

A STUDY OF PERSONALITY (NEUROTIC DISPOSITION) AND
ITS RELATION TO INTELLIGENCE, HOME AND FAMILY INFLUENCES,
SCHOOL ACTIVITIES AND SCHOLASTIC ACHIEVEMENT

A THESIS

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CHAPTER I

INTRODUCTION

During the past several years the general public has become personality conscious. Books, magazine articles, and newspaper editorials have been written on the subject and experiments have been performed. As yet no one seems to know just what personality is, at least in a tangible form, but we do know it plays a large part in our lives. Education makes for more successful living and since personality plays a part in life, educators should know more about personality and its related factors.

Psychologists have studied personality from several different angles and have tried to measure it, but as yet no really successful test has been devised for general use.¹ There are, however, tests devised that can be used for experimental purposes.² Such a test is "Thurstone's Personality Schedule." The purpose of the schedule is to obtain a fairly reliable index of neurotic tendencies.³

Purpose of the study. The purpose of this study is to find the relation, if any, of personality (neurotic tendencies) to intelligence, home and family influences, school activities, and scholastic

¹ Landis, Carney, Joseph Zubin and S. E. Katz, "Empirical Evaluation of Three Personality Adjustment Inventories," The Journal of Educational Psychology, 26:321, May, 1935.

² Ibid.

³ L. L. Thurstone and Thelma Gwinn Thurstone, "A Neurotic Inventory," The Journal of Social Psychology, 1:3, February, 1930.

achievement. The home and family influences considered are: occupation of father, size of family, wearing of glasses, race, and sex. The school factors considered are: size of high school attended, scholastic honors in high school, athletics, music groups, dramatic groups, and debate. The scholastic achievements considered are grades made by students in two semesters of college attendance.

Sources of data. The data used for this study were taken from the files of the Bureau of Educational Measurements, Kansas State Teachers College of Emporia. This bureau keeps a record of each student who enters the college on a card known as the "K.S.T.C. Student's Record Card." Scores made on entrance tests, family, physical, high school scholastic, extra-curricular, miscellaneous, and college scholastic data are recorded on these cards. Part of the record card is filled out by the student when he takes the entrance tests at the beginning of the freshman year, the rest, by the bureau after entrance tests have been graded. The college grades are recorded on these cards after they are received from the registrar's office at the end of each semester.

Procedure. A data sheet was worked out for the study and the following information was secured from the student's record card with reference to every student who took the entrance tests at Kansas State Teachers College of Emporia in September, 1936: intelligence decile rank, score made on "Thurstone Personality Schedule," personality decile rank, occupation of father, sex, race, size of family, high school from which they graduated, high school activities in which they took an active part, whether they wore glasses or not, and grades

made at the college for the two semesters of the school year 1936-37.

The data were collected for 659 students who took the entrance tests. Some, however, did not complete all the tests and still others did not enter school after taking the entrance tests. The number available, therefore, varies for different comparisons. A table has been constructed for each case to show relationships or differences and where it was possible correlations were computed.

CHAPTER II

NEUROTIC PERSONALITY AND INTELLIGENCE

The Personality Schedule was filled in by 625 Kansas State Teachers College freshmen during enrollment week in September, 1936. On the same day they were given the "Schrammel-Brannan Revision of the Army Group Examination Alpha, Form B," and a battery of other tests.

The 625 schedules were scored by counting the total number of neurotic answers in each schedule. The total score on the Personality Schedule is the total number of unfavorable or maladjusted answers that the subject returns. A numerically high score represents, therefore, an emotionally unstable personality which has many of the specific traits described by various writers as neurotic personality.¹ The maximum possible score is 223, since that would be the score if every one of the questions were answered in the unfavorable way.

There is no common conception of what might be meant by neurotic personality. It is not even necessary for the authors to define it closely, because the present list of questions represents the effort of various authors to summarize in question form the principal characteristics of a neurotic personality as it has been described by numerous psychiatrists and psychologists.²

¹ L. L. Thurstone, Loc. Cit., p. 14.

