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AN EXPLORATORY STUDY OF THE RELATIONSHIPS
BETWEEN SELF-PERCEPTIONS OF PAIRIOTIC VISUAL STIMULI
AND THE PERSONALITY MEASURES OF
AUTHORITARIANISM AND INTERNAL/EXTERNAL CONTROL

A Thesis
Presented to
the Chancellor's Scholars Council
of Pembroke State University

In Partial Fulfillment
of the Requirements for Completion of
the Chancellor's Scholars Program

by
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As a result of special interests in both perceived patriotism and personality, the following research will be a study exploring the relationships between perceptions of patriotic stimuli and personality traits.

It is interesting to think about the many ways that patriotic stimuli may be used to promote a variety of things such as a certain political philosophy or candidate. One such way would involve studying the effects of patriotic stimuli on people, how they perceive patriotism. When this interest in patriotism is paired with another interest in personality, the results are a study exploring the relationships between personality traits and perceptions of patriotic stimuli.

The purpose of the study is to explore the relationships between measures of personality traits and the ratings of self-perceptions of visual stimuli. The visual stimuli consists of pictorial representations of various levels of patriotic activity.

The ratings of self-perceptions of visual, patriotic stimuli were based on evaluations of the degree to which the actions in the visual slides reflected "the value of belief in, allegiance to, and support for one's country." These were rated on a 1-5 Likert scale (1=very weak to 5=very strong).

The personality traits being measured are authoritarianism and locus of control. Authoritarianism was measured by the F scale-Revised, (Byrne, 1979), and locus of control was measured by the Internal/External Control Scale, (Rotter, 1969).

Because of the highly original nature of this study, it was difficult to discover literature regarding any previous, similiar research. Although an intensive computer search was conducted, the results indicated that there are not many, if at all, previous studies of this nature.

Self-Report Measuring Devices

The first self-report measuring device utilized in this study was Donn Byrne's revision of T.W. Adorno's F scale (1950). Adorno was among the first to study the authoritarian aspect of the personality, just after World War II. He began his research as an attempt to identify the "potentially fascist" individual. Adorno believed that this individual was particularly susceptible to antidemocratic propaganda. His description of authoritarian characteristics included conventionalism, authoritarianism submission and aggression, cynicism, toughness, superstition, and steriotypy (Byrne, 1974).

Adorno constructed a scale in an effort to identify the organizing forces that make up this potentially fascistic individual. This individual's susceptibility to antidemocratic ideology was to become known as authoritarianism and was measured by the Fascist scale (F scale).

This F scale included items that were designed to measure those beliefs that were thought to be associated with authoritarianism. The individuals were identified as being rigidly adherent to conventional values, obedient to appropriate officials of these values, and favoring the punishment of violators. Furthermore, these authoritarians were thought to possess a weak ego controlled

by a strict superego.

It was the opinion of Adorno (1950) that "no politico-social trend imposes a graver threat to our traditional values and institutions than does fascism." He also believed that gaining a knowledge of the personality forces behind fascism would be useful in ultimately combatting it.

Although this scale was utilized in several Adorno experiments (resulting in an overall reliability of .74), (Adorno, Frenkel-Brunswik, Levinson, & Sanford, 1950), there was still a problem with its structure. The problem with Adorno's scale was the tendency of acquiescent response biases. This means that individuals tended to agree to the majority of the items because each item was aimed in the same direction. In other words, the statements used in this scale were consistent with each other and received virtually the same scores. In order to get around this problem, it was necessary to formulate reversed statements to balance the scale of test items.

Donn Byrne (1974) was the first to develop reversals for Adorno's F scale. Byrne developed a large number of reversed items and administered them, as well as Adorno's original scale, to various samples of undergraduates. He identified eleven reversals which best correlated with scores on the original F scale and combined the two sets of test items. This resulted in the twenty-two item balanced F scale which controls for acquiescence (Byrne, 1974).

