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THE ROLE OF SOCIAL AND NONSOCIAL TRAITS
IN INTERPERSONAL ATTRACTION

by

DEAN DIGGINS

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requirements for the degree of Doctor of
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Doctor of Philosophy.

11/8/71
date

Irwin Katz
Chairman of Examinin Committee

1/2/72
date

William Davis
Executive Officer

Irwin Katz
Sheldon S. Smith

Albert P. ...
Supervisory Committee

The City University of New York

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INTRODUCTION

The question of the relative importance of different types of information in forming impressions of the likability of a stimulus person has received little attention in the area of person perception. The purpose of the present research was to investigate the effect on likability of information about three types of individual traits-- social traits, personal traits, and ability traits. The general hypothesis was that social traits are perceived as more important in determining likability and dislikability than are personal and ability traits. A summary of the relevant research on interpersonal attraction will be followed by a discussion of the specific questions that were examined.

Background of the Problem

A crucial question in much of the literature on person perception has been: What kinds of information are central and what kinds are peripheral in forming impressions of others?

In 1946, Asch did a much-quoted study in which he demonstrated that the changing of only one trait in a list of traits could radically change a perceiver's overall impression of the stimulus person. Asch concluded that some traits are "central" and others "peripheral" in terms of their effects on the overall impressions created in the subjects. Though various explanations have been offered to

account for why a trait is or is not "central" (e.g., Wishner, 1960), no consensus of opinion has been reached. In reviewing the literature on this issue, Jones and Gerard (1967) concluded, "The problem of predicting which trait will be central is difficult to resolve (p. 307)." Thus the question of what accounts for trait centrality remains unsettled.

One aspect of a trait which may be crucially important in determining its centrality is the likability of the trait. Jones and Gerard (1967) have referred to the "oritical importance" of likability in person perception, and have considered it to be "the single most important bit of information (p. 282)" in predicting impressions of others. Further, Hastorf, Schneider, and Polefka (1970) have noted that the

evaluative dimension nearly always accounts for a large share of the rating variance of both objects and people (Osgood et al., 1957; Warr and Knapper, 1968; Frijda, 1960). Frequently that share of the variance is more than two-thirds of the total (p. 52).

Major areas of research in interpersonal attraction

Recent research in interpersonal attraction has reflected interest in four major areas: (1) situational determinants of liking of another person, (2) perceived characteristics of the other that foster liking, (3) characteristics of the perceiver that affect his liking of another person, and (4) cognitive processes underlying evaluation of another person. Comprehensive reviews of current research

in both interpersonal attraction and person perception in general have been provided by Aronson (1969), Berscheid and Walster (1969), Hastorf, Schneider, and Polefka (1970), and Wallston (1970).

Situational factors. Among the situational variables that have been reported to lead to increased liking are propinquity (Abrams, 1943; Byrne and Buehler, 1955; Festinger, Schachter, and Back, 1950; Katz and Hill, 1958; Palmore, 1955; Priest and Sawyer, 1967); interaction (Homans, 1950); situations involving cooperation (Deutsch, 1962); anticipated future interaction (Aderman, 1969; Darley and Berscheid, 1967; Griffitt, 1968; Jones and Daugherty, 1959); and personal tragedy (Kiesler, Weizmann, and Pallak, 1967).

Perceived characteristics of the other person. Perceived characteristics of the other person that reportedly lead to increased liking are similar attitudes and beliefs (Aronson and Worchel, 1966; Beech, 1967; Byrne, Clore, and Griffitt, 1967; Byrne, London, and Griffitt, 1968; Byrne and Wong, 1962; Feather, 1967; McWhirter and Jecker, 1967; Newcomb, 1953, 1956, 1961; Sheffield and Byrne, 1967); similar personality (Byrne, Griffitt, and Stefaniak, 1967; Izard, 1960a, 1960b, 1963); high ability (Aronson, 1970); pleasant or agreeable behavior (Aronson, 1970); and being liked by the other person (Backman and Secord, 1959; Heider, 1958; Newcomb, 1961; Ossorio and Davis, 1966).

Characteristics of the perceiver. Characteristics of the perceiver, somewhat less emphasized in past research, have included personality correlates (Altrocchi, 1959, 1961; Goldstein, 1967; Griffitt, 1966; MacGregor, 1966; Sheffield and Byrne, 1967; Worchel and Schuster, 1966); cognitive style (Bieri, 1961; Kogan and Tagiuri, 1958; Rittle and Cottrell, 1967); and state of physiological arousal (Walster and Berscheid, 1971).

Cognitive processes in impression formation. Cognitive processes underlying the evaluation of another person have been extensively studied, with special emphasis being placed on the notion that perceivers follow a kind of linear-combination-of-information model in arriving at their final evaluation of another person. Four hypotheses have been suggested: (1) an averaging model (Anderson, 1962), in which the final evaluation reflects the average of the likability values of each trait in the stimulus list; (2) two weighted average models (Anderson, 1965; Osgood and Tannenbaum, 1955), in which the final evaluation reflects not only the average of the individual likability values but also takes into account other factors, such as serial position in the stimulus list; and (3) a simple summation model (Fishbein and Hunter, 1964), in which the final evaluation reflects the sum of the individual likability values of each trait in the list. However, Brewer (1968) and Manis, Gleason, and Dawes (1966) have pointed out that none of these models has adequately

accounted for the data and have found it necessary to suggest still other variations.

Balance theories have been the most widely used broad theoretical explanations for the process used in forming impressions and evaluations of others (Backman and Secord, 1962; Broxton, 1963; Furdick and Furnes, 1958; Cartwright and Harary, 1956; Davol, 1959; Feather, 1964; Morrisette, 1958; Runkel and Peizer, 1968; Taylor, 1967), including theories of cognitive dissonance (Aronson, 1970; Aronson and Cope, 1968; Davis and Jones, 1960; Walster, Walster, Abrahams, and Brown, 1967).

Statement of the Problem

Trait categories and likability

One possibility that appears not to have been considered by researchers dealing with interpersonal attraction is that some kinds of information about a person may be more salient for likability than others. An obvious gap between two research areas--trait psychology and person perception--is reflected in the fact that most researchers working in the latter area have made no reference to the category or modality differences in traits referred to by the trait psychologists. For example, Cattell (1965) divided traits into ability, temperament, and dynamic types (including motivations and interests), while Guilford (1959) referred to somatic, aptitude, temperament, and motivational traits (including attitudes,

interests, and needs).

The ramifications of this observation alter markedly the implications of much research on likability. That is, while a general finding of research dealing with the linear combination model has been that the addition, changing, or rearranging of information about a person alters the subject's responses to that person, no mention has been made of the possibility that the kind of information provided may be a crucial variable in such responses, including the response of liking.

For example, the prototypical experiment in research in personality impression formation utilizing the linear combination model involves stimulus lists of personality trait adjectives, from which the subjects rate a hypothetical person for likability on the basis of the information contained in these trait adjectives. A casual examination of these adjective lists often reveals a nonsystematic presentation of trait adjectives which provide information about the stimulus person's abilities, attitudes toward work, attitudes toward self, affective states, interpersonal behavior, and so on. A current implicit assumption appears to be that lack of control over the different kinds of information presented about a stimulus person has no effect on the subjects.

A primary purpose of the present research was to investigate whether or not differences among types of trait adjectives do affect a person's liking of another person, and, if so, to discover the nature of these differences. The first

problem emerging, then, was to discover a scheme for categorizing traits in a psychologically meaningful way.

A scheme for categorizing traits

In a study by Asch (1946), subjects were presented with a stimulus list of seven personality traits: intelligent, skillful, industrious, warm, determined, practical, and cautious. (Another group received the same list, with "cold" being substituted for "warm".) Asch's seven traits appear to fall rather neatly into three general categories: (1) the traits "warm" and "cold" refer to behavior evidenced primarily in relationships with other people and might be called social traits; (2) the traits "industrious", "determined", "practical", and "cautious" reflect a person's attitude toward himself, attitude toward tasks, and affective states, i.e., they provide information of an intrapersonal nature and might be called personal traits; and (3) the traits "intelligent" and "skillful" describe abilities, and might be called ability traits.

This three-fold categorization of traits is consistent with the results of a factor analytic study of a large number of trait adjectives that correlated negatively with likability (Hall, 1960). Three major factors emerged which appear to correspond well with the social-personal-ability classification suggested by the investigator: (1) "hostile self-assertion", corresponding to the suggested social trait category, with factor loadings of .89 for "opinionated" and

.82 for "quarrelsome"; (2) "lack of personal soundness", corresponding to the suggested personal trait category, with factor loadings of .57 for "confused" and .57 for "nervous"; and (3) "mediocrity", corresponding to the suggested ability trait category, with a factor loading of .69 for "unintelligent".

Additional evidence for the three-fold categorization of traits is provided by Wessman and Ricks (1966), who reported that almost all of the self-descriptive phrases given by subjects in their study of mood and personality could be classified according to area, "that is, by whether the phrase referred to (a) introceptive feelings, (b) interaction with peers, or (c) intellectual traits and work in college (p. 39)." Again, these three areas correspond, respectively, with the suggested personal-social-ability classification.

The term, "social traits", referring to a discrete category of traits, has not been widely used in research in personality impression formation. In the recent past, only two sets of researchers have made specific reference to the term. Carlson and Levy (1968) devised a checklist to measure "social-personal orientation", and made reference to "social traits" (requiring an implicit social object) and "personal traits" (not requiring a social object). Rosenberg, Nelson, and Vivekananthan (1968), using a multidimensional scaling approach to the structure of personality impressions,

specifically referred to "social traits", and concluded that the two major dimensions were social and intellectual. These two sets of researchers agreed only on the social category, however, and neither mentioned all three categories.

Social traits and likability

Since an individual's perception and liking of another person may often be the result of some type of interaction between himself and the other person, a strong possibility exists that trait names providing information about the stimulus person's social relationships may be more important to the perceiver than other types of trait information. In a perusal of a large body of research on impression formation, this investigator observed that a crucial variable appeared to be social or interpersonal data. Asch (1946) demonstrated that the substitution of "cold" for "warm" in an otherwise identical list resulted in markedly different impressions formed by two groups of subjects. According to this investigator's suggested scheme, the only traits falling into the social category were "warm" and "cold". One wonders if this fact is in any way related to their centrality in the final impressions formulated by the subjects. Further evidence supporting the notion that social trait information may be crucially important in impression formation is provided by Secord and Backman (1964), whose subjects, in an experiment involving a free personality description, revealed a strong tendency

to mention traits that refer to people's relationships with others. Similarly, Hall (1960), in a factor analytic study of a large number of trait adjectives related to likability, noted that the trait adjectives having the highest correlations with likability clearly had to do "with the ability to get along with others, reflecting good interpersonal relations (p. 46)."

Further evidence to support the notion that social traits may be more relevant to likability than nonsocial traits (i.e., personal and ability traits) is provided by Anderson (1968), who published a list of 555 personality trait adjectives scaled for likability. His 100 subjects--half males and half females--were instructed to rate on a 7-point scale how much they would like a person with each trait on his list. The scale ranged from "most liked" to "least liked". The trait adjectives were arranged by the present investigator¹ into the three categories of social, personal, and ability. Figure 1 demonstrates the frequency distribution, based on this three-fold classification. Points on the abscissa in Figure 1 represent mean likability ratings assigned by judges to each trait.

¹This writer succeeded in categorizing 476 of the 555 personality trait adjectives on Anderson's list; the remaining 79 adjectives appeared too ambiguous to permit a clear decision as to the appropriate category. All traits used in this study were subsequently rated for category placement by 10 graduate student judges. Their ratings for each trait are summarized in Appendix E.

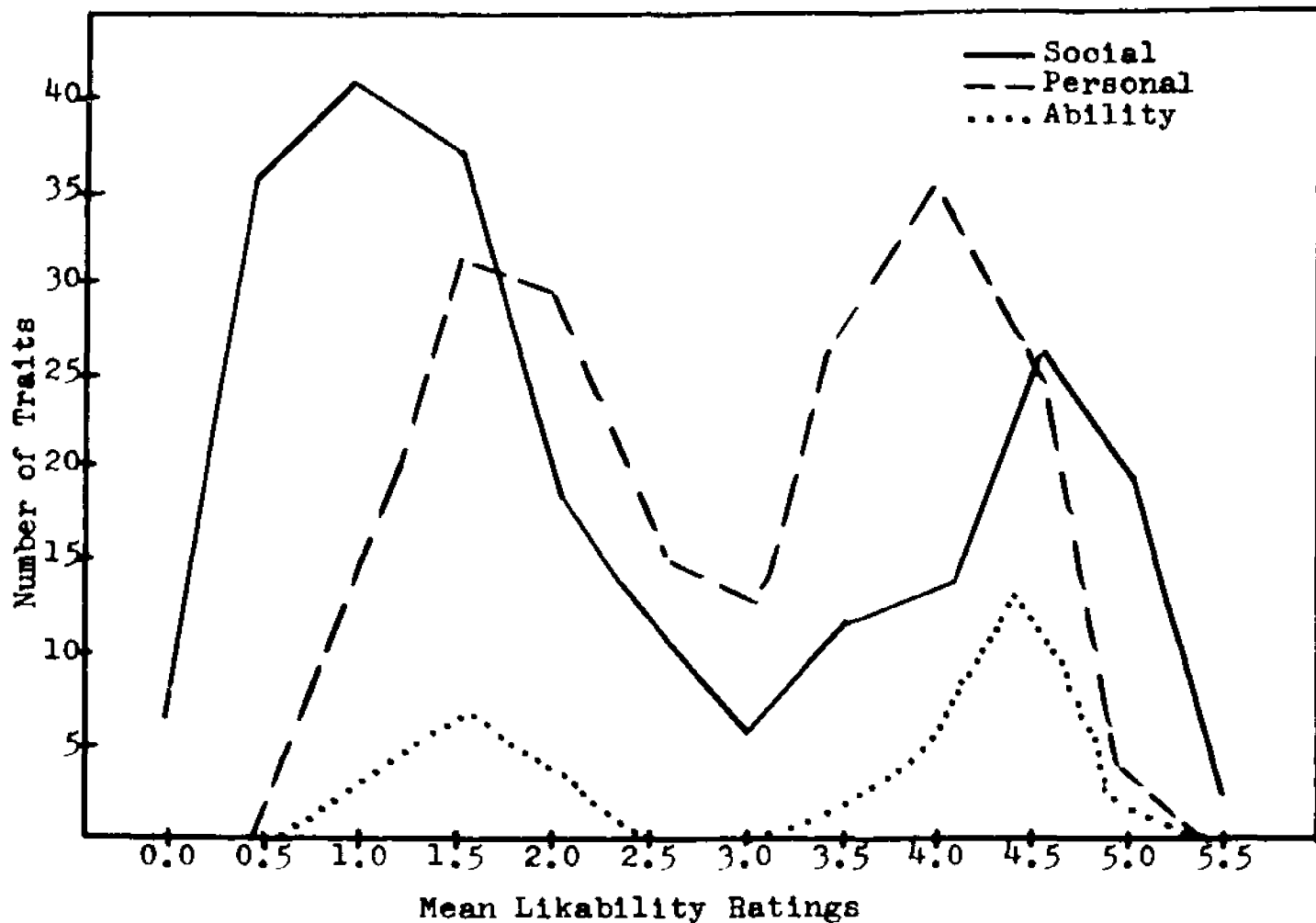


FIGURE 1

MEAN LIKABILITY RATINGS OF ANDERSON'S
(1968) LIST OF TRAIT ADJECTIVES

The bimodal distribution appears to reflect two basic poles--likability, which is highest at the right end of the scale, and dislikability, which is highest at the left end of the scale. The middle part of the scale appears to represent a neutral range, with relatively few traits receiving ratings within this range. Figure 1 suggests that social traits received more extreme ratings than either personal or ability traits.

To illustrate this difference more sharply, the number of personal and ability traits² (both nonsocial traits, total N = 237) was combined and subtracted from the number of social traits (total N = 239) at each level of likability. These difference scores are shown in Figure 2.

Figure 2 further emphasizes the greater extremity of likability ratings for social traits, as compared to nonsocial traits. Thus, Figure 1 and Figure 2 suggest that social traits were both more positively valued and more negatively valued than were personal or ability traits by Anderson's 100 subjects. A comparison of the frequency of social and nonsocial traits falling within the upper and lower 15 percent of the total distribution revealed highly significant differences ($\chi^2 = 235.72$, $df = 1$, $p < .001$) between social and nonsocial traits, especially at the lower end of the scale (Appendix A).

²The distribution of traits was 202 personal traits, 237 social traits, and 37 ability traits. Though there were 35 more social traits than personal traits, this difference did not appear large enough to account for the differences in the frequency distribution displayed in Figure 1. Further, the greater frequency of social traits in Anderson's list would result only in higher pattern peaks, but would not account for the fact that social traits were more extremely rated by the subjects.

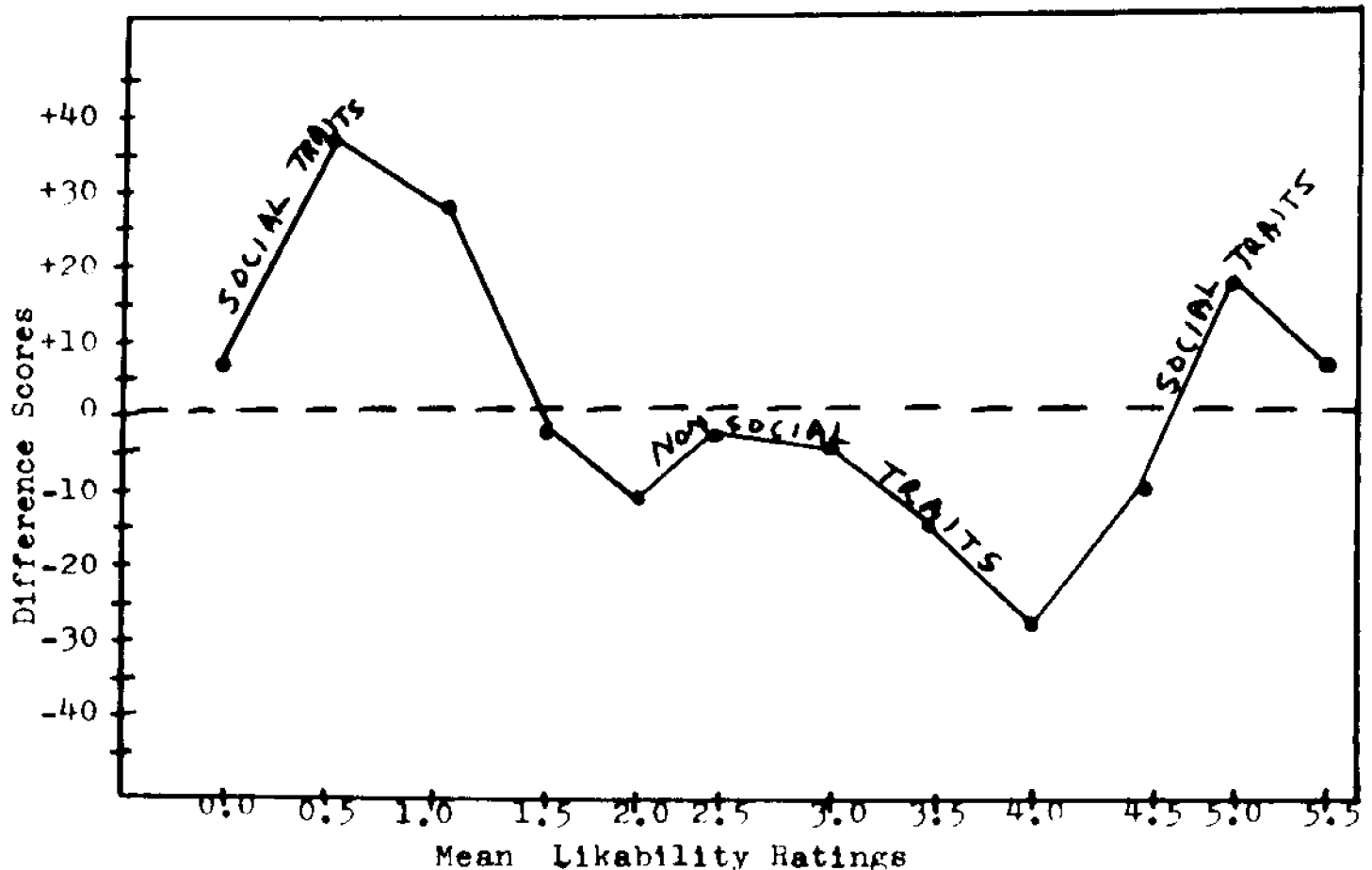


FIGURE 2

DIFFERENCE SCORES IN FREQUENCY OF TRAITS
AT EACH LEVEL OF LIKABILITY FROM
ANDERSON'S (1968) LIST

Statement of Hypotheses

The testing of all hypotheses required that an adequate level of agreement be obtained among judges as to whether the traits were social, personal, or ability. Ten graduate student judges classified all traits used in all questionnaires; a minimum agreement of seven out of ten judges was required for category placement of each trait. Judges' ratings for all traits used are contained in Appendix E.

