

THE MEASUREMENT OF ADAPTATION AND COPING
PROCESSES: A GENERAL SYSTEMS
APPROACH

By

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CHAPTER I

INTRODUCTION

In the recent past there has been an emerging attempt to view personality structure within the framework of General Systems Theory (Freeman, 1974; Miller, 1960; Fromme, unpublished manuscript). The purpose of the present study is to continue in this effort, and more specifically, to introduce a classification system that relies heavily upon General Systems Theory. This new classification system should allow for a much better understanding of the interactional processes involved between man and the environment.

Within the field of psychology, many attempts have been made at describing and classifying behavior responses, yet many such attempts have ignored the interactional processes between person and environment. According to systems theorists, these interactional processes are assumed to be quite variable in nature, that is, each individual is in a constant interchange with the environment. As opposed to the interaction theories, so called "trait" theories, offer more static explanations of behavior, oftentimes ignoring environmental changes and demands. The present classification system assumes that adjustive demands from the environment, as well as internal demands, must be dealt with in some fashion. In viewing human coping processes within a systems theory framework, it becomes possible to explain the variability of responses to adjustive demands, given that these responses may vary greatly across situations. This added dimension of flexibility of

conceptualization should allow for a much greater understanding into the nature of human adaptation and coping.

To briefly examine the term General Systems Theory is of importance here. Miller (1978) has suggested that all living organisms (systems) are in fact a result of interactions between the various component sub-systems which compromise the entire system. He further suggests that there is a constant exchange of various forms of matter, energy, and information which combine to allow for a homeostatic balance within the system. An individual's well-being would be dependent upon how effective s/he is in the process of information, matter, and energy exchange.

This process is certainly a function of how much exchange occurs between the individual and the environment. Critical to this exchange process, and consequently the present study, is that of "boundary" processes. Miller has described this process as a separate sub-system at the perimeter of a system that holds together the various components of that system. Additionally, the boundary serves to protect the system from environmental stresses and demands, and excludes or permits entry to various sorts of matter-energy and information. In general, it appears that the boundary process is a key factor in the overall adaptability of the system.

Three basic "systemic" strategies have been postulated by Fromme (unpublished manuscript), which are available to the individual at any one time. These strategies include Assimilation, Accomodation and Conservatism. These adaptation strategies are based on the notion that there exists some type of "boundary" process, separating the individual from the environment. These boundary processes allow for a

certain degree of regulation over external "inputs", as well as for regulation of "outputs". Through the successful utilization of these strategies, the individual gains the ability to control and predict outcomes across a wide range of situations.

"Assimilation" strategies involve the modification of impending inputs prior to their incorporation into a system. The reader may recall where it became necessary to alter the environment so as to make a certain event or situation more tolerable. The diligent student invariably prepares for each new semester. The student may buy books, enroll in classes, and become familiar with each new classroom well before the beginning of the semester. Through actively manipulating his environment the student makes each new semester a relatively more manageable and stress free situation. Assimilation may then be characterized as a strategy whereby external demands are altered prior to their acceptance or incorporation.

"Accommodation" strategies involve the constant modification of internal systemic structure (e.g. values, beliefs, attitudes, and behavior) to meet the adjustive demand. In this case, systemic boundaries are rather porous, allowing a good deal of the environmental demand to impact upon this system. Rather than attempt to alter adjustive demands, the accommodative individual will alter himself to the demand. One might consider entering a new job, whereby it becomes necessary to adopt the rules and regulations of the new job. The new employee who attempts to change or alter the new set of rules (assimilation) may run into considerable difficulty given that he has just been hired. On the other hand, one who relies upon accommodative strategies only might find that there are simply too many

external demands, and at some point a thickening of boundaries is desirable. There does seem to be some optimal level of accommodation that allows for effective adaptation, just as is seen with the other two systemic strategies.

Keeping the notion of system boundaries in mind, we come to the final strategy, that of "Conservation". Conservation strategies involve the thickening or rigidifying of systemic boundaries in an effort to conserve the existing structure of the system. We see many examples today where individuals prefer to cling to tradition or beliefs that have been passed down through the years as opposed to adopting new ideas. The perseveration of stereotypes and prejudices may be accounted for by these conservative strategies. At the same time however, a certain degree of conservation seems desirable and allows us to retain those positive aspects of the past that otherwise might be forgotten or lost. The value of retaining our cultural heritage, for example, seems essential, and in this sense conservation seems highly desirable.

Similar boundary processes have been used to describe cultural interactions (Reisman, 1950). Reisman describes various social systems as using three strategies, depending on the stage of maturity of that social system. Societies experiencing a high birth rate and high death rate (Limited Growth, but High Growth Potential) may appear to be unchanging in social practices. During periods of limited growth, social systems appear involved in conservative strategies since the opportunity for growth is limited. These "tradition-directed" societies are stable in social practices whereby conformity to tradition is emphasized. In an effort to reduce disturbing influences, the tradition-directed society is

involved in the constant scanning of internal systemic elements that may present a threat to the organization of the whole system. External threat or disturbance is dealt with through a thickening of systemic boundaries. A variety of political decisions can be made in efforts to avoid threat to the social system, either internal or external. Vigilant policing often occurs whereby individuals who hold non-traditional beliefs are labeled as dissident. Additionally, public relations with other outside countries may be avoided in an effort to fend off various outside influences. Withdrawal then serves to limit the potential for inputs, which decreases the need for social change or adaptation. In this sense, tradition-directed societies are hampered by their inability to accommodate or assimilate to a changing environment. Similar to an over-reliance on any single systemic strategy, an over-reliance on tradition-directed strategies often result in a disorganization of the system itself.

According to Reisman, as the birth rate begins to exceed the death rate, a given culture enters a period of "Transitional Growth". Associated with this Transitional Growth is the "inner-directed" strategy. As more resources are required, the social system must begin to interact with other social systems, which may be in a position to trade or sell their resources. An active effort is employed to open relations with other systems, which generally involves socio-political activity. The inner-directed society then spends a good deal of time and energy in an attempt to arrange and coordinate the environment so as to meet internal demands of growth. The inner-directed society is often described as being self-determined and autonomous, a description which is similar to that of the assimilative individual.

Reisman further proposes that as assimilation of growth elements is no longer necessary, the emphasis of a social system changes from that of production to that of consumption. In these periods of surplus, the interaction between society and environment is characterized as being autoplasmic in nature. Since assimilative practices are no longer necessary, this social system begins to assume a more flexible approach in dealing with the outside. Accommodation of new ideas, values, and beliefs becomes the general rule. There is no longer a need to conserve tradition nor is there a need for continued growth. This "other-directed" society begins concentrating on scientific and/or artistic endeavors, taking advantage of advances made by other outside systems. Additionally, the other-directed society may find itself accommodating to the needs of other countries. Political activity may be focused in the areas of economic aid to the needy, both domestically and internationally.

While Reisman's classification system closely parallels the classification system being offered here, other researchers have provided similar ideas about the nature of interactional processes. Jean Piaget has provided similar notions in his research in the area of child development. Piaget (1967), states that the individual is constantly regulating his life so as to maintain physical and mental states within certain limits. He describes homeostasis as a balance that the organism maintains within itself during the process of living and as environmental influences affect its internal conditions. Since this balance is continually upset, he terms it a "dynamic equilibrium". In order to maintain this dynamic equilibrium, interactional processes involve the utilization of two cognitive processes, "assimilation"

and "accommodation". Parallel to the present notion of assimilation, Piaget states that assimilation involves the taking in from the environment that which the organism can deal with, while accommodation involves an actual change in the organism to fit external circumstances. In terms of the individual, Piaget states that assimilation involves the incorporation of new experiences into existing "schemas". Here, a schema is thought of as a pattern of action or thought. The child who has a furry toy kitten refers to it as "kitty". When given a furry puppy, the child calls it kitty too, assimilating the puppy to an existing schema. A new "Hot Wheels" toy requires accommodation since it is too different to be assimilated into already existing schemas. Hence, the child accommodates by changing and organizing existing schemas to form a schema for dealing with the Hot Wheels. Piaget's system of looking at adaptation closely parallels the present classification notions of assimilation and accommodation and was influential in the terminology used in this study.

The present postulate suggests that the individual will employ conservative, assimilative, and accommodative strategies in an attempt to effectively deal with his/her environment. According to Fromme (unpublished manuscript), these systemic strategies represent the three primary modes of coping and adapting that are available to the individual. When faced with a changing environment (adjustive demand, threat, novelty, imposition, etc.), an individual may either attempt to ignore or deny the change, (conservative strategy), attempt to alter the change (assimilative strategy), or accommodate to the change (accommodative strategy). It is further postulated that the Oklahoma Personal Style Inventory will provide a good measure of these three

adaptive strategies. This is an instrument which is rationally derived and based upon the notion that a human system has three strategies available to him/her which will determine the effectiveness of coping and adapting to internal and external demands. The Oklahoma Personal Style Inventory then is intended to differentiate and measure the various boundary processes which are responsible for effective coping and adaptation.

CHAPTER II

LITERATURE REVIEW

A comprehensive understanding of the interactional processes involved between man and his environment has long been sought in the area of psychology, as well as in other related fields. Miller (1955), in his General Behavioral Systems Theory, proposed that the most significant fact about living systems is that they are "open" systems. As such, all human activity may be conceived as an exchange of energy within a living system, or from one system to another. According to Miller, each system except the largest of all, the universe, has an environment with which it must interact in order to meet its requirements or needs.

Bubolz et al. (1979), suggests that we are interdependent creatures, not only with each other, but with the total environment in which we live. This holistic view of the individual in association with the physical, biological, and social conditions of the environment has been termed the "Human Ecological Model". While the terminology used by Bubolz to describe interactional processes may be different from that used by Miller and others, there seems to be a commonality in the way these theorists view human adaptation.

Empirically, we find that numerous attempts have been made at identifying and classifying the interactional processes involved between the individual and his/her environment. One such attempt is

that of Rotter (1966) in his research on Locus of Control of Reinforcement. Rotter suggests that various behavioral correlates are associated with the degree to which an individual perceives the reinforcement of his/her behavior as being contingent on the behavior itself, or under the control of powerful others, fate, luck or chance. Those individuals who believe that reinforcements are contingent upon their own behavior are described as having an "internal locus of control". Those individuals who feel that reinforcements are not under their personal control, but instead are under the control of powerful others, luck, fate or chance, have been described as having an "external locus of control". It can be seen how one with an internal locus of control might be more self-directed and autonomous as he/she feels that powerful others chance, luck or fate have little to do with outcomes. This individual might very well utilize assimilative strategies in his/her interaction with the environment. On the other hand, one with an external locus of control could be more "open" or accommodating to environmental change, and demand and would likely use accommodative strategies in dealing with the environment. The external mode of control might also be in the form of tradition or dogmatism whereby the individual utilizes a conservative strategy.

Rotter (1966) speaks of Reisman's attempt to describe an apparently similar distinction.

Reisman's conception is based on the degree to which people are controlled by internal goals, desires, etc., versus the degree to which they are controlled by external forces, in particular, social forces or conformity forces. Although this variable may bear some relationship to the one under investigation, it should be made clear that the apparent relationship is not as logical as it appears. Reisman has been concerned with whether the individual is controlled from within or without. We are concerned, however, not with

this variable at all, but only with the question of whether or not an individual believes that his own behavior, skills or internal dispositions determine what reinforcement he receives (p. 4).

Despite Rotter's position on internality and externality, it should be noted that various behavioral correlates can be found in his internal and external individuals and Reisman's "inner-directed" and "other-directed" individuals. As mentioned earlier, these correlates may also be found in examining the I/E dimension and the present assimilative and accommodative systemic strategies.