The participants rated each test item according to a six-point scale which included: strong support, agreement; moderate support, agreement; slight support, agreement; slight opposition, disagreement; moderate opposition,

disagreement; and strong opposition, disagreement. The scoring values for each item was 7,6,5,3,2,1, respectively, and the order was reversed for reversal statements. The correlation between the new balanced F scale and the original scale is .84 (Byrne, 1974). This high positive correlation demonstrates that it is possible to measure authoritarianism without the influence of acquiescence as mentioned above.

In this study, Byrne's Balanced F scale will be one of the independent variables; it consists of 22 statements and will be referred to as a "public opinion scale." The participants will respond to each statement according to a six-point scale, (as discussed earlier), ranging from strong support to strong opposition.

The second self-report measuring device used in this study was the Internal/External Control Scale developed by Julian Rotter (1969). This scale was used to measure the participant's locus of control. The participants' score on this scale may indicate one of two attitudes: 1) that they have control and are responsible for the occurrence of reinforcements through their own behavior ("internals"), or, 2) that they have no control and that reinforcements are not dependent on their behavior (externals). Rather, they feel that reinforcements are due to fate, chance, or powerful others, (Phares, 1976).

In constructing this scale, Rotter and his colleagues concentrated on determining relationships among various goals or reinforcements. They acknowledged the idea that a person's behavior, as determined by locus of control beliefs, would tend to be highly related within a specific need area

rather than across many different needs (Phares, 1976). For example, when dealing with academic goals, a person might behave according to an internal locus of control. But, when love and emotional goals are considered, the behavior may be more external. For this reason, it was important to develop a scale that measured locus of control separately in different life areas, rather than generalizing for every situation.

Based on these ideas, Rotter's I/E scale was set up to include test items from several areas of life. These areas were academic recognition, social recognition, love and affection, dominance, social-political events, and general life philosophy (Phares, 1976). The initial version of the scale was made up of 100 pairs of forced-choice type statements, one item of each pair dealing with an external belief and the other dealing with an internal belief. The number of test items was gradually reduced according to their internal consistency and the validity data from two studies (Rotter, Liverant, & Crowne, 1961; Seeman & Evans, 1962), (Phares, 1976). After several revisions, the final scale was a 23-item version. However, in an attempt to disguise the purpose of the scale, Rotter added six filler test items which brought the total number of pairs to 29. This final version became known as the Rotter Internal/External Control Scale.

Method

The participants in this study were 124 Pembroke State University undergraduate students. These students were recruited as volunteers from two

sections of Introductory Psychology classes and one section from a Psychological research course; they received course credit for their participation. The participants were traditional college students of a 4 year university in regard to age; the majority fell between 18 and 21 years of age. Approximately 60% were female and 40% male. Although additional data regarding the participants may have been useful, no other data was collected.

The participants were told that "the following research deals with the relationship between various viewpoints toward life events and one's perceptions of a variety of visual stimuli." The participants were then asked to complete 2 self-report measuring devices. These measures were the F-scale-Revised, (Byrne, 1979), and the Internal/External Control Scale, (Rotter, 1966). The information was then coded so that proper credit could be given for participation.

Once these procedures were completed, the participants were asked to view and rate 64 slides. Each slide was presented for 2 seconds. The dependent variable is the participants interpretation of each slide. The subject matter of these slides included various levels of patriotic activity. This activity ranges from very patriotic to antipatriotic. These slides are both products of contrived situations and reproductions of photographs collected from various books and periodicals, (refer to appendix C for list and description of slides).

Because of the complexity involved in defining an abstract term such as patriotism, the procedures for selecting the various images were quite difficult. After consulting several dictionaries and thesaurus', the basic premise behind the selection of these images involved several aspects of what these sources

defined as patriotic. These aspects included belief in, allegiance to, and support for ones' country. The various subject matter included the military, the olympiad, social justice scenes, educational and familial scenes. In order to give the participants an opportunity to respond in a variety of ways, according to the 1-5 rating scale, the visual images ranged from patriotic to antipatriotic. This also served as a means of avoiding acquiescence, as aforementioned.

