

SELF-MONITORING AMONG ADOLESCENTS

DISSERTATION

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by

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DEDICATION

To someone special who gave me the raison d'etre at an early age, to five Sadler girls whose belief belies reality, and to Jim and Lanie, my alter egos, who are always with me, I dedicate and share this final step of academic measurement.

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The image of myself which I try
to create in my own mind in
order that I may love myself
is very different from the image
which I try to create in the
minds of others in order that
they love me.

W. H. Auden

CHAPTER I

INTRODUCTION

A number of social observers have found that persons often utilize cues from the responses of others or the situation in which they are currently functioning, as a guide to their behavior in interpersonal relationships (Alexander & Knight, 1971; Goffman, 1967; Kelley, 1979; Lewin, 1951; Mead, 1934; Snyder, 1974, 1977, 1979). However, increasingly researchers have noted marked individual differences in this skill and the presentation of self to others, which Snyder refers to as "self-monitoring" (Elliott, 1979; Ickes & Barnes, 1977; Jones & Baumeister, 1976; Snyder, 1974; Snyder & Monson, 1975; Snyder & Tanke, 1976).

These differences in the presentation of expressive social behavior may be "conceptualized in terms of the social psychological construct of self-monitoring" (Snyder, 1979, p. 88). The amount of self-monitoring used

in making a behavioral response distinguished the high self-monitoring (SM) individual from the low self-monitoring (SM) individual.

The prototype of the high SM individual is one who uses situational cues to control expressive behavior. The high SM person has the ability to tailor social behavior to fit a specific interpersonal setting; therefore, this person is highly flexible in adapting new roles. The high SM laughs if others laugh, cries, if others cry, and bows, if others bow; thus sensitivity to others and the ability to express a chosen response are essential repertory skills in interpersonal relationships. High SM people are capable of monitoring social situations and controlling the images they create in others.

By contrast, the expressive behavior of the low SM individual is reflective of personal characteristics rather than a response to external cues in the context of the situation. Low SM persons value congruence between their actions in interpersonal situations and their personal psychological attributes. These are individuals whose performances do not change with the situation, but are consistent with a general pattern of response, regardless of situational changes. The low monitor may not necessarily laugh, cry, or bow with others. This individual has pre-conceived ideas, a relatively fixed set of attitudinal

patterns, and strong personality characteristics that are not easily influenced by interpersonal or situational events (Ickes & Barnes, 1977; Jones & Baumeister, 1976; Snyder, 1974, 1977, 1979; Snyder & Tanke, 1976).

Snyder and Campbell (1980) suggest at least two approaches to which individuals may subscribe in their conceptions of self. One is a pragmatic conception of self in which identities are formulated in terms of places and people who occupy one's life. The second view subscribes to a principled conception of self in which identities are formulated in terms of internalized personal and psychological characteristics. What is important in understanding the two divergent views of oneself and others is understanding how the two types translate their views into behavior. The authors suggest that "Self-Monitoring is a system of operating roles that translate self-knowledge into social behavior" (Snyder & Campbell, 1980, p. 92).

Drawing on the assumption that self-monitoring accurately reflects one part of the individual's concept of self, how then do individuals come to view themselves as pragmatic selves or as principled selves. Social psychologists concerned with the self have focused primarily on biological origins and cultural environment. A number of the major theorists suggest that the self grows by stages which can be defined as "developmental

processes". These developmental theorists include Erikson (1950); Freud (1938); Horney (1968); Maslow (1938); Piaget (1954, 1970); Sullivan (1953); and others. Although their language and emphases differ, they share the common ideological premise that the self moves both socially and psychologically from simple to more complex levels of integration.

Statement of the Problem

Is there an age at which one initiates or accelerates the level of self-monitoring skills? Are there differences between males and females in the levels of self-monitoring among adolescents and young adults? Is this difference characterized by an age-related developmental pattern?

Purposes

The specific purposes of this study were:

1. To examine the differences in self-monitoring among three samples; grades 7, 9, and 12.
2. To examine the differences in self-monitoring among males and females of different grade levels.
3. To examine the differences in self-monitoring among verbally-superior males and females and verbally-average males and females.
4. To evaluate the Self-Monitoring Scale, as developed by Snyder.

Assumptions

1. It is assumed that self-monitoring varies according to developmental changes among adolescents.
2. It is assumed that self-monitoring scores vary with sex.
3. It is assumed that self-monitoring scores vary according to verbal ability.
4. It is assumed that the Self-Monitoring Scale is a valid instrument.

Hypotheses

1. There will be no significant differences in self-monitoring scores of groups of 7, 9, and 12th-grade students.
2. There will be no significant differences in self-monitoring scores of males and females for each grade level.
3. There will be no significant differences in self-monitoring scores among males and females whose verbal skills are average and those whose verbal skills are superior.
4. An analysis of the 25 items on the Self-Monitoring Scale will reveal no clearcut factor clusters in the scale.

Definition of Terms

The following definitions were used for words, or abbreviations in this study.

High Self-Monitor - A high SM is a person whose rank is above the 75th percentile or > 15 on the Self-Monitoring Scale of 25 items (Snyder, 1974, p. 533).

Impression Management - The process of "impression management" is an attempt for one to control the images that others form of us (Snyder, 1977, p. 116).

Low Self-Monitor - A low SM person is one whose rank is below the 25th percentile or $SM \leq 9$ on the Self-Monitoring Scale (Snyder, 1974, p. 533).

Moderate Self-Monitor - A moderate SM person is one whose rank is between 75th and 25th percentile or SM between 10-14 on the Self-Monitoring Scale (Snyder and Gangestad, 1981, p. 31).

Monitor - A "monitor" is an individual who observes or controls "self-presentation and expressive behavior, or the process of observing and controlling self-presentation and expressive behavior (Snyder, 1974, p. 527).

SM - SM is the abbreviation for the Self-Monitoring Scale or the self-monitoring individual (Snyder, 1974, p. 529).

Self-Monitoring - Self-Monitoring is a social psychological construct that reflects use of situational and expressive behavior (Snyder, 1974, p. 526).

Self-Monitoring Individual - "One who out of a concern for social appropriateness is particularly sensitive to the expression and self-presentation of others in social situations and uses these cues as guidelines for monitoring his own self-presentation" (Snyder, 1974, p. 528).

CHAPTER II

REVIEW OF THE LITERATURE

Snyder's introduction of the concept of self-monitoring grew out of his interest in the way that individuals differ in their management and control of their self-presentation and expressive behavior. He suggested that some persons tailor their social behavior to the specific situation, and consequently show a broad range of variability in behavioral response. Others depend on internal dispositions to guide their behavior, and are more consistent in their behavioral responses as a result.

Self-Monitoring Scale

The Self-Monitoring Scale is a set of 25 true-false self-descriptive statements selected by an item analysis that maximized internal consistency (Snyder, 1974). Snyder (1974, p. 530) reports that the scale "has a Kuder-Richardson 20 reliability of .70 and a test-retest reliability of .83 ($df = 51$, $p < .001$, one month interval). Cross validation on an independent sample of 145 University of Minnesota undergraduates yielded a Kuder-Richardson 20 reliability coefficient of .63".

As evidence for its discriminant validity, Snyder (1974) derived correlations between the SM and related but conceptually distinct scales. He found that "there

is a slight negative relationship between the SM and the Marlowe-Crowne Social Desirability Scale (M-C SDS, Crowne & Marlowe, 1964)" (Snyder, 1974, p. 530). In addition, he has found SM to be unrelated to the Machiavel-
lian Construct, the Alpert Haber Achievement Anxiety Test, and the Kassarian Inner-Other Directed Scale. It thus appears that the SM scale measures a relatively independent social psychological construct, at least according to Snyder (1974), as well as other empirical investigations that have followed those of Snyder (Elliott, 1979; Ickes & Barnes, 1977; Snyder & Monson, 1975).

