

AN INVESTIGATION OF THE RELATIONSHIP BETWEEN
SELF AWARENESS, PRIVATE SELF CONSCIOUSNESS
AND SELF EVALUATION

BY

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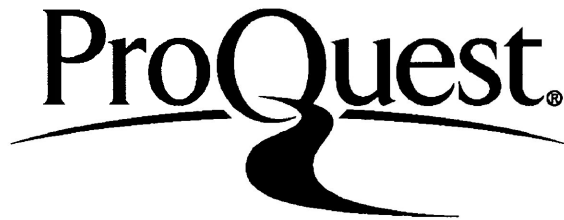
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Abstract

This study examined the effects of self awareness and private self consciousness on self evaluation. Sixty female undergraduate students completed the private self consciousness subscale developed by Fenigstein et al., (1975). They were then randomly assigned to either the high (N=30) or low (N=30) self awareness treatment conditions. Those placed in the high self awareness condition listened to their own taperecorded voices which was intended to increase self awareness. The remainder listened to another's taperecorded voice which was intended to decrease self awareness.

All subjects first completed the ideal self evaluation form consisting of 20 randomly arranged bipolar adjective dimensions. Then, depending on the self awareness condition, subjects either listened to their own taperecorded voices or another's voice while completing the real self evaluation form consisting of the same 20 items. The absolute difference scores between the two self evaluation forms were used as an index of the intensity of self evaluation.

Self awareness significantly increased the intensity of self evaluation. This effect was especially noted on initial items: 1, 2, 3 and 7, providing further evidence that the effect of listening to one's own voice diminishes quickly as originally observed by Ickes et al., (1973). Private self consciousness did not have a significant overall effect, but a post hoc analysis using subjects scoring in the extremes of this subscale showed that subjects scoring higher in private self consciousness exhibited more intense self evaluation.

The present findings offer tentative support for the exis-

tence of two factors of awareness which affect self evaluation. One, self awareness as a state of the individual, was indicated by a temporary increase in intense self evaluation. The other, private self consciousness as a trait of the individual, was indicated by a consistent intense effect on self evaluation.

Introduction

The present study examined two factors, self awareness and private self consciousness, as possible determinants of self evaluation. This attempts to support the observed theoretical relationship between the concepts of self awareness and self evaluation as stated by Duval and Wicklund (1972). Thus, the present study is unique in that private self consciousness has not previously been compared with self awareness to determine their effect on self evaluation.

Self awareness suggests that individuals are able to become aware of their own evaluations and thoughts. Evidence of this is found in the areas of the self theories, social psychology and self confrontation research (Gergen, 1971). However, only in the areas of self confrontation research is there an attempt similar to the present investigation to examine the effect of self awareness on self evaluation. All of these areas, though, are discussed since they indicate the conditions in which awareness of thoughts and evaluations are assumed to occur.

Duval and Wicklund (1972), major theorists of the present investigation, state that self awareness is created under the following two conditions which are observed in various areas of psychology. The first condition concerns the subject being placed in the presence of another individual during the experiment to create awareness of his/her own thoughts and evaluations. Secondly, awareness is also assumed to be created when subjects are presented with an object such as a tape-

recorder or any such object believed to be capable of reflecting the individual's recorded image to himself/herself.

The Self Theories

James (1890), Cooley (1902) and Mead (1936) are three major self theorists who assume the hypothetical existence of the self. They perceive the self as an object within the individual able to observe itself and its own contents (Wells and Marwell, 1976). The contents of the self primarily concern those thoughts, evaluations and feelings which the individual is able to consciously examine or observe. These contents are assumed to be reflected by the observed reactions of others toward the individual (Bagley, Varma, Mallick and Young, 1979; Mischel, 1968). Important to present concerns is the common assumption of these self theorists that another person be present as a necessary condition for awareness of the individual's thoughts and evaluations to occur (Gergen, 1971).

The necessary presence of another person for awareness to occur is implicit in Cooley's concept of the 'looking glass self'. This concept assumes it is the reactions of another toward the individual which serves as a mirror for the person to examine his/her personal thoughts (Gergen, 1969). Similarly, Mead stresses the importance of other('s) reactions toward the individual as a condition of awareness. Mead considers both the reactions of a particular other as well as those of a group in creating awareness of the individual's own thoughts and evaluations.

Social Psychology

In the area of social psychology, Argyle (1969) cites three awareness conditions in which subjects are assumed to become aware of their own thoughts and evaluations. The first awareness condition has already been discussed in reference to self theorists where the subject is placed in the presence of another in the experiment. Another awareness condition concerns the subject assuming an experimental confederate has been instructed to evaluate him/her. Lastly, the subject is manipulated to perceive differences between himself/herself and the study's confederate in an experiment. These awareness conditions are identified in relation to the social psychology topics of social comparison theory and individualization theory. As a consequence of these subjects becoming self aware, they are also assumed to become involved in the process of self evaluation as noted in the following studies.

Gergen's (1971) social comparison experiment manipulated subjects to perceive a basic difference between themselves and the study's confederates to determine the effect of this on their self evaluation ratings. Subjects placed in the presence of 'Mr. Clean' were found to have obtained lowered self evaluation ratings. Conversely, those subjects placed in the presence of 'Mr. Dirty' obtained increased self evaluation ratings. This researcher speculated that subjects were aware of themselves through perceiving a difference between themselves and the two confederates.

Individualization theory is another area in social psychology that assumes self awareness is created by the subject

being placed in the company of other(s) in experimental studies (Argyle, 1969). Argyle (1969) also suggests the subject is able in individualization studies to perceive a basic difference between himself/herself and others in the experiment. As a consequence of this, the subjects in these studies are then further assumed to evaluate themselves or the environment as being responsible for their conduct (Argyle, 1969).

The individualization study by Zimbardo (1969) supports the assumption that self aware subjects critically evaluate their own behavior. This study instructed the experimental subject to wear a white laboratory coat while the experimental confederates wore ordinary street clothes. These subjects were found to administer significantly less electrical shocks to the experimental confederate. Argyle (1969) interpreted this result to suggest that these subjects became self aware by perceiving the dissimilarity in clothing worn by themselves and the confederates. This was assumed to change subjects' behavior by them focussing responsibility more on themselves than the environment for their conduct.