The participants were asked to rate the 64 slides according to "what degree do the actions in this picture reflect the value of belief in, allegiance to , and support for one's country." Support in this study can be defined as the tendency to uphold or defend ones' county. Belief is having faith and trust in ones country, and allegiance is devotion to ones' country. The ratings were based on the following 5-point Likert scale: 1=very weak, 2=weak, 3=niether strong nor weak, 4=strong, 5=very strong.

Once the ratings were completed, the participants were informed of the general nature of the study. They were also given the opportunity to learn group and individual results.

Study

Because of the highly original nature of this study and lack of previous research to benefit from, the predictions will be purely exploratory. It is predicted that there will be no degree of relationship between levels of authoritarianism and locus of control and cognitive interpretations of

patriotic stimuli. If this null hypothesis is rejected, the alternate hypothesis is that there is a degree of relationship between the two personality traits and cognitive interpretations of patriotic stimuli. These hypotheses have been arranged in order to exclude the possibility of other relationships. The study has been designed to test these hypotheses.

Results

Step-wise multiple regression was used to evaluate which of the 64 slides were good predictors of the two personality scale scores.

On evaluation of the F-Scale (measure of authoritarianism) criterion, 3 slides were found to be statistically significant predictors. The multiple correlation value was .477. These slides were #53 (a large family wedding picture), #13 (young boys reading in an old-time classroom), and #29 (John F. Kennedy and his daughter).

The F-Scale scores were then separated into three groups: low authoritarians, moderate authoritarians, and high authoritarians. This distinction into groups was based on the group mean score and +/- one standard deviation. Any score greater than the mean score plus one standard deviation was considered high authoritarian. Similarly, any score lower than the mean score minus one standard deviation was considered low authoritarian.

Only slides #13 (young boys reading in an old-time classroom) and #53 (large family wedding picture) were found to have statistical significance between the 3 groups. In the comparisons of groups on slide #13 (classroom),

the mean score of the low authoritarians (3.35) was found to be higher than the mean score of the high authoritarians (2.33). Regarding slide #53 (wedding), the mean score of the high authoritarians (3.952) was found to be higher than the mean scores of both the low authoritarians (3.095) and the moderate authoritarians (3.354).

The multiple correlation for the Internal/External Control Scale as the criterion for the 64 slides as predictors was .41. Only slides #36 (Washington fireworks), #60 (Cadets throwing their hats), and #54 (Asian-American 12 year-old girl with flag) were found to be statistically significant predictors.

The Internal/External Control Scale scores were then separated into 3 groups. The scores of group 2 indicated moderate internal and external characteristics while groups 1 and 3 had extreme scores indicating high externals and high internals. Any score lower than the mean group score minus one standard deviation was considered high internal, (group 1), while any score greater than the mean group score plus one standard deviation was considered high external, (group 3).

Only slides #36 (Washington fireworks) and #54 (Asian-American girl with fireworks) were found to have statistically significant F-values. The scores of group 1 and group 2 were significantly higher than group 3 for slide #36 (fireworks). The mean scores of the high internals and group 2 for this slide were 4.45 and 4.178, respectively, while the mean score of the high externals for this same slide was 3.529. Regarding slide #54 (Asian-American girl), the mean scores of the high internals (4.4) was found to be higher than the mean

scores of the high externals (3.667).

The mean group score for the Internal/External Control Scale was -1.883, this is the difference between the internal score and the external score. The minimum score was -17 while the maximum score was 15.

The mean group score for the F-Scale was 93.488. The minimum score was 43 while the maximum score was 130. (Please refer to appendices for line charts of both scales).

Conclusion

The original prediction was that there would be no degree of relationship between levels of authoritarianism and locus of control and cognitive interpretations of patriotic stimuli. Since we did in fact discover some differences, we will reject this null hypothesis and go to our alternate hypothesis which states that there is a degree of relationship between the two personality traits and cognitive interpretations of patriotic stimuli. This research discovered that certain stimuli can serve as predictors of the two personality scale scores.

The results of this study offer some very important findings. One of which is that people do tend to respond to certain patriotic stimuli more than other types of patriotic stimuli. Future research might prove beneficial in the area of political campaigning and various other pro-patriotic movements. It may help indicate what works on the public and what does not in order to gain support for a certain political philosophy or candidate. Further research in

this area will indeed prove to be both interesting and beneficial to this country's future.

