

The Effect of Self-Esteem
on Attitude-Behavior Consistency

Katharine L. Cimini

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Abstract

The aims of this study were (a) to measure attitudes toward helping others, (b) to measure related behaviors of helping others, and (c) to test whether levels of self-esteem predict patterns of consistency and inconsistency between the measured attitude and related behavior. College students, hotel employees, and members of a church volunteer group served as subjects. Subjects were given the Coopersmith Self-Esteem Inventory scale, a helping-others attitude scale, and a frequency of helping-others behavior questionnaire. Results of one-way ANOVAs revealed no significant between group differences on the dependent measures of self-esteem, attitude and behavior. Subsequent Pearson correlational analysis on the total sample revealed a significant negative relationship between self-esteem and attitude-behavior inconsistency. It was concluded that high self-esteem is associated with high attitude-behavior consistency and low self-esteem is associated with low attitude-behavior consistency.

The Effect of Self-Esteem
on Attitude-Behavior Consistency

The science of psychology is characterized by a systematic body of theories that emphasize describing, predicting, understanding and changing the mind and behavior. The inextricable interrelationship between cognitive processes and observable behavior has been the focus of much psychological research. One area of this research has been directed towards determining the relationship of attitudes and behavior.

Attitudes are defined as lasting, general evaluations of people, objects or issues. The relationship between attitudes and behavior has been a central interest of social psychologists since Allport (1935) suggested that the concept of attitude was the cornerstone in the edifice of social psychology. Early researchers assumed that attitudes predict overt behaviors (Allport, 1935; Campbell, 1950; Doob, 1947). However, in an extensive review of the attitude-behavior literature, Wicker (1969) found little evidence to support the existence of underlying attitudes which influence actions. Subsequently, researchers

set out to examine whether attitudes do, indeed, predict behavior, and, if so, when attitude-behavior consistency could be predicted.

These questions have been studied by examining the characteristics of the attitude itself, and by evaluating the personality traits of the individual who holds the attitude. It has been found that the presence of certain factors in either the attitude or the individual's personality tends to increase the strength of attitude-behavior consistency.

Some studies that examined attitudes have found that the specificity of the attitude increases attitude-behavior consistency (Ajzen & Fishbein, 1977; Weigel, Vernon & Tognacci, 1974). Prediction of overt behavior from attitudes has been found to be more accurate when specific, narrow, and precise attitudes, rather than general ones, are examined. However, other research showed that general attitudes can exert a strong influence on overt behavior if something calls the general attitude to mind (Fazio, Powell & Herr, 1983; Fazio, Herr, & Olney, 1984). Recall makes the general attitude more accessible and influential in how the person interprets

the situation. As a result, the ensuing behavior tends to be more consistent with the attitude. Another factor that has been found to influence attitude-behavior consistency is social pressures (Andrews & Kandel, 1979). If social pressures reinforce the behavior, then attitudes become less potent in predicting behavior.

Research has examined the characteristics of the individual and has identified several personal factors that potentially affect attitude-behavior consistency. First, an individual's prior personal experience in the attitude's related behavioral domain has been found to increase attitude-behavior consistency (Regan & Fazio, 1977; Borgida & Campbell, 1982). Second, if an individual has a vested interest in whether or not a behavior is performed, an attitude can more effectively predict an overt behavior (Sivacek, 1982). Third, the more a reported attitude is the result of an inference from one's prior behaviors toward the attitude object as a result of a self-perception process, the more accurately it predicts subsequent behaviors (Zanna, Olson & Fazio, 1981; Bem, 1967). Fourth, the individual's self-monitoring style influences attitude-behavior consistency (Snyder,

1974). According to Snyder, high self-monitoring individuals guide their behavior on the basis of situational or interpersonal interpretations of appropriateness, while low self-monitors guide their behavior from relevant inner states. Snyder concluded that low self-monitors show more attitude-behavior consistency than high self-monitors. Finally, further research by Kendzierski (1987) supported Snyder's (1974) research and showed that individuals who believed that they were persons who usually acted on their attitudes showed a higher attitude-behavior consistency than did individuals who did not think of themselves as persons who usually acted on their attitudes.

The previously cited personal factors were found to influence attitude-behavior consistency. Therefore, it is likely that other individual factors may also exert an influence. One of these factors may be a person's level of self-esteem. Self-esteem, as defined by Coopersmith (1967), is a personal judgment of worthiness that is expressed by the attitudes an individual holds toward the self. Self-esteem has been identified as an influence in other areas of research. A study conducted by Tunnell

(1984) showed that persons with low self-esteem are more likely to show conformity. Janis (1954) concluded that persons with low self-esteem are persuaded more easily than people with high self-esteem. Another study showed that in a situation where individuals perceived a threatening exercise of power over them, those individuals with high self-esteem appeared to repudiate the power situation with greater ease than those with low self-esteem who seemed to be more dependent upon the situation and more vulnerable to its pressures (Cohen, 1959). Jones, Freeman, and Goswick (1981) found that individuals with low self-esteem rated specific others and people-in-general more negatively and were more alienated and externalized. In a test of the social adaptation theory which holds that "subjective self-esteem shapes the form of multiple interpersonal relations and acts, but only approximates highly specific aspects of interpersonal relations and acts" (Kahle, Kulka, & Klingel, 1980, p.496) researchers found that low adolescent self-esteem leads to multiple interpersonal problems. Given that self-esteem has been found to influence the previously cited areas, it may influence attitude-behavior

consistency.

This study examined attitudes toward helping others and related voluntary helping behaviors. Research on volunteering has revealed that volunteers are likely to be more anxious, from a lower social class, and of parents who have not attended college than non-volunteers (Jobe, Holgate, & Scrapansky, 1983). Stiff, Dillard, Somara, and Kim (1988) suggested that prosocial behavior is motivated primarily by a concern for others. Lammers (1982) examined the effect of self-esteem on volunteering to participate in a psychology experiment and found no self-esteem differences on volunteering behavior. However, he did not measure the subjects' attitudes toward volunteering.

