

A VALIDATION STUDY WITH  
THE MARLOWE-CROWNE SOCIAL DESIRABILITY SCALE

by

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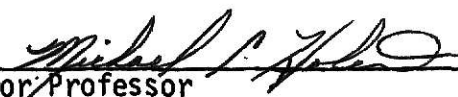
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## CHAPTER I

### INTRODUCTION AND REVIEW OF THE LITERATURE

Self report methods of collecting data have been and presumably will continue to be employed to study human behavior. Researchers and psychometrists originally assumed subjects could provide accurate data concerning their behavior, thoughts and emotions. A wide variety of instruments, including personality scales, were designed on the premise that paper and pencil tests would result in data comparable to that which would obtain were direct observation possible. Shortly after the inception of personality testing what seemed quite simple in theory proved quite difficult in practice. Subjects did not perform on self report scales as initially conceived. A large body of research on why the postulated direct relationship between personality statements and behavior failed to materialize has shown that a number of contaminating variables prevented the expected congruence. The articulation of these contaminating variables led to early attempts to rid tests of their pernicious influence. At best success was limited. Researchers then attempted to employ these variables in, rather than remove them from, explanations of test taking behavior. One notable attempt was grounded in research on what has become referred to as the social desirability dimension of test items. Some research has shown that knowledge of the social desirability of the items of a test accounted for as much as 75 percent of the test variance (Edwards, 1957). Marlowe

and Crowne (1960) advanced the need for approval by others as the motivational aspect of socially desirable responses to test items. The Marlowe-Crowne Social Desirability (M-C SD) Scale is a result of their efforts. Their theory has proven to have explanatory power in a variety of basic research situations, but, comparatively speaking, little applied research has been conducted invoking hypotheses derived from their theory.

### Purpose of the Study

The purpose of this study was to determine whether the M-C SD Scale would discriminate between two criterion groups. One group consisted of individuals who completed a program designed to rehabilitate military law offenders. The second group consisted of individuals who failed to complete the program. Members of this second group did not obtain honorable discharges from the US Army. Due to the socially desirable nature of the criterion, an honorable discharge, those who approach it should also score high on a test of the need for social approval.

The rehabilitation program is the United States Army Retraining Brigade (USARB), Ft. Riley, Kansas. This institution receives men who have been confined for various offenses in post confinement facilities world wide. The Brigade's mission is as follows:

Provides selected military prisoners the intensive correctional training and close custodial supervision necessary to return them to duty as competent soldiers with improved behavior patterns and motivation; provides additional training to military personnel who arrive at the US Army Retraining Brigade in prisoner status, but who are released from confinement prior to completion of training requirements; those who do not or cannot meet the Army standards will be eliminated from the service or transferred to an appropriate Army confinement facility.

Essentially the USARB program is performance oriented. That is, progress through the program and ultimate success depends upon the

individuals (trainee's) behavior. After entrance into the program there are two exits. One is to be discharged from the Army without successfully completing the program and the other is to complete the program and be reassigned to another duty station. Many trainees meet the rehabilitative objectives of the program so well there seems a question whether they should go through the program. Yet, many fail so miserably to meet these objectives it seems questionable whether they could go through the program.

Because of these characteristics of the USARB program and its population effective pretreatment predictions of outcome would be administratively beneficial. The applied problem, therefore, was one of prediction. Assuming an honorable discharge (HD) from the Army is a socially desirable outcome an hypothesis based on need for approval would have predicted high need for approval scale scores by those trainees successfully completing the USARB program, to obtain an HD. A revision of this hypothesis was suggested by pertinent literature.

Assumptions of a magnitude similar to that involved in the supposition that all trainees would consider an HD as a desirable outcome were shown in some cases to be untenable (Orvik, 1972). Another modified hypothesis was formulated to account for trainees who did not consider an HD the only desirable outcome. Assuming that engaging in behaviors one judges socially desirable is an expression of their need for approval, whereas failure to display consistency is indicative of a lack of a need for social approval, then those who engage in a specific socially desirable behavior should score higher on a test of the need for social approval (M-C SD) than those who fail to engage in that specific behavior. This general hypothesis provided the latitude for those who considered other discharges desirable to engage in consistent behavior as a

demonstration of need for approval. The hypothesis invoked predicted that those trainees whose behavior toward an honorable discharge was consistent with their judgment of its desirability should score higher on the M-C SD Scale than those trainees whose behavior and judgment were inconsistent with respect to the honorable discharge. A test of the hypothesized relationship was undertaken in an attempt to validate the M-C SD Scale as a measure of the need for social approval. Validation of the scale would have answered the applied problem with an inexpensive, easily administered prediction tool.