Convergent-validity of the Self-Monitoring Construct was provided in four separate studies. The first study used peer ratings. High self-monitoring persons were rated by peers as being more efficient at adjusting to new situations, and responding with socially appropriate behavior, and in controlling their expressive behavior. A high self-monitoring individual was considered to be one who scored at or above the score of 15 on the Self-Monitor Scale (Snyder, 1974). A second study (Snyder, 1974) compared professional stage actors with Stanford undergraduates, and a group of psychiatric-ward patients. The actors scored highest in self-monitoring ability. The institutionalized psychiatric patients were significantly lower in their ability to monitor their social behavior. A third study

(Snyder, 1974) indicated that high self-monitoring subjects were able to communicate emotional states nonverbally with greater accuracy as compared to low self-monitoring individuals. The fourth study (Snyder, 1974) found that high SM individuals sought social comparison information when it was relevant to their self-presentation, while low SM individuals did not seek social comparison information.

Differences Between High and Low Self-Monitors

Snyder and Tanke (1976) found that low self-monitoring individuals were more likely to justify the discrepancy between their attitudes and their behavior by concluding that their behavior did reflect their true attitudes instead of acknowledging the existence of the discrepancy. In contrast, high self-monitoring individuals showed little concern, although they acknowledged the discrepancy between their attitudes and behavior. Some people are more consistent in that their actions do reflect their attitudes. Snyder and Swann (1976) found that when one's personal attitudes are emphasized, the impact of situational manipulations is minimal among low SM individuals, in contrast to high SM individuals. These findings are in keeping with Snyder's hypothesis that congruence between attitude and behavior is greatest among those who regard their overt behavior as reflective of their internal dispositions. Lipka (1976) found that high self-monitors are perceived

more accurately by others as being introverted or extraverted.

Large differences in bodily expressive behavior between high self-monitors and low self-monitors were correctly detected by observers (Lippa, 1976). It would appear that high self-monitors use their abilities to create expressive consistencies in themselves that are not present in the low self-monitors. High SM also use their abilities to control certain expressive domain, such as bodily actions, in contrast to low self-monitors.

In low self-monitors increasing self-awareness seems to bring about increased personal responsibility. This is not found in high self-monitors, who already define themselves more in terms of relationships with others. High self-monitoring individuals, therefore, are not influenced by conditions that increase self-awareness (Ickes, Layden, & Barnes, 1978).

The relationship between self-perception of situational versus dispositional causes of behavior was investigated by McGee and Snyder (1975). They found that individuals who ascribed few traits to themselves were particularly likely to salt food after tasting it (situationally controlled behavior). On the other hand, individuals who ascribed many traits to themselves (dispositionally controlled behavior) were likely to salt food before tasting it.

Individuals who salted food before tasting explained their behavior in terms of "I like salt". Individuals who salted after tasting food explained behavior in terms of characteristics of the food, such as "The food needed salt" (McGee & Snyder, 1975).

In an effort to determine whether individual differences in self-monitoring would influence reactions to ingratiating behavior, Jones and Baumeister (1976) found that high self-monitors react negatively to those who shape their behavior according to situational demands, and positively to those who do not change their behavior according to situational demands. In spite of readily acknowledging their own special adaptability of behavior to situational constraints, the high SM individuals are censorious of others who shape their actions to fit situational cues. In contrast, low self-monitors tended to prefer the "agreeable" person and ignored situational constraints.

In a study of men and women in which same-sex undergraduates were paired, Ickes & Barnes (1977) examined the role of SM as an individual social interaction between strangers. They found that the high SM member of the dyad tended to initiate and control conversation in unstructured dyadic interactions, and were seen by both the member and the partner as having a greater need to talk.

The authors suggest that high SM individuals are more responsive to social appropriateness cues than low SM individuals. Their behavior is especially sensitive to the demand characteristics within a given experimental setting and should be a factor to consider in experimental social psychology. High-low dyads were marked by a significantly greater number of silences in the flow of conversation. These silences correlated with self-ratings of self-consciousness and of feelings of awkwardness.

Snyder and Monson (1975) found that high self-monitors were particularly sensitive to the differences between a public discussion group, where nonconformity was the more appropriate response, and a private discussion group setting where conformity was more appropriate. In contrast, the low self-monitoring individuals were insensitive to the situational manipulation.

Elliott (1977) found that high self-monitors are significantly more willing to purchase information about persons with whom they expect to interact than low self-monitors, particularly if they plan to use deception. High self-monitors acquired personality information about their partner under both nondeceptive and deceptive circumstances, but purchased attitudinal and biographical information only when planning a deception. The study also investigated the reactions of observers to the actors' performance. The

observers were able to clearly distinguish between the high and low SM groups, and consistently evaluated high self-monitors more positively, which would indicate that the high self-monitors conceal their feelings better than low self-monitors.

Newtson and Czerlinsky (1974) found that characteristics of others with whom we are interacting influence our self-presentation. They observed that when college students spoke before an audience on a specific issue, the students changed their presentation in the direction of the attitudes held by those in their audience.

Other Variables

Snyder and Monson (1975) found that the Self-Monitoring Scale can be used to detect neuroticism, inasmuch as those who score low on the scale also tend toward neuroticism. The low self-monitor is not necessarily a neurotic. Snyder suggests that the constrictiveness of the neurotic produces a low SM score.

The research of Berscheid, Graziano, Monson, and Dermer (1976) indicated that high SM individuals remember more accurate information about another person whom they expect to date in the future. High SM men and women observed, recalled, and expressed more information about future social contacts than did the low SM men and women. They concluded that high SM persons expend energy to discern contingencies which underlie the other's behavior. It

appears that high SM individuals are motivated to attempt to gain more efficient control over their social environment including those with whom they expect to interact.

Demand Characteristics

Lippa (1976) and Ickes, Layden and Barnes (1978) report that when the situation demands consistent behavior, the high SM individual does not show situational variability. They have the capability to exercise greater control over inner states such as fatigue and irritability, and to project an image markedly different than their internal feelings.

Hypotheses were stated about self-monitoring skills, based on three variables. These were that there would be no significant differences in SM skills among the following:

1. grades 7, 9, and 12
2. females and males
3. average and superior ability in English Calss

performances.

In a search of the literature on self-monitoring skills, no studies were found on adolescent differences in self-monitoring skills. Secondly, no studies were found on the differences in self-monitoring skills dependent upon various verbal abilities of subjects.

However, several studies have compared self-monitoring differences between females and males. These include the

studies of Lippa (1976), Ickes and Barnes (1977), and Garland and Beard (1979).

Lippa (1976) suggested that certain behavioral effects of SM may be mediated by sex role. Expressive behaviors that are seen as appropriate to one's sex role may be enhanced by self-monitoring, but expressive behaviors that are seen as inappropriate to one's sex role may be inhibited by self-monitoring.

Ickes and Barnes (1977) found that higher ranked SM females devoted significantly more time to expressive gestures than lower ranked SM females. However, the higher ranked SM males devoted significantly less time to expressive gestures than did the lower ranked SM males.

Garland and Beard (1979) found that female high self-monitors attained leadership status more often than low self-monitors in modified brainstorming groups, and that the relationship between self-monitoring and leader emergence was completely independent of participation. The authors suggested that females are more attentive to interpersonal competence than males in group situations that are highly revealing of such competence.

CHAPTER III

RESEARCH METHODOLOGY

The assessment instrument employed for this study was the Self-Monitoring Scale (Snyder, 1974). The complete Self-Monitoring Scale is found in Appendix B. The set of 25 true-false self-descriptive statements are concerned with (a) social comparison information which the individual uses to express behavior which is appropriate to the situation, (b) concern with one's presentation of self, (c) the flexibility the individual shows in controlling and modifying expressive behavior, and (d) the ability to portray specific images tailored to the social situation.

