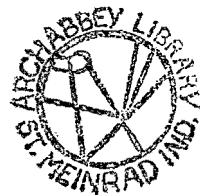


The Relationship Between Personality and
Vocational Decision in Saint Meinrad
College Seniors: A Test of Holland's Theory

A Research Paper
Submitted to the Faculty
Of Saint Meinrad College of Liberal Arts
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For the Degree of Bachelor of Arts

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Abstract

Much research has been done in the area of personality and vocational interest (eg, Holland, 1966; Lee and Hedahl, 1973). This research has shown that personality traits and related vocational choices are consistent with norms established by John L. Holland in 1966.

In this study, subjects who had completed eight contiguous semesters of residence and study at Saint Meinrad College and who were graduating in the spring of 1978 were tested using the Edwards Personal Preference Schedule (EPPS) in a pretest-posttest two-group design. Group One consisted of those students indicating their decision to enter a school of theology in the fall of 1978, while Group Two consisted of those students indicating their decision not to enter a school of theology in the fall of 1978.

The result of t-tests run between groups in the pretest occasion over the fifteen personality factors of the EPPS showed the two groups to be homoskedastic in the pretest occasion. The results of least-square linear regression within each group from pretest to posttest occasions indicate that the personality profile of Group One is stable, except for changes for the factors of Achievement, Order, Affiliation, Intracception, Nurturance and Heterosexuality. The personality profile for Group Two is stable, except for changes for the factors of Endurance and Aggression. These results indicate that a difference in vocational decision is reflected in differences in personality traits between the two groups studied over their four-year programs at Saint Meinrad.

The Relationship Between Personality and
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College Seniors: A Test of Holland's Theory

Football players are aggressive and competitive, bookkeepers are shy and precise, truck drivers are independent and forthright in their actions, and clergymen are social and sensitive to others' needs. Thus do people stereotype those in different occupations. Through individual and societal stereotyping, an individual develops a system by which he or she assigns different personality types to different vocations and makes judgements on the possible career of an individual based upon knowledge of the individual's personality (Holland, 1966).

Is there such a relationship between personality and vocation? Can knowing an individual's personality lead one to an accurate prediction of that individual's career choice? Can knowing an individual's vocation allow for an accurate prediction of personality? In the context of the Saint Meinrad College community, could it be said that a significant personality difference exists between those students entering a school of theology and those not entering?

To answer these questions, it becomes necessary to look at the work done by John L. Holland in the field of personality and vocational choice. In the late 1950's, Holland reviewed the work of Strong, Berdie, Darley

and Hagenst, and Super and Crites; these researchers held that an individual's vocational choice was a function of his vocational interest, and that this interest was distinct from his personality (Holland, 1966). From his observations and experience as a vocational guidance counselor, Holland noted inconsistencies with this viewpoint. He noted, for example, that those who held the interest measurement theory tended to interpret an individual's constructive use of tools as an expression of vocational interest, while a destructive use of tools (such as hitting someone over the head with a hammer) was interpreted as an expression of personality. To Holland, this difference in interpretation was a major inconsistency.

The choice of an occupation is an expressive act which reflects the person's motivation, knowledge, personality and ability. Occupations represent a way of life, an environment rather than a set of isolated work functions or skills. To work as a carpenter (for example) means not only to use tools but to have a certain status, community role and a special pattern of living. In this sense, the choice of an occupational title represents...the subject's motivation, his knowledge of the occupation in question, his insight and understanding of himself and his abilities. In short, item responses may be thought of as a limited but useful expressive or projective protocol (Holland, 1966, p. 2).

From his work, Holland (1966; 1973) developed a theory relating career choice to personality. In formulating his theory, Holland used the following background assumptions: (a) the choice of a vocation is an expression of personality, (b) interest inventories are personality inventories, (c) vocational stereotypes have reliable and important psychological and sociological meanings, (d) the members of a vocation have similar personalities and similar histories of personal development, (e) because people in a vocational group have similar personalities, they will respond to many situations and problems in similar ways; in doing so, they will create characteristic interpersonal environments and (f) vocational satisfaction, stability and achievement depend on the congru-

ency between one's personality and the working environment.

With these assumptions, as well as additional observations, Holland proceeded to classify individuals into one of six personality types: Realistic, Investigative, Artistic, Social, Enterprising and Conventional. Each individual develops into one of these dominant personality types through heredity and environmental influences (Holland, 1973). This classification system summarizes both a series of personality traits and the type of vocation an individual of a given type would be likely to choose to best express his personality (Holland, 1966).

Of the six personality types, the most important to this study is the Social personality. This personality type is characterized in a person who deals with his environment primarily through social interaction. A Social person is described in terms of sociability, nurturance, social presence and psychological-mindedness. The Social personality is best expressed through occupations such as scout leader, clinical psychologist, judge and clergyman (Holland, 1966).

How well does Holland's system work in practical application? Quite well. Studies by Campbell and Holland (1972) and by Wall, Osipow and Ashby (1967) have shown that Holland's classifications can be applied to the categories of tests such as the Strong Vocational Interest Blank, demonstrating a significant ($p < .001$) relationship between subjects' personalities and vocational interest. Results similar to the above were found by Frantz and Walsh (1972), Holland, Sorenson, Clark, Nafziger and Blum (1973), and Lee and Hedahl (1973).

Based on the above, it can be predicted that a difference in vocational interest will be reflected in a significant personality difference. Specifically, a choice by an individual to enter the priesthood (as in-

licated by the choice to enter a school of theology) should be reflected in a difference of scores on a personality test such as the Cattell Sixteen Personality Factor Inventory (16 PF) when compared to the scores of those not entering the priesthood. Work by Cattell (1965) indicated a consistent personality profile for clergymen. This profile is shown in Figure 1.

Insert Figure 1 about here

High scores on the A, B, C and I factors of this profile show clergy to be outgoing, intelligent, stable and compassionate. The low scores on the G, L, N, O and Q_1 factors indicate qualities of conscientiousness, trustworthiness, forthrightness, placidness and conservatism. The moderate scores on the E, F, H, M, Q_2 , Q_3 and Q_4 factors show assertiveness, friendliness, willingness to take some risk, imagination, balance between self- and group-sufficiency, an ability to stay in control and a slight tendency toward overactiveness (Cattell, 1965). Work by Williams (1972) has shown a significant ($p < .001$) relationship between this personality profile and Holland's Social personality classification.

For the population in this study, the senior class of Saint Meinrad College, significant personality differences between those entering a school of theology and those not entering were determined by differences in group profiles on the Edwards Personal Preference Schedule (EPPS). Like the 16 PF, the EPPS measures distinct personality traits along fifteen bi-polar continua and indicates the strengths of these factors in relation to each other (Buros, 1964). Studies show the EPPS and 16 PF can be correlated ($r = 0.50$) and are compatible research instruments for

personality studies (Borgotta and Lambert, 1968). A full description of the EPPS can be found in Appendix A.

In testing the senior class of Saint Meinrad College, it was predicted that (a) there would be a significant difference in personality profile for the group entering theology when compared to the profile of the group not entering theology and (b) there would be a significant difference in personality profile of all subjects when compared with the EPPS profile compiled in 1974. The formal hypotheses are as follows:

H_0 : There is no significant change either within group or between groups from the pretest to the posttest conditions, where the change is due to non-chance factors.

H_1 : There is significant change both within group and between groups from the pretest to the posttest conditions, where the change is due to non-chance factors.

It is recognized that testing was done on a limited sample, and that test results cannot be generalized to include other populations.

Definitions

Two terms are used which have specific meaning in the context of this paper. These terms are:

1. personality: the more or less stable and enduring organization of a person's character, temperament, intellect and physique which determines his unique adjustment to his environment (Liebert and Spiegler, 1974).

2. career/vocation: the series of individual job experiences within a given work field a person engages in after completion of formal education (Waterman and Waterman, 1976).

Method

Subjects. The subjects for this study ($N = 17$) were members of the senior class of Saint Meinrad College, a Roman Catholic seminary. The age range of the subjects was 20 to 22 years at the time of the study. The subjects were chosen on the basis of their having had both eight contiguous semesters of residence and study at the college.

Instrumentation. The Edwards Personal Preference Schedule (EPPS), a research and counseling instrument designed to measure fifteen personality variables and provide comparison of these variables (Edwards, 1959).

Procedure. The design format of this study meets the requirements of Campbell and Stanley (1963) as a pre-posttest two-group design.

All pretest data was collected in the fall of 1974 upon the subjects' entrance to Saint Meinrad College. Testing in the posttest condition was done in the spring of 1978; testing was done only on those students enrolled in Saint Meinrad for eight contiguous semesters, and graduating in the spring of 1978. Group membership was determined by each subject's choice to enter or not enter a school of theology in the fall of 1978. Group One ($N = 12$) consisted of those subjects indicating their decision to enter a school of theology, while Group Two ($N = 5$) consisted of those subjects indicating their decision not to enter a school of theology.

To test for homoskedasticity between the two groups in the pretest occasion, t-tests were run across all fifteen personality variables of the EPPS. Linear regression was performed to ferret out significant differences in personality from pretest to posttest occasions within each group. Multivariant techniques would have provided more in-depth

information. However, such techniques were not readily available.

Results

None of the t-tests run between groups in the pretest occasion indicated any significant differences in scores between the two groups of subjects on any of the fifteen personality variables. Results were constrained at $p < .01$; however, even at $p < .10$, no significant differences were found. The results of the t-tests are presented in Table 1. It can be inferred, therefore, that on the pretest data, the two sample groups were homoskedastic.

