RELATIONSHIP OF DEFENSIVENESS TO PERSONALITY NEEDS
AND SELF-CONCEPT

by

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A THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Psychology

KANSAS STATE COLLEGE
OF AGRICULTURE AND APPLIED SCIENCE

1958

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INTRODUCTION AND REVIEW OF LITERATURE

The term "defense" or "defensiveness" has increasingly become a working concept in psychological circles. Approximately the same thing is being described by the use of this term within the several frameworks of reference which employ it.

A major work on the place of this idea within the psychoanalytic field is that of Freud (9). She recognizes Sigmund Freud's introduction of the idea as ". . . the earliest representative of the dynamic standpoint in psycho-analytical theory." (p. 45). In her book she gives a two-fold nature to defense mechanisms, the defense of the ego inward against the id and the defense of the ego outward toward objects (affect). Ten defense mechanisms are listed and explained in relation to ego activity by examples, case studies and theory. In the theoretical development the statement is made (p. 65)

> Whenever it seeks to defend itself against instinctual impulses from one of the motives which I have indicated, it is obliged to ward off also the affects associated with the instinctual process. The nature of the affects in question is immaterial: they may be pleasurable, painful or dangerous to the ego. It makes no difference, for the ego is never allowed to experience them exactly as they are. If an affect is associated with a prohibited instinctual process, its fate is decided in advance. The fact that it is so associated suffices to put the ego on guard against it.

This does not explain what the ego's relation to the affect will be but whenever an illustration of the manifest aspect of defensive ego activity is given, the elements of distortion and/or denial of reality are apparent.

Hogan (13) has done for the framework of perception what Anna Freud has done for the motivational view. He took Carl Roger's theory of the self as the experiencing organism in the behavioral field and expanded it

into a theory of threat and defense. Threat was defined as occuring, "when the self perceives its experiences as being inconsistent with the structure of the self" (p. 418). Then in the face of threat a sequence of behavior takes place which has as its goal the maintenance of the structure of the self. Hogan specifically assigned a double possibility of reaction to threat; (a) the assimilation of the experience with the appropriate change of self, or (b) the denial and distortion of the experience. He defined defense as the process of ". . . persistance in behavior consistant with older conceptions of self (which) may foster a spurious balance in feelings of security, adequacy, and worth" (p. 418). He was somewhat unclear as to whether he considered as defensive behavior only that which is inappropriate i.e., denies and distorts, or whether any behavior which maintains the structure of the self against threat should be considered as defensive.

But if there was any doubt in the development of this idea by Hogan, none was left by those who continued in its development. Haigh (10) used only the distortion-denial aspect as he dealt with it in his subsequent study of its role in client-centered therapy. Furthermore, when a practical measuring instrument was developed (Magoon, et al., 16) on an operational-behavioral basis, this was even more clearly spelled out in both the operational definition and the item construction of the paper and pencil test.

Two similarities or parallelisms are of curiosity value in the afore-mentioned developments. First Hogan commented on the fact that the self-concept acts as a mediator or interpreter, as it were, between the experience and the self; both directing itself outward and affecting the event, and acting inward and affecting the "self". Anna Freud saw a similar thing happening with the ego; acting against the id and acting outward toward the

objective world. Furthermore, where the phenomological or perceptual framework emphasizes the effect of the person on the interpretation of an objective experience, the passage quoted before from Anna Freud parallels this idea when it states that "the ego is never allowed to experience them as they are." The thing being implied by the comparison here is that individuals within both frameworks seem to sense an interrelationship, a mutual interaction between personality, however described, and the objective world.

When a group from Minnesota (16) began to investigate counseling from another framework, defensiveness became one of the primary concepts introduced to help understand behavior in the situation. Hogan's work provided the initial experimental validation which seemed desirable for such a concept, so Magoon, et al. accepted almost without change the description of defensive behavior given by Hogan, but fit it into their own learning theory framework. This was done by relating defensiveness to anxiety which in turn had already been linked with learned responses. From this framework defensive responses are seen as ". . . self-protective in nature by so distorting some aspect of the individual's relationship with his environment that his anxiety is reduced" (Magoon, et al. 16, p. 6).

In each of the three above mentioned frameworks there are certain similarities and differences in the handling of the concept "defensiveness". Differences come to the fore when looking at the various methods of explaining why things happen the way they do. Similarity and agreement occur most when the behavior or that which one is trying to explain is considered.

A cursory examination of the categories used by each framework would suffice to establish the fact that essentially the same human behavior is at the core of concern. If in addition the definitions of defensiveness are examined, the obvious similarities between the perceptual view and the learning view are seen. While the similarity of these two points of view with the psychoanalytic is not quite as obvious, an examination of the paragraph previously quoted from Anna Freud taken from her definition of the "Motives for the Defense against Affects" i.e., the behavioral half of the definition, shows that she also sees defense activity as protective, distortive, and maladaptive. When behavioral examples are given in each field, there remains no doubt about the commonality of concern.

To review then, there seems to be a growing concept of defensiveness as maladaptive behavior. This is seen as a dynamic in personality description from three different points of view which have participated in some overlapping categorization of these behavior (9, p. 47, 10, p. 182, 16, p. 6).

Many aspects of this concept of defensiveness remain unexplored. This particular concept enjoys a central position in the several frameworks of personality description mentioned. Because of this an investigation involving it provides a good vantage point for looking at two approaches to the description of personality, both of which are currently commanding a place of interest. One approach in the motivational framework, the need system of Murray et al. (18), has received a recent revivial of interest due largely to the publishing of an objective measuring instrument for normal personality need assessment (Edwards, 8). The other in the

phenomenological framework, the self-concepts, has attracted considerable theoretical and research interests because of the work of Rogers (19).

This study proposes to explore the relationship of the concept defensiveness to the needs system of Murray and to the several perceptions of an individual's self. These latter (self-perceptions) are also made within the framework of the psychological need system. Two general questions were explored:

1. Do defensive persons differ from non-defensive persons in the relative strength of their needs?

2. Do defensive persons differ from non-defensive persons when their various self-concepts are compared?

But before proceding with a description of the study it may be well to review some of the background material in each of these areas.

Needs

The term "need" is not uniformly used. Even within the motivational framework it seems to carry meanings ranging from a factual entity to a purely imagined abstraction necessary to convey meaning. An example of this latter is found in Murray's definition: "A need is a hypothetical process the occurrence of which is imagined in order to account for certain objective and subjective facts. To arrive at this concept it seems better to begin with objective behavioral facts. . ." (18, p. 54).

Like many such hypothetical constructs, there seems to be a rather rapid abandonment of the hypothetical aspects such as occurs with Murray in the handling of this as an "imagined process". "Strictly speaking, a need is the immediate outcome of certain internal and external occurrences. It comes into being, endures for a moment and perishes" (18, p. 55).

Between the different appearances of a certain kind of need there may be nothing to suggest, but everyday experience and experiment show that if the proper conditions are provided the need (i.e., another manifestation of the same kind of need) will be activated. Thus, we may loosely use the term 'need' to refer to an organic potentiality of readiness to respond in a certain way under given conditions. In this sense a need is a latent attribute of an organism (18, p. 56).

The movement continues until we reach a point that Murray says, "With successive activations each need tends to become more fixedly associated with the actones which have successfully led to end situations; or, in other words, stereotypes of response commonly become established (mechanization behavior)" (18, p. 56).

This handling of the concept moves it into the realm of entity for how can an imagined process which comes into being for a moment and then perishes be fixedly associated with actions that have reached fruition? As a hypothetical entity, then, needs are further broken into manifest and latent needs and then classified.

