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Personality Differences between Attractive and Unattractive High School Females

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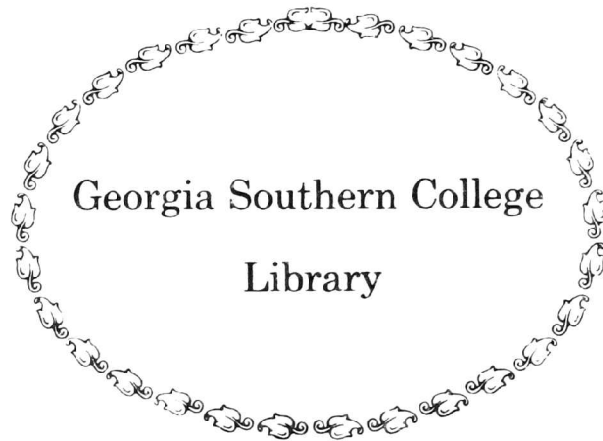
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PERSONALITY DIFFERENCES
BETWEEN ATTRACTIVE AND
UNATTRACTIVE HIGH
SCHOOL FEMALES

Andrea Rene Re

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PERSONALITY DIFFERENCES BETWEEN
ATTRACTIVE AND UNATTRACTIVE HIGH SCHOOL FEMALES

By

Andrea Rene Re

A thesis submitted to the Faculty of
Georgia Southern College in partial
fulfillment of the requirements for
the Degree of Master of Arts in
the Department of Psychology

Statesboro, Georgia

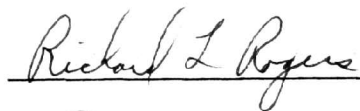
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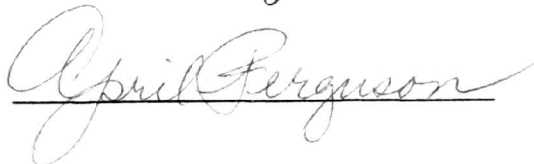

April Ferguson

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Abstract

High school females ($N = 131$) were photographed and given the Texas Social Behavioral Inventory (TSBI), Attitudes Toward Women Scale (ATWS), Rotter Internal-External (I-E) Scale, Marlowe-Crowne Social Desirability Scale (M-C), and Bem Sex-Role Inventory (BSRI). The photographs were rated by four female graduate students in psychology for physical attractiveness and two groups of 36 each were identified: an attractive group and an unattractive group. These two groups were then compared for differences on the five personality tests. The results indicated that attractive females are higher in self-esteem as measured by the TSBI, ($t = 2.543, p < .05$) and less feminine sex-typed as measured by the BSRI, ($t = 2.10, p < .05$). No other significant differences were found. Findings are discussed in terms of research in the area of physical attractiveness stereotyping as it relates to personality development.

In recent years there has been growing interest in the study of physical appearance variables, particularly the dimension of physical attractiveness. Research on physical attractiveness has indicated that external appearance is an important attribute that exerts a measurable influence on our attraction to a person (Berscheid, Dion, Walster, & Walster, 1971; Byrne, 1968; Byrne, 1971; Byrne, London, & Reeves, 1968; Sappenfield & Balogh, 1970; Stroebe, Insko, Thompson, & Layton, 1971). Attractiveness also influences the degree to which we like a person (Brislin & Lewis, 1968; Miller & Rivenbank, 1970; Sigall & Aronson, 1969; Walster, Aronson, Abraham, & Rottman, 1966), the attributes we assign a person (Berscheid & Walster, 1974; Miller, 1970a, 1970b; Seligman, Paschall, & Takata, 1974), and our behavioral response to a person (Dion, 1972; Lerner & Lerner, 1977; Sigall, Page, & Brown, 1971; Synder, Tanke, & Berscheid, 1977).

Studies of attraction and interpersonal behavior indicate that physically attractive persons are given preferential treatment and subjects prefer to interact with persons who are physically attractive. It has been found that attractive persons' opinions are more persuasive (Sigall & Aronson, 1969); individuals are more socially responsive to them (Barocas & Karoly, 1972);

people will work harder to please them (Sigall, Page, & Brown, 1971); their wants are more readily fulfilled (Mills & Aronson, 1965); and attractive persons are more desirable as dating partners than unattractive persons (Brislin & Lewis, 1968; Krebs & Adinolfi, 1975; Walster et al., 1966). Several researchers (Dion, 1972; Dion & Berscheid, 1974; Cavior, 1974; and Clifford & Walster, 1973) have suggested that there are also differences in socialization experiences for the attractive and unattractive person. Specifically, Dion (1972) found that attractive and unattractive children who committed anti-social acts (hitting another child) were evaluated differently. When the child was attractive, adult females tended to make excuses for him/her, and when the child was unattractive s/he was seen as a chronic problem child. Moreover, a transgression committed by the unattractive child was seen as more undesirable than the same transgression committed by an attractive child.

