

Chapter 5: Past Action and Ethical Orientation

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It is a truism in psychology that the best way to predict future behavior is to look at past behavior. Therefore, the goal of the work presented in this chapter was to develop a measure of past action using the triune ethics meta-theory framework. We developed and tested a self-report measure of past sociomoral action aligned with triune ethics orientations (e.g., Engagement) and expanded it to include subsets of Self-Protectionism (Social Opposition, Social Withdrawal) as used in Chapter 4, but also subsets of Imagination: Communal Imagination (built on engagement or relational attunement), Vicious Imagination (intentional control of others) and Detached Imagination (emotionally and relationally detached). These were briefly described in chapter 2.

The Studies

We generated 80 items of past actions that represent the triune ethics constructs of Social Opposition, Social Withdrawal, Engagement, Communal Imagination, and Vicious Imagination. Respondents indicated behavior frequency in the past year (a 9-point response scale; see Appendix 5.1). We collected four data sets. Three adult samples were recruited through Amazon Mechanical Turk and were paid at the rate of about \$5/hour: 223 adults ($M_{\text{age}} = 39.97$, $SD = 15.06$, 51% female, 64% White Euro-American); 216 adults ($M_{\text{age}} = 35.29$, $SD = 11.86$, 59% female, 73% White Euro-American); 392 adults ($M_{\text{age}} = 28.55$, $SD = 11.81$, gender information missing, 74% White Euro-American). One sample of 168 undergraduates ($M_{\text{age}} = 19.74$, $SD = 1.28$, 69% female, 76% White Euro-American) was recruited for course credit through campus psychology subject pool at a US Midwestern university. Deleting incomplete protocols and uncooperative subjects (little variability in responses), the final full sample had 830 respondents. Responses were analyzed and items were reduced using factor analysis. We discarded items in each factor to match theory and maintain acceptable alpha levels (see Appendix 5.1 for items), ending up with more factors than anticipated: Social Opposition ($\alpha = .92$), Social Withdrawal ($\alpha = .91$), Social Weakness ($\alpha = .85$), Sense of Superiority ($\alpha = .70$), Vicious Imagination or Planful Aggression ($\alpha = .83$), and Engagement/Communal ($\alpha = .93$). Separately we developed a measure of past action for Detached Imagination (13 items were piloted with 266 adults ($M_{\text{age}} = 39.97$, $SD = 15.06$, 49% male, 64% White Euro-American). Through exploratory factor analysis, items

were reduced to seven based on factor loadings greater than .4 ($\alpha = .78$). Note that we consider the items in each set more like checklists of behaviors rather than representative of an underlying personality factor, since every individual has a unique behavior pattern of reactivity. We called the final list of items the Past Action Report (PAR). See Appendix 5.1 for the final list of PAR subtests.¹

We assessed the validity of our PAR indices in two studies, which are presented together. The first study primarily emphasized validity of self-protective morality and the second primarily emphasized validity of relational morality, though both studies had prosocial and antisocial variables. To test convergent validity, we used measures of triune ethics orientation and of personality traits we expected to be associated with PAR indices. We also wanted to test our prediction that PAR scores would be related to childhood experience, for example, Engagement/Communal Imagination correlating positively with secure attachment in adulthood and positive early experiences; and negative early experience correlating with the self-protectorist PAR scores. We expected that PAR subtest scores would be related to personality variables associated with moral capacities. We expected the PAR subtest scores to correlate with corresponding triune ethical orientations (TEO) as measured in Chapter 3, plus the additional TEO measures we developed here. We also expected a relation to other past and contemporaneous moral action variables. In sum, we predicted that self-protectorist reactive PAR submeasures (Social Opposition, Social Withdrawal, Social Weakness, Superiority, Vicious Imagination, and Detached Imagination) would correlate with negative childhood experience; more distrustful and socially dominant personalities; decreased moral capacities and greater personal distress; and less cooperative and helpful action.

In Study 1, we expected Engagement/Communal Imagination to negatively correlate with self-protective ethical orientations and self-protective action as measured by PAR (Social Opposition, Vicious Imagination), high social desirability, and selfish behavior. In Study 2, we looked primarily at positive variables, including personality and prototypic morality. We expected these positive variables to be negatively related to self-protective PAR subtests (e.g., Vicious Imagination, Detached

¹ Participants ($n=16$; 74% female, $M_{\text{age}} = 24$) took the measures online 1.7 to 3.4 weeks apart and we calculated correlations between the two timepoints. Half had good test-retest reliability: Social Opposition $r = .50$; Social Withdrawal $r = .78$; Social Weakness $r = .74$; Sense of Superiority $r = .54$; Vicious Imagination $r = .59$; Detached Imagination $r = .72$. Engagement/Communal Imagination was done separately ($n=20$; 74% female, $M_{\text{age}} = 24$) with $r = .74$.

Imagination), but positively related to Engagement/Communal Imagination. We collected two samples whose results we present together to save space.