Hypothesis 1. In Anderson's study, subjects rated each adjective separately. The present writer's observation that social traits appear to yield more extreme ratings than personal or ability traits raises the question whether they would be perceived as more important for likability when presented to the subjects along with other types of adjectives or in spontaneous descriptions of real persons known to the subjects. This question leads to the following hypothesis:

Hypothesis 1a. Liking of a stimulus person is more influenced by social traits than by personal and ability traits.

Hypothesis 1a was tested by three measures--two questionnaires, both involving hypothetical stimulus persons, and a free description, involving real stimulus persons. All subjects rated stimulus persons of their sex in order to rule out heterosexual attraction as an aspect of likability.

Trait Questionnaire. For each item in the Trait Questionnaire, subjects were given three traits that received approximately equal likability ratings ($\pm .25$) in Anderson's study (one social, one personal, and one ability trait) and were instructed to pick the one trait perceived as most important in determining how much they would like (or, in part two, dislike) a hypothetical person of their sex. The specific prediction from Hypothesis 1a was that the mean number of social traits chosen as determinants of likability would significantly exceed chance expectancy.

Rating Questionnaire. For each item in the Rating Questionnaire, subjects were given three traits describing a hypothetical person of their sex. The three traits were either all social, all personal, or all ability traits, with approximately equal likability ratings from Anderson's list. Subjects were instructed to rate on a 9-point scale how much they would like (or, in part two, dislike) the person described by the three traits for each item. The specific prediction from Hypothesis 1a was that the summated mean likability ratings for social trait items would be significantly greater than those for personal trait items and ability trait items.

Free descriptions. In the free descriptions, subjects were asked to describe the personality of three real people-- one liked, one disliked, and one regarded neutrally. For the liked and disliked persons, subjects were asked to rank order those traits perceived as most important in determining, respectively, likability and dislikability. The specific prediction from Hypothesis 1a was that the mean weighted score for social traits would be significantly greater than that for personal and ability traits.

A corollary hypothesis emerges:

Hypothesis 1b. Dislike of a stimulus person is more influenced by social traits than by personal or ability traits.

The specific prediction was that social traits would

be revealed as major determinants of dislikability for both hypothetical and real persons. This prediction was tested by means of the measurement procedures described for Hypothesis 1a.

Hypothesis 2. The view that negative information has greater saliency than positive information for person perception has been suggested by Simmel (1955), Osgood, Suci, and Tannenbaum (1957), and Carlson (1962).³ Weinstein and Crowder (1968) have offered two possible reasons for such an effect: (1) "good" actions and traits are normally expected, and one is therefore more apt to note deviation from the norm (inherent in negatively evaluated acts) because of the contrast with expected behavior; and (2) person perception and impression formation are related to predictions of future behavior, and the costs to the individual for being wrong about a negative evaluation of the other will generally be less than the costs for mistakenly predicting more positive behavior. This second point is similar to the "vigilance hypothesis" suggested by Miller and Bierl (1965). Also, Jones and Davis (1965) have referred to "hedonic relevance"--the extent to which the stimulus person's behavior affects the well-being of the perceiver. Thus, they suggest, a person tends to be liked or disliked to the extent that his behavior has

³All of these authors were referring to general information and did not make the distinction between social and nonsocial traits as suggested by this investigator.

positive or negative consequences for the perceiver. Of the three categories of traits, social traits, being descriptive of interpersonal behavior, would likely have the most immediate consequences for the perceiver and would perhaps be potentially more "hedonically relevant" to the perceiver than either personal or ability traits.

Further, Jones and Davis (1965) have suggested that negative actions are more revealing because positive actions are more often socially required; positive actions are often attributed to social pressures, while negative actions are more often attributed to personal desire.

Thus the above authors' view that negative information in general has more saliency than positive information for impression formation raises the specific question whether negative social traits would have more influence on evaluative impressions of a stimulus person than would positive social traits. This question leads to the following hypothesis:

Hypothesis 2. Social traits will be more important in determining dislikability than in determining likability.

The specific prediction stemming from Hypothesis 2 is that, for both hypothetical and real persons, a significantly greater proportion of social traits will be reported as determinants of dislikability than of likability. This prediction was tested by means of the measurement procedures described for Hypothesis 1a.

Hypothesis 3. Past research in sex differences has suggested that women are more affiliative and sensitive to interpersonal aspects of a situation than are men (e.g., Carlson and Levy, 1968), and tend to have consistently higher social values than men (Allport, Vernon, and Lindzey, 1970). Thus, a third hypothesis emerges:

Hypothesis 3. Women will show significantly more influence by social traits in their ratings of a stimulus person for likability and dislikability than will men.

For both hypothetical and real persons, it was specifically predicted that women would be more influenced by social traits than men for both likability and dislikability. This prediction was tested by means of the measurement procedures described for Hypothesis 1a.

Hypothesis 4. Should the general hypothesis regarding social traits and likability be supported, exceptions among subjects will no doubt occur. Carlson and Levy (1970) reported a significant relationship between choice of social values and choice of social traits in their "social-personal orientation" self-concept checklist. In other words, subjects whose preferred values were social also described themselves in predominantly social terms. The emerging question is the extent to which social values are related to likability of a stimulus person. This suggests the following hypothesis:

Hypothesis 4. The extent to which an individual is influenced by social traits in his liking and disliking of another person is related to the importance of social values in his own value system.

To test Hypothesis 4, a measure of each subject's value system, classified in terms of social and nonsocial values, was obtained. The prediction was that for both hypothetical and real stimulus persons, subjects scoring above the median in social values would reveal significantly more reliance on social traits as determinants of likability and dislikability than would subjects scoring below the median in social values. This prediction was tested by using the measurement procedures described for Hypothesis 1a.

Hypothesis 5. The present investigator's analysis of Anderson's data demonstrated that ratings of nonsocial traits were nearer the neutral point than were social traits. This observation suggests that people regarded neutrally by the perceiver may also be described in predominantly nonsocial terms. Further support for this notion is provided by Lott, Lott, Reed, and Crow (1970), whose subjects assigned trait adjectives to three real people--one liked, one disliked, and one regarded neutrally. The application of the present investigator's suggested trait categorization scheme to the data of Lott et al. showed that their subjects chose 59 percent social traits for the liked person, 85 percent social traits

for the disliked person, and no social traits for the neutral person. Thus the following hypothesis was suggested:

Hypothesis 5. In a free description of a person whom they regard neutrally, subjects will utilize a significantly greater proportion of personal and ability traits than in free descriptions of liked or disliked persons.

Hypothesis 6. Hypotheses 1 through 5 were tested under conditions in which the concept of likability was left undefined for the subjects. This lack of definition or further specification of the term "likability" has apparently caused no semantic difficulties among subjects used in previous research, who have generally performed likability rating tasks with no reported difficulties. However, a basic ambiguity remains in this undefined term, especially when situational factors are left unspecified by the experimenter. Conceivably, one could like the same person in different situations for different reasons.

This possibility has been implied by Jones and Davis (1965) in their concept of "hedonic relevance", previously discussed. One may hypothesize that an individual likes or dislikes another person to the extent that this other person satisfies his goals, which are determined, in part, by both his enduring individual motives and the situation. The stimulus person may be liked for different characteristics in different situations, depending upon their "hedonic relevance" to the perceiver (or the extent to which his characteristics differentially satisfy the perceiver's goals,

as modified by the demands of the situation).

The possibility exists, then, that situational variables may differentially affect the kinds of traits considered important in likability ratings. This possibility was investigated by varying the conditions under which subjects were asked to respond to the traits of a hypothetical person. In addition to a control condition, in which no specific situation of contact with the hypothetical person was described, there was a condition in which contact occurred in a hypothetical social situation and a condition in which contact occurred in a hypothetical task situation. The following hypothesis emerges:

Hypothesis 6. The proportion of social traits to personal and ability traits chosen as determinants of likability and dislikability will vary according to the situation. The social condition will yield the greatest proportion of social traits; the task condition will yield the smallest proportion of social traits; and the control condition will yield a proportion of social traits intermediate between the two experimental conditions.

Hypothesis 7. Subjects were given a shortened version of Marlowe and Crowne's (1960) social desirability scale, which is conceived as a measure of a generalized need for approval. If this tendency is related to social uneasiness and "evaluative dependency", as the authors of the scale suggest, then the possibility exists that individuals with a strong need for approval from others might also be particularly aware of the interpersonal aspects of

situations. Such individuals might be sensitized not only to social traits in general, but also to social traits as determinants of likability and dislikability of others.

No research relating to this question has been reported.

The following hypothesis emerges:

Hypothesis 7. Subjects with high social desirability scores will be more influenced by social traits as determinants of likability and dislikability of a stimulus person than will subjects with low social desirability scores.

The specific prediction stemming from Hypothesis 7 is that for both hypothetical and real stimulus persons, subjects scoring above the median in social desirability will report significantly greater social trait scores than will subjects scoring below the median in social desirability. This prediction was tested by means of the procedures described for Hypothesis 1a.

Hypothesis 8. Schachter (1959) has suggested that first borns are more affiliative than later borns, especially when anxious. Though anxiety would have no logical relevance to this study, the question arises as to whether or not first borns, if they are generally more affiliative and dependent upon others than later borns, would rely extensively on social traits as determinants of likability and dislikability. Again, no research relating to this question has been reported.

Hypothesis 8. First borns will be more influenced by social traits as determinants of likability and dislikability of a stimulus person than will later borns.

Hypothesis 8 predicts that for both hypothetical and real persons, first borns will report significantly more reliance than later borns on social traits as determinants of likability and dislikability. This prediction was tested by means of the procedures described for Hypothesis 1a.

Summary

In summary, a review of recent research in interpersonal attraction has revealed that little attention has been given to the question of whether different kinds of information may differentially affect likability and dislikability of another person. Past research has strongly pointed to the possibility that information about social traits may have more relevance to likability and dislikability than information about nonsocial traits, though this hypothesis has not been specifically stated by previous researchers. The general purpose of this research has been to investigate this hypothesis. The specific hypotheses are summarized below.

Hypothesis 1a. Liking of a stimulus person is more influenced by social traits than by personal and ability traits.

Hypothesis 1b. Dislike of a stimulus person is more influenced by social traits than by personal and ability traits.

Hypothesis 2. Social traits will be more important in determining dislikability than in determining likability.

Hypothesis 3. Women will show significantly more influence by social traits in their ratings of a stimulus person for likability and dislikability than will men.

Hypothesis 4. The extent to which an individual is influenced by social traits in his liking and disliking of another person is related to the importance of social values in his own value system.

Hypothesis 5. In a free description of a person whom they regard neutrally, subjects will utilize a significantly greater proportion of personal and ability traits than in free descriptions of liked or disliked persons.

Hypothesis 6. The proportion of social traits to personal and ability traits chosen as determinants of likability and dislikability will vary according to the situation. The social condition will yield the greatest proportion of social traits; the task condition will yield the smallest proportion of social traits; and the control condition will yield a proportion of social traits intermediate between the two experimental conditions.

Hypothesis 7. Subjects with high social desirability scores will be more influenced by social traits as determinants of likability and dislikability of a stimulus person than will subjects with low social desirability scores.

Hypothesis 8. First borns will be more influenced by social traits as determinants of likability and dislikability of a stimulus person than will later borns.

METHOD

Subjects

Subjects were 60 male and 60 female undergraduates in introductory psychology, social psychology, and personal adjustment classes at Nassau Community College, Garden City, New York. The mean age of the males was 20.0, ranging from 16 through 25; the mean age of the females was 20.9, ranging from 18 through 41.

Measures

The booklet distributed to all subjects is contained in Appendix C.

Free descriptions. Subjects read the following directions:

Make a list of traits or characteristics (using single words if possible) that describe as completely as you can the personality of a person of your same sex whom you know well and whom you like a great deal. Try to make the list complete enough to give an accurate picture of this person to someone who does not know the person.

Subjects were instructed to describe two other real persons: (1) "a person of your same sex whom you know well and whom you dislike a great deal" and (2) "a person you know and about whom you have no strong feelings; that is, you neither like nor dislike this person."

After describing a liked person, a disliked person, and a neutrally regarded person, subjects returned to their descriptive lists of the liked and disliked persons and were requested (1) to mark with an "X" any traits on their lists that had no effect on their liking or disliking of the stimulus person; (2) for the liked person, to mark with a "D"

any traits on their lists that the subjects disliked, and for the disliked person, to mark with an "L" any traits that the subjects liked; and (3) to rank order all remaining traits in order of importance in determining why they liked or disliked the stimulus persons.

Trait Questionnaire. The Trait Questionnaire was divided into two parts: (1) part one, consisting of 15 items, which dealt with liked persons, and (2) part two, consisting of 10 items, which dealt with disliked persons.

The directions for part one (Liked Person) were as follows:

Below you will find a list of three personality traits listed opposite each number. Circle the one trait of the three which you feel most important in determining how much you would like a person of your same sex with this trait or characteristic.

In other words, for each group of three traits ask yourself the question:

"If the only information about another person I have is the three traits listed, which one of the three traits would be most important in determining how much I would like this other person of my sex?"

Three traits of approximately equal likability value (+ .25) from Anderson's (1968) list appeared opposite each item number in the questionnaire. One trait was included from each category--one social trait, one personal trait, and one ability trait (e.g., agreeable, realistic, skilled). All traits used in all questionnaires were previously rated by ten graduate student judges regarding their category placement (Appendixes A and E). In all questionnaires,

both likability values and order of presentation of the trait categories were randomly ordered to avoid position effects.

After completing the 15 items for part one of the Trait Questionnaire (Liked Person), subjects continued on to part two (Disliked Person), consisting of 10 items⁴:

Below you will find groups of personality trait adjectives as before. You are to do exactly as before, except this time circle the one trait of the three that would be most important in determining how much you would dislike a person of your same sex with this trait or characteristic.

In other words, for each group of three traits, the question is:

"If the only information about another person I have is the three traits listed, which one of the three would be most important in determining how much I would dislike this person?"

As in part one (Liked Person), three traits--one from each category--appeared opposite each number (e.g., nervous, mediocre, obstinate).

Since each group of three traits represented approximately equal likability values from Anderson's list, subjects were forced to discriminate further and choose the one trait of the three that they perceived as the most

⁴The unequal numbers of items for Liked Persons and Disliked Persons in both the Trait Questionnaire and Rating Questionnaire are due to a technical problem encountered in construction of the questionnaires: Questionnaire construction depended upon finding one social, one personal, and one ability trait for each likability value from Anderson's list. The proportion of social traits to personal and ability traits was considerably greater for disliked traits than for liked traits. As a result, fewer personal and ability traits were found at low likability levels than at high likability levels.

important trait regarding (a) likability and (b) dislikability of the stimulus person.

Rating Questionnaire. The Rating Questionnaire was divided into two parts: (1) part one, consisting of 12 items, which dealt with liked persons, and (2) part two, consisting of 9 items, which dealt with disliked persons.

Instructions for the Liked Person were as follows:

Below you will find three personality traits listed opposite each number. Consider each group of three traits as describing a hypothetical person of your sex.

Circle the number on the rating scale beneath each group of three traits that reflects how much you would like a person with the three traits described.

"1" represents "like a little", and "9" represents "like very, very much"; the numbers in between, 2 through 8, represent increasing degrees of liking. Try to avoid giving the same rating to all groups of traits if you can.

You may find that you would neither like nor dislike the person described in some cases--in other words, the information provided would leave you indifferent toward this hypothetical person. Circle "0" if this is your response to some of the items.

Remember, for each group of three traits, ask yourself the question:

"How much would I like another person with these three traits?"

Two sample items follow. Item number one consists of three personal traits; item two, three social traits:

1. enthusiastic - spirited - earnest

0 1 2 3 4 5 6 7 8 9

2. nice - kindly - agreeable

0 1 2 3 4 5 6 7 8 9

For each of the 12 items in part one, either three social traits, three personal traits, or three ability traits of approximately equal likability values ($\pm .25$) from Anderson's study were listed (Appendix E). Thus there were 4 items of each type of trait. The number of traits appearing opposite each number was limited to three because of the difficulty of finding more than three traits of approximately equal likability values for each category.

After completing the 12 items for the Liked Person, subjects continued on to part two (Disliked Person):

Repeat the same task with the traits listed below. This time, however, circle the number on the rating scale that reflects how much you would dislike a person of your same sex with the three traits listed.

"1" represents "dislike a little"; "9" represents "dislike very, very much". The numbers in between, 2 through 8, represent increasing degrees of dislike. "0" represents indifference.

Of the two sample items below, the first consists of personal traits; the second, social traits.

1. rash - jumpy - purposeless

0 1 2 3 4 5 6 7 8 9

2. sarcastic - obstinate - argumentative

0 1 2 3 4 5 6 7 8 9

For both Liked and Disliked Persons, the circled ratings represented the extent to which the subjects reported differentially (a) liking and (b) disliking persons described in either all social terms, all personal terms, or all ability terms.

Value Survey. A modified version of Rokeach's Value

Survey was used. The directions were as follows:

Below is a list of 12 values arranged in alphabetical order. Your task is to arrange them in order of their importance to you, as guiding principles in your life.

Study the list carefully. Then place a 1 next to the value which is most important to you, place a 2 next to the value which is second most important to you, etc. The value which is least important, relative to the others, should be ranked 12.

Work slowly and think carefully. If you change your mind, feel free to change your answers. The end result should show how you really feel.

The modifications involved changing the values on the list from adjective to noun form and shortening the list from 18 to 12. The adjectives were changed to nouns because the noun form appeared to this writer to be more consistent with the meaning of the term, value, generally defined as a noun rather than as an adjective. The number of values was changed from 18 to 12 because subjects in a pilot study had reported considerable difficulty rank ordering 18 values. The remaining 12 values were divided into six social values (affection, dependability, helpfulness, honesty, politeness, sympathy) and six nonsocial values (cleanliness, competence, imagination, intelligence, rationality, and self-control). The designation of the values as "social" or "nonsocial" was determined by comparing the adjective form of each value with the category ratings given to the trait by the ten graduate student judges. Traits categorized as either personal or ability were considered to be nonsocial traits.