The psychological literature also suggests that a physical attractiveness stereotype exists in our culture. According to this stereotype, physically attractive persons of both sexes are presumed to have more socially desirable personality traits (i.e., what is beautiful is good). More specifically, physically attractive persons are thought to possess such socially desirable traits as

warmth, self-assurance, kindness, and sensitivity, and to lead happier, more successful lives than unattractive persons (Berscheid & Walster, 1974; Dion, Berscheid, & Walster, 1972; Miller, 1970a).

Further evidence for the existence of a physical attractiveness stereotype comes from research on physical attractiveness and personality attribution (Jones, Hansson, & Phillips, 1978; Lerner & Lerner, 1977; Miller, 1970a, 1970b; Seligman, Paschall, & Takata, 1974). Seligman et al. (1974), examining the effects of physical attractiveness on attribution of responsibility, determined that physically attractive women were seen as more responsible for a good outcome than unattractive women, while unattractive women were seen as more responsible for a bad outcome. In an investigation using photographs of college women, Miller (1970a) reported that attractive women received significantly more positive ratings, i.e., they were judged to be more likable, friendly, confident, sensitive, and flexible, than women whose looks were rated as less attractive. In follow-up studies, Miller (1970b) found that males and females who are high or moderate in attractiveness are perceived by their peers to be less "external" in locus of control than unattractive persons. In other words attractive persons were perceived as having more control over their lives

than unattractive persons. Other researchers who have reported findings consistent with the attractiveness stereotype are Cash, Kehr, Polyson, and Freeman (1977); Goldman and Lewis (1977); and Jones, Hansson, and Phillips (1978). Both Cash et al. (1977) and Jones et al. (1978) examined the attribution of psychological disturbances among peers of college age. In both of these studies, subjects were exposed to taped counselor/patient interviews in which the physical attractiveness of the interviewee was manipulated. It was found that attractive interviewees were judged as less disturbed and were judged to have more favorable prognosis than unattractive interviewees.

All of this research tends to support the existence of a cultural stereotype regarding physical attractiveness; that is, people of different physical attractiveness:

- 1) have specific personality traits attributed to them and
- 2) receive differential treatment simply on the basis of their appearance.

Given that this stereotype exists, what then are the implications for personality development of attractive and unattractive persons? What is the validity of the personality traits observers attribute to the attractive person? Do, in fact, attractive persons possess the traits which are attributed to them? Most of the research on

physical attractiveness and personality attribution and/or development has focused on either selective personality dimensions primarily among college age subjects, (Anderson, 1978; Goldberg & Gottesdierner, 1975; Jackson, 1974; Luckner, 1976; Shea, Crossman, & Adams, 1978) or on the relationship between physical attractiveness, body attitudes, and self-concepts (Lerner & Lerner, 1977; Lerner, Karabenich, & Stuart, 1973; Lerner, Orlos, & Knapp, 1976; Rosen & Ross, 1968).

Singer (1964), one of the researchers who has examined specific personality variables and their relationship to physical attractiveness, has found that there is a significant correlation between females' physical attractiveness and scores on the Machiavellian Scale (Christie, 1979), a measure of manipulative tendencies. Jackson (1974) found a positive correlation between females' attractiveness and their assertiveness.

Goldberg and Gottesdierner (1975) examined the relationship between physical attractiveness of individuals and the attitudes attributed to them and found that when subjects were asked to identify (from photographs) those women who supported the Women's Liberation Movement, the photographs of the less attractive women were chosen significantly more often. Interestingly, although support for the Women's Liberation Movement was attributed to the

unattractive women, Goldberg and Gottesdierner (1975) found no correlation between attractiveness and support for the women's movement.

Finally, the relationship between physical attractiveness, social contact, and personality factors was investigated by Krebs and Adinolfi (1975). Through factor analysis, Krebs and Adinolfi (1975) identified a cluster of variables that best characterize the personality of physically attractive college females as one of cognitive inquisitiveness, achievement, and individuality.

It is clear from the studies in the area of physical appearance that the dimension of physical attractiveness plays an important role in our culture, influencing such factors as social interaction, the attribution of personality traits, as well as attraction to and liking for another. Based on these various findings that attractiveness is an important variable in determining how a person may be treated by others, it is then possible to hypothesize that the physical attractiveness of an individual may have an influence on his/her personality.

There have been virtually no studies that have examined the relationship between physical attractiveness and personality traits among adolescent females. There has been little attempt to determine whether those personality traits attributed to the attractive college

age population might also exist in a high school population. The relationship between physical attractiveness and personality traits such as self-concept, locus of control, and attitudes towards women's roles have not been investigated in a younger population; nor have the factors of sex role identity and need for approval as they relate to physical attractiveness been examined in either a college or adolescent population.

The purpose of the present study was to determine, by a variety of paper and pencil tests, if there are personality differences between high school females judged attractive and unattractive. Based on the previous findings that attractive females are more assertive, are given preferential treatment, are seen as more responsible for a good outcome, and are considered to be "internally" oriented, it is hypothesized that in the high school population:

- 1) attractive and unattractive females will differ significantly on a measure of locus of control, with attractive females being significantly more internally oriented than unattractive females.

