

A CORRELATION OF SELECTED PERSONALITY
CHARACTERISTICS TO BEHAVIORAL
PROBLEMS OF STUDENTS IN AN
INTEGRATED SECONDARY
SCHOOL

By

CECIL DILLARD RATLIFF

Bachelor of Science in Education
Arkansas State University
State College, Arkansas
1957

Master of Arts
George Peabody College for Teachers
Nashville, Tennessee
1962

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
December, 1977



A CORRELATION OF SELECTED PERSONALITY
CHARACTERISTICS TO BEHAVIORAL
PROBLEMS OF STUDENTS IN AN
INTEGRATED SECONDARY
SCHOOL

Thesis Approved:

A handwritten signature in blue ink, appearing to be "D. P. ...", written above a horizontal line.

Thesis Adviser

A handwritten signature in blue ink, "Lloyd D. Briggs", written above a horizontal line.

A handwritten signature in blue ink, "Lloyd Wiggins", written above a horizontal line.

A handwritten signature in blue ink, "Robert R. Price", written above a horizontal line.

A handwritten signature in blue ink, "Norman N. Deukhan", written above a horizontal line.

Dean of the Graduate College

1003681

ACKNOWLEDGMENTS

Several persons are due an expression of appreciation for their assistance in the writing of this thesis. These include persons in the areas of the academic, friends and family.

Those of the academic to whom I am appreciative of their assistance are Dr. Donald Phillips, Committee Chairman, Dr. Lloyd Wiggins, EPDA Director, Dr. Lloyd Briggs, Dr. Ivan Chapman, Dr. Robert Price, and Dr. Richard Tinnell. Another person in this area includes Dr. James Key.

The friends to whom I am most grateful include Howard Stewart, Dr. Edward White, Mary Bliss, E. G. Hollenback, Ruth Ann Hollenback, Paul McCarrell, and Mary Piscitello.

The family members whom I would like to recognize and thank include my wife, Lois, and daughter, Debra Ann. They have not only backed me, but have also participated in the typing and proofing of the thesis. My parents, Mr. and Mrs. Luther Hutcheson, and in-laws, Mr. and Mrs. Carl Berry, have also been most supportive and encouraging during this time.

TABLE OF CONTENTS

Chapter	Page
I. NATURE OF THE PROBLEM	1
Introduction	1
Statement of the Problem	2
Purpose of the Study	3
Hypothesis	3
Limitations of the Study	4
Definition of Terms	4
Summary	6
II. REVIEW OF LITERATURE	7
Theories of Personality Development	7
Personality Research Correlates	17
Summary	27
III. METHODOLOGY AND PROCEDURE	29
Subjects	29
Collection of Data	29
Measuring Instrument	30
Treatment of Data	31
Analysis of Data	31
Description of Scales	33
Summary	36
IV. DATA ANALYSIS	37
Results	37
Disposition of Hypotheses	38
Summary	43
V. SUMMARY, RECOMMENDATIONS, AND CONCLUSIONS	44
Summary	44
Description of Subjects	44
Recommendations	44
Conclusions	46

Chapter	Page
A SELECTED BIBLIOGRAPHY	48
APPENDIX A	52
APPENDIX B	54
APPENDIX C	73
APPENDIX D	75
APPENDIX E	78
APPENDIX F	82

TABLE

Table	Page
I. Values of Biserial R	39

CHAPTER I

NATURE OF THE PROBLEM

Introduction

There has been much concern on the part of school administrators and teachers in how to deal with students because of the behavior problems arising at the secondary level for the past several decades. Flescher (19) supported this view when he reported finding that in 203 cases, secondary school administrators, supervisors, and teachers indicated discipline as their first priority problem. Gallup (21) listed the lack of discipline as the number one major problem confronting the public schools in 1972. Fraczek and Macauley (20) stated in recent years that students are becoming more frustrated and aggressive. Students are more knowledgeable, verbal, demanding, independent, and militant. Students are forming extreme patterns of having poor daily attendance, being tardy to school, being late to class, being absent from class, fighting, threatening school staff and other students, participating in the usage and sale of drugs, disobeying staff members, destroying school property, gambling, drinking on school premises, and carrying dangerous weapons.

These changes in student conduct brought about changes in school law, board of education policies, and community attitudes. As student

attitudes became more hostile, classroom discipline problems increased and the quality of teaching suffered.

By understanding the relationship between certain student personality characteristics and behavior problems, the schools' administrators, counselors, and teachers could better assist the student in making a proper adjustment to the school situation. By knowing the students' personality characteristics, the administration could develop a more effective and relevant curriculum, as well as provide meaningful extra-curricular activities. An understanding of student personality characteristics would assist administrators and counselors in planning individual programs, advising students of the need for an education, dealing with student misconduct, and counseling with parents when their child has caused a problem in the school. Hopefully, as a result of the identification of certain personality characteristics, teachers would become more understanding and tolerant with the misconduct of students. Also, teachers could possibly plan class activities around the needs of the students.

Statement of the Problem

Discipline at the secondary level continues as a problem, and educators have only a minimal understanding of how to deal with it. The problem of this study is that there is a need for further understanding on the part of school administrators, counselors, teachers, and other staff personnel as to how to cope with discipline problems. To assist the school personnel in their efforts, certain personality characteristics were selected, behavioral problems identified, and tested for a relationship between them. The personality characteristics

selected were autonomy, impulse expression, masculinity-femininity, personal integration, practical outlook, and socialization. The behavioral problems identified were attendance, delinquency, deportment, major school rules broken, minor school rules broken, verbal aggression, and violent acts. Because of the limited information available concerning this subject and the experience of the author, a study of this nature was deemed timely.

