

SEX AND AGE DIFFERENCES IN PERSONALITY

By

DONNA FREEZE SELSOR

Bachelor of Science in Arts and Science

Oklahoma State University

Stillwater, Oklahoma

1983

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
December, 1985

Thesis
1985
S468
Cop. 2

SEX AND AGE DIFFERENCES IN PERSONALITY



Thesis Approved:

W. E. Jaynes

Thesis Adviser

John L. Beard

W. L. Kendall

Norman N. Murken

Dean of the Graduate College

PREFACE

This study was conducted in order to discern any differences between the generations of older people and younger people in the personality construct conservatism. A second consideration was given to any differences in conservatism due to gender. Lastly, education influence on conservatism was sought. Studies of this nature have been done around the world and this study was to add to the existing body of literature.

The author wishes to express her appreciation to her research adviser, Dr. William E. Jaynes, for his guidance and assistance throughout this study. Appreciation is also expressed to the other committee members, Dr. John Baird and Dr. Bill Venable.

A note of thanks is given to Ms. Shirley Motsinger for editing and typing the manuscript as well as her friendship throughout the writing of this thesis. In addition, appreciation is extended to the retirement center residents and college students for their interest and willingness to see this project completed.

Finally, special gratitude is expressed to my three children, Trudy, Rhonda, and Christa for their understanding, encouragement and many, many sacrifices.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.	1
Background	1
Definition of Terms.	2
II. LITERATURE REVIEW	4
III. METHOD.	9
Subjects	9
Questionnaire.	9
Data Analysis.	10
IV. RESULTS AND DISCUSSION.	11
Results.	11
Discussion	18
BIBLIOGRAPHY	19
APPENDIX	21

LIST OF TABLES

Table	Page
I. Component Loadings	13
II. ANOVA: WE, WC, CO Composite	14
III. ANOVA: WR	15
IV. ANOVA: AS	16
V. ANOVA: AC	16
VI. ANOVA: RE	17

LIST OF FIGURES

Figure	Page
1. Scree Plot of Eigenvalues.	12

CHAPTER I

INTRODUCTION

Background

Wilson (1973) claims that conservatism is:

...a general factor underlying the entire field of social attitudes much the same as intelligence is conceived as a general factor which partly determines abilities in different areas (p. 3).

Wilson also prescribed eight characteristics for the extremely conservative person: (1) religious fundamentalism; (2) proestablishment politics; (3) insistence on strict rules and punishments; (4) promilitarism; (5) preference for conventional art, clothing, and institutions; (6) antihedonistic outlook; (7) intolerance of minority groups; and (8) superstitious resistance to science. He hypothesized that conservative attitudes reflect a fear of uncertainty. Wilson's own theoretical stance vis-a-vis the conservative attitude syndrome is that it is intimately related to genetic and environmental factors that determine feelings of insecurity and inferiority. The conservative individual tends to avoid both stimulus and response uncertainty, and this avoidance is reflected in the verbal attitudes that are expressed as well as other aspects of behavior. Wilson therefore assumes that conservative attitudes serve a defensive function. He states:

They [conservative attitudes] arise as a means of simplifying, ordering, controlling, and rendering more secure both the external world (through perceptual processes, stimulus preferences, etc.) and the internal world (needs, feelings, desires, etc.) by subjugating them to rigid and simplistic external

codes of conduct (rules, laws, morals, duties, obligations, etc.) thus reducing conflict and averting the anxiety that would accompany awareness of the freedom to choose among alternative modes of action (pp. 261-264).

This study does not necessarily view the conservative trait as a negative factor. Some degree of conservatism seems desirable. An example could be symbolic gestures such as patriotism to one's country or a way of life such as keeping customs. Prejudices and stereotypes of the conservative attitude have been identified by Wilson in his findings. Such findings make possible quantitative data of human attributes. For this purpose, Wilson's definitions will be relied upon as examples of a conservative.

The aim of the present study is to discover value predictors in the form of demographic variables that will point to a social conservative. Sex and age were considered as possible indicators effecting the degree of a person's conservative inclination.

Definition of Terms

1. **Bureaucratic Orientation:** a personality construct which reflects a commitment to the set of attitudes, values, and behaviors that are characteristically fostered and rewarded by bureaucratic organization.

2. **Conservatism:** a tendency to exhibit resistance to change; the tendency to seek and prefer traditional and conventional values, goals, and behaviors.

3. **Conservative:** tending or disposed to maintaining existing views, conditions, or institutions.

4. **Idealism:** individuals scoring towards the idealistic end of this dimension tend to derive their attitudes from systematic ideologies (e.g. moral, religious, or political).

5. Liberalism: favorable to change, reform, and progress; open to new ideas; not bound by orthodoxy or traditionalism.

6. Realistic: racialistic, punitive, hedonistic, conforming, and generally predisposed to express attitudes and act in a selfish, expedient manner.

7. Composite: the conservative aspect measured in the WEPS, the WPAI, and the OSPI which are identified as WE, WC, and CO respectively.