- 2) attractive females will score significantly higher than unattractive females on a measure of social desirability, indicating a greater need for approval.

- 3) attractive females will score significantly

higher on a measure of self-esteem than unattractive females.

4) attractive females' scores will be significantly different from the scores of unattractive females on a measure of psychological androgyny (attractive females will be significantly less feminine sex-typed).

5) Based on Goldberg and Gottesdierner's (1975) finding that there is no correlation between attractiveness and support for the women's movement, there will be no significant difference between attractive and unattractive females' scores on a questionnaire concerning attitudes toward the proper roles for women in contemporary society.

Method

Subjects

White female students in three high schools (one private, two public) in Southeast Georgia served as subjects. Data was collected from 131 females in the 10th, 11th, and 12th grades of these schools. Based on subject selection procedures to be described in a later section, 36 attractive and 36 unattractive white females were selected as subjects. The mean age of participants was 16.23 years and the mean grade was 10.8.

Procedure

The principals of the three high schools were contacted by the experimenter and permission was received to request

participation by the female students in the 10th, 11th, and 12th grades in a one-day testing session. Upon approval, female students in each of the high schools were scheduled in groups of 20-30 individuals for one 50-minute testing period.

Prior to the testing sessions 140 numbered "test packets" were compiled: each packet contained five tests, a single answer sheet (see Appendix A), and a numbered 3 x 5 card. The 3 x 5 cards and the test packets were numbered identically so that test packets could later be matched to subjects who were photographed while holding the numbered 3 x 5 card.

On arrival in the testing room, each student was given a numbered test packet. The experimenter then informed the group members that they were being asked to take part in a survey involving personality attributes, and as a part of this study they had been given five questionnaires to complete concerning their opinions, attitudes, and feelings on several topics. Those students who did not wish to participate were excused from the session.

Participants were told that during the testing session each one would be interrupted and taken to an adjacent area to be photographed. Participants were asked to bring the numbered 3 x 5 card when they came to

be photographed, as this would be their identification number. It was explained that the pictures would provide a visual record of each person.

Materials

The five personality and attitude tests used in the study were:

- 1) the Texas Social Behavioral Inventory (TSBI) (Helmreich, Stapp, & Ervin, 1974). The TSBI is a 32 item multiple choice scale designed to assess an individual's perception of his/her social competence and self-esteem (see Appendix D for a copy of the inventory).
- 2) The Marlow-Crowne Social Desirability Scale (M-C) (Crowne & Marlowe, 1964). The M-C scale is a 33-item true-false test which provides a measure of a person's need for approval and assesses the degree to which a person describes him/herself in socially desirable terms (see Appendix B for a copy of the inventory).
- 3) The Internal - External (I-E) Scale (Rotter, 1966). The I-E scale is a 29-item forced-choice test which provides a measure of the degree to which a person accepts personal responsibility for what happens to him/her. A person may either believe life is under his/her control (internally oriented) or that life is controlled by fate or destiny (externally oriented). (See Appendix A for a copy of the inventory).

4) The Attitudes Toward Women Scale (ATWS) (Spence, Helmreich, & Stapp, 1973). For this study the 25 item-short version (Spence et al., 1973) was used; this scale measures a person's attitudes toward the roles of women in contemporary society (see Appendix C for a copy of the inventory).

5) The Bem-Sex Role Inventory (BSRI) (Bem, 1974). The BSRI is a 60-item inventory designed to assess an individual's sex-role identity. The BSRI treats masculinity and femininity as two independent measures making it possible to characterize a person as either masculine, feminine, undifferentiated, or androgynous, (Bem, 1974). A high sex-typed score (i.e., masculine or feminine) reflects a specific tendency to describe one's self in accordance with sex-typed standards of behavior for men and women; whereas, the equal endorsement of both masculine and feminine characteristics indicates psychological androgyny (Bem, 1974). Psychological androgyny is a term which denotes the integration of both masculinity and femininity within a single individual and has been operationalized in terms of an individual's score on the Bem (Bem, 1974; Spence, Helmreich, & Stapp, 1974). (See Appendix E for a copy of the inventory).

Subject selection procedures

The photographs of the 131 participants were

3½" x 5½", black and white portraits, showing only the face and shoulders. The 131 photographs were independently rated by four female graduate students in psychology on an 8-point Likert scale, with 1 being extremely unattractive and 8 being extremely attractive. The raters were instructed to rate each photograph quickly and independently. These rating procedures are similar to those used by Walster, Aronson, Abraham, and Rottman (1966) in a study of physical attractiveness and dating behavior.

The attractiveness score for each student was the mean rating of the four female judges. Females with a mean rating from 1.0-3.0 were classified as unattractive, females with a mean rating from 3.2-5.0 were classified as average, and females with a rating from 5.2-7.5 were classified as attractive. The means and standard deviations of the two groups were: $\bar{X}_A = 5.95$, $SD = .61$; $\bar{X}_U = 2.42$, $SD = .54$. To assess interjudge reliability of the physical attractiveness ratings, a multiple regression correlation coefficient was computed ($R = .759$, $p < .05$).

