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Development of a Fake Scale for Edwards Personal Preference Schedule - A

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DEVELOPMENT OF A FAKE SCALE FOR
EDWARDS PERSONAL PREFERENCE SCHEDULE - A

by
James Harvey Brammer

A thesis
Submitted to the
Faculty of The Graduate College
in partial fulfillment
of the
Degree of Master of Arts

Western Michigan University
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Permission to duplicate the Edwards Personal Preference Sched-
ule for research purposes granted by Psychological Testing Corpor-
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A person providing information about himself has the possibility of faking his response to make himself look good. When the information is a subject's responses to a personality assessment instrument such as the Edwards Personal Preference Schedule (EPPS), both reliability and validity of that administration are threatened. To guard against spurious results, it would be valuable to know when a subject was faking his responses to make himself look good. A scale such as the Minnesota Multiphasic Personality Lie Scale is one means.

Even elementary measurements texts recognize the basic problems of fakability in personality appraisal inventories. As Downie puts it:

As an individual works his way through one of these questionnaires, he soon sees that there are many items which in good society he should mark in a certain direction. So instead of revealing that he departs from the social norm, he marks the items in the socially desirable direction. Many of the items are related to very personal religious, sexual, and emotional problems. ...Most of these inventories have no lie key. Valid results depend mostly upon the rapport established between the test-giver and the test-taker. If the examinee is convinced that the whole purpose to filling out these inventories is to help him, his responses tend to be much more valid. (Downie, 1958, Pp. 299-300.)

Ferguson reports work done by Bernreuter and Ruch on the problem of dishonesty on inventory responses. He concludes by saying:

But Bernreuter has not demonstrated that dishonest answers can be dismissed as of infrequent occurrence. It would be desirable, therefore, if some method could be devised to indicate how honest or how dishonest any given set of responses is likely to be. (Ferguson, 1952, p. 180.)

Cronbach cites several studies of faking various inventory-type instruments. He concludes:

Studies such as these prove beyond dispute that personality tests can be falsified, no matter how constructed. Probably most applicants give more honest answers than did the students in these experiments, but the fact remains that the dishonest applicant can probably best the test. (Cronbach, 1960, Pp. 448-49.)

Radcliffe, in Buros' Sixth Mental Measurements Yearbook surveyed 326 pieces of research on the EPPS and concluded:

...it is now clear that judgements of social desirability are influenced by context (141), with the result that the statements in pairs do not retain the approximately equal social desirability scale values assigned to them singly (37)....Thus there now seems little doubt that the test design does not control the social desirability stereotype as much as was indicated by earlier studies that took no account of the effects of context (2, 28, 32, 36, 42-3, 45). Buros, 1970, Pp. 1000-01.)

The EPPS is based on the theoretical framework of H. A. Murray's "needs theory" of personality, from the 1930's. It purports to measure 15 of the personality needs which are supposed to be assessed by Murray's Thematic Apperception Test (TAT), a projective technique of considerable note (Baron, 1959).

Details of Edward's development of the schedule can be found in the EPPS administrative manual. The Mental Measurements Yearbook (Buros, 1959 and 1969) contains reviews of the EPPS.

A Mental Measurements Yearbook review (Baron, 1959) questions the "fakability" of the EPPS. One reference which was directly concerned with "fakability" was a study by Borislow (1959), cited by the reviewer Baron (1959). According to the primary source report

of the Borislow study, the areas of concern were faking of personal or social desirability. In the Borislow study, theoretical implications of the terms, personal and social desirability, were investigated and an attempt at differentiating between the two terms was made.

From the study by Borislow, Baron extracts material for the following statement concerning the EPPS and faking.

...the P.P.S. (Personal Preference Schedule) is readily fakable and...neither the consistency score nor the index of profile stability...distinguishes faked profiles from profiles earned under ordinary self-appraisal conditions. This is a particularly fatal defect in the personal selection situation, where the respondent is not motivated to be candid as he would be in a counseling center. (Baron, 1959, p. 115.)

In a search of the literature, no studies were found which attempted to develop a fake scale to identify subjects faking the EPPS. There were apparently no studies which sought to control faking by adding new fake-sensitive items to original EPPS items.

The goal of this research was to attempt the generation of a fake scale which would be able to detect faking on the EPPS while providing maximum protection against false-fake identifications.

METHOD

Dr. Harold Seashore of Psychological Testing Corporation (New York) granted written permission (see Appendix A) to duplicate the EPPS for purposes of this research.

Thirty-six additional items (see Appendix B) were constructed in EPPS format, presenting the following types of options in forced-choice array:

1. An option which the experimenter thought most people would like, or which would describe how they actually felt.
2. An option which the experimenter thought most people would judge to be impressive and make them look good on an evaluation.

These items were interspersed among the regular EPPS items, placing four of them per 25 EPPS items. These 36 items plus the regular 225 items totaling 261 items comprise the Edwards Personal Preference Schedule - A (EPPS-A) and was mimeographed by the experimenter as a 16-page booklet. The additional items were constructed and included in an attempt to heighten possible faking, making it more visible.