Method

Participants and Procedures

Study 1 participants were 199 adults recruited and paid through Amazon Mechanical Turk ($M_{\text{age}} = 35.21$, $SD = 10.89$; 42% female; 84% White Euro-American). In terms of socioeconomic status: 19% often or sometimes lack enough money for basic needs; 48% reported enough money for basic needs, but can't afford extras; 33% reported enough money for basic needs and can afford many extras. Participants took a survey online through Qualtrics. The average length of time for completing the survey was just under 20 minutes.

Study 2 participants were 295 adults recruited and paid through Amazon Mechanical Turk ($M_{\text{age}} = 34.95$, $SD = 11.69$; 48% female; 76% White Euro-American). In terms of socioeconomic status: 18% often or sometimes lack enough money for basic needs; 50% reported enough money for basic needs, but can't afford extras; 32% reported enough money for basic needs and can afford many extras. Participants took a survey online through Qualtrics. The average length of time for completing the survey was just over 28 minutes.

Measures

Measures for each study are listed in Table 5.1 along with ranges, means and standard deviations.

Past Action. To measure moral behavior, both studies utilized the Past Action Report (PAR; see Appendix 5.1). With it, we measured seven sets of past behavior that correspond to: Social Opposition, Social Withdrawal, Social Weakness, Sense of Superiority, Vicious Imagination, Detached Imagination and Engagement/Communal Imagination, as described above. The Likert-type scale asked about frequency in the past year ($1=Never$, $2=once$, $3=a\ few\ times$, $4=once\ a\ month$, $5=a\ few\ times\ a\ month$, $6=every\ week$, $7=a\ few\ times\ a\ week$, $9=everyday$, $10=several\ times\ a\ day$)

Childhood experience. We measured childhood experience in both studies with the Evolved Developmental Niche History (EDNH),² as described in Chapter 4. EDNH is an adult self-report measure of childhood experiences that correspond to the parenting practices that emerged throughout human evolution (see Chapter 4 and Appendix 4.1.). We used the

scores for Positive Home Climate, Negative Home Climate, Supportive Childhood (three items added), Family Togetherness (two items added), Affection/Positive Touch and Corporal Punishment (added together), and Play (two items added). We also computed a composite variable, which added together the items from Supportive Childhood, Family Togetherness, Affection/Positive Touch and Corporal Punishment, and Play.

Attachment. To measure attachment style in both studies, we used the Close Relationship Questionnaire,³ as described in Chapters 3 and 4. The four attachment styles are represented by single-item paragraphs and rated on a seven-point Likert-type scale ($1 = not\ at\ all\ like\ me$, $7 = very\ much\ like\ me$):

Secure: "It is easy to become emotionally close to others. I am comfortable depending on others and having others depend on me. I don't worry about being alone or having others not accept me."

Dismissing: "I am comfortable without close emotional relationships. It is very important to me to feel independent and self-sufficient, and I prefer not to depend on others or have others depend on me."

Fearful: "I am uncomfortable getting close to others. I want emotionally close relationships, but I find it difficult to trust others completely, or to depend on them. I worry that I will be hurt if I allow myself to become too close to others."

Preoccupied: "I want to be completely emotionally intimate with others, but I often find that others are reluctant to get as close as I would like. I am uncomfortable being without close relationships, but I sometimes worry that others don't value me as much as I value them."

Personality. Several measures of personality were used.

Agreeableness. The agreeableness scale from the HEXACO Personality Inventory⁴ was used in Study 2 to assess participant agreeableness (e.g., "I tend to be lenient in judging other people."), Participants rated their agreement with items on a Likert-type scale ($1 = Strongly\ disagree$ to $5 = Strongly\ agree$).

Humility. Study 2 utilized the humility scale from the HEXACO Personality Inventory⁵ to assess participant humility (e.g., "Having a lot of money is not especially important to me."). Participants rated their agreement with items on a Likert-type scale ($1 = Strongly\ disagree$ to $5 = Strongly\ agree$).

³ Bartholomew & Horowitz, 1991

⁴ Ashton & Lee, 2009

⁵ Ashton & Lee, 2009

² Narvaez et al., 2015

Social Dominance. In Study 1, inegalitarian social orientation was measured with Social Dominance Orientation.⁶ Using a Likert-type scale (1 = *Strongly disagree*, 7 = *Strongly agree*), the measure assesses preference for social hierarchies (e.g., “Some groups of people are simply inferior to other groups”).

Distrust. For Study 1, we created a Distrust scale from two existing scales: Alienation from the Multidimensional Personality Questionnaire⁷ (“feel attacked by others”) and Vigilance from the 16 Personality Factor Questionnaire⁸ (“am wary of others”). Participants rated agreement with items on a Likert-type scale (1 = *Strongly disagree*, 5 = *Strongly agree*).

Ongoing Stress. In Study 2, we measured ongoing stress with the Perceived Stress Scale.⁹ This 10-item scale assesses the frequency (1 = *Very little or none at all* to 5 = *Very much*) of stressful feelings and experiences (e.g., “In the last month, how often have you been upset because of something that happened unexpectedly?”).

