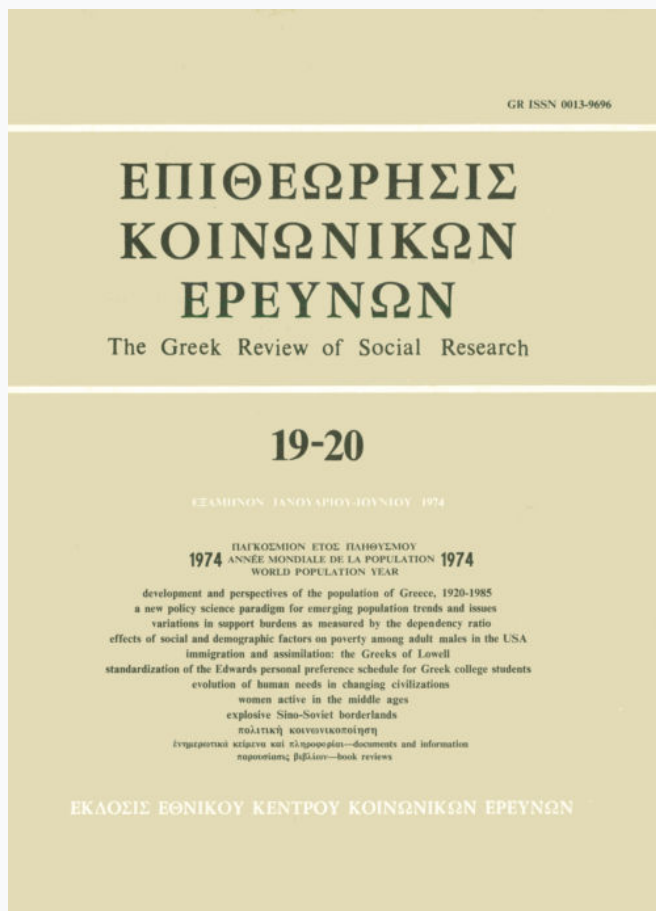


The Greek Review of Social Research

Vol 19 (1974)

19-20



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doi: [10.12681/grsr.298](https://doi.org/10.12681/grsr.298)

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To cite this article:

Anderson, L. R. (1974). Standardization of the Edwards personal preference schedule for Greek college students. *The Greek Review of Social Research*, 19, 81–93. <https://doi.org/10.12681/grsr.298>

standardization of the Edwards personal preference schedule for Greek college students*

by

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The purpose of this article is to report standardization data dealing with a Greek translation of the Edwards Personal Preference Schedule (EPPS).¹ The translation and standardization of this well-known personality test were made in conjunction with a large survey of Greek university students which was conducted by the National Center for Social Research in Athens during the 1971-1972 academic year. We are presenting our translation of the EPPS and our normative data with the hopes that this test will encourage and facilitate personality research in Greece and that this test will become a practical aid for vocational and educational counselors who are working with Greek students.

background of the EPPS

Edwards published the EPPS as a test for assessing 15 of the manifest needs identified in Murray's need system (1938). The test has been widely used in counseling and guidance settings in the USA and has also been popular as a tool in almost every area of psychological research. For example, between 1954, when the EPPS was first published, and 1965 there were 326 articles reported which had included EPPS data (Buros, 1965). The interested reader should consult the Buros' summary article for this comprehensive listing of references as well as some insightful critiques of the test. The EPPS has also been translated into Japanese, Chinese and Indian although there is very little research reported which deals with the use of the EPPS in non-English speaking cultures. However, the original English version of the EPPS is one of the most widely known and one of the most extensively used measurement instruments in psychology.

Edwards presented the original EPPS as a test to «provide quick and convenient measure of a number of relatively independent *normal* personality variables» (Edwards, 1954). Since the variables had been extracted from the manifest needs found in Murray's personality theory, Edwards labeled his variables with the original names given by Murray. There are 15 of these manifest needs:

* This research was supported by the National Center for Social Research, Athens, Greece and by the Department of Psychology, Wayne State University, Detroit, Michigan. Many of the staff of the Center read and offered suggestions about the accuracy of the translation of the EPPS, however, the majority of the translation was made (exceptionally well) by Miss Pany Carella. Maria Malikiosi and Athena Ioakimopoulou provided enthusiastic and invaluable research assistance during the data collection.

1. The Personal Preference Schedule is copyrighted by Allen L. Edwards and the Psychological Corporation.

1. Achievement
2. Deference
3. Order
4. Exhibition
5. Autonomy
6. Affiliation
7. Intraception
8. Succorance
9. Dominance
10. Abasement
11. Nurturance
12. Change
13. Endurance
14. Heterosexuality
15. Aggression

Each of these variables of «needs» is represented by nine statements. A statement from each need is paired twice with a statement from every other need to give a total of 210 comparison items. The subjects are instructed to select from each pair of statements the statement which is more characteristic of themselves.

The forced-choice or paired-comparison design of the EPPS is one of the primary merits of the test and also one of the features which is often criticized. The advantage of this design is that there is some control over the unwanted variance produced by the social desirability of each test statement (see Edwards, 1954). The primary disadvantage of the paired-comparison design is that an ipsative rather than a normative score is produced. Hence, a subject's score of any one variable can be considered only in relation to his score on the other variables in the test. If a subject has a high score on «achievement,» he must have a low score on some other variable; a subject cannot score high on all variables or low on all variables. An absolute score or normative score of the subject's «need for achievement» is not produced. Edward does, however, provide charts and tables whereby the ipsative score can be converted to a percentile score for comparison with percentile, rank norms. The manual for the EPPS presents both male and female norms for a general college population in the United States.

The internal consistency of the EPPS (split-half reliability), which is based on a sample of 1509 students, ranges from .60 to .78 with a median correlation of .78. The median retest reliability after one week was .83 with a range from .74 to .87 ($n = 89$). The validity of the EPPS has been more difficult to establish. In addition to the face validity of the test statements, the validity of the EPPS has been tested by correlating the test with other personality tests. Edwards presents correlations of the EPPS with the Taylor Manifest Anxiety Test and also with the Guilford-Martin Inventory and concludes that «these

correlations are, in general, in the expected direction» (Edwards, 1954). The previously mentioned review article (Buros, 1965) indicates that when the EPPS is compared with scores on other self-report instruments, there is a moderate correlation (median correlation equals .39). However, comparison of the EPPS scores with non-test or behavior variables measures are somewhat disappointing. For example, the achievement score was significantly related to academic performance in seven studies but unrelated in three other studies (see Buros, 1965). However, since the EPPS purports to measure «motivation» or «needs,» it may not be conceptually necessary for subjects with high needs for achievement to be, in fact, successful achievers. Intelligence and other abilities undoubtedly play a major role, along with motivational needs, in determining academic success.

preparation of the Greek translation

The English version of the Edwards' test indicates scores on 15 personality needs and requires approximately 90 minutes to administer. Because the Edwards test was only one of several test instruments to be included in the survey of Greek university students, it was necessary that we produce a short version of the test which would be completed by the students in 20 to 40 minutes. Six of the manifest needs were selected from the original 15 needs for inclusion in the Greek translation. The six needs which were finally selected appeared, *a priori*, to be the dimensions which would be most salient and «normal» for university students. Hence, these scores would provide the data most relevant to our primary purpose of describing and comparing students in each of the Greek universities and colleges. The six needs which are included in the test are: achievement, order, autonomy, affiliation, dominance, and change. Edwards' description of these six needs is given as follows:

1. *Achievement*: To do one's best, to be successful, to accomplish tasks requiring skill and effort, to be a recognized authority, to accomplish something of great significance, to do a difficult job well, to solve difficult problems and puzzles, to be able to do things better than others, to write a great novel or play.