Insert Table 1 about here

With homoskedasticity between Group One and Group Two in the pretest occasion determined, the least-sum-square method of linear regression was used on the within-group data from pretest to posttest occasions for each of the fifteen personality variables. The least-sum-square method of regression produces a linear equation for the line of best fit. The line produced is such that the squared deviation values from the line are at a minimum value (Runyon and Haber, 1976). The general equation for the line of best fit is

$$y = a + bx$$

where

y = the value of the posttest score,

a = the intercept of the line on the abscissa,

b = the regression of y on x and,

x = the value of the pretest score.

The degree of accuracy with which the resultant linear equations predict the relationship between the pretest and posttest values is indicated

by the Pearson product-moment coefficient, referred to as the Pearson \underline{r} . Since the value of \underline{r} needed at a given confidence level varies with the number of data pairs studied, critical values are set for the degree of freedom (\underline{df}) of the sample, where the \underline{df} is equal to the number of subjects minus two. The critical values of \underline{r} are expressed in the following general form:

$$\underline{r}(\underline{df}) = c, \underline{p} < d$$

where

\underline{r} = the Pearson \underline{r} ,

\underline{df} = the degrees of freedom,

c = the critical value of the Pearson \underline{r} ,

\underline{p} = probability and,

d = the designated alpha level.

Group One

For Group One, the critical values for \underline{r} were as follows:

$$\underline{r}(10) = .58, \underline{p} < .05$$

$$\underline{r}(10) = .71, \underline{p} < .01.$$

Based on this, the regression equations for the variables Achievement, Order, Affiliation, Intraception, Nurturance and Heterosexuality were significant. The equation for Achievement was

$$y = 19.7 + .53 x,$$

$$\underline{r} = .62,$$

indicating an increase for the need to see tangible results in performed tasks. This is possibly due to a desire to want tangible proof for the desirability of the ordained ministry in their lives. It should be noted, however, that the coefficient of determination (\underline{r}^2) for this equation was .38, indicating that the line of best fit for this factor

explains 38% of the values obtained. This indicates that other factors not tested for are contributing to the change in the strength of this need.

The equation for Order was

$$y = 7.5 - .80 x,$$

$$\underline{r} = .71.$$

This equation was significant at $p .01$. The equation indicates that the need for order for this group has lessened. Combined with Achievement, it could mean that more attention is paid to tangible results and less to the technique with which the results are obtained. The $\underline{r}^2 = .49$, indicating that only about half of the obtained results are explained by the equation, leaving the possibility of other factors being at work.

The equation for Affiliation was

$$y = 17.0 - .65 x,$$

$$\underline{r} = .58.$$

This indicates a lower need to affiliate with others. It is possible also in this case that the need to achieve causes one in this group to become more task- oriented to the exclusion of a great deal of social contact. Other factors may be at work, as $\underline{r}^2 = .34$; the equation only accounts for 34% of the variance encountered.

The equation for the variable Intraception, significant at $p .01$, was

$$y = 13.0 - .70 x,$$

$$\underline{r} = .79,$$

indicating a lower need in the group to investigate motives and reflect on actions performed both by themselves and others. This is possibly due to the admonition to "accept others as they are", an attitude stressed

in many of the courses at Saint Meinrad. The $\underline{r}^2 = .62$, indicating the line of best fit accounts for more than half of the plotted values.

The equation for the variable Nurturance was

$$y = 30.4 - .51 x,$$

$$\underline{r} = .67,$$

indicating a lessened need to care for other people and show such feelings as sympathy. The drop in value appears to be tied in with the drop in Affiliation; not only do students have less need to affiliate, but also have less tendency to be warm and open when they do affiliate. It is possible that one reason for the change is the tendency for students to put first priority on classwork, devoting whatever time is left to socialize. However, during much of that socializing, the thought of future tasks is usually in mind, thus lessening the chances of becoming totally involved with the other person. Other factors are involved, as $\underline{r}^2 = .45$; the equation accounts for less than half of the obtained values.

The variable Heterosexuality yields the following equation:

$$y = 17.5 - .59 x,$$

$$\underline{r} = .58.$$

This indicates a lessened need to associate with members of the opposite sex. One possible reason for this change is that those going on to theology are starting to associate with members of the opposite sex in a manner appropriate for an ordained minister. This type of relationship would reflect on the EPPS. Since $\underline{r}^2 = .24$, other factors are at work to effect the change in test value.

Group Two

In Group Two, the critical values for the Pearson \underline{r} were

$$r(3) = .87, p < .05$$

$$r(3) = .95, p < .01.$$

Using this criteria, the variables Aggression and Endurance were found to have significant equations. The first of these, Aggression, had the following equation:

$$y = 15.0 + .71 x,$$

$$r = .92,$$

indicating that the need to express aggression rose. The $r^2 = .85$; the line of best fit explains most of the obtained values. This need to act aggressively may be tied in with a need to express frustration or dissatisfaction. It has been noted from personal observation that a student planning to leave the Saint Meinrad program exhibits a greater tendency to vocalize complaints about the college program, and is more likely to be forthright in their comments on the program.

The equation for the variable Endurance was

$$y = -3.8 + 1.0 x,$$

$$r = .87,$$

indicating a greater need in this group to see a task through to its end. The $r^2 = .66$, indicating that the line of best fit explains 66% of the obtained values. This need to finish a task may be attributed to the desire of students in this group to finish the Saint Meinrad program, thus leaving them free to enter other fields of endeavor.

Conclusions

As the data indicates, students entering Saint Meinrad College as freshmen have a similar personality profile as measured by the EPPS. As these students experience four years of the Saint Meinrad academic and formation programs, a shift occurs in the profiles. When the same

students are tested four years later, and compared on the basis of their vocational commitment, significant personality trait changes are found within each group. The personality for each group, comparing pretest and posttest profiles, are presented in Figures 2 and 3.

Insert Figures 2 and 3 about here

It appears the alternative hypothesis can be accepted: differences in vocational choice appear as significant differences in personality profiles for the two groups of students studied.

It should be noted that the possibility of a Type II error does exist, although the probability is minimal. For Group One, the probability for such an error is two chances out of ten experimental situations ($p < .20$), meaning that for every ten experiments run on homogeneous groups of subjects, two experimental situations will yield significantly-changed results. For Group Two, the possibility for error is one time out of ten experimental situations ($p < .10$), meaning that out of ten experiments run on homogeneous groups of subjects, one experimental situation will yield significantly-changed results. These values are low enough to allow one to accept the trait changes as consistent for any group in this seminary situation.

Further research should be done on similar groups in this college situation to determine if the trait changes found in this study are consistent for other groups, and to determine if other trends in personality development, not found by this study, exist.

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Table 1

Average Group Scores on the Edwards Personal Preference Schedule

Factor	Group 1	Group 2	<u>t</u>	<u>df.</u>	
	<u>T</u>	<u>T</u>			
Achievement	32.0	46.0	-1.80	NS	15
Defendence	55.0	45.3	1.60	NS	15
Order	54.3	46.2	1.29	NS	15
Exhibition	48.1	51.7	-0.68	NS	15
Autonomy	43.0	51.8	-1.75	NS	15
Affiliation	64.5	65.9	-0.27	NS	15
Intraception	51.3	49.3	0.34	NS	15
Succorance	58.5	56.5	0.38	NS	15
Dominance	45.3	39.3	2.79	NS	15
Abasement	61.5	58.0	0.82	NS	15
Nurturance	47.0	46.5	0.93	NS	15
Change	48.6	48.8	-0.03	NS	15
Endurance	47.0	46.5	1.69	NS	15
Heterosexuality	46.4	49.1	-0.82	NS	15
Aggression	46.6	44.9	1.35	NS	15