Self Confrontation Research

From this therapeutic perspective, individuals are assumed to become self aware by being confronted with their own recorded image which can be presented visually, auditorily or both combined (Argyle, 1969; Johanssen, 1969). Johanssen (1969) further assumes that individuals, after being presented with their recorded image, then evaluate themselves from the perspective of some imagined other.

Relevant to present concerns are several studies from

this perspective in which subject's self evaluations were changed as a consequence of viewing their audio-visual playback.

In the Geertsma and Reivich (1965) study, evidence was found that subjects obtained more objective self evaluations after viewing their audio-visual image. Objectivity in self ratings was observed by these subjects obtaining self evaluation ratings that were more similar to those ratings completed about them by others involved in the same study. This result was interpreted to suggest that these subjects had considered the evaluations of some imagined others to form the basis of their own self evaluations.

A study by Braucht (1970) is similar to the present investigation in that the effect of self awareness was examined on subjects' ideal self and real self evaluation ratings. However, the present investigation employed an audio playback in the attempt to create awareness in comparison to Braucht (1970) who employed an audio-visual playback.

Braucht found that subjects, after viewing their audio-visual playback, obtained greater absolute differences or variability between their ideal self and real self evaluation scores. This result was interpreted to indicate that these subjects became better personally adjusted after viewing themselves. Personal adjustment, as understood from this perspective, is based on the assumption that subject's ideal self and real self scores should both flexibly converge and diverge depending on the particular trait item examined.

Self confrontation theorists Holzman and Rousey (1966), explain the procedure of subjects becoming self aware by

listening to their taperecorded voices. This procedure is also followed in the present experiment. These theories first assumed that the subject focussed his attention on the taperecorded voice since it sounded quite different to what the individual expected. In the act of intensely examining the recorded voice, subjects were assumed to become aware of certain aspects of their personality. These aspects were presumed to be mirrored or observed in relation to the heard voice. Cues identifying which personality aspects were affected related to the subject noticing certain voice qualities of the taperecorded voice ie., loudness, pitch, rhythm and intonation. The particular voice qualities noticed were then believed to act on affecting the individual's self evaluations of perceived personality aspects.

Discussion so far has focussed on several areas in psychology where the concepts of self awareness and self evaluation have been related together. The area of self evaluation will now be examined in relation to the present experiment.

Self Evaluation

In a review of the self evaluation literature, the topics of self acceptance as stated by Crandall (1963) and self evaluation stated by Wylie (1968) were found to be the most similar to the present study's conception of self evaluation. To avoid confusion, the more common term of self evaluation will be consistently employed. The definition of self evaluation concerns individuals' ability to accept their determined strengths and weaknesses (Wells and Marwell, 1976).

Both Crandall (1963) and the present experiment employed an evaluative comparison between the subject's real self conception and ideal self conception (Wells and Marwell, 1976). The emphasis was on the discrepancy between what individuals really thought about themselves and what they ideally wanted to be (Wylie, 1968). A discrepancy could be found in relation to a particular personal trait or a collection of traits. The size of the conceptual discrepancy determined whether there was acceptance or nonacceptance of a personal trait or of the whole person (Wells and Marwell, 1976).

The self evaluation tests of clinical psychologists Bills, Vance and McLean (1951) and Jourard (1957) are the most similar to the present experiment's test in terms of format and measurement procedures. These tests consisted of two separate questionnaires titled "My Real Self" and "My Ideal Self" which were completed by the respondents. The respondents then were instructed to rate themselves respectively on each questionnaire in terms of their real self and ideal self concepts. This was done in relation to presented bipolar adjectives (eg., good-bad) by circling one of the dots in a series which separate the two adjectives.

The rating procedures of these tests incorporated the semantic differential technique developed by Osgood, Suci and Tannenbaum (1957). In essence, respondents were involved in a quantified pairwise comparison whereby the individual indicated which adjective was preferred and by how much, depending on the number of dots which separated the opposite

adjective pairing (Wylie, 1968). Subsequently, the experimenter derived a self evaluation score by computing and summing the absolute differences between corresponding items on the Real Self and Ideal Self questionnaires.

Two important advantages are offered in respect to using ideal self and real self evaluation tests. One clear advantage is that these tests are assumed to create an evaluative state within individuals by their having to decide which particular dot represents their position on the adjective pairings (Wells and Marwell, 1976). The other advantage is that these tests can be completed within 20 seconds, fast enough to reflect quick changes in self evaluation (Holzman, 1969). The advantage of this lies in the need for a sensitive measure of self evaluation in the present experiment.

Ideal self and real self evaluation tests are criticized for the arbitrary manner in which subjects' test responses are manipulated by the researcher to arrive at a self evaluation score (Wells and Marwell, 1976). A discrepancy score is completed for each trait item by subtracting the real self rating from the ideal self rating and summing the difference in scores without regard to the sign of the difference (Wells and Marwell, 1976). Problematic with the above procedure is clearly interpreting the score variance of the two separate scores and determining whether this is relevant to self evaluation (Wylie, 1961).

Objective Self Awareness Theory

Overview

Objective self awareness theory, developed by Duval and

Wicklund (1972) and Wicklund (1975), is an experimental theory with the purpose of examining the effects of awareness in social psychology and in various other areas. A major assumption of this theory is the claim that conscious attention is reflexive, ie., that conscious attention can either be directed toward the self where the self is object of its own conscious attention, or toward the environment with the self being the subject of its own attention. Awareness is assumed to initiate the process of self evaluation whereby subjects evaluate themselves on personal traits which are salient or central to the immediate situation. Self evaluation has been studied in relation to subjects evaluating their real self in comparison to their ideal self on their personal traits (Duval and Wicklund, 1972; Liebling and Shaver, 1983; Steenburger, 1979). It is assumed that subjects, with their conscious attention focussed on a salient personal trait, are only then able to perceive either negative or positive discrepancies. Subjects are assumed to perceive predominantly negative rather than positive discrepancies which results in individuals believing they have fallen below their own ideals or personal standards. However, when subjects were presented with positive information about themselves, they were observed to perceive a positive discrepancy resulting in their real position exceeding their personal ideals (Ickes, Wicklund and Ferris, 1973).