Stress Reactivity. In study 1, we measured stress reactivity using the Perceived Stress Reactivity Scale.¹⁰ Using 23 items, this measure poses many scenarios and asks the participant to choose their probable reaction. Each stem is paired with a different set of possible reactions, for example, “When tasks and duties build up to the extent that they are hard to manage...” (1 = *I am generally untroubled*, 2 = *I usually feel a little uneasy*, 3 = *I normally get quite nervous*).

Social Desirability. In both studies, we measured social desirability with the Social Perceptions Inventory (Paulhus, 1998). Using an 8 item measure with a Likert-type scale (1 = *strongly disagree*, 5 = *strongly agree*), the inventory assesses how much a participant follows socially desirable expectations (e.g., “I never swear”).

Moral Capacities. In Study 2, we measured moral capacities with five measures.

Perspective Taking. We used the Interpersonal Reactivity Index (IRI)¹¹ to measure Perspective Taking, the tendency to take other people’s point of view (e.g., “Before criticizing somebody, I try to imagine how I would feel if I were in their place”), using a Likert-type scale (1 = *Does not describe me well*, 4 = *Describes me very well*).

Empathy. We used the Empathy subscale of the IRI—the tendency to experience warm and compassionate feelings for others (e.g., “I would

describe myself as a pretty soft-hearted person”), using a Likert-type scale (1 = *Does not describe me well*, 4 = *Describes me very well*).

Personal Distress. Also using the IRI, we measured Perspective Taking, the tendency to experience discomfort felt when others are in pain (e.g., “In emergency situations, I feel apprehensive and ill-at-ease”), using Likert-type scale (1 = *Does not describe me well*, 4 = *Describes me very well*).

Forgiveness. We used the Forgiveness subscale of the Values in Action scale¹² to assess participants’ tendency to forgive (e.g., “Let bygones be bygones”). Items were rated on a Likert-scale (1 = *Strongly disagree* to 5 = *Strongly agree*). (c) We used the Integrity Scale¹³ to assess participants’ level of commitment to ethical principles, independent of context (e.g., “Some actions are wrong no matter what the consequences or justification”). Items were rated on a Likert-scale (1 = *Strongly disagree* to 5 = *Strongly agree*).

Aggression. Aggression was assessed with the Buss and Perry Aggression Questionnaire-Short Form (BPAQ-SF).¹⁴ Participants rated explicit aggressive actions (e.g., “I have threatened people I know”) on a five-point scale (1 = *Extremely uncharacteristic of me* to 5 = *Extremely characteristic of me*).

Ethical orientations. In both studies, we used Triune Ethics Orientation measures (TEO), as described in Chapter 3. They assess, using four items each, how strongly a person prefers, or orients, to a specific ethic. Ethical orientations are presented as a set of characteristic words with which participants rate four statements for their match to themselves (e.g., “My friends think I have these characteristics”) on a Likert-type scale (1 = *strongly disagree*, 5 = *strongly agree*). Higher scores indicate greater affiliation with the ethical orientation. The TEO types measured were Social Opposition, Social Withdrawal, Vicious Imagination (domineering, aggressive, zealous, pushy), Detached Imagination (aloof, apathetic, withdrawn, unemotional), and Engagement, and Communal Imagination (humanitarian, neighborly, inclusive, broad-minded).

Moral action. In Study 2, we used two additional measures of moral action beyond the Past Action Report: (a) the Social Value Orientation¹⁵ simulates a game in which participants are told that, “Every point has value: The more points you receive, the better for you, and the more points the “Other” receives, the better for him/her.” Choices were coded as pro-social

⁶ Pratto, Sidanius, Stallworth, & Malle, 1994

⁷ Patrick, Curtin & Tellegen, 2002; Tellegen, 1982

⁸ Cattell, 1956

⁹ Cohen & Williamson, 1988

¹⁰ Scholtz, Yim, Zoccola, Jansen, & Schultz, 2011

¹¹ Davis, 1983

¹² Peterson & Seligman, 2004

¹³ Schlenker, Weigold, & Schlenker, 2008

¹⁴ Bryant & Smith, 2001

¹⁵ Van Lange, De Bruin, Otten, & Joiremann, 1997

cooperation when the same number of points was kept for the self as given to the other, whereas choices were coded as selfish when the greatest difference between the participant's points and other's point was chosen. We used the prosocial cooperation score. (b) Public Moral Action for the Less Fortunate¹⁶ measures respondents' frequency of certain moral actions using generic statements that apply to any type of "less fortunate" (e.g., "I have volunteered at an agency that helps the less fortunate;" 1 = *never*, 8 = *every day*).

Results and Discussion

See Table 5.1 for means and standard deviations. See Table 5.2 for correlations. The column in gray is theoretically the more ideal ethical orientation (compassionate morality).

Table 5.1. Descriptive Statistics for Key Variables.