In examining research in the area of conformity and resistance to social influence, we see that locus of control expectancies might be predictive of responses to other forms of social influence. In a verbal conditioning experiment, Strickland (1970), by head nod and subtle verbal cues, attempted to influence subjects by reinforcing a desired verbal response, namely verbs. During the acquisition trials, internal subjects, as measured by Rotter's I/E scale, denied being influenced, and during extinction, when the experimenter was no longer reinforcing verbs, were more likely to give verb responses in an almost oppositional manner. Externals, on the other hand, were more influenced by these subtle cues during the acquisition phase as well as being more susceptible to the extinction period.

Gore (1962) showed TAT cards to subjects and tried to influence the length of the stories through subtle and covert cues. He found that those individuals scoring low on Rotter's I/E scale (Internal Locus of Control) actually shortened stories to the subtly reinforced cards in an apparent reluctance to allow themselves to be manipulated or controlled by the experimenter.

Generally, with regard to social influence, the bulk of the I/E research does support the idea that internals appear to be less influenced by social demands when they perceive themselves as being subtly manipulated (Strickland, 1978).

Research in the area of task performance again suggests that certain behavioral correlates exist between Rotter's I/E dimension and the postulated systemic strategies. It was found that in contrast to externals, internals take more time to deliberate about decisions in difficult, skill-demanding, or intellectual tasks (Gonzali, Cleary, Walster, & Gonzali, 1973; Julian & Katz, 1968; Lefcourt, Lewis, & Silverman, 1968; Rotter & Mulray, 1965), and appear to value success more in difficult tasks as well as being more dissatisfied after failure in easy tasks (Karabenick, 1972). Pines and Julian (1972) found internals in problem-solving situations to be particularly oriented toward gathering and processing information while externals seemed more concerned with the social requirements and doing what was expected of them in the experimental situation. The tendency for internals to rely primarily on their own abilities and interpretations of the task demand suggests a more inner-directed or assimilative approach to problem solving. The tendency for externals to become distracted by social influences suggests a more other-directedness whereby these individuals appear to accommodate more readily to outside stimuli.

Research in the area of belief systems points to individual differences in the degree to which one's belief system is "open" or "closed" (Rokeach, 1954, 1960). Rokeach's work in the area of dogmatism suggests that those individuals identified as

"High Dogmatics" (HD) tend to hold beliefs that the world is a threatening place. HD individuals view authority as absolute. Hence, others are accepted or rejected according to their agreement or disagreement with authority. In dealing with their environment, HDs tend to cling to a closed belief system. The need to ward off threatening aspects of reality, particularly opposing beliefs is evident. Parallels between the HD and conservative systemic strategies are apparent here. The inability to accommodate new ideas or beliefs as well as an overall clinging to tradition is characteristic of the conservative individual. Vacchiano, Strauss, and Schiffman (1968), utilizing several diverse personality tests (Edwards Personal Preference Schedule, Tennessee Self-Concept Scale, and the 16PF), identified personality traits which "logically" related to the dogmatic person. Much like Reisman's tradition-directed style and the postulated conservative strategy, the HD is described as becoming frustrated by changeable conditions. Avoidance of change in the immediate environment characterizes the HD's interactional style. HDs were also described as submissive and conforming toward authority in addition to being respectful of established ideas.

In contrast to the accommodative individual, the person utilizing a conservative approach is less likely to be swayed or influenced by the majority of social-situational factors. It must be pointed out here that both the conservative and accommodative strategies are reliant upon external influences. The conservative individual is externally controlled in the sense that s/he relies upon and accepts the "tried and true", regardless of the inconsistencies that may be involved. Ironically, s/he may be cautious about accepting new

attitudes or ideas, while at the same time accepting attitudes and beliefs that have been passed down through the generations, regardless of their present efficacy.

Rotter's construct of Locus of Control provides useful information in regard to individual-environmental interaction processes. While the I/E construct continues to be used in its original form, several investigators (Gurin, Gurin, Lao, & Beattie, 1969) have presented empirical evidence indicating that the I/E scale is not unidimensional, but rather that it can be broken down into more than two factors. Gurin et al. (1969), through a factor analytic technique, proposed categories for these factors: 1) felt mastery over one's own personal life; 2) expectancies of control over political institutions; and 3) one's belief about the role of internal and external forces in society in general. Much of the I/E research has assumed that a belief in external control in general, as presented in many of Rotter's original items, implies that the respondent interacts with his/her environment in an externally controlled manner. In the original I/E scale the distinction between items which refer explicitly to the respondents own life situation and those tapping beliefs about what causes success or failure in general has not been made clear. Many researchers have arrived at conflicting results with the use of the original scale. For example, Gore and Rotter (1963) found that Negro youths who engaged in social protest action held more internal control expectancies than their less active peers. Results from the Gurin et al. (1969) study, however, have indicated that the Negroes who were willing to participate in the protest behavior scored lowest in internal control. This kind of inconsistency has resulted in more attempts at obtaining a clearer conceptualization of the I/E scale.

Levenson (1974) has hypothesized that externals may be classified as to whether they perceive fate, chance, or powerful others to be in control of events. Levenson constructed three new scales in an attempt to measure these varying expectancies. Results of her study support the notion that people who believe that the world is unordered (chance) behave and think differently from people who believe the world is ordered but that powerful others are in control. In the latter case a potential for control exists. It appears that these two orientations are tapping quite different beliefs and therefore should not be grouped together under the heading of external control (Levenson, 1974).

Rotter's construct of Locus of Control, although having the inherent problems mentioned above, does provide useful information in regard to individual-environmental interaction processes. This inner-outer dichotomy has been described by other researchers as well.

Witkins's notion of psychological differentiation (Witkin et al., 1962), similar to Rotter's construct, is a means for conceptualizing psychological functioning and its relationship to behavioral patterns. The concept of psychological differentiation proposes that individuals differ in their ability to perceive themselves and their environment in either a global or an analytical fashion. Psychological differentiation, as measured by the Rod and Frame Test or the Embedded Figures Test, identifies a person's ability to attend to a focal stimuli in the presence of irrelevant but distracting stimuli. A person who can accomplish these tasks with relative ease is called field-independent (FI). One who is easily distracted by the surrounding field and therefore has considerable difficulty in attending to the focal stimuli is said to be

field-dependent (FD). FD persons respond to their environment in a global, relatively undifferentiated manner, and thus tend to be unaware of subtle variations in their environment. FI individuals respond analytically to their environment and thus tend to both be aware of and to organize subtle environmental variations (Grunfeld & Abuthnot, 1960).

Many researchers in this area of study tend to support Witkin's findings that FD persons are affectionate, considerate, and tend to agree with the opinion of others. FDs favor occupations which involve contact with other people and which are popular with their peers (Witkin et al., 1962). Much like the hypothesized accommodator, the FD person tends to be more concerned over securing the good opinion of others. In contrast, the FI person tends to be more ambitious, persevering, demanding, manipulative of people, self-reliant, and inner-directed (Grunfeld & Abuthnot, 1969). As formulated by Reisman (1950), inner-directedness is characterized by a need for work oriented values such as efficiency, competence, excellence, and social independence. Bell (1955) developed an attitude scale to measure inner-directedness/other-directedness; her hypothesis that FD subjects would tend to be higher in other-directedness was confirmed ($r=.49$). These studies help solidify the apparent similarity between the field-dependence/independence notion and the concept of Reisman's inner-other directedness. It seems that both inner-directed individuals and FI persons are less concerned with social cues, norms, and expectations. These individuals seem to be looking at ways in which they might influence their environment rather than how the environment is influencing them. On the other hand, FD persons and other-directed individuals seem to show a hypersensitivity to what's on the outside,

and how they might better "mesh" with the environment. The present postulate suggests that these differences can be explained by looking at boundary processes. Hypersensitivity to external cues would suggest more open or porous boundary processes, whereas the ability to ignore insignificant external cues would suggest more control over boundary processes. This is the distinction being made between accommodative and assimilative systemic strategies.

As mentioned previously, the FD person is seen as being considerably more open to outside stimuli and more sensitive to the opinion of others than is his counterpart, the FI individual. This sensitivity or accommodation to outside stimuli, particularly in interpersonal relationships has long been the focus of many research endeavors (Snyder, 1974; Lippa, 1978; Davitz, 1964).

Snyder (1974) proposed that individuals differ in the extent to which they "monitor" (observe and control) their expressive behavior and self-presentation. Out of a concern for social appropriateness, the high "self monitor" is quite sensitive to the expression and self-presentation of others, and uses this as feedback for monitoring and managing his own self-presentation and expressive behavior. Such self-management requires a repertoire of face-saving devices, an awareness of the interpretations which others place on one's acts, and a desire to use this repertoire of impression management tactics or strategies (Snyder, 1974). We can see that an acute sensitivity to various cues in a given situation which indicate what kind of self-presentation is appropriate and what is not, is a corollary ability of self-monitoring.

In contrast to the high self-monitor, as measured by Snyder's Self-Monitoring Scale, the low self-monitor may not be so concerned

with the impressions he makes on others. Rather, their self-presentation and expressive behavior seems to be controlled from within, from internal states, rather than by situational and interpersonal specifications of appropriateness.

Similar to the construct of field dependence/independence, the construct of self-monitoring seems to parallel the postulated notions of accommodation and assimilation. It is assumed that the high self-monitor would be required to be more accommodative to external social cues, whereas these social cues may not be as important to the low self-monitor. Low self-monitors may show a higher degree of inner-directedness as opposed to the high self-monitor. While Snyder's construct may focus on impression management, the processes involved in these forms of impression management closely resemble the proposed systemic strategies of assimilation and accommodation.

Statement of the Problem

It was postulated that individuals may be viewed as living systems, and as such, possess characteristics which are common to other living systems. It follows that it should be possible to identify and measure these adaptive characteristics as they pertain to the individual. Therefore, it was decided to develop and study a personality measure which would tap into these very basic systemic strategies which are proposed to underly the interactional processes required by the individual to assure some desired level of adaptation. This interactional process should best be measured by an instrument which is specifically designed to discriminate between individual differences in Conservatism, Assimilation, and Accommodation. The

Oklahoma Personal Style Inventory (OPSI) was designed specifically for this purpose.

CHAPTER III

METHOD

Questionnaire Development

The Oklahoma Personal Style Inventory (OPSI) was designed to identify individual adaptation strategies based upon a General Systems Theory framework. In developing such a questionnaire, it became necessary to take a step by step approach in selecting items as well as determining estimates of their reliability and validity. In the following discussion of the methodology, Form 1 of the OPSI refers to the initial item pool. Form 2 refers to the retained items which were used in the second phase of the study. In attempting to gain some measure of the construct validity of the scale, a third phase is suggested for subsequent research whereby concurrent validation will be sought. A statistically refined and factorially pure version of the OPSI (Form 3) will be utilized in this third phase. Phase one and two were conducted within the scope of the present study, while phase three is proposed as a continuation of the study to be completed at a later date.

Phase One

This phase of the study was conducted in an effort to statistically refine the items used on the OPSI. In this initial phase, the original item pool consisted of two hundred and forty six short

statements which were rationally derived (intuitively) through conceptualization of the three systemic strategies discussed earlier (Appendix A). These items were derived in an effort to cover a range of attitudinal topics involving adaptation and/or coping processes. Items covered political, economic, religious, and interpersonal issues. A 5-point Likert type scale was utilized in an effort to avoid the problem of forced choice or ipsative measurement. Additionally, these items were generated in sets of three so that a consistency in topics across the three strategies could be maintained. Special care was taken to avoid using items that were of an intrusive or embarrassing nature through review of the instrument by the Human Subjects Committee at Oklahoma State University.

Using a Likert format, items were worded such that a subject responding to an item by marking "A" was in strong agreement with that item. Subjects marking "B" were somewhat in agreement with the item, while subjects marking "C" were neither in agreement or disagreement with the item. Those marking "D" disagreed somewhat, whereas those marking "E" disagreed strongly. For statistical analysis the responses were given weighted values (A=4; B=3; C=2; D=1; E=0). The following examples were taken from Form 1.