The preoccupation at this point with Murray has been necessary because the need concept which is used in this paper was drawn by Edwards (8) directly from Murray's list of manifest needs. The names of the needs have been taken directly from Murray's classification and then defined for Edward's inventory by typical behavioral statements.

The personality needs dealt with in this experiment will be confined to manifest or overt behaviors which are seriously and responsibly directed toward a real object.

The availability of this behavior which is associated with needs gives a basis to relate it to defensiveness because this is the stuff (overt behavior) of which defensiveness is made. Therefore, the first question seems to have a basis upon which to be asked i.e., is a proper question.

Self-Concepts

Man's earliest contemplations have had "self" as their subject and yet this seems to be the last citadel to yield to his restless searching. The "self" ultimately may be inaccessible for reasons Mowrer (17) and others are beginning to appreciate. The "self" may be so elusive because a literal or complete analysis would mean the destruction of the "self" and thus is not possible. But one thing seems assured and that is that man will continue to use every means at his command to storm this last stronghold.

The early expressions of "self" often gave to it more reality than body i.e., soul, which aided the development of dualism. Also the pre-scientific framework was such that most such expressions were inextricably woven into a theological system. Neither of these seemed to be acceptable in the new scheme of things and so it is not surprising that both were discarded in the early endeavors to approach an understanding of man on a more objective basis. These ideas, however brief and inadequate are offered as a partial explanation of the absence of concern about "self" in behaviorism. Now the pendulum is swinging in the opposite direction (Wrenn, 22).

As concern shifted back to the individual as a whole, "self" as a psychological term came back into the literature redefined and with increased vigor. Now it is used at the core of much theory as a concept the meaning of which is sometimes implicit, sometimes explicit.

Statement of six theories are quoted directly from Wrenn's article.

1. In a portion of his theory Ernest Hilgard proposes that since the function of learned personality mechanisms may be best understood as the protection of the self-concept, then the function of counseling or psychotherapy is to unlearn the mechanisms.

2.   Camilla Anderson's theory of the dynamics of behavior is a simple one, 'The pattern of life of every individual is a living out of his self image'.

3.   A Gestalt approach is made by Risieri Frondizi who conceives of the self '. . . as a dynamic unity resting upon the diversity and opposition of the members that make it up'.

4.   Bingham Dai, as a psychiatrist, provides an essentially sociological interpretation in saying that the self concept that is developed in the individual's primary social group is at the base of a hierarchy of self concepts.

5.   Theodore Sarbin and McQuitty have both made more objective approaches to a self theory with Sarbin proposing that the self is based upon five substructures (somatic self, social self, etc.) each of which has its own developmental pattern.

6.   Louis McQuitty defines a well integrated personality as one in which the various perceptions of one's self are seen as characteristic of similar categories of behavior and attitude in other people. (22, p. 105).

To these six should be added the three below:

7.   Carl Rogers (19, p. 498) defines the self as ". . . an organized, fluid, but consistent conceptual pattern of perceptions of characteristics and relationships of the 'I' or the 'me' together with values attached to these concepts".

8.   Richard Hogan (13, p. 417) expands or restates Roger's idea by saying, "Self becomes, then, a frame of reference emphasizing the experiencing organism as a unit in the behavioral field".

9.   Lecky (15, p. 152) states, "we propose to apprehend all psychological phenomena as illustrations of the single principle of unity or self-consistency. We conceive of the personality (which Lecky equates with self) as an organization of values which are felt to be consistent with one another. Behavior expresses the effort to maintain the integrity and unity of the organization."

The thread of thought that emerges from these many theories of self and that is important for this experiment concerns the effect of self-concept(s) upon behavior. Without exception the self-concept(s) were seen as a determiner or modifier of behavior and in the majority of theories there is seen a dynamic and consistent interplay of self-concept(s) with experience and behavior. (1, 3, 5, 21).

Closer examination of the concept in the work of these authors from whom the basic measuring instruments were obtained, shows that they consider that an individual has multiple self-concepts. The opening remarks of Wrenn (22, p. 104) after he had reviewed comprehensively the literature on self-concept clarifies this with

> . . . a statement that an individual has many self concepts not just one. In an atomistic sense he has a self concept for every situation in which he finds himself. More realistically there is probably a strong core to this multitude of self concepts so that a person can be said to have a fairly consistent hierarchy of selves—such as the perceived self, the self that he thinks others believe him to be, and the ideal self that he would like to be.

He gives a summary classification of the most used self-concepts, namely: Perceived Self, Ideal Self, Inferred Self, and Perception of Others (above cited). In the future when the term "self-concept" is used in the singular, let it be understood that this is a convenience expression denoting part of the whole, but not meant to divide it.

The following statements from two authors will summarize the core idea of self-concept. Lecky states: ". . . the goal for which the individual strives is the maintenance of a unified organization (15, p. 118).

"The personality develops as a result of actual contacts with the world, and incorporates into itself the meanings derived from external contacts. Essentially, it is the organization of experience into an integrated whole" (15, p. 155).

Rogers states in the form of theorims the following: "IV) The organism has one basic tendency and striving - to actualize, maintain, and enhance the experiencing organism" (19, p. 487).

"XV) Psychological adjustment exists when the concept of the self is such that all the sensory and visceral experiences of the organism are, or may be, assimilated on a symbolic level into a consistent relationship with the concept of self" (19, p. 513).

There seems to be agreement on two things, 1) that there is a basic striving of the self toward integration or unity of the self-concepts, and 2) that the selected experiences of the organism are the parts or substance of this self-concept construction.

Stated in another form, the person for whom there is the smallest discrepancy between the various pictures of self should be the individual who is the best adjusted and least threatened. It would seem to follow from our understanding of defensiveness then that the person who has the greatest degree of integration of these self-concepts would be the non-defensive individual i.e., the one with the least need for distortion of experience. Indeed, Rogers states this (19, p. 520) as it applies to interpersonal relationships. It is suggested here that this same phenomenon will be true for the broad range of experience and our second question concerning the relationship of defensiveness to the various self-concepts would have a legitimate basis.

PROBLEM

As noted earlier, the present investigation is an attempt to relate defensiveness to certain other measures of personality derived from alternative frames of reference. The two general questions stated previously guided the study, namely:

1. Do defensive persons differ from non-defensive persons in the relative strength of their needs?

2. Do defensive persons differ from non-defensive persons when their various self-concepts are compared?

In answering the first question, it was decided to restrict the study to manifest needs subject to objective measurement. Therefore, this question may be reworded more specifically as:

1. Do defensive persons differ from non-defensive persons in relative strength on the fifteen needs found in the Edwards Personal Preference Schedule?

To answer the second question, several types of self-concepts were utilized, including (a) perceived self, (b) ideal self, (c) tested self, and (d) rated self (i.e., self as seen by friends). Thus the second question can be restated in terms of six sub-questions:

2a. Do defensive persons differ from non-defensive persons in the magnitude of the relationship between perceived self and ideal self?

2b. Do defensive persons differ from non-defensive persons in the magnitude of the relationship between perceived self and tested self?

2c. Do defensive persons differ from non-defensive persons in the magnitude of the relationship between perceived self and rated self?

2d. Do defensive persons differ from non-defensive persons in the magnitude of the relationship between ideal self and tested self?

2e. Do defensive persons differ from non-defensive persons in the magnitude of the relationship between ideal self and rated self?

2f. Do defensive persons differ from non-defensive persons in the magnitude of the relationship between tested self and rated self?

In addition, because rated self represented the average rating supplied by two friends, it was possible to investigate a seventh sub-question, namely:

2g. Do defensive persons differ from non-defensive persons in the amount of agreement between "friend one's" rating and "friend two's" rating?