Original subjects were summer session graduate students at Western Michigan University, Kalamazoo, Michigan, from the following courses: Introduction to Research 601, Educational Psychology 604, and Mental Hygiene of Childhood and Adolescence 585. Of the six classes used, only two were not 601, Introduction to Research. The 601 courses were particularly well-suited to this research because

most incoming graduate students of the University were required to take that course. Therefore, a cross-section of disciplines and schools was obtained.

Three experimental groups were established according to the variable of instructions for taking the EPPS-A; Control groups (C), Fake good (F), and Honest (H). They will hereafter be referred to as experimental groups C, F, and H. Group C received standard EPPS instructions from the EPPS booklet, which are, in part, presented below: (See Appendices C, D, and E for Complete Texts.)

Your choice in each instance would 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.

Group F was instructed, by replacing the above paragraph, to fake the EPPS-A to make themselves "look good." Below is the paragraph inserted in their instructions in place of the one cited above:

For your participation in this research, you are asked to try to fake the results so that you look good. You are to play the part of a person who might take this schedule and want to consciously make himself 'look good', rather than always giving the real or honest answer. In trying to 'look good', do so in a serious attempt to fake results, and not just to play smart, you may not only further the knowledge of science, but may also contribute to the aid of the mentally ill.

Group H was instructed, in place of the above paragraphs, to be scrupulously honest in responding to the items of the EPPS-A:

For your participation in this research, you are asked to be scrupulously honest and objective in your answers. Be so hard-nosed and honest that it hurts.

The success of the research depends on this honesty. Through your sincere cooperation you may not only further the knowledge of science, but may also contribute to the aid of the mentally ill.

In review, each of the groups, C, F, and H received identical instructions except for the above-cited paragraphs, tailored to each group's unique participation in the experiment. Group C was a control group with a normal administration. Group F was instructed to fake the results in an attempt to 'look good'. Group H was instructed to be scrupulously honest in responding to the items of the EPPS-A.

As the students entered the classroom at their normal class hour, two male subjects were enlisted to help distribute the following materials in this order to each subject: a copy of the EPPS-A item booklet, a booklet made up of the instructions and IBM response sheets, and an IBM electrographic pencil.

Instruction and response booklets were stacked in cyclic order of instructions. When distributed in class, the succession of students in a seating row was, according to instruction group assignment, C, F, H, C, F, H, C...

Subjects entered responses on IBM I.T.S. 1000 B 108 sheets, scored by a university IBM 805 test scoring machine. Each subject's three response sheets had a page of instructions as a cover. Response sheet #1 was for items 1-100, sheet #2 for items 101-200, and sheet #3 for items 201-261.

The subjects were instructed to make response choice #1 to indicate EPPS-A item alternative A, and response choice #2 to indicate EPPS-A item alternative B. Instructions for this procedure were given verbally.

Each response sheet was color-coded for identification by experimental group and item numbers. Markings to identify by item analysis division were added later. No individual information, such as subject identification number, was on the response sheets.

Pacing by item numbers was given three times during each administration to help subjects finish in the class hour. Most subjects did complete all items in time allotted. Only correctly completed papers were used in the item analyses. Subjects' procedural questions were individually attended to by the experimenter.

Correctly completed response sheets ($N = 245$) of groups C, F, and H, were each divided by an odd-even method for use in a double item analysis. From each of the 18 piles a stratified random sample of five response sheets was removed. The hold-out group was for use in predictive identification application of any resulting fake good key.

Subjects' response sheets were divided by an odd and even method into two groups. Both groups had an item analysis performed on each of the 261 items. Item counts for experimental groups F and H were compared on each of the 261 items to find those items for which there was differential response. Those items which significantly differentiated F and H group responses on both odd and even item analyses were retained in the pool of fake sensitive items which would make up the fake scale.

The Lawshe-Baker technique (Lawshe-Baker, 1950) was used to obtain Fisher-student t values for each item of both item analyses. This technique uses a mechanical conversion of percentage difference

between groups to an omega (w) value which is then entered in a short formula solved for t ; $t = w \sqrt{N}$.

Items at or above the 5% level of confidence on both items analyses were deemed to significantly differentiate between groups F and H. (See Appendix.) Significant items were retained for inclusion on a key supposedly sensitive to faking. The Null Hypothesis was also tested between groups C and H for each item which had significantly differentiated between groups F and H.

Due to administrative error, subject identity was not maintained for each subject's three response sheets used for 261 items. However, experimental group identification was maintained. Thus, identification of F group subjects had to be conducted in three parts; for items 1-100, items 101-200, and items 201-261. Fake sensitive items were assigned to the appropriate scale according to item number. Each scale was tested on the appropriate portion of the hold-out subjects not used in the item analyses. A later administration of the 261 items was completed in July 1971. It maintained subject identity on all 261 items, and identification of F group subjects was made using the total fake scale.