 $t (.05, 15) = 2.1$
 $t (.01, 15) = 2.9$

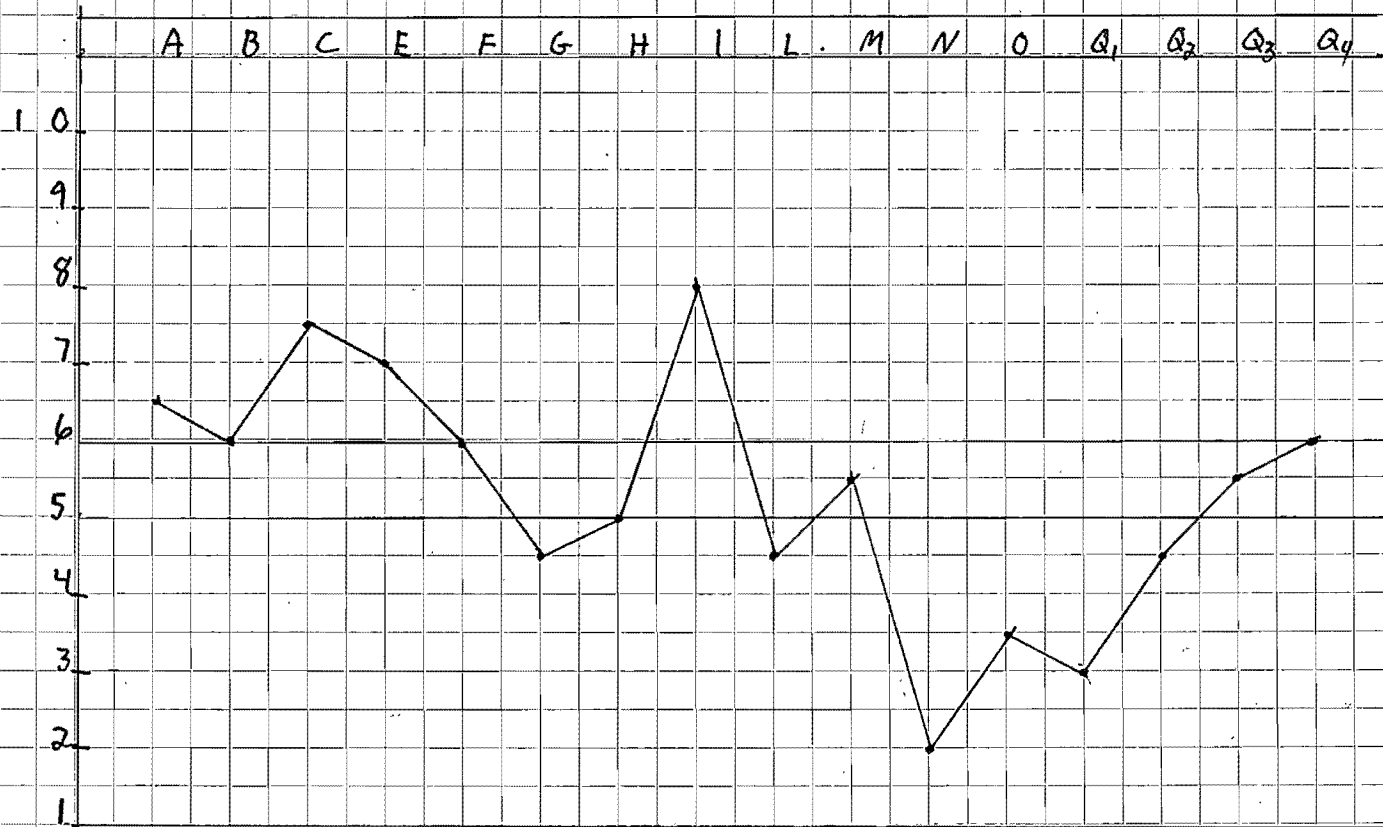
Figure Caption

Figure 1 shows the Cattell 16 PF profile for clergymen. The mean score of each factor for the group tested ($N = 100$) is plotted. The upper quartile, mean score and lower quartile score for each factor is also provided.

FIGURE 1

16 PF PROFILE: CLERGYMEN

FACTOR



UPPER QUANTILE	8.8	6.6	8.4	8.2	7.3	6.9	6.8	9.1	6.1	6.8	3.1	4.4	4.0	5.5	6.4	7.5
MEAN SCORE	6.6	6.0	7.7	6.9	5.9	4.5	6.1	7.5	4.5	5.5	1.8	3.4	2.9	4.5	5.3	6.2
LOWER QUANTILE	4.5	5.4	7.0	5.6	4.5	2.2	5.4	5.9	2.9	4.2	0.5	2.4	1.8	3.5	4.2	2.9

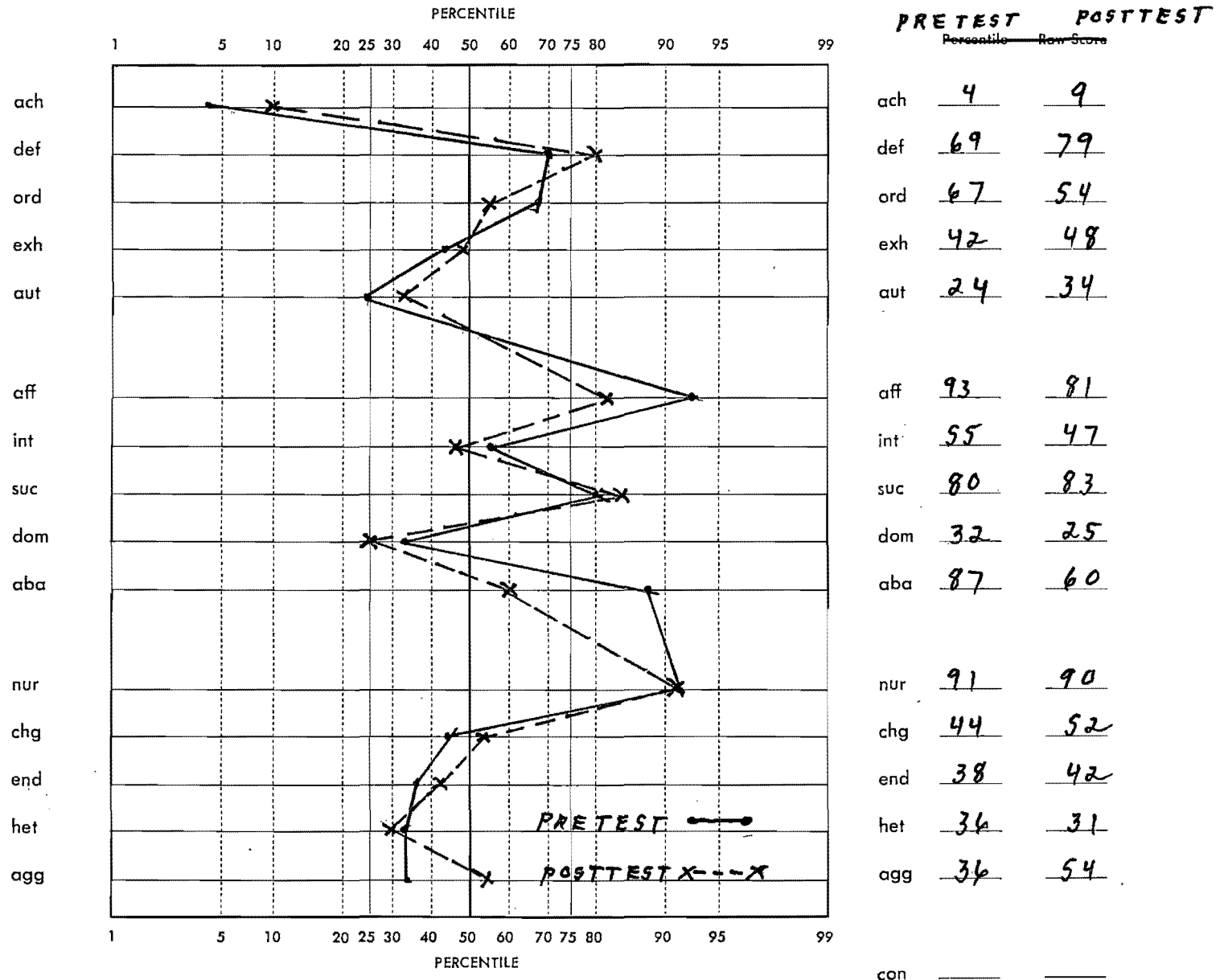
Figure Caption

Figure 2 compares the personality profiles of Group One from the pretest to the posttest occasions. The percentile ranks shown were derived from the average standard score for each factor.

Edwards Personal Preference Schedule

NAME Group OneSEX MaleNORMS USED College Male

PERCENTILE



EDWARDS PERSONAL PREFERENCE SCHEDULE

DO NOT WRITE
IN THESE COLUMNS

Name Sex Age Date

Print Last Name First Middle Initial

(Grade School)

(High School)

(College)

Education: Circle the last school grade you completed 1 2 3 4 5 6 7 8 9 10 11 12 Fr So Jr Sr

For each numbered item in the booklet select either statement A or B and *encircle* A or B alongside the corresponding number on this sheet.

1 A_B 6 A_B 11 A_B 16 A_B 21 A_B 26 A_B 31 A_B 36 A_B 41 A_B 46 A_B 51 A_B 56 A_B 61 A_B 66 A_B 71 A_B
2 A_B 7 A_B 12 A_B 17 A_B 22 A_B 27 A_B 32 A_B 37 A_B 42 A_B 47 A_B 52 A_B 57 A_B 62 A_B 67 A_B 72 A_B
3 A_B 8 A_B 13 A_B 18 A_B 23 A_B 28 A_B 33 A_B 38 A_B 43 A_B 48 A_B 53 A_B 58 A_B 63 A_B 68 A_B 73 A_B
4 A_B 9 A_B 14 A_B 19 A_B 24 A_B 29 A_B 34 A_B 39 A_B 44 A_B 49 A_B 54 A_B 59 A_B 64 A_B 69 A_B 74 A_B
5 A_B 10 A_B 15 A_B 20 A_B 25 A_B 30 A_B 35 A_B 40 A_B 45 A_B 50 A_B 55 A_B 60 A_B 65 A_B 70 A_B 75 A_B

76 A_B 81 A_B 86 A_B 91 A_B 96 A_B 101 A_B 106 A_B 111 A_B 116 A_B 121 A_B 126 A_B 131 A_B 136 A_B 141 A_B 146 A_B
77 A_B 82 A_B 87 A_B 92 A_B 97 A_B 102 A_B 107 A_B 112 A_B 117 A_B 122 A_B 127 A_B 132 A_B 137 A_B 142 A_B 147 A_B
78 A_B 83 A_B 88 A_B 93 A_B 98 A_B 103 A_B 108 A_B 113 A_B 118 A_B 123 A_B 128 A_B 133 A_B 138 A_B 143 A_B 148 A_B
79 A_B 84 A_B 89 A_B 94 A_B 99 A_B 104 A_B 109 A_B 114 A_B 119 A_B 124 A_B 129 A_B 134 A_B 139 A_B 144 A_B 149 A_B
80 A_B 85 A_B 90 A_B 95 A_B 100 A_B 105 A_B 110 A_B 115 A_B 120 A_B 125 A_B 130 A_B 135 A_B 140 A_B 145 A_B 150 A_B

151 A_B 156 A_B 161 A_B 166 A_B 171 A_B 176 A_B 181 A_B 186 A_B 191 A_B 196 A_B 201 A_B 206 A_B 211 A_B 216 A_B 221 A_B
152 A_B 157 A_B 162 A_B 167 A_B 172 A_B 177 A_B 182 A_B 187 A_B 192 A_B 197 A_B 202 A_B 207 A_B 212 A_B 217 A_B 222 A_B
153 A_B 158 A_B 163 A_B 168 A_B 173 A_B 178 A_B 183 A_B 188 A_B 193 A_B 198 A_B 203 A_B 208 A_B 213 A_B 218 A_B 223 A_B
154 A_B 159 A_B 164 A_B 169 A_B 174 A_B 179 A_B 184 A_B 189 A_B 194 A_B 199 A_B 204 A_B 209 A_B 214 A_B 219 A_B 224 A_B
155 A_B 160 A_B 165 A_B 170 A_B 175 A_B 180 A_B 185 A_B 190 A_B 195 A_B 200 A_B 205 A_B 210 A_B 215 A_B 220 A_B 225 A_B