CHAPTER II

LITERATURE REVIEW

The Wilson Patterson Attitude Inventory (WPAI) is a conservatism scale that was developed as an alternative to more conventional scales of a general conservative dimension. Instead of requiring subjects to evaluate lengthy and detailed propositions, which is the common form of most attitude measures, the authors constructed a scale comprised of brief labels or catch phrases representing familiar social issues. This format was said to avoid the influence of cognitive processes, grammatical confusion, task conflict, and desirability.

The WPAI is designed to measure conservatism vs liberalism (WC) and realism vs idealism (WR). Factor analysis has found the scale to reflect a general underlying factor (Wilson, 1970) which the conservatism scale (c-scale) purports to be a measure of the enduring personality construct, conservatism. It was first used in New Zealand in the 1960's, but has since been used in research in Australia, Britain, Federal Germany, the Netherlands, and Sweden as a reliable measurement of conservatism. A factor structure comparison of the English, Dutch, and New Zealand cultures indicates that the c-scale has considerable potential as an international test of social attitudes (Bradley and Wilson, 1970).

Stacey (1977) reports that older working class people, and particularly older women, are somewhat more likely than younger people to support the conservatives. It appears that in New Zealand the mean c-scale scores differ little if at all between men and women. But in both sexes

c-scale scores tend to rise with age. The best predictor of c-scale conservatism seems to be frequency of church attendance.

Wilson and Patterson (1968) conducted a study using their conservatism scale. The age and sex norms were based on a quota sample of 360 drawn from 496 New Zealand respondents. The sex difference was consistent but very small and may be disregarded for most practical purposes. The correlation with age was more significant.

Lapsley and Enright (1979) did a study which indicated that the conservation scale is a reliable and valid measure and can be used quite satisfactorily with American samples. This study recommended that further validation needs to be done with American samples.

Recent discussion of the attitude syndrome called conservatism suggests a degree of overlap between the belief and attitudes of conservative people and those embedded in a Protestant Ethic outlook. The emphasis placed on a person's industriousness probably represents the most critical aspect of the Protestant Ethic (Weber, 1976). Does the conservative attitude affect an individual's progression in achievement? How should conservatism be viewed as a characteristic in learning? These are questions that could be addressed as current issues but are not within the realm of this study.

The Work Environment Preference Schedule (WEPS) was designed by Leonard Gordon (1970) to measure Bureaucratic Orientation. The term bureaucracy was coined by a Frenchman, Vincent de Gournay, in 1945 (Riggs, 1979). Max Weber's (1949) concept of bureaucracy was not the governmental red tape and burdensome mass of inefficiency known today as bureaucracy. Bureaucracy was a theoretical construct. As such, bureaucracy was a standard or model of assessment to be used as a means of appraising organizations' relative performance. This model represented an ideal

and highly rational form of organization. According to Bedeian (1984), Weber's model had five essential features:

1. Labor and authority responsibilities were clearly defined.
2. Positions were arranged by chain of command.
3. Members were selected based on their educational qualifications.
4. Officials were appointed, not elected.
5. Duties were regulated by rules and regulations that apply to everyone in an impersonal manner.

A set of five characteristics similar to those of Weber but describing individuals rather than organizations was designed by Gordon (1978). These categories are described as follows:

1. Self-Subordination: complies with a superior and wants decisions to be made by higher authority.
2. Compartmentalization: complete confidence in expert judgment and keeps to one's own area of specialization.
3. Impersonalization: impersonal relationships particularly with individuals at different organizational levels.
4. Rule Conformity: prefers to follow rules and regulations.
5. Traditionalism: a need for the security provided by organizational identification and conformity to the in-group norm.

Individuals in whom the traditionalism need is strong will place a high value on conformist behavior and on being systematic. They will place a low value on having personal independence of action when engaging in new ventures. The worker will exhibit conservative characteristics that are reinforced by the work environment.

Individuals may be viewed as living systems that possess characteristics which are common to other living systems. The Oklahoma Personality Style Inventory (OSPI) was designed to identify and measure these

adaptive characteristics as they pertain to the individual. The instrument measures strategies that dominate the interaction processes required by the individual to insure some level of adaptation. The OSPI concentrates on individual differences in conservatism, assimilation, and accommodation.

There are two general paths to a person being able to have feelings of control. In primary control the individuals enhance their rewards by influencing their existing environment. In secondary control the individuals enhance their rewards by accommodating to their existing environment without changing (Weisz, 1984).

There can be three modes of interaction between an individual and the environment. One of these is assimilation where the environment is adapted to the individual's needs. A second strategy is accommodation. Here the person adapts to the environment while the person's self is maintained. The third form of interaction is conservatism. Here the person maintains the status quo (Fromme, 1983).

The OPSI contains five variables: assimilation (AS), accommodation (AC), conservatism (CO), social desirability (SD), and repression (RE). Richard Cervantes' 1978 Master's Thesis validated the OPSI by item analysis.

Assimilation is described as being inner-directed, achievement oriented, and rather independent. Assimilator's are goal-orientated, self-motivated, and set high expectations for themselves. They also have a high need to produce and achieve.

