reducing predictive uncertainty about behaviour than did individual differences" (P.325). They also report that, for the controls, "affectional relations seemed generally more predictable than status relations; that is, both setting and individual differences yielded more information about the friendly-hostile dimension than about the dominant-submissive dimension" (P.325). This had also been found with the patients in the later phase, and they suggest that individual differences in status may have been attenuated by the presence of adults.

As regards differences between the groups in their responsiveness to situations, it was found that settings were, as expected, more important for the normal group than for patients, especially when the latter were in the early stage of treatment. This seems to indicate that psychological disturbance is the important variable here.

Finally, a relatively large interaction was again found ( $22 \%$ for the joint effects; $10 \%$ for the main effects together). They conclude that this suggests that, "although individuals may differ across a variety of situations, and
situations may differ across a variety of individuals, much may be lost in the artificial separation of the components" (P.329). Indeed, it is clear that Raush et $a l$ see their findings, in general as offering strong support to an interactive stance.

Without wishing to appear to have reservations about interactionism itself, one must obviously comment upon the lack of importance of individual differences apparent in these studies. It is also necessary to remark upon the finding that the greater sensitivity to situations of the normals and later patients as compared with the early patients is not accomponied by a greater importance of individual differences for the latter in comparison to the former groups. Here, the most incongruous finding is that the early patients who are characterized as 'hyperaggressive' have such low proportions of their behaviour accounted for by individual differences and are thus said to be so inconsistent. One might have thought it would be hard to find a more consistent group with respect to the affection dimension, and Raush et al themselves say that differences on that of status, were attenuated by the presence of adults. Presumably this applies as much between situations as between subjects. The explanation must be that the very homogeneity of the groups on both dimensions does mean that differences between individuals are small and hence do not appear important from the multivariate information transmission analysis. In this way, it is suggested that the consistency
of all groups is underestimated in these studies and that this underestimation must be particularly severe for the early patients.

The final study by Raush (1965) also seems to fail to reflect the consistency that one feels must be there. Here, the previous data together with that from a group of Norwegian boys was analyzed by Multivariate Information Analysis and Transitional Probability Analysis. He says that, using the former type of analysis, he found that "by distinguishing among the six situations, we may reduce the uncertainty of antecedent affectional acts by some 12\%" (P.491). Not surprisingly, the group also made a difference: thus, distinguishing between hyperaggressive and normal groups allowed about $10 \%$ of the variance of antecedent affectional behaviour to be accounted for. Finally, he says that "the major determinant of an act was the immediately preceding act" (P.492), allowing $30 \%$ of the variance to be accounted for. Thus, both situations and group affect the antecedent act and this affects the subsequent act. Furthermore, both the situation and group had statistically significant effects on subsequent acts when antecedent acts were partialled out. Taking all three into consideration allowed $40 \%$ of the variance of subsequent behaviour to be accounted for. Raush then notes that individual differences, "which could not be dealt with in these analyses, would, from indications of the earlier studies, increase this value" (P.493).

Again, this seems to underplay the role of consistent individual differences, which surely must be rather larger than this method of presentation suggests. Thus the group differences are, to some extent, made up of homogeneous individual differences. In other words, Raush seems to have lost the fact that one group was, presumably, consistently aggressive, whereas the controls were more variable in this behaviour, but obviously never hyperaEgressive.

On the other hand, the consistency of the patients does seem to be implied by the Transitional Probability Analysis which showed for the early patients group that "in interactions among peers 70\% of the first acts were friendly. By the second step, that is the response by another to the first act, the proportion of friendly acts dropped to $48 \%$ (P.495). For the control groups this decline in friendliness was far more gradual and started from a higher point, ( $94 \%$ ). Raush says that this shows a difference between the groups in "what has been called ego control" (P.497). This dimension is defined by Block (1968) as "representing excessive containment of impulse and delay of gratification at the one end (overcontrol). versus insufficient modulation and an inability to delay gratification at the other end" (P.946). Presumably Raush means that his aggressives are undercontrolled and that his normals are normal, and of course, this may well be true. However, it must not cause one to lose sight of the fact that the aggressive group are consistently aggressive,
whereas the normals are more situationally determined, as is witnessed by the fact that for them $42 \%$ of antecedent acts in games situations were hostile, whereas only $5 \%$ were at mealtimes.

In conclusion, the basic reservation felt about these studies is simply that the statistical techniques employed seem to fail to reflect the degree of consistency which other parts of the reports makes one think must have been exhibited. Certainly the patients in the early phase must have been highly consistent, and, in all probability more consistent than the controls or themselves after treatment. iv) Argyle and Little

Argyle and Little (1972) talk of four types of varim ability associated with four theories, illustrating this with examples of assertiveness. The first approach, "the most extreme trait position" has each person with "a characteristic level of assertiveness from situation to situation" (P.2). The second is the extreme situationist stance whereby "each situation gives rise to a different level of assertiveness and within each situation there is no variability" (P.2). These two are clearly untenable, if only because of the findings of the above three sets of studies.

Thirdly, there is a dispositional approach according to which behaviour varies with the situation, but everyones relative position remains the same. Fourthly, there is the interactive position, whereby "some people are highly assertive in some situations and the opposite in others" (P.2). Now, the dispositional approach seems to be only a special instance of the person and environment working together to produce behaviour. If this was how people were, their behaviour would not be consistent, and it would not be predictable without a knowledge of the situation. Of course the isolation of dispositionism is quite valid, and it would be important if people were found to maintain their ranks, for this is the most likely outcome of a disposition, however it is conceived. Nevertheless, it would seem wrong to think of the dispositional approach as being non-interactional in a psychological as distinct from a statistical sense: if Lewin was, as these authors suggest, a dispositionist, he was also, surely, an interactionist.

Turning to their empirical investigation, Argyle and Iittle report that they got each of 23 students to provide the name of "a real person they knew for each of twelve stimulus figures" (P.17), such as 'female friend' and 'male friend'. For each of these, the subjects rated the interaction on eighteen bipolar scales, such as "how much do you discuss personal problems?". They performed an analysis of variance, and say the results "give clear evidence that on the average the stimulus figures (situations) accounted for substantially more variance than did the persons"
(P.17). However, the proportions of variance attributable to the different sources also depended somewhat on the construct in question. Interaction and error variance (compounded) was uniformly high. The average percentage of variance accounted for by the person, the situation, and the interaction were $16.1,43.6$ and 40.2 respectively.

As they say, this is not what one would expect from the first two theories. However, they do see it as giving some support to the dispositional model because they say that whilst one would expect all the variance to be due either to persons or to situations, which is not the case, the fact that the person and the situation did "account for moderate amounts of variance' (P.25) is in its favour."

Nevertheless, and not surprisingly, their most confident interpretation is that their data is "strong evidence" of interactions. The problem is that they go on to suggest that this "gives some support for the cognitive approach" (P.25). This equation of interactionism with a cognitive view seems contentious as it is quite possible to explain interactions in learning theory terms.

In conclusion and with reference to the interest here, it can be seen that this study, like the others, suggests the existence of some consistency as well as the reality of interactions. However, this cannot necessarily be taken as showing anything about trait-like behaviour because the authors used very specific and special behaviours.

Obviously people would not be expected to often refer to sex, (which was one of their dimensions) no matter who the company. A situational variability is almost guaranteed, but this finding cannot necessarily be generalized to the trait level.
v) Conclusion to ANOVA studies

The above studies were originally included to support the notion of interactionism, and thus show that the person must be accorded equal importance with situations in the determination of behaviour. It seemed necessary to view behaviour as the product of an interaction for it to be sensible to look for any consistency.

It is clear that they have shown that 'persons' cannot be ignored (Sarason and smith, 1971). Their importance is attested by both the main effect, and the interactive term in which they participate. However, it is less clear that they have demonstrated the necessity for considering the person by proving that the whole quasi-philosophical approach of interactionism is correct.

This leads to the first of four major problems with these studies. This is that, although Endler (for example Findler and Magnusson, 1976) has now proceeded to more purely theoretical arguments in favour of interactionism as an approach, the above studies may have caused the whole issue to degenerate by their allocation of percentages to the various sources of variance. Thus, in saying that $X \%$
is due to persons, $Y \%$ to situations and $Z \%$ to their interaction, there seems to be a diversion from the axiomatic point that all behaviour is the product of persons and situations whether or not this produces a statistical interaction. In particular, the separation by ANOVA of sources into main effects and interactions gives the former the appearance of producing behaviour outside an interactive context.

Aside from this, these studies (along with others, for example Bishop and Witt, 1970; Soull and Karabeick, 1975; Bikson and Goodchild; 1973 and Kelly et al, 1973) do suggest that interactions are not of philosophical interest only; they show that statistical interactions (i.e. idiosyncratic responses to situations) of quite large size occur, thereby impressing the practical importance of considering interactions. Nevertheless, the stage at which they cease to be simply of theoretical interest and become the only basis for accurate prediction is the moment that $100 \%$ of the variance is not accounted for by one of the main effects. Thus, Golding (1975) has provided some hypothetical figures (see Table One) and it will be seen that these suggest no statistical interaction. On the other hand there seems to be a very real psychological interaction such that precise predictions would certainly require a knowledge of both persons and situations.

Nevertheless, these studies do provide the necessary basis to make it reasonable to ask about the extent to which there is consistency of behaviour between situations. The examination of them was rather lengthy because they are also taken to answer this question.

It has been seen that the conclusion they come up with is that there is only very little consistency because the main effect from persons accounts for only a small percentage of the variance. This leads to the second main problem with ANOVA studies, which is whether the percentage of variance attributable to the main effects adequately represents their consistency.

An immediate question is whether all the consistency within the psychological interaction is cast by the statistical technique into the main effects. In other words, is there some degree of consistency within the statistical interaction? The answer would seem to be that there may or may not be: some interactions seem orderly, and others are much harder to interpret in terms of any pattern.

Even if there is no 'hidden consistency' in the statistical interaction, there remains the question of whether the amount of variance attributable to the main effects can be readily translated into their degree of consistency. With the interest here being in the consistency of persons, the question becomes, does the percentage of variance attributable to individual differences also represent how consistent these individuals are in these situations? The obvious and immediate answer
must be no, becauce, as has been seen, the percentage due to individual differences depends upon how individually different the sample is and not upon the consistency of the subjects. Thus, if all subjects were identical, and varied slightly but identically between situations, all variance would be attributed to the situations, and the subjects would by deduction be supposed to be utterly inconsistent. More generally, the percentages relate to the variance that there is in the sample of behaviours: they do not relate to the consistency of subjects or situations independently. Thus the variance attributable to subjects may be small, even though consistency, relative to the maximum possible inconsistency is high.

As an index of consistency, then, the percentoge of variance attributable to subjects is wholly inappropriate. What one needs is an index of the actual variance of subjects relative to some theoretical maximum. This maximum will clearly depend upon the measurine instrument used, and presumably must be based upon the boundaries it includes.

To give an example, Gold ing's (1975) hypothetical figures can be used. Here, subjects were rated on a submission dominance index ranging from +20 to -20 in five situations. Here the maximum possible variation is represented by the scores $20,-20,20,-20$, and 20 , where the sum of absolute deviations from the mean is 96. This compares with a sum of actual deviations from the mean of 7 .

| Person | Situation |  |  |  |  |
| :---: | ---: | ---: | ---: | ---: | ---: |
|  | 1 | 2 | 3 | 4 | 5 |
|  | 13.5 | 10.5 | 9.5 | 9.5 | 7.0 |
| 2 | 12.5 | 9.5 | 8.5 | 8.5 | 6.0 |
| 3 | 11.5 | 8.5 | 7.5 | 7.5 | 5.0 |
| 4 | 10.5 | 7.5 | 6.5 | 6.5 | 4.0 |
| 5 | 9.5 | 6.5 | 5.5 | 5.5 | 3.0 |
| 6 | 8.5 | 5.5 | 4.5 | 4.5 | 2.0 |
| 7 | 7.5 | 4.5 | 3.5 | 3.5 | 1.0 |
| 9 | 6.5 | 3.5 | 2.5 | 2.5 | 0 |
| 10 | 5.5 | 2.5 | 1.5 | 1.5 | -1.0 |
|  | 4.5 | 1.5 | .5 | .5 | -2.0 |

Teble One: Golding's (1975) Hypothetical Data Matrix.

In other words the subject was only $7.23 \%$ as inconsistent as he possibly could have been, or $92.77 \%$ consistent. This compares with a percentage due to persons of 62.5 , which might be interpreted as being just over half as consistent as they might have been. However, it is possible to object to the hypothetical maximum used here on the grounds that it represents a person behaving consistently (20) within three situations, and the opposite way (-20), but again consistently, within another two. Nevertheless, the outcome is not markedly changed by deriving the maximum from the hypothetical scores of $20,10,0,-10$ and -20 . This gives an absolute deviation from the mean of 60 and so the percentage of actual to possible inconsistency becomes 11.7 i.e. $88.3 \%$ consistent. Finally, if variance itself is used the figures become more extreme. Thus the first figure of maximum variance is 1600 and with actual variance at 22 this produces a consistency figure of 98.6. With the second theoretical maximum it is 97.8. The unsquared figures would seem to produce a less distorted account.

It can be concluded that the percentage of variance attributable to persons can be extremely misleading if used as an index of consistency.

So far, this discussion has been looking at whether ANOVA reflects the degree of consistency relative to the theoretical maximum, end it is clear that it fails to do so.

The method has also been attacked for rather a different reason by Golding (1975). This is that it fails to show consistency in peoplés relative behaviour or "dispositions" in Argyle and Littles' (1972) sense of that word, and it is now acknowledged by both Endler and Magnusson (Endler and Magnusson, 1976; Magnusson, 1975) that "it is possible for the stability of rank orders to be high even in those instances in which the variance due to persons is low" (Endler and Magnusson, 1976, P. 964 f.n.). Golding provides the means of measuring such consistency, namely coefficients of generalizability. However, this relative consistency is not the interest here. This enquiry is into consistency per se, or consistency relative to some maximum possible consistency. Clearly, it is possible for people to vary greatly across situations without their rank order changing: They are being, to some extent, inconsistent. This actual variation goes unreflected in the coefficient of generalizability, which in this case would have a value of $100 \%$. Equally, it is possible to be very consistent without maintaining ranks. However, one must be careful not to exaggerate the differences between the indexes. In particular, a high consistency under either of them would tend to suggest that people do have a disposition to behave a particular way, however that is conceived.

The third problem with these studies lies not so much with the method of data analysis as with the method of investigation. Specifically this is the criticism levelled by Wachtel (1973) which is that they do not let the person
construct his situations, nor select them. This can only reduce the amount of consistency, no matter how it is measured.

The fourth and final criticism of these studies is that they have always been dealing with the average consistency of a group of subjects. It is clear that this might hide a great deal of consistency in some. One way to carry out the alternative, and working on an individual basis, would be to index each subject's consistency. This would be useful in as much as it shows just how consistent each subject is. However, it suffers from the problem that the subject who is pronounced "consistent" might easily be overwhelmed by a very powerful situation, rendering the label 'mistaken'. In other words, there is an inherent lack of generalizability to situations other than those used in deriving the index scores.

It is for this reason that it is suggested that a better way of studying consistency on an individual basis is to look at the relative consistencies of subjects, without attaching easily disproven labels to any.

The remainder of this thesis is an enquiry into the existence and correlates of differences in consistency together with the examination of theories compatible with such differences. The issue of their existence will be taken up in the next chapter. For the moment, it can perhaps be concluded that the ANOVA studies do show the
importance of the person, and that looking for some consistency is not myopic. On the other hand, their rather pessimistic estimate of how much there is would not seem to warrant too much weight. Equally clearly, it would be foolish to expect any person to be entirely consistent: the studies quoted earlier show the reality of situational variation. Indeed, it might be better, for the present to bow to the power of the situation and talk of individual differences in variability.

CHAPTER THEEE. Individual Differences in Variability.

This chapter will review several studies which, like this thesis, deal with individual differences in transsituational variability. It will be seen that some of these have related such differences to the non-definiteness of the self-image: just such a relationship is also proposed in this thesis, and one way in which it could come about has been described briefly in Chapter One. Therefore, these other studies must now be examined to see not only whether they have demonstrated differences in variability, but also whether they have shown the connection with the self-image.

They can be introduced with Alker's (1972) paper. In this he discusses the work of Kogan and Wallach (1964 and 1967) which showed that high anxious-high defensive individuals were irrational risk-takers (i.e. situationally unreactive) whilst low anxious-low defensive subjects were rational (i.e. situationally reactive). This sugeests very clearly that there are differences in variability, although, of course, this demonstration is limited to risk-taking.

Alker describes this as an example of a new paradigm for personality research. This seems to be because traits have been shown to be useful as moderating variables and, more especially, because consistency has been shown despite the negligible initial correlations between "what might be taken to be measures of the same trait, namely, risk-taking" (P.11).

However, Alker does not elaborate sufficiently on his conception of the link between the moderator variables and behaviour. One might conclude that onxiety and defensiveness make the person 'blind' to the situation, thus allowing a trait to have full reign, but this begs the question of how the trait is to be defined. Without such definition, there is no explanation of why the person is risky as opposed to conservative or vice versa. In fairness, at one point he does say that the consistent "icnore situational differences in their troubled and self-cefeating search for epproval" (P.13) and this does sugcest that the "trait" is an image of how they should be. Nevertheless, this idea remains undeveloped by Alker, and, indeed, the whole new paradigm, with only four pages devoted to it, might have benefited from elaboration.

In contrast, Bem (1972) seems to be more specific in interpreting these studies which show the existence of moderating variables. Thus, he says that consistency stems from the defensive individual monitoring his behaviour "in order to maintain a particular self-presentation" (P.22). This means that "he may be unwilling or motivationally unable to alter his behaviour to take advantage of shifting situational contingencies beyond social approval" (p.22).

He goes on to say that it is probable that "the global trait of 'defensive image-maintenance' is itself too broad" (P.23). Thus, he says that whilst there may be some people who monitor their behaviour with respect to all dimensions to obtain social approval generally, it is likely that most
are only concerned with maintaining "self-images of particularly central self-concepts" (P.23). He suggests that the term 'defensive' be reserved for the former group.

From this it can be seen that the broad idea that consistency is related to the nature of the self-image (in this case, its importance) is clearly represented within Bem's work. There are only two criticisms that might be made. The first is that Bem tends to leave one wondering whether defensiveness simply causes the importance of image-maintenance per se. This would not be satisfactory because it would mean that there was a dichotomy between what the defensive person was doing and the maintenance of important images by other people. However, this is readily clarified by saying that defensiveness leads to indiscriminate maintenance by making the full spectrum of images important, and presumably definite. The second point is that it is thought that there might well be other factors that will also be sources of general consistency through the same process.

Two years later, Bem (Bem and Allen, 1974) seems to be primarily concerned to show that everyone is relatively consistent. At the same time a link with the self-image is not mentioned. The findings of inconsistency are seen as resting on a fallacy which resides in the fact that "nearly all of the research is based on some variant of the nomothetic assumption that a particular trait dimension or set of trait dimensions is universally applicable to all
persons and that individual differences are to be identified with different locations on those dimensions" (Fps.503-509).

They say that, in contrast, the idiographic viewpoint stresses that individuals differ in terms of which traits are relevant. This refers to the extent that the investigator (who defines the trait) and the subject agree upon the behaviours to be included within it, or, in other words, to the extent that both sort the behaviours into the same equivalence class.

Thus, Bern and Allen are claiming that subjects will be found to be consistent within their own idiosyncratic equivalence classes. However, it must be made clear that this is quite unproven. Furthermore, it does not, in itself, negate the finding of inconsistency when researchers have used their own equivalence classes, and it is this which is the subject of this thesis.

This issue aside, Bem and Allen say that the traditional research paradigm imposes a "still more stringent requirement of consistency" (P.509) which they call 'scalability'. They explain this with the example of one person who may be friendly in their office, moderately friendly in a small seminar and somewhat reserved in a large class, and another for whom the opposite pertains. They say that the first will be judged as moderately friendly, and "we do not judge her to be inconsistent" (P. 509). On the other hand, the second will be judged as blatantly inconsistent.

They say that this is because the first conforms to "our a priori ordering of the items in terms of their difficulty levels" (P.509) whereas the second goes against it.

It should be noted immediately that all this is really saying is that the first is behaving in a manner that might be taken to signify a disposition to behave in a friendly manner, whereas the second is not. As such, it does not alter the fact that both are situationally variable. Thus neither is consistently 'moderately friendly', and nor would they be judged as such.

From this it will be seen that Bem and Allen have not attacked the nomothetic perspective's finding, that people are inconsistent, on its home ground. They have only said that from another perspective they may appear more consistent. Obviously, there is nothing wrong with this, but for this thesis, which is concerned with 'objective' consistency, it is of limited relevance. Thus, this interest demands agreement upon how the dimensions are to be defined and upon which dimensions are to be selected for study. Furthermore, it is not concerned with the issue of scalability. However, with reference to this focus of attention there is the implication that on dimensions provided by the investigator, people will differ in their variability. Thus, the less variable will be those for whom the dimension is 'relevant'. Nevertheless, it must be also said that this writer rejects the implication by Bem and Allen that it is fallacious to label as inconsistent those who do
behave inconsistently on these provided dimensions: indeed, insofar as it is upon these which one wishes to make predictions this seems to be the only course of action.

Having said this, the empirical part of their report does indeed look at differential variability on provided dimensions, the precise object of their enquiries being to see "whether or not individuals can be divided on the basis of self-report into those who are cross-situationally consistent on a particular trait and those who are not" (P.512). However, it will be noted that they do not reveal what led them to suppose that subjects might be divided by this means; this is regretable because, as it stands, their enquiry seems to be founded on guesswork.

This aside, their method was to ask subjects to rate themselves upon their overall level, and variability of friendliness and conscientiousness, and upon "specific behavior-situation items for each trait" (P.512). There were twenty four of the latter items for friendiness and twenty three for conscientiousness. These scales were seen by the authors as reflecting their own conceptions of the dimensions, whereas the global self-ratings were thought to give the subjects'definitions. (With reference to the earlier discussion, it should be noted that although subjects were permitted to choose their own equivalence class in the global rating, the authors imply, with the question about variability that this choice will not be such as to maximize consistency).

They then obtained the following reports on each subject. For friendiness, they got reports from the mother, father and a peer, (as well as that from the subject himself), each consisting of a global rating and ratings on the twenty four item scale. They also analyzed a group discussion, their measures being the frequency and duration of vocalizations, and group members' ratings of the subject. Finally they looked at spontaneous friendliness which was measured as the latency of initiating a conversation with a stooge in a waiting room. For each of these six, they derived a single score.

For conscientiousness, they obtained mother, father, peer and self-reports as above. They also got a measure of the promptness with which subjects returned forms giving their evaluations of lectures, as well as a measure of the reading the subjects had done and ratings of their neatness. Thus, for conscientiousness, they had seven scores.

They defined (self-rated) high and low variable subjects as those above and below the median variability score for subjects of the same sex and at the same point on the trait scale. As a measure of 'actual' cross-situational variability, they used the standard deviations across the six variables for friendiness and across the seven for conscientiousness.

For friendiness, they found a significent difference on 'actual' variability ( $P<.02$; one-tail) between (selfreported) high variable and low variable subjects. They also found that self-rated friendiness was not itself related to cross-situational variability, but this is not surprising, and only confirms that 'moderately friendly' does mean just that to subjects, and not an average of 'very' in some situations and 'not at all' in others.

The six friendiness scores give fifteen intercorrelations, and of these thirteen were higher for the (selfrated) lower than for the high variable group, six of them significantly so. Finally, they found that EPI extraversion scores correlated better ( $P<.01$ ) for low than high variables with the six scores.

For conscientiousness, they report that the global self-rating and the twenty three item self-report had a rather low intercorrelation (.62) indicating that the subjects and experimenter did not share the equivalence class for this trait. This compares with the case of friendliness where the intercorrelation was .84. Thus, it was no surprise to them that they failed to replicate the friendliness findings for the 'trait' of conscientiousness, when they used the subjects' global self-ratings as the basis for classification into high and low variable groups.

They report that they then tried using their own equivalence class. Subjects were now divided into 'high' and 'low' variable people on the basis of their responses to the twenty three item tests. The precise method was to
calculate the variance on these twenty three items and divide it by the variance across all eighty six items of the questionnaire, (which included traits other than friendliness and conscientiousness). subjects were formed into matched pairs on the basis of their conscientiousness score and designated high or low variable dependine upon whether their ipsatized variability score was higher or lower than their partner's.

With subjects thus divided, they again found that those who were low variable showed less ('actual') crosssituational variability than those who were hich variable. They also again found that actual standing on the trait was unrelated to variability. Furthermore they report that fifteen of the twenty one intercorrelations between the seven scores were higher for the low variable group, (nine of them significantly so). The main measure that failed to conform to their hypothesis was that of neatness and they say that this is because the subjects, unlike the experimenters, did not include this as part of conscientiousness.

They conclude by saying that "some of the people can be predicted some of the time from personality traits" and "some of the people can be predicted some of the time from situational variables" (P.517). This might be exagerated as it is doubtful whether the less important variable can ever be ignored. Nevertheless, in essence, they appear to have shown that those subjects who say that they vary
(in the case of friendiness) or who seem to vary on the basis of their self-reported behaviour in different situations (in the case of conscientiousness) are, indeed, rated more variably by others on these dimensions.

However, it must now be pointed out that there are various flaws in the method used in this study. The first is that the self-report should not have been used among the six 'situations' when it was also used to classify the subjects.

The second is that the reports by father, mother, peer and self covered a wide variety of situations, an example being "when in a store how likely are you to strike up a conversation with a sales clerk?". They then derived totals from each rater, the variance among the totals signifying the ratee's variability. However, it will be seen that any differences between these totals does not show differences in the amounts of friendliness expressed in different situations but rather it shows discrepancies between the reports of friendliness in almost the same situations, (the sole difference between situations being the presence of different raters). Really, mother father and peer should only be taken as different situations when friendliness in response to them as stimuli is observed. Alternatively the twenty four situations could have been used as situations and the variance across these examined. As it is variance across situations does not seem to have been properly measured.

This calls into doubt their measure of 'actual' variability and hence the relationship between it and self-reported variability.

With conscientiousness the position is more confused. Thus the same comments apply to their measure of 'actual' variability, but there is the added problem that this has been used in conjunction with a measure which cannot be considered as one of self-reported variability: rather, it is an alternative measure of actual variability, with scores being derived from straightforward self-reports of behaviour, (and it might be noted that it is a very much better measure of actual variability than that which they use).

With regard to conscientiousness, it is also reasonable to ask why they could not have looked at the relationship between self-reported variability, and their measure of actual variability derived with the exclusion of neatness. This question is especially acute in view of their lengthy plea for using the subject's equivalence class-advice which they quite ignored.

Finally, the "ipsatized score" that was used for defining the variable and non-variable groups is open to the additional objection that those who are highly variable on the other item as well as on conscientiousness will score the same as those who are extremely non-variable on both. Whilst this does "correct for the individual's tendency to
respond consistently or inconsistently to the CSBS items irrespective of their content" (P.515), the implication that this is merely a response set can be objected to. Thus people may well vary across a number of dimensions.

Aside from these criticisms, it must be noted that Bem and Allens' questions to subjects on the overall extent and variability of friendiness and conscientiousness, whilst strictly reports of behaviour, are very close to the measure to be used in this study which has the aim of ascertaining the non-definiteness of subjects' selfimages. Thus those who said that they varied presumably had a rather non-definite self-image on that dimension. Therefore, if it were not for the above objections, this study might be taken as evidence for the suggestion to be made in this thesis that those who see themselves nondefinitely behave more variably than those who see themselves in definite terms.

At the same time, Bem and Allen do not themselves explain the source of consistency. Presumably, they see their findings as support for the ideas summarized earlier, which insofar as they were a plea for Allport's idiography might be taken to imply a belief in traits as a cause, at least for some. The problem is that until these traits are properly defined, this merely restates the phenomenon.

In conclusion, it must be acknowledged that, in spite of these objections, Bem and Allen have at least presented the idea that people might differ in their consistency.

Furthermore, Bem has speculated on the link between consistency and the nature of the self-image. Now another worker in this area must be turned to.

Campus (1970, 1974) asked subjects to construct a short story to each of sixteen TAT cards as if they were a person in the picture or in the situation shown in the picture. They then had to rate themselves on how they were in each story on a seven point scale for each of 34 adjectives. The adjectives were to measure Murray's needs (two adjectives for each of seventeen needs). She also measured needs with Stein's (1963) Self Description Questionnaire (SDQ). This consists of twenty paragraphs each describing one need ${ }^{1}$ : subjects have to rate themselves on a seven point scale on the extent to which each paragraph describes them.

Thus, she had seventeen needs and sixteen situations. Consistency was taken to be measured by 'eta' which is the square root of the proportion of the total variance of the need scores accounted for by mean needs.

Thus, she explains eta $=\sqrt{\frac{n e e d s ~ s u m s ~ o f ~ s q u a r e s ~}{\text { total N.S. }}}$

She found that "the sampling distribution of eta for the 191 subjects wes approximately normal. The range of eta-squared indicated that at the lowest end of the continuum approximately $2 \%$ of the total variance of need scores is accounted for by mean needs, while at the highest end $70 \%$ is accounted for in this way" (1974, P.575).

1 Presumably, the scores of the three extra needs from this. measure were not actually used.

Whe interprets this as "striking evidence of the variability of consistency" (P.598).

Campus eroes on to say that "the consistent person seems to respond to the situation in accordance with his internal needs and in such a way as to maintain a consistent view of himself. By contrast, the interaction of Situations $x$ Needs was the important determinant for the inconsistent individual. Since the inconsistent individual chances his definition of himself in accordance with his interpretation of the demands of the situation, he may be regarded as situationally bound in the way he perceives himself" (P.593).

This conclusion claims too much. Campus simply got subjects to behave (i.e. tell stories) and then observe their own behaviour, rating it on the adjectives. At no stage did she show a link between their self-image and behaviour because she used one and the same measure (i.e. the adjective rating by the subject) for both. Furthermore, it cannot be used to measure either the self-imace or behaviour in isolation because each score would be conteminated by the other variable. In addition, the extent to which there were differences between ratings for different cards might have been related to differences between subjects in their perceptions of the demands of the experiment.

It is important to bear these problems in mind when looking at her other results. The first of these is the finding that, whilst the overall correlations between the mean need scores on the TAT and scores on the SDQ "are quite
low", "the number of cases in which consistency acted as a moderator was considerably above chance expectations" ( P .596 ). The number of instances was, in fact, five. The result is based upon multiple regression equations predicting TAT mean need scores. These equations initially included only consistency (eta) and $S D Q$ needs; then, she added the interaction between these two, and if this had a significent effect, she concluded that as consistency rises so does the TAT-SDQ intercorrelation. However, it might be asked why the interaction (which is defined by her as the product of eta and $S D Q$ ), is teken as the moderating effect of consistency as opposed to that of SDQ. Furthermore, there seems to be a more general problem of deriving the predicted (TAT needs) and one of the predictive (eta) variables from the same data.

A second result, (this being from partial correlations), is that "for a constant level of extraversion; consistent people tend to be less anxious, and that for a constant level of anxiety, consistent people tend to be more extraverted" (Pps.596-7). Nevertheless, these correlations were low $\left(r_{A C . E}=-.19, p<.01 ; r_{E C . A}=.13, p<.05\right)$.

Finally, she factor analyzed the mean need scores from the TAT, obtaining four factors. She correlated these with consistency, anxiety, extraversion and field independence. The first of these factors involved high loadings for the needs of achievement, autonomy, counter-action, dominance and order. She says "this pattern sumesests that individuals
with high scores on this factor are characterized by a high level of striving for control and mastery over the environment" (F.597). This factor correlated . 56 with consistency.

The second factor was negatively correlated with consistency ( $r$-.35). The needs with high loadings on this factor were abssement, ageression, defendence, exhibition, and infavoidance. She says that "these needs suggest that the person high on this factor is overtly hostile, and at the same time self-punitive, defensive and ashamed" (P.597). This factor correlated .31 with anxiety.

The third factor had high loadings for the needs of abasement, affiliation, deference, harmavoidance, nurturance and order. She says that "a self-protective stance of submission and conformity to social requirements seems to characterize the person with high scores on this factor" (P.597). It was correlated +.35 with consistency, and -.19 with field independence, (and this is suggested as a "partial explanetion" for the lack of correlation between field independence and consistency).

With reference to this factor; she goes on to say that "some individuals may manifest a conforming, submissive and self-protective definition of themselves" which "is not dependent on the situation but rather is determined by an internalized self-image" (P.599). Whilst this statement can be agreed with, it must again be said that Campus has
done nothing to prove it. She has simply shown that those whose ratings of themselves indicate the display of a more consistent level of needs across stories, also tend to rate themselves as being consistently submissive. Indeed, it is mudding that she now says that the consistency is caused by the self-image because it was thought that she was trying to suggest that it is caused by the possession of particular needs.

Finally, the fourth factor was not significantly related to consistency.

Thus, Campus appears to have shown that TAT story consistency is correlated with three different personality patterns, namely being high on dominance, or high on submission and conformity or low on hostility. Furthermore, she is suggesting that the consistency is caused by these particular patterns of needs. However, it is again necessary to remember what she actually did. Eubjects were asked to rate their own "behaviour" (i.e. TAT stories) in each of seventeen "situations" (i.e. pictures). This seme data was used as a measure of needs as states, and hence in the derivation of consistency scores, and as a measure of needs as traits. * The subsequent correlations between the 'consistency' scores and the 'need' scores seems questionable.

One way of overcoming this objection would be to use the SDQ scores as the overall needs measure. However, this results in only four needs correlating with consistency, all of which load on the same factor. At the very least, this suggests caution before accepting her personality correlates based upon TAT needs.

In conclusion, it is felt that the most Campus has achieved is to show differences in the consistency with which needs are present in TAT stories. She has certainly not shown a link between such consistency and the nature of the self-image, and anyway it is very doubtful that TAT pictures are sufficient substitutes for real situations.

Campus (1973) also reports a further study using thirty female undergraduates. Here, she looked at the consistency of mode of response in the eleven situations contained in the original Endler et al (1962) anxiety questionnaire. Thus, subjects were required to rate the degree to which they experience each of fourteen enxiety responses in each situation. Here eta is the square root of the proportion of the total variance accounted for by mean responses. She reports that this proportion ranges from $19 \%$ to $74 \%$, and that the correlation between this measure of consistency and that derived in the previous way was .37. This is taken by her to show that they are both measuring the same variable, but it seems too low for comfort. Furthermore, it is clear that this second measure is certainly not looking at the consistency in the presence
of the trait, but merely reflects the consistency in the way the trait manifests iteself: it is possible to be consistent in the display of anxiety without sticking to the same mode. However. Campus would conclude that such a person is inconsistent, as she would with a person who is non-anxious but who does display a very slight increase in anxiety across all modes in one situation. Indeed, the latter person will even appear inconsistent in terms of modes, when, in fact, he is not; at least the attribution of inconsistency across modes in the first case is reasonable. The latter situation comes about because it is necessary to have consistent differences between modes of response for consistency to be apparent, and it does not appear reasonable to expect such differences when the person is consistent in terms of the "trait", especially at the extremes of possession and non-possession.

A further writer to discuss differential consistency is snyder (1974). Thus, in talking about expressive behaviour, he suggests that people may differ in their 'self-monitoring' (defined as control and observation) of such behaviour. He says that these differences will reflect Whether they have learnt a concern for the appropriateness of their self-presentation. He further suggests that the self-monitors , will be more situationally responsive, saying that "the cross-situational variability of the selfmonitoring versus the consistency of the non-self-monitoring individuals is similar to the 'traits versus situations' issue" (P.528).

He developed a self-report measure of 'self-monitoring' and conducted four studies to validate this. First, he found that, "according to their peers, individuals with high S.M. scores are good at learning what is socially appropriate in new situations, have good self-control of their emotional expression, and can effectively use this ability to create the impressions they went" (P.536). Secondly, actors score higher and hospitalized psychiatric ward patients lower than university students. Thirdly, "individuals with high S.M. scores were better able then those with low S.M. scores to intentionally express and communicate emotion in both the vocal and racial channels of expressive behaviour" (P.536). Finally, in a selfpresentation task, high scorers were more likely to "seek out and consult social comparison information about their peers" (P.536).

In a later report Snyder and Monson (1975) extend the effects of self-monitoring to social behaviour in general. They conducted two studies. In the first they found that those with high self-monitoring scores were more situationally reactive in conformity behaviour than those with low scores. Thus, high scorers were more conforming to the group in a private than in a public condition, whereas there was no significant difference for the low S.M. scorers. The explanation for the change by the high scorers is that in the public condition, they would be mindful of the norm of autonomy in the face of social pressure.

In the second study, they asked subjects to consider three situations, each of which had nine specific contextual variations. They provided subjects with a particular behaviour for each general situation, and subjects had to rate the likelihood of their expressing that behaviour in each of the nine variations. The three items of behaviour each related to a different trait, these being generosity, hostility and honesty. To give an exanple, one situation was being on a crowded bus, and the behaviour was giving up a seat to an old lady, this supposedly relating to the trait of generosity. The task for subjects was to show how likely it was that they would perform this piece of behaviour in each of the nine specific variations of this situation. Subjects were then asked to repeat this exercise, this time suggesting the probabilities of a friend performing the behaviours.

As expected, they found that "high self-monitoring subjects reported more situational variance for themselves than did low self-monitoring subjects" (P.642). They also report that the high S.M. group showed more variance for thenselves then the friend, whereas for the low group the opposite obtained.

However, it is difficult to place much value on these findings, for the study is so greatly removed from reality. Thus, it involved subjects predicting the likelihood of behaviours for both themselves and a friend. Furthermore, the situations and their variations are hypothetical.

It is also regretable that the reader is not even provided with a detailed specification of the variations.

It is also disturbing that all the behaviours are quite clearly socially desirable. Therefore, it is possible that the responses were partly determined by the subjects' concern with social desirability. Of course, it may be that this concern would also affect behaviour and its variability - indeed this is what the authors suggest happens - but there is no certainty over the source of the responses given. Furthermore, it is by no means clear that a concern for social appropriateness would dictate Variability in the exhibition of these behaviours; they might well be considered to be always appropriate.

Nevertheless, despite the limitations of this study with regard to the demonstration of differences in variability, these authors have speculated upon the existence of such differences. Furthermore, they have offered a reason for them, this being differences in self-monitoring.

Here, one has to mention a lack of precision in Snyder's work. Thus, by self-monitoring he is sometimes referring to the monitoring of behaviour per se, but at other times he is referring to monitoring with respect to the demands of the situation. The use of the latter sense in his test and the former sense at some other times is perplexing because one could easily be led to think that he had shown that consistent people do not monitor behaviour at all - indeed this impression is actively fostered at times.

Thus, he says that those who have not learned a concern for appropriateness "seem in a functional sense to be controlled from within by their affective states" (P.527). On the other hand in a later paper (MicGee and Snyder, 1975) one is told that "the relatively dispositional individual ... is one who monitors his choices on the basis of salient information from relevant inner states" (P.189).

Thus, the correct interpretation would seem to be that all are monitoring their behaviour, but that variable people are engaged in more monitoring with respect to the enviroment then are the consistent. The self-monitoring scale is said to be intended to measure this latter sort of monitoring. This brings one to the matter of the validity of this scale. Thus, the finding that the variable are high self-monitorers is based entirely on their scoring highly on this test.

Put bluntly this questionnaire seems partly interpretable as an index of the ability to generate convincingly a number of selves, rather than of self-monitoring, (either per se or with reference to the situation). Thus, take the questions "'I have never been good at games like charades or improvisational acting' (F)" and "'I can look someone in the eye and tell a lie with a straight face (if for the right end)' (T)". Now, obviously part of the ability to play a part convincingly lies in the monitoring of behaviour to ensure that the act is going properly.

However, other aspects of this ebility are possessing the knowledge of the part and, perhaps, having a sufficiently non-definite self-concept that this behaviour is congruent. Furthermore, there is no demonstration that those who cannot carry off an act convincingly are not also self monitoring with regard to the situation. It is just as possible that they lack the other requirements.

Thus some questions are only tangentially measuring self-monitoring by asking about how well the person can carry off an act. Incidentally, with such questions included, it is scercely surprising then that actors score highly on the scale, nor that those who are better able to communicate and express emotion score highly on it.

Other items are even worse, for they seem to be getting directly at how variable the person thinks that he is. Take, for example, "In different situations and with different people I often act like very different persons' (I)". This question would seem to reveal nothing about the monitoring of behaviour, unless one has already accepted that those who are consistent are low monitorers.

In short, there is little in this questionnaire to convince one that it measures differences in self-monitoring - not that it is clear what it is measuring. This lack of clarity is increased by the fact that not one of the items has a correlation with the total score above. 45 .

However, the fact remains that scores on it did show the expected relationships in the validation exercise and this needs explaining. Going through the four exercises in turn, the first involved getting peer-reports on the subjects' self-monitoring characteristics. It was found that high S.M. scorers were reported as having a greater possession of these characteristics. However, these peer reports consisted of six questions which are almost exact copies of the questions from the S.M. questionnaire. This exercise shows only that others see the subjects (with respect to these six questions) as the subjects see themselves.

The second piece of evidence offered by Snyder is the high score by actors. Examples have already been quoted to show that this is not surprising, and two further questions should be noted in this respect. These are I would probably make a good actor' T" and "'I have considered being an entertainer' T". Furthermore, the low scores by psychiatric patients might be explained by the fact that some of the questions deal directly with variability, and it is known that this is lower for such people.

The third 'validation', namely the demonstration that high scorers were better able to communicate and express emotion, can be explained by the fact that this questionnaire might well be measuring the ability to carry off an act and emotional expression is clearly part of this.

Finally, there is the most crucial validator, namely the claim that high S.M. subjects pay more attention to social cues. What Snyder did here was to ask subjects to fill out a number of personality test items with the opportunity to look at the "majority response sheet", and he found that low scorers consulted this less than high scorers. However, whether this shows differences in the overall attention to social cues is unclear: in particular it remains to be seen that the low S.M. group do not look to social cues when there is the normal social pressure which was lacking in this experiment. Furthermore, this result is otherwise explicable if, for the moment, it is agreed that high scorers will, amongst other things, have a less definite self-imace. In the situation of answering, what were said to be "ambiguously" worded questionnaire items" (P.535), they could be expected to look at the norms because they might well have a far less clear idea of what they are like. Thus, they might consult the norms just to complete the test.

In conclusion, there seems to be no good reason to assume that this test measures differential monitoring with reference to the situation. Furthermore, its relationship to variability might simply be attributable to the fact that some of the questions ask ebout this directly, whilst others might be seen as measuring the validity of role enactment, which is thought to be related to self-concept non-definiteness as much as to monitoring: in turn, non-definiteness is believed to be related to variability.

A final study that should be mentioned in this chapter wes reported by Vaughan (1964). He was interested in conformity and obtained four different measures of this variable which were his "situations". He found that of his total group of subjects ( $\mathbb{N}=64$ ), there were six who scored high and six who scored low on three of the four measures, and whose mean scores on the fourth differed significantly. He thus had a consistently high conforming and a consistently low conforming group, with the remainder apparently inconsistent. This seems to provide some evidence for differential variability, albeit upon one 'trait' and across only four 'situations'. However, although the correlates of conformity and non-conformity are discussed, there is no mention of the causes of consistency per se.

This chapter can, perhaps, be concluded by observing that the notion of differential variability has been dealt with by various studies. However, the actual investigations have suffered from either examining only one 'trait' (i.e. Kogen \& Wallach, Vaughan) or being otherwise criticizable. Furthermore, whilst the link between differential variability and the self-concept has been: mentioned, it remains for it to be demonstrated. .

In short, it seems that there is a need for a more thorough investigation of the existence of differential variability, using more life-like situations. However, before this is done, it is necessary to provide a more detailed basis for the expectation of such differences, and it is to this that the next chapter turns.

## CHAPTER FOUR. The Relationship between Behavioural <br> Variability and the Non-Definiteness of the Self-Concept.

This chapter will explore the hypothesized relationship between the non-definiteness of the self-image and the variability of behaviour. This relationship was proposed in the first chapter; it was suggested that people will try to behave in a manner that is congruent with their self-image, and that these might differ in terms of their non-definiteness. The less non-definite the image is, the narrower will be the range of congruent behaviour, and, hence there will be a tendency to be less variable. In this way, those with less non-definite self-concepts might be said to have a disposition to behave in a particular way, and they might be expected to exhibit trait-like behaviour.

At the same time, other factors relating to variability must be considered. For example, to be variable there must be a knowledge of a range of parts. However, for the moment, it is the link from the self-concept that will be examined.

Implicit in this proposed relationship are the assumptions that people have cognitions of their selves, that these self-conceptions are not purely a reflection of behaviour, that they attempt to make their behaviour congruent with their self-image; and that they differ in terms of the non-definiteness of their self-image. Each of these assumptions will be examined before the relationship between non-definiteness and variability is itself considered.
A. Cognitions of the self.

Of the four assumptions itemized, this will receive the least discussion. This is because the notion of cognizing per se is widely accepted, and even the more specific assertion that people have an image of themselves has wide currency. Thus, the idea that people have a self-concept or sense of identity has been mentioned by writers ranging from Mead (1934) to Rogers (1959) to Erikson (1959) as well as by the role theorists cited in the first chapter.

Taking the existence of the self-concept for granted seems to be further justified because, if it is found to be connected with the variables in which there is an interest in this thesis, then it will be clear that the concept does have a reality: on the other hand, if no connection is found, it is of no interest whether the concept nevertheless exists.

## B. The nature of the self-concept.

The second pre-requisite for the non-definiteness of the self-concept to affect the variability of behaviour is for the former to be more than simply a reflection of behaviour.

However, the classic statements from Cooley (1902) and Mead (1934) are of it being essentially just that. Cooley saw a person's idea of self as a reflection of the appraisal he imagines others to have of him (the looking-glass self).

Thus, he says that "in a very large and interesting class of cases the social reference takes the form of a somewhat definite imagination of how ones self - that is any idea he appropriates - appears in a particular mind, and the kind of self-feeling one has is determined by the attitude toward this, attributed to that other mind. A social self of this sort might be called a reflected or lookingElass self" (Gordon and Gergen, 1968, P.90).

Mead (1934) criticized these ideas for their reliance "upon the imaginations of the individuals involved" leading Cooley to be committed in his psychology to a subjectivistic and idealistic, rather than an objectivistic and naturalistic, metaphysical position" (P. 224, f.n.). Mead, himself suggests that there are two general stages in the development of the self. At the first, "the individual's self is constituted simply by an organization of the particular attitudes of other individuals towards himself and toward one another in the specific social acts in which he participates with them. But, at the second stage in the full development of the individual's self that self is constituted not only by an organization of these particular individual attitudes, but also by an organization of the social attitudes of the generalized other or the social group as a whole to which he belongs" (P.158).


#### Abstract

From these quotations, it appears that, despite their differences, both see the self-concept as essentially reflective. It is born from behaviour, and apparently will not be incongruent with it.


However, Rogers (1959) presents a rather different account. He raises the possibility that people might not incorporate all their behaviour into their self-concepts. Thus, he says that all individuals have a need for positive regard from others, and, insofar as this is found to be conditional upon the nature of the self-experience, the person will develop "conditions of worth" and his selfregard will likewise become conditional. The incongruence between self and experience comes when "because of the need for self-regard, the individual perceives his experience selectively, in terms of the conditions of worth which have come to exist in him". Thus "some experiences now occur in the organism which are not recognized as self-experiences, are not accurately symbolized, and are not organized into the self structure in accurately symbolized form" (P.226).

Thus, Rogers suggests very clearly that the self-concept might well not be simply a reflection of behaviour. However, there is an unsatisfactory looseness of thought in the whole area of the self-concept, which has been focused upon by Wylie (1961). In particular, whilst it is agreed that people might not incorporate all their behaviour into their image of themselves, this would seem to cloud the role of the ideal self. The only difference between the two would seem to be
that the ideal self could be quite without reference to reality, whereas one must presume that the self-concept is based upon an interaction between the person's values and reality.

At the same time, this is advantageous from the author's point of view as it removes a potential objection to the next ascumption. Thus it could be said that one would expect the person to endeavour to make his behaviour congruent with his ideal self rather than his self-concept. Apart from the argument that the distinction between the two is rather unclear, it might also be pointed out that any differences that remain are likely to be in the shape of the self-concept having a firmer grounding in reality. As such, it is felt that congruence should be expected with this image, and this suggested relationship will now be examined.
C. Congruency between the Self-Concept and Behaviour.

A number of writers have suggested that people will attempt to behave in a manner that is congruent with the way that they see themselves. Firstly, one might return to Rogers (1959), whose concept of self-actualization seems to be defined as the realization of the self-concept in behaviour. Thus, he states that it is "the actualization of that portion of the experience of the organism which is symbolized in the self" (P.196). Raimy (1971) also argues for the production of congruent behaviour, talking of "the influence which the self-concept or a sub-system exerts on behaviour" (P.98). He also says that it "regulates
and helps to control" behaviour (P.104).

However, it is important to see that the postulation of this desire for a congruency between the self- concept and behaviour is not confined to Rogerians. Here, the first theorists who might be mentioned are Secord and Backman (1961). They discuss "an interpersonal matrix which has three components: an aspect of the self-concept of the subject ( $S$ ), $S^{\prime}$ s interpretation of his behaviour related to that aspect, and $S$ 's perception of related aspects of the other person ( 0 ) with whom he is interacting" (Pps.22-23). They continue by saying that "S strives to achieve congruency among the components of the matrix. Congruency is a cognitive phenomenon: i.e. each component enters into a state of congruency only as a perceptual cognitive experience on the part of S. All three components of the matrix are in a state of congruency when the behaviours of $S$ and 0 imply definitions of self congruent with relevant aspects of the self-concept" (P.23). Stemming from this is the idea that "an individual may select a social role which enables him to achieve maximum congruency emong the three components. This involves interaction with selected $0^{\prime} s$ who will engage in certain desired reciprocal behaviour and also permits behaviours which validate the self" (P, 26).

Here, then is a very explicit statement of the wish to behave in line with the self-concept. This desire, seems to be founded upon, and integral to, the more general wish to avoid cognitive dissonance. Thus, the overall belief is that people who behave in a manner which is outside their self-view will experience dissonance. This was, indeed, found by Cooper and Scalise (1974) in a conformity experiment. Thus they report that introverts who were told that they had conformed and extraverts who were told that they had not, experienced dissonance, whereas non-conforming introverts and conforming extraverts experienced no dissonance. They interpret this as being due to the incongruency of conformity with introversion and non-conformity with extraversion, and it would seem to suggest a desire to be congruent with ones self-image. However, subjects were not asked directly whether they saw themselves as introverts or extraverts. Instead, they were given a personality inventory, and it has to be assumed that they saw themselves as the inventory made them appear.

The notion of wanting to behave in line with the selfview also seens integral to the risk-as-value explanation of the risky-shift phenomenon. Thus, Clark et al (1971): report a risky-shift experiment in which "a significant risky shift was found only for subjects who perceived themselves to be at least as risky as their peers" (P.425). In other words, they had this self-concept and shifted to risk to uphold it.

It is being suggested, then, that people will try to live out their self-concepts in order to avoid dissonance, and this proposal would not seem to be affected by the disagreement between dissonance theory and self-perception theory; this difference would pertain more to the changing of the self-concept following inconsistent behaviour. Thus dissonance theory would say that the self-concept changes to remove dissonance caused by the inconsistency, whereas the self-perception explanation would be that the person only knows what he is like through his behaviour (and it might be noted in passing that the latter would seem to be the more applicable only if the person has little idea of what he is like before behaving). However, the immediate issue is whether self-perception theory denies that people will try to behave in line with their self-concept once it is known to them.

TWo self-perceptionists who seem to suggest a tendency, if not a desire, to be consistent are Snyder and Cunningham (1975). : They give an example of someone who sees that she has been helpful of her own volition and who "infers that she must be the kind of generous compliant person who becomes involved with such causes." They state that "this inferred change in self-perception would then lead to a subsequent likelihood of engaging in compliant acts" (P.65).

Thus, the sequence is one of behaviour leading to the self-perception which, in turn, influences behaviour. Their own verification involved three groups. The first was asked to do something so easy that compliance was guaranteed, the second was asked to do something so difficult that non-compliance was virtually certain, and the third was a control group. All three were then asked to answer thirty questions and the compliance proportions were .519,.219, and.333. They interpret this in terms of the first group having complied once, saw themselves as compliant and therefore complied again, with the opposite pertaining for the second group.

However, Bem (1965, 1967 and 1972), one of the founders of the theory, does not make any suggestions about the consequences of a self-perception. Indeed, he (1972) states that, "in attribution models generally - and in selfperception theory in particular - cognitions or selfattributions are the dependent variable ... self-perception theory can get us from the stimulus manipulation to the attribution. It cannot get us from the attribution to anything beyond that" (P.47). This point is repeated when he later says that "additional machinery must be added if (attribution models) are to deal with behavioural or physiological responses as the dependent variables" (P.20).

In fact, Bem then examines whether attributions mediate behaviour but, as Kelley (1973), another founder of the theory, says, his view is "seriously misleading, emphasizing as it does, a handful of studies in which there are discrepancies between the experimentally induced changes in attributions and the related behavioural effects" (P.126). Thus, Kelley seems to see attributions as being related to subsequent behaviour. As regards the nature of this relationship, he says that "the link seems to be characterized by reasonableness and plausibility" (P.126).

Nevertheless; Kelley concedes what seems to be Bem's major point which is that "the theoretical statements are quite vague" (P.127). Indeed, in suggesting a link between the self-percept and subsequent behaviour one seems to be invoking consistency theory, which, as Bem says, "has a conceptual device for predicting or explaining any overt behavioural chenges that are mediated by prior cognitions, attitudes or attributions" (P.50). In other words, whilst the attitude or dispositional property be derived in the manner outlined in self-perception theory, any expectation that behaviour will then be in line with the attribution is based upon the supposition that people desire a congruency between the self concept and behaviour.

Self-perception theory does not eeng thit expectation: it coes not ceny tret there will be desire for concruency, nor, - ond directly related to thie, - that there will be a diseonance created by inconcruency when internal cues are not veak. So far then, there has been nothing to ceuse one to doubt that people will try to behave in a menner that is consistent with their view of themselves.

However, there is an opposition to consiatency theory, tisic being incentive theory. As Etatec by Ecmlenker (1975), incentive theory holds that people wish to "behave in a fechion that maximions their self-etecm" (P.1031). Fe says that "the incentive position predicts that under conditions where past, present, or future events would publicly repulato a particular self-preaentation, individusls will present a public inge that is consistent with their self-perceptions, thereby protecting themeelves from esteen-lowerine circuastances and the attendant social punisbmeats. But, when surrounding events portend no public tbreat to self-presentations individusls (incluaine those with self-percentions of failure) will present themselves as positively as possible" (P.1031).

Schlenker did en experiment to test this. Thus, subjects were tested and given to believe that they had Cone very well or very badly, and that this performance would most likely be related to that in group task to be keld in public or anonywous conditions. Eetween these two events people presented themselvea to the group and
it was found that those who expected failure in the public condition presented themselves as less competent than those who expected success. On the other hand this relation did not hold in the anonymous condition.

Schlenker interprets this as clear support for the incentive model, seeing consistency as being generated by restraint in the face of public pressure, and not a desire for consistency.

However, Schlenker's paper fails to cite one four years earlier by Archibald and Cohen (1971), ... founded on the same hypotheses. These authors report no betweenconditions differences in self-presentation, which might cast doubt on the generality of Schlenker's results. Furthermore, it is not clear that these really do refute consistency theory, because it is not necessarily true that incentive theory is so much of a rival as he claims. There are two arguments here. Firstly, consistency theory does not claim that the person will pay no regard to social pressures which dictate behaviour that is incongruent with his self-image. By definition, behaviours other than that which is expected run the risk of senction, and the person might reasonably be expected to conform to these forces when he can, (i.e. when there is no danger of being shown up). However, this does not alter the fact that he might be quite happy with the image he has of himself and prefer to behave in a manner which is congruent with it. This would seem to be as true for someone with an image that he
himself likes but which would not win widespread social approval as it is for someone with a more conventional self-image. An example of the former would be someone who sees himself as vulgar and is quite happy with this image. He will clearly moderate his behaviour in sensitive company, but he might well nomally prefer to keep the company of other vulgar people with whom he can 'be himself'. This is only a different instance of the case of the person with a generally approved self-image such as being moral who plays this down in the company of the less virtuous (but, again only when there is no risk of being shown up): Both are bowing to social pressure, but would prefer to behave congruently with their self-image.

Thus, one argument against incentive theory being a rival to consistency theory is that by focusing upon people with (to the observer) a rather negative selfimage and noting that their behaviour goes against this in order to win approval, it is possible to lose sight of the fact that they may nevertheless be quite happy with this self-image and desire to behave in line with it unless the situation makes that impossible. Acting to gain approval does not negate the hypothesized desire to behave congruently with the self-image: however, it may overcome it.

The second argument must confront the fact that, of course, there will be other aspects of the person which do not bring self-regard and with which consistency would be bizarre. The question is whether this intuitively obvious statement means that consistency theory is refuted. Surely, it is not founded upon such a naive assumption? In order to examine this, one can take the example of someone who is fully aware that he is a bad painter, and is in a similar situation to Schlenker's subjects. Now, it is clear that he does not carry about a desire to realize this incompetence, and it is not thought that consistency theory claims otherwise. Thus at the same time as having an image that he is a bad painter (which, incidentally might well contribute to the mediocrity of any painting he is forced to do), he will have a general self-image of being able or competent, and it is with this superordinate image that he will try to behave congruently. As such, where he can paint anonymously, he will probably lay greater claims to his ability than when he knows that the painting will be shown in public and that it will contribute to the group's score. Here, he will tend to be apologetic about his future performance, but this is not because he is being consistent in the public condition: surely, it is the exact opposite for the situation has forced him to be inconsistent with the image of being a competent person. Fut more generally, if the notion of being competent has been rewarded, and this value has been introjected, so that seeing oneself as competent is the basis of self-regard, the person might be expected to try
to avoid those situations that force the realization of selves which are incongruent with his self-image. Consistency theory would certainly not predict that he goes out to generate incongruent selves.

In this example the person has a self-image which he values (being competent) and will try to avoid those situations causing incongruent selves to be generated (painting). In doing this, it should be noted that he is not therefore being a good painter, but he is succeeding in only generating congruent selves. In just the same way the subjects who were told by Schlenker that, on the basis of the test scores, they would be bad at the ensuing task, were, in the anonymous condition able to be consistent with their image of being competent. Thus, what was approved worked in the seme way as the desire for consistency.

Nevertheless, aside from these criticisms, Schlenker's paper has again raised the general issue of the looseness of thought in this area. In particular, it brings attention to the problem of what happens when the person's overall self-image is negative. Thus, although Rogers suggest that people distort experience to hold a self-image that gives them self-regard, there must be cases where experience can no longer be adapted in this way and the selfimage becomes negatively valued. For example, the person who fails his exams for the tenth time must find it difficult to maintain the valued image of being bright and successful.

His failure may become reflected in his selfoconcept and he will lose self-regard. Thus, it appears that there will only be a desire to be consistent when this is bolstering a valued concept. At the same time, it does not seem reasonable to suppose that the self-acknowledged failure is actively striving to be what he now adraits he is not. Thus, even when the self-concept is negative, consistency can be expected because it will tend to represent the fact that the person really is like this and has given up the attempt to be otherwise. Until this state has been reached, it seems that the self-concept will contain the favoured image, even if this does not accord with reality, and that it is with this that the person is trying to be consistent. Surely, it is this phenomenon which is being referred to when someone is said to have 'delusions of grandeur'.

In conclusion, this discussion of Schlenker's paper has led to the claim that people will, in practice, tend to behave in a manner which is consistent with their selfimages. However, this does not mean that they have a desire to be consistent per se. Thus, in this discussion, the rationale for consistency has tended to be in terms of protecting valued self-images. Is there alongside this a desire not to be incongruent with one's self-concept because this creates dissonance? Certainly, this seemed to be Secord and Backmans' suggestion, and it does have an obvious intuitive appeal about it. Nevertheless, it may
be rather simplistic, and an interim conclusion is that Schlenker's paper might well lead one to think that there is not just this one force towards congruency; in particular, there is also the force of self-regard. Thus, the selfimage masimizes self-regard, and the same desire will cause the person to try to behave in line with the image. Thus, it is still expected that a person will tend to behave congruently with his self-image, (assuming that it is definite), and studies which have looked at this will now be examined.

The first of these studies was by Orpen and Bush who asked fourteen schoolboys (average age $=16.8$ years) to rate themselves and each other on sociability and responsibility. Both sets of ratings were on a six-point scale, and self-ratings were also obtained on the C.P.I. The authors report a lack of correlation between the self concept and public image. However, some subjects may have had a rather loose image of themselves on the dimensions, not seeing themselves as coming at any fixed point on the scales, and this would have contributed to the lack of correlation. Furthermore, those who chose arbitrarily may have also behaved variably thus further decreasing the likelihood of a correlation. A rather different explanation is that the school environment may make clear demands upon subjects who will all behave in a particular way. Even if they had a very clear idea of how they were normally, this factor would tend to lead to incongruence. Finally it should be noted that the number
of subjects was very small (which, incidentally, raises a doubt over the use of Product-Moment correlations).

Orpen and Bush's study was essentially a replication of one by Walhood and Klopfer (1971). They asked thirteen students who attended a class to rate themselves and the others on dominance and affection, using Leary's interpersonal checklist and sociometry. They found a significant correlation ( $r=.77, \mathrm{p}<.01$ ) for dominance between public image and self-concept as revealed by sociometry. The other correlations were of the order of 4 and nonsignificant. Again, this could be because the situation attenuates differences between subjects, particularly in the display of affection, (which indeed, might be precluded). Furthermore, there is once again the issue that some may not have seen themselves in a definite way on these dimensions, their self-concepts being arbitrary choices.

In conclusion, these two studies do not necessitate the dismissal of the idea that those with rather definite ideas about themselves will tend to behave in line with their images.

This section will be concluded with an examination of those theoretical statements that either imply or can be interpreted in terms of a tendency towards congruency, for whatever reason. The first is from Wachtel (1973), who has pointed out that people tend to create environments
that facilitate the generation of a particular self: they partially create the stimuli to which they respond. It is suggested here that perhaps they are creating those stimuli that allow them to be consistent with the image that they have of themselves.

There is a passage in Bowers' (1973) paper which can also be interpreted in terms of people behaving congruently with their self-images. Here, he looks at gender identity, saying that "for a cognitive position, then, gender identity establishes what kind of events and stimuli are apt to be reinforcing, whereas reinforcement is the basis for sex role identity in social learning theory" (P.314). This follows a quotation from Kohlberg (1966) who said that "the social learning syllogism is 'I want rewards, I am rewarded for doing boy things, therefore $I$ want to be a boy'. In contrast, a cognitive theory assumes this sequence 'I am a boy, therefore I want to do boy things, therefore the opportunity to do boy things (and to gain approval for doing them) is rewarding'" (P.89).

The problem is that in choosing to discuss gender identity there seems to be little generalization to other aspects of identity with which the person is almost certainly not born. Indeed, it is wondered whether the treatment of learning theory is entirely fair even here. Taking first the case of images in general, it is agreed that people have an image of what they are like, want to do things in line with this, and hence find such opportunities rewarding. However, it does seem that before
gaining this identity, it will have been rewarded. Thus, if sociability has been rewarded, the person will develop the notion that he is sociable, and will then go on to try to be sociable, finding such opportunities rewarding. With regard to gender identity, the same sort of process seems to be at work. Thus, surely the parents instill in the child the idea that doing masculine things is good. Whilst the image of being a boy is unalterable, this parental behaviour will affect the meaning of the image, and it is with this that the person will try and be consistent. In other words, whilst agreeing that people do have a desire to behave consistently with their selfimage Bowers' dismissal of learning theory may be rather unfair here.

Nevertheless, Bowers has provided an example of people having an image with which they try to conform, and the discussion has suggested that, again, the force that causes the tendency to behave in a manner congruent with the self-image is the force of self-regard.

Mischel (1973) also discusses a process that can be interpreted in terms of people trying to behave congruently with an image they have of themselves. Thus he talks of "self-regulatory systems and plans". These are learned and operate in such a way that, for example, "young children will not indulge themselves with freely available immediate gratification, but, instead, follow rules that regulate conditions under which they may reinforce themselves" (P. 274).

This sounds remarkably like not wishing to be seen as being greedy: Indeed, all self-regulation appears to be based upon selves that the person does and does not wish to generate. Of course, it can be agreed that these imases are rooted in learning; the child has been told that being greedy is bad. Therefore, the image of not being greedy is held and forms part of the basis of self-regard, leading to the desire not to create discrepant selves. However, whilst Mischel's idea seems translatable into the notion of people having an image of themselves, with which they try to conform, it seems fair to say that this determinant of behaviour is far from emphasized in his paper. Furthermore, elsewhere in the paper, he comes down on the side of the self-concept being a reflection of behaviour, rather than in any way a cause of it. It is therefore not clear that he would approve of the translation.

On the other hand, the desire to behave in line with our image of ourselves is given strong inferential support by those role theorists, such as Sarbin and Allen (1968) who look at the deleterious consequences of incongruence upon role enactment. Morris (1971) reviews the work of others in this area.

In conclusion, this section opened with the objective of finding support for the idea that all people will have a desire to behave congruently with their self-concepts. It was thought that this was born from a wish to avoid
dissonance created by incongruity. The intention was to then sugeest that people might differ, for various reasons, in the definiteness of their self-images, and that, therefore, the overall desire to produce congruent behaviour will be more constraining the more definite the image is. Whilst there does seem to be considerable theoretical support for the idea that people will tend to behave in a manner that is congruent with their self imeges, it is apparent that the desire to avoid dissonance is but one of several forces that can lead to congruence.

However, this summary has only said that there are now thought to be various forces leading to congruity, rather than just that of the desire to avoid dissonance. It must be made clear that it is also thought that these forces will vary in strength, so that some people will have a low desire for congruency. On the face of it, this means that there is no guarantee that a person will want to behave in a manner that is congruent with his self-concept, and thus there would appear to be no necessary basis for the relationship between non-definiteness and variability. However, this might be unduly pessimistic because it is sucgested that when the desire for congruency is high (from the operation of one of the forces) the self-concept will be definite, simply because the force which creates this high desire for congruency will also have caused a definiteness of the self-concept. Fut the other way round, it is thought that all those
forces which act directly upon the definiteness of the self concept (and not directly upon behavioural variability), will carry with them a desire for congruency. As such, the relationship between non-definiteness and variability would still be expected.

From this, it will be clear that the issue of a desire for congruency can no loncer be separated from that of the definiteness of the self-concept. This would sucgest that it is time to turn to the consideration of the forces that might affect non-definiteness and to see whether each of these will have an equal effect upon variability, either by carrying their own desire for congruency or in other ways.
D. Individual Differences in Non-Definiteness and their Relationship with Behavioural Variability.

This section must open with an operational definition of the hypothesized continum of non-definiteness. At the very definite end the person is clear and sure that he is better described by the relevant characteristic as opposed to its opposite. On the other hand, the non-definite end is typified by far less certainty so that at its extreme the subject sees both the characteristic and its opposite as describing him equally well.

The sources of these individual differences in nondefiniteness will now be suggested. In doing this, it is necessary to consider the other two major contentions of this thesis. The first of these is that there will be a
continuum of behavioural variability. The second is that this continum will be related to the continuum of selfimage non-definiteness. The approach to be taken will be to specify the sources of the differences in non-definiteness and to see whether each of these can be expected to have a similar effect upon variability.

One group of influences upon self-image non-definiteness was introduced in the last section. There it was suggested that there might well be a number of forces that exert a pressure to behave congruently with the self-image, and that these will vary in their strength. It was further suggested that they will also affect non-definiteness. Thus, when one of these forces is strong the self-image will tend to be definite and there will be a great pressure to behave congruently with it. On the other hand, when weak, the self-image will be non-definite and there will be a low pressure for congruence. The dual effect of these forces can be seen as also leading to the relationship between non-definiteness and variability. Thus, at one extreme the self-image is definite and there is an accompanying constraint upon behaviour which will tend to make it consistent. At the other extreme, the self-image is non-definite, and there is anyway not even a desire for congruency: behaviour is left free to vary.

Having made these general observations these forces can be considered in detail. One mieht commence with Rogers' (1959) concept of the conditionality of parental regard. This was seen as a clear basis for the desire to
behave congruently with the self-image. It is suggested that it can also be seen as affecting non-definiteness. Thus, those who were only rewarded if they displayed a definite set of characteristics, and perhaps punished for behaving in the opposite ways, will tend to introject the idea that behaving in the rewarded ways is good. To maximize self-regard, they will want to see themselves as possessing these characteristics and not their opposites. Thus, they will develop rather definite self-images on these dimensions. At the same time, the pressure to behave congruently with this self-image comes from a desire to protect it and to maintain self-regard. This represents the sequence leading to a rather definite selfconcept. It does not seem contentious to suggest that parents are likely to differ in how conditional they make their regard. Hence, their children can be expected to differ in the definiteness of their self-images.

At this point, one should see how Rogers himself describes the self-concept continuum resulting from differences in conditionality. In his work, he (1961) talks of a continuum which is "from fixity to changiness, from rigid structure to flow, from stasis to process" (P.131). From this, it would seem reasonable to presume that the self-concept at the 'rigid' end is rather definite, (having developed this way through the contingency of parental - and self-regard). On the other hand, at the 'changiness' end, he elsewhere (1959) describes the selfconcept as "a fluid and changing gestalt, a process, but
at any given moment it is a specific entity which is at least partially definable in operational terms by means of a $Q$ sort or other instrument or measure" (P.200). It is clear that this does not entirely correspond with the non-definite self-concept being proposed in this thesis. Thus, Rogers' notion of a changeable concept seems to be one that is definite, but teraporally unstable. As such, it is rather different from the idea of a temporally stable but non-definite concept. However, the Q-sort precludes even the possibility of describing a nondefinite image. It does this by demanding that the person says that some statements characterize him and others do not. On this measure the person with a non-definite but enduring self-image might well exhibit a temporal instability of a self-concept measured in terms of a definite set of characteristics, Indeed, it can be suggested that any person who has a changeable 'short-term' self-concept (as measured by the Q-sort) will have an overall selfinage that is non-definite.

In short, whilst Rogers' description of the selfconcept dimension is slightly different from that suggested here, the evidence is compatible with both, and the interpretation in terms of a dimension of non-definiteness is preferred. If this interpretation is accepted Rogers' work can be seen as providing support for the hypothesis that non-definiteness will be inversely related to conditionality. It is further suggested that conditionality will create its own force for congruency between the self-image and behaviour.

This succests that variability can also be expected to show an inverse relationship with conditionality.

However, it is quite clear that it could be said that the child simply has a more or less restrictive learning of what is good and continues to behave in the rewarded ways. Thus, if learning was very restrictive he will be consistent for this reason alone, and the self-concept will be definite just because it reflects the consistency of behaviour. The essential difference between these two accounts is in whether learning is treated at a molecular or molar level. The molar analysis is preferred by the present writer because he believes that people abstract from their learning concepts of what characteristics are good and bad. These are thought to form the self-image. Nevertheless there is no obvious test between the two for both would suggest a relationship between conditionality and both non-definiteness and variability. . In short, this is an issue of interpretation, and the hypotheses remain the same which ever interpretation is preferred. These hypotheses are:-

HYFOTHESIS $14.1^{1}$ 'The conditionality of parental regard will correlate negatively with self-image non-definiteness'. HYPOTHESIS 14.2 'The conditionality of parental regard will correlate negatively with behavioural variability'.

1 The numbering of hypotheses is the same as that employed in the empirical chapters, where they are grouped according to the measuring instruments used.

The next factor to be considered as a possible influence upon the non-definiteness of the self-concept and as a source of a pressure to behave congruently with this image is the security and stability of the home. It seems likely that children from insecure and unstable homes will have a greater need for the security offered by a definite image of themselves. They can also be seen as anxious not to undermine this certainty of what they are like by behaving inconcruently. When one looks to what might affect the overall atmosphere of security and stability, a factor that would seem to be important is whether the child felt that parental love was always present. This, of course, relates back to the conditionality of regard, and it would not seem possible to separate these two mediums through which the withdrawal of affection. might have an effect upon the self-image. :The atmosphere of security might also depend upon how close the child felt to the parents. It seems reasonable to suppose that those who felt close will have gained a security from this. Finally, of course, cucial factor must be whether either of the parents died or whether they separated: both of these events would be expected to destroy the security of the home.

It seems likely that security in another sphere, namely the school life, might be equally capable of affecting the. self-image. Here, it would seem that being accepted by the other pupils is a crucial factor. However, it should be noted that if this is found to be related to non-definiteness and variability the direction of causality is open to question.

Thus, it could be that the person is unable to adapt and that this consistency is both reflected in a definite self-image and the reason for his not being accepted at school: it can only be said that this direction of causality does not preclude the insecurity from nonacceptance then reinforcing the definiteness and consistency.

In conclusion, an insecurity in either of these domains is expected to cause the self-image to be definite. It is also thought to give rise to a desire to behave congruently, thus leading to a consistency in behaviour. The two pairs of hypotheses can be stated as follows:-

HYPOTMESIS 16.1 'The stability and security of the home will correlate positively with self-image non-definiteness'. HYPOTHESIS 16.2 The stability and security of the home will correlate positively with behavioural variability'. HYPOTHESIS 17.1 'Acceptance at school will correlate positively with non-definiteness'. HYPOTHESIS 17.2 'Acceptance at school will correlate positively with variability'.

A rather different variable which is seen both as an influence upon the non-definiteness of the self-image and as the source of a pressure to behave congruently is the subject's intolerance of ambiguity. Thus, it seems reasonable to suppose that a subject who is intolerant of ambiguity would, for this reason alone, try to have a rather definite self-image. Furthermore, he would be expected to try to behave congruently with this image.

These sucgestions would seem to be justified when the definitions of intolerance of ambiguity are turned to. Thus Budner (1962) defines it as "the tendency to perceive (i.e. interpret) ambiguous situations as sources of threat" (P.29). He goes on to succest that there are three types of ambiguous situation, namely those which are quite new with no familiar cues, those which are very complex with a large number of cues, and those which are contradictory in which different elements or cues sugeest different structures. It is the third of these which is relevant here. Thus, a non-definite self-concept might be seen as a contradictory 'situation' as might behaviour which is incongruent with the selfimege. A rather simpler definition is provided by English and English (1958). Thus, they say that "low ambiguity tolerance is shown by the desire to have everything reduced to black and white" (P.24). As such, it seems quite reasonable to suppose that the intolerant will try to have definite self-concepts and attempt to behave in line with these.

In conclusion, these definitions are seen as substantiating the expectation that the subject who is intolerant of ambiguity will have both a definite selfimage and a strong desire to behave congruently with this. This dual constraint upon behaviour will also tend to make him rather consistent. On the other hand the subject who is tolerant of ambiguity is expected to be happy with a rather non-definite self-image. Furthermore, he would anyway not be expected to feel a pressure to behave congruently.

Thus, in his case behaviour can be expected to be more variable. These ideas are summarized in the following pair of hypotheses:-

HYPOTHESIS 4.1 'Intolerance of ambiguity will correlate negatively with self-image non-definiteness'. HYPOTHESIS 4.2 'Intolerance of ambiguity will correlate negatively with behavioural variability'.

The next variable to be considered is Barron's (1953) dimension which ranges from a preference for simplicity to a preference for complexity. This seems to be related to intolerance of ambiguity, and as such it is expected to exhibit similar relationships with non-definiteness and variability.

Differences between people upon this dimension were measured by their relative preference for complex-asymmetrical figures or simple symmetrical figures on the Barron-Welsh Figure Preference Test (1952). However, he clearly sees such differences as relating not just to preferences for particular types of art, but as extending to preferences for simple or complex perceptions across a wide range of phenomenal fields. With it defined in this way, one would seem to need no further reason to expect the person who prefers simplicity to prefer a simple (i.e. definite) self-image. At the same time, to behave incongruently would seem to be creating a complex perception of ones behaviour in relation to the self-image. The person who
prefers simplicity might be expected to try to avoid such a perception. Thus, it seems reasonable to expect a preference for simplicity to give rise to a definite self-image and a desire to behave in line with this.

Barron's dimension appears to be essentially the same as that employed by Child (1965). He calls this 'tolerance of complexity'. It is to be expected that the person who prefers simplicity will have a low tolerance of complexity. On the other hand, the person who prefers complexity must have a hich tolerance of complexity.

However, Others (for example Kelly, 1955; Bieri, 1955) have used the complex-simple distinction to refer to a rather different variable. This is the number of dimensions people use in construing the world. It seems clear that this is not the same as the preference for complexity or simplicity. In particular, the cognitively 'simple' person would not be expected to have a desire for congruency. Furthermore, it seems quite possible that he might view himself non-definitely upon the dimensions he does employ.

The difference between the two dimensions seems to be borne out by Vannoy (1965). He found that scores on a questionnaire which distinguishes between those who prefer simplicity and those who prefer complexity did not load on the same factor as Bieri's measure of cognitive complexity. The factor they did load on was one which also contained intolerance of ambiguity. This seems to support the idea that there is a relationship between a preference for simplicity and an intolerance of ambiguity. rurthermore,
it reinforces the opinion that they will bear a similar relationship to non-definiteness and variability. Specifically, it is thought that the person who prefers simplicity will hold a definite self-image and attempt to behave congruently with this. Thus, his behaviour will be constrained. On the other hand the person who prefers complexity might actually prefer a non-definite self-image, and will feel no pressure to behave congruently. Thus, his behaviour is left free to vary. These ideas are stated formally in the following pair of hypotheses:

HYPOMESIS 5.1 'Preference for complexity will correlate positively with self-image non-definiteness'. HYPOTHESIS 5.2 'Preference for complexity will correlate positively with behavioural variability'.

Dogmatism is the final member of this set of variables to be considered. Like the others, it is expected to affect non-definiteness and to be the source of a pressure to behave congruently with the self-image. Thus, it is reasoned that the more closed-minded person would prefer a definite image of himself, disliking the equivocality of non-definiteness. Furthermore, he would be expected to try to behave congruently with his belief of how he is. This is because incongruent behaviour clearly acts as a threat to these beliefs, and would perhaps create anxiety.

The ideas receive support from a study by Foulkes and Foulkes (1965). They found that highly dogmatic subjects were less tolerant of trait inconsistency in impression formation tasks. It is reasonable to suggest that they may also be less tolerant of self-concept inconsistency. By the same token, they may be less tolerant of inconsistency between the self-concept and behaviour. Furthermore, and also relating to the earlier discussion of ambiguity tolerance, Schaffer and Hendrick (1974) found that after a dissonance arousing task (number circling) both closed minded and low tolerance of ambiguity subjects reported the experience of greater mental discomfort than open minded and high ambiguitytolerance subjects. Insofar as a non-definite self-concept implies cognitive inconsistency, one might expect such subjects to prefer a more definite concept and to avoid behaviour that is incongruent with it.

In conclusion, it is thought that highly dogmatic subjects will prefer a definite self-image and try to behave congruently with this. On the other hand, those who are not dogmatic would be expected to be happy with a non-definite self-image and less worried by incongruent behaviour. This dual effect of dogmatism leads to the expectation that it will also exert an indirect influence upon variability. These ideas are sumarized in the following pair of hypotheses:-

HYPCTHESIS 6.1 ' Dogmatism will correlate necatively with self-image non-definiteness'.

HYPOIHESIS 6.2 'Dogmatism will correlate negatively with behavioural variability'.

This concludes the specification of this set of variables. To summarize, each is thought to have an effect upon the non-definiteness of the self-image. Furthermore, the effect upon non-definiteness is thought to be matched by the pressure they exert upon the subject to behave congruently with his self-image. Thus, the less non-definite they make the self-image, the greater will be the pressure to behave congruently. In this way they are thought to have an indirect effect upon variability. Thus, non-definiteness and variability will themselves be related.

The next set of variables to be considered are those that might have a direct effect upon variability as well as upon non-definiteness. Again, the relationship between non-definiteness and variability is expected. However, now it is because they will each have been affected independently and to similar extents by these variables.

In particular, it is thought that untoward events in a person's life might change both his non-definiteness and his variability. To be more specific, one might focus upon the area of romatic relationships. Thus, it is in this area that the most critical problems for 'the joung' are likely to arise. It is sugeested that untoward events in
this sphere can produce effects of such magnitude that the event might be aptly labelled as 'tramatic'. Alternatively, the effects may be milder, and the writer has chosen the label 'self-confronting' for these events. Specifically, 'traumatic' events may be defined as those which seriously hurt the person and are said by him to have left perranent psychological effects. For example, he micht be left with feelings of embitterment, or a lack of trust in others, or a resolution not to run the same risk again by becoming involved with someone. It is sugeested that two further effects of such incidents would be to make the subject more cefinite in his selfinage ond less variable in his behaviour. Both of these are seen as the result of the subject turning in on himself and away from the social world. A lack of variability is obviously implied by such a chonce. The lack of nondefiniteness is seen as a further facet of it for two reasons. Firstly, in this context, definiteness can be seen as a defensive stance. Thus a definite knowledge of what one is like offers some security when the social world has to be tackled. Secondly, a definiteness is facilitative to the more general and preferred rejection of the social world and the turning in upon ones self. Thus, the basic solitude would only seem to be bearable with the reassurance that one is something definite, rather than a person who needs to interact with others to be given definition.

On the other hand, a 'self-confrontinc event' is defined as one by which the person is seriously hurt, but which is not said to have left any permanent psychological effects. However, although the subject describes no 'scar', it is thought that such on event might have an effect upon self-image non-definiteness and behavioural variability. Thus, it is suggested that it would tend to make the person think seriously about himself and his behaviour, perhaps for the first time. As such; it is thought that it might cause the person to be less selfsatisfied that their manner with others is correct and so to become more sensitive to other people. In this way, it is thought that variability might well increase with such an event. Furthermore, it is thought that the person will also become more non-definite. Thus, it is suggested that the person might be led to question any rather glib view he has of himself.

Having set out these ideas, it must finally be stressed that they are no more than speculative. With this in mind, the two pairs of hypotheses can be stated as follows:-

HYPOTHESIS 18.1 'Those who have had a 'traumatic' event in their life will have less non-definite self-images'. HYPOTHESIS 18.2 'Those who have had a 'traumatic' event in their life will behave less variably'.

HYPOTHESIS 19.1 'Those who have had a 'self-confronting' event in their life will have more non-definite self-images'. HYPOTHESIS 19.2 'Those who have had a 'self-confronting' event in their life will behave more variably'.

A further variable which it is wished to consider in this section is rigidity. This has to be looked at if only because of its similarity to two other variables which have already been considered. Thus, it has been treated by Adorno et al as almost the same as intolerance of ambiguity (Brown, 1965). Furthermore, Rokeach (1960) essentially separates it from dogmatism on the basis that dogmatism pertains to systems of beliefs whereas rigidity pertains to single beliefs. As hypotheses have been advanced for both intolerance of ambiguity and dormatism, it might seem reasonable to expect similar relationships for rigidity.

In order to assess this, it is first of all necessary to define what is meant by rigidity. However this is not straightforward because the concept has been used to refer to both a rigidity in the perceptual sphere (Breskin, 1968) and to a rigidity of thought and behaviour (Wesley, 1953; Gough, 1957). Furthermore, the difference between these two is very marked. Thus Joshi (1974) reports a correlation of -.46 between Breskin's measure and the shortened Wesley (Zelen and Levitt, 1955). To clarify, it can be stated that the interest of this thesis is with the rigidity measured by Wesley and Gough.