Statement of the Problem in Reference to Objective Self Awareness Theory

According to objective self awareness theory, any factors which increase the inner direction of attention should result

in more intense self evaluation. The present study examined two factors which were expected to indicate inner direction of attention. The first factor, which will be referred to as self awareness, is a condition that is experimentally manipulated by focussing the subjects' attention either towards themselves or to some other. The second factor, which will be referred to as private self consciousness, is a condition that is tested to indicate the extent to which subjects' attention is habitually toward themselves.

Following the procedures of Ickes, et al., (1973, Experiment I), the present study altered the subjects' self awareness by two distinct experimental manipulations. Subjects were manipulated to be highly self aware by listening to their own taperecorded voices. Conversely, subjects were manipulated to be less self aware by listening to another's taperecorded voice. Novel to objective self awareness research, this study also included the factor of private self consciousness in which both high and low levels of this trait were examined. This personal trait was measured by the private self consciousness subscale of the Self Consciousness Scale developed by Fenigstein, Scheier and Buss (1975). This subscale indicates the degree which subjects habitually reflect on their own self evaluative thoughts (Geller and Shaver, 1976).

By including both self awareness and private self consciousness within the present study, it is the intention to determine whether these two factors have independent effects on self evaluation, and to compare the relative magnitude of their effects. This comparison is meaningful since the two

factors, whether indicated by manipulation or measurement, are each assumed to infer individual awareness by obtaining similar effects on the dependent measure (Fenigstein et al., 1975).

An Examination of Self Awareness

Self awareness is based on the assumption that conscious attention is reflexive. This means that attention can oscillate between the self and the environment. When subjects' attention is focussed proportionately more on the environment than on the self, the individual is assumed to be in the state of subjective self awareness. Individuals in this state are characterized as actively attending to objects or events in the environment with only rudimentary awareness of themselves. In contrast, when subjects' attention is focussed proportionately more on the self rather than the environment, the individual is assumed to be in the state of objective self awareness. Subjects in this state are characterized as being inactive, introspective and able to evaluate themselves (Carver and Scheier, 1980; Ickes et al., 1973).

Subjects can be manipulated to focus their attention more on the self than on the environment, thus creating the state of objective self awareness, or simply self awareness. Self awareness is created by the experimenter presenting the subject with a self reflecting stimulus such as a picture of the individual, a mirror or a taperecording of the subject's voice. As a consequence of subjects focussing on their presented image, they are assumed to become immediately aware of some personal trait which is relevant to them at the present

moment (Wicklund, 1975). Subjects, while focussing on the personal trait, are further assumed to be more inclined to evaluate themselves in relation to the particular trait. Self evaluation is thought to occur by subjects comparing what they ideally want to be like with what they really think they are like in reference to the particular personal trait.

Evidence of Self Awareness

Numerous empirical studies support the assumption that a self reflecting stimulus creates awareness of the subject's own thoughts, feelings and evaluations (Ickes et al., 1973; Carver and Scheier, 1981). Subjects in the following experimental studies were presented with verbal stimuli of an ambiguous nature while they were in the presence of a self reflecting stimulus. The subject's verbal responses indicated more of a focus on the self and it's contents than on environmental concerns.

Carver and Scheier (1978), manipulated subjects to be self aware by requesting them to complete sentence fragments while in the presence of a mirror. These subjects' responses indicated more of a concern for the self than the environment. In a similar experiment by Davis and Brock (1975), subjects were presented with foreign words while listening to their own taperecorded voices. These subjects were found to respond in terms of first person pronouns more often, presumably since the stimulus created a concern of the self. Lastly, in the study of Geller and Shaver (1976), it was reported that subjects in the presence of a mirror required more time to identify self relevant words on Stoop cards. Presumably,

these subjects required additional time because the stimulus encouraged competing self evaluative thoughts. Further empirical studies support the assumption that a self reflecting stimulus encourages subjects to be more receptive of their own emotional states. The following studies have found subjects to be more aware of their emotional states of: attraction, repulsion, elation and depression: Scheier and Carver (1977); anger: Scheier (1976) and sympathy: Scheier, Carver and Schultz (1978).

Relationship Between Self Awareness and Self Evaluation

Individuals have been found to more critically evaluate themselves when they are manipulated to be self aware by the presence of a mirror. Subjects were presented with hypothetical situations and were requested to assess whether responsibility for the outcomes should be attributed to themselves or to others. Those subjects who were placed in front of a mirror were found to attribute more responsibility to themselves for the outcomes of the presented situations. In contrast, subjects not placed in the presence of a mirror were found to attribute more responsibility to others for the same outcomes. Regardless of whether positive or negative outcomes were presented, experimental subjects were consistently found to attribute more responsibility to themselves. Similarly, control subjects were consistently found to attribute less to themselves regardless of the type of outcome presented (Buss and Scheier, 1978; Duval and Wicklund, 1972). Ickes et al., (1973) suggest that self awareness may have acted to intensify or exaggerate subjects' tendencies to accept respon-

sibility for both positive and negative outcomes.

The relationship between self awareness and self evaluation was demonstrated by Ickes et al., (1973, Experiment I, II and III) where self awareness was manipulated to affect self evaluation. Subjects manipulated by listening to their own taperecorded voices were found to have increased self awareness while subjects manipulated by listening to another's taperecorded voice were found to have decreased self awareness. Increased self awareness was assumed to contribute to subjects further evaluating themselves. This was reasoned since the subjects' attention was thought to focus primarily on the self as an object of examination.

Increased self awareness was found by Ickes et al., (1973, Experiment I) to be transient in that it affected only the first few self evaluation trait items. These authors suggested that self awareness diminished as the subjects became familiar with the sound of their taperecorded voices. Similarly, the present study predicts that self awareness created by manipulation will only affect the first few self evaluation trait items.