A cut-off score was set for each of the three original fake good scales. To accomplish this, subjects from the item analyses were themselves scored by scales 1, 2, and 3. Frequency of their scores were plotted by experimental groups for each scale. The cut-off score was defined to be that score nearest the crossover point where frequency of the F group scores exceeded C and H scores, plus two more score units to protect against false fake identifications in

the holdout subjects. Subjects scoring at or over the cut-off score were identified as F group subjects.

To test the total 51 item fake scale, the instrument was administered to 54 undergraduate psychology students of the summer session at Northwestern Michigan College, Traverse City, Michigan, July 1971. Administration of the instrument replicated the original 1962 study, except for data collection. IBM E12211 punch cards included a subject identification number on each of the four cards necessary to receive the 261 items. Data were processed by the Traverse Bay Area Data Process Center.

Cut-off score for the 1971 administration of the total scale was the cumulative cross-over scores of the three 1962 scales. No additional protection against false fake group identification was built in.

Each subject was scored on the 51 fake scale items, and the cut-off score was applied to identify F group subjects. Number of correct and incorrect identifications were compared with chance expectations and subjected to a X^2 test of significance.

RESULTS

The Lawshe-Baker formula $\underline{t} = \underline{w}\sqrt{N}$ was solved twice for \underline{w} in order to determine the minimum w values needed for significant 2-tailed \underline{t} with $n = 35$ at the 5% (2.032) and 1% (2.728) levels of confidence. (Downie-Health, 1959) The \underline{w} values were .343 for the 5% level, and .461 at the 1% level of confidence.

Double item analyses showed 51 EPPS-A items significantly differentiated F group responses from H group responses at the 5% level of confidence on each item analysis. Of the 51 significant items, 40 (79%) items were at the 1% level of confidence on at least one item analysis, and 19 (38%) at the 1% level of both analyses.

Original EPPS items comprised 60% of the significant items, 45% of these significant at the 1% level of confidence on both item analyses, and 60% of those significant at 1% on at least one item analysis.

Table 1 provides the number of items by source and significance level for all 51 significant items. Appendix F presents an expansion of Table 1 information, providing item numbers, \underline{t} scores of both item analyses between groups F and H, and scoring option of all 51 significant items.

No significant difference was found between responses of C and H group subjects to any of the items which did differentiate between F and H group subjects. Therefore, for those 51 items, groups C and H can be treated as part of the same group.

TABLE 1

Number of EPPS and added items found to significantly differentiate between groups F and H at 5% level or better on Odd-Even item analyses.

	EPPS ITEMS			ADDED ITEMS		
	Total	1% on 1 analysis	1% on both analyses	Total	1% on 1 analysis	1% on both analyses
Scale #1 (items 1-100)	9	3	5	8	3	4
Scale #2 (items 101-200)	12	7	2	7	1	4
Scale #3 (Items 201-261)	10	5	2	20	5	11
TOTAL Scale (all items)	31	15	9	20	5	11

Cut-off scores for the 1962 administration were set at the following levels:

Scale for items 1-100, score of 12 items.

Scale for items 101-200, score of 13 items.

Scale for items 201-261, score of 11 items.

Cut-off score utilized for the 1971 administration of all fake scale items was a score of 30.

Figures 1, 2, and 3 present the frequency polygons used to determine cut-off score levels for scales 1, 2, and 3.

When applied, scale for items 1-100 correctly identified five of the 10 F group subjects, with one false fake identification from the 20 C and H group subjects. Scales for items 101-200 and 201-261 identified seven and five F subjects respectively, with no false fake identifications of the 20 C and H group subjects.

The total scale (1971) identified 10 of the 18 F group subjects with no false fake identifications from the 36 C and H group subjects.

The χ^2 for number of total scale identification of F group subjects compared to expectations by chance was 26.74. The χ^2 with 1 df at the 1% level of confidence is 6.63.