No published studies have been conducted on the effect of self-esteem on attitude-behavior consistency despite a significant body of independent research on the two topics. This study examined the degree to which levels of self-esteem predict attitude-behavior consistency. Attitude was measured in terms of the individual's attitude toward helping others. The behavioral correlate of this attitude was measured by the degree to which an

individual chose to help others. The aims of this study were (a) to measure attitudes toward helping others, (b) to measure behaviors of volunteering to help others, and (c) to test whether levels of self-esteem predict patterns of consistency and inconsistency between the measured attitude and related behavior. It was hypothesized that individuals with high self-esteem would manifest greater attitude-behavior consistency than individuals with low self-esteem.

Method

Subjects

The total sample included 129 subjects, 72 females and 57 males. Subjects were drawn from three organizations so that the results of the sample could be generalized to a larger population.

One group of subjects was Lycoming College students. One hundred students were randomly selected from the student directory, were contacted, and were asked to participate in the study. Eighteen did not respond, so the Lycoming College student sample included 82 subjects, 48 females and 34 males. The student population of Lycoming College is comprised of 78% resident students

and 22% commuter students. Therefore, an effort was made to approximate this distribution by asking 75 residents and 25 commuters to participate. The proportion of actual participants did approximate the distribution of the college population. The total sample of 82 subjects included 64 residents, 33 females and 31 males, or 78% of the total sample, and 18 commuters, 15 females and 3 males, or 22% of the total sample.

The second group of subjects were employees of the Sheraton-Williamsport and were drawn from the following departments: housekeeping, dining room, lounge, front desk, sales, personnel, accounting, kitchen, and management. This method of selection provided subjects who had various socioeconomic, ethnic and educational backgrounds. A total of 26 employees, 14 females and 12 males, served as subjects in the hotel employee group.

The third group of subjects were drawn from the Mater Dolorosa Church volunteer organization. A total of 21 volunteers, 10 females and 11 males, served as subjects in the volunteer group.

The total sample of 129 subjects provided a wide range of socioeconomic, educational, ethnic and age

factors.

Measures

Subjects completed three series of items measuring self-esteem, attitudes towards various topics, and frequency of helping-others behavior. The measure of self-esteem was the Adult Form of the Coopersmith Self-Esteem Inventory (SEI) (Coopersmith, 1975). Subjects were asked to express whether 25 statements were "Like Me" or "Unlike Me." Sample questions include "It takes me a long time to get used to anything new," "People usually follow my ideas," and "Things are all mixed up in my life." The SEI, along with subject's instructions for completing the scale, are shown in Appendix 1.

The series of items measuring attitudes was compiled from several tested attitude scales. Subjects were asked to indicate their agreement with 50 statements on a 6-point scale ranging from "I disagree very much" (1) to "I agree very much" (6). Arranged randomly in the list of items were 10 statements that measured attitudes toward helping others. These statements were drawn from humanitarian attitude scales created by Fischer (1973) and are from the "Social Responsibility - Social

Action" and "Belief in Helping Others (Helping Attitude)" segments of the scale. Sample questions include "There is no point in doing things for people who lead worthless lives" and "I find it annoying to be asked to help someone out of a jam." Internal-consistency reliability coefficients for the scales were: social responsibility, $\underline{r} = .78$ and belief in helping others, $\underline{r} = .76$. The coefficients indicate that the attitude scores were reasonably stable (Fischer, 1973). The other 40 items on the attitude scale were chosen from various scales (Rigby, 1984; Spence, Helmreich & Stapp, 1973; Yukor, Block, & Campbell, 1959; Dynes, 1955; Hinckley & Hinckley, 1939; Siebrecht, 1941; Richardson, 1960) and were included to obscure the purpose of the scale. The attitude scale, along with instructions for completing the scale, is shown in Appendix 2.

The third series of items measured behavior. The method used was a frequency scale of self-reported behavior. Although there is some criticism of this method's accuracy, there is evidence that individuals who volunteer in principle tend to volunteer in fact (Kohn, Hunt, Davis & Cowles, 1982). Thus, self-reported

volunteering, although not a completely precise measuring tool, can be considered to at least reflect the individual's behavioral intentions, or volunteering to help others in principle. The questionnaire contained 37 questions and subjects were asked to indicate the frequency of their behavior on a 5-point scale ranging from "never" (0) to "very frequently" (4). Ten items were questions related to helping others. Sample questions include "How often have you helped a stranded stranger who was having car troubles?" and "How often have you personally provided food for the needy?" The remaining 27 items were related to other topics on the attitude scale and were included to obscure the purpose of the questionnaire. The behavior questionnaire, along with subject's instructions for completing the scale, is shown in Appendix 3.

Procedure

After subjects had agreed to participate in the study, they were given a set of instructions. All subjects were provided with a brief description of the study and were informed that the purpose of the study was to determine which statements reflected the opinions and behavioral practices of the largest number of people.

A statement of consent and confidentiality was also included. A copy of the form is in Appendix 4. Subjects were not told the true purpose of the study.

Subjects were asked to complete the three series of items each of which had a set of instructions. The items were used to assess (1) their self-esteem, (2) their attitudes toward helping others, and (3) their volunteering to help others behavior. The sequence of the three scales was presented in a random manner to reduce the potential for order effects.

The Self-Esteem Inventory scale (SEI) (Coopersmith, 1975) is designed to assess self-esteem levels by assigning responses in the direction of high esteem as correct responses. A score was obtained by counting the number of correct responses to the 25 questions and multiplying that number by 4. The possible range of scores was from 0 - 100.