However, this does not represent an end to the problem, for it appears that this type of rigidity is itself multidimensional. Thus Chown (1960) factor analyzed the Wesley items and found three factors. These were rigidity associated

With lack of intelligence, riciaity associated with age, and rigioity associated with a liking for order end method.

Crily now is it possible to consider the likely relationship between rigidity and both variability and non-definitcross. The position seems clearer with variajility. Thus, it is sugcested that a riciaity of any of Ciown's types will, by cefirition, cause a lack of variability. That ia, the perseveration of the rigid person should lend a consistency to his beheviour. On the other hand, the besis of a relstionship between nondefinteness and rigidity would appear to depend very much upon why the person is rigic. Thus, it is only Chown's third type of rigidity that succests a direct relationship with non-definiteness. "The picture of the person who likes order end method is of a person who would like cefiniteness. Cn the other hand, her other two tepes of rigidity only seem to imply a directrelationship if one follows those (for example, HecDonald, 1970) who see closure as being ascociated with rigidity of any type. Nevertheless, an indirect relationship Detween non-definfteress and the rieidity of the old and those lacking in intelligence might be expected with greater confidence. Thus such people are likely to be consistent in their behaviour and this should be reflected in then havinc more definite self-imases.

It will be seen from this that rigidity presents a rather complicated picture. It appears that it might be lack of expected to show a direct relationship with/variability. On the other hand, whilst it is expected also to show a relationship with non-definiteness, the actual basis of this relationship depends upon the type of rigidity one is dealing with. Furthermore, it is not expected to act in the same way as either intolerance of ambiguity or dogmatism. Thus rigidity is not seen as giving rise to a desire to behave congruently with the self-image.

Nevertheless, despite these complications, relationships are still expected between rigidity and both nondefiniteness and variability. These are stated in the following pair of hypotheses:-

HYPOTHESIS 7.1 'Rigidity will correlate negatively with self-image non-definiteness'. HYPOTHESIS 7.2 'Rigidity will correlate negatively with behavioural variability'.

The final group of variables that are considered to affect non-definiteness are those that initially only influence the variability of behaviour itself. Thus, their relationship with non-definiteness is indirect and would come from the self-image reflecting the variability of behaviour. In fact, rigidity could as well be considered part of this group as the last. Thus rigidity associated with old age or a lack of intelligence was seen as only


#### Abstract

directly affecting variability, its relationship with non-definiteness being indirect. A number of other such variables will now be considered.


The most obvious of these factors which will affect variability is the range of the person's behavioural repertoire. This is thought to depend upon both his direct and imitative learning of parts. However, such learning might do more than determine the range of parts that the person knows. Thus, it would appear that the direct learning of parts cannot be separated from the person simply learning to be varied. Similarly, when imitative learning is produced by seeing others behave differently in the same situation, the person might also be learning that more than one type of behaviour is acceptable. On the other hand, imitative learning might come from observing the variability of given people across situations. However, again, this might bring about the idea that variability is normal. Thus, it appears that either the direct or imitative learning of parts might not only contribute to variability by widening the subject's repertoire: the direct learning will have given him practice in employing this repertoire, whilst the imitative learning will at least have made him willing employ it by showing him that variability is normal.

These considerations suggest that a wide behavioural repertoire will not simply be an unutilized 'competence'. It is expected that it will result in a greater variability of behaviour. Thus, they increase the confidence with which
the relationship between variability and size of repertoire is predicted. Finally, it is suggested that the degree of variability as determined by the size of behavioural reppertoire will be reflected in the non-definiteness of the self-imace. Hence an indirect relationship is expected between this size of repertoire and non-definiteness. These ideas are summarized in the following pair of hypotheses:-

HYFOTHESIS 13.1 'The size of the behavioural repertoire will correlate positively with non-definiteness'. HYPOTHESIS 13.2 'The size of behavioural repertoire will correlate positively with behavioural variability'.

Variability would also seem to be affected by the person's sensitivity to environmental cues: indeed, such a sensitivity is clearly a pre-requisite. Thus, it was the lack of this which was seen by Raush (1959a; 1959b) as a cause of the smaller main effect for situations for his early patients than for the later patients. Of course, this refers to a rather gross lack of sensitivity and with 'normals' one might expect the differences to be more subtle. Perhaps these narrower differences are represented by the dimension which Child (1965) calls 'scanning'. He says that high scanning "is defined as a tendency toward broad deployment of attention so that one is acutely aware of what is occurring outside the main focus of attention and notices changes in background stimulation, unusual events of any kind, and also the possibly trivial elements
in the events whose important aspects one is principally concentrating on" (P.486). On the other hand the low scanner will have a much narrower focusing of attention.

From these descriptions, it seems reasonable to expect the hich scanner to be more variable. Again, it is thought that this variability will be reflected in the non-definiteness of the self-image. This leads to the statement of: HYFOTHESIS 8.1 'Scanning will correlate positively with non-definiteness'.

HYPOTHESIS 8.2 'Scanning will correlate positively with variability'.

A further variable with which variability might be correlated is the person's other-directedness. Thus, Riesman et al (1950) who first described the inner and other directed characters define the latter as those for whom "contemporaries are the source of direction" (P.37). On the other hand the inner-directed person is controlled fron within, by internalized personal standards. At the same time, there is also the tradition-directed character, who is controlled by the traditional standards of society incorporated as his own. However, the distinction between inner- and tradition-direction, should not hide the fact that both the inner- and tradition-directed person are controlled from within, in contrast with the other directed subject. It must also be noted that Riesman et al regarded these as types, whereas it is thought that it is more reasonable to regard inner and other direction as lying on a continuum. However, this view is not shared by Collins
et al (1973). Thus, in a factor analysis of a series of questions from their own 'Personal Behaviour Inventory', they obtained a number of factors, three of which were interpreted as inner-directedness, other-directedness and 'leck of constraint'. This separation of inner and other direction bears close scrutiny as does the claim that "some respondents seemed free from all types of constraints and others were controlled by both of the mechanisms discussed by Riesman et al" (P.490).

The problem is that it seems quite likely that these results were obtained because of the questions used. Thus, it could be that inner- and other-direction appear as two separate factors, solely because answering either set of questions in the negative is not equivalent to answering the other set in the positive. Thus, if one takes the other-direction question 'I live too much by other people's standards', then it seems very possible that people who onswer this loaded question negatively are not innerdirected. In turn, this might be because the questions are measuring the extremes of the inner-other dimension, and hence those people who are not 'other-directed' by this measure are also not highly inner-directed. This might explain why the authors found that when they tried to include questions designed to load negatively on a given factor they generally turned out to load on another factor. For example, they found that whilst 'I do what I want to do' loaded negatively on other-directedness, it also loaded positively on 'lack of constraint'. It was for this reason
that all but one of the questions had to be worded 'positively'.

The lack of constraint factor itself seems guestioneble, since if there are some who really are unconstrained, surely both the inner and other questions should have loaded negatively upon it? As it was only three 'other' questions did this.

It is not proposed to go funther into this, as without more information one is confined to speculation. It would be fair to say though, that it is regarded as 'not-proven' that inner- and other-directedness lie on different continua. Hor, for that matter is it clear that some people are neithas

- influenced fromaithin nor without. For this to be shown, it would need to be demonstrated that some people answered negatively to both inner and other questions, and positively to lack of constraint çuestion. Furthermore, it would need to be demonstrated that lack of constraint questions were not simply measuring the middle-grounds between the extremes of inner- and other-directedness.

In conclusion, the present writer still believes that it is reasonable to speak of a continum of inner-other directedness, and he expects that those who are more otherdirected will be more variable, with this variability being reflected in their self-images. This leads to the statement of:

FYFOTHESIS 12.1 'Other-directedness will correlate positively with non-defiriteness'.

HYPOTHESIS 12.2 'Other-directedness will correlate positively with variability'.

By the seme token, one might have expected the extravert to be more variable than the introvert. Thus, his greater outgoingness and sociability might be taken to imply a ereater variability. However, here it must be remembered that Campus $(1970,1974$ ) found a partial correlation between introversion and variability, and the present hypotheses should be guided by this. Indeed, perhops a rationale is that the extravert's lack of inhibition causes him not to worry about moulaing his behaviour to his interactents; hence he is consistent and this is reflected in his self-image. On the other hand, Campus puts forward two rather different suggestions. The first is that those with a less stable view of themselves will withdraw from social involvement because they get negative feedback. The second is that having a stable self-image permits ereater concern with others. Clearly the direction of causality will not be settled in this study but her explanations are thought to be less plausible than the sugestion that ones level of extraversion determines ones consistency which is then reflected in the selfimage. Nevertheless, either way the hypotheses are: HYPOHESIS 2.1 'Extraversion will correlate necatively with non-definiteness'. HYPOTHESIS 2.2 'Extraversion will correlate necatively with variability'.

This brings to a close the specification of variables which are thought to lead directly or indirectly to differences in self-image non-definiteness. It has been suggested that each will also influence behavioural variability. Fucthermore, the effects upon non-definiteness and variability are thought to be always of an equal machitude. In this way, non-definiteness and variability are themselves thought to be related.

Two comments need to be made at this point. Firstly, it is recognized that there are other forces that might cause the person to behave with consistency. Here one might mention particularly any disposition for which there is a proven aetiology. Once again, this consistency might be expected to be reflected in a definiteness of the selfimage on the dimension in question. However, this is rather outside the brief of this thesis. Thus, the particular interest here is to isolate those people who will in general behave more consistently than others.

The second comment is that it is clear that with such a large number of factors likely to influence non-definiteness and variability, the eventual outcome will depend upon their combined effect. Thus, it has to be acknowledged that the effects of any particular variable might be reduced or completely over-ridden by the effects of the others. For example, the person with a large behavioural repertoire might be very intolerant of ambiguity. As such, he will have conflicting influences upon his non-definiteness and variability. However, whilst the author is fully aware of
this complexity, it is thought that any initial investiCation must be of the individual relationships with each of the 'dependent' variables.

In conclusion, this section has so fer succested a number of variables that are thought to result in the continum of non-definiteness. Purthermore, it is thought that differences in non-uefiniteness will be related to differences in behavioural variability. It is now time to review more thoroughly the work of others with regard to the continum of non-definiteness end the link between this and variability.

It has already been sucgested that Rogers' (1959; 1961) self-concept continum can be interpreted in terms of differences in non-cefiniteness. Thus, if this interpretation is accepted a clear sinilarity can be seen between his continuum and that proposed here. On the other hand, with another Rogerian-Rainy (1971)- - the similarities are less easy to find. He says that the "fluidity and ricidity of personality" (P.116) are "two apparently conflicting characteristics" of the same thing, rather than two mutually exclusive poles on a continuun. When talking of fluidity, he seems to be referring to behavioural inconsistency which he sees as necessarily involving personality (i.e. self-concept) changes. However, it does not seem necessarily true that all are equally variable, nor that all selves created in response to the situation are owned. By rigidity he seems to be
alluding to a "feeling of personal identity" that is maintained despite changes in physical and environmental characteristics. This interpretation of rigidity seems compatible with either definite or non-definite selfconcepts, and any degree of behavioural variability since it only seems to refer to the endurance of the knower. Thus despite chenges in behaviour it is always the same 'I' who observes them.

As such Raimy does not seem to provide a continuum of the definiteness of the self-concept. All seem to be at Rocers' (1961) chanceable end (which acain might be translated into overall non-definiteness).

Indeed, the majority of the literature does reveal a clear dichotomy between those who think that all have definite self-concepts and those who think that nondefiniteness is the norm. Thus, on the one hand, there is Green (1970) who speaks of a "unified self-concept". Interestingly, with this comes a description of the result, when she says "a recognizable personality implies consistency of behaviour" (Pps.3-4). In other words, she seems to assume that all have a unified (i.e. non-internally conflicting) self-concept and behave consistently. Whilst it is agreed that the two are related, there does not seem to be a necessity that the form they will take will always be in the direction of definiteness and consistency.

Seemincly in direct contrast, and defining the other end of the continum proposed here are Jones et al (1974) who found that "the self-descriptions obtained from subjects often contained apparently contradictory sementic units" (F.44). The idea of rather non-definite self-concepts is also put forward by Gergen (1971) who says that "the assumption of a single, or global, concept of self seems misleading. Rather than speaking of the self or selfconcept, it is much more fruitful to speak of miultiple conceptions" (P.20). As to whether these conceptions are consistent, he says that "there is cood evidence that the more usual state is one in which incompatibility reigns" (P.20). However, regretably, he follows this with examples of behavioural inconsistency (e.g. Hartshorne and May, 1928), Whereas it is possible that behaviour is inconsistent whilst the self-concept remains definite. Nevertheless Gergen does suggest that there may be differences in the extent of inconsistency in self-concepts, and he says that these will be based on the extent that it is apparent to the person, the extent to which has learned to dislike inconsistency, and the extent to which the subject derives equal satisfaction from both opposing images.

Thus, Gercen appears to emphasize inconsistency whilst allowing for individual differences. Inconsistency is further emphasized by Allen and Potkay (1974) who report a study in which subjects were asked to generate five selfdescriptive adjectives each day. They report that subjects "demonstrated a pattern of self-description that typically
included both favourable and winevoureble components on the same day (e.g. 'Mriendly-amused-pleased' simultaneously with 'worried-discusted')" (P.649). To this apparent inconsistency may be added the additional finding of temporal inconsistency. Thus, they say that "without exception subjects generated adjectives which on some days were hichly favourable, and; on other days, were highly unfavourable" (P.647).

A possible explanation for the latter finding is that the subjects need not necessanily have abandoned adjectives of the previous cay from their way of looking at themselves: it may just be that the 'top five' changed. Furthermore, there nay be a certain perceived 'demand' to alter the adjectives if one is asked every day. Indeed the authors do admit that "some of the observed variability may have been related to the basically unstructured format of the A.G.T. as a measurement technique" (F.648).

It can be concluded that there is some support for the notion of a range of self-concept definiteness. This seems to come particularly from Gergen. However, it is not wished to exaggerate the similarities. Gergen is partly referring to inconsistency the subject is not aware of and most of those examined seem to emphasize consistency or inconsistency, rather than a continuwe.

However, it is clear that a continuum is proposed by Sarbin and Jones (1955). This is a range of constancy, measured by the change in adjectives checked as characterizing subjects. Details are missing on the magnitude of such changes, but for a very small sample ( $N=6$ ) they found that they were correlated with role-taking aptitude or ability to take the role of the other. They see this ability as being analyzable along the dimensions of the degree of difference between one's own role and the other's, and the extent of one's organismic involvement. They measured it on an 'As if' test, where subjects are asked how they would be if they were, for example, a member of the opposite sex.

They found that the adequacy with which subjects played the role of a daughter telling her father that she had been sent down from university was correlated positively with their role taking aptitude. Here, it is important to note that the scoring of the 'As if' test to measure role-taking aptitude was "heavily weighted for indicators of organismic involvement" (P.237). In other words, they found that the degree to which one's self is involved in roles correlates with the adequacy of role enactment. Having also found the correlation between role-taking aptitude and looseness of the self-concept they make the overall interpretation that a greater role taking aptitude leads to a more valid role enactment and this leads to greater changes in the self-concept.

In contrast, an alternative interpretation is that the looseness of the self-concept affects organismic involvement, (i.e. role taking aptitude), which in turn, is related to the validity of enactment. Thus, where the self-concept is constant because of such desires as the avoldance of dissonance, the actor would, for the same reason, be expected not to become organismically involved in a range of incongruent roles. A correlation between the validity of enactment and self-concept constancy would also be expected for the some reason. Finally, inasmuch as role taking aptitude was really an average of the quality of a number of imagined enactments this would be expected to correlate with the quality of one specific enactment. Furthermore such a relationship would be expected if both are affected by the selfconcept's constancy.

Here, changeability and non-definiteness have again been equated. Thus, it is believed that a subject who changes his view after enactments will, if asked for an overall image of himself be more reluctant to choose between any given characteristic and its opposite. If asked; it is predicted that he would be less willing than the more constant person to be definite about any of these changing images.

In conclusion, it is thought that Sarbin and Jones" work can be interpreted in terms of a range of nondefiniteness of ideas about the self, this being reflected in the ability to enact roles valialy. Thus, their work
might suggest the possibility of non-definiteness being related to the variability of behaviour, or, at least, to the willingness to engage in varied roles. Finally, it is interesting to note that these authors found that role-taking aptitude, which might be seen as being related to self-image non-definiteness, correlated positively with a score of egomstrength.

Morse and Gergen (1970) also speak of a continuum this being of perceived self-consistency. They report that subjects who were lower on this (as determined by Gergen and Morses', 1967 measure) were more susceptible to changes in their momentary concept of self, (as measured by self-esteem), than the more self-consistent. This might bear out the earlier suggestion that temporal inconsistency will be related to the non-definiteness of the self-concept. However, there is a danger in taking perceived self-consistency, as measured in this study, and definiteness as synonymous. Thus their measure involved the subject choosing the five positive and five negative traits (each from 17) that best described him, and then rating these for their inconsistency. Clearly, it is possible both to perceive such inconsistency whilst still being definite or to choose ten traits which are consistent whilst one is still non-definite.

Aside from these reservations about their method, it is clear that the concepts of perceived self-consistency and definiteness have much in common. Furthermore, Morse
and Gergen sucgest that the perceived inconsistency of the self concept will be related to behavioural variability. Thus, they speculate that "if the person whose psychological life is dominated by inconsistency is more flexible with respect to self definition, he might also be more prone to change in outward behaviour from one situation to the next" (P.155).

Here, then is an explicit statement that the nature of the self-concept might be related to the variability of behaviour, and the possibility of such a link is also mentioned by Horrocks and Jackson (1972) who sugsest that "the greater the array of identities on individual incorporates into his identity hierarchy, the freater his potential for flexible adaptation" (P.102).

McGee and Snyders' (1975) study can also be taken to suggest this relationship. They asked subjects to choose between each of twenty bi-polar adjectives, always giving the option 'depends upon the situation'. To the extent that people choose the last option, they would appear to have rather non-definite self-concepts, and, thus, the measure could be taken to show differences in non-definiteness. However McGee and Snyder follow the developers of the measure (Nisbett et al, 1973) in seeing it as a measure of the extent to which people believe their behaviour is dispositionally, as opposed to situationally, controlled. It is not proposed to evaluate this interpretation because it does not seem to exclude the more straightforward one
favoured here. All one might say is that whilst nondefinite people are certainly sucgesting that their behaviour depends upon the situation, it is less clear that the definite people necessarily see their behaviour as the product of dispositions.

This aside, the object of their enquiry was to see if scores on this measure related to whether people salted their food before or after tasting it. Their finding was that presalters score in the direction of attributing their behaviour to dispositions, whilst post-salters tend to attribute it to the situation.

McGee and Snyder also report a second study in this paper. This looked at the explanations of the pre- and post-salters for their salting behaviour. They found that the former tended to employ characteristics of themselves ('I like salt') whereas the latter referred to the state of the food ([It needed salt'). This leads them to say that "the verbal explanations offered by the salters for salting either before or after tasting their food were consistent with their more general tendencies to perceive their behavior as organized in trait or situational terms" (P.188).

However, these explanations also seem to fit with the simpler idea that the more 'dispositional' salter (or for that matter, non-salter) has a rather clear and definite idea of his likes and dislikes. In other words, the pre-
salters are saying that they have a clear image of themselves as someone who likes salt.

A recently reported study by Markus (1977) might also be taken as supporting the idea of a range of selfconcept definiteness. She looked at differences in the existence of "self-schemata", which she defined as "a well articulated self-schema on a particular dimension of behaviour" (P.65).

She looked at the dimension of dependence-independence, those with a schema being taken as those who ticked at the end points of at least two of the 'independent-dependent', 'individualist-conformist' and 'leader-follower' semantic differential scales. Furthermore, they had to rate these dimensions as important and tick the appropriate adjective upon the Adjective Check List. Thus, she had groups of 'dependents', 'independents' and 'aschematics'. She found that, when presented with a list of dependent, independent, and control words, the dependent subjects ticked more dependent adjectives then the other two groups and independents ticked more independent adjectives. She also found that dependents, when deciding if an adjective was characteristic of them, were significantly quicker when it was a 'dependent' adjective, whereas independents were significantly faster with 'independent' adjectives. On the other hand response latency did not differ for 'aschematics'.

In a second task, she asked subjects to choose those adjectives which applied to them (from a subset of those used in the first task), and then to provide descriptions of their behaviour to support these choices. She found that independents gave more examples for the independent adjectives than did the other two groups, whilst dependents wrote more for the dependent words.

In a third task, she asked subjects to rate the likelihoods of items of behaviour. She found that the dependent subjects assigned a higher probability than the others to dependent behaviours whilst independent behaviours were seen as most likely by the independent. subjects.

Finally, and in a second study, she found that independents, who were all told they were sucgestible, and dependents, who were all told they were independent, were less willing to accept this information than aschematics, (who were divided by what they were told).

Markus takes this series of experiments to show that some have self-schemata, whereas others were aschematics who "did not appear to view themselves along the independencedependence dimension at all" (P.76). However, this could be unjustifiable, for the latter might well have had schema which were more complex, than a simple choice between seeing themselves as either dependent or independent. Thus, they may have had non-definite self-concepts. Indeed, it is
possible to interpret this whole series of studies as showing that some people had a quite definite self-image on this dimension, whereas others had rather non-definite images.

The final study to be reviewed is the one that provided the basis for the measure of self-concept nondefiniteness to be used in this research. This was by Organ (1973), the questionnaire having been constructed by Pervin and Lilley (1967). It asks subjects to rate themselves on thirteen seven-point bi-polar adjective scales, and then immediately to rate the certainty of their judgements on a four-point scale. This shows what Organ labels, the 'clarity of the self concept'.

He gave subjects this questionnaire together with Rotter's (1966) test, and found that clarity correlated positively with internality. His interpretation was that externals believe that their behaviour is under the control of outside forces, and therefore, according to attribution theory, they are less certain that it reflects their self. However, an alternative interpretation is that the external does vary more with the situation, and so is less certain about what he is like.

It must also be noted that Pervin and Lilley report that some of the ratings, particularly on the evaluative factor, correlated with social desirability. However, they also say that when they divided subjects into high, medium and low S.D. groups, the three "did not differ in the degree to which they used the four certainty ... categories" (P.849).

Both the relationship with locus of control and the lack of it with social desirability should be investigated, and the following hypotheses may be tested:-

HYPOTHESIS 9.1 'Externality will correlate positively with non-definiteness'.

HYPOTHESIS 9.2 'Externality will correlate positively with variability':

HYPOTHESIS 1.1 'Social desirability will not be correlated with non-definiteness'.

HYPOTHESIS 1.2 'Social desirability will not be correlated with variability'.

In sumary, it appears that there are good theoretical reasons for expecting people to vary in terms of the nondefiniteness of their self-concepts, in that there are a number of variables which it is thought might affect this as a 'dependent' variable. Furthermore, there are a small number of studies which have provided support, for the idea of such iudividual differences: some have described and others have shown dimensions that can be interpreted as similar to that proposed here: to these studies one must add some of those examined in Chapter 3. Finally, it has also been suggested that the variables which affect non-definiteness will also have a similar effect (either direct or indirect) upon behavioural variability. It has been seen that a small number of writers have also speculated on the link between their self-concept dimension and behavioural variability. Having adduced this support,
it seems timely to state formally the central proposition of this thesis in the form of two hypotheses, namely:

HYFOTHESIS 1A 'There will be a positive correlation between the non-definiteness of the self-concept and the variability of behaviour'.

HYPOTHESIS 1B There will be a positive correlation between the non-definiteness of the self-concept and the incidence of behaviour which is incongruent with the self-concept.

It should be explained that the second hypothesis applies when the person is asked to choose between characteristics to describe himself, and can then indicate his non-definiteness. It is simply an extension of the first hypothesis, and is stating that not only will the less non-definite person be less variable, but he will also have a greater tendency to exhibit the characteristic he thinks he possesses rather than its opposite.

It should also be noted that both hypotheses are expected to hold on individual dimensions, and for averages over a number of dimensions.

Having hypothesized that there are these individual differences in the non-definiteness of peoples' selfconcepts, it is necessary to look at what those at the nondefinite extreme are like. This is because their selfconcepts are rather different from what is generally assumed to be normal, namely a definite and internally consistent image.

In this enquiry one might start with Lecky (1945) who declares that "any idea entering the system which is inconsistent with the individual's conception of himself cannot be assimilated but instead gives rise to an inconsistency which must be removed as promptly as possible" (Gordon \& Gergen, 1968. P.297). He goes on to describe various defensive manoeuvres to rid oneself of what he likens to a "foreign body whose elimination is essential" (P.297), and says that "it is only when a person is unable to rid himself of inconsistencies that psychological problems arise" (P.297). He suggests that we must be made aware of the nature of the inconsistency and, then "the individual can be depended upon to make the problem his own and endeavour to alter the system in such a way that consistency is restored" (P.297): elaborating upon an example he says "therapy must therefore aim to make the subject aware of the self-valuation which prevents assimilation of the existing situation" (P.298).

From this, Lecky appears to be talking about two aspects of inconsistency. Firstly, there is an internally consistent self-concept, and secondly there is one that is consistent with the person's self-experiences. The problem is that if some people are as variable as the research sugeests, the two are mutually exclusive. It is impossible for the variable person to have a veridical self-concept that does not reflect his contradictory behaviour.

However, Lecky seems to be suggesting that all people will have internally consistent self-concepts and will strive to behave consistently with these. If their behaviour becomes too incongruent with this image, the "solution" is to erect a more veridical concept of the same consistent, definite type.

No doubt, many people do have rather definite ideas about themselves with which they attempt to be consistent, and, when they cannot rationalize inconsistency they probably will feel anxiety and have to change their image of themselves. On the other hand it is believed that for others, this type of self-concept is less necessary, and that thej might be quite happy seeing themselves as someone who alters in the way he behaves from one situation to another.

This is also relevant to Epstein (1973) who says that the self-concept is a self-theory which "the individual has unwittingly constructed about himself" (P.407). He states that this theory can be evaluated like other scientific theories and remarks that an awareness of inconsistency will destroy a theory. However, with the self-concept, where inconsistency could reflect the truth, awareness of inconsistency should hardly have this effect.

Nevertheless, although the present writer disagrees, some clearly suggest that a definite self-image is normal, and therefore it is necessary to see whether there is any evidence that holding a non-definite image has psychopathological consequences.

Perhaps the most famous contributor to this viewpoint is Erikson, who seems to suggest that a lack of ego identity is maladaptive. He defines this identity as "the accrued confidence that one's ability to maintain inner sameness and continuity (one's ego in the psychological sense) is matched by the sameness and continuity of onés meaning for others" (Gordon and Gergen, 1968 P.197). He says that it "develops out of a gradual integration of all identifications; but here, if anywhere, the whole has a different quality from the sum of its parts" (P. 203). He goes on to say that the identity "includes all significant identifications but it also alters them in order to make a unique and reasonably coherent whole of them" (P.194). The normal interpretation of Erikson is that people need an internally consistent identity. However, if Gergen (1971) is right in saying that we learn the need for consistency, it seems quite possible for some to have, and be happy with, an identity consisting of a quasistationary conflict between opposing characteristics; a wedding of opposites. This might be a satisfactory answer for some to the question 'who am I?".

Having said this, one must immediately turn to a study by Block (1961) who acknowledges Erikson as the source of his hypothesis that there would be a curvilinear relationship between role variability and adjustment. To measure the former he looked at the variability of subjects' rankings of twenty adjectives to show how they were with each of eight people. His rationale for the hypothesis
was that those showing ereat variability had no inner core of identity whereas for the very consistent subjects "the core of identity is hollow ... based ... upon deep seated fear of any amount of self-abandon" (P.392).

In fact, the relationship that he found was linear, with variability correlatine with maladjustment (measured by a psychoneuroticism scale), the precise coefficient beinc. 52. Ong succested reason for the lack of curvilinearity was that his sample did not contain eny truly rigid people.

Thus this study does seem to show that those with a more non-definite idea of themselves are more maladjusted, whereas those who have a definite idea of themselves, ard who are perbaps, less variable are better adjusted. The only criticisn that can be raised is that his correlation was parametric but perforned on data skewed in opposite directions, and his subjects were rather small in number ( $\mathbb{N}=41$ ), all beinc psychology students and all working out their own scores.

Further support for the link between non-definiteness and maladjustment comes from a study by Cartwright (1957) who found that pre-therapy subjects showed more variability than controls, or themselves after therapy, on Q-sorts to show how they were with three people of major importance. However in a replication (1961) she reports that although there was a decrease in variability ( $p<.05$ ) for the
experimental (therapy) group, this was in fact less than the decrease for controls ( $p<.001$ ). At the same time, she says that for the experimental group the change was at least confined to the 'success' group, and the range for the of changes was greater for the experimental than $\lambda^{c o n t r o l}$ group. Furthermore an increase in adjustment scores accompanied the greater consistency for the experimental but not the control group.

There are two comments that might follow from these studies by Cartwright. Firstly, and most obviously, the increased consistency on $Q$-sorts by the controls raises the possibility that the changes for the experimental groups also result from some factor other than therapy and the increase in adjustment. As such, it would raise a question with regard to the consistency-adjustment relationship.

Secondly, even if there is this relationship, it does not mean that inconsistency is a 'bad' thing for all. Indeed this also applies to Block's findings: probably some of his inconsistent subjects were better adjusted then the consistent. Thus, although there might be the tendency for the inconsistent to be maladjusted, there might well be a subgroup of inconsistent people who are quite normal.

Nevertheless, an adjustment-stability link is also reported by Parker (1971). Thus, he says that subjects who were unstable in their endorsement of adjectives on the Adjective Check List tended to endorse more often items that "are quite uncomplimentary, self-critical, and socially undesirable" ( P .880 ), whereas the items of stable subjects indicate "normal or good adjustment" (P.884). However, insofar as the adjectives endorsed in a rather unstable way were socially undesirable, the results essentially mean, as Parker says, that stable subjects consistently endorsed favourable items, whereas unstables (sometimes) described themselves unfavourably. It would seem unreasonable to describe the latter, who, for example, more often endorsed 'awkward', 'careless' etc., as thereby poorly adjusted, for he seems to be taking these items as a stable self-description. In fact, 211 he may have done is separate a group concerned with social desirability from a more honest group.

To these studies might be added one by Martin (1974) who, like Cartwright, used Q-sorts to measure the consistency of subjects' self-descriptions with friends, with family, and in general. He found that such consistency was (inpdversely) related to neuroticism in adolescents but not in adults. His interpretation is in terms of the neuroticism of adolescents delaying the crystallization of the selfconcept, and it will be noted that this direction of the relationship seems to be the opposite to that suggested by Erikson.

However a further interpretation of Martin's findines is that the link for adolescents between a lack of consistency and neuroticism may have been because, at that age, people are pursuing the perhaps naive hope of describing themselves in an internslly consistent way; later they may learn to live with their inconsistencies. At the seme time, it is obvious that this would not apply to all; undoubtedly some, and perhaps the majority, need a rather definite idea of what they sre like. Nevertheless, the present writer does think that there are those for whor the lack of an internally consistent self-concept will not be accompanied by high neuroticism.

The final studies to be cited in this discussion have already been described. Thus, the first is that reported by Campus $(1970,1974)$ and it will be recalled that she is a further person finding a link between inconsistency and maladjustment. Specifically, che found a partial correlation between variability and anxiety.

On the other hand, Snyder and Monson (1975) report that neuroticism showed a positive relationship with consistency, and Sarbin and Jones (1955) report that eco strength showed a positive correlation with role-taking eptitudes it was sugessted that non-definiteness might be a feature of the latter.

It is difficult to know quite how to conclude this section for the present writer did not see any reason to suppose that non-definiteness should cause neuroticism. In contrast the majority of the studies clearly put forward a different viewpoint backed up by results. At the same time, it would seem fair to say that only one of these was really satisfactory, namely that by Block. Furthermore, it seems possible that the relationship is attributable to the fact that neuroticism, non-definiteness and behavioural variability are all referring to a reactivity.

Finally, there are the two studies which do not support the majority, and one can only end by agreeing that this matter will have to be investigated, and meanwhile bow to the evidence in forming the hypotheses which are:

HYPOTHESIS 3.1 'Neuroticism will correlate positively with non-definiteness'.

HYPORHESIS 3.2 'Neuroticism will correlate positively with variability'.
E. Intelligence, non-definiteness and variability.

Variables have been mentioned, such as rigidity, which are known to be related to intelligence. However, it should be made clear that it is not thought that either of the 'dependent' variables will be related to this. Nevertheless this must be investigated, the specific hypotheses being:

HYFOTHESIS 10.1 'Intelligence will not correlate with non-definiteness'.

HYPOTHESIS 10.2 'Intelligence will not correlate with variability'.
F. Non-Definiteness and subject Studied.

It is also important to ensure that the reports of non-definiteness do not simply reflect the different ways arts and science students are trained. Clearly this is not thought to be the case, but it is possible that the arts student who is taught divergent thinking may be more non-definite then the science student with his convergent thinking. This can be tested by:

HYPOTHESIS 20 'Arts students will not tend to be more nondefinite than science students in their self-conceptions.
G. Results of the degree of non-definiteness.

Here it is wished to suggest briefly some variables which might depend upon how non-definite the self-image is.

Firstly, and stemming from Rogers' work is the idea that the person with a less non-definite self-image will tend to exclude from his view of himself information about incongruent behaviour which he has been forced to generate. He would do this to protect the valued image. This 'defence' will only apply when the self-image has been affected by one of the first group of factors which affected non-definiteness directly and carried with them their own desire for congruency. As such, the overall relationship
cannot be expected to be very strong. The hypothesis is:
HYFOTHESIS 25 'Those with more non-definite self-concepts will have less tendency to exclude some of their behaviour from their view of themselves.

It would also seem possible that the greater latitude offered by a non-definite self-image might make it easier for the person to adapt to others, and hence easier to form relationships.

This leads to the following hypotheses:-

HYPOTHESIS 22 'Those with more non-definite self-concepts will find it easier to form friendships'.

HYFOMESIS 21 'Those with more non-definite self-concepts will find it easier to form romantic relationships'.

Conversely, it is thought that those with less nondefinite self-images might value their independence more, as this will facilitate the maintenance of a particular definition of themselves. The hypothesis is:

HYFOTHESIS 23 'Those with more non-definite self-concepts will see their independence as less important to them than those with less non-definite self-concepts.

These three hypotheses are also referring to nondefiniteness which is attributable to one of the factors which carries its own need for congruence. Thus, again, strong relationships are not expected.

Finally, it is clearly expected that those with more non-definite self-concepts will be less able to think of something which is acharacteristic of them, and this gives rise to:

HYOTHESIS 24 Those with more non-definite selfconcepts will less readily think of characteristics that typify them'.

CHAPTER FIVE. The Person-Environment Interaction.

The ideas of the last four chapters - and particularly the hypothesis of differential variability - can now be integrated to form on overall statement about the personality that will be presented in a situation.

This thesis follows the viewpoint that behaviour and hence presented personality - is the product of an interaction between the person and environment.: This general approach was discussed in Chapter Two. The objective of the present chapter is to provide a detailed description of the interaction and its components.

On the person side of the interaction, the classic viewpoint is that presented personality is influenced by the subject's dispositions. He is seen to be disposed to behave in a particular way and this is reflected in his actual behaviour. However, the last chapter suggested that there will be differences between people in the extent to which they will have a tendency to behave consistently. It might equally well be said that they are expected to differ in the strength of their dispositions. Thus, some people are expected to have a strong tendency to behave consistently, and so might be said to have strong dispositions to behave in these ways. On the other hand, there will be others for whom there is no basis to expect consistency. Thus, they are not thought to be disposed to behave in a particular way, and their dispositions are at most - weak. This leads to the conclusion that a more
adequate conceptualization of the person would be in terms of his dispositions and their strength.

The last chapter also succested that one way of aiscovering a person's dispositions and their strength on the dimensions of interest would be to look at his self-1mage and the nonmefiniteness attached to this. The gelfimage itself is thought to show the characteristics the person is dieposed to present, either by showing how he wants to be or reflecting how be is. The definiteness about the possession of each characteristic is thought to ghow the strength of these dispositions.

The influence of the envirowaent upon presented personality can be divided into three conceptually dietinct stages. Hiretly, the cubject might choose the situation or, at least, alter 1t. (Wachtel, 1973). In two person interactions, this makes it necessary to adopt a 'ayade approach'. whereby the "behaviour of one person is seen as affecting that of the second and determining the subseguent actions of this person toward the first, and so on through time" (Marlowe and Gergen, 1970 P.4). Thus, the particular environment which influences presented perconality is partly the result of the subject's own actions.

At the gecond stage, the Eubject is in this 'objective" environment. Hole theory gugseats that each situation makes a requirenent upon the actor to present a particular personality. Furthermore, these demands are enforced by rewardy and eanctions of varying degrees of strength.

It is at this stage that \%oos' (1973) dimensions of the objective enviroment are relevant. Thess ano 'ecolofical dimensions', 'dimensions of organizationsl structure', 'porsonal and behavioural characteristics of the milieu inhbitants'. 'psychosocial characteristics of organizational climate', 'Barker's ( 1205 ) bshaviour astines' and 'functional and reinforcement analyses'. All of these "nonexclusive, overlapping and mutually interrelated" (Poos, P.652) dimensions would seen to contribute to the overall nature of the "imediate sociophyeical environmant" (wicker, 1972). As auch, they will help to determine the precise percomality that is reguired.

At the third stags the subject perceives the 'objective' enviromeat, end the reguired personality. Thus, it is thought that the 'objective' eaviroment ultimately influences presented porsonallty througin the peychological environaent.

This distinction between the objective and peychological eaviroments, togather with the choice of the peycholozical environment as the finsi influence upon Dohsivour is bssed upon the purely axiomatic beliel that the ultimate stinulus is the subject's conception of the situation. It is a viewpint that has a long history. Thus, the distinction betwoen the paychological and objective environments was made by both Xofrca (1935) who used the lebols of 'bohavioural' end 'geograghical' enviroments reepectively - and mamrs (1933) - who used the toms 'beta press' and 'slpha press'. However,

Lewin (1935, 1936) stands out as the prime advocate of the psychological environment. Thus, this was the important unit in his equation $B=\mathbf{I}$ (P.E.). Bringing one up to date, Endler and Magnusson (1976) are contem pory proponents of this view. Thus, they say that "on the situation side, the psychological meaning of the situation for the individual is the important determining factor" (P.968). These writers are joined by many others (cf. Ekehammar, 1974) who have also talked of the importance of the psychological environment (for example, Jessor, 1956, 1958; Jessor and Jessor, 1973; Rotter, 1954; Bowers, 1973; and Mischel, 1973). In short, it can be seen that the choice is well-grounded in psychological theory.

The psychological environment might be measured by asking the subject which characteristics he believes are required in the situation, and how strong he sees these demands to be. This is rather similar to Price and Bouffard's (1974) method. They asked subjects to choose from a list those behaviours which were seen as appropriate in the situation. On the other hand, it is rather different from the method which has been suggested by Magnusson (1971) and Magnusson and Ekehammar (1973). They advocate the use of the dimensions which people themselves employ in the perception of situations. These are discovered by getting subjects to rate a number of situations for their similarity and then factor analyzing the similarity matrix. However, when the objective is to
predict or explain presented personality, this seems a good deal more cumbersome than obtaining ratings on the dimensions of interest to the researcher. It also does not seem to carry any clear advantage. This comment is lent weight by the fact that the subject's own dimensions appear to depend upon the situations in question. Thus, in their first two investigations Magnusson and Maenusson and Ekehamar used the same (neutral) situations and obtained the same five factors. However Ekehammar and Magnusson (1973) later included stressful situations and found two new factors of ego threat and threat of pain as well as three of their original factors.

The suggested conceptualizations and measures of the person and psychological environment permit the prediction and explanation of presented personality. Thus, the way a person behaves on each dimension is seen as the product of an interaction between the force of how he is disposed to behave and the force of how he believes he is required to behave. If these are in accord, he would clearly be expected to follow these congruent dictates and display the characteristic in question. On the other hand, if they are in conflict (i.e. suggesting he presents the opposite characteristics) the outcome will depend upon the strengths of the opposing forces. Thus, when the person's disposition is stronger than the environmental demand he will behave in the manner dictated by his disposition. On the other hand, when the environmental demand is stronger he would be expected to present the characteristic he believes to be required. The extreme case of
conflict comes when the person has a strong disposition to behave one way whereas the situation is seen to strongly require that he behaves in the opposite way. Here he would be expected to try to avoid the situation, or if this is impossible, to manifest role distance.

This description relates to Pervin's (1968) discussion of the individual-environment fit which he says affects both performance and satisfaction. The extent of the mis-fit will depend upon the number of dimensions for which the demands of the environment and the person's dispositions are in conflict. It will also depend upon the strengths of these opposing forces. Thus, where there is a conflict the mis-fit will be far greater when the person is strongly disposed to behave one way and the environment strongly requires he behaves in the opposite way, than when these forces are so weak that he hardly has a disposition and it is hardly seen to matter which way he behaves.

This leads to a readily testable hypothesis. The wording reflects the measuring instruments which it is proposed to use for the person and environment.

HYPOTHESIS 28 'A subject will feel ill-at-ease in a situation to the extent that the characteristic he sees himself as possessing (weighted for definiteness) are the opposite of the characteristics he believes are required in the situation (weighted for perceived strength of the deman ${ }^{\prime}$.

Finally, the measure of the psycholocical environment could be used to classify situations. Thus, the 'consensus' psychological environment could be found, by finding the characteristic on each dimension which most subjects believe to be required. However, determining the strength of the situation would be more complex. Thus, one would have to take into account the extent of agreement upon the required characteristics as well as the actual strength with which these are seen to be demanded. Thus, if there is no consensus, the strength would automatically be low. This follows Magnusson's (1975) conceptualization of situational strength which is in terms of the extent to which the situation initiates and promotes "the same kind of behaviour in most individuals" (P.11). However, the necessity of taking the degree of consensus into account does not seem to have been recognized by Price and Bouffard (1974) with their method of determining the constraint of a situation. This method involves finding the overall mean of the appropriateness ratings for the situation. It will be seen that when this overall average is low it can rightly be said that there is high constraint. Thus, subjects agree that few behaviours are appropriate. However, when this average attains a middling value, it cannot correctly be said that the situation is moderately constrained. This is because a middling value might very well reflect a wide divergence of ratings. This would seem to signify that the situation is rather ill-defined and unconstrained.

The method of classifying situations by the subjects' perceptions of the personality that is required in them can be seen as an alternative to the method suggested by Frederikson (1972). He uses peoples responses as the basis for classification. The two methods are clearly thought to diverge because reaction data will be a function of subjects' dispositions as well as of their perceptions of the requirements of the situation. Nagnusson and Ekehammar (1975) confirm the difference between reaction and perception data when they say that "there is no necessary general systematic relationship between situation perception data and situation reaction data" (P.1153).

In conclusion, conceptualizations of the person and the environment have been offered. These are thought to Ellow the explanation and prediction of presented personality. This account of presented personality has within its range of convenience both the variability of presented personality and individual differences in such variability. Thus, variability comes about simply because different situations are seen to require different personalities. On the other hand individual differences in variability are explained in terms of the subjects differing in the strengths of their dispositions. Those with stronger dispositions are more likely to over-ride the force from the situation.

The final 'introductory' chapter will compare this account of presented personality with those provided by Mischel and the less compromising learning theorists. In particular, it is wished to elaborate upon the differences between the views of the present writer and those of learning theorists with regard to the role of the 'person' in the interaction and the consistency that can be expected.

CHAFTER SIX. A comparison with Mischel's Learning Theory.
Mischel's (1973) theory will be focused upon in this chapter for two reasons. Firstly, his is the name most associated with the viewpoint that emphasizes variability. Secondly, his theory is a rather liberal version of learning theory. Therefore any criticisms made against him will apply with even greater force to more orthodox learning theory.

Mischel's viewpoint has tempered over time. Thus in 1968 he seemed to be proposing a rather thorough-going social-learning theory account of behaviour. This theory was designed to explain the inconsistency that he suggested was manifested in behaviour. However, by 1973 the title of the theory had become 'cognitive social learning theory'. It is this later version which will be concentrated upon.

In his 1973 paper, Mischel describes five person variables "that mediate the effects of conditions upon behavior" (P.279). The first of these is "cognitive and behavioral construction competencies". These are the parts or acts that the person has learnt. Here, Mischel is specifically referring to the learning of parts rather than lines. Thus, he says that "it has become plain that rather than mimicking observed responses or returning memory traces from undisturbed storage vaults, the observer selectively constructs (generates) his renditions of reality" (P.266).

This stance is quite congruent with that taken in this thesis, as is the idea that there are "enormous differences between persons in the range and quality of the cognitive and behavioral patterns they can generate" (P.266). The present writer expects these differences to be one source of differences in variability.

Mischel's second person variable is "encoding strategies and personal constructs". He says that "people readily perform cognitive transformations on stimuli" (P. 267) and that they will differ in the way that they transform the same stimulus. Again, this is quite in accord with the present writer's viewpoint.

Mischel then moves to consider "the determinants of performance" (P.269), saying that "the person variables of greatest interest are the subject's expectancies" (P.269). These are divided into "behavior-outcome expectancies" and "stimulus-outcome relations". Behavior-outcome expectancies refer to the "'if ___ then relations" (P.270). He says that "in any given situation, the person will generate the response pattern which he expects is most likely to lead to the most subjectively valuable outcomes (consequences) in that situation" (P.270). Thus, he is saying that people will perform in the manner that they think will be most reinforced in the situation.

The other set of expectancies, nemely stimulus outcome relations, are said by Mischel to be composed of some which "presumably reflect the perceiver's idiosyncratic learning history and his own personal rules about stimulus meanings" (P.271). Nevertheless, he says that "many ... are likely to be widely shared by members of a common culture ..." (P.271). He gives as an example the belief that fat people will be happy. However, this would seem to be a particular type of cognitive transformation. Thus, presented with a fat person people 'see' a happy one.

The fourth variable described by Mischel is "subjective stimulus values" later called "reinforcement (incentive) preferences" (P.273). He says that "even if individuals have similar expectancies, they may select to perform different behaviors because of differences in the subjective values of the outcome which they expect" (P.272). However, this would seem to have been covered in the discussion of behavior-outcome expectancies. Thus, he said there that people will generate the response leading to the most subjectively valuable outcome.

The final variable that Mischel discusses is "selfregulation systems and plans. Plans seem to relate to the subject's overall scheme for generating a part. On the other hand self-regulatory systems have as their "essence" the subject's adoption of contingency rules that guide his behavior in the absence of, and sometimes in spite of immediate external situational pressures" (P. 274).

These systems are seen by Mischel as guiding behaviour in a direction which keeps up standards or leads to the achievement of a goal, such as. passing an exam. Elsewhere, Mischel et al (1973) describe how this behaviour is reinforced by self-administering prizes; tokens, or verbal approval, as well as by self-exposure to positive information. Thus, subjects who had succeeded on a task exposed themselves to positive information about themselves, whilst those who had failed exposed themselves to negative information. Another example of these systems in operation is provided by Mischel (1973) when he says that "even young children will not indulge themselves with freely available immediate gratification but, instead follow rules that regulate conditions under which they may reinforce themselves" (P.274).

It is clear that such systems could be seen in terms of the subject having an image of himself with which he tries to behave congruently. For example, the children in the second example could be said to have an image of not being greedy. As such, they bear a relationship to what the present writer sees as a major source of consistency, namely the desire to behave in line with a definite selfimage. However, it is equally clear that Mischel does not develop his ideas in this way. Self-regulation systems refer to rather specific behaviours, assume none of the importance of situations, and are certainly not seen as a pervasive influence upon presented personality. In short, from his description it seems that self-regulation systems
play but a minor role in Mischel's theory of presented personality.

This impression is reinforced when Mischel turns to consider the role of individual differences in determining the response to a situation. He suggests that these will be important to the extent that the situation is weak. In turn, situations are weak "to the degree that they are not uniformly encoded, do not generate the uniform expectancies concerning the desired behavior, do not offer sufficient incentives for its performance, or fail to provide the learning conditions required for successful construction of behavior" (P.276). Self-regulation systems or other person variables which might dispose the subject to behave in a particular way are only alluded to when Mischel talks of the provision of adequate incentives. Certainly, they are not specifically mentioned in this whole section. This carries the implication that Mischel does not see them as an important determinant of presented personality. :In contrast, Mischal devotes considerable attention to discussing individual differences in the perception of a weak situation and in the belief about the most appropriate behaviour. This suggests that his emphasis is upon the person behaving in the manner which he believes to be most appropriate in the situation as he perceives it. The only specified person variable which might lead to a failure to behave in this way is a limitation of the subject's repertoire. Thus; whether the situation is strong or weak, presented personality would seem to be essentially a response to the situation and the situation alone.

The lack of development of seli-regulation syatems or other person variables which might dispose the subject to behave in a particular waj is egain apparent when Mischel discusses the fact that the subject ergazes in the "active selection and modification of conditions through his own cognitions and actions" (P. 278). Certainly, he cites self-regulatory miles as one guide in this process. However, he does rot elaborate upon their role.

This lack of developient of the variables which might dispose the subject to behave in a particular way seens to betray the emphasis of this theory. Nischel's tendency is to mention them rather than to integrate tien within his theory. This is most evident when he sumarizes "tie proposed alternative to personality pajcholosf" (P.279). He says that this "emphasizes the interdepencence of behavior and conditions, nediated by the ccnstruction and cognitive activities of the incivicual" (F.279). It also "emphasizes the crucial role of eituations (conditions) but views them as informational inputs whoge behavioral impact depends upon how they are processed by the person" (P.279). Finally "it recognizes that the person's behatior changes the situations of tis life as well as being charged by them" (P.279). Mris makes it quite clear that mischel's emphasis is upon the persom perceiving the requiresezts of the situation and responime in the mamem wich he thirirs is most appropriate. Inere is mo specific reference to

might dictate that he behaves in a way that is contrary to the environmental pressure. In short, if presented personality is viewed as an interaction between the person and his psychological environment, it can be seen that Mischel concentrates heavily upon the psychological environment.

Thus, the main criticism of Mischel's theory is that it fails to elaborate upon or integrate the person variables that might dispose the subject to behave in a particular way. Instead he emphasizes the subject responding appropriately to the situation. This problem is reflected in Mischel's treatment of the consistency of presented personality. Thus, he has specified a source of consistency (i.e. self-regulation systems) and indeed states that "self-regulatory rules, standards and plans serve to impose an additional continuity and consistency upon behavior and guide the individual in the absence of immediate situational forces" (Pps.278-9). However, this contrasts sharply with the general tone of his writing which is strongly in the direction of variability. Thus, the emphasis upon the subject responding appropriately to the situation itself suggests a variability of presented personality. Furthermore, Mischel talks earlier of "man's impressive discriminative facility" (P.253) which he sees demonstrated by the fact that "what people do in any situation might be changed dramatically even by relatively trivial alterations in their
prior experience or by slight modifications in the particular features of the immediate situation" (Pps.258-9).

Mischel supports this stance which emphasizes variability and the person responding to the situation with empirical evidence. Thus, in 1973 he focuses particularly upon the ANOVA studies, concluding that "such data provide encouragement for idiographic study ... but not for the predictive utility of 'common' (nomothetic) traits' (P.258). However, Chapter Two suggested that these studies might be rather poor indicators of consistency. Certainly, they cannot justify Mischel's relative neglect of self-regulation systems and the consistency which he himself attaches to these. Furthermore, even if Mischel's evidence is correct as an average across all subjects, there remains the objection that he never considers that some people might be less variable than this average.

Mischel also seeks to support his stance by suggesting that our perception of consistency in other people is incorrect. Thus, he points to attribution theory, and particulerly to the work of Jones and Nisbett (1971), (and replicated by, for example, Ruble, 1973) which shows that we attribute other peoples' behaviour to traits but our own to the situation. The argument can then go that our imputation of traits and consistency to others is both understandable and functional, but misguided. Thus, Nisbett et al (1973) see one reason for the difference as being informational availability. They explain that "the actor knows more about his past behavior and his
present experiences than does the observer" (Fps. 154-5). They say this "often serves to prevent the actor from interpreting his behavior in dispositional terms whilst allowing the observer to make such an interpretation" (P.155). A second possible reason is that the actor's attention is focused upon the demands of the situation, whilst the observer's is upon the actor. This explanation is given some weight by the finding of Storms (1973) that when subjects were shown (by videotape) a different point of view "the attributional differences between actors and observers were exactly reversed" (P.171). The third explanation is what Brehm (1966) calls the reactance motive; this refers to a person's desire to see himself as free and in control. This leads the actor to want to see himself as acting in accordance with the demands and opportunities of each new situation and, hence prejudices him toward a situational explanation, whilst prejudicing the observer to a dispositional explanation since it makes the actor predictable and understandable and thus controllable.

The first of these explanations seems to suggest that the actor is necessarily more correct, with behaviour in fact being more inconsistent then the observer realizes. Nischel (1973) quite clearly sees our perception of consistency in others as an "over-attribution". However, even if he is correct, the work of Nisbett and his com workers would only seem to pertain to the attribution of traits to someone who is a strancer. It does not throw
suspicion upon the perception of consistency in someone who is well known to the observer. However, Mischel seems unwilling to concede even this evidence against variability. Thus, Hayden and Mischel (1976) say that they subscribe to a view that "emphasizes that even when the behaviors of a person are highly inconsistent with one another, trait consistency may be readily perceived" (P.109). They suggest that one way that people do this is by attributing "diverse, seemingly discrepant behavior to the same 'underlying' motive (or other causal dispositions", this being analogous to the phenotypegenotype distinction.

Hayden and Mischel (1976) conducted an experiment to test their ideas. They gave subjects an impression of what a target person was like followed by consistent or inconsistent or neutral information: "specifically it was predicted that, compared to a no-initial-impression control group, subsequent behaviors would tend to be seen as caused (motivated) more by traits consistent with the initially inferred treits and less by traits inconsistent with the initial behaviors" (P.111). To clarify this, if the target person had been labelled ageressive, Hayden and Mischel did not expect his submissive behaviour to be 'seen' as aggressive. However, they did expect it to be seen as less submissive than that of a target who had been labelled submissive.

They found that "as expected, the kind of subsequent behavior had a strong effect on the kind of motivation inferred from it" (P.119), which they say "implies that an initial impression of a person may be changed easily in the light of new information" (P.122). As regards the biasing effect of prior information they found "complex, but often weak effects of initial impressions on the interpretations of subsequent behaviors" (P.124).

In a second experiment, they found that "subsequent behaviors which are consistent with the initial impression of the stimulus person's dispositions are attributed to the stimulus person's real self, whereas inconsistent subsequent behaviors are more likely to be attributed to superficial or transient factors" (P.131).

However these experiments reveal nothing about whether people really are inconsistent. Thus, the fact that people may resolve actual inconsistency to preserve the perception of consistency does not mean that such a perception necessarily comes about in this way.

Furthermore, Hayden and Mischel did not even expect their first experiment to show that people perceive consistency in the face of inconsistency. They only expected an attenuation of inconsistency. This appears to contrast with their earlier views. The finding that observers said that aggressive behaviour was due to aggressiveness even though they had been told the subject was submissive does
not seem to sugeest that people preserve consistency in the face of inconsistency. If anything, it suggests that people are accurate enough in their perceptions to be believed when they report someone as consistently possessing a characteristic.

In short, Nisbett and his co-workers' demonstrations that we tend to attribute the behaviour of unknown person to his dispositions - perhaps because we have less information that the actor - does not mean that the ascription of traits to someone known and seen in many situations is also an over-attribution. If anything, Hayden and Mischels' results would seem to suggest that if the person was inconsistent, the initial impression of him would be altered and the overall report would be that he is variable. Thus, the person who says that his friend is shy is unlikely to be talking of someone who spends half his life being gregarious.

In conclusion, it is not thought that Mischel has furnished adequate support for his emphasis upon variability, and this emphasis is questioned by the present writer. In particular, it is thought that some subjects might be rather more consistent than Mischel suggests. This disagreement arises from the fact that Mischel's account of presented personality ignores a number of variables which could dispose the subject to behave in particular ways and fails to emphasize the consistency that could come from the variables that he does include.

Thus self-regulation cystens might well give rise to consistency as mieht limitations in the subject's repertoiro. Furthermore, consistency might ariso from the levelling of enviromental differences by peoples' perceptions and from similarities in behaviour-outcome expectancies between situations. Nevertheless, Miechel does not emphasize the consistiency that could come from these variables. Furthermore, even if he had done so it is thoucht that be would still have under-estimated consistency by cuite failins to consider the many other variables which could also lead $\lambda$ eubject to bohave in a particular way. In short, Mischel's theory of presented perconality ienores the subject's dispositions and can be contrasted with the account suceested in Chapter Five which epecifically stems from a consideration of the sources of consistency.

Nevertheless, Mischel's cognitive social learning theory le more akin to the present writers account of presented personality than orthodox learning theory. This provides even fewer sources of consistency, and it is thought that these should be dealt with at the more molar and cognitive level of Mischel's theory. Both these points are illustrated by Burton's (1963) account of consistency and differences in consistency.

Burton explains differences in consistency in terms of two learning generalization gradients. The first of these refers to the conslstency of learninc itself.

He says that the parent who consistently rewards his child for honesty and punishes for dishonesty across all situations, as defined in honesty tests, should "facilitate for his child the discrimination of the critical cues in situations which call for an honest response" (P.493), and thus "the child should show much generality in his behavior across the different types of honesty test" (P.493). At the other extreme are parents who produce children who are inconsistent on honesty tests because they have been taught that the legitimacy of dishonesty varies with the situation.

Secondly, Burton discusses the role of cognitive mediation in producing a theoretically independent gradient. He says that "the greater the cognitive, especially verbal, associations between two kinds of temptation situations, the greater will be the probability of the same response being performed in both settings" (P.493). He suggests that some parents may not apply verbal labels to situations requiring honesty. "Their children are learning to be honest in specific situations, and any generalizations of their behavior will come through similarity of new situations to these specific learning conditions" (P.494).

It is thought that it is better to deal with the effects of cognitive mediation at a more molar and cognitive level. Thus, it is suggested that cognitive mediation results in the subject abstracting the concept that the
particular characteristic is correct in any situation. For example, the subject might learn that he shoula always be honest. This learning will be internalized in his self-image. He will attergt to be honest in each situation in order to maistain this imege of himself which is the besis of his self-regarc.

This account of the generalized leaming that is produced by cognitive reaiation can be used to describe the temptation situation. such a situation is defined by a conflict between the subject's generalized notions of what is correct and his perception of wiat is appropriate in the perticular circustances in which he finds himself. For example, if he was with friends who stole for a dare, the pressure to foin in would conflict with his desire to maintain the inage of himself as an honest person.

It is also thought that the consistency of learning can be dealt with in more molar and cognitive teras. If inconsistent, the subject will learn that wilst a particular characteristic will be rewarded in some situations, its opposite is appropriate in others. In Kischol's terns, he will develop conflicting behaviour-outcoze expectations. On the other hand, sien learning is consistent, the behaviouroutcome expectations will be homogeneous.

The homogeneity of behaviour-outcome expectations will have a direct effect upon variability. It will also influence the subject's self-image. When learning is consistent, the subject can be expected to abstract the concept that the characteristic is always correct. Once again, it is thought that this learning will be internalized in his self-image, and the subject will see himself as definitely possessing the characteristic. On the other hand, when learning is inconsistent, he would be expected to see himself in non-definite terms on this dimension.

This gives rise to an additional pair of hypotheses: HYPOTHESIS 15.1 'Those who have been taught that whether a characteristic is right or wrong depends upon the situation will have more non-definite self-images than those given unqualified learning.' HYPOTHESIS 15.2 'Those who have been taught that whether a characteristic is right or wrong depends upon the situation will behave more variably than those given unqualified learning.'

In conclusion, it is thought that the account of consistency and differences in consistency which is provided by orthodox learning theory needs to be reconceptualized in the more molar and cognitive terms employed by Mischel and the present writer. In addition, it can be contrasted with the account of presented personality
suggested in Chapter Five in terms of the number of sources of consistency that are considered. Clearly, orthodox learning theory is thought to underestimate the consistency of some subjects by neglecting a large number of variables which could dispose the person to behave in a particular way. Thus the criticisms of Mischel's theory apply with even greater force.

In short, both orthodox learning theory and Mischel's cognitive social learning theory concentrate upon the environmental determinant of presented personality. In contrast the account suggested in Chapter Five pays more regard to the dispositions of the actor. It is now time to see whether consistency is related to the variables which have been neglected by learning theory.

# CHAFTER SRVEN. Investigation One: The Existence and Correlates of the Non-Definiteness and Variability Dimensions. 

Method.
A. Hypotheses to be Tested.

The first investigation was to test the hypothesized relationship between behavioural variability and the nondefiniteness of the self-image, and the relationships between these and the other variables. It was also intended to examine the hypothesized consequences of non-definiteness.

However, (as will be apparent when the section on the measuring instruments is reached), what was actually measured in this investigation was the variability with which subjects were rated by judges, rather than the variability of behaviour per se. Obviously, this index was only used because it was thought to reflect the actual behavioural variability of the subjects, and all the hypotheses contained in the introduction which dealt with variability are expected to hold for this variability of judges' ratings. Nevertheless, the hypotheses to be tested here should be couched in terms of what will actually be measured namely apparent variability, and they will now be so specified. They have been grouped according to the ways they will be tested and analyzed.

Firstly, one might state the central hypotheses which are:-

1A. 'There will be a positive correlation between the non-definiteness of the self-concept and the lack of agreement amongst raters in their ratings of the subject'. 13. 'There will be a positive correlation between the non-definiteness of the self-concept and the assignment of ratings which indicate the possession of the opposite characteristic to that which the subject saw himself as having'.

Both of these hypotheses are expected to hold for individual dimensions and for averages over a number of dimensions.

The variables which were expected to relate to both non-definiteness and apparent variability were each measured by one of two composite questionnaires, with the exception of neuroticism and extraversion which were measured by the M.P.I. These three groups of hypotheses will now be stated, commencing with those dealing with extraversion and neuroticism.
2.1. 'Extraversion will correlate negatively with selfimage non-definiteness'
2.2. 'Extraversion will correlate negatively with apparent variability'.
3.1. 'Neuroticism will correlate positively with selfimage non-definiteness'
3.2. 'Neuroticism will correlate positively with apparent variability'.

The second group of hypotheses all deal with variables which were to be measured by means of the Composite Questionnaire contained in Appendix Four. All these hypotheses were to be tested initially by the calculation of correlation coefficients.
4.1. 'Intolerance of ambiguity will correlate negatively with self-image non-definiteness'.
4.2 'Intolerance of ambiguity will correlate negatively with apparent variability'.
5.1 'Preference for complexity will correlate positively with self-image non-definiteness'.
5.2 Preference for complexity will correlate positively with apparent variability'.
6.1 Dogmatism will correlate negatively with self-image non-definiteness'.
6.2. Dogmatism will correlate negatively with apparent variability'.
7.1 'Rigidity will correlate negatively with self-image non-definiteness'.
7.2 'Rigidity will correlate negatively with apparent variability'.
8.1 'Scanning will correlate positively with self-image non-definiteness'.
8.2 'Scanning will correlate positively with apparent variability'.
9.1 'Externality will correlate positively with selfimage non-definiteness!.
9.2 'Externality will correlate positively with apparent variability'.
10.1 'Intelligence will not be correlated with selfimage non-definiteness'.
10.2 'Intelligence will not be correlated with apparent variability'.
11.1 'Social desirability will not be correlated with self-image non-definiteness'. 11.2 'Social desirability will not be correlated with apparent variability'.
12.1 'Other-directedness will correlate positively with self-image non-definiteness'. 12.2 'Other-directedness will correlate positively with apparent variability'.

The third group of hypotheses all deal with variables which were to be examined with the Biographical Questionnaire contained in Appendix Five. All these relationships were to be tested initially by the calculation of the chisquare statistic, and the hypotheses have been re-worded (where necessary) with this in mind.
13.1 Those who have a larger behavioural repertoire will have more non-definite self-images'. 13.2 'Those who have a larger behavioural repertoire will. appear more variable'..
14.1 'Those who have found that parental regard is conditional will have less non-definite self-images'. 14.2 'Those who have found that parental regard is conditional will appear less variable'.
15.1 Those who have been taught that whether a characteristic is right or wrong depends upon the situation will have more non-definite self-images'. 15.2 Those who have been taught that whether a given characteristic is right or wrong depends upon the situation will appear more variable'.
16.1 'Those who come from less stable and secure homes will have less non-definite self-images'.
16.2 'Those who have come from less stable and secure homes will appear less variable'.
17.1 'Those who have been less accepted at school will have less non-definite self-images'. 17.2 'Those who have been less accepted at school will appear less variable'.
18.1 'Those who have had a traumatic event in their life will have less non -definite self-images'.
18.2 Those who have had a traumatic event in their life will appear less variable'.
19.1 'Those who have had a self-confronting event in their life will have more non-definite self-images'.
19.2 'Those who have had a self-confronting event in their life will appear more variable'.

There is a fourth group of hypotheses, which only sugcest a relationship between the variable concerned and non-definiteness. The first of these relates to a factor that might affect reported non-definiteness, whilst the remainder deal with possible consequences of the degree of non-definiteness.
20. 'Arts students will not tend to report more nondefinite self-images than science students'.
21. 'Those with more non-definite self-images will find it easier to form romantic relationships'.
22. 'Those with more non-definite self-images will find it easier to form friendships'.
23. 'Those with more non-definite self-images will be less concerned with thoir independence'.
24. 'Those with more non-definite self-images will less readily think of characteristics that typify them'. 25. 'Those with more non-definite self-images will have less tendency to exclude some of their behaviour from their self-images'.

Finally, it was also intended to ask subjects to rate their M.P.I. responses for certainty and to derive alternative non-definiteness scores from these ratings. Specifically, there would be sub-totals from the ratings of neuroticism responses for certainty and of extraversion responses for certainty. This leads to the following hypothesis.
26. 'Non-definiteness scores derived from ratings of neuroticism responses for certainty will correlate positively with non-definiteness scores derived from ratings of extraversion responses for certainty'.

Furthermore there is the additional hypothesis that 27. 'The total non-definiteness score derived from ratings of all M.P.I. responses for certainty will correlate positively with the principal measure of self-image non-definiteness, and they will correlate with those variables with which the principal measure correlates'.
B. Measuring Instruments.

The method of measurement of each of the variables which have been referred to will now be described.

1. Self-Image Non-Definiteness.

The questionnaires used in the measurement of selfimage non-definiteness are contained in Appendix One. Briefly, subjects are asked to choose the more selfdescriptive adjective from each of a series of pairs, and then to indicate their certainty on a four point scale that the choice (and not its opposite) represents them. The non-definiteness scores are derived from these certainty ratings, the choices themselves being simply premequisites. This method is based upon that used by

Pervin and Lilley (1967) and Organ (1973) although it is different in asking subjects initially to choose between pairs of adjectives: Mervin and Lilley and Organ asked subjects to rate themselves upon semantic differential scales. The modification was made to avoid the possible problem of subjects compounding certainty with their self-judgements on a scale. Thus if someone were to give himself a mid-rating on a scale this might mean that he sees himself as coming in the middle of the scale or that he is uncertain where he comes. Obviously, one could try to use detailed instructions to overcome this, but the chosen method definitely over-rides the problem. This does not mean that subjects were all expected to be happy in being forced to make the choice; indeed the opposite was expected for the very uncertain subjects. Furthermore, it should not be assumed that the choices are very reliable for the uncertain subjects. They are not thought to see themselves as possessing one characteristic or the other, but rather as having both.

The list of adjective choices can be divided into two parts. The first, which consists of questions One to Fourteen is based on Cartel's personality factors, with the omission of factor $B$ (intelligence) and factor $H$ (shyness). The former was excluded because it is less obviously a social trait than the others and is more obviously socially desirable. Furthermore, among university students little differentiation, either in terms of the adjective chosen or the certainty could be expected.

On the other hand, 'shyness' was excluded because, when presented as an adjectival choice, it seemed rather similar to the first pair, namely 'reserved-outgoing'.

In deciding the actual words for the remaining fourteen choices, the main criterion was that each pair of alternatives should not differ in terms of their social desirability. However, this was only an ideal, and one that could not always be attained. For example, with the last pair, 'tense' might be taken to be less socially desirable than 'relaxed'. At the same time, the objective of equal desirability was really based upon a wish to err on the side of caution, for imbalances were not thought to matter necessarily. Thus, it can be expected that the person making the choice really will see himself as the more desirable alternative, and not just produce it as a 'response set'. Furthermore, Pervin and Lilley suggest that the certainty scores will remain unaffected when the adjectival choice is not equated for social desirability.

Cattell's dimensions were used because they were thought to be the most representative selection of dimensions upon which people can be seen to vary, and upon which they might be asked how they see themselves. Of course, it was not expected that everyone would see themselves in terms of these precise words. However, it was hoped that the ways that they see themselves could be seen as lying within, or being synonymous with, these dimensions. Furthermore, it was clearly not anticipated
that everyone would have a definite image of himself on each of these dimensions. Indeed, the whole rationale for coupling the adjectival choice with the indication of certainty was to allow the subject to show that he only made the choice for the sake of argument and really saw himself in very non-definite terms on the dimension in question.

The second part of the adjectival choice questionnaire consisted of all the dimensions used by Fervin and Lilley, with the exception of 'excitable-calm'; this had been included in virtually identical words amongst the Cattell dimensions. The reason for supplementing the Cattell choices was simply to provide further dimensions.

The indication of certainty consisted of ticking the appropriate box on the form in Appendix 16 for each adjective choice. However, in deriving the non-definiteness scores from these responses a weighting procedure was employed. This consisted of taking into consideration the answer to Question Two in the form contained in Appendix 1c ${ }^{1}$. This gives a self-report of whether the subject sees himself in definite or non-definite terms. Thus, the scoring for the certainty ratings was from ' 0 ' for 'very certain' to '3' for 'very uncertain', but where the subject had said that he saw himself in non-definite terms these scores were each increased by 'one'. The reason for this was to correct for any constant error towards certainty.

1 The other three questions on this form were designed to measure other variables, and will be discussed later.

This procedure gave a non-definiteness score for each of the dimensions. These were then summed to obtain an overall non-definiteness score.

## 2. Variability.

It has been stated that what was actually measured here was something which was thought to reflect the behavioural variability of the subject, rather than variability itself. Thus the form in Appendix 2a asks the subjects to list those with whom they interact to a significant extent, and the form in Appendix 2 b asks for the names and addresses of the ten most different members of this role set, who could be contacted. These ten were then sent the letter and forms in Appendices $2 c$ to $2 e$ together with a stamped addressed envelope. As will be seen these forms consist simply of a series of nine point rating scales (Appendix 2e) and an explanation (Appendix 2d) stressing that the rating should be of the subject's behaviour towards the rater. At the bottom of the explanatory form there is a declaration by the subject that he is aware that the person is being asked to rate him, and the covering letter (Appendix 2c) was at pains to point out that the ratings would neither be shown to the subject, nor would they be used for anything other than this piece of research.

Thus, the raters were being used as 'situations' and it was hoped that each rating would be an accurate reflection of the behaviour of the subject in response to the stimulus of the rater. As the raters were chosen for their being different from each other, it was hoped that the extent of the agreement among the raters on the behaviour of the subject would serve as an indication of his variability across rather different situations.

One obvious problem with this method is that it is quite possible that any differences in apparent variability are really due to differences in the idiosyncracy with which the groups of raters rated their subjects. However, this interpretation would be disproved by, and certainly could not explain, a correlation between this score and self-image non-definiteness. It does not seem reasonable to suppose that those with more idiosyncratic judges see themselves less definitely.

On the other hand, it is quite possible that the subject who sees himself more definitely has, and nominates, a less varied set of raters who, in turn, bring out a less varied set of characteristics from him. However, this is not seen as an artefact, but, rather, what is to be expected on theoretical grounds from those trying to maintain a definite self-image.

A different objection is that some may not give as different a group of raters as they could, and they would then appear less variable than they actually are. However, this problem would seem only to diminish the correlation between non-definiteness and apparent variability.

The rating scales themselves consist of the fourteen Cattell dimensions which had been used with the subjects. Here, it was important that the alternatives should be as equally socially desirable as possible, and it has already been acknowledged that this ideal may not always have been attained. However, there only seem to be three dimensions with clear biases, namely 'Easily Excited-Calm', 'Confident-Apprehensive' and 'Relaxed-Tense', and even with these the imbalances do not appear particularly great. Furthermore, it was hoped that the instructions would counteract any tendency by raters to make their ratee appear virtuous.

Clearly, this sort of issue is always going to present a problem when the dimensions in which one is interested simply cannot be put in terms that are equally favourable. It was thought that, rather than admitting defeat, the best policy was to try to minimize the possible effect, and then carefully examine the results with reference to this issue.

Turning, then to how the axparezt vaniability score was derived from the ratines, the retmod that seemed the simplest and most adequate was to taze the rean ratirs for each dimension and find the sul of the absolute deviations from it. This seemed inst as eot as finding the variance, and had the adpartage of not exageerating the differences in variability. Thes the proposed wethod has a much narrower range of scores then the $\begin{aligned} & \text { taーianee. }\end{aligned}$ Aside from this, the rank order would be the eate by both methods, and the proposed $\operatorname{Hethod}$ mas ckosen.

This score of the absolute deviations from tie mean was computed for each dimension. rhen eaci total was divided by the numbers of raters. It was erbitrarily decided to include all subjects for whom responses had been received from at least eight raters and the division was carried out to correct for the fact that, with less raters, the amount of potential variability is reduced. This gave the measure of epparent variability on each dimension. Adding these scores over the fourteen dimensions gave a measure of overall apparent variability.

To test Hypothesis 1A which suggested that there is a relationship between self-image non-definiteness and apparent variability, correlation coefficients between the dimension-by-dimension scores, and between the total scores for these variables were to be computed.
Z. Incorcrucnt hatirge.

The ratines of the eubject were also used to derive a encond acore, this being the number of ratinde on each dimencion which indicated that tine eubject poseessed the crosite claracteristic to that which ho had chosen ee the bose ropescntative of kin. For example, this ecoro vould ciow tho ruber of raters whoce ratincs had been In tho drection of the cibject toinj 'teace' when he La: ctoozin 'rclaxe' es rore self-iescriptive.

Araj, it was tecpe that this neasure of the mwor of inconcruent ratires would reflect the inciconce of 1.corerujus tetaviour by tha subject; ard the ame problems atien. thio ecomption. In porticular there is the objection that where tion dinersion is differentiated in terrs of szeinl $\begin{gathered}\text { esiretility, differcrices between aubjects in }\end{gathered}$ Tho maber of incor-ment ratines they receive will only refleci alfferences in the raters' concern for sociel Cecirnbillty. Turthermore, the correlation between rorCofinitesess ofe this evore would be emplainca in teras of the zore concerred subjects choosing the cesirable atective with certainty and haviry nore concerned friends $\therefore$ indicate tis possocsion of the desirable characteristic. igan, ong zust eaj that this con only be chocked after tha data has beca obtaineá.


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9. Social Lesirability.

This was measured by eighteen questions from the Marlowe-Crowne ecale (Crowne \& Marlowe, 1966). These are questions One to Eighteen in 'questionnaire Three' of the composite questionnaire. In the source questionnaire, they are numbers 1, 2, 3, 5, 6, 9, 10, 14, 15, 17, 19, 20, 22, 24, 25, 26, 28, and 33.

Cnce acain, primary consideration was to keep the overall number of questions witrin reasonable bounds es as rot to deter people from filline it out at all. It seczed reaconablo to suppose that a fair fuegement of peoples' standin on eocial desirability could be gained from less than thirty three questions, especially as all of these eppeared to be very much in the ame vein. Guestions omitted were those which seemed to be almost 1mposible to ancwer vittout lyinf in the direction kejed as cocially desirable. For example, 'I have never intensely Cisliked anjone' (Q.4) 'I like to Eossip at tizes' (Q.11). Indeed the latter is part of the lie scale for the Eyseack Fereonality Inventory. Two otker questions that also scemed to fall into this catecory were 'Ho patter who I'm talking to I'm always a good listener' (G.13), and 'I'm always willing to admit when I make a Eistake' ( 4.16 ). Inceed, insofar as making mistakes is not socially desirable one might expect people not to acmit to them.

Fiore were also two questions which seemed inherently contrailictory, namely 'I don't find it particularly difficult to cet alone with loud-mouthed, obnoxious people' ( $c_{0} 13$ ), and 'I an always courteous, evcil to people who wo Cisjusocable' (2.21), (althougit, admittedly, the case is lecs atrong with tie latter). The quection 'I never za:e a loze trip without crecirine the cafety of my carl ( 8.27 ) seaned lareciy inspolicable as nozt etuacnte did
 os wion I ost out in a restainent' ( c .8 ) was left out as
 W:cre the noma tenis to be against over-polleied manners (!), a: it was feares that there gicht be a misinterpretation of tisa word 'ho:n'. Pirally the cuestion 'I an alweys carciul about Ey Eamer of dress' ( 8.7 ) was omitted as It had rpoered eanller ajonest the ricieity guestions.
$\therefore$ furtion thi cuestions were left out becauce they eccecd liable to to ancwered necatively by people, even thourh they roy have a low conccre with social desirability. Geco wero 'were have been occasions kien I felt like caching tinans' cad 'Shere Lave been times when I felt liks rebclline ecairst people in authority even thouch I LEcy they were richt'. Specifically, the first was omitted boccure it was rot thoucht that the desire to saash thines vas particularls usual, at least amoncst students, and the second was excluded because rebellion, at least emonsst these respondents, was more likely because they were criticel of authority.

This still left twenty two questions and eo questions 23-32 were left out, not because there was anything epecifically wrong with them, but because it was wished to reduce further the total number and they did not seem to be necessary in addition to all the other quite similar cuestions. Indeed, although the earlier bases for the olicination of questions might be disacreed with, it is hoped that the general point that this questionaire is unnecessarily lone, end these are the poorer questions, will not prove to be contentious.

The total score was the net number of positive items affirmed minus the net number of negative items disagreed with. Of the eighteen guestions, eight were positive and ten negative.

The ifwediate use to which these ecores were to be fut was to see whether they show a relationship with any of the adjectival choices or non-definiteness scores or with any of the ratines of the eubject or the scores cerived from these. In particular, it is necessary to Cetermine whether sociel desirability exhibits a similar relationship with the non-definiteness scores and with either of the scores derived from the ratings of the eubjects, es this would raise the possibility of artefactual correlations between non-definiteness and apparent variability or incongruent ratincs.
10. Inner- and Other-Directedness.

The questionnaire itens to measure inner- and otherdirectedness were based upon those provided by Collins et al (1973). It was noted in Chapter Four that they see these as forming two separate dimensions. It was auceerted that this idea might have been supported by their factor analysis because of the nature of the guestions. Thus, whilst proposing to use them as a basis, it was already clear that many had to be altered; they are often badiy worded and there is the problem that they are almost all worded positively. In reversing 00 O Guestions Ereat care was taken to choose wordings that would make it likely that those who had previously affirmed them would now dieasree with them. Thus, if one toxes the 'incer' question 'I always practice what I preach', thie was chanced to 'I sometimes lail to practice what I presch'. Althourh, it wes not proposed to test it, the hope was that this would load negatively C工 the eame factor es çuestions which were still measuring tho extreze of incer-directedness.

Fecilically, the questions used for other-direction toether with their mumbers in 'questionnife Three' of the comporite questionnaire were:-
17. 'I live considerably by other people's standards'. This was an adeptation of Collins et als' question 'I live too much by othor peoples' standards', which seemed very 1oaded.
21. 'I tend to to what other peoplo expect me to be'. This was based upon their question 'In order to get alone and be liked, I tend to be what people expect me to be rather than anything elso'. This seemed neediessly complicated, combining a number of ideas.
22. 'I an unwilling to fut on a show to impress people'. This was an attempt to find a neeative and simplified form for their question, 'I euess I put on a show to inpress people. I know I'm not the pereon I pretend to be'. 25. 'I change ay opiniors rametimes in order to please cozocne 0les'. This was based upon 'I chance my opinion (or the way I do thines) in order to pleace scmeone else'. 27. 'I ay not worried at parties or cocial Eatherines about what I say'. This was also en attempt to simplify cia fut into t上e rezative their question, "I kave to be caroful at farties ans eocial eatherines for fear I will co or eay thifes that others won't like'.
23. 'There are many agyects of ny bekaviour over which I have little cortrol'. This is en exact reproduction of cre of thoir questions.
30. 'I often find that my own inclinations have iftie to co with rat I actually do or say'. Acain this is one of their guestions.
31. 'I have cifficulty takine orders because they often conflict with my okn urges'. This is the same as one of their questions, except they used the word 'inclinations' instead of 'urges'.
32. 'I am seldom influenced by what my friends want'. This was a negative question which Collins et al suegested mieht be included in the measurement of other directedness.

Tho guestions used to measure inncr-directedness, again with their numbers in 'Guestionaire Three' of the composite guestionnaire were as follows:20. 'I cometimes Iail to practice what I preach'. ds was said earlier, this was an attenpt to find a上ecative form of 'I alwajs practise what I preach'. 23. 'I am basically good at carrying out my plans'. MEIB was baced upon 'I am basically good at following throurh with ay plans'.
24. 'I rever ooj thinss I don't mean'. This is based unon 'I never eay enjthine I con't mean'.
2. 'I Eave my own code of tehaviour which I follow carefully'. This was baced upon 'I have my own code of betaviour and I follow it to the letter'. 23. Mll ones behaviour chould be directed towards a Eall rumber of cefinite personal goals'. This is the rame cs ore of their guestions, except for the omission of the kord 'certain' before 'Enall number'.

Thus, there are five positive and four negative otherCirectecness questions, and four positive and one negative inner-directodness questions. Initially, the responses to positive and negative questions were to be scored separately Elvini four totals. Fins was because of the doubts raised by Collins et al over the fossibility of forming negative guestions. The four totals were:
a. Net number of positive 'other' questions affirmed.
b. Wet number of necative 'other' questions affirmed.
c. Net number of positive 'inner' questions affirmed.
d. Net number of negative 'inner' guestions affirmed.

Totals for othez- and inner-directedness were then to bs calculated by revercing the sien for the total of the nogatives in each caso and adaine it to the total for the positives. Pirally, a crond total was calculated is reverelee tho aign of the 'other' total and eading it to the 'irmen' total; thus, this score reflected the extent of imer-directecress.

It was expected that the frand total and innerdircctedness and measures 'b' and 'c' above vould correlate recatively with epparent variebility, end nondefinitcness, whilst otter-directedness and 'a' and 'd' u'vo woro exected to correlate positively with the two 'deporecert variablec.

Wwoven, no Efeat confience was attacked to theso hrotheres beceure coubts romined as to ktether all the quections coing to rate $\mathrm{c}_{2}$ cach of the scores ' $a$ ' to ' d ' above, ware valic. Insofar as any were invalid the totals for 'irmer' and 'other' are also in Coubt. Turthermore, the froblea reaired of whether the totals for 'inner' and 'otker' could be cozbired to form a crord-total. This was not eo much because they were thoucht to be eeparate cimensions, but more because most of the cuestions used still seceed to measure the extremes of the distribution. Fius those who respond in a direction that leads one to thin' they are not very other-directed are not all eoins to enswer in a cirection that leads one to eurpose they ore vory inner-directed.
11. Locus of Control.