Accommodation is a state of acceptance. Accommodators are directed by other people's attitudes and social trends. Short term goals are enough for them. Consequently, the accommodator is often changed by the environment.

Conservatives are described as traditional, moralistic, and family-oriented people who resist change because they view both internal and external changes as a threat. They protect themselves by placing familiar people of like beliefs around them, which ensures a stability of beliefs.

The last two variables are included to account for response bias (Cronbach, 1949). Social desirability is a response tendency to answer questions in a manner viewed as being socially accepted (Edwards, 1957). Repression is the response set with a tendency to favor affirmative responses over negative responses.

Cervantes (1984) found that assimilation and internal locus of control were associated. Gianola (1985) used the OPSI and 16 PF in his study. The 16 PF measured anxiety, extroversion, and independence. This study indicates that accommodation went together with extroversion. Conservatism measured negatively with independence. Social desirability and repression indicate negative findings related to anxiety. Gianola replaced social desirability and repression with anxiety.

Broverman (1972) conducted a study of college students' attitudes on sex role stereotypes. The author conceived stereotypes in terms of the degree to which men and women are perceived as possessing a specific trait. The research suggests that common stereotypes exist concerning men and women. It also suggests that men are nonnurturing, logical, competent, and self confident, while women are nurturing, intuitive, incompetent, and lacking in self-confidence.

CHAPTER III

METHOD

Subjects

The data in the present study were obtained from two distinctly different groups. One group was composed of residents from retirement centers located in Oklahoma. The occupants of the centers are usually no longer working, are able to pay for their accommodations, and do not require nursing care. The other group was made up of young adults from the campus of a large public Mid-Western university.

The total sample was divided into groups of men and women large enough for the purpose of separate data analysis. All four subsamples were composed primarily of persons from urban and rural sections of Oklahoma. Otherwise, the younger and older adults represent a cross section of the population in the South-Central United States.

The subjects from the centers received no compensation for their participation. However, the students received extra class credits for their time. Subjects who did not volunteer were polled to determine if their nonparticipation would have a bearing on the study. The results indicated that the subjects did not need extra credit or simply did not have the time to participate.

Questionnaire

The Wilson Patterson Conservatism Scale (WPCS), the Gordon Work

Environmental Preference Schedule (WEPS), and the Oklahoma Personal Style (OPSI) (see Appendix) were administered to small groups of men and women during different times and on different days at both the center and the university. The order of presentations of the inventories were rotated in order to eliminate bias. A time limit of 50 minutes was set to complete the 128 items on all three of the questionnaires.

Data Analysis

The correlation matrix for all of the scores derived from the total sample was subjected to component analysis. A scree test was used to determine the number of components. Data were also analyzed by use of the analysis of variance procedure with age and sex as independent variables, and conservatism, assimilation, accommodation, social desirability, and repression as the dependent variables in five successive analyses.

CHAPTER IV

RESULTS AND DISCUSSION

Results

Cattell (1973) advocates the use of a scree test where a graph of the eigenvalues is used as a method of determining the number of components in principal component analysis. Cattell suggests that analyst stop extracting components at the point where the eigenvalues begin to level off, forming a straight line with a gentle downward slope. Figure 1 gives the scree plot for the eigenvalues of the correlation matrix for the eight primary variables in the present data. This plot levels off at the second component, which suggests stopping with only one component.

Rather than using the first principal component, a binary extraction vector was employed to obtain the loadings for a single component. This was done to avoid the overestimation of large loadings, which tends to occur in principal component analysis. The extraction vector had elements equal to one for three variables: WE, WC, and CO, which should represent the conservatism aspect that is measured according to the WEPS, the WPAI, and the OSPI, respectively.

The other elements in the vector were equal to zero. This vector produced the loadings in Table I.

The first three rows in Table I involve demographic variables which were not the primary variables. The next eight rows contain the questionnaire variables which were the primary variables. The three largest