² Ibid., p. 14.

There is a common core of some kind throughout the questions that were retained, and since they were all written as a summary of textbook descriptions of neurotic personality we have good reason to believe that the trait which is indicated by the total score here is what would be generally understood as neurotic personality.³

In referring to personality in this study, hereafter, it shall mean neurotic personality as indicated by the total score of the Personality Schedule.

In personality decile rank, the tenth (X) decile consists of the ten per cent who made the lowest scores, or those very well adjusted, or the extreme extrovert type. The first decile (I) consists of the ten per cent who made the highest scores, or those emotionally unstable, or the extreme introvert type. In the intelligence decile rank, the tenth decile (X) consists of the highest ten per cent in intelligence and the first decile (I), of the lowest tenth in intelligence.

The correlation between decile rank on the intelligence test and decile rank on the Personality schedule yielded a coefficient of $+ .028 \pm .03$, which indicates that there is very little, if any, relationship between the two ratings. Superior or inferior intelligence may be found as frequently among the neurotic as among the emotionally well adjusted. This conclusion bears out the findings of the Thurstone's at the University of Chicago, where they found a slight positive correlation between personality and intelligence among

³ Ibid., p. 15.

freshmen entering the university.⁴

It is interesting, however, to note the average personality decile for each of the intelligence groups. Table I shows the average personality decile rank for each intelligence group. It will be noted that the highest personality average is in the seventh intelligence decile and the second highest personality average is in the third intelligence decile. The first intelligence decile has the lowest personality decile average with 5.09, while the tenth intelligence decile ranks seventh in average personality decile rank with an average of 5.38. The center or middle intelligence deciles, III, IV, V, VI, and VII, have the higher personality decile averages.

⁴ L. L. Thurstone, Loc. Cit., p. 15.

TABLE I
AVERAGE PERSONALITY DECILE RANK
OF EACH INTELLIGENCE GROUP

Intelligence decile	Number in decile	Average Personality decile
I	57	5.09
II	62	5.22
III	58	5.84
IV	63	5.52
V	68	5.67
VI	65	5.73
VII	59	5.99
VIII	58	5.21
IX	65	6.72
X	70	5.38
Total	625	5.52

Read Table thus: In the first intelligence decile there were 57 students whose average personality decile was 5.09.

CHAPTER III

HOME AND FAMILY INFLUENCES AND PERSONALITY

The factors considered in this chapter are sex, race, size of family, occupation of father, and wearing of glasses in their relation to personality.

Sex. Table II shows the distribution for each of the personality deciles for the two sexes. It will be observed that of the 625 persons who filled in the personality schedules, there were 352 women and 273 men. The men had an average personality decile rating of 6.05, while that of the women was only 5.22. The whole group had an average of 5.52. This would indicate that the men are a little better adjusted, neurotically speaking, than women. There were 42 men in the tenth decile and 25 in the first, while for women there were 28 in the tenth and 32 in the first. In the ninth personality decile, there were 25 men compared with only 16 in the second. For the women, there were 40 in the ninth personality decile and 46 in the second.

Race. Twenty of the students who completed the entrance tests were of races other than the white race. There were 18 negroes, 1 Mexican, and 1 Indian. The average personality decile rating for this group was 5.10 as compared to the 5.52 average for the 625 who took the tests. This would indicate that the negroes tended to be slightly more neurotic than the whites. However, since there were so few negroes as compared with the whites, no true comparisons could be made.