Duval and Wicklund (1972), originally predicted that increased self awareness would result in a self critical effect. Self awareness was then interpreted to suggest that subjects would always perceive negative self evaluations in which they would observe themselves as falling below their own ideals or standards (Duval and Wicklund, 1972). The rigidity of this position changed when subjects were experimentally manipulated to also become aware of themselves exceeding their standards

when provided with contrived positive information about themselves (Ickes et al., 1973, Experiment III). It is currently assumed that self awareness results in intensifying or magnifying both positive and negative self evaluations the subject already holds on the particular trait dimensions (Ickes et al., 1973, Experiment III; Insko, Worchel, Songer and Arnold, 1973). The intense self evaluation effect is supported by subjects obtaining larger absolute differences between their ideal self and their real self evaluation scores. It is, therefore, hypothesized that the more that subjects' self awareness is increased by manipulation, the more they will be involved in intense self evaluation.

An Examination of Private Self Consciousness

Private self consciousness, as the second awareness factor, refers to those personal thoughts and feelings that individuals are aware of as a permanent or consistent feature of themselves. Private self consciousness is believed to range from individuals who persistently attend to their own thoughts to those who rarely attend to their own thoughts (Turner, 1978).

A major distinction between private self consciousness and self awareness is that private self consciousness is a trait of the individual where attention is focussed generally on the self rather than the environment. In contrast, self awareness is a state of the individual where attention can be manipulated to temporarily focus on the self (Fenigstein et al., 1975).

A major similarity between the two awareness factors is that both involve the assumption that attention is reflexive,

meaning attention can be directed either toward the self or toward the environment. Low self awareness and low private self consciousness are assumed to be created by attention being directed more toward the environment. More important to the present study, high self awareness and high private self consciousness are assumed to be created by attention being directed more toward the self. When awareness is heightened by attention directed to the self, it is assumed it will create comparably high effects on the particular dependent measure.

This trait is tested by the private self consciousness subscale of the Self Consciousness Scale developed by Fenigstein et al., (1975). This particular subscale is purported to test for individual differences in subjects' attendance to their own thoughts, feelings and self evaluations (Carver and Glass, 1976; Geller and Shaver, 1976).

A study by Turner, Carver, Scheier and Ickes (1978) is the only experiment to examine the relationship between private self consciousness and self evaluation. These authors found a negative correlation between Morse and Gergen's (1970) test of self evaluation and Fenigstein's et al., (1975) subscale of private self consciousness.

There are two major limitations of Turner's et al., (1978) study which question the effectiveness of this experiment in establishing private self consciousness as an important subject variable affecting self evaluations. The first limitation is that self awareness was not included. Without this inclusion, a theoretical comparison is not possible, leaving some doubt

as to whether the private self consciousness subscale is really a measure of awareness. Another limitation is the negative relationship observed between the test of self evaluation and the private self consciousness subscale. The negative relationship suggests that those measured to be high privately self conscious perceived shortcomings or deficiencies within themselves, resulting in a lowered self evaluation rating. However, the weight of evidence with self awareness suggests that subjects will instead more intensely, positively or negatively, self evaluate themselves on presented trait items. Since both awareness factors involve attention directed toward the self, it is assumed they will create similar effects on self evaluation. Thus with self awareness having been shown to create an intense effect on self evaluation, it is expected that private self consciousness will create a similar intense effect. Evidence that both awareness factors create similar effects on the various dependent measures of self attribution, self attention and angry aggression has been found respectively in the studies of Buss and Scheier (1978); Carver and Scheier (1978) and Scheier (1976).

It is, therefore, hypothesized that the more that subjects are privately self conscious, the further they will be involved in the process of intense self evaluation. Furthermore, it is predicted that a theoretical comparison between the two awareness factors of high self awareness and high private self consciousness will both produce similar intense self evaluation effects. This comparison is a form of cross-relational validation where the effect of one variable is employed

to predict the effect of another variable (Wells and Marwell, 1976). In this respect, both higher awareness factors are expected to obtain significantly larger absolute difference scores. In obtaining a comparable finding, the private self consciousness subscale will be shown to be a good measure of awareness and an important subject variable affecting subjects' self evaluations.

Objective self awareness theorists Liebling, Seiler and Shaver (1974), claimed that awareness was created by such factors as anxiety or arousal. However, this view was challenged by Scheier (1976) and Scheier and Carver (1977) who found that subjects' responses were consistently within theoretical expectations, suggesting that awareness had been created rather than anxiety. In respect to private self consciousness, the subscale measuring this trait does not correlate with tests indicative of anxiety (Carver and Glass, 1976; Ickes et al., 1978).

The purpose then of this study is to examine the influence of self awareness on self evaluation, and whether this is independent of subjects' level of private self consciousness. Awareness, as indicated by either the factors of manipulation or measurement, is then expected to lead subjects to more intensely evaluate themselves on presented trait items. Thus, when rating their real self and their ideal self concepts, greater absolute difference scores will be produced. In the present study, self awareness was manipulated by having subjects listen to a taperecording of their own voice or another's voice following the procedures used by Ickes, et al., (1973,

Experiment I). In addition, subjects were also categorized as either high or low in private self consciousness, based on their score on the private self consciousness subscale of the Self Consciousness Scale (Fenigstein, et al., 1975). The present design incorporated a manipulation of self awareness as well as a trait measure of private self consciousness. According to objective self awareness theory heightened awareness, either as a tested trait or through experimental manipulation, should result in more intense self evaluation.

Method

Subjects

Subjects were 60 female undergraduate students with a mean age of 25.9 years and a range of twenty-four years (18-42) who were enrolled in summer session undergraduate courses at Lakehead University. The majority of the subjects received a course credit for their participation in the study depending upon the particular instructor's approval.

Testing Materials and Apparatus

Subjects were required to complete a self rating form on self evaluation that was formerly included in the study of Ickes et al., (1973). The self evaluation rating forms, titled "My Ideal Self" and "My Real Self", each consisted of the same twenty bipolar adjective pairs separated by 18 dots. The adjective pairs represented twenty trait dimensions (eg. courteous-rude). Subjects were instructed to complete the Ideal Self ratings in terms of what they would ideally like to be, and to complete the Real Self ratings in terms of what they thought they were really like on the various trait dimen-

sions. For both rating forms, one of the 18 dots was circled, for each trait dimension to indicate the appropriate position on that dimension. Four different randomized orders of the twenty items were created and subjects were given one of these at random. Examples of an Ideal Self and a Real Self evaluation form are presented in the appendix.