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01. a. 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.
02. a. 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.
03. a. 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.
04. a. 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.
05. a. 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.
06. a. 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.
07. a. 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.
08. a. Heredity plays the major role in determining one's personality.
b. It is one's experiences in life which determine what they're like.
09. a. 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.
10. a. 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.
11. a. 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.
12. a. 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.
13. a. 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 anyway.
14. a. There are certain people who are just no good.
b. There is some good in everybody.
15. a. 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.
16. a. 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 to do with it.
17. a. 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.
18. a. 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."
19. a. One should always be willing to admit mistakes.
b. It is usually best to cover up one's mistakes.
20. a. 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.
21. a. 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.
22. a. 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.
23. a. 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.
24. a. 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.
25. a. 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.
26. a. 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.
27. a. There is too much emphasis on athletics in high school.
b. Team sports are an excellent way to build character.
28. a. 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.
29. a. 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.

The following sets of items are an attempt to assess the opinions of college students about a number of important personal, academic, and social issues. The best answer to each statement is your personal opinion. We have tried to cover many different and opposing points of view; you may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others, and perhaps uncertain about others; whether you agree or disagree with any statement, you can be sure that many people feel the same way you do.

Mark your opinion about each statement on the answer sheet (following the statements) according to how much you agree or disagree with it.
PLEASE MARK EVERY ONE!!

PLEASE CIRCLE YOUR RESPONSE:

Strong opposition, disagreement	Moderate opposition, disagreement	Slight opposition, disagreement	Slight support, agreement	Moderate support, agreement	Strong support, agreement
---------------------------------------	---	---------------------------------------	---------------------------------	-----------------------------------	---------------------------------

- | | | | | | | |
|--|---|---|---|---|---|---|
| 01. There is hardly anything lower than a person who does not feel a great love, gratitude, and respect for his parents. | a | b | c | d | e | f |
| 02. An insult to our honor should always be punished. | a | b | c | d | e | f |
| 03. Books and movies ought not to deal so much with the unpleasant and seamy side of life; they ought to concentrate on themes that are entertaining or uplifting. | a | b | c | d | e | f |
| 04. What the youth need most is strict discipline, rugged determination and the will to work and fight for family and country. | a | b | c | d | e | f |
| 05. No sane, normal, decent person could ever think of hurting a close friend. | a | b | c | d | e | f |
| 06. Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down. | a | b | c | d | e | f |
| 07. The findings of science may some day show that many of our most cherished beliefs are wrong. | a | b | c | d | e | f |
| 08. It is highly unlikely that astrology will be ever able to explain anything. | a | b | c | d | e | f |
| 09. People ought to pay more attention to new ideas, even if they seem to go against the American way of life. | a | b | c | d | e | f |
| 10. If people would talk less and work more, everybody would be better off. | a | b | c | d | e | f |

PUBLIC OPINION SCALE

PLEASE CIRCLE YOUR RESPONSE:

Strong opposition, disagreement Moderate opposition, disagreement Slight opposition, disagreement Slight support, agreement Moderate support, agreement Strong support, agreement

- 11. A person who has bad manners, habits, and breeding can hardly expect to get along with decent people. a b c d e f
- 12. Insults to our honor are not always important enough to bother about. a b c d e f
- 13. It's all right for people to raise questions about even the most sacred matters. a b c d e f
- 14. Obedience and respect for authority are the most important virtues children should learn. a b c d e f
- 15. There is no reason to punish any crime with the death penalty. a b c d e f
- 16. Anyone who would interpret the Bible literally just doesn't know much about geology, biology, or history. a b c d e f
- 17. In this scientific age the need for religious belief is more important than ever. a b c d e f
- 18. When they are little, kids sometimes think about doing harm to one or both of their parents. a b c d e f
- 19. It is possible that creatures on other planets have founded a better society than ours. a b c d e f
- 20. The prisoners in our corrective institutions, regardless of the nature of their crimes, should be humanely treated. a b c d e f
- 21. The sooner people realize that we must get rid of all the traitors in the government the better off we'll be. a b c d e f
- 22. Some of the greatest atrocities (or horrors) in man's history have been committed in the name of religion and morality. a b c d e f

Appendix B
(cont.)