The wording in eight questions of Snyder's Self-Monitoring Scale (1974) was changed to language that would be clearly understood by junior high and high school subjects. Permission to do this was given by Dr. Snyder (Snyder, Note 1). The changes made were as follows: Item 2, "the way I act" to replace "my behavior". Item 3, "at school" instead of "parties". Item 4 "talk to others about things I don't know much about" from "make impromptu speeches even on topics about which I have almost no information". Item 7, "to see how I should act" rather than "for cues". Item 9 "don't often depend on" instead of "rarely need". Item 10 "feeling" rather than "experiencing". Item 20, "pretending, or

imitating others" to replace "games like charades or improvisational acting". Item 22 "when I am in a group" instead of "at a party or in a social group" in the original scale.

The statements were worded non-directionally. Some statements that distinguish high from low self-monitoring are false while others are true. This procedure is used to avoid what is referred to as a "response set", that is the tendency to respond in one direction only. The Scale (labeled Personal Reaction Inventory) required a maximum of 25 minutes for completion.

Items were scored so that the highest scores represent high self-monitoring, and the lowest scores represent low self-monitoring. A score between 25 and 15 was categorized as high SM, a score of 14-10 moderate self-monitoring, and a score of 9 or below as low SM.

Selection of Subjects

The students participating in this study were selected as follows:

1. Three classes of 7th- and 9th-grade students whose grades in English were average were selected from 8 junior high schools throughout the city, a metropolitan community in Southeastern Virginia. These samples represent a demographic cross-section of the city.

2. In addition, sample populations were selected for a comparison study. Three samples were composed of 7th-

and 9th-grade classes whose grades in English were superior.

3. For the third age group, three representative samples of average 12th-grade students were selected from 8 high schools throughout the city so as to be a cross section of the city.

The classification of average students in English is based on the following criteria:

1. A composite grade of C or above in English and Social Studies.

2. A score on tests of verbal skills that places the student at the current grade level to two years above.

3. A score of 25 to 75 percent on reading and listening skills.

4. An average of 99 to 119 on intelligence scores.

5. Evaluated "average" by teachers.

The classification of superior student in English is based on these criteria:

1. Composite grade of B.

2. An average of B or above in English and Social Studies.

3. Scores on tests of verbal skills over two years above grade level.

4. A score of 75 to 100 percent on reading and listening skills.

5. An average of 120 or above on intelligence scores.

6. Evaluation by teachers.

Procedure

A cover sheet was attached to each inventory with instructions and an explanation of the purpose of the study (see Appendix B). Students were requested to withhold their names from the data section, but were asked to include their age, sex, grade, and school. Their participation was a voluntary part of the English course. The data were collected by the usual procedures in the school system, and deposited in the administrative files where it was procured by the investigator.

Analysis of Data

A percentage and frequency count was used to analyze each inventory according to these variables; age, sex, grade, level of academic English performance (in one school only) and self-monitoring score. Each of the 25 items in each inventory was scored and recorded. Statistical analyses were then made to examine the differences among the variables.

A principal components analysis of the 25 SM Scale items was performed. Nine significant orthogonal factors were retained and interpreted. Analyses of variances on the SM total score and the factor scores were used to examine the hypotheses.

The four hypotheses were:

1. There will be no significant difference in self-monitoring scores of groups of 7, 9, and 12th grade students.

2. There will be no significant difference in self-monitoring scores of males and females for each grade level.

3. There will be no significant differences in self-monitoring scores among males and females whose verbal skills are average and those whose verbal skills are superior.

4. An analysis of the 25 items on the Self-Monitoring Scale will reveal no subdimensions in the Scale.

The first three Hypotheses were examined with an ANOVA. A factorial analysis was used to examine Hypothesis four.

CHAPTER IV

RESULTS

Characteristics of the Subjects

Appendix C presents a detailed description of 378 junior high and high school students who were subjects in the study. The distribution among the three grades of 7, 9, and 12 was 33.1%, 31.7%, and 35.2%. The range of ages in those three grades was from 12 to 19, clustered predominately between 12 and 15 (63.9%) and 16 and 18 (34.4%). The mean age in the distribution was 14.9.

The sample was nearly equally divided between male subjects (46.8%) and female subjects (53.2%). The level of performance representing average or superior students of English was predominately average (83.3%), with the superior sample contributing only one-sixth of the total sample (16.7%), because this population was drawn from one school.

Self-Monitoring Scales from 378 students of the 7, 9, and 12th-grade who attended junior and senior high schools in a metropolitan community of Southeastern Virginia supplied the data used in the analysis. Appendix D presents a description of the self-monitoring responses among the total student sample.

The Self-Monitoring Scale (labeled Personal Reaction Inventory) is scaled so that scores of 0-9 are categorized as low SM, 10-14 as moderate SM, and scores 15-25 are categorized as high SM. The range of SM scores of this total population of students was between 4 and 23, out of the possible range of 0-25, with a clustering of scores between 9 and 19. There were 48 low self-monitors, 179 in the moderate range, and 151 high self-monitors. Central tendency scores were mean (13.67), median (13.70) and mode (14.00) clustered between 13 and 14 (see Appendix D).

Principal Components Analysis

Principal components analysis was performed on the 25 scale items. Nine significant factors were extracted with roots greater than or equal to 1.00. The factors were rotated to oblique simple structure. Interfactor correlations showed minimal correlations among the nine factors. Then these nine factors were re-rotated to orthogonal simple structure by the Varimax procedure, and loadings greater than or equal to $\pm .30$ were considered significant (see Table 1).

Table 1
Varimax Rotated Factor Matrix of SM Items

Items	I	II	III	IV	Factors V				VI	VII	VIII	IX	h^2
1	14	13	-10	23	57	-01	25	-03	33	60			
2	-01	06	05	67	-07	07	14	01	02	49			
3	06	29	08	08	01	03	-52	42	-15	57			
4	09	03	-16	01	-07	75	04	13	-19	65			
5	-04	50	13	09	-23	16	19	-00	-18	42			
6	44	-01	23	45	06	09	-21	18	-02	54			
7	-02	-19	20	-03	70	04	-07	06	-14	60			
8	75	15	-05	03	05	-11	09	18	09	63			
9	06	-06	03	03	01	00	03	13	75	60			
10	04	-23	-02	-15	-22	01	-11	58	31	57			
11	-03	10	60	-65	02	-16	-18	-06	30	52			
12	25	58	13	00	-11	09	-13	-24	24	56			
13	03	-24	14	25	34	30	-38	-21	20	61			
14	20	42	02	-46	15	10	-10	12	-01	46			
15	-04	06	53	-15	23	-18	-03	29	-14	50			
16	04	-06	-03	55	27	12	-14	08	02	42			
17	05	-04	44	20	-12	31	20	13	11	42			
18	75	06	02	08	-18	06	00	-09	-06	62			
19	03	-11	71	15	08	06	10	-03	-10	61			
20	64	71	-01	-19	30	07	18	04	10	59			
21	-12	18	08	-03	24	58	07	-16	15	54			
22	24	56	-13	04	08	-21	-09	04	-15	47			
23	02	66	-16	-11	-04	07	-01	07	03	49			
24	18	-01	08	09	05	14	68	08	-01	55			
25	05	16	150	26	24	05	16	63	06	62			
λ	2.38	2.38	1.56	1.36	1.37	1.18	1.12	1.10	1.03				
σ^2	10.3	9.5	6.2	5.5	5.3	4.7	4.5	4.4	4.1				

Note: Decimals omitted for clarity

The 25 item statements clustered in nine Factors as follows:

Factor 1: "Actor" Factor

Item

- 6 I guess I put on a show to impress or entertain people.
- 8 I would probably make a good actor.
- 18 I have considered being an entertainer.
- 20 In order to get along and be liked, I tend to be what people expect me to be rather than anything else.

Factor 2: "Interactional" Factor

Item

- 5 I can talk to others, even about things I don't know much about.
- 12 In a group of people I am rarely the center of attention.
- 14 I am not particularly good at making other people like me.
- 22 When I am in a group, I let others keep the jokes and stories going.
- 23 I feel a bit awkward in company and do not show up quite as well as I should.