TABLE II
 FREQUENCY DISTRIBUTION
 FOR THE
 PERSONALITY DECILES

Personality decile	Men	Percent of total (men)	Women	Percent of total (women)	Total	Percent of total
I	25	9.25	32	8.96	57	9.12
II	16	5.86	46	12.98	62	9.92
III	23	8.42	35	9.90	58	9.28
IV	20	7.32	45	12.04	65	10.08
V	30	10.98	38	10.64	68	10.88
VI	50	10.98	35	9.90	65	10.40
VII	26	9.50	33	9.28	59	9.44
VIII	36	13.06	22	7.26	58	9.28
IX	25	9.25	40	11.20	65	10.40
X	42	15.39	28	7.94	70	11.20
Total	273	100.00	352	100.00	625	100.00

Read Table thus: In the first personality decile there were 25 men or 9.25% of the total 273, 32 women or 8.96% of the total 352, making 57 students in the decile or 9.12% of the total 625.

Size of Family. In considering the size of families in this study, only the number of children in each is considered. The average-sized family for the students who entered Kansas State Teachers College in the fall of 1936 was 3.96 children. The largest family represented consisted of 14 children.

Table III shows the distribution for the different sized families and their average personality decile. Because of the small number in the larger families, the average decile for families with 10 children or more was taken as one group. It will be noted that the family with the lowest personality rating was the group with 7 children, with an average of 5.03. The families with 8 children were next lowest with a 5.08 average. The group with 5 children had the highest rating with an average of 6.06. Families with 5, 9, 4, and 2 children, respectively, had the highest ratings. Persons from families of more than 9 children have a higher average than those people from families of only 1 child. It is also interesting to note that students from families of 2 children rank higher than either groups of 1 or 3 children.

Table IV (page 12) shows the personality decile and the average-sized family for each of the deciles. It will be seen that the tenth decile has the largest family average with the first decile following next in line.

The correlation between size of family and personality was found to be $-.009 \pm .03$. This would indicate that there is no relation whatever between the size of a family and a person's neurotic adjustment. Persons from large families are just as apt to be neurotically unstable

TABLE III
 SIZE OF FAMILY
 AND
 AVERAGE PERSONALITY DECILE

Size of family	Number of families	Percent of total	Average personality decile
1	60	9.60	5.13
2	127	20.32	5.80
3	132	21.12	5.16
4	99	15.84	5.83
5	68	10.88	6.08
6	54	8.64	5.26
7	37	5.92	5.03
8	21	3.36	5.08
9	13	2.08	6.00
10	2		
11	6		
12	4	2.24	5.71
13	1		
14	1		
Total	625	100.00	5.52

Read Table thus: For families with 1 child there were 60 students from this size family, or 9.60% of the total group, tested and their average personality decile was 5.13.

TABLE IV
 PERSONALITY DECILE
 AND
 AVERAGE SIZE OF FAMILY

Personality decile	Number in decile	Average size of family
I	57	4.24
II	62	4.07
III	58	3.53
IV	63	3.44
V	68	4.16
VI	65	4.30
VII	59	3.84
VIII	58	4.04
IX	65	3.40
X	70	4.38
Total	625	3.96

Read Table thus: In the first personality decile there were 57 students and the average size of their family was 4.24 children.

as those from small families or vice versa.

Occupation of fathers. The occupations were divided into seven groups for this study: professional men, skilled laborers, merchants, salesmen and clerks, government employees, farmers, and laborers. The professional group included all professions such as doctors, lawyers, ministers, teachers, and engineers. Skilled laborers included such men as paperhangers, painters, railroad engineers and firemen, bricklayers, printers, and plumbers. Merchants included those men who owned their businesses and managed them. Salesmen and clerks included all types of salesmen, stenographers, file clerks, and store clerks. Government employees included rural and city mail carriers, post office clerks, railway mail clerks, police officers, elected officials of city, county, and state, and political appointees. Farmers and laborers are self-explanatory.

Table V shows the average personality decile for each group as well as the number and percent in each group. It will be noted that the professional group averaged 6.79. This was 1.69 higher than the lowest group, government employees whose average was 5.10. Salesmen and clerks were second highest with an average of 6.09, followed by skilled laborers with an average of 5.79. This tends to show that the children of professional men are better adjusted neurotically than children of men in other occupational fields.