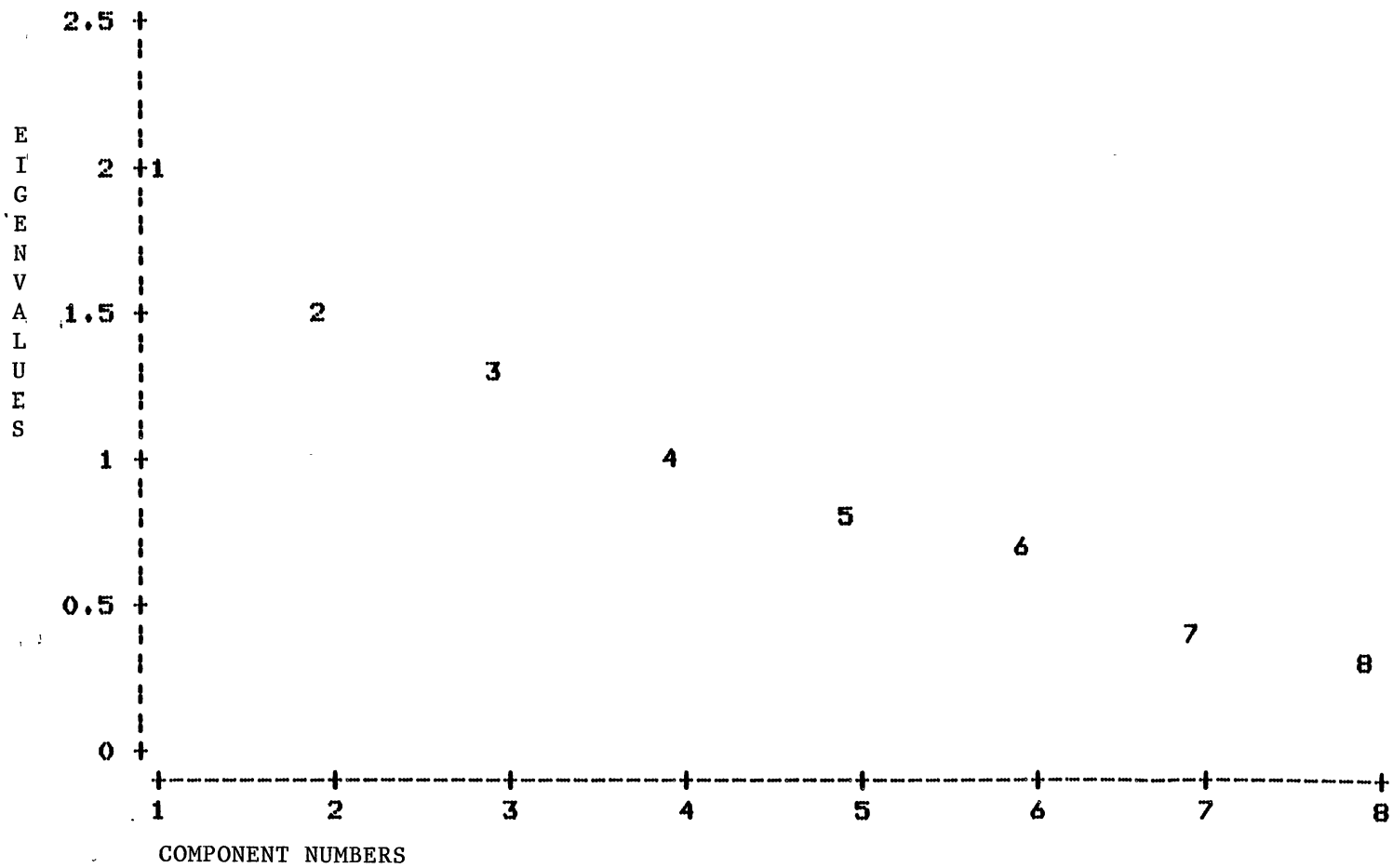


Figure 1. Scree Plot of Eigenvalues

loadings are WE, WC, and CO, suggesting that this component represents conservatism. The component has a moderately large loading on age. This

TABLE I
COMPONENT LOADINGS

Variable	Overall Conservatism Score
Age	0.379
Sex	-0.049
Education	-0.047
WE	0.694
WC	0.777
WR	0.244
AS	0.019
AC	0.128
CO	0.776
SD	-0.142
RE	0.188

loading indicates that older subjects scored higher than younger subjects. The rest of the loadings are small enough to be ignored.

Data were further analyzed by use of the analysis of variance procedure with age and sex as independent variables and an equally weighted

standard score composite of WE, WC, and CO, realism (WR), assimilation (AS), accommodation (AC), social desirability (SD), and repression (RE) as successive dependent variables. Education was not used as a dependent variable because the older adults had more opportunity to secure a greater amount of education.

Analysis of the Statistical Analysis System listing of subjects revealed the young male subgroup had one more subject than each of the other three subgroups. Subject number 28 was therefore randomly selected and deleted in order to provide equal subgroup sample sizes for each analysis of variance. Execution of this step leaves 116 subjects in the analysis of variance tables that follow.

TABLE II
ANOVA: WE, WC, CO COMPOSITE

	Degree of Freedom	Mean Squares	F
Sex	1	0.034	0.37
Age	1	14.590	16.07*
Sex and Age Interaction	1	0.033	0.04
Error	112	0.908	

* $p < .0001$

The values in Table II indicate that age was associated with a significant main effect in the conservatism composite scores. Sex was not associated with a significant main effect in these scores, and sex and

age were not related to an interaction effect. The correlation ratio for age and conservatism was .354, and the older adults scored higher ($\bar{M} = .359$) than the younger adults ($\bar{M} = -.349$).

TABLE III

ANOVA: WR

	Degree of Freedom	Mean Squares	F
Sex	1	2.21	0.07
Age	1	337.97	11.05*
Sex and Age Interaction	1	15.20	0.50
Error	112	30.59	

* $p < .0012$

The values in Table III indicate that age was associated with a significant main effect in the realism component scores. Sex was not associated with a significant main effect in these scores, and sex and age were not related to an interaction effect. The correlation ratio for age and realism was .299, and the older adults scored higher ($\bar{M} = 59.36$) than the younger adults ($\bar{M} = 55.95$).