The 10 helping-others statements on the attitude scale were scored in the direction of favorability of helping others. Unfavorable statements were reversed-scored. The possible range of scores was from 1 - 60 with higher values reflecting more favorable helping

attitudes.

Scores on the behavior dimension were obtained by summing the subjects' expressed frequency of volunteering to help others behavior. The frequencies with which subjects performed these acts served as indices of their helping-others behavior with higher scores indicating more helping behavior. The possible range of scores was from 0 - 40.

After each subject's scores on the three scales were calculated, results were analyzed by the following methods: a one-way ANOVA analyzed group differences; Pearson correlation statistics measured the relationship between self-esteem and attitude-behavior consistency for each of the three groups and for the total sample; and, a three-way chi square tested whether the observed frequencies differed from expected frequencies and measured the interaction between the three variables.

Classification of Subjects

For the three-way chi square ($2 \times 2 \times 2 \chi^2$), subjects were classified into eight independent groups. Medians for the scores of self-esteem, attitude and behavior were calculated. Subjects with scores higher

than the median of each dimension of self-esteem, attitude and behavior were classified as high on that dimension and those with scores lower than the median were classified as low on that dimension. Scores at the median were randomly assigned to either high or low classifications.

The combined classification of subjects, taking into account self-esteem, attitude and behavior, resulted in subjects being assigned to one of the following groups:

- (1) high self-esteem, high attitude, high behavior
- (2) high self-esteem, high attitude, low behavior
- (3) high self-esteem, low attitude, high behavior
- (4) high self-esteem, low attitude, low behavior
- (5) low self-esteem, high attitude, high behavior
- (6) low self-esteem, high attitude, low behavior
- (7) low self-esteem, low attitude, high behavior
- (8) low self-esteem, low attitude, low behavior

Results of the classification of subjects are shown in Table 1.

Insert Table 1 about here

Results

The total sample was composed of 129 individuals randomly selected from the following groups: college students (n=82), hotel employees (n=26), and volunteers from a church organization (n=21). A descriptive statistics table for each group and the total sample appears in Table 2.

Insert Table 2 about here

The first statistical test was performed to determine if there were any between group differences in the three measures of self-esteem, attitude and behavior. Results of one-way ANOVAs comparing groups on dependent measures of Self-Esteem, Attitude and Behavior revealed no significant between group differences (Self-Esteem, $F(2, 126) = 0.506$, $p > 0.61$; Attitude, $F(2, 126) = 0.626$, $p > 0.54$; Behavior, $F(2, 126) = 0.076$, $p > 0.93$.) In response to these findings, subgroups were collapsed to form a single sample. Subsequent statistics were performed on the total sample.

The second step in the statistical analyses was

to see if there was a significant relationship between the three variables. Raw scores for measures of Self-Esteem, Attitude and Behavior were converted to \underline{z} scores using sample statistics to standardize scaling characteristics among measures. Consistency between self-ratings of Attitude and Behavior was computed using the formula: $/\text{ATTZ} - \text{BEHZ}/$, where $\text{ATTZ} = \underline{z}$ score for Attitude and $\text{BEHZ} = \underline{z}$ score for Behavior. Using this formula, values approaching zero indicate increasing Attitude-Behavior consistency; increasing values reflect decreasing Attitude-Behavior Consistency.

Results using Pearson correlation statistics indicated a significant negative relationship between Self-Esteem and Attitude-Behavior inconsistency ($\underline{r} = -0.5003$, $\underline{p} < .001$). High Self-Esteem was associated with high Attitude-Behavior consistency. Separate Pearson correlational analyses revealed a significant negative relationship in each of the subgroups. (college students, $\underline{r} = -0.5067$, $\underline{p} < 0.001$; hotel employees, $\underline{r} = -0.4154$, $\underline{p} < 0.0348$; volunteers, $\underline{r} = 0.6627$, $\underline{p} < .001$). Figures 1,2,3 and 4 show the scatterplots for the total sample, college students group, hotel employees group and the

volunteer group, respectively.

Insert Figures 1, 2, 3, and 4 about here

Another way to determine consistency associations is through a chi-square test. A three-way chi-square ($2 \times 2 \times 2 \chi^2$) test revealed a significant association between the levels of Self-Esteem and Attitude-Behavior associations ($\chi^2 = 24.7, p < .01$). Classification of subjects for the chi-square analysis are shown in Table 1. These findings indicate that there is an association between attitude and behavior at one level of self-esteem and an opposite association between attitude and behavior at the other level of self-esteem.

Discussion

The results supported the hypothesis that individuals with high self-esteem would show greater attitude-behavior consistency than individuals with low self-esteem.

One explanation for these results may lie within the definition of self-esteem. The high self-esteem person has been conceptualized as liking or valuing himself as well as seeing himself as competent in dealing

with the world he perceives. The low self-esteem person is seen as disliking, devaluing himself and generally perceiving himself as not competent to deal effectively with his environment (Cohen, 1959). Thus, the individual with high self-esteem would feel more confidence in refusing to act contrary to his attitudes and would be less susceptible to social pressures because of confidence in his ability to deal with the world. Also, an individual with high self-esteem would not be afraid to act in accordance with her attitudes because of that same confidence. Conversely, an individual with low self-esteem who does not value himself may not place as much value on his attitudes. Low self-esteem persons have been shown to be more susceptible to persuasion (Janis, 1954). Because of lack of confidence in their ability to effectively deal with the environment, persons with low self-esteem do not act on attitudes if they believe that the related behavior is outside of their domain of competence. In other words, the related behavior may be perceived as threatening. According to Cohen (1959), low self-esteem persons are less able to deal effectively with threatening situations. Thus, they avoid the threatening

situation by choosing to not act, even though the required act would be consistent with their attitude.