### Review of the Literature

Much of the blame for the lack of an isomorphic relationship between content interpretations of personality scales and behavior was heaped upon the uncooperative subject under one form or another of the general rubric response distortion. Research on faking is a salient example of the assumption of subject guilt. Researchers who have studied faking have offered evidence of subject dissimulation in varied testing situations (Hogan, 1972; Longstaff, 1948). These include, for example, contrived vocational decision conditions (Bruan and O'Neill, 1967; Garry, 1953) and realistic employment conditions (Gordon and Stapleton, 1956; Bass, 1957).

Investigations of response distortion or bias were undertaken as early as 1942 by Cronbach, earlier by others (Lentz, 1938), but theory was scattered. McGee (in Berg, 1967) cites Cronbach's (1946, 1950) now classic papers as responsible for the converging of thinking upon what Cronbach called response sets. Essentially Cronbach asserted that response sets produced non-content and, hence, invalid variance on tests. Cronbach (1946) defined response set as "any tendency causing

a person consistently to give different responses to test items than he would when the same content is presented in a different form." Investigations of forced-choice formats were attempts to control response distortion via item form (Bass, 1957; Gordon and Stapleton, 1956; Kaess and Witryol, 1957). Though Cronbach's work served a focusing function, it seems also to have set the stage for subsequent conceptual problems. These problems were more the result of various applications given Cronbach's original conceptualizations than of their intrinsic nature. Cronbach's formulations were directed primarily at objective testing, but spilled over into the area of personality and attitude testing. This provided more latitude for confusion.

In Cronbach's definition of response set, item form (a stimulus variable) was the culprit interacting with the subject tendency thereby producing non-content variance. Implicitly then, it must follow that content variance was not contaminated by the effects of item form (apparently, regardless whether the subject tendency was functioning or in abeyance). A theoretical dichotomy between content and non-content variance became apparent in the literature. It was a vague dichotomy in that both types of variance are the result of a measurement influenced by stimulus properties and, therefore, in the strictest sense are both content variance. Some researchers attended to and subsequently discussed non-content variance in terms of formal stimulus properties (Bass, 1957; Gordon and Stapleton, 1956). Others discussed the hypothetical error variance as a subject variable (Marlowe and Crowne, 1961; Messick and Jackson, 1961). When researchers finally began to note the possible worth of designing assessment techniques specifically to evoke relevant "styles" of responding (Jackson and Messick, 1958) the interaction of the two sources of non-content variance was sufficiently articulated.

Jackson and Messick's (1958) articulation established the term style to describe responses elicited by formal item properties. Wiggins (1962) incisive treatment emphasized the subject tendency and was characteristic of a growing resistance (Jackson and Messick, 1961; Crowne and Marlowe, 1960) to consider the non-content variance produced by the subject tendency as error.

McGee (in Berg, 1967) in an orientation to set in general and response sets in personality assessment noted a need for unifying theory and applied study. Gibson (1941) stated; "The concept of set or attitude is a nearly universal one in psychological thinking despite the fact that the underlying meaning is indefinite, the terminology chaotic, and the usage by psychologists highly individualistic. For almost 40 years, since the first employment of the concept in research problems, the meaning which clusters around such words as readiness, preparation, disposition, and intention has scarcely been refined beyond the common sense level to be found in the dictionary." From this statement by Gibson it is clear conceptual and terminological problems were not confined to the work of Cronbach and those who followed.

Cronbach established a conceptual foundation. From his beginning various extended investigations undertaken by others served to elaborate the foundation. Repeated similar findings led to clearer relationships and functional definitions of several different sets. Three sets came to dominate response distortion research. From least to most important in terms of implications for tests these were; the "deviant" response set (formulated by Berg, 1955), the acquiescent response set and the social desirability response set (associated primarily with A. L. Edwards).



These sets underwent roughly parallel histories of development (Block, 1964).

Berg (1967) states his deviation hypothesis as:

Deviant behavior patterns are general in the sense that those responses that are regarded as being significant for identifying a particular category of atypicality in behavior do not exist in isolation. Those responses that are regarded as being significant for a particular category of deviant behavior are associated with a number of other deviant responses that are not regarded as being significant for that particular category of behavior atypicality.