FIGURE 1

Frequency of Fake Scale Scores for Item Analyses Subjects, Scale 1

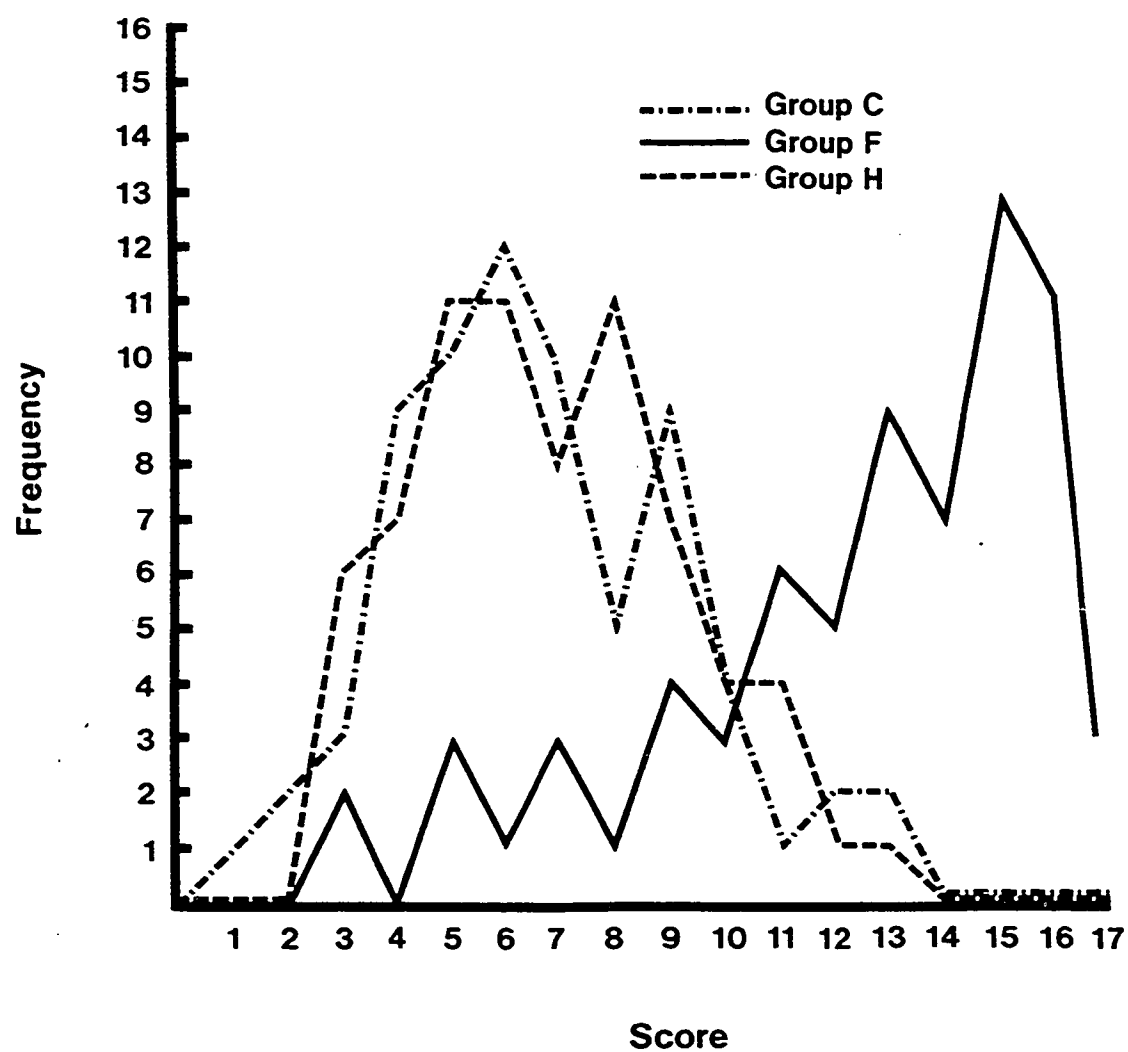


FIGURE 2

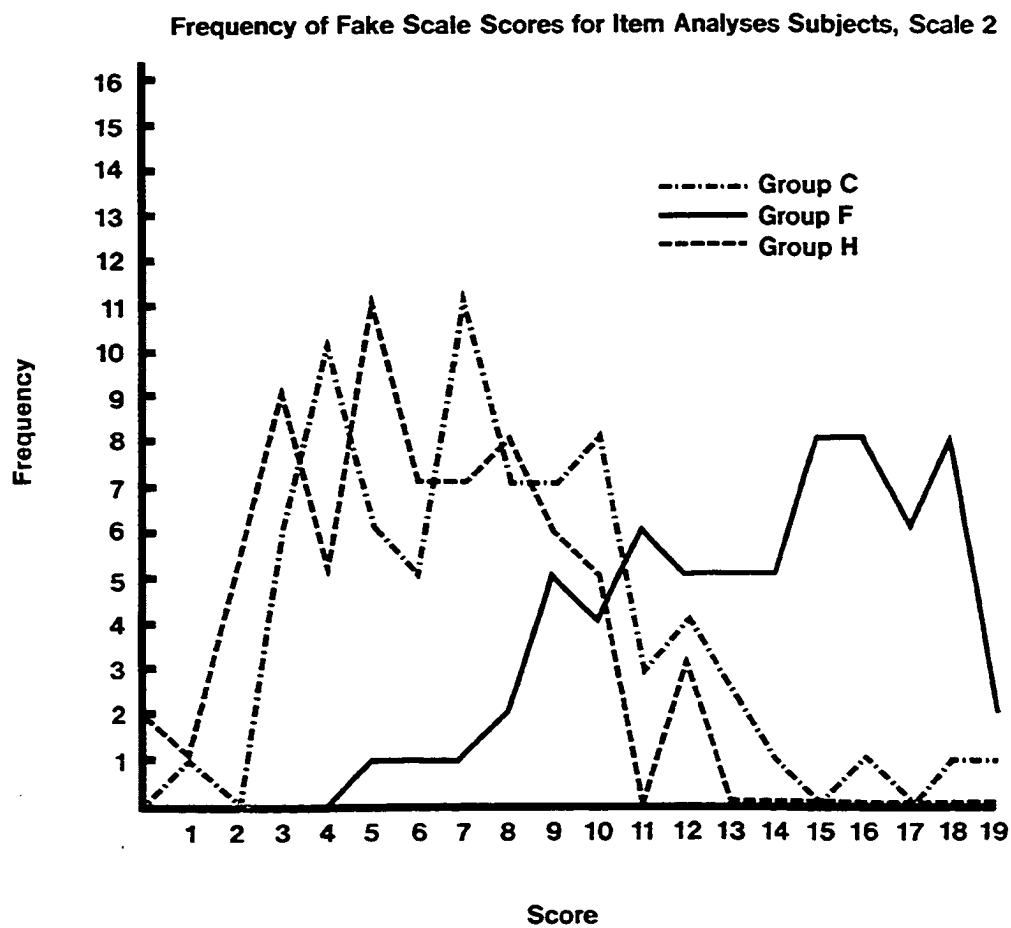
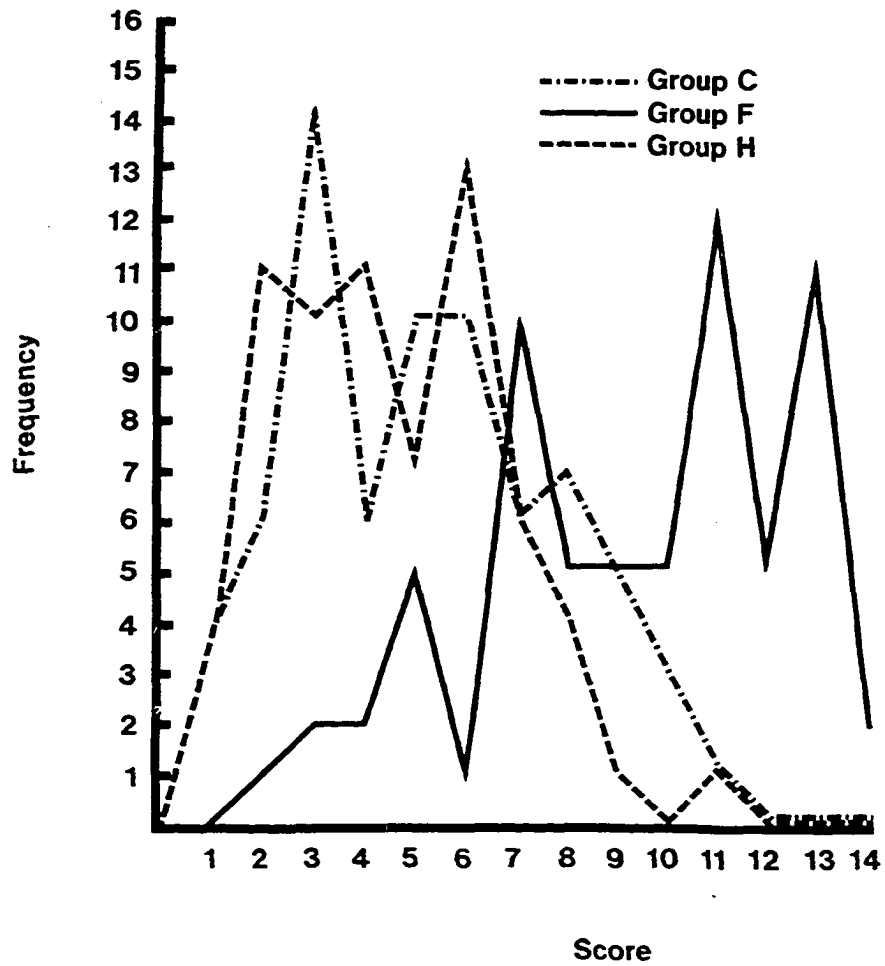


FIGURE 3

Frequency of Fake Scale Scores for Item Analyses Subjects, Scale 3



DISCUSSION

The original goal of this research was to generate a key of items which would be able to detect faking on the EPPS while providing maximum protection against false fake identifications. The goal has been realized to the level that on the 1971 application, over half of the group instructed to fake-good were identified, and there were no false fake identifications in either groups C or H.

The fact that no C group subjects were falsely identified as faking raises the question: If real life subjects with the normal EPPS instructions are alleged to fake the EPPS to make themselves look good, why were no C subjects identified by the fake scale? One possible explanation might lie in the relaxed and non-vulnerable position of the subjects. If faking is purposeful behavior, such as to gain some end, then subjects with nothing to gain by faking might be assumed to be more honest.

Thus, the fake scale still lacks a form of reality testing where subjects motivated to look good to gain an end are scored by the fake scale. Stricker (Buros, 1970, Pp. 1005-1012) cites a study in his review which suggests that a performance differential might be observed. The study noted some significant differences in EPPS scale scores for persons applying for a job, compared to persons who already had the same job.