Purpose of the Study

The purpose of this study was to investigate the relationship between selected personality characteristics and history of behavioral problems of students at the secondary level.

Hypotheses

Hypotheses as stated in the null:

1. The study will show no correlation between autonomy and history of behavioral problems in school.
2. The study will show no correlation between impulse expression and history of behavioral problems in school.
3. The study will show no correlation between masculinity-femininity and history of behavioral problems in school.
4. The study will show no correlation between personal integration and history of behavioral problems in school.
5. The study will show no correlation between practical outlook and history of behavioral problems in school.
6. The study will show no correlation between socialization and history of behavioral problems in school.

Limitations of the Study

The limitations of this study were:

1. The study included only the following personality characteristics: autonomy, impulse expression, masculinity-femininity, personal integration, practical outlook, and socialization.
2. The only subjects were those in the ninth grade class of the Reorganized School District No. 1, Charleston, Missouri.
3. The subjects were only those whose parents would give written consent to participate in the project.
4. The inventory was administered in a limited time interval.
5. The subjects may have been rehabilitated from the time of the incident and when the data was provided.

Definition of Terms

Attendance - The number of days required by state law for public educational institutions to remain open to educate those enrolled.

Autonomy - A person's preference for behaving in terms of his own ideas and feelings independently of the thoughts and feelings of others.

Bad Background - A student who had been referred for discipline reasons more than once by the same teacher for varied reasons or who had been referred by two or more teachers for varied infractions.

Comprehensive High School - An institution with a curriculum, administrative, teaching, and counseling staff devoted to the education of adolescent young people.

Delinquency - An infraction of the moral or legal code. If by an individual under 16 or 18 years of age, depending on state law, it is referred to as juvenile delinquency.

Deportment - An evaluation system devised to assess the attitude, manners, conduct, and behavior of students in an educational setting.

Femininity - The quality or state of being a woman; the collective characteristics of women. It is used to characterize the position of the usual secondary sexual characteristics of women.

Good Background - A student who had never been referred for discipline reasons or who had been referred once, but not for a truly disciplinary reason.

History of Behavioral Problems - More than one entry in the student's permanent file indicating treatment for a behavioral problem in school. These problems include attendance, delinquency, deportment, major school rules broken, minor school rules broken, verbal aggression, and violent acts.

Impulse expression - A physical or verbal act or action performed by an individual without thinking, reflection, or delay.

Integrated High School - A public supported educational institution provided for all races to receive an education at the secondary level.

Masculinity - The extent to which an individual manifests the behavior patterns, interests, attitudes, and personality traits considered typical of the male sex in a given culture.

Personal Integration - A configuration of behavioral subsystems which interact in an adaptive and effective manner. It may include psychological, perceptual, cognitive, affective, developmental, and interpersonal.

Personality Characteristics - As defined by Hilgard (29), "The ways of behaving which in their organization and patterning account

for an individual's unique adjustments to his total environment." For the purpose of this study, the following personality characteristics were considered: autonomy, impulse expression, masculinity-femininity, personal integration, practical outlook, and socialization.

Personality Inventory - An assessment devised to measure various personality characteristics.

Practical Outlook - The quality of being interested in practical, applied activities and tending to value material possessions and concrete accomplishments.

Socialization - A process by which individuals learn the societal norms, values, customs, beliefs, and patterns of responses, which produce a degree of homogeneity among individuals in a group, institution, or institutions.

Summary

A study of student personality characteristics was felt to be timely and appropriate because of the problems that individual students and student bodies have in relating to school policies and staff members. Since research in personology in the field of education is rather limited, school administrators and staff members could profit from such knowledge.

CHAPTER II

REVIEW OF LITERATURE

The review of literature relative to this study was viewed from a broad spectrum from early childhood through elementary, secondary, and into post-secondary school in order to emphasize the wide range of variables that possibly exist in the formation of personalities. The review was divided into two categories: (1) Theories in the development of personalities and (2) research studies that have contributed to the understanding of personalities.

Theories of Personality Development

The need for evaluation of personalities of students in the public schools was not discussed as widely as might be expected. The general procedure of evaluation seemed to be through two types of information seeking devices, namely, written tests and observation techniques.

Generally, personalities were considered to be formed in the following ways: (1) Processes and structures inside an individual and (2) observable indifferent behavioral actions of an individual. Yinger (43) quoted Allport (1937), in which he stated that personality as the internal tendency system was that which is within an individual and lies behind specific acts. Also, Yinger (43) quoted Murphy (1947), Adler (1960), and Sullivan (1953) in support of the behavioral

definition as personality is made up of the behavior of an individual with a tendency system, and this system interacting with a sequence of situations. Kelly (32) stated that the psychology of personality constructs was based upon the philosophical position of constructive alternativism, the notion that there were many workable alternative ways for one to construe his world.

Kelly (32) says that a person's processes are psychologically generalized between ways he anticipates events; therefore, human behavior may be viewed as basically anticipatory rather than reactive, and that new avenues of behavior open themselves to a person when he reconstrues the courses of events that surround him.

Fisher (18) believed that at birth the fundamental processes begin and this determines the way in which the basic personality is shaped or formed in the likeness of the personalities who live with and care for the new individual, as growth begins and changes take place from the newborn to the child, and from the child to the man.

Gardner (22) found that a personality was structured around four basic components. These components were (1) the core values which consist of security and insecurity, (2) the source traits which regulate hostility and friendliness feelings of a person, (3) the trait sectors which are the actual experiences in life, and (4) the outer layer which is the commonly observed behavior.