One study has shown that those persons who manifest greater attitude-behavior consistency are those whose past behaviors toward the attitude object have been relatively consistent and who base their attitudinal statements on their past behaviors (Zanna, Olson & Fazio, 1980), and Bem and Allen (1974) suggest that we usually determine our self-esteem from our interactions with others. Perhaps, one way that past behaviors or interactions with others function to improve attitude-behavior consistency is by becoming reinforcers which then function to raise or lower self-esteem levels and, therefore, raise or lower an individual's confidence in his competence to effectively act consistently with his attitude.

The relationship between low self-esteem and high anxiety has been frequently documented (Coopersmith, 1967; Doris, 1959). People with low self-esteem exhibit more anxiety. Research on volunteering has found that, in general, volunteers have higher anxiety levels than non-volunteers (Jobe, Holgate, & Scrapansky, 1983). Subsequently, it is not surprising to find that low

self-esteem individuals manifest less attitude-behavior consistency than high self-esteem individuals. The reported anxiety of volunteers may be in part attributable to the attitude-behavior inconsistency which leads to a conflict-caused anxiety. Furthermore, the anxiety may serve as feedback which maintains the low self-esteem.

Weigel and Newman (1976) found that an attitude measure which focuses on a general attitude-object can make strong predictions of behavior when that behavior is sought in the context of patterned sets of actions rather than a single act. The volunteering behavior questionnaire in this study sought to assess a helping others behavioral response in different situations. Therefore, the assessed behavioral scores are considered to be the individual's general pattern of responding to helping others.

The findings of the Pearson correlational analysis of the total sample were significant despite group differences with respect to occupation (i.e. student, employee, volunteer), age, socioeconomic status and education. These findings refute a criticism that is often aimed at rejecting the generalizability of results of studies

in the science of psychology. Critics claim that the use of college students as subjects limits the generalizing of results to a larger population. This study found no significant between-group differences. The results of the total sample ($r = -0.5003$) closely approximate the results of the college students ($r = -0.5067$).

Results for the hotel employees showed a lesser relationship between levels of self-esteem and attitude-behavior consistency ($r = -0.4154$) than did the college students or the volunteer group. Items 17 and 24 on the behavior questionnaire measure the frequency of the behavior of helping strangers. These items are directly related to job requirements of hospitality employees. Because of the more frequent opportunity to help strangers and because their occupations demand it, hotel employees may be coerced into helping strangers even though they may not do it outside of their work environment and even though helping strangers may be in conflict with their attitudes about the behavior.

The church volunteer group showed the highest correlation between self-esteem and attitude-behavior consistency ($r = -0.6627$). This could be attributed

to religious training which positively values helping others coupled with group's functions which include providing food for the needy.

If low self-esteem is associated with low attitude-behavior consistency which in turn leads to anxiety, then attempts should be made to raise the levels of self-esteem in low self-esteem individuals. Brockner and Hulton (1978) suggest that self-esteem can be raised by reducing self-consciousness of low self-esteem individuals. Future research should be directed toward testing levels of self-esteem and attitude-behavior consistency, followed by raising self-esteem levels, then retesting for self-esteem and attitude-behavior consistency.

In sum, high self-esteem is associated with high attitude-behavior consistency and low self-esteem is associated with low attitude-behavior consistency. Perhaps some of the variables, particularly anxiety, that have previously been associated with low self-esteem are attributable to the conflict of attitude-behavior inconsistency.

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Author Notes

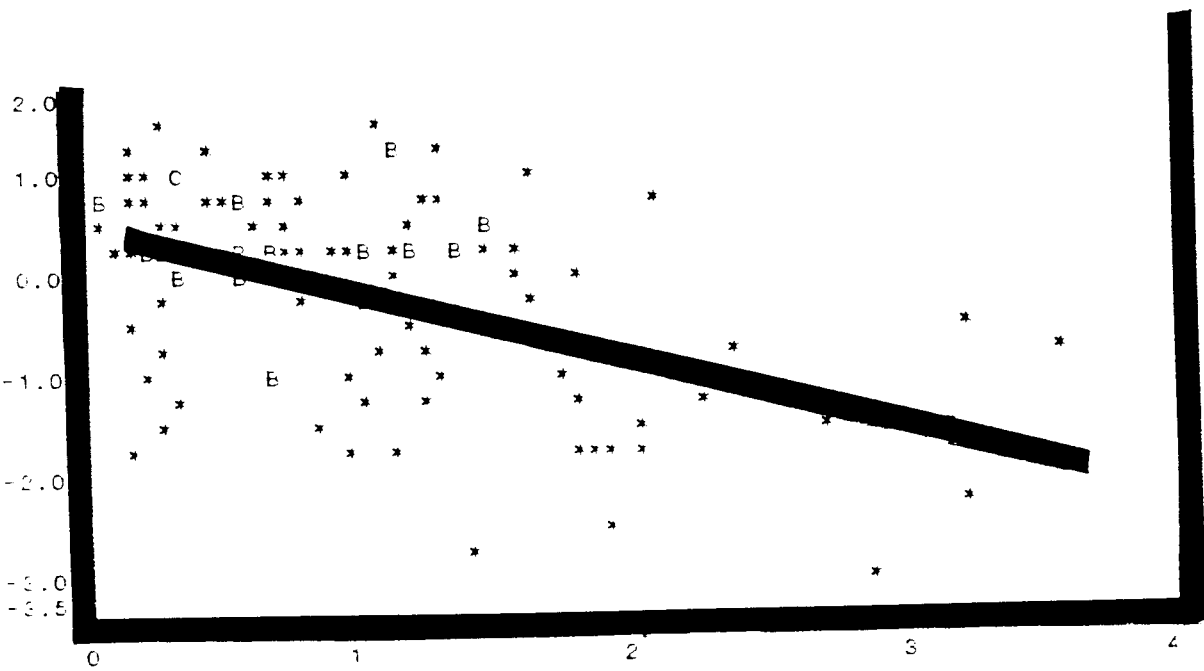
This experiment was presented to the faculty of Lycoming College, April 19, 1990, in partial fulfillment of the requirements for graduating with Departmental Honors in Psychology.