The private self consciousness subscale of the Self Consciousness Scale (Fenigstein et al., 1975) was also used in this study. This subscale consisted of ten questions, each of which were answered on a four point scale anchored by the terms "extremely uncharacteristic" to "extremely characteristic". An example of a question is "I reflect about myself a lot". The complete scale is contained in the appendix. A private self consciousness score was obtained by summing the ratings for each question. Test re-test reliabilities were completed by Fenigstein et al., (1975) every two week period and obtained the coefficients of: 1. $r=.84$; 2. $r=.84$ and 3. $r=.80$ (Fenigstein, et al., 1975). Discriminant validity procedures revealed that predictably this subscale did not significantly relate to measures of intelligence, test anxiety or sociability (Carver and Glass, 1976). In terms of construct validity the subscale, as expected, significantly related to a test measure of thoughtfulness indicating personal reflection (Turner, et al., 1978).

A panasonic portable taperecorder, model number RQ-2133, was used for both taperecording and playback in the present study.

The passage which subjects read into the taperecorder

was taken from an introductory sociology text. An attempt was made to select a neutral reading passage in order not to inadvertently affect self awareness.

Procedure

All subjects were first pretested on the private self consciousness subscale. From this point, the procedures outlined in the study of Ickes et al., (1973, Experiment 1) were followed. The same subjects were asked to taperecord their voices when reading from a sociology text for a four minute duration. The above request was explained in reference to the idea that others at some later time would listen to their taperecorded voices to draw personal inferences about the subject. In addition, each subject was told to expect to listen to another's taperecorded voice during the session. Each of the subjects were assigned into one of the two self awareness conditions based on their order of appearance for the study. The odd numbered subjects (N=30) were designated to listen to their own taperecorded voices (High Self Awareness), while the remaining even numbered subjects (N=30) were designated to listen to another's taperecorded voice (Low Self Awareness).

After the taperecordings were made, subjects were asked to complete both the "Real Self" and the "Ideal Self" questionnaires containing the twenty identical trait pairings. As a cover story for this request, subjects were told that it was the intention of the Psychology Department to use the information from the completed questionnaires for another study already in progress. All subjects were first administered

the "Ideal Self" questionnaire. Immediately before the subject began the second questionnaire entitled the "Real Self", the following comment was made.

"By the way, I just remembered that I am supposed to get your reaction to the tapes we have been making. While completing the last questionnaire for the Psychology Department, give half an ear to the tape so you can later give your opinion on the tape's quality and naturalness."

Depending on the awareness condition, the subject then listened to either her own taperecorded voice or another's taperecorded voice. All subjects completed the self evaluation forms in a testing room by themselves to ensure that the presence of another individual, namely the experimenter, did not affect self awareness of the subjects.

Design and Analysis

Within each of the two manipulated self awareness groups, median splits were conducted on the private Self Consciousness Scale to produce the groups of high and low private self consciousness. A private self consciousness pretest mean of 28.3 and a range of sixteen scale points (21-37) was obtained in the present study. For the high self awareness condition, the median was at 30.5. For the low self awareness condition, the median was 27.5. Since four subjects tied at this last median, two subjects were randomly assigned to each of the high and low private self consciousness groups. Thus four equal groups of 15 subjects were created.

For each of the twenty self evaluation items, absolute difference scores were calculated by subtracting the Real Self rating from the Ideal Self rating and deleting any

negative signs (less than one percent of the signs were negative). Since previous results showed that the effect of manipulated self awareness on self evaluation was transitory, items were analyzed according to their order of appearance ie., 1st, 2nd etc. rather than with respect to the particular adjective dimension presented.

The present investigation does not consider ideal self scores and real self scores separately. This is because real self scores were found to account for the majority of changes contributing to the absolute difference scores (Ickes et al., 1973, Experiment II). The present study, in recognition of this finding, only examined the absolute difference scores as done by Ickes et al., (1973, Experiment I).

Results

A 2 (High versus Low Self Awareness) by 2 (High versus Low Private Self Consciousness) analyses of variance was conducted on the total of the absolute difference scores over the 20 trait items. The effect of self awareness was significant, $F(1,56)=3.511$, $p<.05$ (all probabilities were one tailed since both variables were expected to increase self evaluation). Neither the effect of private self consciousness ($F=.071$) nor the interaction ($F=1.453$) were significant.

Since the effect of High versus Low Self Awareness was predicted to be transient, the absolute difference scores were analyzed separately for each of the 20 items. The only significant F ratios were for the main effect of self awareness, for: item 1, $F(1,56)=8.516$, $p<.01$; item 2, $F(1,56)=4.264$, $p<.05$; item 3, $F(1,56)=4.375$, $p<.05$ and item 7, $F(1,56)=5.452$, $p<.01$.

As was done by Ickes et al., (1973, Experiment I), the 20 self evaluation items were analyzed in blocks of 5. The only significant F ratio was for the main effect of self awareness for the first block: $F(1,56)=9.346$, $p<.01$. The sequential effect of self awareness over the four blocks of 5 trials can be seen in Figure 1. It is observed here that the effect produced by the own voice manipulation reaches an early peak, then progressively diminishes in intensity.