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aut	_____	_____	_____	_____
aff	_____	_____	_____	_____
int	_____	_____	_____	_____
suc	_____	_____	_____	_____
dom	_____	_____	_____	_____
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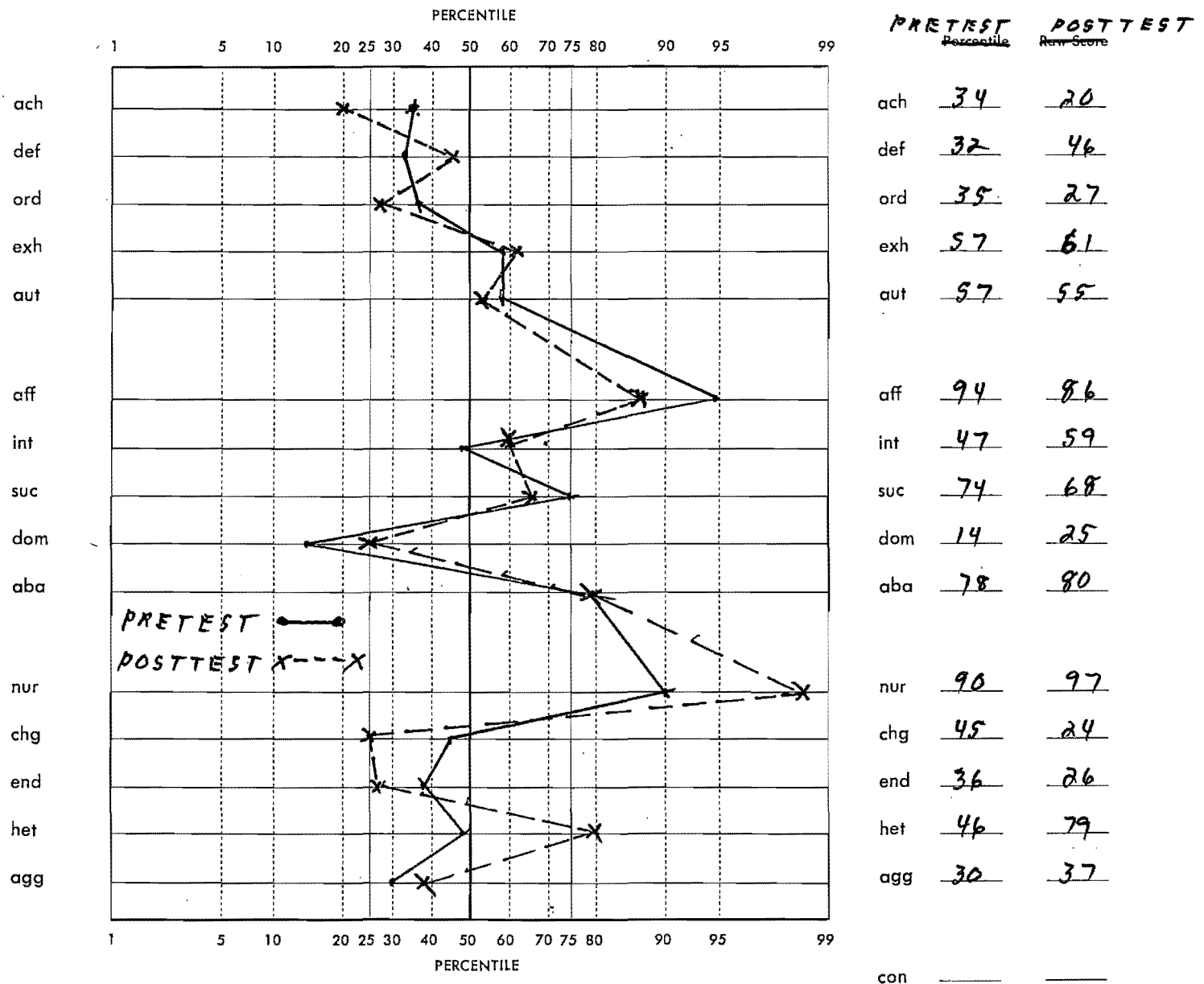
Figure Caption

Figure 3 compares the personality profiles of Group Two from the pretest to the posttest occasions. The percentile ranks shown were derived from the average standard score for each factor.

Edwards Personal Preference Schedule

NAME Group Two SEX Male NORMS USED College Male
LAST FIRST

PERCENTILE



EDWARDS PERSONAL PREFERENCE SCHEDULE

DO NOT WRITE
IN THESE COLUMNS

Name Sex Age Date
Print Last Name First Middle Initial

Education: Circle the last school grade you completed (Grade School) (High School) (College)
 1 2 3 4 5 6 7 8 9 10 11 12 Fr So Jr Sr

For each numbered item in the booklet select either statement A or B and *encircle* A or B alongside the corresponding number on this sheet.

1 ^A _B	6 ^A _B	11 ^A _B	16 ^A _B	21 ^A _B	26 ^A _B	31 ^A _B	36 ^A _B	41 ^A _B	46 ^A _B	51 ^A _B	56 ^A _B	61 ^A _B	66 ^A _B	71 ^A _B
2 ^A _B	7 ^A _B	12 ^A _B	17 ^A _B	22 ^A _B	27 ^A _B	32 ^A _B	37 ^A _B	42 ^A _B	47 ^A _B	52 ^A _B	57 ^A _B	62 ^A _B	67 ^A _B	72 ^A _B
3 ^A _B	8 ^A _B	13 ^A _B	18 ^A _B	23 ^A _B	28 ^A _B	33 ^A _B	38 ^A _B	43 ^A _B	48 ^A _B	53 ^A _B	58 ^A _B	63 ^A _B	68 ^A _B	73 ^A _B
4 ^A _B	9 ^A _B	14 ^A _B	19 ^A _B	24 ^A _B	29 ^A _B	34 ^A _B	39 ^A _B	44 ^A _B	49 ^A _B	54 ^A _B	59 ^A _B	64 ^A _B	69 ^A _B	74 ^A _B
5 ^A _B	10 ^A _B	15 ^A _B	20 ^A _B	25 ^A _B	30 ^A _B	35 ^A _B	40 ^A _B	45 ^A _B	50 ^A _B	55 ^A _B	60 ^A _B	65 ^A _B	70 ^A _B	75 ^A _B
76 ^A _B	81 ^A _B	86 ^A _B	91 ^A _B	96 ^A _B	101 ^A _B	106 ^A _B	111 ^A _B	116 ^A _B	121 ^A _B	126 ^A _B	131 ^A _B	136 ^A _B	141 ^A _B	146 ^A _B
77 ^A _B	82 ^A _B	87 ^A _B	92 ^A _B	97 ^A _B	102 ^A _B	107 ^A _B	112 ^A _B	117 ^A _B	122 ^A _B	127 ^A _B	132 ^A _B	137 ^A _B	142 ^A _B	147 ^A _B
78 ^A _B	83 ^A _B	88 ^A _B	93 ^A _B	98 ^A _B	103 ^A _B	108 ^A _B	113 ^A _B	118 ^A _B	123 ^A _B	128 ^A _B	133 ^A _B	138 ^A _B	143 ^A _B	148 ^A _B
79 ^A _B	84 ^A _B	89 ^A _B	94 ^A _B	99 ^A _B	104 ^A _B	109 ^A _B	114 ^A _B	119 ^A _B	124 ^A _B	129 ^A _B	134 ^A _B	139 ^A _B	144 ^A _B	149 ^A _B
80 ^A _B	85 ^A _B	90 ^A _B	95 ^A _B	100 ^A _B	105 ^A _B	110 ^A _B	115 ^A _B	120 ^A _B	125 ^A _B	130 ^A _B	135 ^A _B	140 ^A _B	145 ^A _B	150 ^A _B
151 ^A _B	156 ^A _B	161 ^A _B	166 ^A _B	171 ^A _B	176 ^A _B	181 ^A _B	186 ^A _B	191 ^A _B	196 ^A _B	201 ^A _B	206 ^A _B	211 ^A _B	216 ^A _B	221 ^A _B
152 ^A _B	157 ^A _B	162 ^A _B	167 ^A _B	172 ^A _B	177 ^A _B	182 ^A _B	187 ^A _B	192 ^A _B	197 ^A _B	202 ^A _B	207 ^A _B	212 ^A _B	217 ^A _B	222 ^A _B
153 ^A _B	158 ^A _B	163 ^A _B	168 ^A _B	173 ^A _B	178 ^A _B	183 ^A _B	188 ^A _B	193 ^A _B	198 ^A _B	203 ^A _B	208 ^A _B	213 ^A _B	218 ^A _B	223 ^A _B
154 ^A _B	159 ^A _B	164 ^A _B	169 ^A _B	174 ^A _B	179 ^A _B	184 ^A _B	189 ^A _B	194 ^A _B	199 ^A _B	204 ^A _B	209 ^A _B	214 ^A _B	219 ^A _B	224 ^A _B
155 ^A _B	160 ^A _B	165 ^A _B	170 ^A _B	175 ^A _B	180 ^A _B	185 ^A _B	190 ^A _B	195 ^A _B	200 ^A _B	205 ^A _B	210 ^A _B	215 ^A _B	220 ^A _B	225 ^A _B

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Appendix A: The Edwards Personal Preference Schedule

The Edwards Personal Preference Schedule (EPPS) is a research and counseling instrument designed to measure fifteen independent personality variables and provide for a numerical and visual means of comparison of those variables (Edwards, 1959).