It is yet inconclusive whether there were fakers in C whom the key failed to identify, or whether C subjects were basically honest in

their answers. The only clue may lie in three C group subjects of the 1971 total scale administration who ranked as the next three subjects below the cut-off score of 30.

The 1971 utilization of the total fake scale and cut-off score was crucial for completion of the purpose of the study. There was no way in the original study to test the total scale and cut-off score because subject identities were not maintained throughout all 261 items.

There is the possibility that at least three uncontrolled variables may have entered this study. These are; subject cooperation, criteria of 'fake-good' used by F group subjects, and the degree of insight available to H group subjects regarding their own likes and feelings.

Subject cooperation was assumed with exception of two original subjects who admitted providing misleading responses and who were not included in any processed data. Also excluded from processing were incorrectly completed response sheets, or incomplete sheets.

Since criteria of 'fake-good' are not provided, one must assume that each individual set his own, and the resulting overlap among all F group subjects is the content of the 51 fake scale items. This study is not concerned whether the items reflect a personal or a social judgement.

There may be situations in which 'faking good' would dictate a particular and more narrow interpretation of the term than may have operated in this study. Applicants for a high-pressure sales job might fake differently than subjects applying for a non-directive

counseling position. Such instances might call forth situational or specific fake good performances. Therefore, the experimenter has begun to replicate this study in form, employing several specific situations in which the group F subjects will be instructed to fake good. Scales will be developed for these particular situations.

Twenty of the 222 subject response cards in the 1971 administration had incorrect markings made by subjects. Some had two punches where one was required, incorrect markings, skipped rows, and other errors. Such cards were re-cut before data processing. Six F subjects had cards re-cut. Five of the six were not correctly identified as F group subjects in the 1971 administration. This phenomenon will be investigated further if it occurs in later use of this instrument.

Until such time as a comparative study of 'real faking' is completed with the EPPS-A, no measure of difference between instructed fakers and real fakers is available.

The present data might be processed again with a comparison between the normal group administration, group C, and the scrupulously honest subjects, group H, to determine whether there are items which differentiate between these groups. Items of this type might comprise a scale similar in function to the K scale of the Minnesota Multiphasic Personality Inventory (MMPI), assessing defensiveness to overly critical self evaluation.

Direct usefulness of this fake scale is limited since it does involve alteration of the EPPS as now published. However, it does seem possible that further processing of existing data may achieve similar

results using only EPPS items on a fake scale. There does appear to be considerable power among standard EPPS items to detect faking, since 24 of the 51 fake scale items were EPPS items at the 1% level of confidence on at least one item analysis.

Such a large contribution to a pool of fakable items would seem to be a liability to the EPPS. It may be, however, a redeeming strength. Since all introspective instruments are subjects to faking by a subject, the EPPS may provide faking subjects enough fake-sensitive items that the faking becomes visible. Such identification is valuable personality information in itself, aside from protecting the validity of the instrument.

SUMMARY

The aim of this research was to develop a scale of items to identify subjects instructed to fake to make themselves look good on the Edwards Personal Preference Schedule - A (EPPS-A). Through 'fake-good' instructions (F group), 'be-honest' instructions (H group), and standard EPPS instructions (C group), three groups of subjects (N = 240) took an expanded form of the EPPS. Thirty-six items constructed by the experimenter in EPPS form, but judged conducive to faking to look good, were interspersed among EPPS items, making a total of 261 items on the EPPS-A.

Of the 51 items, which did differentiate significantly between groups F and H, according to two item analyses conducted on odd-even basis, none of them differentiated significantly between groups C and H.

Originally, the 51 items were assigned to three scales according to item number; scale 1 for items 1-100, scale 2 for items 101-200, and scale 3 for items 201-261. They identified 50%, 70%, and 50% of their F groups respectively, with one false fake identification on scale 1 (N = 90).

Application of the total fake scale to 54 subjects resulted in identification of 55% of F subjects. No C or H subjects were identified as faking.

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APPENDIX A

LETTER FROM DR. HAROLD SEASHORE

(COPY)

The Psychological Corporation
304 East 45th Street
New York 17, N. Y.
ORegon 9-7070

June 14, 1962

Mr. James H. Brammer
Graduate Assistant
Psychology Department
Western Michigan University
Kalamazoo, Michigan

Dear Mr. Brammer:

This letter confirms our telephone conversation of yesterday with respect to your inquiry of May 2, 1962. Permission is granted you to reproduce the Edwards Personal Preference Schedule for the purposes noted in that letter. Each copy of your reproduction must bear the following inscription:

The Edwards Personal Preference Schedule is reproduced by permission for research. Copyright 1953, The Psychological Corporation, New York, New York. All rights reserved.