Social desirability scale. A shortened version of the Marlowe-Crowne Social Desirability Scale was used, consisting of the six items correlating most highly with the total score for both males and females (Goldfried, 1964).

Birth order. The subjects circled "yes" or "no" to the question: Are you an only child? If not, they were requested to indicate whether or not they were first born.

Experimental conditions

Both the Trait Questionnaire and the Rating Questionnaire were accompanied by three different sets of instructions, with different subjects being assigned to each set. The purpose of the three sets of instructions was to investigate the extent to which different types of situations would affect the kind of traits perceived as determinants of likability and dislikability of a stimulus person.

The three conditions were (1) control condition, (2) social condition, and (3) task condition.

Control condition.⁵ The set of instructions for this condition were those included in the previous description of the Trait Questionnaire and Rating Questionnaire. No situational variables were mentioned.

⁵Throughout this study, all references to the Trait Questionnaire and Rating Questionnaire include only the control condition instructions, unless the specific terms "social condition" or "task condition" are used.

Social condition. Instructions for the experimental conditions were generally identical to those for the control condition with the exceptions that (1) the first paragraph was a description of the situation that was to be considered by the subjects and (2) the appropriate word or phrase reflecting the type of situation described was substituted for the word, "person", in directions that followed.

Directions for the Trait Questionnaire (Liked Person) were as follows:

Imagine that you are about to go on a double date with another couple you have not yet met. Relate the following questions to the person of your same sex in the other couple.

Below you will find a list of three personality traits listed opposite each number. Circle the one trait of the three which you feel most important in determining how much you would like a double date companion of your same sex with this trait or characteristic.

In other words, for each group of three traits ask yourself the question:

"If the only information about a double date companion I have is the three traits listed, which one of the three would be the most important in determining how much I would like the double date companion?"

Trait Questionnaire (Disliked Person) instructions follow:

Below you will find groups of personality trait adjectives as before. You are to do exactly as before, except this time circle the one trait of the three that would be most important in determining how much you would dislike a double date companion of your same sex with this trait or characteristic.

In other words, for each group of three traits, the question is:

"If the only information about a double date companion I have is the three traits listed, which one of the three would be most important in determining how much I would dislike the double date companion?"

The Rating Questionnaire (Liked Person) instructions, were:

Imagine yourself in the same situation as before-- you are about to go on a double date with another couple you have not yet met. Relate the following questions to the person of your same sex in the other couple.

Below you will find three personality traits listed opposite each number. Consider each group of three traits as describing a hypothetical double date companion.

Circle the number on the rating scale beneath each group of three traits that reflects how much you would like a double date companion with the three traits described.

"1" represents "like a little", and "9" represents "like very, very much"; the numbers in between, 2 through 8, represent increasing degrees of liking. Try to avoid giving the same rating to all groups of traits if you can.

You may find that you would neither like nor dislike the person described in some cases--in other words, the information provided would leave you indifferent toward this hypothetical double date companion. Circle "0" if this is your response to some of the items.

Remember, for each group of three traits, ask yourself the question:

"How much would I like a double date companion with these three traits?"

Instructions for the Rating Questionnaire (Disliked Person) were:

Repeat the same task with the traits listed below. This time, however, circle the number on the rating scale that reflects how much you would dislike a double

date companion of your same sex with the three traits listed.

"1" represents "dislike a little"; "9" represents "dislike very, very much". The numbers in between, 2 through 8, represent increasing degrees of dislike. "0" represents indifference.

Task condition. The Trait Questionnaire (Liked Person)

instructions were as follows:

Imagine that you have been chosen to be on a TV quiz show with a partner of your same sex whom you have not yet met. If either of you answers the series of questions presented on this quiz show, you will each receive \$10,000.

Below you will find a list of three personality traits listed opposite each number. Circle the one trait of the three which you feel most important in determining how much you would like a quiz show partner of your same sex with this trait or characteristic.

In other words, for each group of three traits ask yourself the question:

"If the only information about a quiz show partner I have is the three traits listed, which one of the three would be the most important in determining how much I would like the quiz show partner?"

Trait Questionnaire (Disliked Person) instructions follow:

Below you will find groups of personality trait adjectives as before. You are to do exactly as before, except this time circle the one trait of the three that would be most important in determining how much you would dislike a quiz show partner of your same sex with this trait or characteristic.

In other words, for each group of three traits, the question is:

"If the only information about a quiz show partner I have is the three traits listed, which one of the three would be most important in determining how much I would dislike the quiz show partner?"

Rating Questionnaire (Liked Person) instructions were:

Imagine yourself in the same situation as before-- you have been chosen to be on a TV quiz show with a partner of your sex whom you have not yet met. If either of you answers the series of questions presented on this quiz show, you will each receive \$10,000.

Below you will find three personality traits listed opposite each number. Consider each group of three traits as describing a hypothetical quiz show partner.

Circle the number on the rating scale beneath each group of the three traits that reflects how much you would like a quiz show partner with the three traits described.

"1" represents "like a little", and "9" represents "like very, very much"; the numbers in between, 2 through 8, represent increasing degrees of liking. Try to avoid giving the same rating to all groups of traits if you can.

You may find that you would neither like nor dislike the person described in some cases--in other words, the information provided would leave you indifferent toward this hypothetical quiz show partner. Circle "0" if this is your response to some of the items.

Remember, for each group of three traits, ask yourself the question:

"How much would I like a quiz show partner with these three traits?"

Rating Questionnaire (Disliked Person) instructions were:

Repeat the same task with the traits listed below. This time, however, circle the number on the rating scale that reflects how much you would dislike a quiz show partner of your same sex with the three traits listed.

"1" represents "dislike a little"; "9" represents "dislike very, very much". The numbers in between, 2 through 8, represent increasing degrees of dislike. "0" represents indifference.

Procedure

After being briefly introduced to the class by the instructor, the experimenter said:

Good morning (afternoon). I would like to begin by thanking you for your cooperation in answering the questionnaire you are about to receive. When you look at the questions, you will notice that there are no right or wrong answers--we are interested only in your opinion. Because of that, however, it is important that you answer every question as carefully and honestly as you can.

I think you'll find the questions easy to understand. Just read the directions for each section, follow them, check that you haven't left anything out, and then go on to the next section.

One point is important, however--(experimenter holds up the front of the questionnaire to the class). Notice that in the first part you are to describe the personality of someone you know and like. There is a series of lines provided for your answers. Don't feel that you must fill in all the lines--just describe the personality of this person as well as you can, and if you use either less or more than the number of lines on the page, fine. The important thing is that you provide as complete a description of this person as you can.

If you have any questions, please raise your hand and I'll come by to help you.

The experimenter passed out the booklets, each containing a free description form, the Trait Questionnaire, the Rating Questionnaire, the value survey, the social desirability scale, and birth order question. All subjects received the same free description form, value survey, social desirability scale, and birth order question. The two questionnaires--the Trait Questionnaire and the Rating Questionnaire--were randomly arranged so that each

subject received either control condition, social condition, or task condition questionnaires. This random arrangement of experimental and control conditions was used to avoid confounding the results with possible differences among subjects in different classes.

The procedure took approximately 45 minutes. The last page of the booklet instructed the subject to give his completed questionnaire to the experimenter, who thanked each subjects as he received the booklet.

Scoring procedures

Free descriptions. Three lists of traits were obtained from each subject--one for a liked person, one for a disliked person, and one for a neutrally regarded person. Only the lists for the liked person and disliked person were scored, since the lists describing a neutral person could not logically be rank ordered in terms of determinants of likability or dislikability. However, the lists of traits for the neutral person were utilized when comparing the proportion of non-social traits used in describing a liked, disliked, and neutral person, as suggested by Hypothesis 5.

Subjects were instructed to go through their list of traits and mark with an "X" any traits that had no effect on their liking or disliking of the stimulus person. For the liked person, they were also instructed to mark with a "D" any traits about the person they disliked. For the disliked person, they were also instructed to mark

with an "L" any traits about this person they liked.

The subjects were then instructed to return to their lists and rank order those traits perceived to be determinants of likability (for the liked person) and dislikability (for the disliked person). Only the traits that were rank ordered in terms of perceived importance in determining likability and dislikability were used as a basis for each subject's score. Though traits marked with a "D", "L", or "X" permitted subjects to provide a more detailed description of the stimulus person, they were not used in scoring because they were not perceived as direct determinants of either likability or dislikability.

All rank ordered traits were categorized by the investigator as either social, personal, or ability traits. Traits that were difficult to categorize were not forced into one of the three categories, but were marked with an "X" and were not used in scoring.

Interjudge coding reliability of .98 was obtained by correlating the weighted social trait scores independently reported by two judges for 20 subjects, randomly chosen. The two judges were the investigator and a psychologist and professor at Hunter College of the City University of New York. This second judge did not know the specific purpose of the task and based his categorizations on the printed instructions identical to those given to the graduate student judges (Appendix B).

A method (Appendix D) was devised which produced a weighted score that (1) adjusted for the fact that subjects used different numbers of traits in their free descriptions, and (2) reflected the subjects' rank ordering, with the trait ranked first having the greatest weight, the trait ranked second having the second greatest weight, and so on. For each subject, the weighted scores for the three trait categories summed to 50, thus making it possible to compare directly all subjects in regard to proportion of social, personal, and ability traits ranked in the free descriptions.

Trait Questionnaire. This questionnaire was divided into two parts--part one, dealing with liked persons, and part two, dealing with disliked persons. Three scores were obtained from each subject for each part: number of social traits, number of personal traits, and number of ability traits chosen as determinants of likability and dislikability.

Rating Questionnaire. This questionnaire was also divided into two parts, dealing, respectively, with liked and disliked persons. Three scores were obtained from each subject for each part: the summated ratings for all social trait items, the summated ratings for all personal trait items, and the summated ratings for all ability trait items.

Marlowe-Crowne Social Desirability Scale: One score was obtained from each subject and represented the number

of responses in the socially desirable direction. A maximum score was 6.

Value Survey. Only the values ranked from 1 through 6 were used for scoring; values given ranks below 6 were not used. The value ranked first was given a score of 6, the value ranked second was given a score of 5, and so on. The score for each subject was the sum of all social values. A maximum score was 21. On the basis of a median split within each sex group, the subject was designated as a "high social value" or "low social value" subject.

Birth order. The subject received a score of "1" if he was first born, and "0" if later born.

Analysis of the data

Appropriate analyses of variance were performed to determine the differential effects of the following independent variables on the dependent variables, i.e., the number of social, personal, and ability traits chosen as determinants of likability and dislikability.

In the free descriptions, the independent variables were (1) male versus female, (2) high versus low social values, and (3) liked, disliked, or neutral stimulus persons.

In the Trait Questionnaire and the Rating Questionnaire, the independent variables were (1) male versus female, (2) high versus low social values, and (3) control condition, social condition, or task condition.

In the Trait Questionnaire, the following t test was performed to determine the extent to which the obtained mean number of social traits exceeded chance expectancy. Chance expectancy for the Liked Person was 5.0 (a .33 probability of choosing one of the three types of traits for each item, and 15 items in all = .33 x 15 = 5.0); for the Disliked Person, 3.3 (a .33 probability of choosing one of the three types of traits for each item, and 10 items in all = .33 x 10 = 3.3).

Thus:

$$t_{(N-1 \text{ d.f.}, 2\text{-tailed})} = \frac{\bar{X} - \mu}{\frac{s}{\sqrt{N}}}$$

where

\bar{X} = obtained mean frequency of social traits

μ = 5.0 (Liked Person) or 3.3 (Disliked Person)

s = obtained standard deviation of social traits

N = sample size

The same formula was also used for testing the hypothesis that, in the free descriptions, a significantly greater proportion of social traits would be reported as determinants of dislikability than as determinants of likability. A difference score was obtained for each subject (weighted score of social traits for the liked person minus weighted score of social traits for the disliked person). The t test was performed to test whether or not the obtained mean difference scores were significantly different from zero.

In the formula, \bar{X} = mean of the difference scores, μ = zero, s = standard deviation of the difference scores, and N = sample size.

Further analyses, including t tests for correlated and uncorrelated means, were performed when appropriate.

RESULTS

Hypothesis 1a

Liking of a stimulus person is more influenced by social traits than by personal and ability traits.

The specific prediction for the free descriptions of liked persons was that the mean weighted social trait scores would be significantly greater than those for nonsocial traits (i.e., personal and ability traits). Table 1 demonstrates support for the hypothesis: both males and females obtained significantly higher ($p < .001$) weighted trait scores for social traits than for nonsocial traits. The female mean of 41.21 represented 82 percent of the total traits reported as determinants of likability; the male mean of 33.18 represented 66 percent of the total traits reported.

TABLE 1

COMPARISON OF MEAN WEIGHTED SCORES FOR SOCIAL AND NONSOCIAL TRAITS FOR MALES AND FEMALES IN FREE DESCRIPTIONS OF LIKED STIMULUS PERSONS

	N	Social Traits	SD	Nonsocial Traits	SD	<u>t</u>
Female	60	41.21	9.64	8.59	9.65	13.66***
Male	60	33.18	14.64	16.70	14.49	4.37**

** $p < .01$
 *** $p < .001$

The specific prediction from the Trait Questionnaire (Liked Person) was that the mean frequency of social traits chosen as determinants of likability would be significantly greater than chance expectancy. Table 2 demonstrates that, for females, the hypothesis was supported: the obtained mean of social traits, 7.80 (SD = 3.14) was significantly greater than chance expectancy ($t = 3.98$, $df = 19$, $p < .001$). Males did not choose significantly more social traits than would be expected by chance ($t = 0.33$, $df = 19$, $p > .10$).

TABLE 2

MEAN FREQUENCY OF SOCIAL TRAITS CHOSEN
BY MALES AND FEMALES AS DETERMINANTS
OF LIKABILITY IN THE TRAIT QUES-
TIONNAIRE (LIKED PERSON)

	N	Obtained Mean ^a	SD	Expected Mean	t^b
Female	20	7.80	3.14	5.00	3.98***
Male	20	5.20	2.48	5.00	0.33

^aMaximum score possible: 15

^b t test with 2-tailed p values for significance of the difference between obtained and expected mean

*** $p < .001$

The specific prediction for the Rating Questionnaire, (Liked Person) was that the mean summated likability ratings for items describing a stimulus person by all social traits would be significantly greater than the mean summated ratings for stimulus persons described by either all personal traits or ability traits. The comparison of the three sets of summated ratings was made by means of a one-way analysis of variance, repeated measures design, for males and females separately. (Summary tables of all one-way analyses of variance performed on the data from the Rating Questionnaire are contained in Appendix F).

Table 3 demonstrates that, for both males and females, the mean summated likability ratings for social trait items were not significantly greater than those for personal and ability traits. Hypothesis 1a was therefore not supported by the data from the Rating Questionnaire. Though significant differences among the mean summated ratings were found, these differences were not in the predicted direction: for both males and females, essentially no differences were found between the mean summated ratings for social trait items and personal trait items. The significant differences occurred between the ratings for personal and social items and those for ability trait items, with the ratings for the ability trait items being significantly lower ($p < .01$) than those for social and personal trait items.

TABLE 3

MEAN SUMMATED LIKABILITY RATINGS FOR SOCIAL TRAITS,
PERSONAL TRAITS, AND ABILITY TRAITS IN THE
RATING QUESTIONNAIRE (LIKED PERSON)
FOR MALES AND FEMALES

	Social		Personal		Ability		F^a	p
	Mean	SD	Mean	SD	Mean	SD		
Male ^b (N=20)	25.70	4.58	25.85	4.90	21.40	6.08	10.32	<.001
Female ^c (N=20)	28.10	5.04	28.45	5.22	21.90	8.27	13.61	<.001

^aOne-way analysis of variance, repeated measures design

^bCritical difference between means required for significance (Bruning & Kintz, 1968, pp. 112-114): 2.97 (p < .01)

^cCritical difference between means required for significance (Bruning & Kintz, 1968, pp. 112-114): 3.80 (p < .01)

Hypothesis 1b

Dislike of a stimulus person is more influenced by social traits than by personal and ability traits.

The specific prediction for the free descriptions of disliked persons was that the mean weighted scores for social traits would be significantly greater than those for nonsocial traits. Table 4 indicates that the hypothesis was supported by the free descriptions: both males and females obtained significantly higher (p < .001) weighted trait scores for

social traits than for nonsocial traits. The female mean social score of 42.51 represented 85 percent of total traits reported as determinants of dislikability, while the male mean of 37.30 represented 75 percent of the total traits reported.

TABLE 4

COMPARISON OF MEAN WEIGHTED SCORES FOR SOCIAL AND NONSOCIAL TRAITS FOR MALES AND FEMALES IN FREE DESCRIPTIONS OF DISLIKED STIMULUS PERSONS

	N	Social Traits	SD	Nonsocial Traits	SD	<u>t</u>
Female	60	42.51	9.68	7.49	9.67	14.02***
Male	58 ^a	37.30	14.28	12.61	14.30	6.59***

^aData missing for two subjects

*** $p < .001$

The specific prediction for the Trait Questionnaire, (Disliked Person) was that the mean frequency of social traits chosen as determinants of dislikability would be significantly greater than chance expectancy. Table 5 demonstrates that, for both males and females, the hypothesis was supported. For females, the obtained mean of social traits, 5.50 (SD = 1.85) was significantly greater than chance expectancy ($\underline{t} = 5.31$, $df = 19$, $p < .001$). For males, the obtained mean of social traits, 4.95 (SD = 1.65), was also significantly greater than chance expectancy ($\underline{t} = 4.58$, $df = 19$, $p < .001$).

TABLE 5

MEAN FREQUENCY OF SOCIAL TRAITS CHOSEN BY
 MALES AND FEMALES AS DETERMINANTS OF
 DISLIKABILITY IN THE TRAIT QUES-
 TIONNAIRE (DISLIKED PERSON)

	N	Obtained Mean ^a	SD	Expected Mean	<u>t</u> ^b
Female	20	5.50	1.85	3.30	5.31***
Male	20	4.95	1.65	3.30	4.58***

^aMaximum possible score: 10

^bt test with 2-tailed p values for significance of
 the difference between obtained and expected mean
 ***p < .001

The specific prediction for the Rating Questionnaire (Disliked Person) was that the mean summated dislikability rating for items describing a stimulus person in all social trait terms would be significantly greater than the mean summated rating for stimulus persons described by either all personal traits or all ability traits. (Summary tables for the analyses of variance performed on data from the Rating Questionnaire are contained in Appendix F).

Table 6 demonstrates that, for both males and females, the hypothesis was supported. For females, the mean summated rating of 16.15 (SD = 8.97) for social trait items was significantly greater (p < .01) than that for personal trait items (11.35, SD = 4.57) or ability trait items (11.60, SD = 5.75). For males, the mean summated rating of 17.90 (SD = 5.95) for social trait items was significantly greater

($p < .01$) than that for personal trait items (13.85, SD = 4.90) or ability trait items (14.70, SD = 5.56).