DESIGN

Sample

The population drawn upon for this study consisted of students taking the course General Psychology at Kansas State College. A requirement for the completion of the course is that they make themselves available for up to two hours of experimental testing. An initial group of 126 students were contacted. One student was dropped when it became evident that he took an irresponsible attitude toward the entire testing process. This left 125 subjects, 53 females and 72 males. They were heterogeneous with respect to school, classification, and age, but could not be said to be representative of any group other than students in General Psychology at Kansas State College.

Experimental Procedure

The Minnesota Defensiveness Test (MDT), the Edwards Personal Preference Schedule (EPPS) and a list of the fifteen Edwards needs with abbreviated definitions were the measuring instruments used in this study. A copy of the MDT is found in the appendix.

The MDT was developed in connection with a larger research project in the area of counseling evaluation (16). Its development followed the empirical pattern established by the Minnesota Multiphasic Personality Inventory (12) and involved:

a.   The identification by a rating procedure of high and low defensive groups,

b.   The administration of a long "true-false" questionnaire to the S_s, and,

c.   The selection of items significantly differentiating the two groups.

The instrument so developed was cross-validated on new groups and showed substantial ability to discriminate between subjects nominated for extreme groups (16, p. 35). Test-retest reliability ranged from .81 to .89.

In step "a" above, the rating was done according to the following definitions of defensiveness: (16, p. 32).

Unwillingness to admit mistakes or inadequacies. (i.e., Denies he had been given responsibility for a job that was not done. Explains failure to meet a deadline on basis of not knowing there was one. Reluctant to admit lack of knowledge or experience. Does not admit failings common to almost everyone.)

Rationalizes own mistakes or inadequacies. (i.e., Always has an excuse for not doing better job in class, drill or athletics; excuses lack of dates.)

Avoids dealing with problem situations. (i.e., by physical avoidance or withdrawal, by wishful thinking or daydreaming, by changing or avoiding certain types of conversation, by "gold-bricking", by concentrating almost exclusively on an activity in which he excells.)

Attributes own mistakes or inadequacies to other persons, institutions, or regulations. (i.e., blames own failures on the other men, blames dating failures on the girls involved, attributes failure to take part in group activities as due to apathy or clannishness of other men, justifies own mistakes on the basis that others are just as much at fault.)

Unrealistic. (i.e., grossly over- or under-evaluates his abilities, makes plans which could not likely be carried out; tells tall stories about his past accomplishments.)

Unresponsive or apathetic. (i.e., unable to express feelings, doesn't act the way he seems to feel, has his "guard up" much of the time.)

Acts suspicious or aggressive. (i.e., suspects motives of others in their efforts to help him, doubts authority, consistently challenges others ideas.)

It should be noted that this test was developed and validated on male samples. Accordingly, results with the female sample in this experiment can be only tentative.

The EPPS (8) was developed to measure the relative strength to fifteen manifest needs taken from Murray's list (18, p. 144). In addition it yields a consistency score based upon the consistency with which the S responds to a set of fifteen questions which appear twice. The list of needs is found in the appendix.

A welcomed addition to this test is the control of social desirability of the items (8, p. 14). Each pair of items in this forced-choice test were closely comparable for the normative group (college students) on social value or desirability. The scales (total group of such items) were then compared

to a social desirability scale. Needs Succorance and Endurance were the only two which had significant correlations. These were low but in an expected direction.

The self-rating scale which was used is a shortened form of the needs list which Edwards presents. This modified need list is also found in the appendix. Rank order of needs was the method used for self rating. This method was used in spite of the recognized limitations (8, p. 13, 20, p. 221) because it seemed to be the only practical one available.

When the groups of S_s were assembled a brief indication of the reason for the experiment was given. In order to maximize uniformity of test conditions the written set of instructions found in the appendix were used and the experimentor conducted the testing with a set procedure. The tests were then administered in the following order:

1. The EPPS.

2. The MDT.

3. The Edwards modified need list to be ranked according to perceived self.

4. A request for the name of five close friends who they felt would be capable of ranking them on the same set of needs.

5. The Edwards modified need list to be ranked according to ideal self.

A letter was then sent to two friends selected at random from the five listed with the request to rank the S_s to the best of their ability on the Edwards modified needs list. This letter, together with follow-up letters, is also included in the appendix.

Statistical Procedure

A division of the sample by sex and into three groups on the basis of their defensiveness score was made. This division made six groups which are listed in Table 1.

Table 1. Sample distribution by defensiveness

	Male				Female		
	N	:	Age Range	:	N	:	Age Range
High	23		18 - 26		16		18 - 22
Medium	26		18 - 36		20		18 - 54
Low	23		18 - 26		17		17 - 19
Totals	72		18 - 36		53		17 - 54

The first question was approached by comparing the means on each of the 15 EPPS scales for each of the three groups for each sex. The analysis of variance was the statistical tool. In cases where the F value was large enough to reject the null hypothesis at the ten per cent level or lower, a t test was performed by comparing the mean scores for the extreme (high and low) groups.

In order to answer the second question (and its sub-questions) the following procedure was used: The test results of the EPPS were placed in rank order for each of the S_s in order to compare them with the other rank orders of self-concepts. The correlations for the six comparisons arising from the above mentioned self-concepts (perceived self, ideal self, tested self, rated self, and the r for the two friends) were determined. These were

then converted to $\underline{z}'$ scores (7) in order to normalize the distributions.
The digit "2" was added to each score in order to avoid negative numbers.

With the rank order data in workable form, mean $\underline{z}$'s were calculated.
The statistical procedure was then identical to that employed for the results
of the EPPS.

RESULTS

The first general question investigated involved a comparison of
defensive persons to non-defensive persons in terms of their measured manifest
needs. Stated in the null form, the hypothesis was that there will be no
difference in the means of any of the 15 Edwards scores among persons
classified as "High", "Average", "Low" on the basis of their defensiveness
scores.

The mean scores are presented in Tables 2 and 3 for male and female
S_s respectively. The results of the analysis of variance and $\underline{t}$ test are
also indicated in these tables.

There are two assumptions underlying the use of these techniques. First,
it is assumed that the experimental error in each sample is normally
distributed about the mean. This was not tested, but inspection of the data
seemed to indicate relative normal distributions.

Secondly, the homogeneity of variance is assumed. This was tested in
each case by the Welch-Nayer L_1 test (14). The hypothesis was accepted
uniformly except for (a) Succorance for both sexes and Affiliation for the
female S_s on Edwards needs, and for (b) perceived vs. ideal and perceived vs.
tested for the female sample on defensiveness comparisons. Since these were
not involved in any significant differences no further examination of the
data was made.