Since no significant F ratios were found for private self consciousness in any of the preceding analyses, two further analyses were conducted on the total of the absolute difference scores for the 20 items. This was done in the attempt to determine whether an effect of private self consciousness could be found by examining only subjects scoring at the extremes of this scale. First, two extreme groups were selected from each awareness condition to represent approximately the top and bottom thirds. Because of tied scores, the groups did not have equal sizes (of 10). Rather, the nine highest scoring subjects from the high and low self awareness conditions and the ten lowest scoring subjects from each of the self awareness conditions were selected. The main effect for private self consciousness under these conditions was in the predicted direction but still not significant at $F(1,34)=2.334$, $p<.20$. Since this probability value was somewhat less than the probability obtained with a median split, a second analysis was conducted using even more extreme subgroups. To this end, an attempt was made to select the top and bottom 5 subjects from each self awareness condition, but because of ties, the

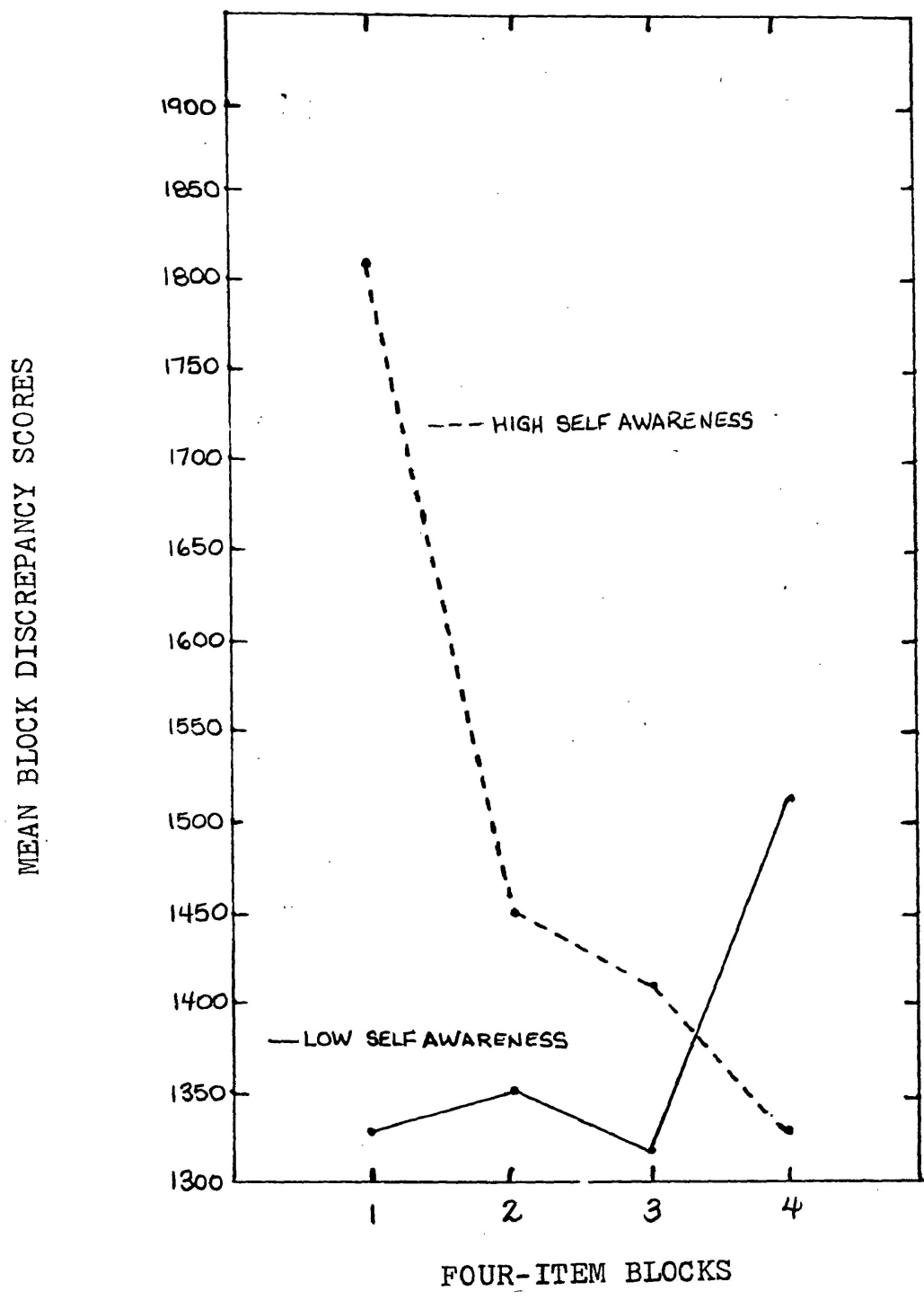


Figure 1. Mean Discrepancy Scores for High and Low Self Awareness Over Four-Item Blocks.

5 highest scoring subjects from each of the self awareness conditions and the lowest scoring 6 subjects from each of the self awareness conditions were selected. The effect of private self consciousness under these conditions was significant at $F(1,18)=3.278$, $p<.05$. Figure 2 illustrates how the mean absolute difference scores for the high and low private self consciousness groups diverge as the more extreme criteria was used to select the groups. As well, Figure 2 shows no evidence that this difference varies with the blocks of trials. While a significant effect of private self consciousness appears at the extremes, the correlation between the raw scores on the private self consciousness subscale and the total absolute difference score was not significant ($r=.12$).

The 10 items on the post experimental questionnaire were analyzed by a 2 X 2 analysis of variance for all 60 subjects. The only significant finding was in respect to self awareness for question 2, $F(1,56)=5.241$, $p<.05$. As expected, subjects who listened to their own taperecorded voices reported being more aware of their own voices.

Discussion

The present study examined the hypothesis that subjects scoring high in private self consciousness and those whose self awareness was increased as a result of listening to their own voice would show greater discrepancies (absolute difference scores) between their ratings of ideal and real self. The results indicated a strong effect for self awareness on the first few items which dissipated and was not significant after item seven. On the other hand, the effect of private self