Students were included in this study if they scored above 5.2 or below 3.0 in mean attractiveness. There were 36 females in the attractive group and 36 in the unattractive group. Data collected from all other students were discarded. Table 1 contains a summary of the mean

Table 1

Mean Attractiveness Scores
and Standard Deviation for all Groups

Group	<u>N</u>	Mean	<u>SD</u>
Attractive	36	5.95	.61
Unattractive	36	2.42	.54

attractiveness scores and standard deviations for the two selected experimental groups. A chi square analysis of selected students revealed that significantly more attractive individuals came from the private school than from the two public schools $\chi^2 = 6.91$, $p < .05$. Table 2 contains the data on school distribution.

Results

Four of the hypotheses predicted that attractive and unattractive participants would differ significantly on tests measuring locus of control, self-esteem, social desirability, and sex-role stereotyping. The fifth hypothesis was that participants would not differ on a measure concerning attitudes about roles for women.

Analysis of the differences by one-tailed t-test resulted in only two significant differences (see Table 3). There was a significant difference in scores on the TSBI, a measure of self-esteem, between the attractive group ($\bar{X}_A = 80.97$) and unattractive group ($\bar{X}_U = 71.27$), with the attractive group displaying greater self-esteem and more positive perception of social competence ($t = 2.30$, $p < .05$). Additionally, the attractive group was significantly less sex-role stereotyped than the unattractive group ($\bar{X}_A = 14.96$, $\bar{X}_U = 31.85$; $t = 2.10$, $p < .05$). No other significant differences were found. As postulated in the fifth hypothesis, no significant

Table 2

School Distribution
of Attractive and Unattractive
Subjects

	Attractive	Unattractive
Public School (<u>n</u> = 42)	15	27
Private School (<u>n</u> = 30)	21	9

Table 3
T-Test Values for Five Psychological Tests

SCALE	<u>Attractive</u> (N=36)		<u>Unattractive</u> (N=36)		<u>t</u> test
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	
Internal-External Scale	10.30	3.37	10.91	3.03	.8070
Marlowe-Crowne Scale	15.22	5.59	14.91	5.21	.2397
Attitudes Toward Women Scale	41.80	13.82	42.38	9.55	.3668
Texas Social Behavioral Inventory	81.22	15.06	72.55	16.80	2.3074*
Bem Sex-Role Inventory	14.96	42.28	31.85	28.18	2.1000*

*p < .05

difference was found between the attractive and unattractive subjects on the ATW scale which measures attitudes concerning women's roles ($\bar{X}_A = 41.80$, $\bar{X}_U = 42.38$; $t = .366$, $p > .05$).

Discussion

The results of the present investigation indicate that there is a significant difference between scores of attractive and unattractive females on the TSBI (Helmreich, Stapp, & Ervin, 1974), and between scores of attractive and unattractive females on the Bem Sex-Role Inventory (Bem, 1974). On the TSBI, which assesses social competence and self-concept, the attractive females scored significantly higher, indicating they perceive themselves as having greater self-esteem. This finding is in agreement with the research of Lerner and Lerner (1977), who found (in elementary school students) a positive relationship between physical attractiveness and adjustment as measured by the California Test of Personality. Lerner, Karabenich, and Stewart (1973), and Lerner, Orlos, and Knapp (1976), also found that among college students there is a positive correlation between self-concept and a measure of satisfaction with physical characteristics.

In the present study, there was a significant difference between attractive and unattractive females' scores on the Bem Sex-Role Inventory. The attractive

females described themselves as less feminine sex-typed than did the unattractive females. Even though there is a dearth of research on the relationship between attractiveness and sex-role stereotyping, the present findings seem to be in accordance with those of Spence, Helmreich, and Stapp, (1974). They found that women who attribute masculine characteristics to themselves and/or classified themselves as androgynous were highest in self-esteem. Although the attractive females in this study cannot be defined as androgynous, their test scores were significantly less feminine sex-typed than the unattractive females.

The finding that attractive persons have higher self-esteem can perhaps be explained by the research of Clifford and Walster (1973), Dion (1972), and Krebs and Adinolfi (1975) on physical attractiveness stereotyping. First, Krebs and Adinolfi (1975) found that in most social situations, physically unattractive persons are actually ignored. As a result of this social avoidance, it is possible that the unattractive are deprived of the social contact necessary to the development of socially effective personalities (i.e., social competence and achievement). By contrast, attractive persons are sought out in social situations and have been shown to possess such characteristics as social competence, cognitive inquisitiveness, achievement orientation, and individuality (Krebs &

Adinolfi, 1975). The higher self-esteem scores among attractive females in this study tend to further support the findings of Dion (1972), and Clifford and Walster (1973) who determined that socialization experiences are different for attractive and unattractive persons. More specifically, even as early as nursery school age, the physically attractive children are chosen and the unattractive children are rejected in sociometric choices, the physically attractive are given preferential treatment (Clifford & Walster, 1973) and the physically attractive children are presumed to have more socially desirable personality traits.