Included in this section are: (a) a description of the fifteen personality variables, (b) a copy of the EPPS test booklet and (c) one copy of the EPPS answer sheet.

1. **ach Achievement:** To do one's best, to be successful, to accomplish tasks requiring skill and effort, to be a recognized authority, to accomplish something of great significance, to do a difficult job well, to solve difficult problems and puzzles, to be able to do things better than others, to write a great novel or play.

2. **def Deference:** To get suggestions from others, to find out what others think, to follow instructions and do what is expected, to praise others, to tell others that they have done a good job, to accept the leadership of others, to read about great men, to conform to custom and avoid the unconventional, to let others make decisions.

3. **ord Order:** To have written work neat and organized, to make plans before starting on a difficult task, to have things organized, to keep things neat and orderly, to make advance plans when taking a trip, to organize details of work, to keep letters and files according to some system, to have meals organized and a definite time for eating, to have things arranged so that they run smoothly without change.

4. **exh Exhibition:** To say witty and clever things, to tell amusing jokes and stories, to talk about personal adventures and experiences, to have others notice and comment upon one's appearance, to say things just to see what effect it will have on others, to talk about personal achievements, to be the center of attention, to use words that others do not know the meaning of, to ask questions others cannot answer.

5. **aut Autonomy:** To be able to come and go as desired, to say what one thinks about things, to be independent of others in making decisions, to feel free to do what one wants, to do things that are unconventional, to avoid situations where one is expected to conform, to do things without regard to what others may think, to criticize those in positions of authority, to avoid responsibilities and obligations.

6. **aff Affiliation:** To be loyal to friends, to participate in friendly groups, to do things for friends, to form new friendships, to make as many friends as possible, to share things with friends, to do things with friends rather than alone, to form strong attachments, to write letters to friends.

7. **int Intraception:** To analyze one's motives and feelings, to observe others, to understand how others feel about problems, to put one's self in another's place, to judge people by why they do things rather than by what they do, to analyze the behavior of others, to analyze the motives of others, to predict how others will act.

8. **suc Succorance:** To have others provide help when in trouble, to seek encouragement from others, to have others be kindly, to have others be sympathetic, to have understanding about personal problems, to receive a great deal of affection from others, to have others do favors cheerfully, to be helped by others when de-

pressed, to have others feel sorry when one is sick, to have a fuss made over one when hurt.

9. **dom Dominance:** To argue for one's point of view, to be a leader in groups to which one belongs, to be regarded by others as a leader, to be elected or appointed chairman of committees, to make group decisions, to settle arguments and disputes between others, to persuade and influence others to do what one wants, to supervise and direct the actions of others, to tell others how to do their jobs.

10. **aba Abasement:** To feel guilty when one does something wrong, to accept blame when things do not go right, to feel that personal pain and misery suffered does more good than harm, to feel the need for punishment for wrong doing, to feel better when giving in and avoiding a fight than when having one's own way, to feel the need for confession of errors, to feel depressed by inability to handle situations, to feel timid in the presence of superiors, to feel inferior to others in most respects.

11. **nur Nurturance:** To help friends when they are in trouble, to assist others less fortunate, to treat others with kindness and sympathy, to forgive others, to do small favors for others, to be generous with others, to sympathize with others who are hurt or sick, to show a great deal of affection toward others, to have others confide in one about personal problems.

12. **chg Change:** To do new and different things, to travel, to meet new people, to experience novelty and change in daily routine, to experiment and try new things, to eat in new and different places, to try new and different jobs, to move about the country and live in different places, to participate in new fads and fashions.

13. **end Endurance:** To keep at a job until it is finished, to complete any job undertaken, to work hard at a task, to keep at a puzzle or problem until it is solved, to work at a single job before taking on others, to stay up late working in order to get a job done, to put in long hours of work without distraction, to stick at a problem even though it may seem as if no progress is being made, to avoid being interrupted while at work.

14. **het Heterosexuality:** To go out with members of the opposite sex, to engage in social activities with the opposite sex, to be in love with someone of the opposite sex, to kiss those of the opposite sex, to be regarded as physically attractive by those of the opposite sex, to participate in discussions about sex, to read books and plays involving sex, to listen to or to tell jokes involving sex, to become sexually excited.

15. **agg Aggression:** To attack contrary points of view, to tell others what one thinks about them, to criticize others publicly, to make fun of others, to tell others off when disagreeing with them, to get revenge for insults, to become angry, to blame others when things go wrong, to read newspaper accounts of violence.

Edwards Personal Preference Schedule

Allen L. Edwards, University of Washington

DIRECTIONS

This schedule consists of a number of pairs of statements about things that you may or may not like; about ways in which you may or may not feel. Look at the example below.

A I like to talk about myself to others.

B I like to work toward some goal that I have set for myself.

Which of these two statements is more characteristic of what you like? If you like "talking about yourself to others" more than you like "working toward some goal that you have set for yourself," then you should choose A over B. If you like "working toward some goal that you have set for yourself" more than you like "talking about yourself to others," then you should choose B over A.

You may like both A and B. In this case, you would have to choose between the two and you should choose the one that you like better. If you dislike both A and B, then you should choose the one that you dislike less.

Some of the pairs of statements in the schedule have to do with your likes, such as A and B above. Other pairs of statements have to do with how you feel. Look at the example below.

A I feel depressed when I fail at something.

B I feel nervous when giving a talk before a group.

Which of these two statements is more characteristic of how you feel? If "being depressed when you fail at something" is more characteristic of you than "being nervous when giving a talk before a group," then you should choose A over B. If B is more characteristic of you than A, then you should choose B over A.

If both statements describe how you feel, then you should choose the one which you think is more characteristic. If neither statement accurately describes how you feel, then you should choose the one which you consider to be less inaccurate.

Your choice, in each instance, should be in terms of what you like and how you feel at the present time, and not in terms of what you think you should like or how you think you should feel. This is not a test. There are no right or wrong answers. Your choices should be a description of your own personal likes and feelings. Make a choice for every pair of statements; do not skip any.

The pairs of statements on the following pages are similar to the examples given above. Read each pair of statements and pick out the one statement that better describes what you like or how you feel. Make no marks in the booklet. On the separate answer sheet are numbers corresponding to the numbers of the pairs of statements. Check to be sure you are marking for the same item number as the item you are reading in the booklet.

If your answer sheet is printed
in **BLACK** ink:

For each numbered item draw a circle around
the A or B to indicate the statement you
have chosen.

If your answer sheet is printed
in **OTHER THAN BLACK** ink:

For each numbered item fill in the space
for A or B as shown in the Directions on
the answer sheet.

Do not turn this page until the examiner tells you to start.

- 1 A I like to help my friends when they are in trouble.
B I like to do my very best in whatever I undertake.
- 2 A I like to find out what great men have thought about various problems in which I am interested.
B I would like to accomplish something of great significance.
- 3 A Any written work that I do I like to have precise, neat, and well organized.
B I would like to be a recognized authority in some job, profession, or field of specialization.
- 4 A I like to tell amusing stories and jokes at parties.
B I would like to write a great novel or play.
- 5 A I like to be able to come and go as I want to.
B I like to be able to say that I have done a difficult job well.
- 6 A I like to solve puzzles and problems that other people have difficulty with.
B I like to follow instructions and to do what is expected of me.
- 7 A I like to experience novelty and change in my daily routine.
B I like to tell my superiors that they have done a good job on something, when I think they have.
- 8 A I like to plan and organize the details of any work that I have to undertake.
B I like to follow instructions and to do what is expected of me.
- 9 A I like people to notice and to comment upon my appearance when I am out in public.
B I like to read about the lives of great men.
- 10 A I like to avoid situations where I am expected to do things in a conventional way.
B I like to read about the lives of great men.
- 11 A I would like to be a recognized authority in some job, profession, or field of specialization.
B I like to have my work organized and planned before beginning it.
- 12 A I like to find out what great men have thought about various problems in which I am interested.
B If I have to take a trip, I like to have things planned in advance.
- 13 A I like to finish any job or task that I begin.
B I like to keep my things neat and orderly on my desk or workspace.
- 14 A I like to tell other people about adventures and strange things that have happened to me.
B I like to have my meals organized and a definite time set aside for eating.
- 15 A I like to be independent of others in deciding what I want to do.
B I like to keep my things neat and orderly on my desk or workspace.
- 16 A I like to be able to do things better than other people can.
B I like to tell amusing stories and jokes at parties.
- 17 A I like to conform to custom and to avoid doing things that people I respect might consider unconventional.
B I like to talk about my achievements.
- 18 A I like to have my life so arranged that it runs smoothly and without much change in my plans.
B I like to tell other people about adventures and strange things that have happened to me.
- 19 A I like to read books and plays in which sex plays a major part.
B I like to be the center of attention in a group.
- 20 A I like to criticize people who are in a position of authority.
B I like to use words which other people often do not know the meaning of.
- 21 A I like to accomplish tasks that others recognize as requiring skill and effort.
B I like to be able to come and go as I want to.
- 22 A I like to praise someone I admire.
B I like to feel free to do what I want to do.
- 23 A I like to keep my letters, bills, and other papers neatly arranged and filed according to some system.
B I like to be independent of others in deciding what I want to do.
- 24 A I like to ask questions which I know no one will be able to answer.
B I like to criticize people who are in a position of authority.
- 25 A I get so angry that I feel like throwing and breaking things.
B I like to avoid responsibilities and obligations.
- 26 A I like to be successful in things undertaken.
B I like to form new friendships.
- 27 A I like to follow instructions and to do what is expected of me.
B I like to have strong attachments with my friends.
- 28 A Any written work that I do I like to have precise, neat, and well organized.
B I like to make as many friends as I can.
- 29 A I like to tell amusing stories and jokes at parties.
B I like to write letters to my friends.
- 30 A I like to be able to come and go as I want to.
B I like to share things with my friends.
- 31 A I like to solve puzzles and problems that other people have difficulty with.
B I like to judge people by why they do something—not by what they actually do.
- 32 A I like to accept the leadership of people I admire.
B I like to understand how my friends feel about various problems they have to face.
- 33 A I like to have my meals organized and a definite time set aside for eating.
B I like to study and to analyze the behavior of others.