It is also understood that your research is not designed to lead to commercial publication of any variation or extension of the Edwards Personal Preference Schedule. Should any results of your study indicate that modification of the EPPS would be useful, it is understood that all rights to your development will belong to the author and to The Psychological Corporation. This is not to say that your contribution would not be rewarded if the scales you propose to develop are acceptable to the author and publisher and do become published. The purpose of this condition is to note that we are not willing to give consent in advance for any modification of the test which would result in publication of the modified test outside of our complete control.

We would like to see your final report. If this is in thesis form and only a few copies are available, we would be happy to return the copy after we have read it.

Sincerely yours,

Harold Seashore
Director, Test Division

HS:mj

cc. Dr. Allen L. Edwards

Dictated by HS - Signed in his absence

APPENDIX B
ITEMS ADDED TO THE EPPS

ITEMS ADDED TO THE EPPS

- 5. A. I like to do mischievous things if they don't hurt others.
B. I always like to tell the truth.
- 11. A. I like to break minor laws if I don't think they should
apply at a given time.
B. I always like to think of the other person first.
- 15. A. I like to obey all laws.
B. I like to stay away from church once in a while.
- 21. A. I like to help on fund-raising campaigns.
B. I like to say what I believe is right at any time.
- 25. A. I like to contribute to all causes which need my financial
support.
B. There are times that I'd like to scream or yell in a quiet
place.
- 28. A. I like to gossip a little at times.
B. I like to give equal acceptance to the wishes of others even
if they differ from mine.
- 37. A. I always like to be hard at work on something.
B. I like to be different in some ways.
- 46. A. I always like to help others.
B. I like to park overtime at parking meters if I can get away
with it.
- 52. A. I like to take my shoes off in some place other than at home.
B. At election time I like to find out all the necessary infor-
mation about each candidate.
- 57. A. I like to speed a bit as long as I don't get caught.
B. I like to listen objectively to the other side of an argument.
- 69. A. I'd like to take time from my regular activities to help read
to someone in the hospital.
B. I do not like everyone I know.
- 72. A. I like to return the extra if I've received too much change.
B. Once in a while I like to put off until tomorrow what I ought
to do today.
- 77. A. I always like to do what my religion says is best.
B. There are times when required to dress up that I'd rather not.

89. A. I like to read only the great books.
B. I like to eat whenever and whatever I please.
97. A. I like to always be honest with myself.
B. I like to know some important people because it makes me feel important.
100. A. I feel that I must make excuses for my bad behavior.
B. I like to make sure that I never waste time.
102. A. There are times when I'd enjoy talking about someone without them knowing it.
B. I like to take suggestions from my peers.
113. A. I like to treat everyone as though he were my brother.
B. I like to boast.
120. A. Once in a while I like to think of things too bad to talk about.
B. I like to carefully budget my time.
123. A. I like to give others their full share of credit in a successful project or undertaking.
B. I would like to avoid paying taxes if I didn't have to.
133. A. I like to laugh at a dirty joke once in a while.
B. I like to spend many hours on my homework.
147. A. I feel equally at ease with a group of unfamiliar people as with a group of familiar people.
B. I never like the excitement of a big fire.
151. A. I like to be noticed sometimes.
B. I like to obey my superiors.
154. A. I like to read every editorial in the newspaper every day.
B. I like to get even with somebody who is my enemy.
156. A. I like every man I have ever met.
B. I like to gamble sometimes.
175. A. I enjoy the misfortunes of some people.
B. I always like to act the way I ought.
188. A. Sometimes I like to gossip.
B. I always like to observe the Don't Walk signs at the street corners.
195. A. I like to be sure I never boast.
B. I like to listen in sometimes even if the conversation is not directed to me.

198. A. I like my manners at home equally as well as those I have
when I'm out in company.
B. I like to win rather than to lose in a game.
208. A. I like to eat some food with my fingers.
B. I never like to "get away" with something
225. A. I like to obey all traffic laws.
B. When in formal dress there are times when I'd like to be in
informal clothes.
227. A. I like to obey all laws.
B. I like to stay away from church once in a while.
232. A. I like to place a relatively high valuation on material things.
B. I sometimes have negative feelings toward individuals who are
of minority groups.
235. A. I like to give equal acceptance to what others want.
B. I like to show off sometimes.
250. A. I like to refrain from telling my opinion where it is needed
or not.
B. I like to beat the yellow light.
254. A. Sometimes I'd like to tell snobbish people off when they think
that they are better than I.
B. I like to have to walk only with the traffic light.

APPENDIX C
INSTRUCTIONS FOR EXPERIMENTAL GROUP C

EDWARDS PERSONAL PREFERENCE SCHEDULE - A (EPPS-A)

DIRECTIONS

Do NOT put your name on any answer sheet or test booklet. This is anonymous.

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 pairs 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 sheets are numbers corresponding to the numbers of the pairs of the statements. Check to be sure you are marking for the same item number as the item you are reading in the booklet.

Turn to the booklet and answer sheets and begin work.