Namely, other theories included such terms as thinking, motive, trait, instinct, opinion, emotion, value, attitude, belief, right and wrong, environment and sentiment. Thinking is a tool, a mechanism, and only by courtesy, a drive or a secondary sense. Thinking is the

original start of behavior. Also, it is always begun by something else.

A motive is considered as an act or series of acts. Motive means the emotional attitudes, the interests, the instinctive bases, the urges, the needs, the passions, and the appetites of the organism. Also, a motive could be called a drive. Gardner (22) said motivation was composed of three types: (1) When a person is consistent in making his point to a state of agitation or tension to accomplish his goal, it forms a sort of direction or pattern which holds the various parts of the behavior together, (2) when a person fails in his first attempt to achieve a goal, exploratory variation is best observed, (3) when a person delays or resists the goal-directed effort, the person's behavior will show increased energy in some form as anxiety, anger, crying, explosiveness, aggression, or some type of emotional reaction.

According to Fisher (18), traits were merely factors of mental organism peculiar to each individual. Eynscek (17) claimed traits may originate through the integration of many similar specific habits of adjustment; but with time, the organism takes upon itself a generalized characteristic, and its influence upon behavior is determinative in a broad sense. Also, it is not the specific acts of the individual, but rather those broad patterns of determining tendencies that confer upon personality such consistency as it displays.

An instinct is primarily an activity of circuits involving stripped muscles in connection with exteroceptors. What is called instinctive behavior is more definitely overt and results in some type of avoidance, readjustment, withdrawal, or other activity. Zepper (44) summarized Dewey in the following way:

A child's individuality represents the sum total of known energies found in the organism, instincts, which are the reason for the impulses. These energies and impulses can be tracked and lead into a channel by known means, but they cannot be suppressed. Activity indicates that this subject or activity contains something within it which draws the child to it and that satisfies a known need of his developing organism. If these needs are being satisfied, the child experiences pleasure. When the child studies what attracts and interests him, he is entirely engrossed in what he is doing, his activity spreads, and the organism makes the effort without external compulsion. The development of the child's mental powers is the result of studying interesting subjects. Having studied a child's individuality and his interests carefully, the educator can constantly feed these interests to develop and expand them, and to recognize them. It is possible to achieve very great results by taking into consideration a child's interests. The attempt to suppress any child's individuality and to cram things into his study which do not have his innate interest leads to bifurcation of attention, to fatigue, to reduction of the organisms activity, and to weakening of the will (p. 19).

An emotion is an hereditary type of reaction involving changes of many parts of the organism, but particularly the viscera and glandular systems. An emotion is more merely concerned with interoceptors and instripped muscles and ductless glands. Leary (33) proposed one must never forget that overt and observable behavior is the sign of inner needs, strivings, ideals, and purposes, and unless one takes these inner and structural aspects of behavior into account, one will miss the significance of the whole field of personality. An act reflects the strivings of the personality with reference to the test of the individual's conduct.

Rim (35) stated that values transcend specific objects and specific situations: values have to do with modes of conduct and end-states of existence. To say that a person "has a value" is to say that he has an enduring belief that a particular mode of conduct or

that a particular end-state of existence is personally and socially preferable to alternative modes of conduct or end-states of existence. Coleman (9) felt that one of the principles of man was to determine what the basis of a moral code should be and to find out what he ought to do. In organizing his universe into a meaningful pattern and developing a system of values, man can turn to three chief sources of understanding: science, experience, and beliefs. Each of these gives subjective validity to religious and ethical concepts about the meaning and proper conduct of human life.

A study of high school students and their values to contrast traditional and emerging values was conducted by Cole and Hall (8). The study extended over a one-year period which included freshman and sophomore years, due to the short period of time. Little change was observed with age. There were factors that differentiated students holding contrasting sets of values:

1. Girls had significantly higher scores than boys in morality and sociability but significantly lower scores on the values of success, conformity, and concentration upon the present.
2. Those students who attended church regularly, regardless of sex, showed higher value scores in morality and placed greater emphasis upon independence than those who rarely or never attended church. The value placed upon the future was high among church-goers, and values on the present increased as students had less interest in church.
3. Students who were doing A or B work in high school tended to hold traditional values and to emphasize future success and independence. Those doing C work or below rated high in conformity and morality.
4. Students in the college preparatory curriculum, most of whom were headed for some kind of professional work, had traditional values. Those in

other courses, most of whom were going into occupations in lower socio-economic categories, had divergent values (p. 480).

The typical student with highly traditional values was one who had definite plans for the future, did excellent school work, valued independence and success but was committed to an acceptance of the mores, including church attendance, as a means toward reaching his goals. The typical high school freshman or sophomore with divergent values was centered upon the present, he was oriented toward skilled trades or business, he had little use for conformity, and he had already rejected Puritan morality. Girls of these same two extremes showed the same attitudes and values. Cole and Hall (8) quoted Gerard, Miller, Singer, Parry, and Hewitt, as feeling that home and personality characteristics seem particularly crucial and performance was more likely to blossom when parental values previously seed the child's personality with kernels of achievement. Also, Cole and Hall (8) said other promoters of this theory which stressed extreme relevance were Clelland, Atkinson, Clark, and Lowell (1953). The works of Sears (1960), and Sears, Marcoby, and Levine (1957), and Aronfreed (1961), according to Cole and Hall (8), stressed the association of the middle class value structure.