TABLE IV
ANOVA: AS

	Degree of Freedom	Mean Squares	F
Sex	1	0.422	0.01
Age	1	543.112	19.28*
Sex and Age Interaction	1	0.215	0.01
Error	112	28.160	

* $p < .001$

The values in Table IV indicate that age was associated with a significant main effect in the assimilation component scores. Sex was not associated with a significant main effect in these scores, and sex and age were not related to an interaction effect. The correlation ratio for age and assimilation was .383, and the younger adults scored higher ($\bar{M} = 41.71$) than the older adults ($\bar{M} = 37.38$).

TABLE V
ANOVA: AC

	Degree of Freedom	Mean Squares	F
Sex	1	25.14	1.48
Age	1	154.79	9.12*
Sex and Age Interaction	1	9.97	0.59
Error	112	16.96	

* $p < .001$

The values in Table V indicate that age was associated with a significant main effect in the accommodation component scores. Sex was not associated with a significant main effect in these scores, and sex and age were not related to an interaction effect. The correlation ratio for age and accommodation was .272, and the younger adults scored higher ($\bar{M} = 36.69$) than the older adults ($\bar{M} = 36.69$).

TABLE VI
ANOVA: RE

	Degree of Freedom	Mean Squares	F
Sex	1	161.80	5.56*
Age	1	740.08	29.45**
Sex and Age Interaction	1	1.04	0.04
Error	112	29.08	

* $p < .0201$

** $p < .0001$

The values in Table VI indicate that age was associated with a significant main effect in the repression scores and that sex was associated with a significant main effect in the repression scores as well. Sex and age were not related to an interaction effect. The correlation ratio for age and repression was .422 and the older adults scored higher ($\bar{M} = 25.69$) than the younger adults ($\bar{M} = 20.64$). The correlation ratio for sex and repression was .197 and the females scored higher ($\bar{M} = 24.34$) than the males ($\bar{M} = 21.98$).

Discussion

The results indicate that those at the older age levels are significantly higher in conservatism and bureaucratic orientation. Sex, however, is not found to be associated with significant differences in conservatism and bureaucratic orientation. Likewise, sex and age in combination are not linked with a significant interaction in conservatism and bureaucratic orientation. Thus, the findings do not support some of the common stereotypes concerning sex and age.

The younger adults are significantly higher in assimilation and accommodation, indicating that they are more idealistic in nature, more internal concerning locus of control, and more extroverted. Older people, on the other hand, who are lower in assimilation and accommodation, are more realistic in nature, more external relative to locus of control, and more introverted.

Finally, older people score significantly higher in repression, but older women score even higher in repression than older men. This suggests that older adults experience less anxiety, but that older women are less anxious than older men.

Recommendations for further research indicate that a cross-sectional study needs to be conducted to investigate the age group of individuals in their 30s, 40s, and 50s, who were not represented in this study.

A longitudinal study needs to be conducted on the university students in the present study every ten years to determine if the original variables change over time.

BIBLIOGRAPHY

- Bagley, C., Wilson, G. D., and Boshier, R. The conservatism scale: a factor structure comparison of English, Dutch, and New Zealand samples. Journal of Social Psychology. 1970, 81, 267-268.
- Bedeian, A. Organization: Theory and Analyses. Chicago: Dryden Press, 1984.
- Broverman, I. K. Sex-role stereotypes: a current appraisal. Journal of Social Issues. 1972, 28, 59-78.
- Cattell, R. B. Factor analysis: an introduction to essentials. Biometrics. 1973, 21, 190-215.
- Cervantes, R. C. "The Measurement of Adaptation and Coping Processes." (Unpub. M.S. thesis, Oklahoma State University, 1978.)
- Cervantes, R. C. "The Oklahoma Personal Style Inventory: A Measure of Construct Validation." (Unpub. Ph.D. dissertation, Oklahoma State University, 1984.)
- Cronbach, L. J. Essentials of Psychological Testing. New York: Harper, 1949.
- Edwards, A. L. The Social Desirability Variable in Personality Assessment and Research. New York: Dryden Press, 1957.
- Fromme, D. K. "General Systems Theory." (Unpub. manuscript, 1983.) Stillwater, Oklahoma: Oklahoma State University.
- Gianola, B. "Second Order Personality Factors Subdivisions Within an Incarcerated Juvenile Population." (Unpub. Ph.D. dissertation, Oklahoma State University, 1985.)
- Gordon, L. V. The measurement of bureaucratic orientation. Personnel Psychology. 1970, 23, 1-11.
- Lapsley, D. K. and Enright, R. D. The effects of social desirability, intelligence, and milieu on an American validation of the conservatism scale. Journal of Social Psychology. 1979, 107, 9-14.
- Riggs, F. Shifting meanings of the term bureaucracy. Internal Science Journal. 1979, 31, 563-584.
- Stacey, B. The psychology of conservatism. Part II: Wilson's theory and general trends in the study of conservatism. New Zealand Psychologist. 1977, Vol. 6(2), 109-123.