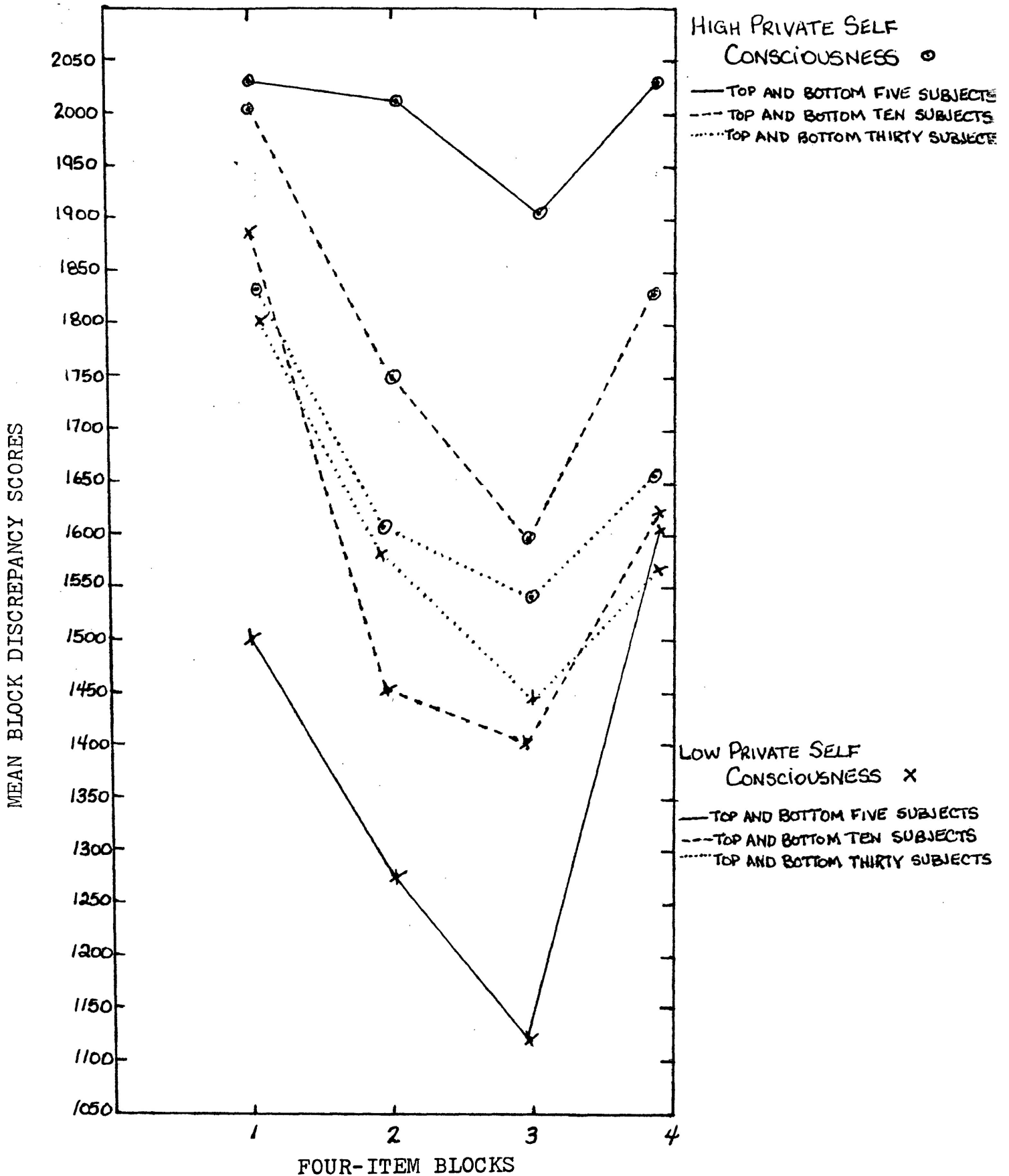


Figure 2. Mean Discrepancy Scores for High and Low Private Self Consciousness over Four-Item Blocks which include the top and bottom five, ten and thirty subjects.

consciousness only appeared when subjects scoring at extremes of the scale were examined, and this effect was relatively uniform across the items, unlike the transient effect of self awareness.

Findings from the ten post hoc questions tend to support the validity of the own voice manipulation. This, as the self reflecting stimulus, is intended to result in higher self awareness. Question two, "When I listened to the taperecorded voice, it made me more aware of my own voice" indicated that those who listened to their own taperecorded voices reported being more aware of their own voices. Also important to the validity of the own voice manipulation are the findings of nonsignificance on questions 5, 6 and 7. The two self awareness groups did not differ in self reports of irrelevant effects such as anxiety, boredom and distraction. With respect to the validity of the effect of private self consciousness on self evaluation, several aspects of the findings suggest this effect should be treated with caution, ie., as a tentative finding. First, the result did not appear with the entire sample, either using a median split and analysis of variance, or using the actual score on the private self consciousness scale and the more powerful Pearson correlation coefficient. Rather, only when the most extreme subgroups were compared by analysis of variance was a difference observed.

The present findings support the prediction that increasing self awareness through focussing of attention inwards leads to more intense self evaluation. In addition, similar to the findings of Ickes et al., (1973, Experiment I), the

predicted transient effect was also observed. Similar to the present investigation, other studies from the objective self awareness perspective also support the existence of the transient effect (Duval and Wicklund, 1972; Ickes et al., 1973, Experiment I; Pryor, Gibbons, Wicklund and Fazio, 1977; Wicklund, 1975).

The finding that private self consciousness had a significant effect on self evaluation only when extreme subgroups were examined is somewhat consistent with other studies using this subscale. At present, there seems to be some confusion in objective self awareness research concerning when significant effects for private self consciousness will occur. This confusion is based somewhat on the factors of number of subjects used in preselection and the percentile score used as a selection criterion. Previous research in this area generally pretested 150 or more subjects in the private self consciousness subscale. In addition, past research also generally selected the 25th and 33rd percentile score distributions for private self consciousness. The slight majority of studies which followed both of these experimental procedures were able to obtain a significant effect for private self consciousness on their various dependent measures (Buss and Scheier, 1978; Scheier, 1976). However, studies by Turner et al., (1978) and Buss, Buss and Scheier (1978), in common with the present experiment, used the median split and were still able to obtain a significant effect on their dependent measures. Furthermore, the study of Turner (1978) consisted of only 62 subjects tested on the private self consciousness

scale, similar in size to the present investigation. Because different dependent measures were used in these studies, it is not possible in this present investigation to reach a conclusion concerning whether the private self consciousness subscale is generally only valid at its extremes or whether this varies with different dependent measures.