This formulation deals more with abnormal responses producing atypical variance than with (biased responses) producing irrelevant variance. Be this as it may the deviation hypothesis is generally included in surveys of response sets (Berg, 1967; Messick and Ross, 1962). Here Berg's hypothesis is significant because it confers upon a response set the status of a personality variable.

The acquiescent response set claims a more pervasive position in the literature. This seems due to two factors. First, the influence of acquiescence on test validity was recognized early (Cady, 1923). And, second, the relationship between acquiescence and test scores has been consistently well articulated from the first. Contrary to Jackson's (in Berg, 1967, p. 72) statement that Cronbach first used the term acquiescence "to denote a tendency to agree more than to disagree," it was invoked by Lentz (1938) as the "tendency to agree rather than disagree to propositions in general." Important is the early definition of the response aspects of acquiescence. Two points rapidly were extolled by various investigators. These were that the stimulus aspect of relevance is item form (Wiggins, 1962) and that, therefore, acquiescent responses are a manifestation of style in responding to formal item properties (Jackson and Messick, 1958; Wiggins, 1962).

Interest in the acquiescent set was regenerated and expanded by the acquiescence versus authoritarianism issue involving the California F Scale (Bass, 1955; Cohn, 1953). Fleshing out of an acquiescence domain however can be attributed primarily to the efforts of D. N. Jackson and S. J. Messick individually, in corroboration with each other and with others. This corroborated network of research provided definitions, identified "species" (Jackson in Berg, 1967) of acquiescence and, if one accepts their evidence, (Block, 1964) defended their interpretations.

Response set research has resulted in several explanations of personality test score variance casting serious doubt on score interpretations in terms of the constructs purportedly measured. A notable explanation was offered by A. L. Edwards (1953). The social desirability (SD) response set is the foundation for the need for approval hypothesis which follows and is, therefore, afforded elaboration beyond that of the deviant and acquiescent response sets.

Edwards has done much previous as well as subsequent work, however, his major tenets concerning the SD variable were presented in "The Social Desirability Variable in Personality Assessment and Research." His criticisms of traditional interpretations of personality test scores rested upon the acknowledgement that a large component of the variance in test scores could be attributed to the SD variable. Employing any one of several psychological scaling methods Edwards asserted it was possible to obtain a social desirability scale value (SDSV) for a given personality statement. Judges may be asked to rate personality statements, for instance, on a nine point scale ranging from "extremely undesirable" through "neutral" to "extremely desirable." The SDSV of a given statement then is the mean rating assigned it by the judges. Edwards (1957, 1970)

demonstrated inter-rater and inter-group agreement, as well as intra-rater agreement (1970), on the SDSV of personality test items. A few researchers have challenged these findings (Orvik, 1972). Furthermore, Edwards has asserted and much data has supported a high positive correlation between the judged social desirability of a test item and the probability that it will be endorsed by testees. Accordingly, scores on various psychological tests can be predicted from knowledge of the SDSV of their items (Edwards, 1970). Edwards (1957) constructed a scale to measure individual differences in SD responding.

Injunctions of personality scales made directly by Edwards (1957) were clear, but he speculated little about the heuristic potential of the SD variable itself. In the same vein with Wiggins (1962) researchers had begun to consider response styles (Jackson and Messick, 1961) and sets (Crowne and Marlowe, 1960) as personality variables in their own right. Edward's research on the SD variable served as the foundation for Crowne and Marlowe's formulations. These formulations were an extension as well as a remediation of Edwards' research.

Crowne and Marlowe (1960) hypothesized that in responding to personality statements subjects, especially students, rather than simply endorsing socially desirable statements were possibly avoiding endorsement of statements exhibiting an implied pathology. Since both tendencies led to the same outcome the interpretation of total scores was confounded. The M-C SD Scale (1960) was constructed to be free of psychopathological implications. Edwards (in Berg, 1967) had pointed out the inability to detect truth of personality statements subjects attributed to themselves. Crowne and Marlowe (1964) insisted, also, there was no need to discuss the truth of the statements. However, the

M-C SD Scale is constructed such that the eighteen true keyed items are doubtfully true of many individuals. Yet, the fifteen false keyed items are likely true of many people. It is precisely because of this dimension of the test items that the constructors felt the test was a suitable measure of the SD variable.