Attractive and unattractive high school females did not differ significantly on locus of control as was predicted based on the research findings of Miller (1970b), instead, both groups were externally oriented. Even so the findings of the present study are consistent with those of Anderson (1978), who reported that college students of moderate attractiveness described themselves as more internally controlled than students of high or low physical attractiveness. If, as suggested by Anderson (1978), the physical appearance of individuals affects the manner in which others react to them (i.e., we respond stereotypically to a person based on appearance) then the extremely attractive as well as the extremely unattractive

may come to believe that rewards and outcomes are beyond their behavioral control. Thus both extremes come to view life and its outcome as controlled by fate, luck, or circumstances and they reflect this belief in their test performance.

It was hypothesized that there would be no difference between attractive and unattractive females' scores on the Attitudes Towards Women Scale, an instrument measuring attitudes toward women's roles in our society (Spence, Helmreich, Stapp, 1973). As predicted, there was no significant difference between attractive and unattractive females' scores on the ATWS. Rather, both groups advocated conservative views about women's roles in society. This finding parallels the results of the Goldberg and Gottesdierner (1975) study which found no correlation between attractiveness and a different but related factor: support for the women's movement. The results of these two studies indicate that attractiveness is not related to liberal sex-role attitudes or to support for the women's movement.

Furthermore, the findings of the current study that there is no difference between attractive and unattractive high school females on the ATWS seems to be consistent with the findings of Bem (1977) and Spence, Helmreich, and Stapp (1974). Spence et al. found that women who are

more feminine (as opposed to androgynous) as measured by the PAQ advocate conservative views about women's roles. This would coincide with the present data since both the attractive and unattractive females were feminine sex-typed. One might speculate that because the attractive females were significantly less feminine sex-typed than their unattractive counterparts, this difference would be reflected in their sex-role attitudes. However, the fact that a prediction was not supported in the present study, can be understood in terms of research by Bem (1977). Bem, in studies of sex-role stereotyping and attitudes toward women's roles, found that knowing a female's masculinity or femininity score did not help in predicting how liberal or conservative her attitudes toward women would be when measured on the ATWS.

Finally, the conservative attitudes of this subject population (high school females) may be understood in terms of research by Goldberg (1977), and Bush and Simmons (1978). Research by Goldberg on age, sex, and social class indicates that working class freshmen and senior high school females are more conforming to the traditional female role than college age females. Additionally, in a ten-year follow-up study of attitudes held by sixth and seventh grade elementary students, female students in both 1965 and again in 1977, expressed conservative views about female sex roles (Bush & Simmons, 1978). It appears

that attitudes concerning liberal roles for women are slow to develop (if at all), particularly in an adolescent population, regardless of the publicity focused on the changing female role, the Equal Rights Amendment, or the women's movement. Secondly, the findings of this study support previous research, indicating that one's attractiveness does not always provide a reliable indication of the attitudes held by an individual (Goldberg & Gottesdiener, 1974); Bem, 1977).

Results that attractive females are manipulative (Singer, 1964) suggest that these same individuals are also more likely to try to present themselves in socially desirable ways (never lying, never talking about another person, always willing to help; i.e., faking good). In the present study, however, there was no significant difference in the responses of the attractive and unattractive subjects on the M-C Scale. Instead both groups reported low SD scores. The Marlowe-Crowne Scale because it measures a social desirability response set, in terms of the degree to which a person describes him/herself in socially desirable ways, is also a measure of need for approval. In other words, the M-C Scale measures an individual's conformity to social stereotypes of what is good to acknowledge about oneself in order to gain approval from others (Crowne & Marlowe, 1964).

This result suggests that even though attractive persons are more socially desirable as partners and are perceived to possess such traits as kindness, goodness, and sensitivity (Berscheid, Dion, Walster & Walster, 1971; Walster, Aronson, Abraham & Rottman, 1966) their personality style does not include trying to present themselves in a socially desirable manner. In turn, the low SD scores also reflect a low need for approval on the part of attractive and unattractive subjects in this study. The finding that the two populations show no significant differences in M-C scores suggests that attractiveness may not be a significant variable in the adolescent population in determining need for approval. Therefore, follow-up studies with an older population should be undertaken to determine if there is a relationship between attractiveness and need for approval.

In summary, the current study found that attractive high school females have more positive self-concepts and are less feminine sex-typed than their unattractive counterparts. They do not differ from unattractive females on social desirability, attitudes toward women's roles, or locus of control. It is not possible from the findings of the present study to specify the factors that mediate such a difference. Perhaps, as a result of one's attractiveness, specific modes of interaction are

established (i.e., ignoring the ugly and pursuing the attractive) such that increased interaction provides an opportunity for exposure to numerous and varied social encounters culminating in increased self-confidence and the possible enhancement of other personality traits (Krebs & Adinolfi, 1975). The results of this study indicate the need for more research to determine other areas of personality differences as well as an investigation to identify those factors contributing to personality differences among the attractive and unattractive person.