TABLE 6

MEAN SUMMATED DISLIKABILITY RATINGS FOR SOCIAL TRAITS, PERSONAL TRAITS, AND ABILITY TRAITS IN THE RATING QUESTIONNAIRE (DISLIKED PERSON) FOR MALES AND FEMALES

	Social		Personal		Ability		F^a	p
	Mean	SD	Mean	SD	Mean	SD		
Female ^b (N=20)	16.15	8.97	11.35	4.57	11.60	5.75	5.02	<.05
Male ^c (N=20)	17.90	5.95	13.85	4.90	14.70	5.56	10.96	<.001

^aOne-way analysis of variance, repeated measures design

^bt test for difference among means (Bruning & Kintz, 1968, pp. 112-114); critical difference required for $p < .01 = 4.27$

^cCritical difference required (Bruning & Kintz, 1968, pp. 112-114) for $p < .01 = 2.46$

Hypothesis 2

Social traits will be more important in determining disliked than in determining likability.

Hypothesis 2 was investigated by comparing social trait scores for liked persons with those for disliked persons for the free descriptions, Trait Questionnaire, and Rating Questionnaire. For each of the three measures, a difference score was computed for each subject. For the free descriptions, the difference score was the weighted social trait score for liked persons minus the weighted

social trait score for disliked persons. For the Trait Questionnaire, the difference score was the proportion of social traits chosen as determinants of likability minus the proportion of social traits chosen as determinants of dislikability. For the Rating Questionnaire, the difference score was the proportion of summated likability ratings for the liked person minus those for the disliked person. (In both questionnaires, unequal number of items for liked and disliked stimulus persons necessitated the use of proportions instead of raw scores).

The results of 2-tailed t tests of the null hypothesis of no difference between liked and disliked social trait scores are contained in Table 7. Negative mean difference scores indicate that the proportion of disliked traits was greater than that of liked traits and provide support for Hypothesis 2.

The hypothesis was supported by data from the Trait Questionnaire. Females chose 11.5 percent more social traits as determinants of dislikability than likability ($t = 4.44$, $df = 19$, $p < .001$). Males chose 10.2 percent more social traits as determinants of dislikability than likability ($t = 3.18$, $df = 19$, $p < .01$).

Mean difference scores for the weighted social traits in the free descriptions reflected a slight but nonsignificant preference for social traits as determinants of dislikability.

Analysis of the Rating Questionnaire indicated that mean difference scores were not in the predicted direction: females reported likability ratings that were 18.1 percent higher than comparable dislikability ratings ($t = 2.13$, $df = 19$, $p < .05$); males reported likability ratings that were 9.7 percent higher than comparable ratings for dislikability ($t = 2.09$, $df = 19$, $p < .05$).

TABLE 7

MEAN DIFFERENCE SCORES FOR LIKABILITY-DISLIKABILITY FOR TRAIT QUESTIONNAIRE, RATING QUESTIONNAIRE, AND FREE DESCRIPTIONS FOR MALES AND FEMALES

	Females				Males			
	N	Mean Diff. Score	SD	t^a	N	Mean Diff. Score	SD	t^a
Trait Quest.	20	-.115 ^b	0.20	4.44***	20	-.102 ^b	0.25	3.18**
Rating Quest.	20	.181 ^b	0.39	2.13*	20	.097 ^b	0.20	2.09*
Free Descr.	60	-1.31 ^c	11.17	0.52	58 ^d	-3.58 ^c	14.28	1.12

Note.--A minus score indicates that the proportion of disliked social traits was greater than that of liked social traits.

^a2-tailed t test for significance of difference between obtained and expected mean (zero)

^bProportions

^cWeighted social trait scores

^dMissing data for two male subjects

* $p < .05$

** $p < .01$

*** $p < .001$

In the free descriptions, a comparison of the mean weighted social trait scores for liked versus disliked persons indicated differences in the predicted direction. Males reported a weighted score of 33.18 for liked persons and 37.30 for disliked persons ($t = 1.97$, $df = 57$, $p < .10$). Females reported a slightly higher mean score for the disliked person (42.51) than for liked persons (41.21; $t = 0.74$, $df = 59$, $p > .10$).

Hypothesis 3

Women will show significantly more influence of social traits in their ratings of a stimulus person for likability and dislikability than will men.

Table 8 indicates some support for Hypothesis 3: Females obtained significantly higher weighted social trait scores than males for liked persons in the free descriptions ($t = 3.55$, $df = 118$, $p < .001$). They also reported significantly more social traits as determinants of likability than males: the female mean score of 6.15 (SD = 2.41) was significantly higher ($t = 5.90$, $df = 118$, $p < .001$) than the mean score of 3.72 (SD = 2.09) for males. Females also reported significantly more social traits as determinants of likability than males in the Trait Questionnaire (Liked Person) ($t = 2.81$, $df = 38$, $p < .01$).

Further, in the free descriptions of disliked persons, females not only obtained significantly higher weighted social trait scores than males ($t = 2.35$, $df = 116$, $p < .05$), but also reported significantly more social traits as determinants of dislikability than males ($t = 2.90$, $df = 116$, $p < .01$).

Two measures--mean social trait scores for disliked persons in the Trait Questionnaire and mean social trait ratings for liked persons in the Rating Questionnaire--yielded nonsignificant male-female differences that were in the predicted direction.

One exception to this trend of females to report more influence by social traits than males was found in the Rating Questionnaire for disliked persons: mean social trait dislikeability ratings were 16.15 (SD = 8.97) for females and 17.90 (SD = 5.95) for males ($t = 0.72$, $df = 38$, $p > .10$).

TABLE 8

COMPARISON OF SOCIAL TRAIT SCORES FOR MALES AND FEMALES
FROM THE FREE DESCRIPTIONS, TRAIT QUESTIONNAIRE,
AND RATING QUESTIONNAIRE

	Female			Male			<u>t</u>
	N	Mean	SD	N	Mean	SD	
Free Desc. (Liked) Weighted Scores	60	41.21	9.64	60	33.18	14.64	3.55***
Free Desc. (Liked) Numb. of Traits	60	6.15	2.41	60	3.72	2.09	5.90***
Free Desc. (Disliked) Weighted Scores	60	42.51	9.59	58 ^a	37.30	14.28	2.35*
Free Desc. (Disliked) Numb. of Traits	60	5.15	2.47	58 ^a	4.00	1.80	2.90**
Trait Quest. (Liked)	20	7.80	3.14	20	5.20	2.48	2.81**
Trait Quest. (Disliked)	20	5.50	1.85	20	4.95	1.65	1.00
Rating Quest. (Liked)	20	28.10	5.04	20	25.70	4.58	1.58
Rating Quest. (Disliked)	20	16.15	8.97	20	17.90	5.95	0.72

^aData missing for two subjects

*p < .05

**p < .01

***p < .001

Additional male-female differences

The value survey yielded a mean score for females (15.28, SD = 3.41) that was significantly higher ($t = 2.95$, $df = 118$, $p < .01$) than that for males (12.33, SD = 4.12).

In free descriptions of liked persons, the mean total number of traits reported as determinants of likability (i.e., the sum of social, personal, and ability traits) was significantly greater for females than for males: Females reported a mean total of 8.10 traits (SD = 2.96) which was significantly higher ($t = 3.25$, $df = 118$, $p < .01$) than the mean total of 6.23 traits (SD = 3.32) for males.

In free descriptions of disliked persons, the mean total of all traits reported as determinants of dislikability was greater for females (6.43, SD = 3.07) than for males (5.60, SD = 2.59); however, this difference did not reach statistical significance ($t = 1.40$, $df = 116$, $p > .10$).

Hypothesis 4

The extent to which an individual is influenced by social traits in his liking and disliking of another person is related to the importance of social values in his own value system.

The specific prediction from Hypothesis 4 was that, for both males and females, subjects scoring above the median on the value survey would report significantly higher social trait scores on the free descriptions and two questionnaires than would subjects scoring below the

median.

In the Value Survey, each subject rank ordered 12 values in order of importance as "guiding principles" in his life. The subject's score was computed from the values ranked from 1 through 6, with the score representing the weighted sum of the social values only. Subjects were classified as "high social value" subjects or "low social value" subjects on the basis of a median split (15.50 for females; 12.50 for males).

Table 7, summarizing male data, demonstrates that Hypothesis 4 was supported by two measures. In the free descriptions of disliked persons, the mean social trait scores for high social value males (40.82, SD = 13.43) was significantly higher ($t = 2.24$, $df = 56$, $p < .05$) than that for low social value males (32.47, SD = 14.35). In the Trait Questionnaire (Liked Person) the mean social trait score for high social value males (6.66, SD = 1.55) was significantly higher ($t = 4.47$, $df = 18$, $p < .001$) than that for low social value males (3.00, SD = 1.93).

In the remaining four measures--free descriptions of liked persons, Trait Questionnaire (Disliked Person), and Rating Questionnaire (Liked and Disliked Person)--results were consistently in the predicted direction but were not statistically significant.

TABLE 9

COMPARISON OF SOCIAL TRAIT SCORES FOR HIGH SOCIAL VALUE MALES VERSUS LOW SOCIAL VALUE MALES ON THE FREE DESCRIPTIONS, TRAIT QUESTIONNAIRE, AND THE RATING QUESTIONNAIRE

	High Social Value Males			Low Social Value Males			t
	N	Mean	SD	N	Mean	SD	
Free Desc. Liked	34	37.11	12.57	26	29.96	15.25	1.94
Free Desc. Disliked	34	40.82	13.43	24	32.47	14.35	2.24*
Trait Quest. Liked	12	6.66	1.55	8	3.00	1.93	4.47***
Trait Quest. Disliked	12	5.25	1.83	8	4.75	1.64	0.65
Rating Quest. Liked	12	26.67	4.41	8	24.25	3.93	1.29
Rating Quest. Disliked	12	17.92	6.90	8	17.88	3.59	0.02

***p < .001

*p < .05

Table 10, summarizing female data, demonstrates support for Hypothesis 4 by one measure: in the Rating Questionnaire (Liked Person), the mean score for high social value females (30.56, SD = 2.95) was significantly higher ($t = 2.33$, $df = 18$, $p < .05$) than that for low social value females (26.09, SD = 5.50).

In all the remaining measures except one, high social

value females reported slightly higher social trait scores than did low social value females. However, these differences did not approach statistical significance. The one exception to the tendency of high social value subjects to report higher social trait scores than low social value subjects was provided by the Rating Questionnaire (Disliked Person) for females: the mean social trait score for high social value females (12.22, SD = 10.18) was slightly lower ($t = 1.85$, $df = 18$, $p > .10$) than that for low social value females (19.36, SD = 6.23).

TABLE 10

COMPARISON OF SOCIAL TRAIT SCORES FOR HIGH SOCIAL VALUE FEMALES VERSUS LOW SOCIAL VALUE FEMALES ON THE FREE DESCRIPTIONS, TRAIT QUESTIONNAIRE, AND THE RATING QUESTIONNAIRE

	High Social Value Females			Low Social Value Females			t
	N	Mean	SD	N	Mean	SD	
Free Desc. Liked	28	43.97	7.28	32	38.80	11.51	1.69
Free Desc. Disliked	28	42.91	9.36	32	42.15	10.07	0.30
Trait Quest. Liked	9	8.55	2.22	11	7.18	3.62	0.53
Trait Quest. Disliked	9	5.88	2.02	11	5.19	1.64	0.83
Rating Quest. Liked	9	30.56	2.95	11	26.09	5.50	2.33*
Rating Quest. Disliked	9	12.22	10.18	11	19.36	6.23	1.85

* $p < .05$

Figure 3 brings together the free description data for males and females contained separately in Table 9 and Table 10. It demonstrates increasing reliance on social traits as a function of both sex and value system (i.e., scores on the Value Survey). Further, it summarizes the relationship between the three independent variables--males versus females, high versus low social values, and liked versus disliked stimulus persons--on the dependent variable--weighted social trait scores.

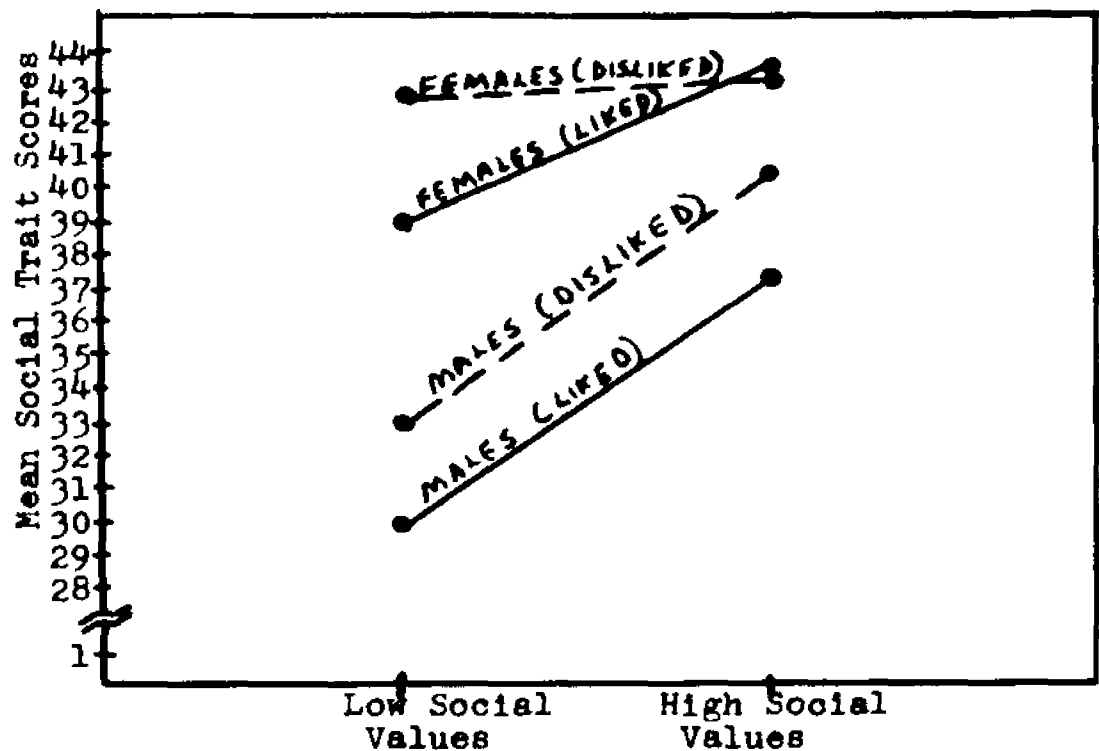


FIGURE 3

SOCIAL TRAIT SCORES FOR FREE DESCRIPTIONS AS
A FUNCTION OF SEX AND VALUE SYSTEM

A three-way analysis of variance (Appendix G, Table I) performed on the data summarized in Figure 3 indicated significant main effects for sex ($F = 13.21$, $df = 1/114$, $p < .001$), value system ($F = 5.31$, $df = 1/114$, $p < .025$), and liked versus disliked stimulus persons ($F = 4.09$, $df = 1/114$, $p < .05$). No interactions were significant.

Comparison of high and low social value males and females is further facilitated by Table 11, which contains the means of all four groups for the free descriptions and both questionnaires.

The linear trend demonstrated by Figure 3 for the free descriptions, i.e., increasing reliance on social traits as a function of both sex and value system, was also reflected in the data from the Trait Questionnaire (Liked Person): for males, the mean of 3.00 for low social value subjects was significantly lower ($p < .05$) than that of 6.66 for high social value subjects; for females, low social value subjects revealed lower mean scores than high social value subjects, but the differences were not significant. A similar trend was demonstrated by the Trait Questionnaire (Disliked Person) and the Rating Questionnaire (Liked Person), though no significant differences among any of the means were found. Further, more overlap between sex groups was noted--high social value males and low social value females had nearly the same means on both measures. The Rating Questionnaire (Disliked Person) demonstrated results contrary to the predicted direction: for

males, both high and low social value subjects had essentially the same means; for females, the high social value subjects reported a mean of 12.22, which was significantly lower ($p < .05$) than that of 19.36 for low social value subjects.

TABLE 11

MEAN SOCIAL TRAIT SCORES OF HIGH AND LOW SOCIAL VALUE MALES AND FEMALES FOR THE FREE DESCRIPTIONS, TRAIT QUESTIONNAIRE, AND RATING QUESTIONNAIRE

	Free Des. Liked	Free Des. Disl.	Trait ^a Quest. Liked	Trait ^b Quest. Disl.	Rating ^c Quest. Liked	Rating ^d Quest. Disl.
Lo males	29.96	32.47	3.00	4.75	24.25	17.88
H1 males	37.11	40.82	6.66	5.25	26.67	17.92
Lo females	38.80	42.15	7.18	5.17	26.09	19.36
H1 females	43.97	42.91	8.55	5.88	30.56	12.22

^aCritical difference required for significance: 2.42 ($p < .05$), 3.21 ($p < .01$)

^bCritical difference required for significance: 2.08 ($p < .05$), 2.77 ($p < .01$)

^cCritical difference required for significance: 6.98 ($p < .05$), 9.28 ($p < .01$)

^dCritical difference required for significance: 6.50 ($p < .05$), 8.69 ($p < .01$)

Hypothesis 5

Subjects, in a free description of a person whom they regard neutrally, will utilize a significantly greater proportion of personal and ability traits than in free descriptions of liked or disliked persons.

An analysis of variance (Appendix G, Table J), utilizing the combined proportions of personal and ability traits as the dependent variable, revealed a significant main effect for sex ($F = 12.84$, $df = 1/114$, $p < .001$) and for conditions--liked, disliked, or neutral stimulus person ($F = 19.06$, $df = 2/228$, $p < .001$). Post hoc comparisons of the mean proportions for liked, disliked, and neutral stimulus persons are summarized in Table 12 and provide support for the hypothesis.

Females reported a mean proportion for neutral persons of .372 (37.2 percent), which was significantly greater ($p < .01$) than the mean proportions of .188 (18.8 percent) for disliked persons and .221 (22.1 percent) for liked persons. Males reported a mean proportion for neutral persons of .445 (45.5 percent), which was significantly greater ($p < .01$) than the mean proportion of .282 (28.2 percent) for disliked persons. The difference between mean proportions for neutral and liked persons for males was in the predicted direction but did not reach statistical significance.

Though females reported mean proportions of nonsocial traits that were consistently lower than those for males, these differences were significant ($p < .01$) only between mean proportions for liked persons (.221 for females, .387 for males).

TABLE 12

MEAN PROPORTIONS OF NONSOCIAL TRAITS IN FREE DESCRIPTIONS
BY MALES AND FEMALES OF LIKED, DISLIKED, AND
NEUTRALLY REGARDED STIMULUS PERSONS

	Disliked Stim. Persons	Liked Stim. Persons	Neutral Stim. Persons
Males	.282	.387	.455
Females	.188	.221	.372

Note.--2-tailed t test for difference among means (Bruning & Kintz, 1968, pp. 112-114); critical difference required between any two means: .112 ($p < .05$), .148 ($p < .01$).

Hypothesis 6

The proportion of social traits to personal and ability traits chosen as determinants of likability and dislikability will vary according to the situation. The social condition will yield the greatest proportion of social traits; the task condition will yield the smallest proportion of social traits; and the control condition will yield a proportion of social traits intermediate between the two experimental conditions.

A three-way analysis of variance, fixed effects model, was performed separately on the data from the Trait Questionnaire and Rating Questionnaire for both liked and disliked persons (Appendix H, I). The dependent variable was the social trait scores for both questionnaires. Independent variables were (1) male versus female, (2) high versus low social values, and (3) control, social, or task condition.