Crowne, Marlowe, and others provided evidence not only that their revision of Edwards (1953, 1957) efforts through construction of the M-C SD Scale was warranted, but also that it was efficacious. Their extension of Edwards' research construed the SD variable as a motivational variable.

As mentioned earlier, in the late '50's there was an attempt to resolve conceptual issues pointed up by Gibson (1941). In an incisive article Jackson and Messick (in Messick and Ross, 1962) provided definitions of content, style and set variance components of personality scales. Edwards (1957) had treated the SD variable as a response set as would Rorer (1965). In perspective Jackson and Messick's (1958, 1962) interpretations are the most suitable framework to subsume Crowne and Marlowe's work as well as the present study. According to Jackson and Messick (1962) response styles, referring to consistent responses to item characteristics other than manifest content derived significance from two main dimensions. Response styles, that is, are persistent or stable over time and they are general, functioning in non-testing, as well as different testing, situations.

Marlowe and Crowne (1961) injected the SD variable with wider psychological significance by postulating the need for social approval as a motivational construct. Socially desirable test responses were an example, in a measurement situation, of an attempt to gain the acceptance of others by engaging in "culturally acceptable and appropriate behaviors."

Crowne and Marlowe (1960) submitted the M-C SD Scale as an operational definition of their need for approval hypothesis and pointed out the need for validation (1961).

They noted use of "self" and "item" evaluation models (1961) in previous descriptive analyses of the SD variable. In discussion of Edwards' (1953) initial research the item evaluation model has been mentioned. The self evaluation model consists of demonstrating high correlations between measures of SD responding and responses on independent personality scales as evidence of the effects of the SD variable.

Widening the perspective of research to fit their attempt to validate the need for approval construct Marlowe and Crowne (1961) avoided both of the descriptive models. Instead they administered the M-C SD Scale to subjects, had them perform a spool-packing task and then administered a reaction questionnaire. They had hypothesized high need for approval subjects would react more favorably, on a modified version of the Festinger and Carlsmith (1959) questionnaire, to a boring task than low need for approval subjects. Their hypothesis was confirmed. Their design was also an improvement. However, spool-packing is not an example of relevant social goals or behavior nor does its influence extend beyond the experimental or laboratory setting. Data collection on the dependent variable is methodologically the same as in the self evaluation model rejected by Marlowe and Crowne.

The present investigation utilized type of discharge from the US Army, a more socially relevant goal, as one of the independent variables. Because the present investigation took place in an applied setting it was necessary to accept pre-existing levels of the independent variables. This also necessitated analysis of self evaluation (M-C SD Scale) scores

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as the dependent variable. Crowne and Marlowe (1964) reported research conducted in settings less basic than in their previous research. At that point they introduced several moderator variables in further efforts to validate the need for approval hypothesis. A multidimensional approach, lacking in the present investigation as well as in the work of Crowne and Marlowe, was implied (also see Jackson and Messick, 1961).

McGee (1962) also noted a lack of applied research. Research on response styles has been done with diverse groups (Klett and Yaukey, 1959) including abnormal samples (Cowen and Stricker, 1963; Messick, 1960) and confined subjects (Jackson and Messick, 1961). Subjects of the present investigation were confined. These studies are the descriptive variety mentioned by Marlowe and Crowne (1961) lacking systematic analysis of predictions involving independent, non-test behaviors. Applied studies of response style usually entailed item evaluations (Klett and Yaukey, 1959; Messick, 1960) or comparisons across groups of judges (Klett and Yaukey, 1959). The present study differs from the descriptive variety in these respects. Variability in judgments is typically slight (Jackson and Messick, 1961), however, the content of items judged socially desirable varies between some diverse groups (Klett and Yaukey, 1959).

## CHAPTER II

### METHOD

All subjects were adult male confinees (trainees) of the US Army Retraining Brigade, Ft. Riley, Kansas. They were all members of the same fill, an administrative processing unit based upon arrival at the facility during a given week. The 110 trainees whose responses were analyzed compromised the entire fill with the exception of four trainees whose responses were not complete. The 110 trainees were treated as a sample from a population with an annual number of 4200. Appendix D depicts pertinent demographic variables for that population for the fiscal year of 1974.