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Appendix A

TEST A/I-E SCALE

Listed below are a number of statements concerning personal attitudes and opinions. Please read each question and decide which of the two statements most accurately reflects your opinion on the topic. Then on the answer sheet under the category labeled TEST A/I-E SCALE, circle your choice of either statement A or B for each question.

- 1a. Children get into trouble because their parents punish them too much.
- b. The trouble with most children nowadays is that their parents are too easy with them.
- 2a. Many of the unhappy things in people's lives are partly due to bad luck.
- b. People's misfortunes result from the mistakes they make.
- 3a. One of the major reasons why we have wars is because people don't take enough interest in politics.
- b. There will always be wars, no matter how hard people try to prevent them.
- 4a. In the long run people get the respect they deserve in this world.
- b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.
- 5a. The idea that teachers are unfair to students is nonsense.
- b. Most students don't realize the extent to which their grades are influenced by accidental happenings.
- 6a. Without the right breaks one cannot be an effective leader.
- b. Capable people who fail to become leaders have not taken advantage of their opportunities.
- 7a. No matter how hard you try some people just don't like you.
- b. People who can't get others to like them don't understand how to get along with others.
- 8a. Heredity plays the major role in determining one's personality.
- b. It is one's experiences in life which determine what they're like.
- 9a. I have often found that what is going to happen will happen.
- b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.
- 10a. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.
- b. Many times exam questions tend to be so unrelated to course work that studying is really useless.

- 11a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
- b. Getting a good job depends mainly on being in the right place at the right time.
- 12a. The average citizen can have an influence in government decisions.
- b. This world is run by the few people in power, and there is not much the little guy can do about it.
- 13a. When I make plans, I am almost certain that I can make them work.
- b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.
- 15a. In my case getting what I want has little or nothing to do with luck.
- b. Many times we might just as well decide what to do by flipping a coin.
- 16a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
- b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.
- 17a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.
- b. By taking an active part in political and social affairs the people can control world events.
- 18a. Most people don't realize the extent to which their lives are controlled by accidental happenings.
- b. There really is no such thing as "luck".
- 19a. One should always be willing to admit mistakes.
- b. It is usually best to cover up one's mistakes.
- 20a. It is hard to know whether or not a person really likes you.
- b. How many friends you have depends upon how nice a person you are.
- 21a. In the long run the bad things that happen to us are balanced by the good ones.
- b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.
- 22a. With enough effort we can wipe out political corruption.
- b. It is difficult for people to have much control over the things politicians do in office.
- 23a. Sometimes I can't understand how teachers arrive at the grades they give.
- b. There is a direct connection between how hard I study and the grades I get.
- 24a. A good leader expects people to decide for themselves what they should do.
- b. A good leader makes it clear to everybody what their jobs are.
- 25a. Many times I feel that I have little influence over the things that happen to me.
- b. It is impossible for me to believe that chance or luck plays an important role in my life.
- 26a. People are lonely because they don't try to be friendly.
- b. There's not much use in trying too hard to please people, if they like you, they like you.
- 27a. There is too much emphasis on athletics in high school.
- b. Team sports are an excellent way to build character.
- 28a. What happens to me is my own doing.
- b. Sometimes I feel that I don't have enough control over the direction my life is taking.
- 29a. Most of the time I can't understand why politicians behave the way they do.
- b. In the long run the people are responsible for bad government on a national as well as on a local level.

Appendix B

TEST B/MC SCALE

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. Then on the answer sheet, under the category labeled TEST B/MC SCALE please indicate your opinion by circling either T or F for each item.

1. Before voting I thoroughly investigate the qualifications of all the candidates.
2. I never hesitate to go out of my way to help someone in need.
3. It is sometimes hard for me to go on with my work if I am not encouraged.
4. I have never intensely disliked anyone.
5. On occasion I have had doubts about my ability to succeed in life.
6. I sometimes feel resentful when I don't get my way.
7. I am always careful about my manner of dress.
8. My table manners at home are as good as when I eat out in a restaurant.
9. If I could get into a movie without paying and be sure I was not seen, I would probably do it.
10. On a few occasions, I have given up doing something because I thought too little of my ability.
11. I like to gossip at times.
12. There have been times when I felt like rebelling against people in authority even though I knew they were right.
13. No matter who I'm talking to, I'm always a good listener.
14. I can remember "playing sick" to get out of something.
15. There have been occasions when I took advantage of someone.
16. I'm always willing to admit it when I make a mistake.
17. I always try to practice what I preach.

TEST B / MC SCALE - cont.