Factor 3: "Internal-External" Factor

Item

- 11 I laugh more when I watch a comedy with others than when alone.
- 15 Even if I am not enjoying myself, I often pretend to be having a good time.
- 17 I would not change my opinions (or the way I do things) in order to please someone else or win their favor.
- 19 In order to get along and be liked, I tend to be what people expect me to be rather than anything else.

Factor 4: "Emotional Honesty" Factor

Item

- 2 The way I act is usually an expression of my true inner feelings, attitudes, and beliefs.
- 6 I guess I put on a show to impress or entertain people.
- 14 I am not particularly good at making other people like me.
- 16 I am not always the person I appear to be.

Factor 5: "Behavioral Honesty" Factor

Item

- 1 I find it hard to imitate the behavior of other people.

7 When I am uncertain how to act in a social situation, I look to the behavior of others to see how I should act.

13 In different situations and with different people, I often act like very different people.

Factor 6: "Flexibility" Factor

Item

4 I can only argue for ideas which I already believe.

13 In different situations and with different people, I often act like very different people.

17 I would not change my opinions (or the way I do things) in order to please someone else or win their favor.

21 I have trouble changing my behavior to suit different people and different situations.

Factor 7: "Identity" Factor

Item

3 At school and social gatherings, I do not attempt to do or say things that others will like.

13 In different situations and with different people, I often act like very different people.

24 I can look anyone in the eye and tell a lie with a straight face (if for a right end).

Factor 8: "Deception" Factor

Item

- 3 At school and social gatherings, I do not attempt to do or say things that others will like.
- 10 I sometimes appear to others to be feeling deeper emotions than I actually am.
- 25 I may deceive people by being friendly when I really dislike them.

Factor 9: "Independence" Factor

Item

- 1 I find it hard to imitate the behavior of other people.
- 9 I don't depend on the advice of my friends to choose movies, books, or music.
- 10 I sometimes appear to others to be feeling deeper emotions than I actually am. (see Table 1 for significant factor loadings).

The nine factors were named according to identifying characteristics. Factor 1 (Actor) includes items 6, 8, 18, and 20. The first three items are concerned with acting, and the fourth item (20) requires playing a role, which is also "Acting."

Factor 2 (Interactional) includes items 5, 12, 14, 22, and 23. All five of the items deal with interpersonal exchanges. For this reason, the factor was named "Interactional" factor.

Factor 3 (Internal-External) includes 11, 15, 17, and 19. The four items relate to the person's response. It may be based on internal attitudes or external situations.

Factor 4 (Emotional Honesty) includes items 2, 6, 14, and 16. The four items are scaled so that the individual's responses are based on internal attributes, which would be characteristic of emotional honesty. High scores reflect high self-monitoring but low on the trait of emotional honesty.

Factor 5 (Behavioral Honesty) includes items 1, 7, and 13. The three items are concerned with actions based on one's internal attributes, and whether the actions are "Honest".

Factor 6 (Flexibility) includes items 4, 13, 17, and 21. The four items involve changes in attitudes and behavior which requires adaptation and "Flexibility".

Factor 7 (Identity) includes items 3, 13, and 24. The high scores on "Identity" were characteristic of high self-monitors (whose identity varies with the situation). In contrast, low scorers on "Identity" were characteristic of low self-monitors (whose "Identity" does not change with the situation).

Factor 8 (Deception) includes items 3, 10, and 25. All three items are concerned with "Deceptive" behavior.

Factor 9 (Independence) includes items 1, 9, and 10. The items are concerned with apartness from others, or one's "Independence" of others.

Item 13 appears in three factors (5, 6, and 7). Items 3, 6, 10, 14, and 17 appear in two factors, and items 2, 4, 5, 7, 8, 11, 12, 15, 16, 18, 19, 20, 21, 22, 23, 24, and 25 appear in one factor only.

The total SM score and subtotals of items representing the 9 factors were each analyzed by factorial analysis of variance (ANOVA) for main effects due to sex, grade, ability, and interactions among main effects. Three sets of analyses were performed: Grades 7 and 9 by Sex by Ability (no superior ability students in grade 12); Grades 7 to 12 by Sex; and Sex by Ability.

Coefficient alpha reliabilities were computed on the total SM Scale and on the subtests of items marking each of the 9 factors. The SM scores were significantly related to the variable, number of activities.

ANOVA: Grade (7, 9) by Sex by Ability

No significant main effects or interactions resulted in analysis of the following SM scores: SM Total, "Actor", "Interaction", "Behavioral Honesty", "Identity", "Deception". Grade effects also emerged in analysis of "Independence" ($F(1,237) = 4.75, p < .03$). It appears that 7th-graders score lower than 9th-graders (see means for all Analyses Appendix H). These results indicated that the answers of the 7th-grade students were more like answers of the high self-monitors; and, therefore, directed by external cues.

In contrast, the answers of the 9th-grade students were more like answers of the low self-monitors; and, therefore, directed by internal cues.

Significant main effects for sex resulted for Factor 4, "Emotional Honesty" ($F(1,237) = 4.66, p < .032$). Males and females scored similar in the 7th-grade, with males significantly outscoring females in the 9th-grade. The higher scores were characteristic of answers of less emotional honesty (high SM); therefore, the 9th-grade females gave answers that were higher on the trait of "Emotional Honesty", (see Figure 1).

The Sex by Ability based on criteria for academic level in English classes interaction was significant in analysis of "Independence" ($F(1,237) = 4.23, p < .041$). Average males scored significantly lower on "Independence" than average females, while superior males scored significantly higher than superior females. The higher scores represented answers that were characteristic of high self-monitors. Therefore, the average males and superior females were low scorers (low self-monitors), but their answers reflected independence of others and of situations (see Figure 2).

ANOVA: Grade (7, 9, 12) by Sex

No significant main effects or interactions resulted in analysis of the following scores: SM Total, "Behavioral Honesty", "Behavioral Flexibility", "Identity", "Deception", and "Independence".

Significant grade effects resulted in analysis of Factor 1, "Actor" ($F(2,372) = 3.08, p < .047$). Newman-Keuls analysis showed grades 7 and 9 to be higher on "Actor" than grade 12. These results indicate that 7th-graders answered that they "acted" to be well-liked, and to be what people expected. In contrast, 9th- and 12th-graders answered that they did not "act" as much in order to impress, or be well-liked.

Significant grade effects resulted in analysis of "Interaction" ($F(2,372) = 6.123, p < .002$). Newman-Keuls analysis showed grade 7 to be lower than grade 9 in "Interaction" Factor and grade 9 lower than grade 12.

Significant grade effects resulted in analysis of "Internal-External" ($F(1,372) = 6.71, p < .001$). Newman-Keuls analysis showed grade 7 higher than grade 9, and grade 9 higher than grade 12.