I would like to thank the members of my honors committee, Dr. Howard Berthold, Dr. John Hancock, Professor Jane Lawrence and Professor Roger Davis, for their help and patience with me throughout this long year.

I would also like to thank Dr. Richard Dowell for his invaluable help with the analysis of the data and for his encouragement.

Figure Caption

Figure 1. Scatterplot of the z scores of the total sample.

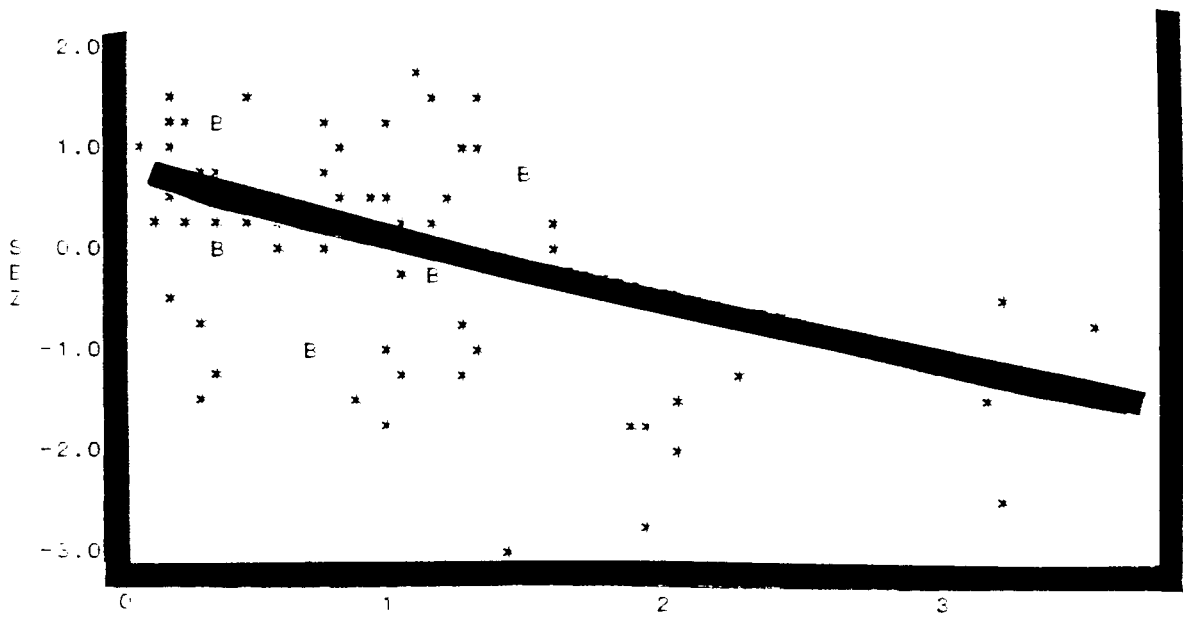


Inconsistency

$\underline{r} = -0.5003$ ($\underline{p} < .001$)

Figure Caption

Figure 2. Scatterplot of the z scores for college students.

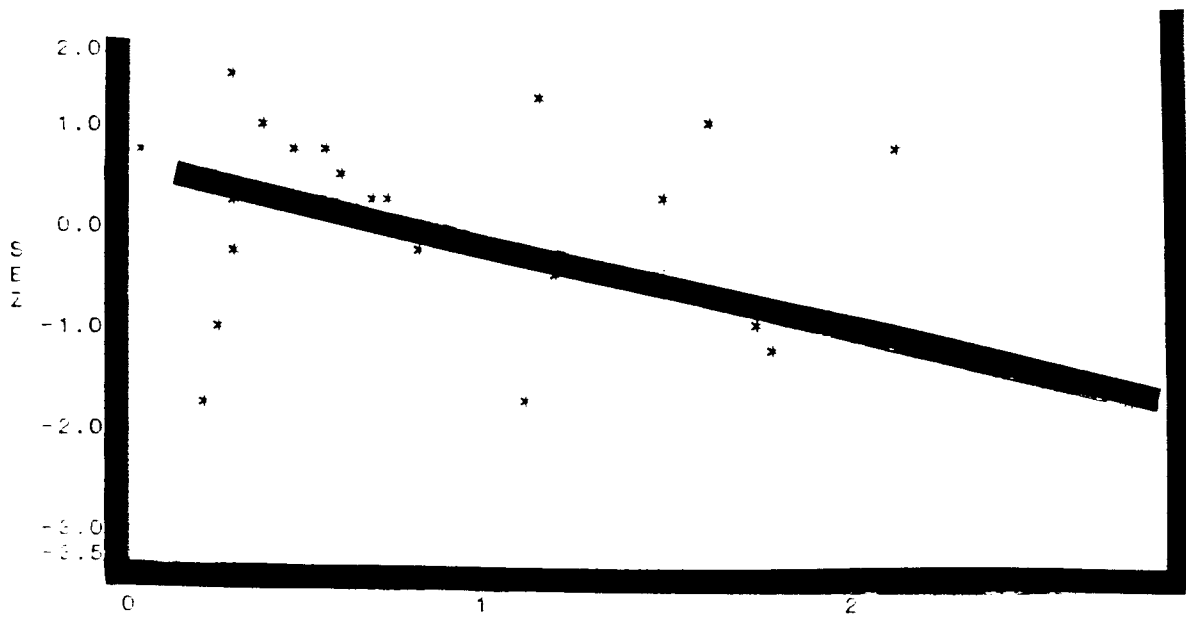


Inconsistency

$\underline{r} = -0.5067, p < .001$

Figure Caption

Figure 3. Scatterplot of the z scores for the hotel employee group.