18. I don't find it particularly difficult to get along with loud mouthed, obnoxious people.
19. I sometimes try to get even, rather than forgive and forget.
20. When I don't know something I don't at all mind admitting it.
21. I am always courteous, even to people who are disagreeable.
22. At times I have really insisted on having things my own way.
23. There have been occasions when I felt like smashing things.
24. I would never think of letting someone else be punished for my wrongdoings.
25. I never resent being asked to return a favor.
26. I have never been irked when people expressed ideas very different from my own.
27. I never make a long trip without checking the safety of my car.
28. There have been times when I was quite jealous of the good fortune of others.
29. I have almost never had the urge to tell someone off.
30. I am sometimes irritated by people who ask favors of me.
31. I have never felt that I was punished without cause.
32. I sometimes think when people have a misfortune they only got what they deserved.
33. I have never deliberately said something that hurt someone's feelings.

Appendix C

TEST C/AWS SCALE

The statements listed below describe attitudes towards the role of women in society that different people have. There are no right or wrong answers, only opinions. Please read each statement and express your feelings about each statement by indicating whether you: (A) agree strongly, (B) agree mildly, (C) disagree mildly, or (D) disagree strongly.

Please indicate your opinion by circling either A,B,C, or D for each item, on the answer sheet under the category labeled TEST C/AWS SCALE.

1. Swearing and obscenity are more repulsive in the speech of a woman than of a man.
2. Women should take increasing responsibility for leadership in solving the intellectual and social problems of the day.
3. Both husband and wife should be allowed the same grounds for divorce.
4. Telling dirty jokes should be mostly a masculine prerogative.
5. Intoxication among women is worse than intoxication among men.
6. Under modern economic conditions with women being active outside the home, men should share in household tasks such as washing dishes and doing the laundry.
7. It is insulting to women to have the "obey" clause remain in the marriage service.
8. There should be a strict merit system in job appointment and promotion without regard to sex.
9. A woman should be as free as a man to propose marriage.
10. Women should worry less about their rights and more about becoming good wives and mothers.
11. Women earning as much as their dates should bear equally the expense when they go out together.
12. Women should assume their rightful place in business and all the professions along with men.
13. A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man.

TEST C / AWS - cont.

14. Sons in a family should be given more encouragement to go to college than daughters.
15. It is ridiculous for a woman to run a locomotive and for a man to darn socks.
16. In general, the father should have greater authority than the mother in the bringing up of children.
17. Women should be encouraged not to become sexually intimate with anyone before marriage, even their finances.
18. The husband should not be favored by law over the wife in the disposal of family property or income.
19. Women should be concerned with their duties of childbearing and house tending, rather than with desires for professional and business careers.
20. The intellectual leadership of a community should be largely in the hands of men.
21. Economic and social freedom is worth far more to women than acceptance of the ideal of femininity which has been set up by men.
22. On the average, women should be regarded as less capable of contributing to economic production than are men.
23. There are many jobs in which men should be given preference over women in being hired or promoted.
24. Women should be given equal opportunity with men for apprenticeship in the various trades.
25. The modern girl is entitled to the same freedom from regulation and control that is given to the modern boy.

Appendix D

Test D/TSBI

TSBI

NAME _____ NO _____

AGE _____ GRADE _____

This test is designed to gather background and social behavior data. Please be sure to fill in your name, age, number and grade. On the left hand are the letters A,B,C,D&E. For each question, circle the letter that you feel is the best answer for a particular question.

A - not at all like me D - not very like me C - Slightly like me
 E - fairly like me E - very much like me

A	B	C	D	E
not at all like me	not very	slightly	fairly	very much like me

- | | | |
|-----------|-----|--|
| A B C D E | 1. | I am not likely to speak to people until they speak to me. |
| A B C D E | 2. | I would describe myself as socially unskilled. |
| A B C D E | 3. | I frequently find it difficult to defend my point of view when confronted with the opinions of others. |
| A B C D E | 4. | I would be willing to describe myself as a pretty "strong" personality. |
| A B C D E | 5. | When I work on a committee I like to take charge of things. |
| A B C D E | 6. | I would describe myself as self-confident. |
| A B C D E | 7. | I usually expect to succeed in the things I do. |
| A B C D E | 8. | I feel confident of my appearance. |
| A B C D E | 9. | I am a good mixer. |
| A B C D E | 10. | I feel comfortable approaching someone in a position of authority over me. |
| A B C D E | 11. | I enjoy being around other people, and seek out social encounters frequently. |
| A B C D E | 12. | When in a group of people, I have trouble thinking of the right things to say. |
| A B C D E | 13. | When in a group of people, I usually do what the others want rather than make suggestions. |
| A B C D E | 14. | When I am in disagreement with other people, my opinion usually prevails. |
| A B C D E | 15. | I feel confident of my social behavior. |
| A B C D E | 16. | I feel I can confidently approach and deal with anyone I meet. |

Test D/ TSBI - cont.