Appendix C

Description of Slides

1. Betsy Ross sewing flag
2. Jail house scene
3. Elderly couple being wed
4. Olympic scene
5. Black, white and oriental school girls in line
6. Viet Nam Vets with flag
7. Burning American flag
8. American family picture
9. Viet Nam Vets with flag
10. Two little girls in "brownie" uniforms
11. Historical battle scene
12. Black man looking at Lincoln sculpture
13. Young boys reading in old-time classroom
14. Lady in KKK outfit kisses baby
15. Raising of the flag (Iwo Jima)
16. Army recruiting poster
17. Statue of Liberty
18. Mother, father, and baby
19. Military man holding rifle
20. Policeman talking with young boy
21. Girl in red, white, and blue saluting flag
22. Olympic scene
23. Headline: "JFK Slain"
24. Mother and baby
25. Bruce Springsteen, American flag
26. Slave auction scene
27. Lady holding a cat
28. West Point cadets
29. JFK and daughter
30. same as #10
31. same as #9
32. Soldier kissing lady (WWII)
33. Snow, skiers holding flag
34. KKK burning a cross
35. same as #16
36. Washington fireworks
37. Beggar sitting in street
38. Native American elder man and woman
39. Young black girl holding flag
40. Astronaut on moon

Appendix C

(cont.)

41. same as #21
42. Black lady holding baby
43. Viet Nam vets with flag
44. same as #7
45. same as #13
46. Lincoln Memorial, black man sweeping in background
47. The Capitol
48. Young boy and girl holding sparkler
49. Black military man crying
50. Mary-Lou Retton, Olympics
51. Military man with woman
52. Statue of Liberty
53. wedding picture, family
54. Asian-American girl with American flag
55. Historical battle scene, American flag
56. Black lady with flag at grave marker
57. Lincoln Memorial, person sweeping
58. same as #34
59. same as #18
60. Cadets throwing hats
61. John F. Kennedy, flag
62. Young children in old-time classroom
63. KKK marching with flag
64. Black lady walking through memorial field of flags

Appendix D

Slide #	Group's average response	very weak	weak	neither strong nor weak	strong	very strong
1.	3.939	2	5	36	41	43
2.	2.419	28	36	42	16	2
3.	3.445	3	13	53	42	17
4.	4.157	1	9	11	49	51
5.	3.556	5	5	52	43	21
6.	4.63	2	1	7	22	95
7.	1.516	105	6	1	6	18
8.	3.188	9	15	60	31	13
9.	3.832	4	10	24	52	35
10.	3.414	5	8	60	39	16
11.	3.825	10	11	22	31	52
12.	4.331	1	4	16	37	69
13.	2.866	17	14	59	28	4
14.	2.273	51	22	30	19	6
15.	4.648	2	3	3	22	98
16.	4.242	5	5	8	46	64
17.	4.559	2	0	7	34	84
18.	3.43	5	7	67	26	23
19.	3.937	1	10	18	64	33
20.	3.472	4	11	44	57	11
21.	3.516	4	12	44	50	18
22.	4.461	2	3	5	42	76