2. *Order*: To have written work neat and organized, to make plans before starting on a difficult task, to have things organized, to keep things neat and orderly, to make advance plans when taking a trip, to organize details of work, to keep letters and files according to some system, to have meals organized and a definite time for eating, to have things arranged so that they run smoothly without change.

3. *Autonomy*: To be able to come and go as desired, to say what one thinks about things, to be in-

dependent of others in making decisions, to feel free to do what one wants, to do things that are unconventional, to avoid situations where one is expected to conform, to do things without regard to what others may think, to criticize those in positions of authority, to avoid responsibilities and obligations.

4. *Affiliation*: To be loyal to friends, to participate in friendly groups, to do things for friends, to form new friendships, to make as many friends as possible, to share things with friends, to do things with friends rather than alone, to form strong attachments, to write letters to friends.

5. *Dominance*: To argue for one's point of view, to be a leader in groups to which one belongs, to be regarded by others as a leader, to be elected or appointed chairman of committees, to make group decisions, to settle arguments and disputes between others, to persuade and influence others to do what one wants, to supervise and direct the actions of others, to tell others how to do their jobs.

6. *Change*: To do new and different things, to travel, to meet new people, to experience novelty and change in daily routine, to experiment and try new things, to eat in new and different places, to try new and different jobs, to move about the country and live in different places, to participate in new fads and fashions.

The paired comparisons format of the test was retained in order that the social desirability of each item and of each personality need could be attenuated if not completely eliminated. Seven statements representing each of the needs were taken from the original Edwards manual and these were translated into Greek. A statement from each need was then paired against a statement from each of the other needs and this process was repeated four times to give a total of 60 test items. There are a total of twenty comparisons for each of the six needs in the test, hence, three of the seven statements representing each need are repeated once.

The subject is instructed to read each of the sixty pairs of statements and to pick the statement from each pair «which best describes what you like or how you feel.» (See instruction Sheet on page 92). The subject records his answer by circling the alternative which best describes him. The answers can be recorded on the structured answer sheet (see page 93) which will facilitate quick and easy tabulation of the subject's scores on each of the six dimensions.¹

The accuracy of the Greek translation was checked by several bi-lingual members of the research staff at the National Center for Social Research who read both the Greek and English versions of each state-

ment used in the test. One bi-lingual member of the staff, who had not previously seen the English test, translated the Greek version back into English. This «blind» translation produced an English version of the test which was a nearly perfect representation of the original English questionnaire. The most crucial check on the validity or accuracy of the translation was made by administering both the Greek translation and the original English version of the EPPS to bi-lingual students at Pierce College in Athens. Since courses at Pierce College are taught in English, it is reasonable to assume that Greek students who are enrolled at Pierce College are sufficiently fluent in English that they could provide valid information about the accuracy of the Greek translation.

There were 86 students in the Pierce College testing group. The students were second, third, and fourth year students who were tested in their classrooms at Pierce College during a two hour testing session. The two versions of the EPPS were given at the first and last of the testing session with approximately one hour of additional research questionnaires (attitude scales, demographic biographical questions, etc.) inserted between the two versions of the EPPS.

The subjects' scores on the six dimensions on the English and Greek versions of the test were significantly correlated beyond the .001 level. These correlations are presented in Table 1. Since Edwards indicates that the median reliability of his test is .89, these correlations are about as high as the reliabilities of the original test will permit. The correlations were highly encouraging since they indicate that the Greek

TABLE 1. *Correlations of the English and Greek Versions of the Edwards Personal Preference Schedule when Administered to Bi-lingual Subjects (n = 86)*

EPPS Variable	Correlation
1. Achievement	.71
2. Order	.86
3. Autonomy	.78
4. Affiliation	.79
5. Dominance	.84
6. Change	.69
Average Correlation	.78

Note: All correlations are significant at the .001 level.

translation of the EPPS is indeed measuring the same personality needs as the original English version of the test. However, since the Pierce College sample was too small to establish percentile norms, the Greek EPPS was administered to a much larger sample of Greek university students.

1. We would like to thank Mr. Michael Chernoff for his assistance in designing the answer sheet.

normative and reliability data for the Greek EPPS

The Greek EPPS was administered to a one percent sample of students at all Greek universities and schools during the 1971-72 academic year. The data from the University of Thessaloniki were collected in the Fall of the 1972-73 year. Since the primary purpose of the survey was to assess students' attitudes toward their university education, the sample includes only advanced students in hopes that these students could give a broader appraisal of the total educational program at the university. Table 2 indicates the number of students from each school who are included in the total sample. The sample represents approximately a one percent sample of the larger universities. However, a minimum of 35 students from each of the smaller academies and schools were included in order that statistical comparisons could be made among the various schools. Consequently, some of the very small academies are over-represented in the normative data.

TABLE 2. *Number of Students from Each School Included in the Sample*

School	N
University of Athens	271
University of Thessaloniki	389
University of Ioannina	164
University of Patras	73
Athens Graduate School of Economics and Business Science (A.S.O.E.E.)	53
Piraeus Graduate School of Industrial Studies (A.B.S.P.)	56
Thessaloniki Graduate School of Industrial Studies	35
Pantios Graduate School of Political Sciences (P.A.S.P.E.)	67
National Academy of Physical Education	35
Technical University of Athens	35
Arsakios Pedagogic Academy	35
Harcopios Higher School of Home Economics	35
Pierce College	52
Total	1,200

The questionnaire, which included the Greek EPPS and the attitude survey items, was administered to the students in a two hour testing session at the various universities, colleges and academies. The students were tested in classroom groups during their regularly scheduled lecture periods. The questionnaire was self-administered since all instructions had been included within the questionnaire. In most cases, however, a member of the research staff gave some brief introductory remarks about the purpose of the survey and about the anonymity of the students' answers. The students were told that they could be given some of the results of the tests if they would write a code number (which they had to invent) on the first

page of the questionnaire. A student's scores could be retrieved and discussed with him by contacting the research center in Athens.

The mean age of the 1200 students in the survey is 21.7 years. There are 654 males and 545 females. One student failed to indicate his or her sex on the questionnaire and, thus, he or she is omitted from the standardization data. The means and standard deviations for the total sample are presented in Table 3. This table also provides the means and standard deviations separately for the males and females in the sample.

TABLE 3. *Means and Standard Deviations for Males, Females and the Total Sample*

Variable	Means		Standard Deviations			
	Males N=654	Females N= 545	Total N=1200	Males	Females	Total
Achievement	11.44*	10.81	11.15	3.17	2.93	3.07
Order	9.55	9.52	9.54	3.53	3.61	3.56
Autonomy	11.19	10.92	11.13	3.32	3.31	3.90
Affiliation	9.72*	11.03	10.33	3.62	3.54	3.66
Dominance	7.78*	6.43	7.18	3.73	3.17	3.63
Change	10.28*	11.27	10.73	3.20	3.21	3.24

* Indicates that the male vs. female means are significantly different at the .001 level.