An important theoretical implication concerns this study's inability to provide evidence that the private self consciousness subscale measures the disposition to focus attention toward the self. For this assumption to be supported, both high private self consciousness and high self awareness would have to be found to create similar effects on self evaluation. However, the present study only found self awareness to create a significant effect on self evaluation. This finding though supports the assumption that the manipulation of subjects listening to their own voices acted to temporarily increase their attention toward the self.

This study has implications for future research in attempting to establish private self consciousness as a novel subject trait affecting self evaluation. The present study only tentatively found that the tested trait of private self consciousness affected self evaluation when more extreme subpopulations of this trait were examined. This suggests that future research could conceivably find private self consciousness affecting self evaluation by increasing the number of pretest subjects and using more extreme subpopulations of this trait.

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Ideal Self Questionnaire

Courteous	Rude
Skilled	Unskilled
Competent	Incompetent
Pleasant	Disagreeable
Creative	Unimaginative
Honest	Dishonest
Careful	Reckless
Trustworthy	Untrustworthy
Kind	Cruel
Independent	Dependent
Courageous	Cowardly
Generous	Selfish
Tolerant	Intolerant
Considerate	Inconsiderate
Successful	Unsuccessful
Well-liked	Disliked
Industrious	Lazy
Sensitive	Insensitive
Optimistic	Pessimistic
Intelligent	Stupid

Ideal Self Questionnaire

Honest	Dishonest
Careful	Reckless
Trustworthy	Untrustworthy
Kind	Cruel
Independent	Dependent
Courageous	Cowardly
Generous	Selfish
Tolerant	Intolerant
Considerate	Inconsiderate
Successful	Unsuccessful
Well-liked	Disliked
Industrious	Lazy
Sensitive	Insensitive
Optimistic	Pessimistic
Intelligent	Stupid
Courteous	Rude
Skilled	Unskilled
Competent	Incompetent
Pleasant	Disagreeable
Creative	Unimaginative

Ideal Self Questionnaire

Courageous	Cowardly
Generous	Selfish
Tolerant	Intolerant
Considerate	Inconsiderate
Successful	Unsuccessful
Well-liked	Disliked
Industrious	Lazy
Sensitive	Insensitive
Optimistic	Pessimistic
Intelligent	Stupid
Courteous	Rude
Skilled	Unskilled
Competent	Incompetent
Pleasant	Disagreeable
Creative	Unimaginative
Honest	Dishonest
Careful	Reckless
Trustworthy	Untrustworthy
Kind	Cruel
Independent	Dependent

APPENDIX D

Form DIdeal Self Questionnaire

Well-liked Disliked
 Industrious Lazy
 Sensitive Insensitive
 Optimistic Pessimistic
 Intelligent Stupid
 Courteous Rude
 Skilled Unskilled
 Competent Incompetent
 Pleasant Disagreeable
 Creative Unimaginative
 Honest Dishonest
 Careful Reckless
 Trustworthy Untrustworthy
 Kind Cruel
 Independent Dependent
 Courageous Cowardly
 Generous Selfish
 Tolerant Intolerant
 Considerate Inconsiderate
 Successful Unsuccessful

APPENDIX E

Form AReal Self Questionnaire

Courteous	Rude
Skilled	Unskilled
Competent	Incompetent
Pleasant	Disagreeable
Creative	Unimaginative
Honest	Dishonest
Careful	Reckless
Trustworthy	Untrustworthy
Kind	Cruel
Independent	Dependent
Courageous	Cowardly
Generous	Selfish
Tolerant	Intolerant
Considerate	Inconsiderate
Successful	Unsuccessful
Well-liked	Disliked
Industrious	Lazy
Sensitive	Insensitive
Optimistic	Pessimistic
Intelligent	Stupid

APPENDIX F

Form BReal Self Questionnaire

Honest	Dishonest
Careful	Reckless
Trustworthy	Untrustworthy
Kind	Cruel
Independent	Dependent
Courageous	Cowardly
Generous	Selfish
Tolerant	Intolerant
Considerate	Inconsiderate
Successful	Unsuccessful
Well-liked	Disliked
Industrious	Lazy
Sensitive	Insensitive
Optimistic	Pessimistic
Intelligent	Stupid
Courteous	Rude
Skilled	Unskilled
Competent	Incompetent
Pleasant	Disagreeable
Creative	Unimaginative

APPENDIX G

Form CReal Self Questionnaire

Courageous	Cowardly .
Generous	Selfish
Tolerant	Intolerant
Considerate	Inconsiderate
Successful	Unsuccessful
Well-liked	Disliked
Industrious	Lazy
Sensitive	Insensitive
Optimistic	Pessimistic
Intelligent	Stupid
Courteous	Rude
Skilled	Unskilled
Competent	Incompetent
Pleasant	Disagreeable
Creative	Unimaginative
Honest	Dishonest
Careful	Reckless
Trustworthy	Untrustworthy
Kind	Cruel
Independent	Dependent

APPENDIX H

Form DReal Self Questionnaire

Well-liked	Disliked
Industrious	Lazy
Sensitive	Insensitive
Optimistic	Pessimistic
Intelligent	Stupid
Courteous	Rude
Skilled	Unskilled
Competent	Incompetent
Pleasant	Disagreeable
Creative	Unimaginative
Honest	Dishonest
Careful	Reckless
Trustworthy	Untrustworthy
Kind	Cruel
Independent	Dependent
Courageous	Cowardly
Generous	Selfish
Tolerant	Intolerant
Considerate	Inconsiderate
Successful	Unsuccessful

APPENDIX I: Fenigstein's, Buss' and Scheier's Private
Self Consciousness Subscale.

1. I'm always trying to figure myself out.
2. I'm alert to changes in my mood.
3. I'm generally attentive to my inner feelings.
4. I'm aware of the way my mind works when I work through a problem.
5. I'm often the subject of my own fantasies.
6. I sometimes have the feeling that I'm off somewhere watching myself.
7. Generally, I'm not very aware of myself.
8. I never scrutinize myself.
9. I'm constantly examining my motives.
10. I reflect about myself a lot.

									extremely uncharacteristic
									uncharacteristic
									characteristic
									extremely characteristic