- Weber, M. The Methodology of the Social Sciences. Glencoe, ILL: Free Press, 1949.
- Weber, M. The Protestant Ethic and the Spirit of Capitalism. London: George Allen, 1976.
- Weisz, J. R., Rothbaum, F. M., and Blackburn, T. C. Standing out and standing in, the psychology of control in America and Japan. American Psychologist. 1984, 39, pp. 955-969.
- Wilson, G. D. and Patterson, J. A new measure of conservatism. British Journal of Social and Clinical Psychology. 1968, 8, 264-269.
- Wilson, G. D. Is there a general factor in social attitudes? Evidence from a factor analysis of the conservatism scale. British Journal of Social and Clinical Psychology. 1970, 9, 101-107.
- Wilson, G. D. The Psychology of Conservatism. London: Academic Press, 1973.

APPENDIX

ATTITUDE SURVEY

The purpose of this survey is to gain information regarding social attitudes. As you answer these questions, please indicate your first response. Please do not spend a great deal of time thinking about each question.

Three questionnaires are involved in this survey. They are the Wilson Patterson Attitude Inventory (WPAI), the Oklahoma Personal Style Inventory (OSPI), and the Work Environment Preference Schedule (WEPS). Each questionnaire has some additional instructions. Please read these instructions carefully before responding then respond to the questionnaires in the order in which they are presented.

I can assure you that your anonymity is protected as you respond. In fact we ask that you do not provide us with your name on any of our forms.

The WEPS has a space for your name and four other spaces for additional information about you. Please leave these spaces blank.

The WPAI requests information concerning your age, your sex, and the number of years of education you have completed. Please supply this information.

If you should have any questions regarding this questionnaire or any part of this program please feel free to confer with me:

Donna Selsor
Data Collector
Master's Graduate Student
Oklahoma State University

Or, if you have further questions later on please call (405) 624-6027 and ask for:

William Jaynes, Ph. D.
Project Supervisor
Psychology Department
Oklahoma State University

This survey has three parts. Additional instructions precede each part. Please read these instructions carefully before responding to each part of the survey.

Thank you very much for your participation here today.

WILSON PATTERSON ATTITUDE INVENTORY (WPAI) *

Please respond to these three items. (a) Your age _____. (b) Your sex: M F
(c) Years of education you have completed: Less than 12, 12, 13-15, 16, 17 or more.

Which of the following do you favor or believe in?

(Circle Yes or No. If absolutely uncertain, circle ? . There are no right or wrong answers; do not discuss; just give your first reaction. Answer all items.)

1. Death penalty	Yes	?	No	25. Computer music	Yes	?	No
2. Evolution theory	Yes	?	No	26. Chastity	Yes	?	No
3. School uniforms	Yes	?	No	27. Fluoridation	Yes	?	No
4. Strip tease shows	Yes	?	No	28. Women judges	Yes	?	No
5. Sabbath observance	Yes	?	No	29. Conventional clothes	Yes	?	No
6. Hippies	Yes	?	No	30. Teenage drivers	Yes	?	No
7. Patriotism	Yes	?	No	31. Racial segregation	Yes	?	No
8. Modern art	Yes	?	No	32. Pornography	Yes	?	No
9. Self-denial	Yes	?	No	33. Church authority	Yes	?	No
10. Working mothers	Yes	?	No	34. Disarmament	Yes	?	No
11. Miracles	Yes	?	No	35. Censorship	Yes	?	No
12. Birth control	Yes	?	No	36. White lies	Yes	?	No
13. Military drill	Yes	?	No	37. Corporal punishment	Yes	?	No
14. Co-education	Yes	?	No	38. Mixed marriage	Yes	?	No
15. Divine law	Yes	?	No	39. Strict rules	Yes	?	No
16. Socialism	Yes	?	No	40. Jazz	Yes	?	No
17. White superiority	Yes	?	No	41. Straitjackets	Yes	?	No
18. Cousin marriage	Yes	?	No	42. Casual living	Yes	?	No
19. Moral training	Yes	?	No	43. Learning latin	Yes	?	No
20. Suicide	Yes	?	No	44. Easy divorce	Yes	?	No
21. Chaperones	Yes	?	No	45. Inborn conscience	Yes	?	No
22. Legal abortion	Yes	?	No	46. Bible truth	Yes	?	No
23. Student pranks	Yes	?	No	47. Smoking pot	Yes	?	No
24. Licensing laws	Yes	?	No				

*N.B. This test is under strict copyright and must not be reproduced. It is available to qualified users from N. F. E. R. Publishing Co., Thames Ave., Windsor, England.

WORK ENVIRONMENT PREFERENCE SCHEDULE (WEPS)

Leonard V. Gordon

RAW SCORE	PERCENTILE
NORMS GROUP	

In most organizations, there are differences of opinion as to how the organization should be run, or how people should conduct themselves. Following are a number of statements concerning these matters. You are asked to give *your own* personal opinion about each statement.