- 34 A I like to say things that are regarded as witty and clever by other people.
B I like to put myself in someone else's place and to imagine how I would feel in the same situation.
- 35 A I like to feel free to do what I want to do.
B I like to observe how another individual feels in a given situation.
- 36 A I like to accomplish tasks that others recognize as requiring skill and effort.
B I like my friends to encourage me when I meet with failure.
- 37 A When planning something, I like to get suggestions from other people whose opinions I respect.
B I like my friends to treat me kindly.
- 38 A I like to have my life so arranged that it runs smoothly and without much change in my plans.
B I like my friends to feel sorry for me when I am sick.
- 39 A I like to be the center of attention in a group.
B I like my friends to make a fuss over me when I am hurt or sick.
- 40 A I like to avoid situations where I am expected to do things in a conventional way.
B I like my friends to sympathize with me and to cheer me up when I am depressed.
- 41 A I would like to write a great novel or play.
B When serving on a committee, I like to be appointed or elected chairman.
- 42 A When I am in a group, I like to accept the leadership of someone else in deciding what the group is going to do.
B I like to supervise and to direct the actions of other people whenever I can.
- 43 A I like to keep my letters, bills, and other papers neatly arranged and filed according to some system.
B I like to be one of the leaders in the organizations and groups to which I belong.
- 44 A I like to ask questions which I know no one will be able to answer.
B I like to tell other people how to do their jobs.
- 45 A I like to avoid responsibilities and obligations.
B I like to be called upon to settle arguments and disputes between others.
- 46 A I would like to be a recognized authority in some job, profession, or field of specialization.
B I feel guilty whenever I have done something I know is wrong.
- 47 A I like to read about the lives of great men.
B I feel that I should confess the things that I have done that I regard as wrong.
- 48 A I like to plan and organize the details of any work that I have to undertake.
B When things go wrong for me, I feel that I am more to blame than anyone else.
- 49 A I like to use words which other people often do not know the meaning of.
B I feel that I am inferior to others in most respects.
- 50 A I like to criticize people who are in a position of authority.
B I feel timid in the presence of other people I regard as my superiors.
- 51 A I like to do my very best in whatever I undertake.
B I like to help other people who are less fortunate than I am.
- 52 A I like to find out what great men have thought about various problems in which I am interested.
B I like to be generous with my friends.
- 53 A I like to make a plan before starting in to do something difficult.
B I like to do small favors for my friends.
- 54 A I like to tell other people about adventures and strange things that have happened to me.
B I like my friends to confide in me and to tell me their troubles.
- 55 A I like to say what I think about things.
B I like to forgive my friends who may sometimes hurt me.
- 56 A I like to be able to do things better than other people can.
B I like to eat in new and strange restaurants.
- 57 A I like to conform to custom and to avoid doing things that people I respect might consider unconventional.
B I like to participate in new fads and fashions.
- 58 A I like to have my work organized and planned before beginning it.
B I like to travel and to see the country.
- 59 A I like people to notice and to comment upon my appearance when I am out in public.
B I like to move about the country and to live in different places.
- 60 A I like to be independent of others in deciding what I want to do.
B I like to do new and different things.
- 61 A I like to be able to say that I have done a difficult job well.
B I like to work hard at any job I undertake.
- 62 A I like to tell my superiors that they have done a good job on something, when I think they have.
B I like to complete a single job or task at a time before taking on others.
- 63 A If I have to take a trip, I like to have things planned in advance.
B I like to keep working at a puzzle or problem until it is solved.
- 64 A I sometimes like to do things just to see what effect it will have on others.
B I like to stick at a job or problem even when it may seem as if I am not getting anywhere with it.

- 65 A I like to do things that other people regard as unconventional.
B I like to put in long hours of work without being distracted.
- 66 A I would like to accomplish something of great significance.
B I like to kiss attractive persons of the opposite sex.
- 67 A I like to praise someone I admire.
B I like to be regarded as physically attractive by those of the opposite sex.
- 68 A I like to keep my things neat and orderly on my desk or workspace.
B I like to be in love with someone of the opposite sex.
- 69 A I like to talk about my achievements.
B I like to listen to or to tell jokes in which sex plays a major part.
- 70 A I like to do things in my own way and without regard to what others may think.
B I like to read books and plays in which sex plays a major part.
- 71 A I would like to write a great novel or play.
B I like to attack points of view that are contrary to mine.
- 72 A When I am in a group, I like to accept the leadership of someone else in deciding what the group is going to do.
B I feel like criticizing someone publicly if he deserves it.
- 73 A I like to have my life so arranged that it runs smoothly and without much change in my plans.
B I get so angry that I feel like throwing and breaking things.
- 74 A I like to ask questions which I know no one will be able to answer.
B I like to tell other people what I think of them.
- 75 A I like to avoid responsibilities and obligations.
B I feel like making fun of people who do things that I regard as stupid.
- 76 A I like to be loyal to my friends.
B I like to do my very best in whatever I undertake.
- 77 A I like to observe how another individual feels in a given situation.
B I like to be able to say that I have done a difficult job well.
- 78 A I like my friends to encourage me when I meet with failure.
B I like to be successful in things undertaken.
- 79 A I like to be one of the leaders in the organizations and groups to which I belong.
B I like to be able to do things better than other people can.
- 80 A When things go wrong for me, I feel that I am more to blame than anyone else.
B I like to solve puzzles and problems that other people have difficulty with.
- 81 A I like to do things for my friends.
B When planning something, I like to get suggestions from other people whose opinions I respect.
- 82 A I like to put myself in someone else's place and to imagine how I would feel in the same situation.
B I like to tell my superiors that they have done a good job on something, when I think they have.
- 83 A I like my friends to be sympathetic and understanding when I have problems.
B I like to accept the leadership of people I admire.
- 84 A When serving on a committee, I like to be appointed or elected chairman.
B When I am in a group, I like to accept the leadership of someone else in deciding what the group is going to do.
- 85 A If I do something that is wrong, I feel that I should be punished for it.
B I like to conform to custom and to avoid doing things that people I respect might consider unconventional.
- 86 A I like to share things with my friends.
B I like to make a plan before starting in to do something difficult.
- 87 A I like to understand how my friends feel about various problems they have to face.
B If I have to take a trip, I like to have things planned in advance.
- 88 A I like my friends to treat me kindly.
B I like to have my work organized and planned before beginning it.
- 89 A I like to be regarded by others as a leader.
B I like to keep my letters, bills, and other papers neatly arranged and filed according to some system.
- 90 A I feel that the pain and misery that I have suffered has done me more good than harm.
B I like to have my life so arranged that it runs smoothly and without much change in my plans.
- 91 A I like to have strong attachments with my friends.
B I like to say things that are regarded as witty and clever by other people.
- 92 A I like to think about the personalities of my friends and to try to figure out what makes them as they are.
B I sometimes like to do things just to see what effect it will have on others.
- 93 A I like my friends to make a fuss over me when I am hurt or sick.
B I like to talk about my achievements.
- 94 A I like to tell other people how to do their jobs.
B I like to be the center of attention in a group.
- 95 A I feel timid in the presence of other people I regard as my superiors.
B I like to use words which other people often do not know the meaning of.
- 96 A I like to do things with my friends rather than by myself.
B I like to say what I think about things.