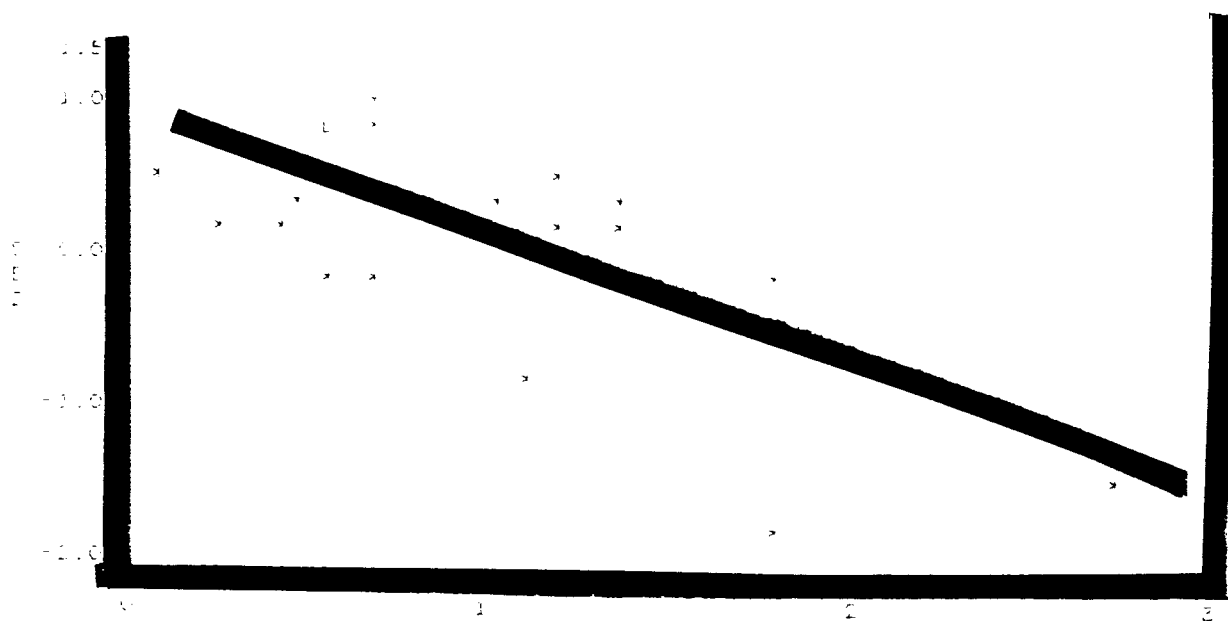


Inconsistency

$\underline{r} = -0.4154, \underline{p} < .034$

Figure Caption

Figure 4. Scatterplot for the z scores of the church volunteer group.



Inconsistency

$r = -0.6627, p < .001$

Table 1

A x B x C Combination Table for the Three-way Chi-square Test of Self-Esteem, Attitude and Behavior

Description	fo	fe
A ₁ B ₁ C ₁	31	17.52
A ₁ B ₁ C ₂	3	15.23
A ₁ B ₂ C ₁	9	17.25
A ₁ B ₂ C ₂	22	15.0
A ₂ B ₁ C ₁	10	17.25
A ₂ B ₁ C ₂	21	15.0
A ₂ B ₂ C ₁	19	16.98
A ₂ B ₂ C ₂	14	14.77

A₁ = High self-esteem

A₂ = Low self-esteem

B₁ = High attitude

B₂ = Low attitude

C₁ = High behavior

C₂ = Low behavior

Table 2

Descriptive Statistics of Group 1 (College Students),
Group 2 (Hotel Employees), Group 3 (Volunteers), and
the Total Sample

Group	Measure	Mean	Standard Deviation	Median	Range
1	Self-esteem	72.0	17.6	76	24-100
1	Attitude	42.1	8.4	43	22-59
1	Behavior	14.5	5.8	15	2-30
2	Self-esteem	72.3	19.1	76	20-100
2	Attitude	42.7	9.9	45.5	19-56
2	Behavior	15.0	5.8	13.5	7-30
3	Self-esteem	76.2	12.5	76	44-92
3	Attitude	44.5	7.3	45	26-55
3	Behavior	14.6	4.8	15	3-22
All	Self-esteem	72.7	17.2	76	20-100
All	Attitude	42.6	8.5	44	19-59
All	Behavior	14.7	5.6	14	2-30

Appendix

Appendix 1. Instructions given to subjects with the Coopersmith Self-Esteem Inventory Scale and a copy of the Scale.

The following 25 statements reflect your opinion about yourself. Please circle 1 if you think that the statement is "Like You." Circle 2 if you think that the statement is "Unlike you."

Please indicate your sex and age by checking the appropriate category:

Sex

Female ___

Male ___

Age

Under 19 ___

19 - 25 ___

26 - 35 ___

36 - 50 ___

Over 50 ___

Coopersmith Self-Esteem Inventory

Like Me	Unlike Me	
X		1. Things usually don't bother me.
	X	2. I find it very hard to talk in front of a group.
	X	3. There are lots of things about myself I'd change if I could.
X		4. I can make up my mind without too much trouble.
X		5. I'm a lot of fun to be with.
	X	6. I get upset easily at home.
	X	7. It takes me a long time to get used to anything new.
X		8. I'm popular with persons my own age.
X		9. My family usually considers my feelings.
	X	10. I give in very easily.
	X	11. My family expects too much of me.
	X	12. It's pretty tough to be me.
	X	13. Things are all mixed up in my life.
X		14. People usually follow my ideas.
	X	15. I have a low opinion of myself.