Locus of Control was measured by 'questionnaire Two' in the comporite questionaire. This contains ten of Rotter's (1966) questions. These were questions 2, 4, $\epsilon, 10,11,12,20,22,25$, and 13 respectively in his questionnaire.

It was not wisked to include all bis questions in, wat was already a rether lone cuestionaire. His total of tweaty nine giestions include eix fillers and what spgeared to be, a large anount of duplication among the rest. It was thought that ten would eufice in obtaining a Ecasure of cubjects' teliefs. In reducing the number the first tasis ws to ofit those guestions which exhibited correlations with the total score of less than. 2. This icvolved coittinz cueations $3,5,9,21,20$ cni 29. Iurthereore gueftions 1, 8, 14, 13, 24, exd 27 were fillers. TEis left eeventecn suestions.
T) recuce ths nuber the remaining quections were examized with farticuler rezard to whether they eeemed to be askine the sexe thing, and then, what seemed to be the better worded ittas, vere retained.

Ecoring was euch that a hifh score sienified extercality.

## 12. Intellifence.

The questions which were included to give an indication of the intelligence of subjects are those used by Cattell in the 16FP to measure this factor. They made up 'questionnaire Four' of the composite questionnaire, the copy in the appendix having the correct answer underlined.

Liscuseion of the Felationehips to be Tested by Correlation Coefficiente.

All these variables were to be correlated with both non-definitezese and epparent variability. However, it is quite clear that soze of theil can be expected to intercorrelate, and insofar as this heppens it would make Cifficult the interpretation of any correlation between thea and the two 'dependent' variables. To get gome illumination of the position, it was planned to carry out a Principal Componenta dnalysis of the intercorrelation Eatrix.
hiblet correlations have to be used as a matter of necersity, they carnot, of course, show the direction of causality. Thus, it cennot be shown that non-definiteness end apparent variability are 'dependent' variables; nor, can there be any confiriation of the different ways the 'independent' varisbles are thought to act upon these two. In ehort, these will remain matters for interpretation.

Finally, only intolerance of ambiguity and Barron's complexity and simplicity scales remain in their original form. All the rest have been either shortened to exclude unsatisfactory itens and to make the whole questionnaire less arduous, or reworded where necessary. These changes have been justified in the discussion of each measure, and it is not thousht that they will mare the results less useful or meaningful. It must also be acknowledged that the questions from different questionnaires were Feesented together, eme sets beinc combined in 'questionnalre One'. However, all the questions referred to selfreports of beliefs or behsviour, end it is to be hoped that these are not so sensitive as to be changed by each othare gresence.

Tho Biographical Giestionnaire.

The remsining varisbles which were to be examined in rolation to both non-definiteness and epparent variability were investigated with the 'Biographical questionnaire' to to found in fppendix Five. Each of these variables togetzer with the quertions designed to provide information upon them will now be diecured.
13. Rane of Behavioural Repertoire.

The rence of behavioural repertoire was not measured cirectly beceuse there were no practical means of doing so. Instead, three sets of factors which are thought likely to influence this range were looked at.

Tho score is derived bj Lookine at the characterietic that the cuoject had chosen as self－descriptive on a eiven dincacion，wat then eceing how manj tires he kad beca ratod in tho direction eicaifying that he exhitited the ospoite ctarcaterictic．Ehis total kas then to be
 that witt farer raters the meximur possible rumber of trovagrucnt ratinzs is resucod．Mis eives a ecore for cueh dimencicy exd tie overall score is obtained by adjine だことの．

Toth troco dizcasica－by－dimencion scores end the total
 suacested that ticre is a relationchip between non－cefinite－ raes cas the riwber of ireoncruent ratines．
innily，vitit refezenc to all these timea＝easures，

 ia bo usec in tio testirj of otter hapotteses．
$\therefore$－Oxtroversion and jicuroticica．

Ľinaversion and nounoticion wore moscured with the
 is to bo found in lapondx 3a．Lubjecto weze asked （vorbally）to avoid usir；the＇question arris＇if possible， and whilst this exartation coes slichtly alter the ctanja：d instructions，it was not thoucht to matter becauce it was only cropasizinj an existing instruction．

Extraversion and neuroticism scores were calculated using the standard scoring key.

When subjects had completed the M.F.I., they were asked to indicate the certainty of each response using the form in Appendix 3b. They were asked to tick the 'very uncertain' box on this form whenever they had used the 'çuestion mark' on the l..F.I. lion -definiteness cores were then calculated by taking the certainty scores one weicteting them for the response to question Two of the questionnaire in leperdix 10 . Total nordefiniteness scores for extraversion questions, neuroticism questions ert all $\mathrm{M} . \Gamma$.I. questions were derived.

Le Composite Guestionaire.

Appendix Your contains a composite questionnaire which was fiver to elibects together with the biocraptical cuestionnare in dzpendix live. The composite questionzaire consists of four main parts, labelled 'Questionnaire Cue' to 'questionnaire Four'.

Cuneticmaire cane can be divided into two rain parts (with a slight overlap). The first, which consists of Cuestions 1 to 93, is wade up of questions cesicned to -akene intolerance of ambiguity, rigidity, preference for complexity, preference for simplicity, and docraticm. Those questions are fut down in a eemi-random order.

Whe rocond part conaistr of rucetions go to 102. These una a ceond moseune of comploxity and a reasure of cocring. rio slige overlep refomea to occurs beccuse


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It will be con that eubjecte vere estod to indicate
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c. Kicicity.

The questions to measure ricidity bave an 'ri' acainct then, tocether with the cirsction of ecorinc. Tesey are cuestions, 4, 10, 14, i1, cíl 23, 37, 39, 42, $\therefore$, 55, 5 , 70 , ane 75.

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cuestion.
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5. I would like a position wich ore task to motere.
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C-N Nio. Wesley Ho.
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 Wic: recan unlilioly to ve arfirace by nery people
 ' $\quad$ ' ( I nover mise coine to chuch') ene '11' ('I try is follow a zouctor of life baved ca cuty').

We noxt oufctive nac to toy rot to Lave all itcas Nated positivoly. Zace nezative iteme ware obtained by

 tho watca. Itcas 1, 3 , and 22 of the Count vere repleced by itcas 15, 37 and 7 rescectivaly from the veslej. :Ovever, this left six itcos (Gouci-anfore rumbers 2,4 ,
 Chem tore foun to be ecociatod vith a look of intelliecrce. It was not wishes to woight the eeseure to be used in this stug at all sironily witi this foctor. This is not the focet of riciaity in which the prescat writer is interested. iurthermore, a test of intellicence will anywi be inclujed.
rhereforc, it was cecided to exclude all theso items bar oas (Couch-icnford nüter '5') winch was left es that these has some rapresentation of this fector.
rinally, Gount-Canford itcn '10' ('I undelly caeck EJro than onee to do sure that I love locined a door, rut out a licht, or eazetininj of tho cort') waz excluded
 loce to ricidity then to ncuroticicie. It alco ked ration lok logeince en Chovis theoc factore.

Fils left fountosn itcae. TNe raaining alteration wat to try to ottuin aree aozativo itcas. Mokover, it


 In argate would love chance the screo of tho item


Fo erd refilt, tion, vae fountecs itere, ten of


 with intolltacrece. Cn tio otier land, iust one is from tho ceoct Eactor himish is aseociatod vith a lack of 1:tcllizonoe, ani two ree fact the thire which is a lining for Lajit, ond is escociated with ese. rio razanima itezs cid rot locu cufficicatly, or Eufficicatly cxclusively, on ang ond factor for then to bo coneidered a component of a sarticular Eactor.

Ecoring icnored the extent of egreoment or disecreemont, win sirply represented the net number of responees in the dircction of ricinity, a hich score mecnine hich rizicity, end a nozotive romemorinc low ricieitye Nins comed to be tho comertionel mothod of ecorine
 into eccourt).
7. Conlexity and Eivplicity.

 Ma alco aresente thore iteze from en attituce cuestion-


 tuo ty the eimale morn, and it vas cecicice to uee these ceosione in this etwo.
 cer thoso with a 'C' ofinct tica, these beire cuestions




Fto two cots roae raored scperatcly beceuso it was mot close that the reren who answored the simgle guestions mefstively would also offirn the compex guestions or vice versa. Whe reacon for this is that the two sets cen be seca
as only measuring tho end points of the complexitysimplicity dimension. mius, those ensweriñ the simplicity questions in the direction of non-simplicity micht bo just not 'very simple'. Eimilarly, those answering the complex questions in tho direction of non-complexity may be fust not 'very complex' rather than simple.

Mes two eets of ecores verc derived by counting the number of each type arrecd with and deductife the number dienseed with. In adition, a composite score of comglexity kos efill cbtaineif tila was done by reversinf the cirplicity coore and ading it to the complexity score, civiñ tree sots of scores altocetter.
iurtherane, there was a fourth eet of scores which was obtained from a second measure of complexity. chis was frovicce by CEild (1965) and consisted of questions 90 , 92. 94,95 , and 95 in the composite questionnaire; thej are lecntified by the 'C2' acainst thex. Ihis omits one of Cilld's guections maty 'No-one can be sure of conGuoring bib dificulties; vill power is not erouch'. mis noithor accmed to be as clearly relevant to livire with complexity es the other cuestions, nor (and partly diving riso to this problcm) did it seen a question with whic: one could ciscsice. A further questicn vas altered. mis vas his iten 'tie min who truly loves a woan rust rezare hen as the best in the world in every important renect'. As the subjects were women as well as men, this was chnced to 'truly loving someone necessitates regardins thea as the best in the world in every important respect'.

The first of these ere factors that could influence the rance of the behavioural repertoire by determining the extent of direct learning. That is, they mieht affect the number of perts known by determining the number of forts played. However, as was noted in Chapter Four, they can aleo be eeen as contributing to a eeperate factor wich might now influence variability; this is whether the person kas learnt to be variec.

The eecond and third sets of factore are thought to effect the behavioural repertoire by determining the extent of the initative learnicg of parts. They have been Civiced according to whether they determine the amourt of imitative learnirg that comes from observing the different weys that different people behave in troadly the same situation, or wheter they relate to the learnine which results from seeing the chances in the some persen across different bitustions. Lovever, as was noted in Chapter Four, these factors niekt not just affect the extent of initative learninc. The former eroup might aleo teach the person that no one nanner of bebaving is necessarily rient, and the latter eroup might cause the eubject to thick that variability is mormal.

Descriptions will now be given of the questions in the Blocrophical Cuestionnaire (together with their numbers) which asked about the factors that might affect the renge of parts learnt directiy.

1. This asked if the eubject had any brothers or sisters, and how old they are. It was thourht that the development of a wide behavioural repertoire mifht have been inhibited If the subject had siblines with whom he could have interacted in childhood. This is becsuse he might have restricted his interactions to this rether narrow group of interectants. (It was arbitrarily decided that the siblincs ages' must be within five jears of the subject's own ece for them to have this effect). Towever, clearly the opposite rypothesis, In terms of the only child being rather a recluse, could be advazced. Estb possibilities will be examined. 3. Sis acked about the type of echool attended. Those ettending a boarding school might learn a less veried repertolre, because they will tend to be expoeed to a Lecs varied range of eituations. Again, there is the directis opposite pypothesis that these people will have to learn a larger repertoire in order to adapt and be culfered by their peers.
2. This acked about the eize of the echool. It was thought that thoce et lerger echools mieht encounter, and have to respons to, a more varied group of people. 5. This ssiced about the number of times the eubject had moved Louse. Those who had moved more often, might have Lad to develop more friendships, with a potentially wore varied group of people. Again, there is the opposite possibility that those with a stable backeround will feel more at ease in experimenting with different modes of behaviour.
E. This asked about the location of reaidence. All the subjects were now liviry in Iondon, and it was hypotheeized that thoso coming from the country would heve expericnced a wider rance of situations and would have had to tehave more variably between their lives at home and their lives at university.
3. Tinds aeked whet上er the eubject had been included in eocial functions with his or her parents, end from what ace. It was thought that those who had been included zient have learnt a core varied range of parts than those wh had not been expoced to the necessity to adapt to Cifferent people in this way. The age from which this ctarted was acked becsuse it was thought that the effect would te ereater if it hed been coing on for come while (1.e. at least from the eqe of fourteen).

The eecond eroup of guestions were desiened to Eessure factors that were thousht to affect the rance of imitative learinis coning frcm observine the different ways that feople bebave within broady the ame situation. These questiose are now described.
12. This asked whether the parents disasreed much on importent iseues. It was thounht that observing such differcnces would result in learning a more varied repertolre of parts.
16. This asked how varied the parents' friends were. It geess ressonable to suppose that those exposed to a more varied group of people might have learnt a more varied repertoire.
20. This acked how close a family the eubject comes from. It was thoutht that those who ceine from close ferilies would have been exposed to relatively more people, and voule have learnt a ereater range of parts, than those with more nuclear beckerounds.

Thirdly, there are the questions which look at factors that might determine tho rance of imitative learning comine from observing the different ways that the bame people behave in different situations.

It was decided to as'z subjects about their perceptions of their parents' variability, parents being chosen because they are probably the most important and obvious model for tho subjects. Accordinily, Questions 21 and 22 ask about tヶiョ.
14. Conditionality of Recard and Self-Regard.

Various factors were thoucht to contribute to the establistment of conditions of worth and the guestions that were designed to look at these will now be deacribed. rhese were based upon the present writer's attempt to Fake this concept operational, there beinf no guidance from fogers on this. The objective was to discriminate between those who had been 'normally' taucht and disciplined sad those who had been subject to more thorough-Eoing parental prossure.
8. This acked kow clear-cut an idea the percon had been civen of good and bad. It was thoucht that those who remembered their parents beini quite unequivocal that particular behaviours were richt and wrond would have seen tise conditionality of regard more clearly. They wicht have introjected these very definite conditions of worth into very cefinite self-imaces, and they can be expected to try to behave concruently with these. 10. This asked wiether the person had been severely pundehed for what his parents recarded as wrong behaviour. Acain, it was thoucht that such eanctions would make it very emphatic that there are cood ond bad characteristics, ond that this uould lesd to definite end clear eelf-iraces. 11. Lhis ac:ed how wich the parents acreed upon, and backed cach other up over, the ubringin of the subject. It was thouzht that their wity would maire tha conditionality of rezand guite cleaz.
2.4. Wis esked whether tho subject's parents kad accepted ils or hor echool-friends. It was thount that where falens had been criticized this would serve as an indication to the exbject that eone types of person were not accoptable, and heace it would establish a clearer concitionality of recard.

25 and 25. These question3 asked whether the subject's f.otier and father resectivaly had ever withonaw affection from tie cujject. It was thoushit that whether love was Eaintained cerpite arcments or withdrawn micht be an 1-portont appect of ectablishire the conditionality of rezard.
15. Tho Situational Contincency of Learninc.

This refers to whether the person sees one characteristic as appropriate in one situation but its opposite as being more appropriate in another. Guestion line simply asked how unqualified an idea the parents had given the subject of right and wrong. It gave the example of whether he had gained the impression that stealing is always wrong or sometimes justified.
15. The Cecurity ond itabilits of the Eome.

A nurber of questions were used to examine this variable. They were desiened to look at the verious factors mentioned in Chapter Four as the bases of eecurity. 25 and 20. These acked whether the subject saw parental love as having been somatimes withdrawn or non-conditional. These guostions were used to look at the conditionality of recard, but they would also secn to act as a guide on the overall feeling of eecurity experienced by the subject. 13 and 13. These asked how close the subject was to his zother and father respectively. It was thourht that those who were more close migtt have also felt more secure. 7. This asiced whether there had been any wajor crises at hoze. Eere, the death of a parent, or the parents' eperation or divorce, were particularly in mind. Kore epecifically, the interest was in a death that had occurred before the eubject was sixteen, this being taken as an arbitrary ege after which the subject might be regarded as bettor able to cope, and after which the event might be seen as less of a threat to security.

On the other hand, there was no time limit on divorce, eince it might be assumed that a recent divorce implies rears of unheppiness in the home.
17. Eecurity and Stability at Echool.

Chapter Four suacested that the crucial determinant of the subject's security and stability at school is whether he had been accepted by the other fupils. Accordingly, Guestion 23 of the Eiographical Guestionraire asked about this.
13. TraumatizinE Event.

A tramatizing event is taken to be one that has left the person with permenent peycholocical effects euch as feclircs of eqitterment and a lack of trust. To discover whetter euch an event had occurred, question 27 asked Whether the subject had been badly hurt in a relationship, what the noture of the event was, end what effects it had上ac.
19. Eelf-Confronting Event.

Celf-confrontinc events were looked at by the same Guestion ( 27 ) but these were defined as events that did not leave the persen with any permanent psychological effects to his knowleãe.

Ifscussion of the Elocraphical Guestionnaire.

These questions are looking at seven variables that miEht influence self-concept non-definiteness and apparent variability. The results were to be examined initially on a question-by-question basis by means of the chisguare statistic. Thus subjects were to be divided. on the one kand, according to whether they were above or bolow the medians for non-Cefiniteness and apparent variability and, on the other hand, according to how they Lod answered the question, all questions apart from the last containing only two possible answers.

This question-by-question basis for the enalysis wes to be maintaired even when a number of guestions have been Frociced which are thouct to be relevant to a varieble. This is becauce, the ecparate questions are generally cealine with sefarate factors thought to affect the variable, and it is not clear that all of these are of equel ifportance, or whether just one mieht discriminate Letween troce in the bigh and those in the low eroups for con-definiteness and epperent variability. Furthermore, it is not certsin that all questions which have initially been included wnder one heading do, in fact, contribute to that one variable. Thus, the questions included under the conditionality of reasard might be better separated into those dealing with the clarity of learning and those Cesilng with the pressure to conform to the parents' wishes. sinilarly, it is possible that questions included under one heading would be better put under another.

Sajbe, being a boarder leads to a lack of eecurity. Finally, with the factors thoucht to affect the repertoire of parts, the eirection of operation was not olkays clear.

Finally, it should be explained that it was decided to try end eain this biocraphical information through a guestionnaire rather than an interview mainly because eone of the questions are rather perconal; it was thourht that eubjects would find it eacier to write down honest onswers than to produce them verbally to someone who was at tho same (rather enall and close-knit) college es tren. This line of ressoning seemed to be borne out when ejme of the potential respondents were asted which t上ej woulc feel essier with the questionnaire vas the unszixous choice. Furthermore, there was the consideration that cubjects had alreajy been burdened with rather a lot of investication, anj it ecemed to be likely to try their Fatience too much to ask them to Eive up a epecific hour (curine a tern when meng had exems) for the purposes of an interview.

Eeculta on lion-Eefiniteness.

Three of the variables which were thought to depend upon the level of non-definiteness were examined with the Eiocraphical questionaire. The three questions upon these each provided the eubject with a choice between two poesible ancwers: hence only two broad categories for each variable were distinguished. With this taken into
consideration, the variables and the questions measurine thea were as follows:-
13. This asked whether the subject had found it eacy or cifficult to form romantic relationships.
14. This acked whether the subject had found it easy or difficult to form friencerips.
15. This asked whether the subject's incependence was important or unimportant to hin.

The remaining two variables which were thought to cepend upon the level of non-definiteness were exemined with the questionnaire contained in Appendix 1c. This was eiven to subjects at the same time as the forms for tho adjectival choices and certainty ratinfs. sjain, t上e questions present a choice between two possible enewers, so that only two brosd categories for each variablo were distingulshed. The variables, together with tho questions measuring them were es followsi3. This acked whether the person could think of something that was a characterietic of tim.
4. This asked whether the person included all the different ways he betaved as part of his eelf-image or whether sofe wajs that he behaves are excluded.

All these relationships were to be tested by the chi-square statistic, dividinf subjects into high and Iow non-definite on the one hand, and accordinf to kow they had answered each question on the other hsrd.

Nubject studied.

Finally, it was wished to make sure that arts students did not tend to be more non-definite than science stucente. Question Cne of the Guestiomaire in ippendix Ic acked subjects wich category they fell into, ond this relationship was also to be tested with the chi-squared statictic.

III Nubjecte and lroceciure.

Wichty eeven etudents at Eedford Collece were caproseted indivicually to take part in the first 1nvectication. Cf theco, eifhty two ereed to cooperate. The zethod of recuest wes to tell subjecte that tho investicator was coinc Lis It. I. in the reycholocy ceprenent, and had some cuestiomaires Which te hopel they rictet fill out. hs can be eeen bost rurced to co-cperate.

These effty two were civen the forme contained in impondx Cec. Eleven failes to complete these forms. It capcers that the stratecy acoptea by some who, in fact, did rot wish to teko fort in tie stuay vas to take the form cad then say either they had lost thea or that they did rot wish to teke part after all.

This left eeventy one subjects ( 18 men and 53 women). Tron recelpt of their forms they were all acked to complete tie M.I.I. end then the certainty of I.I.I. responses form. They were aleo asted to sicn the declaration at the foot of the explanation forms to be eent to the raters.

The rates were eont the forms and the coverind letter to be found in Apencix Two. They were also given a stamped oderesced envelope. Of the 71 croups of raters, there were five cases in which less then eight raters returned their foras. This was the arbitrary criterion for cecicing that cufficient data to measure epparent variability hed been cotaircd. Thus there wore Eescures of ron-cefiniteness cxtraversion and neuroticiou for 71 cazes and a reacure of emparent variability for co cacos, ( 17 men and 49 women).
 to fill out the Composite Gestiomaire and the Diogeptical Gecticnaire contained in Amenuices lour ond live recpectively. The five for who there wos not a satisfactory measure of crament varicilility were included Lecause it was not wished to celoy the acministration of the gucetionalres uitil it wse çuite clear that eicht cf tholn ratcrs would not reply. Iurthermore there seemed no reason for not inclucing the recults from these çuestionaires in the teste involving non-cofiniterese.

Cf tho eoventy one, fifty nine completed the two cuestiomaires. Whis incluced the five for whon there was no ncacure of apperent variability.

Correlations and chi-scuares vicre calculated for all subjects for whon the relevant information was available, although the frircipal components axaljsis only contained the fifty four ceses for whon there wes a complete eet of data.

Whese cetails upen the numbers of subjects are sumnarized in mable Iwo．

| ingroached | 87 |
| :---: | :---: |
| Aroed | 22 |
| Conpletod ：ion－ierinitezess Gacstionaire ed l．f．I． | $\begin{aligned} 71 & \longrightarrow \text { Rotines obtained } E S \\ & \text { monatines } \end{aligned}$ |
| ```Compleved Compocite Questicmaire :ue E\ocucstical Guestiomaire``` | ```5`\longrightarrow Ratinjs obtained 54 M no Entinjs``` |
| Matin ven：Tho Nuters of in Inrectiこュさi | jects completire the steges ェe． |

OLIMC.. LICMT. Investiestion Cre: Neculte.

## A. Lelf-Imace Ron-Lefiniteness.

(i) Iresentation of Iesulte.

The recponces of the seventy one aubjects to the forme used in the meacurcacnt of the non-deriniteness of the colf-izroe cre covin in sinpendix fix.

Irctly, the cudectival cioves are presented in Smendix Ca. yor eand pair oi edjectives the frecucney with whict coct caratitucat was chosen is presonted in rable zarce.

Locoully, tio cortalzty ratires and the recponecs to tho cecard cuection of the cuestiormaire in fepeadix 1c ano show in Axandix Cb. The resulting nor-defiriterecs coones for each dimezsion ere showa in dppendix Ec, es are the euxs of thece scores. The froquencies of the five moseible ran-cefiniteness scores on eact of the ineivisual dimeneions ead the other deccriptive etatistics Son theze dimencion-by-dimension ent overall scores ere
 ad for all ciccod data Sporman ranioorier correleticns will te used wiere pocsible. The intercorrelations of the indivitual scorea with each otice end with the overall ecore are presontce in inpendix Ge. It will be seen that these are hics, with only foun being non-sicnificant at the . 05 level (ore-tail). All the indivicual ecores corcelate at or beyond the . CO1 level of probability with the overall ecore. Neverticloss, there are differences

| VIILMEION | AUJGOnIV | Mug | CILS | ADJSOMIVE |
| :---: | :---: | :---: | :---: | :---: |
| 1 | nceerved | 32 | 39 | Cutcoing |
| 2 | Puirly Ezaited | 40 | 31 | Caln |
| 3 | Lubsiesive | 23 | 43 | Assertive |
| 4 | cerious | 41 | 30 | Nappy lo Lucky |
| 5 | Lieregares nules | 13 | 53 | Conccientious |
| 6 | Rard ifearted | 8 | 63 | Sentirental |
| 7 | Trustinc | 52 | 19 | Hard to Pool |
| $\varepsilon$ | Iractical | 59 | 12 | Unconcerred with Iractical latters |
| 9 | Artless | 20 | 45 | Curewd |
| 10 | Confidert | 30 | 41 | Apprebensive |
| 11 | Corservative | 31 | 40 | Experimenting |
| 12 | Zikes to to in a Croup | 43 | 23 | $\begin{aligned} & \text { Mappy to be } \\ & \text { Alone } \end{aligned}$ |
| 13 | follows Can Crces | 45 | cos | Does kinat is ixpected |
| 1.1 | Solexes | 44 | 27 | Fense |
| 15 | lozer | 52 | 19 | Indifferent |
| 16 | ctrons | 50 | 21 | Veen |
| 17 | Cevere | 15 | 5 | Lenient |
| 93 | nisu | 15 | 5 | ioft |
| 13 | Wise | 47 | 24 | Foolich |
| 20 | Cociable | 05 | 6 | Unsocieble |
| 21 | cood | 62 | 9 | Bad |
| 22 | notivo | 52 | 19 | Iessive |
| C3 | Eres | 45 | 25 | Constrained |
| c4 | End | 69 | 2 | Cruel |
| 25 | Unselfich | 3.7 | 37 | Colfish |
| 26 | 2ash | 21 | 50 | Cuutious |

Erhle Thres. The Frecuency with which each fojective was chosen.
between dimencions in the means of the non-definitenegs ecores. This is shown by the eumary of the results of t-tests which is prescntes in Appendix $6 f$.
(ii) Examination for the Foseible Iffects of focial Lesirabilitu.

It is clear from rible whee that, for a rumber of alternatives, ore ediective was much more frequantly chosen tian the other. At first si-ht it is tempting to eaj that there ciffererces are ottrikutsble to the fact that some rairs contain cne altornative that is much zore desirable thon tie other, exd tast eubjects ane respondinz in terms of the desirebility of the choices rataer than how they 'really' sce thesselves. Cn the other Land, it could be that subiecto are resnonding guite homestly, and there really ore only thi feoplo who see thenselves as cruel in the smpe teren. mis latter conclusion would scea to recoive cumprt irce the fact that the mejority eaid they wero selfich, enpechersive crd easily excited, all of wisch would sees to bo uncesirable.

Thwever, if the cerirability of the alternatives kis rot the surce of the cifferinz frecuencies, it would also Le exeseted that thoe who ecore hichly on a test of excial cesirability will choose the less 'populor' adjective as cften es thoe ecorirz low on social cesirability. Conversaly, those cooning low should choose the more 'popular' or hopothesized 'desirable' adjective as often as those with hich social desirability scores.

To loo：at this，the 50 subjecte who ned eles illed out the cocial decirobility cuestionnaire were divided into hich，modiun and low s．N．Eroups on the basis of their ranics，and their choices，for cecil edjective peir， wore cxanincd．rihese arc presonted in Mnpondix 6g．Chi tests were corried out，althoun tiose have to be inter－ groted with coution when the expected frecuencies did not attain tho recuisite mirimu valus．

It will bo ceen froz the sumary of these in moble
 Foncies the $C 5$ level of protebility，wilist a furtien tw fell betwecn the．C5 cid .1 levele．（whese two will mot be iprazed at the＝oment，es a mattor of ceution）．
 sesociated witi tho chorectoristice of calmese，con－ zeicntiouraces，and beine rractical，coutious（es opposed to raci）ace frea．．iith tio cxception of tise latter，
 seferaine to the porson＇s method of cealirg with or こここing ypon eituaさions．
lit the same tiae，it is roticecble thot in those
 zut wione the expectes freçacncies in evme cells aid not attain the recuisite animun value for the chis to be properly used，there is no suacestion that the low s．I．

1 The large nutber of tied rarks prevented having equal numbers witivin eaci eroup．

| Adjective Pair | Probability of Cisi betwean C.L. ond a Acjective CDice | Frobebility of the Effect <br>  seores. |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  |  | ISin | Correlation | Interaction |
| $\begin{aligned} & \text { Locily ixcitec } \\ & \text { - Col- } \end{aligned}$ | - cis | .059 | . 010 | . 939 |
| $\begin{aligned} & \text { Accecuic mules } \\ & \text { corsciontious } \end{aligned}$ | . 052 | . 203 | . CO | .065 |
| $\left\{\begin{array}{l} \text { ractical - } \\ \text { aromecract with } \\ \text { ractical latters } \end{array}\right.$ | . 021 | .003 | . 007 | . 034 |
| -ae - Constraired | .031 | .155 | . 032 | - 353 |
| asta - Euntious | . 605 | . 993 | . 485 | . 999 |

Tohle inve. Iimessions wrere the acjectival choices on noz-cefiritenees ecores ehow a sicnificant relationevip witi esciel cesiratilitj.


#### Abstract

ecorers chore the leas 'popular' edjective any more than  people who caid they were 'bad' were quite evenly distributed across the cociel cecircioility croups, as were tho four who said they vere 'uncocisble', the two who said they viere 'cruel' and the thinteen who eaid tiej wore 'scvere'.


Looking at the fines thist cie soca to be affectec reveals caly one case for which it could be arcued that the relationstip is antifactual. Thas, with 'disrecards rules - conccientious', it is scorcely surpaisinj that t上e 上ich social decirability scorcra chose 'conscientious', since the tono of the $\operatorname{Hoz}$. ecsle is towares this distinotion. In the otter cases, althourh there eppeans to be a crowirif for trace choices, there is no direct liri with the $\mathrm{C} . \mathrm{I}$. çuestionaire, ond it must be concluded that tlose more corcernod with social cesirability ciose, wat Lust have reca, the more socially cesirable adjectivo. OWw affoctod edjcotive croices are not feruine. Tius, tiose who ksve been taugat to consider eocial cesirability inportant nizht also have been taugt to exhibit, and see thenselves as possessiri these more desirable characteristics.

This issue will be returned to later: for the monent What is far more important is whother the non-Eefinitenass scores also show relationsinips with social desirability.

To look at this, ca enslysis of variance was performed upon each set of ecores. mae precice method used was one of tho options available with the itatistical
 provides for the gentitioning of the moin effects in a hierarchical menner, end tere tso bienest priority has assicued to cocial desirabilitj.

The reculte of this exercise cre to be found in inperaix Ch. It will te ceen that eocial desirebility is not sifnificunt as a $x=i n$ effect et tre 5 level for any dironsione : Uwevez, it is siarificant at tho 10: level for the eleeneions of 'easily excitec - calm' and 'ractical - unconceraed with practical matters'. It is felt trat these tru ceaes caould rot be cismiscod, beculisa, vien the now-icfiniteness ecores are correlated with e.f., it is there tho ciaczeions, and only these two that siow correlations having probability wilich is less than. $C 5$ (1-tail). TEe full results of t上ese correlations are to be fowrd in depezix Gi.

The moin effect could be expected on the basis that tio Rich C.J. scorers will be fore cefinite about their poesescion of the desireble edjective than the low scorers: furthermore, where they have 'cone ecainst' the adjective dictated by their concern with $\mathrm{L} . \mathrm{L}$., end put the less desirable adjective, they, ocain, must have been very definite. At the same time, it is also possible to emisage en interactive effect. Thus, high S. D. ecorers mieht bo
vory dofinite vion thes put down the deciraule aujective, sul very non-definite wisen thej put dowa tise less desirfile adjective, whereas the opposite mikit be expected for low i. . ecorers. Boweven, the resulte of tie enalysis of variance reveal only one dimencion with en interaction sicnificant boyond tho. 05 leval. This is 'practical unconcorred with practical atiters'.

In eviarary, there capean to be five dime:zions on wici the oricinal adectival cioice wes related to the cubjects' corcern for cocial cecirability. In fact, two of these were below the conveational level of simificence, Sut chould be retained bicuuce the continjoncy tables for botil e:ow a lacis of chaice of the 'uniesircile' edjective
 chowel (inveree) correlations betwecn now-ciefiniteness eze s.a., es well as main cifecte sigaficurs between the . 05 and . 10 levels; ofe of these two also shoved an interaction cigaificont beyond the .05 level. A funther two cincarions stowed corzelaticns bctwecn non-cicfiriteness
 of these aleo ehowed an interaction with a sicmificeice Letwcen tiese levels.

Theso results show that ron-defiritcress itself is netther desirable nor undesirable: cuite clearly the effects are confined to a emall number of cimensions. This observation is borne out when the total non-definiteness score is turned to; it chows a very non-significent correlation
with cocial decirability $(r=.085 ; p=.52,2-t a i l)^{2}$. At the came time, this confirms that the few dimensions which did ehow a main effect by social desirability upon non-definiteness did not cause the total to show a similar effect.

Finally, there are no cases of non-definiteness showing a main effect due to C.D. or a correlation with it where the adjectival choice was not also affected. This would have signified that subjects were influenced in their adjectival choices by their concern for eocial desirability but were unable to agree upon what was desirable. There are also no cases of significant main effects without eignificant correlations. This would bave eicnified a non-linear relationship between S.D. end non-definiteness.
(i11) The Relationship between the Frequency with which the more 'popular' hejective was chosen and the Mean HonDefiniteness.

Appendix $6 f$ reveals that there ere elenificant differences botween dimensions in the mean non-definiteness. Furthermore, it will be seen from Table Five that the size of the mean non-definiteness tends to follow the frequency of choice of the more chosen adjective on each dimension.
${ }^{2}$ Two talled tests were applied to the correlations between ᄃ. D. and the total scores for non-definiteness, apparent variability and inconcruent ratings. This is because whenever the constituent characteristics ere not differentiated in terms of their cross-situational desirability there is no means of suggesting the direction of the correlation.

| Dimension <br> (Wore Chosen Adjective Underlined) | Irecuency of Choice of lore Chosen Aujective ( $=71$ ) | Meen NonLefiniteness (on a live point scale, 0 to 4) |
| :---: | :---: | :---: |
| 1. Leecrved-Cintoir= | 39 | 1.521 |
|  | 40 | 1.549 |
| 3. Wubuicsive-trmetive | 43 | 1.775 |
| 4. Eavioncriorpy co Iucoy | 41 | 1.572 |
| 5. Licremards lulesConerifntinne | 53 | 1.352 |
| C. Ward Fearted-antivortsl | CJ | 1.300 |
|  | [2 | 1.549 |
| 0. Inonticnl-Vroconcernos witis Irccticsl latucr: | 59 | 1.521 |
| 9. $\therefore$ atless-ammed | 45 | 2. 035 |
| 10. Confident-inmeremetive | 41 | 1.535 |
| 11. Conservative-mmmatinntira | 40 | 1.690 |
| 12. Ijeretn lo in a enomo- | 4.8 | 1.775 |
| 13. Wallowncu Ur-nemen | 45 | 1.701 |
| 14. ülnvor-"case | 44 | 1.732 |
| 15. Eman-Irdiffercat | 52 | 1.493 |
| A. | 50 | 1.630 |
| 17. Cevere-Inninnt | 50 | 1.845 |
| 13. | 55 | 1.704 |
| 19. $\because$ ica-roolich | 47 | 1.930 |
| 20. Sncioblo-Unscciciole | 65 | 1.334 |
| 21. Cronimiad | 62 | 1.831 |
| 22. Activo-Tassive | 52 | 1.403 |
| 23. Iron-Constroined | 45 | 1.577 |
| 24. Yind-Crucl | 69 | 1.300 |
| 25. Vnselfish-finlfiri | 37 | 1.761 |
| 20. Tast-Comtioun | 50 | 1.535 |

Tahln Five. The more 'Fopular' Adiective in each Fair, The Pregucney with which it was chosen and the Resn Fon-Definiteness on Each Dimension.

The exoct correlation is -.353 which, whilst not particulanly hich, is sicaificant at the .05 level. Ihts is with all dimensions included. 'rith the five dimensions on which the frequencios wore affected by social desircbility oxcludej, tho correlation is $-.353(p<.05)$. rais nocis to be explairoe. at tho sare time an interpretation is recced for the fact that on eirnt of the twonty ong wrafectot dimencions, there was a ereater ron-corinitences uttaciod to tho less chosen adjective, (coe impendix $(j)$. Ircecd, tho analyeis of varience dowed that this main effect was sigrificant in five caros. Gese voro for the cincnaions of 'eubniesive accortive', 'eares - iniffercat', 'strors - weak', 'severe - lenient' sul 'iood - bad'.
"woro engeare to le an antifactual explenation for tho coraclation between mean ron-cofinitcress and the freguency of choice of the rore chosen adjective. Waere tie frecucncy discrefency is hich this indicates that arst cubjectis lud a relatively clear idea of what they are like on the dizezsion and so the relativaly low noncefinitences is reacily understandable. On the other Lard, whore the frecucncy discrepancy is low, this mizht asactines be because subjects on averace had a relatively less clear idea of wist they vere like on the dirension and were more often choosing arbitrarily: the relatively Hich ror-icfinitcress thus lears to tiee frequency imbalance. At other times, of couree, slijjects would have been evenly diviced but with a clear idea of what they like.

TAO diacnsions of 'unselfis' - selfis'n' and 'reserved cutcoing' respectively secm to be examples of thece two different types of balanced dimensions.
fine sade interpretation con be cpplied to the fact that for eichteen of tie twenty one unaffected dimensions, a creater nou-definitoness wos attaciod to the minority oujective. Mrose choosiry the 'mirur' adjective micht izolve a relctively rich proportion for whom the choico is anditruy and wij cas be expected to be ncr-definite. Cn the otron lam?, it is locically contra?ictory to sär that oe largo a propoztion of the rujecete ctoosing the rove papular ddective :rere matine arbitrany ciovices. Fherefore, there cubjects can be expected to be more Eefirite on avcrace.

In cumory, tife intorpetotion is offerch for the fiavi tuit porle tens to be wore mon-icfinite about the lesa charen gidective oze about cimozione sioning a f.jller frcgucacj i-.bjlerce. It tas bose recossafy to
 thore findires reed rot leas one to question tre volidity of the noz-éefinitcress ecores.
D. The Ratincs of tho fubjecte.
(i) Iresentation of Iesultc.

Tle row ratines of tio subjects by their nominees cre chown in Appendix 7a, and the number of roters for each cubject are ebovin in fopadiz 7b. Two ecores were cerivej from these ratircs, nowely 'ennarent veriability' on 'inconcuent retires'.
a. Ana=ront Voriability.

MES arreciont amora a cubject's raters with reard to each cimearion kes tiven os tho an of the absolute ciffererece betweca ecch retime and that subdect's rean ratize for tio cimeazion in çuection. Tis wes then vadeted for the rumer of rateze, fiving wat are dabelled 'ipatent Vanfokility' scores. The whole calculation was eerforaed by wears of the frozame sioun in ingcucix 7c. Ewe overall emparcnt variability

 ciacasion-2y-ijucacion an overull sconos cre presented

 crea corrclations will be usee whonover this is possible.

The dimension-by-cimension scores wore correlsted with eech other end the ovorall score. The results are chown in ipperdix 7f. It will be seen that only cleven cosrelations were siquificant at the .05 level, (1-tail). 1.e. The wariability scores were not very consistent between. dinemsions.

Howevoz, all tic dimension-bj-dimonsion scores correlated with the total at a siepificance level of . C5 or better, six beins at the . CO1 lovel.
ippondix 7e cuanarizoo tho raculta of t-tcets wich siou that the mena conareat voriability is sionificantly Cifferent between dino:aione in 49 of tho 91 ceses. Those acans of the epperent varicbility scores are sbown ia seble aix. fris tuble chso evowthe neen rotire on cach dizchaion and tio zanituag of the cifference between tion zean rotine and '5'. '5' is the xicooint for tioe
 ore '5' ciowe the exteat to waici tie ratizes are biased tonarde ono adjective. She table also names the characm terictic toxares wizict the ratines are slanted. Finally, it siows the freguency with wien that adiective was chosen by tise full 71 cubjects.
riie tololo Eringe a zumbe of points to ligut.
 ratinje ero biased tanuzes tlo esio aujective that was
 No cracat of tho izzalanco in farour of ore aijective by the rators tonded to follow tio imbaleace in favoun of that aujective $t y$ tho cubjects. 位e cxact rank order comelation wos. 51t (p $<.10,2-t a i l)$. Vinilst this does not elow that each set of raters cureed with each subject the obvious interpretation of these fincircs is that raters ard subjects tenced to arree on the chsrocteristics

| Eimenciox | $\begin{aligned} & \left(\begin{array}{l} \text { Avergen } \\ \therefore=\text { tir } \\ \text { (on } \\ \left(\begin{array}{l} \text { point } \\ \text { coole } \\ 1+0 \end{array}\right. \end{array}\right. \end{aligned}$ | Eviation iron 5 |  | $\left\lvert\, \begin{aligned} & \text {＇s arcucney } \\ & 0 \text { coice of } \\ & \text { acctive } \\ & \text {（Lx（1）}\end{aligned}\right.$ | ```locn Varicbilityr of i.二tires``` |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Reeerved－Cuteoine | C． 131 | 1.101 | CUNCOIN： | 33 | 1.1805 |
| Eacily Excitec－Coln | 5.021 | 0.621 | Citas | 31 | 1．4819 |
| Sutaissive－sscertive | 5.701 | 0.701 |  | 43 | 1.1937 |
| Eerious－Mopry to Lucky | 4.315 | 0.12 t | －．nさuc | 41 | 1．2503 |
| Dieregards fiules－Conecientious | G．CA1 | 1． 221 |  | 50 | 1.1070 |
| Trustire－ïard to lool | 4.543 | 0.451 | FaUCITS | 52 | 1.5210 |
| Prectical－Urconccrned with Practical intters | $3.9+3$ | 1.057 | ITACDIC：L | 59 | 1.5067 |
| Artless－Erirevi | 5.603 | 0.603 | （1．1込） | 45 | 1.2743 |
| Confident－Arprebencive | 4.120 | 0.310 | COMSILSTM | 30 | 1.330 .4 |
| Conservative－Experimenting | 5.121 | 0.131 | EXILATKA，TİG | 40 | 1.3907 |
| Ifkes to be in a Group－ Iapej to be Alone | 3.901 | 1.013 |  | 49 | 1.2935 |
| Follows Cwn Crees－Loer What is Ixpected | 4.322 | 0.673 | ICNICNS OWA： U．Cue | 45 | 1.3585 |
| Relared－Tcnse | 4.332 | 0.018 | ELLAxCD | 44 | 1．3043 |
| Hard Hearted－Sentinental | C．031 | 1.631 | UETSILANAT | 63 | 1．1443 |

Table six．Tho ivercee iratingo，The Avarane jating＇s Eeviation Mrom＇5＇，The Characteristic Inplied by tio Ratings，＇he ireguency with vhici Subjecta Endorsed that Characteristic and The Mean Variability icore for Lach iimension．
possessed by the subjects. However, in the cases of the three dimensions where adjectival choices showed a relationship with social desirability, it is clearly less welcome to find that the ratings show imbalances which are similar to those exhibited by the subjects' choices. It obviously leads one to wonder whether the subjects' concern with social desirability is matched by their raters' concern, and whether this might have led subjects and raters to respond to these three scales in approximately the same way. This will be examined later.

It is also apparent from the table that the mean epparent variability is inversely related to the difference between the average of the ratings and '5'. The exact correlation coefficient is -.626 ( $p<.02,2-t a i l$ ). This is probably because an average rating rather far from '5' requires that the ratings are more consistent then an average rating closer to '5'.
b. Inconeruent Ratings.

The second set of scores derived from the ratings given to the subjects was the number of ratings on each dimension indicating that the subject held the opposite characteristic to that which he bimself had underlined. This score was also weighted for the number of raters, and the programe for deriving both the dimension-bydimension and total scores is shown in Appendix 7h.

The scores are presented in Appendix 71 whilst their descriptive statistics are to be found in Appendix 7 f . It will be seen that, again, the scores are akewed, indicating the need to use rank-order correlations.

Table Seven presents the means for the dimension-by-dimension scores: it will be seen that there are differences between these and that they correlate negatively with the magnitudes of the difference between the average rating and '5'. The exact correlation was -.732 (p < .01, 2-tail). It will also be apparent that the means correlate negatively with the frequencies of the more chosen adjective, the exact correlation being -. 734 ( $p<.01,1-t a i 1$ ).

In short, it appears that raters tended to be more 'accurate' on dimensions which showed a larger imbalance towards one adjective, whether the imbalance was in terms of the choices made by eubjects or the ratings themeelves. However, it hes already been seen that when there was a large frequency imbalance by subjects the ratings tended to be biased in the same direction; thus the 'accuracy' of the ratings in these cases is not surprising. Furthermore the lesser accuracy when the frequency imbalance was suall is congruent with the notion that in such cases more subjects might be choosing arbitrarily.

| Dimension | Mean Score <br> For Unex- <br> pected <br> Latings | Deviation of Average Rating from 5 | Frequency of More Chosen Adjective (Ex. 71) |
| :---: | :---: | :---: | :---: |
| Rererved - Outgoing | . 293 | 1.181 | 39 |
| Easily Excited - Calm | - 378 | 0.021 | 40 |
| Submissive - Assertive | . 250 | 0.701 | 43 |
| Serious - Happy eo Iucky | . 276 | 0.184 | 41 |
| Iisregards Rules Conscientious | . 198 | 1.621 | 58 |
| Trustins - Mard to Pool | . 326 | 0.451 | 52 |
| Practical - Unconcerned with Practical Matters | . 246 | 1.057 | 59 |
| Artless - Cinewd | . 291 | 0.688 | 45 |
| Confident - Apprehensive | . 352 | 0.810 | 41 |
| Conservative - Experimentinc | . 353 | 0.181 | 40 |
| Iikes to be in a Group Happy to be Alone | . 220 | 1.019 | 48 |
| Follows Cwn Urees Does what is Expected | - 312 | 0.678 | 45 |
| Felaxed - Tense | . 292 | 0.668 | 44 |
| Eard Hearted - Eentimental | . 145 | 1.631 | 63 |

Table Geven. The mean score for unexpected ratings, the average rating's deviation from '5', and the frequency with which subjects chose the more chosen adjective for each dimension.

## (ii) Examination for the Poseible Effects of cocial Desirabillty.

It is clearly important to see whether those dimensions upon which non-Cefiniteness ecores were related to eocial Cosirability also exhibit a relationship between the coces derived from the ratines of the subjects and their siceres. (1.e. the eubjects') social decirability this would rales the poselbility of obtalning epurious correlations between nondefiniteness and opparent variability or the incoscruent ratines scores. (The raters own eocial Cocirability was not zeacured beccuze the interest vas only in whether the scores from the ratires emehow related to the Eubjects' own Col.).

To ceterine whetice tho averaje rating acsicned to
 Coi. Eubiects on oul cizcision, correlation coefficiente vero computed betwecz the exbjects' E. . . scores and the averaze ratires areized to them on each dimension. The full resulte are presented in Appendix 7k. The only cienificont correlation is for 'practical - unconcerned With fractical matters'. ( $\quad$. . 300; $\mathrm{P}=. \mathrm{C} 28$ ) (2-tail). mise is in the direction of eubjects who are more concerned with E. F. beine assicred eore ratines indicsting that they are practical.

Thus, thare is ondy one cinension uron which the
 subjects differed from low E .. . eubjecte in the charscterisilo that they were rated as pozeesinc. Fowever,

It is possible that the apparent variability scores were related to tho subjects' S.D. without the average rating being likewise affected. This would be the care when some groups of raters all felt that one characteristic was desirable and others all felt that the opposite was desirable. To look at this, the subjects' social desirability scores were correlated with the apparent variability scores. An analysis of variance was also carried out to examine the effects of cocial desirability and the average ratiñ ${ }^{3}$ upon apparent variability. Again, this was the herarchical option available with S.P.S.S. and cocial desirability was given priority. The main objective was to see whether there were any interactions and main effects that mirrored those for the non-definiteness scores.

The results of the aralysis of variance are presented in hppendix 71 and the correlations between S.I. and epparent variability are presented in Appendix 7m. A sumary of significant results is to be found in Table Eight.

It will be seen that there are no significant interactions. However, there are main effects with probabilities less than .05 for the dimencions of 'subsissive ascertive' and 'practical - unconcerned with practical mattors'. On the other hand, the correlations produced sienificant results for 'practical - unconcerned with
${ }^{3}$ Subjects were divided for this analysis of variance into groups with an average rating above and below '5'.

| nimenston | 2－：211 5ro3ability of Correlction beineen S．J．and Averace riating | Irobsbility of cifccta of sis． <br>  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  |  | $\operatorname{Zasin}$ | （こatail） | I上さeraction |
| Aubaiscive－Ascertive | － $\mathrm{C}=3$ | －083 | －205 | ． 289 |
| Fractical－linconcerned with Iractical llatters | － 023 | －C01 | － 002 | .993 |
| Hard ileartei－ientimental | －782 | －COA | .037 |  |

Tabln Fiment．If＝eneions whero the avorace ratire or arjarcnt varisbility，chow
a aicuificont relationsijp with social caefzabilitj。
practical matters' ( $r=-.430 ; p=.002)^{4}$ and 'hard hearted - sentimental' ( $r=.282 ; p=.039)^{4}$.

Thus, there appears to be an inverse relationship between the subjects' social desirability and their apparent variability scores on two dimensions. Furthermore, a third dimension - submissive - assertive appears to show a non-linear relationship. The plot in sppendix 7 n seems to confirm this. The medium $\mathrm{S} . \mathrm{D}$. eubjects appear to be more variable than the high or low eroups.

A number of comments are in order here. Firstly, there is only one dicension where the effects found with the non-definitences scores have been mirrored in the apparent variability scores. In the other two cases the relationship between epparent variability and the subjects' social desirability can only serve to diminish the correlation between non-definiteness and apparent variabillty.

Secondly, it is the most pessimistic interpretation to suegest that the relationships between social desirability and apparent variability are caused by the subjects' concern with social desirability being matched by the concern of the raters. In the one case ('practical unconcerned with practical matters') where both non-
${ }^{4}$ Two-tailed tests were applied. If social desirability is being viewed as an artifact, the high S.D. raters of the high C.D. subjects mieht have differed in their conception of what is desirable. Thus, it could have been quite possible that they would have made the subjects appear more variable than raters of low S.D. subjects.
definiteness bcores and ratings were related to the subjects' eocial desirability this may sinply be because those more concerned with S.D. esnuinely saw themselves as possessing the supposedly more desirable characteristic, behaved in this way and were rated accordinely.

Pinally, the total scores for apparent variability does not exhibit a significant correlation with the subjects' social desirability ( $r=.200 ; p=.140 .2-t a i l)$.

Turning to the lesue of social desirability in connection with the scores for incongruent ratings, it would be expected that these scores would be affected When both the eubjects' choices and the average ratings vere related to social desirability. The only dimension to which this epplies is ipractical - unconcerned with practical matters'. The results of correlations between incongruant ratifes and social desirability presented in Appendix 70 show that this is the only dimension exhibiting a significant correlation, ( $r=-.335 ; \mathrm{p}=.003$. 1-tail). For all the other difensions and the total the correlations are non-sienificant. (For the total $\mathrm{r}=-.076 ; \mathrm{p}=.584$. 2-tail).

In summary, it is clear that the only dimension upon Which ecores on more then one scale were related to eocial desirability was 'practical - unconcerned with practical matters'. In the other cases, it would eppear that the relationship with $\mathrm{S}_{0}$ D. can only lower the correlation between non-definiteness and the two scores from the ratings of the subjects.

It was therefore decided not to leave any of these dinensions out of the total scores, nor to leave any out of the further analyses. This decision was aided by the fact that (to enticipate the results) there was no significant correlation between non-definiteness and cither epparent variability or inconcruent ratings on the 'practical - unconcerned with practical matters' dimension. Thus, on the one dimension where epurious correlations micht have resulted, they were not found. The decision was also aided by the fact that none of the totals exhibited sienificant correlations with social desirability. It was impossible to confirm that the totals did not have an interactive or non-linear relationship with social desirability. Eovever, the fact that the linear effects were not reflected in totals eugeests that the non-linear and interactive effects would have also been 'lost' in the totals.

In conclusion, all the individual scores will be included in the total scores and in the testinc of the hupothesized relationships between non-definiteness and both apparent variability and incongruent retings. However, partial correlations will be computed between non-definiteness end both apparent variability and inconcruent ratings partialline out S. D. for the dimensions of 'disregards rules - conscientious', 'practical - unconcerned with practical natters', 'easily excited - caln', and 'hard hearted - sentimental:.
C. Hypotheses One to Twelve.
(i) Presentation of results.

The subjects' extraversion and neuroticiem ecores, and the scores derived from the composite questionnaire are to be found in Appendix 8a. This also contains the total scores for non-ciefiniteness and apparent variability. The descriptive statistics for these scores are to be found in Appendix 8b.

IJpotheces two to Twelve were all couched in terms of correlations that were expected between both nondefiniteness and epparent variability and the various 'indeperdent' variaties. The non-parametric correlation matrix is shown in Teble line. The equivalent Peareon liatrix is contained in Appendix 9a.

The eicrificent correlations with non-definiteness end epparent variability are sumarized in Table Ten. Apperent variability shows the expected correlations with intolerence of ombieuity, preference for simplicity, the combined ecore for complexity, neuroticism, extraversion end nceative inner-directedness questions. Fion-definiteness shows the expected correlations with intolerance of ambiguity, preference for simplicity, the combined score for complexity, ricidity and neuroticien. lion-definiteness and apparent variability were themselves correlated as expected.
ミ品


| Variable Corrclation <br> vith Apparent <br>  Variability | Correlation vith lonDefiniteness |
| :---: | :---: |
| Anparcnt Variability |  |
|  |  |
|  | $(1 .=50 ; p=.001)$ |
|  | $\left(\mathrm{I}=71 \mathrm{i}_{\mathrm{p}}^{-2 C 3}=.041\right)$ |
| Extraversion $\quad\left(\begin{array}{c}-.214 \\ \text { ( } \mathrm{Ej} ; \mathrm{p}=.043)\end{array}\right.$ | ( $\mathrm{n}_{0} \mathrm{E}_{\text {. }}$ ) |
| $\text { Freference for aimplicity } \quad \begin{gathered} -.308 \\ (I:=54 ; p=.004) \end{gathered}$ | $(i i=53 ; \mathrm{p}=.001)$ |
| Dict Ireference for $\text { ComplexitJ }(x=54 ; 233$ | $(N=59 ; p=.005)$ |
| İこidity $\quad$ (i.s.) | $(1=59 ;-232.016)$ |
| Recative Inner $\square$ | ( $\mathrm{D} . \mathrm{S}$. ) |

monpmon. Correlations with ( $k$ ) Apparent Variability an (B) Mon-Definitcmess for which $p<.05$ (1-tail).

Mowever, a larce number of the 'irdependent' veriables erbibit oicnificent correlations emonect thomeelves. mere are sixty three corrclations eicniricent at the. $C 5$ level within the wole ratrix 5 . Some of thece sicrificent corrclatione ere eimply between total (derived) ecores ard their constituente. For example, there is the comrined ecore for ferren'a cimplicity end complexity which corrcletes ricily with the two rcores from which it is cerivec. In order to clarify the poeition vith the aid of a principal cozpocents analyeic, these dinenciors will have to bo omitted. Wen this is done, tho total number cf eicrificart correlations falls to thirty ${ }^{6}$, but it reaains eccential to ferform a principal componerts enslyais to eet a Efeater incicht on the wierlyinf atructure of the relationstips.
(ii) Frincipal Couponents Analysie.

The eatrix to be subjected to a principal components enalysis differs from that in Table fine in two respects. Viretly, that in Pable Fine utilizes pair-wise celetion to enatle maximun use to be made of the data that was available. This is why different numbers are involved in the different correlations. Ca the other hand, list-kies deletion was

5 1-tail tests have been applied to coefficients where the corralation had been the subject of an rypotbesis and $2-$ tail tests have been applied to correlation coefficients between the 'independent' variables.
6 2-tail tests were now enplied throuchout to eet a cood indication of the necessity of a principal components analysis.
to be used for the matrix to be analysed for the grincipal components, (meanine that subjects were only to be included if there was a complete set of data for thoy). This reduces the number of eubjects involved to 54 in all correlations.

Secondly, the matrix used to obtain principal components is, of course, a product moment rather than rami-order matrix.

Tifis matrix is shown in Table Eleven. It will be eecn that it contains twenty nine correlations significant at tho $5, \dot{\prime}$ level or better, (2-tail). Of these three were rot sicnificant as rand-order correlations and, on the other band, four rani-crder correlations are not now sienificant. The position is sumarized in Table twelve which slows all the sienificant correlations from both the non-parametric pair-wise deletion matrix and the parametric list-wiso deletion matrix. It also shows the seven nonsicnificant corresponding coefficiente. To get an idea of wisother those differences are ciuo to changes in the number of eubjects or tipe of correlation the parametric correlations contained in sppendix ga must be referred to. Table mhirteen shows the three coefficients and their probabilities from the three different methods of correlating in these seven cases.
(1)
Tatie limven. Tho Correlntion Matrix bubjeceed to a Principal Componenta Analyais.

| -.589 |  | $\begin{aligned} & (3) \\ & \text { Intol } \end{aligned}$ |  |  | 1e 11mpr | $\begin{aligned} & \text { rn. } \\ & \text { (N } \end{aligned}$ | Corre <br> of4: al | $\begin{aligned} & 1 \text { ation } \\ & 1 \text { probab } \end{aligned}$ |  | bubjece, $\text { are } 2$ | to ari lied). | cipal | Componente Anadyais. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| (.000) |  | Azab |  |  |  |  |  |  |  |  |  |  |  |  |  |
| -. 46.4 | -. 56 |  | $\begin{aligned} & (4) \\ & 10 \end{aligned}$ |  |  |  |  |  |  |  |  |  |  |  |  |
| (.000) | (.000) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | (5) |  |  |  |  |  |  | - |  |  |  |  |
| -.037 | 0.071 | -. 829 |  | Hin |  |  |  |  |  |  |  |  |  |  |  |
| (.790) | (.60H) | (.015) |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | (6) |  |  |  |  |  |  |  |  |  |  |
| $-117$ | -8:68 | -. 304 | -.448 |  | Pref |  |  |  |  |  |  |  |  |  |  |
| (.400) | (. 0,6 ) | (.103) | (.001) |  | Comp |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | (7) |  |  |  |  |  |  |  |  |  |
| -.OR1 | -022 | -.465 | -.25\% | -.3:7 |  | Pror |  |  |  |  |  |  |  | $\bullet$ |  |
| (. 51,0$)$ | (.8.3) | (.000) | (.063) | (.016) |  | S1mp |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | (8) |  |  |  |  |  |  |  |  |
| -.353 | -.302 | 0.039 | -.441 | -. 367 | -. 32: |  | Int |  |  |  |  |  |  |  |  |
| (.004) | (.003) | (.000) | (.001) | (.006) | (.017) |  |  |  |  |  |  |  |  | . |  |
|  |  |  |  |  |  |  |  | (9) |  |  |  |  |  | * |  |
| $=.065$ | *.053 | - niso | *.069 | -.020 | -.17\% | -.0\%5 |  | Scan |  |  |  |  |  |  |  |
| (.640) | (.702) | (.776) | (.621) | (.8EH) | (.210) | (.749) |  |  |  |  |  |  |  | - |  |
|  |  |  |  |  |  |  |  |  | $(10)$ |  |  |  |  |  |  |
| $=.0 ; 6$ | -015 | - 0.15 | (.181 | $\bullet .127$ | --0Ht | 0.159 | 0.103 |  | Comp 2 |  |  |  |  |  |  |
| (.687) | (.746) | (.261) | (.101) | (.367) | (.514) | (.251) | (.458) |  |  |  |  |  |  | - |  |
|  |  |  |  |  |  |  |  |  |  | $(11)$ |  |  |  |  |  |
| $\bullet .109$ | 0.010 | -.232 | -.146 | 0.123 | 0.073 | -.187 | 0.101 | -.181 |  | Extern |  |  |  |  |  |
| (.431) | (.940) | (.041) | (.293) | (.375) | (.571) | (.013) | (.462) | (.189) |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  | (12) |  |  |  |  |
| -.042 | -.083 | -. 112 | *. 136 | -.035 | -..n月7 | $\cdots$ | 0.174 | (0043 | -.305 |  | Socd |  |  |  |  |
| (.760) | (.701) | (.122) | (.326) | (. H 1 O ) | (.0.30) | (. $\mathrm{S}_{4} 16$ ) | (.197) | (.758) | (.025) |  |  |  |  |  |  |
|  |  |  |  | - 3bt | -.047 | - $0-8$ | $. .0 \geqslant 6$ | $. .124$ |  | $\cdot .001$ |  | $\left(\begin{array}{l} 13 \\ N \end{array}\right.$ |  |  |  |
| (.139) | $(.444)$ | (.819) | (.578) | (.)nt | (.727) | $(.576)$ | (.79月) | (.3.0) | (.186) | (.90\%) |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | (14) |  |  |
| *.231 | *. 167 | -.035 | 4.303 | -.045 | 0.096 | 0.044 | 0.001 | -.014 | -.015 | 0.133 | -.485 |  | Ex |  |  |
| (.093) | (.226) | (.801) | (.026) | (.717) | (.451) | (.751) | (.903) | (.922) | (.915) | (.337) | (.000) |  |  |  |  |
|  |  |  |  |  |  |  |  |  | -.274 |  | 4.047 | -. 214 |  | $(15)$ |  |
| (.228 | (.179 | $\cdots{ }^{-1 / 1}$ | -.376 | -. 358 | +.703 | 4.029 | -.220 | *.090 | -.234 | -.395 | (.047 | -.214 |  | Nego |  |
| (.097) | (.196) | (.309) | (.003) | (.0n8) | (.003) | ( 8 87\%) | (.107) | (.517) | (.089) | (.003) | (.759) | (.120) |  |  |  |
| -.011 | +.019 | -. 151 | -.011 | * 163 | -.242 | *.087 | -.031 | ..124 | -.084 | -. 230 | *.325 | -. 159 | +.185 |  | $\begin{aligned} & (16) \\ & \text { Poso } \end{aligned}$ |
| (.768) | (.891) | (.275) | (.934) | (.239) | (.078) | (.531) | (.782) | (.373) | (.548) | (.094) | (.020) | (.249) | (.543) |  |  |
| -.044 | -0, 0 \% | * 037 | 4.153 | -009? | -.242 | - . $0 \times 8$ | -. 105 | . 190 | -.017 | +.242 | $-.247$ | +. 146 | -.406 | -.057 |  |
| (.752) | (.772) | (.082) | (.270) | (.477) | (.077) | (.675) | (.149) | (.:179) | (.736) | (.078) | (.0172) | (.29:) | (.002) | (.082) |  |
| +.253 | $+.128$ | +.022 | -. 103 | -.088 | -.217 | -.005 | -.096 | -.079 | -.038 | -. 198 | $-240$ | +.125 | -. 0.095 | -.091 | -.029 |
| (.065) | (.355) | (.876) | (.159) | (.925) | (.16,6) | (.972) | (.191) | (.972) | (.784) | (.255) | (.080) | (.367) | (.400) | (.51: ) | (.834) |
| 0.063 | -. 107 | +.219 | *. 150 | -.423 | +.06\% | +.338 | -.180 | *.165 | 0.197 | -. 352 | +.390 | $\because .059$ | +.104 | +. 243 | -.0.76 |
| (.651) | (.443) | (.11:) | (.278) | (.001) | (.648) | (.012) | (.193) | (.232) | (.154) | (.009) | (.004) | (.670) | (.453) | (.076) | (.485) | (1) Apparent Variability


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| Variables | $\begin{aligned} & \text { Yon-para- } \\ & \text { metric } \\ & \text { Pair-wise. } \\ & \text { If }=59 \end{aligned}$ | Feerson, Pair-wise $\mathrm{H}=59$ | Pearson, List-wise $\pi=54$ |
| :---: | :---: | :---: | :---: |
| Intolerance of ambiguity and Logmatiem | $\begin{gathered} .253 \\ (.054) \end{gathered}$ | $\begin{gathered} .300 \\ (.022) \end{gathered}$ | $\begin{gathered} .329 \\ (.015) \end{gathered}$ |
| Intolerance of ambiguity and Cognitive complexity (and, measure) | $\begin{aligned} & -.203 \\ & (.030) \end{aligned}$ | $\begin{aligned} & -.232 \\ & (.076) \end{aligned}$ | $\begin{aligned} & -.232 \\ & (.092) \end{aligned}$ |
| ```Intolerance of embiEuity and positive other directedness q's.``` | $\begin{gathered} .272 \\ (.038) \end{gathered}$ | $\begin{gathered} .239 \\ (. C \in 8) \end{gathered}$ | $\begin{gathered} .239 \\ (.082) \end{gathered}$ |
| Doenatiem and Neuroticism | $\begin{gathered} .172 \\ (.192) \end{gathered}$ | $\begin{aligned} & .253 \\ & (.052) \end{aligned}$ | $\begin{gathered} .303 \\ (.026) \end{gathered}$ |
| Externality and Extravercion | $\begin{aligned} & -.215 \\ & (.102) \end{aligned}$ | $\begin{aligned} & -.202 \\ & (.104) \end{aligned}$ | $\begin{aligned} & -.395 \\ & (.004) \end{aligned}$ |
| Self-imace non-definiteness and Rigicity | $\begin{aligned} & -.282 \\ & (.031) \end{aligned}$ | $\begin{aligned} & -.303 \\ & (.020) \end{aligned}$ | $\begin{aligned} & -.261 \\ & (.056) \end{aligned}$ |
| Coenitive complexity and <br> Necative otter <br> Circcteciness $\mathrm{q}^{\prime} \mathrm{s}$ | $\begin{gathered} .300 \\ (.022) \end{gathered}$ | $\begin{gathered} .303 \\ (.020) \end{gathered}$ | $\begin{gathered} .242 \\ (.078) \end{gathered}$ |

Table rinirteen. lion-parametric and parametric correlations
(anc their probabilities), using peir-wise deletion, and parametric correlations, (and probabilities), using list-wise deletion between those variables for which a bienificant correlation was obtained by either non-parametric (pair-wiso) or parametric (list-wise) but not by both metnods. (All probabilities are 2-tailed).

From this table, it can be seen that the discrepancies between the correlations must sometimes be due to the scores of the five subjects who were not included in the parametric (list-wise) correlations, (e.E. Externality and Extraversion), cometimes due to the differences between the non-parametric and paranetric methods of correlatine, tocether with the decrease in sienificence to the same parametric correlation caused by the loss of five subjects, (e.E. Intolerance of Ambicuity and Tositive Cther Directedcess questions), end eometimes to a coabination of the two (e.E. Docmatism and lieuroticiem).

Little coment can be mace here, except to observe that there are not many of these diecrepencies, and the Ciscrepancies that co exist are of cuite small macnitude.

The matrix stown in Table Eleven was subjected to a principal componenta enalysis with iterations, convereence requiring thirty one iterations.

Lppendix sb eives details of the eicenvalues, comunality estimates and proportions of total variance accounted for by all the initial componerts. The initial components ratrix: in ippendix $O b$ contains the $\varepsilon i x$ components vith eicenvalues exceeding 'one'.

These six componezts were rotated using the varimax criterion. The communalities, eifenvalues and proportions of common variance accounted for by the rotated components are presented in Appendix 9c, and the rotated factor matrix
is prosented in hppendix 9d. 4 ppendices 90 and $9 f$ contain the transformation matrix and factor score coefficients respectively.

The computer procremme used for these procedures wss part of the Statistical Packsee for the Social Sciences (version 6.0).

Table Fourteen ehows, for each factor, the loadincs of the variables, where these exceed .25 .

The first factor has epperent variability, end selfinage nondefinitezess loadirg positively upon it and intolerance of ambicuity and (Earron's) preference for sizplicity loadinc nezatively upon it. This seers to represent the factor for which this investication was looking. Thus, it cen be interpreted as ropresentine a difension of cocilive and bebevioural inconsietency. It eeczs to show cuite clearly the association between eelf-imace non-definiteress and apparent variability and the dependezce of these two upon the person reither preferring the simple nor being intolerant of ambiguity. at the same time it rust be emphasized that intelligence, social desirability, cocmetim, ricidity, and extraversion co not figure on this factor.

The second factor has intolerance of arbisuity, proference for simplicity, ricidity, dogmatism, social desirebility and inner-directedness (positive inner questions only) loading positively and preference for complexity and extraversion loading negatively. This

| Factor <br> Veriable | 1 | 2 | 3 | 4 | 5 | 6 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Apporent Variability | . 779 |  |  |  |  |  |
| $\begin{aligned} & \text { Colf-Imace NYon- } \\ & \text { Definiteness } \end{aligned}$ | . 797 |  |  |  |  |  |
| Intolerance of fmbicuity | -. 685 | . 391 |  |  | -. 353 |  |
| Ireference for Complexity |  | -. 313 |  | -. 278 | . 742 |  |
| Ireference for Simplicity | -. 485 | . 440 |  |  |  | - 345 |
| $\begin{aligned} & \text { Complexity } \\ & \text { (and measure) } \end{aligned}$ |  |  |  | . 233 |  | -. 486 |
| sieicity |  | . 709 |  |  |  |  |
| Locratism |  | . 631 |  |  |  |  |
| Intellicence |  |  |  | . 371 |  |  |
| Scanning |  |  |  |  |  | -5C3 |
| Social Lesirability |  | . 2084 | - 952 |  |  |  |
| lieuroticism |  |  | -. 554 |  |  |  |
| Extraversion |  | -. 579 |  | -. 515 |  | . 302 |
| Externality |  |  |  | . 714 |  |  |
| liecative Otheriirecteciness |  |  | . 284 |  |  |  |
| Iocitive InnerDirectedness |  | - 4 ES | . 261 | -. 439 |  |  |
| Fositive OtherIirectecness |  |  | -. 253 | - 345 |  |  |
| liegative InnerDirectedness |  |  |  |  | .457 |  |

Trble Mourtern. Loadines Excecaine . 25.
eecms to represent the whole ejndrome of the ricid, docmatic, ombicuity-intolerent person, who dislikes the complex and who is also rather inner-directed and introverted, as well as beine concernce with the eocially decirable. fuch a person seems rather turned in on himself, defendin his world with various associated cofaitive defences. lowever, this person is not neurotic, ferhaps staving off any neuroticiem with his rather effective ramparts ecainst pejcholocicel worry.

With the third factor, the kichest loadines are for cocial desirability erd reuroticiem (necuatively). With tho exception of negative inner cuestions, all the inner/ other directedness ecores also load on this factor, in the direction of inner-directecnese. Mere one kas the ferson who is concerned with presenting a socially desirable self, who coes not epfear neurotic, nor to be directed by othcrs: one unavoicisole interpretation is that noither neuroticien nor bein circcted by others is eocielly desirable, and this factor represents social desirability and has ascociated with it those variables whoce gcores are influenced by desirability.

She fourth factor is the most difficult to provide an interpretation for. Iirstly, it has Darron's preference for complexity loeding nefatively upon it, but the second measure of complexity and intellicence loading positively on it. Ecconcly, it kas externality loacinf positively
on it and, it has two of the inner-other sets of questions loading in the direction of other-directedness; but, it also has a nceative losdinc for extravercion. Dealing first with the former constellation, one can caly precumo that the eecond mescure of complexity has a emaller rence than Barron's complexity questions; hich ecorers on Darron's measure are perhaps either 'normally' complex or confused. Fertaps the necative loading of his complexity represents the confused type: they are not 'really' complex or bricht.

Cecondly, there is the Erouping made up of the etronzest loadines on this factor, these beine bJ (lack of) extraversion as well as externality end other-direction. mhis is not the comon-senso association, but on reflection it eecms reasonable. The extrevert mieht see himself as the controller erd Cirector of his extraverted life: at the reme tice this rictt not be rcalistic, and is belied $b_{j}$ the loedincs of (lack of) intellicence and comnitive confusion, thus suesesting that this ropresents the grecerious but unfousceily self-sssured person. Looked at from the introverts sice, ke sees himself as controlled by others and luck, but this type of introvert is bright and coes not take cefcrsive harbour behinc, for example, Coematien. Thus this wicht represent the introverted thinker who has come to a rather cynical, but perhaps insiftetful, conclusion in his beliefs about causation and the source of his direction.

The fifth factor brincs out the other face of Narron's complexity. The positive loading of this variable is associated with a negative loading by intolerance of ambicuity and by the necative inmerdirected questions. In other words this would secin to bo the truly complex person, who aleo appears to be incer-directed.

Ifally, factor six contains sizplicity loadine foritively, the second measure of complexity loading recatively, end extraversion and scenning loadine poeitively. Itis would eppear to be tho conventionel fece of extraversion, with ecanning of the enviromment for cues, but a preference for the simple end etraightforwarci.
(iii) Jyothasis 1A. MEere will te a positive correlation हetween the ron-definiteness of the self-concept and the lack of ecrecment gapest raters in their ratings of the eubject'. Tis was expected to hold for dinensiontJー心imersion axd overall scores.

With recard to the overall scores, both these variables loaded heavily on the first factor. Furthermore, they showed a hieh renk-order intercorrelation, this being . 502 ( $p=.001$ ). The equivalent Fearson correlation was almost identical, ( $\mathrm{r}=.533$; $\mathrm{p}=.001$ ).

The results for the indivicual dimensions are contained in Table Fifteen. This also shows the Pearson correlations. It will be seen that correletions eifnificant above the . $C 5$ level were obtained on four dimensions, 1.e. 'Eubmifeive - aseertive', 'serious - happy eo lucky', 'dierceards rules - conecientious' and 'hard-hearted centimental'.

Fartial correlations were computed for the four dimensions upon which either the adjectival choice and non-cefiniteness ecores or the average rating and apparent variability scores were related to social desirability. The resulto are cortained in Table Eixteen. This table alco chows the zero-oreer parametric correlations on these four dimensions for the fifty four Eubjects for whom complete rets of data vere available on all three variables, (1.e. non-definiteness, apparent variability, and social cesirebility). It will be eefn that the two correlations w:ich were sigrificent resain so when social desirability is partisiled out, end the two non-sienificant correlations remain non-sicaificent.

Einally, it will be eeen that the correlation between the total ecores is berely affected with the partialling out of eocial desirability.

In eumnary, the kjpothesis was upheld for the total scores, but for only four of the fourteen indivicual dimensions.

| Dimension | Ran'k <br> Correlation | Pearson Correlation |
| :---: | :---: | :---: |
| Reserved - Outgoing | $\begin{gathered} .184 \\ (.070) \end{gathered}$ | $\begin{aligned} & .192 \\ & (.061) \end{aligned}$ |
| Easily Excited - Calm | $\begin{gathered} .045 \\ (.359) \end{gathered}$ | $\begin{aligned} & .000 \\ & (.260) \end{aligned}$ |
| Submissive - Assertive | $\begin{aligned} & .288 \\ & (.010) \end{aligned}$ | $\begin{aligned} & .302 \\ & (.007) \end{aligned}$ |
| Varioue - Iappy eo Iucky | $\begin{gathered} .285 \\ (.011) \end{gathered}$ | $\begin{aligned} & .298 \\ & (.008) \end{aligned}$ |
| Lisrecards rules - Conscientious | $\begin{aligned} & .349 \\ & (.003) \end{aligned}$ | $\begin{gathered} .360 \\ (.001) \end{gathered}$ |
| Trustins - Eare to Eosl | $\begin{aligned} & .014 \\ & (.457) \end{aligned}$ | $\begin{aligned} & .107 \\ & (.196) \end{aligned}$ |
| Fractical - Unconcerned with Iractical latters | $\begin{gathered} .053 \\ (.308) \end{gathered}$ | $\begin{aligned} & .064 \\ & (.304) \end{aligned}$ |
| Artless - Ehrewd | $\begin{gathered} .133 \\ (.144) \end{gathered}$ | .141 $(.129)$ |
| Conicicent - Appretensive | $\begin{aligned} & .140 \\ & (.132) \end{aligned}$ | .134 $(.142)$ |
| Conservative - Experimentins | $\begin{aligned} & .082 \\ & (.25) \end{aligned}$ | $\begin{aligned} & .088 \\ & (.240) \end{aligned}$ |
| Likes to ve in a eroup Harpy to be alone | $\begin{gathered} .093 \\ (.230) \end{gathered}$ | .$C 50$ $(.315)$ |
| Follows cwn urces - Does what is Lxpected | $\begin{aligned} & -.169 \\ & (.083) \end{aligned}$ | $\begin{aligned} & -.156 \\ & (.105) \end{aligned}$ |
| Relaxed - Tense | $\begin{aligned} & .195 \\ & (.053) \end{aligned}$ | $\begin{gathered} .188 \\ (.065) \end{gathered}$ |
| Hard Hearted - Eentimentol | $\begin{aligned} & .301 \\ & (.002) \end{aligned}$ | $\begin{aligned} & .303 \\ & (.006) \end{aligned}$ |

Table Fifteen. Dimension-by-dimension correlations between self-imaee non-definiteness and epparent variability. (1-tail probabilities in brackets) $\mathrm{N}=66$ in all cases.

| Limension | Zero-order <br> Pearbon Correlation ( $\mathrm{I}=54$ d. $\underset{=}{ }=52$ ). | ```Fartial Correlation (i=54 d.f.=51).``` |
| :---: | :---: | :---: |
| Eesily Excited - Calm | $\begin{aligned} & -.014 \\ & (.460) \end{aligned}$ | $\begin{aligned} & -.029 \\ & (.418) \end{aligned}$ |
| Lisrezards rules Conecientious | $\begin{aligned} & .342 \\ & (\cdot 006) \end{aligned}$ | $\begin{aligned} & .328 \\ & (.0 c 8) \end{aligned}$ |
| Practical - Enconcerned with Practical Matters | $\begin{aligned} & .103 \\ & (.218) \end{aligned}$ | $\begin{aligned} & .012 \\ & (.455) \end{aligned}$ |
| Iarc-ilearted - Eentimental | $\begin{aligned} & .415 \\ & (. \operatorname{co1}) \end{aligned}$ | $\begin{aligned} & .480 \\ & (.001) \end{aligned}$ |
| ```Total self-image non- cefiniteness - Totel epfarent veriability``` | $\begin{aligned} & .500 \\ & (.001) \end{aligned}$ | $\begin{aligned} & .533 \\ & (.001) \end{aligned}$ |

Toble fixteen. Fartial correlations and zero-order correlations (and their probabilities,

1-tail) between self-imsce non-cefiniteness and appsrent variability for dimensions affected bj cocial desirability and for total scores.
(Iv) Ijpothesis 1D. There will be a positive correlation between the non-definitcness of the eelf-concept and the assienment of ratines which indicate the poscession of the opposite characteristic to that which the eubject saw himself as having'. Mhis was expected to hole for the dimercion-by-dimension and overall scores.

The rant-order correlation between the overall score was. 300 ( $\mathrm{p}=.001$ ). The equivalent Fearsin correlation was almost identical at.395 ( $\mathrm{p}=.001$ ) .

The dimensior-by-dimension results are contained in Table Jeventeen. It will be seen that correlations sienificant above the or level were obtained on eicht dimeasions, i.e. 'reserved - cutcoinf', 'eubrissive ascertive', 'eerious - happy eo lucky', 'diswegards rules conscientious', 'trustine - hard to fool', 'likes to be in a eroup - haffy to be aloze', 'relaxed - tense' and 'Lard hearted - sentimental'.

Fartial correlations were computed for the sane four dimensions as they were between non-cefiniteness and epparent variability. The results of these are contained in Table Eighteen. This table also shows the zero-order parametric correlations on the four cimersions for the fifty four subjects for whom complete sets of data were available on all three variables. Aeain, it will be seen that the two significant correlations remain sienificant and the two non-siqnificant correlations remain nonsicnificant.

| Limersion | Eiank Correlation | Tearson Correlation |
| :---: | :---: | :---: |
| Seecrved - Cutcoine | $\begin{aligned} & .415 \\ & (.001) \end{aligned}$ | .431 $(.001)$ |
| Lasily Ixcited - Cela | $\begin{aligned} & .172 \\ & (.04) \end{aligned}$ | .161 $(.090)$ |
| Lubaicsive - Lesertive | $\binom{363}{(.002}$ | $\left(\begin{array}{c}.344 \\ .802)\end{array}\right.$ |
| Ceriour - Meppy eo Lucty | $\left(\begin{array}{l}.317 \\ (.005)\end{array}\right.$ | $\begin{aligned} & .321 \\ & (.004) \end{aligned}$ |
| Iforeczrds Iules - Consciestiour | $\begin{aligned} & .332 \\ & (.001) \end{aligned}$ | $(.352)$ |
| Crustira - Eard to rool | $\left(\begin{array}{c}.318 \\ (.055)\end{array}\right.$ | .087 $(.090)$ |
| Practical - Unconcerned with Iracticel rettere | .112 $(.125)$ | .161 $(.093)$ |
| intlces - Lirewj | $\begin{aligned} & .033 \\ & (.255) \end{aligned}$ |  |
| Conficent - Anprehencive | .043 $(.350)$ | .011 $(.467)$ |
| Concervative - xx-crimentins | .117 $(.171)$ | .$C E 7$ $(.297)$ |
| Likes to be in a croup Lapny to be alone | .310 $(.000)$ | $\left(\begin{array}{c}.313 \\ (.005)\end{array}\right.$ |
| Follows own urees soce what is expected | .057 $(034)$ | $(.087)$ |
| iclexed - Monse | .430 $(.001)$ | .422 $(.001)$ |
| lord nearted - Eentimental | $\therefore 2+4$ $(\therefore 001)$ | $(.325)$ |

[^1]| rincrsion | $\begin{aligned} & \text { Zero-Crder } \\ & \text { IGareon } \\ & \text { Correlation } \\ & \text { (Ii 54; } \\ & \text { d.f. } 52 \text { ) } \end{aligned}$ | Partizl Correlation (in = 54 c.f. $=51$ ) |
| :---: | :---: | :---: |
| Lacily Excited - Calm | .141 $(.154)$ | $\left(\begin{array}{c}007 \\ (003)\end{array}\right.$ |
| Iiscecards rules Coneciertious | $\left(\begin{array}{c}.375 \\ (.003)\end{array}\right.$ | $\left(\begin{array}{c}.306 \\ (.003)\end{array}\right.$ |
| Irsctical - Vnconcerned with Fractical latters | .106 $(.224)$ | .030 $(.415)$ |
| Eard ICearted - Lenticental | $(.393)$ | .400 $(.002)$ |
| ```Total eclf-10sze roz- Cefinitcaces Sotal unexpected ratines ecore``` | $\begin{aligned} & \cdot 379 \\ & (\cdot \operatorname{cc} 2) \end{aligned}$ | $\left(\begin{array}{c}.375 \\ (003)\end{array}\right.$ |

Finblerientong. Fartial correlatione end zero-orcer
cprroletiors (exd their probabilities,
1-tail) between self-imare non-cefinite-
nees end incorpruent ratincg ecore for
the cimensions affected by eocial
cesirability and for the total ecores.

Finally, the correlation between the total scores is acain bercly altered when S.D. is partialled out.

In eumary, the hjpothesis wes upheld for the total ecore and for eight of the fourteen dimensions.
(v) Hpothesis Two. 'Extraversion will correlate necatively with (1) non-definiteness and (2) apparent varisbility'.