The reliability of the scores was determined by a split-half method. The answer sheet has been designed in a way which requires that «row» and «column» subtotals are calculated for each of the six personality needs. These correlations, after first being adjusted by the Spearman-Brown formula (see Walker and Lev, 1961, p. 303) are presented in the first column of Table 4. All of these correlations are significant well beyond the .001 level. The split-

TABLE 4. *Split-Half Correlations (Internal Consistencies) of the Personality Variables*

Variable	Split-Half Correlations	
	Greek EPPS N = 1200	English EPPS ¹ N = 1509
Achievement	.65	.74
Order	.73	.74
Autonomy	.72	.76
Affiliation	.78	.70
Dominance	.68	.81
Change	.72	.79
Average Correlation	.71	.76

Note: All correlations are significant well beyond the .001 level. All correlations have been adjusted for length of test using the Spearman-Brown formula (Walker and Lev, 1961, p. 303).

1. The split-half correlations for the English version of the EPPS are taken from Edwards (1954).

half reliabilities reported by Edwards (1954) for each personality need can be found in the second column of Table 4. Although the internal reliability of the English version of the EPPS is somewhat higher than

the Greek translation, it should be pointed out that the English standardization data are based on 1509 cases (compared to 1200). Furthermore, the English EPPS involves 28 comparison items for each personality need whereas the Greek EPPS involves only 20 comparison items for each need. Hence, given these statistical limitations of the Greek data, the split-half reliabilities reported in Table 4 seem adequate and satisfactory.

The percentile corresponding to a given score for each personality need can be found in Tables 5 and 6. The percentiles have been computed separately for males and females since these two groups had significantly different means on four of the six personality needs (see Table 3). Since the scores produced on the EPPS are ipsative scores for that particular individual, these percentile charts permit comparison with the normative group. A percentile score of 87 would indicate that only 13 percent of the normative group had scores higher than the subject; a percentile score of 10 would indicate that 90 percent of the normative group scored higher than the

TABLE 5. Chart for Conversion of Raw Scores to Percentiles - Males (N = 654)

Raw Score	Percentile Score					
	Ach	Ord	Aut	Aff	Dom	Chg
20	100	100	100	100	100	100
19	100	100	100	100	100	100
18	99	100	99	100	100	100
17	97	100	98	99	99	100
16	95	98	96	97	98	98
15	92	95	90	95	95	95
14	84	92	83	92	94	90
13	73	87	74	85	92	83
12	62	79	64	77	88	73
11	50	71	52	66	85	64
10	38	59	41	56	79	53
9	27	48	30	47	71	43
8	18	38	20	36	62	31
7	11	29	12	27	51	19
6	6	22	9	19	41	12
5	3	14	5	14	31	6
4	2	8	3	9	20	3
3	1	4	1	5	11	2
2	0	1	1	3	5	1
1	0	1	0	1	2	0

subject. Although Edwards is reluctant to interpret what constitutes a «high» or a «low» score, he does give the following description of the percentile scores:

Percentiles	Interpretation
97 and above	Very High
85 to 96	High
17 to 84	Average
4 to 16	Low
3 and below	Very Low

Edwards' advice is probably also valid for the Greek EPPS, namely, that each researcher or each counselor who uses the EPPS should determine high and low scores depending upon what group is being studied, how closely that group compares with the standardization group, and for what purpose the test is being administered. Tables 5 and 6 can be used

TABLE 6. Chart for Conversion of Raw Scores to Percentiles - Females (N = 545)

Raw Score	Percentile					
	Arch	Ord	Aut	Aff	Dom	Chg
20	100	100	100	100	100	100
19	100	100	100	100	100	100
18	99	100	99	99	100	100
17	97	99	96	98	100	99
16	93	98	90	95	99	96
15	89	95	85	89	99	89
14	80	90	77	83	98	82
13	72	86	67	74	96	74
12	62	78	55	67	92	64
11	49	70	47	55	88	52
10	34	61	36	42	84	39
9	22	50	25	31	76	30
8	12	40	15	23	69	21
7	6	31	8	17	58	12
6	2	21	4	10	44	8
5	1	15	3	6	28	4
4	0	8	1	4	16	2
3	0	4	0	2	9	1
2	0	2	0	1	3	0
1	0	1	0	1	1	0

to convert the raw scores to percentile scores and in addition, the charts given in Tables 7 and 8 can facilitate the interpretation of any subject's test results. These charts should more clearly indicate to the counselor or the researcher exactly how a given subject's test results compare with the previously described standardization.

comparison of the Greek and American data

It is difficult to compare the scores of the Greek subjects with the scores of the American subjects since the Greek EPPS includes only six of the 15 personality variables found in the English version. As mentioned previously, the ipsative scoring procedure (used on both the Greek and English versions) produces a score which is, in part, determined by what other personality variables have been included in the test; the scores are not absolute, but are relative to the subject's profile of scores around his own mean. It is also true that the Greek EPPS has only 20 items per variable whereas the original EPPS has 28 items per variable.

Despite the troublesome ipsative scores, a crude rank-order comparison of the Greek and American data is presented in Table 9. This table was assembled

TABLES 7 and 8. Work Sheet for EPPS — Males and Females

MALES

100	19	17	19	18	18	17
95	16	15		15	15	15
90			15			14
85	14	13		13	12	
80		12	14			13
75			13	12	10	
70	13	11			9	12
65			12	11		
60	12	10			8	11
55				10		
50	11	9	11	9	7	10
45						
40		8	10		6	9
35	10			8		
30		7	9		5	8
25	9			7		
20		6	8		4	7
15	8	5		6		
10	7	4	7	5		
5	6			4		
0					2	6
	ACHIEVEMENT	ORDER	AUTONOMY	AFFILIATION	DOMINANCE	CHANGE
	SCORE _____	_____	_____	_____	_____	_____
	PERCENTILE _____	_____	_____	_____	_____	_____

FEMALES

100	18	17	18	18	16	17
95						
90	15	14		16		
85			15	15	11	
80	14	12				14
75			14		9	
70	13	11		13		13
65			13		8	
60	12	10				12
55			12	11	7	
50	11	9	11			11
45						
40		8		10	6	
35	10		10			10
30		7		9		
25			9		5	9
20	9	6		8		8
15		5	8	7	4	
10	8			6		7
5	7	4	7		3	
0						
	ACHIEVEMENT	ORDER	AUTONOMY	AFFILIATION	DOMINANCE	CHANGE
	SCORE _____	_____	_____	_____	_____	_____
	PERCENTILE _____	_____	_____	_____	_____	_____

by converting the Greek means (both male and female) to a rank order. The first rank was assigned to the personality variable which had the highest mean, and so forth. Similarly, the means for the American subjects were converted to a rank order using only the six personality variables which were included in the Greek EPPS. Obviously this procedure is not completely legitimate since it assumes that the ranking of these means is not affected by the nine other personality variables which are included in the English version of the EPPS. Nevertheless, the data found in Table 9 permit some cautious interpretations.