1. I am probably a little too rigid in dealing with other people.
2. I am probably a little too controlling in dealing with other people.
3. I am probably a little too changeable in dealing with other people.

Due to the problem of "response bias" (Cronbach, 1946), special attention in the initial phase of the development of the OPSI was taken to measure this tendency. Since response bias or response sets may

influence the interpretation of the three experimental scales for any one individual, three "validity" scales were included in the initial inventory. In an attempt to measure the tendency to respond in a socially desirable fashion, items were chosen from the Edwards Social Desirability Scale (SD) (Edwards, 1957). The SD scale is one of the more widely used social desirability measures in psychological research. The scale consists of 39 items from the MMPI which indicate the degree to which a subject attempts to "put up a good front" (e.g., I do not tire quickly). In an effort to keep the total number of items on Form 1 within reason, only nine of the original 39 SD items were used.

In addition to SD, another measure of response bias was taken from the MMPI. A Lie (L) score was added to the initial inventory in an effort to again measure the degree to which a respondent attempts to put oneself in a favorable light. Again, for reasons of brevity, nine items were selected from the original L scale. These items are such that they are unlikely to be truthfully answered in a favorable direction (e.g., I do not like everyone I know). A high score would then indicate that the respondent is going out of his/her way to "look good".

The final measure of validity which was used in the initial inventory was the Repression (R) scale. This response set is a tendency to favor affirmative responses over negative responses. Again, nine items were chosen from the MMPI R scale in an effort to measure "acquiescence" sets in respondents. As with the above response set measures, all items on the R scale were chosen on the basis of their similarity in wording to the original OPSI items.

In general, while response sets may be regarded as a source of irrelevant or error variance to be eliminated from test scores, they too may be considered as indicators of "broad and durable" personality characteristics which may be worth measuring in their own right (Anastasi, 1976). The response set items which were used in Form 1 were grouped in sets of three in order to be consistent with the format of the items making up the experimental scales. Following this procedure all item sets of three, both experimental OPSI scale and validity items, were randomized and the initial pool of 246 items was established.

Subjects

For the item reduction phase of the study two samples were utilized. These subjects consisted of 43 Oklahoma State University students and 41 members of the Stillwater Church of Christ. The university sample ranged in age from 18-42 ($\bar{X}=22.6$), while the church sample ranged in age from 31-66 ($\bar{X}=42.5$). The university sample consisted of 17 males and 26 female respondents. The church sample consisted of 19 males and 22 female respondents. Students who volunteered were able to collect extra-credit points for their participation while no form of reimbursement was offered to the subjects in the church sample.

Procedure

The selection of students involved the establishment of sign-up sheets which were made available to students in their respective classes. Church subjects were solicited for participation subsequent

to Bible study classes. This was conducted by T. Cunningham, Ph.D., research assistant and long-time church member. Both groups were given a brief description of the study prior to gaining their consent.

Upon volunteering, students were administered the questionnaire in groups of ten in a large classroom on the university campus. Church subjects were asked to take the questionnaire home and return it completed the following week. All subjects were asked to read the instructions carefully prior to beginning. These instructions accompanied the OPSI, along with OPSCAN computer scored answer sheets and a #2 lead pencil. For the church group, a return rate of 59% was realized. Those subjects requesting feedback were asked to leave their names and address, and were informed that only group results would be made available.

Statistical Analysis

Phase One. The initial item pool of two-hundred and forty-six items consisted of seventy three items per experimental scale (Conservatism, Assimilation, Accommodation), and three validity scales consisting of nine items each. With the use of a Pearson Product Moment correlation coefficient, each experimental item was correlated with scale sums in a preliminary effort to insure the internal consistency of each of the three new scales. For the initial sample ($n=84$) items were retained that yielded significant item by scale correlations at the (.05) level or better. Items having high correlations with more than one scale were discarded. In looking at the scale total correlations in Table I it can be seen that there existed high correlations ($n=.46$, $p<.01$) between the Lie scale and the Repression validity scales.

TABLE I
SCALE SUM CORRELATIONS (FORM 1)

	ASSIM	CON	ACC	SD	REP	LIE
ASSIM	-					
CON	.485	-				
ACC	.648	.317				
SD	.075	-.136	.006	-		
REP	-.380	-.029	-.496	.185	-	
LIE	-.418	-.110	-.446	.027	.454	-

Due to their structural similarity and for the sake of brevity, only the R scale was retained along with SD as measures of response sets in Form 2 of the OPSI.

As a preliminary estimate of the factor structure of the OPSI, a principal component factor analysis was conducted on retained experimental items. Through specifying the number of components at three and using a Varimax rotation method, the factor analysis for the retained items resulted in three factors, Conservatism, Accommodation, and Assimilation. Those items which had high loadings ($> .20$) on their respective scales, while having low or negative loadings on both of the other experimental factors, were retained for further use. In this stage of refining items to be retained in the OPSI, it became apparent that a sufficient number of Conservative (20) and Accommodative (20) items had been rationally generated, although only twelve of the original Assimilation items could be retained. For this reason, an additional ($n=19$) Assimilation items were generated and included in Form 2 of the OPSI. The final set of experimental items along with R and SD items were randomized and constituted Form 2 of the OPSI (Appendix B).

Phase Two

In an effort to gain a better estimate of the reliability of the OPSI, as well as a better understanding into the factor structure of the instrument, a second phase of the study was initiated. This phase was conducted using the third and final form of the OPSI.

Subjects

For the second phase of the study 320 adult subjects were utilized. These subjects consisted of 300 undergraduate male ($n=137$) and female ($n=163$) university students from Oklahoma State University ($\bar{X}=20.7$). Male ($n=9$) and female ($n=11$) senior citizens from the Stillwater Senior Citizens Center made up the balance of the adult sample ($\bar{X}=74.7$). Informed consent procedures were used for all subjects.

Procedure

In an effort to gain a measure of the reliability of the OPSI, a test-retest method was utilized. Two advantages of this method are often cited (Ghiselli, 1964). When this method is utilized, the particular sample of items is held constant. Additionally, the test-retest method requires no more than one form of the instrument. For reasons of availability, students from the same university were utilized. Of the three-hundred students who participated in the second phase of the study, fifty were randomly chosen from the sign-up sheets which had been circulated at an earlier point in obtaining college subjects ($m=17$, $f=32$; $\bar{X}=22.8$). Following the completion of the OPSI at the initial test session, these fifty students were asked to stay for further instructions. At that time it was explained that their participation was needed for the retest. These students were given additional sign-up sheets with alternate times for taking the OPSI on a second occasion.

For the retest session, subjects were given a brief description of the purpose of their further participation in the retest session. They were then given a copy of the OPSI (Form 2) along with the special answer sheet and a #2 lead pencil. Upon completion, subjects were encouraged to ask questions pertaining to the OPSI research. Following this debriefing, subjects were given slips which verified their participation in the study. These were then returned to their respective instructors.

Other prospective non-student subjects were given a signed consent form which briefly described the nature of the study, including the purpose of the study as well as time requirements. Included in this consent form was information pertaining to phase three of the study. Potential subjects were informed that their further participation might be needed in the concurrent validation phase of the study, and that 200 subjects would be randomly chosen from the 320 required in phase two of the study.

For convenience of the subjects, the senior citizens group was asked to take the questionnaire home and return it upon completion. A return rate of 60% was realized ($n=20$).

Statistical Analysis

Phase Two. Prior to gaining estimates of reliability, Form 2 of the OPSI was subjected to a factor analysis in an effort to arrive at a factorically pure version of the instrument. This technique provides a way of grouping personality inventory items into relatively homogeneous and independent clusters (Anastasi, 1976). It is postulated that Conservatism, Accommodation, and Assimilation are indeed

independent of each other. Using a Varimax rotation method, this factor analysis was conducted for the data obtained on Form 2. Experimental items loading high ($>.20$) on their respective scales, while having low or negative loadings on both of the other experimental factors, were retained. This analysis is presented in Table II. Retained items were then targeted in an Orthogonal Procrustean Factor solution in an effort to maximize loadings on their respective scales (Table IV). This final set of items constitutes Form 3 of the OPSI, concluding the present study.

In attempting to estimate the degree of internal consistency of Form 3 of the OPSI, a test of item homogeneity was utilized for each of the three experimental scales. Since elements of an objective measure seldom have equal variances and intercorrelations, the Kuder-Richardson Formula-21 was used, as it approximates the variance by taking an average of the variances of the elements of the OPSI. Compared to other methods of obtaining reliability estimates of items such as correlating "parallel" tests, this method tends to give an underestimate of the reliability coefficient.

In addition to a measure of internal consistency, a test-retest method of reliability was conducted. A period of three weeks was used between each testing session. A Pearson-Product Moment method was utilized for this analysis.

TABLE II
FACTOR ANALYSIS - VARIMAX ROTATION (FORM 2)

Item	I	Factor II	III	Item	I	Factor II	III
1	0.46	0.07	-0.08	35	0.14	0.49	0.08
2	0.11	0.13	0.11	36	0.04	0.13	0.39
3	0.22	0.23	0.29	37	0.66	0.09	0.03
4	0.01	0.57	0.13	38	-0.10	-0.07	-0.10
5	0.15	0.42	-0.39	39	0.10	0.34	0.44
6	0.42	0.03	-0.00	40	0.51	0.08	-0.05
7	0.45	0.03	0.22	42	0.54	-0.07	0.11
8	0.17	0.12	0.23	43	-0.19	0.47	-0.09
9	0.17	0.51	0.10	45	0.46	0.12	0.02
10	0.44	0.02	0.22	46	0.60	0.18	0.14
11	0.07	0.07	0.20	47	0.17	0.62	0.33
13	-0.03	0.27	-0.02	49	0.20	0.41	0.08
14	0.46	0.03	0.33	50	-0.05	0.22	0.02
15	-0.01	0.25	-0.01	51	0.03	0.42	0.25
16	0.28	0.31	0.16	53	0.19	0.33	0.27
17	0.51	0.07	0.20	54	0.59	-0.04	0.40
19	0.40	0.15	-0.15	55	0.42	0.17	0.47
20	0.35	-0.06	0.24	56	0.14	0.17	0.10
21	0.22	-0.04	0.56	57	0.48	0.11	0.05
22	-0.06	0.25	0.21	58	0.11	0.61	0.03
24	0.16	0.51	0.04	59	0.33	0.24	0.13
25	0.15	0.48	-0.03	61	0.48	0.08	0.25
26	0.25	0.27	0.16	62	0.69	0.03	0.22
28	0.50	-0.01	0.24	64	0.07	0.46	0.15
29	0.43	0.18	0.41	65	0.18	0.52	-0.21
30	0.38	0.30	-0.01	66	0.32	0.13	0.26
32	0.61	-0.03	0.24	68	0.22	0.10	-0.15
33	0.38	0.33	-0.33	70	-0.12	-0.21	0.32
34	0.21	0.15	0.30	71	0.05	0.60	0.18

TABLE II (Continued)

Item			Item		
Factor			Factor		
I	II	III	I	II	III
73	0.45	0.04	84	-0.10	0.48
74	-0.03	0.01	85	0.56	-0.09
75	0.08	0.03	86	0.10	0.54
76	0.01	0.34	88	0.64	0.06
77	0.31	-0.14	89	0.18	0.43
79	0.63	0.18	90	0.65	0.16
80	0.40	0.27	91	0.23	0.42
81	0.65	0.10	92	0.08	0.51
82	0.50	0.02	93	0.48	0.06