The correlation ${ }^{7}$ between ron-definiteness and extraversion wes not sicripicent ( $\mathrm{r}=-.179 ; \mathrm{p}=.093$ ) at the . C5 level. On the other hand the correlation between opporent variability and extraversion just attained this level of sicnificance, ( $r=-.228 ; p=.049$ ). At the same time, extraversion had a enall nezative loading ( -.200 ) on the first factor.

The correlations using pair-wise celetion, which inclued on extra 23 eubjects in the correlation with non-definiteness enf 23 in the correlation with apparent variability, are very similar to those usine list-wise deletion. The non-parametric correlation coefficients between extraversion and con-definiteness and epparent variebility were $-.152(p=.104)$ and -.214 ( $p=.043$ ) respectively.

7 Unless otherwise stated, the correlations referred to are those from the parametric matrix usinc list-wise deletion. All tests of sienificance are 1-tail.

In summary, Iypothesis 2.1 is rejected but Hypothesis 2.2 is upheld. Fevertheless, the correlatione show and the principal components enalysis confirms that the ossociations between extraversion and both apparent variability and non-definiteness are weak.
(vi) Mypothesis Three. Neuroticism will correlate necatively with (1) non-cefiniteness and (2) apparent variability'.

Acain, the correlation with non-definiteness was not sicnificant ( $r=.107 ; p=.113$ ) at the .05 level, whereas that with cpparent variability was ( $r=.231 ; p=.047$ ). Acain, even the eicnificant relationship seems very elicht, and the principal components enalyeis confirms this. There was only a exall positive loadine (. $1 \in 2$ ) of neuroticism on the firet factor.

However, the ron-parametric correlations usine fairwise delction ehow a Eicnificant relationship between nondefiniteness and neuroticis. ( $r=.203 ; p=.041$ ) end a slightly increased correlation (with greater sicrificarce) between epparent variebility ara neuroticien (r =. .âs; $p=.035$ ). The difference is not esscntially due to a chance in the number of subjects for the equivalent Iearson cocfficients are.139 ( $p=.125$ ) and . .c61 ( $p=.017$ ) reepectively; rather, it appears to be cue to the chence in the method of correlatinc. Nevertheless, even if the non-parametric coefficients are taken to be a better reflection of the position, it would still seem unlikely that neuroticism would have had anything other than a
small loadinc on the first factor. Mhus, the non-parametric correlations certainly co not indicate stronc relationships, only about $5, \%$ of the mutual variance beinc accounted for by either correlation.

In sumary, uppothesis 3. 2 . has been supported by the results. Hypothesis 3.1. has also been upheld if the non-parametric correlation is taken to be more accurate reflection of the relationehip.
(vii) Hypothesis Four. 'Intolerance of embiguity will correlate necatively with (1) non-definiteness end (2) egperent variebility'.

These hupotheses receivea very stron expport from the stuly. Thus, intclerance of embimuity correlated nezatively witt both non-cefiniteness ( $r=-.535 ; p=.000$ ) End epparent variability ( $r=-.467 ; p=. C 00$ ) . Furthermore, there was a etron aegative loadine of intolerance of arbicuity on the first factor (-.635).
(viii) Eypotiesis Five. 'Preference for complexity will correlate positively with (1) con-cefiniteness anc (a) epparent variability'.

There were four measures relating to the subjects' complexity/simplicity. First there was Barron's questionnaire, which fielded three scores; the first was the score on his complex questions, the second a score on his simple questions and the third represented the net complexity.

Inis was the complexity score minus the simplicity score. The fourth ecore was provided by the complexity ecele based upon that by Child (1965).

The correlation natrix showed a sicnificant negative correlation for the (Darron) sinplicity ecore with both self-imece non-definiteaess ( $r=-.392 ; p=.002$ ) and epparent variability ( $r=-.353 ; \mathrm{p}=.004$ ). On the other kend, the (Barron) complexity ecore chowed decidediy nonEipnificant correlations with both variables, ( $r=.022 ;$ $p=.437$ with non-ciefinfteness, and $r=-.031 ; p=.200$ with epperent variability). The (Earron) net complexity score was, of course, not in the principal components aralysis, but its non-parametric correlations with both non-jefiniteness ( $\mathrm{r}=.320$; $\mathrm{p}=. \operatorname{COO}$ ) and apparent variability ( $\mathrm{r}=.233 ; \mathrm{p}=.042$ ) were Eignificant beyond the .05 level: presumably this is attributable to the sicnificance of the relationship between these two and the simplicity component of the total. Certainly, it is a prefercnce for simplicity that has the hich loading on the first factor ( -.435 ), the corplexity score loading with a minimal . C78. Thus, it would eppean that it is not eo much complexity that correlated with non-definiteness and arparent variability, but rather it is lack of simplicity.

Child's measure of complexity showed very nonsicnificant correlations with both non-ciefiniteness ( $r=.010 ; p=.470$ ) end apparent variability ( $r=.109$; $p=.216$ ). In view of this the loading on the first factor (.130) is surprisincly high, and seems to indicate a slight relationship between this second measure and these variables.

In eummery, the rwotheces, have been lent concidereble eupport if they are onended to a wordinc in terms of a correlation tetween leck of eimplicity and the two veriablea.
(1x) Ejpothesis cix. 'Dofraticn will correlate negatively with (1) non-definitenoss and (2) apparent variability'.

Lecaoticm ehowed very norimicrificent correlations vith both non-definitecoss (r =..C71; p =.3C4) end erparent variebility ( $r=-.037$; $p=.305$ ). Funthermore it rat a minimal loadire on the first factor (-. C79). This cives one no reeson to retain the hypotheses.
(x) Wpothesis Eeven. 'vicidity will correlate negatively with (1) non-definitecess and (2) epparent verisbility'.

Ricicity chowed a sicnificent necative correlation vith ron-definitences ( $r=-. \hat{6} 1 ; p=. C 2 B$ ), tut ite correletion with erament variatility was non-Eienificant ( $r=-.117 ; p=.200$ ). However the relationship that does exist is rather weak, and tho lcw loading of ricidity on the first factor ( -.173 ) evpports this statemert.
(xi) WFothesis IiEht. 'Ecennine will correlete positively with (1) non-iefiniteness and (2) epperent rariability'.

These hypotheses received no support from this study. The corrclations with ron-definteness ( $r=.045 ; \mathrm{p}=.373$ )
and apparent variability ( $r=-.050 ; p=.343$ ) were both decicedly non-significont, and this variable exhibited a very low loading (.012) on the first factor.
(xii) Hpothesis iline. 'Externality will correlate positively with (1) non-definiteness and (2) apparent veriability'.

Chis variable aleo exhibited very low correlations with ron-definiteress ( $r=.053 ; p=.351$ ) and apporent variability ( $r=-.042 ; p=.300$ ). It also hed a very low loadine on the first factor (.022), and the hypotheses receive no support at all.
(xiii) Mpothesis Ten. 'Intelligcnce will not be correleted eicrificantly with either non-definiteness or cpparent variability'.

The correlations with intelliceace, were ron-significant: that with non-definiteress was . 053 ( $p=.351$ ), whilst that with epparent variability was -. 065 ( $p=.3 \hat{0}$ ). The evidence for the lack of relationship is expported also by the extremely low loedine of intellicence (.006) on the first factor; the lack of relationships seems to Lave been adecuately cemonstrated.
(xiv) ivpotherie Lleven. 'Cocial desirability vill not be correleted cicrificently witi either non-Cefiniteness or erparent varictility'.

Wocial desirability did not correlate sicaificantly with the total ecores for either veriable. Furthermore, the very low loadine on the first factor ( -.0 (f) tends to corfira the lack of rolationchip.
(xv) Hupothesis rwelve. 'Other-directednces vill correlate positively vith (1) non-Cefinitenees end (2) apperent varisbility'.

Dour separato bacic scorcs and thec ícrived scores were produce in comectica with the imen / other-cirectedress cuestions. None of the four basic scores chowed a sicrificont correlation with non-cefiniteness. FurtherEre, tio ma-paranetaic concelations tetwecn the derived scores erd non-definitcucs wore all non-sicuificent at the . 05 level. Ca the otwer hend epparent variability chowe ono zienificant corzelation, this beire with the soore on meative inmer (i.e. cti.er) directezaess questions, ( $\mathrm{r}=.253$; $\mathrm{p}=.033$ ). There is a low loadind by this of sore cut the first factor (.144), tut exy entusiasm ie canened by the fact that nerative other (i.e. inner) çuestions also ehoy a positive loading, which is only rarcinglly smeller (.113). rihe two remoinire sets of ecores botil show verj low necative loadinse.

One connot eay that ony support at all has been cerived for the hupotheses.
D. Mpptieses SNirteon to Mncteon.
(i) Inscentation of focilte.

Tho erponges of ti:o fifty nire Eujuecte vio completel
 Hese, the rolevant reszanes aro those to ell cuestions exve fuostion 2 esd Gucetioze 13 to 95.

Gujuecta were civicas into bich and low non-icficite-
 They woro aled divide: accordirg to tow they had anewered cooh cuceiloz. ato resultine conisneceey tebles are
 In Fajlo :inetcen. Ialtiall:, currected cis wore comutca.
 (1-iail) and thero were not cufficient mobers in each


 cicijecan cin nifetecs, cubiocta boing claceifies into
 conotineo on nation. Wie jiclece $3 \times 2$ cintingercy

 'trowatic' incicents, tho two wpotheces could not be correctly tested uith tilis overall cili. For this resen the ecnsrate texts of each nupotzesis are sbown.
(ii) Hypothesis Thirteen. 'Those who have a larger behavioural repertoire will (1) have more non-definite self-images, (2) appear more variable'.

Questions 1, 3, 4, 5, 6, 12, 16, 17, 20, 21 and 22 of the biographical questionnaire were relevant to this hypothesis.

Question One looked at whether the subjects had any brothers or sisters within a sufficient ege range (taken arbitrarily as five jears) that they would be interactants for the subject, or whether he was in fact or (effectively) an only child. It was thoucht that 'only children' might develop a more varied repertoire of behsviour and, hence more non-definite self-images.

It will be esen from the contingency tables that the eifht only children were, with one exception nondefinite. This recult was found to have a probability of .03 (1-tail), using the Fisher test. On the other bend in the comparison between the high and low variable Eroups, there were only seven 'only children', two of whom were 'consistent', and this result was non-significant, ( $x^{2}-.656 ; p=.209$ ).

Question Three asked whether the subject had been a boarder at school. Only six of the fifty nine subjects had been and for one of these there was no score for apparent variability. Of the six, one had a non-definite self-image. Whilst in the expected direction this result was non-sienificant at the . 05 level $\left(x^{2}=1.785 ; p=.08\right)$.

Of the five boarders for whom variability scores were available, two were variable and three consistent: this result was clearly not sienificant ( $x^{2}=0.00 ; p=0.5$ ).

Guestion Four asked about the size of school, these being categorized into those under and over 500. Only 12 subjects went to 'small' schools and once acain for one of these there was no variability score. For both non-definiteness and epperent variability, the results were clearly not sicnificant, $\left(x^{2}=0.066 ; p=.398\right.$ and $x^{2}=0.457 ; p=.250$ respectively).

Guestion five asired about the number of times subjects had $n o v e d$ house. To get some equality between the Eroups it was decided to make the classification less than twice and twice or more. However, egain the results were clearly non-sienificant for both non-definiteness and apparent variability, $\left(x^{2}=0.019 ; p=.446\right.$ and $x^{2}=0.296 ; p=.293$ respectively).

Question Six assed whether the subject had lived in the country or in a town or city. There were only seven country-dwollers: five of these had non-definite selfimages and six were veriable. The former result is not sienificant ( $X^{2}=.574 ; D=.224$ ), but the latter has a one-tail (Fisher's) probability of 0.050.

Question Twelve asked whether the subject's parents disagreed on importent topics. Here eubjects whose parents had been separated $a$ where one parent had died, and who indicated that the question was therefore impossible to answer, had to be excluded. This reduced the number to 54 for the analysis with non-definiteness scores and 52 for that with apparent variability ecores. Subjects whose parents hed been divorced or hed died eufficiently recently for them to onswer the question were included. However, both results were non-Eignificent, ( $x^{2}=.040$; $p=0.421$, and $x^{2}=0.000 ; p=0.5$ respectively).

Question Sixteen asked about the sameness or variety of the parents friends. 22 subjects said that the parents' friends were varied, this including 20 for whom there was a ecore for epparent variebility. The results with nonCefiniteness scores were non-significant, ( $x^{2}=0.200$; $p=.327$ ), whereas those with apparent variability scores were significant at the .05 level ( $x^{2}=2.223 ; p=0.044$ ); thirteen of the nineteen who said their parents friende vere varied appeared variable themselves.

Guestion Seventeen asked whether subjects had been included on social occasions with their parents. However, the results were not significent for either non-definiteness or epparent varisbility ( $x^{2}=1.552 ; p=0.106$ and $\chi^{2}=0.000 ; p=0.500$ respectively).

Question Twenty asked how close a family the subject came from; nineteen subjects said that thej did not come from close fomilies. However, the results were not siEnificent for either non-definiteness or apparent variability, $\left(X^{2}=0.219 ; D=.320\right.$ and $\chi^{2}=0.000 ;$ $p=0.500$ respectively).

Question Iwenty One asked whether the mother was consistent in her beksviour. Caly ten eubjects reported inconsistency, and the results were not significant for either non-definiteness ( $X^{2}=0.165 ; p=.343$ ) or apparent variability $\left(x^{2}=0.147 ; p=0.351\right)$. On the other hand, question twenty two asked about the fatker's consistency, and with the number of eubjects reduced as with guestion 12, results were sienificant for epparent variability (Fisker's Probability . .025). Thus all of the five cubjects who reported inconsistency by the father were thearelves variable. For non-definiteness, there was one extra cubject who reported the father as inconsistent, and five of the six were non-definite. This was not Eignificant ( $X^{2}-1.449 ; p=0.115$ ) .

All these questions were designed to examine factors that were thought to influence the extent to which the subject develops a wide betavioural repertoire. This was eeen as affecting behavioural variability directly, which, in turn, will be reflected in the non-definiteness of the self-concept. This mekes it clear that one would only expect a significant result for non-definiteness if that
for amonont variability hed aloo been sifuificant，ond indocd threo of the foum sigrificent resulte wore con－ firel to apparcat variability．These three vorc made up of two of the cuestions，（cuestions 10 and Ca ），wich Coalt with factors thount to affect the rarce of initative learming azi ona cuestion，（cuestion 6），which dealt with the factors thougint to effest the ranee of cirect leomine．Howover the guection cealing with Whather the cubject was an only caile，（question 1）， wisich was tavelit elso to relate to the rance of direct learning produced a simificant result for non－definite－ Less criy．wis niant lond ore to gucation wether it effectca ros－cefiritcorazs via tho gize of the behevioural zenortaino；certainly it rould cect unceaspaale to say thet it leas curport to the lupothosis that those with
 sclfーi゙aこここと。

I：cunary，truco of tie cleven itcos vere sicnifi－ castly ascociatci with mpancat variability．Etis lads to tho comevisat teatative cuaclusion that tione vith a leraer bobsvijural repertoire apacar to ko more variable． Catio otter hand，since only ore of the eleven itema relatod sicmificantly to zon－cefiniteress and this vas上っt als related to eppereat voniability，no cupport has becn gained for the heothesized relationship betwoen tio size of the behavioural repertoire cnd non－cefiniteness．
(iii) Hypothesis Fourteen. 'Those who have found that parental regard is conditional will (1) have less nondofinito eelf-imeees and (2) eppear lese variable'. Cix çuestions were thousht to be relevant; $8,10,11$, 24, 25 and 26.

Question Eight esked eubjects how clear-cut an idea their parente had given them of good and bad. However, a mere three eubjects eald that their parents had not Eiven them a clear idea, and so the results were incapable of reaching aicuificance with either non-definiteness or apparent variability, ( $x^{4}=0.001 ; p=.483$ for nondefiniteness, and $\chi^{*}=0.000 ; p=.500$ for apparent variability).

Guection Ten asked whether the subject had been severely punished for 'bad' behaviour. Mwenty one eubjects reported that they had been severely punished end apparent varisbility scores were available for elehteen of these. Once more, the results were nonsignificant, ( $x^{2}=.009 ; p=.462$ for non-definiteness, ard $x^{2}=.750 ; p=.193$ for apparent variability).

Guestion Eleven acked how much the parents had backed each other up regarding the eubject's upbringing. Thirteen of the reduced number of subjects (because of death or separation rendering the question unanswerable) said that their parents exhibited some aisegrecment on their upbringine. However, there was no relationship with either
non-definiteness or epparent variability, ( $\chi^{2}=.234 ;$ $\mathrm{p}=.314$ and $x^{2}=.416 ; p=.260$ respectively).

Question Twenty Four asked whether the subject's friends had becn accepted by his parents. Only five said that their friends had not been accepted, and this number was reduced to three of the subjects for whom there was an eppareat variability score. The results were non-significant $\left(X^{2}=.002 ; p=.484\right.$ for non-definitenees and $x^{2}=.000 ; p=.500$ for epperent variability).

Guestions Twenty Five and Twenty $\operatorname{six}$ asked whether the mother and father reæpectively had sometimes withCrawn affection from the subject. Lowever, the results were neither aienificant for nor-definiteness nor asparent variability. (with reference to the mother t上ey were $x^{2}=0.004 ; p=.475$ and $\chi^{2}=0.123 ; p=.363$ respectively. With reference to the father they were $x^{2}=.040 ; p=.420$ asd $x^{2}=.781 ; p=.183$ respectively).

In conclusion, none of the guestions which were cesifued to look at the conditionality of rejard, and establishment of conditions of worth were eignificantly related to either non-definiteness or apparent varisbility.

Some of these questions were then looked at in combiration, the contineency tables bein fresented in fppendix 10 c , and the results sumarized in Table Twenty.

| Questions | Comparison Croups | ```x with Eubjects civiced by lon-Iefinite- ress``` | Frobability <br> ( 1 - tail) | $\chi^{2}$ with Eubjects diviced by Apparent Variability | $\begin{aligned} & \text { Probability } \\ & (1 \text { - tail }) \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 25,26 | (A) Mother or father withdrew affection $v$. (B) Eieither withdrew | - CO 9 | . 462 | . 079 | -39 |
| 10,25,26 | (A) Mother or father withdrew affection or subject severely puaished $v$. (B) Neither withdrew and not severely punished | . 857 | . 177 | . 000 | . 500 |

Results of combininc ancwers to some questions relevant to
Hypothesis Fourteen.
Table Twenty.

The first combination was to look at whether either parent withdrawing affection would show a relationship with non-definfteness or apparent variability. However In both cases the results were non-sienificant ( $x^{2}=.009$; $p=.462$ and $x^{2}=.073 ; p=.339$ respectively).

The second combination was to look at whether withCrewal of affection by cither parent or eevere punishment was related to either ron-definiteness or apparent variability: once asain the results were non-sicnificant ( $x^{2}-.057 ; p=.177$ and $x^{2}-.000 ; p=0.500$ respectively).

One must conclude that there is no support for the hypotheses from this study.
(1v) Bypothesis Piftecn. 'Those who have been taught that whether a charecteristic is richt or mronc depends upon the situation will (1) Lave nore non-definite self-images end (2) eppear more variable'.

This hypothesis was examined with one question, (Guestion Fine), which acket how qualified an icea the eubject's parenta had civen him of right end wrons.

Pifteen subjects said that they had been eiven a qualified ides, for one of whom there was no data upon apparent variability. In both cases the recults were non-siEnificart, ( $\lambda^{2}=0.005 ; p=.470$ for non-definiteness, and $x^{\text {a }}=0.750 ; p=.193$ for epparent variability).

At this point, it seemed worthwhile to take the question about puniement, (question 10) into account, to see whether those with a more qualified of right and wrone who had been punished were more non-definite than those who eaid they were fresented with a qualified idea of right and wrong but were not punished. The results are Ehown in Table Twenty One: quite clearly, they are non-significant.

One must conclude that this study provided no eupport for the ripotheses.
(v) Eypothesis fixteen. 'Those coning from more secure ord stable homes will (1) bave more non-definite selfimages and (2) appear to be more variable'.

The results from Guestions Twenty Pive and Twenty Eix have already been described and it has been seen thet they vere non-eignificant.

Guestions Elfhteen and Fineteen asked bow close the subject was to bis mother ond father respectively. However, again no eicnificant results were obtained for efther nondefiniteness or apperent variability. (kith reference to the mother, they were $\chi^{2}=0.965 ; p=.163$ and $X^{2}=0.147 ; p=.351$ respectively. With reference to the father, they were $X^{2}=0.009 ; p=.462$ and $X^{2}=1.426$; $p=.116$ respectively).

|  | Definite welf-Imace | Non-Iofinite Self-Inace |  | Iow drajarent Variability | Iiich spparent Veriability |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Qualified <br> Learning and <br> Punished | 3 | 2 | ```Gualified Learning and Iunisced``` | 1 | 3 |
| Qualified <br> Learning but Not Funished | 4 | 6 | Qualified <br> learninc <br> tut liot <br> runiched | 4 | 6 |

[^2]Question Seven asked whether there had been anj major incident at home. Here subjects were categorized into those whose parents had separated or died. However, again result were neither significant for non-cefiniteness nor apparent variability, $\left(X^{2}=0.63 \% ; p=.355\right.$ and $\lambda^{2}=0.724 ; p=.248$ respectively).

It was decided to look at some of these questions in combination, the contincency tables beinf presented in Appendix $10 d$ cad the results eumarized in rable Ewenty 2wo.

The first combination was to look at whether either aarent wittcrawing affection or havine died would show a relstionstip with either non-iefiniteness or apparent variability. Nowover in both cases the results were nonsicaificant, $\left(X^{2}=\right.$ c.021; $p=.442$ and $\lambda^{2}=0.075 ; p=.392$ respectively).

The cecond combination added in the event of the parents separating: ajain results were non-sicuificant, ( $x^{2}=0.016 ; p=.449$ and $x^{2}=$ C.074; $p=.392$ respectively) .

Again, it must be concluded that this study afforded no support to these hjpotheses.

| Questions | Comparison Grouss | $\begin{aligned} & x^{2} \text { with } \\ & \text { subjects } \\ & \text { diviced by } \\ & \text { Yor-iefinite- } \\ & \text { nees } \end{aligned}$ | Irobability (1-tail) | $\begin{aligned} & x^{2} \text { with } \\ & \text { subjects } \\ & \text { civiced by } \\ & \text { Apparent } \\ & \text { Variability } \end{aligned}$ | $\begin{gathered} \text { Irobatility } \\ \text { (1-tail) } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 7,25,26 | (A) Votter or father witidren affection or dead vs. (B) Melther withdrew affection and both alive | . 021 | . 442 | . 075 | . 392 |
| 7,25,26 | (A) Nother or father withdrew affection or dead or ceparated vs. (B) Neither withdrew affection and neither dead nor separated | . 016 | . 449 | . 074 | . 392 |

$$
\begin{aligned}
& \text { Table fwenty Two. Nesults of combinine answers to some questione relevort to } \\
& \text { Hypothesis sixtecn. }
\end{aligned}
$$

(vi) Mypothesis Seventeen. 'Eubjects who were more accepted at school will (1) have more non-definite self-imades and (2) appear more variable'.

This was examined with question 23. However, only three subjects eaid that they had not been accepted at school, and this precluded the possibility of the results beine eignificant. The results for non-definiteness end erparent variability were $\chi^{2}=.001 ; p=.483$ and $x^{2}=.000 ; p=.500$ respectively.
(vii) Hypothesis Eighteen. 'Those who have had a 'trauatic' experience will (1) have less non-Cefinite self-images, (2) enpear less variable'.

Guestion Twenty Leven sought to determine whether subjects had had either a 'traumatic' experience or 'a self-confronting event'. The former were those said to have left permeneat feelincs of embitterment etc., whilst the latter were those which had hurt the subject, but were not described as having left a permanent scar. The contingency tables in Appendix 10a provide details of the numbers of eubjects in the high and low non-definiteness groups and the high and low epparent variability eroups who had described each type of event and the numbers who had described neither type.

However, a chi-square could not properly be carried out on these tables to test this hypothesis and Hypothesis Mineteen together because only four eubjects deccribed events classified as traumatic, and for one of these there was no data upon apparent variability. Thus, the subjects were divided into those who had and had not described traumatic events, the contincency tables being presented in Table Twenty Three.

The Fleher's probsbility for the result with nonCefiniteness is 0.052, and it is felt that this hjpothesis is better recarded as untelc. On tho other hond, the recult with epparent variability had a probability of 0.5C0 and thus Lijpothesis 13.2 zust be rejected.

Wrothesis Hineteen. Those who heve hed a self-confrontirg event will (1) have core non-definite selfconcents and (2) eppear nore variable'.

This hypothesis also had to be tested by dividing eubjects into those who kad and had not described selfconfronting evente, the tables being presented in Table ments Four.

Chis tests could properly be applied to these tables. With non-definiteness $x^{4}=7.669 ; p<0.005$. Thus, the typothesis with regard to non-definiteness is upheld.

On the other hand, with epparent variability, $x^{2}=0.075 ;$ $p<0.45$. Thus, there is no support for the njpothesized relationship between a self-confronting event and afparent variability.

|  |  |  |  | Sont |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | 25 | 20 |  | ${ }^{25}$ | ${ }^{\infty}$ |
|  | 4 | 0 |  | 2 | 1 |


Teble Twenty Four. Continecrey tobles between the Incidence of a Self-Confronting Event and Non-Definiteness and Apparent Variability.
E. IUpotioses mwenty to Twonty Pive.
(i) Iresentation of Recults.

These six hjpotteses concerned relationships with eelf-imace non-definiteness, and not with apparent variability.

Information upon three of the variables was obtained With the Biocrephical Guestionaire, the full results from wich are precented in fapendix 103. Mere it is Guestions Ghirteen to Fiftecn that are relevant, these pertaining to Eypotheses 21, 22, and 23 reseectively. On the other rand, information upon the other three variables was obtaincd with the Guestionaire in Appendix 1c. The reculte from the three relevart questions (questions 1, 3 and 4) from this çuestionnaire are presented in Appendix 10c. They relate to $\mathrm{Hffotheses} 20,24$ and 25 respectively.

It will be remembered that all seventy one subjects completed tho latter questionnaire, and no reason could be ceen for not usinc all their results. This meant forming new hich and low nox-cefinitenoss groups for testing these three hjpotheses. On the other hand only fifty nine had completed the bioeraphical questionnaire.

Tho continjency tables with Eubjects divided into high and low non-definiteness eroups and according to how thej L.ad answored each question are presented in Appendix $10 f$. The results are summarized in Table iwenty Five.

| Question Questionnaire | Irpo- <br> thesis | Corrected <br> with Non- <br> Definiteness | Frobability <br> (1-tail) |  |
| :---: | :---: | :---: | :---: | :---: |
| 1 | Guestionnaire | 20 | .783 | .188 |
| 3 | in Appendix | 24 | .678 | .205 |
| 4 | 10 | 25 | .350 | .277 |
| 13 | Riocraphical | 21 | 1.410 | .117 |
| 14 | Guestionnaire | 22 | 0.004 | .475 |
| 15 |  | 23 | .950 | .165 |

monlo rwanty rive. Sumary of Results relevent to Jyotreaes rweaty to Fweaty Five.

 Lsfiniteracs of their self-cencezta'.
(aestion Cino of tio Gestiomaire in fracix 10







roce oll cosit with goselile consecuences of, or coustiates with, resecoriritereas. Zucver, it will be



 rites.



 :clailozaups.
(b) Hjpothesis Twerty Two. 'Those with more non-definite eclf-imoces will find it eacier to form friendships'. Question Vourteen of the biocraphical questionaire asked eubjects about the ease with which they formed friendships. (c) Hypothesis Twenty inree. 'mpose with more non-definite celf-imazes will be leas concerned with their independence'. Guestion Fifteen of the biojraphical gucstionaire asked exbjects how important their independence was to them.
(d) Ifypothesis Iwenty Four. 'Those with more non-definite eslf-imefen will less readily thin's of cheracteristics that typify then'. Suestion Trree of the cuestionnaire in irpondix 10 acted eubjects whether they could provide some characteristic that they posecssed or whether nothin readily care to rind. Twis çuestion was answered by the full 71 subjecte.
(e) FJpothesis Twarty Five. 'Those with more $\operatorname{con}$ - definite self-imajes vill have less tendency to exclude some of their bitariour from ticir eclf-imejes'. Cuestion Four of the cuestionaire in Appendix io acied subjects whether or not they tended to recard soma of their bebaviour as 'not really こe'.
F. Iypotheaes Nwenty ixx and Twenty Seven.
(i) Iresentation of Results.

Doth the $e$ hypotheses concerned the non-definiteness scoree dorived frct cubjects ratine their l. l. I. responses for certalaty. Theec non-definiteness ecores were derived Ej weichting the cortainty ratines with the answer to Guestion two of the cuestionnaire in sipenciiz 10 . Thum The (lack of) Cerainty selore tor eecin respomse wos increseed by' one' if the response to Motal non-cefiniteness ecores were derived from the retires of ncurcticien responees for certainty end from the retirizs of extrevereion resersees for certeinty, by acding the now-dedimiteness sores ncross neurotuaim am extrarersion tome resfectimely. FEEce theo eets of total scores are preserted in haperdix $11 a$.
(ii) Mypothesis Twenty ixix. Total non-definiteness coores corived froz tho ratincs of neuroticien resporses for certainty will correlate with total non-definiteness coores derived from ratinzs of extraversion responses for certaintj'.

Tho non-paranetaic comelation Eetwocn theso two seta of scores was. $319(p=.001)$.

Hpothesis twenty six is thus supported by these results.
(iii) IHpotiesis Fwenty Sever. 'me total nor-ciefiniterese score derived from the ratings of all li.P.I. recponees for certainty will corrclate positively with the principal score of non-definiteness, and will correlate with those ranicbles with winch the principal meacure correlated.

Niso total non-cefiniteness ecores froin the ratinat of 011 l. I. I. resposee fon cortainty cahibited a correlatioa of . 874 ( $p=.001$ ) with tie nor-cefinitcnezs rasece Corived froz the cucetionaires in isperdix One.

Ite correletions with epparent varisibility end those varizbles meacured by the Composite Cucctionnaire and the :..F.I. ara preacented in zable Fwenty Six. It will be ccan that the noa-ciofiniteness ccores correlated at the - O5 level (1-tail) witt the varieoles witia vilich the I=incinal messure of mon-dcfiniteress correlated with the exacpion of ricidity end ncuroticim: it will be reacaucel that tioce two showed correlations with the ynincizal negaune wich were only just significant.

Mas, it is concluacd thet Lupotresis rventy ieven se curyortce by these rcaulte.
C. Gex Lifferences in ion-Definiteness and Apparent Variability.

Tie total ecores for nom-definiteness and apparent variability were exmirca for sex differerces.

| Variable | $N$ | Corrclation witi 2ion－ Definiteness Ocores Jerived from hatincs of All M．I．I． laesponses for Certainty | $\begin{aligned} & \text { Frob- } \\ & \text { cbility } \\ & \text { (1-tail } \end{aligned}$ |
| :---: | :---: | :---: | :---: |
| Apparent Variability | 66 | ． 463 | ． 001 |
| Intolerance of Ambicuity | 59 | －． 355 | ． 003 |
| womatima | 59 | ． 105 | ． 215 |
| Intellicerce | 59 | ． 157 | ． 113 |
| Cecurizg | 59 | ． 082 | ．2¢9 |
| Oこmplexity（ard leasure） | 59 | ．053 | ． 333 |
| Exterasilty | 59 | ． 044 | ． 370 |
| Lociol Lecirability | 59 | ． 005 | ． 485 |
| こeuroticica | 71 | ． 112 | ． 176 |
| Zxtraversion | 71 | －． 182 | ． 065 |
| Sroferenco for cimplicity | 59 | －． 325 | ． 007 |
| Imefercace for complexity | 59 | －． 022 | ． 434 |
| 㫛t Irofererce for Complexity | 59 | ． 257 | ． 025 |
|  | 59 | －．093 | ． 241 |
| $\therefore$ こanive Cther Iirectocress | 59 | － 152 | ． 111 |
| Iositive Other Lirectedness | 59 | ． 049 | －35， |
| Not Ctiser iircotecuess | 59 | －． 031 | ．490 |
| Oefativo Irrer Iirectedress | 59 | －．CÉG | ． 311 |
| Susitive Inner Lircotedress | 59 | －． 123 | ． 167 |
| こet Iraer Uirectecness | 59 | －． 106 | ． 211 |
| Cverell Inmer Iirectedness | 59 | ． 017 | ． 450 |

Toble rofnty six：Correlations between Apperent Veriability， Varicbles Mecsured by the Composite Gucstionaire and the $\because$. I．I．End Non－jefinitcress Scores Lerived from the Ratings of All M．F．I．Rerponees for Certainty．

For both sets of scores t-tests ahowed that there were non-sifnificent differences between the mesns of these two scorss for the two sexes. (For non-definiteness, $t=-1.25 ; p=.213,2-t a i l)$. For apperent variability $t=-1.39 ; 2=.175,2-t e 11)$.
ii. Refining the Eelf-Concept lion-Definiteness Measure.

At this etere it was decices to see whether eny obvious deletions fro: the non-definiteness measure exieted. Mere attention was focuged unon naximizire the intornsl consietency of the reasure, rather than anitting itoms wich ebowed a relationship with eocial decirability.

For this purpose Table Twenty Leven was drawn un showing all those intorcorrelations between non-ciefiniterese ecores on the dimensions which were low. (i.e. They Led a probability of . 005 or nore). Ste correlations Letwen the dimension-by-ciizension scores and the total ere also presented.

It will be eeen that dimension 12 ('likes to be in a croup - hoppe to be elone') has the worst record. With this =cooved 'easily-excited - caln' is the dimension sLowind the ereatest number of correlations failing to reach the criterion sicnificance level. In turn, with this removed, 'unselfis' - selfish' is worst, closely followed by 'artless - shrewd'. The remaining dimensions show a much less suspect pattern. No dimension has miore
(1) areorve4-xiseins . in
(2)
ミ






(")
(..1)
E $\equiv$
than four correlations eicnificant below the criterion level, and all correlate with the new total wich excludes the four deleted dimensions with coefficients ramine from .503 , (for details, see fppendix 12a).

It was therefore decided to delete only the four dimersions which appear porticularly inconsistent with the majority.

She mean of the new score is 35.18 end the other descriptive statietics are chowi in sppendix 1 cb . Its correlations with epparent variability, and with tte verisbles meesured with the Composite questionneire it Table Nine (P. 281 in riterred to, ead the I. I.I. exe ehomin in Table Twenty Iictot. $\lambda$ it will be ecen that the correlations are little altered by the exclucion of the foun ecozes.

「ais rew totel score and set of dimensions will be uced in future stucies.

| Variable | 11 | Correlation <br> with Jicw <br> Fion－Definite－ <br> ness Total | Erob ability <br> （1－tail） |
| :---: | :---: | :---: | :---: |
| Spporent Veriability | 66 | ． 589 | ． 001 |
| Intolcrance of Limbicuity | 59 | －．430 | ． 001 |
| Iozratien | 59 | －． 180 | ． 274 |
| Intelliccnce | 59 | ． 100 | ． 227 |
| cearninc | 59 | ． 049 | ． 350 |
| Complexity（2nd licasure） | 59 | ． 046 | ． 354 |
| Externality | 59 | .047 | － 363 |
| Social Lesirebility | 59 | －． 004 | ． 315 |
| Seuroticiea | 71 | ． 207 | ． 042 |
| Extraversion | 71 | －． 135 | ． 131 |
| Ireferonce for inplicity | 59 | －． 423 | ． 001 |
| Ireference for Complexity | 59 | －． 031 | ． 403 |
| net Irefereace for Complexity | 59 | － 327 | ． 006 |
| ．icicity | 59 | －． $2 \times 0$ | .013 |
| Eozative Other Eirectecness | 59 | －． 021 | ． 437 |
| Lositive Cther Iirectedress | 59 | ． 031 | ． 409 |
| net Cther Linectecness | 53 | ． 037 | ． 339 |
| Nejative Inmer Lirectednces | 53 | －． 039 | ． 252 |
| 认ositive Irmer Directolness | 53 | －． 070 | ． 285 |
| ごet Inner inmecteciness | 59 | －． 052 | － 348 |
| Ovorall Inner Iirectedness | 53 | －． 005 | ． 485 |

Tobln mennty Firht．Correlations between Apparent
Variability，Variables lieasured by the Composite
Guestionnaire，and the M．P．I．end the New Non－Iefinite－ nese motal．

CHAPTER NINE. INVEETIGATION ONE: DIECUSEION.

The central finding of the first investication is that self-imace non-definiteness was correlated with apparent variabilitJ. This result was strongest for the total scores. The strencth of the relationship is confirmed by the high loadincs of both measures upon the first component extracted in the principal components analysis. There is no definite explacation for the weaker results obtained on the individual dimensions. LIowever, the strons relationship between the total scores suecests that the results on the individual dimensions were rather sensitive to any errors of measurement and that these were cancelled out in the total.

The effects of social desirability upon both sets of scores has already been discussed. There were five adjective choices that were related to social desirability. These did not include some which Pervin and Lilley (1967) had found to be affected. This might be because of the present writer's instructions, or because of the slight difference between instruents. Pervin and Lilley used semantic differential scales whereas the subjects in this investigation were asised to make straightforward choices between characteristics. The subjects' social desirability was related to non-definiteness scores on four dimensions, including one used by Pervin and Iilley. They had found no relationships between certainty ratings and social desirability. This mieht also be attributed to the slight difference between the measures.

The subjects' own social desirability scores were also related to apparent variability on three dimensions. However these relationships and those between non-definiteness and social desirability were generally very weak. Furthermore, there was only one dimension where nondefiniteness and apparent variability were both related to social desirability. Even in this case, the relationships were not sufficiently strong to give rise to a spurious correlation between non-definiteness and apparent variability. Thus, the systematic relationships between the subjects' social desirability and the non-definiteness and apparent variability scores were confined to very few dimensions and even then the effect upon the correlations appears to have been unimportant. Certainly, it is not thourht that social desirability had any effect upon the total scores.

Nevertheless, it seems quite likely that some ratines were affected by the raters' desire to present the subject favourably. They might also have been affected by response styles and by straightforward mis-perceptions of the subject. In turn, these errors will have influenced the apparent variability scores. These effects are thought to have operated randomly, sometimes exacgerating a subject's variability, and at other times having the opposite result. This could explain the lack of internal consistency of the apparent variability scores and the weak correlations between apparent variability and non-definiteness on the individual dimensions. There is clearly a need to examine
the relationship on an individual dimension using a measure which is less open to contamination. This will be done in Invertigation Four.

The errors affectine the opparent variability scores for the individual dimensions are thought to have been approximately cancelled out in the total ecore. The total ecore is thoucht to give a valid indication of the subjects' variability. In turn, the strong correlation between epparent variability and non-definiteness is not thought to have been produced epuriously. Indeed, it is suqgested that this correlation would not have obtained if the apparent variability measure had been heavily contaminated by the errors mentioned. The sole exception would be if both non-definiteness scores and apparent variability scores had borne a strong relationship to social desirability. It has been eeen that this did not epply.

The correlation between apparent variability and nondefiniteness is accompanied by the correlation between the number of inconcruent ratings and non-definiteness (Hypothesis 1B). Dach a correlation was found for the total scores and for the individual dimensions which had shown a correlation between epperent variability and non-definiteness. It demonstrates that the more definite subjects had a greater tendency than the non-definite to exhibit the characteristic that they said they possessed. This was not guaranteed by the correlation between non-definiteness and apparent variabilitys it could have been that the more

Cefinite were consistently manifesting the opposite characteristic to that which they said they possessed. In turn, this would have cast doubt upon the sienificance of the correlations between variability and non-definiteness.

The number of inconeruent ratings correlated with non-definiteness on come dimensions which failed to show a correlation between apparent variability and non-deifnitenes.. This could be because the distortions in the ratings produced by the various cources which have been considered will not have always been reflected in the incorgruent ratings score. Por exerple, the distortion might simply alter how 'reserved' the subject is said to be rather than leading to him being reported as 'outgoing'. In contrast, any distortion in the ratines will always be reflected in the spparent variability score.

In sumary, it is thoueht that the weak results on individual cimensions - particularly for epperent varisbility - cen be explained in terms of errors affecting the ratings. Certainly, the correlations between the total ecores euecests that the overall definiteness with which a person Eajs he possessed a group of characteristics tends to be related to the consistency with which they are manifested. A number of hypotheses looked at the cources of these differences in apparent varisbility end non-definiteness.

Introversion was related weakly to opparent variability and non-significantly to non-definiteness (Iypothesis 2). The relationship with variability was expected from Campus' work, (1970, 1974). Her interpretation was that variable people will lack selfdefinition and $\varepsilon 0$ lack the confidence to be extraverted. On the other hand the present writer aucgested that the relationship might be attributed to the introvert paying more attention to others and so varying his behaviour to meet the cues he is given. The relationship between nondefiniteness and introversion was seen as indirect with non-definiteness reflecting the variability caused by the subject's introversion. The results offer little support to Campue. Her interpretation must founder upon the lack of correlation between introversion and non-definiteness. Cn the other hand, the results are in keeping with the present writer's succestion. The effect of introversion upon variability can bo seen as too weak to produce the indirect effect upon non-definiteness.

Neuroticiem also showed a weak relationship to apparent variability and a non-significant paremetric correlation with non-definiteness. Eowever, the non-parametric correlations were both significant, although still weak. The present writer's suggestion was that behavioural variability and neuroticism might be related because they both refer to a reactivity by the subject. The relationship with nondefiniteness was seen as indirect reflecting the variability associated with neuroticism. On the other hand many .
(Erikson, 1963; Block, 1951; Campus, 1970, 1974; Lecky, 1945; Cartwright, 1957, 1961; Parker, 1971) have suggested that a non-definite self-image leads to neuroticism. The results offer little support for this contention. The correlations between non-definiteness and neuroticism were always weaker than those between apparent variability and neuroticiem, and the parametric correlations (with both list-wice and pair-wise deletion) were decidedy non-significant. This does not suecest that non-definiteress leads to neuroticier. Cn the other hand, the results are in keeping with the sugsestion that neuroticiem and afparent variability will be associated because of their zutual reference to the subject's reactivity. An alternative interpretation would be that more neurotic subjects are keener to ensure that their behaviour is in line with the requirements of the situation and so are more variable. If the non-parametric correlation is taicen to be If ithan the parametric, the weak correlation between non-definiteness and neuroticism can be accounted for in terms of the variability associated with neuroticism being reflected in the non-definiteness of the self-image.

There were strong negative correlations between intolerance of ambiguity and both apparent variability and non-dafiniteness (Hypothesis Four). It was suggested that intolerance of ambiguity will cause the subject to try to have a definite (i.e. unambiguous) self-image and to attempt to behave in line with this. The reasoning behind this expectation was that incongruent bebaviour
would create an ambicuity between how the person sees himself and how he behaves. The reaults seem to be in accord with this interpretation. The stroneer correlation was with non-definiteness. The slightly weaxer correlation with apparent variability was to be expected because this relationship is seen as indirect. Nevertheless, an alternative interpretation of the relationship with apparent variability is that eubjects who are intolerant of ambleuity try to evoid behaviours which are inconsistent with each other. Clearly, it cannot be proved that the relationship comes from them trying to behave congruently with their eelf-imaze.

Whichever interpretation is preferred, it is clear that the subject's intolerance of ambiguity had a marked effect upon both non-definiteness and apparent variability. There relationships are also evident in the strong loading of intolerance of ambieaity on the first factor.

A preference for simplicity also exhibited stronc necative relationships with both non-definiteness and afparent varisbility (Hjpothesis Five). The correlation with apparent variability was sliehtly saller than that with non-definiteness. The results can be interpreted in terms of the person who prefers simplicity trying to have a definite self-imace and to behave concruently with this. Thus, the relation with epparent variability is seen as indirect. However, once acain there is the alternative interpretation that the subject who prefers simplicity
attempts to avoid behaviours which are incongruent with each other.

The resulte for the preference for simplicity were not matched by aignificant relationship between a preference for complexity and either non-definiteness or epparent variability. Furthermore, eimplicity had a high loading upon the first factor whereas the loading by complexity was minimal. It is thought that the eimplicity and complexity guestions measured the extremes of the simplicity-complexity continuum. A person who responded negatively to the complexity questions was not necessarily someone who preferred simplicity: but rather a person who did not prefer extreme complexity. The results indicate that non-definiteness and apparent variability depend upon the extent to which the subject hed a preference for simplicity. This eugzests that those who prefer extreme complexity do not deliberately hold very non-definite eelf-images and behave variably; rather, those who prefer extreme simplicity deliberately hold definite self images and behave concruently with these.

The second measure of complexity failed to correlate significantly with either ron-definiteness or apparent variability. The most likely explanation is that these five questions from Child's (1965) measure of tolerance of complexity dia not differentiate between subjects with sufficient accuracy. This coment seems to be borne out by the rather low correlation between tolerance of complexity and intolerance of ambiguity (-.23). It might have been expected that the two would correlate more highly.

The non-sicnificant correlations between docmatism and both non-definiteness and apparent variability (Hypothesis cix) are most readily explained by the fact that the eubjects were sincularly undocmatic. The potential range of scores is from +108 to -108 . This contrasts with the range of these eubjects' ecores. This was from 18 to -55. Given this, it is clear that the kypothesis was not properly tested in this investiEation. There was no opportunity to see whether hichly dogratic eubjects have more definite self-imajes and beheve more consistently. A further study is required to test this, end it eeems quite likely that it would have to involve subjects who are not students.

The measure of rifidity (Hypothesis Seven) used in this investication was loaded with guestions which deal with the factor which Chown (1960) calls a liking for order and method. This type of rieldity was expected to cause the person to prefer a definite self-imaze and to try to behave congruently. Thus, the relationship between rigidity end epparent variability was seen as indirect. The results can be interpreted fron this perspective. Iigidity exhibited a weak negative correlation with nondefiniteness and a non-sienificant relationship with epparent variability. The relationship with non-definiteness can be seen as too weak to produce the indirect relationship with epparent variability.

Geconing bore no relationstip to eitior non-definitenees or epparent variability, (ijputhesis ifeit). It wes expocted that the persja wio recelves fore information from the envirocicet would be more variable and that this would be reflocted in the ron-definitenese of bis relf-image. Frese expectations esca quite uifounded. It eeces that euch a person is no more variable than the eubjact who only concentrates upon the certral cues in the eftuatica. An explanation for this could be that Ciffercaces in these cues ero cufficient to euecest cifferent required pereonalities for different eituations. The persen who caly attencs to these central cuce will bo $n$ lesa variable than the cubject who alco atterds to the core peripioral information from the eituetion. Lowover, it is poesible that the bich ecanner presents a perbenality which is a fiore accurate recpore to the eituation. ithe elebt be investiccted in a future atudj.

The eubject's locus of coztrol wes virelated to either soz-Cefiniteness or epzercy varisility, (fopothesia rine). This coatracte with t上e relatienetip witich Cresn (1973) fouad betwecn internality and tow certain abjects ware about thoir eelf-ratines ca eciantic differential ecales. It is dificicult to know guite what to concluce. The present witer is inclired to reject the kjpotbesis which was included lergely becsuse of Cresn's findiag. There ecens to b3 no nececeary resesa why the varistle forecn with a non-definite eclf-1maje ekould not still rezand Limsalf
as master of hie own destiny. There is also notaing compellin about Orean's interpretation which is that those who believe they are in control will see themselves more definitely. They micit well bc in control of varied Velaviour. Wevertheless, it is possible that Orcen is correct and that the fallure to raplicate bis firdings is attributable to tho measure of locus of control. Chis consisted of only ten of notter's guestions. It is poscible that these did not provice a cufficiently eccurate measure of locus of control. A further stridy is reeded using the full quostionnaire to cetermine whether the rejection of the hypothesie and cuestionine of Oncan's finding is justified.

The lack of correlation between intellicence end Soth non-definitenees and epparent variability (lymotbesis Toz) was expected. The fact that intellicence was unzelated to either variable and had a minimal loacing upon the first factor would seen to unseat the objection that the cefinito and consistent subjects ware simply less intellicent than the others end that this is the reason for the relationships with intolerance of embicuity and a preference for simplicity.

The lack of relationsip between other-directedness and either non-cefiniteness or apparent variability (Myothesis Twelve) is contrary to expectation. Four basic scores were derived fron the questions dealins with inner/other direction. Those were for positive and nesative
innor-direction questions and positive and negative otherdirection questions. The score for negative inner-direction questions did show a weak parainetric correlation with apparent variability when list-wise deletion was employed (i.e. N = 54). However, the non-parametric and parametric correlations were non-sienificant when pair-wise deletion was used (i.e. N = 59). It seems quite clear that this study offers no justification for the hypotheses. However, the explanation might well lie in the measures of inner/ other direction. The questions were based upon the scales used by Collins et al (1973), altkoufh substantial changes vere made because of problems with their iters. These froblens might not have been entirely overcome. Although three of the basic scores loaded upon the third factor and two loaded upon the fourth factor extracted in the principal components analysis, the intercorrelations between the four sets of scores were all non-significant. shis surcests that each set of questions is, at best, a rather crude measure of inner/other-direction.

The lack of significant intercorrelations between the four sets of scores bears out the problems found by Collins et al when they tried to develop negative questions. However, it is not thought that it supports their belief that inner and other direction are separate factors. The present writer believes that it is far more likely that they form a continum, and the grouping of three sets of questions upon one factor might give a little support to this. However, it is quite clear that further work is required in this area. In particular, it is thought that
the basic problem is that on acequate measure of inner/ other direction has yet to be developed.

The use of the Eiographical Guestionnaire in this investigation was essentially exploratory. All the items represent the present writer's attempt to look at variables which he thought might be related to noncefinitoness and apparent variability, and for which there were no existing tests. It is clear that, on the whole, the results were disappointing.

The bypothesis that the size of behavioural repertoire will be related to apparent variability received some very tentative support from this investication, (Ifpothesis Thirteen). The size of repertoire was not measured directly. Instead a number of factors were looked at which were thought to affect this variable. It was believed that these would be related to variability because they are relevent to the size of repertoire. These factors dealt with both the direct and imitative learning of parts. All of these were thought to have a further effect upon variability because they would teach the subject either to be varied (when learning is direct) or that variability is normal (when imitative).

One factor which was thought to be relevant to the direct learning of parts bore a significant relationship to apparent variability. This was whether the subject came from the town or country. Country-dwellers appeared more variable than others. It is thoucht that this is
because they will have had to learn and use a more varied repertoire between their two locations.

Two factors which were thourht to relate to the imitative learning of parts also bore a relationahip to opparent variability. Firstl及 subjects who reported that their parents friends were varied tenced to be varied themselves. Eecondly, subjects who reported that their father tended to be inconsistent in his behaviour tended to be varied themelves.

Nowever, the significant relationships between the answers to these three guestions end apparent variability are matched by non-sicnificant relationships between the answers to closely related guestions end epparent variability. Thus there was no relationship between the number of times eubjects had moved house and epparent variability or between the inconsistency of the mother and apparent variability.

This leads one to view the sienificent results with considerable caution, and these rescrvations are incressed by the very enall numbers wio had inconsistent fathers or came from the country, upon whon the results are based.

It is also clear that the sicnificent relationships that were found were not matched by relationships with nondefiniteness. A possible explanation for this is that the relationships with apparent variability were too week to produce indirect relationships with non-definiteness.

However, one factor which was thought to contribute to direct learning was related to non-definiteness and not to opparent variability. This was whether the subject was an only child. Being en only child was associated with non-definiteness. The relationship to non-definiteness but not to apparent variability is clearly not expected. All the variables which were thought to affect the size of the behavioural repertoire are seen as having a direct influence upon variability. The relationships with non-definiteness were thought to come from the selfinace reflecting this variability. This leads one to consider other possible reasons for the relationship between non-definiteness and being an only child. One possibility is that only children have loss need to establish an independent identity than those with siblings. They can therefore retain non-definite self-images.

This leaves a numer of other factors which were thought to affect the size of behavioural repertoire, but which were found to be unrelated to apparent variability or non-definiteness. In some cases, the reason might be that tho factor was quite unrelated to the size of behevioural repertoire. This might epply for example to the size of school, and whether the subject was a boarder. In other cases, the variable might have had on effect upon the size of repertoire, but this effect was so elight that it went unreflected in variability.

Finally, there can be no proof that the three variables which were found to be related to variability bore this relationship because of their effect upon the size of repertoire. This is eimply the present writer's interpretation.

In eum, it is thought that there is extromely tentative evidence for the hypothesized relationstip between apparent varisbility and the size of behavioural repertoire. Eowever, the relationship certainly does not eapear to be Eufficiently strong for non-definiteness and the eize of repertoire to be related. A further study with lercer numbers is reguired to explore this further.

It was thourbt that the coraitionality of parental recard would be related to both non-definiteness and esparent variability (Ejpothesis Fourteen). A number of guestions were included in the biocraphical questionnaire which were thoucht to be relevant to the conditionality of recard. Wowever, none of these proved to be related to either apparent veriability or non-definiteness. Cne explanation is that none of these questions was a valid measure of the conditionality of reçard. An elternative explenation is that conaitionality has to be extremely severe before it affects the self-image and behaviour severe enough for the subject to seek therapy. It is unlikely that any of the present subjects were in this category. Nevertheless, this means that conditionality will not normally have a lasting effect upon non-definiteress
or variability. In retrospect this seems reasonable. It is to be expected that the subject will question his parent's values which lie behind the conditionality of regard. This questioninc seems particularly likely in students.

It was thought that subjects who had been told that what is right and wrong depends upon the situation will be more non-definite and variable than those who were given less qualified learning, (Hypothesis Fifteen). However, subjects who reported that the learning they received had been qualified did not tend to be more variable or nondefinite then those who reported unqualified learning. It seems likely that the results reflect the rather unsophisticated manner in which this variable was examined. It might have been better to question the parents about how they had brought their children up.

The relationstips between the security and stability of the home and both non-definiteness and apparent variability were non-sienificant, (Hypothesis Sixteen). A number of questions were asked about factors that were thought to be relevant to the security of the home. subjects were asked how close they were to each parent, whether either parent withdrew affection from them and whether there had been any major incident at home. None of the answers bore a relationship to non-definiteness or apparent variability. An explanation could be that these
cuestions fail to separate subjects who had had a sliehtly insecure home life from those whose home life had been far worse. For example, death and divorce micht well have very different effects upon the security of the home. Similarly there is a vast difference between a parent Withdrawing affection occasionally and the child who feels that the parent is permanentally indifferent or antaconistic. It seens from the results that 'normal' Cifferences in eccurits at home do not exert a permanent effect upon the self-imace and behaviour. However, enother study could well look at the effects of acute insecurity.

The bypotheals that those who had more insecure lives at school would be more definite and consistent, (Hjpothesis Eeventeen) could not be properiy tested. Cnly three subjects reported that they were not accepted at school and eo the results were Euarenteed to be non-sicnificent. However, it is likely that the hypothesis needs refining. The results from testine the brotheais concering security at home leads to the succestion that only acute insecurity at school is likely to affect non-definiteness and variebility. This micht be examined in another study.

The four subjects who reported 'traumatic' events in their life were all in the group with more definite selfimezes. Clearly it is danjerous to make sweeping genersilzations from such cmall numers. Nevertheless, the results Eive some cause to believe that the self-imase is affected by this type of event. A further study involving a larger
rumber of subjects is needed to confirm this finding. Mowever, this investication does not support the hypothesis that variability will also be affected by a 'traumatic' event. There was en epparent variability ecore for three of the four subjects who reported euch en event. One of there subjects was in the hich epparent variability group. deain, a further study is needed to confirm this ifnding.

Nubfects who reported a 'self-confronting event' tended to be in the croup with non-definite self-imeees, (Iypothesis Nineteen). The number who reforted such events was far ereater (26) than the number who described 'tratimatic' events. It seems possible to accept this findins with consiceratle conildence. By the eame token, the indinz that epparent variability was unrelated to Whether the person had experienced a self-confrontine everit must also be accepted. It eppears from the results that the effect of this type of event is confined to the self-imaco.

Fon-Cefinitenees wes found to be urrelated to whether the Eubject was an arts or ecience student (Hypothesis Twenty). This removes the possible obfection that differences in non-ceifiteness could be partially attributed to differences between the discipines in the tjpe of thinkine that is required. A science treining micht have been said to lead to a ereater definiteness than an arts training.

Three hypotheses examined possible conseçuences of differences in non-definiteness. It was euccested that more non-definite eubjects would find it easier to form romentic relationships, (Ejpothesis Twenty One), and friendships, (IJpothesis Twenty Tho), End place less value on their independence, (Hypothesis Twenty Three). Fone of these three hypotheses received any eupport. There does not seem to be any obvious factor which prevented the proper testing of these hypotheses. It ceens that they were eimply unfounded.

The hypothesis that the more non-definite subjects will be less able to thinis of something that characterizes them was not eupported, (Rypothesis Twenty Four). In retroepect, the hjpothesis seems rather ill-conceived. Fion-definiteness is only on overall ecore and does not epply to each dimension. It is to be expected that some of the more non-definite subjects will be able to think of something that characterizes them. Eimilarly, some of the nore definite subjects richt well find it difficult to succest a characteristic epontaneously.

The hypothesis that the more definite will have a tendency to exclude more of their behaviour from their self-imace was also not supported (Hypothesis Twenty Five). However, in retrospect, this hypothesis also seems illconceived. Thus, the exclusion of behaviour is a defensive stance, end it is cuite probable that the subject is umaware of it. A rather deeper questioning is likely to be necessary in order to examine this variable.

Finally, it was found that total non-definiteness scores which were derived from the ratines of reuroticism responses for certainty were correlated with total nondefiniteness ecores which were derived from the ratings of extraversion reaponees for certainty, (Hypothesis Twenty fix). Furthermore, the total non-definiteness ecore which was derived from the ratincs of all M.P.I. responses for certainty exhibited a strong correlation With the principal measure of non-definiteness. It also correlsted with the same variables which had ehown strone correlations with the principal measure of non-definiteness.

This auzzests that non-definiteness epplies quite cenerally to peoples' self-perceptions. Mhis is to be cxpected from a variable which bears such a etronc relationchip to intolerance of embicuity and preference for simplicity.

In conclusion, the first investication has shown that reople aiffer in terms of the non-cefiniteness of their eclf-imaces and in terms of their apparent variability. It has also shown a relationship between these two variables. It is thoufht that both the measure of non-definiteness and of apparent variability are valid, and that the relationship between the two was not produced spuriously. This contention is surported by the findine that the nonCefiniteness scores and apparent variability scores bore relationships with a nuaber of the variables with which they were expected to be related. It is not thought that
these recults would have been found if the non-definiteness measure and apparent variability measure had been invalid. At the same time, it is clear that non-definiteness does not have sucin strong relationships with the existing personality dimensions which were looked at for it to be regarded as synonymous with any of them: it appears to be a dimension in its own right.

Caly two of the variables (intolerance of ambiguity and a preference for eimplicity) bore a EiEnificent relationship to both non-definiteness and apparent variability. These might account for the correlation between non-definiteness and epparent variability themeelver. However, it seems likely that there are other variables which also affect both non-definiteness and apparent variability and eo contribute to their relationsoip. Further studies might attempt to discover these.

The attcmpt to explain the differences in epparent variability and non-definiteness by looking for related backeround variables was less productive. Eowever, some indications of useful ereas of study in the future were found.

It is thoueht that this study provides a better demonstration of differences in variability and their relationship to the non-definiteness of the self-imase then Campus (1970, 1974) or Lem and Allen (1974). It is also hoped that it has provided a more thorough investigation of the variables which are related to differences
in non-ciefiniteness and variability. Nevertheless, it cannot claim to provide more than an interpretation of manner of the operation of these variables.

Finally, it is thoucht that the demonstration of differences in the tendency to be consistent or in the strength of peoples diepositions suecests the need for these to be eiven rather more attention in lischel's (1973) theory. He eppears to have neflected a number of variables which micht affect presented personality end Eive rise to $\varepsilon$ ozo consistency in the personality that is presented across situation.

# Chimer thy. Investigation Two: The Folationship between Subject-Situation Kis-match and reelines of Ease in the Situation. 

Method.

The dimension of non-definiteness has been shown to be related to the person's tendency to be varieble, i.e. to the lack of strength of his diepositions. Chapter Five suifested that the percon's disfositions and their strength will interact with his perceptions of the dewands of the cituation and their strencti to determine how at ease he feels in the eituation. The present investication was to test the utility of the measure of the self-imace and its ron-definiteness as en indicator of the person's ciepositions and their strenzth. It was also to test the utility of a messure of the psychological environment. This was done by examining the relationship between the persor-situation mis-match, as revealed by these two çuestionnaires, and eubjects' ratines of how ill-at-esse they felt in the situation.

The specific bjpotbesis under test was Ejpothesis Twenty igicht. This sucsested that 1 A subject will feel ill-at-ease in a situation to the extent that the characteristics he sees bimself as possessing (weichted for definiteness) are the opposite of the characteristics he believes to be required in the situation (weighted for the perceived strencth of the demand)'.

This hypothesis was tested with the questionnaire contained in Appendix Thirteen. This consists of a series of forms. The first three were used in Investi[ation One for discoverin the nature and non-definiteness of the subject's self-imace. They are also contained In Appendices 1a, 1 b and 1 c . The method of calculaticc the definiteness of each choice is exactly the same as in the first investication.

The subject was then presented with six situatione. For each, he was asked to choose between fifteen pairs of characteristics to show which would be more expected in the situation. These fifteen pairs are from the set used in the eelf-description. After making each set of choices, the eubject was asked to indicate how stroncly he believed each characteristic to be reguired.

Finally, the subject was asked to rate each situation to show how at ease he feels in it.

It was decided to omit some of the self-descriptive afjectival choices from the situation-perception part of the questionneire to make the overall exercise less deunting. Your of the pairs ofitted were those found to be less relisble than the remainder in Investication Cne. All the other Cattell-based adjective pairs were retained with the exception of 'trustinc - hard to fool', which is quite cimilar to 'hard-hearted - sentimental'. Six of the Pervin and Lilley pairs were omitted. These were 'strong - weak', 'severe - lenient', 'hard - soft', 'sociable - unsociable',
'kind - cruel', end 'rosh - cautious'. The first three were excluded because they are similar to the 'bard hearted - sentimental' choice. The fourth is very similar to 'reserved - outcoinc'. The fifth was onitted beceuse it did not seem to pertain to the eituations of interest, and the sixth seemed very similar to 'conservative experimenting' and 'free - constrained'.

This left fifteen ajjective pairs in the situationperception part of the cuestionnaire. However, three of these had been shown to have a relationship to social cesirability in the first investication. These three were 'disrecards rules - conscientious', 'practical unconcerned with practical matters', and 'free - constrained'. The data from these three were omitted in testin the hypothesis.

It was decided to continue to present all the adjective pairs in asike about the self-imace because this would avoid onj possible chence in the recponses due to a chance of format. It would also allow the collection of further Cata for the 'norms' of this questionnaire.

The nain criteria in choosind the aituations were that they chould be reasonebly specific end known to everyore. They ehould also be likely to differ in the strencth of their behavioural demends and in how at ease subjects would feel. It was decided that six situations was the maximua number which could be asked about in what was a rather repetitive task.

It was thought that a conversation with a close friend (aituation Two), would be a rather free cituation, in which most people would feel at case. a party with friends (Situation Three) seemed slichtly more constrained, but acain one in which people should feel reasonably at esce. On the other hond, a party with parents (Situation Cne) seemed likely to have eomewhat etroncer requirements cod had consicerable potential for some, et least, to $f \in \in l$ ill-at-ease. The same seemed true of the first conversation with a 'would-be' boyfriend or Eirlfriend ( (ituation Five). Finslly, the convereation with a keacmaster or heacmistress (Cituation Four) and the first das at a new school (Situation Eix) seemed lizely to have the strongest requirements, and to offer the most potential for feelings of being ill-at-ease.

Cne way to test the kjpothesis would be to see whether, for each subject, the extent of the inconsruence between hin and the situations correlated with kow ill-at-ease he felt in the situations. mbus, there would be as many correlations as there were subjects. However, this suffers from the problem that the strensth of the behavioural requirements of the situation seems likely to influence both how ill-at-eass cne feels and the extent of the mismatch between personality and the situations. Thus, it could lead to over-hich correlations between the extent of the mis-match and feelings of being ill-at-ease.

Therefore, it was decided to test the hypothesis by correlating the mismatch between the subjects and the situation with the subjects' ratinces of how ill-at-ease they felt in the situation. ihis wes to be done for each of the six situations.

The extent of the mismatch between the person and each eituation was calculated by examinine the adjectives which tho subject had used both to describe himself and What was reguired in the situation. When the seme adjective had been underlined no difference was taken to exist. When opposite adjectives had been underlined the macnitude of the difference was based upon the Eubject's definiteness about his eelf-rating and his perception of the streath with which the charecteristic wis reçuired in the eituation. There were four degrees of etrength, and five degrees of definiteress. Thus, on each of the twelve dimencions, the mis-match scores could range from '9', where the aubject was quite definite that he poecessed the characteristic and saw the opposite characteristic as being very strongly required in the Eituation to ' $O^{\prime}$, where the subject was very uncertain that he posseased the characteristic and thousht that the recuirement of the opposite cheracteristic in the situation hardly mattered. The lowest of the difference scores was made the same as if there was no difference because subjects have underlined one adjective as applying to themselves 'for the cake of arcument' and have equally tentatively underlined one adjective es being required in the situation.

The overall mis-match score for each situation was obtained by addinc the mis-match ecores on each of the twelve dimensions. The overall scores for each eituation were then correlated with the subjects' ratines of kow ill-at-ease they felt in the situation.

Subjects and Frocedure.

The eubjects who were used in this investication were interviewees hoping to eain admission in the Isycholocy Department at Bedford Colleze.

The investigator addressed them as a eroup sajing that he had a questiomaire which he koped they would fill out while they were waitirg for their interviews. It was made quite clear that this had nothing to do with the interviewine procedure, and that the forms were to be filled out anonjuously. It is hoped thet this anonymity will have ensured that the results were not affected by the occasion.

Liost candidates agreed to help. Lowever, some lost interest in the forms and no pressure was put on then to finish: canâidates were merely acked to leave the forms on their desks. Ninety four eets of forms were distributed over the three interviewing days. Sixty three were returned fully completed. A further three were returned with some situations missed. These could still be used because there were ratings of feelincs of ease for the situations which had been completed.

A further fifteen forms were received which could not be used in this investication, but the self-imase cata was used in investication Three.

All the eubjects were asked to put their sex at the top of the form so that the self-imace data could be ueed to derive norms for the non-definiteness questionnaire. Six of eixty five eubjects used in this investication failed to provide this information. Of tho remaining fifty nine, forty eight were viomen and eleven were men.

CHAFALR LLEVEN: Invectication Two: Iesults.
A. Fresentation of Results.

The eubjects' adjectival choices describing themeelves on the twelve dimensions upon which the subsequent analjees were to be performed are shown in Appendix 14 a . The ratines of the choices for certainty are not included in the appendices, but the non-definiteness ecores, which consisted of these certainty responces weichted for the responee to 'Guestion 'wo' of the questionnaire in Appendix 1c, are presented in Appendix 14b. This

Appencix also contains the response to 'Guestion Two'. This question
 The oricinal certainty scores can, if desired, be derived by subtrecting the ecore on 'Euestion 'Two' from the nondefiniteness scores.

Tho subjects' adjectival choices to indicate the characteristics recuired in the first situation, (a perty with their parents and their friends), on the twelve cimensions used in the later analyses, and the ratines of the lack of streneth with which these characteristics were seen to be required are presented in Appendix 15. fimilarly, the adjectival choices for the other five situations and the ratincs for perceived lack of streneth are presented in Appendices 16 (a conversation with a close friend), 17 (a party with friends), 18 (a conversation with your headmaster), 19 (first conversation with a 'would-be' boyfriend/sirlfriend) and 20 (first dey at a new echool).

The subjects' ratincs for how ill-at-ease thej felt In each of the eituations are presented in Appendix 213. Lescriptive statistics for these scores are presented in Appendix 21b.

The extent of the difference between the subject and each situation on each dimension was calculated by means of the procrame contained in Appendix 22. This procrame also calculated the overall difference or mismatch scores for each eltuation. This overall score was eimply the sum of the individual scores on the twelve dimensions. The dimension-by-dimension cifference ecores, and their totals, for the eix situstions are presented in Appendices 23a to 23f. The cescriptive statistics for the overall difference ccores are conteined in Appendix 24.
B. Differences between situetions.

The provious chapter eugested that the situations were likely to differ in terms of the perceived strenjth of their behavioural demonds end how ill-at-ease subjects will feel in them. No see whether such differences existed, the totals of the ratines for the perceived lack of streneth of the behavioural requirements were calculsted for each situation. The means (for each situation) of these lack of strencth totals were then calculated across subjects. The mean ratings of how ill-at-ease subjects felt in each situation were also calculated. These two sets of means are presented in Table Twenty Nine.

| Cituation | Mean Lack of Strencth of Dehavioural sequirements | Mean of <br> Ill-at-Ease <br> Ratines |
| :---: | :---: | :---: |
| A party with your parents and their friends | 13.3 | 4.2 |
| A convercation with a clase friend | 12.5 | 1.4 |
| A party with your friends | 11.7 | 2.4 |
| A convereation with your Leadmester/heacmistress | 11.4 | 5.5 |
| ```Your first convergation with a 'would be' boyfriend/ Eirlfriend``` | 14.1 | 4.8 |
| Tour first daj et a new echool | 13.5 | 5.8 |

Moble Fwerty Fine. Veans of the Lack of Streneth of the Eetavioural Nequiremente, end of the Ratires for kow Ill-at-Dase Subjects Ielt.

It will be seen from this table that feelincs of ease varied with situations in exactly the way that was expected. Teople felt most at ease in the eituation of 'a conversation with a close friend' end most ill-at-ease in the situation of 'the first day at a new school'.

On the other hand, the mean leck of strencth of the behavioural requiremente did not vary as expected. The least lack of strencth was attached to the 'conversation with your heacmaster', but this was closely followed by 'a party with your friencs'. At the other end, the createst lack of etrencti was for the 'first conversation with a would-be boyfriend/oirlfriend' and this was preceded fairly closely by 'your first day at a new school'.
C. The Relationsiips between the Nubject-fituation Mismatch Scores and the Ratines of how Ill-At-Ease Dubjects Felt.

For each situation, the overall mis-match scores for the difference between the eubjects and the situation were correlated with the eubjects' ratines of how ill-at-ease they felt. These (non-parametric) correlation coefficients are presented in Table Thirty. It will be seen that the relationchip is significent at the .05 level (one-tail) for four of the situations. These situations were 'a party with your parents and their frierds', 'a party with your friends', 'your first conversation with a 'woulci-be' boyfriend/eirlfriend' and 'your first day at a new school'. The results were non-significant for 'a conversation witi a close friend' and 'a conversation with your heackaster/ heacmistress'.

| Situation | Correlation between MisMatch Scores and Ratings of how Ill-at-Ease Nubjects Felt |
| :---: | :---: |
| A party with your parents and their friends | $\begin{aligned} & .325 \\ & (.005) \end{aligned}$ |
| A conversation with a close friend | $\begin{gathered} .118 \\ (.177) \end{gathered}$ |
| A party with jour friends | $\begin{aligned} & .399 \\ & (.001) \end{aligned}$ |
| A conversation with your headmaster/headmistress | .139 $(.130)$ |
| ```Your firet conversation with a 'would-be' boyfrienc/ Eirlfriend``` | $\begin{aligned} & .292 \\ & (.011) \end{aligned}$ |
| Your first day at a new echool | $\begin{aligned} & .255 \\ & (.022) \end{aligned}$ |

Mable mirty. Correlations between the Subject-Situation Mis-Match Ccores and the Ratings of how Ill-at-Ease Nubjects Felt. (1-tail Probability Levels are given in Eraciets).
2. Examination of the Dotal Fon- Lefiniteness icores.

The total non-definiteness ecores were celculated to provide comperisons with the last and next investications. These were simply the totals of the nondefiniteness scores for the twenty two incividual dimensions.

The full descriptive statistics for these totals ecores are shown in Table chirty One. It will be ceen that the mean is 33.30 . This is very similar to that obtained in the firct investication (35.13).

Tho means for men and women were compared. The difference between them was non-sicnificant, ( $t=-.74 ;$ $p=.471, ~ \hat{c}$-tail).

| Mean | 33.63 |
| :--- | :---: |
| Standard Error | 1.85 |
| Standard Deviation | 14.91 |
| Variance | 222.36 |
| Kurtosis | -1.32 |
| Srewness | -0.11 |
| Rance | 53.00 |
| Minimum | 81.00 |

Table Thirty One. Descriptive Statistics for the Totel Hon-Definiteness Score.

## Carmar Thatre. Investication Two Discussion.

The situations differed in the expected monner in teras of how ill-at-esse the subjects said they felt in then. On the other band, the mean strenyth of the bchoviounal reçuirements did not vary as expected. For cxample, the subjects incicated that the requirements were wocker in a firet convereation with a would-be bojfriend/cirlfrierd' tian at 'a party with jour friends'. There is no reason to Coubt these findincs. Indeed, in retrocpect, they mifth oppear reasonable. It seems cuite likely that the betavioural requirements at a 'teeneze' narty ere net ecarly eo free as they misht eppear. In azy case, the fact that the mean etrexsth of the bekavioural recuirciaento cid rot vary as expocted does rot effect the rain cralycis. The was bused upon tho eets of scores wit: in situations.

The eon strereth of the beiavioural requirements in a situation siould not be uecd es a nora for the streneth of the situation. Chapter rive euacested that the conecncus upon the tehavioural requiremerits should be teren Into eccount in deriving the norm for the strenstli of a situation. Duch roras were not computed because they were not relevent to this investigation.

The main results were sicrificant in four cases. In the other two cases the correlations were positive but nonsignificant. The results for the 'conversation with a close fricnd' might well kave been non-significant because of the nature of tho ratings for 上ow ill-at-ease the subjects felt.

Che descriptive statistics for these ratines ahow that they had by far the lowest variance at 0.53 . This prompts one to ask whether this bunchinc of the ecores is the source of the non-sicnificsnt correlation. Cn the other bend, there was nothine urusual about the scores for the 'conversation with your headasster/heajizistress'. However, it is poesible that this eituation is more hyrothetical than the others, at least for some subjects. If this is eccepted, it would succest that the result for this situation micht well be less valid than the results for two otier situations.

In sumary, it is thoucht that the findines of this investication eupport the hapothesis that "a eubject will feel ill-at-eces in a eituation to the extent that the charecterietics ke eces himsolf as possessics (weighted for Cefiriteness) are the opposite of the characteristics te believes to be reçuired in the situation (weichted for the perceived etreryth of the deand)'. At the eame time, it eupports fervin's ( 1003 ) contention that eatisfaction is a function of the 'indivicual-environent fit'.

Chis investication appears to demonstrate the possibility of cating predictions fren a kowledee of the individual and his feycholorical enviroment. It also euzeests the utility of the particulco measures of the individual and the peychological enviroment that were employed. A further stuly is now needed to eee whether behaviour itself can be predicted using these measures.

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Cinmb: filliment. Investication Three: Irelicirany Cituent iorms for the Celf-Imace yon-Iefinitenezs l:ensure.
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l.ethod.

The oficetive of this investication was to chtain a lerce rumber of recponcos to the questionaire meacurinz celf-ifoce non-dofiniteress do thet preliminarj etueent roras could to establifheci. It was wieice to eateer frecucncy cita for the edjectival choices and for the noz-Cefinitercss ecores on the indivicual dimersicre. Ero nesn, stariard error, stendard deviation, varionse,
 for tho indivicusl ars tctal nce-cefiniteress ecores will aleo le regortea, as will the reen ros-definiteress atteched to cach adjective on the incivicual direraions. In adsition, deciles cen to civen for the total scores. Chis is ifpoecitle for the ccores on the indivicual clmenefong becaucs there were only five ecoriry cstezories.

It was elso wished to eee whether there were eny sex cifferesces in edjective choices or mon-definiteress soozes. iinally, it was proposed to cozfute the eplit-half reliability end to look at the intercorrelations between the non-definiteness ecores on the individual dirensions and at the correlations between these and the total score.

Whe forms used were the sime as those used in the frevious investieations, namely those contained in fppendices 1a, 1b, and 1c. Scorinj wes also on the same basis, except that the responses to questions 2, 9, 12 and 25 were to be icnored and will not be reported. Ghese were the items which ware found to be the least relieble in Investigation Cne. The whole questionnaire was civen derpite the fact that these itcms were to be ienored to avoid the problca of possible changes in rerponso due to a crame in format.

Cibjects and irocecure.

All the eubjects were students. The majority were crproacted indivicually and acked to fill out the questionraire which was to be collected a few dajs leter. Cne rundred and ceventy trree people were epproached in this woy, ore tuncred end sixty five took the cuestionnaire and oro tumered and fifty fivo were eventually collected. A furtion fiftecn questionnaires were incluced from those cistributcd as part of Investication Two. These were from the subfects who kad filled out the forme to measure selfinace non-definiteness tut who had feiled to complete the forms about the six situations.

Finally, the sex of thirty seven of the one hundred end seventy eubjects was not recorded. Of the remainine one hundred end thirty three, ninety eicht were women end thirty five were men.

CDAFsim roundiat. Investication Three: nesulte.

## A. Presentation of Resulte.

The subjects' adjectival choices on each of the trenty two dimensions are to be found in Appendix 25. Their non-definiteness ecores are contained in fyperdix Zu. This eppendix ales contains their response to the second cuestion of the çustionnaire in Appendix 1c. Zo oriciral certainty retines can be obtained eimply Ey edbtracting tho ecore on this question from the noncefinfteness ecores. ise total non-definiteness scores are contained in fppencix 27. Tinally, the subjects' sex ie ehown in hapendix 23.
2. dijectival Cooices.

Table Mbirty Two contains cetails of the frecuencies With which tho opposing adjectives in each pair were chosen. Lbeso results were exsmined for sex differences. The contingency tables are contaired in ippendix 29. The Cili was not elpnificent ot the . 05 level ( 2 -Tail) in any of the cases.
C. Non-Definiteness Scores on the Indivicual Dimensions.

The frequencies with which the five fossible noncefiniteness scores were obtained are ahown for each dimension in Appendix 30. This appendix also contains the full descriptive statistics for each set of nondefinitcness scores. The means are presented in Table Mhirty Throe. It will be seen that the meen differs

| Cimaracteristic | Enequency |  | Charactcristic |
| :---: | :---: | :---: | :---: |
| Meserved | 96 | 74 | Outcoing |
| Subnissive | E5 | 105 | Ascortive |
| Cerious | 106 | 64 | Meppy co Iucly |
| Disregords Iules | 34 | 135 | Conscientious |
| Mard llearted | 27 | 143 | sentimental |
| Orustine | 113 | 52 | Fard to Fool |
| Mrastical | 125 | 45 | Lizconcerned with lractical latters |
| Conricest | 70 | 100 | Arpretersive |
| Coneervativo | 90 | 80 | Experimenting |
| follows owa Uries | 115 | 55 | Ioes lizat is Expectec |
| asexed | 91 | 79 | Tense |
| Lrecr | 123 | 47 | Indifferent |
| itroze | 130 | 40 | heas |
| Severe | 42 | 123 | Lenient |
| Mare | 47 | 123 | Soft |
| Wise | 117 | 53 | Foolish |
| Cociesle | 123 | 42 | Unsociable |
| cood | 147 | 23 | 3ac |
| Active | 114 | 55 | Fessive |
| Free | 104 | EG | Conctrained |
| Eind | 155 | 14 | Cruel |
| Fiesh | 55 | 115 | Ceutious |

Thbla Thirty mwn. Preguency of Choice of Each Adjective within Each Adjective Fair.

| Dimension | Meen lion- <br> Lefinitemess, <br> (on a 5-point <br> Ccale, 0 to 4) |
| :---: | :---: |
| 1 Leserved - Cutzoins | 1.30 |
| 3 Nubmiesive - Assertive | 1.58 |
| 4 Cerious - Hispy to Lucky | 1.51 |
| 5 Dierezarcs Kules - Conscientious | 1.22 |
| 6 Mand Moarted - Eentimental | 1.30 |
| 7 Trustin - llard to Fool | 1.43 |
| 8 Iractical - Unooncermed with Fracticel l.sters | 1.24 |
| 10 Curficent - irymetezsive | 1.35 |
| 11 Concervetive - Lxperimentine | 1.59 |
| 13 Tollows own Urees - Lees what is Expected | 1.45 |
| 17 Selerel - Tenee | 1.35 |
| 15 Lecen - Indifferent | 1.42 |
|  | 1.52 |
| 17 Levere - Leriert | 1.56 |
| i3 Masd-Soft | 1.50 |
| 1) Wise - 8001ish | 1.68 |
| 20 cuciable - Vasuciable | 1.31 |
| 21 Cood - 2ad | 1.53 |
| 22 Active - Iassive | 1.35 |
| 23 Free - Corstrained | 1.52 |
| 24 Tind - Cruel | 1.16 |
| 20. Mesh - Cautious | 1.47 |

Poble Thirty mame. Dean Non-Definiteness on Each Dimension.
tetween dimencions. Appeadix 31 ELows the meen nondefiniteness attached to each edjective within each edjective pair. In seventeen cases the difference between these mesns was eierificont et the . 05 level (2-tail).

Tho nor-definitencss ecores were axalyzed to look for sex differences. in enalysis of variance was carried out to look at the effects of eex and edjective chosen veon ron-cefinitenes. Lits c.l.Coc. procrame was used, with the kichest priority being assicned to eex. The resulte are contained in Appendix 32. Dex was only simnificant at the . $C 5$ levol es a main effect in one case. Tis wes for the cimereion 'trustinc - tard to fool', where wosen terded to be more non-definite than men. Cee interaction was also eignificent. This was on the ciacnsion 'cood - bad'.
2. The Totol Fon-Definderess Score.

The cescriptive statistics for the total ron-definiteress ecore are presented in Table Thirty Four. The mean of 31.40 is not apreciably different from those obtained in the previous investications. These were 35.13 and 33.63 reepectively.

Icciles ere frecented in Table Thirty Tive. These stow the ecore of the eubject at every eeventeenth rank when casss were randed froa the lowest to the highest.

| Niosn | 31.40 |
| :---: | :---: |
| Stancard Error | 1.15 |
| Stsmard Leviation | 15.C6 |
| Vorionce | 220.69 |
| Murtosia | -1.15 |
| Wickecs | .14 |
| Sasge | 65.00 |
| ISnimum | C.00 |
| 二aximut | 65.00 |

Ento minty rove. Eeccriptive Ftatistics for the Fotal rivn-iefinitences Ecore.

| Lacile | Total ron-Definiteness icore |
| :---: | :---: |
| 1 | 14 |
| 2 | 10 |
| 3 | 20 |
| 4 | 23 |
| 5 | 23 |
| 6 | 20 |
| 7 | 43 |
| 0 | 45 |
| 9 | 52 |
| 10 | 65 |



Cax differences were not found for the total score. The mean for men was 32.83 whilst that for woren was 32.11. Whe difference is not sicnificant, ( $t=.23 ; p=.819$, 2-tail). This confiras the finding of the eecond investication.
E. Noliability.