Edelson (14) described attitude as the total of an individual's beliefs, fears, feelings, ideas, notions, and prejudices about any topic. Edwards (15) accentuated this by stating that articles have had as their concern the comparison of attitudes of members of different groups; that some articles have reported the ways attitudes are developed in young children; others have shown interest in the theory and nature of attitudes in the way they are defined; that some

have investigated and reported on the problem of attitude change; and, that others report on the relationships between attitudes and other variables such as personality traits and level of intelligence.

Greene (24) defined an attitude as a psychological identification, or underlying variable, inferred from observable responses to stimuli, which is assumed mediate consistency and covariation among these responses. Eron (16) says both structurally and functionally an attitude seems to be a pervading activity of the total organism more pervading than all other aspects of an action-pattern. He further explained his thinking by stating that when a person thinks of attitudinal activity there comes to mind the autonomic and central nervous system as well as the glandular systems and other factors. An adjustment on the part of someone is an indication or expression of the attitude which in turn does not constitute the attitude as such. The attitude according to Eron (16) acts as a catalyst, it gives direction, source, and quote to the somatic action. The attitude is considered to give strength to the motor or mental aspects of the person's performance.

Chilton (7) considered beliefs to be instruments of adjustments. He contended that overt and observable behavior was the sign of inner needs, strivings, ideals, and purposes, and unless we take these inner and structural aspects of behavior into account we will miss the significance of the whole field of personality. Also, his belief was that acts always reflect the strivings of the whole personality and are, therefore, to be thought of or estimated in terms of its part always with reference to the rest of the individual's conduct. Another contention of Chilton's (7) was that personality disturbances involving

illusions, hallucinations and delusions, may and do occur without impairment of the ability to think.

Another phase of personality development was in the area of the knowledge of right and wrong. Research has been conducted in an attempt to correlate behavior with the knowledge of right and wrong, but instead found that it may be related to overt action. The heart of the problem of character was in the adjustment of one person to another. Cervantes (6) stated that knowledge and behavior are correlated. The evidence of this study suggested that in the field of moral knowledge greater results would be obtained by emphasis on education in the home and among friends than in other groups. Davis (10) said results seem to point directly to the home as the outstanding source of knowledge of right and wrong and that friends come second. Factors considered in the measurement of moral knowledge were as follows: age, grade, school marks, intelligence, sex, physical and emotional condition, suggestibility, culture, economic level, school, home, nationality, religious background, and club membership. Some were more closely related and were estimated to fall in the following order of significance: intelligence, culture, emotional stability, resistance to suggestion, teachers' marks, and age. The skills and informations achieved by the individual in doing this sort of thing were evidently of great importance as factors in his success on a large number of these which, when taken together, may be recognized as a test of character. Delhees (11) dealt with self-integration as a symptom or sign of character. Also, he found that integration as exhibited by performance on the Sweet Test produced such factors of behavior as honesty, cooperation and charity, the ability to make good scores on

the moral knowledge and opinion tests, sense adjustment, cultural, reputation, and socio-economic status. There seemed to be agreement between this study and those of Cervantes and Davis.

Symonds (37) found many behavioral problems arose from poor adjustments. This was determined by using a psychoneurotic inventory and including several investigators. Arasteh (1) stated there are different areas of the mind which cause the organism to keep itself adjusted to its environment. To affect this adjustment two classes of ideas were necessary: (1) One class gives the person a more or less definite concept of surrounding objects, and it enables it to discover its relationships to the different picture of its environment. Further, the class assists the organism in distinguishing between its surrounding objects and to determine their properties, and (2) a relevance grows between the ideas of the organism and the parts of the environment, so that being cognizant of the ideas he infers his environment.

These ideas were knowledge-producing, and upon their clearness and definiteness depended the possibility of improved adjustments between the organism and its environment.

Arasteh (1) found that an organism also needs more than knowledge of its environment. Also, it must have the power to create movement which will lead to an adjustment to external conditions. The organism must also have leads to how these movements can be made. These ideas of movements must be more than mere knowledge. They must within themselves have the power by which these movements are realized. Their very presence must insure that the movements are made.

Knowledge-producing ideas give information of the environment and action-producing ideas create the movements in the organism; both lead to an adjustment between it and the objects of which it has knowledge. These two kinds of ideas were not classified on the same plane. Each group was classified according to its own characteristics. Knowledge ideas, those of the environment, are either clear or obscure. An organism has a clear idea when some element is so reproduced in its mind that its relationships to this portion of its environment are evident. Also, it has obscure ideas when its immediate environment is not reproduced in its mind in such a way that definite adjustments are possible. Action-ideas, those which produce movements in the organism that lead to an adjustment, are vivid or faint. Vivid ideas drive other ideas out of the consciousness and force the organism to act in a particular way. Faint ideas have no such power of acquiring exclusive attention and either lead to no action or to actions which are of little service to the organism. Boose (5), and Dole, Passons, and Broussard (13) agreed that the environmental influence plays an important role in the formation of personalities.

Homans (30) explained the role of sentiment in the development of personality in the following way. The sentiment a man expresses about a situation facing him seems to have as a prerequisite some intellectual picture of the situation as it ought to be, a picture built on past experiences and social training. Knowledge of sentiment alone is often useful. An expression of sentiment by itself is often ambiguous except as it foreshadows action. A man behaves in a certain way. If what he does is not obviously appropriate, he will feel a need to justify his behavior, and the justification must be of a kind that others

will accept, or it is not emotionally satisfactory even to the person himself. Under these circumstances he will explain his behavior by saying he is acting in accordance with norms commonly accepted in the group of which he is a member. Sentiments are often called self-interest.

Personality Research Correlates

In this section, the research studies dealt with all levels of students and all levels of achievers. Also, students with problems of autonomy, impulse expression, masculinity-femininity, personal integration, practical outlook and socialization were discussed.