Variable (Possible Range)	Study 1 (n= 199) Mean (SD); alpha (α)	Study 2 (n= 295) Mean (SD); alpha (α)
PAST ACTION REPORT		
Social Opposition (10-90)	19.00 (10.50); $\alpha = .92$	21.72 (11.58); $\alpha = .92$
Social Withdrawal (8-72)	30.90 (13.61); $\alpha = .91$	29.52 (13.33); $\alpha = .90$
Social Weakness (4-36)	11.29 (6.58); $\alpha = .85$	10.29 (5.45); $\alpha = .79$
Sense of Superiority (3-27)	9.52 (4.69); $\alpha = .70$	9.18 (4.48); $\alpha = .63$
Vicious Imagination (5-45)	10.34 (6.00); $\alpha = .84$	31.05 (16.78); $\alpha = .84$
Detached Imagination (7-63)	27.83 (10.17); $\alpha = .78$	26.97 (10.38); $\alpha = .78$
Engagement/Communal Imagination (7-63)	30.56 (8.77); $\alpha = .83$	30.91 (10.65); $\alpha = .90$
EARLY LIFE EXPERIENCE		
Positive Home Climate (4-20)	12.23 (4.08); $\alpha = .88$	12.55 (3.79); $\alpha = .83$
Negative Home Climate (6-35)	12.23 (5.70); $\alpha = .92$	12.40 (5.25); $\alpha = .89$
Supportive Childhood (3-15)	10.38 (3.41); $\alpha = .93$	10.59 (3.14); $\alpha = .89$
Family Togetherness (2-10; two items)	6.78 (2.02); $r = .71$	6.74 (2.00); $r = .65$
Affection (1-5; single item)	2.92 (1.22)	3.15 (1.25)
Corporal Punishment (1-5; single item)	2.51 (1.24)	2.58 (1.17)
Play (2-10; two items)	6.97 (1.83); $r = .56$	7.17 (2.00); $r = .63$
EDN-history composite (9-45)	30.54 (7.38); $\alpha = .88$	31.07 (6.76); $\alpha = .82$
ATTACHMENT (single items)		
Secure (1-7)	3.84 (2.16)	3.82 (2.16)
Dismissing (1-7)	3.92 (2.05)	4.02 (2.01)
Preoccupied (1-7)	2.70 (1.79)	2.78 (1.73)
Fearful (1-7)	4.19 (2.00)	4.16 (1.92)
PERSONALITY		
Agreeableness (10-50)		33.11 (6.69); $\alpha = .81$
Humility (10-50)		34.05 (7.29); $\alpha = .79$
Social Dominance (14-98)	34.15 (17.27); $\alpha = .95$	
Distrust (15-75)	39.91 (11.03); $\alpha = .92$	

Perceived Stress (10-50)		26.21 (6.76); $\alpha = .82$
Reactivity (0-69)	32.44 (11.00); $\alpha = .85$	
Social Desirability (8-40)	23.65 (4.69); $\alpha = .67$	23.18 (4.40); $\alpha = .61$
MORAL CAPACITIES		
Empathy (7-35)		26.01 (6.03); $\alpha = .91$
Perspective Taking (7-35)		23.85 (4.02); $\alpha = .63$
Personal Distress (7-35)		17.45 (6.12); $\alpha = .88$
Forgiveness (9-45)		30.24 (6.71); $\alpha = .87$
Integrity (18-90)		65.59 (10.85); $\alpha = .89$
Aggression (12-80)		26.79 (9.23); $\alpha = .88$
TRIUNE ETHICS ORIENTATIONS		
Bunker (5-25)	8.70 (4.36); $\alpha = .95$	9.54 (4.91); $\alpha = .94$
Wallflower (5-25)	10.22 (4.68); $\alpha = .92$	10.48 (4.38); $\alpha = .89$
Engagement (5-25)	19.50 (3.97); $\alpha = .92$	19.83 (3.64); $\alpha = .90$
Communal Imagination (5-25)	17.69 (4.54); $\alpha = .92$	18.59 (4.39); $\alpha = .93$
Vicious Imagination (5-25)	8.47 (3.86); $\alpha = .94$	8.89 (4.21); $\alpha = .93$
Detached Imagination (5-25)	10.72 (4.86); $\alpha = .91$	10.12 (4.71); $\alpha = .91$
MORAL ACTION		
Social Value Orientation (11-33)	28.15 (4.61); $\alpha = .95$	26.69 (4.22); $\alpha = .91$
Public Action for Less Fortunate (9-72)		23.35 (12.46); $\alpha = .91$

Correlations. Correlations largely followed predictions. Regarding concurrent validity, in both studies, PAR scores were strongly correlated with corresponding triune ethics orientations (e.g., Social Opposition action with Social Opposition orientation, Withdrawal action with Withdrawal orientation). This suggests that current ethical orientation is consistent with the past moral actions PAR measures. Convergent validity was also strong. In expected ways, most PAR scores were related to positive personality (e.g., agreeableness, humility) and negative personality (e.g., social dominance, distrust) in expected directions. Self-protective, Vicious and Detached Imagination PAR scores were negatively related to moral capacities and positively related to aggression whereas Engagement/Communal Imagination PAR scores were positively related to moral capacities and prosocial action. These findings indicate that the past moral actions measured by PAR are associated with current moral behaviors, in addition to correlating with corresponding ethical orientations. Thus, PAR may be considered a valid and useful compilation of past behaviors exhibited by individuals oriented to a specific ethic.