The rclicilility of the total nom-defiritenese score wse investicated usiry the aplit-half eethoc. fpecifically, the totals for cuestions $1,3-0,10,11,13$ end 14 were cerrelated with the totals for cuestione 15-24, and as.


The interas concietency of the test wes examined by fatcreorrolating the ecores on the ircivicual cimensicns cad $b y$ correlating the with the total. The results of
 fatercourclations vetwcen the indivicusl scores were aforificont at the . Cô level and all correlated vit上 ti:e total at the .CO1 Icral.

Curnan PIrmai. Investication Three: Discussion.
Few comments arise from this investication. The afferences in the freçuercies with which the opposinc adectives were chosen wias to bo expected from InvestiCation Onc. The eifferences in the non-definiteness attached to the difforent cimensions end to the different adjectives kithin each pair also csme as no curprice. in interpretation vas offered in Ceepter ulet.

Lex differcaces were not expecteえ̉, end none were Found for the edfective cboices. Furtwemore, the main and lateractive cffccts of sex upon monWere eaci limitod to one dinension. In eaci case one of twenty two results is expected to be sienificant at the 05 level by chance alcre, and the preacnt writer is inclired to attritute these two realts to chance. Gren if this is not accepted, it is cuite clear that the cffects of ecx ere minimsl, enid certainly co not suceest the reed for ecparste norms.

Finally, the eplit-half roliability is hich, and the intercorrolations between the non-definiteness scores on the indivicual dimensions furthor attest to the internal consistency of this neasure.

CHaplia $\operatorname{LIXTER}$. Investication Four: a Tect of the Eelationskip between $\mathrm{Hon-Definitcness}$ and Variability usine on Objective Neasure of Eehaviour.
liethod.

Tha objective of tris investication was to provide a further teet of [jpotheses 1A and 12. In their o-icinal forn these wore:

1ג. 'There will be a positive correlation between the nor-definiteness of ti:e self-concept and the variability of betaviour'.
13. 'merc kill te a positive correlation between the incicence of betaviour which is incorcruent with the solf-concept and the non-definiteness of the eelf-concept'.

These were tested in Investication Cne usinc ratings by the cubfects' rominees as an ircication of tehaviour. Loth rypotheces were $u_{p}$ teld for the overall ecores, but the resulto ca the indivicial cincaeions were often nonsicrificent. It was sufecsted trat some of the indivicual ratinces nicht have been conteminated from a nuber of eources of error. These were thoucht to have effected the recults on the incivicual cimensions but to kave been erproxizately cencelled out in the totel scores.

This clearly euscests the need to examine the relationELips on en individual dimension using a more objective eessure of behaviour.

Frectical consiceraticas limited this invesifetion to one dimercion. Therefore, it was ceciced to concentrate upon a dimersion for which the results in Investication Ono bed been sicuificent: it escred to be ronticularly importont to provice some support for the sicrificant resulte.

It was deciced to usa pairs of subjects as convereationaliste, and to match the pairs on a dimension upon which cubjects could be expected to teke up complementary positions. One such dinencion is 'eubmissive - assertive'. Ioary (1357) places thace opposite eaci other on the vertical axis of his 'interpersonal circle', willst Benfanin (1974) opecifies then as complements in her 'chart of social behavior'.

Poirs were eet vp ca the becis of their responses to the ascertive - sumiscive itci on the celf-inece fuestiomaires. Four different types of pairs were ueed. These were as follows:
A. Lefinite eutziscive with non-cefinite eubrissive.
B. Iefinite eubmireive with non-definite essertive. C. Definite excertive with non-definite cubeiscive. D. Definite essertive with non-definite essertive. Lach subject only took part in one conversation.

From the rypotheces, it would be expected that the ron-cefinite eubmissive and non-definite assertive aubjucts would be equally assertive in the face of a defirite submiesive partner. Similerly, the non-definite cubmissives
and assertives should be eçually submissive in the face of a definite assertive partner.

The subjects' behaviour was ecored in a manner eimilar to Interaction Frocees Analysis. Criteria were established which could bo taken as lacets of subniscive/assertive Lohavioun, and each eubject's behaviour was ecored for the incidencs of thees facets.

MLe ecorinu categories were as follows:

1. Aclis (non-clarificatory) cucstion. For exemple, 'what do you think of tio food here?', (as ofposed to, 'mat's it called ecein?').
2. Gives Cpinion. For exampe, 'hell, I trink it's very cood for an inetitution'.
3. Endorees Cpinion. For example, 'Oh yes, I ecree'.
4. Dicauees with Opinion. For example,
A. 'I Euppose it's nice to know jcu've cot a neigabour that keens an eje on you'.
D. 'Well jee, but they might just be pryinj reiehbours'.
5. Criticel of steteaent or action. This cetegory epplies when the persen is critical of comethirg other than en onficion. For examie,
A. 'I'm عoins to live at homo noxt year'.
E. 'Ch I could never live at home ecain'.
6. Charees tack of conversation.
7. Etarts/átarts after Exp.
8. Interrupts. This was reserved for cases where ' $A$ '
cuts into what ' 2 ' is covine ord carries on without reforence to what ' $B$ ' Lud beea caulnc.
9. Cormands. por expriplo, 'Como on, you must thiri: conetianc'.

When on itea fell into more than one catecors, (e.c. etarts with a question), the following order of priority was ezplojed so that any itca was only scored once:-

1. Etarte/Atarts after cep.
2. Cherces tack.
Z. inces Gucetion.
3. Cives opinicn.
4. Incorees opicica.
5. Ifsefres with cinion.
6. C-itical.

ع. Intermete.
9. Co-manc.

TEe scores on oll the cotcoorles are in the direction of escertiverces, with the exception of 'Encorece Cpinion'. "horefore, within esch pair, the ecores on this were interchorec. Firal ecores for esectiverees vere derived by eedra esch subject's scores on the indivicual facets. These total ecores were then cervertce into the froportions of the ovcrall total within the conversation.

Whis method of cerivine the final ecores treate esch incicicnt of ascortivenese equally. Lis vas tecause there did not seen to be cny justification for civing different weichtincs to incidents of the different facets. 'Lis ciecire for all incidents to be analogous was the reacon for interchureing eubjects' ecoree on 'Enderees Qinion' instead of subtracting cach subject's ecore ch this from die total for tho otier incicents. InterChantine ccores mobnt that tho mareinal endorscment of opiaicn by elubiect 'A' would have exactly the same effect Won the overall proportions es the mareinal marifeatation of cac of the facetr of asecritivaness by subject ' 3 '.

Lich elibject cily took fart in ore conversation. Zins feans that the cesicn of the present investication cid notetterft to locis cirectly at indivicual consistency or difierences in consistency. (io co thie, it would have been necessary to examine tie behaviour of the same subjects in cifferent cituatione, with the simple of situations being tho $\sigma$ ono for ell cubjects. If one was altering the ruater of aseertive incicents by the other persoa, then each situation of a particular tjpe would have to contain the exe rumber of assertive incicente. It would then be possible to see the extent to which each subject varied across these eituations. It is clear that euch a desien would be difficult to execute).

Whe present desicn looks at the behaviour of differeat eubjects in situations that are not equated. ach cubjeet eerves as a stimulus to the other. Clearly, this allows one only to look at the behaviour within each pair end not to look directly at the consistency of each subject. It is also impossible to look at the nuater of incidents by parteens of a civen type (e.g. Definito cubsiesive), and draw conclusions about their consibtency relative to that of enother eroup. Thus, the muabor of assertive incicents will depend upon the topic of conversation and this will vary between conversatiors. The iritial topic was proviced, but it was correctly conicipatel that subjects were most likely to stroj froz this. (fuch atraying had been found to be a froblea in en carlicr 'pilot stuay' to test the nathod).

Fhore will also be differezees between conversations in t上o waunt eaic, and the conversational style. Thus cono poirs are likely to co in for rapid interchences whist others are litely to have loreer nonologues. All these kill affect the raber of aseertive incients by each convarsationalist, guite apart froy the other's essertiveness.

From this it is clear that it is recessary to look at the levels of ascertivences of each partuer within the parancters of the conversation that took place. Finis was cone by looning at the proportion of the total number of assertive inciecnts that wore mace by cach partner.

It is then poscible to see whether the non-definite subjects who had underlined a Eiven adjective differ in their relative tehaviour with partners of different tipes willet dofinite subjects do not ciffer. If the non-cefinite cubjects prove to be more acaptable in this way, it would aucsest that they ore likely to be foro variable across a given rence of situations then tio cofinite eujjecte.

Tho realis wero analyzed ky an analyeis of variance. Fifis looked at the effects of the adjectives weserlined EJ tio defirfto partuor end tice mon-zefinite subject LDOA tho mon-definite Eubject's proportion of asscrtive incicents. It was expected that there would be a cianificent rain effect for the adjective underlined by the colinite fartaen, but not for the adjective miderlized by tio mon-iefinito subject. The interaction was capected to be nos-eipaificant.

Converantionsl ropic.

It was decided to asis subjects to start their convercations by talciaj about a particular topic. This was to facilitato their conversations in the lichly artificial situation of kaving to talk to a strancer with a tagerecordins beins made.

All subjects lived in a Collcee Itall of Nosicence: a ratural topic therefore was what they thoucht of the Hall end how they thoumht it wieht be improved.

This aleo provicod scope for a civercace of opinion and fur tho expression of differcat levels of accortivezess.

It has been stated that it was not expected that this would be the sole topic of conversation but that this was not thourht to matter becanse the nature of th. conversation was controlled for by looking at the proportions of essartivo behaviour wition a convereation, ration than tho absolute zounts.

Lubiccts and proceEure.
It was deciced that four pairs of eubjecte within each croup chould to used in this exercise. This would allon enoligh results to we teste for sigaificance witio out beire an inpractical number to achieve. The aubjects wion wore ascea to taie fart in this investication wese E-ions thoso who had filled out the cuestiomeires for Investifation freee. It was wished to have pairs who Cid not know each otwer, who were of the sane sex, and thoy had to have a non-efiniteness ecore of or 1 , or 3 or 4. To neet theso tiree criteria four pairs of subjecta in esch 'condition' seemed to be the lereest nüber that wäs feasible.

It was wiehad to have eubjects tho did not know each other because it seemed likely that the situation would be disamiraly folea if people voro fricnds already.
(At thic point, it should be expleined how eny of the cubjecte failed to bow each otker vicn they vere livine toecthcr: the dell in cucetion kouses wall cver ccc atuecnte who tond to form into croze bered uron tho subjecte they stuly or rexizity of rooze. lipert from the fo: in the 'croup vito do not belore to a eroup' it tozes to be the nora to kop witkin ones (wn groups).

The econd criterion was that subjects chould be of the sare $c c x$. The explenation for thic is that the cituation richt Leve beco=o comewhat corfused by eexrole atcreotifce if the ecxes had becn mixed.

Whe third criterion, which wos that cubjecte c:ould rot have ron-cefiritences ecores of ' 2 ' wos simply tecause this wa the 'micmoint' and it is cuite wales vither alibecte with cuct a score should be labelled cefinite or rom-cefinite.
dubjects wore eproached in their rocms mad acied if thou kould tele pert in a teje rocorded conicration with comeone elso living is tie Nall. miey werc tcle that the convereaticn kas eupposed to lajt for civcut guarter of an Lomn, and would taice place at a time of their converience. a nübcr of potcritial subjects viere epproachod and if they afreed in principle they were told that they would be contacted later on.

Wonianju from this pool of villing elibjects，fairs voro vorked cut ord a apcific time was finelized for cicapeir，Luvirie acecrtained that tiey did not know とこと oticr．

The conversations were beld in one of the rooms of the Dall．This was for the convenience of the eubiects． Site tope recorcer vas placez in es unobtrusive a fosition es poesible．Eubjects vere introduced to esch otker，end the ecrecal fintmietion kas civen that they saculd try to telle asout whet they thourt of the iall for about cuarter of ca tovis．They were left alons in the roon end were iatormpted after about guorter of an koun．They were aだoce wat thoy thoust about ti：e＇experiment＇and thanted for tiniris part．
iilouatier，twostj tws subjects were approcibed to tüo pant．Tio oixtoca wo nureed wore all yeed．（The s．all pool of cubjects wion were willixy to tare part was Eatherci at first，but later，a complizentary subject was coutht only when a partace had beon founc．This aviced exifu eoneong to tere part and thon not beind able to uso tim ）．

The tepes were transcribed and enaljzed in the ranner vibich has been described．Fine shorteat conversation lasted thirteen minutes，and so，to stendardize the lergth，only the first thirteen minutes of each tage was analyzed．


The scores of each of the subjects on each of the rine fecets are chown in ippendix 3y. mio cubjects are counct in their convereationd poirz. We Apondiz. also arove the dadective uncolined by each subject, togetion with tho nomacinitomess attacied to this. "wo evijccte' sex is dico reported. inpeneix 35 cortains in curaple of secoris trarecrizt. (mis is tie tranrerirt for Ieir 11).
"te frccuezoy vith wich each of the rine Eaceta




Mie irfcrix elso fives the total ecores for eech raticci, toecthen kit: tio overall totale for esecrtive iraiconte within cech corvcration. these reaced from 35 to S. ILowever, it was evicient from tie transoripts thot rome cubjecte soid mueh more in their tiirteca Eizutes, then otzerce The corversations ocoupied from
 If this is taver as a rough teasure of the emount spoken, then the total mumer of aseertive incicents fer unit of meech cen be found $b y$ dividing the raw total by the number of paces of tresccript. Table Trirty Eix fresents the averace number of incidents per half pace. The differcnces between cubjects ceclines clictily to a rance which is from 3.5 to 8.4 assertive incidents per half page. (This compares with tor range from 35 to 96 assestive incidents per conversation).

| Ialr dimioer | Averace inuber of Aseertive Incidents Icr Ealf Taze of Iranacript. |
| :---: | :---: |
| 1 | 2.4 |
| 2 | 2.5 |
| 3 | 8.4 |
| 4 | 5.5 |
| 5 | 7.4 |
| $\checkmark$ | 2.6 |
| 7 | 4.5 |
| 0 | 5.6 |
| 9 | 6.6 |
| 10 | E. 0 |
| 11 | 5.4 |
| 12 | E. 6 |
| 13 | 3.5 |
| 14 | 3.6 |
| 15 | 4.0 |
| is | 5.3 |

Znble mhirty if. The Averaze Number of Ascertive
Inoldenta vithin Each Converation Fer Mel:mere of mamecript.

There were also differcaces in the roture of the convereations both in terms of tho topics end convereationsl style. Some noves on to less controvereiel cubjecta (pair 13 cevoted two of their 7 geces to talking evout their contcct lenses) whilst others L.JVEd on to topics which cavo ereater eround to opirions (fair 5 turned to tho relative Eerits of football teams efter cyhaustira twe liall as a topic). Cimilarly coze convereations bal lofe monologies by eech cubject wherees ctions wore auck more interactive.

Thiz is viby raogortions vere czplojed as a fizsl reosure. They frovite en indication of the levels of escontivenecs dimlajed by cseh within the permeters of tha converestion that took place. The proportion for the ron-definite eubject within each fair is shown in Eable Eintry Eeven.

The results of the azalysis of veriance are preserted in mate mbirty Eiort. The results ere as expected. The zain cffect for the edfective underlined by the definite rantrer kad a probability wich was less than.001. Cn the othe hand reither the main effect for the cajective vaserlined by the non-definite eubject nor the intercetion wes ciraificent at the . CS level.

These recults stow that acainst a definite submissive partner, non-definite persons (whether submissive or essertive) were more assertive than such persons were eqainst definite assertive partners. At the same time


| Solizce | Sums of Eyucres | Zocress of Treここの示 | Verieres | 2 | Rijuificonce |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Sefinite Tartner | －15：1 | 1 | ．15，4 | 23.35 | $p<. C 01$ |
| lion－Definite がううect | －Cás | 1 | ． 0205 | 4.015 | ก．$\underbrace{\text { ．}}$ |
| Interection | － 0.27 | 1 | ． 0027 | $\therefore 001$ | I．s． |
| bithin Colls |  |  |  |  |  |
| Individuel Eiffercncos | ． 0723 | 12 | ． 0606 |  |  |

[^3]ron-definite acsertive percons wore not in cerorel slonificantly more or less ascertive then nonculalesive pessons, (elthoujh there wos a terdecicy for ror-definite esestives to bs zore escertive then noncefinite cubziesives).

The lack of a eicnificant interaction betwecn the sesertion-eubriceion of definite percons end the ascartion-rub-iesion of non-definite percore chows that the crecrtivences or eubiscivenese of non-iofinite persors vas deterained by the sutzissive or assertive fartner to whon they wore essicued, end whon they proceeded to corrlezent.

Praily, if a proportion croater then .5 is taken to Ecen tiat the evizioct was esecrtive, vililet a prozontica less t上an. 5 is token to geon that he was suju -iecive, it will te ecce froa Table ohirty rire that a lercer müber of ror-idefirite eubjects then ciefinite subjects tchaved inconcrucatly with the adfective they zad inderlined. where were 5 ceses of incorcrucnce
 vere cily 3 casos $\varepsilon=0$ nost the definite aubjects.

| Lefirite Subuects |  |  |  | IMon-Iefinite Subjects |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| E.jio. | Ajuective Underlined | ictual <br> Eshaviour | S. Ho. | $\begin{aligned} & \text { Adjective } \\ & \text { Unecrlined } \end{aligned}$ | Actual <br> Pehaviour |
| 1 | 2 | A | 2 | 2 | $\Sigma$ |
| 3 | 3 | $\Sigma$ | 4 | E | A |
| 5 | S | A | 6 | $S$ | S |
| 7 | S | 2 | 8 | 2 | A |
| 9 | S | B | 10 | $\lambda$ | A |
| 11 | 0 | $\therefore$ | 12 | A | A |
| 13 | $\Sigma$ | S | 1.4 | A | A |
| 15 | $\sigma$ | $=$ | 15 | $\therefore$ | A |
| 17 | A | $\therefore$ | 13 | $\varepsilon$ | 8 |
| 12 | A | : | 20 | 3 | 5 |
| 21 | A | A | 22 | 2 | $\Sigma$ |
| 23 | A | A | 24 | is | 5 |
| 25 | A | A | 26 | A | $\pm$ |
| $\therefore 7$ | A | $s$ | 23 | A | 1 |
| $2)$ | A | $\wedge$ | 30 | A | 5 |
| 31 | A | A | 32 | A | 0 |

*Actual Zasaviour is labslled purely on the besis of whetter tho ふibjoctersis more or less then jo, of the escertive incicents within tie conversation.
manominty rins. Agective Uncorlined and Actual Dehaviour by Iofinite and ion-Eefinite Eibjects.

CHAPTER EIGHEEN. Investication Four: Discussion.

This investication must be recarded as no more than a pilot etudy because of the emall number of subjects, the meacure of behaviour used (conversations), and the fact that it was confined to one dimension of personality (assertiveness). However, within these confines the results are encourasinj. The significant main effect cue to whether the definite partner was submissive or ossertive coupled with the non-sicnificant main effect due to the asecrtion-Eubmission of the non-definite subject and the non-eienificant interaction suecests that the non-definite subjects are relatively more variable then the definite eubjects. The results also gugeet that the definite person will tend to behave more often than the non-cefinite person in a manner which is concruent with his self-inage.

However, this investication did not look directly at differences in coneistency by the same subjects across different situstions. Clearly this needs to be done in a future study.

The present investication was also limited to one diaension. Further investications should extead this, in particular to one of the dimensions where relationsbips were not found in Investication One.

It is also epparcnt that the present investigation cuffers from confining itsclf to verbal indicators of eacertivenese. In retrospect, it would have been far Lutter to vileo-tepe tis conversatione, so tiat such covious non-verbal alens as noduinj (Mndoress Cpinion) and frowine (Eisscrees) are taken into accourt.

Turthomore, accentenoz of the procent fineires clozily turre on oucceteres of the seoniñ catecories crolojed, and the fact tiat mo wicitine vos erployo. "Fy wore baced jucly upon the investiantors atterote to cefine what is relcuant to twe maifestation of oseerivences wititin a convereation.

Finally, it is very imporicnt not to exacerate the reesat resulte. They cio not biow how consistent each cubject would be acrozs a raneo of situations, and, of cousse, they do not ston tiat definite subjects are consistent. They aleo do not show how much more concistent one eubject will be relative to another. They simply suzeest that the ron-dafinite subjects will tend to be zore variable than the cefinite subjects in tems of assentiveness, but, in doine this, they expport the finain of a relationship between non-definiteness and opeareat variajilits in Investication cme.

Gi=ilarly, the results do not nesn that definite poople will nearly always behsve concruently with their self-inace. They simply show that the definite have a ereater tendency to behave concruently than the non-definite.

Mis is co imortent corollery to the tensenoy to be wore concistont, becruce it sureests that thog will be more consistent in displejing tie crarecterictic thoy son themeclves es poscescir. rathor than its oprocito. It riart lave kecn that tho rocults voulc rove indicated c erester corefetcrej bj the cefinite subjects but this concicteroy hould rave becn in tie direction of thea cisglojire tre ogeofte edjective to that which they Lat werlinez.

CHAFMER MINETEEN. Conclusions.

The major contentions of this thesis are that there vill be individual differences in the variability of personality between situations, and that these differences will be accompenied by differences in self-imace nondefiniteress. The total scores in the first investication provided etrone eupport for the existence of both dimensions ond for their relationship. However the results for scores on separate characteristice were much weaker. This was explained in terms of errors in the ratings which would have been cancelled out in the total scores for variability. The fourth investicstion provides support for the relationship between variability and noncefiniteness on the dimension of assertiveness.

The existence of differences in veriability seems to te rather better deanstrated in these studies than in the Investieations by Eem and Allen (1974), Cempus (1970, 1974) end Enyder (1974, Enver and Monson, 1975; KcGee and injder 1375), which were reviewed in Chaptor Three. The link between variability and non-definiteness is also thoucht to have been more adeguately shown in the fresent stujies, than it was by either Bem and Allen or Campus.

Various other writers (especially Norse and Gercen, 1970) and (Torrocks and Jackson, 1972) have sreculated upon the linir between the nature of the self-concept and variability. The present studies are thought to confirm their epeculations, althouch neither talked epecificslly about differences in non-definiteness.

This thesis has dwelt upon suceesting the reasons for the link between nondefiniteness and variability. Campus did not eeen to provide a reason but simply eaid that the consistent person acts to maintain a consistent view of Limeel:. Che then looked at the relationships between various needs and consiftency, but did not EuEbest that those with particular needs also require a consictent (and definite) self-imaee and therefore behavo consisteatly. Eem (1972) suegested that the consistent pereon is acting to raintain important eelfimaees, but one needs to know why the image is importent and wat other variablez, beeides importance mieht make an imace definite. In ferticular, it seems to be refretable that Pen eees an overall definiteness and desire to behave consistently as 'defensive' imace maintenance. For exomple the present study has skown that eubjecte who are intolerant of asbicuity tend to have more Cefinite eelf-imsees end bekave more concistently. It is not thoujht they are necessarily defensive.

Enyder tended to concentrate upon differential montorinf of the environent as the reascn for differential consistency. However, he never epecified clearly why come people might pay less attention to themselves and more to the enviroment. A reason that can now be suçested is that those paying more attention to the environment are those who are, for example more tolerant of ambleuity and have less need for a cefinite self-image and anyway have less need to behave congruently with their self-1mace.

The present studies support those who have talked about and indeod, demonstrated, differences in the nature of the self-concept which can be interpreted in terms of differences in non-definitenss, or eeen as aimiler to the non-definiteness difension. In particular, one micht mention Markus (1977) Morse and Cercen (1970), end perbspa Rocers (1959), if it is accepted that his continuum can be interpreted in terms of difforing degrees of non-definiteness, and if he intends it to extend to the normal population. similarly, one would mention Earbin and Jones (1955) if their rance of temporal constancy can be interpreted in terms of differences in the overall ron-ciefiriteress of the eelf-imace.

DJ the same token, it is necessary to be somewhat critical of those who succest that almost everjone will have a definite eelf-irage or that almost all will have ono that is ron-defirite. Thus, Green (1970) spore of people having a unified self-concept, whereas Allen and Fotkay (1974) and Raimy (1971) can be taken to sucest that people will not nomally have definite self-images.

The present attcmpt to explain differences in coneistency and non-definitencss end the relationship between these dimencions in terms of existing personality variables and backeround variables was only partly successful. In particular, the results fron the Biographical Guestionnaire were disappointing, althouch it was, of course, more exploratory than central to the first investication.

Nevertholess, relationships of various degrees of strength were found between many of the personality variables and either variability or non-definiteness, or both. Althouch the manner of operation of these variables is a matter for interpretation, it is thoucht that the results should lead one to question the viewpoint that peoples' eelf-imaces are purely a reflection of their behaviour. mits seens to to tho view of liead (1934) and Cooley (1902) in particular.

The results also mickt lead one to question the viewpoint that all will tehave congruently with their selfimaces because of a desire to avoid dissonance (Secord and Eacken, 1961) or to self-actualize (Rogers, 1959) or for no epecified reason (Anyder and Cunineharn, 1975). The $n o r e$ non-definite subjects tended to be more variable and to be rated core often as diepleying characteristics inconcruent with their self-images. Furthermore, it is not thought that the more definite eubjects all behaved more consictently and confruently for one reason. Both an intolerance of ainicuity ans a preference for simplicity were found to be related to non-definiteness and consistency, and althouch it is a matter for interpretation it is thought that these forces of varjing streacth affect the cefinfteness of the self-image and create a need for confruency. In short, it is thought that the non-ciefinite do not even feel a dasire for congruency, whilst the definite will behave concruently for a variety of possible reasons.

The central findinc of this eeries of studies is the reasonably stron evicence for differences in Variability. People secn to differ in the strencth of their diepoeitions, end tho non-definiteness of their celf-imaxe ceems to be indicative of how conelstent they will be. Furthermore, a number of variables were found to to related to variability. Acain, it is a Eatter of interpretation when it comes to succesting how they havo their effect, and, indeed, that they offect variability, rather than variability affectine thcm. Nevertheless, this is the present writer's Execestion, and it is taken to show that people differ in the strenjth of thoir cispositions to behave in farticular waje, end that their streneth of disposition can be related to other variables. Io coubt more variables will be found, but the evicicace of these stucies alono suzcests thet a percon's ciepositions are alwajs of theoretical ingortance, and are also of prectical importance to the extent that they are etroncer than the situation.

This does not claim that predictions can ever proceed without a knowlecce of the enviromental 'fress'. Eowever, it is likewiee thourkt that predictions would be erianced by taking the indivicual's diepositions and their strencth into account. One way of measurinf the environment was sujuested and usod in the eecond investication. The results from usinc this measure of the rature and strength of the pejchological eaviroment in conjunction with the
self-imace questionnaires to indicate the nature and ctrencth of the person's dispositions were encouracinc. There is now a need to extend the use of both measures into the area of proper behavioural predictions. The fourth investigation made a preliminary step in this direction, although it did not include a measure of the peycholocical environment. It was assumed that the ascertive or subaissive behaviour of the definite partner would be perceived as assertive or submissive.

There is also a need to extend the use of the more objective measures of bebaviour such as that used in Investication Four to look directly at differences in variability end to deal with more than one dimension of ferconality.

It is thought that theories which stress the situation to the virtual exclusion of the individual, except as the perceiver of the enviroment and storehouse for a collection of appropriate responses night well be suffering from an overcmphasis. This charee could be made asainst learning theories of personslity, althouch it depends upon how strict they are. lievertheless, even liischel's (1973) cognitive social learning theory can be criticized for an undereaphasis of the person.

On the other hand, one must be more cautious in criticizind an emphasis upon inconsistency. It may, of course, be correct in the situations considered and will undoubtedly be so across some situations.

However this emphasis which is found in the dicVa studies, rerticularly those by Ender and his co-workers (Endler and liunt, $1906,1900,1909$, Emaler, 1973, 1975) and is surposed to 'prove' the interactionist position, is, in fact, unnocessary to that proof. Iurthermore, it is thount that these stuaies cacnot be taisen to show inconcistency in the situations they consicered for the reasone civen in Chapter Two. Rowever they have been taken up by, for example, Mischel, in his provariability, anti-cieajosition stance. The present studies euceest that these findings of inconsistency should, at least be zodified to taire differential verlability into account. Funthermore, altwough it is exceedirijly danjerous to est involved in a numbers [ame, it ehould rot pass unoticed that the aubjects in Invertication Cne were never, overall, exceeuinuly inconsistent acroes the situations studiec. The =aximun ineonsictency micht be concidered to occur if raters assicued ratices which alternated between ' 1 ' and '9'. Mhis would give a mean of '5' and an epparent variability of '4'. Over the fourteen dimensions, tho overall crparent veriebility would be '55'. This conpares with the maximum apparent variability found of 22.44.

In conclusion, it is thought that the present studies deacrstrate that people differ in terms of their variability and that these differences are related to in 'independent' personality dimension, which has been labelled the dimension
of 'non-definiteness'. It is hoped that this will stimulate research by others to look at further correlates of variability and non-definiteness, end to look at the utility of takire into account a person's tendency towards consistency as indicated by his self-imese nondefiniteness, when maxinc predictions.

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## Appendix One

Quastionnaires Used to Measure
Self-1mage Non-Deriniteness

Appendix 1a.

Aljectival Choices

Would you please consider the pairs of adjectives on the noxt pare, and for each pair wold you indicate tho one which, on the whole, you feel describes you? rime, if go: feel that ;ou aro better described as a nappy-ao-luchy person, as opposed to a serious person, you wole incicate this by uncerlinine 'happy-co-lucky', as shown below.
Estioue : Enonv-co-lucky

Please eo throvit this forly as quickly as you can, $\because$ pratione do:n the first ferline that you have about jourself. plesse tea: in mird that each score should iraicate the vaj unet jou feel you are. Finally, it siould bo stresced that the answers jou Fut une completely confidential: indeed the individual reconses $\because$ ill neven be locked at, so please be sure a trat you put dewn ihat jou feel really IN the case, and not what you fosl skould be, or what you might like to be tine sitration.

THED IS YO CUESTIC: OE ANY FESFONSE EEING 'BETTER' OR HORE DEGIRABEE GTAN ATY OTMES.
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4.

Reserved • Out-čoing
Easily Excited : Calm
Submissive : Assertive
Scrious : Happy-go-lucky
Lisrezards Rules : Conscientious
Mard-Hearted : Sontimental
Trusting : Hard to fool
Fractial : Unconcerned with practical matters
Artless : Shrcivd
Conpident : Apprehensive
Conservative : Experimenting
Likes to be in a croup : Mappy to be alone
3. Follnws om urges : Does what is expected

Relaxed : Tense
Eacer : Indifferent
Surone : Weate
Sovere : Lenient
Hard : suft
Wise : Foolish
Sociable : Unsociable
Good : Bad
Active : Passive
Free : Constrained
Kind : Cruel
Unselfish : Sclfish
Rash : Cautious

Appendix 1b.

Certainty Ratings Form.

Now would you look again, carefully at each of the choices that you have just made, and decide how certain you are about each decision. Thus I want you to indicate on the four point scale the extent to which each choice you made really represents the way you fecl you are. For example, if you have indicated that you ere happy go lucky, and you really feel that you are a happy go lucky person, and find it difficult to conccive of yourself as serious, then you would tick 'very certain' for item '4'. On the other hand, if you feel that you are, or sometimes are, other than you have indicated for an item you should Eive a lower ratine for the decision, choosing the box to match the decree of certainty that you feel with the choicc as an indication of how you feel you are.

Acain, it should be stressed that your scores are quite confidential and so, please, be free from considerations of what you would like to be or feel you should bc. Thus, if you think that you are definitely very shewd, then please indicate your satisfaction with that choice by now ticking 'very certain'. It should also be stressed that your saying that you are less than 'very certain' about any choice will in no way be taken to mean that you are admitting to being mistaken in your original decision. Therefore, please don't hesitate to declare how you really feel about each decision you made.

$$
\text { s.c. }(I) / C / R /
$$

| Choice | Satisfaction with tho choice 23 an indication of how you thick you are. i.e. The dcerce of configence you have that the choice represents you all the time in your vicw of jourself. |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| 1. |  |  |  |  |
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| 3. |  | ! |  |  |
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| 25. |  |  |  |  |
| 26. |  |  |  |  |

## Appendix 1 c .

## Supplementary Questionnaire

1. Are you a science or arts student?

Jlease rend the following pairs of statements, and for each pair, cross out the one that applies less.
2.A. When $I$ think about myself, see myself in terms of a clear, well-defined sot of characteristics.
B. When I think about myself, I get a rather amorphous, non-definite image.
3.A. If naked to think of one thing that typifies me, nothing springs to mind.
B. If asked to think of one thing that typifies me, would
(Please write characteristic in this space) readily come to mind.
4.A. Ny idea of myself. (the real me), includes all the different ways that $I$ behave in all the different situations in which $I$ find myself.
13. Some of the ways that $I$ behave are not 'really me' and are excluded from my picturs of myself.

## Appendix Two

## The Rating of Subjects

## Appendix 2a.

List of persons with whom
tio subject interacts

## IOS (I)/

Would you please list below the names of all the people with whon you interact a considerable amount, liko your friends parcrits, tutors etc? in other words, the people you think you know rcasonably well. At the sere tine would you say what capacity you know them in now? For example, is the percon a parent, a student frierd, a non-student friend, a tutor etc.?

Appendix $2 b$.

Names and Addresses of Ten Raters

## IOS (2)/

Would you now consider the list that you have just given me and try to think of the most varied combination of ten people that it contains? in other words, I would like you to compose a list of the ten people who seem most different from cach other from the list. In doing this, it would be helpful if, when you come across a group who are sinilar to each other and yet different from the rest, you would choose the one with whom I could most easily ect in contact.

Hame College/Outside Address if outside
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10.

Appendix 2c.

Covering Letter

# $\underset{\text { (University of London) }}{\text { Bed }}$ College 

REGENT'S PARK LONDON NWI 4NS
Telephone: 01-486 4400
Tolegrams: Edforcoll London NW1

Dear
I am doing a picco of research which involves contacting the friends and relatives of the people hore who are acting as subjects for me. This is an intceral part of my rescarch, and I am, of course, writine to you with the permission of All that I would like you to do is to fill out the short questionnaire which I have enclosed and return it in the stamped addressed envelope. I do hope that you will be willing to do this for me.

I would like to make it completely clear that the results will be used only for my own research, and that whatever you put will be regarded as completcly confidential. Furthormore, there is no question of enj rcsponsc being 'better' or more desirable than any other, so, please, don't think that you might make the person appear 'good' or 'bad'. Finally, it would be prefcrable if you filled out the questionnaire without the person concerned being prescnt so that you are not influenced by their opinions, and can put down what you, personally, belicve to be truc.

I do hope that you don't object to my writing to you, and that you will bc good enough to reply as soon as is conveniont to you.

Thanking you in advance for your co-operation.
Yours sincerely,
C.W.E. Woodruffe.

Appendix $2 d$.

Explanation and Subject's Consent

Would you please rate on each of the scales on the next pare? In each case would you please indicate how he/she erpears to you on the basis of their behaviour towards you? For example, if they seem to be very outgoing in their behaviour towards you, then you would put a tick at position ' $g$ ' on the 'reserved - outgoing' scale, as shown below:

Reserved $1 \begin{array}{llllllllll}\sqrt{V} & 2 & 4 & 5 & 6 & 7 & 8 & 9 & & \\ \text { Out-going }\end{array}$

The intervals allow you to show the degree of the particular quality which the person seems to display in their behaviour. towards you. For example, a score of ' 2 ' on the above scale means that you feel that the person seems to you to be really rather reserved, but not as reserved as someone getting a score of '1'. They would also, of course, be far mare reserved than the person with the score of ${ }^{r g \prime}$ ' in the above example.

Would you please work through the scales as quickly as possible, placing one tick on each scale in the position that you consider appropriate?

## Dear

I an aware that jou are being asked to rate me on the scales on the next page, and have no objections to your doing so.

## Appendix 2e.

## Rating Scales

## Pos/ /



## Appendix Three

The M.P.I. and the Forms for Certainty Ratings.

## Appendix 3a.

The M.P.I.

Name.................................... Christian Names...................................................

Age.............. Sex
Ex........................ Occupation $\qquad$

$$
N=\quad E=\quad ?=
$$

## Instructions

llere are some questions regarding the way you behave, feel and act. After each question there is a " Yes," a " ? " and a " No ".

Try and decide whether " Yes " or " No " represents your usual way of acting or feeling ; then put a circle round the " l'es" or "No." If you find it absolutely impossible to decide, put a circle round the " ?", but do not use this answer except very occasionally. Work quickly, and don't spend too much time over any question ; we want your first reaction, not a long drawn-out thought process! The whole questionnaire shouldn't take more than a few minutes. Be sure not to onit any questions. Now go ahead, work quickly, and remember to ansuer ecery question. There are no right or wrong answers, and this isn't a test of intelligence of ability, but simply a measure of the way you behave.

1. Are you happiest when you get involved in some project that calls for rapid action? .. .. .. .. .. .. Yes ? No
2. Do you sometimes feel happy, sometimes depressed, without any apparent reason? .. .. .. .. .. .. les ? No
3. Does your mind often wander while you are trying to concentrate ? .. .. .. .. .. .. .. Yes ? No
4. Do you usually take the initiative in making new friends? .. Yes ? No
5. Are you inclined to be quick and sure in your actions? .. les ? No
6. Are you frequently " lost in thought " even when supposed to be taking part in a conversation ?
les ? No
7. Are you sometimes bubbling over with energy and sometimes very sluggish ?
.. .. lies ? No
8. Would you rate yourself as a lively individual ? .. .. Yes ? No
9. Would you be very unhappy if you were prevented from making numerous social contacts?

Yes ? No
10. Are you inclined to be moody? .. .. .. .. .. Ies ? No
11. Do you have frequent ups and downs in mood, either with or without apparent cause? ..

Yes ? No
12 Do you prefer action to planning for action? .. .. .. Yes ? No
13. Are your daydreams frequently about things that can never come
14. Are you inclined to keep in the background on social occasions ?

| Yes | $?$ | No |
| :--- | :--- | :--- |
| Yes | $?$ | No |
| Yes | $?$ | No |
| Yes | $?$ | No |
| Yes | $?$ | No |
| Yes | $?$ | No |
| Yes | $?$ | No |
| Yes | $?$ | No |
| Yes | $?$ | No |
| Yes | $?$ | No |
| Yes | $?$ | No |
| Yes | $?$ | No |
| Yes | $?$ | No |
| Yes | $?$ | No |

27. Would you rate yourself as a tense or "highly-strung " individual ?

Yes ? No
28. Do you generally prefer to take the lead in group activities ? .

Yes ? No
29. Do you often experience periods of lonelincss ?.. .. .. Yes ? Nu
30. Are you inclined to be shy in the presence of the opposite sex ? les ? No
31. Do you like to indulge in a reverie (daydraming) ? .. .. les ? No
32. Do you nearly always have a "ready answer" for remarks directed at you ?

Yics ? Nu
33. Do you spend much time in thinking over good times you have had in the past ?
lies ? No
34. Would you rate yourself as a happy-go-lucky individual ?

Yes ? No
35. Have you often felt listless and tired for no good reason ?

Yes ? No
36. Are you inclined to keep quict when out in a social group ? . .
les ? No
37. After a critical moment is over, do you usually think of something you should have done but failed to do ? . .

Yes ? No
38. Can you usually let yourself go and have a hilariously good time at a gay party ?

Yes ? No
39. Do ideas run through your head so that you cannot sleep? .. les ? No
40. Do you like work that requires considerable attention? .. Yes ? No

4x. Have you ever been bothered by having a useless thought come
into your mind repeatedly ? .. .. .. .. .. Ycs ? No
42. Are you inclined to take your work casually, that is as a matter
of course ? .. .. .. .. .. .. .. .. Yes ? No
43. Are you touchy on various subjects? .. .. .. .. Yes ? No
44. Do other people regard you as a lively individual ? .. .. Yes ? No
45. Do you often feel disgruntled ? .. .. .. .. .. Yes ? Nos
46. Would you rate yourself as a talkative individual ? .. .. Yes ? No
47. Do you have periods of such great restlessness that you cannot sit long in a chair ?

Yes ? No
48. Do you like to play pranks upon others ? .. .. .. Yes ? No

## Appendix 3b.

## Forms Ror Certainty Ratings

M.P.I. (C) /I/

Yow would you look apain at the responses that you have made to this invertory, and decide how confident you are with eoch response? Thus, if for question cric your response was. 'Yos', ard you are cortain that you arc happiest when involved in a project that calls for rapid action, then you would give thet reaponce a ratire of 'very certein' on the confidence sonde. On the other hand, if you are very uncertain that your respone rupcsents how jou feel on a particular issue, then you kould tick 'very uncertain'. Finally, it should Le ctresed that your saine that you are less than 'very contuin' with tiay response will in no way be taken to mean that jou acc ad..iltirg to bcine mistaken in your original cccision. resecfore, please don't hesitate to declare how you rcally fecl about each response you made.

| Qucstion | Setisfaction with youn resronse as an indicaticat of low you are on the issue. i.c. Lucrec of conficence that the zercree reprencnts you on the issue. (Tio: ore box for each response) |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  | cortain | Pairly Corteir | Not $v \in r y$ <br> Certミin | $\begin{gathered} \text { Very } \\ \text { Uncortain } \end{gathered}$ |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
| 7 | . |  |  |  |
| 8 |  |  |  |  |
| 9 |  |  |  |  |
| 10 |  |  |  |  |
| 11 |  |  |  |  |
| 12 |  |  |  |  |
| 13 |  |  |  |  |
| 14 |  |  |  |  |

H.P.I. (C) /2/

| Question | Very | $\underset{\text { Certain }}{\text { Fain }}$ | Not very Certain | Very Uncertain |
| :---: | :---: | :---: | :---: | :---: |
| 15 |  |  |  |  |
| 15 |  |  |  |  |
| 17 |  |  |  |  |
| 18 |  |  |  |  |
| 19 |  |  |  |  |
| 20 |  |  |  |  |
| 21 |  |  |  |  |
| 22 |  |  |  |  |
| 23 |  |  | - |  |
| 24 |  |  |  |  |
| 25 |  |  |  |  |
| 26 |  |  |  |  |
| 27 |  |  |  |  |
| 28 |  |  |  |  |
| 29 |  |  |  |  |
| 30 | - |  |  |  |
| 31 |  |  |  |  |
| 32 |  |  |  |  |
| 33 |  |  |  |  |
| 3.4 |  |  |  |  |
| 35 |  |  |  |  |
| 35 |  |  |  |  |
| 37 |  |  |  |  |
| 38 |  |  |  |  |
| $3)$ |  |  |  |  |
| 40 |  |  |  |  |

$$
\text { M.P.I. (C) } / 3 /
$$

| Question | Very <br> Certain | Fairly <br> Cortain | Not very <br> Certain | Very <br> Uncertain |
| :--- | :--- | :--- | :--- | :--- |
| 41 |  |  |  |  |
| 42 |  |  |  | $\cdot$ |
| 43 |  |  |  |  |
| 44 |  |  |  |  |
| 45 |  |  |  |  |
| 46 |  |  |  |  |
| 47 |  |  |  |  |
| 48 |  |  |  |  |


|  | V.C. | F.C. | N.V.C. | V.U. |
| :--- | :--- | :--- | :--- | :--- |
| E.Q.'s. |  |  |  |  |
| Z.G.'s. |  |  |  |  |
| E.S.G's. | . |  |  |  |
| N.S.Q.'s |  |  |  |  |
| TOTALS |  |  |  |  |

$$
\begin{array}{ll}
E & = \\
N & = \\
? & =
\end{array}
$$

## Appendix Four

The Composite Questionnaire

Key To Questions:

| TA | Intolerance of Ambiguity |
| :--- | :--- |
| R | Rigidity |
| C | Preference for Complexity |
| S | Preference for Simplicity |
| D | Dogmatism |
| C2 | Tolerance of Complexity |
| SCAN | Scanning |
| ID | Inner Direction |
| OD | Other Direction |

All questions in 'questionnaire Two' are to measure Locus of Control.

Questions 1 to 18 of 'Questionnaire Three' are to measure Social Desirability.

All questions in 'Questionnaire Four' are to measure Intelligence.

## IERGOMAL EETIER IRVEYTORY

CUECTOMTATRE I.
Eelow are a number of statements about the way you might think, behave and feel. Flease indicate the extent with which you egree with each etatement by entering the eppropriate number in the marein according to the following key:-

> +3 I Agree very much
> +2 I Agree on the whole
> +1 I Agree a little
> 0 Ieutral
> -1 I Lisagree a little
> -2 I Disagree on the whole
> -3 I Iisagree very much

For example if you acreed on the whole with the first statezent, you would put a ' +2 ' in the column, thus:-

| . | ITEis | Incicate the <br> extent of jour <br> egreement with <br> item rere. | Leave this <br> clear |
| :---: | :---: | :--- | :--- |

1. Tre Cnited States ard Eussia have Just about rotitice in comion.
lo answer is any better than any other, so please put down what you really feel. Finally, there should be no need to sperd lore tricifine about the items.

ITEMS
$\cdots \cdots$

1. The United States and Russia have Just about nothine in comon
2. The highest form of eovernment is a democracy, and the hichest form of democracy is a goverment run by those who ere $E O S i$ intelligent.
3. An expert who deesn't come up with a definite answer Ircbably doesn't know too much.
4. I dislite to change my plons in the midst of an undertaking.
5. I don't like modern art.

Leave this clear extent of your egreement with item here.

D

D

TA +

R+
s

## ITE：S

6．Even trough freedom of meech for all Erouss 15 ：kortmwile Eoal，it is urfor：nnotely zesesany to restrict the freedow of certsin political groups．
7．I would lixs to live in a foreign Countwy fus a wiile．
e．It is a：is ratimal tint a person would tave a＝uct tetzer aucuqirtance with iceas te believos in tren with ideas ho orposes．
9．The wrifiniened and izzerfect often have Erester byeal for tee ghan the cospleted and is．e folicted．
10．I fird it eazy to eticd to a certain sctettile，osce ：tarcetarted it．
11．Rit：on me oms is a selpless and ＝iseratls crec：ure．
＂a．The：e is raizy ：o buch thing as a problem tha＊car．：Le ellved．
13．I coudj こu＊$\because . y$ Eicriçs ．．．leave my home，
 Evest rcytets．
14．It ccer wi wotier ze to tave to adapt

as．Furianc：ial：\％the wuald we live in is a Fたe：$\because$ larcig Flace．
 Justifict．
17．8os：feopie just don＇t rive a＇damn＇for otters．
19．Peovle wi：I：ticir lives to a schedule Frotatうy＝iss＝ご：： 4 ：．．c jこy of living．
19．I＇d lixe it if $I$ seliti fixd someone who nowld tell ze ：cw to sol：re ti，gersonal Frotlens．
20．There is re3lly so such tring as a problem thot cen i be solved．
21．I Frefer to stop and thitic before I act cven on triflize zutters．
22．It is exly natural for a person to be ratrer icariul of the ruture．
23．There is so much to be aone and so little time to co it in．
24．Folitically，I an probably something of a ralical．
25．Perfect balance is the essence of all Eood compsoition．
26．I an a methodiral zissnn in whatmer I do．


## ITMAS

27. Once I fot wound up in a heated discussion I just can't stop.
28. A good job is one where what is to be done end how it is to be done are always clear.
29. I $e=$ inclired to $\varepsilon \circ$ from one activity to anotker witrout continuing with any one for too lo:s a time.
30. It is more fun to tackle a complicated froblez than to solve a simple one.
31. In a diecussion I often find it recessary to refeat ryself everal times to make cire i a $=$ beire understood.
32. Cfien the eost stimulating and interesting feople a:e those win don't find being differer: ard original.
33. It is titter to te a dead hero than to be a live coward.
34. I am eet!odical person in whatever I do.
35. Ia a leated discussion I eenerally become so aterried in what I em Eoing to say that Ifoset to listen to what the others are sayime.
顺. In ile lare run it is fossible to get more cose ty tacilite eall, simple problems ra:ter tian laree and complicated ones.
36. I ttion it is usually wise to do things in a co:ventioral hay.
37. Siraiftifcmard reasonire arneals to me more thar the wse of netajhors and the search for analogies.
38. M in interesis terd to change quickly.
39. I trisi I take primarily an aesthetic view of experience.
40. hisile I don't like to admit this even to Eveelf, Ey secret arbition is to become a freat an like Einstein, or Beethoven or Etakespeare.
41. I always finioh tasks I start even if they are not very important.
42. The zain thire in life is for a person to want to do something important.
43. I would enjoy the experience of living and workine in a foreien country.
44. What we are used to is always preferable to what is unfamiliar.
45. It is a pretty callous person who does not feel love and gratitude towards his parents.
46. If given the chance I would do something of ereat benefit to the world.


## ITESS

48. Thines secm simpler as you learn more about them.
49. I often find myself thinking of the same tunes or phrases for days at a time.
50. Many of cy frierds would probably be considercd unconventional by other people.
51. In the listory of mantind there have protably tece just a hendful of really Ereat thirkers.
52. Feople wto insist upon a yes or no answer just con't know how complicated thires really are.
53. There are a rumber of people 1 have come to late because of the things they stand for.
54. A wan who coes rot believe in some great cauce has not really lived.
5j. I have a work and study schedule which I follow carcifully.
55. It is o:ly wher. a person devotes himself to an ideal of cause that life becomes meanireful.
56. A percon who leads an ever, regular life in which fow eurfrizes or unexpected larferires ar-se really has a lot to be Eraieful for.
57. Of ell the differcet priloscphies which exist in the world there is probably only one which is correct.
58. I would lile a position which requires frequent charecs from one task to another.
59. To corrromise with our political opponents is darecrows because it usually leads to the betrajal of our own side.
C1. Vary of our most important decisions are based lifon insufficient information.
60. I much profor sjmetry to asymmetry.
61. Some of my friends think that my ideas are impractical if not a bit wild.
62. I like parties where I know most of the people more than ones where most of the people are complete strareers.
63. A Eroup which tolerates too much differences of orinion amone its own members canot exist for too long.
64. Many of our most important decisions are based upon insufficient information.
65. There are two kinds of people in this world. those who are for the truth and those who are against the truth.


| ITEMS | Indicate the Exterit of jour agreement with jtem here. | Leave this clear. |
| :---: | :---: | :---: |
| W. Kirdness and Encrosity are the wost insortant guilities for a wife to have. |  | S |
| 6?. :\% blocd boils whenever a person stubbornly refases to admit trat he is wrong. |  | D |
| 70. I Delisve :!at romptness is a very ixportart fewsonality characteristic. |  | R+ |
| 71. kice: a person has a problem or worry it is best for him not to think about it but to teep bucy with Eore cheerful things. |  | S |
| 72. A fereon nt. thing frimarily of his own l.spieess is beneath contempt. |  | D |
| 73. It is the cuty of a citizen to support his court-y ricte or wrung. |  | S |
| 74. lost of the ideas wilich eet printed nowadays arent worth the paper they are rrated on. |  | D |
| 75. I a:a always carciful about my manner of dress. |  | R+ |
| 76. I enjoy ciscarding the old and accepting the new. |  | C |
| 77. Tie enorer he all acqiore similar values ard lceals tic better. |  | TA+ |
| 7s. If itis cerlicaice world of ours the only why we a3z krow what seoing on is to rely on lenders of experts wio can be trusted. |  | D |
| 79. Barrire e-erecrcies, I have a pretty eood laca wiat ill be doire for the next ten ycars. |  | S |
| E0. It is ofien cesirable to reserve judement about what 5 gare on until one has had a ctance to bear the opinions of those one regrects. |  | $\because \mathrm{O}$ |
| 81. I rrefer tean eames to gares in which one icidividal cometes agairst another. |  | S |
| 82. Teachers wing hand out vacue assienments five one a crance to srow initiative and orieinality. |  | TA- |
| 83. In the lonk run the best way to live is to pick rriends and associates whose tastes and telices are the same as one's own. |  | D |
| 84. An invertion which takes jobs away from people should be suppressed until new work can be found for them. | . | s |
| 85. The present is all too often full of unharpiness. It is only the future that counts. |  | D |
| 86. A good teacher is one who makes you wonder ebout your way of looking at thines. |  | TA- |
| 87. If a man is to accomplish his mission in life it is sonetimes necessary to gamble 'all or nothing at all'. |  | D |

$\left\lvert\, \begin{aligned} & \text { Indicate the } \\ & \text { extent of your } \\ & \text { aEreement with } \\ & \text { item here. }\end{aligned}\right.$
cave this clear.
$c^{\prime}$

D Cuforturetely, a good many with whom I have discussed invortait social and moral rretios really don't understand what's EOARE on.
00. Incorne as tie study of philosophy makes stechac dabt fis bazic beliefs it should be e:courased.
91. Rost porle juet don't k:ow what's good for tiex.
92. Tuly lovice cuwore necessitates regarding the ats the best in the horld in every izjo:innt respect.
33. Tec worst crize a ferson could comit is to atisct fitioly the people who believe 15. the sume thire as le docs.
G.. Tiose relugions ane to be most respected wrict: injoce t:o utiform beliefs on their sizbers.
95. Ieorle rall maturally into distinct clarees exte tes the surcre and the weak.
50. Yest ef our focial problezs would be colvad is we could sctutow ect rid of tic :=ت口red, crookcd ar.j fectlominded poople.
97. Rrter an evenire out with a boyfriend/ firif:icnd. I couid ceccribe fretty arcniaicly tie colour ard style of their clotres.
98. Ita very sensitive to the emotional attitwes focrio ermetimes bent to convey but are wiwilite to stete openly.
99. Witen I $x=$ concentrating on ore thing, I an really cblivious to everything else thet's lysening.
100. I sect to notice noises sooner than other pecrie do.
101. I rarely rotice the colour of feople's eyes.
102. Goine down the street I usually notice what the flacards and signs say.

## CESTIMMARE 2.

For cach of the pairs of statements below, please cross out the one which you belicve less strongly to be the case as far as you are concerned.

1. a. bany of the unbappy thines in peoples lives are partly due to bad luck.
2. Fecple's Eisfortunes result from the mistakes they make.
3. a. In the long run people ect the respect they deserve in this world.
b. Unfortimately, an individual's worth often passes urarecemized ro matter how hard he tries.
4. 3. Without the right breaks one cannot be an effective leader.
b. Carable people who fail to become leaders have not taken edvantace of their ciportunities.
1. a. Is the case of the well prepared student there is rarely if ever such a thire es an urifair test.
2. Pury tizes exim cuestions tend to be so unrelated to course work that st'dy is really useless.
3. a. Fesorire a suceess is a matter of hard work, luck has 11::le e: nothire to do with it.
t. Cettics a food tob depends mainly on being in the right : flace ai the rieht time.
4. a. Sie avcrace citizen an have an influence in eovernment cecisions.
b. fris world is run by the few people in power, and there is lot Euch the can-in-ihe-street can do about it.
5. a. It is tard to know whether or not a person really likes you.
b. :ow zany friends you have deponds upon how nice a person you are.
6. a. With crouch effort we can wipe out political corruption.
b. It is difricult for people to have much control over the thires politicians do in office.
7. a. Mary times I feel that I have little influence over the thines that happen to me.

- b. It is izpossible for me to believe that chance or luck Flays an important role in my life.

10. a. When I make plans I am almost certain that I can make them work.
b. It is not always wise to plan too far ahead because many thires thrn out to be a matter of good or bad fortune anyway.

## CHernmarre 3.

For cach of the statements below please decide if it is true or false as it pertains to you personally, and enter a tick or cross in the column.

## ITEMS

1. Eefore votine I thorourbly investigate the Lerits of all the candidates.
2. I never hesitate to eo out of my way to help sosconc in trouble.
3. It is sometimes hard for we to $\mathrm{E}_{\mathrm{o}}$ on with my work if 1 an not eacouraged.
4. On occasion I rave had doubts about my ability to succeed in life.
5. I sazetieus feel resentful when I don't get my cwid waj.
6. If I conly fet into a filn rithout paying and te sure 1 wis not seen I would probably do it.
7. Ca a for ccrasions I have eiven up doins somethat becase I ibousha too litile of my ability
E. I cen rexaber 'flaying sick' to get out of sonetting.
?. There tave been occasions when I took advantage of sazenne.
8. I ainays iry to practice what I preach.
9. I soce:izes iry to got even rather than forgive ard sorect.
10. When I don't know somethire, I don't mind at all aciatileg it.
11. At tiecs I have really insisted on havire things zy own wey.
12. I would revar thirk of lettire someone else be ruriated for my wrore duines.
13. I never recent beire asicd to return a favour.
14. I t.eve revcr been irted when people expressed idcas ve:y different from my own.
15. Tiere rave been times when I have been jealous of the Eood fortune of others.
16. I tave nevcr dcliberately said something that turt sotecme elses feclings.
17. I live considerably by other people's standards.
18. I sometimcs fail to practice what I preach.
19. I tond to be what other poople expect me to be.
20. I am unwilling to put on a show to impress peopie.
21. I an basically good at carrying out my plans.
22. I rever say things I don't mean.

$\quad\left\{\begin{array}{c|c}\text { or } X & \begin{array}{c}\text { Leave this } \\ \text { clear. }\end{array}\end{array}\right.$
23. I chame my opinion sometimes in order to please costone clse.
24. I i:ave my own coce of behaviour which I follow carefully.

OD +

ID+

ODEat?evicts about what I cay.
2e. Hil one's betaviour should be directed towards a enall nativer of defisite personal coals.
2?. Ticee are any napects of ey behaviour over wrach i lave litile control.
30. I cften find thet fy cwn inclinations have li:ile 10 do with wiat I actually do or say.
39. I fave difriculty takire orders because they citen corflict with my own urees.
22. I $a=$ seldom influenced by what my friends want.

ID+ OD* : $O D+$ OD-OD-

CEEMOMARE 4.
Please rine the alternative winch seens to you to be the rost appropriate.

1. "Ectter" is to "worst" as "slower" is to:
(a) f33t
(b) best
(c) quickest
2. hinich of the following should come noxt at the end of this row of letters. xooooxx000xxx?
(a) $x \circ x$
(b) $00 x$
(c) $0 x x$
3. Wi:ch of the followirg words does not belong froperly with the others?
(a) $a n y$
(b) sone
(c) most
4. "Elaze" is to "heat" as "rose" is to:
(3) thorn
(b) red petals
(c) scent
5. knich of the foilowirg words does not belone with the others?
(a) $2=2$
(b) zigzac
(c) regular
6. "Snon" is to "never" as "near" is to:
(a) FMna
(b) far
(c) next
7. "Ejade" is to "dig" as "knife" is to:
(a) sharp
(b) sit
(c) shovel
e. "Tired" is to "work" as "proud" is to:
(a) rest
(b) sincises
(c) exercise
8. hi:ich of the followimf items is different in kind from ite others?
(a) cancle
(b) (b)
(c) electric light
9. $A B$ is to dc as $S ?$ is to:
(a) qp
(b) $p q$
(c) $t u$
10. "Size" is to "leneth" as "distonest" is to:
(a) Frison
(b) $\sin$
(c) stealing
11. "Enyrise" is to "Strarge" as "fear" is to:
(a) brave
(b) anxious
(c) ternitie
12. inich of the following fractions is not in the same class as the others?
(a) $3 / 7$
(b) $3 / 9$
(c) $3 / 11$

## Appendix Five

The Biographical Questiomnaire

## BIOGRAPHICAL qUESTIOINAIRE

Kuld you please answer the questions below which deal with your taceoum and umbineine? I realise that some of the information I $x$ utrire you to provide is rather personal, and would like to aseare you that it will be treated with the strictest confidence. For questions $\varepsilon, 9,11,13$ to 16 and 18 to 24 please underline the Eare appropiate word or phrase in each pair.

1. If You bsve any trothers and sisters, would you please indicate their ages and your age?
chin aee
Siste:(s) age(s)
Enothers) age(s)
2. hitat fort of sciools have you Eone to since the age of seven? i.e. Lic jub eo to a frimary school and then a grammar school, or a frefe selool axd then a putlic school etc.?
3. bere you a loarder at any time? If 'Yes' Pleare Eive details of your age when you were at bourciret eclool.
4. : :ow laren was the school where you received most of your secondaty education?
5. How =an times did you move house before the age of 17 ?
6. hiere have you lived most of the time:-
a) In ithe couniry (farm or village)
b). In a town
c) In a city
7. Would you please Eive details (briefly) of any major crises at hase, such as the death of one of your parents, or the scparation of your parents? All I am seeking here is the nature of the crisis, together with when it occurred.
8. How clear-cut an idea did your parent give you of right and weone, rood and bad? i.e. Do you feel that they gave you a clear rotion of goodness and bacness and what things are Eood and bad?

Very Clear : Slichtly Unclear
9. How watualified en idea did your parents give you of right and frome? Fo: example, did you father from them that stealier is alva;s virong (ungualified) or that it is perhaps iustified if you arg destitute (qualified)?

Unqualified : Qualified
10. We:e yeu eeverely punished for what your parent's regarded as neoge behaviour?

1^. :Ow zuc:- dia your paetents afree on your uptrinsine? In other howde did you feel that they both agreed that you should be ther ut a farticua ar time in the evering or trat you should te fuisucd for a particular bit of bad behaviour etc.? i.e. io wist extent dij they seea to back each other up?

Close agrocent : Some Disaereement
12. Si you: parerts cisagree much on important (for example, Folitical) issues?
13. To You fird it eary to form relationships with members of the crisite eex? i.e. Do you find it easj to find a boyfriend/ Eurlriend?

Easy : Difficult
14. : :ow easy do you find it to form friendships?

Easy : Difficult
15. :Ow imortant is your incepencence to you?

Important : Unimportant
16. : :ow varied were your parents friends:

Much the same : Varied
17. We:e you included in Eanj social functions with your parents? If 'Ycs' from what age?
19. :氵ow 'close' were you to jour mother?

Close : Not very close
13. How 'close' were you to your father?

Close : Not very close
20. How close a family do you come from? i.e. Did you have much contact with relations, like aunts and uncles etc.?

Close : Not very close
21. Now consistent did your mother seem in her behaviour? Consistent : Inconcistent
22. How consistent was your father in his behaviour? Consistent : Inconsistent
23. How accepted vere you by pupils at school? In other words, wic:e you very ponular (at one extreme) or the outcast (at the otier extreme)?

Accepted : Not accepted
24. Did zour parents accopt your school-friends?
hccepted : liot accepted
25. A. 品:s your motker always loving to you despite arguments?
or E. Lid you feel that sle sometimes withdrew affection from you?
(Ilease cross out alternative that does not apply best).
ce. A. his your father always loving to you cespite areuments. or E. Zid you cozetimes feel that he withdrew affection from you?
27. Would you say wiether you have been badly hurt in a relationship?

If zer, would you please eive very rouch idea of what
the ened ard wer, and what effect you feel tris had on you?
(a.e. Iid an affain sudcerly end, or did you get 'involved' wit: so土cone wito was not involved with you etc.)

The Responses of Subjects to the Forms Used to Measure Self-Image Non-Deriniteness: Investigation One

Koy

Dimension Number

Dimension

Rescrved
Easily Excited
Submissive
Serious
Dispesards Rules
Hard llearted
Trusting
Practical
Artless
Conrident
Conservative
Likes to be in a Group
Follows own Urges
Relaxed
Eager
Strong
Severe
Hard
Wise
Sociable
Good
Active
Free
Kind
Sclfish
Rash

- Outgoing
- Calm
- Assertive
- Happy go Lucky
- Conscientious
- Sentimental
- llard to Fool
- Not concerned with

Practical Matters

- Shrewd
- Apprebensive
- Experimenting
- Happy to be Alone
- Does what is Expected
- Tense
- Indirferent
- lieak
- Lenient
- Soft
- Foolish
- Unsociable
- Bad
- Passive
- Constrained
- Cruel
- Unselfish
- Cautious


## Apendix Ga.

## The Majectival Choices

$K \cdot y$

1. ME1 to SIEO: Aljectival Choices on Dimensions 1 te 26.
2. A coding of 'O' is given each time the person chose the leit hand adjective.

A coling of 'g' is given cach time the person chose the right hamd adjective.





| $\begin{gathered} c=2 \\ \vdots \\ 0 \\ 0 \end{gathered}$ | $\begin{gathered} =\therefore: ~ \\ \vdots \\ \vdots \\ \vdots \end{gathered}$ | $\begin{aligned} & =\because \\ & =0 \\ & =0 \% \end{aligned}$ |  | $\begin{aligned} & \pi s s \\ & 0 \\ & 0 \end{aligned}$ | $\otimes$ | $\begin{array}{r} x=00 \\ 0=0 \end{array}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |

COMTENTS CF CASE MJMBER 1 COMTENTS CF CASE MJMAER

 $\begin{array}{lc}\text { ME1 } & 0.013 \\ M E S & 9.64 \\ M E 11 & 0 \\ M E 16 & \vdots \\ M E 21 & \vdots \\ M E 26 & 9 . O \\ \text { COVTENTS CF CASE TUMMER }\end{array}$ MEI $\quad 9.9$ a


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3NO NOLIVOSIS3ANI


| $\cdots \infty m$ | $\cdots x \cdots$ | $m=m$ |  | $m \times m$ | $m \subset M$ | $m \infty m$ | $m \infty m$ |
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| MEM－n | $\cdots \times-\mathrm{N}$ | $\cdots ๔ \cdots \cdots$ | ra | －－n | Max－n |  | Mホーーべ |
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| $\begin{gathered} =c \pi a \\ 0 \\ 0 \end{gathered}$ | $\begin{aligned} \therefore \mathrm{e} \cdot \mathrm{~F} . \\ \vdots \\ 0 \end{aligned}$ | $\begin{gathered} c \\ 0 \end{gathered}$ |  | $\begin{gathered} c: c \\ \therefore \end{gathered}$ | coccs |  |  |
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| MEG | 9． 2 c | $\because E 7$ |
| ME11 | 9． $\mathrm{E}^{3}$ | MEI？ |
| पE16 | 9．38 | NE17 |
| पE21 | $p$ | MF22 |
| UE26 | ？ |  |
| COMIENTS OF | CASE＊ANE | 9 |
| पह1 | 9．${ }^{\text {a }}$ | $\because 7$ |
| 以的 | 9．1． | 457 |
| ＂E11 | $\checkmark$ | $\cdot 517$ |
| ME16 | 9．$\because *$ | $\because+17$ |
| ME21 | 9．5． | $\because E 22$ |
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| COサTENTS LF |  | $1 \%$ |
| ME！ | 9．$\because 1$ | 172 |
| Met | 9．$\because$ | $\cdots 1$ |
| MEI！ | 7.15 | －F12 |
| MEI6 | も | $\because 17$ |
| पE21 | 1 | ME22 |
| ME 26 | 9．013 |  |
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| 48． 1 | 9.31 | WF？ |
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| INVESTIGATIOA Gi．E |  |  |
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| 化 16 | ＊ | ME17 |
| YE21 | 0 | AF．22 |
| ME 26 | 6 |  |
| COMTENTS OF | CASE NIJMAER | 12 |
| YE1 | 9． 812 | $\mu \varepsilon 2$ |
| ME 6 | 9.60 | HET |
| ME I 1 | 0 | MF12 |
| ME16 | 2 | ME17 |
| HE21 | \＆ | ME．2？ |
| ME 26 | 9．8\％ |  |
| CONTENTS OF | CASE NUMRER | 13 |
| MEI | $\cdots$ | ME2 |
| ME6 | 9．82 | JE7 |
| ME 11 | 9.93 | ME12 |
| ME 16 | 9．8以 | －E． 17 |
| ME 21 | 9.20 | ME2？ |
| ME 26 | 0 |  |
| CONTENTS OF | CASE NIJMAEQ | 14 |
| ME 1 | 9．08 | ME2 |
| MEh | 9．0n | MF 7 |
| ME 11 | n | ME12 |
| ME 16 | 9．98 | ME17 |
| ME21 | 9．96） | ME2？ |
| ME 76 | 9．004 |  |






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| COnTENTS CF | CASE DHPEER | 56 |
| :---: | :---: | :---: |
| MEI | 9．EA | ME2 |
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| ME10 | 2 | ME17 |
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| ME 20 | 9．2． |  |
| COATEATS CF | CASE 4，4－EP | 57 |
| いも！ | － | $\because 52$ |
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| पE20 | 9．8只 |  |
| COMEETS CF |  | 59 |
| 1NVESTIGATIUN GIE |  |  |
| ME1 | 9．20 | －E2 |
| M［6 | 9．8．${ }^{\text {a }}$ | 4.57 |
| CE11 | 9．3\％ | YEI？ |
| ME16 | 9.95 | YE17 |
| ME21 | U | ME22 |
| ME 26 | F． |  |
| COMTETIS OF | CASE TIJMEER | 68 |
| ME1 | 9．60 | MES |
| ME 6 | 9．32 | ME7 |
| UE11 | $?$ | M612 |
| YE16 | 9．32 | ME17 |
| ME21 | （b） | ME22 |
| ME 26 | 9.48 |  |
| COMTEHTS OF | CASE NUNAER | 61 |
| ME1 | 9．0n | ME2 |
| ME 6 | 9．96 | ME7 |
| MEII | 9.010 | MEI2 |
| ME16 | 日 | HE17 |
| ME21 | 6 | ME22 |
| ME 26 | $\theta$ |  |
| CONTENTS OF | CASE NUMAER | 62 |
| MEI | 0 | HE2 |
| ME6 | 9．4V | HE7 |
| ME11 | Q | ME1？ |
| ME 16 | 9．810 | ME17 |
| ME？ 1 | 0 | HE22 |
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|  | CASE－MER | 64 |
| ME1 | $\square$ | $1 \%$ |
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\section*{Appendix 6b.}

Cortainty Ratings and Response to
Quostion Two of Supplementary Questionnaire

\section*{Kov}

Variable label:





investigation cie







\begin{tabular}{|c|c|c|}
\hline CONTE:ITS CF & CASE NUMEER & 42 \\
\hline 02 & ¢ & GREYI \\
\hline GREY 5 & 3 & GREYG \\
\hline GREYI3 & i & GREYII \\
\hline GPEY 15 & 2. & GREY: 6 \\
\hline GFFY F & 1. & G0¢V21 \\
\hline GFFY25 & 1. & G9192b \\
\hline COMTENTS CF & CASE AMPER & \[
43
\] \\
\hline 72 & 1. & GTEYt \\
\hline G2FY 5 & \(i^{*}\) & GTEY \\
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\hline 72 & 1. & G2tY1 \\
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\hline GREY2, & 1. &  \\
\hline GFEY 25 & \[
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\hline CCHIENTS OF & CASE NUWNE: & 45 \\
\hline 02 & 10 & GOFY 1 \\
\hline GFEYS & 1. &  \\
\hline GFFYIn & 2. & GPCYII \\
\hline GPEYIS & 2. & GHiy 16 \\
\hline GREYZ & 0 & GREYRI \\
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\hline COHTENTS OF & CASE NUNEER & 46 \\
\hline \[
02
\] & 1. & GREY 1 \\
\hline GREY5 & 1. & GREY 6 \\
\hline GREYID & \(\cdots\) & GREY11 \\
\hline GREY 15 & 0 & GREY 16 \\
\hline GPEY2A & 3. & GREY21 \\
\hline GREY25 & \[
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\hline CONTENTS OF & CASE NUMBER & \[
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\hline \multicolumn{3}{|l|}{INVESTIGATION ORE} \\
\hline 02 & 1. & GREYI \\
\hline GHEYS & e & GREY 6 \\
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\hline GREY2G & 1. & GREY21 \\
\hline GPFYZ5 & 7 . & CRFY 26 \\
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CONTENTS OF CASE NUUGER


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\section*{Appendix Gc.}

\section*{Non-Definiteness Scores}

Key

\section*{Variable Lalel:}
1. HED 1 to KED 2G Non-Definiteness Scores on Dimensions One to Twenty Six
2. ALL IEED

Total Non-Definiteness Score
CONTENTS CF CASE NUMAER ... !








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\hline KED9 & 3．4088 & Renta & 2．0n94 \\
\hline RED14 & 2．9a9a & RED15 & 1 1，popy \\
\hline REO19 & 2 nama & RED2\％ & 1 －nuge \\
\hline RED24 & 1．0060 & RED25 & 2．өи日 \\
\hline & 29／06／77 & page & 82 \\
\hline RFDA & 3.8009 & & г．9и99 \\
\hline REP9 & l．anma & RED19 & 2．0968 \\
\hline RFD 14
RED 19 &  & RED15
RED
Ra & \(1 . \mathrm{Bang}\) \\
\hline RED24 & 1．\({ }^{\text {acea }}\) & RED25 & ＂．0ヶмe \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|c|c|c|}
\hline  &  &  &  &  & 8888： Mージ \\
\hline \[
\operatorname{mar} \operatorname{man} \underset{c}{\infty}
\] &  &  &  & \[
\max \underset{c}{\operatorname{man}} \underset{\sim}{\tilde{n}}
\] & Mロロ天気 \\
\hline  &  &  &  & 馬 &  \\
\hline
\end{tabular}



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contents of case number



\section*{QEDI ？and} REDI
\(=\infty\) \(\underset{\alpha}{\text { wid }} \underset{\alpha}{w}\)


HED26 COI RED
RED
RED
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RED 26
CONTE
\[
\begin{aligned}
& \text { REDEV } \\
& \text { CONTENTS OF CASE NUMBER } \\
& \text { INVESTIGATION ONE }
\end{aligned}
\]
\begin{tabular}{|c|c|}
\hline RED 1 & 1．00006 \\
\hline RED 6 & 2．0000 \\
\hline REDI： & 2.0006 \\
\hline RED 16 & 1．00の㕩 \\
\hline RED21 & 3．0006 \\
\hline PED2h & ？लany \\
\hline
\end{tabular}

\begin{tabular}{|c|c|c|c|c|c|c|}
\hline  &  & \[
\begin{aligned}
& 20 \\
& 0
\end{aligned}
\] &  & \[
\begin{gathered}
\infty=800 \\
\stackrel{E}{0} \\
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\end{gathered}
\] & \multicolumn{2}{|r|}{} \\
\hline & & \multicolumn{2}{|l|}{} & & \multicolumn{2}{|l|}{5} \\
\hline \multirow[t]{2}{*}{} & \(\mathfrak{n c z e n}\) & \＆¢ ¢ & \(\mathfrak{c}\) & の込に気 & \multicolumn{2}{|l|}{\multirow[t]{2}{*}{}} \\
\hline &  &  &  & ¢ & & \\
\hline \multirow[b]{4}{*}{} & & \multirow[b]{4}{*}{里禹} & \multirow[b]{4}{*}{} & \multirow[b]{4}{*}{\[
\cos \cos
\]} & \multirow[t]{4}{*}{N} & \multirow[b]{4}{*}{} \\
\hline & A 5 & & & & & \\
\hline & & & & & & \\
\hline & －～ローシ & & & & & \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|c|c|c|}
\hline  &  &  & －\％\({ }^{\circ}\) & 30 この号 & 5ロゴ \\
\hline － &  &  &  &  & \(\underset{\sim}{\ddot{\sim}}\) \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|c|c|c|}
\hline  &  &  &  & －000 & \\
\hline \％ 5 & \(E=\) & \(5 \%\) &  & ceseo &  \\
\hline \(\because\) & & \(\cdots\) & GEs & Qs & \％osos \\
\hline \(\because ?\) &  & \(\because \%\) & \(\bigcirc\) & \(\bigcirc\) & \(\bigcirc 0_{0}\) \\
\hline － & \(n\) & & \(n\) & & mーツ－n \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|c|c|c|}
\hline \(m \infty<\) & \(m \times m\) & \(\cdots\) & \(\cdots \times \sim\) & \(m \equiv m \stackrel{\sim}{m}\) & m \\
\hline ヶcccco & coccc & ccccc & cccoo & Moc̃o & と゚ロロロ \\
\hline ぐくせいて & & &  & & \\
\hline cacxa & このa4 & ニぇくをの & a ¢ ¢ ¢ & ¢ ¢ ¢ &  \\
\hline
\end{tabular}
\begin{tabular}{|c|}
\hline F Fere ex \\
\hline  \\
\hline \(\cdots\) \\
\hline
\end{tabular}
\begin{tabular}{|c|}
\hline \multirow[t]{4}{*}{} \\
\hline \\
\hline \\
\hline \\
\hline
\end{tabular}


\(06 \pi N s\)
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5
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\(=\)


COMTENTS OF CASE NUMAER
\begin{tabular}{|c|c|c|c|c|}
\hline \(\because 5\) & ミ5＊＊ & 5が50 & ๑ごが & ぶ \\
\hline cter & \(\therefore \quad \therefore 5\) & ¢EEcc & Eも心と0 & \(\cdots \infty\) \\
\hline  &  &  & \(5=5\) & E \\
\hline & & － &  & \(\sigma\) \\
\hline － & \(\cdots\) & －N & Nun＊ & \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|c|c|}
\hline \(\cdots r{ }^{2}\) & Kusin & rex & cinctn & Encta \\
\hline がご心 & \(\cdots \rightarrow \rightarrow \sim \sim\) & （n）mNN & \(\cdots \rightarrow \rightarrow\) n & \(n \rightarrow \cdots N\) \\
\hline \(c c^{c}\) & \(=C C C 0\) & \(c 00 c\) & \(\therefore C \subset \simeq C\) & \(c ¢ c 0=\) \\
\hline ※－a a &  & \(\underset{\alpha}{\alpha} \underbrace{\sim}_{\alpha}\) &  &  \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|c|c|}
\hline c－5： & cotecrs & cessc & くcccos & coseos \\
\hline 嵒 & \(\therefore{ }^{\circ}\) & ctese & 62500 & くーく \\
\hline 边 &  &  & OSESSK & \\
\hline & & －－－－ & －＊－－ & \\
\hline \(\cdots \cdots\) & \(\cdots\) & －N－m． & \(\cdots \mathrm{N}\) & \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|c|c|}
\hline 78 & \(=0\) & ㅍo & －0， & 505 \\
\hline \(\square 0-n\) & EOM－n & \(30 \rightarrow-\sim\) & 70－0 & Jo－－n \\
\hline \(\therefore \therefore 6 \leq\) & ¢0こくつ & 00000 & 00000 & こ0000 \\
\hline  &  &  &  &  \\
\hline －ロ－－ & \(2 \times 2\) &  & \(x \times x \pi x\) & \(\underline{\sim}\) \\
\hline
\end{tabular}

\begin{tabular}{|c|c|c|c|c|}
\hline ma．m & \(m<m\) & \(m \infty m\) & \(m \infty m\) & \(m \infty m\) \\
\hline \(\cdots x-m\) & \(\cdots \infty-\cdots \sim\) & \(\cdots x \rightarrow m\) & \(\cdots \infty-4\) & \(\cdots=\cdots \cdots\) \\
\hline －： 6 c & \(0<c c\) & cccoo & cococ & CECCO \\
\hline  &  &  &  &  \\
\hline メさ4 & ェスでく & ¢ \(\alpha\) ¢ &  & くホェ®ス \\
\hline
\end{tabular}

\[
\begin{aligned}
& \text { COATESTS UF CASE PUYGER } \\
& a \\
& \begin{array}{l}
\text { RED } 1 \\
\text { REDG } \\
\text { REDII } \\
\text { RED } 16 \\
\text { RED } 21 \\
\text { REO } 26
\end{array}
\end{aligned}
\]

Appendix \(6 d\).

Frequencies of the Five Possible Non-Definiteness Scores on the Individual Dimensions and other Descriptive Statistics for these Dimension-by-Dimension and Overall Non-Definiteness Scores.