Three studies were conducted by Ward (40) on deviant classroom behavior. Praise was used as a reward for good behavior and deviant behavior was ignored. The children were observed by a team of two for thirty minutes for four days a week for five weeks. The type of rating used was considered to be adequate. The team worked with the teachers' full consent and cooperation. In circumstances where teachers made the suggested classroom management changes the behavior improved. However, due to teachers' inability to make changes in suggested classroom management techniques, the study was not considered a success. Communication of advice was considered the most critical point of the program. It was felt that advice combined with over-organization and preparation of classroom materials was likely to produce a more favorable outcome.

In an extensive study by Berry (2) six hundred boys between the ages of ten years and three months and seventeen years and two months were given numerous tests and were rated by teachers. Also, court

records of these boys were used. The boys were from large families of a low socio-economic status in which previous parental delinquency and illegitimacy were known. The study considered the relationship of personality characteristics, intelligence, educational attainment, and environmental variables within a group of schoolboys. The author considered the low mean extraversion score as the only item of interest. The analysis confirmed earlier work suggesting the relationship between criminality, antipathy toward normal school environment, and poor family environment. It was concluded the delinquency, at this level, appeared to spring from social and environmental factors rather than from broad temperamental qualities.

Trickett and Moos (39) reported Grimes and AllinSmith as studying the relationship among compulsivity, anxiety, and performance in a structured and an unstructured setting. The researchers found that anxiety and compulsivity interacted with one another and with teaching methods. In the structured situation compulsive children performed better than non-compulsive children, with anxiety making no difference. Generality and specificity of behavior was also reported as having clear relevance to the classroom behavior of adolescents who, in most public schools, experience a variety of different classroom settings daily. Twelve high school sophomores (seven boys and five girls) all fifteen to sixteen years of age were the subjects. After three months the subjects were given twenty-eight, seven-point scales consisting of feelings and initiative. The results indicated students and classes each account for important proportions of the total variance. Consistent differences among students were significant for four of five dimensions, and the class interactions were significant for all five

of the dimensions. Trickett and Moos (39) stated that other studies indicated that both individuals and settings contributed significantly to overall behavioral variance in the traits of anxiety and hostility among students.

A study conducted by Weiner (42) showed that underachieving adolescents are particularly likely to be experiencing guilt and anxiety about underlying aggressive feelings and are particularly incapable of giving direct, effective expression to these negative feelings. The study further stated that the typical sources of anger in such underachieving youngsters may be due to resentfulness of parental authority that they perceive as restrictive and unjust. The following symptoms may be possessed by the passive-aggressive underachiever:

1. Passive-aggressive underachievers typically suffer from fears of failing or fears of succeeding that lead them to employ academically inhibiting defensive maneuvers.
2. Youngsters who fear failure are inclined to set unrealistically high goals for themselves and then work only half-heartedly to attain them.
3. The underachiever concerned with the problems of hostility and rivalry described typically earns low or declining grades by a passive-aggressive mode of coping with the school situation.
4. Passive-aggressive behavior consists of purposeful inactivity and research data demonstrates that underachievers studiously and selectively apply such inactivity to their academic tasks.
5. Underachievers study less, complete assignments less promptly, and reserve their energies for extra-curricular activities.
6. Underachievers frequently display a less concentrated effort and achievement in sports, hobbies, or part-time jobs that contrasts markedly with their academic lassitude.

7. The underachiever mostly reads materials that do not concern class discussions. Also, he will utilize inactive techniques to insure that his knowledge does not elevate his grade.
8. He remains silent during class discussions, acting disinterested or stupid; he forgets to copy down or turn in assignments; he overlooks a page or a section on an examination or he misinterprets the instructions in order to disqualify his answers (p. 246).

These techniques may not be consciously implemented by the passive-aggressive underachiever. The underachieving youngster who is basically unmotivated to receive an education may in the absence of any psychological disturbance, directly make his feelings known and openly resist the school's impositions on him. The adolescent's passive-aggressive techniques may indirectly be neurotic efforts to resolve his conflicts. Also, his conflicts may be undermining his grades and causing him to act aggressively against his parents.

Dittes and Kelley (12) conducted a study for the purpose of investigating (1) information about how much the person is accepted and (2) information about how stable the acceptance evaluations are. Either item was expected to influence insecurity. It was hypothesized that persons who give equal importance to their membership in a group, those who receive information that they are only minimally accepted by their colleagues, and that is becoming worse, change more than those who receive information that they are highly accepted and that this situation is stable. This report further indicated that Kelley and Shapiro found similar hypotheses and found it supported by correlational evidence that non-conformity was associated with high actual popularity or acceptance. They found that when one is poorly accepted, not only are his feelings of acceptance affected,

but also his subsequent valuation of the group. The report further suggested a decline in valuation should decrease the approach motives which prompt conformity, thus offsetting any increase in other conformity-prompting motives resulting from the insecurity derived from feeling poorly accepted. The major variable in this experiment--security and degree of acceptance--is an aspect of what is commonly called status. The results pointed to two contrasting patterns of conformity evoked by different conditions of acceptance. The first appeared to consist of a high degree of genuine adherence to the norms, as indicated by unquestioning conformity extending even to condition of privacy, and a higher-than-average motivation to participate in group discussion. The second pattern was marked by high conformity only under public conditions in which subjects saw total rejection as being a likely possibility. The interpretation was made, that although subjects in this condition have lost much of their positive motivation to conform to group standards, they may nevertheless be concerned about the negative consequences accompanying rejection. Public conformity was seen as a way of forestalling this unpleasant eventuality.