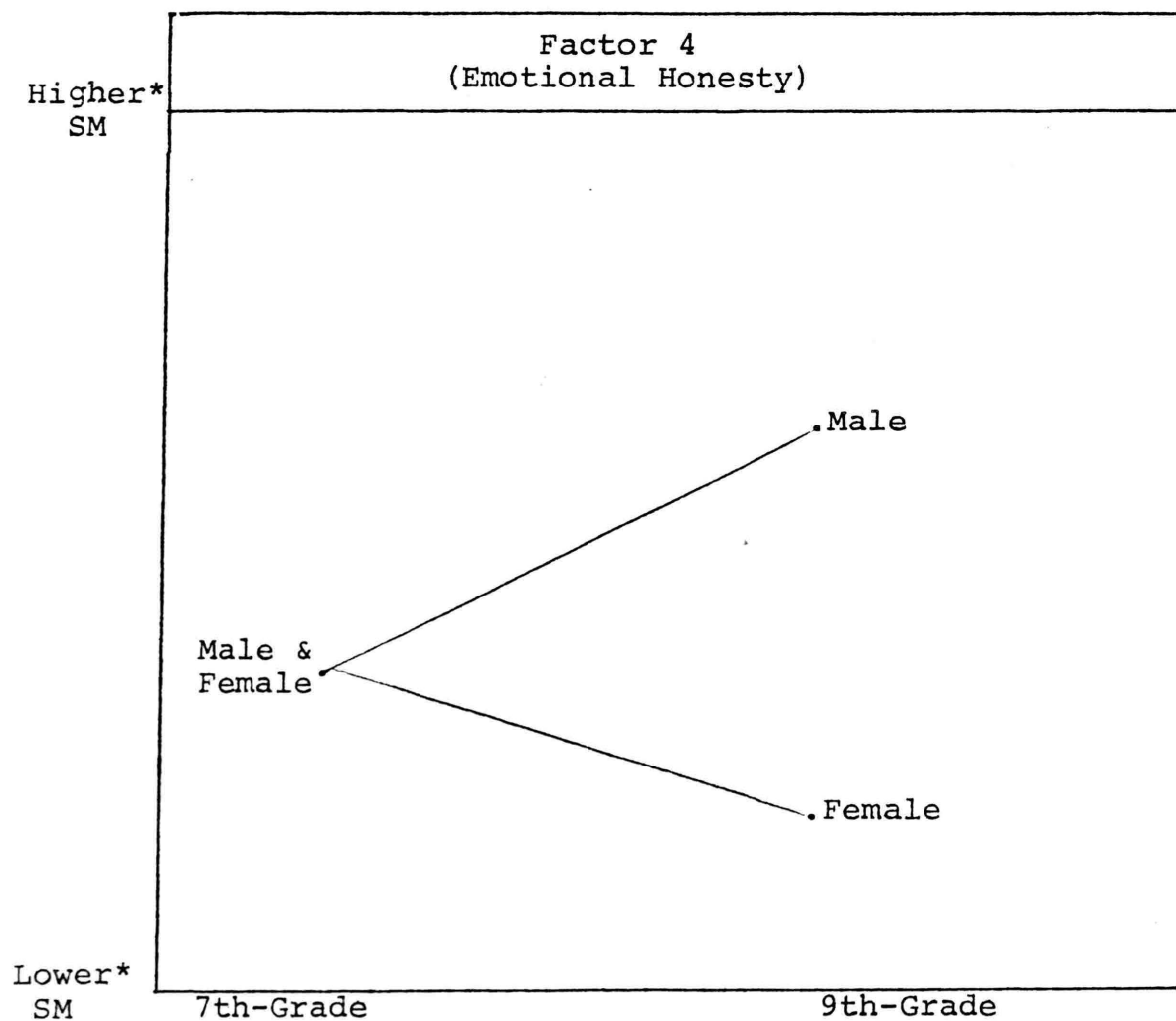
Significant Sex effects resulted in analysis of "Emotional Honesty" ($F(1,372) = 6.71, p < .01$). Males scored higher than females. The higher scores were characteristic of answers of less "Emotional Honesty" (high SM). Therefore, the answers of the males were actually lower in the trait of "Emotional Honesty".

ANOVA: Sex by Ability

No significant main effects or interactions resulted in analysis of the following SM scores: SM Total, "Interaction", "Internal-External", "Behavioral Honesty",

Figure 1

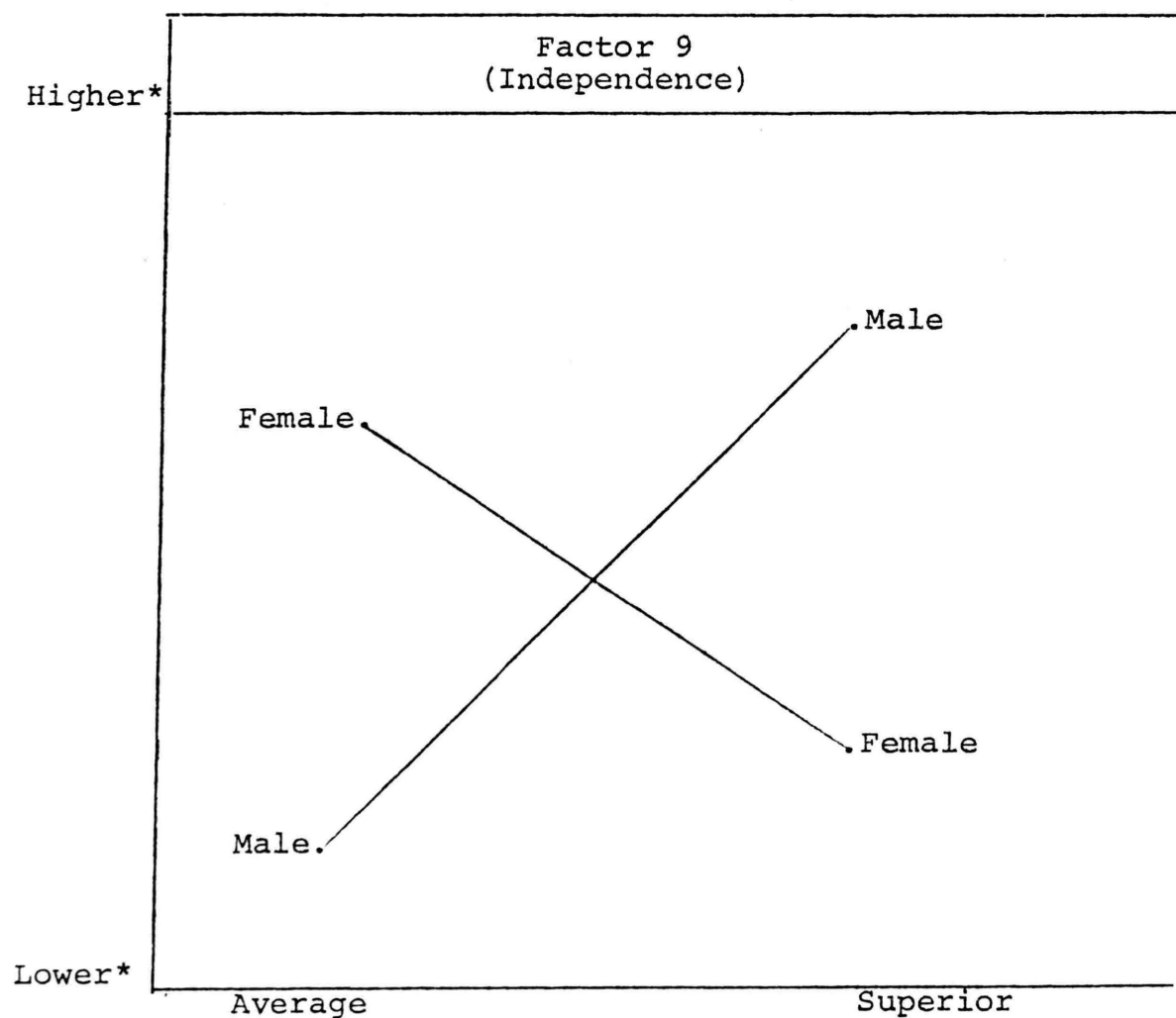
Comparison of 7th- and 9th-Grade Females and
Males on Factor 4 (Emotional Honesty)



*Higher indicated higher self-monitoring on the
Factor of "Emotional Honesty".

Figure 2

Comparison of Average and Superior Females
and Males on Factor 9 (Independence)



*Higher indicates high self-monitoring on the
Factor "Independence".

"Behavioral Flexibility", "Identity", "Deception", and "Independence".

Significant effects for Ability based on criteria for academic level in English classes, emerged for the following scores: "Actor" ($F(1,374) = 5.27, p < .02$), with average students scoring lower than superior students. Inasmuch as the high SM answers were in the direction of high "acting", the answers of the superior students would indicate that they used "acting" skills more than average students. "Emotional Honesty" ($F(1,374) = 4.04, p < .045$), with answers of the average students scoring lower in self-monitoring than superior students. The higher scores were characteristic of high SM. Therefore, the answers of the superior students were actually lower on the trait of "Emotional Honesty". On the other hand, the average students (the low self-monitors) gave answers that reflected a higher level of the trait of "Emotional Honesty" than the superior students.