TABLE 9. Rank Order of the Personality Variables for Greek and American Subjects

Variable	Males		Variable	Females	
	Greek	USA		Greek	USA
Achievement	1	2	Change	1	2
Autonomy	2	5	Affiliation	2	1
Change	3	3	Autonomy	3	5
Affiliation	4	4	Achievement	4	4
Order	5	6	Order	5	6
Dominance	6	1	Dominance	6	3

Comparison of the Greek and American males shows some interesting reversals of the achievement and dominance variables. For Greek males, achievement is ranked highest and dominance is ranked lowest. For American males, however, dominance is ranked highest and achievement is ranked second highest. The autonomy variable also shows a wide discrepancy between the Greek and American males. Autonomy is ranked second highest by Greek males but is ranked fifth by American males. The Greek males indicate strong needs for achievement and autonomy which Edwards interprets as meaning personal success and independence, i.e., the Greek males seem to be looking for non-conforming, independent ways of succeeding. The American males ranked dominance and achievement as their highest needs. Since Edwards interprets dominance as need for leadership and need for power over the group, the American males seem to be striving for personal achievement and success *within* a social structure (such as business, politics, economics).¹

The Greek and American females are more similar to each other than are the Greek and American males. The Spearman rank-order correlation for females is .64 while the same correlation for males is -.03. The pattern of variables for females shows

that need for affiliation is ranked higher than need for achievement whereas males (both Greek and American) ranked achievement higher than affiliation. This finding is consistent with the psychological and sociological literature which has distinguished between the male and female roles, in Western cultures, on the basis of achievement vs. affiliation motivation. However, it should also be noted that the two female groups both ranked the need for change very high in importance which may be interpreted as dissatisfaction with the traditional female role of passivity and dependency. Considering the fact that the sample population is college females, this interpretation of the importance of the change variable is even more reasonable.

suggested uses for the Greek EPPS

Our purpose in developing and publishing a Greek translation of the EPPS is to provide a paper-and-pencil personality test which can be used in counseling and research situations involving young Greek men and women. Although a few projective tests have been standardized in Greece, these are useful, mainly, in diagnosing forms of psychopathology. There are few, if any, standardized personality tests which can be used with normal, functioning individuals. The personality variables which are assessed by the EPPS represent common, day-to-day motives and needs that are found in healthy, well-adjusted individuals and, therefore, provide the basis for much daily social behavior. The EPPS is best suited, then, as a tool for those who work with or wish to understand the normal motivational needs of young Greek adults.

Vocational and guidance counselors, as opposed to psychiatrists and clinical therapists, will probably find the test helpful in their work. As Edwards suggests, a counselee can be shown his profile of scores on the variables during the counseling session. Since the variables are both «normal» and non-evaluative, the test results are not likely to arouse extreme defensiveness. Consequently, the test results can become the basis for discussion during the counseling session. Edwards adds the following suggestions about the use of the EPPS in counseling situations: «In practice it has been found useful to discuss the present relative strength of the variables, first in relation to the counselee himself by using a rank ordering of the raw scores, and then in relation to his own sex by using the percentile scores. Such a procedure tends to reduce a counselee's defensiveness about his scores and to stimulate discussion regarding the probable psychological satisfyingness of various education or vocation goals... During the interview it is very important to discuss the relationships suggested by the patterning of the scores rather than to place

1. It should be noted that the American data were collected by Edwards in 1954, which is nearly ten years before the major student protests and anti-government demonstrations began in the United States. The ranking of EPPS variables and the subsequent interpretation would, undoubtedly, be quite different if the 1954 data had been collected in 1974.

emphasis on extreme scores only (Edwards, 1954, p. 10).»

The interpretation of the various personality needs must be made with caution until research has clearly established how each of these personality needs is related to various occupations and Greek cultural norms. Since the role expectations of such occupations as «teacher,» «businessman,» or «military officer» undoubtedly vary from culture to culture, it would be unwise to base vocational guidance in Greece upon relationships between Greek personality and American occupations. The Greek translation of the EPPS should provide an objective, reliable instrument which can be used to study such important problems as the relationship between personality and occupational choice, or, more importantly, the relationship between personality and occupational success and occupational satisfaction.

Clearly, then, one of the major uses of the Greek EPPS is as a research instrument. It is quite evident from the previous discussion, that the EPPS cannot be used extensively as a counseling instrument until some minimal research has been conducted which explores the heuristic and practical utility of this instrument in the Greek culture. The test is reliable and easily administered and easily scored. However, future research must clearly delimit what meaning such personality needs as «achievement,» «affiliation,» «dominance,» etc. have within the Greek culture. We hope that this test will prove useful for psychological research in Greece and, eventually, will prove helpful for those who counsel and work with young Greek adults.

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ΚΛΙΜΑΞΕ ΠΡΟΣΩΠΙΚΩΝ ΠΡΟΤΙΜΗΣΕΩΝ

Allen L. Edwards, University of Washington

Ο Δ Η Γ Ι Ε Σ

Το έρωτηματολόγιο που ακολουθεί αποτελείται από ζεύγη προτάσεων που αναφέρονται σε πράγματα που μπορεί να σας άρεσουν ή να μη σας άρεσουν. Ένα τέτοιο ζεύγος προτάσεων είναι:

- A. Μου άρεσει να μιλώ στους άλλους για τον εαυτό μου.
B. Μου άρεσει να εργάζομαι για την επίτευξη ενός σκοπού που έχω θέσει για τον εαυτό μου.

Ποιά από τις δύο αυτές προτάσεις χαρακτηρίζει περισσότερο την προτίμησή σας; Αν σας άρεση να μιλάτε στους άλλους για τον εαυτό σας, μάλλον παρά «να εργάζεσθε για την επίτευξη ενός σκοπού που έχετε θέσει για τον εαυτό σας», τότε θα πρέπει να διαλέξετε μεταξύ των δύο προτάσεων την Α. Αν σας άρεση «να εργάζεσθε για την επίτευξη ενός σκοπού που έχετε θέσει για τον εαυτό σας» μάλλον παρά «να μιλάτε στους άλλους για τον εαυτό σας», τότε θα πρέπει να διαλέξετε μεταξύ των δύο προτάσεων τη Β.

Μπορεί να σας άρεση και η πρόταση Α και η πρόταση Β. Σ' αυτήν την περίπτωση θα πρέπει να διαλέξετε εκείνη που σας άρεσει περισσότερο. Αν δεν σας άρεση ούτε η Α ούτε η Β, τότε θα πρέπει να διαλέξετε εκείνη που λιγότερο δεν σας άρεσει.

Τα ζεύγη προτάσεων του έρωτηματολογίου είναι παρόμοια με αυτό που δόθηκε στο παράδειγμα. Διαβάστε καλά κάθε ζεύγος προτάσεων και διαλέξτε την πρόταση που περιγράφει καλύτερα το τι σας άρεσει, πώς αισθάνεσθε. Στο φύλλο απάντησεων υπάρχουν αριθμοί που αντιστοιχούν στους αριθμούς των ζευγών. Δίπλα στον κάθε αριθμό βρίσκονται τα γράμματα Α και Β. Για κάθε ζεύγος, βάλτε σε κύκλο το γράμμα που αντιστοιχεί στην πρόταση της προτιμήσεώς σας. Μη γράψετε τίποτε άλλο πάνω στο φύλλο απάντησεως.