In a study conducted by Bieliauskas and Mikeselle (3), it was stated that appropriate sexual identification has generally been considered a basic necessity for optimum personality development. The present study was designed to investigate the hypothesis that psychological adjustment is also related to non-verbal aspects in normal male subjects. Specifically, self-concept was expected to vary partially as a function of sexual identification. Males who have high masculine identification were expected to see themselves differently

from males who have a low masculine identification. A relatively more positive self-concept, which is freer from variability, inner conflicts, and other psychopathological trends, was expected for male subjects who have masculine identification. The purpose of this study was to compare the self-concepts of a group of male subjects who have high masculine identification with a group of male subjects who have low masculine identification. Twenty-eight values were weighed statistically but none were found to be significant. Therefore, the present data suggest that the self-concept and sexual identification, as evaluated by the measures used, are not statistically significantly related.

However, the following factors may have been responsible:

1. The tests used were susceptible to faking.
2. The scales used assessed personality at different levels of consciousness may also underlie the lack of discrimination.
3. The subjects were undergoing a transition of their identity (Bieliauskas and Mikeselle, 1972, p. 165).

Studies have indicated that adolescence is a natural period of uprootedness in human life.

Hindelang (28) proposed to partially duplicate research efforts that had examined personality differences among social, mixed and solitary offenders. The study used self-reported delinquents in two middle-class parochial high schools. Students were requested to anonymously report the number of times in the last year they had engaged in 19 illegal behaviors. Included in these behaviors were theft, malicious destruction of property, assault, carrying concealed weapons, using drugs, shaking down others for money, driving offenses, and

truancy. They were also to report whether they engaged always with an accomplice, always alone, or sometimes with an accomplice and sometimes alone. The Mann-Whitney U test was used to analyze the report.

The study indicated that for nearly all of the activities, the members of the social and solitary groups were not significantly different from each other according to the psychological scales used. From the 76 comparisons, only two differences emerged at the .05 level. Students engaging in street drag racing in the company of friends scored in a less socialized direction than those engaging in street drag racing alone; those driving while intoxicated by alcohol or drugs accompanied by friends scored in a less disturbed direction on the psychological scale than those driving alone under the influence of alcohol.

Harding (26) examined ways caucasian male high school dropouts differ from students who remain in school. The major variables included (1) general self-concept of academic ability; (2) the student's perception of his parent's evaluation of his academic ability; (3) the student's perception of how long his parents expected him to remain in school; and (4) the level of education the student expected to attain. Three other variables which contribute significantly to the decision of male students to leave high school before graduation were: (1) low academic ability; (2) low socio-economic status; and (3) low grade-point average. The population consisted of 516 students from three Midwestern suburban high schools. The dropouts consisting of 95, voluntarily withdrew from school during the tenth, eleventh, and twelfth grades rather than transfer to another high school or because of poor health. The other group of 421 students remained in the

regular school program. Chi-square was used to determine the association among variables. Significant differences beyond the .001 level of confidence were found between dropouts and non-dropouts in regard to academic ability, socio-economic status, and grade-point average. Matched groups were formed to control for these variables. Dropouts and non-dropouts differed significantly in regard to self-concept of academic ability, parental expectations, and educational expectations. No significant differences were reported between dropouts and non-dropouts of the student's perception of his parents; evaluation of his academic ability. Significant relationships were reported to exist between levels of high and low for self-concept of academic ability and perceived parental expectations and educational expectations.

Watson (41) investigated the inverse relationship between levels of personality integration delinquent behaviors of 188 institutionalized adolescents 15 to 18 years old. Personality dependent variables and behaviors related to delinquent offenses included recidivism, institutional acting out behaviors, and punishments. The personality and behavioral variables produced the following predictable relationships:

The more highly integrated delinquent emerged as an individual who committed fewer misdemeanors and low-grade felony offenses, but committed more higher-grade felonies (with the exception of capital crimes), who averaged a longer incarceration, but whose deportment within the institution was more adaptive than his less well integrated companions. The less well integrated delinquent emerged as one who committed more capital crimes, but in general also committed more minor offenses; a boy whose deportment within the institution was characterized by more citations for acting-out behaviors, more fighting offenses, more institutional probations, more commitments to solitary confinement, and a higher degree of recidivism than his better integrated companions (p. 1809-B).

The study suggests that the better integrated delinquent may be functioning more adaptively within a delinquent subculture than the less well integrated peers.

Izard (31) hypothesized that a positive correlation would be found between the criterion and autonomy and dominance and a negative correlation would exist between the criterion and difference and abasement. Thirty-nine psychology students were tested during class. The students were also asked to participate in a judgment experiment. Since a directional hypothesis was made, the one-tailed t test was applied. The correlations of autonomy and dominance with the criterion were significant at the .05 level of confidence and abasement closely approached this level. A correlation was not found to be significant between the criterion and difference, but it was in the predicted direction.

Smith and Austrin (36) assessed the relationship between socialization and delinquency in terms of the seriousness of delinquent acts. A socialization scale was administered to normal and delinquent white, male youth with intelligence and socio-economic factors controlled. On the basis of seriousness of the offenses committed, the subjects were divided into levels I and II. By use of analysis of variance, normal and delinquent group scores were found significant at the .001 level. When the one-tailed t test with a significant level of .001 was applied the normals showed significantly higher socialization than both levels I and II delinquent groups. The two delinquent groups' socialization scores showed no significant difference.