Significant effects for Sex emerged in analysis of "Emotional Honesty" ($F(1,374) = 6.63, p < .01$). Males scored higher than females. The higher scores (high SM) were characteristic of answers of less emotional honesty. Therefore, females gave answers that were higher on the trait of "Emotional Honesty".

Based on the foregoing factorial analyses, Hypotheses 1, 2, and 3 are rejected. Initially, when an analysis of

variance was executed on the total SM construct, Hypothesis 1, 2, and 3 were not rejected.

The relationship between self-monitoring factor scores (as one set of predictor variables) and church and school activities (as a second set of dependent variables) was assessed by canonical correlations analysis and step-wise multiple regression. Canonical correlations analysis resulted in one significant pair of profiles (activities with self-monitoring; see Table 2). Interpretation of the canonical weights (retaining variable with weights at least half as large in absolute value as the largest weight in a score set), suggests that high engagement in activities of both types (church and school) is related to high scores on "Actor", "Interaction", and "Behavioral Honesty", and low scores on "Emotional Honesty" and "Identity".

Regression analyses related total activities, and each type of activity (church and school) to the SM factor scores. High total activities appear to be related to high "Interaction", and low "Identity" scores. High school activities are related to high "Interaction" scores, and low "Internal-External" scores. High church-activities are related to low scores on "Deception" (see Table 3).

Coefficient alpha reliabilities computed for the total SM Scale, and each subscale score suggest minimally acceptable reliabilities for the total scale and for the factors "Actor" and "Interaction". Unacceptable reliabilities were obtained for the remaining factors scales (see Table 4).

Table 2
Relationship of Self-Monitoring Factors to
Church and School Activities

Coefficients for Canonical Variables			
Predictors			Criteria
Factor 1	(Actor)	.439	School
			Activities .852
2	(Interaction)	.659	Church
3	(Internal-External)	-.230	Activities .458
4	(Emotional Honesty)	-.516	
5	(Behavioral Honesty)	.437	
6	(Flexibility)	.203	
7	(Identity)	-.602	
8	(Deception)	.090	
9	(Independence)	-.280	

Note: Canonical $\gamma = .28$

Table 3
Relationships Between Total Activities, School and
Church Activities, and Individual Factors

Dependent Variable	Total Activities	Multiple R	R Square	Rsq Change	B	Beta
Independent Variable	Factor 2 (Interaction)	.183	.033	.033	.212	.184
Intercept	Factor 7 (Identity)	.213	.045	.012	.232	-.110
					1.209	
Dependent Variable	School Activities	Multiple R	R Square	Rsq Change	B	Beta
Independent Variable	Factor 2 (Interaction)	.177	.031	.031	.180	.169
Intercept	Factor 3 (Internal-External)	.210	.044	.013	-.145	-.113
					1.018	
Dependent Variable	Church Activities	Multiple R	R Square	Rsq Change	B	Beta
Independent Variable	Factor 8 (Deception)	.108	.012	.012	-.629	-.108
Intercept					.269	

*All are significant at .05

Table 4

Coefficient Alpha Reliabilities for Total SM Scale
and SM Subscale Scores

Alpha	SM Scale Scores
.58	Total
.61	Factor 1 - Actor
.53	Factor 2 - Interaction
.43	Factor 3 - Internal-External
.15	Factor 4 - Emotional Honesty
.41	Factor 5 - Behavioral Honesty
.31	Factor 6 - Behavioral Flexibility
- .18	Factor 7 - Identity
.25	Factor 8 - Deception
.18	Factor 9 - Independence

CHAPTER V

DISCUSSION, RECOMMENDATIONS AND SUMMARY

The study by Briggs, Cheek, and Buss (1980) reported results similar to those found in this study. The Briggs et al. study retained three factors for final rotation, based on eigenvalues of over one. These were named by the authors as: Extraversion, Other-Directedness, and Acting. Briggs et al. found that two of the factors, Extraversion and Other-Directedness, are "essentially uncorrelated" ($r = -.11$). In addition, the authors found that the person who scores high on Extraversion appears to be quite different from the person who scores high on Other-Directedness.

The total SM Scale had a coefficient alpha reliability of .58, $p < .05$. Factor 1 (Actor) had a coefficient alpha reliability of .61, $p < .05$. This factor included items 6, 8, 18, and 20. Three of the items were concerned with acting, and the fourth item (20) involved "acting" the way others "expect one to be".

Factor 2 (Interaction) had a coefficient alpha reliability of .53, $p < .05$. This factor included items 5, 12, 14, 22, and 23. All five items were concerned with the individual's behavior in groups of people.

Factor 3 (Internal-External) had a coefficient alpha reliability of .43, ns. This factor included items 11, 15,

17, and 19. All four items were concerned with behavior in response to others, as opposed to behavior in response to the individual's feelings.

Factor 4 (Emotional Honesty) had a coefficient alpha reliability of .15, ns. This factor included items 2, 6, 14, and 16. The four items were concerned with the individual's responses, based on true feelings or the individual's acting skills.

Factor 5 (Behavioral Honesty) had a coefficient alpha reliability of .41, ns. This factor included items 1, 7, and 13. The three items concerned behavior as a response to the person's honest feelings, or as a response to the behavior of others.

Factor 6 (Behavioral Flexibility) had a coefficient alpha reliability of .31, ns. This factor included items 4, 13, 17, and 21. The four items were concerned with the person's ability to change behavior or opinions.

Factor 7 (Identity) had a coefficient alpha reliability of -.18, ns. This factor included items 3, 13, and 24. Two items were concerned with trying to impress others or taking "situational roles". The third item was concerned with the person's regard for others.

Factor 8 (Deception) had a coefficient alpha reliability of .25, ns. This factor included items 3, 10, and 25. The three items were concerned with the person's regard for others.

Factor 9 (Independence) had a coefficient alpha reliability of .18, ns. This factor included items 1, 9, and 10. Two items were concerned with the need to depend on advice or actions of others. The third item was concerned with the need for the approval of others.

Snyder (1979) has suggested that the Self-Monitoring Scale is a "widely used measure". However, since there is evidence that the Scale has a number of factors with insignificant inter-item correlations, and a minimally acceptable overall reliability its use is questionable.

Recommendations

This study was based on data obtained from 7th-, 9th-, and 12th-grade students in a metropolitan city in Southeastern Virginia, and may not be applicable to the general population of junior and high school students. Further research might include cross-sectional studies of 7th-, 9th-, and 12th-grade students in other geographical areas, to determine whether regional differences exist in the self-monitoring skills of the adolescent population.

Studies that compared the self-monitoring skills of these three grades (7, 9, and 12); with primary and elementary grades might also provide needed information.

A longitudinal study of the relationship between self-monitoring skills and age is needed also. This type of research design might reflect the changes of the self-monitoring skills through the life cycle.

Observational studies as well as personal interviews are also important to be considered when examining self-monitoring skills. In summary, researchers must apply as many research designs as possible in order to further the knowledge and understanding of self-monitoring skills.

All of the recommendations, however, are based on the reliability and validity of the Self-Monitoring Scale. At present there is a need for a better SM Scale to use in research related to the recommendations.

Summary

The primary purpose of this study was to investigate the social psychological construct of Self-Monitoring in relation to grade, sex, and ability based on the criteria for academic performance in English classes. The samples came from six schools in one city in a metropolitan community in Southeastern Virginia. The schools were selected on the basis of demographic variability, and the samples consisted of 378 students who volunteered to fill in the 25 item true-false inventory.

The distribution among the three grades was similar. There were 125 (33.1%) in the 7th-grade, 120 (31.7%) in the 9th-grade, and 133 (35.2%) in the 12th-grade. Ages of the subjects ranged from 12 to 19; however, age 16 represented only 4 students (1.1%), and age 19 only 2 (.5%).