- 97 A I like to study and to analyze the behavior of others.
B I like to do things that other people regard as unconventional.
- 98 A I like my friends to feel sorry for me when I am sick.
B I like to avoid situations where I am expected to do things in a conventional way.
- 99 A I like to supervise and to direct the actions of other people whenever I can.
B I like to do things in my own way without regard to what others may think.
- 100 A I feel that I am inferior to others in most respects.
B I like to avoid responsibilities and obligations.
- 101 A I like to be successful in things undertaken.
B I like to form new friendships.
- 102 A I like to analyze my own motives and feelings.
B I like to make as many friends as I can.
- 103 A I like my friends to help me when I am in trouble.
B I like to do things for my friends.
- 104 A I like to argue for my point of view when it is attacked by others.
B I like to write letters to my friends.
- 105 A I feel guilty whenever I have done something I know is wrong.
B I like to have strong attachments with my friends.
- 106 A I like to share things with my friends.
B I like to analyze my own motives and feelings.
- 107 A I like to accept the leadership of people I admire.
B I like to understand how my friends feel about various problems they have to face.
- 108 A I like my friends to do many small favors for me cheerfully.
B I like to judge people by why they do something—not by what they actually do.
- 109 A When with a group of people, I like to make the decisions about what we are going to do.
B I like to predict how my friends will act in various situations.
- 110 A I feel better when I give in and avoid a fight, than I would if I tried to have my own way.
B I like to analyze the feelings and motives of others.
- 111 A I like to form new friendships.
B I like my friends to help me when I am in trouble.
- 112 A I like to judge people by why they do something—not by what they actually do.
B I like my friends to show a great deal of affection toward me.
- 113 A I like to have my life so arranged that it runs smoothly and without much change in my plans.
B I like my friends to feel sorry for me when I am sick.
- 114 A I like to be called upon to settle arguments and disputes between others.
B I like my friends to do many small favors for me cheerfully.
- 115 A I feel that I should confess the things that I have done that I regard as wrong.
B I like my friends to sympathize with me and to cheer me up when I am depressed.
- 116 A I like to do things with my friends rather than by myself.
B I like to argue for my point of view when it is attacked by others.
- 117 A I like to think about the personalities of my friends and to try to figure out what makes them as they are.
B I like to be able to persuade and influence others to do what I want to do.
- 118 A I like my friends to sympathize with me and to cheer me up when I am depressed.
B When with a group of people, I like to make the decisions about what we are going to do.
- 119 A I like to ask questions which I know no one will be able to answer.
B I like to tell other people how to do their jobs.
- 120 A I feel timid in the presence of other people I regard as my superiors.
B I like to supervise and to direct the actions of other people whenever I can.
- 121 A I like to participate in groups in which the members have warm and friendly feelings toward one another.
B I feel guilty whenever I have done something I know is wrong.
- 122 A I like to analyze the feelings and motives of others.
B I feel depressed by my own inability to handle various situations.
- 123 A I like my friends to feel sorry for me when I am sick.
B I feel better when I give in and avoid a fight, than I would if I tried to have my own way.
- 124 A I like to be able to persuade and influence others to do what I want.
B I feel depressed by my own inability to handle various situations.
- 125 A I like to criticize people who are in a position of authority.
B I feel timid in the presence of other people I regard as my superiors.
- 126 A I like to participate in groups in which the members have warm and friendly feelings toward one another.
B I like to help my friends when they are in trouble.
- 127 A I like to analyze my own motives and feelings.
B I like to sympathize with my friends when they are hurt or sick.
- 128 A I like my friends to help me when I am in trouble.
B I like to treat other people with kindness and sympathy.
- 129 A I like to be one of the leaders in the organizations and groups to which I belong.
B I like to sympathize with my friends when they are hurt or sick.

- 130 A I feel that the pain and misery that I have suffered has done me more good than harm.
B I like to show a great deal of affection toward my friends.
- 131 A I like to do things with my friends rather than by myself.
B I like to experiment and to try new things.
- 132 A I like to think about the personalities of my friends and to try to figure out what makes them as they are.
B I like to try new and different jobs—rather than to continue doing the same old things.
- 133 A I like my friends to be sympathetic and understanding when I have problems.
B I like to meet new people.
- 134 A I like to argue for my point of view when it is attacked by others.
B I like to experience novelty and change in my daily routine.
- 135 A I feel better when I give in and avoid a fight, than I would if I tried to have my own way.
B I like to move about the country and to live in different places.
- 136 A I like to do things for my friends.
B When I have some assignment to do, I like to start in and keep working on it until it is completed.
- 137 A I like to analyze the feelings and motives of others.
B I like to avoid being interrupted while at my work.
- 138 A I like my friends to do many small favors for me cheerfully.
B I like to stay up late working in order to get a job done.
- 139 A I like to be regarded by others as a leader.
B I like to put in long hours of work without being distracted.
- 140 A If I do something that is wrong, I feel that I should be punished for it.
B I like to stick at a job or problem even when it may seem as if I am not getting anywhere with it.
- 141 A I like to be loyal to my friends.
B I like to go out with attractive persons of the opposite sex.
- 142 A I like to predict how my friends will act in various situations.
B I like to participate in discussions about sex and sexual activities.
- 143 A I like my friends to show a great deal of affection toward me.
B I like to become sexually excited.
- 144 A When with a group of people, I like to make the decisions about what we are going to do.
B I like to engage in social activities with persons of the opposite sex.
- 145 A I feel depressed by my own inability to handle various situations.
B I like to read books and plays in which sex plays a major part.
- 146 A I like to write letters to my friends.
B I like to read newspaper accounts of murders and other forms of violence.
- 147 A I like to predict how my friends will act in various situations.
B I like to attack points of view that are contrary to mine.
- 148 A I like my friends to make a fuss over me when I am hurt or sick.
B I feel like blaming others when things go wrong for me.
- 149 A I like to tell other people how to do their jobs.
B I feel like getting revenge when someone has insulted me.
- 150 A I feel that I am inferior to others in most respects.
B I feel like telling other people off when I disagree with them.
- 151 A I like to help my friends when they are in trouble.
B I like to do my very best in whatever I undertake.
- 152 A I like to travel and to see the country.
B I like to accomplish tasks that others recognize as requiring skill and effort.
- 153 A I like to work hard at any job I undertake.
B I would like to accomplish something of great significance.
- 154 A I like to go out with attractive persons of the opposite sex.
B I like to be successful in things undertaken.
- 155 A I like to read newspaper accounts of murders and other forms of violence.
B I would like to write a great novel or play.
- 156 A I like to do small favors for my friends.
B When planning something, I like to get suggestions from other people whose opinions I respect.
- 157 A I like to experience novelty and change in my daily routine.
B I like to tell my superiors that they have done a good job on something, when I think they have.
- 158 A I like to stay up late working in order to get a job done.
B I like to praise someone I admire.
- 159 A I like to become sexually excited.
B I like to accept the leadership of people I admire.
- 160 A I feel like getting revenge when someone has insulted me.
B When I am in a group, I like to accept the leadership of someone else in deciding what the group is going to do.
- 161 A I like to be generous with my friends.
B I like to make a plan before starting in to do something difficult.

- 162 A I like to meet new people.
B Any written work that I do I like to have precise, neat, and well organized.
- 163 A I like to finish any job or task that I begin.
B I like to keep my things neat and orderly on my desk or workspace.
- 164 A I like to be regarded as physically attractive by those of the opposite sex.
B I like to plan and organize the details of any work that I have to undertake.
- 165 A I like to tell other people what I think of them.
B I like to have my meals organized and a definite time set aside for eating.
- 166 A I like to show a great deal of affection toward my friends.
B I like to say things that are regarded as witty and clever by other people.
- 167 A I like to try new and different jobs—rather than to continue doing the same old things.
B I sometimes like to do things just to see what effect it will have on others.
- 168 A I like to stick at a job or problem even when it may seem as if I am not getting anywhere with it.
B I like people to notice and to comment upon my appearance when I am out in public.
- 169 A I like to read books and plays in which sex plays a major part.
B I like to be the center of attention in a group.
- 170 A I feel like blaming others when things go wrong for me.
B I like to ask questions which I know no one will be able to answer.
- 171 A I like to sympathize with my friends when they are hurt or sick.
B I like to say what I think about things.
- 172 A I like to eat in new and strange restaurants.
B I like to do things that other people regard as unconventional.
- 173 A I like to complete a single job or task at a time before taking on others.
B I like to feel free to do what I want to do.
- 174 A I like to participate in discussions about sex and sexual activities.
B I like to do things in my own way without regard to what others may think.
- 175 A I get so angry that I feel like throwing and breaking things.
B I like to avoid responsibilities and obligations.
- 176 A I like to help my friends when they are in trouble.
B I like to be loyal to my friends.
- 177 A I like to do new and different things.
B I like to form new friendships.
- 178 A When I have some assignment to do, I like to start in and keep working on it until it is completed.
B I like to participate in groups in which the members have warm and friendly feelings toward one another.
- 179 A I like to go out with attractive persons of the opposite sex.
B I like to make as many friends as I can.
- 180 A I like to attack points of view that are contrary to mine.
B I like to write letters to my friends.
- 181 A I like to be generous with my friends.
B I like to observe how another individual feels in a given situation.
- 182 A I like to eat in new and strange restaurants.
B I like to put myself in someone else's place and to imagine how I would feel in the same situation.
- 183 A I like to stay up late working in order to get a job done.
B I like to understand how my friends feel about various problems they have to face.
- 184 A I like to become sexually excited.
B I like to study and to analyze the behavior of others.
- 185 A I feel like making fun of people who do things that I regard as stupid.
B I like to predict how my friends will act in various situations.
- 186 A I like to forgive my friends who may sometimes hurt me.
B I like my friends to encourage me when I meet with failure.
- 187 A I like to experiment and to try new things.
B I like my friends to be sympathetic and understanding when I have problems.
- 188 A I like to keep working at a puzzle or problem until it is solved.
B I like my friends to treat me kindly.
- 189 A I like to be regarded as physically attractive by those of the opposite sex.
B I like my friends to show a great deal of affection toward me.
- 190 A I feel like criticizing someone publicly if he deserves it.
B I like my friends to make a fuss over me when I am hurt or sick.
- 191 A I like to show a great deal of affection toward my friends.
B I like to be regarded by others as a leader.
- 192 A I like to try new and different jobs—rather than to continue doing the same old things.
B When serving on a committee, I like to be appointed or elected chairman.
- 193 A I like to finish any job or task that I begin.
B I like to be able to persuade and influence others to do what I want.