¹⁶ Brooks, 2011

Table 5.2 Past Action Report Subtest Correlations with Childhood Experience, Attachment, Personality, Moral Capacities, Triune Ethics Orientations and Moral Action

Variable	Protectionism						Relational Attunement Engagement/Communal Imagination (n= 7)
	Social Opposition (n= 10)	Social Withdrawal (n= 8)	Social Weakness (n= 4)	Sense of Superiority (n=3)	Vicious Imagination (n=5)	Detached Imagination (n=7)	
CHILDHOOD EXPERIENCE							
Positive Home Climate (n=4)							
Study 1	-.106	-.403**	-.172*	-.049	-.190**	-.327**	.099
Study 2	-.038	-.164**	-.032	.059	-.002	-.032	.211**
Negative Home Climate (n=6)							
Study 1	.187**	.439**	.168*	.144*	.204**	.395**	.032
Study 2	.338**	.318**	.244**	.240**	.303**	.244**	.051
Supportive Childhood (n=3)							
Study 1	-.090	-.259**	-.044	-.035	-.115	-.273**	.122
Study 2	-.045	-.141*	-.018	.084	-.004	-.141*	.170**
Family Togetherness (n=2)							
Study 1	-.016	-.168*	.025	-.043	-.040	-.153*	.257**
Study 2	-.052	-.080	-.046	-.066	-.061	-.089	.179**
Affection (n=1)							
Study 1	.048	-.175*	.036	-.061	-.065	-.179*	.285**
Study 2	.032	-.047	.029	.064	.062	-.015	.226**
Corporal Punishment (n=1)							
Study 1	.233**	.127	.015	.123	.177*	.220**	.099
Study 2	.201**	.159**	.078	.175**	.196**	.180**	.119*
Play (n=3)							
Study 1	-.104	-.281**	-.148*	-.036	-.151*	-.183**	.096
Study 2	-.035	-.116*	-.073	.106	.008	-.008	.187**
EDN-history composite (n=9)							
Study 1	-.117	-.287**	-.061	-.082	-.163*	-.287**	.162*
Study 2	-.084	-.160**	-.065	.016	-.055	-.160**	.192**
Variable	Social Opposition	Social Withdrawal	Social Weakness	Sense of Superiority	Vicious Imagination	Detached Imagination	Engagement/Communal Imagination
ATTACHMENT (single items)							
Secure							
Study 1	-.047	-.436**	-.208**	-.132	-.136	-.364**	.133
Study 2	-.136*	-.380**	-.148*	-.107	-.125*	-.293**	.261**
Dismissing							

Study 1	.198**	.438**	.308**	.142*	.198**	.332**	-0.131
Study 2	.191**	.411**	.278**	.154**	.167**	.340**	.008
Preoccupied							
Study 1	.270**	.131	.247**	.211**	.270**	.108	.063
Study 2	.197**	.104	.237**	.112	.224**	.086	.058
Fearful							
Study 1	-.026	.147*	.046	.086	-.026	.211**	-.020
Study 2	.155**	.248**	.165**	.188**	.200**	.278**	.022

PERSONALITY

Agreeableness (n=10)							
Study 2	-.337** ^b	-.216** ^b	-.197** ^b	-.359** ^b	-.321** ^b	-.264** ^b	.268** ^b
Humility (n=10)							
Study 2	-.200** ^b	-.118* ^b	-.203** ^b	-.347** ^b	-.298** ^b	-.239** ^b	.191** ^b
Social Dominance (n=14)							
Study 1	.264** ^a	-.014 ^a	.052 ^a	.259** ^a	.255** ^a	.144* ^a	-.142* ^a
Distrust (n=15)							
Study 1	.327** ^a	.484** ^a	.235** ^a	.287** ^a	.376** ^a	.451** ^a	.183** ^a
Ongoing Stress (n=10)							
Study 2	.365** ^b	.484** ^b	.386** ^b	.188** ^b	.352** ^b	.296** ^b	-.015 ^b
Stress Reactivity (n=23)							
Study 1	.211** ^a	.505** ^a	.391** ^a	.160** ^a	.202** ^a	.338** ^a	-.032 ^a
Social Desirability (n=8)							
Study 1	-.245**	-.374**	-.328**	-.234**	-.244**	-.350**	0.057
Study 2	-.015	-.112	-.101	-.004	-.030	-.066	.224**
Variable	Social Opposition	Social Withdrawal	Social Weakness	Sense of Superiority	Vicious Imagination	Detached Imagination	Engagement/Communal Imagination