Wearing of glasses. It is interesting that of the 625 students studied, 149 or 23.84% of the group wore glasses either all the time or to read with. Of this number who wore glasses, 25 were in the first

TABLE V
OCCUPATIONAL GROUPS
AND
AVERAGE PERSONALITY DECILE

Occupational group	Number of students from group tested	Percent of Total	Average personality decile
Professional	36	6.48	6.79
Salesmen and clerks	41	7.38	6.09
Skilled laborers	66	11.89	5.79
Laborers	61	10.99	5.46
Farmers	273	49.19	5.38
Merchants	58	10.45	5.33
Government employees	20	3.61	5.10
Total	555	100.00	5.52

Read Table thus: There were 36 students, or 6.48% of the total 555 tested, whose fathers were professional men and their average personality decile was 6.79.

personality decile and only 7 were in the tenth. There were 21 in the second decile and 13 in the ninth. The total for the two lower deciles was 46 while there were only 20 in the two upper deciles.

The average personality decile for all the students who wore glasses was 4.68, compared with the 5.52 average for the 625 students tested.

Table VI shows the distribution according to decile for the students wearing glasses. It will be noted that the personality deciles I and II have the largest percent of their respective deciles, wearing glasses. Of the students in decile I, 43.86% wear glasses, while 33.32% of the students in decile II wear glasses. In decile X only, 10% wear glasses. This would indicate that persons in the lower personality deciles are more likely to wear glasses than those in the upper deciles. However, persons in deciles VI, VII, VIII, and IX are more likely to wear glasses than those in deciles III, IV, and V.

TABLE VI
PERSONALITY DECILE
AND
STUDENTS WHO WORE GLASSES

Personality decile	Students in decile who wore glasses	Percent of decile	Percent of total
I	25	43.86	17.28
II	21	33.32	14.09
III	14	24.13	9.29
IV	8	12.70	5.24
V	13	19.12	8.75
VI	14	21.54	9.29
VII	20	32.90	13.42
VIII	14	24.13	9.29
IX	13	20.00	8.75
X	7	10.00	4.60
Total	149		100.00

Read Table thus: In personality decile I, there were 25 students who wore glasses or 43.86% of the decile wore glasses, and 17.28% of the total 149 students were in decile I.

CHAPTER IV

SCHOOL ACTIVITIES AND PERSONALITY

Size of school attended. The size school a student attends influences his schooling in many ways. Many studies have been made to determine the ideal size for a school. Studies have tried to show the advantages of small or large schools and which size does the best work. In this study an attempt has been made to see if the size school attended has any influence on a student's neurotic development.

The writer was able to determine the size school attended by 608 of the 625 who completed the entrance tests at Kansas State Teachers College during September, 1936. The size school was found in the Kansas State Educational Directory.¹ The schools were divided into groups of one hundred pupils; that is, schools with enrollments between zero and ninety-nine were placed in the first group, one hundred to 199 in the second, and so forth. The last group considered was schools with enrollments from 2200 to 2299.

The average size school attended by all pupils was 251.32. The correlation between size of school and personality decile rating was found to be $-.0603 \pm .029$. This would indicate that introvert or extrovert personalities are found in all schools. There seems to be very little in common between size of school and personality.

¹ Kansas Educational Directory, 1937-38. Compiled by W. T. Markham, Kansas State Printing Plant, Topeka, Kansas.

A second correlation was figured on different groupings for the schools. The schools were divided into five groups: schools with enrollments of fifty or less, enrollments of fifty-one to one hundred, 101 to five hundred, 501 to one thousand, and schools with enrollments of 1001 to five thousand. The correlation in this case was $-.048 \pm .029$ which corresponds very closely with the first correlation.