- 194 A I like to participate in discussions about sex and sexual activities.
B I like to be called upon to settle arguments and disputes between others.
- 195 A I get so angry that I feel like throwing and breaking things.
B I like to tell other people how to do their jobs.
- 196 A I like to show a great deal of affection toward my friends.
B When things go wrong for me, I feel that I am more to blame than anyone else.
- 197 A I like to move about the country and to live in different places.
B If I do something that is wrong, I feel that I should be punished for it.
- 198 A I like to stick at a job or problem even when it may seem as if I am not getting anywhere with it.
B I feel that the pain and misery that I have suffered has done me more good than harm.
- 199 A I like to read books and plays in which sex plays a major part.
B I feel that I should confess the things that I have done that I regard as wrong.
- 200 A I feel like blaming others when things go wrong for me.
B I feel that I am inferior to others in most respects.
- 201 A I like to do my very best in whatever I undertake.
B I like to help other people who are less fortunate than I am.
- 202 A I like to do new and different things.
B I like to treat other people with kindness and sympathy.
- 203 A When I have some assignment to do, I like to start in and keep working on it until it is completed.
B I like to help other people who are less fortunate than I am.
- 204 A I like to engage in social activities with persons of the opposite sex.
B I like to forgive my friends who may sometimes hurt me.
- 205 A I like to attack points of view that are contrary to mine.
B I like my friends to confide in me and to tell me their troubles.
- 206 A I like to treat other people with kindness and sympathy.
B I like to travel and to see the country.
- 207 A I like to conform to custom and to avoid doing things that people I respect might consider unconventional.
B I like to participate in new fads and fashions.
- 208 A I like to work hard at any job I undertake.
B I like to experience novelty and change in my daily routine.
- 209 A I like to kiss attractive persons of the opposite sex.
B I like to experiment and to try new things.
- 210 A I feel like telling other people off when I disagree with them.
B I like to participate in new fads and fashions.
- 211 A I like to help other people who are less fortunate than I am.
B I like to finish any job or task that I begin.
- 212 A I like to move about the country and to live in different places.
B I like to put in long hours of work without being distracted.
- 213 A If I have to take a trip, I like to have things planned in advance.
B I like to keep working at a puzzle or problem until it is solved.
- 214 A I like to be in love with someone of the opposite sex.
B I like to complete a single job or task before taking on others.
- 215 A I like to tell other people what I think of them.
B I like to avoid being interrupted while at my work.
- 216 A I like to do small favors for my friends.
B I like to engage in social activities with persons of the opposite sex.
- 217 A I like to meet new people.
B I like to kiss attractive persons of the opposite sex.
- 218 A I like to keep working at a puzzle or problem until it is solved.
B I like to be in love with someone of the opposite sex.
- 219 A I like to talk about my achievements.
B I like to listen to or to tell jokes in which sex plays a major part.
- 220 A I feel like making fun of people who do things that I regard as stupid.
B I like to listen to or to tell jokes in which sex plays a major part.
- 221 A I like my friends to confide in me and to tell me their troubles.
B I like to read newspaper accounts of murders and other forms of violence.
- 222 A I like to participate in new fads and fashions.
B I feel like criticizing someone publicly if he deserves it.
- 223 A I like to avoid being interrupted while at my work.
B I feel like telling other people off when I disagree with them.
- 224 A I like to listen to or to tell jokes in which sex plays a major part.
B I feel like getting revenge when someone has insulted me.
- 225 A I like to avoid responsibilities and obligations.
B I feel like making fun of people who do things that I regard as stupid.

EDWARDS PERSONAL PREFERENCE SCHEDULE

DO NOT WRITE
IN THESE COLUMNS

Name Sex Age Date

Print Last Name First Middle Initial

Education: Circle the last school grade you completed

(Grade School)
1 2 3 4 5 6 7 8

(High School)
9 10 11 12

(College)
Fr So Jr Sr

For each numbered item in the booklet select either statement A or B and *encircle* A or B alongside the corresponding number on this sheet.

1 A _B	6 A _B	11 A _B	16 A _B	21 A _B	26 A _B	31 A _B	36 A _B	41 A _B	46 A _B	51 A _B	56 A _B	61 A _B	66 A _B	71 A _B
2 A _B	7 A _B	12 A _B	17 A _B	22 A _B	27 A _B	32 A _B	37 A _B	42 A _B	47 A _B	52 A _B	57 A _B	62 A _B	67 A _B	72 A _B
3 A _B	8 A _B	13 A _B	18 A _B	23 A _B	28 A _B	33 A _B	38 A _B	43 A _B	48 A _B	53 A _B	58 A _B	63 A _B	68 A _B	73 A _B
4 A _B	9 A _B	14 A _B	19 A _B	24 A _B	29 A _B	34 A _B	39 A _B	44 A _B	49 A _B	54 A _B	59 A _B	64 A _B	69 A _B	74 A _B
5 A _B	10 A _B	15 A _B	20 A _B	25 A _B	30 A _B	35 A _B	40 A _B	45 A _B	50 A _B	55 A _B	60 A _B	65 A _B	70 A _B	75 A _B
76 A _B	81 A _B	86 A _B	91 A _B	96 A _B	101 A _B	106 A _B	111 A _B	116 A _B	121 A _B	126 A _B	131 A _B	136 A _B	141 A _B	146 A _B
77 A _B	82 A _B	87 A _B	92 A _B	97 A _B	102 A _B	107 A _B	112 A _B	117 A _B	122 A _B	127 A _B	132 A _B	137 A _B	142 A _B	147 A _B
78 A _B	83 A _B	88 A _B	93 A _B	98 A _B	103 A _B	108 A _B	113 A _B	118 A _B	123 A _B	128 A _B	133 A _B	138 A _B	143 A _B	148 A _B
79 A _B	84 A _B	89 A _B	94 A _B	99 A _B	104 A _B	109 A _B	114 A _B	119 A _B	124 A _B	129 A _B	134 A _B	139 A _B	144 A _B	149 A _B
80 A _B	85 A _B	90 A _B	95 A _B	100 A _B	105 A _B	110 A _B	115 A _B	120 A _B	125 A _B	130 A _B	135 A _B	140 A _B	145 A _B	150 A _B
151 A _B	156 A _B	161 A _B	166 A _B	171 A _B	176 A _B	181 A _B	186 A _B	191 A _B	196 A _B	201 A _B	206 A _B	211 A _B	216 A _B	221 A _B
152 A _B	157 A _B	162 A _B	167 A _B	172 A _B	177 A _B	182 A _B	187 A _B	192 A _B	197 A _B	202 A _B	207 A _B	212 A _B	217 A _B	222 A _B
153 A _B	158 A _B	163 A _B	168 A _B	173 A _B	178 A _B	183 A _B	188 A _B	193 A _B	198 A _B	203 A _B	208 A _B	213 A _B	218 A _B	223 A _B
154 A _B	159 A _B	164 A _B	169 A _B	174 A _B	179 A _B	184 A _B	189 A _B	194 A _B	199 A _B	204 A _B	209 A _B	214 A _B	219 A _B	224 A _B
155 A _B	160 A _B	165 A _B	170 A _B	175 A _B	180 A _B	185 A _B	190 A _B	195 A _B	200 A _B	205 A _B	210 A _B	215 A _B	220 A _B	225 A _B

DO NOT WRITE BELOW THIS LINE

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Edwards Personal Preference Schedule

NAME _____ SEX _____ NORMS USED _____
 LAST FIRST

		PERCENTILE																			
		1	5	10	20	25	30	40	50	60	70	75	80	90	95	99	Percentile	Raw Score			
ach																		ach	_____	_____	
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ord																		ord	_____	_____	
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suc																		suc	_____	_____	
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Appendix B; Correspondence and Permissions

This section includes copies of correspondence sent to the subjects and the permission form authorizing research.

Dear Member of the Senior Class:

I am in the process of collecting information on the effect that Saint Meinrad College has on personality development over a period of four years. In order to do this, I will need to administer the Edwards Personal Preference Survey to you, and compare the results of this test with the results of the EPPS given to you on your entrance to Saint Meinrad.

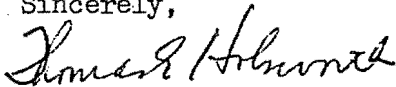
Before the tests can be administered and scored, and the results used, your written permission is necessary. Attached to this letter, you will find a release form authorizing the testing and use of your individual results.

I would like to assure you at this point that your individual results will remain confidential; only group scores will be utilized in the research.

If you are willing to take the tests and release the results to me, please return the authorization form to me in the local mail no later than January 31, 1978. I would appreciate your quick reply so that testing can begin as soon as possible.

Thanking you for your consideration, I remain,

Sincerely,



Thomas E. Holsworth PhD.

Director of Psychological Testing

February 15, 1978

Fellow Senior,

All of you recently received a letter from Dr. Holsworth asking for your permission to give some testing. Some of you already know, but for those that don't, the testing being done is part of my thesis. Dr. Holsworth is administering the test in his name to fulfill certain legal and professional requirements.

I'd like to thank all of you who have given permission so far. Those of you who would want to take the testing, please get the permission slips to Dr. Holsworth by this Friday, February 17. Those of you who lost the permission slips, see me; I have extra copies. Anyone who has decided not to take the tests, let me know by Friday.

As you can probably guess, I'm trying for 100% cooperation! Seriously, for the thesis to come out well, I need at least 75% response; since I can only test the seniors who have been here all eight semesters, every response I get is doubly important.

One final note: the testing will be given Monday, February 27 at 7:00 PM in B 104. This is the Monday right after retreat break. See you then.

Again, THANK YOU for the help so far, I really appreciate it! I wish you all the best on your papers as well

In Him,

Mark Bullock

I hereby authorize Thomas Holsworth to administer personality testing to me for the purposes of personality research.

I also authorize the release of similar testing done in the fall of 1974 to allow the comparison of test results.

I understand that individual test results will remain confidential, and that only group results will be utilized in this research.

Finally, I understand that I will be kept informed of results of all research.

Signature

Date



March 1, 1978

Attached you will find the question sheet and answer page for the Edwards Personal Preference Schedule. This is the test that was to be given Monday night. Please complete the answer sheet and return both the test and answers to me PERSONALLY by tomorrow afternoon! The test should take about 30 minutes of your time.

I would also like you to fill in the fact sheet attached to this page and return it along with the Edwards.

Many Thanks!

Mark Buldak

NAME _____

AGE _____

DIOCESE _____

DO YOU PLAN ON ENTERING THEOLOGY IN THE FALL OF 1978?

YES _____

NO _____

NUMBER OF CONSECUTIVE SEMESTERS AT SAINT MEINRAD _____

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