Η έκλογή σας, σε κάθε περίπτωση, θα πρέπει να βασίζεται στο τι σας άρεσει ή πώς αισθάνεσθε τώρα και όχι στο τι νομίζετε ότι θα έπρεπε να σας άρεση ή να αισθάνεσθε. Δεν πρόκειται για εξέταση. Δεν υπάρχουν σωστές ή λανθασμένες απαντήσεις. Η έκλογή σας πρέπει να αποτελεί μιὰ αντιπροσωπευτική περιγραφή του τι προσωπικά σας άρεσει ή πώς προσωπικά αισθάνεσθε.

Βεβαιωθείτε ότι καταγράφετε τις προτιμήσεις σας στις σωστές θέσεις, στο φύλλο απάντησεων, βάζοντας σε κύκλο το γράμμα Α ή το γράμμα Β, αναλόγως, δίπλα στον αριθμό του ζεύγους προτάσεων που έχετε μόλις διαβάσει. Δηλώστε την προτίμησή σας για κάθε ζεύγος προτάσεων μην αφήνετε κενά.

Μην αφιερώνετε πολύ χρόνο για να σκεφθείτε αν προτιμάτε την απάντηση Α ή Β. Η πρώτη απάντησή που έρχεται στο νου σας είναι συνήθως η άκριβεστερη. Έργασθητε με ταχύ ρυθμό αλλά βεβαιωθείτε ότι σημειώνετε σωστά τις απαντήσεις σας στο φύλλο των απαντήσεων.

—Δι' όδηγίας εις την 'Αγγλικήν βλέπε Edwards Personal Preference Schedule, The Psychological Corporation, New York.

1. A Κάθε γραπτή εργασία που ετοιμάζω μου άρρσει νά είναι άκριβής, καθαρή και καλά ώργανωμένη.
B Μου άρρσει νά λύνω αίνιγματα και προβλήματα που είναι δύσκολα γιά τούς άλλους.
2. A Θέλω νά μπορώ νά έχω έλευθερία κινήσεων.
B Θέλω νά έπιτυγχάνω σέ ό,τι αναλαμβάνω.
3. A Θέλω νά είμαι πιστός στους φίλους μου.
B Οά ήθελα νά κατορθώσω νά φέρω εις πέρας κάτι πολύ σημαντικό.
4. A Θέλω νά είμαι ένας άπό τούς άρχηγούς στις ώργανώσεις και στις ομάδες όπου άνήκω.
B Μου άρρσει νά φέρω εις πέρας έργα γιά τά όποια σί άλλοι άναγνωρίζουν πώς άπαιτείται δεξιότης και προσπάθεια.
5. A Μου άρρσει νά ταξιδεύω.
B Θέλω νά είμαι σέ θέση νά πώ ότι έχω φέρει εις πέρας με έπιτυχία ένα δύσκολο έργο.
6. A Οά ήθελα νά είμαι άνεγνωρισμένη αθεντία σέ κάποιον τομέα.
B Θέλω νά σχεδιάζω και νά ώργανώνω τις λεπτομέρειες κάθε έργου που πρόκειται νά αναλάβω.
7. A Θέλω νά αισθάνομαι έλευθερος νά κάνω αυτό που θέλω.
B Κάθε γραπτή εργασία που ετοιμάζω μου άρρσει νά είναι άκριβής, καθαρή και καλά ώργανωμένη.
8. A Προτιμώ νά κάνω κάτι μαζί με τούς φίλους μου μάλλον παρά μόνος μου.
B Θέλω τά γευμάτά μου νά είναι ώργανωμένα και νά έχω μία συγκεκριμένη ώρα φαγητού.
9. A Θέλω νά έπιβλέπω και νά καταευθύνω τις πράξεις άλλων ανθρώπων όποτε μπορώ.
B Μου άρρσει νά διατηρώ καθαρό και τακτοποιημένο τό γραφείο μου ή τόν χώρο που έργάζομαι.
10. A Μου άρρσει νά γευματίζω σέ νέα και με ιδιαίτερς «χρόμα» έστιατόρια.
B Μου άρρσει νά τηρώ τήν άλληλογραφία μου, τούς λογαριασμούς μου και τά άλλα μου χαρτιά τακτοποιημένα και άρχειοθετημένα σύμφωνα με κάποιο σύστημα.
11. A Οά ήθελα νά συγγράφω ένα σπουδαίο μυθιστόρημα ή θεατρικό έργο.
B Θέλω νά άποφεύγω καταστάσεις στις όποιες άναμένεται νά ένεργώ κατά συμβατικό τρόπο.
12. A Θέλω νά σχεδιάζω και νά ώργανώνω τις λεπτομέρειες κάθε έργου που πρόκειται νά αναλάβω.
B Θέλω νά άποφεύγω ύπευθυνότητες και ύποχρεώσεις.
13. A Μου άρρσει νά δημιουργώ όσο τό δυνατόν περισσότερους φίλους.
B Θέλω νά μπορώ νά έχω έλευθερία κινήσεων.
14. A Μου άρρσει νά μπορώ νά πείθω και νά έπηρεάζω τούς άλλους νά κάνουν αυτό που θέλω.
B Θέλω νά αισθάνομαι έλευθερος νά κάνω αυτό που θέλω.
15. A Μου άρρσει νά άκολουθώ τις έκδηλώσεις του «συρμού» και τής μόδας.
B Θέλω νά ένεργώ με τόν δικό μου τρόπο, χωρίς νά ύπολογίζω τί μπορεί νά σκεφτούν οι άλλοι.
16. A Μου άρρσει νά λύνω αίνιγματα και προβλήματα που είναι δύσκολα γιά τούς άλλους.
B Θέλω νά έξυπηρετώ τούς φίλους μου.
17. A Μου άρρσει νά κάνω πρώτα ένα σχέδιο προκειμένου νά καταπιαστώ με κάτι δύσκολο.
B Μου άρρσει νά κάνω καινούργιες φίλιες.
18. A Θέλω νά άποφεύγω καταστάσεις στις όποιες άναμένεται νά ένεργώ κατά συμβατικό τρόπο.
B Θέλω νά είμαι πιστός στους φίλους μου.
19. A Μου άρρσει νά λέω στους άλλους πώς νά κάνουν τή δουλειά τους.
B Θέλω νά είμαι πιστός στους φίλους μου.
20. A Προτιμώ νά δοκιμάζω διάφορες δραστηριότητες παρά νά άσכולούμαι διαρκώς με τά ίδια πράγματα.
1. A Any written work that I do I like to have precise, neat, and well organized.
B I like to solve puzzles and problems that other people have difficulty with.
2. A I like to be able to come and go as I want to.
B I like to be successful in things undertaken.
3. A I like to be loyal to my friends.
B I would like to accomplish something of great significance.
4. A I like to be one of the leaders in the organizations and groups to which I belong.
B I like to accomplish tasks which others recognize as requiring skill and effort.
5. A I like to travel and see the country.
B I like to be able to say that I have done a difficult job well.
6. A I would like to be a recognized authority in some job.
B I like to plan and organize the details of any work that I have to undertake.
7. A I like to feel free to do what I want to do.
B Any written work that I do I like to have precise, neat, and well organized.
8. A I like to do things with my friends rather than by myself.
B I like to have my meals organized and a definite time set aside for eating.
9. A I like to supervise and direct the actions of other people whenever I can.
B I like to keep things neat and orderly on my desk or workspace.
10. A I like to eat in new and strange restaurants.
B I like to keep my letters, bills, and other papers neatly arranged and filed according to some system.
11. A I would like to write a great novel or play.
B I like to avoid situations where I am expected to do things in a conventional way.
12. A I like to plan and organize the details of any work that I have to undertake.
B I like to avoid responsibilities and obligations.
13. A I like to make as many friends as I can.
B I like to be able to come and go as I want to.
14. A I like to be able to persuade and influence others to do what I want.
B I like to feel free to do what I want to do.
15. A I like to participate in new fads and fashions.
B I like to do things in my own way and without regard to what others may think.
16. A I like to solve puzzles and problems that other people have difficulty with.
B I like to do things for my friends.
17. A I like to make a plan before starting in to do something difficult.
B I like to form new friendships.
18. A I like to avoid situations where I am expected to do things in a conventional way.
B I like to be loyal to my friends.
19. A I like to tell other people how to do their jobs.
B I like to be loyal to my friends.
20. A I like to try new and different jobs — rather than to continue to do the same old things.