Testing material consisted of the M-C SD Scale and two additional questions. The M-C SD Scale is a true/false instrument consisting of 33 statements, 18 keyed true and 15 keyed false. The two additional questions were designed to: one, determine whether, for the individual, an honorable discharge was a socially desirable outcome; and two, what each trainee considered were their chances of obtaining that discharge. These materials appear as Appendices A and B. The M-C SD Scale was printed front to back and the additional questions were presented on another sheet. Since these subjects were also to take part in a larger evaluation which was in progress the administration process had been routinized. Following a general introduction the materials utilized in the present study were presented previous to the other evaluation instruments. During all administrations no correctional treatment staff were



allowed in the administration room to avoid an intimidating atmosphere. Subjects were tested in several groups ranging from four to forty-five in size. While the administrator was the same on all occasions two different proctors assisted. Subjects were tested immediately upon arrival at the USARB eliminating the possibility of previous knowledge in succeeding groups.

When seated in the testing room the subjects were read the preliminary remarks which appear as Appendix C. The directions specific to the M-C SD were then read as follows:

1. Reach in your packet and remove the sheet with the purple X on the top right-hand corner. Place the other materials under your desk.
2. Flip the sheet over and place your name and SSAN in the space provided at the bottom of the sheet.
3. Read the instructions with me from the front side...  
Ok, you may begin.

The investigator and proctor collected M-C SD's as they were completed by the trainees. When all tests had been collected the following instructions were read:

1. Reach in the packet and remove the sheet with the black line across the top right-hand corner. Place the other materials under your desk.
2. Place your name and SSAN in the space provided.
3. In question two, the ratings go from "one-very good" to "ten-very bad."
4. OK, please read the questions and answer them according to your opinion.

Need for approval (NFA) was the dependent variable. Scores on the M-C SD Scale were taken as measures of NFA. Final outcome (FO) and judgment of honorable discharge (HD) were the independent variables. The two levels of FO were returned to duty (Y) and discharged other than

honorably (N). (Two trainees were discharged honorably and were treated as members of Y).

HD was also dichotomized into those who designated the honorable discharge as the only appropriate outcome (Yes) and those who did not (No). For purposes of analysis the two independent variables were cross partitioned providing four groups of measures on the dependent variable. These four groups then were; those who judged the HD as desirable and returned to duty (Yes-Y), those who judged the HD as not the only desirable outcome and were discharged (No-N), those who judged the HD as desirable and were discharged (Yes-N) and, those who judged the HD as not the only desirable outcome and returned to duty (No-Y).

The Yes-Y group and the No-N group were combined to form a consistent group (CON). The Yes-N and No-Y groups were combined to form an inconsistent group (INC). These two combinations, the CON and INC, provided two different groups of measures on the dependent variable, NFA. Comparison of the CON and INC groups on NFA scores afforded a direct test of the experimental hypothesis. A t test was employed as the statistical test. An estimate of internal reliability was calculated once for each of the six groups mentioned above and once for all 100 trainees combined.

## CHAPTER III

### RESULTS AND DISCUSSION

Scores on the M-C SD Scale were the basic data. These scores were combined into the CON and INC groups to test the experimental hypothesis. In fact the statistical hypothesis of no difference of significance between the CON and INC groups was accepted. Results of a  $t$  test for independent groups comparing the two were:

$$t = .714, df = 108, p > .05$$

Group members, means and standard deviations are presented in Table 1. Coefficient alpha was computed as a measure of the internal consistency of test scores in the total group, the two experimental groups and the four subgroups. These coefficient alpha values ranged from .70 to .87 and are also presented in Table 1.

Table 1

GROUP NUMBERS (N), MEANS ( $\bar{X}$ ), STANDARD DEVIATIONS (SD), COEFFICIENT ALPHA CONSISTENCY ESTIMATES (CA) AND  $t$  RATIO COMPARING CONSISTENT AND INCONSISTENT GROUPS ON THE MARLOWE-CROWNE SOCIAL DESIRABILITY SCALE

	N	$\bar{X}$	SD	CA	$t$
Group Total	110	17.35	5.75	.82	
Yes-Y	56	17.39	5.78	.81	
No-N	20	16.25	6.75	.87	
Yes-N	15	17.73	6.24	.85	
No-Y	19	18.11	4.50	.70	
CON	76	17.09	5.99	.83	.7143
INC	34	17.94	5.17	.79	

Estimates of internal consistency of the M-C SD Scale were satisfactory but systematically lower than reported by Crowne and Marlowe (1964). Mean total scores on the scale for the various groups were higher than usually reported for college student samples (Marlowe and Crowne, 1961; Crowne and Marlowe, 1964). The overall mean total score was not unexpected in comparison with values in norms based on samples of other populations characterized by deviant behavior (Crowne and Marlowe, 1964). Overall and sub-group estimates of total score variability also were comparable to those obtained from Crowne and Marlowe's (1964) norm groups. Psychometrically results were consistent with past research and expectations. Experimentally this was not true.