Specifically, this is what you are asked to do. Examine each statement and, using the key provided below, decide on the extent to which *you* agree or disagree with the statement. Then blacken the space under the appropriate symbol, on the line next to that statement.

Now look at the example below. Suppose that you *strongly disagree* with the statement "Safety rules are made to be broken." First, you would notice that SD stands for Strongly Disagree on the key. Then, you would blacken the space under SD on the line next to the statement. Notice that this has been done for you.

Key: SA — Strongly Agree
A — Agree
U — Undecided
D — Disagree
SD — Strongly Disagree

Example:

Safety rules are made to be broken SA A U D SD

You may find yourself agreeing strongly with some of the statements and disagreeing just as strongly with others. In each instance, blacken the space under the symbol that comes closest to representing *your own opinion*. Whether you agree or disagree with a particular statement, you can be sure that many other people feel the same way you do. Be sure to make one choice, and only one choice, for each statement and do not skip any. Now, go ahead.

GRADE or OCCUPATION

(First) SCHOOL or FIRM

(M or F) SEX

(Last) PRINT NAME

DATE

- | | | | | | |
|--|-----------|----------|----------|----------|-----------|
| 1. People at higher levels are in the best position to make important decisions for people below them | <u>SA</u> | <u>A</u> | <u>U</u> | <u>D</u> | <u>SD</u> |
| 2. Relationships within an organization should be based on position or level, not on personal considerations | <u>SA</u> | <u>A</u> | <u>U</u> | <u>D</u> | <u>SD</u> |
| 3. In dealing with others, rules and regulations should be followed exactly | <u>SA</u> | <u>A</u> | <u>U</u> | <u>D</u> | <u>SD</u> |
| 4. A person's expressions of feeling about his organization should conform to those of his fellows | <u>SA</u> | <u>A</u> | <u>U</u> | <u>D</u> | <u>SD</u> |
| 5. A person's first real loyalty within the organization should be to his superior | <u>SA</u> | <u>A</u> | <u>U</u> | <u>D</u> | <u>SD</u> |
| 6. Formality, based on rank or position, should be maintained by members of an organization | <u>SA</u> | <u>A</u> | <u>U</u> | <u>D</u> | <u>SD</u> |
| 7. A person should avoid taking any action that might be subject to criticism | <u>SA</u> | <u>A</u> | <u>U</u> | <u>D</u> | <u>SD</u> |
| 8. Outsiders who complain about an organization are usually either ignorant of the facts or misinformed | <u>SA</u> | <u>A</u> | <u>U</u> | <u>D</u> | <u>SD</u> |
| 9. In a good organization, a person's future career will be pretty well planned out for him | <u>SA</u> | <u>A</u> | <u>U</u> | <u>D</u> | <u>SD</u> |

Please turn the page and continue.

Key: SA – Strongly Agree A – Agree U – Undecided D – Disagree SD – Strongly Disagree

10. A person should think of himself as a member of the organization first, and an individual second	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
11. People are better off when the organization provides a complete set of rules to be followed	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
12. Within an organization, it is unwise to question well-established ways of doing things	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
13. A superior should expect subordinates to carry out his orders without question or deviation	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
14. Within the organization, it is better to maintain formal relationships with other people	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
15. There is really no place in a small organizational unit for the nonconformist	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
16. Pins, written commendations, ceremonies, etc. are all signs of a good organization	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
17. The most important part of a superior's job is to see to it that regulations are followed	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
18. In general, a person's rank or level should determine his relationships toward other people	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
19. Job security is best obtained by learning and following standard work procedures	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
20. A person should defend the actions of his organization against any criticism by outsiders	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
21. A person should do things in the exact manner that he thinks his superior wishes them to be done	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
22. Within an organization, a person should think of himself as a part in a smoothly running machine	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
23. It is better to have a complete set of rules than to have to decide things for oneself	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
24. Length of service in an organization should be given almost as much recognition as level of performance	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>

OKLAHOMA PERSONAL STYLE INVENTORY (OPSI)
 Donald K. Fromme & Rick C. Cervantes
 Copyright 1982

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

- | | |
|-------------------------------|-------------------|
| a. Disagree Strongly | d. Agree Somewhat |
| b. Disagree Somewhat | e. Agree Strongly |
| c. Neither Agree nor Disagree | |