- B Προτιμώ να κάνω κάτι μαζί με τους φίλους μου μάλλον παρά μόνος μου.
21. A Θέλω να επιτυχάνω σε ό,τι αναλαμβάνω.
B "Όταν μετέχω σε μία επιτροπή θέλω να με διορίζουν ή να με εκλέγουν πρόεδρο.
22. A Κάθε γραπτή εργασία που ετοιμάζω μου άρσεις να είναι άκριβης, καθαρή και καλά οργανωμένη.
B Θέλω να υποστηρίξω με επιχειρήματα την άποψή μου όταν άλλοι την αντικρούουν.
23. A Θέλω να αποφεύγω ύπευθυνότητες και υποχρεώσεις.
B Θέλω να είμαι ένας από τους άρχηγους στις οργανώσεις και στις ομάδες όπου άνηκα.
24. A Θέλω να εξυπηρετώ τους φίλους μου.
B Θέλω να επιβλέπω και να κατευθύνω τις πράξεις άλλων ανθρώπων όποτε μπορώ.
25. A Μου άρσεις να μετακινούμαι και να ζω σε διάφορα μέρη.
B Θέλω να είμαι ένας από τους άρχηγους στις οργανώσεις και στις ομάδες όπου άνηκα.
26. A Θά ήθελα να κατορθώσω να φέρω εις πέρας κάτι πολύ σημαντικό.
B Μου άρσεις να έχω νέες εμπειρίες και άλλαγές στην καθημερινή μου ρουτίνα.
27. A Θέλω τα γευμάτά μου να είναι οργανωμένα και να έχω μία συγκεκριμένη ώρα φαγητού.
B Μου άρσεις να καταπιάνομαι με νέα και διαφορετικά πράγματα.
28. A Θέλω να μπορώ να έχω ελευθερία κινήσεων.
B Μου άρσεις να ταξιδεύω.
29. A Μου άρσεις να κάνω καινούργιες φιλιές.
B Μου άρσεις να γευματίζω σε νέα και με ιδιαίτερο «χρώμα» έστιατόρια.
30. A "Όταν μετέχω σε μία επιτροπή θέλω να με διορίζουν ή να με εκλέγουν πρόεδρο.
B Μου άρσεις να ακολουθώ τις εκδηλώσεις του «συρμού» και τής μόδας.
31. A Θέλω να έχω έτσι τακτοποιημένη τη ζωή μου ώστε να κυλάη ομαλά και δίχως πολλές άλλαγές στά σχέδιά μου.
B Μου άρσεις να είμαι σε θέση να κάνω κάτι καλύτερα από τους άλλους.
32. A Θέλω να είμαι ανεξάρτητος όταν αποφασίζω τι θέλω να κάνω.
B Θέλω να δίνω τόν καλύτερο έαυτό μου σε κάθε τι που αναλαμβάνω.
33. A Θέλω να μοιράζομαι πράγματα με τους φίλους μου.
B Θά ήθελα να είμαι άνεγνωρισμένη αυθεντία σε κάποιο τομέα.
34. A Θέλω οι άλλοι να με θεωρούν άρχηγό.
B Θά ήθελα να συγγράφω ένα σπουδαίο μυθιστόρημα ή θεατρικό έργο.
35. A Μου άρσεις να κάνω νέες γνωριμιές.
B Μου άρσεις να λύνω αινίγματα και προβλήματα που είναι δύσκολα για τους άλλους.
36. A Μου άρσεις να φέρω εις πέρας έργα για τά όποια οι άλλοι αναγνωρίζουν πως απαιτείται δεξιοτής και προσπάθεια.
B Μου άρσεις να τηρώ την άλληλογραφία μου, τούς λογαριασμούς μου και τά άλλα μου χαρτιά τακτοποιημένα και άρχαιοθετημένα σύμφωνα με κάποιο σύστημα.
37. A Μου άρσεις να εκφράζω αυτό που σκέπτομαι για τά πράγματα.
B Θέλω να έχω έτσι τακτοποιημένη τη ζωή μου ώστε να κυλάη ομαλά και δίχως πολλές άλλαγές στά σχέδιά μου.
38. A Μου άρσεις να μετέχω σε ομάδες όπου καθένας τρέφει θερμά και φιλικά αισθήματα για τόν άλλο.
B Μου άρσεις να οργανώνω και να σχεδιάζω την εργασία μου πριν την άρσιση.
- B I like to do things with my friends rather than by myself.
21. A I like to be successful in things undertaken.
B When serving on a committee, I like to be appointed or elected chairman.
22. A Any written work that I do I like to have precise, neat, and well organized.
B I like to argue for my point of view when it is attacked by others.
23. A I like to avoid responsibilities and obligations.
B I like to be one of the leaders in the organizations and groups to which I belong.
24. A I like to do things for my friends.
B I like to supervise and to direct the actions of other people whenever I can.
25. A I like to move about the country and to live in different places.
B I like to be one of the leaders in the organizations and groups to which I belong.
26. A I would like to accomplish something of great significance.
B I like to experience novelty and change in my daily routine.
27. A I like to have my meals organized and a definite time set aside for eating.
B I like to do new and different things.
28. A I like to be able to come and go as I want to.
B I like to travel and see the country.
29. A I like to form new friendships.
B I like to eat in new and strange restaurants.
30. A When serving on a committee, I like to be appointed or elected chairman.
B I like to participate in new fads and fashions.
31. A I like to have my life so arranged that it runs smoothly and without much change in my plans.
B I like to be able to do things better than other people can.
32. A I like to be independent of others in deciding what I want to do.
B I like to do my very best in whatever I undertake.
33. A I like to share things with my friends.
B I would like to be a recognized authority in some job.
34. A I like to be regarded by others as a leader.
B I would like to write a great novel or play.
35. A I like to meet new people.
B I like to solve puzzles and problems that other people have difficulty with.
36. A I like to accomplish tasks that others recognize as requiring skill and effort.
B I like to keep my letters, bills, and other papers neatly arranged and filed according to some system.
37. A I like to say what I think about things.
B I like to have my life so arranged that it runs smoothly and without much change in my plans.
38. A I like to participate in groups in which the members have warm and friendly feelings toward one another.
B I like to have my work organized and planned before beginning it.