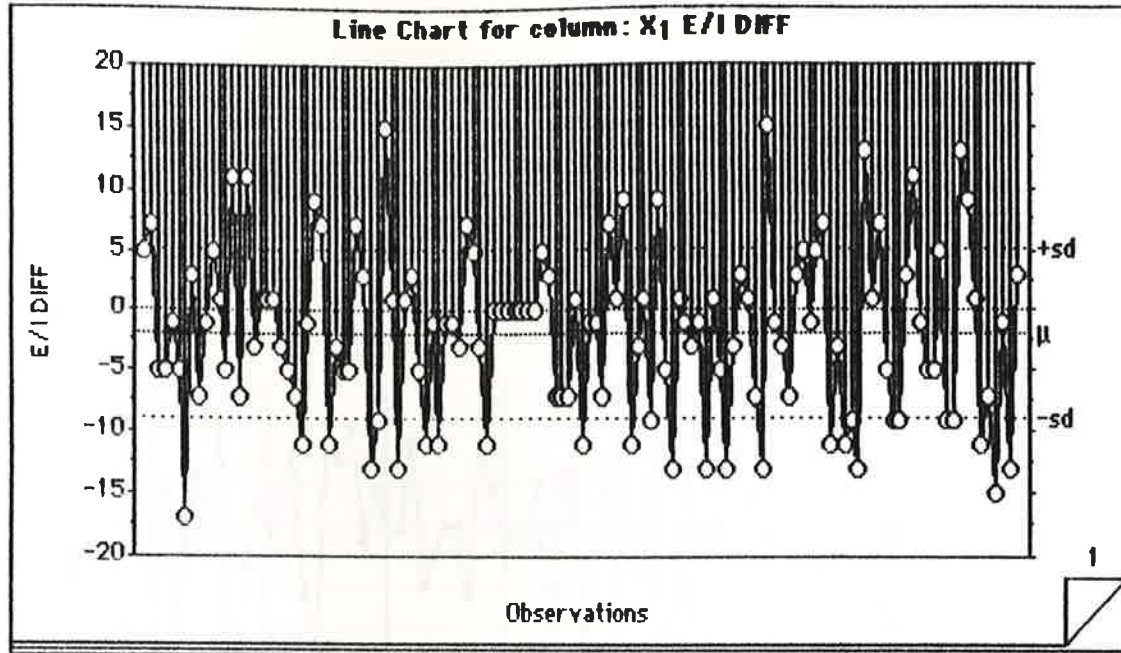
Appendix D
(cont.)

<u>slide #.</u>	<u>group's average response</u>	<u>very weak</u>	<u>weak</u>	<u>neither strong nor weak</u>	<u>strong</u>	<u>very strong</u>
23.	2.945	36	23	11	26	31
24.	3.242	5	15	64	32	12
25.	3.583	6	15	31	44	26
26.	3.579	8	11	36	42	29
27.	2.836	13	22	73	13	7
28.	4.445	2	2	6	45	13
29.	3.945	2	3	33	52	38
30.	3.281	5	12	65	34	12
31.	3.516	4	18	34	46	22
32.	3.394	5	19	44	39	20
33.	4.008	2	4	26	53	41
34.	1.445	96	16	9	5	2
35.	4.133	6	5	10	52	55
36.	4.134	3	7	19	39	59
37.	2.516	30	37	32	23	6
38.	3.244	6	7	74	30	10
39.	3.866	2	9	23	63	30
40.	4.472	1	3	6	42	75
41.	3.429	3	12	55	40	16
42.	3.055	7	14	77	23	6
43.	4.406	0	5	9	43	71
44.	1.469	104	9	2	5	8

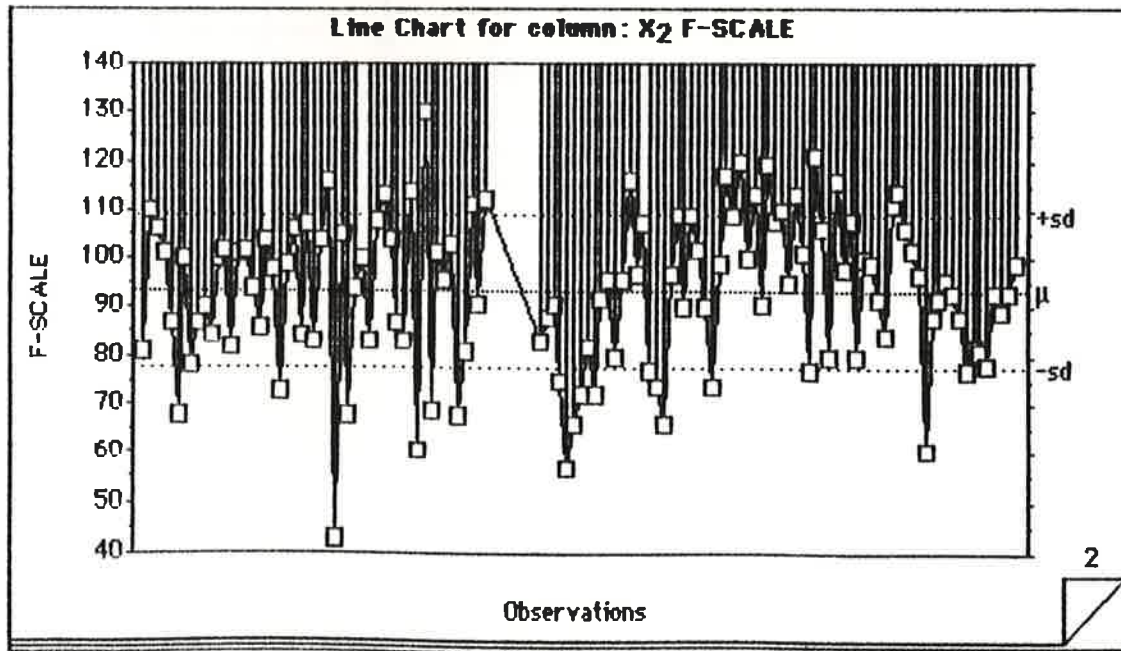
Appendix D
(cont.)