TABLE IV
FACTOR STRUCTURE OF OPSI (FORM 3)*

ITEM	FACTOR		
	I (ASSIM)	II (CON)	III (ACC)
20. I take pride in being highly productive.	.68	.12	.06
32. I expect a lot of myself.	.67	.17	.10
3. I tend to enjoy those activities which allow me to develop my skills.	.66	.02	.25
38. I have long range goals which I hope to achieve.	.65	.10	.14
16. I can be depended upon to carry my share of the load.	.64	.18	.05
22. I work harder than most people.	.59	.05	.01
42. The more challenging the assignment, the more I like it.	.57	.11	.07
45. I sometimes work with people I don't like when it's necessary to achieve my goals.	.51	-.01	.14
13. I am more self-reliant than most people.	.48	-.03	.13
28. I am good at organizing things.	.43	.07	.04
21. Society is in trouble today because people do not respect the traditional values which have withstood the test of time.	.11	.63	.08
25. I am rather traditional.	.19	.60	-.10
8. Schools should emphasize moral and religious training.	.08	.57	.06
24. For me, the good life is one of stability and continuity.	.08	.56	.19
29. It's important to me to feel I have roots in the community where I live.	.14	.54	.08
19. I value spiritual growth most highly.	.21	.52	-.02
36. I enjoy doing things which are routine and familiar.	-.15	.52	.15
*Orthogonal Procrustean Solution			

TABLE IV (Continued)

ITEM	FACTOR		
	I (ASSIM)	II (CON)	III (ACC)
44. Life is most satisfying for me when it consists of familiar activities with few surprises.	-.26	.50	.03
7. When I have difficulties, I tend to look to my family for help.	.21	.48	-.03
10. I try to avoid situations where I might be in conflict with other people, even if it means not doing something I want to do.	-.08	.38	-.01
15. I enjoy parties.	.17	-.13	.68
18. It is easy for people to get to know me.	.02	.31	.57
1. I tend to enjoy those activities which allow me to be with other people.	.39	.15	.55
43. I enjoy doing things with other people.	.41	.15	.53
2. I am a carefree person.	-.11	-.10	.51
26. I usually handle uncomfortable situations by trying to change what is happening.	-.03	.09	.51
31. I feel comfortable around most people, even if they have backgrounds from my own.	.13	.15	.44
5. I am often inclined to go out of my way to win a point with someone who opposes me.	.08	.00	.37
27. I like to spend most of my money on things I want, even if I have to borrow to meet unexpected expenses.	-.19	-.24	.31
34. One might as well learn to accept the fact that there will always be conflict among people who want the same things.	.13	.08	.23

CHAPTER IV

RESULTS

Factor Analysis

The results of the factor analysis are presented separate from reliability estimates. This factor analysis is presented in Table IV. The correlation matrices presented in Table III computed on a sample (n=320), formed the basis of this analyses.

Three factors were extracted in the analysis, Assimilation (ASSIM), Conservatism (CON), and Accommodation (ACC). The 10 highest loading items on each of the three factors were then retained, comprising the final form of the OPSI (Form 3).

Factor I: ASSIMILATION

High scorers on a scale composed of items in this factor would be described as inner-directed, achievement oriented, and rather independent from others. These individuals utilize coping and adaptation strategies which emphasize a modification of the environment in an effort to meet internal demands and needs. High scorers tend to value organization highly. They are goal-oriented, having a need to establish long-range plans for themselves. These individuals are generally self-motivated, setting high expectations for themselves. Self development across a variety of skills is valued by the Assimilator.

TABLE III
ITEM CORRELATION (FORM 3)

Correlation Matrix											
	28	8	34	15	19	7	43	31	29	26	38
28	1.00000	0.01230	0.11002	0.07275	0.13662	0.08673	0.20948	0.11604	0.04621	0.01095	0.29095
8	-0.01230	1.00000	0.06733	-0.03939	0.44258	0.28145	0.15071	0.11597	0.24748	0.15003	0.11824
34	0.11002	0.06733	1.00000	0.11447	0.02260	0.00748	0.00881	0.04023	0.05944	0.12868	0.15064
15	0.07275	0.03939	0.11447	1.00000	-0.05562	0.05837	0.49055	0.22541	-0.02617	0.13597	0.20897
19	-0.13862	0.44258	0.02260	-0.05562	1.00000	0.34803	0.24520	0.11945	0.26593	0.06701	0.16266
7	0.08673	0.28145	0.00748	0.05837	0.34803	1.00000	0.22493	0.14168	0.25460	0.03319	0.11273
43	0.20948	0.15071	0.00581	0.49055	0.24320	0.22493	1.00000	0.32985	0.16700	0.10490	0.32498
31	0.11604	0.11957	0.04023	0.22541	0.11545	0.14168	0.32985	1.00000	0.09989	0.14216	0.11717
29	0.04621	0.24748	0.05944	-0.02617	0.26593	0.25860	0.16700	0.09989	1.00000	0.11232	0.15180
26	0.01095	0.15003	0.12868	0.13597	0.06701	-0.03319	0.10490	0.14216	0.11232	1.00000	0.04660
38	0.29095	0.11824	0.15064	0.20897	0.16266	0.11273	0.32498	0.11717	0.15180	0.04660	1.00000
18	-0.02699	0.18319	0.01332	0.27295	0.12220	0.10604	0.29351	0.26069	0.22705	0.26155	0.10910
22	0.23696	0.13520	0.02170	0.08624	0.10082	0.08059	0.18215	0.04764	0.01530	0.01676	0.32597
42	0.14209	0.08087	0.05532	0.08470	0.04524	0.14295	0.17370	0.10288	0.00545	0.04454	0.31325
44	-0.03893	0.15118	0.07324	-0.08760	0.01408	0.10778	-0.11954	-0.00077	0.15327	0.07525	-0.05291
1	0.20932	0.14716	0.05820	0.34595	0.16603	0.13748	0.55841	0.29367	0.22010	0.24464	0.22471
21	0.04652	0.29563	0.16187	0.02264	0.26689	0.19796	0.16342	0.14607	0.26707	0.25365	0.11603
3	0.20298	0.09967	0.20745	0.25426	0.12663	0.09366	0.32579	0.17411	0.17160	0.12994	0.46604
25	0.09137	0.26905	0.01891	-0.05383	0.15613	0.26026	0.10204	0.09671	0.30686	0.01683	0.12298
27	-0.01713	-0.15518	0.07811	0.12829	-0.18357	-0.10895	-0.11654	-0.06419	-0.13562	0.14470	-0.03629
2	-0.01260	-0.00425	0.06540	0.22241	-0.00443	-0.06508	0.10930	0.13266	-0.03105	0.12316	0.06014
5	0.00986	0.06117	0.13335	0.17649	-0.02355	-0.01605	0.05623	0.02156	0.00814	0.16256	0.05309
10	0.03798	0.11716	0.04208	-0.06851	0.10437	0.11620	0.00675	0.01080	0.04406	0.03570	0.00030
16	0.21672	0.08744	0.06721	0.05587	0.10535	0.19020	0.30615	0.16532	0.11103	0.01866	0.34217
20	0.17641	0.06371	0.05929	0.12529	0.20123	0.17142	0.30024	0.06503	0.18552	0.05002	0.39046
45	0.22444	-0.01860	0.14437	0.14094	-0.07608	0.10559	0.15738	0.03743	0.04071	0.09209	0.27508
36	0.10513	0.18282	0.01864	0.04679	0.09036	0.12406	0.01099	0.02117	0.15586	0.07640	0.05592
24	0.11963	0.14724	0.16226	0.06192	0.15155	0.17603	0.13900	0.07302	0.22138	0.05728	0.11550
32	0.29049	0.08906	0.07277	0.14173	0.24106	0.17067	0.24300	0.08268	0.20638	0.16010	0.43410
13	0.15199	0.06285	0.10507	0.15030	-0.03315	-0.02086	0.08995	0.14974	0.02643	0.08371	0.28089

TABLE III (Continued)

Correlation Matrix												
	18	22	42	44	1	21	3	25	27	2	5	10
28	-0.02699	0.23696	0.19209	-0.03893	0.20932	0.04652	0.20298	0.09137	-0.01713	-0.01260	0.00986	0.03798
8	0.18319	0.13520	0.09087	0.15118	0.14716	0.25553	0.09967	0.26905	-0.15518	-0.00425	0.08117	0.11716
34	0.01332	0.02170	0.09932	0.07324	0.09820	0.16187	0.20745	0.01891	0.07811	0.06540	0.13335	0.04268
15	0.27295	0.08624	0.08470	-0.08760	0.34595	0.02264	0.25429	0.05383	0.12829	0.22241	0.17649	0.06851
19	0.12220	0.10082	0.04524	0.01408	0.18503	0.28689	0.12663	0.19613	-0.18357	-0.00443	-0.02359	0.10437
7	0.10604	0.08059	0.14255	0.10778	0.13748	0.19796	0.09366	0.26026	-0.10895	-0.06508	0.11605	0.11626
43	0.29351	0.18215	0.17370	-0.11954	0.55841	0.16342	0.32579	0.10204	0.11654	0.10930	0.05623	0.30875
31	0.26069	0.04764	0.10288	-0.00077	0.29367	0.14667	0.17411	0.05671	-0.06419	0.13266	0.02156	-0.01080
2	0.22705	0.01530	-0.00545	0.15327	0.22010	0.28707	0.17160	0.30886	-0.13562	-0.02185	0.00814	0.04406
26	0.26155	0.01678	-0.04454	0.09529	0.24464	0.05365	0.12994	-0.01683	0.14470	0.12316	0.16296	-0.03570
38	0.16910	0.32597	0.31325	-0.05291	0.22471	0.11683	0.46864	0.12298	-0.03629	-0.06014	0.09309	-0.00030
18	1.00000	0.14717	0.05728	0.14245	0.31250	0.18224	0.15461	0.11388	0.04704	0.17660	0.11683	0.11991
22	0.14717	1.00000	0.29993	-0.04164	0.20794	0.06208	0.31380	0.11051	-0.07249	-0.02669	0.04635	-0.05488
42	0.05728	0.29993	1.00000	-0.14197	0.20475	0.01358	0.39648	0.06160	-0.01847	0.13363	0.08502	-0.07276
44	0.14245	-0.04164	-0.14197	1.00000	-0.07368	0.15764	-0.11260	0.16924	0.02854	-0.07502	0.03929	0.17505
1	0.31250	0.20794	0.20479	-0.07368	1.00000	0.11244	0.33407	0.14101	-0.06316	0.12575	0.14457	0.04048
21	0.18224	0.06208	0.01398	0.15764	0.11244	1.00000	0.15495	0.37140	0.14956	0.02101	0.05326	0.25125
3	0.15461	0.31380	0.39648	-0.11260	0.33407	0.15495	1.00000	0.03553	-0.00463	0.01621	0.07720	-0.01472
25	0.11388	0.11051	0.06160	0.16924	0.14101	0.37140	0.03553	1.00000	-0.14013	-0.05685	0.01241	0.14730
27	0.04704	-0.07249	-0.01847	0.02854	-0.06316	-0.14556	-0.00463	-0.14013	1.00000	0.14259	0.10395	0.00717
2	0.17660	-0.02669	0.13363	-0.07502	0.12575	0.02101	0.01621	-0.05685	0.14259	1.00000	0.12998	0.05482
5	0.11683	0.04635	0.08502	0.03929	0.14457	0.01241	0.07720	0.01241	0.10395	0.12998	1.00000	0.07167
10	0.11991	-0.05488	-0.07276	0.17505	0.04048	0.25125	-0.01472	0.14730	0.00717	0.05482	0.07167	1.00000
16	0.16168	0.33079	0.25686	-0.05939	0.31792	0.17243	0.36417	0.27323	-0.15671	-0.04667	0.03165	0.04038
20	0.10221	0.35733	0.37157	-0.01020	0.25041	0.08110	0.52842	0.16512	0.04751	-0.05583	0.13834	0.06708
45	-0.01291	0.23550	0.20820	-0.02959	0.23113	0.05402	0.28598	0.06446	0.00189	0.06334	0.12677	-0.03460
36	0.16914	0.02744	-0.12359	0.34030	-0.02862	0.17921	-0.03044	0.22842	0.05515	0.04326	0.07927	0.18562
24	0.18828	0.13612	-0.00086	0.34158	0.15792	0.34001	0.09601	0.28973	-0.01468	0.03913	0.15299	0.13661
32	0.10553	0.33968	0.26133	-0.06265	0.31102	0.20085	0.40305	0.16055	-0.06184	-0.03176	0.17810	0.05213
13	0.06668	0.35656	0.20772	-0.08013	0.11802	0.10621	0.24479	0.11570	0.01345	0.08421	0.13487	0.00021