Trait Questionnaire (Liked Person). The three-way analysis of variance for the Trait Questionnaire (Liked Person),

summarized in Appendix H, Table K, revealed significant main effects for sex ($F = 10.24$, $df = 1/108$, $p < .01$), value system ($F = 4.49$, $df = 1/108$, $p < .05$), and experimental conditions ($F = 13.72$, $df = 2/108$, $p < .001$). The interaction between sex and conditions was significant ($F = 3.75$, $df = 2/108$, $p < .05$).

Social trait mean scores for the three conditions for the Trait Questionnaire (Liked Person) are contained in Table 13. An examination of mean scores for the three conditions, within each group of subjects, reveals, as predicted, higher means for the social condition than for the task condition. For low social value males, the mean of 7.00 for the social condition was significantly greater ($p < .01$) than that of 2.20 for the task condition; for high social value males, the mean of 6.41 for the social condition was significantly higher ($p < .05$) than that of 3.30 for the task condition. For both groups of females, the results were in the predicted direction, but were not significant, as indicated in Table 13.

A comparison of the control and task conditions reveals, as predicted, higher means for the control condition; these differences were significant for all groups except low social males, whose reported mean differences were in the predicted direction, but did not reach statistical significance.

The differences between means for the social condition and control condition were in the predicted direction only

for low social value males, whose social value mean (7.00) was significantly greater ($p < .01$) than the control condition mean (3.00). For all other groups, means for the social condition were nonsignificantly lower than those for the control condition, rather than significantly higher as predicted.

Thus, the overall pattern of means predicted by Hypothesis 6 was not demonstrated by the data from the Trait Questionnaire (Liked Person). Situational determinants did produce significant differences among mean social trait scores, as predicted, with the social condition yielding higher means than the task condition. However, these differences, for three out of four groups, were not in the predicted direction to the extent that the control condition mean scores were not intermediate between those for the social and task condition, but were higher than those for the social condition.

TABLE 13

TRAIT QUESTIONNAIRE (LIKED PERSON):
 MEAN SOCIAL TRAIT SCORES FOR HIGH AND LOW SOCIAL
 VALUE MALES AND FEMALES FOR THE CONTROL, TASK,
 AND SOCIAL CONDITIONS

	Social		Control		Task	
	N	Mean	N	Mean	N	Mean
Female (hi)	8	6.38	9	8.55	11	5.18
Female (lo)	12	6.58	11	7.18	9	4.22
Male (hi)	12	6.41	12	6.66	10	3.30
Male (lo)	8	7.00	8	3.00	10	2.20

Note.--Critical difference between any 2 means re-
 quired for significance (Bruning and Kintz, 1968, pp. 112-
 114): 2.42 ($p < .05$), 3.21 ($p < .01$).

A comparison of mean social trait scores for the three conditions is facilitated by Figure 4, in which mean scores for the four groups of subjects are plotted separately. Figure 4 emphasizes the extent to which the control condition rather than the social condition as predicted, yielded the highest mean social trait scores. It further emphasizes the greater spread of means in the control and task condition than in the social condition.

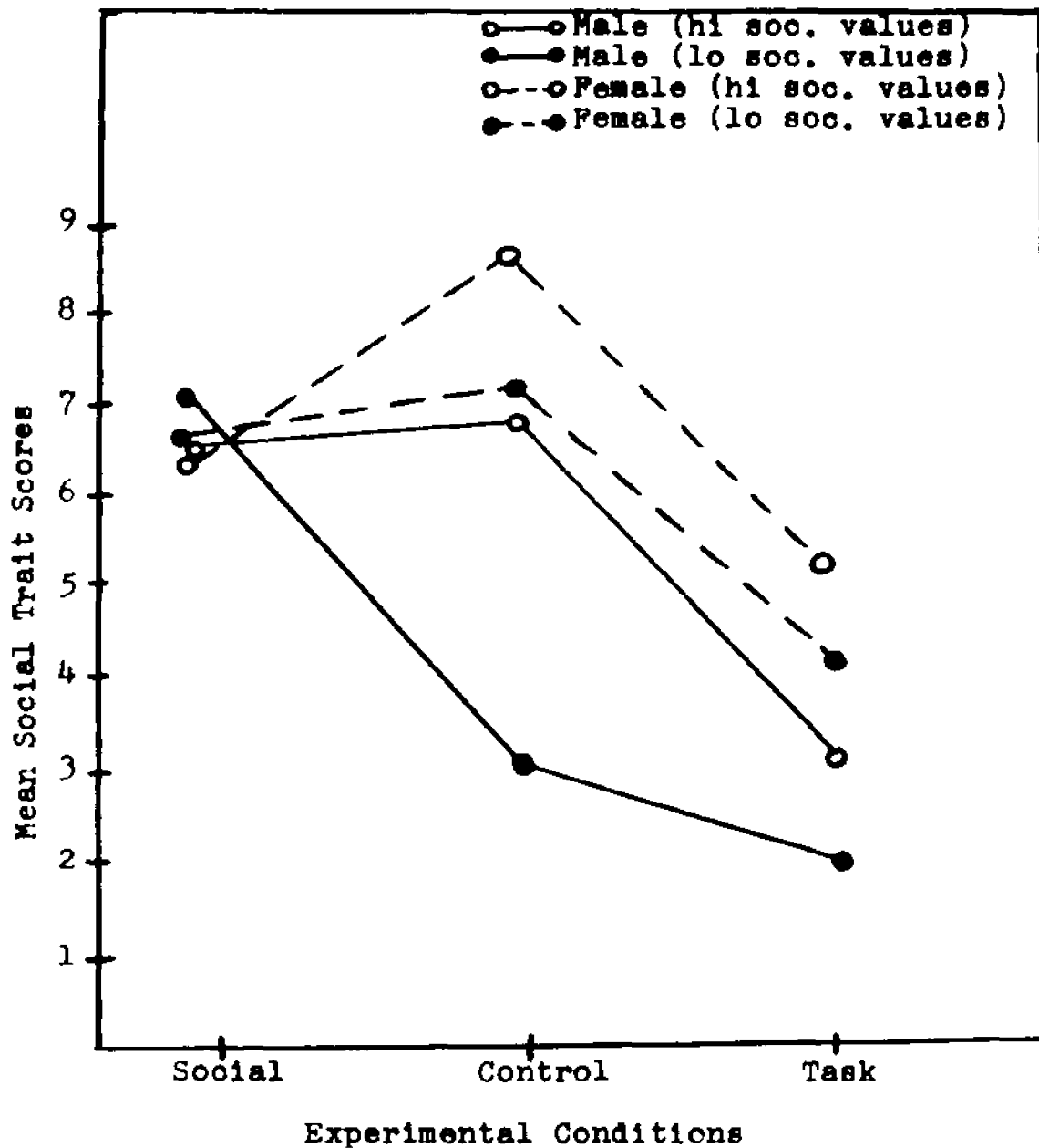


FIGURE 4

TRAIT QUESTIONNAIRE (LIKED PERSON):
 MEAN NUMBER OF SOCIAL TRAITS PERCEIVED AS DETERMINANTS
 OF LIKABILITY AS A FUNCTION OF SEX, EXPERIMENTAL
 CONDITIONS, AND VALUE SYSTEM

Trait Questionnaire (Disliked Person). A three-way analysis of variance (Appendix H, Table L) indicated significant main effects for sex ($F = 3.54$, $df = 1/108$, $p < .05$) and experimental conditions ($F = 9.18$, $df = 2/108$, $p < .001$). The main effect for value system and all interactions were nonsignificant.

Social trait mean scores for the three conditions for the Trait Questionnaire (Disliked Person) are contained in Table 14. An examination of the group means reveals, for all groups except high social value males, the trend predicted by Hypothesis 6: the highest mean scores were for the social condition, with slightly lower scores for the control condition and lowest scores for the task condition. Two of these differences reached statistical significance: (1) for high social value females, the mean of 6.00 for the social condition was significantly greater ($p < .05$) than that of 3.90 for the task condition; and (2) for low social value males, the mean of 5.00 for the social condition was significantly greater ($p < .05$) than that of 2.80 for the task condition. For the low social value females and high social value males the differences between means for the social and task conditions were in the predicted direction but were not significant.

A comparison between groups within each experimental condition revealed no significant differences among the means.

TABLE 14

TRAIT QUESTIONNAIRE (DISLIKED PERSON):
 MEAN SOCIAL TRAIT SCORES FOR HIGH AND LOW SOCIAL
 VALUE MALES AND FEMALES FOR THE CONTROL, TASK,
 AND SOCIAL CONDITIONS

	Social		Control		Task	
	N	Mean	N	Mean	N	Mean
Female (hi)	8	6.00	9	5.88	8	3.90
Female (lo)	12	5.80	11	5.18	12	4.00
Male (hi)	12	5.16	12	5.25	12	3.10
Male (lo)	8	5.00	8	4.75	8	2.80

Note.--Critical difference between any 2 means required for significance (Bruning and Kintz, 1968, pp. 112-114): 2.08 ($p < .05$), 2.77 ($p < .01$).

Responses of the four groups of subjects to the three experimental conditions are plotted in Figure 5, which emphasizes the extent to which the data from the Trait Questionnaire (Disliked Person) fall into the pattern predicted by Hypothesis 6.

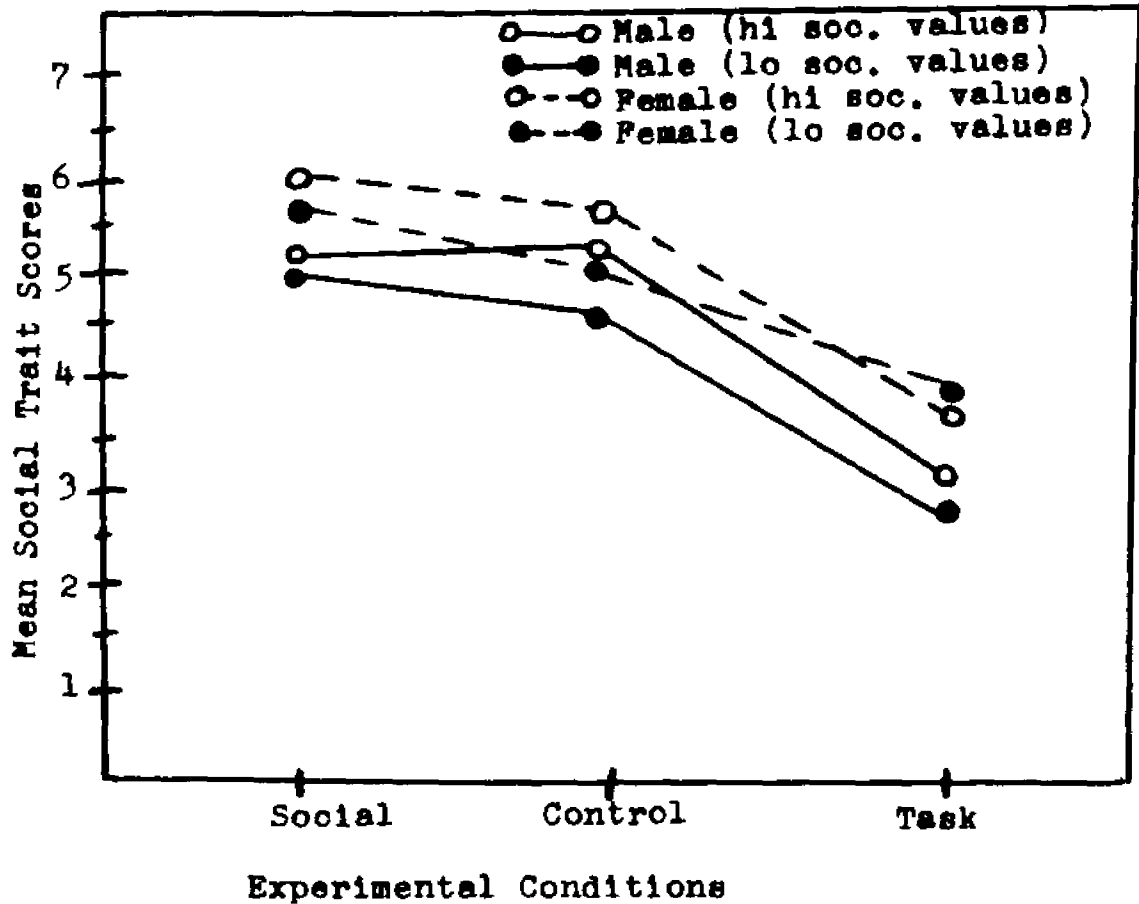


FIGURE 5

TRAIT QUESTIONNAIRE (DISLIKED PERSON):
 MEAN NUMBER OF SOCIAL TRAITS PERCEIVED AS DETERMINANTS
 OF DISLIKABILITY AS A FUNCTION OF SEX, EXPERIMENTAL
 CONDITIONS, AND VALUE SYSTEM

Rating Questionnaire (Liked Person). A three-way analysis of variance (Appendix I, Table M) of data from the Rating Questionnaire (Liked Person) revealed significant main effects for sex ($F = 4.54$, $df = 1/108$, $p < .05$) and experimental conditions ($F = 4.32$, $df = 2/108$, $p < .025$). The main effect for value system and all interactions were nonsignificant.

Table 15 summarizes mean social trait scores for all four groups for the three experimental conditions. No consistent patterns of mean scores could be discerned, and only the low social value females reported mean scores in the direction of the overall pattern predicted by the hypothesis. In a direct comparison between the social and task conditions, mean scores for three out of four groups were in the predicted direction. However, these differences reached significance only for the low social value females, whose mean social score of 28.82 for the social condition was significantly greater ($p < .05$) than that of 21.33 for the task condition.

A between-group comparison revealed a significant difference between only two groups: in the task condition, low social value males reported a mean score of 16.30 that was significantly lower ($p < .01$) than that of 25.64 for high social value females.

TABLE 15

RATING QUESTIONNAIRE (LIKED PERSON):
 MEAN SOCIAL TRAIT SCORES FOR HIGH AND LOW SOCIAL
 VALUE MALES AND FEMALES FOR THE CONTROL, TASK,
 AND SOCIAL CONDITIONS

	Social		Control		Task	
	N	Mean	N	Mean	N	Mean
Female (hi)	8	24.50	9	30.55	8	25.64
Female (lo)	12	28.83	11	26.09	12	21.33
Male (hi)	12	24.25	12	26.67	12	24.10
Male (lo)	8	23.13	8	24.25	8	16.30

Note.--Critical difference between any 2 means required for significance (Bruning and Kintz, 1968, pp. 112-114): 6.98 ($p < .05$), 9.28 ($p < .01$).

Figure 6 contains the plotted scores for all four groups as a function of the experimental conditions, and emphasizes the lack of support of the Rating Questionnaire (Liked Person) for Hypothesis 6.

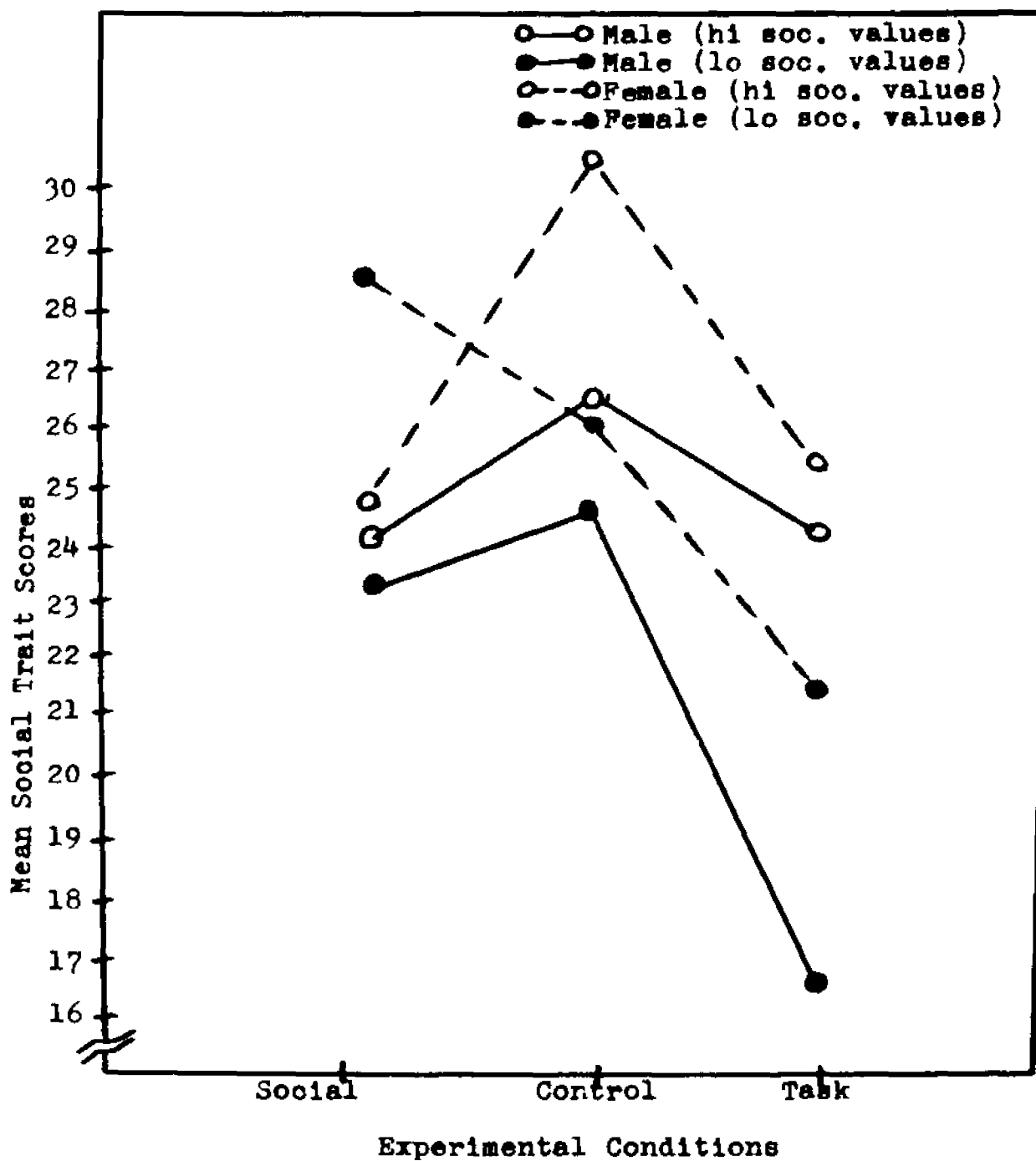


FIGURE 6

RATING QUESTIONNAIRE (LIKED PERSON):
 MEAN NUMBER OF SOCIAL TRAITS PERCEIVED AS DETERMINANTS
 OF LIKABILITY AS A FUNCTION OF SEX, EXPERIMENTAL
 CONDITIONS, AND VALUE SYSTEM

Rating Questionnaire (Disliked Person). A three-way analysis of variance of the data from the Rating Questionnaire (Disliked Person), summarized in Appendix I, Table N, revealed no significant effects or interactions among the three independent variables.

Social trait mean scores for the three conditions are contained in Table 16. An examination of Table 16 demonstrates lack of support for the trend predicted by Hypothesis 6: the mean scores for the control condition were not intermediate between those for the social and task condition, as predicted. Further, for two groups--high and low social value males--mean social trait scores for the task condition were slightly higher than those for the social condition, rather than being significantly lower, as predicted. Only one difference between means reached statistical significance: the mean for high social value females, social condition, (20.75) was significantly higher ($p < .05$) than that for the control condition (12.22).