MORAL CAPACITIES

Empathy (n=7)							
Study 2	-.200** ^b	-.128* ^b	-.074 ^b	-.308** ^b	-.247** ^b	-.074 ^b	.410** ^b
Perspective Taking (n=7)							
Study 2	-.338** ^b	-.154** ^b	-.154** ^b	-.322** ^b	-.350** ^b	-.154** ^b	.233** ^b
Personal Distress (n=7)							
Study 2	.224** ^b	.287** ^b	.400** ^b	.014 ^b	.238** ^b	.400** ^b	-.060
Forgiveness (n=9)							
Study 2	-.257** ^b	-.287** ^b	-.139* ^b	-.314** ^b	-.283** ^b	-.269** ^b	.319** ^b
Integrity (n=18)							
Study 2	-.212** ^b	-.085 ^b	-.238** ^b	-.254** ^b	-.342** ^b	-.150** ^b	.220** ^b

NOTE:
^a=Study 1,
 =199;
^b=Study 2,
 n=295

Aggression (n=12)								
Study 2	.579** ^b	.308** ^b	.307** ^b	.402** ^b	.479** ^b	.298** ^b		-0.73
TRIUNE ETHICAL ORIENTATIONS								
Social Opposition (n=4)								
Study 1	.414**	.079	.139	.331**	.396*	.185**		-0.54
Study 2	.316**	.002	.108	.290**	.347**	.108		-0.17
Social Withdrawal (n=4)								
Study 1	.112	.350**	.511**	.110	.122	.204**		.067
Study 2	.176**	.350**	.411**	-.032	.210**	.411**		.007
Vicious Imagination (n=4)								
Study 1	.350**	.047	.149*	.337**	.362**	.182*		-.137
Study 2	.846**	-.005	.050	.381**	.298**	.050		-.087
Detached Imagination (n=4)								
Study 1	.314**	.490**	.383**	.362**	.294**	.455**		-.078
Study 2	.277**	.413**	.276**	.223**	.350**	.416**		-.180**
Engagement (n=4)								
Study 1	-.134	-.235**	-.098	-.227**	-.178*	-.355**		.383**
Study 2	-.151**	-.022	.053	-.179**	-.146*	.053		.364**
Communal Imagination (n=4)								
Study 1	-.155*	-.292**	-.152*	-.174*	-.210**	-.357**		.394**
Study 2	-.155**	-.151**	-.042	-.166**	-.129*	-.042		.372**
Variable	Social Opposition	Social Withdrawal	Social Weakness	Sense of Superiority	Vicious Imagination	Detached Imagination		Engagement/Communal Imagination
MORAL ACTION								
Prosocial Cooperation (n=11)								
Study 1	-.121	.019	.047	-.127	-.115	-.126		.168*
Study 2	-.191**	-.063	-.045	-.236**	-.195**	-.045		.138*
Public Action for Less Fortunate (n=9)								
Study 2	.187** ^b	.012 ^b	.172** ^b	.055 ^b	.275** ^b	-.055 ^b		.626** ^b

Predictive validity was measured by examining correlations with moral action. We expected that reports of past prosocial behavior would be related to cooperative behavior and reports of past aggressive behavior would be related to selfish behavior in the online cooperation game using the Social Value Orientation task. Indeed, in both studies the PAR Engagement/Communal subscale positively correlated with cooperative behavior and in Study 2 aggressive PAR subscale scores were related to being uncooperative. Public Action for the Less Fortunate was positively correlated with Engagement/Communal but also with several PAR self-oriented scores, suggesting that helping the less fortunate may be motivated by different dispositions. Based on the minimal correlational findings, we speculate that one may offer help out of a sense of anger, social press, or need for control as well as compassion.

Our predictions that childhood experiences would be related to PAR were confirmed consistently only with Engagement/Communal Imagination. In both studies, Engagement was related to most EDNH variables in predicted directions (save for Corporal Punishment in Study 2). For self-protection, as well as Vicious and Detached Imagination PAR scores, only the Negative Home Climate and Corporal Punishment (save for Social Weakness) were consistently positively related whereas Play (save for Social Opposition) was consistently negatively related to Positive Home Climate, Supportive Childhood, Family Togetherness, and Affection. These findings suggest that positive childhood experiences may be important for encouraging engaged and communally focused moral actions. Furthermore, a lack of positive childhood experiences may be more closely associated with withdrawn and detached moral action, rather than overtly aggressive moral actions.

Predictions that attachment would be related to PAR were partly confirmed. Self-protective and vicious and detached imagination PAR scores were most consistently negatively related with insecure attachment styles. Engagement/Communal Imagination PAR scores were related to secure attachment in Study 2, but no associations with insecure attachment styles were significant. This suggests that individuals reporting self-protective or vicious or detached imagination past moral actions may be likely to also report insecure attachment styles, whereas individuals endorsing engaged and communal past moral actions may be likely to endorse a secure attachment style.

Mediation analyses. Similar to mediation models mentioned in Chapter 4, we wanted to test the general hypothesis that childhood experience would be significantly related to PAR behavior through a chain of influence. We examined the correlations and selected the variables that had the greatest significance. The following mediation models were fitted to the

data to test the hypothesis on the mechanism connecting childhood experience to PAR scores, using data from Study 2.