TABLE III (Continued)

Correlation Matrix							
	16	20	45	36	24	32	13
28	0.21672	0.17641	0.22444	0.10513	0.11963	0.29049	0.15199
8	0.08744	0.06371	-0.01820	0.18282	0.14724	0.06577	0.06285
34	0.06721	0.09929	0.14437	0.01864	0.16226	0.07277	0.10907
15	0.09587	0.12529	0.14054	0.04679	0.06192	0.14173	0.15030
19	0.10539	0.20123	-0.00605	0.05036	0.15155	0.24106	-0.03315
7	0.19020	0.17142	0.10559	0.12406	0.17603	0.17067	-0.02086
43	0.30615	0.30024	0.19738	0.01099	0.13900	0.24300	0.08995
31	0.16932	0.06503	0.03743	0.02117	0.07302	0.05268	0.14974
2	0.11103	0.18852	0.04071	0.15586	0.22138	0.20638	0.02843
26	0.01866	0.05002	0.09209	0.07640	0.05028	0.16010	0.08371
33	0.34217	0.39046	0.27508	0.05592	0.11958	0.43410	0.28089
18	0.16168	0.10221	-0.01251	0.16914	0.18828	0.10553	0.06688
22	0.33079	0.35733	0.23550	0.02744	0.13612	0.32968	0.35696
42	0.25686	0.37157	0.20820	-0.12359	-0.00086	0.22133	0.20772
44	-0.05939	-0.01020	-0.02959	0.34030	0.34156	-0.06245	-0.08013
1	0.31752	0.25041	0.23113	-0.02862	0.15792	0.31102	0.11802
21	0.17243	0.08210	0.05402	0.17921	0.34001	0.20085	0.10621
3	0.36417	0.52842	0.28568	-0.03044	0.05501	0.40308	0.24475
25	0.27323	0.16512	0.06446	0.22842	0.28973	0.16055	0.11570
27	-0.15671	-0.04751	0.00189	0.05515	-0.01468	-0.06114	-0.01345
2	-0.04667	-0.05583	0.06334	0.04326	0.03913	-0.02176	0.08421
5	0.03169	0.13834	0.12677	0.07927	0.15299	0.17810	0.13487
10	0.04038	0.06708	-0.03480	0.18562	0.13661	0.05213	0.00021
16	1.00000	0.39431	0.31556	0.01718	0.16547	0.42775	0.32208
20	0.39431	1.00000	0.33584	-0.02823	0.16295	0.41240	0.21731
45	0.31556	0.33584	1.00000	0.04959	0.19081	0.37569	0.23704
36	0.01718	-0.02823	0.04959	1.00000	0.43059	0.01726	-0.00214
24	0.16547	0.16295	0.19081	0.43059	1.00000	0.17225	0.09659
32	0.42775	0.41240	0.37569	0.01726	0.17225	1.00000	0.34549
13	0.32208	0.21731	0.23704	-0.00214	0.09659	0.34549	1.00000

Additionally, these individuals view themselves as being productive, and they take a good deal of pride in their productivity. In general, high needs for productivity and goal attainment are met. Although other people are generally a means of fulfilling the needs of the Assimilator, oftentimes interpersonal relationships give way to the values of the Assimilator.

Factor II: CONSERVATISM

High scorers on a scale composed of items from this factor would be described as traditional, moralistic, and family-oriented. These individuals place a high value on religious and moralistic endeavors. As a systemic strategy the Conservative individual utilizes a "closed" stance toward the world around. An attempt is made by these persons to conserve the ideas, beliefs and socio-cultural values which have been passed down through the generations. Activities which are stable and routine are preferred over the more novel and exciting ones. Internal changes in beliefs, thoughts, or actions are viewed as threats to the Conservative individual. As such, high scorers on this scale tend to avoid situations where they might be in ideological conflict, even at the expense of making moderate concessions in interpersonal relations. They tend to prefer socializing with persons from similar socio-cultural backgrounds. In general, these persons attempt to maintain stability in their lives. Changes or alterations in the environment or in themselves are viewed as threats to the integrity and homeostasis of the "system". As such, the conservative individual utilizes processes which emphasize a rigidification or "thickening"

of their systemic boundaries so as not to be influenced or changed by these potential inputs.

Factor III: ACCOMMODATION

Persons obtaining a high score on a scale composed of Accommodation items can generally be described as accepting of changes in their environment. These individuals are rather people-oriented, even where differences in socio-cultural values and attitudes prevail. High Accommodaters see themselves as easy-going, carefree, and liked by others. Oftentimes, these persons forgo long-range planning and goal-setting in favor of the more "here and now" rewards of life. These individuals are highly suggestible and seem to be quite perceptive and sensitive to outside stimuli. For this reason, high Accommodaters are easily influenced and "pulled in" by highly charged emotional situations. Accommodative persons have a need for excitement and novelty in their daily lives. Overall individuals scoring high on this scale utilize systemic strategies which emphasize change and fluctuation of their system. As such, Accommodaters tend to utilize flexible and sometimes porous boundary processes. As opposed to Assimilators, who activate changes in their environment, the Accommodator is often changed by his environment.

By examining Table V and Figure 1, it can be seen that eight factors can be extracted from the data, with eigenvalues greater than 1. This eigenvalue specification has been one of the most popular methods for addressing the number of factors to be retained question (Kim & Mueller, 1978). This method, however, often results in

common factors which are often unexplainable and do not fit the model under examination.

Cattell (1965) advocates the use of a "Scree-Test" where a graph of the eigenvalues is used as a method of criteria for selecting factors. Cattell suggests that one stop factoring at the point where the eigenvalues begin to level off forming a straight line with an almost horizontal slope. Beyond this point Cattell describes the smooth slope as "factorial litter or scree". Based upon this method, the present data suggests retaining not more than five factors (Figure 1). Various researchers (Tucker, Koopman & Linn, 1969) suggest that this method is often superior to others when the researcher is interested in identifying major common factors. This argument is true for the present study whereby factors four represents a response set factor, REP. The response set SD does show a moderate loading on both the factors ASSIM and ACC. Beyond the fourth factor loadings are minimal, and as such, uninterpretable. It can be concluded then, that for the purposes of this study, the Scree-Test offers the most viable method for item retention.

TABLE V
 FACTOR LOADINGS AND EIGENVALUES -
 VARIMAX ROTATION METHOD (FORM 3)

Variables	I	II	III	IV	V	VI
ASSIM	.955	.078	.160	.107	.111	.125
CON	.099	.976	.077	.062	.021	.001
ACC	.150	.069	.956	.096	-.047	.030
REP	.231	-.052	.333	.199	.096	.025
SD	-.034	-.029	.143	.314	.059	.034
EIGEN- VALUES	5.267	2.743	2.035	1.715	1.208	1.117
Approx- imate Proportion of Variance (%)	17.6	9.1	6.8	5.7	9.0	3.7

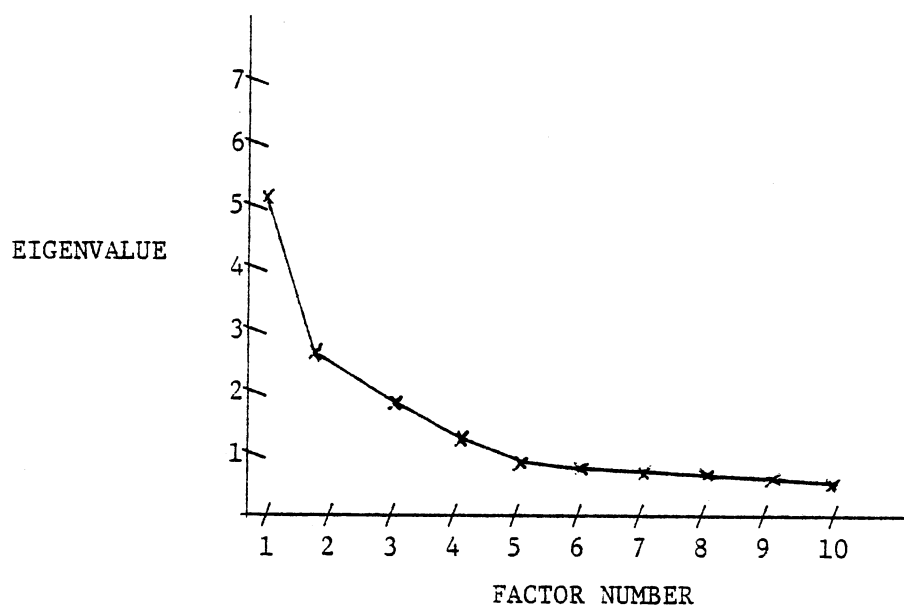


Figure 1. Illustration of Scree-Test

Reliability

As mentioned earlier, two approaches to the estimation of reliability have been conducted. In a methods suggested by Ghiselli (1964), the reliability of test items is determined from item inter-correlations. The following Kuder-Richardson Formula-21 was used to obtain the internal consistency reliability coefficient for each of the three scales,

$$r_{xx} = \frac{R}{R-1} \left(1 - \frac{\sum S_{x_i}^2}{\sum S_x^2} \right),$$

where R is the total number of items, S_{x_i} is the item variance, and S_x is the variance of the total score. Anastasi (1976) has suggested that the more homogeneous the domain of behavior being examined, the higher the estimate of internal consistency. Likewise, the more heterogeneous the behavior being sampled, the lower the estimate of internal consistency. Therefore, one possible explanation for the disparity in reliability estimates obtained in this study may be due to the fact that the factor Assimilation is a relatively more homogeneous factor than either Conservatism or Accommodation. Items comprising the Assimilation factor may indeed sample a more narrow range of behaviors, whereas Conservative and Accommodative items may sample a wider range of these adaptive behaviors.

As postulated, the OPSI is intended to measure various adaptation strategies which are thought to be constant over time. Hence a test-retest method of reliability was also utilized to obtain a reliability estimate. This method involves repeating the test for a specified sample on a second occasion. The reliability coefficient in this case is simply the correlation between the scores obtained by the same

persons on the two administrations of the inventory. Retest reliability shows the extent to which scores on a personality test can be generalized over different occasions. The higher the reliability, the less susceptible the scores are to the random daily changes in the conditions of the subjects or of the testing environment (Anastasi, 1976). For the present retest, a period of three weeks was thought to be adequate for obtaining independent scores. A Pearson Product-Moment method was utilized in obtaining the reliability coefficient.

Test-retest values are presented in Table VI. The time interval between the two test administrations ranged from two weeks to 18 days for all students. The coefficients are based upon an approximately sex-balanced sample of $n=49$. The highest reliability coefficient for this sample was obtained for the Accommodation scale ($r=.86$). Test-retest data revealed a reliability coefficient of ($r=.83$) for the Assimilation scale. Finally, the scale Conservatism realized a reliability coefficient ($r=.82$). Test-retest reliability estimates for each of the three experimental scales were significant at the $p < .01$ level.

The reliability estimates of the OPSI, as revealed by test-retest data, suggests that the three experimental scales measure coping styles which remain relatively constant over time. Thus, scores obtained by an individual on each of the three scales can be generalized over different occasions with a good deal of confidence.

Referring to Table VII, the reliability coefficients derived by the Kuder-Richardson Formula-21 as well as means and standard deviations, are presented. The scale Assimilation yielded the highest reliability coefficient, ($r=.81$), followed by Conservatism ($r=.67$), and finally Accommodation ($r=.60$). In contrast to test-retest estimates of reliability, here there exists greater disparity across the three scales in homogeneity estimates.