Table VII gives the average personality decile rank for each size of school and the distribution. It will be noted that there is little difference between the averages for each group except that the lowest average made by the large schools is considerably lower than any of the other groups. The highest average was in the smaller schools, schools with enrollments of fifty or less, but schools up to five hundred enrollment were very close together.

In Table VIII (page 20) the same averages are given for schools of one hundred or less enrollments, 101 to two hundred, 201 to five hundred, 501 to one thousand, and 1001 to five thousand. It is evident that the findings in these groupings differ very little from those of the previous ones.

These tables tend to show that students in schools of enrollments up to one thousand have a better chance for personality development or neurotic adjustment, than those students in schools with enrollments over one thousand.

High School Activities. The high school activities were classed in four divisions. Students who were valedictorian or salutatorian of

TABLE VII

SIZE OF SCHOOL
AND
AVERAGE PERSONALITY DECILE

School enrollment	Number of students from this size school tested	Percent of total	Average personality decile
0 - 50	40	6.56	5.70
51 - 100	136	22.56	5.62
101 - 500	245	40.28	5.65
501 - 1000	158	25.98	5.44
1001 - 5000	29	4.82	4.44
Total	608	100.00	5.61

Read Table thus: There were 40 students from schools with enrollments of 0 - 50 tested for neurotic adjustment, 6.56% of the total 608, and they had an average personality decile rating of 5.70.

TABLE VIII
 SIZE OF SCHOOL
 AND
 AVERAGE PERSONALITY DECILE

School enrollment	Number of students from this size school tested	Percent of total	Average personality decile
0 - 100	176	28.94	5.61
101 - 200	137	22.81	5.53
201 - 500	108	17.45	5.77
501 - 1000	158	25.96	5.44
1001 - 5000	29	4.82	4.44

Read Table thus: There were 176 students tested, or 28.94% of total 608, from schools with an enrollment of from 0 to 100 and their average personality decile was 5.61.

their class, or belonged to the National Honor Society or other organizations where a high scholastic average is required, were grouped in the scholarship activities. Those who took part in any musical organization such as glee club, orchestra, or band, were included in music activities. Debate, dramatics, oratory, and declamatory activities were grouped together. The fourth group considered was for men only; namely, those who took part in competitive athletics. In every case, excepting the scholarship group, those who took part in the activity had a higher personality decile average than those who did not take part.

Table IX shows the number of the 625 tested who took part in the various activities and their average personality decile rating as compared with the number who did not take part and their personality average.

It will be noted that in the scholarship group, 121 were honor students of their respective high schools. Their personality decile average was 5.45 compared with the 5.55 average of the 504 students who were not honor students. This is the only activity studied where those who participated were lower than those who did not. The greatest difference occurred in the students who took part in music, with an average of 5.80, and those who did not, with a 5.24 average.

Boys who took part in athletics had a slightly higher average than those who did not. Athletes had a 6.17 average while the others averaged 5.74. Students who took part in dramatics, debate, oratory, and declamatory activities averaged 5.73 as compared with the 5.34

TABLE IX
HIGH SCHOOL ACTIVITIES
AND
AVERAGE PERSONALITY DECILE

Activity	Number who took part in activity	Percent who took part in activity	Average personality decile	Number who did not take part in activity	Percent who did not take part in activity	Average personality decile
Scholarship	121	19.36	5.45	504	80.64	5.55
Music	450	68.80	5.80	195	31.20	5.24
Forensic	281	44.96	5.73	344	55.04	5.34
Boy's Ath- letics	191	30.56	6.17	82	69.44	5.74

Read Table thus: There were 121 students, or 19.36% of the total group tested who were honor students in their respective high schools and their average personality decile was 5.45, while 504 of the students or 80.64% of group tested did not win scholarship honors and they had an average personality decile of 5.55.

average for those who did not take part.

This would tend to show that most extra-curricular activities tend to develop personality, while honor students tend to rank slightly lower on the average than others. However, it must be noted here that each group overlaps the others somewhat. The participants of each group were contrasted with all the others and not merely with the non-participants in any field.