- A B C D E 17. I would describe myself as one who attempts to master situations.
- A B C D E 18. I would describe myself as happy.
- A B C D E 19. Other people look up to me.
- A B C D E 20. I enjoy being in front of large audiences.
- A B C D E 21. When I meet a stranger, I often think that he is better than I am.
- A B C D E 22. I enjoy social gatherings just to be with people.
- A B C D E 23. It is hard for me to start a conversation with strangers.
- A B C D E 24. People seem naturally to turn to me when decisions have to be made.
- A B C D E 25. I make a point of looking other people in the eye.
- A B C D E 26. I feel secure in social situations.
- A B C D E 27. I like to exert my influence over other people.
- A B C D E 28. I cannot seem to get others to notice me.
- A B C D E 29. I would rather not have very much responsibility for other people.
- A B C D E 30. I feel comfortable being approached by someone in a position of authority.
- A B C D E 31. I would describe myself as indecisive.
- A B C D E 32. I have no doubts about my social competence.

Appendix E

TEST E/BEM SCALE

FULL NAME _____ NUMBER _____
 (Please Print)
 AGE _____ GRADE _____

On the next sheet will be shown a large number of personality characteristics. I would like you to use those characteristics in order to describe yourself. That is, I would like you to indicate, on a scale from 1 to 7, how true of you these various characteristics are. Please do not leave any characteristic unmarked.

Example: sly

Mark a 1 if it is NEVER OR ALMOST NEVER TRUE that you are sly.

Mark a 2 if it is USUALLY NOT TRUE that you are sly.

Mark a 3 if it is SOMETIMES BUT INFREQUENTLY TRUE that you are sly.

Mark a 4 if it is OCCASIONALLY TRUE that you are sly.

Mark a 5 if it is OFTEN TRUE that you are sly.

Mark a 6 if it is USUALLY TRUE that you are sly.

Mark a 7 if it is ALWAYS OR ALMOST ALWAYS TRUE that you are sly.

Thus, if you feel it is sometimes but infrequently true that you are "sly", never or almost never true that you are "malicious", always or almost always true that you are "irresponsible", and often true that you are "carefree", then you would rate these characteristics as follows:

Sly	3	Irresponsible	7
Malicious	1	Carefree	5

Test E/ BEM - cont.

1	2	3	4	5	6	7
NEVER OR ALMOST NEVER TRUE	USUALLY NOT TRUE	SOMETIMES BUT., OCCASIONALLY INFREQUENTLY TRUE TRUE		OFTEN TRUE	USUALLY TRUE	ALWAYS OR ALMOST ALWAYS TRUE

Self Reliant	
Yielding	
Helpful	
Defends Own Beliefs	
Cheerful	
Moody	
Independent	
Shy	
Conscientious	
Athletic	
Affectionate	
Theatrical	
Assertive	
Flatterable	
Happy	
Strong Personality	
Loyal	
Unpredictable	
Forceful	
Feminine	

Reliable	
Analytical	
Sympathetic	
Jealous	
Has leadership abilities	
Sensitive to the Needs of others	
Truthful	
Willing To Take Risks	
Understanding	
Secretive	
Makes decisions easily	
Compassionate	
Sincere	
Self-sufficient	
Eager to soothe hurt feelings	
Conceited	
Dominant	
Soft-spoken	
Likable	
Masculine	

Warm	
Solemn	
Willing to take a stand	
Tender	
Friendly	
Aggressive	
Gullible	
Inefficient	
Acts as a leader	
Childlike	
Adaptable	
Individualistic	
Does not Use harsh language	
Unsystematic	
Competitive	
Loves Children	
Tactful	
Ambitious	
Gentle	
Conventional	

Appendix F

ANSWER SHEET I

AGE: _____ NUMBER: _____

GRADE: _____ NAME: _____

This is the answer sheet to be used for the three tests in your packet. Please be sure you mark the appropriate scoring category which corresponds to the test you are taking.

TEST A/I-E SCALE (Circle A or B)	TEST B/MC SCALE (Circle T or F)	TEST C/AWS SCALE (Circle A B C D)
1. A B	1. T F	1. A B C D
2. A B	2. T F	2. A B C D
3. A B	3. T F	3. A B C D
4. A B	4. T F	4. A B C D
5. A B	5. T F	5. A B C D
6. A B	6. T F	6. A B C D
7. A B	7. T F	7. A B C D
8. A B	8. T F	8. A B C D
9. A B	9. T F	9. A B C D
10. A B	10. T F	10. A B C D
11. A B	11. T F	11. A B C D
12. A B	12. T F	12. A B C D
13. A B	13. T F	13. A B C D
	14. T F	14. A B C D
15. A B	15. T F	15. A B C D
16. A B	16. T F	16. A B C D
17. A B	17. T F	17. A B C D
18. A B	18. T F	18. A B C D
19. A B	19. T F	19. A B C D
20. A B	20. T F	20. A B C D
21. A B	21. T F	21. A B C D
22. A B	22. T F	22. A B C D
23. A B	23. T F	23. A B C D
24. A B	24. T F	24. A B C D
25. A B	25. T F	25. A B C D
26. A B	26. T F	
27. A B	27. T F	
28. A B	28. T F	
29. A B	29. T F	
	30. T F	
	31. T F	
	32. T F	
	33. T F	