TABLE 16

RATING QUESTIONNAIRE (DISLIKED PERSON):
 MEAN SOCIAL TRAIT SCORES FOR HIGH AND LOW SOCIAL VALUE
 MALES AND FEMALES FOR THE CONTROL, TASK, AND
 SOCIAL CONDITIONS

	Social		Control		Task	
	N	Mean	N	Mean	N	Mean
Female (hi)	8	20.75	9	12.22	11	20.18
Female (lo)	12	19.75	11	19.36	9	18.33
Male (hi)	12	19.17	12	17.92	10	17.60
Male (lo)	8	17.75	8	17.88	10	19.90

Note.--Critical difference between any 2 means required for significance (Bruning and Kintz, 1968, pp. 112-114): 6.50 ($p < .05$), 8.69 ($p < .01$).

Figure 7 summarizes responses of the four groups of subjects to the three experimental conditions, and emphasizes the extent to which the trends predicted by Hypothesis 6 were not supported by data from the Rating Questionnaire (Disliked Person).

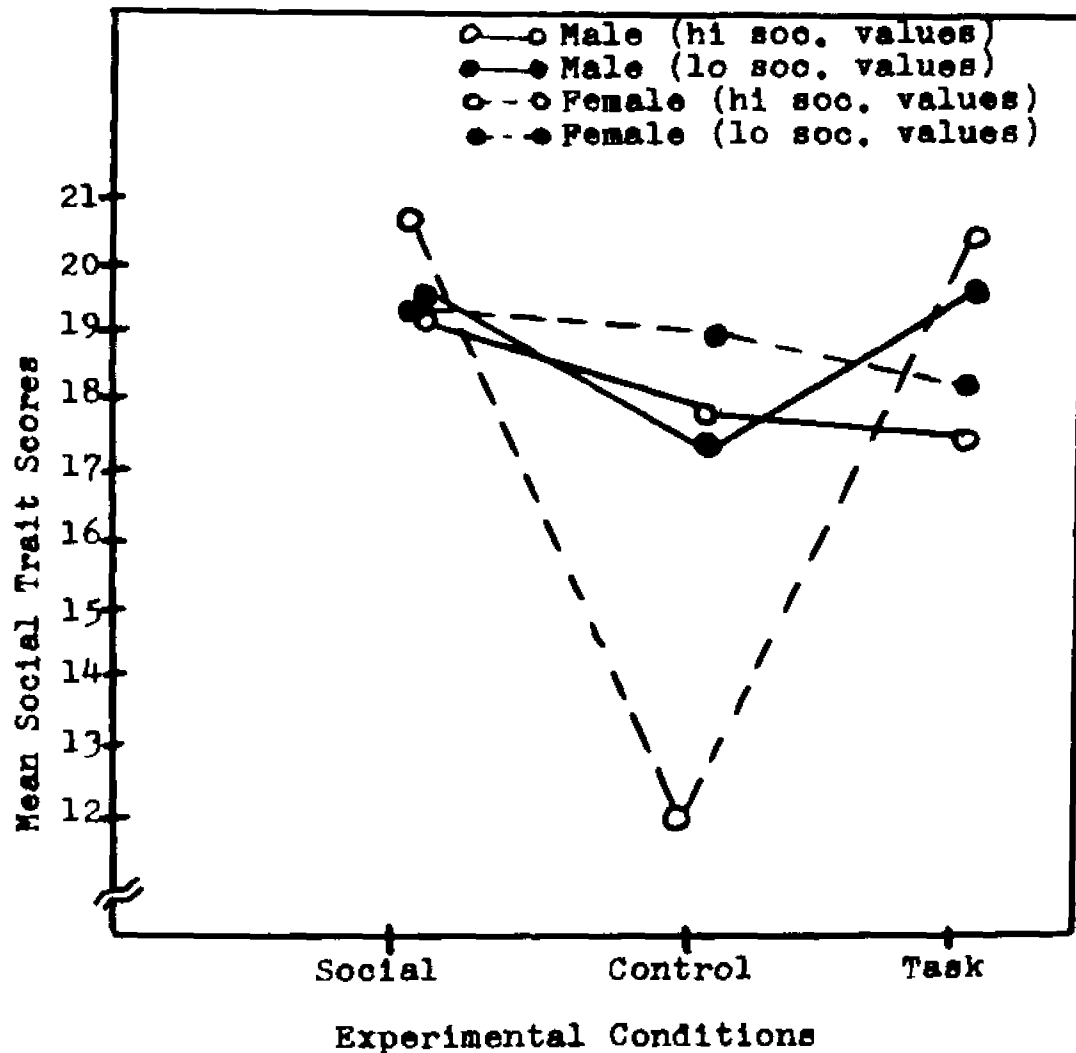


FIGURE 7

RATING QUESTIONNAIRE (DISLIKED PERSON):
 MEAN NUMBER OF SOCIAL TRAITS PERCEIVED AS DETERMINANTS
 OF DISLIKABILITY AS A FUNCTION OF SEX, EXPERIMENTAL
 CONDITIONS, AND VALUE SYSTEM

Hypothesis 7

Subjects with high social desirability scores will be more influenced by social traits as determinants of likability and dislikability of a stimulus person than will subjects with low social desirability scores.

The specific prediction stemming from Hypothesis 7 was that subjects scoring above the median on the shortened version of the Marlowe-Crowne Social Desirability Scale would obtain significantly greater social trait scores in the free descriptions, Trait Questionnaire, and Rating Questionnaire than would subjects scoring below the median.

Table 17 and Table 18 contain the mean social trait scores on the three measures for males and females respectively. An examination of the two tables reveals that the hypothesis was not supported by the data from the three measures. Only one significant difference between means was found, and it was not in the predicted direction (Table 17).

TABLE 17

COMPARISON OF MEAN SOCIAL TRAIT SCORES FOR MALES
WITH HIGH AND LOW SOCIAL DESIRABILITY SCORES
ON THE FREE DESCRIPTIONS, TRAIT QUES-
TIONNAIRE, AND RATING QUESTIONNAIRE

	High SD ^a Males			Low SD ^a Males			<u>t</u>
	N	Mean	SD	N	Mean	SD	
Free Descr. Liked	35	31.67	16.16	25	32.87	14.00	0.30
Free Descr. Disl.	33	36.10	15.47	25	38.33	13.05	0.59
Trait Quest. Liked	10	5.10	2.70	10	5.30	2.24	0.18
Trait Quest. Disl.	10	4.60	1.43	10	5.50	1.96	1.18
Rating Quest. Liked	10	24.00	4.24	10	27.40	3.83	1.88
Rating Quest. Disl.	10	14.40	6.02	10	21.40	2.56	3.38**

^aShortened version of Marlowe-Crowne Social Desirability Scale (Goldfried, 1964).

**p .01

TABLE 18

COMPARISON OF MEAN SOCIAL TRAIT SCORES FOR FEMALES
WITH HIGH AND LOW SOCIAL DESIRABILITY SCORES
ON THE FREE DESCRIPTIONS, TRAIT QUES-
TIONNAIRE, AND RATING QUESTIONNAIRE

	High SD ^a Females			Low SD ^a Females			<u>t</u>
	N	Mean	SD	N	Mean	SD	
Free Descr. Liked	36	41.15	10.52	24	41.60	8.26	0.18
Free Descr. Disl.	36	42.67	10.30	24	42.38	9.10	0.11
Trait Quest. Liked	9	7.00	4.00	11	8.40	2.60	0.90
Trait Quest. Disl.	9	5.70	1.57	11	5.30	2.05	0.50
Rating Quest. Liked	9	26.90	7.04	11	29.00	2.98	0.83
Rating Quest. Disl.	9	14.90	10.48	11	17.20	2.82	0.64

^aShortened version of Marlowe-Crowne Social Desirability Scale (Goldfried, 1964).

Hypothesis 8

First borns will be more influenced by social traits as determinants of likability and dislikability of a stimulus person than will later borns.

The specific prediction was that first borns would obtain significantly greater social trait scores in the free descriptions, Trait Questionnaire, and Rating Questionnaire.

The male and female data contained in Table 19 and Table 20 respectively reveal no support for the hypothesis.

TABLE 19

COMPARISON OF MEAN SOCIAL TRAIT SCORES FOR FIRST BORN AND LATER BORN MALES ON THE FREE DESCRIPTIONS, TRAIT QUESTIONNAIRE, AND RATING QUESTIONNAIRE

	First Born Males			Later Born Males			t
	N	Mean	SD	N	Mean	SD	
Free Descr. Liked	21	33.29	14.33	39	33.13	14.62	0.12
Free Descr. Disl.	21	32.59	16.91	37	40.08	11.52	1.83
Trait Quest. Liked	2	3.50	2.50	18	5.41	2.47	1.02
Trait Quest. Disl.	2	2.50	0.50	18	5.41	1.64	5.59***
Rating Quest. Liked	2	26.00	2.00	18	25.71	4.70	0.16
Rating Quest. Disl.	2	20.00	1.00	18	17.53	6.21	1.48

***p < .001

TABLE 20

COMPARISON OF MEAN SOCIAL TRAIT SCORES FOR FIRST
BORN AND LATER BORN FEMALES ON THE FREE
DESCRIPTIONS, TRAIT QUESTIONNAIRE
AND RATING QUESTIONNAIRE

	First Born Females			Later Born Females			<u>t</u>
	N	Mean	SD	N	Mean	SD	
Free Descr. Liked	27	41.08	8.04	33	41.70	10.10	0.26
Free Descr. Disl.	27	41.66	8.50	33	43.21	10.35	0.64
Trait Quest. Liked	11	8.82	1.80	9	6.56	3.89	1.61
Trait Quest. Disl.	11	5.09	2.07	9	6.00	1.41	1.17
Rating Quest. Liked	11	28.45	3.17	9	27.66	6.63	0.32
Rating Quest. Disl.	11	16.36	9.43	9	15.88	8.39	0.12

Summary of results

Five of the eight hypotheses received support from the data of this study. A summary of all hypotheses and the support they received is presented below.

Hypothesis 1a. Hypothesis 1a predicted that liking of a stimulus person would be more influenced by social traits than by personal and ability traits. This hypothesis was supported by the free description data for both males and females and the Trait Questionnaire data (Liked Person) for females. It was not supported by the Rating Questionnaire

data (Liked Person).

Hypothesis 1b. Hypothesis 1b predicted that dislike of a stimulus person would be more influenced by social traits than by personal and ability traits. The hypothesis was supported by the data from all three measures for both males and females.

Hypothesis 2. Hypothesis 2 predicted that social traits would be more important in determining dislikability than in determining likability. The hypothesis was supported by the Trait Questionnaire data for both males and females and not supported by the Rating Questionnaire data. The free descriptions yielded data that were in the predicted direction for both males and females.

Hypothesis 3. Hypothesis 3 predicted that women would report more reliance on social traits as determinants of likability and dislikability than men. The hypothesis was supported by results from the free descriptions and the Trait Questionnaire. The Rating Questionnaire failed to provide data in support of the hypothesis.

Hypothesis 4. Hypothesis 4 predicted that preference for social traits as determinants of likability and dislikability would be related to the importance of social values in the individual's value system. For males, two of the six measures provided results in support of the hypothesis, and the remaining four measures yielded results that were in the predicted direction, though not statistically significant.

For females, one measure yielded statistical support for the hypothesis. Of the remaining five measures, only the Rating Questionnaire (Disliked Person) failed to provide results that were in the predicted direction. Support for this hypothesis was also provided by a three-way analysis of variance of the free descriptions, which indicated a significant main effect of the value system for the subjects within each sex group.

Hypothesis 5. Hypothesis 5 predicted that, in the free descriptions, neutral stimulus persons would be described by significantly more nonsocial traits than liked or disliked stimulus persons. The hypothesis was supported for both males and females.

Hypothesis 6. Hypothesis 6 predicted that the social condition would yield the greatest proportion of social traits as determinants of likability and dislikability, that the task condition would yield the smallest proportion, and that the control condition would yield a proportion of social traits intermediate between the task and social condition. The hypothesis was not supported to the extent that the three conditions did not yield the overall pattern predicted. In the Trait Questionnaire (Liked Person), for high and low social value females and high social value males, the control condition produced the highest mean social trait scores, rather than the social condition. A direct comparison of the two experimental conditions revealed that the social condition mean scores

were significantly higher than those for the task condition for males, and were in the same direction, but nonsignificant, for females.

The Trait Questionnaire (Disliked Person) provided results in the predicted direction, though the findings generally did not reach statistical significance. In a direct comparison of the two experimental conditions, the social condition yielded significantly higher mean social trait scores for high social value females and low social value males.

The Rating Questionnaire provided no support for the hypothesis.

Hypothesis 7. Hypothesis 7 predicted that subjects with high social desirability scores would reveal significantly greater preference for social traits as determinants of likability and dislikability than would subjects with low social desirability scores. The hypothesis was not supported.

Hypothesis 8. Hypothesis 8 predicted that first borns would indicate significantly greater reliance on social traits as determinants of likability and dislikability than would later borns. The hypothesis was not supported.

DISCUSSION

Social traits and likability

The general hypothesis of this study--that likability and dislikability of a stimulus person would be more influenced by social traits than by personal and ability traits--received support from the measures used, involving both real and hypothetical stimulus persons.

In the free descriptions of liked persons, the fact that, for females, the mean social trait score (representing 82 percent of the total traits) was significantly greater than that for nonsocial traits provided strong support for the general hypothesis. Males, who revealed significantly less reliance on social traits than females, still showed significantly greater preference for social traits than nonsocial traits, with the mean social trait score representing 66 percent of the total traits reported as determinants of likability.

In terms of hypothetical persons, the Trait Questionnaire (Liked Person) demonstrated that females, when forced to choose among personal traits, ability traits, and social traits as determinants of likability, tended to rely on social traits. Males, on the other hand, appeared to consider personal and ability traits as important as social traits in determining likability of a hypothetical person.

The fact that the Rating Questionnaire (Liked Person)

did not provide support for the hypothesis regarding liked persons may have been due partly to the way in which the questionnaire was constructed. Each item contained three traits descriptive of a hypothetical person. The three traits were either all social, all personal, or all ability, and the mean likability values of each group of three traits were approximately equal. Thus the subject, when being instructed to circle on a 9-point rating scale how much he liked the hypothetical person described, was being presented with groups of three traits, all of which were equally likable according to Anderson's empirical values. One would therefore predict that few differences would be expected among the mean summated ratings for the three trait categories if likability values alone could account for the ratings. A significant difference among the means thus depended on the subjects' consistently assigning greater likability ratings to social trait items than to personal and ability trait items--a task that may have been difficult, since the subjects were being given adjective lists that were all initially equally likable. Further, they were not asked to make a forced choice among the three trait categories, as in the Trait Questionnaire.

In a comparison of the three measures used to test Hypothesis 1a, the free descriptions provided the strongest support, with social traits being more influential for both males and females in determining likability than nonsocial traits. The Trait Questionnaire, though not permitting the

spontaneous responses provided by the free descriptions, did demonstrate that, for females, social traits, compared with personal and ability traits in the same list, may have more effect on likability of a stimulus person.

These findings suggest that not only the likability value of individual traits, which was controlled in this study, but also the type of trait must be taken into account in order to predict the final evaluation of a stimulus person, especially if the subjects are female.

Theoretically, the difference between likability and dislikability is important to note: though Anderson's (1968) likability ratings represented a scale with two extremes of likability, the bimodality of the frequency distribution of likability ratings from his study suggests that these ratings were bipolar. Thus a low likability rating on Anderson's list should perhaps be interpreted as representing active dislike rather than simply the absence of liking. This distinction would appear to be an important one, since a feeling or active response, such as dislike, would be considerably more motivating than a more passive response, such as absence of liking. The investigation of the determinants of dislike may have implications for the study of aggressive behavior, a topic of considerable concern to psychologists today. Such behavior may often be closely related to disliked of the target person, but would appear to have little relationship to the mere absence of liking.

In this study, the relationship between likability and dislikability was of particular interest, with social traits playing a more important role in determining dislikability than likability for both males and females. The specific measures used in this study revealed that, for real persons, males and females reported a slight but nonsignificant tendency to dislike real persons more for negative social traits than to like real persons for positive social traits. Interestingly, in the Lott, Lott, Reed, and Crow (1970) study (page 19), the proportion of social traits assigned to a real disliked person was 85 percent, a figure which is identical with that for females in this study for the free descriptions of a disliked person.

For hypothetical persons, the Trait Questionnaire revealed that both males and females chose significantly more social traits as determinants of dislikability than personal and ability traits, though only females chose more social traits than personal and ability traits as determinants of likability. Apparently, males did not consider positive social traits more important than positive personal and ability traits as determinants of likability, but did consider negative social traits more important than negative personal and ability traits as determinants of dislikability.

A similar trend was demonstrated by data from the Rating Questionnaire: males and females did not consistently like a hypothetical person better who was described in all positive

social trait terms (e.g., appreciative, forgiving, helpful) than they liked a hypothetical person described in equally likable personal trait terms (e.g., self-disciplined, happy, level-headed) or ability trait terms (e.g., brilliant, clever, smart). However, a hypothetical person described in all negative social trait terms (e.g., sarcastic, obstinate, argumentative) was disliked significantly more than a hypothetical person described in equally dislikable personal trait terms (e.g., sad, clumsy, down-hearted) or ability trait terms (e.g., unskilled, mediocre, unimaginative). Since all traits used in the questionnaire were controlled for likability values from Anderson's (1968) list, the obtained preferences can be explained primarily on the basis of trait categories and not by differences in the likability values of individual traits.

Perhaps the most helpful explanation for these findings is that offered by Jones and Davis (1965) in their concept of "hedonic relevance". These authors suggest that one likes or dislikes another person to the extent that the person's behavior or characteristics affect the well-being of the perceiver. Positive social traits, while often being pleasant to the perceiver, may or may not always affect his well-being. On the other hand, negative social traits often represent behavior that is not only unpleasant but may be perceived as a threat to the perceiver's well-being. That negative social traits affect evaluative impressions more than positive social traits in the questionnaires is a finding, then,

that is consistent not only with the concept of hedonic relevance, but also with the Miller and Bieri (1965) "vigilance hypothesis" and Weinstein and Crowder's (1968) suggestion that the costs to an individual for being wrong about the attribution of negative social traits to the other person will generally be less than the costs for mistakenly attributing more positive social traits.

The view that social traits, because of their more immediate consequences to the observer than nonsocial traits, may often be more hedonically relevant in many situations is also supported by the extent to which males and females tended to use nonsocial traits in describing neutral persons. The following reasoning would seem plausible: if persons are liked or disliked to the extent that their behavior or characteristics are hedonically relevant to the perceiver, and if social traits tend to be more hedonically relevant (at least in many situations) than nonsocial traits, then neutral persons--neither liked nor disliked--may be perceived as having more traits that are not hedonically relevant to the perceiver, i.e., nonsocial traits. The finding that a significantly greater proportion of nonsocial traits than social traits was used in describing neutral persons, when compared to liked and disliked persons, is congruent with this interpretation. This finding is also in agreement with the analysis of the number of traits assigned to real stimulus persons in the study by Lott, Lott, Reed, and Crow (1970), as discussed on page 19.

In summary, these findings strongly suggest that pleasant or positively evaluated social traits may affect the extent to which another person is liked by a perceiver of the same sex. In addition, unpleasant or negatively evaluated social traits appear to have an even greater probability of affecting the extent to which he is disliked by a perceiver of the same sex.