In 1967, Bixenstive and Buterbaugh (4) studied the relationship between character, race, and integrative behavior. There were 88 boys

requested to participate in the research, 13 to 16 years of age. Half were from a school for delinquents committed by a court and 44 were from a junior high school in an area similar to where the delinquents originated. The subjects were matched by age, color, and intelligence. It was presumed that a socio-economic background match was achieved based on the school selection. When the data collection was completed, the students were given a choice of payment in candy of immediate-small versus delayed-large reward. Also, near the conclusion the subjects were given a story reward choice of immediate versus delayed hypothetical reward. The Chi-square procedure was used to statistically analyze the data. The dependent variables produced the following results: (1) delinquents correlate negatively with delayed candy choice, but Negroes correlate positively, (2) estimated time lapse is significantly shorter for those choosing the delayed candy, (3) no relationship was evident between delayed candy choice and delayed story reward choice, although these measures were found to be uncorrelated with each other, they were both found to correlate significantly with delinquency, (4) delinquency was found to correlate with all four dependent variables.

Miller (34) conducted a study of two personality characteristics, impulsiveness and internal-external control. Impulsiveness was described as low frustration tolerance, an over-emphasis on personal pleasure, and a disregard of long-range consequences of one's actions. Internal control was identified as the perception of environmental events as being related to one's actions with personal control, whereby external control referred to the perception of environmental events.

The subjects were all male, 50 adjudicated delinquents and 30 non-delinquents, of a low socio-economic class, 14 to 18 years of age, and

an IQ of no lower than 85. The subjects performance on the two scales was considered statistically significant. It was considered to indicate that delinquents were more impulsive and inclined to hold an external control orientation than non-delinquents. Further, it was considered to indicate a definite, but low, correlation between perceived locus of control and impulsiveness.

The study by Taylor (38) was designed to investigate the factor structure of misbehavior as it occurs in a cross-section of males and females in the junior and senior classes of a suburban high school. The composition of the group was 117 males and 132 females. Interviews were conducted which explored 13 areas of misbehavior with items which investigated the severity and frequency of antisocial activity as well as other information pertinent to the occurrence of misbehavior. A delinquency inventory composed of 104 items which had been shown to differentiate between delinquents and non-delinquents was administered to the classes as a group. Following the administration of the inventories, all male students were privately interviewed. During the interviews the following demographic information was obtained: age, race, number of siblings, parental relationship, family income, and size of city in which the student resided.

Summary

Two main theories concerning the development of personalities have been advocated. Those theories were: (1) the processes and structures inside an individual and (2) the observable indifferent behavioral actions of an individual. These theories are supported by the following statements: that the psychology of personality constructs

was based upon the philosophical position of constructive alternativism, and that the fundamental processes begin at birth and determine the way in which the basic personality is shaped in the likeness of the personalities who live and care for the individual. Also, another theory was centered around the core values, the source traits, the trait sectors, and the outer layer-observed behavior. Namely, other theories included: thinking, motive, trait, instinct, opinion, emotion, value, attitude, belief, right and wrong, and environment and sentiment. The personality research correlates reviewed included all levels of students and all levels of achievers. In addition, research studies of students with problems of deviance, depression, anxiety, and masculinity-femininity were reviewed.

CHAPTER III

METHODOLOGY AND PROCEDURE

The purpose of this study was to investigate the relationship between selected personality characteristics and history of behavioral problems of students at the secondary level.

Subjects

The subjects were members of the ninth grade class of the Reorganized School District No. 1 of Charleston, Missouri. The group included 40 males and 37 females. Approximately one-third of the students were black, and caucasians made up the remaining two-thirds. They ranged in age from 14-20 years old.

Collection of Data

A questionnaire was designed for use in this study. To assist in determining the reading level and amount of time necessary to administer the test, it was given to four students of the approximate age and ability as those involved in the study. These students were racially mixed. Two students completed the test in forty-five minutes and the other two completed in fifty-five and fifty-eight minutes, respectfully. The mean time for completion of the test was 50.75 minutes.

The administration of the questionnaire was approved by the local board of education, superintendent of schools, and principal. The

principal distributed a letter for parental permission to participate in the research one week before the test was scheduled to be given (Appendix A). Approximately one-half of the ninth grade class, seventy-seven, returned the parental permission slip. In addition, the principal arranged for these students to be absent two periods from their other classes due to the length of the test. The session was held the two periods preceding the lunch hour in an all-purpose room which was also used for the lunchroom.

Each test and answer sheet was pre-assigned a number for the purpose of identification. After all the students had arrived, each was given a 3x5 card, test, and answer sheet (Appendix B). The students were asked to place their name and the name and address of their parents or guardian on the card. A letter was written and mailed to each parent thanking them for allowing their child's participation in the project (Appendix C). They were assured that at no time would the data gained by their child's participation be given to a school official or referred to in a personal manner.

Measuring Instrument

The measuring instrument was composed of 296 true and false questions covering the following personality characteristics: autonomy, impulse expression, masculinity-femininity, personal integration, practical outlook, and socialization. These personality characteristics were selected because of their categorical commonality with behavioral problems in the secondary public schools. The instrument was developed, based upon the type of information asked for in other similar inventories. Appendix F lists the questions by category.

Validity was established by having several doctoral students from the various disciplines read and make recommendations. Their recommendations concerned the content, clarity, and reading level. A copy of the questionnaire is included in Appendix B.

Treatment of Data

Each student's file was examined for attendance, deportment, and behavioral problems. The number of days absent for the year was obtained and averaged. The deportment rating assigned by each teacher was written down and an average was taken. The behavioral problems were categorized by secondary school administrators, teachers, and others with experience in dealing with problems of a similar nature. From the categories recommended by the school personnel, seven categories were decided upon including attendance and deportment. The other five categories were delinquency, major school rules broken, minor school rules broken, verbal aggression, and violent acts (Appendix E).