The hypothesis that those trainees whose judgment of and behavior toward an honorable discharge were consistent would score higher on the M-C SD Scale than those whose judgment and behavior were inconsistent was not supported by the data. In fact variability among groups was so slight that it seemed likely no comparison between groups of theoretical relevance would result in a significant difference. An initial assumption, modified herein by the investigator, was that individuals judging the HD the only desirable outcome were exhibiting a higher need for social approval than those judging otherwise. The M-C SD Scale also failed to discriminate between the two HD groups (Yes vs. No). Results of a  $t$  test ( $t = .640$ ,  $df = 108$ ,  $p > .05$ ), again demonstrated lack of variability between groups.

An unfortunate characteristic of the present design is the inability to conclude decisively when results are non-confirming. Several alternative explanations exist. First, the prospects of discharge from the US Army possibly did not present a situation of significant import to elicit

approval seeking behavior in the trainees. Second, and perhaps more likely, the lack of controls on potential influence by moderator variables (Crowne and Marlowe, 1964) upon behavior toward the HD leaves their influence unspecified. It is because of this Cattell (in Jackson and Ross, 1965) and others argue the necessity of multivariate designs. There are also explanations which do not align with Crowne and Marlowe's formulations.

The possibility remains that the response consistencies represent a set rather than a style (Jackson and Messick, in Jackson and Ross, 1962). Concerning prediction of success of USARB trainees and validation of the M-C SD Scale both separately and conjunctively a univariate approach seemed inadequate. Research employing multivariate design is suggested.

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## APPENDICES

## APPENDIX

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## APPENDIX A

Listed below are a number of statements concerning personal attitudes and traits. Read each item and decide whether the statement is TRUE or FALSE as it PERTAINS TO YOU PERSONALLY. If it is TRUE, circle the "T"; if it is FALSE, circle the "F".

- |  |   |   |
|--|---|---|
| 1. If I could get into a movie without paying and be sure I was not seen, I would probably do it.                    | T | F |
| 2. I'm always willing to admit it when I make a mistake.   | T | F |
| 3. I am always careful about my manner of dress.   | T | F |
| 4. I can remember "playing sick" to get out of something.  | T | F |
| 5. I have never been irked when people expressed ideas very different from my own.                                   | T | F |
| 6. I like to gossip at times.  | T | F |
| 7. There have been occasions when I have taken advantage of someone.   | T | F |
| 8. When I don't know something I don't at all mind admitting it.   | T | F |
| 9. My table manners at home are as good as when I eat out in a restaurant.   | T | F |
| 10. I never resent being asked to return a favor.  | T | F |
| 11. I am always courteous, even to people who are disagreeable.  | T | F |
| 12. I sometimes feel resentful when I don't get my way.  | T | F |
| 13. I never hesitate to go out of my way to help someone in trouble.   | T | F |
| 14. There have been times when I felt like rebelling against people in authority even though I knew they were right. | T | F |
| 15. On occasion I have had doubts about my ability to succeed in life.   | T | F |
| 16. There have been times when I was quite jealous of the good fortune of others.                                    | T | F |
| 17. No matter who I'm talking to, I'm always a good listener.  | T | F |

## APPENDIX A CONTINUED

- |   |   |   |
|---|---|---|
| 18. I have never deliberately said something that hurts someone's feelings.                         | T | F |
| 19. I have never intensely disliked anyone.   | T | F |
| 20. Before voting, I thoroughly investigate the qualifications of all candidates.                   | T | F |
| 21. I have never felt that I was punished without cause.  | T | F |
| 22. I never make a long trip without checking the safety of my car.                                 | T | F |
| 23. I am sometimes irritated by people who ask favors of me.  | T | F |
| 24. I don't find it particularly difficult to get along with loud-mouthed, obnoxious people.        | T | F |
| 25. I sometimes think when people have a misfortune, they only got what they deserved.              | T | F |
| 26. I sometimes try to get even, rather than forgive and forget.                                    | T | F |
| 27. It is sometimes hard for me to go on with my work if I am not encouraged.                       | T | F |
| 28. There have been occasions when I felt like smashing things.                                     | T | F |
| 29. I would never think of letting someone else be punished for my wrongdoings.                     | T | F |
| 30. At times I have really insisted on having things my own way.                                    | T | F |
| 31. I always try to practice what I preach.   | T | F |
| 32. On a few occasions, I have given up doing something because I thought too little of my ability. | T | F |
| 33. I have almost never felt the urge to tell someone off.  | T | F |

NAME \_\_\_\_\_

SSAN \_\_\_\_\_

## APPENDIX B

NAME \_\_\_\_\_

SSAN \_\_\_\_\_

Please read and answer  
the questions below.