Table 2. The analysis of Edwards scores for Male S$_s$ by defensiveness

Need	Low Def. N=23		Med. Def. N=26		High Def. N=23		F	t
	Mean	S.D.	Mean	S.D.	Mean	S.D.		
Ach	16.00	3.87	16.17	4.01	18.39	4.28	1.427	---
Def	12.09	4.54	11.19	3.59	10.09	3.04	---	---
Ord	10.74	5.02	10.92	4.54	10.09	3.87	---	---
Exh	14.52	2.41	14.92	3.21	15.30	2.94	---	---
Aut	13.43	4.05	14.69	5.13	17.09	3.54	4.230**	3.25***
Aff	15.48	4.44	14.69	4.41	12.87	3.51	2.134*	2.21**
Int	13.61	4.90	13.81	5.02	13.39	5.56	---	---
Suc	10.35	4.83	10.35	5.81	10.70	2.82	---	---
Dom	14.96	4.72	16.35	5.14	15.17	4.83	1.735	---
Aba	13.13	4.39	13.77	4.69	14.74	5.07	---	---
Nur	13.39	3.99	13.62	4.73	13.00	4.15	---	---
Chg	16.39	3.97	15.00	5.06	15.30	3.35	---	---
End	16.34	4.69	13.77	4.79	13.57	4.40	2.612*	2.07**
Het	16.43	7.17	18.15	5.55	18.26	5.26	---	---
Agg	13.35	4.14	14.42	4.62	14.57	3.78	---	---

* P = .10   ** P = .05   *** P = .01

Table 3. The analysis of Edwards scores for female S_s by defensiveness

Need	Low Def. N=17		Med. Def. N=20		High Def. N=16		F	t
	Mean	S.D.	Mean	S.D.	Mean	S.D.		
Ach	14.35	4.56	12.90	4.59	11.50	3.91	1.738	---
Def	12.47	3.16	12.65	3.71	11.44	3.24	---	---
Ord	11.35	4.44	10.95	4.47	9.94	5.58	---	---
Exh	15.53	3.73	14.95	3.41	14.63	4.32	---	---
Aut	10.88	4.82	12.90	3.56	13.00	4.11	---	---
Aff	18.12	2.87	17.75	4.68	18.31	5.04	---	---
Int	16.88	3.82	14.75	5.48	17.19	5.50	1.300	---
Suc	11.65	6.01	14.05	3.81	14.31	3.32	1.811	---
Dom	14.71	4.85	13.75	4.46	12.31	4.90	1.067	---
Aba	15.12	5.02	16.15	5.15	17.38	5.35	---	---
Nur	17.12	3.19	17.10	3.94	18.38	5.23	---	---
Chg	17.88	4.29	17.05	4.24	16.94	4.16	---	---
End	13.59	4.55	12.60	5.36	9.19	5.66	3.231**	2.47**
Het	11.82	4.32	11.20	5.15	14.63	6.22	2.047*	1.51
Agg	7.35	3.58	11.25	3.82	11.56	5.15	5.359***	2.74***

* P = .10   ** P = .05   *** P = .01

Five of the null hypotheses were rejected at the five percent level of confidence or better. These results may be summarized as follows:

1. Male students with high defensiveness scores were higher on (a) need autonomy than male students with low defensiveness scores. Male students with high defensiveness scores were significantly lower on (b) need Endurance and, (c) need Affiliation than male students with low defensiveness scores.

2. Female students with high defensiveness scores were significantly higher on (a) need Aggression than female students with low defensiveness

scores. Female students with high defensiveness scores were significantly lower on (b) need Endurance than female students with low defensiveness scores.

Need Endurance is the only need which is significantly different for both the male and the female sample.

These results will be discussed in a later section.

The second general question of this experiment asked whether there were any significant differences in the interrelationships of several self-concepts between defensive and non-defensive persons. Stated specifically, the null hypothesis was that there will be no differences in the magnitude of the relationships among the several self-concepts of the defensive person as compared to the non-defensive person. Tables 4 and 5 present data relevant to this hypothesis.

Table 4. The analysis of z' scores for male S$_s$ by defensiveness grouping

	Low N=23		Med. N=26		High N=23			
	Mean	S.D.	Mean	S.D.	Mean	S.D.	F	t
Perceived self vs. Ideal self	2.74	.61	2.54	.36	2.68	.60	----	----
Perceived self vs. Tested self	2.45	.39	2.41	.36	2.30	.36	1.104	----
Perceived self vs. Rated self[1]	2.34	.26	2.15	.37	2.28	.32	2.346*	.661
Ideal self vs. Tested self	2.25	.37	2.37	.22	2.06	.48	4.355**	1.453
Ideal self vs. Rated self[1]	2.30	.30	2.13	.38	2.19	.37	1.117	----
Tested self vs. Rated self[1]	2.12	.29	2.08	.33	2.03	.28	----	----
Friend #1 vs. Friend #2	2.12	.29	2.14	.43	2.20	.43	----	----

* P = .10   ** P = .05

1. Since ratings were not obtained from all of the friends, the N's for these comparisons were 19, 24, and 22 for the Low, Medium, and High groups, respectively.

Table 5. The analysis of z' scores for female S_s by defensiveness grouping

	Low N=17		Med. N=20		High N=16			
	Mean	S.D.	Mean	S.D.	Mean	S.D.	F	t
Perceived self vs. Ideal self	2.75	.35	2.47	.73	2.53	.59	1.174	----
Perceived self vs. Tested self	2.52	.32	2.41	.65	2.58	.31	----	----
Perceived self vs. Rated self[1]	2.38	.32	2.34	.35	2.33	.29	----	----
Ideal self vs. Tested self	2.45	.31	2.22	.27	2.16	.44	3.568**	2.246**
Ideal self vs. Rated self[1]	2.34	.26	2.26	.26	2.30	.21	----	----
Tested self vs. Rated self[1]	2.20	.30	2.14	.38	2.27	.46	----	----
Friend #1 vs. Friend #2	2.40	.38	2.29	.45	2.32	.52	----	----

** $P = .05$

1. Since ratings were not obtained from all of the friends, the N's for these comparisons were 16, 19, and 15 for the Low, Medium, and High groups, respectively.

The null hypothesis was rejected at the five percent level of confidence twice--once for the male sample and once for the female. In both instances, the measure involved was the relationship of the ideal self to the tested

self, with the low defensive sample obtaining significantly higher correlations than the high defensive sample.

In the case of the male sample, the subsequent t test was not significant although the direction of the difference was consistent. This anomoly was due to the fact that the Medium group obtained the highest mean z' in the male sample. For purposes of this study, it was assumed that this "inversion" of means represented a sampling fluctuation peculiar to this study, and the tentative conclusion of the true difference was accepted.[1] This finding will be discussed in a later section of this paper.

DISCUSSION

It may be recalled that needs were measured in terms of overt behavior for three groups who varied in the degree in which they tended toward distorting this behavior. The results of the testing where the null hypotheses were rejected might lead to these conclusions.

Males who were highly defensive were significantly different from those who were low in defensiveness in that they scored higher on Autonomy and lower on Affiliation and Endurance. In the case of the female sample, the high defensive group scored significantly higher on Aggression and lower on Endurance than did the low defensive group.

Any interpretation of these findings is hazardous in view of the uncertain theoretical formulation and inadequate validity information with respect to the measuring instruments. One thing that should be remembered is that the defensiveness test was developed strictly on a male population

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1. When the total S_S were divided into two groups at the mean defensiveness score, the difference was highly significant ($t = 5.46$, P = .001).

While it seems likely that the test would be valid with female subjects, there certainly is no empirical basis upon which to make this generalization. But, if these limitations are borne in mind, at least a tentative interpretation may be offered.

It might first be noted that Affiliation and Autonomy have something in common. The former involves needs to be with people and to form close relationships with them; the latter suggests independence and freedom (including freedom from relationships with others). Thus, in a sense, the defensive group expressed some needs to avoid others; while the low defensive group expressed a need for others. Because so much of man's living is inextricably interwoven with the lives of others, and since these others do evaluate, criticize, and judge, it seems plausible that a primary source of threat to the individual is to be found in other people. The lower Affiliation and higher Autonomy scores for the defensive group may simply reflect their defensive avoidance of the potential threat posed by aligning themselves with others.