Scale Intercorrelations and Response Sets

The intercorrelations of the three experimental scales along with the two response set scales are presented in Table VIII. Among the experimental scales, no strong positive correlations are revealed. This would add support to the independence between the OPSI scales. As noted in the factor analysis, these scales emerged as rather orthogonal factors, describing relatively distinct dimensions of adaptation strategies. A moderate correlation between the scales Assimilation and Accommodation ($r=.30$, $p<.05$) may be explained by the fact that a number of items in each of the two scales refer to an interpersonal orientation. Indeed, items with relatively high loadings on both Assimilation and Accommodation, in the final factor analysis, refer to being with other people. It seems that a need to be with other people is an inherent component of adaptation strategies utilized by both Assimilators and Accommodators. Correlations between the scales ASSIM - CON and ACC - CON were .23 and .24, respectively.

TABLE VI
TEST-RETEST (OPSI - FORM 3)

TEST - RETEST (OPSI - Form 3)			
O.S.U. undergraduates (N=49)			
Scale		\bar{X}	SD
ASSIM	.83708	31.4042	4.6609
CON	.82433	22.8297	5.4346
ACC	.86677	26.0212	6.005

TABLE VII
INTERNAL CONSISTENCY (OPSI - FORM 3)

INTERNAL CONSISTENCY (OPSI - Form 3)			
O.S.U. undergraduates, Senior Citizens (N=320)			
Scale		\bar{X}	SD
ASSIM	.8146	30.3322	5.3136
CON	.6788	23.7648	5.9445
ACC	.60777	24.6708	4.9482

Regarding response sets and OPSI scales, it can be seen from Table VIII that a moderate correlation exists between Accommodation and Repression ($r=.38$, $p<.05$). Persons obtaining high scores on the scale (ACC) seem to show a tendency to answer in the "false" direction on some OPSI items. A similar, but weaker relationship exists between the scale (ASSIM) and Repression ($r=.27$). Some Assimilators also show a tendency to answer in the "false" direction on some OPSI items. These correlations are not high enough to suggest that these scales are dependent, but rather suggest a moderate level of independence.

In conclusion, these data suggest that the three experimental scales are indeed independent from one another. Further, while concurrent validity data cannot be presented at this time, it does appear that the constructs Assimilation, Conservatism and Accommodation do measure three different adaptation and coping processes as based upon a General Systems model.

TABLE VIII
EXPERIMENTAL SCALE AND RESPONSE SET
INTERCORRELATION MATRIX (FORM 3)

Scale	ASSIM	CON	ACC	REP	SD
ASSIM	-	.23376	.30707	.27804	.04108
CON	.23376	-	.24628	.07987	.04600
ACC	.30707	.24628	-	.38293	.17165
REP	.27804	.07987	.38293	-	.29038
SD	.04108	.04600	.17165	.29038	-

CHAPTER V

DISCUSSION

It was postulated that a General Systems Model could provide a means of examining the adaptation and coping processes of individuals, and that a questionnaire based upon this model might provide the mental health professional with an additional tool for evaluating adaptation strengths and weaknesses. Thus, an effort was made in this study to develop a rationally derived and factorically-based measure of these adaptation processes. By focusing upon the interface between the individual and the environment, specific items were generated which related to this interface or boundary process. It was found that certain items were strongly related to the postulated adaptation strategies as suggested by Fromme (unpublished manuscript).

Following the initial refining phases of this study, the final form of the OPSI was subjected to item and factor analytic scrutinization. It was revealed that this final instrument is composed of three meaningful factors which do represent the postulated systemic coping strategies. It might be argued that the proportion of variance accounted for by these three factors is not substantive to warrant any further investigation. It is more likely, however, that these three factors are quite general in scope, comprising a variety of more minor kinds of attitudes and behaviors. Because the postulated adaptation strategies are seen as very generalizable and encompassing, it may be argued that

the proportion of variance accounted for by these factors (37%) may be misleading. As suggested by Cattell and others, it may suffice to view small factor eigenvalues as representative of minor factors which are inherent in the more general or major factors. If factor IV and V are taken into account, the overall proportion of variance accounted for in the OPSI exceeds 45%. Beyond these first five factors the cumulative proportion of variance accounted for rises very slowly over the next five factors (cumulative portion = 61%).

With regard to the estimates of reliability, it does appear that those items comprising the three experimental scales are reliable over time. This seems to be of utmost importance since the postulated systemic strategies are thought to reflect ongoing psychological operations which are rather deeply ingrained. The consistency of items within each of the three scales as indicated by estimates of internal consistency suggests that each scale is composed of relatively homogeneous items. The somewhat moderate disparity found in the scales CON and ACC can be in part explained by the fact that they tend to measure a more heterogeneous range of adaptive behaviors. ASSIM appears to measure a quite homogeneous range of these behaviors as indicated by the high estimate of internal consistency. Overall, both types of estimates of reliability suggest that the OPSI is a relatively reliable instrument for measuring the three postulated systemic strategies.

As with many other psychological instruments, an effort was made to develop the OPSI such that three independent scales could be obtained since three systemic adaptation strategies were initially postulated. Indeed the OPSI scales do appear to show a great degree of independence, with some exception between the scales ASSIM and ACC.

The ability of the OPSI to distinguish between the various types of systemic strategies suggests that it may prove very helpful in identifying an over-reliance or under-utilization of one or more of these strategies. Further research should indicate the degree to which any or all of the three strategies contribute to effective adaptation. This seems imperative if the true nature of these strategies and their role in psychopathology is to be learned.

In conclusion, it appears that through the development of the OPSI, an argument can be made regarding the usefulness of viewing adaptation and coping processes as a function of individual boundary processes. Items presently composing the instrument may lend to some question regarding their adequacy to distinguish between these strategies. This apparent weakness in the instrument seems to be a function of item derivation and selection, and not the theory surrounding it. Thus, while the objectives of this study have been achieved with mild reservation, a by-product which is of extreme importance is the support for construct validity of the instrument and the theory-base behind the instrument. As further research is conducted, it is hoped that the OPSI can be further refined such that more statistically pure items can be included in the instrument.

CHAPTER VI

SUMMARY

This rather lengthy process of instrument development provided useful information regarding the feasibility of considering adaptation and coping mechanisms to be a function of the effectiveness of systemic boundary processes. An attempt was made to generate questionnaire items which coincided with the three postulated systemic strategies. If these systemic strategies emerged through item and factor analytic examination, support for the instrument could be obtained.

The present study considered adaptation and coping processes to be a function of the interface between the individual and his environment. Through efficient and effective exchange of information, matter and energy, an individual might better meet the adaptive demands made upon him. This exchange was thought to be a function of the boundary which separates the individual from the environment. It was found that indeed the three systemic strategies emerged as independent factors, suggesting that adaptation can be viewed within a General Systems framework.

In light of Phase One and Phase Two of the present study, it was concluded that an instrument to measure individual differences in the use of Assimilative, Conservative, and Accommodative strategies was feasible. In addition, further support for the construct validity of the OPSI was attained in the first two phases of this study. As

suggested earlier, it is recommended that Phase Three be conducted in an effort to gain an estimate of the concurrent validity of the OPSI. During this third and final phase of instrument development it is hoped that further construct validity of the OPSI, and the theory based surrounding it, may be obtained. It is only through this final phase that total support for the use of the OPSI as a tool for evaluation of strengths and weaknesses of individual coping and adaptation skills can be gained.

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APPENDIXES

APPENDIX A

OKLAHOMA PERSONAL STYLE INVENTORY

(FORM 1)

OKLAHOMA PERSONAL STYLE INVENTORY

(FORM 1)

Instructions: Please read the following statements, decide how you feel about each one, and mark your answer on the special answer sheet. For each statement, the answer sheet has five spaces which have the following meanings:

- 4: Agree Strongly
- 3: Agree Somewhat
- 2: Neither Agree nor Disagree
- 1: Disagree Somewhat
- 0: Disagree Strongly

For example, if you strongly agree with the statement, "I get angry when people don't keep promises" you should carefully circle the "4" space for that item as follows, 0 1 2 3 4. If you felt somewhat negatively about the statement "I enjoy historical pageants", you should circle the "1", 0 1 2 3 4. If you felt that the statement "I am an active person" was neither particularly true nor false as applied to you, you should circle the "2", 0 1 2 3 4. There are no "right" or "wrong" answers, but if you should change your mind, be sure to erase your mark completely. Please respond to all the statements and work as quickly as possible.

1. I am probably a little too rigid in dealing with other people.
2. I am probably a little too controlling in dealing with other people.
3. I am probably a little too changeable in dealing with other people.
4. When I'm working with other people, I'm usually very interested in how they are feeling and the impact I have on them.
5. When I'm working with other people, I'm not too concerned with what they think about me, as long as the job is getting done.
6. When I'm working with other people, I seldom worry about what they are thinking or what kind of impact I am making on them.
7. I could be a friend to someone even if they were not very loyal to me.
8. I could be a friend to someone even if they were not very able or intelligent.
9. I could be a friend to someone even if they were not very sensitive to my feelings.
10. I am a responsible person.
11. I am a sensitive person.
12. I am a conservative person.
13. When I feel like I'm about to fail at something, I try not to let it affect me.
14. When I feel like I'm about to fail at something, I try even harder.
15. When I feel like I'm about to fail at something, I try to think of a new approach.
16. If I'm having problems on a project I try to analyze them for a possible solution before continuing.
17. If I'm having problems on a project I try to ignore them and do the best I can.
18. If I'm having problems on a project I like to get help.
19. I wish I were more consistent sometimes.
20. I wish I were more versatile sometimes.
21. I wish I were more organized sometimes.
22. In solving problems I do best when I first try to break it down into its parts.
23. In solving problems I do best when I first try to think of as many different approaches as possible.
24. In solving problems I do best when I first try to recall how I've handled similar situations in the past.
25. The intelligent person is one who can reason things through logically.

26. The intelligent person is one who is well read and knowledgeable.
27. The intelligent person is one who can discover solutions to problems where others have given up.
28. In performing my daily activities, I find that it's best to have a set routine.
29. In performing my daily activities, I find that it's best to cope with things as they occur.
30. In performing my daily activities, I find that it's best to have a plan for each day.
31. If I think I might lose at something, I usually don't try it.
32. If I think I might lose at something, I usually try at least to learn from it.
33. If I think I might lose at something, I usually try even harder.
34. At times I feel like picking a fist fight with someone.
35. I am often inclined to go out of my way to win a point with someone who has opposed me.
36. At times I feel like smashing things.
37. I enjoy testing my abilities in competitive situations.
38. I enjoy the excitement of competitive situations.
39. I do not enjoy competitive situations.
40. Once in awhile I laugh at a dirty joke.
41. Once in awhile I think of things too bad to talk about.
42. Once in awhile I put off until tomorrow what I ought to do today.
43. Our obligation to future generations will be fulfilled only if we build upon the heritage passed down to us.
44. Our obligation to future generations will be fulfilled only if we maintain the heritage passed down to us.
45. Our obligation to future generations will be fulfilled only if we create new approaches to the problems of the future.
46. One should look to the church or the great philosophers for the moral principles which can best guide one's life.
47. One must look to one's own time and place for those moral principles which can best guide one's life, since there are no absolute principles.
48. One must work out for oneself those moral principles which can best guide one's life, since there are no absolute principles.
49. I'm on my guard around people I don't trust.
50. I'm confident of my ability to deal with untrustworthy people.
51. I can adjust even to people I don't trust, once I discover what their goals are.
52. I am a careful person.