CHAPTER V

PERSONALITY AND ACHIEVEMENT

At the beginning of the fall term of 1936 there were 625 persons who completed all the entrance tests given at Kansas State Teachers College of Emporia. At the end of one year the writer was able to obtain the grades made by 570 of the students during the first semester of their freshman year of college work. Table X shows the distribution of these 570 by personality deciles and the total in each decile who took the entrance tests.

Grades were recorded by A, B, C, D, F, Incomplete, and Withdrawal. In computing the correlation between grades and personality the incompletes and withdrawals were not considered. The letters were changed to numbers: each hour of A = 1, B = 2, C = 3, D = 4, and F = 5. The grades for each student were recorded by hours of credit and each student's grades were averaged. These averaged grades were grouped into five intervals; namely, 1 to 1.5, 1.51 to 2.5, 2.51 to 3.5, 3.51 to 4.5, and 4.51 to 5. Table XI (page 26) shows the number of students whose average grades ranked in each of these distribution intervals in each personality decile for the first semester of 1936-37.

It will be noted that the students who had A averages were fairly evenly distributed among all the decile groups as were the F's. The correlation between grades and personality decile rank for the first semester was $-.027 \pm .03$. This would indicate that there is very

TABLE XI
 GRADE DISTRIBUTION BY PERSONALITY DECILES
 FOR
 FIRST SEMESTER

Average grades	Distribution of students by deciles										Totals
	I	II	III	IV	V	VI	VII	VIII	IX	X	
1 - 1.5	2	1	0	2	2	3	3	0	3	2	18
1.51 - 2.5	12	15	14	18	11	12	14	22	7	12	137
2.51 - 3.5	36	27	25	27	25	36	23	30	30	27	286
3.51 - 4.5	8	13	10	9	10	12	10	11	10	20	113
4.51 - 5	2	1	2	1	2	1	4	1	2	0	16
Totals	60	57	51	57	50	64	54	64	52	61	570

Read Table thus: There were 2 students in the first personality decile who had an average grade of from 1 to 1.5 and there were 18 students who had this average for the semester.

little, if any, relationship between grades and personality decile rank. In other words, good grades are found just as often in the upper personality deciles as in the lower ones.

Table XII shows the distribution of grades by personality deciles for the second semester. It will be seen that there were 461 students who completed work in this semester. The correlation for the second semester was $-.012 \pm .03$. This is slightly lower than the first semester, but consistent with it. The lower deciles tend to have a little better average, but there is very little difference.

In comparing Tables XI (page 26) and XII it is interesting to note the difference in grade distribution. The D and F grades lost several students between the first and second semesters. It was found that of the 570 students who completed the first semester work, 455 attended school the second semester. The grades for each semester were averaged and the gain and loss in grades was computed. The correlation between gain and loss in grades and personality decile was found to be $-.051 \pm .03$. This would indicate that the lower deciles tend to gain more in grades than the upper deciles, but the chances are very small that one group would gain more than the other. Table XIII (page 29) shows the distribution of these gains and losses by personality deciles.

In order to have a more thorough study of personality and achievement the averages for each decile for both semesters were compared. Table XIV (page 30) shows these averages and the gain or

TABLE XII
 GRADE DISTRIBUTION BY PERSONALITY DECILES
 FOR
 SECOND SEMESTER

Average grades	Distribution of students by deciles										Totals
	I	II	III	IV	V	VI	VII	VIII	IX	X	
1 - 1.5	2	1	0	2	1	1	3	1	2	2	15
1.51 - 2.5	13	14	12	13	12	16	12	18	12	9	131
2.51 - 3.5	28	22	24	23	25	28	20	29	19	24	240
3.51 - 4.5	2	9	7	9	3	8	5	4	7	12	68
4.51 - 5	1	1	0	2	1	2	1	0	1	0	9
Totals	46	47	43	49	40	55	41	52	41	47	461

Read Table thus: There were 2 students in the first personality decile who had an average grade of from 1 to 1.5 and there were 15 students who had this average for the semester.