The distribution between sexes was 177 males (46.8%) and 201 females (53.2%). There were 315 average students

(83.3%) and 63 (16.7%) superior students, based on criteria for average and superior performance in English classes. The samples of superior students came from 7th- and 9th-grades of one school only.

The assessment instrument employed was the Self-Monitoring Scale. The Scale had been reported as a valid and reliable instrument by Snyder (1974).

The first three hypotheses were examined in two separate ways. First, a one-way analysis of variance was utilized. Secondly, multiple regressions were executed to determine the relationships between each of the variables of grade, sex, and ability, based on the criteria for academic levels in English classes.

No significant differences were found among the SM scores, using the variables of grade, sex, or ability. The first three hypotheses were not rejected when evaluated by the total SM scores.

The nine significant ($\pm .30$) factors extracted in the re-rotation to orthogonal simple structure were interpreted on the bases of the characteristics of the items which were significant on loadings of each factor (see Table 1).

A significant effect for Grade resulted from analysis of Factor 3, "Internal-External" factor. This finding indicates that 7th-grade students score higher (External Orientation) than 9th-grade students, and 9th-grade students score higher (External Orientation) than 12th-grade students.

Significant main effects for Sex resulted for Factor 4, "Emotional Honesty". Males scored higher than females. The higher scores (high SM) were characteristic of answers of "less emotional honesty". Therefore, answers of Females would indicate they were higher on the trait of "Emotional Honesty", although lower on the SM score.

The Grade by Sex interaction was significant for Factor 6, "Behavioral Flexibility". Males and females scored similarly in the 7th-grade, but in the 9th-grade males scored higher on the "Flexibility" factor than females.

The Sex by Ability based on the criteria for academic level in English classes interaction was significant in analysis of Factor 9, "Independence". Average males scored lower on "Independence" than average females, while superior males outscored superior females. The higher scores (high SM) were characteristic of dependence on others and situations. Therefore, the average males and superior females gave answers that reflected independence of others and of situations.

An analysis of variance was then computed for Grade by Sex. No significant main effects or interactions resulted in analysis of the following scores: SM Total, Factor 5, 6, 7, 8, and 9.

Significant Grade effects resulted in analysis of Factor 1, "Actor". Grades 7 and 9 were higher on the "Actor" factor

than grade 12. Analysis of Factor 2, "Interaction" showed grade 7 to be lower in "Interaction" than grade 9, and grade 9 to be lower than grade 12.

On the analysis of variance of Sex by Ability, no significant main effects or interactions resulted in analysis of the following SM scores: SM Total, Factor 2, 3, 5, 6, 7, 8, and 9. Significant effects for Ability emerged for the following scores: Factor 1 "Actor", with average students scoring lower than superior; Factor 4 "Emotional Honesty", with average students scoring lower than superior students. The higher scores (high SM) were characteristic of answers of "Emotional Honesty". Therefore, answers of average students would indicate that they were higher on the trait of "Emotional Honesty" than superior students.

The relationship between self-monitoring factor scores and church and school activities was assessed by canonical correlation analysis and step-wise multiple regressions. Canonical analysis resulted in one significant pair of profiles (activities with self-monitoring). Interpretation of the canonical weights suggests that high engagement in activities of both types (church and school), is related to high scores on "Actor", "Interaction", and "Behavioral Honesty", and low scores on "Emotional Honesty", and "Identity".

Regression analyses related total activities, and each type of activity to the SM factor scores. High total

activities appear to be related to high "Interaction", and low "Identity" scores. A high number of school activities were related to high "Interaction", and low "Identity" scores. High church activities are related only to low "Deception" scores.

Coefficient alpha reliabilities were computed for the total SM Scale, and each Factor subscale score. Resulting coefficients suggest minimally acceptable reliabilities for the total scale and for Factor 1 "Actor", and 2, "Interaction". Reliabilities were unacceptable for the remaining factor scales. The low reliabilities for the total score suggest that use of the Scale in its present form would not be advisable.

APPENDIX A
HUMAN SUBJECTS REVIEW COMMITTEE
PERMISSION FORM

TEXAS WOMAN'S UNIVERSITY
Box 23717 TWU Station
Denton, Texas 76204

REVISION

HUMAN SUBJECTS REVIEW COMMITTEE

Name of Investigator: Susan Sadler Center: Denton

Address: 420 Linkhorn Drive Date: March 31, 1982

Virginia Beach, Virginia 23451

Dear Ms. Sadler,

Your study entitled Self-Monitoring Among

Adolescents

has been reviewed by a committee of the Human Subjects Review Committee and it appears to meet our requirements in regard to protection of the individual's rights.

Please be reminded that both the University and the Department of Health, Education, and Welfare regulations typically require that signatures indicating informed consent be obtained from all human subjects in your studies. These are to be filed with the Human Subjects Review Committee. Any exception to this requirement is noted below. Furthermore, according to DHEW regulations, another review by the Committee is required if your project changes.

Any special provisions pertaining to your study are noted below:

____ Add to informed consent form: No medical service or compensation is provided to subjects by the University as a result of injury from participation in research.

____ Add to informed consent form: I UNDERSTAND THAT THE RETURN OF MY QUESTIONNAIRE CONSTITUTES MY INFORMED CONSENT TO ACT AS A SUBJECT IN THIS RESEARCH.

X The filing of signatures of subjects with the Human Subjects Review Committee is not required.

____ Other:

____ No special provisions apply.

cc: Graduate School
Project Director
Director of School or
Chairman of Department

Sincerely,

Marilyn Hinson

Chairman, Human Subjects
Review Committee

at Denton

APPENDIX B
SELF-MONITORING SCALE

SELF-MONITORING SCALE
PERSONAL REACTION INVENTORY

Instructions:

The statements on the next page concern your personal reactions to a number of different situations. No two statements are exactly alike, so consider each statement carefully before answering. If a statement is TRUE or MOSTLY TRUE as applied to you put a check mark in the space marked TRUE. If a statement is FALSE or NOT USUALLY TRUE as applied to you, check the space marked FALSE.

It is important that you answer as frankly and as honestly as you can. Your answers will be counted as a group. You will not be identified individually. We are interested in the response of the entire class.

We appreciate your help in this study.

AGE:

GRADE:

SCHOOL:

SEX:

Please list school or social clubs in which you are a member or in which you participate:

PERSONAL REACTION INVENTORY

- | <u>True</u> | <u>False</u> | |
|-------------|--------------|--|
| _____ | _____ | 1. I find it hard to imitate the behavior of other people. |
| _____ | _____ | 2. The way I act is usually an expression of my true inner feelings, attitudes, and beliefs. |
| _____ | _____ | 3. At school and social gatherings, I do not attempt to do or say things that others will like. |
| _____ | _____ | 4. I can only argue for ideas which I already believe. |
| _____ | _____ | 5. I can talk to others, even about things I don't know much about. |
| _____ | _____ | 6. I guess I put on a show to impress or entertain people. |
| _____ | _____ | 7. When I am uncertain how to act in a social situation, I look to the behavior of others to see how I should act. |
| _____ | _____ | 8. I would probably make a good actor. |
| _____ | _____ | 9. I don't depend on the advice of my friends to choose movies, books, or music. |
| _____ | _____ | 10. I sometimes appear to others to be feeling deeper emotions than I actually am. |
| _____ | _____ | 11. I laugh more when I watch a comedy with others than when alone. |
| _____ | _____ | 12. In a group of people I am rarely the center of attention. |
| _____ | _____ | 13. In different situations and with different people, I often act like very different people. |