Certainly the fact that the high defensive women exceeded the low defensive group on Aggression seems consistent with this notion. Behaviors implied by high Aggression (attacking contrary points of view, blaming others when things go wrong) can easily be seen as anti-social (in the broad sense described above) and as a defensive (rigid) attempt to keep the self-concept intact (20, pp. 167-169).

In both samples, the high defensive group obtained significantly lower mean scores with respect to Endurance. The obvious interpretation would be that defensive individuals, fearful of an evaluation of their activities, purposely avoid the completion of their tasks in order to avoid the

evaluation. It is possible to tie the results on Endurance in with the earlier "socialization" hypothesis in an additional way. This may be done by examining the relationship of this scale to social desirability. Edwards tested the effect of social desirability on his various scales and found that, in spite of his efforts to control it, it influenced scores on both Endurance and Succorance to a significant (albeit small) extent. There was a tendency for people to choose Endurance items because they were judged to be socially desirable. Defensive persons scored lower than non-defensive persons on this scale indicating perhaps less ties and alignment with "society" and what others think is desirable.

While such post-hoc reasoning may be helpful in developing hypotheses, it leaves many important questions unanswered. For example, why were the results for the two samples different (except for Endurance)? Why didn't other scales with socialization implications (Nurturance, Dominance, Succorance) show significant differences? If avoidance of failure evaluation was important to the defensive groups, why was their Achievement mean as high as that of the non-defensive groups?

An additional question is raised with the social desirability control on the Edwards. Norms on the 15 needs calculated for Kansas State students, show significant differences from Edwards' norms on several scales. It seems likely to assume that the social desirability of items would likewise differ. If this is so, then the EPPS may not control social desirability for Kansas State students. This possibility may well explain both the positive and negative findings of the present investigation.

With respect to the finding regarding self-concept, the first observation which should be made is the fact that the measuring procedure (ranking of self) has some very severe limitations. For reasons that Edwards points out in his manual (8, p. 13) the rating done where name of the need and definitions are available can be affected by (a) undue stress on a single factor within a need definition, (b) different connotations to more familiar name (Dominance) as compared to those which are less familiar (Succorance) and, (c) social desirability of some terms over others. Such hazards certainly were involved in the present study, and doubtless contributed to a general lowering of the obtained correlations. It is even possible that these effects were great enough to cover over some significant relationships.

It is of interest to note that the only difference which was significant involved tested self (whose ranking was free from the difficulties noted above) and the ideal self.[2] The latter measure presumably described the individual "as he would really like to be". This raises the question of how one decides what he would really like to be.

It seems likely that such a description would be heavily loaded with the biases and pressures society exerts on all individuals. Assuming this to be true, the following are given as descriptions of the several self-concepts involved.

1. The ideal self probably represents some composite picture of the individual as he would really like to be and the individual as he feels he really ought to be. This concept of the self has been shown in other studies to be the most stable of all self-pictures (1, 3, 4).

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2. The reader is reminded of the tentative nature of this conclusion regarding the male sample, where the F test was significant but the t test was not.

2.   The perceived self would seem to represent the individual's interpretation of himself. The ratings obtained in the present study undoubtedly reflect the errors alluded to by Edwards and discussed on page 23. In addition, these ratings are subject to defensive distortion by the individual, such that the picture he has of himself may vary considerably from undistorted reality.

3.   The tested self differs from the perceived self in that there is less opportunity for the individual to distort the ratings. While his answers to the specific test questions may be gross distortions of his true feelings and experiences, the interpretation of his answers to the questions (i.e., the scores on the 15 scales and the subsequent ranking) is a totally objective, mechanical process.

Bearing these observations in mind, the present findings lend themselves to an interpretation similar to that given to the findings with respect to needs. The non-defensive person builds his perception of his ideal self (what he wants to be) from socially desirable attitudes and behaviors. He is capable of incorporating these socially desirable attitudes and behaviors into his behavioral system in a relatively undistorted way. Therefore, the tested self overlaps the ideal self. The defensive person also builds his perceptions of his ideal self (what he wants to be) from socially desirable attitudes and behaviors. Being defensive in orientation, however, he fears relationships with others, and reacts in a socially negative fashion (i.e., avoids people and the threat they pose). Part of this avoidance involves a failure to incorporate the socially desirable attitudes and behaviors which describe his ideal (the self he feels society wants him to have). Hence, the lower correlation between tested self and ideal self.

Such an interpretation again is, of course, highly speculative. It assumes a similar development of ideal selves for defensive and non-defensive persons. It leaves unexplained the lack of differences in other comparisons (perceived and ideal selves, rated and ideal selves), although these negative findings may represent inadequacies in the measuring device.

The lack of any significant relationship between the ratings of the two friends and the other ratings involving rated self, suggests the validity of Edwards warning about the hazards of rating needs. Although a high degree of agreement between friends' ratings has not been usual in the research literature (20, p. 224), the present study found less agreement than most previous studies.

The overall results of the study suggest positive relationships between defensiveness, on the one hand, and measures of personality from the need framework and from the phenomenological framework on the other. There is a clear need to make the findings of this study more easily understood through a unifying theoretical development which could tie the diverse conceptions of personality utilized in this study into a single, coherent framework. It is also the hope of the author that this would provide some stimulus to further investigations of the relationships of personality factors, but in terms of this more objective measuring instrument so that these and other results can be clarified.

SUMMARY AND CONCLUSIONS

This investigation was concerned with relating defensiveness to two measures of personality drawn from alternative frameworks. The two general questions upon which the study was built are:

1. Do defensive persons differ from non-defensive persons when their various self-concepts are compared?

2. Do defensive persons differ from non-defensive persons in the relative strength of their needs?

The sample for this study was composed of 125 Kansas State College students enrolled in General Psychology. Two tests, the EPPS and the MDT, and two self rating scales were administered to these S_S. They supplied the names of several friends who subsequently rated these S_S on the same rating scales.

The group was divided by sex and, according to the results of the MDT, they were further divided into three approximately equal groups. It should be noted that the MDT was developed using male S_S.

To investigate the first question, the Edwards needs were compared by analysis of variance and t test for the groups.

Within the limitations of the sample the following conclusions appear to be tenable:

1. Male students with high defensiveness scores were higher on (a) need Autonomy than male students with low defensiveness scores. Male students with high defensiveness scores were significantly lower on (b) need Affiliation and, (c) need Endurance than male students with low defensiveness scores.

2. Female students with high defensiveness scores were significantly higher on (a) need Aggression than female students with low defensiveness scores. Female students with high defensiveness scores were significantly lower on (b) need Endurance than female students with low defensiveness scores.

Need Endurance seems to be the only need significant for both sexes and this may be partially explained by the social desirability of this scale.

To investigate the second question, comparisons were made by the analysis of variance and the t test of the several self-concepts obtained from the rating scales, the test, and friends.

Differences were found for both male and female of this sample on one comparison.

Both male and female S_s who were high in defensiveness had lower correlations between their ideal self and their tested self than those who were low in defensiveness.

These findings were tentatively interpreted in terms of a "socialization" hypothesis. Suggestions for improvement and for further research were made.

ACKNOWLEDGMENT

Especial acknowledgment and sincere appreciation is expressed to Donald P. Hoyt for his help, guidance and patience as he encouraged from the outset the completion of this thesis.

To Mrs. Roberta Chipp who provided valuable assistance as she did the largest part of the calculations and all the manuscript preparation, sincere thanks are expressed for the extra perseverence she showed.

To these people and to my family, whose encouragement was appreciated, the author is indeed grateful.

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APPENDIX

I appreciate very much your coming to this testing period. I'm Walter Abel, a graduate student in psychology and I'm gathering data for my Master's Thesis. I think that you will enjoy the following tests which I am going to administer to you. I have taken them myself for the fun of it and enjoyed comparing the results of the test to what I expected of myself.