REDI
Self I:Ance modecefi:iItetiess on res"d outgoing
\begin{tabular}{|c|c|c|c|c|c|}
\hline cateroray lagrl & code & \[
\begin{gathered}
\text { AGSOL.ITE } \\
\text { FREO }
\end{gathered}
\] & \begin{tabular}{l}
relative \\
FRFB \\
(PC.T)
\end{tabular} & \[
\begin{aligned}
& \text { ADJUSTED } \\
& \text { FHED } \\
& \text { (PCT) }
\end{aligned}
\] & \[
\begin{array}{r}
\text { CUM } \\
\text { FREO }
\end{array}
\]
\[
(P C T)
\] \\
\hline V.CEFI'ITE S-I & 0 & 12 & 16.9 & 16.9 & 16.9 \\
\hline Falkly crf. S-I & 1.6.600 & 19 & 26.8 & 26.8 & 43.7 \\
\hline "リIJ-FOI*9* & 2.a.aco & 31 & 43.7 & 43.7 & 87.3 \\
\hline  & 3.0003 & 9 & \(12^{\prime} .7\) & 12.7 & \(13^{30} 0\) \\
\hline & TCTAL & 71 & 100.0 & 120.0 & \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|c|c|c|}
\hline - 4 a'd & 1.521 & STD ERR & .112 & MEDIAN & 1.645 \\
\hline lure & 2.: \(\because\) & STC UEV & . 724 & VARIAICE & . 853 \\
\hline kurtosis & -.8i4 & SKExI.FSS & -. 227 & fange & 3.8.2? \\
\hline "I:Imun & \(\cdots\) & - \(4 \times 1.01 \mathrm{M}\). & 3.920 & SUN & 168.0.2a \\
\hline C.V.fCT & 6..721. & .93 C.I. & 1.503 & T0 & 1.748 \\
\hline
\end{tabular}
henz SiOOVEASILY-EXCITED CALM
\begin{tabular}{|c|c|c|c|c|c|}
\hline categray lafifl & cone & \[
\begin{gathered}
\text { ABSDLUTE } \\
\text { FREO }
\end{gathered}
\] & \[
\begin{gathered}
\text { PCLATIVE } \\
\text { FREQ } \\
\text { (PCT) }
\end{gathered}
\] & \[
\begin{aligned}
& \text { ADJUSTED } \\
& \text { FFEO } \\
& \text { (PCT) }
\end{aligned}
\] & \[
\begin{aligned}
& \text { CUM } \\
& \text { FREQ } \\
& (P C T)
\end{aligned}
\] \\
\hline V.OEFI4TE S-I & 0 & 8 & 11.3 & 11.3 & 11.3 \\
\hline FAIMLY ETF. S-I & 1. Biter & 28 & 39.4 & 39.4 & 59.7 \\
\hline "Nio-FOINT" & 2.4060 & 23 & 32.4 & 32.4 & 83.1 \\
\hline FAIRLY : CCi-iff. S-I. & 3.aces & 12 & 16.9 & 16.9 & 163.0 \\
\hline & TOTAL & 71 & 192.0 & 120.0 & \\
\hline MEAN 1.519 & STO ERR & .198 & \multicolumn{2}{|c|}{MEDIAN} & 1.482 \\
\hline MONE 1.0190 & STO LEV & .987 & \multicolumn{2}{|r|}{variance} & . 823 \\
\hline KURTCSIS -.8in & SKE. AIESS & .084 & \multicolumn{2}{|l|}{RANGE} & 3.200 \\
\hline MIHIM!M \(n\) & A AXIPIMH. & 3.000 & \multicolumn{2}{|l|}{SUM} & 119.9140. \\
\hline C.V. FC.T S9.539 & .95 C.I. & 1.335 & & T0 & 1.764 \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|c|c|c|}
\hline Categliry lamel & CUDE & ABSOLUTE Fisfe & \[
\begin{gathered}
\text { PELATIVE } \\
\text { FPEQ } \\
\text { (PCT) }
\end{gathered}
\] & AjJUSTEO FHEO (FCT) & \[
\begin{aligned}
& \text { CUM } \\
& \text { FREO } \\
& \text { (PCT }
\end{aligned}
\] \\
\hline V.OEFINITE. S-I & 0 & 6 & 8.5 & 8.5 & 8.5 \\
\hline FAICALY CEF. S-l & 1.0804 & 22 & 31.0 & 31.0 & 39.4 \\
\hline "MID-FnIMT" & 2.9843 & 26 & 36.6 & 36.6 & 76.1 \\
\hline  & 3. 0.149 & 16 & 22.5 & 22.5 & 98.6 \\
\hline V.:10N-CEF. S-I & 4.0.9ab & 1 & 1.4 & 1.4 & 180.0 \\
\hline & total & 71 & 100.0 & 100.0 & \\
\hline YEA: \(\quad 1.775\) & STO ERR & .112 & NED & & 1.708 \\
\hline MONE \(3.0 \therefore\) & STD CEV & .9114 & VAP & arice & . 891 \\
\hline kuninisis -.66n & SKERAESS & -.651 & Rat & & 4.230 \\
\hline MINIm!e ? & 1, AXIIHM & 4.tine & SUl4 & & 126,803 \\
\hline C.V.rCt 53.2ar & .9', C.I. & 1.551 & & TO & 1.998 \\
\hline
\end{tabular}

PENA SICO. SFFIOUS WAPPY-CC-LUCKY
\begin{tabular}{|c|c|c|c|c|c|}
\hline categray lagel & cose & \[
\begin{gathered}
\text { AESOLUTE } \\
\text { FKEG }
\end{gathered}
\] & \[
\begin{aligned}
& \text { RELATIVE } \\
& \text { FREG } \\
& \text { (PCT) }
\end{aligned}
\] & \[
\begin{aligned}
& A D J U S T E D \\
& F \subset E D \\
& (P C T)
\end{aligned}
\] & \[
\begin{aligned}
& \text { CUM } \\
& \text { FREO } \\
& \text { (PCT) }
\end{aligned}
\] \\
\hline V.refindte S-I & 0 & 10 & 14.1 & 14.1 & 19.1 \\
\hline FAlkil CfF. S-I & 1.50ro & 23 & 32.4 & 32.4 & 46.5 \\
\hline "MID-FCINT" & 2.2000 & 24 & 33.8 & 33.8 & 80.3 \\
\hline FAIRLy Non-CEF. Smi & 3.8593 & 14 & 10:7 & 19.7 & 102.0 \\
\hline & total & 71 & \(10 \% 0\) & 102.0 & \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|c|c|c|}
\hline MEAN & 1.59? & STO ERR & . 114 & MEDIAN & 1.609 \\
\hline MOCE & 2.412 & STD UFV & . 965 & varlatice & . 931 \\
\hline KURTOSIS & -. 9117 & SKEX:ESS & -. 066 & Range & 3.909 \\
\hline MIHIMIM & \(\square\) & MAXIM(1) & 3.600 & SUM & 113.204 \\
\hline C.V.PCT & 69.618 & . 95 C.I'. & 1.363 & T0 & 1.829 \\
\hline
\end{tabular}

REDS
S I D of disregards rules conscientious





REDI7 S 1 D ON SEVERE LENIFHT
\begin{tabular}{|c|c|c|c|c|c|c|c|}
\hline ) & Categnay & [L & COCE & \[
\begin{aligned}
& \text { ABSOLUTE } \\
& \text { FHEO }
\end{aligned}
\] & \[
\begin{gathered}
\text { PELATIVE } \\
\text { FLEG } \\
\text { (PCT) }
\end{gathered}
\] & \[
\begin{aligned}
& \text { ADJUSTED } \\
& \text { FRED } \\
& \text { (PCT) }
\end{aligned}
\] & \[
\begin{aligned}
& \text { CUM } \\
& \text { FREO } \\
& (P C T)
\end{aligned}
\] \\
\hline ) & V.OEFIVI & -1 & 0 & 7 & 9.9 & 9.9 & 9.9 \\
\hline \multirow[t]{2}{*}{)} & FAIRLY D & S-l & 1.81800 & 20 & 20. 2 & 28.2 & 38.0 \\
\hline & "M10-HOI & & 2.1030 & 25 & 35.2 & 35.2 & 73,2 \\
\hline ) & fagrly lio & Ef. 5-I & 3.9083 & 15 & 21.1 & 21.1 & 94.4 \\
\hline \multirow[t]{2}{*}{)} & \multicolumn{2}{|l|}{\multirow[t]{2}{*}{V.NON-ELF. S-I}} & 4.420 & 4 & 5.6 & 5.6 & \multirow[t]{2}{*}{100.0} \\
\hline & & & 10TAL & 71 & 103.0 & 106.0 & \\
\hline \multirow{2}{*}{\(!\)} & MEA: & \multirow[t]{2}{*}{1.8145
2.409} & Sto enr & 0.175 & \multicolumn{2}{|l|}{5 MEDIAH} & 1.840 \\
\hline & moce & & STD CEV & 1.1451 & \multicolumn{2}{|l|}{1 varialice} & 1.184 \\
\hline \multirow[t]{3}{*}{)} & Kupiosis & -. 572 & SKE Wi.ESS & . 487 & \multicolumn{2}{|l|}{3 Kance.} & 0.068 \\
\hline & 4juINum & 0 & Maximum. & 4.010 & \multirow[t]{2}{*}{3 SU4} & \multirow[b]{2}{*}{TO} & 131.0000 \\
\hline & C.V.PCT & 30.953 & .95 C.I. & 1.596 & & & 2.094 \\
\hline ) & \multicolumn{3}{|l|}{RLOIA SI O OS Mand SEFT} & & & & \\
\hline ) & \multicolumn{2}{|l|}{} & \multirow[b]{2}{*}{CCDE} & \multirow[b]{2}{*}{ABSCIUTE FREO} & \multirow[t]{2}{*}{\[
\begin{gathered}
\text { FELATIVE } \\
\text { FRCQ } \\
\text { (PCT) }
\end{gathered}
\]} & \multirow[t]{2}{*}{ADJUSTED FREa (PCT)} & Cum FECO \\
\hline & category & & & & & & (PCT) \\
\hline ) & \multicolumn{2}{|l|}{V.reflidte s-I} & 0 & 8 & 11.3 & 11.3 & 11.3 \\
\hline ) & \multicolumn{2}{|l|}{Falduy dif. Sol} & 1. neing & 24 & 33.8 & 33.8 & 45.1 \\
\hline & \multicolumn{2}{|l|}{*4!0-FCJut"} & 2.nand & 23 & 32.4 & 32.4 & 77.5 \\
\hline \()\) & \multicolumn{2}{|l|}{Fality linios! F, S-I} & 3.14ay & 13 & 18:3 & 18.3 & 95,8 \\
\hline \multirow[t]{2}{*}{.)} & \multirow[t]{2}{*}{\(v .10 \cdot 006\)} & & 9.6 Erb & 3 & 4.2 & 4.2 & 105.0 \\
\hline & & & 1014. & 71 & 10.20 & 100.0 & \\
\hline \multicolumn{8}{|l|}{1.} \\
\hline \multirow{4}{*}{)} & \multicolumn{2}{|l|}{पFAM 1.75月} & \multirow[t]{5}{*}{\[
\begin{aligned}
& \text { STD ERR } \\
& \text { STD DRV } \\
& \text { SKIntiESS } \\
& \text { H4xI:UII } \\
& .75 \mathrm{C} .1 .
\end{aligned}
\]} & . 123 & \multicolumn{2}{|l|}{3 MLDIAN} & 1.652 \\
\hline & 40.15 & 1.6:C & & 1.034 & \multicolumn{2}{|l|}{4 VARIANCE} & 1.968 \\
\hline & kupinsis & -. 5.43 & & . 224 & \multicolumn{2}{|l|}{hangl} & 4.003 \\
\hline & 41:1\%10 & B & & 4.006 & \multirow[t]{2}{*}{SuM} & \multirow[b]{2}{*}{T0} & \multirow[t]{2}{*}{\[
\begin{array}{r}
121.9814 \\
1.949
\end{array}
\]} \\
\hline ) & C.V.PCT & 60.652 & & 1.460 & & & \\
\hline , & \multicolumn{3}{|l|}{REDI7 OU: 15 FECOLISH} & & & & \\
\hline \multicolumn{8}{|l|}{)} \\
\hline & \multicolumn{2}{|l|}{\multirow[b]{2}{*}{CATEGORY LaEfl}} & \multirow[b]{2}{*}{CODE} & \multirow[t]{2}{*}{\[
\begin{gathered}
\text { ABSOL.UTE } \\
\text { FHE }
\end{gathered}
\]} & \multirow[t]{2}{*}{\[
\begin{gathered}
\text { RELATIVE } \\
\text { FRED } \\
\text { (PCT) }
\end{gathered}
\]} & \multirow[t]{2}{*}{ADJUSTED FRFO (PCT)} & \multirow[t]{2}{*}{} \\
\hline ) & & & & & & & \\
\hline \multirow{2}{*}{)} & \multicolumn{2}{|l|}{V.OLFIMITE Sol} & 0 & 7 & 9.9 & 9.9 & 9.9 \\
\hline & \multicolumn{2}{|l|}{Faitil.y Cef. Sol} & 1.2100 & 18 & 25.a & 25.4 & 35.2 \\
\hline ) & \multicolumn{2}{|l|}{"MID-POIMT"} & 2.0080 & 26 & 36.6 & 36.6 & 71,8 \\
\hline & \multicolumn{2}{|l|}{FAIRLY WOAOUF, S-I} & 3.20nJ & 13 & 18.3 & 18.3 & 90.1 \\
\hline & V.NOV-DEF & & 4. nuta & 7 & 9.9 & 9.9 & 109.0 \\
\hline ) & & & TOTAL & 71 & \multicolumn{3}{|l|}{100.0 100.0} \\
\hline ) & MEAN & 1.93. & STD ERR & .13? & \multicolumn{2}{|c|}{MEDIAN} & 1.954 \\
\hline & MORE & 2.0.0 & STD OEV & 1.113 & \multicolumn{2}{|l|}{VARIALCL} & 1.238 \\
\hline \multirow{3}{*}{.)} & kurtosis & -.577 & SKrtress & . 134 & \multicolumn{2}{|c|}{RANGE} & \multirow[t]{3}{*}{\[
\begin{array}{r}
137.008 \\
2.193
\end{array}
\]} \\
\hline & YININUM & ก & raxivum. & 4.004 & SUM & & \\
\hline & C.V.PCT & 57.659 & .95 C.I. & 1.666 & & TO & \\
\hline
\end{tabular}

RED20 SI O ON SOCIABLE UNSOCIABLE
v.DEFINITE 3-1
falkly dFF: S-l
"midepoint"
FAIRLY NON-DFF. S-I
V.NOM-DEF. S-1
\begin{tabular}{|c|c|c|c|c|}
\hline CODE & \[
\begin{gathered}
\text { AESOLUTE } \\
\text { FREO }
\end{gathered}
\] & \[
\begin{aligned}
& \text { RELATIVE } \\
& \text { FKEO } \\
& \text { (PCT) }
\end{aligned}
\] & \[
\begin{aligned}
& \text { ADJUSTEO } \\
& \text { FREO } \\
& \text { (PCT) }
\end{aligned}
\] & \[
\begin{aligned}
& \text { CUM } \\
& \text { FRED } \\
& \text { (PCT) }
\end{aligned}
\] \\
\hline 0 & 12 & 16.9 & 16.9 & 16.9 \\
\hline 1.0000 & 27 & 38.0 & 38.0 & 54.9 \\
\hline 2.00no & 25 & 35.2 & 35.2 & 90.1 \\
\hline 3.0000 & 6 & 8.5 & 8.5 & 98.6 \\
\hline 4.nuns & 1 & 1.4 & 1.4 & 189.0 \\
\hline total & 71. & 190.0 & 100.0 & \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline mean & 1.394 \\
\hline mone & \(1 . \mathrm{pen}\) \\
\hline kurtosis & -. 235 \\
\hline minimum & 6 \\
\hline C.V. PCT & 65.818 \\
\hline
\end{tabular}
redzi sio ongoon bad
\begin{tabular}{llr}
.189 & MEOIAN & 1.379 \\
.918 & VARIANCE & 1.842 \\
.259 & RANGE & 4.869 \\
4.698 & SUM & 99.080 \\
1.177 & & 1.612
\end{tabular}
\begin{tabular}{|c|c|c|c|c|c|c|c|}
\hline 1 & category & & CODE & \[
\begin{gathered}
\text { AESOLUTE } \\
\text { FREG }
\end{gathered}
\] & \[
\begin{gathered}
\text { RELATIVE } \\
\text { FRFG } \\
\text { (PCT) }
\end{gathered}
\] & adjusted FREO (PCT) & \[
\begin{aligned}
& \text { CUM } \\
& \text { FREO } \\
& \text { (PCT })
\end{aligned}
\] \\
\hline ) & V.0EFINIT & & 0 & 11 & 15.5 & 15.5 & 15.5 \\
\hline \multirow[t]{2}{*}{)} & fathly de. & 5.1 & 1.0000 & 16 & 22.5 & 22.5 & 38.6 \\
\hline & MMID-P014 & & 2.9000 & 22 & 31.0 & 31.8 & 69.0 \\
\hline ) & fairly lin & [F. S-1 & 3.4000 & 18 & 25.4 & 25.4 & 94.4 \\
\hline \multirow[t]{2}{*}{)} & V.NON-dEF & & 4.8083 & 4 & 5.6 & 5.6 & 123.8 \\
\hline & & & total & 71 & 193.8 & 102.0 & \\
\hline \multicolumn{8}{|l|}{; \({ }^{\text {a }}\)} \\
\hline & MEAM & 1.031 & STO EPR & . 130 & & AN & 1.886 \\
\hline \multirow[t]{4}{*}{)} & mude & 2.803 & Sto der & 1.146 & & At:CE & 1.314 \\
\hline & Kurtosis & -.873 & SMEWHESS & -. 667 & pan & & 4.000 \\
\hline & Min! mum & & maximum & 4.0 PE & Sum & & 138.040 \\
\hline & c.v. PCT & 62.6i\% 3 & . \(95 \mathrm{C.1}\). & 1.360 & & то & 2.102 \\
\hline , & RED2? & 10 CN & ve passive & & & & \\
\hline \multicolumn{8}{|l|}{,} \\
\hline & & & & AgSOLUTE & \[
\begin{gathered}
\text { RELATIVE } \\
\text { FhFa }
\end{gathered}
\] & ADJUSTED fREG & FREO \\
\hline \multirow[t]{2}{*}{)} & caterory & & CODE & Fifo & (PCT) & (PCT) & (PCT) \\
\hline & V.cefinit & & 0 & 13 & 18.3 & 18.3 & 18.3 \\
\hline ) & fairly of. & 5-1 & 1.3000 & 27 & 38.8 & 38.0 & 56.3 \\
\hline , & *MID-PİN & & 2,pued & 22 & 31.0 & 31.0 & 87.3 \\
\hline & Fairly 1.0 & F. S-I & 3.4093 & 7 & 9.9 & 9.9 & 97.2 \\
\hline \()\) & v.nonabif & & 4.rapo & 2 & 2.8 & 2.8 & 108.0 \\
\hline ) & & & total & 71 & 1ac.a & 100.0 & \\
\hline \multirow[t]{3}{*}{)} & Mean & 1.apr & STD ERR & . 118 & NED & & 1.333 \\
\hline & Mone & 1.pier & STO OEV & . 994 & var & ANCE & . 988 \\
\hline & kurtosis & -.183 & Skewits & . 431 & ran & & a.cur \\
\hline \multirow[t]{2}{*}{,} & MiNIMIM & م & reximum & 4.088 & Sult & & 10?.pea \\
\hline & c.v.fit & 70.57e & . \(95 \mathrm{C.1}\). & 1.173 & & T0 & 1.644 \\
\hline
\end{tabular}

D FREE CONSTRAIHED
\begin{tabular}{|c|c|c|c|c|c|c|}
\hline ) & category label & CODE & ABSOLUTE FHEO & \[
\begin{aligned}
& \text { RELATIVE } \\
& \text { FREQ } \\
& \text { (PCT) }
\end{aligned}
\] & ADJUSTED FRfo (PCT) &  \\
\hline ) & V.DEFINITE S-I & 0 & 11 & 15..5 & 15.5 & 15.5 \\
\hline \multirow[t]{2}{*}{\()\)} & FAIRLY DEF. S-I & 1.8000 & 23 & 32.4 & . 32.4 & 47.9 \\
\hline & "MID-POINT" & 2.200\% & 23 & 32.4 & 32.4 & 80.3 \\
\hline ) & FAIRLY NOIV-DEF. Smi & 3.0030 & 13 & 18.3 & 18.3 & 98.6 \\
\hline & \multirow[t]{2}{*}{V.NONMDEF. SOI} & a. 0 usib & 1. & 1.4 & 1.4 & \multirow[t]{2}{*}{100.0} \\
\hline \(\because\) & & TOTAL & --0-0* & \[
100.0
\] & \[
100.0
\] & \\
\hline \multicolumn{7}{|l|}{)} \\
\hline \multirow{5}{*}{)} & MEAN 1.577 & STO FGR & . 120 & MED & IAN & 1.565 \\
\hline & MODE 1.tra & STD DEY & 1.609 & VAR & IANCE & 1.819 \\
\hline & KURTASIS -.76a & SKEnITESS & -68! & RAN & & 4.8 ea \\
\hline & MINIMUA P & MAXIMUH & 4.EA0 & SUM & & 112.003 \\
\hline & C.V.PCT 63.990 & . 95 C.I. & 1.539 & & TO & 1.816 \\
\hline ) & \multicolumn{6}{|l|}{RED24 SID OR KI.O CRUEL} \\
\hline - & \multirow[b]{2}{*}{Categinay label} & \multirow[b]{2}{*}{cone} & \multirow[t]{2}{*}{\[
\begin{aligned}
& \text { ABSOLUTE } \\
& \text { FREG }
\end{aligned}
\]} & \multirow[t]{2}{*}{\[
\begin{gathered}
\text { RELATIVE } \\
\text { FREG } \\
\text { (PCT) }
\end{gathered}
\]} & \multirow[t]{2}{*}{\[
\begin{aligned}
& \text { ADJUSTED } \\
& \text { FRFQ } \\
& \text { (PCT) }
\end{aligned}
\]} & \multirow[t]{2}{*}{} \\
\hline \multirow[b]{2}{*}{\()\)} & & & & & & \\
\hline & V.DEFINITE S-I & 0 & 9 & 12.7 & 12.7 & 12.7 \\
\hline \multirow[t]{2}{*}{\()\)} & FAIRLY CFF. S-I & 1.anay & 32 & 45.1 & 45.1 & 57.7 \\
\hline & "MID-POINT" & 2.9093 & 24 & 33.8 & 33.8 & 91.5 \\
\hline ) & \multirow[t]{2}{*}{FAIRLY IOCN-DEF. S-I} & 3.0000 & 6 & 8.5 & 8.5 & 100.0 \\
\hline \(\cdots\) & & TOTAL & 71 & 100.a & 100.3 & \\
\hline \multirow[t]{3}{*}{)} & WEAN 1.3AA & STO ERR & . 697 & \multicolumn{2}{|r|}{MEDIAN
VARIAMCE} & \[
1.328
\] \\
\hline & MONE 1.BER & STD CEV & . 817 & & IAMCE & \[
.668
\] \\
\hline & KURTOSIS \(\quad-.459\) & SKEWAESS & . .152 & \multicolumn{2}{|c|}{RADGE
sum} & \[
3.020
\] \\
\hline \multirow[t]{2}{*}{)} & MİIMum & MAXINUM. & 3.0030 & 1 SUM & T0 & 98.932 \\
\hline & C.V.PCT 59.19\% & \(.95 \mathrm{C.8}\). & 1.187 & & YO & 1.574 \\
\hline
\end{tabular}


\author{
Appendix 6e. \\ Intercorrelations between Non-Definiteness Scores on the Individual Dimensions and their Correlations with the Total Scorr.
}

\section*{Nonas}
1. Probabilitics (1-tail) are nnly shown (in bracket) for Hone correlations which are not significant at or beynd the . On significance level (1-tail).
2. \(X=71\) in all cases.



\section*{Appendix 6r.}

Summary of the Results of t-tests between the NonDefiniteness Scores on the Individual Dimensions. (Shows all results where the t-test was significant at the . OF level, 2-tail. Results are in terms of column relative to row.)


\section*{Appendix 6 .}

Contingency Tables between Adjectival Choice and Social Desirability
\(\because\)

```
ME! SfLF-IMACE OF KESSERVEO OR OUTGOING A STM SOCD
O F * * * * * * * *
SOCIAL OESIRIEILITY
```


hungit GF Misjigh chstavaliuns = 12
IHVESTIGATIU: O!. \(\quad\) 21/:
FIIF JACK (CAEATIESDATE = 28/ï6/77)
sulyile chaki





IHESTIGATIJH OTE
21/E7
FIIE JACK (CEEATINEOATE \(=28 / E 6 / 77)\)
SUAFJIE. CHAMI




    MET S-I DF TRUSTIIG OR HARO TO FOCI. ACCIAL DESIRIMILIT
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * ,


IhvESTIGATIUM C.E
        FIIE JACK (CFIATICH DATE = 2A/EA/77)
        SUIFILE CHARI


                            \(21 \%\)


        ** * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *





 HU"AER UF PISSl•G Disestuatiots = 12

IGVESTIGATIOW RIS
FIIE J.CK (CREATIOU 0\&TE = 28/R6/77)
SUFFILE CHAEI

\begin{tabular}{|c|c|c|c|c|}
\hline \multicolumn{5}{|c|}{Scos} \\
\hline rout. & 1 & & & \\
\hline FOn PCT & 110w SこC & MEDIUM & S Hirit SOC & POW \\
\hline COL WCT & 1.15 & OC res & UFS & TCTAL \\
\hline 171 HCT & 1 & cl I.wne & -1 2.puris & \\
\hline \multicolumn{5}{|l|}{} \\
\hline 0 & 112 & \(1{ }^{8}\) & 1 14 & 26 \\
\hline \multirow[t]{4}{*}{costifRValde} & 13 cts & 130.8 & 134.81 & 44.1 \\
\hline & 145.5 & \(15 \% .8\) & 138.1 I & \\
\hline & 110.7 & 13.6 & 113.61 & \\
\hline & -i & 1 - & 1--------1 & \\
\hline 9.40 & \(1 \quad 12\) & 18 & 1131 & 33 \\
\hline \multirow[t]{3}{*}{} & 130.4 & 124.2 & 139.41 & 55.9 \\
\hline & 150.5 & 150.0 & 161.91 & \\
\hline & \(12 \therefore .3\) & 1 13.6 & 124.01 & \\
\hline & - & !----*- & 1-0-----1 & \\
\hline crimer & \(2 ?\) & 16 & 21 & 59 \\
\hline 107al & 37.3 & 27.1 & 35.6 & 10:0 \\
\hline
\end{tabular}



IHVESTICATIU4 O\%E
21/671
FILE JACK (CREATIO: DATE \(=20 /: 6 / 77)\)
SUAILE




```
    HEIG S-I OF SIMDHG OR NIAK SOY SOCD SOCIAL OESIRIBILITY
```





I:VESTIGAT10\% O.F
21187177

subfilt Chidul


 Nu"JER OF NJSSIDG CESERURTIU.J = 12
y ivestigation rie





```
    * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * 
```



) J:VESTIGATION O:E \(\quad 21 /: 7\).


\begin{tabular}{|c|c|c|c|c|c|c|c|}
\hline \multicolumn{8}{|c|}{SOCD} \\
\hline \multicolumn{8}{|c|}{Cober I} \\
\hline & pen prer & ILOん & - 50c & Fsoiu' & S & Hytin Soc & ROn \\
\hline & COL HCT & IntS & & CC res & & UFS & ictal \\
\hline & TOT PCT & 1 & & CI 1.19 & & 1 2.chabcI & \\
\hline \multicolumn{8}{|l|}{\multirow[t]{2}{*}{}} \\
\hline & & & & 115 & & 1191 & 55 \\
\hline \multirow[t]{4}{*}{Suc1alit} & & 1 & 34.2 & 127.3 & 1 & 134.51 & 43.2 \\
\hline & & 19 & 95.5 & 143.8 & & 1 90.5 1 & \\
\hline & & 1 & 35.6 & 125.1 & 1 & 132.2 I & \\
\hline & & -1- & --m- & 1--*--- & 1 & \(1-\infty-\)----- - & \\
\hline \multicolumn{2}{|l|}{\multirow[t]{2}{*}{Unsocisadi 900\%}} & 1 & 1 & 11 & 1 & 121 & 4 \\
\hline & & 17 & 75.2 & 125.0 & I & 150.1 & 6.8 \\
\hline \multirow{2}{*}{Usisocidati} & & 1 & 4.5 & 16.3 & I & 19.5 I & \\
\hline & & 1 & 1.7 & 11.7 & 1 & 13.41 & \\
\hline & & -1-- & & -1------- & & 1-0------I & \\
\hline \multicolumn{3}{|c|}{coluras} & 72 & 16 & & 2.1 & 59 \\
\hline \multicolumn{3}{|r|}{TLTAL 3} & 31.3 & 27.1 & & 35.6 & 108. \\
\hline
\end{tabular}


IHVESTIGATION (IGF
\(21 /: 7\)
FILE JhCK (GQEATIOYDATE = 28/0G/77)
SUIFIILC CNARI

\begin{tabular}{|c|c|c|c|c|c|c|}
\hline \multicolumn{7}{|c|}{sces} \\
\hline Ritr fer & 11.00 & 500 & P60](\% & S & 19\%4 5nc & ROM \\
\hline crib pret & 1-cs & & OC Mis & & UF & TUTAL \\
\hline TCi let & 1 & & et laver & & 2.aunds & \\
\hline \multirow[t]{5}{*}{\(r\)} & 1 & 17 & 14 & 1 & 181 & 51 \\
\hline & 13 & 37.3 & 127.5 & I & 35.3 1 & 86.4 \\
\hline & 1 1 & 10.4 & 187.5 & I & 矿. 1 & \\
\hline & 13 & 32.2 & 123.7 & I & 30.31 & \\
\hline & \multicolumn{6}{|l|}{-1--------1---------1-0------11} \\
\hline \multirow[t]{4}{*}{9.14} & 1 & 3 & 12 & 1 & 31 & . 8 \\
\hline & 13 & 37.5 & 125.0 & I & 37.51 & 13.6 \\
\hline & 11 & 13.6 & 117.5 & & 14.31 & \\
\hline & 1 & 5.1 & 13.4 & I & 5.1 I & \\
\hline crillya & & 22 & 16 & & ? 1 & 59 \\
\hline 10TAL & & \(3 \% .3\) & 27.1 & & 35, & 16P.0 \\
\hline
\end{tabular}

\footnotetext{
RAA Chil SobapF =
DTURA NITH
2 DEGREES OF FBEEDON, SIGNIFICANCE \(=.9876\)
}
\begin{tabular}{|c|c|c|c|c|c|c|}
\hline & \multicolumn{6}{|c|}{SOCD} \\
\hline \multirow[t]{3}{*}{)} & & COUNT & 1 & & & \\
\hline & & ROn PCT & ILOW SOC & MEDIUM & S HIGH SOC & ROW \\
\hline & & COL PCT & 10ES & OC DES & DES & total. \\
\hline \multirow[t]{2}{*}{)} & & TOT PCT & 1 & C1 1.0908 & 001 2.20001 & \\
\hline & ME 22 & --- & -1------ & -1-- & 1--------1 & \\
\hline & & 0 & 115 & 111 & 1171 & 43 \\
\hline \multirow[t]{3}{*}{)} & active & & 134.9 & 125.6 & 139.51 & 72.9 \\
\hline & & & 168.2 & 168.8 & 1881.01 & \\
\hline & & & 1. 25.4 & 1 18,6 & 1 20.8 1 & \\
\hline \multirow[t]{3}{*}{)} & & & -1------ & -1- & 1--------1 & \\
\hline & & 9.0p & \(1{ }^{7}\) & 15 & 1.41 & 16 \\
\hline & Passive & & 143.8 & 131.3 & 125.01 & 27.1 \\
\hline \multirow[t]{2}{*}{)} & & & 131.8 & 131.3 & 119.81 & \\
\hline & & & 111.9 & 18.5 & 1 6,8 1 & \\
\hline \multirow[t]{2}{*}{a)} & & colutin & 22 & 16 & 21 & 59 \\
\hline & & total & 37.3 & 27.1 & 35.6 & 109.0 \\
\hline
\end{tabular}
\(\begin{array}{ll}\text { RAWCHI SGHARE }= & \text { I.P7GIS WITH } \\ \text { NUNUER OF MISSIAG OBSEGVATIONS }= & 2 \text { DEGKEES OF FREEDOM. SIGNIFICANCE }=\end{array}\)
IHVESTIGATION O.E.
\(21 / 87\)
FILE JACK (CREATION DATE \(=26 / 66 / 77\) )
SUGFILE CHAFI

COHAT SOCD


RAWCHI SQUAPE \(=4.79392 \mathrm{nITH} \quad 2\) DEGREES OF FREEDOM. SIGNIFICANCE \(=.8916\)
NUMGFR OF MISSI'G OBSERVATIONS =
12
INVESTIGATION O:NE
FILE JACK (CREATIONDATE = 28/íb/77)
SURFILE CHARI



Appendix Gh.

Analysis of Variance to Examine the Effects of Social lesirahility and Adjective Choices upon Non-Deriniteness

) FILE JACK (CREATION DATE = 28/06/77)
SUBFILE CHARI


IAVESTIGAYION ODE
\(21 / 8.7\)
FILE JACK (CREATION OATE = 2A/EG/77)
SUUFILE CHARI
\begin{tabular}{|c|c|c|c|c|c|}
\hline \multicolumn{6}{|c|}{} \\
\hline \multicolumn{6}{|l|}{\multirow[t]{2}{*}{}} \\
\hline & & & & & \\
\hline \multicolumn{6}{|l|}{MAIHPFFECTS 4.115 2.015 .121} \\
\hline SOCD & 1.757 & 2 & . 678 & 1.291 & . 283 \\
\hline MES & 2.358 & 1 & 2.358 & 3.464 & .065 \\
\hline z-iAY IVIERACTIJ:S & 2.349 & 1 & 2.349 & 3.451 & . 265 \\
\hline SOCD ves & 2.349 & 1 & 2.349 & 3.451 & . 865 \\
\hline RESIDUAL & 36.757 & 54 & .681 & & \\
\hline TOTAL & 43.220 & 58 & . 745 & & \\
\hline
\end{tabular}

71 CASES WIRE PROCESSED.
12 CASES ( 16.9 PCY) NEDE MISSIVG.
INVESTIGATIJN O.TE
FILE JACK (CREATIONDATE = 2日/06/77)
) SUBFILE CHARI

\begin{tabular}{|c|c|c|c|c|}
\hline SUM OF & & MEAN & & SIGNIF \\
\hline Sudakes & OF & Square & F & OF F \\
\hline 3.778 & 3 & 1.259 & 1.270 & . 287 \\
\hline 1.254 & 2 & .627 & . 642 & .999 \\
\hline 2.524 & 1 & 2.524 & 2.585 & .119 \\
\hline 2.561 & 2 & 1.250 & 1.280 & .286 \\
\hline ?. 501 & 2 & 1.250 & 1.280 & . 286 \\
\hline 51.755 & 53 & . 977 & & \\
\hline 58.834 & 58 & 1.col & & \\
\hline
\end{tabular}

71 CASES WTRL PQOTESSEC.
12 CASES ( 16.4 PCT) MEPE NISSIHG.

FILE JACK
SUBFILE CHARI (CREATION DATE \(=28 / E 6 / 77)\)



INVESTIGATIUN OHE
\(21 / 87\)
FILE SACK (CREATION OATE \(=2 B / E 6 / 77)\)
SUAFILE
SUAFILE Chard

7) CASES MEDE FROCESSED.

12 CASES ( 10.9 PCT) MIFE MISSING.
IUVESTIGATIO:N O.f
FILE JACK (CFEAIIDNDATE \(=28 / 66 / 77\) )
SUAFILE CHAKI





FILE JACK (CHEATION OATE = 28/E6/77)
SUBFILE CIIARI

```
    BFFD?:
    HEzR S-I OF SOCIABLE ON UNSOCIARLE
```
) SOURCT OF VAFIATIEN
MAIN IFFECTS
SOCD
MERS
2-WAY INTERACTIUSS
SDCD
\begin{tabular}{|c|c|c|c|c|}
\hline SUH OF s guares & OF & mean SQUARE & \(F\) & \[
\begin{gathered}
\text { SIGNIF } \\
\text { OF F }
\end{gathered}
\] \\
\hline 1.798 & 3 & . 597 & .689 & .999 \\
\hline 1.286 & 2 & . 643 & .742 & .999 \\
\hline . 504 & 1 & .584 & . 582 & .999 \\
\hline 2.114 & 2 & 1.8.57 & 1.221 & .303 \\
\hline 2.114 & 2 & 1.057 & 1.221 & .383 \\
\hline 45.892 & 53 & . 866 & & \\
\hline 49.797 & 58 & . 859 & & \\
\hline
\end{tabular}

71 rASES KERE PQZCFSSEC.
1? CASES ( 16.9 PCT) HEHE. HISSING.
JHVESTIGATIO: OUE

FILE JACK (CHEATICYDATE \(=2 E / 36 / 77)\)
SUAFILE CHANI


71 CASES HIRE PROCESSEOD MESING.
12 CASES ( 10.9 PCT) WERE MSSIN
INVESTIGATIO: DI.E
21/67/7
FILE JACK (CPERTJON DATE = 20/i6/77)


FILE JACK (CKEATIOU DATE E 2月/:A/77)
SJBFILE CHABI

l'ivestightion rac
\(21 / 27 / 77\)
FILE JACK (CPIATICN CATE \(=\) CRACB/77)


```
INVESTIGATION cing
FILE JACK (CREATJON DATE = 2月/ה6/77)
SUAFILE CHARI
```


\section*{Appendix 6 i.}

\section*{Correlations between Social Desirability and Non-Definiteness Scores}
\begin{tabular}{|c|c|c|}
\hline Reserved-Outgoing & -. 075 & . 286 \\
\hline Easily Excited-Calm & -. 303 & . 010 \\
\hline Submissive-Assertive & -. 153 & . 124 \\
\hline Serious-Happy go Lucky & .147 & .134 \\
\hline Disregards Rules-Conscientious & -. 205 & . 060 \\
\hline Hard Hearted-Sentimental & . 004 & .489 \\
\hline Trusting-Hard to Fool & . 082 & .269 \\
\hline Practical-Unconcerned with Practical Matters & -. 252 & . 027 \\
\hline Artless-Shrewd & -. 132 & . 159 \\
\hline Confident-Apprehensive & -. 017 & .450 \\
\hline Conservative-Experimenting & . 015 & .456 \\
\hline Likes to be in a Group-Happy to be Alone & -. 098 & . 230 \\
\hline Follows orn Urges-Does what is Expected & . 009 & .472 \\
\hline Relaxed-Tense & . 017 & . 451 \\
\hline Eager-Indifferent & -. 058 & . 331 \\
\hline Strong-Weak & . 008 & . 475 \\
\hline Severe-Lenient & . 004 & .489 \\
\hline Hard-Soft & -. 063 & .317 \\
\hline Wise-Foolish & . 024 & .429 \\
\hline Sociable-Unsociable & .041 & . 379 \\
\hline Good-Bad & -. 180 & . 086 \\
\hline Active-Passive & -. 041 & . 379 \\
\hline Free-Constrained & -. 184 & .082 \\
\hline Kind-Cruel & -. 039 & - 384 \\
\hline Selfish-Unselfish & .071 & .296 \\
\hline Rash-Cautious & . 005 & .485 \\
\hline
\end{tabular}

\section*{Appendix 6 .}

Mean Noll-Definiteness Attached to Each Adjective


\begin{tabular}{|c|c|c|c|c|c|c|c|c|}
\hline \multicolumn{9}{|l|}{} \\
\hline VATIA：HE & CNE\％ & Vallf LARCL & S \({ }^{*}\) & MEA & STO LEV & VAFTHi．C & & \(N\) \\
\hline FOTE：T：PE Patulation & & & 125．239 & 1．76in & 1．206 & 1.1133 & \((\) & 71） \\
\hline ＂こ！3 & \(\square\) &  &  & 1.7333 & 1．t531 & 1．1．91 & （ & 45） \\
\hline प1813 & 9．：0 & C0．562usst & 47.050 & d．0．57］ & ．4329． & －d¢ 15 & （ & 26） \\
\hline \multicolumn{9}{|l|}{TJTALCASES＝ 71} \\
\hline \multicolumn{9}{|l|}{INVESTIGATIJツ O．F． \(21 / 37 / 77\)} \\
\hline \multicolumn{9}{|l|}{\[
\begin{aligned}
& \text { FILE SACK } \\
& \text { SIJFII.E CHARI }
\end{aligned} \quad(C R E A T I O N D A T E=38 / i A / 77)
\]} \\
\hline \multicolumn{9}{|l|}{\(\qquad\)} \\
\hline VARIARLF． & \(\operatorname{code}\) & value laril & SUM & MEAN & STD DEV & VAFIARC & & N \\
\hline \multicolumn{3}{|l|}{FOR ENTIRE POPULATION} & 123．0939 & 1.7324 & ．9784 & ． 91116 & \((\) & 713 \\
\hline \[
N E!s
\] & 0 & RELAXED & \(75.00 \%\) an & 1.70145 & 1.8 .718 & 1．2037 & （ & 44） \\
\hline & 9.08 & TEMSE & 48．どど & 1.7778 & ．9337 & ． 8788 & （ & 27） \\
\hline \multicolumn{9}{|l|}{TOTAL CASES＝ 71} \\
\hline \multicolumn{3}{|l|}{Investigation one．} & & & 21／6：7／77 & PAGE & 69 & \\
\hline \multicolumn{9}{|l|}{\[
\begin{aligned}
& \text { FILE JACK (CREATION OATE }=28 / B G / 71) \\
& \text { SUAFILE CHARI }
\end{aligned}
\]} \\
\hline \multicolumn{9}{|l|}{ CRIIERTON VARIABLE DEDIS S J D DN EAGEH IADIFFERERT} \\
\hline vali male & CODE & VALUE LABEL & Sum & MEAN & STD DEV & VARIANC & & \(N\) \\
\hline FOR ENTIRE POPULATION & & & 146．000n & 1．4939 & 1.0539 & 1.1107 & P & 71） \\
\hline 11E 15 & 0 & F．ACER & 65.0314 & 1．2509 & ． 7 M48 & ．8186 & （ & 52） \\
\hline ！ 1 E 15 & 9.613 & IHDIFFERENT & 41.0000 & 2.1577 & 1.1673 & 1.3626 & （ & 191 \\
\hline \multicolumn{2}{|l|}{TOTAL CASES＝．．． 71} & & & － & \(\cdots\) & － & & \\
\hline
\end{tabular}




\section*{Appendix Seven}

The Ratings of Subjects

Key
Dimension Letter: Dimension

A
B
C
D
E
F
G
H

I
J
K
L
M
N
Relaxed - Tense
```
Reserved - Outgoing
Easily excited - Calm
Submissive - Assertive
Serious - Happy go lucky
Disregards rules - Conscientious
Trusting - Hard to fool
Practical - Not concerncd with practical
Artless - Shrewd
Confident - Apprehensive
Conservative - Experimenting
Likes to be in a group - Happy to be alone
Follows own urges - Does what is expected
Hard Hearted - Sentimental
```

\section*{Appendix 7 a.}

\author{
The Ratings
}

Key
1. Letters A to N refer to Dimensions A to \(N\) (see previous page)
2. Numbers against letters refer to raters.
3. All ratings were on a 9 point scale. The codings are from '1': Rating was at the extreme left of the scale, to '9': Rating was at the extreme right of the scale.
4. All missing data is coded '101'.

Note:
Subjects 67 to 71 are thosc for whom less than eight ratings were received: they are treated as if all ratings were missing.
\begin{tabular}{|c|c|}
\hline  &  \\
\hline  &  \\
\hline & ! \\
\hline & \(!\) \\
\hline & : \\
\hline  &  \\
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\section*{Appendix 7b}

The Number of Raters per subject.


\section*{Appendix 7c.}

Programe for Deriving the Apparent Variability Scores
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（SFOVUM GT bG）ALOIFFEEIO1
VAFEEALOIFFE／NUNBER
SUMF \(=F 1+F 2+F J+F 4+F 5+F+6+F 7+F B+F 9+F 10\)
（AUMBFK EO 8）SUMFESUNF＝2日2
（NUNBEK EQ 9）SUMFESUNF－101
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\hline If &  \\
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\end{tabular} \\
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\hline Cowrupt & VAKF＝ALCIFFF／r．unter \\
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\hline 14 &  \\
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\hline comije & AVGESUHG／ALNGER \\
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\hline crmpuet &  \\
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\section*{Appendix 7 d .}

The Apparent Variability Scores

Key
1. Var A to Var \(A\) Apparent Variability Scores on
Dimensions A to \(N\).
2. Tolvar

Total Apparant Variability Score

Note
All missing scores are coded \({ }^{\prime} 101^{\prime}\)


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\begin{tabular}{|c|c|c|c|c|}
\hline \(\cdots\) & CO：TESTS & OF & CASt Pountici & 1 \\
\hline \multirow[t]{3}{*}{E} & VAPA & & 1．3？ & 145 \\
\hline & VA，\({ }^{\text {F }}\) & & 2．11 & －4\％O \\
\hline & \[
\because \$ 2 x
\] & & \[
1.24
\] & \[
\because A 4!
\] \\
\hline \multicolumn{5}{|l|}{－} \\
\hline & VARA & & －64 & VA：\({ }^{\text {a }}\) \\
\hline & \(\forall A \rightarrow F\) & & \(1.2^{4}\) & \(v a=6\) \\
\hline － & VAPX & & \[
1.5:
\] & \[
V A: L
\] \\
\hline & COMTENTS & Cr & CASL PU"OCQ & \[
1
\] \\
\hline \multirow[t]{3}{*}{－} & VADA & & ． 62 & VA；\({ }^{\text {a }}\) \\
\hline & VAPF & & 1．2： & va゙5 \\
\hline & VAFM & & \(1.2 \%\) & Vヵ1\％ \\
\hline － & CONTE4T3 & \(0 F\) & CASE＂1，＂ne？ & 4 \\
\hline \multirow[t]{3}{*}{\(\cdots\)} & VARA & & 1．an & VAİ！ \\
\hline & VAZF & & 1．3：9 & VA？6 \\
\hline & VABR & & \[
.73
\] & \(\checkmark 4.5\) \\
\hline \multicolumn{5}{|l|}{\(\Gamma\)} \\
\hline \multirow[t]{3}{*}{C} & VAfta & & 1．46 & VA： 4 \\
\hline & VADF & & 1．5in & VARS \\
\hline & \[
\begin{aligned}
& \text { VAPK } \\
& \text { COMTENTS }
\end{aligned}
\] & \(C F\) & \[
\text { CASi Mo } 20^{\circ}
\] & \[
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\]
\[
6
\] \\
\hline \multirow[t]{3}{*}{\(r\)} & VAPA & & ． 88 & VADO \\
\hline & VAPF & & 1.75 & VA：J \\
\hline & VAMX & & \[
1.56
\] & VAVL \\
\hline \(r\) & COMTENTS & OF & CASE PVUMEFR & 7 \\
\hline \multirow[t]{3}{*}{\(r\)} & VAPA & & 1.12 & VAVB \\
\hline & VARF & & 1.56 & VAItG \\
\hline & VARK & CF & \[
1.1 \%
\] & \[
\begin{array}{r}
V A P \\
8
\end{array}
\] \\
\hline \multirow[t]{2}{*}{\(r\)} & CONTENTS & & CASE MUMBER & \\
\hline & DERIVING & \(N E W\) & N SC MEASURE & \\
\hline \multirow[t]{2}{*}{\(r\)} & VARA & & 1.018 & \(\triangle A D H\) \\
\hline & VARF & & 1.36 & \(\triangle A P G\) \\
\hline \multirow[t]{2}{*}{r} & VARK & & 1.16 & VARL \\
\hline & CONTENTS & OF & CASE \＃UNBER & 9 \\
\hline \multirow[t]{3}{*}{\(!\)} & VARA & & ． 72 & \(\triangle \triangle P H\) \\
\hline & VARF & & 1．21 & VAITG \\
\hline & VARK & & \[
2,01
\] & VAFL． \\
\hline \(\cdots\) & CONTENTS & OF & CASE PUMPER & 10 \\
\hline \multirow[t]{3}{*}{\(r\)} & VARA & & 1． 38 & VARE \\
\hline & VARF & & 1.94 & VAIPG \\
\hline & VAAK & & 1.28 & VARL． \\
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\hline COPATEATS & OF & CASE．A．U＂yta & \(\rightarrow \cdots{ }^{2}\) \\
\hline VARA & & 2.13 & Yath \\
\hline VARF & & 2．30 & \(\forall A: r\) \\
\hline VARK & & 1．25 & Vs？l． \\
\hline CONTEVTS & OF &  & 72 \\
\hline VA24 & & 1.19 & V104 \\
\hline VAPF & & 1．5\％ & Vatco \\
\hline VAで号 & & 1.69 & V＊：L \\
\hline CONTEATS & CF & CASE AuMaEa & 23 \\
\hline VAad & & .75 & VAㅎat \\
\hline VARF & & 1.74 & VAフa \\
\hline VAOX & & 1.16 & vact \\
\hline COviEMTS & CF &  & ？ 4 \\
\hline VA2A & & 1.65 & V15 \\
\hline VA0F & & 1.53 &  \\
\hline VA2X & & 1.35 & VAT？ \\
\hline CO：TE：TS & CF & Casc iutura & 27 \\
\hline DETIVI！ & AFA & SC MFASUNF & \\
\hline \(V A A_{4}\) & & 1．2？ & VA0？ \\
\hline VA \(\mathcal{F}\) & & 2.22 & VAㅎu \\
\hline VAPK & & 1．88 & V＊？L \\
\hline CO＊TENTS & OF & CASE IUNAER & 26 \\
\hline VARA & & 2．16 & VA？\({ }^{\text {a }}\) \\
\hline \(V_{A}{ }^{\text {P }}\) F & & 2.15 & \(\checkmark 4!C\) \\
\hline VAVK & & ． 79 & VAPL \\
\hline COATENTS & 0 F & CASE PUVEEQ & 2.7 \\
\hline VARA & & .56 & VAPA \\
\hline VAPF & & 1.72 & \(V A T G\) \\
\hline VARK & & 1.16 & VAㄴL \\
\hline COMTEMTS & OF & CASE MUNBER & 28 \\
\hline VAPA & & .66 & VAPA \\
\hline VAPF & & 1.00 & VAPG \\
\hline VAPK & & 1．2\％ & VAPL \\
\hline COMTENTS & OF & CASE TUMBER & 27 \\
\hline VARA & & 1.50 & VARE \\
\hline VAPF & & 1.32 & VAPG， \\
\hline VARK & & 1．2\％ & VAPL \\
\hline CONTEHTS & OF & CASE NUMBER & 30 \\
\hline VARA & & 1.08 & VARE \\
\hline VARF & & 1．48 & VARG \\
\hline VARK & & 1．2n & VARL \\
\hline CONTENTS & OF & CASE NUMBER & 31 \\
\hline VARA & & 1.13 & VAFU \\
\hline VARF & & 1.13 & VAlR \\
\hline VARK & & 2．31 & VARL \\
\hline
\end{tabular}






CO:TE:IJ CF CASE UMBER 32

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\(\begin{array}{ll}V A D A & 8.33 \\ V A P F & 2.17\end{array}\)
\(\begin{array}{lc}V A D A & 2.17 \\ V A R X & 1.7: \\ \text { COMTENTS CF CASE MUNOLR }\end{array}\)
\(\begin{array}{ll}\text { VAQA } & 1.73 \\ \text { VAFF } & 2.2 ? \\ \text { VAQX } & 1.26\end{array}\)
VAGK
CORTENTS OF CASE VUNMER
\(\begin{array}{ll}\text { VAQA } & 2.79 \\ \text { VAQF } & 2.80\end{array}\)
VARK
CONTE:TS CF CASE IUNGER
\(\begin{array}{lr}\text { VARA } \\ \text { VAHF } & 911 \\ V A R O\end{array}\)

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\(v a n d\)
\(\forall A=L\)
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 VARB
VARG




\(\pm\)


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\hline & & & & & & & & & \\
\hline  &  &  & 彭管 & 氯运 &  &  & &  &  \\
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cortents cf case rijherg 52
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\hline 1．20 & \(v \pm=\) ？ & 1.30 & \(\forall 幺 \sim \mathrm{f}\) & ．63 \\
\hline 1．39 & 56 l & 1．30 & vicuj & 1． \(2: n\) \\
\hline 1.15 &  & 1.65 & 7ら1＊＊ & 11.29 \\
\hline ． 04 & 12：3 & － 46 & \(\checkmark 205\) & 1.80 \\
\hline － 41 & ＊ 74 \％ & 1． 35 & bing & 1．97 \\
\hline 1.52 & ＊Ais． & 1．10 & 109：14 & \(\therefore 30\) \\
\hline 067 & b 4.23 & 1．7R & －¢ い ¢ & 1．23 \\
\hline 1.13 & 124i & C．： 3 & V1－j & \(1,0,3\) \\
\hline 2.41 & －150， & ． 72 & －ミ1＊ & 14．72 \\
\hline 1.19 & Ytan & ． 98 &  & ． 59 \\
\hline ． 70 & ソdit & 1．4A & v人枵， & 1．68 \\
\hline 1.65 & V 6 tid & 1.60 & 1090＊ & 17.0 \\
\hline 1．72 & \(\checkmark 400\) & 1.03 & vist & .01 \\
\hline 1.91 & SAFl & 1．44 & －¢ J & 1．06 \\
\hline 1.10 & VAH： & 1.08 & TOPvat & \(1+1+2\) \\
\hline 181.73 & \(V A R D\) & 1190 & \(\forall A\) in F ． & 101.06 \\
\hline 101．in & 1429 & \(10.1{ }^{2}\) & VAst & 161． \(2 ⿰ 口 口\) \\
\hline & & 23／2178 & PACF & 13 \\
\hline 1．1， 20 & Vanv & 101.10 & totvak & 141．03 \\
\hline 101.00 & VARD & 1010 吅 & vart & 121．020 \\
\hline 1．7．7n & VATI & 1「I．「 & V4FJ & 1.150 \\
\hline 101．03 & VAR＊ & 121．1\％ & TOTVAR & 161.014 \\
\hline 141．019 & VAKD & 161.80 & VARE & 1＋1．6！ \\
\hline 101．80 & VARI & 121．00 & VAKJ & 101．bia \\
\hline 1．11．0．3 & VAIRN & 181． A & TOTVAR & 161．6n \\
\hline 101．030 & VARD & 10100 & VARE & 111． 10 \\
\hline 101， 43 & VARI & 121．00 & VAKJ & 141．10） \\
\hline 101．3in & VARN & 101．30 & TOTVAR & 101． 170 \\
\hline 191．at & VARD & 101．60 & VARE & 101.116 \\
\hline 141.20 & VARI & 10．6す & VAKJ & 161．n\％ \\
\hline 161.30 & VARN & 101．14 & TOTVAH & 141．06 \\
\hline
\end{tabular}


\begin{tabular}{|c|c|c|c|}
\hline CCMTENTS & \(C F\) & CASE \(\because 1 / \mathrm{MEH}\) & 62 \\
\hline VARA & & 2.13 & ४193 \\
\hline \(\checkmark\) ¢FF & & .75 & vai． \\
\hline VAOK & & .91 & VA！L \\
\hline CO：TESTS & CF & CASE＇び＂らすタ & 63 \\
\hline V124 & & 2．20 & VA29 \\
\hline \(\checkmark A^{2} \mathrm{~F}\) & & 1．20 &  \\
\hline VADK & & 1.64 & Vi！！ \\
\hline CCiATESTS & C \({ }^{F}\) & CASE AJW：3 & 6.4 \\
\hline \(\forall A C A\) & & 1.19 & VAv？ \\
\hline VAPF & & 1.51 & V15s \\
\hline VA积 & & 1.64 & Vi涼 \\
\hline CO＊TE！ 13 & OF & CASE V13 \({ }^{\text {che }}\) & 6,5 \\
\hline VADA & & 1.33 & VAOM \\
\hline VAPF & & 1.78 & b1： \\
\hline VAこく & & 1.65 & VAなL \\
\hline COMTE：TS & \(6 F\) & CAJS MUNAED & 66 \\
\hline \(V A>A\) & & 1．4．4 & VAcn \\
\hline VAPF & & 1．0． & VAP\％ \\
\hline VAPK & & 1.38 & \(\forall \triangle ? L\) \\
\hline CCMTENTS & C \({ }^{\text {F }}\) & CASE \(\because\) U＇GFA & 67 \\
\hline VAPA & & 101．0．4 & VA：］ \\
\hline VAPF & &  & VAPG \\
\hline DERIVING & NEW & SC MFASURE & \\
\hline \[
\begin{aligned}
& \text { VAPK } \\
& \text { CDHTENTS }
\end{aligned}
\] & OF & \[
\begin{aligned}
& 121.90 \\
& \text { CASE NUCOER }
\end{aligned}
\] & \(V A P L\)
68 \\
\hline VADA & & 1月1．6\％ & VARE \\
\hline VAPF & & \(1 \mathrm{E} 1 . \lambda \mathrm{F}\) & VARC \\
\hline VARK & & 1－1．0才 & \(\triangle A P L\) \\
\hline CONTENTS & \(C F\) & CASE NUNEER & 67 \\
\hline VARA & & 121.06 & VARE \\
\hline VARF & & 101．06 & VARG \\
\hline VARK & & 131，8is & VAPL \\
\hline COHTENTS & OF & CASE PIUMAER & 76 \\
\hline VAPA & & 101．0ム & VAPB \\
\hline VARF & & 101，00 & VARG \\
\hline VARK & & 191．6is & VARL \\
\hline CONTENTS & OF & CASE NUYBER． & 71 \\
\hline VARA & & 101．0n & VATPB \\
\hline VARF & & 161.50 & VAPG \\
\hline VARK & & 101．04 & VARL \\
\hline
\end{tabular}

\section*{Appendix 7e.}

\section*{The Descriptive Statistics for the Apparent Variability Scores.}



\section*{Appendix 7 f .}

Intercorrelations between the Apparent Variability Scores on the Individual Dimensions and their Correlations with the Total Scores.
\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|c|c|c|c|}
\hline \multicolumn{14}{|l|}{(1)} \\
\hline \multicolumn{14}{|l|}{(2)} \\
\hline \[
(: .032
\] & & (3) & & & & & & & & & & & \\
\hline \[
(: 197)
\] & \[
(: .436)
\] & & (4) & & & & & & & & & & \\
\hline \[
\begin{gathered}
\because 132 \\
\because: 146)
\end{gathered}
\] & \[
\begin{aligned}
& : 227 \\
& (: 03(1)
\end{aligned}
\] & \[
\begin{aligned}
& \because: 153 \\
& (: 120)
\end{aligned}
\] & & (s) & & & & & & & & & \\
\hline \[
\begin{gathered}
-0.058 \\
(: 3: 2)
\end{gathered}
\] & \[
\begin{aligned}
& (: 203 \\
& (: 052)
\end{aligned}
\] & \[
(\because 291)
\] & \[
\because_{i 212}^{10 n}
\] & & (6) & & & & & & & & \\
\hline \[
\begin{aligned}
& -.040 \\
& (.3741
\end{aligned}
\] & \[
\begin{gathered}
-.021 \\
(.1354
\end{gathered}
\] & \[
\begin{aligned}
0 \\
i: 003 \\
0
\end{aligned}
\] & \[
\left(\begin{array}{c}
-024 \\
(.424)
\end{array}\right.
\] & \[
\left(\begin{array}{l}
145 \\
i, 124)
\end{array}\right.
\] & & (7) & & & & & & & \\
\hline (:8085) & \[
\begin{aligned}
& \because 0,08 \\
& (: 476)
\end{aligned}
\] & \[
\begin{aligned}
& \because: 183 \\
& : 072)
\end{aligned}
\] & \[
\begin{gathered}
\because 121 \\
\because: 166)
\end{gathered}
\] & \[
:_{0}^{17995}
\] & \[
(: .001)
\] & & (8) & & & & & & \\
\hline (.0511) & \[
\begin{array}{r}
: 1414 \\
(130)
\end{array}
\] & \[
(: 375)
\] & \[
\because:_{1}^{117}(1,7)
\] & \[
\because .056
\] & \[
\because: 076)
\] & \[
i: \begin{gathered}
0,07 \\
356
\end{gathered}
\] & & (9) & & & & & \\
\hline (:137) & + 013
\((.60)\) & \(\because:{ }^{(1778}\) & (:052) & \[
\because\left(\begin{array}{c}
017 \\
0.367
\end{array}\right.
\] & \[
(: .003)
\] & \[
\begin{gathered}
\because 121 \\
\because: 167)
\end{gathered}
\] & \[
\begin{gathered}
\because 138 \\
\because 136)
\end{gathered}
\] & & (10) & & & & \\
\hline \(\cdots\) & +:077 & (.013 & (.853 & (:098) & \[
\left(\begin{array}{c}
-0,04 \\
\hdashline 304)
\end{array}\right.
\] & \[
(\because .021
\] & \[
:_{: 1029}^{102}
\] &  & & (11) & & & \\
\hline \(\xrightarrow{+240}\) & -814
\((.956)\) & \(\pm(.016\) & \(-(197)\)
\((057)\) & (:015 \({ }^{016}\) & (-809) & (:.002 & \[
\left(\begin{array}{l}
0.030 \\
(.406)
\end{array}\right.
\] & \[
(-: 072)
\] & \(\stackrel{+026}{(.117)}\) & & (12) & & \\
\hline +:386) & \(+: 121\)
\((: 168)\) & \({ }_{(: 0314}^{226}\) & (:021 0 & (:022 & (.:320) & (:139) & \[
\begin{aligned}
& \because 252 \\
& (.021)
\end{aligned}
\] & \[
\begin{aligned}
& (: 223 \\
& (: 037)
\end{aligned}
\] & \[
\begin{aligned}
& +: 477 \\
& (: 001)
\end{aligned}
\] & \[
\begin{aligned}
& +.055 \\
& (.352)
\end{aligned}
\] & & (13) & \\
\hline +.0014 & (:027 & +:885 & \[
\begin{gathered}
-0.044 \\
i .364)
\end{gathered}
\] & \[
\begin{aligned}
& +0.032 \\
& (.399)
\end{aligned}
\] & \[
\left(\begin{array}{c}
0.049 \\
(.348)
\end{array}\right.
\] & \[
\begin{aligned}
& +0,044 \\
& (.365)
\end{aligned}
\] & \[
(\because .027)
\] & \[
\begin{aligned}
& +: 292 \\
& (: 009)
\end{aligned}
\] & \[
\begin{aligned}
& +: 152 \\
& (: 122)
\end{aligned}
\] & \[
-(: 026)
\] & \(\stackrel{+}{(003}\) & & (14) \\
\hline \(\stackrel{+002}{(.095)}\) & \(\begin{array}{r}+ \\ (: 244) \\ \hline 28\end{array}\) & \begin{tabular}{l}
\(+(.023\) \\
\((.28)\) \\
\hline 18
\end{tabular} & \((\because 177)\)
\((178)\) &  & (.232) & (:2042) & \(\cdots\) & (.0232) & \(\stackrel{(006}{(.481)}\) & \begin{tabular}{l}
+ \\
\((.355\) \\
\hline 80
\end{tabular} & \(\overbrace{\text { (120) }}^{(1250})\) & +189
\((.065)\) & \\
\hline  & \({ }_{\text {+ }}^{\text {+ }} \mathbf{3 7 1}\) & +8.488
\((8.001)\) & \(\stackrel{+}{+0255}\) & ,+ 315
\((0066)\) & \(\stackrel{+}{+538}\) & \(+: 808\)
\((001)\) & \({ }_{(0,418}^{(.001)}\) & \(\stackrel{+}{(, 0061)}\) & \(\xrightarrow{+, 308} \mathbf{( , 0 0 6 )}\) & \(\stackrel{+}{\text { + } 215}\) & \(\stackrel{+}{+859}\) &  & +:268) \\
\hline
\end{tabular}
(1)Reserved-Outgoing
(2) Easily Excited-Calm
(3)Submissive-Assortive
(4) Serious-Happy go Lucky
(5) Distegards Rules-
(6) Trusting-Hard to Fool
(7)Practical-Unconcerned
7) Practical-Unconcerned
with Practical Matters

\section*{(8) Artless-Shrowd}
(9) Confident-Apprehensive
(9)Confident-Apprehensive (10)Conservativen
Experimenting
(11)Likes to be in aroup-
llappy to be Alone
(12)Follows own Urges-Does What Is Expected
(13) Relaxed-Tenae
(14) Hard Hearted-
total apparent variability

\section*{Appendix 7 g .}

Sumary of the Results of t-tests between the Apparent Variability Scores on the Individual Dimensions.
(Shows all results where the t-test was significant at the .05 level, 2-tail. Results are in terms of column relative torow.)
\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|}
\hline & (1) & & & & & & & & & & & & & \\
\hline (1)Reserved-Outgoing & & (2) & & & & & & & & & & & & \\
\hline (2) Easily Excited-Calm & \[
\begin{aligned}
& -3.15 \\
& (.002)
\end{aligned}
\] & & (3) & & & . & & & & & & & & \\
\hline (3) Submissive-Assertive & & \[
\begin{aligned}
& +3.49 \\
& (.001)
\end{aligned}
\] & & (4) & & & - & & & & & & & \\
\hline (4)Serious-Happy go Lucky & & \[
\begin{aligned}
& +3.24 \\
& (.002)
\end{aligned}
\] & & & (5) & & & & & & & . & & \\
\hline (5)Disregards RulesConscientious & & \[
\begin{aligned}
& +4.43 \\
& (.000)
\end{aligned}
\] & & & & (6) & & & & & & & & \\
\hline (6) Trusting-Hard to Fool & \[
\begin{aligned}
& -4.51 \\
& (.000)
\end{aligned}
\] & & \[
\begin{aligned}
& -6.03 \\
& (.000)
\end{aligned}
\] & \[
\begin{aligned}
& -4.69 \\
& (.000)
\end{aligned}
\] & \[
\begin{aligned}
& -5.95 \\
& (.000)
\end{aligned}
\] & & (7) & & & & & & & \(\cdot\) \\
\hline (7)Practical-Unconcerned with Practical Matters & \[
\begin{aligned}
& -3.53 \\
& (.001)
\end{aligned}
\] & & \[
\begin{aligned}
& -4.88 \\
& (.000)
\end{aligned}
\] & \[
\begin{aligned}
& -3.65 \\
& (.001)
\end{aligned}
\] & \[
\begin{aligned}
& -5.32 \\
& (.000)
\end{aligned}
\] & & & (8) & & & & & & \\
\hline (8) Artless-Shrewd & & \[
\begin{aligned}
& +2.34 \\
& (.023)
\end{aligned}
\] & & & & \[
\begin{aligned}
& +4.26 \\
& (.000)
\end{aligned}
\] & \[
\begin{aligned}
& +3.12 \\
& (.003)
\end{aligned}
\] & & (9) & & & & & \\
\hline (9) Confident-Apprehensive & \[
\begin{aligned}
& -2.50 \\
& (.015)
\end{aligned}
\] & & \[
\begin{aligned}
& -3.04 \\
& (.003)
\end{aligned}
\] & \[
\begin{aligned}
& -2.14 \\
& (.036)
\end{aligned}
\] & \[
\begin{aligned}
& -3.15 \\
& (.002)
\end{aligned}
\] & \[
\begin{aligned}
& +2.43 \\
& (.018)
\end{aligned}
\] & & & & (10) & & & & \\
\hline (10) ConservativeExperimenting & \[
\begin{aligned}
& -2.62 \\
& (.011)
\end{aligned}
\] & & \[
\begin{aligned}
& -3.15 \\
& (.003)
\end{aligned}
\] & \[
\begin{aligned}
& -2.37 \\
& (.021)
\end{aligned}
\] & \[
\begin{aligned}
& -3.96 \\
& (.000)
\end{aligned}
\] & \[
\begin{aligned}
& +2.36 \\
& (.021)
\end{aligned}
\] & & & & & (11) & & & \\
\hline (11)Likes to be in a GroupHapyy to be Alone & & & & & \[
\overline{-}_{(.0241}^{2.31}
\] & \[
\begin{aligned}
& +3.39 \\
& (.001)
\end{aligned}
\] & \[
\begin{aligned}
& +2.65 \\
& (.010)
\end{aligned}
\] & & & & & (12) & & \\
\hline (12)Follows own Urges-Does what is Expected & \[
\begin{aligned}
& -3.40 \\
& (.001)
\end{aligned}
\] & & \[
\begin{aligned}
& -4.40 \\
& (.000)
\end{aligned}
\] & \[
\begin{aligned}
& -3.38 \\
& (.001)
\end{aligned}
\] & \[
\begin{aligned}
& -4.35 \\
& (.000)
\end{aligned}
\] & & & \[
\begin{aligned}
& -2.86 \\
& (.006)
\end{aligned}
\] & & & \[
\begin{aligned}
& -2.06 \\
& (.044)
\end{aligned}
\] & & (13) & \\
\hline (13)Relaxed-Tense & \[
\begin{aligned}
& -2.65 \\
& (.010)
\end{aligned}
\] & & \[
\begin{aligned}
& -3.33 \\
& (.001)
\end{aligned}
\] & \[
\begin{aligned}
& -2.53 \\
& (.014)
\end{aligned}
\] & \[
\begin{aligned}
& -3.64 \\
& (.001)
\end{aligned}
\] & \[
\begin{aligned}
& +2.32 \\
& (.023)
\end{aligned}
\] & & & & & & & & (14) \\
\hline (14) Hard Hearted-Sentimental & & \[
\begin{aligned}
& +4.70 \\
& (.000)
\end{aligned}
\] & & \[
\begin{aligned}
& +2.36 \\
& (.021)
\end{aligned}
\] & & \[
\begin{aligned}
& +6.60 \\
& (.000)
\end{aligned}
\] & \[
\begin{aligned}
& +6.25 \\
& (.000)
\end{aligned}
\] & \[
\begin{aligned}
& +2.40 \\
& (.019)
\end{aligned}
\] & \[
\begin{aligned}
& +3.77 \\
& (.000)
\end{aligned}
\] & \[
\begin{aligned}
& +4.24 \\
& (.000)
\end{aligned}
\] & \[
\begin{aligned}
& +3.04 \\
& (.003)
\end{aligned}
\] & \[
\begin{aligned}
& +4.74 \\
& (.000)
\end{aligned}
\] & \[
\begin{aligned}
& +4.46 \\
& (.000)
\end{aligned}
\] & Oomen \\
\hline
\end{tabular}

Appendix 7 h .

Programme for Deriving the
Incongruent Ratings' Scores


\begin{tabular}{|c|c|}
\hline \[
\begin{aligned}
& \text { IF } \\
& \text { FWO REPEAT }
\end{aligned}
\] & （XUNOL EG Q）TOTODDLETOTODUL＋ 1 \\
\hline IF & （SECVUM GT 66）TOTUDDLEIEI \\
\hline COMPUTE & TOTNCOM 5 \\
\hline DO KEPEAT & \(x+5 M 110 \mathrm{Na/}\) \\
\hline &  \\
\hline & XOUDWEJDON：TO ODOMIG1 \\
\hline IF & （XM LT 5）XtiEnHag \\
\hline IF & （XM EO 5）XUEWMES \\
\hline \(1 F\) &  \\
\hline IF &  \\
\hline CONHOTE & XCCDNET．F14＊XtifnM ． \\
\hline IF & （xCOUm LTE）xonorexonowa（－1） \\
\hline IF & （XCNDM EO 9）TCTCDOMETOTCDOM＋1 \\
\hline F1．0 DEPEAY & \\
\hline IF & （SEMSUH GT bb）TOTONONEIEI \\
\hline CC＂PIME &  \\
\hline COMEPGAT & x＇sely T0 Mr／ \\
\hline &  \\
\hline &  \\
\hline 15 &  \\
\hline IF & （xito 5）xitwims \\
\hline IF &  \\
\hline IF &  \\
\hline COMPUPE & XachazerooxtiEnN \\
\hline 15 &  \\
\hline \(1 F\) &  \\
\hline Fi.O DEOCAT & \\
\hline if &  \\
\hline CCMP！\％E &  \\
\hline CO～P，19E &  \\
\hline CONPLTE &  \\
\hline CCoply &  \\
\hline C「WFIT &  \\
\hline CtMPuT！ &  \\
\hline CCWP！！E & Toufelotrenf／nlwe［R \\
\hline Ct＊ロじ・ &  \\
\hline CTNPITE &  \\
\hline Crunctiol & TGLEIETCTCiJg／＇umber \\
\hline CC4Dig & TRLIJECTOOSJ／才1WRER \\
\hline CO～Pi9E & TR，\％EICTritumbunger \\
\hline  &  \\
\hline CCOP．\({ }^{\text {cos }}\) &  \\
\hline CONPITE &  \\
\hline CCNPLTE & \begin{tabular}{l}
 \\

\end{tabular} \\
\hline MSSIた9，MSS：5 &  TCTOEOL，TOTODOJ．TOTOOCK，TOTOCNL，TOTODOM，TOTODDN，TRUEA TO TRUEN， ALLCOD（1） \\
\hline P日jit Pcomes &  \\
\hline
\end{tabular}

\section*{Appendix \(7 i\)}

\section*{'The Incongruent Katings' Scores}

Kゥy
1. THLEA to IBLEN Incongruent liatings Scores on Dimensions A to N.
2. Alloud Total Score.

Note
All missing data is coded '101'

\title{
 \\ \(₹\) \\ 
}







cinc eny nimn
\begin{tabular}{c}
\(9:\) \\
\hdashline
\end{tabular}

covithis ce casi rimptat



\(=8\)
5
5




investigation ne.e

TRUE日
TRUEG
TRUEG



\[
\because:=
\]
\[
\begin{array}{cc}
\because \geq \pm & \because \\
\because:+ & \vdots \\
\because \because & \because
\end{array}
\]
\[
\begin{aligned}
& \therefore= \\
& z \\
& y
\end{aligned}
\]
\[
\because
\]
\[
\because=y
\]
\[
\underset{\sim}{n} \quad \underset{\sim}{n} \quad \underset{0}{n} \quad n==
\]
\(=\therefore \quad E=\)
\[
\because=\quad E 5
\]
EE=

\[
\begin{aligned}
& \text { E }
\end{aligned}
\]


\title{
 in \\ 


\begin{tabular}{|c|c|c|c|c|}
\hline Pruld & ． 818 &  & ． 4.18 & 12900 \\
\hline 「＂1：5 & .27 & 10．2： & －4．4 &  \\
\hline 「彻吅 & ．11 & 9\％\％ & ．1： &  \\
\hline  & cast Mas：a & 6.9 & & \\
\hline idita & ． 47 & ＋2．ry & －64 & サいく \\
\hline PW！日5 & －？2 & －\％\％ & －48 & 1： \(2 \times 4\) \\
\hline 「デ！ & ．\({ }^{\text {？}}\) & i \(\%\) & ． 71 & 9\％\({ }^{\circ}\) \\
\hline covifurs 05 &  & \(\therefore 8\) & & \\
\hline Pathat & ＇ & 14ts & ． 13 & Ti：し \\
\hline 9－30\％ & .13 & 「い＂ & .11 & 「！！\({ }^{\text {¢ }}\) \\
\hline T 1 ¢ \({ }^{\text {a }}\) & .13 & ［1］． & & 14．6＂ \\
\hline Cuッ15NT3 くF &  & 4. & & \\
\hline 17， 51 & \(\lambda\) & ？！！ & .61 & －：． 68 \\
\hline 「せに5 & ． 39 & ないた & ． 53 & ¢4．［M \\
\hline \multicolumn{5}{|l|}{IWCSTİATIS：0．E．} \\
\hline Tples & ． 13 & Tid： 5 & ．13 & 10464 \\
\hline CONTE：ITS GF & CAこE こいいロEス & \(3{ }^{\circ}\) & & \\
\hline teliea & ． RH & Tourb & ． 50 & Thicc \\
\hline Tri＇ES & ． 30 & TRIF\％ & .15 & Tatte \\
\hline TRIEY & \(?\) & T 315 & ． 20 & 941！4 \\
\hline \multicolumn{2}{|l|}{CUITSUTS OF CASL PUNAES} & 31 & & \\
\hline TR：DEA & .25 & TR， 1 ¢ 3 & ． 31 & TRCEC \\
\hline Tiduef & －＇\％ & T0U6G & － 08 & TRIEM \\
\hline TRIIEX & .13 & TRU5L & ．88 & Tiducm \\
\hline \multicolumn{2}{|l|}{PUOIF？MTS OF CASL ：U30} & \(3{ }^{3}\) & & \\
\hline truea & ． 53 & TFUEG & ．in & TRuEC \\
\hline thilef & ． 73 & Trutg & .10 & TRUEH \\
\hline Th！JEK & ． 613 & TRISEL． & ．40 & THUEM \\
\hline CONTEATS OF & CASE．PMMAER & 53 & & \\
\hline Trues & 0 & TPUEA & ． 44 & TRIEC \\
\hline Truef & ． 11 & trutg & －？？ & TRUEH \\
\hline Trilik & n & truel & － 27 ？ & TRUC．M \\
\hline COVTENTS OF & CASE MUMAER & 54 & & \\
\hline TRuEA & \(\square\) & TRUES & .75 & TRUFC \\
\hline TPUEF & ． 25 & TRUEG & ． 13 & TRUE：H \\
\hline TRUEK & 0 & TRUFL & .25 & TRUEM \\
\hline
\end{tabular}

        ~




\begin{tabular}{|c|c|c|c|c|}
\hline T012 & ． 84 &  & ． 56 & 1：3\％ \\
\hline T：ilt \({ }^{\text {F }}\) & ． 11 & 「7： & .11 & 1． \\
\hline T－15 & －\({ }^{6}\) & 13．1． & .11 & 120！＊ \\
\hline CごリビTSCF &  & \(1,1 / 2\) & & \\
\hline 7014 & \(\pm\) & \(1:-1\) & .11 & i ： 5 \\
\hline 1里 & ． 4.1 & 唯行 & .53 & it \(\mathrm{c}^{+1}\) \\
\hline 吅，？ & ． 31 & TH？ & －\(\dot{\text { c }}\) & i4．\({ }^{\text {a }}\) \\
\hline Cうこ「ごする 6\％ & ¢，¢t PMonto & ， 7 & & \\
\hline 121fs & 1.1 & 19， 9 & 7 & 1： \(8: 5\) \\
\hline T！ 1 ¢ 5 & －33 & \(i: r ;\) & －40 & 9：3：14 \\
\hline 741：\({ }^{\text {c }}\) & ：＊ & 9：15 & ． 11 & O5： 4 \\
\hline  &  & 50 & & \\
\hline \multicolumn{5}{|l|}{JivesT13AT139 c－e} \\
\hline raven & ： & 「3ur & ． 31 &  \\
\hline 13．7F & .11 & iv「？ & ＊ & T4゙と＂ \\
\hline T2．6く & ． 33 & 1： 17 & .11 & 140：＂ \\
\hline COMTE：TJ OF & CASE＋1：＊it？ & 59 & & \\
\hline T2I： 1 & .13 & \％9016 & .13 & Talec \\
\hline TPリ5F & 1．3． & 97．66 & .13 &  \\
\hline TH，\＆K & .13 & 17．6L & .63 & Trucy \\
\hline CO：TFITS CF &  & 6.1 & & \\
\hline TR，ita & 8 & 941．\％ 3 & .25 & TaUt \\
\hline TRUCF & － 5 & T\％UEL & －D． &  \\
\hline Tblick & －15 & THiNFL & .75 & THいE＂ \\
\hline CCMTFNTS OF & CASE：MUAER & 61 & & \\
\hline THLEA & .13 & TRリF3 & 7 & Tf16C \\
\hline Thlat & ＊ & fRije & ． 25 & TRこと \\
\hline Tfllex & .13 & tourl & .63 & －8！とM \\
\hline CGYTENTS OF & CASE HUAHER & 62 & & \\
\hline TPUEA & ． 51 & TRUFB & .25 & TiさUEC \\
\hline TRUEF & －13 & TRUFG & A &  \\
\hline TPuEK & .13 & TRUFL & ． 3 n & TRULM \\
\hline CONTEMTS OF & CASG MUMAER & 63 & & \\
\hline 7rime & －6， & trus 0 & ． 30 & TRUEC \\
\hline TGUEF & －514 & TPUEG & － 20 & TRUEH \\
\hline TRUEK & ． 11 & TRUEL & ． 41 & ThUEM \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline \({ }_{1}{ }^{1}\) & 4]. \(\because 1\) \\
\hline \(1 i^{\circ}\) & vicid \\
\hline
\end{tabular}






\begin{tabular}{|c|c|}
\hline T2ust & 1:1.9 \\
\hline T5.16F & 1.1.21 \\
\hline TH|EK & \(1.11 \cdot 9\) \\
\hline COPTFNTS OF & Case munata \\
\hline tulie A & 1-1.0.9 \\
\hline TRucF & \(1: 1.03\) \\
\hline TRItite & 1:1.0\% \\
\hline COPTEPITS CF & Cast madmer \\
\hline TP.JEA & 101.84 \\
\hline TRalff & 101.00 \\
\hline TKUEK & 101.n: \\
\hline CO:IENTS OF & CASL NIMAER \\
\hline TRUEA & 111.818 \\
\hline TH1LCF & 181.8d \\
\hline THIUEK & 1u1.nt: \\
\hline
\end{tabular}

INVESTICATIOM DIE
\[
\begin{aligned}
& \because \\
& \text { n }
\end{aligned}
\]

\section*{Aipendix 7 j .}

The Descriptive Statistics for the Incongruent Ratings' Scores



Appendix 7 k .

Correlations letween the Average Ratings and the Subjects' Sucial Desirability
\begin{tabular}{|c|c|c|}
\hline Reserved-Outgoing & . 022 & . 873 \\
\hline Easily Excited-Calm & . 175 & . 206 \\
\hline Submisaive-Assertive & . 067 & . 627 \\
\hline Serious-llappy so Lucky & . 122 & . \(379^{\circ}\) \\
\hline Disregards Rules-Conscientious & . 090 & . 518 \\
\hline Trusting-hard to Fool & -. 039 & . 778 \\
\hline \begin{tabular}{l}
Practical-Unconcerned with \\
Practical Matters
\end{tabular} & -. 300 & . 028 \\
\hline Artless-Shrewd & . 011 & . 937 \\
\hline Confident-Apprehensive & -. 135 & . 330 \\
\hline Conservative-Experimenting & . 001 & . 994 \\
\hline Likes to be in a Group-Happy to be Alone & -. 123 & . 377 \\
\hline Follows own Crges-Does what is Expected & . 008 & . 951 \\
\hline Relaxed-Tense & -. 165 & . 233 \\
\hline Hard llearted-Sentimental & . 039 & . 782 \\
\hline
\end{tabular}

\section*{Appendix 71.}

Analysis of Variance to Examine the Errects of Social Desirability and Average lating upon Apparent Variability

Key
1. AVA to AVN Average Ratings on Dimensions A to \(N\) where recoded thus:
'O' Average Rating less than \(S\)
'1' Average Rating more than (or cqual tol \(S\).




```
        MAIN IFFECTS
        SnCD
        2-NAY INTLRACTIONS
        RESICUAL
    TOTAL.
        71 PASES MIRE PQOCRSEED.
        17 (AStS ( 2S.4 YCI) nLPL MISSIMG.
    INvigylGA!IUN D'r
    2
```


```
        Eyscco SOCIAL CESIFIBILIJY
        avd SOCIab CESTEJBlLJT
```

```
        Malvifrrets
\begin{tabular}{|c|c|c|c|c|}
\hline .r7A & 3 & .126 & . 208 & . 999 \\
\hline . 35.4 & 2 & -125 & .199 & .099 \\
\hline -28 & 1 & .128 & .224 & .979 \\
\hline . 425 & 2 & .223 & 1.612 & . 238 \\
\hline . \(4: 5\) & 2 & . 283 & 1.012 & . 228 \\
\hline
\end{tabular}
    RCSIOLIAL
    6.034 48 .126
    TOIAL
                                    0.518 53 .123
        7! CRE!5 M!HE Pa:C!Str:
        17 rases (2s.9 reT) mege visSjuc.
        I'NESTIGATICN Mir
    2:
```

```
    SuGtILE CNAKI
```

```
    Hysrcce secialcEESIfitility
,
```



\section*{Appendix 7m.}

\section*{Correlations Letween Apparent Variability and} the Subjects' Social Desirability
\begin{tabular}{|c|c|c|}
\hline Reserved-Outgoing & .037 & .792 \\
\hline Easily Excited-Calm & -. 092 & . 509 \\
\hline Submissive-Assertive & -. 076 & .585 \\
\hline Serious-llappy go Lucky & . 118 & .394 \\
\hline Disregards Rules-Conscientious & -. 140 & .314 \\
\hline Trusting-llard to Fool & -. 007 & . 958 \\
\hline Practical-Unconcerned with lractical Matters & -. 430 & . 002 \\
\hline Artless-Shrewd & .052 & .708 \\
\hline Confident-Apprehensive & -. 077 & . 580 \\
\hline Conservative-Experimenting & .052 & .710 \\
\hline Likes to be in a Group-liappy to be Alone & -. 039 & . 780 \\
\hline Follows own Urges-Does what is Expected & -. 180 & . 194 \\
\hline Relaxed-Tense & -. 012 & . 930 \\
\hline Hard llearted-Sentimental & -. 282 & .039 \\
\hline
\end{tabular}

\section*{Appendix 7n.}

\section*{Scattergram of Social Desirability and}

Apparent Variability on Submissive - Asscrive


\section*{Appendix 70 .}

Correlations between Incongruent Ratings' scores and the Subjects' Social Desirability
\begin{tabular}{|c|c|c|}
\hline Reserved-Outgoing & . 066 & . 635 \\
\hline Easily Excited-Calm & . 114 & .411 \\
\hline Submissive-Assertive & -. 160 & .248 \\
\hline Serious-Happy so Lucky & .083 & . 549 \\
\hline Disregaris Rules-Conscientious & -. 106 & .447 \\
\hline Trustins-llard to fool & . 026 & .851 \\
\hline Practical-Unconcerned with Iractical Matters & -. 385 & .005 \\
\hline Artless-Shrexd & -. 123 & . 376 \\
\hline Confident-Apprehensive & .019 & .891 \\
\hline Conservative-Experimenting & .238 & .083 \\
\hline Likes to be in a Group-llappy to be Alone & -. 119 & . 392 \\
\hline Follows own Crges-Does what is Expected & . 171 & . 217 \\
\hline Relaxed-Tense & -. 097 & .487 \\
\hline Hard Hearted-Sentimental & -. 0.063 & .650 \\
\hline
\end{tabular}

\section*{Appendix 8 a}

Scores on the Variables measured by the M.P.I. and the Composite Questionnaire, together with Total NonDefiniteness and Apparent Variability Scores.

Key.