slide #	group's average response	very weak	weak	neither strong nor weak	strong	very strong
45.	3.188	7	16	58	40	7
46.	4.15	3	3	18	51	52
47.	4.195	2	4	14	55	53
48.	3.357	3	7	71	32	13
49.	3.602	2	9	49	46	22
50.	4.289	2	2	21	35	68
51.	3.74	2	5	43	51	26
52.	4.484	1	3	5	43	76
53.	3.375	7	9	63	27	22
54.	4.086	0	6	17	65	40
55.	4.195	5	12	11	25	75
56.	4.465	3	6	6	20	86
57.	4.32	3	2	8	53	62
58.	1.383	103	12	5	5	3
59.	3.234	4	16	70	22	16
60.	4.398	1	2	14	39	72
61.	4.362	2	1	15	40	69
62.	3.772	5	5	38	45	34
63.	1.598	90	16	9	6	6
64.	4.418	2	5	9	30	76

Appendix E



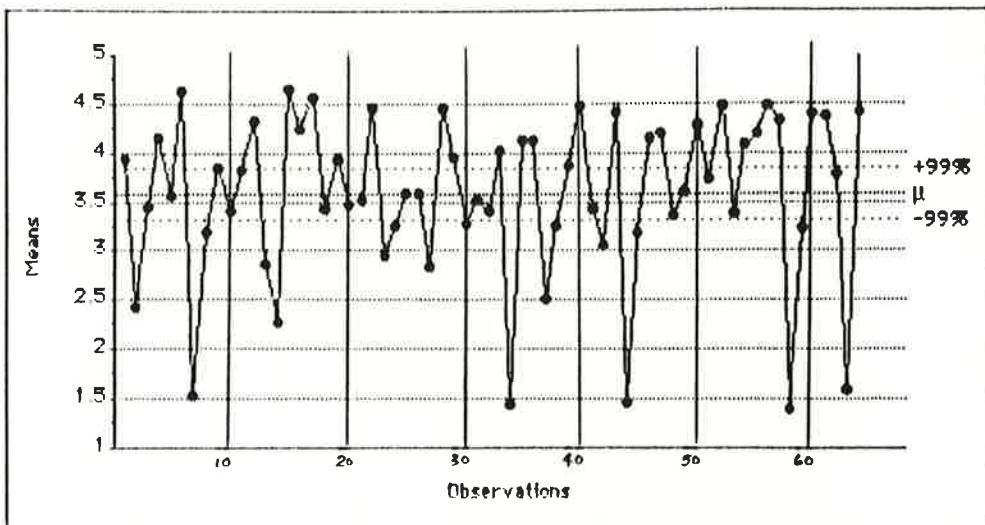
Distribution of I/E Scores



Distribution of F-Scale Scores

Appendix F

Mean Ratings by the 64 Slides (Observations)



Distribution of group's Average ratings of slides 1-64