Positive route

EDNH composite → Secure attachment → Empathy → Engagement/Communal Imagination PAR

Negative route:

EDNH composite → (Lack of) Secure Attachment → Personal Distress → Social Withdrawal PAR

In Figure 5.1, b_1 stands for the path coefficient from childhood experience to secure adult attachment; b_2 is the path coefficient from secure adult attachment to empathic concern; b_3 is the path coefficient from empathic concern to Engagement /Communal Imagination behavior; and c' is the direct effect of childhood experience on Engagement /Communal Imagination behavior. Our hypothesis was that positive childhood experiences (more consistent with the evolved developmental niche) would foster secure adult attachment, which will influence empathic concern, which would in turn affect Engagement/Communal Imagination behavior.

In Figure 5.2, b_1 stands for the path coefficient from childhood experience to lack of secure adult attachment; b_2 is the path coefficient from insecure adult attachment to personal distress; b_3 is the path coefficient from personal distress to social withdrawal behavior; and c' is the direct effect of childhood experience on social withdrawal behavior. Our hypothesis was that childhood experiences (those that were less consistent with the evolved developmental niche) would impair secure adult attachment, which would be negatively associated with personal distress, which would in turn affect social withdrawal behavior.

We obtained a 95% bootstrap bias corrected confidence interval. For these models, if all individual path coefficients are significantly different from 0 and the confidence interval does not include 0, we can conclude that the overall mediation effect is significant at the 0.05 significance level. In this case, if c' is significant, we have found partial mediation, and if it is non-significant, we have found complete mediation (MacKinnon, 2008). This approach for testing indirect effects is widely used due to its performance regarding power and type I error rates (MacKinnon, Lockwood, Hoffman, West, & Sheets, 2002; Hayes & Scharkow, 2013). Both models were fitted in Mplus.

Based on this criterion, Figure 5.1 shows that secure attachment and empathic concern mediate the relationship between childhood experience and Engagement/Communal Imagination behavior. The indirect effect estimate =

0.12 (95% CI [0.15, .047], $p = .012$). This suggests that the relationship between an individual's childhood experiences and past morally engaged/communal actions is explained, in part, by the individual's development of a secure attachment style. Furthermore, the relationship between an individual's secure attachment and past engaged/communal moral actions is accounted for by an individual's empathic concern for others. Thus, it appears that the development of secure attachment and empathy in individuals with positive childhood experiences may foster behaviors consistent with an Engagement/Communal ethical orientation.

Figure 5.2 shows that insecure attachment and personal distress mediate the relationship between childhood experience and social withdrawal behavior. The indirect effect estimate = -0.25 (95% CI $[-0.51, -0.13]$, $p < .001$). This suggests that the relationship between an individual's childhood experiences and past socially withdrawn moral behaviors is explained, in part, by the individual's lack of a secure attachment style. Furthermore, the relationship between lack of secure attachment and socially withdrawn past moral behaviors is accounted for by the individual's personal distress during situations where peers are in physical or emotional pain. Thus, it appears that lack of secure attachment and personal distress may be key factors associated with past socially withdrawn moral behaviors for individuals with more negative childhood experiences.

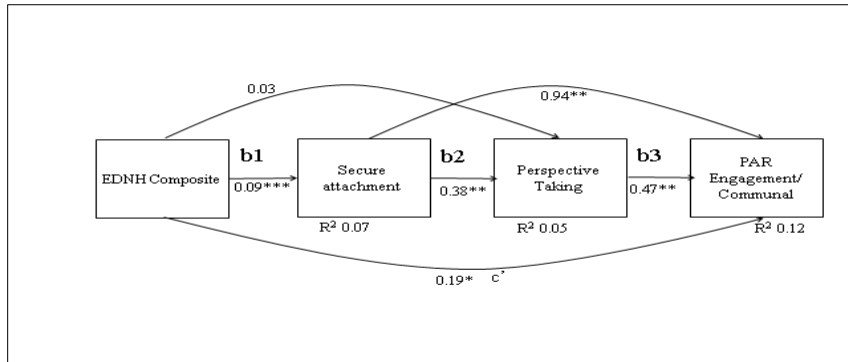


Figure 5.1. Mediation model testing the path from childhood experience to engagement/communal behavior (PAR) through secure attachment and perspective taking.

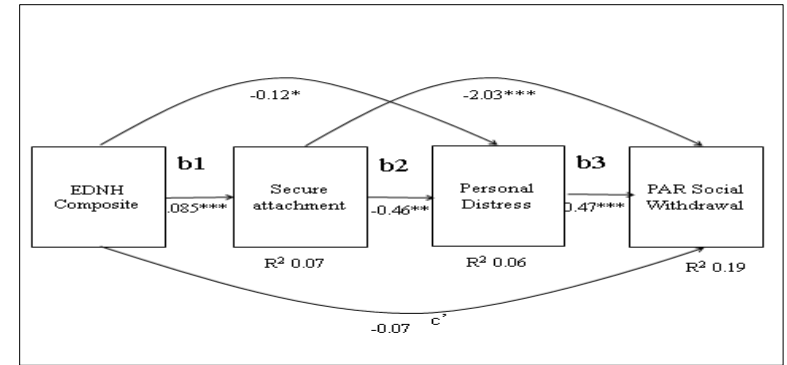


Figure 5.2. Mediation model testing the path from childhood experience to social withdrawal behavior (PAR) through secure attachment and personal distress.