There will be five parts to this test. The first part that you will take is the Edward's Personal Preference which is before you. This is a new test in the area of psychology and when new measuring instruments appear there are many checks and cross-checks using the instrument to see how adequate it is. My Master's Thesis then is one of a series with this general reason for testing.

If you are interested in discovering what your results are on these tests, you may schedule an interview with the Counseling Center in about three weeks. You should mention at the time of scheduling that you are interested in the results of the tests taken in conjunction with Walter Abel's Thesis.

Will you take now your test booklet. Remove your answer sheet. Please place your name, the date, age, and sex. Under the date write your school, i.e., A & S, and your class, i.e., Fr. Disregard the other markings found there. Now read with me the instructions found on the front of the booklet. Please do not start until I have told you to do so.

Because individuals work at different speeds, you will receive instructions for the other four parts by coming to the desk. When you finish this first part, bring your test booklet to the desk and keep your answer sheet.

Edward's Need Definitions

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

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

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

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

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

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

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

8. Succorance: To have others provide help when in trouble, to seek encouragement from others, to have others be kindly, to have others be sympathetic and understanding about personal problems, to receive a great deal of affection from others, to have others do favors cheerfully, to be helped by others when depressed, to have others feel sorry when one is sick, to have a fuss made over one when hurt.

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

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

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

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

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

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

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

PART II

6½×9½
PEERLESS
CLASP
FEDERAL ENVELOPE CO.

This inventory consists of numbered statements. Read each statement and decide whether it is <u>true as applied to you</u> or <u>false as applied to you</u>. You are to mark your answer on the back of the answer sheet given you, in the spaces numbered from 301 to 504. Look at the example of the answer sheet shown at the right. ⁱf a statement is TRUE or MOSTLY TRUE, as applied to you, blacken between the lines in the column headed T. (As for example, in No. 301 at the right). If a statement is FALSE or NOT USUALLY TRUE as applied to you, blacken between the lines in the column headed F. (As in No. 302 at the right).

<div align="right">
Sample
Answer

T   F

301

302
</div>

ᴿemember to give YOUR OWN opinion of yourself., <u>Do not leave any blank spaces if you can avoid it.</u>

In marking your answers on the answer sheet, be sure that the number of the statement agrees with the number on the answer sheet. <u>Make your marks heavy and black.</u> Erase completely any answer you wish to change. Do not make any marks on the booklet. Be sure you make your marks with the special pencil given you. Keep your pencil off the answer sheet except when marking your answers!

Remember, try to make some answer to every statement. <u>Work as fast as you can.</u> Turn over the page and go ahead.

301. I seldom put off unpleasant assignments.
302. Sometimes I've felt that people don't recognize my good points.
303. I sometimes feel that I can't accomplish what I'm expected to.
304. In almost any group, there are some people who often irritate me.
305. At times I have very much wanted to leave home.

306. If I wanted to enough, I could succeed at almost anything I tried to do.
307. Being successful in the eyes of others is important to me.
308. I feel that it is certainly best to keep my mouth shut when I'm in trouble.
309. I never put off until tomorrow what I could do today.
310. Whether other people like me or not makes no difference to me.

311. I find it hard to keep my mind on a task or job.
312. I am not nervous when meeting a person in authority (employer, teacher, etc.).
313. There are things about my parents I dislike.
314. At times I gossip about other people.
315. I never have been stubborn enough to stick to my point even when I knew
     I was wrong.

316. I have had periods of days, weeks, or months when I couldn't take care of
     things because I couldn't "get going".
317. I have not lived the right kind of life.
318. I often feel that others have strange ideas and ways of doing things.
319. I sometimes keep on at a thing until others lose their patience with me.
320. I am disappointed in myself.

321. Failure is very hard for me to take.
322. Most of the time I feel blue.
323. When someone asks me to do something, it is easy for me to say "no."
324. I wish I didn't worry so much.
325. I am easily downed in an argument.

326. I seldom set "deadlines" for myself.
327. My best friend has some habits I dislike.
328. I am certainly lacking in self-confidence.
329. Sometimes I feel as if I just don't fit in my surroundings.
330. It takes a lot of argument to convince most people of the truth.

331. I am not one to make hasty decisions.
332. The things I can do the best seem the most important to me.
333. I do not mind being made fun of.
334. I think most people are very cooperative.
335. I wish that life moved more slowly.

336. I am not considered to be a "fussy" eater.
337. I do many things which I regret afterwards (I regret things more or more
     often than others seem to).
338. One of my strong points is my ability to concentrate.
339. I try to anticipate what might go wrong in most situations.
340. I have very few quarrels with members of my family.

341. I am less popular than the average person.
342. I try to avoid telling others about my problems.
343. I think most people would lie to get ahead.
344. I have done some things that I would not want anyone to know about.
345. My hardest battles are with myself.

350. Much of the time I feel as if I have done something wrong or evil.
351. I do my best work when the pressure is really on.
352. I am my own worst enemy.
353. Most people will use somewhat unfair means to gain profit or an advantage rather than to lose it.
354. My parents are (were) not well suited to each other.
355. I don't seem to get the breaks that others do.

356. No one really understands me.
357. I am the type who makes long-range plans.
358. Often in the past others have tried to make me look bad.
359. I do not worry about catching diseases.
360. I often relax just by sitting and doing nothing.

361. I wish that I could change parts of my personality.
362. I don't seem to have any real strong points.
363. Criticism or scolding hurts me terribly.
364. I have often felt that others look down on me without justification.
365. I seem to have more fun than most others do.

366. I often use "white lies" to save myself from embarrassment.
367. Most nights I go to sleep without thoughts or ideas bothering me.
368. It is hard for me to be "natural" around people I don't know too well.
369. Most people expect too much of me.
370. I am afraid when I look down from a high place.

371. I have had trouble controlling my emotions.
372. It wouldn't make me nervous if any members of my family got into trouble with the law.
373. I am easily influenced by others.
374. In order to be successful, a person should always be worried about doing the wrong thing.
375. What others think of me does not bother me.

376. It makes me uncomfortable to put on a stunt at a party even when others are doing the same sort of things.
377. It is easy for me to relax after I have been working under pressure.
378. I am worried about sex matters.
379. When I get bored I like to stir up some excitement.
380. If a person is very sensitive, the reason is that he has a fine character.

381. My hearing is apparently as good as that of most people.
382. Once my mind is made up about something, no one can change me.
383. I can read for a long while without tiring my eyes.
384. You've got to have influence to get anywhere these days.
385. I wish I were not so shy.

386. There is very little love and companionship in my family as compared to other homes.
387. I try to avoid being too much like other people.
388. I frequently find myself worrying about something.
389. It is not hard for me to ask help from my friends even though I cannot return the favor.
390. I like to talk about sex.

391. I have fewer minor faults than most people.
392. My relatives are nearly all in sympathy with me.
393. I sometimes find it hard to stick up for my rights because I am so reserved.
394. I have had periods of such great restlessness that I cannot sit long in a chair
395. Few people see me as I see myself.

396. I never worry about my looks.
397. I believe I am no more nervous than most others.
398. My way of doing things is apt to be misunderstood by others.
399. My fear of failure often interferes with how well I am able to do a job.
400. A lot of people I know are too "smart" for their own good.

401. I am entirely self-confident.
402. Whether or not a person succeeds depends more on others than on himself.
403. Once a week or oftener I become very excited.
404. I don't have as much self-discipline as I would like to have.
405. When in a group of people I have trouble thinking of the right things to talk about.