TABLE XIII

AMOUNT OF GAIN OR LOSS IN GRADES
BETWEEN FIRST AND SECOND SEMESTERS
BY PERSONALITY DECILES

Amount of gain or loss in grades	Distribution of students by deciles										Totals
	I	II	III	IV	V	VI	VII	VIII	IX	X	
1.25 to 1.49	-	-	2	-	1	-	-	-	-	1	4
1.00 to 1.24	-	-	1	-	3	1	-	-	-	2	7
.75 to .99	4	2	-	2	1	1	-	2	2	1	15
.50 to .74	4	2	4	3	2	3	3	4	4	4	33
.25 to .49	9	8	4	9	5	10	4	7	5	7	68
.01 to .24	3	7	12	6	13	9	9	6	8	10	85
0	2	5	1	1	1	3	-	3	2	1	19
-.01 to -.24	7	10	8	10	3	6	10	6	4	11	79
-.25 to -.49	11	8	7	5	5	6	6	11	9	5	77
-.50 to -.74	-	2	-	10	2	7	4	5	4	3	37
-.75 to -.99	2	2	3	1	1	3	2	2	1	2	19
-1.00 to -1.24	1	1	-	-	1	-	2	-	3	-	8
-1.25 to -1.49	-	-	-	-	-	1	-	-	-	1	2
-1.50 to -1.74	-	-	-	1	-	-	-	-	-	-	1
-1.75 to -1.99	-	-	-	-	1	-	-	-	-	-	1
Totals	43	47	42	48	39	54	42	50	42	48	455

Read Table thus: There were 2 students in the III decile who gained 1.25 to 1.49 grade points, 1 in the V, and 1 in the X. There were 4 students who gained this much the second semester over the first semester.

TABLE XIV
 AVERAGE GRADE
 AND
 PERSONALITY DECILE

Personality decile	Average grade for first semester	Average grade for second semester	Gain or Loss
I	2.93	2.72	.21
II	2.89	2.89	.00
III	3.00	2.88	.12
IV	2.81	2.92	-.11
V	3.00	2.77	.23
VI	2.93	2.89	.04
VII	2.96	2.73	.23
VIII	2.86	2.69	.17
IX	3.01	2.83	.18
X	3.06	2.98	.08
Total	2.95	2.83	.12

Read Table thus: In the first personality decile the average grade for the first semester was 2.93, for the second semester it was 2.72 for a gain of .21.

loss between semesters. It will be noted that for the first semester the fourth decile has the highest average followed by the eighth and second in that order. For the second semester the eighth has the highest average, followed by the first and fifth deciles respectively. In comparing the amount of gain made by second semester grades over first semester, the fifth and seventh deciles made the most gain, followed by the first and ninth deciles.

Since there were several less students in school the second semester, a study was made to find out what personality decile these students were in and find the relationship, if any, between personality decile rank and withdrawal from school the second semester.

Table XV shows the number of students that did not attend school the second semester after attending the first semester by personality deciles. It will be seen that the total number of withdrawals was 115 and they are evenly distributed among all the deciles. However, it is interesting to note that the first and tenth deciles have the largest percentage dropping out and the fifth decile is next in line. The third decile has the smallest percentage. There is such a slight difference in most cases that no accurate prediction can be made as to what personality groups are most likely to drop out of school at the end of the first semester.