For example, if you agree strongly with the statement, "I get angry when people don't keep their promises" you should carefully circle the letter to the right of the number for the item as follows, a b c d **ⓐ** . If you disagree somewhat with the statement, "I enjoy historical pageants", you should circle the letter b, a **ⓑ** c d e . If you neither agree nor disagree with the statement, "I am an active person", you should mark the letter c, a b **ⓒ** d e . There are no right or wrong answers. If you should mark the letter a then 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. | 1. a b c d e |
| 2. Schools should emphasize moral and religious training. | 2. a b c d e |
| 3. One might as well learn to accept the fact that there will always be conflict among people who want the same things. | 3. a b c d e |
| 4. I enjoy the excitement of a crowd. | 4. a b c d e |
| 5. It makes me uncomfortable to put on a stunt at a party even when others are doing the same sort of things. | 5. a b c d e |
| 6. I enjoy parties. | 6. a b c d e |
| 7. I blush no more often than others. | 7. a b c d e |
| 8. I value spiritual growth most highly. | 8. a b c d e |
| 9. My parents and family find more fault in me than they should. | 9. a b c d e |
| 10. I enjoy things with other people. | 10. a b c d e |
| 11. I do not tire quickly. | 11. a b c d e |
| 12. I feel comfortable around most people even when they have different backgrounds from my own. | 12. a b c d e |
| 13. It's important to me to feel I have roots in the community where I live. | 13. a b c d e |
| 14. I usually handle uncomfortable situations by trying to change what is happening. | 14. a b c d e |
| 15. I have long range goals which I hope to achieve. | 15. a b c d e |
| 16. It is easy for people to get to know me. | 16. a b c d e |
| 17. I work harder than most people. | 17. a b c d e |

OVER PLEASE →

- | | |
|-------------------------------|-------------------|
| a. Disagree Strongly | d. Agree Somewhat |
| b. Disagree Somewhat | e. Agree Strongly |
| c. Neither Agree nor Disagree | |

- | | |
|---|---------------|
| 18. Some of my family have quick tempers. | 18. a b c d e |
| 19. The more challenge the assignment, the more I like it. | 19. a b c d e |
| 20. Life is most satisfying for me when it consists of familiar activities with few surprises. | 20. a b c d e |
| 21. It makes me nervous when I have to wait. | 21. a b c d e |
| 22. I like to flirt. | 22. a b c d e |
| 23. My hands and feet are usually warm enough. | 23. a b c d e |
| 24. I tend to enjoy those activities which allow me to be with people. | 24. a b c d e |
| 25. Society is in trouble today because people do not respect the traditional values which have withstood the test of time. | 25. a b c d e |
| 26. It makes me impatient to have people ask my advice or otherwise interrupt me when I am working on something important. | 26. a b c d e |
| 27. I tend to enjoy those activities which allow me to develop my skills. | 27. a b c d e |
| 28. Once in a while I feel hate towards members of my family whom I usually love. | 28. a b c d e |
| 29. I am rather traditional. | 29. a b c d e |
| 30. At times I feel like picking a fist fight with someone. | 30. a b c d e |
| 31. I have reason for feeling jealous of one or more of my family members. | 31. a b c d e |
| 32. I like to spend most of my money on things I want, even if I have to borrow to meet unexpected expenses. | 32. a b c d e |
| 33. I am a carefree person. | 33. a b c d e |
| 34. I am often inclined to go out of my way to win a point with someone who has opposed me. | 34. a b c d e |
| 35. 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. | 35. a b c d e |
| 36. My mother or father often made me obey even when I thought it was unreasonable. | 36. a b c d e |
| 37. I can be depended upon to carry my share of the load. | 37. a b c d e |
| 38. I take pride in being highly productive. | 38. a b c d e |
| 39. I sometimes work with people I don't like when it's necessary to achieve my goals. | 39. a b c d e |
| 40. At times I feel like smashing things. | 40. a b c d e |
| 41. I enjoy doing things which are routine and familiar. | 41. a b c d e |
| 42. For me, the good life is one of stability and continuity. | 42. a b c d e |
| 43. My family does not like the work I have chosen. | 43. a b c d e |
| 44. I expect a lot of myself. | 44. a b c d e |
| 45. I am more self-reliant than most people. | 45. a b c d e |
| 46. When I have difficulties, I tend to look to my family. | 46. a b c d e |

VITA \

Donna Freeze Selsor

Candidate for the Degree of

Master of Science

Thesis: SEX AND AGE DIFFERENCES IN PERSONALITY

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Miami, Oklahoma, July 27, 1946, the daughter of Don and Pauline Freeze.

Education: Graduated from Northmont High School, Clayton, Ohio, in June, 1965; received Bachelor of Science Degree in Psychology from Oklahoma State University, Stillwater, Oklahoma in July, 1983; completed requirements for the Master of Science degree at Oklahoma State University in December, 1985.

Professional Experience: Scored psychological tests for Misdemeanor Program, Payne County Courthouse, Stillwater, Oklahoma, 1984; Co-director of "Communications Skills" workshop for first line supervisors at Tinker Air Force Base, Oklahoma City, Oklahoma, 1984; coordinated and administered the policies between Oklahoma State University and the Oklahoma City and Tulsa Chapters of the American Society for Training and Development. Managed the \$5000.00 budget for "Expanding Your Company's Productivity: Giving Strategic Direction," a workshop offered in Tulsa on April 16, 1985 and in Oklahoma City on April 17, 1985; Account Executive, Tice and Associates, Inc., Stillwater, Oklahoma, 1985.

Professional Affiliations: Southwestern Psychological Association; International Personnel Management Association; American Society for Training and Development, Tulsa Chapter.