- | <u>True</u> | <u>False</u> | |
|-------------|--------------|---|
| _____ | _____ | 14. I am not particularly good at making other people like me. |
| _____ | _____ | 15. Even if I am not enjoying myself, I often pretend to be having a good time. |
| _____ | _____ | 16. I am not always the person I appear to be. |
| _____ | _____ | 17. I would not change my opinions (or the way I do things) in order to please someone else or win their favor. |
| _____ | _____ | 18. I have considered being an entertainer. |
| _____ | _____ | 19. In order to get along and be liked, I tend to be what people expect me to be rather than anything else. |
| _____ | _____ | 20. I have never been good at pretending, imitating others, or acting. |
| _____ | _____ | 21. I have trouble changing my behavior to suit different people and different situations. |
| _____ | _____ | 22. When I am in a group, I let others keep the jokes and stories going. |
| _____ | _____ | 23. I feel a bit awkward in company and do not show up quite as well as I should. |
| _____ | _____ | 24. I can look anyone in the eye and tell a lie with a straight face (if for a right end). |
| _____ | _____ | 25. I may deceive people by being friendly when I really dislike them. |

APPENDIX C
CHARACTERISTICS OF THE SUBJECTS

Appendix C
Characteristics of the Subjects

Variable	Subjects		
	Number	Percent	Average Age
Distribution among grades			
7	125	33.1	12-13
9	120	31.7	14-15
12	133	35.2	17-18
Distribution of ages			
12	64	16.9	
13	58	15.3	
14	61	16.1	
15	59	15.6	
16	4	1.1	
17	65	17.2	
18	65	17.2	
19	2	.5	
Sex			
Male	177	46.8	
Female	201	53.2	
Seventh and ninth grade English students			
Average	315	83.3	
Superior	63	16.7	

APPENDIX D

SELF-MONITORING SCORES OF THE TOTAL SAMPLES
OF 7TH, 9TH, AND 12TH-GRADE STUDENTS

Appendix D

Self-Monitoring Scores of the Total Samples
of 7th, 9th, and 12th-Grade Students

Self-Monitoring (SM) Scores		Student Responses	
		Number of Students	Percent
Low SM	0-3	0	0
	4	3	.8
	5	1	.3
	6	2	.5
	7	8	2.1
	8	13	3.4
	9	21	5.6
Moderate SM	10	25	6.6
	11	29	7.7
	12	42	11.1
	13	34	9.0
	14	49	13.0
High SM	15	39	10.3
	16	34	9.0
	17	23	6.1
	18	17	4.5
	19	16	4.2
	20	9	2.4
	21	9	2.4
	22	3	.8
	23	1	.3
	24-25	0	0

APPENDIX E

PERCENTAGE DISTRIBUTION OF STUDENT RESPONSES

ON THE STATEMENTS OF THE

SELF-MONITORING SCALE

Appendix E

Percentage Distribution of Student
Responses on the Statements of
the Self-Monitoring Scale

SM Statement (and high SM Response)	Student Responses	
	Percent	Percent
	False	True
1. I find it hard to imitate the behavior of other people. (False)	57.1	42.9
2. The way I act is usually an expression of my true inner feelings, attitudes, and beliefs. (False)	31.7	68.3
3. At school and social gatherings, I do not attempt to do or say things that others will like. (False)	81.5	18.5
4. I can only argue for ideas I already have. (False)	47.4	52.6
5. I can talk to others, even about things I don't know much about. (True)	28.8	71.2
6. I guess I put on a show to impress or entertain people. (True)	65.6	34.4

Appendix E--Continued

SM Statement (and high SM Response)	Student Responses	
	Percent	Percent
	False	True
7. When I am uncertain how to act in a social situation, I look to the behavior of others to see how I should act. (True)	38.4	61.6
8. I would probably make a good actor. (True)	60.1	39.9
9. I don't depend on the advice of my friends to choose movies, books, or music. (False)	47.9	52.1
10. I sometimes appear to others to be feeling deeper emotions than I actually am. (True)	50.3	49.7
11. I laugh more when I watch a comedy with others than when alone. (True)	39.4	60.6
12. In a group of people I am rarely the center of attention. (False)	39.2	60.8
13. In different situations and with different people, I often act like very different people. (True)	46.0	54.0

Appendix E--Continued

SM Statement (and high SM Response)	Student Responses	
	Percent	Percent
	False	True
14. I am not particularly good at making other people like me. (False)	73.3	26.7
15. Even if I am not enjoying myself, I often pretend to be having a good time. (True)	32.5	67.5
16. I am not always the person I appear to be. (True)	23.5	76.5
17. I would not change my opinions (or the way I do things) in order to please someone else or win their favor. (False)	39.2	60.8
18. I have considered being an entertainer. (True)	68.3	31.7
19. In order to get along and be liked, I tend to be what people expect me to be rather than anything else. (True)	60.0	31.0
20. I have never been good at pretending, imitating others, or acting. (False)	72.0	28.0

Appendix E--Continued

SM Statement (and high SM Response)	Student Responses	
	Percent	Percent
	False	True
21. I have trouble changing my be- havior to suit different people and different situations. (False)	63.8	36.2
22. When I am in a group, I let others keep the jokes and stories going. (False)	56.9	43.1
23. I feel a bit awk- ward in company and do not show up quite as well as I should. (False)	64.3	35.7
24. I can look anyone in the eye and tell a lie with a straight face (if for a right end). (True)	50.3	49.7
25. I may deceive people by being friendly when I really dis- like them. (True)	34.9	65.1

APPENDIX F

DIFFERENCES IN SM RESPONSES BETWEEN

MALES AND FEMALES

Appendix F
Differences in SM Responses Between
Males and Females

SM Score	Males (N=177) Percent	Females (N=201) Percent
4	.5	.3
5	.3	.0
6	.3	.3
7	.8	1.3
8	1.3	2.1
9	2.4	3.2
10	2.6	4.0
11	3.7	4.0
12	4.5	6.6
13	4.2	4.8
14	6.6	6.3
15	4.5	5.8
16	4.0	5.0
17	3.2	2.9
18	2.6	1.9
19	2.1	2.1
20	1.6	.8
21	1.1	1.3
22	.3	0
23	<u>.3</u>	<u>0</u>
TOTAL	46.8	53.2

APPENDIX G

DIFFERENCES IN SM RESPONSES BETWEEN

MALES AND FEMALES

Appendix G

Differences in SM Responses Between
Males and Females

SM Score	Males (N=177) Percent	Females (N=201) Percent
0-3	0	0
4	.5	.3
5	.3	0
6	.3	.3
7	.8	1.3
8	1.3	2.1
9	2.4	3.2
10	2.6	4.0
11	3.7	4.0
12	4.5	6.6
13	4.2	4.8
14	6.6	6.3
15	4.5	5.8
16	4.0	5.0
17	3.2	2.9
18	2.6	1.9
19	2.1	2.1
20	1.6	.8
21	1.1	1.3
22	.3	0
23	.3	0
24-25	<u>0</u>	<u>0</u>
TOTAL	46.8	53.2

APPENDIX H

MEAN SCORES FOR SUBGROUPS ON FACTOR 1 (ACTOR)

Appendix H

Mean Scores for Subgroups on Factor 1 (Actor)

Factor 1, by Grade, Sex, Level

Total Sample Populations of 7th and 9th-Grade Students

Mean 1.89

No. in Sample 245

Grade	Sex	Level	Means on Factor 1 (Actor)	No. in Sample
7			1.82	125
9			1.97	120
	Male		1.95	110
	Female		1.84	135
		Average	1.81	182
		Superior	2.11	63
7	Male		1.95	56
	Female		1.97	66
		Average	1.77	94
		Superior	1.97	31
9		Average	1.86	88
		Superior	2.25	32
	Male	Average	1.90	84
		Superior	2.12	26
	Female	Average	1.73	98
		Superior	2.11	37
7	Male	Average	1.95	42
	Female	Average	1.62	52
9	Male	Average	1.86	42
	Female	Average	1.87	46
7	Male	Superior	1.93	14
	Female	Superior	2.00	17
9	Male	Superior	2.33	12
	Female	Superior	2.20	20

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