A study was also made for withdrawals from courses and incompletes in them. Table XVI (page 35) shows the total number of hours of incompletes and withdrawals by personality deciles for the first and second semesters. It will be noted that students in the upper deciles have fewer withdrawals and incompletes. This was true for

TABLE XV
 PERSONALITY DECILE
 AND
 NUMBER OF STUDENTS WHO DID NOT REENTER SCHOOL THE
 SECOND SEMESTER

Decile	Number of students who did not reenter school the second semester	Percent of total
I	15	13.05
II	10	8.69
III	8	6.97
IV	10	8.69
V	13	11.30
VI	11	9.57
VII	12	10.43
VIII	10	8.69
IX	12	10.43
X	14	12.18
Total	115	100.00

Read Table thus: In the first personality decile there were 15 students or 13.05% of the total 115, who attended school the first semester, but failed to reenter the second semester.

TABLE XVI
PERSONALITY DECILE
AND
NUMBER OF HOURS OF WITHDRAWALS AND INCOMPLETES

Decile	First semester		Second semester	
	Number of hours	Percent of total	Number of hours	Percent of total
I	33	13.98	43	19.45
II	10	4.23	34	15.38
III	26	11.01	25	11.31
IV	13	5.50	25	11.31
V	51	21.61	5	2.06
VI	40	16.92	13	5.88
VII	33	13.98	32	14.48
VIII	9	3.81	25	11.39
IX	18	7.62	5	2.06
X	3	1.27	14	6.33
Total	236	99.83	221	99.57

Read Table thus: During the first semester a total of 33 hours of credit or 13.93% of all hours dropped, were dropped or left incomplete by students in the first personality decile, and during the second semester 43 hours or 19.45% were dropped or left incomplete.

both semesters.

Table XVII shows the number of pupils by personality deciles that withdrew from school before the semester's work was completed, for both semesters. It will be observed that during each semester eight students withdrew. Students from the ninth and tenth deciles did not withdraw during either semester, while in the lower deciles, students withdrew during both semesters. However, since such a few withdrew, it would hardly be correct to say that students in the lower personality deciles tend to withdraw more often than those of the upper deciles.

TABLE XVII
PERSONALITY DECILE
AND
NUMBER OF STUDENTS WHO WITHDREW FROM SCHOOL

Decile	Number of students who withdrew from school	
	First semester	Second semester
I	1	2
II	-	1
III	1	1
IV	-	1
V	2	-
VI	2	-
VII	1	2
VIII	1	1
IX	-	-
X	-	-
Total	8	8

Read Table thus: In the first personality decile there was 1 student withdrew from school the first semester and 2 the second semester.

CHAPTER VI

CONCLUSIONS

The findings of this study have been as follows:

1. There is no relation between intelligence and personality.
2. The middle intelligence deciles seem to have a slightly higher personality decile average.
3. Men tend to have a higher personality decile average than women.
4. The white race tends to rank higher in personality than the negro race.
5. Students from families of two, four or five children have better personality decile averages, than those from families of fewer or more children. However, families with nine or more children have higher averages than those with one child. The correlation between size of family and personality is $-.009$ which indicates very little relation between the two.
6. Children of professional men tend to have higher personalities than children of other occupational groups. Children of governmental employees have the lowest personality average.
7. Students who wear glasses have a slightly lower personality average than those who do not.
8. Students in the lower personality deciles are more likely to wear glasses than those in the upper personality deciles.
9. Size of school attended and personality have very little in common for schools with enrollments up to one thousand, but students

from schools with enrollments of one thousand or more tend to be more neurotic than students from schools of less than one thousand.

10. All high school activities tend to develop personality. Students who take part in extra-curricular activities have higher personality decile averages as a group in every case, than those who do not take part. However, students with scholarship honors have a lower average than those who do not obtain these honors.

11. The correlation between personality and achievement was found to be slightly negative in every case. This tends to show that there is a slight possibility that lower personality decile ranks make better grades than the higher personality decile ranks. However, the middle deciles, IV, V, VI, VII, and VIII seem to average higher than either the highest or lowest.

12. Students in the upper personality deciles have fewer withdrawals and incompletes than the lower or middle deciles.

13. Students in the upper personality deciles are less apt to withdraw from school before completing the semester's work than those in the lower personality deciles.

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