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APPENDIX D
INSTRUCTIONS FOR EXPERIMENTAL GROUP F

EDWARDS PERSONAL PREFERENCE SCHEDULE - A (EPPS-A)

DIRECTIONS

Do NOT put your name on any answer sheet or test booklet. This is anonymous.

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 examples 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. If you like both A. and B., you would have to choose between the two, choosing the one that you like better. If you dislike both, you should choose the one that you dislike less.

Other pairs of statements have to do with how you feel. Look at the example.

- 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 are characteristic of the way you feel, the way you should choose which you think is more characteristic. If neither describes how you feel, you choose the one which you think to be less inaccurate.

For your participation in this research, you are asked to try to fake the results so that you "look good." You are to play the part of a person who might take this schedule and want to consciously make himself "look good," rather than always giving the real or honest answer. In trying to "look good," do so in a serious attempt to fake the results, not just to play smart with the questions. Through your sincere cooperation, you may not only further the knowledge of science, but may also contribute to the mentally ill.

The pairs of statements in the booklet are similar to the examples above. Do not skip any. Read each pair of statements and select one.

Make no marks in the booklet. On the separate answer sheets are numbers corresponding to the numbers of the pairs of statements.

Remember, you are trying to FAKE the RESULTS to LOOK GOOD.

Turn to the booklet and answer sheets, and begin work.

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APPENDIX E
INSTRUCTIONS FOR EXPERIMENTAL GROUP H

EDWARDS PERSONAL PREFERENCE SCHEDULE - A (EPPS-A)

DIRECTIONS

Do NOT put your name on any answer sheet or test booklet. This is anonymous.

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. If you like both A. and B., you would have to choose between the two, choosing the one that you like better. If you dislike both, you should choose the one that you dislike less.

Other 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. If both statements are characteristic of the way you feel, then you should choose the one which you think is more characteristic. If neither describes how you feel, you should choose the one which you think is less inaccurate.

For your participation in this research you are asked to be scrupulously honest and objective in your answers. Be so hard-nosed and honest that it hurts. The success of the research depends on this honesty. Through your sincere cooperation you may not only further the knowledge of science, but may also contribute to the aid of the mentally ill.

The pairs of statements in the booklets are similar to the examples above. Do not skip any. Read each pair of statements and select one. Make no marks on the booklet. On the separate answer sheet are numbers corresponding to the numbers of the pairs of statements.

Remember, you are to be so OBJECTIVE, SCRUPULOUSLY HONEST, and HARD-NOSED that it hurts.

Turn to the booklet and answer sheets, and begin work.

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APPENDIX F
TABLES 1, 2, 3

TABLE 1

Items Significant Between Groups F and H, #1-100

Item Number		F Group Choice	Item Analyses t Values	
EPPS-A	EPPS		Odd	Even
8	7	B	2.96*	2.25
11		B	2.37	2.07
15		A	3.67*	2.37
21		A	2.07	2.83*
25		A	3.55*	3.61*
26	21	A	2.13	2.03
28		B	2.73*	2.07
52		B	3.55*	4.67*
65	55	B	2.96*	2.72*
68	58	A	3.13*	2.90*
69		A	6.21*	4.08*
77		A	3.84*	5.20*
79	66	A	3.02*	2.07
81	68	A	2.66*	3.02*
84	71	A	2.84*	3.25*
86	73	A	2.24	2.90*
89	75	A	4.44*	4.08*

* $p < .01$

TABLE 2

Items Significant Between Groups F and H, #101-200

Item Number		F Group Choice	Item Analyses t Values	
EPPS-A	EPPS		Odd	Even
105	88	B	3.54*	3.54*
113		A	2.30	2.96*
120		B	2.37	2.25
124	104	B	4.20*	2.84*
126	106	A	2.01	2.84*
133		B	4.02*	7.57*
136	115	A	2.37	2.07
153	130	B	2.72*	2.07
156		A	5.80*	7.40*
162	137	A	2.07	2.54
168	143	A	3.43*	3.43*
188		B	2.96*	3.43*
191	164	B	4.32*	2.37
193	166	A	2.07	2.96*
195		A	4.67*	7.69*
196	168	A	3.73*	2.96
197	169	B	2.37	2.07
198		A	3.25	2.25
199	170	B	4.02*	2.37

* $p < .01$

TABLE 3

Items Significant Between Groups F and H, #201-261

Item Number		F Group Choice	Item Analyses t Values	
EPPS-A	EPPS		Odd	Even
206	177	B	4.02*	2.66
208		B	5.92*	4.85*
214	184	B	2.66	3.49*
216	186	A	2.37	2.37
225		A	4.61*	3.02*
227		A	2.31	2.96*
229	197	B	2.37	2.25
231	199	B	3.25*	2.96*
234	201	B	2.48	3.79*
235		A	2.13	2.48
238	204	B	2.78*	2.48
248	214	B	3.49*	3.61
253	218	A	2.78*	2.90
254		B	3.14*	4.73*
256	220	A	2.89	2.07

* $p < .01$