406. At times I have been so entertained by the cleverness of a crook that I have hoped he would get by with it.
407. I often find it hard to concentrate.
408. I am sure I am being talked about.
409. I have very few fears compared to my friends.
410. I have seldom wished I were someone else.

411. I work under a great deal of tension.
412. I liked "Alice in Wonderland" by Lewis Carroll.
413. I am more careful than most people with my money.
414. I am so touchy on some subjects that I can't talk about them.
415. In school I found it very hard to talk before the class.

416. I frequently feel disgusted with myself for not doing what I know I should do.
417. I never took a textbook home when I was in high school.
418. I often act as though I were nervous.
419. I think nearly anyone would tell a lie to keep out of trouble.
420. In my daydreams, I make a big hit with members of the opposite sex.

421. I am more sensitive than most other people.
422. In a group, I usually get a chance to have my say.
423. I readily become one hundred per cent sold on a good idea.
424. It takes a big man to admit his mistakes.
425. I feel best when continually "on the go".

426. I usually have to stop and think before I act even in trifling matters.
427. I have several times given up doing a thing because I thought too little of my ability.
428. I am inclined to take things hard.
429. I'm interested in too many things to confine my attention to any one thing for very long.
430. I very seldom have spells of the blues.

431. My sex life is satisfactory.
432. Others don't take things as hard as I do.
433. I frequently ask people for advice.
434. I would not say that I am a nervous person.
435. I have sometimes felt that difficulties were piling up so high that I could not overcome them.

436. At times, having nothing to do becomes unbearable.
437. I am not easily angered.
438. I sometimes feel that I'm about to go to pieces.
439. I often must sleep over a matter before I decide what to do.
440. I am always punctual in taking care of jobs as soon as they arise.

441. I worry quite a bit over possible misfortunes.
442. I get discouraged when I think of my future.
443. I am able to concentrate better than most others.
444. It annoys me that I cannot forget my mistakes.
445. I am quite often not in on the gossip and talk of the group I belong to.

446. I envy people who can get up and talk before a large group of persons.
447. I used to like hopscotch.
448. I feel confident that others like and accept me as I am.
449. I have several times had a change of heart about my life work.
450. I feel like giving up quickly when things go wrong.

451. I rarely wonder how others feel about me.
452. I often think of what I should have said or done after the time for it
     has passed.
453. It is always a good thing to be frank.
454. I almost never dream.
455. People who have very few friends are likely to be very selfish people.

456. No one seems to understand me.
457. I wake up fresh and rested most mornings.
458. Most any time I would rather sit and daydream than do anything else.
459. I like to go to parties and other affairs where there is lots of loud fun.
460. I feel I have often been punished without cause.

461. I am happy most of the time.
462. I have often lost out on things because I couldn't make up my mind soon enough.
463. I am very religious (more than most people).
464. I like to study and read about things that I am working at.
465. My parents have often objected to the kind of people I went around with.

466. My memory seems to be all right.
467. I find it hard to make talk when I meet new people.
468. I dream frequently about things that are best kept to myself.
469. I am afraid of losing my mind.
470. I drink an unusually large amount of water every day.

471. I brood a great deal.
472. I usually expect to succeed in things I do.
473. I am always disgusted with the law when a criminal is freed through
     the arguments of a smart lawyer.
474. I have difficulty in starting to do things.
475. I wish I were not bothered by thoughts about sex.

476. Many of my dreams are about sex matters.
477. Life is a strain for me much of the time.
478. I worry over money and business.
479. Even when I am with people I feel lonely much of the time.
480. I seem to make friends about as quickly as others do.

481. I often feel as if things were not real.
482. I cannot keep my mind on one thing.
483. I wish I could get over worrying about things I have said that may have
     injured other people's feelings.
484. I feel anxiety about something or someone almost all the time.
485. It bothers me to have someone watch me at work even though I know I can do it
     well.

486. I have strange and peculiar thoughts.
487. It makes me nervous to have to wait.
488. Almost every day something happens to frighten me.
489. At times I think I am no good at all.
490. I pray several times every week.

491. I have had periods when I felt so full of pep that sleep did not seem necessary for days at a time.
492. Often, even though everything is going fine for me, I feel that I don't care about anything.
493. I am a high-strung person.
494. I am usually calm and not easily upset.
495. I have often felt guilty because I have pretended to feel more sorry about something that I really was.

496. Several times a week I feel as if something dreadful is about to happen.
497. I feel tired a good deal of the time.
498. I believe that my home life is as pleasant as that of most people I know.
499. The top of my head sometimes feels tender.
500. Peculiar odors come to me at times.

501. I feel uneasy indoors.
502. I cannot do anything well.
503. My skin seems to be unusually sensitive to touch.
504. I gave myself the benefit of the doubt in answering these questions.

PART III

6½x9½

PEERLESS
CLASP
FEDERAL ENVELOPE CO.

PART III

All individuals share certain needs. The need for food, for water and for sleep are common examples of physical needs. There are certain psychological needs which are also shared by all - that is, they are present to a greater or lesser extent in each of us. Fifteen such needs are listed and defined on the sheet marked Need Definition List (Form 1).

The task here is to make a judgment of the relative strengths of these 15 needs within you. On the left hand margin of the answer sheet you will find the letters "a" through "o". In the column marked "A" on the answer sheet place a number "1" opposite the letter (d for example) which corresponds to the need definition you feel is your strongest need, a "2" after the small letter which corresponds to your second strongest need and so forth. Be sure to rank all 15 needs.

A B C D E F G H I J

a
b
c
d
e
f
g
h
i
j
k
l
m
n
o

Need Definition List
(Form I)

a.   **Ach:**   To be known as an authority on something, to accomplish something of significance, to be able to do things better than others.

b.   **Def:**   To get suggestions from others, to follow the leadership of others, to do what is expected of you.

c.   **Ord:**   To like order, to aim for perfection in detail, to have things planned and organized.

d.   **Exh:**   To be the center of attention, to make an impression, to have an audience.

e.   **Aut:**   To be free to do what you want, to defy convention, to be critical of authority.

f.   **Aff:**   To make many friends, to form strong personal attachments, to do things with friends rather than alone.

g.   **Int.**   To analyze oneself or other people, to understand why people behave as they do, to predict how others will act.

h.   **Suc:**   To want encouragement, have others interested in your problems, receive affection from others.

i.   **Dom:**   To dominate others, to be a leader, to influence others, to make decisions.

j.   **Aba:**   To accept blame when things go wrong, to feel guilty when one does something wrong, to avoid personal conflicts.

k.   **Nur:**   To be helpful to others, to encourage others, to be affectionate toward others to sympathize with others.

l.   **Chg:**   To do new and different things, to try a number of different jobs, to participate in new fads, to travel.

m.   **End:**   To persist, to keep at a task until it is completed, to put in long hours of uninterrupted work.

n.   **Het:**   To date, to be interested in the opposite sex, to engage in social activities with the opposite sex.

o.   **Agg:**   To be critical of others, to attack contrary points of view, to "get even" with others, to tell others what one thinks of them.

PART IV

    We think it would be interesting and informative to know how your views of yourself compare with the way other people see you. Therefore, we would like to obtain ratings from some of your friends in the immediate Manhattan area who you feel know you well.

    If you are agreeable to this please sign your name in the space below. Give the information about 5 friends you think do know you well. We will then contact 2 of these friends and ask for anonymous ratings from them.