39. A Όταν βρίσκομαι με μία ομάδα ανθρώπων, θέλω να παίρνω εγώ τις αποφάσεις σχετικά με τό τί πρόκειται να κάνουμε.
B Θέλω να σχεδιάζω και να οργανώνω τις λεπτομέρειες κάθε έργου που πρόκειται να αναλάβω.
40. A Μου άρεσει να πειραματίζομαι και να δοκιμάζω καινούργια πράγματα.
B Μου άρεσει να κάνω πρώτα ένα σχέδιο προκειμένου να καταπιαστώ με κάτι δύσκολο.
41. A Θέλω να είμαι σε θέση να πω ότι έχω φέρι εις πέρας με επιτυχία ένα δύσκολο έργο.
B Μου άρεσει να κριτικάρω άτομα που κατέχουν θέσεις και αξιώματα.
42. A Μου άρεσει να τηρώ την αλληλογραφία μου, τους λογαριασμούς μου και τά άλλα μου χαρτιά τακτοποιημένα και άρχειοθετημένα σύμφωνα με κάποιο σύστημα.
B Μου άρεσει να κάνω πράγματα που άλλοι θεωρούν ριζοσπαστικά.
43. A Θέλω να εξυπηρετώ τους φίλους μου.
B Θέλω να είμαι ανεξάρτητος όταν αποφασίζω τί θέλω να κάνω.
44. A Όταν μετέχω σε μία επιτροπή, θέλω να με διορίζουν ή να με εκλέγουν πρόεδρο.
B Μου άρεσει να εκφράζω αυτό που σκέπτομαι για τά πράγματα.
45. A Μου άρεσει να έχω νέες εμπειρίες και αλλαγές στην καθημερινή μου ρουτίνα.
B Θέλω να αποφεύγω καταστάσεις στις οποίες αναμένεται να ενεργώ κατά συμβατικό τρόπο.
46. A Μου άρεσει να είμαι σε θέση να κάνω κάτι καλλίτερα από τους άλλους.
B Θέλω να έχω στενούς δεσμούς με τους φίλους μου.
47. A Μου άρεσει να προγραμματίζω τά ταξίδια μου.
B Μου άρεσει να γράφω γράμματα στους φίλους μου.
48. A Μου άρεσει να κριτικάρω άτομα που κατέχουν θέσεις και αξιώματα.
B Θέλω να μοιράζομαι πράγματα με τους φίλους μου.
49. A Θέλω να υποστηρίξω με επιχειρήματα την άποψη μου όταν άλλοι την αντικρούουν.
B Θέλω να μοιράζομαι πράγματα με τους φίλους μου.
50. A Μου άρεσει να καταπιάνομαι με νέα και διαφορετικά πράγματα.
B Μου άρεσει να μετέχω σε ομάδες όπου καθένας τρέφει θερμά και φιλικά αισθήματα για τόν άλλο.
51. A Μου άρεσει να δίνω τόν καλύτερο έαυτό μου σε ό,τι αναλαμβάνω.
B Μου άρεσει να λέω στους άλλους πώς να κάνουν τί δουλειά τους.
52. A Μου άρεσει να έχω έτσι τακτοποιημένη τί ζωή μου ώστε να κυλάη ομαλά και δίχως πολλές αλλαγές στά σχέδιά μου.
B Μου άρεσει να με καλούν να διευθετήσω διαφορές που έχουν άλλοι μεταξύ τους.
53. A Μου άρεσει να κάνω πράγματα που άλλοι θεωρούν ριζοσπαστικά.
B Θέλω να με θεωρούν οι άλλοι άρχηγό.
54. A Θέλω να έχω στενούς δεσμούς με τους φίλους μου.
B Όταν βρίσκομαι με μία ομάδα ανθρώπων, θέλω να παίρνω εγώ τίς αποφάσεις σχετικά με τό τί πρόκειται να κάνουμε.
55. A Μου άρεσει να ταξιδεύω.
B Θέλω να με θεωρούν οι άλλοι άρχηγό.
56. A Μου άρεσει να είμαι ανεγνωρισμένη αθεντία σε κάποιον τομέα.
B Προτιμώ να δοκιμάζω διάφορες δραστηριότητες παρά να ασχολούμαι διαρκώς με τά ίδια πράγματα.
57. A Μου άρεσει να οργανώνω και να σχεδιάζω τίη έργασια μου πριν τίη άρχισω.
B Μου άρεσει να μετακινούμαι και να ζω σε διάφορα μέρη.
39. A When with a group of people, I like to make the decisions about what we are going to do.
B I like to plan and organize the details of any work that I have to undertake.
40. A I like to experiment and to try new things.
B I like to make a plan before starting in to do something difficult.
41. A I like to be able to say that I have done a difficult job well.
B I like to criticize people who are in a position of authority.
42. A I like to keep my letters, bills, and other papers neatly arranged and filed according to some system.
B I like to do things that other people regard as unconventional.
43. A I like to do things for my friends.
B I like to be independent of others in deciding what I want to do.
44. A When serving on a committee, I like to be appointed or elected chairman.
B I like to say what I think about things.
45. A I like to experience novelty and change in my daily routine.
B I like to avoid situations where I am expected to do things in a conventional way.
46. A I like to be able to do things better than other people can.
B I like to have strong attachments with my friends.
47. A If I have to take a trip, I like to have things planned in advance.
B I like to write letters to my friends.
48. A I like to criticize people who are in a position of authority.
B I like to share things with my friends.
49. A I like to argue for my point of view when it is attacked by others.
B I like to share things with my friends.
50. A I like to do new and different things.
B I like to participate in groups in which the members have warm and friendly feelings toward one another.
51. A I like to do my best in whatever I undertake.
B I like to tell other people how to do their jobs.
52. A I like to have my life so arranged that it runs smoothly and without much change in my plans.
B I like to be called upon to settle arguments and disputes between others.
53. A I like to do things that other people regard as unconventional.
B I like to be regarded by others as a leader.
54. A I like to have strong attachments with my friends.
B When with a group of people, I like to make the decisions about what we are going to do.
55. A I like to travel and see the country.
B I like to be regarded by others as a leader.
56. A I would like to be a recognized authority in some job.
B I like to try new and different jobs — rather than to continue doing the same old things.
57. A I like to have my work organized and planned before beginning it.
B I like to move about the country and to live in different places.

58. Α Θέλω νά εἶμαι ἀνεξάρτητος ὅταν ἀποφασίζω τί θέλω νά κάνω.
 Β Μοῦ ἀρέσει νά κάνω νέες γνωριμιές.
 59. Α Μοῦ ἀρέσει νά γράφω γράμματα στούς φίλους μου.
 Β Μοῦ ἀρέσει νά πειραματίζομαι καί νά δοκιμάζω καινούργια πράγματα.
 60. Α Μοῦ ἀρέσει νά λέω στούς ἄλλους πῶς νά κάνουν τή δουλειά τους.
 Β Μοῦ ἀρέσει νά ἔχω νέες ἐμπειρίες καί ἀλλαγές στήν καθημερινή μου ρουτίνα.