Male-female differences

The consistent finding that females showed significantly more reliance on social traits as determinants of likability and dislikability than males is congruent with past research, which in general has demonstrated greater social orientation in females than in males.

The implications of this finding for research dealing with personality impression formation and likability ratings seem obvious, since females may be more affected than males by social traits which may appear in a list of traits descriptive of a stimulus person. Further, if negatively evaluated social traits appear in a list, then the possibility exists that they may exert more influence on both males and females than equally negative personal and ability traits. Such possibilities remain to be investigated in further research in impression formation, and suggest the necessity of controlling not only for likability values of individual traits, but for trait categories and sex of the subjects as well.

Values

The individual difference measure used in this study was the extent to which each subject considered social values (affection, dependability, helpfulness, honesty, politeness, and sympathy) more important as "guiding principles in his life" than nonsocial values (cleanliness, competence, imagination, intelligence, rationality, and self-control). The findings suggest that both males and females were strongly influenced by social traits as determinants of likability and dislikability to the extent to which the above values were important to them: within each sex group, the high social value subjects generally were more influenced by social traits as determinants of likability and dislikability than low social value subjects. Though these differences did not always reach statistical significance, they were consistently in the same direction for all subjects.

The conclusion suggested by these findings is that values, as modified by sex, are crucial variables in predicting the extent to which social traits influence likability and dislikability of a stimulus person of the same sex: females in general may report greater reliance on social traits than males, but, within each group, those subjects who espouse primarily social values will be more influenced by social traits in their evaluative impressions of a stimulus person of their own sex than those subjects who espouse primarily nonsocial values.

Social desirability

The fact that the Marlowe-Crowne Social Desirability Scale was drastically shortened (because of time pressure) from the original 33 items to 6 items may have reduced the extent to which the scale can be accepted as a valid and reliable measure. The finding that no relationships were found between scores on this measure and other measures used in this study must be considered a tentative one. Further research would be required to determine the extent to which the shortened version correlates with the original.

Birth order

No consistent differences between first borns and later borns were noted in this study. The emerging conclusion is that if male and female first borns are more affiliative in general than later borns, this tendency is not reflected in greater preference for social traits as determinants of likability and dislikability of a stimulus person.

Experimental conditions

The experimental conditions were introduced as a heuristic device to determine whether situational variables would significantly affect the types of traits perceived as important in determining the evaluation of a stimulus person. This view was supported: the social condition yielded a consistently greater preference for social traits than the task condition in the Trait Questionnaire (Liked Person), as predicted. These differences were significant for males

and in the predicted direction but not significant for females.

The social condition yielded mean social trait scores that were equally high for the majority of subjects; sex and value systems had little effect. The task condition yielded mean social trait scores that reflected a strong effect of both the subjects' sex and value systems. One possible interpretation of these results is that the social condition (double date situation) aroused primarily social motives in most subjects and represented a ceiling effect which washed out the influence of sex and value system. On the other hand, subjects had more diverse reactions to the task condition (quiz show situation); because of the emphasis on money and task-oriented activity, the quiz show may have appealed more to males than females, with the result that males responded to its task aspects while females responded more to its potential social aspects.

One difficulty involved in the presentation of specific situations is that the experimenter cannot control how these situations will be perceived by the subjects. The experimenter must design situations with strong demands if relatively uniform perceptions of the situations among all subjects are desired. Even if this could be accomplished, however, the motivational implications of the situations for all subjects would appear to be impossible to predict or control. In spite of these difficulties, the data from

the study suggest that the demand characteristics of the two situations were strong enough to produce consistent differences in the types of traits perceived as important determinants of likability and dislikability in the two experimental conditions.

Differences in the effect of sex and value system on responses to the two experimental conditions may have been due also to the fact that the situations differed in a number of ways beyond their respective social or task orientation. The task conditions (quiz show), compared to the social condition, was generally more specific in that a goal--to win \$10,000--was stated, the type of activity involved was more specific and predictable, and the subjects were to imagine that they would be observed by an audience. In contrast, the social condition (double date) involved no specific goal or activity, and the people concerned were only the two couples. Ideally, two parallel situations differing only in the type of goal for the subjects would have provided a more effective means of testing the hypothesis; unfortunately, this investigator did not succeed in devising situations that met the requirements of being parallel and also having some relationship to real life. It remains to be seen whether experimental conditions with these stringent requirements can be designed.

Perhaps the most unexpected finding was that, in the Trait Questionnaire (Liked Person), the mean social trait

scores for the control condition (no specific situation) were generally higher than those for the social condition. This finding, not in the direction predicted by Hypothesis 6, demonstrated that subjects, when asked to reveal determinants of likability in general, reported slightly more reliance on social traits than in response to a situation specifically emphasizing social aspects.

One possible explanation for this finding is that in the control condition, subjects tended to generalize from their experiences in reporting determinants of likability and concluded that social traits, in most situations, were more important in determining likability than personal and ability traits. On the other hand, the social condition represented only one situation, with the result that situation-specific motives and interpretations may have provided enough individual variability to slightly lower the overall social trait mean scores.

Another possibility, since the means for the control condition were only slightly and nonsignificantly higher than those for the social condition, is that the means for both conditions were asymptotic; there was no strong rationale provided to explain why the means of the control condition should necessarily be intermediate between the two experimental conditions, though it seemed reasonable that responses to a nonspecific situation might have reflected a compromise between social and nonsocial traits.

The presence of sex and value type differences in the control condition may reflect the fact that no interaction situation was specified in the instructions, with the result that subjects supplied their own situations. In the control condition, subjects' sex and value system may have strongly influenced the type of situation they happened to think of, with high social value subjects thinking of situations that were considerably more social than low social value subjects. Likewise, females may have tended to think of situations that were considerably more social than males. Thus, differences in the type of situations imagined may have accounted for the sex and value system differences in the control condition.

The finding from the control condition that trait categories, sex, and value system had a measurable effect on likability would appear to be especially relevant to past research in interpersonal attraction (especially research dealing with the linear combination models, e.g., Anderson, 1962, 1965; Fishbein and Hunter, 1964), which, similar to the control condition, has often not utilized specific situations. Further, the fact that the control condition provided the greatest preferences for social traits for the majority of subjects provides even stronger support for the general hypothesis of this study.

In the Trait Questionnaire (Disliked Person), the social condition yielded the highest proportion of social traits

for the majority of subjects, as predicted. However, relatively few significant differences were noted among the social trait mean scores across the three conditions. Compared with the data from Part One of the Trait Questionnaire (Liked Person), the data from Part Two (Disliked Person) demonstrated a stronger influence of negative social traits in all conditions. This trend may reflect the possibility that negative social traits are generally considered so aversive that they tend to override situational determinants more than positive social traits.

In summary, perhaps the most significant result of the experimental manipulations was that the majority of subjects chose different types of traits as determinants of likability and dislikability according to the situation: when reporting determinants of likability in general, as well as in a hypothetical social situation, males and females chose more social traits than subjects who were given a hypothetical situation involving a task orientation. The task condition included the statement of a specific goal (money). This suggests that since the attainment of this goal was more dependent upon the hypothetical quiz show partner's personal and ability traits than upon his social traits, he was perceived to be liked and disliked more for nonsocial, rather than social, traits. This finding is consistent with the view that subjects like and dislike another person to the extent that the other person's behavior or characteristics are hedonically relevant (i.e.,

affect his well-being), or, more specifically, affect the attainment of his goals. When his goals change, because of changes in the situation, his criteria for judging like and dislike of another person may change as well. A generalization, with many possibilities for further research, emerges: we like others to the extent that they further attainment of our goals; we dislike others to the extent that they prevent us from attaining our goals or are instrumental in bringing about something we do not want (attain negative goals).

Suggestions for further research

1. Throughout this study, all subjects rated same sex stimulus persons. However, if an individual likes another person to the extent that this person satisfies the individual's goals, as suggested by the concept of hedonic relevance, then the only difference in determinants of likability (and dislikability) between persons of opposite and same sex is that the perceiver's goals may be different for each. For example, the possibility exists that social traits may be more important for determining whether males like or dislike females than for determining whether males like or dislike other males.

Thus a study might be done in which same and opposite sex stimulus persons are presented to the subjects for evaluation.

2. All traits contained in the questionnaires were univalent, i.e., either all likable or all dislikable. The

next step would be to determine the extent to which lists containing both likable and dislikable traits as well as different trait categories would affect evaluative ratings. The general design of the study could be similar to that used by Asch (1946) or Anderson (1965), with the addition that both trait categories and likability values of the individual traits be systematically manipulated by the experimenter.

3. The possibility exists that the strong preference for social traits as determinants of likability and dislikability was a reflection of the sample of students included in this study. All subjects were enrolled in courses in introductory psychology, social psychology, and personal adjustment--social science courses which may have attracted students who were more socially oriented than the majority of college students. Thus the extent to which the findings of this study can be generalized to college students in general would depend in part on results obtained from subjects enrolled in courses reflecting a nonsocial orientation, such as engineering, mathematics, or science. The generality of these findings would be further enhanced by replicating this study with other samples--black students, various age groups, non-college populations, and so on.

4. It was suggested that social traits are perceived as more important than nonsocial traits in determining likability and dislikability because they are often more hedonically

relevant to the perceiver. The general view of this study, however, was that, in the final analysis, hedonic relevance alone would determine likability and dislikability of a stimulus person. This notion suggests a study in which the variables of socially agreeable behavior and hedonically relevant behavior would be manipulated independently in a 2 X 2 design utilizing real life situations: subjects could be placed in a situation in which the stimulus person (confederate) displayed behavior which was (1) socially agreeable and positively hedonically relevant to the perceiver; (2) socially neutral and hedonically neutral to the perceiver; (3) socially neutral and positively hedonically relevant to the perceiver, and (4) socially agreeable and hedonically neutral to the perceiver. Further, the variable of hedonic relevance could be manipulated in order to study the effects of behavior which was either positive or negative in hedonic relevance versus behavior which was hedonically neutral, i.e., would have no effect on the goal attainment of the perceiver.

SUMMARY

The present study was designed to test the general hypothesis that likability and dislikability of a stimulus person are more influenced by social traits than by personal and ability traits. It was further hypothesized that: (1) social traits would be more important in determining dislikability than likability, (2) that women would show significantly more influence by social traits than men when evaluating another person, (3) that significantly more nonsocial traits would be utilized in descriptions of a neutrally regarded real stimulus person than in descriptions of liked and disliked real stimulus persons, (4) that the extent to which an individual is influenced by social traits as determinants of likability and dislikability would be significantly affected by the importance he places on social values in his own value system, and (5) that situational variables would significantly affect the kinds of traits that would influence likability and dislikability.

Subjects were 60 male and 60 female undergraduates enrolled in psychology courses at Nassau Community College, Garden City, New York. All subjects completed a questionnaire which included: (1) free descriptions of three real people known to each subject--one liked, one disliked, and one regarded neutrally; (2) a Trait Questionnaire, involving a hypothetical stimulus person, in which subjects chose the one trait from groups of three equally likable traits--a social

trait, a personal trait, and an ability trait--that was perceived as most important in determining likability and dislikability of a stimulus person; (3) a Rating Questionnaire, involving a hypothetical stimulus person, in which subjects rated on a 9-point scale the extent to which they would like and dislike a person described by items containing all social, all personal, or all ability traits; and (4) a value survey, in which subjects rank ordered six social and six nonsocial values according to their importance as "guiding principles" in their lives. All subjects were subsequently arranged by means of a median split into two groups representing subjects with high social values and low social values. All subjects evaluated stimulus persons of their own sex in order to rule out the possibility of heterosexual attraction as an aspect of likability.

The dependent variables included scores reflecting the number of social, personal, and ability traits that influenced likability and dislikability in the free descriptions, Trait Questionnaire, and Rating Questionnaire.

Independent variables included sex, value system, liked versus disliked stimulus persons, and situations. The situations included a control condition (no specific situation of contact with the stimulus person), a social condition (a double date), and a task condition (participation in a quiz show). Statements of the three conditions accompanied the two questionnaires and involved hypothetical persons only.

The major hypotheses were supported; the results tended to be similar for both free descriptions of real persons and questionnaires dealing with hypothetical persons of the same sex as the subjects. However, the free descriptions provided the strongest support for the general hypothesis that social traits are more influential than personal and ability traits in determining both likability and dislikability of a stimulus person.

Two additional variables--scores on a social desirability scale and birth order--were found to have no relationship to preference for social traits as determinants of likability and dislikability.

The general conclusion of this study was that social traits were major determinants of likability and dislikability, as predicted. However, this finding was modified by (1) sex of the perceiver, (2) value system, (3) nature of the rating task (i.e., likability versus dislikability), and (4) the demand characteristics of the situation.

Thus females in general tended to report more reliance on social traits than males, but, within each sex group, those subjects who espoused primarily social values reported more influence by social traits in their evaluative impressions of a stimulus person of their sex than those subjects who espoused primarily nonsocial values. For both males and females, social traits played a more important role in determining dislikability than in determining likability

in the Trait Questionnaire. In addition, preference for social traits by both males and females was modified by the specific situation, thus providing evidence consistent with the view--stemming from Jones and Davis' (1965) concept of hedonic relevance--that people are liked and disliked to the extent that their behavior and characteristics further the goals of the perceiver.

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APPENDIXES

APPENDIX A

COMPARISON OF FREQUENCY OF SOCIAL AND NONSOCIAL
TRAITS FALLING INTO THE UPPER AND LOWER
15 PERCENT OF THE RATINGS FROM
ANDERSON'S (1968) LIST

	Social Traits	Nonsocial Traits
Upper 15%	47	36
	74	9

$$\chi^2 = 235.41, df = 1, \\ p .001$$

APPENDIX P

INSTRUCTIONS TO JUDGES FOR RATING OF TRAITS

We are about to engage in research in which personality trait adjectives will be used. The purpose of this task is to determine if high agreement among different raters can be obtained for three trait categories--"social" traits and two kinds of "nonsocial" traits ("personal" traits and "ability" traits).

The definitions are as follows:

Social trait: any trait providing information about the person's relations with others, his motives toward others, or his behavior in the presence of others, e.g., sincere, friendly.

Nonsocial traits: any trait that describes the person himself rather than describing the nature of his relations with others. Such traits would be capable of being manifested without the presence of others. The nonsocial traits are divided into two categories:

Personal trait: any trait providing information about such aspects of the person as personal habits (e.g., persistent, hardworking), affective states (e.g., depressed, happy), beliefs (e.g., religious), personal "style" (e.g., energetic, precise), and so on.

Ability trait: any trait describing the person's ability or capability of doing whatever a particular task might require (e.g., accomplished, highly skilled) or information regarding some aspect of the person's intellectual or innate capacities.

Using the above descriptions to guide you in your choice, place the letter "S" after each trait that seems to you to be a social trait, a "P" after each personal trait, and an "A" after each ability trait. Place an "X" after any traits which you feel you cannot classify. Try to avoid using "X" ratings if you can.

Thank you very much.

APPENDIX C (continued)

You have just described three people whom you know--one you like, one you dislike, and one you feel neutrally toward.

Please turn back to your list of traits of the person whom you like. Follow these instructions:

1. In your description you may have included some characteristics that you do not really like, in spite of the fact that you like this person in general; place a "D" opposite those traits or characteristics that you do not like if they are on your list. (You may decide that there are some disliked traits about this person that you did not include on the list. If you honestly feel that the inclusion of such traits would provide a more accurate description of this person, please add them at this time.)

2. You may feel that some traits really make no difference to you in your liking of this person, though they do describe him. Place an "X" by such characteristics if they are on your list.

3. Go through the list and pick out those characteristics that you feel are most important in determining how much you like this person. Rank them in order--place a "1" opposite the characteristic most important in making you like this person, a "2" beside the second most important characteristic, and so on.

CHECK YOUR LIST: You should have a "D", an "X" or a number after each trait on your list.

APPENDIX C (continued)

Turn now to the page describing the person whom you dislike. Follow these instructions:

1. In your description of this disliked person you may have included some traits or characteristics that you really like, in spite of the fact that you dislike this person in general. Place an "L" opposite those characteristics that you like if they are on your list. (Again, if you decide that inclusion of such traits would provide a more accurate picture of this person, add them to your list now.)

2. Again, place an "X" opposite any characteristic that makes no difference in your disliking this person.

3. Pick out those characteristics most important in determining the fact that you dislike this person. Rank them in order--place a "1" beside the characteristics most important in making you dislike this person, a "2" beside the second most important characteristic, and so on.

CHECK YOUR LIST: You should have an "L", an "X", or a number after each characteristic on your list.

APPENDIX C (continued)

YOU HAVE JUST COMPLETED PART I.

PLEASE DO NOT TURN BACK.

TURN NOW TO PART II.

APPENDIX C (continued)

PART II

Below you will find a list of three personality traits listed opposite each number. Circle the one trait of the three which you feel most important in determining how much you would like a person of your same sex with this trait or characteristic.

In other words, for each group of three traits ask yourself the question:

"If the only information about another person I have is the three traits listed, which one of the three traits would be most important in determining how much I would like this other person of my sex?"

- | | | |
|---------------------|--------------|-----------------|
| 1. level-headed | bright | forgiving |
| 2. agreeable | skilled | realistic |
| 3. gracious | curious | enterprising |
| 4. imaginative | clean | appreciative |
| 5. self-disciplined | helpful | brilliant |
| 6. polite | sharp-witted | lively |
| 7. logical | sympathetic | individualistic |
| 8. neat | cooperative | accurate |
| 9. competent | vigorous | amiable |
| 10. clever | trusting | happy |
| 11. capable | courageous | kindly |
| 12. trustworthy | earnest | intelligent |
| 13. proficient | composed | nice |
| 14. charming | skillful | adventurous |
| 15. enthusiastic | grateful | smart |

Check to be sure that you have circled only one trait in each group of three and that you have not omitted any items. Then continue on to the next page.

APPENDIX C (continued)

Below you find groups of personality trait adjectives as before. You are to do exactly as before, except this time circle the one trait of the three that would be most important in determining how much you would dislike a person of your same sex with this trait or characteristic.

In other words, for each group of three traits, the question is:

"If the only information about another person I have is the three traits listed, which one of the three would be most important in determining how much I would dislike this person?"

- | | | | |
|-----|---------------|-----------------|----------------|
| 1. | nervous | mediocre | obstinate |
| 2. | tactless | irrational | negligent |
| 3. | forgetful | argumentative | unskilled |
| 4. | illogical | unagreeable | rash |
| 5. | uncongenial | jumpy | inaccurate |
| 6. | incompetent | deceptive | lifeless |
| 7. | clumsy | unimaginative | sarcastic |
| 8. | suspicious | unproductive | wasteful |
| 9. | purposeless | unaccommodating | unintellectual |
| 10. | unintelligent | depressed | domineering |

Check to be sure you have circled only one trait in each group of three and that you have not omitted any items. Then continue on to the next page.

APPENDIX C (continued)

Below you will find three personality traits listed opposite each number. Consider each group of three traits as describing a hypothetical person of your sex.

Circle the number on the rating scale beneath each group of three traits that reflects how much you would like a person with the three traits described.

"1" represents "like a little", and "9" represents "like very, very much"; the numbers in between, 2 through 8, represent increasing degrees of liking. Try to avoid giving the same rating to all groups of traits if you can.

You may find that you would neither like nor dislike the person described in some cases--in other words, the information provided would leave you indifferent toward this hypothetical person. Circle "0" if this is your response to some of the items.