Variable Variable: Label:
totval
Total Apparent Variability
ALLIRED
Total Non-Definiteness
TOLAM Intolerance of Ambiguity
dogma Dosmatism
INT
Intelligence
SCAN
Scannins
comp2
Complexity (2nd. Measure)
EI Fxternality
SOCD
Socinl Désirability
N
Neuroticism
EX
Extraversion
comps
compc
Prefernce for Complexity
RIG
Rigidity
NEGO Negative Other-Directedness Questions
PLUSO Positive Other-Directedness Questions
NEGIN Negative Inner-Directedness Questions
rLUSIN Positive Inner-Directedness Questions
\begin{tabular}{ll} 
OTHER1 & Net Other-Directedness \\
INNER1 & Net Inner-Directedness \\
NETIN1 & Overall Inner-Directedness
\end{tabular}

4

\begin{tabular}{|c|c|}
\hline 4. \(: ~+\) & F\% :\% \\
\hline \(\therefore\) & \(\cdots \mathrm{er}\). \\
\hline :.... & : \% \\
\hline -* & * \\
\hline \(\because 20\) & 二小 \\
\hline 71 & \(\cdots\) \\
\hline
\end{tabular}
\(=0\)
\(=0\)
\(=0\)
0
0
029/07/77
-15.2968
\(4 . \operatorname{citas}\)
-3.


\begin{tabular}{|c|c|}
\hline I 11 & 7．5．38 \\
\hline \(\cdots\) & 22．2：8？ \\
\hline 1．Eから & 8 \\
\hline C 7 ＋ticl & \(-1\). \\
\hline I＇T & 11．erre \\
\hline \(\bullet\) & 29．0：＊＊ \\
\hline \(\therefore \mathrm{t}\) ． 60 & －？P： 0 \\
\hline Giresi & 5 \\
\hline I＇T & 1id．rasp \\
\hline i＊ & 70．0i：2 \\
\hline －［－0 & 1こ1． \\
\hline OTl．EFI & 181． \\
\hline \(\because T\) & A．Pac \\
\hline 9 & 2E．1：3？ \\
\hline －fric & e \\
\hline のitind & 1. \\
\hline I：T & 11．ncos \\
\hline \(N\) & 3ค．อง？ \\
\hline A．ETO & －2．『ヵか \\
\hline OTVER】 & 3. \\
\hline PAGE & 8 \\
\hline INT & 8．cinco \\
\hline \(N\) & 24．1030 \\
\hline Att 60 & －4．0ncs \\
\hline OTGER1 & 1. \\
\hline INT & 18．C120 \\
\hline N & 14．6f80 \\
\hline AECO & 1．80n\％ \\
\hline OTHER1 & 1. \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|}
\hline －23． 5 \％ 7 ？ & E－5 A &  \\
\hline  & ち～6へ & \(-17: *\) \\
\hline 2．2． 2 & in？ & －3．10？ \\
\hline －2．\(\because 20\) & CNPSCl & 11. \\
\hline －13．0．3 & 1．6．\％ & 12．1．2＊ \\
\hline F．＂．＊＊ & \(5^{\wedge} \mathrm{C}\) ： & 1 \\
\hline －1．\(\because \rightarrow\) & Hi & \(-8.97\) \\
\hline －4．10゙5 & C：＂FSC： & 1. \\
\hline 1：\％ & E「ご4 &  \\
\hline 121．7 & \(\because ¢ C D\) & ：1．Fi＊＊ \\
\hline  & 2： 5 & 171．i＊ \\
\hline  & C0， 2561 & 171． \\
\hline －13．6．33 & Lr：3＇A & －1．3？ \\
\hline 4.50 .7 & Sreo & 2． \(30 \%\) \\
\hline －1．cisn & FIG & 2．rin\％ \\
\hline 2．cira & COHPSC： & －3． \\
\hline － 24.904 & ORGNA & －2．300 \\
\hline  & SCCD & －2．in5 \\
\hline a & fit & －¢，こ\％い行 \\
\hline －2．030 & COMPSCI & \(?\) \\
\hline & & 291：7177 \\
\hline －23．2000 & UCSGA & －18．EPCO \\
\hline 5.1400 & SCCD & \({ }^{*}\) \\
\hline S．fyem & FIG & －4．303 \\
\hline －4．00pat & CO：APSCd & 12. \\
\hline －18．00600 & DCGNA & －22．ance \\
\hline 6．2805 & SDCD & 2． \(\mathrm{F}^{*} \mathrm{CO}\) \\
\hline 1． 1280 \(^{\text {a }}\) & PIG & －1． \(\operatorname{mon}\) \\
\hline －1．visos & COMPSC1 & 3. \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|c|}
\hline  & \(i \cdot\) & & \\
\hline  & 115＊5 & 14. & Tいしゃ \\
\hline 5CA．－ & c \(+5 \cdot\) & こ．：\({ }^{\text {a }}\) & \％1 \\
\hline \(F x \quad 1\) ค．シ̈， & くのいち & －\％ロッ， &  \\
\hline P！＇S\％－－\％＊ & －5：1： & 1．\({ }^{\prime \prime}\)＂？ & Fins：＂ \\
\hline  & \(\because r i t i\) & －＜ & \\
\hline  & 21 & & \\
\hline ¢ก9\％id 17．75 & Mi：\(=0\) & ＊i＊。 & －处 \\
\hline SCA＊ & \(\mathrm{C}^{-}\)：\({ }^{\prime}\) &  & \(F i\) \\
\hline Ex ！\％－＂ & 6：\％ & －7．\(\because \cdot\) & C－11） \\
\hline Plいち．\％＊＊： & －！¢ \({ }^{\text {¢ }}\) ， & ；；i＋ & HL \\
\hline テリ．7！－rio & －1111 & －：\(\because\) ． & \\
\hline  & \(\because "\) & & \\
\hline TrYVAZ 19．04 & 21： \(0 \%\) & ck． &  \\
\hline SCA： & C＊いr & 121．23： & 11 \\
\hline Ex 2\％ & L \(\cdot \mathfrak{j}\) &  & Criow \\
\hline Puこの 1：1．art： & －rri！ & 1：1．13： &  \\
\hline 11：5：！
\[
1610
\] & ：E II 1 & 1：1． & \\
\hline CG：TE，İ \％f r．tric ivjorta & － & & \\
\hline TOTVA？？ 29 & U6＂： & 35. & T01．40 \\
\hline SCA＇\(\quad\) ？？\(\because\) \％ & ravi？ & 3．＂\％＊ & E 1 \\
\hline  & CAMO？ & 2．6， 3.0 & COWC \\
\hline  & Pr．1： & 1．\(\because \because \cdots\) & PLいち！ \\
\hline \[
1 \therefore .1 .71
\] & －ETI． 1 & ： & \\
\hline CCNFFi：TS ¢F CASE Pavaso & r？ & & \\
\hline TGTVAP 19.51 & A1．68？ & 6り。 & TDLAM \\
\hline SCA：1 ？こ！r刀i & Cいい！。 & 3．8．9．3 & F． 1 \\
\hline Ex 16．tota & co：＂s & 0 & COMPC． \\
\hline PLISO 1．10．4．0 & P隹）： & 1．4？nta & PLISIN \\
\hline  & \(\therefore\) ¢TI：I & －6． & \\
\hline CUATEATS UF CASE ：U：CNER & 27 & & \\
\hline IHVESTISATIOM DHE & & & \\
\hline TOTVAR 16．00\％ & ALGPEO & 17. & TULAM \\
\hline SCAll \(A\) & cすupr & 3.5040 & EI \\
\hline Ex 38．10品 & くOfPS & －7．19：19 & r．M．MPC \\
\hline PLUS？－3．4．4＊＊ & P．F．C．I：］ & \(1 . \mathrm{CROA}\) & PLUSIN \\
\hline 1晾最1－5． & P．F．II：1 & －6． & \\
\hline COMTENTS OF CASE HUHPER & 28 & & \\
\hline TOTVAR 14．84 & ALLRED & \[
42 .
\] & TOLAM \\
\hline SCA： 1.0 Oi，GR & COHCO & －1．0ists & EI \\
\hline FX 32．EbNis & CO：PS & －2．964 & COMPC \\
\hline 中Llらの 2．0．\％以\％． & P：ESI！！ & \(\square\) & PLUSIN \\
\hline L̇＊i¢！ 1 －1． & HETI：I & \(-2\). & \\
\hline
\end{tabular}


\begin{tabular}{|c|c|c|c|}
\hline Tい年 & －23．0． & ぐごいム & 3．\(\because \cdots\) \\
\hline \(f\) ！ & ：ロッロ！ & ぐら？ & 2．0．3？ \\
\hline r：bs & 2．10： & 495 & 9．\({ }^{\circ}\) \\
\hline 6us： & ： & cr：pect & 5. \\
\hline  & \(-1.20\) & ！1゙った2 & －4．1：\(=\) \\
\hline 11 & 4．\(\because \because\) & s～ご & 2．．．＊ \\
\hline s－vic & 品口rs & Fi： & と．E： \\
\hline ＇6「ご， & 2．．．？ & crosis： & －3． \\
\hline  & 101．6．3 & じらいて & 101．0．s？ \\
\hline f 1 & 1：1． & ¢＂くら & 1：1．0？ \\
\hline C：176 & 1：1．r．as & －\％ & 191．6：ry \\
\hline がS\％： & 111．\(\because 3\) & Cい？ & 1：3． \\
\hline 9「しが & －3，\(\because \sim 4\) & Onc．a & －12．6\％ \\
\hline \(E 1\) &  & SOCD & －？． \(2 \cdot 7\) \\
\hline coupt & －7．0\％s & 119 & 14．100\％ \\
\hline PL！SI： & ？．Pioz & C0：DSE1 & － \\
\hline OHLAM & －7．r．0． & ancua & －33．6889 \\
\hline f． 1 & 4，¢rite & Soco & － \\
\hline Cosp & 2．fies & F1： & －11．030 \\
\hline PLUSIM & 2．00：0 & COIPSC1 & －4． \\
\hline & & － & 24127177 \\
\hline TOL4：1 & －13．asan & DIGGMA & －1．0205 \\
\hline E．I & 3．0¢7\％ & SOCD & 0 \\
\hline C．OMFC & －3．0．6a & RIT， & 12．09：0 \\
\hline PLUSIN & 2．9000 & COHPSCI & －7． \\
\hline & & ， & \\
\hline TOLAM & 101．cond & OOE：A & 131．80an \\
\hline EI & 101．6000 & SOCO & 101．0ara \\
\hline COMPC & 181．063 & R16 & 1：1． \(\mathrm{Hax}_{6} \mathrm{C}\) \\
\hline PLUSIN & 101.90 ¢ & COMPSC1 & 1v1． \\
\hline
\end{tabular}




\begin{tabular}{|c|c|}
\hline 1. & 9.689 \\
\hline & 3 3 Onas \\
\hline \(\cdots\) & －4．0：3\％ \\
\hline rimer & －1． \\
\hline ：\(\%\) & 6．ans \\
\hline & 2rand \\
\hline \(0 \cdot 0\) & 1．000 \\
\hline rinifi &  \\
\hline 1.1 & R．Pin： \\
\hline \(\checkmark\) & 4 c \\
\hline － 0 & －2．003 \\
\hline ［imer \({ }^{\text {P }}\) & 3. \\
\hline PanE & 13 \\
\hline ハT & 7.860 \\
\hline & 4 Con \\
\hline CinEad & －4． \(\begin{array}{r}3 \\ 5\end{array}\) \\
\hline ITT & 12.0080 \\
\hline & 23.6080 \\
\hline －Mego & \[
-4.00 n 3
\] \\
\hline I：T & \\
\hline \(\wedge\) & 32．0．00 \\
\hline REFO
OTHERS & \[
\begin{array}{r}
-i \cdot 0,000 \\
5 .
\end{array}
\] \\
\hline I：T & 9.8 ¢03 \\
\hline Nego & 18.0489
-4.089 \\
\hline CiFERI & 7. \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|c|c|c|c|}
\hline  &  & 500
\(0 \%\)
40 &  & 象号 &  &  \\
\hline  &  &  &  &  &  &  \\
\hline \(\because \because\) & \(\because 8\) & A & \(2 \%\) & & & \\
\hline \(\because \because\) & \(\because\) & \(\because\) & \％ & －ta & 号 & 会家家家 \\
\hline 号in & \(\therefore \therefore \dot{0}\) & \(\underline{x}\) & \(\therefore \sim\) & virioi & mis &  \\
\hline
\end{tabular}



\section*{Appendix 8b.}

\author{
Descriptive Statistics for Scores from the M.P.I. and the Composite Questionnaire
}

\begin{tabular}{|c|c|c|c|c|c|c|}
\hline &  & &  & & & \\
\hline \multirow[t]{3}{*}{）} & 4Cs！ & 27．1，34 & STD Ema & 1．1月7 & STワ ロビ & 17．2\％ \\
\hline &  & 16．0．0．srs &  & － 0.0 \％ 7 & SkEn：ESS & －．155 \\
\hline & RA＇SE & 4：9， 30 & 1－1．］：9144 & 6.015 & ＂rxitu＂ & 46.58 \\
\hline \(\therefore\) & Vallacasis & 71 & rasslic chses & 9 & & \\
\hline \multicolumn{7}{|l|}{\(r\)－} \\
\hline & VAPALI！ & －pis und & Erice toiks s：rrlic & \(1{ }^{1}\) & & \\
\hline \multirow[t]{2}{*}{，} & M1AN & \(\cdots\)－M19 & Eicthiz & －5の\％ & ETt）TES & 4.535 \\
\hline & Vaidarct． & \(2 \therefore\) ata & Gdiryssis & －． 05 & Stferts． 5 & － \(0: 3\) \\
\hline \multirow[t]{2}{*}{．．．} & Rasur & 1703： & W11．1：194 & －4．20． &  & 8．\(\times 6\) \\
\hline & VALIEESES & 30 & \(\because\) O5I＇「 C：5ES & 17 & & \\
\hline ， & VR＂İdill［ & ＂pe pm & ate for Criply & IYY & & \\
\hline \multirow{3}{*}{）} & 485 & － \(\mathrm{Mar}^{\text {c }}\) & 316 E0\％ & ．415 & 519 OEV & 3．191 \\
\hline & vailis irk & 10.148 & KHicsis & －．672 & SnERPES & －． 033 \\
\hline &  & 14.6 & －1ily & －7．10：\％ & HaXIM， & 7．0．0 \\
\hline ； & Vatio cishs & 59 & MISSI：G GAEES & 12 & & \\
\hline \multicolumn{7}{|c|}{} \\
\hline \multirow[t]{3}{*}{）} & － 4 A： & －74n & 5T！［ri & －6？ 1 & STD CEV & 6.387 \\
\hline & V4い！\({ }^{\text {at }}\) & 4：7： & －1965！ & －．634 & Sxtyeess & ．497 \\
\hline & 成いい？ & キッ．\(\because *\) & －1．1－－ & 14．cen & HAXIMU4 & 10.830 \\
\hline \multirow[t]{2}{*}{）} & & & & & & \\
\hline & Va！：¢x－i & 57 & －1：sil．s casts & & & \\
\hline \multirow[b]{3}{*}{）} & Vsinitill & & こi！ & & & \\
\hline & \(44_{4} 4\) & － 2.8 & s\％¢0 & ．tıi & Sth riv\％ & 6.455 \\
\hline & Vaic：\({ }^{\text {at }}\) & －：Ats &  & －．brai & SklutLss & ． 307 \\
\hline \multirow[t]{2}{*}{）} & Hhat？ & C4．\({ }^{\text {a }}\) & ：11．i．jei－1 & 12．0： & NAXI＇U＂ & 14．ial \\
\hline & V4．19 cis： & Sc & rasithecses & if & & \\
\hline
\end{tabular}


\section*{Appendix 2a.}

Pearson Correlation Matrix between Apparent Variability, Non-Deriniteness and all Variables Measured by the M.P.I. and the Composite Questionnaire.

Note

Probabilities are \(1-t a i l e d\) ror correlations with Apparent Variability and Non-Definiteness; otherwise they are 2-tailed.

\[
\begin{aligned}
0 .
\end{aligned}
\]
.

\section*{Appendix 9b}

Communality Estimate3, Eicenvalues and Proportions of Total Variance accounted for by all the Initial Components, and the Initial Components Matrix containing the six Components with Eicenvalues ereater than 'One'
\begin{tabular}{|c|}
\hline 0.001
2060 \\
\hline 2.86 \\
\hline \(0 \cdot 16\) \\
\hline 2．56 \\
\hline 2． 26 \\
\hline 8.96 \\
\hline ¢．88 \\
\hline T＊ 58 \\
\hline L：18 \\
\hline c： 21 \\
\hline \(\square \cdot 19\) \\
\hline \(1 \cdot 19\) \\
\hline 2．ns \\
\hline 90加 \\
\hline 1．61 \\
\hline
\end{tabular}



ALLRED \(\infty\)
2
0
0
0 RIG \(z 0\) O Hoz ○の心～


\section*{Appendix 9c}

Communalities, Eigenvalues, and Proportions of Common Variance accounted for by the six Rotated Components


\section*{Appendix 9d.}

\section*{Rotated Factor Matrix}

\[
685
\]

Appendix 9e.

\section*{Transformation Matrix}


\section*{Appendix 9 r .}

\section*{Factor Score Coefricients}


\section*{'lhe Biographical questinnnaire}
\begin{tabular}{|c|c|}
\hline \[
\begin{aligned}
& \text { Key } \\
& \text { Variable lab, }
\end{aligned}
\] & Variable and Coding \\
\hline 7.1 & Only child (0); Not only child (1). \\
\hline 23 & llas hoarded (0); llas not boarded (1). \\
\hline \(2!4\) & Small schonl (0); Large school (1). \\
\hline 25 & Moved nuce or never ( 0 ); Moved more than race (1). \\
\hline 76 & From comntry ( 0 ) ; From town or city (1). \\
\hline 7.7 & \begin{tabular}{l}
No crises at home (0); Parents \\
divorcol (1); Parent deceased (2).
\end{tabular} \\
\hline 7.3 & Clear-cut idea of right and wrong ( 0 ) ; Not cloar cut (1). \\
\hline 79 & Qualificd idea of right and wrong (O); Umqualified (1) . \\
\hline 7.10 & Scvercly punished for 'wrent' hehavicur (0); Not severely punished (1). \\
\hline 211 & \begin{tabular}{l}
Parcot: agreod on \(S^{\prime} s\) upbringing \\
(0): Varcut- disagreed (1); Question \\
impossible - parent dead or diverced (3).
\end{tabular} \\
\hline 212 & \begin{tabular}{l}
larents generally disagreed ( 0 ) ; \\
parents generally agreed (1); Question imposeible (3).
\end{tabular} \\
\hline 2.13 & ```
S finds romantic relationships easy (0);
    S rinds romantic relationships
    dirricult (1).
``` \\
\hline 211 & ```
S rinds friondships easy (0);
    S riuds fricndships difficult (1).
``` \\
\hline 215 & \begin{tabular}{l}
Independence is important (O) ; \\
Independence is unimportant (1).
\end{tabular} \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline Key & \\
\hline Variable Label & Variable and Coding \\
\hline 216 & Parents friends were much the same (0); Parents friends were varied (1). \\
\hline 217 & S not included in secial functions with parcots (0); \(S\) included (1). \\
\hline 718 & Close to mother (0); Not close (1). \\
\hline 7.19 & Close in father (0); Not close (1); Que-tinn impossible (3). \\
\hline 220 & Close family (0) ; Nint close (1) . \\
\hline 7:1 & ```
Mothor consistent (0); Mother
    gncrnsistent (1).
``` \\
\hline 222 & Father consistent (0); Father inconsistent (1); Question impossible (3). \\
\hline 223 & \[
\begin{aligned}
& \text { Saccoptedat school (0); } S \text { not } \\
& \text { accupted (i). }
\end{aligned}
\] \\
\hline 224 & Fricnds accepted by parents (0); Friends not accepted (1). \\
\hline 2.25 & ```
Mothrer alway: loving (0); Mother
    withmew alfection (1).
``` \\
\hline 226 & Father always loving (0); Father withdrew arfectinn (1); Question impossible (3). \\
\hline 227 & Not hadly hart (o); 'Self-confronting' went (1) ; 'Tramatic cvent (2). \\
\hline
\end{tabular}

\section*{Xntr}
1. Figures in brackots are the codes for the possible
responses to rach questinn.
2. Missing data is crded ' \({ }^{\prime}\) '.

\section*{Apprndix \(10 a\).}

Bosponser to the Biographical Questionnaire

Pnta
Codings ase given rn the mevious two pages.








incminn




\(\omega=c=1 \quad c=\infty=\)

\(\rightarrow+\infty=\infty \quad \therefore \infty<\infty\)




\(\because \div \underbrace{\circ}\)

e


\(\operatorname{\omega ic} 0 \quad 000000\)
C-csc
\(-\cos\)
\(\oplus\)
\(\stackrel{\text { U }}{2}\)


 \(-c 2-1000000\)
\(-5050 \quad-0050\)

NNNNN
coccs.
\[
\begin{aligned}
& \text { NNNNG } \\
& \text { NNNNN NNN }
\end{aligned}
\]
\[
\alpha
\]

\[
\begin{array}{ll}
21 & 9 \\
26 & 7 . \\
211 & 9 . \\
716 & 9 \\
221 & 9
\end{array}
\]
\[
\begin{aligned}
& 6 \\
& 6
\end{aligned}
\]

NNNNNNO



\footnotetext{
\(\therefore=\therefore=\)
NNNNNN \(\rightarrow \cdots \rightarrow+\)
}

\begin{tabular}{|c|c|c|c|c|c|}
\hline  & \(\because \because \square\) & \(\therefore 0000\) & 0.0000 & \(\dot{\sim}\) &  \\
\hline
\end{tabular}

pane 18
Nえニ̃~N







\section*{Appendix 10b.}

Contingency Tables between Responses to Questions 1,3 to 12. 16 ( 027 and (A) Xn-I)efiniteness, (B) Apparent Variability.


 IHVESTIGATIOU O*E FIIE JACK CHARI (CHLATION DATE
SUIFILE \(28 / 96 / 77\) )




)

\(j\)


cojet \(]^{a}\)
\begin{tabular}{|c|c|c|c|c|}
\hline \multicolumn{5}{|c|}{ALIFEV} \\
\hline \multicolumn{2}{|r|}{\multirow[t]{3}{*}{crjet}} & 1 & & \\
\hline & & ICEFIUITE & \(: 0: 1-1 / F F I\) & Pun \\
\hline & & 1 SELF-I: & \(\because 1\) TF Sol & TOTAL \\
\hline & & 1 & 1.1 & \\
\hline \multicolumn{5}{|l|}{} \\
\hline & p & 128 & \(12 A\) & 56 \\
\hline \multirow[t]{2}{*}{CLEn} & 9 1: \(1: 3\) & 1 & & 94.9 \\
\hline & & I------* & --m--*-*- & \\
\hline \multirow{5}{*}{NOT C} & 1. & 11 & 2 & 3 \\
\hline & CLEAT & 1 . & 1 & 5.1 \\
\hline & & i-m--i- &  & \\
\hline & crillas & 34 & \(3 ?\) & 59 \\
\hline & TUTAL & 49.2 & 514.8 & 160.19 \\
\hline
\end{tabular}

) VUMjEid CF MISSJ\r. RBSERVATIUMS = 12




217
BY ALLRED OVERALL VOH=DEF









1 HUNGER CF MISSIM OHSERVATIONS = 17



```
            cour.T I
                                TDTVAA
                                ICONSISTE VARIAPLE HUN
                                INT
    21
    -*-*-
```

```
    YO.LY CHILO
        0
```

```
    COMN-
```



        COUR.T TOTVAR
        cour. \(I\)


        23
        ) HASOOAKCED
        \(\rho\)

        5
9.3
            -1-2--
        1
1

        49
96.7



        CROSSTABULATIONOF OTA******

    j


    )








        Pumer? of viss: r. natrovatic:s=_-17

        25 . 2 .
        C019:T
            totvar
                ICONEISTL VAFIARLE ROW
                25
        MOVED LL OUCE
        moven ree tinict

            \(\begin{array}{ccccc}1 & 1 & 15 & 1 \\ -1 & 1 & 1 \\ 1 & 15 & 1 & 12 & 1\end{array}\)
        \(57^{27}\)
            53.4

        COQRFCTEC CHT SGUARE \(=\quad .29633 \mathrm{HITH} 1\) DEGREE OF FREENQN, SIGNIFICANCE \(=.5862\)





Contingoncy Tables Wetween the Responses to（1）Questions 25 and 2G，（2）Questions 10,25 and 26 in combination and（A）Non－Definitandss，（b）Apparent Variability．

Nn！

1．The firwt crmhines eithor parent withdrawing affection （Q．25 and Q．2G）．

2．The second combines either larent withdrawing affection （Q．こう and この）and severo punishment（Q．10）．


\section*{Appendix 10 d.}

Contingency Tables between the Responses to (1) Question 7. 25 and 2G, in Combination and (A) Non-Definiteness,
(B) Apparent Variability.

Notes
1. The first combines the death of a parent (Q. 7)
and either larent withdrawing arfection (Q.s 25 and \(2(6)\)
2. The second cembines the death or divorce of parents (Q. T) amd rithry farent withdrawing affection (Q.' \(\underset{2}{25}\) atad 26).


\section*{Appendix 10e.}

Responses to Questinns 1,3 and \(l_{i}\) of the Supplementary Questionnaire (in Appendix 1c).

Key
Variabla label Question
Q. 1 Science student (0) ; Arts student (1).
Q. 3 No characteristic provided (O); Charactoristic speciried (1).
Q. 4

All behaviour included in SelfImate (0); Some behaviour excluded (1).

Into
The rigures in brackets are the codes for the possible responces fa rach questiru.


\section*{Appendix \(10 r\).}

Contincency Tables between Responses to Questions 13-15 of the Bingraphical Questionnaire, Questions 1, 3, and 4 of the Supplementary Questionnaire and Non-Definiteness.



\section*{Appendix Eleven}



\section*{Appendix Twelve}

The New Non-Definiteness Measure

\section*{Appendix 12 a.}

Correlations betweon Non-l)refiniteness Scores on the Remaining Individmal Dimensions and the New Total Non-Drfinitencess Scope.
\begin{tabular}{|c|c|}
\hline Reserved-Outgoing & . 725 \\
\hline Submissive-Assertive & .629 \\
\hline Serious-llappy so Lucky & .653 \\
\hline Disregards Rules-Conscientious & .668 \\
\hline Hard Hearted-Sentimental & . 583 \\
\hline Trusting-llard to Fool & . 598 \\
\hline Practical-linconcerned with Practical Matters & .673 \\
\hline Confident-Apprehensive & . 591 \\
\hline Conservative-Experimenting & .707 \\
\hline Follows own Urges-Does what is Expected & .609 \\
\hline Relaxed-Tense & .726 \\
\hline Eager-Indifferent & . 737 \\
\hline Strong-Weak & .726 \\
\hline Severe-Lenient & .665 \\
\hline Hard-Soft & . 614 \\
\hline Wise-Foolish & .688 \\
\hline Sociable-Unsociable & .654 \\
\hline Good-Bad & .762 \\
\hline Active-lassive & .750 \\
\hline Free-Constrained & .743 \\
\hline Kind-Cruel & .658 \\
\hline Rash-Cautious & .704 \\
\hline
\end{tabular}

All correlations were significant at or beyond the .001 level. (1-Tail).

\section*{Appendjx 12b.}

Descriptive Statistics ror the New Total Non-Definiteness scorc.
Mean ..... 35.183
Standard Error ..... 1.786
Standard Deviation ..... 15.052
Variance ..... 226.552
Kurtosis ..... -. 938
Skewness ..... \(-.506\)
Range ..... 53.000
Minimum ..... 2.000
Maximum ..... 55.000

\section*{Appondix Thirteen}

The Forms used in Investigation Two for the Ratings of Solf, the Situations and Frelings or Ease.

Woule you please consider the pairs of adjectives on the rext pege, ard for each pair would you indicate the one vhich, on the whole, you feel describes you? Thue, if you fecl that jou aro better described as a napñ-ijo-lucky person, as opposed to a serious person, you wold incicate tris by uncerlining 'happy-eo-lucky', as chown below.

Ertious : Hnnny-co-lucky

Please co throuk this forn as quickly as jou can, \(\because\) putione cona the first feeling that you have about jourseir. Please bear in mind that each score should insicatc thc vay that you fcel you are. Finally, it should be stressed thet the answers you Fut ars coppletoly conficontial: indeed the individual responses will never be looked at, so please be sure that you put dow what jou feel reelly IS the case, and ajt what you fecs should be, or what you might lise to be tre situation.

TIEE IE YO GEDEZION OR AIN RESEONSE EETNG 'BETTER' C? IOCE LESTRAEEE THAN ANY OTHER.


Now would you look again, carefully at each of the choices thit you have just made, and decide how certain you ar: about each decision. Thus I want you to indicat: on the four point scale the extent to which each choice you made really represents the way you fecl \(y\) ou are. For example, if you have indicated that you are happy go lucky, and you really feel that you are a happy co lucky person, and find it difficult to conccive of yourself as serious, then you would tick 'very certain' for item '4'. On the other hand, if you feel that you are, or sometimes are, other than jou have indicated for an item you should Cive a lower ratire for the decision, choosing the box to matcin the decree of certainty that you feel with the choic: as an indication of how you feel you are.

Acain, it should be stressed that your scores are quite conficential and so, please, be frce from considerations of what jou would like to be or feel you should bc. Thus, if you think that you are definitely very shrewd, then please indicate your satisfaction with that choicc by now ticking 'very certain'. It should also bo stressed that your saying that you are less than 'very certain' about any choice will in no way be taken to mean that you are admitting to being mistaken in your original decision. Therefore, please don't hesitate to declare how you really feel about each decision you made.

> S.C. (I)/C/R/
\begin{tabular}{|c|c|c|c|c|}
\hline Choice & \multicolumn{4}{|l|}{Datisfaction with the choice as an indication of how you think you are. i.e. The degree of confidence you have that the choice represents you all the time in your view of yourself.} \\
\hline 1. & : & . \({ }^{\text {. }}\) & & \\
\hline 2. & : & . ... ... & & \\
\hline 3. & & \(!\) & & \\
\hline 4. & & & & \\
\hline 5. & & & & \\
\hline 6. & & & & \\
\hline 7. & & & & \\
\hline 8. & & & & \\
\hline 9. & & & & \\
\hline 10. & & & & \\
\hline 11. & & & & \\
\hline 12. & & & & \\
\hline 13. & & & & \\
\hline 14. & & & & \\
\hline 15. & & . & & \\
\hline 16. & & & & \\
\hline 17. & & & & \\
\hline 18. & & & & \\
\hline 19. & & & & \\
\hline 20. & & & & \\
\hline 21. & & & & \\
\hline 22. & & & & \\
\hline 23. & & & & . \\
\hline 24. & & & & \\
\hline 25. & & & & \\
\hline 26. & & & & \\
\hline
\end{tabular}
1. Are you a science or arts student?
llease read the following pairs of statements, and for each pair, cross out the one that applies less.
2.A. When \(I\) think about mysclf, see myself in terms of a clear, well-defined sot of characteristics.
B. When I think about myself, I get a rather amorphous, non-definite image.
3.A. If naked to think of one thing that typifies me, nothing springs to mind.
B. If asked to think of one thing that typifies me,
(Jlease wite characteristic in this space) readily come to mind.
4.A. My idea of myself. (the real me), includes all the different ways that \(I\) behave in all the different situations in which \(I\) find myself.
B. Some of the ways that \(I\) behave are not 'really me' and are excluded from my pictur? of myself.
I. now want vou to consider cach of the followine situations:-
1. A porty with youn parente end thoir friends.
2. A converration with a close friend, (try and have someone 'in mind').
3. A party vith your friends.
4. A convorrotion with womn heomester/headmistress, or lacad of where you worv.
5. Your first conversation with a 'woulc-be' boyfriend/ girlifiend.
6. Your first car at a nea echol, (or first tire with eny (roup).

For cock, I woul like you to chon how you think you morms betove bencominire the adjective that sems to better numanige the ochoviour recuircd. For exanple, if at a ranty you thint an sould be 'outcoing' ratrer then 'reserves' zou chould uncerline 'outcoine', thus:-

Reserved: gatooing
Havin, core this, I voulc lize you to incicate kow stronsly you thin: thet roople excect ou to behaue in the menner you third ie recuirec (as ozposec to the opposite adiectivel. Fon cxaman, if zou think that rou.s.ould be outcoins at a party anc that reong ctrengly expect fou to be outeoing (i.c. tist it wouli be very incorinect to be reserveç), you vould tic: tie 'Etrongy Exmectec' box. On the other hend, if you thint that it farciy mattens if you ane outeoing or reserved xen sconld tict that box. .

Flece alvers c:oose one adjective from each pair; even jif you thin: it herily :atters, you can show this later.

Finclly, thens is obviously no cuestion of there beine a corroct orcecer: I am purelz interested in what you see as being tite cose.

Would \(\because 0\) ma first undeninire the adective ad then tickine the boxes.

Situation One.
A part :isth your percents and their friends.
```
1. Necerved : Out-coine
2.
3.
4.
5 .
\sigma.
7.
8.
9. Follows own urges : Does what is expected
10.
11.
12.
13.
14.
15.
Fractical : Unconcerned with practical matters
Confidcrt : Apprehensive
Conservative : Experimenting
```
10.
11.
12.
13.
14.
15.

Reserved : Out-çoing
Submissive : Assertive
Serious : Nappy-eo-lucky
Disregards. Rules : Conscientious
:arc-iearted : Sentimental
Practical : Unconcerned with practical matters
Confident : Apprehensive
Conservative : Experimenting
Follows own urges : Does what is expected
Relaxed : Flense
Eager : Indifferent
Wise : Foolish
Good : Bad
Active : Passive
Free : Constrained

Situation One.
A party vith your parents ond their friends.


Situation 'lwo.
A converootion with a ciose friend, (try and have somenne
'j.n mind').
```
1.
2.
3.
4. Disreeoris.Rules : Conscientious
```
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

Reserved : Out-coing
Cubaissive : Assertive
Serious : Mapny-co-lucky
Eisreeorcis. Rules : Conscientious
:Tard-iearted : Sontimental
Fractical : Unconcerned with practical matters
Confident. : Apprehensive
Conservative : Experimenting
Follows own urges : Does what is expected
Nelaxed : Tense
Eacer. : Incifferent
Wise : Foolish
Good : Bad
Active : Passive
Free : Constrained

Situation ITwo.
A conversotion with a close friend, (try and have somene 'in mind').
\begin{tabular}{|c|c|c|c|c|}
\hline Choice & \begin{tabular}{l}
\#) stron have wre \\
Very Etrongly
\end{tabular} & \[
\begin{aligned}
& \text { lined is y } \\
& \text { Ieirly } \\
& \text { Sironciy }
\end{aligned}
\] & \begin{tabular}{l}
in: that ected? \\
Iot very \\
Strongly
\end{tabular} & \begin{tabular}{l}
haviour you \\
Hardly \\
Vatters
\end{tabular} \\
\hline 1. & & & & \\
\hline 2. & & & & \\
\hline 3. & & & & \\
\hline 4. & & & & \\
\hline 5. & & & & \\
\hline 6. & & , & & \\
\hline 7. & & & & \\
\hline 3. & & & & \\
\hline 3. & & & & \\
\hline 10. & & & & \\
\hline 11. & & & & \\
\hline 12. & & & & \\
\hline 13. & & & & \\
\hline 14. & & & & \\
\hline 15. & & & & \\
\hline
\end{tabular}

Situation ihree.
A narty vith your friends.


A party with your friends.
\begin{tabular}{|c|c|c|c|c|}
\hline Onojce & \begin{tabular}{l}
:3n stron have unce \\
Very sirongly
\end{tabular} & \begin{tabular}{l}
y do you \\
ined is \\
Fairly \\
Strongly
\end{tabular} & \begin{tabular}{l}
ink that ected? \\
Int very \\
Strongly
\end{tabular} & \begin{tabular}{l}
ehaviour you \\
Hardly \\
Katters
\end{tabular} \\
\hline 1.1 & & & & \\
\hline 2. & & & & \\
\hline 3. & & & & \\
\hline 4. & & & & \\
\hline 5. & & & & \\
\hline 6. & & & & \\
\hline 7. & - & & & \\
\hline 3. & \(\cdot\) & & & \\
\hline \(\bigcirc\) & & & & \\
\hline 10. & & & & \\
\hline 11. & & & & \\
\hline 12. & & & & \\
\hline 13. & & & & \\
\hline 14. & & & & \\
\hline 15. & & & & \\
\hline
\end{tabular}

\section*{Situation Pour.}

A convousation with your hoonaster/incadmistress, or head of whore you worte.
1. Reserved : Out-going
2.
3. Subnissive : Assertive

Serious : Hapny-co-lucky
4. Disreferès Pules : Conscientious
5. :Uard-iearted : Sentimental
6. Fractical : Unconcerned with practical matters
7.
8.

Consorvative : Epperimentins
9. Follows own urces : Does what is expected
10.
11.

Felaxed : Tense
Eacer : Indifferent
12.
13.
14.
15.
Wise : Foolish

Good : Bad
Active : Passive
Pree : Constrained

A converution with zour headmaster/headmistress, or head of whore you work.

```
Situation Five. Your first convorontion with a 'rould-be' boyfriend/girlfriend.
```


\section*{Bituation Pive.}

Your first corversetion with a 'vould-be' bojfriend/cjeffriend.
\begin{tabular}{|c|c|c|c|c|}
\hline ciris co & \multicolumn{4}{|l|}{\begin{tabular}{l}
 \\

\end{tabular}} \\
\hline 1. & & & & \\
\hline 2. & & & & \\
\hline 3. & & & & \\
\hline 4. & & & & \\
\hline 5. & & & & \\
\hline 6. & & & & \\
\hline 7. & & & & \\
\hline 3. & & & & \\
\hline 9. & & & & \\
\hline 10. & & & & \\
\hline 11. & & & & \\
\hline 12. & & & & \\
\hline 13. & & & & \\
\hline 14. & & & & \\
\hline 15. & & & & \\
\hline
\end{tabular}

Situation Six.
Your first day at a now school, (or first time with any croup).
```
    1.
    2.
    3.
    4. Eisregards Rules : Conscientious
    5.
    \sigma.
    7.
    8.
    7. Follo:s own urces : Foes what is expected
10.
11.
12.
13.
14.
15.
    Reserved : Out-๕oinc
            Subaissive : Assentive
        Serious : Happy-EO-lucky
            Melaxed : T'ense
            Eacer : Indifferent
            Wise : Foolish
        Good : Bad
        Active : Passive
        Free : Constrained
```

Your first day at a new school, (or first time with any croup).


Finally, would you plosise indicate below how hoppy or at ense zou feol in occh of the situations lorked at. For orrmple, jf you feel vory ct case at a perty with Four friendr vou wnald tick thus:-

On the other hand if you fecl very ill at ease or inhibited
in thot situcticr (i.c. not very content or 'happy' in it)
you would tict the ormorite enc.
1. A penta with oour perents and their friends.

Very at fener


Vere Ill at Dase
2. A convorotion mith a close friend.

Vora at Zoce

3. A rasty : itith zour iriends.

Vora at Dase


Very Ill at Iase
4. A converotion vitw \#nu hoasmaster/Aeamistress, or head of wiere zou wota.

Very at Enec
 Very Ill at Dese
5. Youn first conversetion with a 'woulche' borifiend/ girl/Priend.

Vere dit mece


Very Ill at Dase
G. Youn first \(\begin{array}{r}\text { cer at a new school, (or first time witr eny } \\ \text { new croun). }\end{array}\)

Very at Saco


Very Ill at Ease

Appendix Fourteen

Solf-Perceptinn Adjectival Choices and Non-Definiteness Scrres.

Key
Number Dimension

1

3
4
6

13

111
17
19
21

22

Reserved - Outgoing
Submissive - Assertive
Scrinus - Happy-gn-lucky
Nard hearted - Sentimental
Conrident - Apprehensive
Conscrvative - Experimenting
Follnws own Urges - Does what is expected

Rolaxed-Tenso
Eacer - Indifferent
Nise - Fnolish
Ginod - Bad
Active - Passive

\section*{Appendix 1/a.}

The Adjectival Choices

Key.
1. NE1, ME 3 rec refer to the adjectival choices on Dimension Sumbers 1,3 etc.
2. The coling or ' O' was given when the left hand adjectiver was chnsen. The coding of ' \({ }^{\prime}\) ' was given when the right hand adjective was chosen.



\(=0 \quad 0 \cdot 0\)





シ

栄咅
気
MEA
VE14
岂岂
 CO：TENTS CF CASE NUNEE？AD

\[
\mathfrak{\sim}
\]
解
CO:TEATS CF CASE MUWEE?
\(\begin{array}{ll}\text { ME1 } & 0 \\ \text { CEII } & \\ \text { CUITENTS CF CASE NUMRER }\end{array}\)
 CORI CENTS OF CASE NUNBER \(\begin{array}{lc}\text { ME1 } & 9 . \\ \text { ME11 } & 9 \\ \text { MER1 } & 0 \\ \text { CONTENTS OF CASE NUMBER }\end{array}\) 9.
9.
9.

INTERVIENEES
\[
\begin{aligned}
& \text { MEI } \\
& \text { MEII } \\
& \text { MESI } \\
& \text { CONTENTS OF CASE NUMGER } \\
& \text { MEI } \\
& \text { MEII } \\
& \text { MEZI } \\
& \text { CONTENTS OF CASE NIJMAER }
\end{aligned}
\]

岂出等
MEI
\[
\begin{aligned}
& \text { M M }
\end{aligned}
\]
\begin{tabular}{|c|c|c|c|c|c|c|c|}
\hline 2** & \(=3\) & 5 & \(c s\) & \(0^{\circ}\) & \(0^{-0}\) & 50 & \(\pm 5\) \\
\hline
\end{tabular}



\(\because\)
(


Appendix 14b.

The Response to Question Two of the Supplementary Questionnaire and the Non-Definiteness Scores.

Key.
Q.2 The krepronse to guestion Two

MCRT1, NCHI 3 etc. rofer to the Non-Definiteness Scores on Dimension Numbers 1,3 etc.



\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|}
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\hline & & \multicolumn{8}{|c|}{\(\stackrel{\square}{\square}\)} \\
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 \(\therefore \underset{\sim}{\sim}\) \(\begin{array}{ll}\text { OL } & \\ \text { MCRTIA } & \\ \text { MCRT19 } \\ \text { CONTENTS OF CASE } \\ \text { 2．MUMAER }\end{array}\)


Appendices Fifteen to Twenty

> Situation-Perception Adjectival Choices and Strength of Demand Ratings.

Key
\begin{tabular}{|c|c|}
\hline Number & Dimension \\
\hline 1 & Reserved - Outgoing \\
\hline 2 & Submissive - Assertive \\
\hline 3 & Serious - Happy-go-lucky \\
\hline 5 & Hard Hearted - Sentimental \\
\hline 7 & Conrident - Apprehensive \\
\hline 8 & Conservative - Experimenting \\
\hline 9 & Follnws own urges - Does what is expected. \\
\hline 10 & Relaxed - Tense \\
\hline 11 & Eager - Indifferent \\
\hline 12 & Vise - Foolish \\
\hline 13 & Gord - Bad \\
\hline 14 & Active - Passive \\
\hline
\end{tabular}

Notes
1. Missing data is always coded '99'.
2. SIT 11 , SITAZ ctc refers to the Adjectival Choices to shew the more required characteristic on Dimension numbers 1, 2 etc. in Situation A. Similarly SITB1,

SITB2, etce give this information for Situation B. A coding of 'o' is always given when the left-hand adjective was chosen.

A colitug rf. ' \()^{\prime}\) was always given when the right-hand adjective vas chosen.
3. CEMTA1, CEMTA3, etcerefors to the subject's indication of the (lack of) strength of the demand for the more requirad characteristic on Dimension Numbers 1,2 , oic. intituation A.
 frosituatjon \(\%\).

\section*{Appendix 15}

Situation A: A Party with your Parents and their Friends.

\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|c|c|}
\hline SITA！ & & 9. & STME & 7 & Si943 & 3 & 51915 & 9. & 519．7 & & \\
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\hline CERTAS & \(?\) & \(?\) & CF¢PAT & 1. & CER A & ？． & Ctaipla & 3. & CER1」」 & & 2. \\
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\] & & F－ray & 1. & ぐッが」。 & c． & & & \\
\hline S！T11 & & 9. & SITA2 & \(\cdots\) & 61943 & 9. & S1；15 & 9. & S19A7 & & E \\
\hline SiTA8 & & \％ & SITA9 & 9. & SITAlC & i & Sitali & \(\square\) & S194！2 & & \％ \\
\hline SiTAl3 & & ？ & SITA1d & 0 & Cicial & 1. & CFiriz & 1 & CさHTA3 & & ＂ \\
\hline CとRTA5 & & 3. & CFFTAT & 1. & C！Etas & 1. & CFit 40 & 1. & cセッケA」， & & 0 \\
\hline CERTA1！ & & 2． & CEWTA12 & 2. & CEマTA！3 &  & CEMTA14 & 1. & & & .1 \\
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\hline SITA！ & & 9. & S19：2 & 4. & S1TK3 & 7. & ST145 & & & & \\
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\hline SITAJ3 & & ¢ & SITA14 & \＄ & CfFTAI & 1. & CFaTA己 & 2. & CEFTE3 & & \(\cdots\) \\
\hline CERTA5 & & 3 & CF：TAT & 1. & & 3. & CERTAG & 2. & CERTAI： & & 2. \\
\hline CERTA11 &  & \(?\) ？ & CERTAI2 & \％ & CERTA13 & 3 & CEFTAIU & 2. & CERTA1： & & \\
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\hline SITAB & & 8 & SITA9 & 9. & SITAl & 3 & STTAlt & \(\stackrel{0}{0}\) & SITAT & & 0 \\
\hline SITAI3 & & \(\cdots\) & SITA14 & 4. & CERTAI & 3. & CERTA？ & 3. & CEETAS & & ！ \\
\hline CEOTA5 & & 3. & CERTA7 & 3. & CERTAS & 1. & CERTAQ & 1. & CERTAI？ & & 3. \\
\hline CERTA11 & & 1. & CERTAIC & 1. & CERTA13 & 1. & CERTAJ4 & 2. & CER1Ad． & & \\
\hline CONTE：TS OF & CASE & NUAPER & 12 & & & & CERTA」4 & 2 & & & \\
\hline SITAI & & 0 & SITA2 & 0 & SITA3 & 0 & SITA5 & 9. & SITAT & & P \\
\hline SITAB & & ， & SITAG & 7. & GITAIV & 9. & SITA1I & 9. & SITAİ & & 18 \\
\hline SITA13 & & \(d\) & SITA14 & 9. & CERTAI & 1. & CFITA？ & 10 & CERTA3 & & 1. \\
\hline & & V & & 2. & CERTAS & 1. & CFRTA9 & 1. & CERTAI＇A & & 2. \\
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\hline SITAB & & 1 & SITA9 & 9. & SITA1D & 0 & SITA11 & 9. & SITA12 & & 1 \\
\hline SITAI3 & & P & SITA14 & \(\square\) & CERTA1 & 0 & CFRTAL & 0 & CEFTAS & & 1. \\
\hline CERTA5 & & 2. & CECTAT & 1. & CERTAB & 0 & CFKTAG & \(\square\) & CERTA1A & & 0 \\
\hline CERTAII & & 1 & CERTA12 & 0 & CERTA13 & 0 & CERTA14 & 0 & C．Rアa． & & \\
\hline COATENTS CF & CASE & NUTBER & \[
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\] & & & & & & & & \\
\hline SITAI & & 9. & SITA2 & 0 & SITA3 & 9. & SITAJ & 9. & SITA7 & & 6 \\
\hline SITAB & & 9 & SITA9 & 4 & SITAIG & 0 & SITA11 & 0 & SITAIC & & \(j\) \\
\hline SITA13 & & i & SITA14 & 0 & CERTAI & 0 & CFRTAZ & 1. & ceptas & & n \\
\hline CERTAS & & 1. & CERTAT & 0 & CERTAB & 8 & CFRTA9 & 1. & CLRTAJ： & & （） \\
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\hline SITA13 & 1 & S1914 \\
\hline CERTAS & 3. & CEसTA \\
\hline CERTA11 & \(?\) & CERTA12 \\
\hline COMTEVTS CF & CASE NUMAER & 31 \\
\hline SITA1 & 8 & SITAL \\
\hline SITAB & 9. & SITA9 \\
\hline SITA13 & 0 & SITA14 \\
\hline CEDTAS & 1. & CFRTM7 \\
\hline CERTA11 & 1. & CEイTA12 \\
\hline COnTEATS OF & CASE NUNOER & 32 \\
\hline SITAI & 9. & SITAL \\
\hline SITAP & 合 & SITA9 \\
\hline SITA13 & 0 & SITA14 \\
\hline CERTAS & 1. & CEFTAT \\
\hline INTERVIENEES & & \\
\hline CEPTA11 & \[
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\hline COMTENTS OF & CASE NIJNRER & \[
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\hline SITAI & 9. & SITA2 \\
\hline SITAB & － & SITA9 \\
\hline SITA13 & 0 & SITA14 \\
\hline CERTAS & 2. & CEPTA7 \\
\hline CERTAII & \[
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\hline CONTENTS OF & CASE NIJMAER & \[
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\hline SITAI & 9. & SITAL \\
\hline SITAB & V & SITA9 \\
\hline SITAI3 & 0 & SITA14 \\
\hline CERTA5 & － 2 & CERTA7 \\
\hline CERTA11 & \(\theta\) & CEFTA12 \\
\hline CONTENTS OF & CASE NIJMBER & 35 \\
\hline SITAI & 9. & SITAL \\
\hline SITAB & 4 & SITA9 \\
\hline SITA13 & 0 & SITA14 \\
\hline CERTAS & 3. & CERTA7 \\
\hline CERTA11 & 2. & CERTA12 \\
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\hline SITAI 9. & 3192 & 9. & 9143 & \(?\) & 51945 & 9. & ElTAT & \(\cdots\) \\
\hline SITA3 9， & S1ta & \(\stackrel{\square}{-}\) & 51940 & 3 & Sitali & ： & sital？ & ： \\
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\hline  & CEFTA12 & 0 & ceatal3 & 0 & cFhtala & \(p\) & & \\
\hline Sital 9. & S1T12 & a & S1TA3 & \({ }^{\circ}\) & SITAS & 9. & S19：7 & \％ \\
\hline SITAB \({ }^{\text {S }}\) ： & Stisa & 9. & Sitalj & a & Stidil & \(\dot{8}\) & cital？ & ， \\
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\hline SITAB \({ }^{\text {SITA13 }}\) & SITAP & 9. & SITA10 & 9. & SITAII & d & sital？ & 9. \\
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\hline CERTAII \({ }^{\text {a }}\) & CERTAIL & \(\because\) & certab
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\hline contents of case humater & \({ }_{47}\) & \({ }^{\circ}\) & certals & 1. & CERTA14 & 1. & & \\
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\hline SITAB \({ }^{\text {SITA13 }}\) & SITA9 & \({ }^{9}\) & SITAAA & 0 & SITA11 & \(\cdots\) & sitalz & \(b\) \\
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O & SITAl4 & ＊ & certal & 1. & CERTAZ & 2. & cektas & 2. \\
\hline certall 1 ， & CERTAI & 3. & CERTAB & \(?\) & CERTA9 & \(1 \cdot\) & certala & 1. \\
\hline contents of case nueazer & 45 & & & 1. & C．FRTAIG & 1. & & \\
\hline SITAI 9， & SITAL & 9. & SITA3 & 9. & SITAS & 0 & SITA7 & 0 \\
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\hline SITA13 n & SITA14 & \(\stackrel{3}{ }\) & C．fRTA1 & 1. & CERTA？ & 1. & CERTAS & ＂ \\
\hline CERTA5 2. & CERTAT & 0 & CERTAB & 2. & cFrtag & 2. & certaja & 3 \\
\hline CERTA11 & CEETA12 & 0 & CERTA13 & \(\square\) & CERTA14 & 2. & & \\
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\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|}
\hline COMTEVTS UF CASL MUMAER & 47 & & & & & & & & \\
\hline SITA！9． & SITAC & 4. & 5：TA3 & 9. & 51945 & 0. & S17A & & 19 \\
\hline SITAS 9 。 & SITAF & ： & \(517 \times 1\) ¢ & \(\pm\) & Sil111 & ＊ & －¢ TA9？ & & 9 \\
\hline 3ITA！3 it & SITA19 & 0 & C－uTA1 & － & Cratac & 1. & Ctwits & & 1. \\
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\hline CEfTall lo & CEなA12 & 2. & CEFTAIS & 1. & CEnTAG4 & \({ }^{\text {a }}\) & & & \\
\hline CENTEVTS CF CASE SUWEFR & 5. & & & & & & & & \\
\hline SITA！ 9. & SITA2 & 0 & SIPA3 & ： & ST145 & 9. & 51917 & & ？ \\
\hline 317AB & SITA7 & 9. & S1「10 & 3 & SITAII & 1 & C19 1 \({ }^{\text {c }}\) & & V． \\
\hline S17413 & STP19 & T & reatal & 1. & CFATA？ & 1. & Ct－TA3 & & ？． \\
\hline CEATAS 3． & CEATAT & 3. & ctiotab & \(?\) & CFなT： & 0 & CEFAIt． & & 1. \\
\hline CEनTA1！ 1. & [ERTAS? & 2. &  & d & CFHTA14 & \(p\) & & & \\
\hline COATE：TS CE CASE HiPMPEZ & \[
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\] & & & & & & & & \\
\hline SITAI 9. & S！T42 & 9. & SITA3 & \(?\) & SITAS & 9. & S1TA7 & & r \\
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\hline CEPTAS 3， & CEHTAT & 0 & CERTAS & 2. & CERTA9 & \(r\) & CEFIAİ & & 1. \\
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\] & 1. & ClizTA13 & 1. & CERTA14 & \(?\) & & & \\
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\hline SIrA1－ 9. & SITAL & 90 & SIPA & 9. & SITA5． & 9. & SITA7 & & 1 \\
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\hline SIPAIS o－ & STTAl4 & 0 & CERTA1 & 1. & CERTAC & 1. & CERTA3 & & 0 \\
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\hline CONTEITS OF CASE M：JयEER & 53 & & & & & & & & \\
\hline SITAI P & SITAL & 9. & SITA3 & 0 & SITAS & 9. & SITA7 & & 9. \\
\hline SITAB＊ & SITAG & 4. & SITAIV & 9. & SITA11 & 4. & SITAI2 & & \(n\) \\
\hline 91TA13 k & SITA14 & n & CERTA1 & 1. & CFKTAL & 2. & CERTAS & & 1. \\
\hline CERTAS 3. & CERTA？ & 3. & CERTAB & 2. & CERTAQ & 1. & CERTAIO & & 2. \\
\hline CERTAII
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\hline CONTEITS OF CASE MUMBER & \[
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\hline SITAI 9， & SITAZ & 0 & SITAS & 0 & SITAS & 9. & SITAT & & \(w\) \\
\hline SITA8 90 & SITA9 & 1 & SITAIO & 0 & SITA11 & 0 & SITAIZ & & 11 \\
\hline SITA13＊ & SITA14 & 0 & CERTAI & 1. & CFRTAL & 1. & CERTA3 & & 3. \\
\hline CERTA5 3． & CEHTA7 & 0 & CERTAS & 1. & CERTA9 & 0 & CERTA1S & & 2. \\
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\hline SITAB & SITA9 & 9. & SITAIO & 9. & SITA11 & 9. & SITAI？ & & 9. \\
\hline SITA13 O & SITA14 & 9. & C［RTA］ & \(\theta\) & CFRTAL & 4 & CRRTAS & & 0 \\
\hline CERTAS 2． & CERTAT & 0 & CERTAB & 0 & CERTAG & \(\square\) & CERTA1C & & 1. \\
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\section*{Appendix 16}

Situation 1B: A Conversation with a Close Friend.







COWIEATS CF CASE＇J＇IAER \(40^{*-\cdots}\)















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\multirow{2}{*}{} \\
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Appendix 17

Situatirn C: A Party with your Friends



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\(\leq 5=\Delta 5\)









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\(a^{-3}=-n\)
\(0<0 \leq 0\)







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COVTE:TSCECASE MiJHER




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SITCA
SITCI3
CERTC5
CERTCII
CONTENTS OF CASE NIJMPER
SITCI
SITCR
SITCI3
CERTC5
CERTCII
CONTENTS OF CASE

\footnotetext{
INTERVIENEES
}


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\hline  & \(\cdots \square \boldsymbol{r}\) & \(\cdots+\) \％ & ち－世\％ & ー上バ & ーロー & 2 & ¢゙ご心 \\
\hline  & ㄸ．上 & \(\cdots\) &  & \(\rightarrow\)－ &  & 2 & 以上边 \\
\hline \(\cdots \infty\) & c．v．U & の心ど & いいくく &  & のが心 & & 心岕 \\
\hline
\end{tabular}

\begin{tabular}{|c|c|c|c|c|c|c|c|}
\hline \(\square\) & & 3 & 7 & \(\pm\) & & \(=\) & \(=\) \\
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\hline \(\cdots \mathrm{F}\) & －＊Tx & －－x & ートォォ： & トレヵロエ & \(\vdash ッ チ \mathrm{a}\) & 0 & ーロ゙「ヶ \\
\hline  &  & \(\cdots\) の以上䊽 &  &  & －ッ山ル & \％ &  \\
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CONTENTS OF CASE NUVEER


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COMTENTS CF CASE MUUBER 21






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CERTCII
CONTENTS CF CASE MIJNAER
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& \begin{array}{l}
\text { SITCI } \\
\text { SITCA } \\
\text { SITCI3 } \\
\text { CERTCS } \\
\text { CERTCII } \\
\text { COMTE:HTS OF CASE } \\
\text { SITCI } \\
\text { SITCR } \\
\text { SITCIS } \\
\text { CERTC5 } \\
\text { CERTCII } \\
\text { COHTE:HTS OF CASE } \\
\text { NIUMAER } \\
\text { SITCI } \\
\text { SITCR } \\
\text { SITCIS }
\end{array} \\
& \text { CONTTEITS OF CASE NIJABER }
\end{aligned}
\]
\(\begin{array}{lc}\text { SITCI } & 9 . \\ \text { SITCB } & 9 \\ \text { SITCI3 } & 0 \\ \text { CERTCS } & 3 . \\ \text { CERTCII } & 0 \\ \text { COHTENTS OF CASE NUMBER }\end{array}\)
CONTENTS OF CASE HUMBER
\(000-5\)

INTERVIEWEES




35

COUTEDTS OF CASE IUNTEO


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    osn-m






\(o^{-\infty \leq m^{-s}} \quad o^{-\infty} n^{-}\)
0 －n－m



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SITCIO
CERTCI
CERICB
CESTCIB



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& \text { SITCS } \\
& \text { SITCI3 } \\
& \text { CERTCS } \\
& \text { CERTCII } \\
& \text { CONTEFTS DF CASE NUMEER }
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\section*{intervienees}
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\text { SITC1 } & 9 \\
\text { SITCB } & 9 \\
\text { SITC13 } & 9 \\
\text { CERTC5 } & 0 \\
\text { CERTC1I } & 6 \\
\text { CONTENTS OF CASE MUMAER }
\end{array}
\]

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\(0^{-5}\)
－ \(50<6\)

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49




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\hline \(\cdots\) & & \\
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\end{tabular}
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& \text { SITCA } \\
& \text { SITCI3 } \\
& \text { CERTC5 } \\
& \text { CERTCII } \\
& \text { CONTENTS CF CASE }
\end{aligned}
\]
CONTENTS CF CASE NULIMR
SITCI
SITCB
SITCIS
CERTC5
CETYCII
CONTENTS OF CASE NUHABER
CITCI
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CERTC5
CERTCII
CONTEATS OF CASE \(\sigma^{-9}=-\)


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\hline の第岂 & 6ヶ゙心尔 &  &  & 「心岂晥岕 \\
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\end{tabular}
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\begin{aligned}
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\end{aligned}
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Appendix 18

Situation D: A Conversation with Your lleadmaster/Headmistress.
\begin{tabular}{|c|c|c|c|c|c|c|c|c|}
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\] & & & \(m \stackrel{\sigma}{2}\) & \(\cdots \cdots\) \\
\hline \(\therefore=-2\) & このーロ & のづ\％ & からご & へ大¢ & N－ & せ & cc & \(\cdots-c\) \\
\hline \(\bigcirc\)－J－ & －\％rx & 上ト「安 &  & & ¢ & a & － & ○ごった \\
\hline \(\cdots \rightarrow+\) & \(\cdots \cdots\) & \(\cdots \mathrm{M}\) & －－＋＋ & －¢ 山 山 & 二上 & \(a\). & ～ & ワワエ \\
\hline いがいじ & がせリ & くかしい & の心む &  & & & ¢ & が心岕 \\
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\begin{tabular}{|c|c|c|}
\hline CO：TESTS OF & CASE RUUAEP & 1 \\
\hline SITOI & \(\pi\) & SITC2 \\
\hline SITCA & \(\stackrel{\square}{2}\) & SIT） 9 \\
\hline SITD13 & 1 & SITC：A \\
\hline CERTOS & 1. & CFRTCT \\
\hline CERTDI & 1. & CERTO！2 \\
\hline COVTENTS OF & CASE VUMBER & 2 \\
\hline SITOL & 9. & STTO2 \\
\hline SITOB & 8 & SITC9 \\
\hline S19013 & 0 & S！TH14 \\
\hline CERTOS & 1. & CENTこ7 \\
\hline CEQTO11 & 0 & CEPTH゙12 \\
\hline CONTEATS OF & CASE MUMAER & 3 \\
\hline S1T01 & b & S1T02 \\
\hline 51708 & 3 & S！Tワ） \\
\hline SITII3 & i） & SITn！4 \\
\hline CEDTO5 & 2. & CEFTO \\
\hline CERTD！ 1 & 1. & CERTC12 \\
\hline COMTEATS OF & CASE NUYAPER & 4 \\
\hline SITD1 & 0 & SITO2 \\
\hline 3 ITOB & 6 & SITO9 \\
\hline SITD13 & 8 & SITO14 \\
\hline CERTDS & 2. & CERTO7 \\
\hline CERTOLI & vi & CERTDI2 \\
\hline CONTEITS OF & CASE NIJMER & 5 \\
\hline SITOI & 0 & SITOZ \\
\hline SITOA & 0 & SITD9 \\
\hline SITO13 & 0 & SITO14 \\
\hline CERTOS & 3. & CFRTD 7 \\
\hline CERTDII & 万 & CERTUI2 \\
\hline CONTENTS OF & CASE NUMBEQ & 6 \\
\hline SITDI & 9. & SITO2 \\
\hline SITO8 & \(\theta\) & SITD9 \\
\hline INTERVIEWEES & & \\
\hline SITO13 & 0 & SITD14 \\
\hline CERTDS & 3. & CERTO7 \\
\hline CERTD11 & 0 & CERTDI2 \\
\hline CONTENITS OF & CASE MIJMAER & 7 \\
\hline SITOI & － & SITO2 \\
\hline SITD日 & 9. & SITO9 \\
\hline SITO13 & 0 & SITD14 \\
\hline CERTDS & 1. & CERTOT \\
\hline CERTO11 & 0 & CERTD12 \\
\hline
\end{tabular}





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\(00^{\circ}=5\)




CONTENTS UF CASE VUHAER

interviemees

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COMTENTS CF CASE NLHYER




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\begin{tabular}{|c|c|c|c|c|c|}
\hline COVTENTS CFC & CASE HMMAER & 29 & & & \\
\hline SITO1 & 0 & SITA2 & 0 & SIT03 & 8 \\
\hline SITO8 & 9. & S1T09 & 9. & S1910 & 9. \\
\hline SITC13 & 9. & S17314 & 9. & C6\％Tコ1 & － \\
\hline CERTOS & 1. & CEFTOT & 2. & CEtiro & 1. \\
\hline CERTD：1 & 1. & CERTO12 & 1. & CERTO13 & 3. \\
\hline COMTENTS CF & CASE MUVAER & \[
32
\] & & & \\
\hline SITCI & 9. & S1902 & 0 & SIT03 & 9. \\
\hline SITC8 & 9. & SITก9 & 1 & SITDI & 2 \\
\hline SITOLS & 3 & SITO14 & ？ & CEFTO！ & 1 \\
\hline CECTSS & 2. & CEFTO7 & 1. & CFたTご & 1. \\
\hline CERTOII & i） & CERTDI2 & 0 & CERTO13 & V \\
\hline CONTEATS OF C & CASE HUNAER & 31 & & & \\
\hline SITEI & 9 & SITO2 & 0 & S1703 & 0 \\
\hline 31708 & 7 & SITO9 & 9. & SITOI家 & 6 \\
\hline SITOI3 & 0 & SITD14 & \(?\) & CECTOI & 2. \\
\hline CERTOS & 2. & CERTOT & 1. & CERTDA & 2. \\
\hline CERTOIL & 1. & CERTOLZ & 1. & CERTO13 & 1. \\
\hline CONTENTS DF & CASE NUMAER & \[
32
\] & & & \\
\hline SITOI & 0 & SITOZ & 0 & SITO3 & 0 \\
\hline SITD & 0 & SITD9 & 9. & SITOT0 & 6 \\
\hline SITOI3 & 2 & SITD14 & 9. & CEETOI & 3 \\
\hline CERTOS & 1. & CERTO7 & 2. & CERTAA & 0 \\
\hline \multicolumn{6}{|l|}{INTERVIEWEES} \\
\hline CERTDII CONTENTS OF & CASE NUMAER & \[
\begin{gathered}
\text { CERTU12 } \\
33
\end{gathered}
\] & 1. & CERTO13 & 0 \\
\hline SITOI & \(\downarrow\) & SITO2 & \(\theta\) & SITD3 & V \\
\hline SITO8 & 0 & SITC9 & 9. & SITO10 & 0 \\
\hline SITO13 & 0 & SITO14 & 9. & CLRTNI & \(b\) \\
\hline CERTOS & 3. & CF．RTO 7 & 1. & CEATCB & 8 \\
\hline \begin{tabular}{l}
CERTDII \\
CONTEMTS OF
\end{tabular} & \[
\text { CASE }{ }^{\text {liUUMBER }}
\] & \[
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\end{gathered}
\] & a & CEPTOI3 & 0 \\
\hline SITDI & 0 & SITO2 & 0 & SITO3 & 0 \\
\hline SIT08 & 9. & SITD7 & 9. & SITO10 & \(b\) \\
\hline SITD13 & 0 & SITO14 & 0 & CERTDI & 3. \\
\hline CERTDS & 3. & CERTO 7 & 1. & CERTDA & 1. \\
\hline CERTDII & 1. & CERTDI2 & 1. & CERTDI3 & 1. \\
\hline CONTENTS OF & CASE NIJMRER & 35 & & & \\
\hline SITDI & 0 & SITD2 & 0 & SITO3 & 0 \\
\hline SITOB & 0 & SITO9 & 9. & SITDIO & 9. \\
\hline SITD13 & \(\theta\) & SITD14 & 9. & CERTDI & 0 \\
\hline CERTDS & 2. & CERTD 7 & 2. & CERTDY & 0 \\
\hline CERTD11 & 2. & CERTDI2 & 1. & CERTD13 & 6 \\
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\(\therefore\) N。

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\text { SITO13 } & 0 \\
\text { CERTD5 } & 3 \\
\text { CERTO11 } & 1
\end{array}
\]
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\begin{aligned}
& \text { CERTOII } \\
& \text { CONTENIS OF CASE IVIMAER }
\end{aligned}
\]
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\[
\begin{array}{lc}
\text { SITDI } & 0 \\
\text { SITDB } & 0 \\
\text { SITOI3 } & 0 \\
\text { CERTDS } & 2 \\
\text { CERTOII } & 2 \\
\text { CONTENTS OF CASE NIUMBER }
\end{array}
\]

SITDI
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\hline ○ぐった & くctar & てぐによ & くことにロ & このにつロ \\
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\hline いが枵 &  & 会的山岕 & の心岕 & の心約枵 \\
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\section*{Appendix 19}

Situation \(\mathrm{E}:\) Y nur First Conversation with
a 'would-be' Boyfriend/Girlfriend.





\begin{tabular}{|c|c|c|c|c|c|c|c|}
\hline \(m\) & \(\cdots\) & \(m\) & \(m\) & \(m\) & & \(m\) & r \\
\hline \(\rightarrow \rightarrow \infty\) & \(\cdots \rightarrow \infty\) & B－¢ & \(\infty-\infty\) & \(3 \rightarrow \infty \rightarrow\) & 3 & \(\cdots \infty\) & \(\bigcirc \rightarrow \infty\) \\
\hline \(\cdots-4.6\) & M－w & M－山w & Mール山上 & M－u & res & 山幽 & M－边 \\
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\hline \(\cdots \infty\) &  & ートくホイ & \(\vdash \vdash a x d y\) &  & にN & \(\underset{\sim}{c} \times\) & ートロッマ \\
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\hline 2. & CERTE3 \\
\hline \({ }^{2}\) & C．LATEA \\
\hline & \\
\hline 9. & SITE7 \\
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\hline 9. & SITE 7 \\
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\hline 9. & SITET \\
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\end{tabular}






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\text { CONTENTS CF CASE NJUER } \\
\text { SITEI } & 0 \\
\text { SITEB } & 0 \\
\text { SITEIS } & \ddots \\
\text { CERTES } & \vdots \\
\text { CERTEII } & 1 \vdots \\
\text { COMTEATS CF CASE AIJABER }
\end{array}
\]

\footnotetext{
CONTENTS OF CASE HUMBER
}

INTERVIEWEES

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\] & nm \({ }^{\circ}\) & ～M 3 & \(m^{e}\) & & & S & － \\
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\hline 以上に & － & い上に & 」以下t & ルーム゙ロ & ＜ & 水い岕 & いだい \\
\hline － &  & 上゙红 & －－ & \(\vdash \vdash \square \boldsymbol{\alpha}\) & \(a\) &  & ドエホ \\
\hline いお灾 & ひの心灾 & のいいひ &  & －ل－ & & \(\rightarrow \omega\) 山以 &  \\
\hline ひびく & & のひび & いいじ & いめくせ & & くいい & いいく \\
\hline
\end{tabular}
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\[
\approx
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\(\sec =\cos _{0}=\)
\(0 \mathrm{E}=\)
Ni \(\quad 0^{-\infty \pi}\)
\(\sigma^{-\infty}\)
\(\cdots \quad n\)




COMTEATS OF CASE NUWERA


CERTEII
CONTENTS OF CASE NIUMAER
 0.50 mi INTERVIEWEES

0




\begin{tabular}{|c|c|c|}
\hline & －－ \(0^{m}\) & \\
\hline  & の゙いいい & m－ \\
\hline －\％ra & －上のロく & に， \\
\hline ご心びせい &  & のらひひ \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline \(=-\infty\) & －\(\rightarrow\) m \\
\hline  & M゙山らい \\
\hline  & － \\
\hline  & \％ \\
\hline
\end{tabular}

\begin{tabular}{|c|c|c|}
\hline & \(\sim\) & \\
\hline  &  & べきに宸 \\
\hline －¢め & いトになのこ & いたになく \\
\hline  & の心のび心 & ぶぶ呺 \\
\hline
\end{tabular}



CONTENTS OF CASE NUMPER \(\sigma^{-s} \sigma^{-3}\)
I．




\begin{tabular}{|c|c|c|c|c|c|c|c|c|}
\hline ca－ & \(=02-c\) & \(\cdots \mathrm{cos}\) & \(s=i^{-s}\) & 50ッ－ & \(\stackrel{\circ}{\circ}\) & & \(\cdots \sim\) & csos \\
\hline & & & & & & E & & \\
\hline  &  &  &  &  & \[
\begin{aligned}
& \text { N } \\
& \stackrel{L}{6} \\
& \hline
\end{aligned}
\] &  &  &  \\
\hline \(0^{\circ}=\stackrel{\circ}{*}\) & \(0^{-6 \times 5}\) & E6．an &  & －＊ー＊ & － & N
\(\substack{\text { a } \\ \text {－} \\ \text {－}}\) & \(0_{m s}{ }^{-5}\) & soiss \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|c|c|}
\hline COMTENTS OF CASE MAMEER & 1 & & & \\
\hline SITF！ & Stife & \(\checkmark\) & Stif3 & 3 \\
\hline SITFA & Si：\％ & 4. & 517510 & 9. \\
\hline SITF13 & SITF14 & ， & CrPTE！ & 1. \\
\hline CEFTF5 1. & CFHTET & － & c：ast & 1. \\
\hline CERTFII＊ & CEPTF12 & 1. & C．19F13 & ， \\
\hline curtents cf case mimber & 2 & & Clata & \\
\hline SITFI \(0^{\text {a }}\) & SITF2 & \(\square\) & SITF3 & 9. \\
\hline SITFA 9． & SITF9 & 6 & SITFIA & \\
\hline SITF13 d & STisid & ？ & CEffel & ？ \\
\hline CEATFS 2. & CERTF7 & 3 & criper & 1. \\
\hline CERTEI！ & certal2 & 2. & CEPTFI3 & 2. \\
\hline CONTENTS CF CASE NiMger & 3 & & & \\
\hline SITE1 9， & Sitfe & ＂ & SITF3 & \(\cdots\) \\
\hline SITFA 9． & SITF9 & 9. & SITFIC & 0 \\
\hline SITF13 & SITF14 & ？ & repta & 1. \\
\hline CERTFS 2. & CERTAT & 1. & cepifa & ？： \\
\hline CERTFI！\({ }^{\text {c }}\) ， & centril & 1. & ceptal3 & 1. \\
\hline CONTEATS OF CASE NuMger & 4 & & & \\
\hline SITF！？ & SITF？ & \(\square\) & SITF3 & 0 \\
\hline SITFB & SITF9 & 9. & SITF10 & 0 \\
\hline SITF13 & SITF14 & － & CERTF！ & 1. \\
\hline CERTFS 3． & CERTF 7 & 1. & CERTFB & 3. \\
\hline CERTFII & CERTFI2 & a & CERTFI3 & 1. \\
\hline contents of case nurber & 5 & & & \\
\hline SITFI 9． & SIff & 9 \％ & SITF3 & 9. \\
\hline SITF8 \({ }^{\text {a }}\) & SITF9 & \(\square\) & SITF13 & 9. \\
\hline SITF13 9， & SITF14 & 9 & CERTFI & 6 \\
\hline CERTF5 \({ }^{\text {C }}\) & CEFTH 7 & 2. & CERTFA & 1. \\
\hline CERTFIT CONTS OF CASE \({ }^{2}\) iUfiber & CERTFI2 & \(\square\) & CERTF13 & 1. \\
\hline SITFI 9 ． & SITFZ & 9. & SITF3 & 9 。 \\
\hline Intepvienees & & & & \\
\hline SITFB 9 ， & SITF9 & e & SITF10 & 0 \\
\hline SITF13 & SITF14 & n & CERTF！ & 2. \\
\hline CERTF5 3， & CERTF7 & 2. & CERTF & ？ \\
\hline CERTFII \({ }^{1 .}\) & CERTF12 & 1. & CERTF13 & 1. \\
\hline conteits of case number & 7 & & & \\
\hline SITFi－ & SITF2 & 9. & SITF3 & \(\square\) \\
\hline SITFA & SITF9 & ＂ & SITFIO & － \\
\hline SITF13 & SITF14 & 0 & CERTFI & 1. \\
\hline CERTF5 \({ }^{\text {a }}\) & CERTF 7 & の & CERTFB & n \\
\hline CERTF11 & CERTF12 & （1） & CERTF13 & n \\
\hline
\end{tabular}

6
 COMTENTS OF CASE NUMgEq
COMTEHTS CF CASE NUMGER

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－ 0 u

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\(0<0=5\)

ITF5
ITFL1







PAGE
SITF
SITFI2
CERIF3
CERTFIO
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LL／BU／I




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シロロー・


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\(0^{-5 s c s}\)



13


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CONTEMTS OF CASE NHMBER


CON \(00^{\circ} \mathrm{m}\) INTERVIEWEES SITFI
SITFB
SITFI3
CERTFS
CERTF1I
INTERVIE C
\(:\)
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s=0 \quad \sin =\dot{m}
\]
ss:
\(\approx\)




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\omega=0-\infty
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0^{\circ} 0^{-\infty} \quad 00-\infty
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\Rightarrow \quad \therefore=0^{\circ}=0 \rightarrow \infty
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\sigma_{0}^{\circ}
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\therefore \text { © } 0 \text { oninsis }
\]
\[
\sigma \sigma=0
\]

22
SITFZ
SITFG
SITFIG
CERTF7
CERTFIZ
23
COGTEST CF CASE NUFEEZ

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隹


 \(\sigma^{-s} \pi=i n\)







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5： 20
\(0-5=\)

\(\stackrel{\circ}{6}\)






SITF2
SITFG
SITFI4
CERTF7
CERTHIZ
CONTENTS OF CASE NiUNGER
\(\qquad\)
CERTFS
CERTFII
COATETS OF CASE IVMAEQ

INTERVIEWEES

\(\begin{array}{lc}\text { SITFI } & \\ \text { SITFB } & 9 . \\ \text { SITFI3 } & 3 \\ \text { CERTFS } & 3 . \\ \text { CERTFII } & \text { CONTENTS OF CASE INUMBER }\end{array}\)
SITFI
SITFB
SITFI3
CERTFS
CERTEI1



corio
\(\begin{array}{lc}\text { CONTENTS CF CASE NUFRER } \\ \text { SITFI } & \\ \text { SITFB } & \text { ! } \\ \text { SITFIS } & 9 \\ \text { CERTFS } & \vdots \\ \text { CERTFII } & 3 . \\ \text { CONTEATS CF CASE PINGER }\end{array}\)
\begin{tabular}{|c|c|c|}
\hline SITF1 & 8 & SITP2 \\
\hline SITFB & 9. & SITFQ \\
\hline SITF13 & \(n\) & S!TFI4 \\
\hline CERTFS & 3. & CEHTF 7 \\
\hline CERTF11 & 1. & CERTF12 \\
\hline CONTENTS CF & CASE PIJNEER & 37 \\
\hline
\end{tabular}






 \(\qquad\) \(5=\rightarrow \infty\)
\(0^{\circ}=0 \rightarrow \infty\)






\(00=0\)
\(00^{\circ}-\infty \quad 0^{\circ} \because \cdots\)
\(\operatorname{soc}\)


\[
S I T F I \quad 9 .
\]

SITF3
SITFIG
CERTFI
CERTFG
CERTFI3


\(0 \cdot 5=\pi\)
coco
かったか
\(0-\cos\)

43


SITFZ
SITFG
SITFIG
CERTF7
CERTFI2
46


SITFZ
SITF9
SITF14
CERTF7
CERTFIZ


INTERVIENEES
\(\begin{array}{lc}\text { SITFI } & \ddots \\ \text { SITFB } & 90 \\ \text { SITFI3 } & 0 \\ \text { CERTF5 } & 10 \\ \text { CERTFII } & 8 \\ \text { CONTENTS UF CASE NUNGER }\end{array}\)
SITF1
SITF8
SITF13
CERTFS
CERTFII
CONTENTS OF CASE IIJMRER
CERTFS
CERTFII
CONTENTS OF CASE NUMRER
\(00^{-\infty}\)
\begin{tabular}{|c|c|c|c|c|c|c|}
\hline \(= \pm \sim\) & \(=85\) & \(e^{-c}-2\) & & \(\leq \operatorname{con}^{\circ}\) & －s\％os & ＝＝－－ \\
\hline & & & \(\stackrel{\sim}{\sim}\) & & & \\
\hline
\end{tabular}



\begin{tabular}{|c|}
\hline SITF3 \\
\hline GITF！ \\
\hline Cicibl \\
\hline C－OTFA \\
\hline CERTE13 \\
\hline SITF3 \\
\hline SITFIO \\
\hline CtGT＊ \\
\hline CFRTF \\
\hline CERTF13 \\
\hline SITF3 \\
\hline SITFII \\
\hline CERTF1 \\
\hline CEDTF8 \\
\hline CERTFI 3 \\
\hline SITF3 \\
\hline SITF10 \\
\hline CERTF！ \\
\hline CERTFB \\
\hline CEATFI3 \\
\hline SITF3 \\
\hline SITF10 \\
\hline CERTF： \\
\hline CERTFH \\
\hline CERTF1．3 \\
\hline SITF3 \\
\hline SITF10 \\
\hline CFRTFI \\
\hline CF． CTFO \\
\hline CHETF13 \\
\hline
\end{tabular}
\(0^{* 20}=\infty\)
\(00^{\circ N}\)
\(\therefore \pi\)
\[
\dot{\sim}
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がロ゙ッー
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\sigma_{\sigma^{-s}}^{-s}-1
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49







COATEYTS CF CASE PUMGEA

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\section*{}



Mッにか
INTERVIENEE
INTERVIEVEES
\[
0^{-\infty}=
\]
SITFB
SITF13
CERTFS
\(\qquad\)

\[
50 \pi N
\]

\begin{tabular}{|c|c|c|c|c|c|c|c|c|}
\hline CONTENTS OF CASE MgMbeq & 61 & & & & & & & \\
\hline SITFI 9 , & SITf? & 9. & SIff 3 & A & SIff & \% & sitfy & n \\
\hline SITF8 : & SItFo & 9. & Stitit & \(\bigcirc\) & Stifll & \(\cdots\) & sittia & 3 \\
\hline SITF13 a & SITF14 & 3 & CEPTFI & 1. & CEHTE2 & 1. & CERTES & 1. \\
\hline CERTF5 3. & CETTF 7 & * & CEETFB & 2. & CERTF & 0 & CEFIFIO & 3 \\
\hline  & \[
\begin{aligned}
& \text { CEKTFIC } \\
& \text { G? }
\end{aligned}
\] & 4 & CEHTEA & \(\stackrel{3}{3}\) & CEITFI4 & 6 & & \\
\hline SITFI 9. & SITF2 & 9. & STTF3 & 9. & SITf 5 & 9. & SITF 7 & e \\
\hline SITFA 9, & S!TF9 & ด & SITF10 & * & Sittil & " & sitfle & i \\
\hline SITF13 " & SITF14 & ค & ceptel & 2. & CERTF2 & 2. & CERTF3 & ? \\
\hline CERTFS 2. & CERTF 7 & 1. & CEPTFB & 2. & CERTFA & 2. & CERTFIA & 1. \\
\hline CERTFII of case contenta ofrer & \[
\begin{gathered}
\text { CERTFIT } \\
63
\end{gathered}
\] & 2. & CEPTF13 & 2. & cestal4 & 2. & & \\
\hline SITF! & SITF2 & 9. & SITF3 & ) & SIff & 0 & SITF 7 & 0 \\
\hline SITFA 9. & SITF9 & 9. & SITF18 & 9. & SITFII & " & SITfic &  \\
\hline SITF13 & SITF14 & 9. & CERTF1 & 4 & CEFTFZ & 1. & CEPTFS & * \\
\hline CERTF5 2. & CERTF? & P & CEHTFB & \(\square\) & CERTF9 & 0 & CEHTFIA & 1. \\
\hline CERTFII CONTENTS OF CASE NIMPRER & \[
\begin{gathered}
\text { CERTFI2 } \\
64
\end{gathered}
\] & 0 & CERTF13 & \(\Delta\) & CFETF14 & 1. & & \\
\hline SITFI \(\square^{0}\) & SITF2 & \(n\) & SITF3 & 3 & SITFS & 0 & SITt 7 & 0 \\
\hline SITFB 9, & SITF9 & 4. & SITF10 & 9. & SITFII & \(p\). & SITHI? & 0 \\
\hline SITF13 & SITP14 & " & CERTF! & 2. & CFETFE & 2. & CLRTFS & 1. \\
\hline CEPTF5 3. & certa 7 & 2. & CERTFE & 2. & CERTF9 & 1. & CERTFIA & 1. \\
\hline INTERVIEWEES & & & & & & 11/68/77 & pari. & \\
\hline CERTFII
CONTENTS OF CASE & \[
\underset{65}{\text { CERTFI2 }}
\] & 1. & certal3 & 1. & certala & 1. & & \\
\hline SITF1 \({ }_{\text {SITFB }}{ }_{\text {a }}\) & SITF?
SITF9 & \(9{ }^{9}\) & SITF3
SITFIA
Stite & 9. & STTFS & ? & SITF
SITF
Sta & \({ }^{\circ} \mathrm{B}\) \\
\hline SITFI3 a & SITF14 & a & CERTFI & 1. & CFRTER & 2. & CERTFS & 2. \\
\hline CERTF5 3. & CERTF7 & п & CERTFS & 2. & CERTF9 & 1. & CLRIFIA & 0 \\
\hline CERTFI1 1. & CERTF12 & 3. & CERTF13 & 6 & CERTF14 & 2. & & \\
\hline
\end{tabular}

\section*{Appendix 21a}

\author{
Ratings for how Jll-at-Ease subjects felt in Situations \(A\) to \(F\).
}

Key
Variable Labol Variable
SATIS1 to SAIISG Ratings ror how Ill-at-ease subjects said they felt in situations \(A\) to \(F\).