53. I am a conscientious person.
54. I am a carefree person.
55. Life gains its most important meaning through helping one's children grow and develop into worthwhile citizens.
56. Life gains its most important meaning through work and seeing one's plans being achieved.
57. Life gains its most important meaning through warm and loving relationships with one's friends.
58. When I make mistakes, I try to limit their consequences.
59. When I make mistakes, I try to correct them.
60. When I make mistakes, I try to learn from them.
61. I like to flirt.
62. I enjoy the excitement of a crowd.
63. I enjoy social gatherings just to be with people.
64. The highest expression of mankind's aspirations is to be found in art.
65. The highest expression of mankind's aspirations is to be found in religion.
66. The highest expression of mankind's aspirations is to be found in science.
67. People need to learn to be more open and accepting of their sexuality.
68. People need to learn to express their sexuality responsibly.
69. There is too much openness about sexuality today.
70. When a discussion is going over my head, I continue listening in hope that I'll learn something new.
71. When a discussion is going over my head, I realize I'm in the wrong company.
72. When a discussion is going over my head, I try to direct the conversation in another direction.
73. I expect the future to be one of increasing hard times.
74. I expect the future to be one of increasing opportunities.
75. I expect the future to be one of increasing change and excitement.
76. Very little of my time is spent following my own interests.
77. Very little of my time is spent with my family.
78. Very little of my time is spent with friends and acquaintances.
79. I try not to get too involved in other people's problems.
80. I tend to get quite involved in other people's problems.
81. I get involved in other people's problems only when I am affected by them.

82. It's important to me to feel I have roots in the community where I live.
83. It's important to me to feel free to move to a new community in order to further my career.
84. It's important to me to feel that I can be at home wherever I might be.
85. In helping two people resolve a conflict, I would first try to determine what each might settle for in order to find a compromise.
86. In helping two people resolve a conflict, I would first try to analyze what the consequences would be if the conflict were resolved one way or the other.
87. In helping two people resolve a conflict, I would first try to review what had happened previously.
88. I'm uncomfortable around people who don't let me know where they stand.
89. I'm uncomfortable around people with interests different from my own.
90. I'm uncomfortable around strangers.
91. Schools should emphasize personal growth and social skills.
92. Schools should emphasize moral and religious training.
93. Schools should emphasize learning the basic skills.
94. I do not tire quickly.
95. I blush no more often than others.
96. My hands and feet are usually warm enough.
97. In situations where I might be in conflict with other people, I try to find a compromise so everyone can satisfy at least part of their needs.
98. I try to avoid situations where I might be in conflict with other people, even if it means not doing something I want to do.
99. I usually try to accomplish what I set out to do, even if it means coming into conflict with other people.
100. I am probably a little too withdrawn around people.
101. I am probably a little too manipulative with people.
102. I am probably a little too conforming around people.
103. If I were to participate in a religious pageant, I would be most concerned that all the rituals were observed correctly.
104. If I were to participate in a religious pageant, I would be most concerned that I did my part well.
105. If I were to participate in a religious pageant, I would be most concerned with how well the audience enjoyed the performance.

106. Feeling you're doing the right thing is more important than making a good impression.
107. I seldom worry about what impression I make on others.
108. It's important to make a good impression on others.
109. My closest, most intimate friends are people with interests and goals similar to my own.
110. My closest, most intimate friends are people who are open and sensitive to the needs of others.
111. My closest, most intimate friends are people from backgrounds similar to my own.
112. I like to feel that my family would approve of the choices I make.
113. I like to feel that the choices I make are my own.
114. I like to feel that my friends would approve of the choices I make.
115. Children who misbehave should be punished.
116. Children who misbehave require understanding.
117. Children who misbehave are best ignored.
118. I usually handle uncomfortable situations by trying to change what is happening.
119. I try to avoid uncomfortable situations.
120. I'm usually able to adjust to uncomfortable situations so I'm not too bothered by them.
121. I do not like everyone I know.
122. I do not read every editorial in the newspaper every day.
123. I do not always tell the truth.
124. I feel comfortable only when I'm around people who have beliefs and interests similar to my own.
125. I feel comfortable around most people, even if they have backgrounds different from my own.
126. I feel comfortable only when I'm around the people I've grown up with and have known most of my life.
127. I enjoy doing things with other people.
128. I enjoy doing things which are routine and familiar.
129. I enjoy doing things on my own.
130. Society is in trouble today because people do not respect the traditional values which have withstood the test of time.
131. Society is in trouble today because people do not feel they can influence what is happening in their lives.
132. Society is in trouble today because people do not have enough respect for the legitimate needs of others.

133. Dwindling natural resources will not be a problem if research is begun now to develop new alternatives.
134. Dwindling natural resources will not be a problem if we invest more in exploration and the development of existing resources.
135. Dwindling natural resources will not be a problem if we begin now to encourage conservation practices.
136. When I have difficulties, I tend to look to my friends for help.
137. When I have difficulties, I tend to look to my family for help.
138. When I have difficulties, I try to resolve them without outside help.
139. When people start to take advantage of me, I still try to help them as much as I can.
140. When people start to take advantage of me, I have nothing more to do with them.
141. When people start to take advantage of me, I discuss the issue with them.
142. When I do something very wrong, I am ashamed because of the disgrace I may bring upon my family.
143. When I do something very wrong, I feel very guilty for not living up to my standards.
144. When I do something very wrong, I am afraid that others will no longer accept me.
145. My mother and father often made me obey even when I thought it was unreasonable.
146. Some of my family have quick tempers.
147. Once in awhile I feel hate towards members of my family whom I usually love.
148. If asked to assume a large responsibility, I would try to get other people to help with the job.
149. If asked to assume a large responsibility, I would try to decline the job.
150. If asked to assume a large responsibility, I would accept only if I felt it was an important and necessary job.
151. I enjoy being a follower.
152. I enjoy being a leader.
153. I enjoy being alone.
154. Progress is best measured by comparing where we are with where we have been.
155. Progress is best measured by comparing where we are with what our actual needs are.
156. Progress is best measured by comparing where we are with where we want to go.

- 157. It is my family background that has mostly determined what I am today.
- 158. It is my own actions and decisions that have mostly determined what I am today.
- 159. It is the impact of my friends and my environment that has mostly determined what I am today.
- 160. I am rather traditional.
- 161. I am rather industrious.
- 162. I am easy to get along with.
- 163. I am probably a little too selfish in dealing with other people.
- 164. I am probably a little too narrow minded in dealing with other people.
- 165. I am probably a little too superficial in dealing with other people.
- 166. I like to know some important people because it makes me feel important.
- 167. I gossip a little at times.
- 168. I would rather win than lose in a game.
- 169. I value spiritual growth most highly.
- 170. I value achievement most highly.
- 171. I value creativity most highly.
- 172. I tend to enjoy the more solitary type of activities.
- 173. I tend to enjoy those activities which allow me to be with other people.
- 174. I tend to enjoy those activities which allow me to develop my skills.
- 175. I enjoy being alone.
- 176. I enjoy new experiences.
- 177. I enjoy making plans for the future.
- 178. When looking back on one's life, it is best to try and correct for past mistakes.
- 179. When looking back on one's life, it is best to realize that mistakes were an inevitable part of learning.
- 180. When looking back on one's life, it is best not to dwell on past mistakes.
- 181. It makes me impatient to have people ask my advice or otherwise interrupt me when I am working on something important.
- 182. It makes me uncomfortable to put on a stunt at a party even when others are doing the same sort of things.
- 183. It makes me nervous to have to wait.

184. I do my best and let other people think what they will.
185. I try to live up to other people's expectations of me.
186. What other people think doesn't bother me.
187. For me, the good life is one of change and variety.
188. For me, the good life is one of growth and progress.
189. For me, the good life is one of stability and continuity.
190. To succeed in life, one must be sincere.
191. To succeed in life, one must be respected.
192. To succeed in life, one must be trusted.
193. Life is most satisfying for me when it consists of familiar activities with few surprises.
194. Life is most satisfying for me when it consists of activities which are directed toward my goals.
195. Life is most satisfying for me when it consists of a variety of different activities.
196. The world is changing too fast.
197. I find the way the world is changing to be exciting.
198. I would like to change some things about the world.
199. When I suspect that someone is against me, I try to stay clear of them.
200. When I suspect that someone is against me, I try to win them over.
201. When I suspect that someone is against me, I try to find out what I've done wrong.
202. One might as well learn to accept the fact that there will always be conflict among people who want the same things.
203. Conflict among people who want the same things will only be reduced when we learn to compromise and accept the fact that we can't have everything.
204. Conflict among people who want the same things will eventually be reduced when we learn how to produce enough and distribute it fairly.
205. I usually try to prevent day to day problems by planning ahead.
206. I usually try to cope with day to day problems as they occur.
207. I usually try not to worry about day to day problems.
208. When forming an opinion on something, I try to determine what respected authorities in the field think.
209. When forming an opinion on something, I try to determine what my friends think.
210. When forming an opinion on something, I try to determine how it matches my previous experience and knowledge.

- 211. When I let my guard down and don't watch what other people are doing, they are apt to take advantage of me.
- 212. When I don't pay attention to other people's intentions, they are apt to take advantage of me.
- 213. When I'm not careful who I'm around, people are apt to take advantage of me.
- 214. Ultimately, the strength of our society will depend on our ability to allow expression of all our differences.
- 215. Ultimately, the strength of our society will depend on our ability to work together.
- 216. Ultimately, the strength of our soceity will depend on our ability to preserve our cultural heritage.
- 217. Loaning money to one's acquaintances can be a good business policy.
- 218. Loaning money to one's acquaintances is seldom a wise policy.
- 219. Loaning money to one's acquaintances is a way of demonstrating one's friendship.
- 220. My family is my principle source of fulfillment.
- 221. My work is my principle source of fulfillment.
- 222. My leisure time is my principle source of fulfillment.
- 223. I have reason for feeling jealous of one or more of my family members.
- 224. My parents and family find more fault with me than they should.
- 225. My family does not like the work I have chosen (or the work I intend to choose for my life work).
- 226. I enjoy remembering experiences I've had.
- 227. I enjoy making plans for the future.
- 228. I enjoy new experiences.
- 229. I like to save as much money as I can for unexpected expenses.
- 230. I like to spend most of my money on things I want, even if I have to borrow to meet unexpected expenses.
- 231. I like to put as much money as I can in investments, even if I have to borrow to meet unexpected expenses.
- 232. In learning to cope with life, I have relied mainly on my own experiences.
- 233. In learning to cope with life, I have relied mostly on the experience of my friends and peers.
- 234. In learning to cope with life, I have relied mostly on the experience of older adults such as my parents.
- 235. I will consider my life a success if I have children of whom I can be proud.
- 236. I will consider my life a success if I have succeeded in my career.

- 237. I will consider my life a success if I have a network of friends who value and love me.
- 238. I enjoy talking about the old times.
- 239. I enjoy reading books.
- 240. I enjoy parties.
- 241. I tend to prefer quiet, routine activities in my daily life.
- 242. I tend to prefer novel, exciting activities in my daily life.
- 243. As long as I'm accomplishing something, it's not important to me whether my daily life is routine and quiet or novel and exciting.
- 244. I find I simply can't work with people I don't like.
- 245. When I work with people I don't like, I try to find some quality about them that I can appreciate.
- 246. I sometimes work with people I don't like when it's necessary to achieve my goals.

APPENDIX B

OKLAHOMA PERSONAL STYLE INVENTORY

(FORM 2)

OKLAHOMA PERSONAL STYLE INVENTORY

(FORM 2)

Instructions: Please read the following statements, decide how you feel about each one, and circle your answer on the special answer sheet. For each statement, the answer sheet has five numbers which have the following meanings:

4: Agree Strongly

3: Agree Somewhat

2: Neither Agree nor Disagree

1: Disagree Somewhat

0: Disagree Strongly

For example, if you strongly agree with the statement "I get angry when people don't keep their promises" you should carefully circle the number for that item as follows, 0 1 2 3 4. If you felt somewhat negatively about the statement "I enjoy historical pageants", you should circle number 1, 0 1 2 3 4. If you felt that the statement "I am an active person" was neither true nor false as applied to you, you should mark number 2, 0 1 2 3 4. There are no "right" or "wrong" answers, but if you should change your mind, be sure to erase your mark completely. Please respond to all the statements and work as quickly as possible.