The correlations and mediation findings provide further evidence that TEM, as a lifespan developmental meta-theory, is able to draw together early childhood experiences and relate them to adult capacities. Here, we developed a self-reported action measure that was related to TEM categories and generally consistent with measures of personality and moral personality. Overall, PAR subtest scores were related to corresponding triune ethical orientations, which suggest that PAR is a valid measurement of past moral behavior for the specific TEM ethical orientations.

Scores on the childhood experiences measure (EDNH), which were related to triune ethics orientations in data presented in Chapter 4, were less related to PAR scores. That is, childhood experiences were related to *current & subjective orientations* (TEO) but less related to *past & objective actions*. We speculate on why this might be the case. Perhaps there is an inconsistency in how individuals view their ongoing goals (TEO) and how they view their concrete behavior (PAR). Or, perhaps responses on an explicit measure relate more to what an individual intends rather than what he/she actually does. The childhood experiences measure (EDNH) is a broad retrospective (before age 18) self-report and may be more related to how individuals *currently* assess their orientation than how they report acting in the recent past. In short, perhaps PAR and TEO are tapping into different conceptions of the self.

Results from these studies suggest a relationship between attachment style and past moral behavior. Specifically, lack of secure attachment was correlated with self-protective moral behavior, whereas secure attachment was correlated with Engagement/Communal Imagination behavior. Thus, it appears that the way in which an individual relates to others and forms

relationships may also be related to how the individual has interacted with people in the recent past.

Positive personality traits (e.g., agreeableness, humility, etc.) were positively related to PAR Engagement/Communal Imagination and negatively related to the self-protective PAR categories. Moral capacities followed a similar pattern of association. This suggests that recent morally-relevant actions are associated with an individual's current personality traits and moral capacities.

In terms of moral action, the online measure of prosocial cooperation was significantly related to the PAR scores only in Study 2. This inconsistency suggests that prosocial cooperation measured concurrently in a study may not be comparable to the past actions assessed by PAR.

Conclusion

The indices of the Past Action Report were created to reflect triune ethics meta-theory. They showed good reliability across samples and demonstrated good validity—concurrent, convergent and divergent. PAR was able to distinguish different patterns of moral behavior, in terms of early experience, attachment and personality.

Further studies and analyses should be conducted to validate the PAR. Laboratory studies could examine the relation between observed behavior and PAR scores to further validate its usefulness.

APPENDIX 5.1

PAR. Past Action Report

DIRECTIONS. Using the following response options, how often in the past year did you:

Never	once	a few times	once a month	a few times a month	every
week	a few times a week	everyday	several times a day		

SOCIAL OPPOSITION

Lost your head and lashed out at someone for getting in your way.

Felt justified in yelling at someone.

Hit someone because you were annoyed.

Destroyed someone's property to get back at them.

Felt like you should get back at someone.

Felt so angry at someone you could kill them.

Felt justified for hitting someone.

Felt like punching someone.

Felt justified in hurting someone.

Exploded with anger.

Felt threatened by someone so you had to be aggressive.

SOCIAL WITHDRAWAL

Kept your feelings to yourself because you didn't trust whom you were with.

Avoided exposing your feelings to people.

Kept distant from others in a social situation.

Kept quiet about your thoughts so people would not criticize you.

Felt like you should hide from people.

Felt like it was right to withdraw from society.

Felt like you needed time to yourself to regroup from social life.

Felt like your brain froze in a social situation.

SOCIAL WEAKNESS

Wanted a strong figure to tell you what you should do.

Relied on someone else to speak for you.

Preferred to let others think for you.

Kept quiet about your own opinions so people would not laugh at you.

SENSE OF SUPERIORITY

Felt competitive with a rival.

Felt obsessed about proving your idea right.

Felt superior to those around you.

VICIOUS IMAGINATION (PLANFUL AGGRESSION)

Made a plan to take revenge on someone.

Used deception to get what you wanted.

Hurt someone else to get what you wanted.

Outside of sports, did something to prevent someone from getting a reward.

Held a grudge against someone who didn't agree with you.

ENGAGEMENT/ COMMUNAL IMAGINATION

Felt sympathy for someone's troubles.

Helped someone in trouble.

Listened to a friend's troubles.

Happily sacrificed your own plans to help someone else.

Thought about plans to help others.

Made plans to help strangers.

Thought about how you could help those in need.

DETACHED IMAGINATION (EMOTIONAL DETACHMENT)

Focused on your work and not the needs of others.

Lived your life without thinking too much about the troubles of the world.

Avoided volunteering in the community.

Didn't care to connect with others in a social situation.

Kept distant from human problems.

Didn't feel emotionally aroused in a situation when others were aroused.

Kept emotions to a minimum