Remember, for each group of three traits, ask yourself the question:

"How much would I like another person with these three traits?"

1. enthusiastic - spirited - earnest
0 1 2 3 4 5 6 7 8 9
2. nice - kindly - agreeable
0 1 2 3 4 5 6 7 8 9
3. self-disciplined - happy - level-headed
0 1 2 3 4 5 6 7 8 9
4. logical - accurate - creative
0 1 2 3 4 5 6 7 8 9
5. respectful - grateful - good-tempered
0 1 2 3 4 5 6 7 8 9
6. neat - individualistic - lively
0 1 2 3 4 5 6 7 8 9

Please go on to the next page.

APPENDIX C (continued)

7. brilliant - clever - smart
0 1 2 3 4 5 6 7 8 9
8. competent - enterprising - proficient
0 1 2 3 4 5 6 7 8 9
9. appreciative - forgiving - helpful
0 1 2 3 4 5 6 7 8 9
10. bright - sharp-witted - intellectual
0 1 2 3 4 5 6 7 8 9
11. cooperative - sympathetic - amiable
0 1 2 3 4 5 6 7 8 9
12. optimistic - vigorous - adventurous
0 1 2 3 4 5 6 7 8 9

Repeat the same task with the traits listed below. This time, however, circle the number on the rating scale that reflects how much you would dislike a person of your same sex with the three traits listed.

"1" represents "dislike a little"; "9" represents "dislike very, very much". The numbers in between, 2 through 8, represent increasing degrees of dislike. "0" represents indifference.

1. rash - jumpy - purposeless
0 1 2 3 4 5 6 7 8 9
2. sarcastic - obstinate - argumentative
0 1 2 3 4 5 6 7 8 9
3. wasteful - depressed - negligent
0 1 2 3 4 5 6 7 8 9

Please go on to the next page.

APPENDIX C (continued)

4. unproductive - unintelligent - irrational
0 1 2 3 4 5 6 7 8 9
5. illogical - inaccurate - unintellectual
0 1 2 3 4 5 6 7 8 9
6. sad - clumsy - down-hearted
0 1 2 3 4 5 6 7 8 9
7. unagreeable - unaccommodating - uncompanional
0 1 2 3 4 5 6 7 8 9
8. unskilled - mediocre - unimaginative
0 1 2 3 4 5 6 7 8 9
9. suspicious - domineering - tactless
0 1 2 3 4 5 6 7 8 9

Check to be sure you have not omitted any items, then continue on to the next page.

APPENDIX C (continued)

Below is a list of 12 values arranged in alphabetical order. Your task is to arrange them in order of their importance to you, as guiding principles in your life.

Study the list carefully. Then place a 1 next to the value which is most important to you, place a 2 next to the value which is second most important to you, etc. The value which is least important, relative to the others, should be ranked 12.

Work slowly and think carefully. If you change your mind, feel free to change your answers. The end result should show how you really feel.

- _____ AFFECTION
- _____ CLEANLINESS
- _____ COMPETENCE
- _____ DEPENDABILITY
- _____ HELPFULNESS
- _____ HONESTY
- _____ IMAGINATION
- _____ INTELLIGENCE
- _____ POLITENESS
- _____ RATIONALITY
- _____ SELF-CONTROL
- _____ SYMPATHY

APPENDIX C (continued)

THANK YOU FOR YOUR COOPERATION.

PLEASE GIVE THIS BOOKLET TO THE EXPERIMENTER
WHEN YOU ARE FINISHED.

APPENDIX D

METHOD FOR COMPUTING WEIGHTED TRAIT
SCORES IN THE FREE DESCRIPTIONS

1. The total number of rank ordered traits for each subject was divided into 100. This value represented the interval to be divided among the ranked traits for each subject.
2. The midpoints of this interval were the values assigned to the traits. The score was arranged so that the largest value was assigned to the trait ranked "1". For example, if 5 traits were listed and ranked by a subject, the resulting interval would be 20, 40, 60, and 80. The midpoints of these intervals are 90, 70, 50, 30, and 10. These are the values assigned to the traits. Thus, trait number 1 will have a value of 90, trait number 2 a value of 70, and so on.
3. The scores for each type of trait (i.e., social, personal, and ability) were summed separately. These sums were divided by the number of traits (five, in the above example) to yield the weighted scores for the three trait categories.

Computation exampleSubject A; 5 traitsSubject B: 10 traits

100/5 = 20 point interval

100/10 = 10 point interval

<u>Trait position</u>		<u>Score (midpoints)</u>	<u>Trait position</u>	<u>Score</u>	
1	P	90	1	P	95
2	S	70	2	S	85
3	S	50	3	S	75
4	A	30	4	A	65
5	P	10	5	S	55
			6	S	45
			7	S	35
			8	S	25
			9	P	15
			10	P	5

Weighted scores for trait categories summed
separately:

<u>Subject A</u>			<u>Subject B</u>		
Soc.	Pers.	Abil.	Soc.	Pers.	Abil.
70	90	30	85	95	65
50	10		75	15	
			55	5	
			45		
			35		
			25		
<u>120</u>	<u>100</u>	<u>30</u>	<u>320</u>	<u>115</u>	<u>65</u>

APPENDIX D (continued)

Sums for each category divided by the total
number of traits in subject's list:

Subject A

$$\begin{array}{r} 120/5 = 24 \text{ (Soc.)} \\ 100/5 = 20 \text{ (Pers.)} \\ 30/5 = \underline{6} \text{ (Abil.)} \\ 50.00 \end{array}$$

Subject B

$$\begin{array}{r} 320/10 = 32 \text{ (Soc.)} \\ 115/10 = 11.5 \text{ (Pers.)} \\ 65/10 = \underline{6.5} \text{ (Abil.)} \\ 50.00 \end{array}$$

APPENDIX E

TRAIT ADJECTIVES USED FOR ALL QUESTIONNAIRES

TABLE A
 LIKABLE TRAITS WITH MEAN LIKABILITY VALUES FROM
 ANDERSON'S (1968) LIST USED IN THE
 TRAIT QUESTIONNAIRE (LIKED PERSON)

<u>Social Traits</u>	<u>Personal Traits</u>	<u>Ability Traits</u>
1. helpful (4.91)	**self-disciplined (4.91)	**brilliant (4.90)
2. forgiving (4.86)	**level-headed (4.89)	**bright (4.83)
3. cooperative (4.76)	**neat (4.66)	**accurate (4.64)
4. sympathetic (4.59)	**individualistic (4.67)	**logical (4.65)
5. amiable (4.46)	vigorous (4.43)	**competent (4.47)
6. trusting (4.97)	happy (5.14)	*clever (4.96)
7. gracious*** (4.37)	**curious (4.32)	*enterprising (4.37)
8. appreciative*** (4.92)	***clean (5.14)	*imaginative (4.92)
9. polite*** (4.89)	*lively (4.66)	*sharp-witted (4.86)
10. trustworthy (5.39)	**earnest (5.21)	intelligent (5.37)
11. kindly (4.74)	courageous (4.71)	capable (4.71)
12. grateful*** (4.82)	*enthusiastic (4.89)	smart (4.88)
13. nice** (4.36)	composed (4.39)	proficient (4.38)
14. charming*** (4.30)	adventurous (4.41)	skillful (4.38)
15. agreeable (4.34)	**realistic (4.47)	skilled (4.33)

*** = 90 percent agreement (9 out of 10 judges)

** = 80 percent agreement (8 out of 10 judges)

* = 70 percent agreement (7 out of 10 judges)

Adjectives with no asterisks reflect 100 percent agreement among the 10 graduate student judges as to category placement.

NOTE: The three adjectives opposite each item number reflect approximately equal levels of likability according to Anderson's (1968) list.

APPENDIX E (continued)

TABLE B
 DISLIKABLE TRAITS WITH MEAN LIKABILITY VALUES FROM
 ANDERSON'S (1968) LIST USED IN THE TRAIT
 QUESTIONNAIRE (DISLIKED PERSON)

	<u>Social Traits</u>	<u>Personal Traits</u>	<u>Ability Traits</u>
1.	argumentative (2.29)	***forgetful (2.24)	unskilled (2.24)
2.	obstinate* (1.97)	nervous (1.96)	mediocre (1.97)
3.	domineering (1.67)	depressed (1.66)	unintelligent (1.68)
4.	deceptive*** (1.17)	*lifeless (1.27)	***incompetent (1.10)
5.	unagreeable (1.84)	rash (1.86)	**illogical (1.86)
6.	uncongenial (1.75)	jumpy (1.83)	**inaccurate (1.85)
7.	sarcastic*** (2.10)	*clumsy (1.95)	*unimaginative (1.95)
8.	suspicious (1.63)	***wasteful (1.60)	*unproductive (1.60)
9.	tactless (1.42)	*negligent (1.39)	*irrational (1.30)
10.	unaccommodating (1.74)	purposeless (1.83)	unintellectual (1.80)

*** = 90 percent agreement

** = 80 percent agreement

* = 70 percent agreement

Adjectives with no asterisks reflect 100 percent agreement among the 10 graduate student judges as to category placement.

NOTE: The three adjectives opposite each item number reflect approximately equal levels of likability according to Anderson's (1968) list.

APPENDIX E (continued)

LIKABLE TRAITS WITH MEAN LIKABILITY VALUES FROM
ANDERSON'S (1968) LIST USED IN THE RATING
QUESTIONNAIRE (LIKED PERSON)

<u>Social Traits</u>	<u>Personal Traits</u>	<u>Ability Traits</u>
1. appreciative** (4.92) forgiving (4.86) helpful (4.92) Mean: 4.90	**self-disciplined (4.91) happy (5.14) **level-headed (4.89) Mean: 4.98	**brilliant (4.90) *clever (4.96) smart (4.88) Mean: 4.91
2. respectful (4.83) grateful*** (4.82) good-tempered* (4.82) Mean: 4.82	*enthusiastic (4.89) *spirited (4.77) **earnest (5.21) Mean: 4.96	**bright (4.83) *sharp-witted (4.86) *intellectual (4.76) Mean: 4.81
3. cooperative (4.76) sympathetic (4.59) amiable (4.46) Mean: 4.60	**neat (4.67) **individualistic (4.67) *lively (4.66) Mean: 4.66	**logical (4.65) **accurate (4.64) *creative (4.62) Mean: 4.63
4. nice** (4.36) kindly (4.74) agreeable (4.34) Mean: 4.48	optimistic (4.43) vigorous (4.43) adventurous (4.41) Mean: 4.42	**competent (4.47) *enterprising (4.37) proficient (4.38) Mean: 4.41

*** = 90 percent agreement

** = 80 percent agreement

* = 70 percent agreement

Adjectives with no asterisks reflect 100 percent agreement among the 10 graduate student judges as to category placement.

APPENDIX E (continued)

TABLE D
 DISLIKABLE TRAITS WITH MEAN LIKABILITY VALUES FROM
 ANDERSON'S (1968) LIST USED IN THE RATING
 QUESTIONNAIRE (DISLIKED PERSON)

<u>Social Traits</u>	<u>Personal Traits</u>	<u>Ability Traits</u>
1. sarcastic*** (2.10)	sad (2.06)	unskilled (2.24)
obstinate* (1.97)	*clumsy (1.99)	mediocre (1.97)
argumentative (2.29)	down-hearted (1.94)	*unimaginative (1.95)
Mean: 2.12	Mean: 2.00	Mean: 2.02
2. unagreeable (1.84)	rash (1.86)	**illogical (1.86)
unaccommodating (1.74)	jumpy (1.83)	**inaccurate (1.85)
uncongenial (1.75)	***purposeless (1.83)	*unintellectual (1.80)
Mean: 1.77	Mean: 1.84	Mean: 1.83
3. suspicious (1.63)	***wasteful (1.60)	*unproductive (1.60)
domineering (1.67)	depressed (1.66)	unintelligent (1.68)
tactless (1.42)	*negligent (1.39)	*irrational (1.30)
Mean: 1.57	Mean: 1.55	Mean: 1.52

*** = 90 percent agreement

** = 80 percent agreement

* = 70 percent agreement

Adjectives with no asterisks reflect 100 percent agreement among the 10 graduate student judges as to category placement.

APPENDIX F

SUMMARY TABLES OF ANALYSES OF VARIANCE PERFORMED
ON THE RATING QUESTIONNAIRE

TABLE E

SUMMARY OF ANALYSIS OF VARIANCE, REPEATED MEASURES
DESIGN, PERFORMED ON MALE DATA FROM THE
RATING QUESTIONNAIRE (LIKED PERSON)

<u>Source</u>	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>	<u>p</u>
Subjects	507.65	19	127.72		.001
Treatments ^a	255.44	2	12.37	10.32	
Error	470.25	38			
Total	1233.34				

^aPersonal versus ability versus social trait items

TABLE F

SUMMARY OF ANALYSIS OF VARIANCE, REPEATED MEASURES
DESIGN, PERFORMED ON FEMALE DATA FROM THE
RATING QUESTIONNAIRE (LIKED PERSON)

<u>Source</u>	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>	<u>p</u>
Subjects	1668.32	19	87.80		.001
Treatments ^a	543.10	2	271.55	13.61	
Error	758.23	38	19.95		
Total	2969.65	59			

^aPersonal versus ability versus social trait items

APPENDIX F (Continued)

TABLE G

SUMMARY OF ANALYSIS OF VARIANCE, REPEATED MEASURES DESIGN, PERFORMED ON MALE DATA FROM THE RATING QUESTIONNAIRE (DISLIKED PERSON)

<u>Source</u>	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>	<u>p</u>
Subjects	1414.31	19	74.44		
Treatments ^a	182.43	2	91.21	10.96	.001
Error	316.24	38	8.32		
Total	1912.98	59			

^aPersonal versus ability versus social trait items

TABLE H

SUMMARY OF ANALYSIS OF VARIANCE, REPEATED MEASURES DESIGN, PERFORMED ON FEMALE DATA FROM THE RATING QUESTIONNAIRE (DISLIKED PERSON)

<u>Source</u>	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>	<u>p</u>
Subjects	1588.60	19	83.61		
Treatments ^a	292.03	2	146.01	5.02	.01
Error	1105.31	38	29.08		
Total	2985.94	59			

^aPersonal versus ability versus social trait items

APPENDIX G

SUMMARY TABLES OF ANALYSIS OF
VARIANCE ON FREE DESCRIPTIONS

TABLE I

SUMMARY TABLE OF THREE-WAY ANALYSIS OF VARIANCE, WEIGHTED
MEANS SOLUTION, PERFORMED ON FREE DESCRIPTIONS OF
LIKED AND DISLIKED PERSONS

<u>Source</u>	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>	<u>p</u>
Between subjects	2658304.00	117	22720.54		
A=Sex	258576.00	1	258576.00	13.22	.001
B=Soc. Value	104016.00	1	104016.00	5.32	.025
A x B	65632.00	1	65632.00	3.36	.10
Ss/Grps	2230080.00	114	19562.10		
Within Subjects	1329152.00	118	11264.00		
C=Liking	45008.00	1	45008.00	4.09	.05
A x C	8272.00	1	8272.00	0.75	--
B x C	3824.00	1	3824.00	0.35	--
A x B x C	17808.00	1	17808.00	1.62	--
Css/Gr	1254240.00	114	11002.10		
Total	3987456.00	235	16967.89		

APPENDIX G (continued)

TABLE J

SUMMARY TABLE OF THREE-WAY ANALYSIS OF VARIANCE, WEIGHTED
MEANS SOLUTION, PERFORMED ON FREE DESCRIPTIONS,
UTILIZING PROPORTIONS OF NONSOCIAL TRAITS AS
THE DEPENDENT VARIABLE

<u>Source</u>	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>	<u>P</u>
Between subjects					
	123520.00	117	1055.73		
A=Sex	11482.31	1	11482.31	12.84	.001
B=Soc. Value	6677.63	1	6677.63	7.47	.005
A x B	3413.06	1	3413.06	3.82	
Ss/Grps	101947.00	114	894.27		
Within subjects					
	136428.00	236	578.08		
C=Liking	19239.94	2	9619.97	19.07	.001
A x C	1199.19	2	599.59	1.19	--
B x C	96.69	2	48.34	0.09	--
A x B x C	853.94	2	426.97	0.85	--
Css/Gr	115038.25	228	504.55		
Total	259948.00	353	736.40		

APPENDIX H

SUMMARY TABLES OF ANALYSES OF VARIANCE, FIXED
EFFECTS MODEL, PERFORMED ON
TRAIT QUESTIONNAIRE

TABLE K

SUMMARY TABLE OF THREE-WAY ANALYSIS OF VARIANCE,
FIXED EFFECTS MODEL, ON DATA FROM THE
TRAIT QUESTIONNAIRE (LIKED PERSON)

<u>Source</u>	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>	<u>p</u>
A=Sex	73.685	1	73.685	10.24	.01
B=Soc. Value	32.379	1	32.379	4.29	.05
C=Condition	197.533	2	98.766	13.73	.001
A x B	3.447	1	3.447	0.47	--
A x C	53.988	2	26.993	3.75	.05
B x C	41.518	2	20.759	2.88	--
A x B x C	9.777	2	4.889	0.67	--
Within Ss	777.125	108	7.195		

TABLE L

SUMMARY TABLE OF THREE-WAY ANALYSIS OF VARIANCE,
FIXED EFFECTS MODEL, ON DATA FROM THE
TRAIT QUESTIONNAIRE (DISLIKED PERSON)

<u>Source</u>	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>	<u>p</u>
A=Sex	17.692	1	17.692	3.54	.05
B=Soc. Value	2.733	1	2.733	0.51	--
C=Condition	96.969	2	48.484	9.18	.001
A x B	0.008	1	0.008	0.01	--
A x C	1.077	2	0.538	0.10	--
B x C	1.353	2	0.676	0.12	--
A x B x C	0.486	2	0.243	0.04	--
Within Ss	569.600	108	5.274		

APPENDIX I

SUMMARY TABLES OF ANALYSES OF VARIANCE, FIXED
EFFECTS MODEL, PERFORMED ON
RATING QUESTIONNAIRE

TABLE M

SUMMARY TABLE OF THREE-WAY ANALYSIS OF VARIANCE,
FIXED EFFECTS MODEL, ON DATA FROM THE
RATING QUESTIONNAIRE (LIKED PERSON)

<u>Source</u>	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>	<u>p</u>
A=Sex	217.226	1	217.226	4.54	.05
B=Soc. Value	202.501	1	202.501	3.40	--
C=Condition	514.776	2	257.388	4.32	.025
A x B	38.819	1	38.819	0.65	--
A x C	0.920	2	0.460	0.01	--
B x C	295.763	2	147.881	2.48	--
A x B x C	73.991	2	36.995	0.62	--
Within Ss	6433.635	108	59.570		

TABLE N

SUMMARY TABLE OF THREE-WAY ANALYSIS OF VARIANCE,
FIXED EFFECTS MODEL, ON DATA FROM THE
RATING QUESTIONNAIRE (DISLIKED PERSON)

<u>Source</u>	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>	<u>p</u>
A=Sex	2.102	1	2.102	0.04	--
B=Soc. Value	41.416	1	41.416	0.78	--
C=Cond.	188.048	2	94.024	1.86	--
A x B	1.713	1	1.713	0.03	--
A x C	49.709	2	24.854	0.48	--
B x C	82.543	2	41.271	0.79	--
A x B x C	172.357	2	86.178	1.66	--
Within Ss	5581.744	108	51.683		