Like Me	Unlike Me	
	X	16. There are many times when I would like to leave home.
	X	17. I often feel upset with my work.
	X	18. I'm not as nice looking as most people.
X		19. If I have something to say, I usually say it.
X		20. My family understands me.
	X	21. Most people are better liked than I am.
	X	22. I usually feel as if my family is pushing me.
	X	23. I often get discouraged with what I am doing.
	X	24. I often wish I were someone else.
	X	25. I can't be depended on.

X's indicate correct responses in the direction of high self-esteem.

Appendix 2. Instructions given to subjects with the attitude scale, followed by the Attitude Scale.

Instructions

On the following pages are listed various statements with which you may agree or disagree.

This study is being conducted to find out which statements reflect the opinions of the largest number of people. You are asked to help determine these results by circling the number which corresponds to how strongly you agree or disagree with each statement.

The following scale represents your agreement of disagreement:

- 1 - I disagree very much
- 2 - I disagree pretty much
- 3 - I disagree a little
- 4 - I agree a little
- 5 - I agree pretty much
- 6 - I agree very much

Please remember that there are no right or wrong answers to these statements, but all statements answered should reflect your most accurate description of personal agreement or disagreement.

Self-Esteem, Attitude and Behavior

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Please do not sign your name. All replies are
anonymous.

Self-Esteem, Attitude and Behavior

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Attitude Scale

1. It is more serious to break God's law than to break man's law. 1 2 3 4 5 6
2. Students ought to respect teachers for their knowledge. 1 2 3 4 5 6
3. The law punishes the bad and protects the good. 1 2 3 4 5 6
- * 4. I feel bad about turning down a beggar who asks for a handout. 1 2 3 4 5 6
- * 5. There is no point in doing things for people who lead worthless lives. (R) 1 2 3 4 5 6
6. The police commonly distort the truth when they are giving evidence. 1 2 3 4 5 6
7. Strict enforcement of traffic regulations is the only way to prevent accidents. 1 2 3 4 5 6
- * 8. When organizations like the Salvation Army give handouts to people, they encourage these people to remain a drain on society. (R) 1 2 3 4 5 6
9. A person who is not willing to 1 2 3 4 5 6

Self-Esteem, Attitude and Behavior

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and keep one's self-respect.

- * 17. I find it annoying to be asked 1 2 3 4 5 6
to help someone out of a jam. (R)
18. Physical fitness activities are 1 2 3 4 5 6
important for maintaining health.
19. There should be a strict merit 1 2 3 4 5 6
system in job appointment and
promotion without regard to sex.
20. Every family should have family 1 2 3 4 5 6
prayers or say grace before meals.
- * 21. I would like to take part in a 1 2 3 4 5 6
social action program for aiding
needy or unfortunate persons.
22. Teachers far too frequently try to 1 2 3 4 5 6
instill opinions and values which
students should not have forced
upon them.
23. Parents of disabled children 1 2 3 4 5 6
should be less strict than other
parents.
24. Swearing and obscenity are more 1 2 3 4 5 6
repulsive in the speech of a woman

than of a man.

25. A person should be permitted to drive a car only as long as he does not abuse his privilege. 1 2 3 4 5 6
26. It is up to the government to take care of disabled persons. 1 2 3 4 5 6
27. Compulsory physical activity programs should be kept to a minimum. 1 2 3 4 5 6
- * 28. If you happen to witness an accident or crime these days, the best thing to do is leave the scene and keep quiet about what you have seen or heard. (R) 1 2 3 4 5 6
- * 29. If you help people too much they will soon depend on you for problems they could handle themselves. 1 2 3 4 5 6
30. The police use their "badge" as an excuse to push people around. 1 2 3 4 5 6
31. The police are generally quite impartial and fair in the way they 1 2 3 4 5 6

carry out the law.

32. The responsibility of making a living should not weigh on a person's shoulders so much that he has no time for anything else. 1 2 3 4 5 6
33. Examinations for drivers' licenses should be difficult enough to eliminate persons who are physically unfit and emotionally unstable. 1 2 3 4 5 6
34. Physical activities strengthen moral development. 1 2 3 4 5 6
35. It would be wrong for a church member to have a job as a bartender. 1 2 3 4 5 6
36. By and large, the police carry out their duties efficiently. 1 2 3 4 5 6
- * 37. It is disturbing for me to realize that some people are helpless and suffering most of the time. 1 2 3 4 5 6
38. Teachers are genuinely concerned with the needs of individual students. 1 2 3 4 5 6

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39. We owe it to the very principles of democracy on which our country is founded to earn a living. 1 2 3 4 5 6
40. A person should obey only those laws that seem reasonable. 1 2 3 4 5 6
41. You have to be careful what you say when you are with disabled people. 1 2 3 4 5 6
42. The right thing to do is to work hard, earn your own living and not expect to have what you can't pay for. 1 2 3 4 5 6
43. It is more important to go to church than to be active in politics. 1 2 3 4 5 6
44. A nation that has an efficient army is generally worthy of respect. 1 2 3 4 5 6
45. Physical activity is not as important as intellectual activity. 1 2 3 4 5 6
46. Intoxication among women is worse than intoxication among men. 1 2 3 4 5 6

Self-Esteem, Attitude and Behavior

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- * 47. You can get into real trouble 1 2 3 4 5 6
being a "Good Samaritan," and are
better off steering clear of others'
problems. (R)
48. It is insulting to women to have 1 2 3 4 5 6
the "obey" clause remain in the
marriage service.
49. It is rare for a teacher to allow 1 2 3 4 5 6
a student to challenge his judgments
even on questions which are really
a matter of opinion.
50. Disabled people are as happy as 1 2 3 4 5 6
nondisabled persons.