58. Α I like to be independent of others in deciding what I want to do.
 Β I like to meet new people.
 59. Α I like to write letters to my friends.
 Β I like to experiment and to try new things.
 60. Α I like to tell other people how to do their jobs.
 Β I like to experience novelty and change in my daily routine.

ΟΔΗΓΙΕΣ ΓΙΑ ΤΗ ΧΡΗΣΗ ΤΟΥ ΦΥΛΛΟΥ ΑΠΑΝΤΗΣΕΩΝ

- Μετρήστε τόν ἀριθμό τῶν ἀπαντήσεων «Α» πού εἶναι μέσα σέ κύκλο στήν πρώτη σειρά καί γράψτε αὐτόν τόν ἀριθμό στό τέλος τῆς πρώτης σειρᾶς, στή θέση πού ἔχει τόν ἀριθμό (1).
- Μετρήστε τόν ἀριθμό τῶν ἀπαντήσεων «Α» πού εἶναι μέσα σέ κύκλο στή δεύτερη σειρά καί γράψτε αὐτόν τόν ἀριθμό στό τέλος τῆς δευτέρας σειρᾶς, στή θέση πού ἔχει τόν ἀριθμό (2).
- Συνεχίστε τήν καταχώριση τῆς βαθμολογίας μέ τόν ἴδιο τρόπο γιά κάθε μία ἀπό τίς 12 σειρές.
- Μετρήστε τόν ἀριθμό τῶν ἀπαντήσεων «Β» πού εἶναι μέσα σέ κύκλο στήν πρώτη στήλη καί γράψτε αὐτόν τόν ἀριθμό στό τετραγωνάκι στό κάτω μέρος τῆς πρώτης στήλης.
- Μετρήστε τόν ἀριθμό τῶν ἀπαντήσεων «Β» πού εἶναι μέσα σέ κύκλο στή δεύτερη στήλη καί γράψτε αὐτόν τόν ἀριθμό στό τετραγωνάκι πού εἶναι στό κάτω μέρος τῆς δευτέρας στήλης.
- Συνεχίστε τήν καταχώριση τῆς βαθμολογίας μέ τόν ἴδιο τρόπο καί γιά τίς ὑπόλοιπες στήλες.
- Μεταφέρατε τή βαθμολογία τῆς πρώτης σειρᾶς (1) στόν χώρο πού ὑπάρχει στό κάτω μέρος τῆς πρώτης στήλης.
- Μεταφέρατε τή βαθμολογία τῆς δευτέρας σειρᾶς στόν χώρο πού ὑπάρχει στό κάτω μέρος τῆς δευτέρας στήλης.
- Συνεχίστε αὐτήν τή μεταφορά μέχρις ὅτου ἡ βαθμολογία καί τῶν 12 σειρῶν καταχωρισθῆ στίς ἀντίστοιχες θέσεις στό κάτω μέρος τοῦ φύλλου ἀπαντήσεων.
- Προσθέστε τή βαθμολογία πού βρίσκεται στό τετραγωνάκι τῆς πρώτης στήλης μέ τίς βαθμολογίες τῶν δύο σειρῶν πού εἶναι ἀκριβῶς κάτω ἀπό τὸ τετραγωνάκι καί γράψτε τὸ σύνολο αὐτό μέσα στόν κύκλο.
 Ἐπί παραδείγματι, ἡ συνολική βαθμολογία γιά τὸ ἐπίτευγμα (achievement) υπολογίζεται ἄν στή βαθμολογία πού εἶναι στό τετραγωνάκι τῆς πρώτης στήλης προστεθῆ ἡ βαθμολογία τῆς σειρᾶς (1) καί τῆς σειρᾶς (7). Ἡ συνολική βαθμολογία «τάξεως» (order) εἶναι τὸ ἄθροισμα τῆς βαθμολογίας τῆς σειρᾶς (2) καί τῆς σειρᾶς (8) μέ τή βαθμολογία πού εἶναι στό τετραγωνάκι τῆς δευτέρας στήλης.
- Γιά νά εἰσθε βέβαιοι ὅτι οἱ ἄθροισμα σας εἶναι σωστῆς θα πρέπει τὸ ἄθροισμα τῶν ἑξὶ «κύκλων» νά εἶναι ἴσο μέ 60—μέ τήν προϋπόθεση βέβαια ὅτι ἔχει δοθῆ ἀπάντησι σέ ὅλες τίς ἐρωτήσεις.

INSTRUCTIONS FOR USE OF THE ANSWER SHEET

- Count the number of «A» answers which are circled in the first row and enter this number in the blank at the end of the first row. This blank is labeled (1).
- Count the number of «A» answers which are circled in the second row and enter this number in the blank at the end of the second row. This blank is labeled (2).
- Repeat this scoring for each of the 12 rows.
- Count the number of «B» answers which are circled in the first column and enter this number in the «box» at the bottom of the first column.
- Count the number of «B» answers which are circled in the second column and enter this number in the «box» at the bottom of the second column.
- Repeat this scoring for each of the six columns.
- Enter the number from the first row score (1) in the space provided at the bottom of the first column.
- Enter the number from the second row score (2) in the space provided at the bottom of the second column.
- Continue this transfer until all 12 row scores have been placed in the correct blanks at the bottom of the answer sheet.
- Add together the column score (found in the box) to the two row scores directly beneath the box and enter this total in the circle. For example, the total achievement score (ach) is computed by adding together the number in the box beneath the first column with the number from row (1) and row (7). The total «order» score (ord) is a sum of the second box and the numbers from row (2) and row (8).
- In order to provide a check on the addition, it should be noted that the sum of the six «circles» should equal 60— if all of the items were completed by the student.

standardization of the Edwards personal preference schedule for Greek college students

ANSWER SHEET

Code No. _____

	^A 6 B	^A 11 B	^A 16 B	^A 21 B	^A 26 B
^A 1 B		^A 12 B	^A 17 B	^A 22 B	^A 27 B
^A 2 B	^A 7 B		^A 18 B	^A 23 B	^A 28 B
^A 3 B	^A 8 B	^A 13 B		^A 24 B	^A 29 B
^A 4 B	^A 9 B	^A 14 B	^A 19 B		^A 30 B
^A 5 B	^A 10 B	^A 15 B	^A 20 B	^A 25 B	
	^A 36 B	^A 41 B	^A 46 B	^A 51 B	^A 56 B
^A 31 B		^A 42 B	^A 47 B	^A 52 B	^A 57 B
^A 32 B	^A 37 B		^A 48 B	^A 53 B	^A 58 B
^A 33 B	^A 38 B	^A 43 B		^A 54 B	^A 59 B
^A 34 B	^A 39 B	^A 44 B	^A 49 B		^A 60 B
^A 35 B	^A 40 B	^A 45 B	^A 50 B	^A 55 B	

- ach _____ (1)
- ord _____ (2)
- aut _____ (3)
- aff _____ (4)
- dom _____ (5)
- chg _____ (6)
- ach _____ (7)
- ord _____ (8)
- aut _____ (9)
- aff _____ (10)
- dom _____ (11)
- chg _____ (12)

ach	ord	aut	aff	dom	chg
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(1) _____ (2) _____ (3) _____ (4) _____ (5) _____ (6) _____

(7) _____ (8) _____ (9) _____ (10) _____ (11) _____ (12) _____

Totals