Note
Al] missing data is coded '99'.


\section*{Appendix 21b.}

The Lescriptive Statistics for the Ratings of Ill-at-Ease.


Appendix 22

The Programme for Deriving
the Mis-Match Scores.
 CERTAI TO CERTAL5，SITEI TO SITBIS，CERTEI TO CERTBIS，SITCI TO SITCIS，CERTCI TO
CERTCIS，SITDI TD SITDIS．CERTDI TO CERTDI5，SITEI TD SITEIS，CERTE！ TO CERTE」S，SITFI TO SITFIS，CERTFI TO CERTFIS，SATISI TO SATISG． SEX
\begin{tabular}{|c|c|}
\hline ITPUT FORVAT & FHFEFIELD \\
\hline MISSİG Val．uFs & ALL（79） \\
\hline － 0 ．jf cases & 65 \\
\hline IVPIT MEDIUM & CARD \\
\hline DO RFPEAT & XIACRTEMCRTI TO MCRT？6／ \\
\hline & XCRTME＝CRTMEI TO CRTME26／ \\
\hline COMPUTE & XHCRT \(=\) XCKTME＋O2 \\
\hline ENT REPEAT & \\
\hline
\end{tabular}

FND REPEAT
C．JUPUTE

DO REPEAT

IF
IF REPEA
ENO REPEAT
DO REPEAT

IF
IF
ED．D REPEAT
DO KFFEAT COMPUTE END RFDEAT
IF
IF
IF
IF
IF
IF

TOTMCRI＝HCRT1＋FCRT2＋MCRT3＋MCRT4＋MCRTS＋MCRT6＋MCKT7＋1MCRTE＋MCRT9＋ MCRT1：＋4CKT11＋MCRT12＋MCRT13＋MCRT14＋MCRT15＋MCRT16＋MCRT17＋MCRT1R＋ HCRT19＋UCRT？ \(2+M C R T 21+M C R T 22+M C R T 23+M C R T 24+M C R T 25+M C R T 26\) XHCRT \(=N C R T 1\) TO NCRT？ \(6 /\) XMCRT＝MCRTI TO MCRTZO／ XMEEHE！TO METG
（XHF EN 9）XRCKT＝XMFEXYCRT
（XHE EU O）XNCRT \(=X\) OE＋XYCRT
XNSITA＝NSITAI TO NSITA15／
XSITA＝SITA！TO SITA15／
XCEPTA＝CERTAI TO CERTA15／
（XSITA EQ 9）XISITA \(=X S I T A-X C E R T A\)
（XSITA EG D）XNSITA＝XSITA X XCERTA
XDIFFA＝OIFFAI TO DIFFA15／
\(X D I F F A=0\)
（MEI－SITAI ME Q）DIFFAI＝NCRTI＝NSITAI
（14E3－SITAZ NE（1）DIFFACZNCRT3－NSITAC
（ME4－SITAS NE O）DIFFAS＝NCRTA－NSITAS
（4E5－SITAム NE O）OIFFAA＝NCRT5－NSITA4
（MEGOSITAS E Q）DIFFAS＝NCRTGOISSITAS
（MEBOSITAG NE B）DIFFAG＝NCRTB－NSITAG
（MEIC－SITAT NE U）DIFFAT＝NCRTIE－NSITA7
（MEII～SITAB NE P）DIFFAR＝NCRTII－NSITAB
（NEI3－SITA9 RE Q）CIFFA9＝NCRTI3－FSITAQ
（UEIU－SITAID AE C）DIFFAIRENCRTI4－NSITAID
（NEIG－SITA1！AE Z）DIFFAII＝NCRTI5－NSITAI！
（NEIT－SITAIZ NE R）DIFFAI2＝NCRTI9－NSITAI2
（NE2I－SITA13 NE R）DIFFA13＝NCRT21－NSITA13

（WE23－SITA15 NE Q．）DIFFA15＝VCRT23－NSITA15
XDIFFA＝DIFFAI TO DIFFAI5／
（XDIFFA LT \(A\) ）XOIFFA＝XDIFFA＊（－1）

CIFFAB＋OIFFA9＋DIFFAIE＋DIFFAII＋CIFFAI2＋DIFFAI3＋DIFFA14＋DIFFA15
NSITAI TO NSITAIS，DIFFAI TO CIFFAIS（99）
XIVSITR＝ASITR1 TO NSITR15／
XSITE＝SITR！TO SITB゙S／
XCERTA＝CERTAI TO CERTP15／
（XSITB EG 9）XNSITB＝XSITS＝XCERTB
（XSITS EGC）XNSITR＝XSITE＋XCERTB
XOIFFE＝OIFFB1 TO DIFFBI5／
XDIFFB＝9
（MEI－SITBI NE B）DIFFRIENCRTI－NSITBI
（WE3－SITBC NE 日）DIFFE2＝NCRT3－iNSITB2
（ME4－SITES NE O）DIFFRS＝NCRT4－NSITB3
（ \(\because E 5\)－SITBA NE B）DIFFB4＝NCRTS－NSITBA
（MEG－SITBS NE E）DIFFR5＝NCRTG－F：SITBS
（＂FB－SITEG NL Q）DIFFAGエNCRTB－NSITB6
（MEIC－SITAT NE 日）CIFFB7＝NCRTIO－NSITB7
（ME11－SITHB NE O）DIFFBE＝NCRTII－NSITBB
（NE13－SITB9 NE Q）CIFFB9aNCRT13－NSITB9
（ME14－SITRIA NE（A）DIFFEIRENCRTI4－NSITBIA
（ME15－SITB11 NE B）DIFFEII＝NCRT15－NSITB11
（NEI9－SITAI？NE G）OIFFBI2＝NCRTI9－NSITBI2
（ME21－SITR13 NE 日）DIFFP13ZNCRT2I－NSITB13
（ME22－SITRI4 NE G）OIFFRI4ニNCRT22－NSITB14
（MET3－SITR15 NE 日）DIFFR15＝NCRT23－NSITE15
XDIFFR＝DIFFBI TO DIFFBI5／
（XDIFFB LTB）XDIFFB＝XDIFF日＊（－1）
SUMDIFB＝DIFFEI＋DIFFB2＋DIFFB3＋DIFFR4＋DIFFE5＋DIFFB6＋DIFFB7＋
DIFFBB＋DIFFR9＋OIFFB10＋DIFFBII＋DIFFB：2＋DIFFB13＋DIFFB14＋DIFFB15
ASSIGN MISSING NSITEI TO NSITBI5，DIFFE！TO OIFFBI5（99）
\begin{tabular}{|c|c|}
\hline DO KEPEAT & \[
\begin{aligned}
& \text { XISITC=NSITCI TO NSITCI5/ } \\
& \text { XSITC=SITCI TO SITCIFI } \\
& \text { XCFRTC=CEPTCI TO CERTCIS/ }
\end{aligned}
\] \\
\hline IF & （XSITC FQ 9）XNSITC＝XSITC－XCEQTC \\
\hline JF & （XSITC FQ X）XNSITC＝XSITC＋XCERTC \\
\hline END REPEAT & \\
\hline ПO FEPEAT & XOIFFC＝OIFFCI TO DIFFC15／ \\
\hline COMPUTE． & \(X D I F F C=0\) \\
\hline END REPEAT & \\
\hline IF & （MEI－SITCI NE A）DIFFCI＝NCRTI円NSITCI \\
\hline IF & （ME3－SITC2 NE A）DIFFC2＝NCRT3－NSITC？ \\
\hline IF & （NE4－SITC3 HE \＆）DIFFC3＝ C （RTU－NSITC3 \\
\hline IF & （NE5－SITCA NE Q）DIFFCH＝NCRTS＊PSITC4 \\
\hline IF & （NE6－SITCS NE E）OIFFCS＝NCRT6－NSITC5 \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline IF & （MLA－SITCG NE Q）DIFFCG＝NCRTB－NSITC6 \\
\hline IF & （ME10－SITCT A．F B）UIFFCTENCRTIE－NSITC7 \\
\hline IF & （ME11－SITCS NE P）OIFFCBENCRTII－NSITC8 \\
\hline IF & （ME13－SITC9 NE D）DIFFC9 N NRTI3－NSITCQ \\
\hline IF &  \\
\hline IF & （NE15－SITCII NE D）DIFFCII＝NCRTI5－NSITC11 \\
\hline IF & （＂E19－SITC12 NE D）DIFFCI2＝NCRT19－NSITCI2 \\
\hline IF & （NE21－SITC13 NE DIFFC13＝NCRT21－NSITC13 \\
\hline IF & （4122－SITCJ4 NE D）DIFFC14＝पCRTZ2－NSITC14 \\
\hline IF & （MEP3－SITC15 NE 日）DIFFC15＝VCRT23～NSITC15 \\
\hline CO REPEAT & XDIFFC＝DIFFC1 TO DIFFC15／ \\
\hline IF & （XOIFFC LT B）XOIFFC＝XDIFFC＊（ \(=1\) ） \\
\hline \multicolumn{2}{|l|}{END REPEAT} \\
\hline COWPUYE &  DIFFCB＋DIFFC9＋DIFFC10＋DIFFC11＋DIFFCI2＋DIFFC13＋DIFFC14＋DIFFC15 \\
\hline ASSIG＇FISSIVG & KSITCI TO ASITCIS，DIFFCI TO DIFFCI5（99） \\
\hline CO REDEAT & XWSITO＝凶SITDI TO NSITCI5／ \\
\hline & XSITi）\(=\) SITOI TO SITOI5／ \\
\hline & XCERTDECERTDI TO CERTOI5／ \\
\hline IF & （XSITO EQ 9）XNSITO \(=X S I T D=X C E R T D\) \\
\hline If & （XSIT）EOD）XNSITD＝XSITC＋XCERTD \\
\hline \multicolumn{2}{|l|}{END REPCAT} \\
\hline DO REPEAT & XOIFFDEDIFFDI TO DIFFDI51 \\
\hline COMPUTE & \(X\) IFFO \(=\) ？ \\
\hline END REPEAT & \\
\hline IF & （WE1－SITOI NE A）DIFFOI＝NCRT1－RSITO1 \\
\hline IF & （ME3－SITD2 NE B）OIFFD2＝NCRT3－NSITO2 \\
\hline IF & （HEA－SITD3 NE E）DIFFD3＝NCRT4＊RSITD3 \\
\hline IF & （UE5－SITDA NE B）DIFFDム＝NCRTS～NSITDA \\
\hline \(1 F\) & （MF6－SITDS NE（））DIFFR5＝NCRT6－NSITDS \\
\hline \(1 F\) & （ \(4 \mathrm{ER} \sim\) SITD6 HE O）DIFFDGENCRT8－NSITDG \\
\hline IF & （WE1的 SITO7 NF A）DIFFD7ENCRTIB－NSITC7 \\
\hline IF & （WEII－SITD8 t．E A）OIFFOR＝NCRTII－NSITD8 \\
\hline IF & （ME13－SITD9 NE D）DIFFCQ＝NCRT13－NSITD9 \\
\hline \(1 F\) & （VE14－SITN1A NE O）DIFFDIS＝VCRT14－NSITDID \\
\hline IF & （NE1S－SITDI1 NE G）DIFFDII＝VCRT15wNSITDI1 \\
\hline IF & （ME19－SITCI？NE（ D）DFFDI2＝NCRT19－NSITDI2 \\
\hline IF & （ME21－SITN13 NE A）DIFFD13＝t：CRT21－NSITD13 \\
\hline IF & （MC22－SITD14 NF Q）DIFFDI4＝NCRT22－NSITO14 \\
\hline IF & （W23－SITN15 NE P）DIFFOI5＝NCRT23－NSITDI5 \\
\hline DO REPEAT & XOIFFD＝OIFFD1 TO DIFFD15／ \\
\hline IF & （XCIFFD LT \({ }^{(1)}\) ）XOIFFD＝XDIFFD＊（－1） \\
\hline \multicolumn{2}{|l|}{FIO REPEAT} \\
\hline COMPUTE & \begin{tabular}{l}
SUMDIFD＝DIFFDI＋IFFFD2＋DIFFD3＋DIFFDA＋OIFFDS＋DIFFD6＋DIFFD7＋ \\

\end{tabular} \\
\hline ASSIG： H ISSING & NSITDI TO NSITDI5，DIFFCI TO DIFFOI5（99） \\
\hline DO REPEAT & XNSITE＝NSITEI TO NSITEIS／ \\
\hline & XSITEESITEI TO SITE15／ \\
\hline & XCERTE＝CERTED TO CERTE！5／ \\
\hline IF & （XSITE EQ 9）XNSITE XSITE－XCERTE \\
\hline IF & （XSITE EQ O）XNSITE＝XSITE＋XCERTE \\
\hline \multicolumn{2}{|l|}{END REPEAT} \\
\hline DO REPEAT & XDIFFF＝DIFFEI TO DIFFEIS／ \\
\hline COMPUTE & XDIFFE＝0 \\
\hline END REPEAY & \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline IF & （ME5－SITEA NE 甘）OIFFEAENCRTS－NSITEA \\
\hline IF & （MEG－SITE5 NE A）DIFFESこICRTG－NSITES \\
\hline IF & （MEA－SITEG ME A）NIFFEGENCRTBONSITE6 \\
\hline IF & （ME10－SITF7 NF a）DIIFET＝NCRTIU＝NSITE7 \\
\hline IF & （＂LII－SITEX NE（）OIFFERENCRTII－NSITE8 \\
\hline IF &  \\
\hline IF &  \\
\hline \(1 F\) &  \\
\hline IF & （＂L19－SITFI2 MF \％）DIFFEIP＝NCRTI9－NSITEI2 \\
\hline iF & （＂EPI－SITE13 NE Q）DIFFE13ニリCRTP1－1：SITEI3 \\
\hline \(1 F\) & （HE？2－SITE14 ：1E 0）DIFFF1／I＝YGRT22－HSITEI4 \\
\hline IF & （UE23－SITE1S NE A）DIFFE15＝JCRT23－NSITE15 \\
\hline do hepeat & XDIFFE＝OIFFEI TO OIFFE15／ \\
\hline IF & （XUIFFE LT Q）XDIFFE＝XUJFFE＊（－1） \\
\hline \multicolumn{2}{|l|}{E＇Un IREPLAT} \\
\hline CJUPUTE &  DIFFER＋DIFFE9＋DIFFEIE＋OIFFE11＋OIFFEI2＋DIFFE13＋DIFFE14＋DIFFE15 \\
\hline ASSIG．MISSI：G & NSITEI TO NSIPE15，DIFFEI TO DIFFE15（99） \\
\hline DO HEPEAT & X：USITFE：SITFI TO NSITF15／ \\
\hline & XSITFESITFI TO SITFIS／ \\
\hline & XCLRTF＝CERTFI TO CERTF15／ \\
\hline IF & （XSITF FU 9）XMSITF＝XSITF－XCERTF \\
\hline IF & （XSITF EG 0）XUSITF＝XSITF＋XCLRTF \\
\hline \multicolumn{2}{|l|}{END REDET} \\
\hline no mremat & XOIFFF＝NIFFF：TO CIFFF15／ \\
\hline compule & \(\mathrm{XDIFFF}=3\) \\
\hline \multicolumn{2}{|l|}{E：D REPLAT} \\
\hline IF & （NEI－SITF！NE O）OIFFFI＝NCRTI－NSITF1 \\
\hline IF &  \\
\hline IF & （ \({ }^{\text {EGGSSITF3 }}\) I：E E）CIFFF3 \(=\) NCRT4－I，SITF3 \\
\hline IF & （MESOSITF4 ME E）DIFFFA＝NCRTS－NSITF4 \\
\hline IF &  \\
\hline IF & （ \(4 E 8-S I T F 6\) UE ©）DIFFFG＝NICRT8－IVSITFh \\
\hline IF & （NEIC－SITF7 t．F A）CIFFF7＝＇CRT13－NSITF7 \\
\hline If & （MEIIMSITF8 NE Q）DIFFF8ENCRTII－NSITFA \\
\hline IF & （ME13－SITF9 NE A）DIFFFG＝NCRT13－NSITFQ \\
\hline IF & （ME14－SITFI＊NE P）DIFFFI？＝NCRT14－NSITFID \\
\hline \(1 F\) & （ME15－SITFII NE O）DIFFFII＝NCRT15－NSITFII \\
\hline IF & （NE19－SITFI2＇E G）DIFFFI2＝NCRTIGONSITFI2 \\
\hline IF & （ME21－SITF13 NE 日）DIFFF13＝NCRT21－NSITF13 \\
\hline IF & （ME？2－SITF14 VE（1）OIFFFI4＝VCRT？2－NSITF14 \\
\hline IF & （ME33－SITF15 ！E O）DIFFF15＝NCPT23－NSITF15 \\
\hline no repeat & XDIFFF＝OIFFFI TO OIFFF15／ \\
\hline \(1 F\) & （XISFFF LT 日）XOIFFF＝XCIFFF＊（－1） \\
\hline \multicolumn{2}{|l|}{E＇D REPEAT} \\
\hline CCMPUTE & SUMDIFF＝DIFFF！＋IIFFF2＋DIFFF \(3+\) DIFFF4 + DIFFF5 + DIFFF6＋DIFFF7＋ OIFFF8＋DIFFF9＋DIFFFIO＋DIFFF11＋iIFFF：I2＋DIFFFI3＋DIFFF14＋DIFFF15 \\
\hline ASSIE，M！SSIMG & ：SITF！TJ A．SITFI5，DIFFFI TO DIFFF15（49） \\
\hline cownute & EXSC＝＊CRT2＋MCRT7＋MCRT9＋MCRT12＋FCRT25 \\
\hline coupute & SC＝TOTMCRT－EXSC \\
\hline ASSIGTHISSI＇G & SUMDIFA，SUMOIF \\
\hline CCMPUTE & NOTOIFA＝DIFFA4＋DIFFAG＋DIFFA15 \\
\hline COMPUTE & M OTOIFE＝DIFFB4＋DIFFRG＋DIFFE15 \\
\hline COUPUE & 1．CTNIFC＝DIFFC4＋0IFFC6＋DIFFC15 \\
\hline compute & WOTOIFD＝DIFFUA＋NIFFD6＋DIFFD15 \\
\hline COMPIJT & LSTOIFE＝IFFEA＋DIFFEG＋DIFFE 15 \\
\hline COMPUTE & NOTOIFF＝DIFFF4＋DIFFF6＋DIFFF15 \\
\hline COMPUTE & ISSU＂UIFA＝SUMDIFA－NOTOIFA \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline counute & NSJMOIF \\
\hline CDMPUTE & ASUMDIFE＝SUMDIFC－NOTDIFC \\
\hline COMPUTE & ASUNUIFD＝SUMDIFONNTDJFD \\
\hline COMPUTE & MSUMOIFE＝SUMOIFE－NOTDIFE \\
\hline couputa & NSUMDIFF \(=\) SUMDIFF－NOTDJFF \\
\hline ASSIG：N MISSIVG & hisuroifa to nsurdiff（99） \\
\hline compute & ALLCERTA＝CERTA 1＋CFRTAZ＋CERTA3＋CERTA5＋CERTA7＋CERTAB＋CERTA9＋ CERTA1U＋CFRTA11＋CERTAI2＋CERTA13＋CFRTA14 \\
\hline compute & \begin{tabular}{l}
ALLCERTR＝CERTB1＋CFRTB2＋CERTB3＋CERTB5＋CERTB7＋CERTB8＋CERTB9＋ \\

\end{tabular} \\
\hline computa & ALLCLRTC＝CERTC1＋CERTC2＋CERTC3＋CERTC5＋CERTC7＋CERTCB＋CERTC9＋ CERTCIK＋CERTC11＋CERTC12＋CERTC13＋CERTC14 \\
\hline compute & ALLCERTO＝CERTO1＋CERTD2＋CERTD3＋CERTD5＋CERTD7＋CERTD8＋CERTD9＋ CFKTCIU＋CERTDII＋CERTD12＋CERTD13＋CERTD14 \\
\hline compute & ALLCLRTE＝CERTE1＋CFRTE？＋CERTE3＋CERTE5＋CERTE7＋CERTE8＋CERTE9＋ CFRTEIE゙ CFFRTE11＋CERTE12＋CERTE13＋CERTE14 \\
\hline compute & ALLCERTF＝CERTF1＋CERTF \(2+\) CERTF3＋CERTF5＋CERTF7＋CERTFR＋CERTF9＋ CFRTFIC＋CERTFII＋CERTF12＋CERTF13＋CERTF1A \\
\hline ASSIGN MISSING & allegrta to allcerrti（99） \\
\hline COMPUTE & \(A L L S C=S C+M C R T T\) \\
\hline
\end{tabular}

\title{
Appendix Twenty Three
}

The Mis-Match Scores.

Key
DIFFA1, DIFFi2, etce refers to the Mis-match scores for Situation \(A\) on Dimension Numbers 1, 2, etc. Similarly D[FFB1, DIFFB2, ctc. give this information for Situaticn B.

NSIMDIFA 1 の NSUSDIFF refer to the Total Mis-match scores for Situations A tof.

Note
All missing data is coded ' \(99^{\prime}\).

\section*{Appendix 23a.}

Mis-match Scores for Situation A.





\begin{tabular}{|c|}
\hline DIFFA3 \\
\hline CIFFAIA \\
\hline NSUWIIFA \\
\hline \multirow[t]{3}{*}{\[
\begin{aligned}
& \text { DIFFAS } \\
& \text { DIFFAIO } \\
& \text { RSIHNIFA }
\end{aligned}
\]} \\
\hline \\
\hline \\
\hline DIFFAS \\
\hline DIFFA10 \\
\hline NSUITIIFA \\
\hline \multirow[t]{2}{*}{\[
\begin{aligned}
& \text { DIFFA3 } \\
& \text { OIFFAIA }
\end{aligned}
\]} \\
\hline \\
\hline NSUMDIFA \\
\hline \multirow[t]{3}{*}{\[
\begin{aligned}
& \text { DIFFAS } \\
& \text { DIFFAIG } \\
& \text { NSIMOIFA }
\end{aligned}
\]} \\
\hline \\
\hline \\
\hline \multirow[t]{3}{*}{\[
\begin{aligned}
& \text { DIFFA3 } \\
& \text { DIFFAIG } \\
& \text { NS!JMDIFA }
\end{aligned}
\]} \\
\hline \\
\hline \\
\hline \multirow[t]{3}{*}{\[
\begin{aligned}
& \text { DIFFA3 } \\
& \text { DIFFAIG } \\
& \text { NSUNDIFA }
\end{aligned}
\]} \\
\hline \\
\hline \\
\hline \multirow[t]{3}{*}{\[
\begin{aligned}
& \text { DIFFA3 } \\
& \text { DIFFAIG } \\
& \text { NSUNDIFA }
\end{aligned}
\]} \\
\hline \\
\hline \\
\hline \multirow[t]{3}{*}{\[
\begin{aligned}
& \text { DIFFA3 } \\
& \text { DIFFAID } \\
& \text { NSUNDIFA }
\end{aligned}
\]} \\
\hline \\
\hline \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|}
\hline 560 & \(c \pi\) & \[
-6
\] &  & \(\infty\) & 00 & ©. - & \(\sec\) & *-s & \(\infty\) \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|c|c|}
\hline CONTENTS & CF & CASE & 11才) & 3.1 \\
\hline DIFFA1 & & & 5. & DIFFA2 \\
\hline OIFFA 8 & & & 6. & CIFFA9 \\
\hline OIFFA13 & & & \({ }^{*}\) & CIFFA14 \\
\hline CONTEATS & CF & CASE & NUP:AER & 31 \\
\hline DIFFA1 & & & 8 & DIFFAL \\
\hline DIFFAS & & & 7. & CIFFA9 \\
\hline OIFFA13 & & & 6 & DIFFA14 \\
\hline CONTEITTS & OF & CASE & MUMGER & 32 \\
\hline OIFFAI & & & 6. & CIFFA2 \\
\hline DIFFAR & & & 9. & CIFFA9 \\
\hline OIFFA13 & & & ค & DIFFA14 \\
\hline COMTEATS & OF & CASE & Nut RER & 33 \\
\hline OIFFA1 & & & 6. & DIFFA2 \\
\hline DIFFAB & & & 7. & DIFFA9 \\
\hline \multicolumn{5}{|l|}{INTERVIEWEES} \\
\hline DIFFA13 & & & 7. & OIFFA14 \\
\hline COHTEATS & OF & CASE & NuMRER & 34 \\
\hline DIFFAI & & & 6. & DIFFA2 \\
\hline DIFFAB & & & \(\Delta\) & OIFFA9 \\
\hline DIFFA13 & & & 6. & DIFFA14 \\
\hline CONTENTS & OF & CASE & NUMBER & 35 \\
\hline DIFFAI & & & \(b\) & DIFFAL \\
\hline DIFFAB & & & 8. & DIFFA9 \\
\hline DIFFA13 & & & \(\Delta\) & DIFFA14 \\
\hline COMTEPTS & OF & CASE & NUMBER & 36 \\
\hline DIFFAI & & & 6. & DIFFAC \\
\hline DIFFAR & & & \(\delta\) & DIFFA9 \\
\hline DIFFA13 & & & n & DIFFA14 \\
\hline CONTENTS & OF & CASE & NUMRER & 37 \\
\hline DIFFAI & & & 7. & DIFFAL \\
\hline DIFFAB & & & 8. & DIFFA9 \\
\hline DIFFA13 & & & 6 & DIFFA14 \\
\hline COMTENTS & OF & CASE & FIJMRER & 38 \\
\hline DIFFAI & & & \(\square\) & DIFFA2 \\
\hline DIFFAR & & & \(\square\) & DIFFA9 \\
\hline DIFFA13 & & & 6 & DIFFA14 \\
\hline
\end{tabular}




\section*{Appendix \(23 b\).}

Mis-match Scores for Situation B.








\section*{Appendix 23 c}

Mis-match Scores for Situation C.








\section*{Appendix 23d}

Mis-match Scores fre Situation D.


\begin{tabular}{|c|}
\hline \(21^{-}\) \\
\hline DIFFC2 \\
\hline DIFFC9 \\
\hline DIFFul4 \\
\hline 2 ? \\
\hline OIFFO2 \\
\hline OIFFLG \\
\hline DIFFO14 \\
\hline 23 \\
\hline OIFFOL \\
\hline DJFFD9 \\
\hline O1FF014 \\
\hline 24 \\
\hline DIf \\
\hline DIFFD9 \\
\hline OIFFDI4 \\
\hline 25 \\
\hline \\
\hline \\
\hline DIFFD? \\
\hline DIFFU9 \\
\hline OIFFD: \\
\hline 26 \\
\hline DIFFD2 \\
\hline OIFFD9 \\
\hline OIFFO1 \\
\hline 27 \\
\hline OIFFD2 \\
\hline OIFFD9 \\
\hline DIFFDI \\
\hline 28 \\
\hline DIFFD2 \\
\hline DIFFD9 \\
\hline OIFFD1 \\
\hline
\end{tabular}

\begin{tabular}{llllllllllll}
1 & 0 & 0 & 0 & 0 & 0 & 0 & 0 & 0 & 0 & 0 & 0 \\
0 & 3 & 0 & 0 & 1
\end{tabular}

\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|}
\hline \[
30 \underset{\sim}{n}
\] & \[
0 \pm \underset{N}{m}
\] & \[
0 c c
\] & \[
\approx \infty
\] & \[
0
\] & \[
\begin{aligned}
& n \\
& n \\
& i n
\end{aligned}
\] & \[
\infty_{\infty}^{\infty}
\] & \[
\cdots \cdots \infty
\] & \[
\therefore 0
\] & \\
\hline  &  &  &  &  &  &  &  &  &  \\
\hline \[
500
\] & \[
0^{-\infty}
\] & \[
\sin ^{\circ} 0^{\circ}
\] & \[
\infty
\] & \[
\infty
\] & \[
\infty
\] & \[
x s_{i n}
\] & \(\infty \times 0\) & \(00^{\circ}\) & 50 \\
\hline
\end{tabular}

\begin{tabular}{|c|c|c|c|c|c|c|c|c|}
\hline \[
\begin{gathered}
0 \\
0
\end{gathered}
\] &  & \[
\because
\] &  & \[
\begin{aligned}
& { }_{51}^{4}: \\
& 51:
\end{aligned}
\] & \({ }_{\text {dif }}^{\text {Offer }}\) & 4: &  & ': \\
\hline \(C\)
0
0
0 &  & : & \[
\begin{aligned}
& \text { DIFFO } \\
& 01 F D 19 \\
& \text { NSUHOLIFD }
\end{aligned}
\] & 14. &  & : & \({ }_{\substack{\text { Offer } \\ \text { Offebit }}}\) & 5: \\
\hline  &  & \[
\because \because
\] &  & 5 & Oiffos & \({ }^{\circ}\) & Oiffor & : \\
\hline \[
\begin{gathered}
\circ \\
0
\end{gathered}
\] &  & \(\bigcirc 0_{i}^{\circ}\) &  & 10\% &  & \({ }^{\circ} \dot{\square}\) &  & : \\
\hline - interienes & & & & & & 11/88/77 & page & \\
\hline  &  & \(\therefore \dot{\square}\) &  & \[
27_{0}^{2}
\] &  & : & \({ }^{\text {Oiffep }}\) & \(7{ }^{\text {º }}\) \\
\hline  &  & ! &  & : &  & : &  & ! \\
\hline  &  & \({ }_{0}\) &  & 13. &  & \({ }^{\circ}\) & Offery & : \\
\hline  &  & \(i_{0}^{0}\) &  & \[
\begin{aligned}
& 5 \\
& 34 . \\
& 3
\end{aligned}
\] &  & \(\stackrel{\square}{\square}\) & \({ }_{\text {Off }}^{\text {OfFpor }}\) & : \\
\hline  &  & 3
6
6 &  & - \({ }^{4} 5\) &  & 5. & \(\xrightarrow{\text { Miffer }}\) & s. \\
\hline
\end{tabular}



Appendix \(23 e\)

Mis-match Scores for Situation E.
between dimensions. Appendix 31 shows the mean nondefiniteness attached to each adjective within each adjective pair. In seventeen cases the difference between these means was significant at the .05 level (2-tail).

The non-definiteness scores were analyzed to look for sex differences. An analysis of variance was carried out to look at the effects of sex and adjective chosen upon non-definiteness. The S.P.S.E. programe was used, with the highest priority beine assigned to sex. The results are contained in Appendix 32. Sex was only significant at the . 05 level as a main effect in one case. This was for the dimension 'trusting - hard to fool', where women tended to be more non-definite than men. One interaction was also significant. This was on the dimension 'good - bad'.
D. The Total Non-Definiteness Score.

The descriptive statistics for the total non-definiteness score are presented in Table Thirty Four. The mean of 31.40 is not appreciably different from those obtained in the previous investigations. These were 35.18 and 33.63 respectively.

Deciles are presented in Table Thirty Five. These show the score of the subject at every seventeenth rank when cases were ranked from the lowest to the highest.







Appendix \(23 r\).

Mis-match Scores frr Situation F.




\begin{tabular}{|c|c|}
\hline \[
\begin{aligned}
& 0 \\
& 0 \\
& 0
\end{aligned}
\] & \begin{tabular}{l}
DIFFF3 \\
DIFFFIa \\
NSUMDIFF
\end{tabular} \\
\hline \[
\begin{aligned}
& 8 \\
& 8 . \\
& 6 .
\end{aligned}
\] & \begin{tabular}{l}
DIFFF 3 \\
DIFFFI \\
NSUMDIFF
\end{tabular} \\
\hline \[
\begin{aligned}
& 6 . \\
& 0 \\
& 0
\end{aligned}
\] & \begin{tabular}{l}
DIFFF 3 \\
DIFFFIO \\
NSUMDIFF
\end{tabular} \\
\hline \[
\begin{aligned}
& 99 . \\
& 99 . \\
& 99 .
\end{aligned}
\] & \begin{tabular}{l}
DIFFF3 \\
DIFFF10 \\
NSUMDIFF
\end{tabular} \\
\hline \[
\begin{aligned}
& 0 \\
& 7 . \\
& 7 .
\end{aligned}
\] & \begin{tabular}{l}
DIFFF3 \\
DIFFF10 \\
NSIMMDFF
\end{tabular} \\
\hline
\end{tabular}





\section*{Appendix 24}

Descriptive Statistics for Tntal Mis-Match Scores for Situatinns A to F.


Key
\begin{tabular}{|c|c|}
\hline Variable Labed & Adjectival Choice \\
\hline 1 & Rescrved - Outgoing \\
\hline 3 & Submissive - Assertive \\
\hline 4 & Scrious - Happy-go-lucky \\
\hline 5 & Disregards Rules - Conscientious \\
\hline 6 & Hard hearted - Sentimental \\
\hline 7 & Trusting - Hard to fool \\
\hline \(\delta\) & \[
\begin{aligned}
& \text { Practical - Unconcerned with practical } \\
& \text { matters }
\end{aligned}
\] \\
\hline 10 & Conrident - Apprehensive \\
\hline 11 & Conservative - Experimenting \\
\hline 13 & Follnws nwn urges - Does what is expected \\
\hline \(1!\) & Relaxed - Tense \\
\hline 15 & Eager - Indifferent \\
\hline 16 & Strong - Weak \\
\hline 17 & Scvére - Lenient \\
\hline 18 & Hard - Soft \\
\hline 19 & Wise - Foolish \\
\hline 20 & Sociable - Unsociable \\
\hline 21 & Good-bad \\
\hline 22 & Active - Passive \\
\hline 23 & Frec - Constrained \\
\hline 211 & Kind -Cruel \\
\hline 26 & Rash - Cautious \\
\hline
\end{tabular}

Notes
The coding or ' \(O^{\prime}\) was given when the left-hand adjective was chnsen.

The coding of ' \(\eta^{\prime}\) was given when the right hand adjective was chosen

\begin{tabular}{|c|c|c|c|c|c|c|}
\hline & & & & & & \(90 \%\) \\
\hline \multirow[t]{2}{*}{} &  & \(0^{* *} 0^{\circ}\) & 9800 & \(\sigma^{-5} 0^{-8}\) & \(0^{-3} \%\) & \(\operatorname{sag}^{-8}\) \\
\hline & & & & & \(\stackrel{8}{8}\) & \\
\hline  &  &  &  &  & 愛 &  \\
\hline
\end{tabular}

CONTENTS OF CASE NUMGER \({ }^{-\cdots}\)
 MEI ME1 1 ME3
 \(\begin{array}{lrl}\text { ME14 } & \text { M．} & \text { ME15 } \\ \text { ME19 } & \text { M } & \text { ME26 } \\ \text { ME } 24 & 0 & \text { ME } 26\end{array}\) CONTENTS OF CASE NUMBER 17 E3 ME3
MEA
ME15
ME2
ME 26
10 ルが呙こ。


\begin{tabular}{|c|c|c|c|c|c|c|c|}
\hline & & & & \(\cong\) & & & \\
\hline \[
\frac{m}{x} \frac{m}{2} \frac{a}{2} \frac{\tilde{x}}{2}
\] & \[
\underset{2}{2} \frac{m}{2} \frac{\infty}{2} \frac{m}{2} \frac{\pi}{2}
\] &  &  & 范 &  &  &  \\
\hline \(0^{-\infty} 0^{\circ}\) & \(0^{-0} 0^{-0}\) & \(0^{-8} 0^{\circ}\) & \(0^{\circ 008}\) &  & のーがが3 & \(0^{-58}\) & \(0^{-5}{ }^{\circ}\) \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|c|c|c|c|}
\hline きござ & のニミ゙ & のジベ & のニキ～～ & ルニキ & のニワ～～． & n二ニ～～ \\
\hline  &  &  & 芫岂岗㒸 &  & 岦岗宸宸 & 㞵项茥岸 \\
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\hline \multicolumn{7}{|c|}{\(\bar{\sim}\)} \\
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\begin{tabular}{|c|c|c|c|c|}
\hline CONTENTS & OF & CASE & NUNEES & 43 \\
\hline ME1 & & & 6 & ME 3 \\
\hline ME7 & & & 3 & HES \\
\hline ME14 & & & 9. & HE15 \\
\hline ME19 & & & 9. & Hf：20 \\
\hline ME24 & & & 9. & ME26 \\
\hline CONTEMTS & OF & CASE & NUNBER & 114 \\
\hline ME1 & & & 4 & ME 3 \\
\hline ME 7 & & & \(9:\) & HEA \\
\hline ME 14 & & & 9. & ME15 \\
\hline ME 19 & & & 0 & ME2気 \\
\hline ME 24 & & & 0 & HE？ 6 \\
\hline CONTENTS & OF & CASE & NUMBER & 45 \\
\hline MEI & & & 9. & ME 3 \\
\hline ME 7 & & & Q & MEB \\
\hline ME14 & & & 9. & ME15 \\
\hline ME19 & & & 1 & MEC \({ }^{\text {a }}\) \\
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\hline CONTENTS & OF & CASE & NUMBER & 46 \\
\hline ME 1 & & & 0 & ME3 \\
\hline ME 7 & & & \(\square\) & ME 8 \\
\hline ME14 & & & a & ME 15 \\
\hline ME19 & & & 0 & ME？ \\
\hline ME2 4 & & & \(\square\) & ME26 \\
\hline CONTEMTS & OF & CASE & NUMBER & 47 \\
\hline ME 1 & & & 0 & NE 3 \\
\hline ME 7 & & & 9. & ME8 \\
\hline ME 14 & & & 9 & ME15 \\
\hline ME19 & & & \(\Delta\) & MF20 \\
\hline ME24 & & & 9. & ME26 \\
\hline CONTENTS & OF & CASE & NUMBER & 48 \\
\hline ME 1 & & & 9. & ME 3 \\
\hline ME 7 & & & 9. & ME 8 \\
\hline ME14 & & & 9. & ME15 \\
\hline ME19 & & & 0 & ME20 \\
\hline ME 24 & & & 0 & ME26 \\
\hline CONTENTS & OF & CASE & NUMBER & 47 \\
\hline ME 1 & & & 9. & ME 3 \\
\hline ME 7 & & & 0 & MEB \\
\hline ME14 & & & 9 & ME． 15 \\
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\begin{tabular}{|c|c|c|c|c|}
\hline CONTENTS & & CASE & NJM8ER & 57 \\
\hline ME 1 & & & 9. & ME3 \\
\hline ME 7 & & & \(\Delta\) & MES \\
\hline ME：4 & & & 0 & MF15 \\
\hline ME19 & & & 9. & HE2） \\
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\hline CONTEMTS & OF & CASE & AUNBER & 58 \\
\hline MEI & & & 0 & ME3 \\
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\hline ME14 & & & 9. & M．E． 15 \\
\hline ME 19 & & & 9. & ME20 \\
\hline \multicolumn{5}{|l|}{NORMS} \\
\hline ME24 & & \multicolumn{2}{|l|}{9.} & ME?6 \\
\hline CONTENT3 & OF & CASE & NUMBER & 57 \\
\hline ME1 & & \multicolumn{2}{|l|}{98} & ME． 3 \\
\hline ME 7 & & \multicolumn{2}{|l|}{8} & ME8 \\
\hline ME14 & & \multicolumn{2}{|l|}{0} & ME15 \\
\hline ME19 & & \multicolumn{2}{|l|}{B} & ME20 \\
\hline & & \multicolumn{2}{|l|}{\multirow[t]{2}{*}{\[
\text { CASE } \hat{N}_{\text {NMBER }}
\]}} & ME26 \\
\hline CONTENTS & OF & & & 68 \\
\hline ME 1 & & \multicolumn{2}{|l|}{0} & NE3 \\
\hline ME 7 & & \multicolumn{2}{|l|}{98} & ME 8 \\
\hline ME 14 & & \multicolumn{2}{|l|}{6} & ME 15 \\
\hline ME 19 & & \multicolumn{2}{|l|}{0} & ME？\({ }^{\text {H }}\) \\
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CONTENTS & & \multicolumn{2}{|l|}{\multirow[t]{2}{*}{CASE. NUMBER}} & ME26 \\
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\hline ME1 & & \multicolumn{2}{|l|}{\(n\)} & ME 3 \\
\hline ME7 & & \multicolumn{2}{|l|}{0} & ME 8 \\
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\hline ME24 & & \multicolumn{2}{|l|}{0} & ME26 \\
\hline CONTENTS & OF & \multicolumn{2}{|l|}{CASE NUMBER} & 62 \\
\hline ME 1 & & \multicolumn{2}{|l|}{0} & ME 3 \\
\hline ME． 7 & & \multicolumn{2}{|l|}{9} & MES \\
\hline ME14 & & \multicolumn{2}{|l|}{\(n\)} & ME15 \\
\hline ME19 & & \multicolumn{2}{|l|}{\(\square\)} & MEZ 0 \\
\hline ME 24 & & \multicolumn{2}{|l|}{0} & ME26 \\
\hline CONTENTS & OF & CASE & NUMGER & 63 \\
\hline MEI & & & 0 & ME3 \\
\hline ME 7 & & & 0 & ME8 \\
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\hline 9. & ME4 \\
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\hline 9. & MES \\
\hline 8 & MEIO \\
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\section*{Appendix 26}

Responses to Question Two of the Supplementary Questionnaire and Non-Derinitencss Scores for the Individual Dimensions.

Kcy
Q.2 Respense to Question Two of the Supplementary Questionnaire

SC1. SCZ. etce refers to the Non-Definiteness Scores on Dimersion Numbers 1, 2, etc.


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\hline \({ }_{3 C 13}\) & 1. & \(\mathrm{SCl}^{4}\) \\
\hline SC18 & 1. & SC19 \\
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\hline 02 & \(\square\) & 5 sc 1 \\
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\hline \({ }_{5 C 18}\) & 2. & \(\mathrm{SCl}_{19}\) \\
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\hline 02 & 1. & \\
\hline scb & 2. & Sc7 \\
\hline \(\mathrm{SC}_{13}\) & 3. & SC14 \\
\hline \(\mathrm{SC}_{18}\) & 2. & SC19 \\
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\hline 02 & 1. & SC1 \\
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\hline SC13 & & & 1. & SC 14 & 1. & SC15 \\
\hline SC 18 & & & 1. & SC． 19 & 0 & SC． 20 \\
\hline SC23 & & & 2. & SC24 & 1. & Sc26 \\
\hline CONTENTS OF & OF & CASE & Number & 167 & & \\
\hline 02 & & & 1. & SC1 & 1. & Sc3 \\
\hline SC6 & & & 1. & SC7 & 2. & Sc．\({ }^{\text {c }}\) \\
\hline SC13 & & & 2. & SC14 & 2 & SC15 \\
\hline SC18 & & & 1. & SC19 & 2. & SC23 \\
\hline SC？3 & & & 2. & SC．\({ }^{\text {S }}\) & 1. & Sc26 \\
\hline CONTENTS & & CASE & number & 168 & & \\
\hline 02 & & & \(\square\) & SCI & 0 & SC3 \\
\hline SCb & & & \(\theta\) & SC7 & 0 & 5 CB \\
\hline SC． 13 & & & 1. & SC 14 & 1. & Sc15 \\
\hline SC 18 & & & 1. & SC 19 & 1. & Scz \\
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\hline CONTENTS & & CASE． & MUMBER & 169 & & \\
\hline NORMS & & & & & & \\
\hline 02 & & & \(n\) & SC1 & 2. & Sc 3 \\
\hline SC6 & & & 1. & 3C7 & 2. & SCB \\
\hline SC13 & & & 2. & SC14 & ด & SC 15 \\
\hline SC18 & & & 1. & SC19 & 1. & SC2a \\
\hline SC23 & & & 1. & SC？\({ }^{4}\) & 0 & SC 26 \\
\hline CONTENTS & OF & CASE & NUMBER & 170 & & \\
\hline 02 & & & 1. & SC1 & 2. & SC3 \\
\hline SC6 & & & 3. & SC 7 & 2. & SC8 \\
\hline SC13 & & & 2. & SC14 & 1. & SCI＇s \\
\hline SC 18 & & & 3. & \(3 \mathrm{3C1} 9\) & 3. & SC20 \\
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\section*{Appendix Twenty Seven}

Total Non-Definiteness Scores.

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Lable & Variable \\
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Appendix 28

Subjects' Sex

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Appendix 29

Contingency Tables between Adjectival Choice and Sex.






CORRECTED CHI SQUARE = \(\quad .11347\) WITH 1 DFGREE OF FRECDOM. SIGNIFICAISCE \(=.9076\)
NUMBER OF MISSIVG DASERVATIDAS = 37
NORMS
                                    \(02 / 92\)
FILE CHARA (CREATIONDATE = 02/02/78)



CORRECTED CHI SGUARF = \(\quad .32417\) HITH 1 DEGREE OF FRECDOH. SIGNIFICAIGEE \(=.5691\) NUMEER OF MISSING OBSERVATIONS \(=37\)

CORRECTED CHI SQUARE = OOGI3 WITH 1 DEGREC OF FREEDOM. SIGNIFICAIVE \(=\quad\) OGIG NUMBFR OF MISSING OBSERVATIONS = 37


CORRECTED CHI SQUARE = 1.68868 WITH 1 DLGREE OF FREEDOM, SIGNIFICANCE \(=1938\) NIMABER OF MISSING OBSERVATIONS = 37




court \(I^{s}\)

 NUMBER UF MISSING OBSERVATIONS = 37
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CORRECTED CHI SSUARE \(=1.93467\) WITH 1 DEGREE OF FREEDOM. SIGNIFICANCE \(=.1643\) NUMBER OF MISSING OBSERVATIONS \(=37\)


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\hline 9. & 16 & 147 & 47.4 \\
\hline column & 35 & 98 & 133 \\
\hline total & 26.3 & 73.7 & 109.1 \\
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(. CORRECTED CHI SQUARE \(=\). 90697 WITH 1 DEGREE OF rREEDOM. SIGNIFICANCE \(=.9752\) NUMPER OF MISSING OBSERVATIONS = 37





\begin{tabular}{|c|c|c|c|c|}
\hline \multirow{3}{*}{ME. 20} & & \multicolumn{3}{|c|}{1.1 2.I} \\
\hline & & - & -.- & \\
\hline & \(\square\) & 27 & 73 & 100 \\
\hline \multirow[t]{2}{*}{SOCIABLE} & & & & 75.2 \\
\hline & & -- & --0 & \\
\hline \multirow[b]{2}{*}{UNSOCIABLE.} & 9. & 8 & 25 & 33 \\
\hline & & & & 24.8 \\
\hline \multicolumn{2}{|r|}{columal} & 35 & 98 & 133 \\
\hline & \(A_{L}\) & 26.3 & 73.7 & 100.0 \\
\hline
\end{tabular}

CORRECTED CHI SQUARF = \(\quad\) OQ705 WITH 1 DEGREE OF FREEDOM. SIGNIFICAIICE \(=.9331\) NUMUER OF MISSIHG OIISERVATIONS = 37




CORRECTED CHI SOUARE \(=\quad .76384\) WITH 1 DEGREE OF FREEDOM, SIGNIFICANCE \(=.3821\) NUMHER OF MISSIAG OBSERVATIONS = 37


CORRERTCD CHI SGUARE =
NUMRER OF MISSING ORSFRVATIONS 2154 WITH 1 DEGREE OF FREEDOM. SIGNIFICANCE \(=.7891\)
NORMS
0
FILE CHAR4 (CREATIONDATE = 02/02/78)

\begin{tabular}{cc} 
\\
\(C\) & ME24 \\
CIND \\
CRUEL
\end{tabular}


CORRECTED CHI SQUARE = \(\quad .07964\) WITH 1 DFGREF OF FPEEDOM. SIGNIFICAINCE \(=.7778\) NUMHER OF MISSIAG OASERVATIONS = 37


CORRECTED CHI SAULRE = \(\quad .02027 \mathrm{WITH} 1\) DEGREE OF FREEDOM. SIGNIFICANCE \(=.8868\) NUMBER OF MISSING OBSERVATIONS = 37

Appendix 30

Frequencies of Non-Definiteness Scores on the Individual
Dimensions and other Descriptive Statistics.
VALIDCASES 179 MISSING CASES

SC3 SI D OH SUDMISSIVE-ASSERTIVE
\begin{tabular}{|c|c|c|c|c|c|}
\hline categnry label & code & \[
\begin{gathered}
\text { ABSOLUTE } \\
\text { FREG }
\end{gathered}
\] & \[
\begin{aligned}
& \text { RELATIVE } \\
& \text { FREQ } \\
& (P C T)
\end{aligned}
\] & ADJUSTED
FREG
(FCT) & \[
\begin{aligned}
& \text { CUH } \\
& \text { FREQ } \\
& (P C T)
\end{aligned}
\] \\
\hline V. DEFINITE S-I & 0 & 20 & 15.3 & 15.3 & 15.3 \\
\hline FAIkLy definite sel & 1. & 57 & 33.5 & 33.5 & 48.8 \\
\hline MMID-POINT & 2. & 52 & 35.6 & 39.6 & 79:4 \\
\hline FAIRLy NONDEF.S-I & 3. & 33 & 19.4 & 19.4 & 98.8 \\
\hline VERY NORDEF. S-I & 4. & 2 & 1.2 & 1.2 & 100.0 \\
\hline \(\cdots\) & TOTAL & 170 & 10n.0 & 100.0 & \\
\hline
\end{tabular}

VALID CASES 173 MISSING CASFS \(\quad\) *
SC4 S I D ON SERIOUS-HAPPY GO LUCKY
\begin{tabular}{|c|c|c|c|c|c|c|}
\hline c & CATEGNRY LABFL. & CODE & ABSULUTE FREO & RFLATIVE FREQ (PCT) & \[
\begin{gathered}
\text { ADJUSTED } \\
\text { FREQ } \\
\text { (PCT) }
\end{gathered}
\] & CUM FREQ (PCT) \\
\hline ( & V. DEFINITE S-I & 6 & 301 & 17.6 & 17.6 & 17.6 \\
\hline \multirow[t]{2}{*}{(} & FAIRLY DEFINITE SmI & 1. & 57 & 33.5 & 33.5 & 51.2 \\
\hline & MMID-POINT & 2. & 53 & 31.2 & 31.2 & 82.4 \\
\hline ( & FAIRLY MORDE.F.S-I & 3. & 26 & 15.3 & 15.3 & 97.6 \\
\hline \multirow[t]{2}{*}{?} & VERY NOHDEF. S-I & 4. & 4 & 2.4 & 2.4 & 100.0 \\
\hline & & TOTAL & 170 & 100.0 & 100.0 & \\
\hline
\end{tabular}


C
VALIDCASES 170 MISSING CASES \(\quad\)



VALIDCASES \(17 \pi\) HISSING CASES i
NORMS
FILE CHAR4 (CREATION DATF = 02/02/78)

SC』 S I D ONCO:NSERVATIVE EXPERIMENTING


SC 14
S I D O: RFLAXFD TEMSE



SC20 SI DOH: SOCIABLE UHSOCIABLE:

CATGGORY LABEL
\begin{tabular}{|c|c|c|c|c|}
\hline CODE & ABSOLUTE: FRFO & \begin{tabular}{l}
relative. \\
FREM \\
(PCT)
\end{tabular} & \[
\begin{aligned}
& \text { ADJUSTED } \\
& \text { FHEO } \\
& \text { (PC.1) }
\end{aligned}
\] & CUM FKEG (PCT) \\
\hline \(\square\) & 4. & 24.1 & 24.1 & 24.1 \\
\hline 1. & 62 & 36.5 & 36.5 & 60.6 \\
\hline ?. & 45 & 26.5 & 26.5 & 87.1 \\
\hline 3. & 17 & 10.0 & 10.1 & 97.1 \\
\hline 4. & 5 & 2.9 & 2.9 & 11000 \\
\hline TOTAL & 170 & 103.0 & 100.0 & \\
\hline
\end{tabular}

VALID CASES 170 MISSING CASES \(B\)
( NORMS
v. DEFINITE S-I

FAIRLY DFFIUITF S-I
"MID-POINT
FAIRLY NONDEF, \(S\)-I
VERY NOHDEF. S-I
\[
\begin{array}{ccccc}
4 . & 5 & 2.9 & 2.9 & 100.0 \\
\text { TOTAL } & 170 & 100.0 & 100.0 &
\end{array}
\]


FILE CHAR4 (CREATION DATE = 02/02/78)

SC.2 S I D ON GOOD BAD
\begin{tabular}{|c|c|c|c|c|c|}
\hline CATEGORY LABEL & C.ODE & ABSOL.UTE FREn & \[
\begin{aligned}
& \text { RF LATIVE } \\
& \text { FRF } \\
& \text { (F'ET) }
\end{aligned}
\] & \[
\begin{aligned}
& \text { AD.JUSTED } \\
& \text { FREO } \\
& \text { (PC.T) }
\end{aligned}
\] & \[
\begin{aligned}
& C U M \\
& F R E Q \\
& (P C T)
\end{aligned}
\] \\
\hline v, DEFINITF S-I & 0 & 28 & 16,5 & 16.5 & 16.5 \\
\hline FAIRLY OFFINITE SAI & 1. & 56 & 32.9 & 32.9 & 49.4 \\
\hline MMID-POI:T & 2. & 54 & 31.8 & 31,8 & 81.2 \\
\hline FAIPLY NOMDEF, S-I & 3. & 24 & 14.1 & 14.1 & 95.3 \\
\hline VERY NOHDEF, S-I & 4. & 8 & 4.7 & 4.7 & 180.0 \\
\hline & TOTAL & 170 & 130.0 & 106.0 & \\
\hline
\end{tabular}

VALIDCASES 173 MISSING CASES 日
NORMS
FILE CHAR4 (CREATION DATE \(=02 / 112.178\) )

SCZ2 SID DN ACTIVE PASSIVE
\begin{tabular}{|c|c|c|c|c|c|c|}
\hline C & CATEGORY LABEL & CODC & ABSOLUTL FREQ & \[
\begin{gathered}
\text { REIIATIVE } \\
\text { FREQ } \\
(P C T)
\end{gathered}
\] & ADJUSTED FREQ (PCT) & \[
\begin{aligned}
& \text { C(IM } \\
& \text { FREQ } \\
& (P C T)
\end{aligned}
\] \\
\hline (a & v. DEFINITE SmI & 0 & 39 & 22.9 & 22.9 & 22.9 \\
\hline \multirow{2}{*}{\(!\)} & FAIRL.Y DEFINITE SmI & 1. & 58 & 34.1 & 34.1 & 57.1 \\
\hline & "MID \(=\) POINT & 2. & 50 & 2.9.4 & 29.4 & 86.5 \\
\hline \((\) & FAIRLY NONDEF.S-I & 3. & 20 & 11.8 & 11.8 & 98.2 \\
\hline \multirow{2}{*}{(i)} & VERY NONDEF, S-I & 4. & 3 & 1.8 & 1.8 & 100.0 \\
\hline & & TOTAL & 170 & 100.0 & 100.0 & \\
\hline
\end{tabular}

VALIDCASES 170 MISSING CASES \(\quad\) a

NORISS
FILE CHAR4 (CREATIONDATE \(=02 / 92178\) )

SC?3 S I D FHEE COHSTRAIMED
\begin{tabular}{|c|c|c|c|c|c|}
\hline category larel & CODE & \[
\underset{F R E G}{A B S O L .1 S T E .}
\] & \[
\begin{aligned}
& \text { RELATIVE } \\
& \text { FREG } \\
& \text { (PCT) }
\end{aligned}
\] & ADJUSTED FRF: (PCT) & \[
\begin{aligned}
& \text { CUM } \\
& \text { FREO } \\
& (P C T)
\end{aligned}
\] \\
\hline V. DEFIMITE S-I & 4 & 32 & 18.8 & 18,8 & 18.8 \\
\hline FAIRLY DEFINITF S-I & 1. & 44 & 25.9 & 2'5.9 & 44.7 \\
\hline "MID-POINT & 2. & 72 & 12.4 & 42.4 & 87.1 \\
\hline fairly nohdef.s-I & 3. & 18 & 10,6 & 10.6 & 97.6 \\
\hline VERY NOIDEF. S-I & 4. & 4 & 2.4 & 2.4 & 164.0 \\
\hline & total & 17 is & 100.0 & 100.0 & \\
\hline
\end{tabular}
VALIDCASES 170 MISSINGCASES \&
(. NORHS

FILF CHAR4 (CREATIDA DATE = 92/02/78)

SC24 SI D ON KIHD CRUEL
\begin{tabular}{|c|c|c|c|c|c|c|}
\hline \(\theta\) & categniry label & CODE & \[
\begin{aligned}
& \text { ABSOLUTE } \\
& \text { FREQ }
\end{aligned}
\] & \[
\begin{gathered}
\text { RELATIVE } \\
\text { FREQ } \\
\text { (PGT) }
\end{gathered}
\] & ADJUSTED FRER (PCT) & \[
\begin{aligned}
& \text { CUM } \\
& \text { FREO } \\
& \text { (PCT) }
\end{aligned}
\] \\
\hline ( & V. DFFIMITE SMI & 0 & 43 & 2'5. 3 & 25.3 & 25.3 \\
\hline C & FAIRLY definite smi & 1. & 70 & 41.2 & 41.2 & 66.5 \\
\hline & "MID-POINT & 2. & 46 & 27.1 & 27.1 & 93.5 \\
\hline C & fairly nohdef.s-i & 3. & 9 & 5.3 & 5.3 & 98.8 \\
\hline O & VERY NOHDEF, S-I & 4. & 2 & 1.2 & 1.2 & 100.0 \\
\hline & & TOTAL & 170 & 100.0 & 100.3 & \\
\hline
\end{tabular}

\section*{VALID CASES 170 MISSING CASES \(\quad\)}

C
C categnry label
\begin{tabular}{|c|c|c|c|c|}
\hline CODE & \[
\underset{\substack{\text { ABSULUTE } \\ \text { FRED }}}{ }
\] & \[
\begin{aligned}
& \text { RELATIVE } \\
& \text { FRFO } \\
& (P C T)
\end{aligned}
\] & ADJUSTED fREG (PCT) & \[
\begin{aligned}
& \text { CUM } \\
& \text { FRE. } \\
& \text { (PCT) }
\end{aligned}
\] \\
\hline 0 & 43 & 23,5 & 23.5 & 23.5 \\
\hline 1. & 45 & 26.5 & 26.5 & 50.3 \\
\hline 2. & 56 & 32.9 & 32.9 & 82.9 \\
\hline 3. & 23 & 13.5 & 13,5 & 96.5 \\
\hline 4. & 6 & 3.5 & 3,5 & 100.0 \\
\hline total & 170 & 100.0 & 100.0 & \\
\hline
\end{tabular}

VALID CASES 170 MISSING CASES \(\quad\)
VARIABLE SCI SELF-IMACE NON-DEFINLTENESS ON RED"D-DUT
\begin{tabular}{|c|c|c|c|c|c|}
\hline MEAN & 1.360 & STD FRR & .072 & STO DEV & .935 \\
\hline VARIANCE & . 874 & KURTOSIS & -. 556 & SKEUPESS & 330 \\
\hline RANGE & 4.60 - & MIMIHUM & (5) & MAXIMUM & 4.930 \\
\hline VALID CASES & 179 & MISSING & \(\cap\) & & \\
\hline
\end{tabular}


\(S\) I D OH DISREGARDS RULESmCONSCIENTIDUS
\begin{tabular}{lrlr} 
STOERR & .082 & STO DEV & 1.065 \\
KURTOSIS & -468 & SKFWNESS & \(\mathbf{5 4 9}\) \\
MIHIHUM & 0 & MAXIMUM & 4.920 \\
MISSING CASES & \(\ddots\) & &
\end{tabular}

HOR:IS

FILE CHARA (CFEATION DATE = 09/02.78)
(\%) VARIARLF SCG SI D O: HARD-HEARTED SENTIHENTAL
\begin{tabular}{ll} 
MEAN & 1.360 \\
VARIANCE & 1.016 \\
RANGF & 4.019
\end{tabular}
(VALIDCASES 170
\begin{tabular}{|c|c|c|c|}
\hline STD ERR & . 677 & STD DEV & 1.208 \\
\hline KURTOSIS & -. 581 & SKFWNESS & . 451 \\
\hline MINIHUM & 0 & MAXIMUM & 4. 030 \\
\hline
\end{tabular}

MISSING CASFS
29/:


VARIABLE SC7
6
\begin{tabular}{ll} 
MEAN & 1,429 \\
VARIANCE & \(\mathbf{9 6 8}\) \\
RANGE & 4.978
\end{tabular}
valio cases I70
\(S\) I D OH: TRUSTING HARD-TO-FOOL
\begin{tabular}{lrlr} 
STDERR & .075 & STD DEV & .984 \\
KUFTOSIS & -.629 & SKENNESS & .328 \\
HINIMUM & 0 & MAXIMUM & 4.006 \\
HISSI::G CASES & \(\ddots\) & &
\end{tabular}

VARIARLE SCB S I D QN PRACTICAL NOT PRACTICAL
\begin{tabular}{|c|c|c|c|c|c|c|}
\hline & MEAN & 1.241 & STD ERR & ,1181 & STD DEV & 1,058 \\
\hline & VARIANCE & 1.119 & KURTOSIS & -.489 & SKEbiNESS & , 5633 \\
\hline ( & range & 4.0080 & minimun & \(\square\) & MAXIMIJM & 4.000 \\
\hline
\end{tabular}
variarle scio
\(C\)
\((\)
\(S\) I D ON CONFIDENT APPREHFNSIVE:
\begin{tabular}{|c|c|c|c|}
\hline STD F.RR & . 674 & STD DEV & . 959 \\
\hline KURTOSIS & -. 323 & SKEWINESS & . 308 \\
\hline MIHISIUM & 0 & MAXITYM & 4.00n \\
\hline MISSING CASES & 1 & & \\
\hline
\end{tabular}





NGRMS \(\quad 09 / 02\) :
FIIE CHARA (CREATION DATF = g9/OR/78)

VARIABLE SCIG S I D ON STROHG WEAK
\begin{tabular}{|c|c|c|c|c|c|}
\hline MEAN & 1.518 & STO ERR & . 178 & STD DEV & 1.116 \\
\hline VARIANCE & 1.837 & KURTOSIS & -. 317 & SKEWIVESS & . 325 \\
\hline RAINGE & 4.019 & HITIIUU & \(\theta\) & MAXIIUM & 4.430 \\
\hline VALID CASES & 17.7 & MISSING CASES & 0 & & \\
\hline
\end{tabular}

VARIABLE SCIB S I D ON HARD SOFT
\begin{tabular}{|c|c|c|c|c|c|}
\hline MEAN & 1.540 & STD ERR & . 677 & STD DEV & 1.010 \\
\hline VARIANCE & 1.0.1 & KURTOSIS & -. 397 & SKEWNESS & .363 \\
\hline RANGE & 4.808 & MLHIMUM & 0 & MAXIMIJM & 4.000 \\
\hline VALID CASLS & 170 & MISSIMG & 13 & & \\
\hline
\end{tabular}


\section*{Appendix 31}

Mean Non-Definiteness Attached to each Adjective within Each Adjective Pair.
- - - - - - -
\[
E_{\star} \operatorname{SEPA}
\]
* nov
\[
\begin{aligned}
& \text { GROUP } 1=\text { MEI } \quad \text { EO } \\
& \text { GROUP } 2=\text { ME1 }
\end{aligned}
\]
ESTM-
pooled variance estimate a separate variance estimate

* \({ }_{\text {* }}^{*}\)


FILE CHARA（CRFATION DATE＝OQ／A2／78 ）
1.1 －

D日象
\[
\begin{gathered}
=0- \\
y
\end{gathered}
\]
\(-.36 \quad 149.79 \quad .720\)
\[
-\infty-\cdots-m-\infty
\]



正
\[
t
\]

C（
＊ponled variance estimate a sfparate variance estimate

－－－－－－－－－－－
，
＊POOLFD VARIANCE ESTIMATE＊SEPARATE VARIA：CE ESTIMATE

－

\[
-T-T E S T-\cdots
\]
\(\because C\)
U
！
1
1
c．
．
6 （ 6
\(\xrightarrow{-}\)
925
\(\begin{aligned} & \text { GROUP } 1=M E A \\ & \text { GROUP } 2=M E A\end{aligned}\)
variable
\[
\mathbf{9}^{86}
\]





Appendix 32

Analysis of Variance to Examine the Effects of Sex and Adjective Chosen upon Non-Definiteness.







\section*{Appendix 33}

Intercorrolations between Non-Deriniteness Scores on the Individual Dimensions and their Crreclatinns with the Total. Scoros.

Notes.
1. All corrclotions were significant at or beyond the . OOl lovel of probability (1-tail).
2. \(N=170\) in all cases.
\begin{tabular}{|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|c|}
\hline & （2） & & & & & & & & & & & & & & & & & － & & & & \\
\hline （i）Resetrec－Ourgoing & － & （3） & & & & & & & & & & \(\cdots\) & & & & & & & & & & \\
\hline （3）Sutaissiverassertive & ． 555 & & （4） & & & & & & & & & & & & & & & & & & & \\
\hline （i）dserious－Esppy so Lucky & ． 583 & ． 449 & & （5） & & & & & & & & & & & & & & & － & & & \\
\hline （s）Dipernatis finles－ Canfeient：ous & ． 442 & ． 392 & ． 496 & & （6） & & & & ． & & & & & & & & & & & & & \\
\hline （ 0 ）：tard Henr：ed－ ＝en：iecntal & ． 365 & －342 & ． .312 & ． 419 & & （7） & & & ． & & & & － & & & ． & & & & & & \\
\hline （－）Trusting－liard eo Pool & ． 423 & ． 412 & ． 375 & ． 330 & ． 102 & & （8） & & & & & & & & & & & & & & & \\
\hline （R）iracisesi－inconcerned Kith pracizal Masterz & ： 455 & ． 413 & ． 476 & ． 480 & ． 361 & .393 & & （10） & & & & & & － & & & & & & & & \\
\hline f：osconsitens－ajprehensivo & ． 458 & ． 545 & ．233 & ． 346 & ． 299 & ． 236 & ． 282 & & （12） & & & & & & & & & & & & & \\
\hline 1：：：consorvasiver Experi＝racins & ． 472 & ． 493 & ． 410 & ． 128 & ． 400 & ． 2148 & ． 391 & ． 458 & & （15） & & & & & － & i & & & & & & － \\
\hline （1j）fallows ont Vrgmedoed whint is Expected & ． 488 & ． 530 & ． 425 & ． 370 & ． 391 & ． 406 & ．335． & ． 378 & ． 451 & ． & （14） & & & & & & & & & & & \\
\hline （1i）ncinxed－Tense & ． 494 & ． 448 & ． 468 & ． 409 & ． 417 & ． 389 & ． 160 & ． 463 & ． 392 & ． 475 & & （15） & & & & & & & & & ． & \\
\hline （ti）Enser－insitiorent & ． 562 & ． 483 & .434 & ． 468 & ． 385 & －462 & ． 490 & .408 & ． 542 & ． 495 & ． 520 & & （16） & & & & & & & & & \\
\hline （： 5 ）5：rons－beak． & ． 431 & ． 499 & ． 476 & ． 357 & ． 407 & ． 413 & ． 419 & ．342 & ． 427 & ． 503 & ． 420 & ． 553 & & （17） & & & & & & & & \\
\hline （if）severe－ieniont & ． 437 & ． 338 & ． 376 & ． 374 & ． 502 & ． 375 & ． 466 & ． 301 & ．177 & ． 428 & ． 450 & ． 475 & ． 403 & & （18） & & & & & & & \\
\hline （：3）hars－Sors & ． 359 & ． 454 & ．1，08 & ． 326 & ． 552 & ． 285 & ． 406 & ． 257 & ． 377 & ． 408 & ．392 & ．313 & ．561 & ． 557 & & （29） & & & & & & \\
\hline （：013ise－F0011．h & ． 455 & ． 424 & ． 463 & ． 544 & ． 382 & ． 452 & ． 450 & ． 364 & ． 492 & ．104 & ． 357 & ． 462 & ． 475 & ． 411 & ． 424 & & （20） & & & & － & \\
\hline （20）．jacinble－Ünsociable & ． 616 & ． 509 & ． 529 & ． 361 & ． 410 & ：407 & ． 503 & ． 44.5 & ． 536 & ． 463 & ． 489 & ． 590 & ． 473 & ． 474 & ． 441 & ． 462 & & （21） & & & & \\
\hline 121：Saod－Ead & .381 & ． 353 & ． 378 & ． 542 & ． 308 & ． 354 & .385 & ：267 & .386 & ． 365 & .307 & ． 4.51 & ． 329 & ． 367 & ． 319 & ． 607 & ． 462 & & －（22） & & & \\
\hline （ここ）Active－Passivo & .539 & ． 568 & ． 465 & ． 469 & ． 243 & ． 369 & ． 478 & .470 & .450 & ． 1446 & －501 & ． 538 & ． 472 & .417 & ． 315 & ． 459 & ． 512 & －411 & & （23） & & \\
\hline （Es）free－consirained & ． 531 & ． 433 & .419 & ． 350 & ． 364 & ． 1440 & ．514 & ． 432 & ．4199 & ．452 & ． 481 & ．515 & ． 486 & ． 439 & ． 330 & －465 & ． 457 & － 588 & －474 & & （ニ） & \\
\hline （ 2 ¢）\(\times 1 n \leq-c=0{ }^{\text {a }}\) & ． 478 & .381 & .4 .56 & ． 408 & ． 462 & ． 477 & ． 531 & ． 336 & ． 391 & ． 392 & ． 346 & ． 467 & ． 403 & ． 531 & ． 437 & ． 558 & ．426 & －441 & ． 433 & －631 & & （26） \\
\hline \｛－i）Rash－Cautious & ． 454 & ． 428 & ． 485 & ：576 & ． 406 & .434 & ． 590 & ． 463 & ． 516 & ． 416 & ． 399 & ． 500 & ． 369 & ． 513 & ． 422 & ． 550 & ． 495 & ． 535 & ． 492 & －45i & ． 561 & \\
\hline  & .714 & ．693 & ． 067 & ． 6.51 & ． 601 & ．613 & ．Cbs， & － \(5 \times\) & －1064 & ．660 & ． 664 & ． 750 & .679 & ． 674 & .616 & ． \(7: 5\) & ． 732 & ． 626 & ．701 & ． 698 & ．63： & －75 \\
\hline
\end{tabular}

\section*{Appendix Thirty Four}

Investigatinn Fnur: Results

Adjective Choice and Non-Deriniteness; Subjects' Sex; The number of Incidents of Each Type by Each Subject; The Total Number of Assertive Incidents by Each Subject;

The Total Number of Incidents of Each Type; The Total Number of Assertive Incidents within each conversatinn.

SUBJECT
TOTAL










Definiteness Sex


Pair
Number
- ~
                                .
                                n
                                \(\cdots \infty\)
                                \(a\)
                                \(\circ\)
                                \(=\)
                                \(\cong\)
                                \(\stackrel{m}{ }\)
                                \(\pm\)
                                \(\stackrel{\circ}{\sim}\)
Subject
Sumer
in mar no No


\section*{Appendix 35}

The Scored Transcript for Pair 11.
\(K \in J\).

Coce: Lenotes:
1. Acks (non-clerificatory) guestion.
2. Gives oninion.
3. Endorses opirion.
4. Disecrees with orinion.
5. Critical of etateant or action.
6. Chences tack of convereation.
7. Eterts/itarts after eep.
Q. Interrupts.
9. Comments.

\author{
iubject:
}

21 Well, do you wont to start?
22 Ch, ere you a first year?

21 Yes

22 Co 2 mI
21 So this is your first time jou've been here at Hanover?

22 YeE

21 OH
21 What co you think of the rooms?

22 Oh I think the rooms are very nice actually - I think its very nice to kave a beain of jour own end beine self-contained. Yes, I thinis its nice really

21 I think in orly complaint is that we haven't cot showers
22 Oh jes I agree, because baths - its such a bore you

can spend ajes and aces running thex.
21 What do you think of the food?
22 I thin's there's been a lot of fuss made sbout it \({ }^{2 /}\)
21 Yes, that's exactly what I thiniz - Yes, I think its alright, there's some thines I wouldn't eat, but that's just a preference.

22 Yes, no one lines everything presumbly.

CAP
21 I like tho enviroment as much as anythine
31
22 Yes I think its very pleasant here - my room overlooks the canal \(\varepsilon\) o that's what I really like.

21 I think it makes such a difference rather than havine treffic rushing past and its nice that jou've got a view of sort of grass and trees end stuff rather tian just buildines end thines like that.
22 Yes I think it makes a lot of difference really;
well you cen almost foreet you're in Loncion in some ways
21 Yes

21 Where do you come from?

22 Cambrices

21 On,
22 where ao you?

21 ت̈ere - Lordon.

22 Ch, really

21 Yes, Host Lonaon I come fron - I didn't know this area you know I could come up and everything and see it.

I knew where rocent's ramk vos but I've got to kiow this little bit of London much much better.

22 So in fect you could live at hone if pou varted to?
21 Yes, I could
22 Dut, its batter really living out I suppose
21 Yes, I felt from the point of view of getting to know people it was better

2? Do you \(E\) bome often then?

21 I dic last term about every week-end but this term I tend to be eoing to eee other friends elscwhere more than coinj kone

22 Mive you alwaya lived in Lomion?

21 Tio, I've eวt a varied beokground. I was born in India and I lived there until I was eight and then I came Eacis enả well I suppose I've been about ten - no nine years in London and then I had a time living in Essex just sort of in betweed noving house snd so on. find you?

22 I was born in Niceriz

21 Ch; when did Jou come back?

22 When I was thirteon - we've lived in Cambridge since then

21 We didn't put that on our questionnaire did we?

22 No.
21 wat were your parents doize out there?
22. My father was running exams for the whole of Nigeria G.C.E. Examen, and then we decided to come back becsues ha wanted all of us to feet educated here in England because boarding schools are so difficult

21 Wow many brothers and sisters have you got?

22 Case sister and twin brothers
21 Where are you?

22 Inn the oldest

21 Oh, that's terrible
22 Yes especially the two brothers
21 Yes, how old ares they?

22 Hell, they are coin: to be thirteen but juju sort of think of thea as eight jean old much to their diesust. \(\epsilon /\)
22 Lo you reamer much of India?

21 Well, bits and pieces obviously. We had two homes one where we lived, well over whore \(-y\) foxily lived when we were at boarding school, but Mum used to come

We and tate just a cottaje for the buitar adu so that was cort of like another home as it were and jou rencajocr incidents but not chronologically Its good now, because when you talk to Muil end Dad rou know they eort of put it tosether and you ajy I didn't know that happened after it happened

22 Yes
c1 Sut I'm plad I haven't lived in the same place all mil \({ }^{2 /}\) my life

22 Ch, I really aeree - It gives you such a different outlook on life. You bear paple jou have lived here all the time and sonetines you think they've got such a nerroin vicw

21 Yes; well people that have travelled enyway have 2/ rormally only lived a couple of wecks in cne place
22 Oh jes quite. You've erot a much crester feel about life too in a way. We lised to cone home on leave every year and on the way we used to stop in different
countries cort of holicorince to that you were at

Gwitzerland one year or South Africa or something -
you just feel I cont know you can feel jour way around much easier and to understand people better more tolerant of them

21 Yes, I think that's true. I hedn't really thought of it like that but you're rich t

22 Wat subjects do you do?

21 -m and - -
22 Are there mang other \(\mathrm{m}_{\mathrm{m}}^{\text {? }}\)

21 hast in Hanover?
22. Yea, Is it a bic department?

21 in , well there's only about thirty in the first gear but I suppose there is obviously in the officer years. What do you co?

22 -- and m. Its a bit of a funny combination I suppose but -

21 What do you intend to do with it or con't you know?

22 I don't really know, environmental science on eomethirs, but I don't know.

21 I know people in tho -- donartaent. I know I thins two people in the \(-\infty\). I know a postgrad in \(-\infty\).

20 ch wio?

21 --, and I know ..... I heppen to know kim - he lives olit whare I live. Ie wos really nice when I firet canc. He sort of, de dien't try to puch me into comirs here zut he eaid it would be really nice if you could come - you know that sort of idea - end he told me a bit about the place and then re said it would be really nice if you could cet into Hanover or eny mall of Eesidence he coule see that it would be better that way.

22 Yes

21 Ind I don't ece him much - ke coesn't really know me to look at. I reasmize kim of courco I'm just grother face and I'm sure if I went up and said 'hello, I'm es and a' \(^{\prime}\), then fe would ackrowlede me

22 Yes
21 but he's really swot
3/
22 Yes, he's awfully nice. I think its a help if jou know esticons in tre place zou're goins to not totally foreign

21 Yea, - Did you know anjone?

22 Ho - vell I hnov of people thon I keep on disoovering people whom I know but I didn't know they were here. In a funay way I'm rather clad that I dicn't know anyone from school egy becausa wall I thinir they all know too miach about \(2 /\) know too much about me.

22 That's true, ye3. There was suother Girl who was roing to cone here, then she ceciced to co somewhere else and I'm really relieved about it - at first I was disongointed tut you know I'm resily clad she dian't because you'd have been influenced by her I think and you'a reve felt obliged to eo vith her and so one

21 That's richt - not cone youn own separate wajs.
21 Tave you zace a lot of frienas?
c2 Yes I think so - well I mean I'm always meeting people

21 Are they mainly in Hanover or in youn depertmont?

22 Well some in Hanover and some in the deportment

21 Fymain friends are in Manover

22 Yes, they are mainly in Hanover, cefinitely yes.

Thare's only one in the department but that's becsuse she does the same subjects, and as there's only three

21 There's only one other person coing my subjects and he's much mush oleor thon me ond you kow if it was a Eirl a bit nearer my age I'm sure I would have Eot to know leer but ho's so much olden and he's coine another deeree sinultanecusly and thines like trat.

22 Lo you find it a lot of work coinc a combined decree, or co they overlsp a lot?

21 Well, they eive me euch long lists - you know - about ten on twelvo bocks you just don't know where to bezin
21 Yes - on, its horrid - reslly a matter of tachling the \(112 \overbrace{}^{2 /}\)
22 waet do you want to do with it all?

21 I'』 not Eure rot
22 bhat made you decide to do the subjectis?

21 I was guite kech to do -am but I eida't do Chenistry 'A' levol, so I thought - and anjwos I wasn't goins to cone to university - I vos coing to a 2 and do physiotherapy, end then I thought I'd like to co to university and I thount what on earth con I do without chemistry
A level becsure I was doing the scierces and wo ary-
thine either required or preferred it and so --س was
comethine I thought would interest mo, mu sieter and
my brother had done a little bit in thoin cources and
they enjoved it and I thought well probebly I would
but I was a bit friehtened to apply for a sirgle - -
because it was comethinc completely now - I thousht
winat if I coulda't atand it eo I epplied to do the
foint end I con't krow if I'll continue to co the
foint - I really feel I sumpose its ry own fault and
Partly becalee I've got so meny friends in Hanover
that I con't rely on friencis there, but I reelly feel
as thoumh you lmow becsuse I don't eo to every lecture
ezpecially the -- at the monent becouse we only do
one dgy a week of it end all the others they do -
end -m tocetiner and everythine tocether but they are
not aware trat I don't co it becouse I've wsd people
cono up to me end eay 'can you do the --m homenorki'
but I esy I don't do ong -... so that they ore not aware
that I con't do it you krow they are not unfriendly,
```
but its just re - I feel that I con't bolone smjwhere
```

22 No, I feol the eme actually - can't get down to anythine ond jou feel insocure - its porrid really - I'd like to choose just single but I don't know wrich one I'd chane to you cee

21 Give it a year I'd eay and ree vihat the exoms produce GAP
a1 I con't know kow meny people who etert off with double contiris

22 No, it would be interestirg to know ectually

21 I don't kron if a couble is es uccful as a sincle I wes once told by someore as you're not so epecialized in either ribject it isn't - Eut then other people ead you're sometimes so epecislized - I meen I don't quite Gow what I coulc do with fir cubjects, tut obviously there's two alternatives - I could continue to do - presumezly though it sounds a bit zorine or I could voll its a bit difficult with m-a because jou've got to ret a very cood douree to become anythina reslly and probably I shall just use my degree as a decree and just go and do social work or something.

22 I'll probably co the salle I thinis
21 You won't co into teschinc!/
221.0

21 I suppose I micht - its so difficult I would ssy because you know if you eet married and then have chilcren and so on for so many years you're out of a job enjway so it rather chances jour outlook on how many years you're willing to spend treinine I would cay

22 Yes, thot's very true.

\section*{Appendix 36}

The Length of Each Transcript, (to the nearest half-page).

\section*{Pair Number}

> Length of Transcript
> (to nearest half-page)
\begin{tabular}{ll}
1 & 4.5 \\
2 & 5.0 \\
3 & 3.5 \\
4 & 4.0 \\
5 & 6.5 \\
6 & 8.0 \\
7 & 5.5 \\
8 & 7.0 \\
10 & 5.0 \\
11 & 6.0 \\
12 & 7.0 \\
13 & 6.0 \\
14 & 7.0 \\
15 & 7.5 \\
16 & 5.5
\end{tabular}~~~~~~


[^0]:    2 Indeed, some hesitancy is felt with regard to the analysis of modes, since Moos factor analyzed the responses to adjective pairs, gaining five groups (traits) of three adjectives. He then did his ANOVA on this same data.

[^1]:    anhe enventern. Eizencion-by-dimenzion correlations between self-iagje non-definitencss
    and inconcment ratines score.
    (1-tail probabilities in brackets).
    ii - $\mathcal{C G}$ in all casee.

[^2]:    Trble Twonty One. Contirgency tables between (1) whether learnirg was gualified
    and the exbject punished or whether learning was qualified and
    the subject not punished and (2) non-definiteress and apparent
    variability.

[^3]:    
    of Ascertive Incileats iy tie Mon－Eefinito Mbjoct．

    Tashe Thirty Ciont．

[^4]:    $N$
    $N$
    N
    N
    NNさN䍗
    -~NN~N N N 1
    MEZ2 $\begin{array}{lc}\text { ME21 } & \text { O } \\ \text { ME26 } & 9.00 \\ \text { CONTENTS OF CASE NUNEEA }\end{array}$ MEZV $C$ CNTS OF CASE NUNAEA
    

[^5]:    463
    157
    1812
    4817
    $042 ?$
    m