* Statements which will be scored.

(R) Statements will be reversed scored.

Items 4, 5, 8, 10, 17, 21, 28, 29, 37, 47 - (Fischer,
1973).

Items 2, 3, 6, 16, 22, 30, 31, 36, 38, 40, 44, 49 -
(Rigby, 1984).

Items 13, 19, 24, 46, 48 - (Spence, Helmreich & Stapp,
1973).

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Items 12, 23, 26, 41, 50 - (Yukor, Block, & Campbell, 1959).

Items 1, 9, 20, 35, 43 - (Dynes, 1955).

Items 15, 32, 39, 42 - (Hinckley & Hinckley, 1939).

Items 7, 11, 14, 25, 33 - (Siebrecht, 1941).

Items 18, 27, 34, 45 - (Richardson, 1960).

Appendix 3. Instructions given to subjects with the behavior questionnaire, followed by the Behavior Questionnaire.

Instructions

On the following pages are listed various activities that people do in different degrees, such as speed of driving, frequency of voting, making out applications, and other things. It is recognized that there are differences of opinion and many different practices in regard to the behaviors listed.

This study is being conducted to find out which of these behaviors are being performed by the largest number of people. You are asked to help in finding the largest number by circling the number which corresponds to the most accurate description of your behavior in each of the situations named.

The following scale represents the frequency of your behavior:

- 0 - never
- 1 - rarely
- 2 - sometimes
- 3 - frequently

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4 - very frequently

All questions answered should represent the most accurate estimate of your behavior.

Please do not sign your name. All replies are anonymous.

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Behavior Questionnaire

1. How often have you criticized a medical doctor for making an incorrect diagnosis? 0 1 2 3 4
2. How often have you parked at a place where parking is prohibited? 0 1 2 3 4
3. How often do you attend religious services? 0 1 2 3 4
4. How often do you do physical exercises? 0 1 2 3 4
- * 5. How often have you worked for an organization which provides relief for victims of natural disasters? 0 1 2 3 4
6. How often do you use credit cards? 0 1 2 3 4
7. How often have you parked at a place where parking was limited to a certain length of time, and exceeded the parking time limit? 0 1 2 3 4
8. How often do you vote when the slate is primarily local candidates? 0 1 2 3 4
9. Before driving your car into or across a "through-traffic" street from 0 1 2 3 4

a side street on which a "stop" sign is posted, how often do you bring your car to a complete stop before entering the "through" street?

10. How often do you go to the doctor for a routine physical examination when you aren't feeling ill? 0 1 2 3 4
- * 11. How often have you helped an elderly or disabled person to cross a street? 0 1 2 3 4
12. How often have you taken hotel or restaurant towels, silverware, ash trays, etc. to keep for yourself? 0 1 2 3 4
13. How often have you donated money to a religious organization? 0 1 2 3 4
14. How often have you criticized a female who is "in charge" on the grounds that a man could do the job better? 0 1 2 3 4
15. How often do you become intoxicated on alcohol? 0 1 2 3 4
- * 16. How often have you donated blood to the Red Cross? 0 1 2 3 4

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- * 17. How often have you asked a stranger 0 1 2 3 4
who appeared to be having a problem
if you could possibly be of help to
him/her?
- 18. How often have you yelled at another 0 1 2 3 4
driver for making a "stupid" driving
error?
- * 19. How often have you worked for an 0 1 2 3 4
organization which provides food
for the needy?
- 20. How often have you not gone to work 0 1 2 3 4
or school with the excuse that you
were sick when, in fact, you were
not sick.
- 21. How often do you pray before or after 0 1 2 3 4
meals?
- 22. In filling out forms or stating 0 1 2 3 4
information verbally when applying
for work, any kind of license, bond,
relief, etc., how often have you
omitted or reported facts incorrectly?
- * 23. How often have you directly provided 0 1 2 3 4

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a victim of a personal crisis with
some type of assistance?

- * 24. How often have you helped a stranger who was having car troubles? 0 1 2 3 4
25. How often do you vote during a presidential election? 0 1 2 3 4
- * 26. How often have you personally provided food for the needy? 0 1 2 3 4
27. How often do you criticize people who are rude to their superiors? 0 1 2 3 4
28. How often have you reported incorrect information on an income tax return? 0 1 2 3 4
29. When a person in authority tells you to do something, how often do you do it, even though you can't see the reason for it? 0 1 2 3 4
- * 30. How often have you driven someone home because he/she has had too much to drink and are unable to safely drive themselves? 0 1 2 3 4
31. How often have you criticized a teacher for unfairness? 0 1 2 3 4

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32. How often do you question the judgment of umpires or referees when they are thought to have made an incorrect decision? 0 1 2 3 4
- * 33. How often have you volunteered to give a friend money who was in need of monetary help? 0 1 2 3 4
34. How often do you watch educational television programs? 0 1 2 3 4
35. How often have you written to your senator or congressman to urge them to vote in a particular way for a certain bill? 0 1 2 3 4
36. How often do you drive at a speed which is more than the posted speed limit? 0 1 2 3 4
37. How often do you vote for female candidates? 0 1 2 3 4

* Indicates questions which will be scored.

Appendix 4. Information given to subjects about the purpose of the study.

Purpose of Study and Consent

The following pages contain many statements with which you may agree or disagree. This study is being conducted to determine which statements reflect the opinions and behavioral practices of the largest number of people.

Your consent to participate in this study is completely voluntary and may be withdrawn at any time without penalty.

Names of participants will not be required and all answers will be confidential. Copies of the completed study will be available upon request.