1. The people who mean most to me would not approve of any discharge except an Honorable Discharge. (CIRCLE ONE)

YES

NO

2. Rate your chances of getting an Honorable Discharge by circling a number.

1  
Very  
Good

2

3

4

5

6

7

8

9

10  
Very  
Bad

## APPENDIX C

## PRELIMINARY REMARKS

1. One of your first requirements at the Retraining Brigade is to complete a battery of material prepared for all trainees by the Research and Evaluation Division. Our purpose is to learn more about trainees, and by doing so learn more about the program itself.
2. I want to emphasize--as strongly and as clearly as possible--that the material you complete will remain completely confidential. No member of your unit or team will ever have access to this material. You will note that no team cadre are allowed in this room. In addition, they have been instructed NOT to ask questions of you regarding the material you are about to receive. By the same token, we encourage you to keep this information a private affair between yourself and the computer. DON'T discuss the material with cadre OR your fellow trainees.
3. Your answers to these questions will IN NO WAY ever influence what happens to you here at the Retraining Brigade. This data will be analyzed by the Research and Evaluation Division and immediately destroyed after the information is fed into the computer. Your name and SSAN will be required on the answer sheets and IBM cards, however, in order for us to keep the scores of one individual separate from those of another. But, again, the data will be analyzed in terms of numbers--not names.
4. Many of you will probably enjoy an opportunity to provide us certain information about which you have some strong feelings or opinions. (And, by the way, this is not a test--there are no "right" or "wrong" answers.) The important thing is to be both HONEST and ACCURATE. Listen to the instructions carefully, and do the best job you can.
5. Again--we are only concerned with the way YOU see things. In this case, YOUR OPINIONS do count! They provide the basis for the further development of a program in tune with YOUR NEEDS.

THANK YOU



## APPENDIX D

## TRAINEE PROFILE\*

AGE. . . . .		20.7
RACE . . . . .	White	60.4%
	Black	38.0%
MARITAL STATUS . . . . .	Single	78.4%
	Married	20.1%
YEARS FORMAL EDUCATION . . . . .		10.7
	High School Graduates	32.0%
STATED RELIGIOUS PREFERENCE. . . . .	Protestant	55.9%
	Catholic	17.8%
	Jewish	0.5%
	Other	1.1%
	None Stated	24.7%
MILITARY APTITUDE (GT) SCORE . . . . .		91.0
METHOD OF ENTRY. . . . .	Enlisted	90.9%
	Drafted	9.1%

\*Adapted from the U.S. Army Retraining Brigade Annual Report.

A VALIDATION STUDY WITH  
THE MARLOWE-CROWNE SOCIAL DESIRABILITY SCALE

by

THOMAS R. F. OASTER

B. A., West Chester State College, 1972

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AN ABSTRACT OF A MASTER'S THESIS

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The confounding of personality scale scores by various biasing subject response tendencies has been demonstrated by response set researchers. Following initial attempts to rid personality scales of the influences of these phenomena, the phenomena themselves were employed in explanations of behavior. The tendency to respond in a socially desirable way is an example of a biasing response tendency. Need for social approval has been postulated as the motivation to endorse socially desirable responses in self description. Previous research has been limited to laboratory settings. The purpose of this investigation was to test the validity of the need for approval construct in an applied setting.

Subjects were 110 confined prisoners at the United States Army Retraining Brigade, Ft. Riley, Kansas. They were asked to judge the desirability of an honorable discharge from the US Army and administered the Marlowe-Crowne Social Desirability Scale. Those subjects whose judgment of and behavior toward the honorable discharge were consistent were compared to those whose judgment and behavior were not consistent. Lack of a statistically significant difference resulted in lack of confirming evidence for the Marlowe-Crowne Social Desirability Scale. Inadequacy of a univariate approach and further research employing a multivariate approach were suggested.