1. I am good at organizing things.
2. I am probably a little too manipulative with people.
3. It's important to make a good impression on others.
4. Schools should emphasize moral and religious training.
5. I am a conservative person.
6. I usually try to accomplish what I set out to do, even if it means coming into conflict with other people.
7. I like chances to be creative and inventive.
8. One might as well learn to accept the fact that there will always be conflict among people who want the same things.
9. One should look to the church or the great philosophers for the moral principles which can best guide one's life.
10. I can be hard when the situation requires it.
11. The highest expression of mankind's aspirations is to be found in art.
12. I enjoy the excitement of a crowd.
13. I seldom make demands on other people.
14. I enjoy being a leader.
15. My closest, most intimate friends are people from backgrounds similar to my own.
16. I am easy to get along with.
17. I am a strong person.
18. It makes me uncomfortable to put on a stunt at a party even when others are doing the same sort of things.
19. I am very selective in the things I do.
20. I am confident of my ability to deal with untrustworthy people.
21. I enjoy parties.
22. If I were to participate in a religious pageant, I would be most concerned with how well the audience enjoyed the performance.
23. I blush no more often than others.
24. I value spiritual growth most highly.
25. When I have difficulties, I tend to look to my family for help.
26. I will consider life a success if I have succeeded in my career.
27. My parents and family find more fault in me than they should.
28. I enjoy testing my abilities in competitive situations.
29. I enjoy doing things with other people.
30. In situations where I might be in conflict with other people, I try to find a compromise so everyone can satisfy at least part of their needs.

31. I do not tire quickly.
32. I enjoy opportunities to show my skills and abilities.
33. I am a careful person.
34. I feel comfortable around most people, even if they have backgrounds different from my own.
35. It's important to me to feel I have roots in the community where I live.
36. I usually handle uncomfortable situations by trying to change what is happening.
37. I have long range goals which I hope to achieve.
38. I tend to get quite involved in other people's problems.
39. It is easy for people to get to know me.
40. I work harder than most people.
41. Some of my family have quick tempers.
42. The more challenge the assignment, the more I like it.
43. Life is most satisfying for me when it consists of familiar activities and few surprises.
44. It makes me nervous when I have to wait.
45. I enjoy doing things on my own.
46. People seem to have confidence in my abilities.
47. Life gains its most important meaning through helping one's children grow and develop into worthwhile citizens.
48. I like to flirt.
49. Society is in trouble today because people do not feel they can influence what is happening in their lives.
50. When I'm not careful who I'm around, people are apt to take advantage of me.
51. If I were to participate in a religious pageant, I would be most concerned that all the rituals were observed correctly.
52. My hands and feet are usually warm enough.
53. I will consider my life a success if I have a network of friends who value and love me.
54. I enjoy new experiences.
55. I tend to enjoy those activities which allow me to be with other people.
56. I think I would have enjoyed the challenges of a frontier life.
57. People seek my advice when there are difficult decisions to be made.
58. Society is in trouble today because people do not respect the traditional values which have withstood the test of time.

59. I usually try to cope with day to day problems as they occur.
60. It makes me impatient to have people ask my advice or otherwise interrupt me when I am working on something important.
61. I usually have lots of energy.
62. I tend to enjoy those activities which allow me to develop my skills.
63. Once in awhile I feel hate towards members of my family whom I usually love.
64. When I do something wrong, I am ashamed because of the disgrace it brings upon my family.
65. I am rather traditional.
66. I value achievement most highly.
67. At times I feel like picking a fist fight with someone.
68. When I have difficulties, I try to resolve them without outside help.
69. I have reason for feeling jealous of one or more of my family members.
70. I like to spend most of my money on things I want, even if I have to borrow to meet unexpected expenses.
71. The highest expression of mankind's aspirations is to be found in religion.
72. I enjoy the excitement of a crowd.
73. I value being my own boss.
74. I am a carefree person.
75. I am often inclined to go out of my way to win a point with someone who has opposed me.
76. I try to avoid situations where I might be in conflict with other people, even if it means not doing something I want to do.
77. I tend to prefer novel, exciting activities in my daily life.
78. My mother or father often made me obey even when I thought it was unreasonable.
79. I can be depended upon to carry my share of the load.
80. It's important to me to feel that I can be at home wherever I might be.
81. I take pride in being highly productive.
82. I sometimes work with people I don't like when it's necessary to achieve my goals.
83. At times I feel like smashing things.
84. I enjoy doing things which are routine and familiar.
85. Life is most satisfying for me when it consists of a variety of different activities.

86. For me, the good life is one of stability and continuity.
87. My family does not like the work I have chosen (or the work I intend to choose for my life work).
88. I like setting goals which require my best effort to achieve.
89. In learning to cope with life, I have relied mostly on the experience of older adults such as my parents.
90. I expect a lot of myself.
91. I like to save as much money as I can for unexpected expenses.
92. I will consider life a success if I have children of whom I can be proud.
93. I am more self-reliant than most people.

APPENDIX C

OKLAHOMA PERSONAL STYLE INVENTORY

(FORM 3)

OKLAHOMA PERSONAL STYLE INVENTORY

(FORM 3)

Instructions: Please read the following statements, decide how you feel about each one, and circle your answer on the special answer sheet. For each statement, the answer sheet has five numbers which have the following meanings:

4: Agree Strongly

3: Agree Somewhat

2: Neither Agree nor Disagree

1: Disagree Somewhat

0: Disagree Strongly

For example, if you strongly agree with the statement "I get angry when people don't keep their promises" you should carefully circle the number for that item as follows, 0 1 2 3 4. If you felt somewhat negatively about the statement "I enjoy historical pageants", you should circle number 1, 0 1 2 3 4. If you felt that the statement "I am an active person" was neither true nor false as applied to you, you should mark number 2, 0 1 2 3 4. There are no "right" or "wrong" answers, but if you should change your mind, be sure to erase your mark completely. Please respond to all the statements and work as quickly as possible.

1. I tend to enjoy those activities which allow me to be with other people.
2. I am a carefree person.
3. I tend to enjoy those activities which allow me to develop my skills.
4. I enjoy the excitement of a crowd.
5. I am often inclined to go out of my way to win a point with someone who has opposed me.
6. My parents and family find more fault in me than they should.
7. When I have difficulties, I tend to look to my family for help.
8. Schools should emphasize moral and religious training.
9. My hands and feet are usually warm enough.
10. I try to avoid situations where I might be in conflict with other people, even if it means not doing something I want to do.
11. It makes me nervous to have to wait.
12. At times I feel like picking a fist fight with someone.
13. I am more self-reliant than most people.
14. Once in awhile I feel hate towards members of my family whom I usually love.
15. I enjoy parties.
16. I can be depended upon to carry my share of the load.
17. I have reason for feeling jealous of one or more of my family members.
18. It is easy for people to get to know me.
19. I value spiritual growth most highly.
20. I take pride in being highly productive.
21. Society is in trouble today because people do not respect the traditional values which have withstood the test of time.
22. I work harder than most people.
23. I like to flirt.
24. For me the good life is one of stability and continuity.
25. I am rather traditional.
26. I usually try to handle uncomfortable situations by trying to change what is happening.
27. I like to spend most of my money on things I want, even if I have to borrow to meet unexpected expenses.
28. I am good at organizing things.
29. It is important to me to feel I have roots in the community where I live.

30. At times I feel like smashing things.
31. I feel comfortable around most people, even if they have backgrounds different from my own.
32. I expect alot of myself.
33. It makes me impatient to have people ask my advise or otherwise interrupt me when I am working on something important.
34. One might as well accept the fact that there will always be conflict among people who want the same thing.
35. My mother or father often made me obey even when I thought it was unreasonable.
36. I enjoy doing things which are routine and familiar.
37. My family does not like the work I have chosen (or the work I intend to choose for my life work).
38. I have long range goals which I hope to achieve.
39. It makes me uncomfortable to put on a stunt at a party even when others are doing the same sort of things.
40. I blush no more often than others.
41. I do not tire quickly.
42. The more challenging the assignment, the more I like it.
43. I enjoy doing things with other people.
44. Life is most satisfying for me when it consists of familiar activities with few surprises.
45. I sometimes work with people I don't like when it's necessary to achieve my goals.
46. Some of my family have quick tempers.

APPENDIX D

KEY - FORM I

Key - Form I

Conservative Items

1, 6, 7, 12, 13, 17, 19, 24, 26, 28, 31, 44, 46, 49, 52, 55, 58, 65, 69, 71, 73, 77, 79, 82, 87, 90, 98, 100, 103, 107, 111, 112, 117, 119, 126, 128, 130, 135, 137, 140, 142, 149, 153, 154, 157, 160, 164, 169, 172, 175, 180, 186, 189, 191, 193, 196, 199, 202, 207, 208, 211, 216, 218, 220, 226, 229, 234, 235, 238, 241, 244.

Assimilative Items

2, 5, 8, 10, 14, 16, 21, 22, 25, 30, 33, 37, 43, 48, 50, 53, 56, 59, 66, 68, 72, 74, 76, 81, 83, 86, 88, 93, 99, 101, 104, 106, 109, 113, 115, 118, 124, 129, 131, 134, 138, 141, 143, 150, 152, 156, 158, 161, 163, 170, 174, 177, 178, 184, 188, 192, 194, 198, 200, 204, 205, 210, 213, 215, 217, 221, 227, 231, 232, 236, 239, 243, 246.

Accommodative Items

3, 4, 9, 11, 15, 18, 20, 23, 27, 29, 32, 38, 45, 47, 51, 54, 57, 60, 64, 67, 70, 75, 78, 80, 84, 85, 89, 91, 97, 102, 105, 108, 110, 114, 116, 120, 125, 127, 132, 133, 136, 139, 144, 148, 151, 155, 159, 162, 165, 171, 173, 176, 179, 185, 187, 190, 195, 197, 201, 203, 206, 209, 212, 214, 219, 222, 228, 230, 233, 237, 240, 242, 245.

Social Desirability Items

94, 95, 96, 181, 182, 183, 223, 224, 225.

Repression Items

34, 35, 36, 61, 62, 63, 145, 146, 147.

Lie Items

40, 41, 42, 121, 122, 123, 166, 167, 168.

APPENDIX E

KEY - FORM II

Key - Form 2

Assimilation Items

1, 2, 6, 7, 8, 10, 14, 17, 19, 20, 26, 28, 32, 36,
37, 40, 42, 45, 46, 50, 56, 57, 61, 62, 66, 68, 73, 75,
79, 81, 88, 90, 93.

Conservatism Items

4, 5, 9, 15, 24, 25, 33, 35, 38, 43, 47, 51, 58, 64,
65, 71, 76, 84, 86, 89, 91, 92.

Accommodation Items

3, 11, 13, 16, 21, 22, 29, 30, 34, 39, 49, 53, 54, 55,
59, 70, 74, 77, 80, 82, 85.

Repression Items

12, 41, 44, 48, 67, 78, 83.

Social Desirability Items

18, 23, 27, 31, 52, 60, 63, 69, 87.

APPENDIX F

KEY - FORM 3

Key - Form 3

Assimilation Items

3, 13, 16, 20, 22, 28, 32, 38, 42, 45.

Conservatism Items

7, 8, 10, 19, 21, 24, 25, 29, 36, 44.

Accommodation Items

1, 2, 5, 15, 18, 26, 27, 31, 34, 43.

Repression Items

4, 6, 11, 12, 30, 40, 41, 46.

Social Desirability Items

9, 14, 17, 23, 33, 35, 37, 39.

VITA /

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