Your Signature_____

1. Friend's Name (print)_____ I have known this

person about ____ years. Manhattan Address (if known) _____

_____. Most of my association with him (her) has been:

Telephone Number (if known) _____   In class _____
                                                In a living unit _____
                                                At work _____
                                                In a club _____
                                                Other _____

2. Friend's Name (print) _____ I have known this

person about ____ years. Manhattan Address (if known) _____

_____. Most of my association with him (her) has been:

Telephone Number (if known) _____   In class _____
                                                In a living unit _____
                                                At work _____
                                                In a club _____
                                                Other _____

3. Friend's Name (print) _____ I have known this

person about ____ years. Manhattan Address (if known) _____

_____. Most of my association with him (her) has been:

Telephone Number (if known) _____   In class _____
                                                In a living unit _____
                                                At work _____
                                                In a club _____
                                                Other _____

4. Friend's Name (print) _____ I have known this

person about ____ years. Manhattan Address (if known) _____

_____. Most of my association with him (her) has been:

Telephone Number (if known) _____   In class _____
                                        In a living unit _____
                                        At work _____
                                        In a club _____
                                        Other _____

5. Friend's Name (print) _____ I have known this

person about ____ years. Manhattan Address (if known) _____

_____. Most of my association with him (her) has been:

Telephone Number (if known) _____   In class _____
                                        In a living unit _____
                                        At work _____
                                        In a club _____
                                        Other _____

Kansas State College

Manhattan, Kansas

Counseling Center

April 10, 1956

The student whose name appears at the top of the enclosed sheet has participated in an experiment which is part of my Master's Thesis in Psychology. To make the data which he has given us usable, he has submitted five of his friends' names whom he felt would also help. From these five we have selected you as one of two from whom we would like to obtain some ratings of this student. Selecting two names from a list of five assures a degree of anonymity. The use of the uniform return envelope, plus the fact that your name appears nowhere on the sheet to be returned, guarantees that your rating of him/her will in no way be connected with you.

Only about 10 minutes of your time is needed. The next two paragraphs give the directions for the rating procedure.
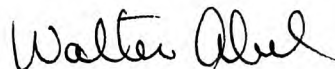
All individuals share certain needs. The need for food, for water and for sleep are common examples of physical needs. There are certain psychological needs which are also shared by all - that is, they are present to a greater or lesser extent in each of us. Fifteen such needs are listed and defined on the enclosed sheet.

We would like to have you make a judgment of the relative strengths of these 15 needs in the life of the above named student as you have had opportunity to observe him/her. Then place a "1" (one) in the space provided alongside of the definition which you feel represents the strongest need of the individual. Place a "2" (two) alongside of the need definition which you feel is this person's second strongest need, and so forth until you have ranked all fifteen needs. Be sure to rank all 15 needs.

The self-addressed envelope is enclosed for your convenience in replying. If you will enclose your answer sheet in this envelope and drop it into a campus mail box or bring it to the Counseling Center in 226 Anderson Hall no postage will be necessary. However, if it is not convenient for you to be on campus, you may place a three-cent stamp on the envelope and use the regular postal system.

An early reply will be greatly appreciated as will the time and effort you take to assist me in this way.

Sincerely,

Walter Abel

Walter Abel,
Graduate Assistant

Kansas State College

Manhattan, Kansas

Counseling Center   April 18, 1956

Dear

     I wrote to you about a week ago, asking if you might help me
with my Master's thesis research. Perhaps my letter didn't reach
you, or perhaps you simply have not been able to get around to it.

     At any rate, I hope you don't mind this reminder. In order to
make my study scientifically meaningful (and in order to satisfy
my advisor) it is necessary to obtain cooperation from all who are
asked to participate. If you could put in the 10 minutes that are
required within the next couple of days, I would be very grateful to
you.

     In case my first letter did not reach you, or if you have mis-
placed it, I am enclosing another rating sheet and another self-
addressed envelope. Two participants have misunderstood the direc-
tions for the ratings. These directions are therefore repeated be-
low in expanded (and, I trust, clarified) form.

     The student whose name appears at the top of the enclosed sheet
has given us permission to obtain ratings from you of the rela-
tive strength of 15 psychological needs in the life of that stud-
ent. Your task is to read over the 15 "need definitions". Then
decide which represents the strongest need of the student you
are rating. Place a "1" (one) opposite that need definition.
Place a "2" opposite the need definition which you feel repre-
sents this student's second strongest need, and so forth until
you have used all numbers between 1 and 15 inclusive. Your
rating of the weakest need of this student should be "15". All
ratings are of course confidential so that you may be as frank
as possible.

     I wish I could thank you personally for the help you can give
me on this project. I will be sincerely grateful for an early reply.

Yours very truly,

Walter Abel,
Graduate Assistant

Kansas State College

Manhattan, Kansas

Counseling Center

April 26, 1956

I hate to bother you again with my troubles in getting a master's thesis done. The time is growing short, however, and my situation is getting more desparate.

Of the 250 people asked to make ratings of the students in my experiment, about 200 have already cooperated. Can I count on you to help make it 100%?

Thanks very much in advance for the help you can give me.

Sincerely,

Walter H. Abel
Graduate Assistant

WHA/rc

P.S.   For your convenience, I am enclosing another rating sheet and a self-addressed envelope. If by chance my other letters have not reached you, please call me at 8-3317 and I will explain the project to you.

PART V

The same set of needs as were listed in Part III are relisted on Need Definition List (Form II). This time in the column marked "C" will you please rank your needs as you would like to be. That is, if you now could somehow change into your ideal self, what would be the relative strengths of these needs? Follow the same procedure as in Part III placing a "1" in the column marked "C" opposite the letter which corresponds to the need you would like to have the strongest, a "2" corresponding to the need you would like to have second strongest and so on. Be sure to rank all 15 needs according to how you would like to be.

RELATIONSHIP OF DEFENSIVENESS TO PERSONALITY NEEDS
AND SELF-CONCEPT

by

Walter Henry Abel

B. E. Tulane University, 1947

_____

This investigation was concerned with relating defensiveness to two measure of personality drawn from alternative frameworks. The two general questions upon which the study was built are:

1. Do defensive persons differ from non-defensive persons when their various self-concepts are compared?

2. Do defensive persons differ from non-defensive persons in the relative strength of their needs?

The sample for this study was composed of 125 Kansas State College students enrolled in General Psychology. Two tests, the EPPS and the MDT, and two self rating scales were administered to these S_S. They supplied the names of several friends who subsequently rated these S_S on the same rating scales.

The group was divided by sex and, according to the results of the MDT, they were further divided into three approximately equal groups. It should be noted that the MDT was developed using male S_S.

To investigate the first question, the Edwards needs were compared by analysis of variance and $\underline{t}$ test for the groups.

Within the limitations of the sample the following conclusions appear to be tenable:

1. Male students with high defensiveness scores were higher on (a) need Autonomy than male students with low defensiveness scores. Male students with high defensiveness scores were significantly lower on (b) need Affiliation and, (c) need Endurance than male students with low defensiveness scores.

2. Female students with high defensiveness scores were significantly higher on (a) need Aggression than female students with low defensiveness

scores. Female students with high defensiveness scores were significantly lower on (b) need Endurance than female students with low defensiveness scores.

Need Endurance seems to be the only need significant for both sexes and this may be partially explained by the social desirability of this scale.

To investigate the second question, comparisons were made by the analysis of variance and the t test of the several self-concepts obtained from the rating scales, the test, and friends.

Differences were found for both male and female of this sample on one comparison.

Both male and female S_S who were high in defensiveness had lower correlations between their ideal self and their tested self than those who were low in defensiveness.

These findings were tentatively interpreted in terms of a "socialization" hypothesis. Suggestions for improvement and for further research were made.