Analysis of Data

A non-parametric statistical technique was used to produce the correlation coefficient. The biserial r correlation coefficient was used to test for a correlation between the dependent variables and each of the components that made up the independent variable. The dependent variables included autonomy, impulse expression, masculinity-femininity, personal integration, practical outlook, and socialization. The independent variable, history of behavioral problems, was composed of

attendance, delinquency, deportment, major school rules broken, minor school rules broken, verbal aggression, and violent acts.

The biserial r is designed for a situation where both of the variables correlated are continuously measurable but one is reduced to two categories. The reduction of a variable to two categories may be the only way data can be obtained, for example, when one variable is whether or not a student passes or fails a set standard. A breakdown of the independent variable into components and categories is as follows: Attendance - (1) More than an average of one absence per class per semester, and (2) An average of one or less absence per class per semester; Delinquency - (1) One or more behaviorisms, and (2) No behaviorisms; Deportment - (1) An average of 1.5 or more deportment markings, and (2) Less than an average of 1.5 deportment markings; Major School Rules Broken - (1) One or more major rules broken, and (2) No major rules broken; Minor School Rules Broken - (1) One or more minor rules broken, and (2) No minor rules broken; Verbal Aggression - (1) One or more verbalisms, and (2) No verbalisms; and Violent Acts Against Persons - (1) One or more violent acts against persons, and (2) No violent acts against persons. A continuum can be assumed along which individuals differ with respect to achievement required to pass the standard. This means some above a crucial point pass, and those below fail.

The principle behind the formula for the biserial r is that with zero correlation, there would be no difference between means for the continuous variable, and the larger the difference between means, the larger the correlation. The formula for computing the biserial r coefficient of correlation follows:

$$r_b = \frac{M_p - M_q}{\sigma_t} \times \frac{p_q}{y}$$

- M_p = mean of X values for the higher scorers in the dichotomized variable, the one having more of the ability on which the sample is divided into two subgroups.
- M_q = mean of X values for the lower group.
- p = proportion of cases in the higher group.
- q = proportion of cases in the lower group.
- y = ordinate of the unit normal-distribution curve at the point of division between segments containing p and q proportions of the cases.
- σ_t = standard deviation of the total sample in the continuously measured variable X (Guilford and Fruchter, 1973, p. 294).

Description of Scales

Autonomy

This scale assesses the liberal, non-authoritarian thinking, need for independence, type of characteristic. A high scorer seemingly does not care for the authority figure. He opposes infringement upon individual rights; tolerates the viewpoint of others; tends to be realistic; appears intellectually and politically liberal; and seemingly is much less judgmental. Disobedience to government is sometimes justified from his perspective. He advocates liberal law enforcement; the American way of life; that Communism is not good; that a husband's most important qualities are ambition and determination; and that religious feelings are important. A low scorer may be more respectful of his parents judgment. He feels that young people should outgrow

their rebellious ideas and mature; that it is the responsibility of intelligent leaders to maintain the order of things; that only a caloused person does not feel love and gratitude toward his parents.

Impulse Expression

The scale assesses a readiness to express impulses and seek gratification either in thought or action. A very high scorer frequently will have feelings of rebellion and aggression. He may act on the spur of the moment, without thinking, swear, and smash things. He seems to prefer profane people and feels that they have been brave for the enjoyment of it. A low scorer causes teachers and school administrators little trouble, and he regards regulations. He does not care for heavy drinking and prefers conventional dress to the other styles (23).

Masculinity-Femininity

Usually a high scorer on masculinity is not interested in esthetic matters and will not admit to adjustment problems, anxiety, or personal inadequacies. He seems more interested in scientific matters and less interested in socializing. The low scorer, usually feminine, possesses greater sensitive and emotional inclinations and a stronger social and esthetic value (27).

Personal Integration

The high scorer will usually think of himself as a positive thinker and possessing good behavioral characteristics. He seemingly tends to think well of himself; that he is accepted; and that he is as contented

as others. The low scorer seemingly intentionally avoids others, has feelings of hostility, aggression, isolation, loneliness, and rejection. Sometimes he wonders who he really is, and has impulses and strong feelings of urgency that he is unable to think of little else.

Practical Outlook

An individual scoring high in this area will likely tend to be interested in worthwhile accomplishments, wealth, and practical applicable activities. Often, other personality characteristics such as authoritarianism, conservatism, and non-intellectual interests surface among those that score above average in this area. He does not like unpredictability and uncertainty. On tests, he prefers factual questions over those that require analyzation. He does not care to listen to lecturers who are not firm on an issue, and considers it the responsibility of the intellectuals to maintain order. The low scoring individual prefers appealing ideas to facts; he likes to be philosophical. He feels there is more than one answer to a question.

Socialization

When a high score appears it will usually indicate maturity, integrity, seriousness, honesty, industriousness, modesty, obligingness, sincerity, steadiness, conscientiousness, responsibility, self-denial, and willingness to conform. A low scorer may suggest that he is defensive, demanding, opinionated, resentful, stubborn, headstrong, rebellious, undependable, guileful, and deceitful. Further, he may be given to excess, exhibition and ostentation in his behavior.

Summary

The purpose of this chapter was to describe the subjects used in this study, the collection of data, measuring instrument, treatment of data, and analysis of data. In addition, a description of the personality scales was included.

CHAPTER IV

DATA ANALYSIS

The results of the relationship of the personality characteristics and the components of behavioral problems are presented in this chapter. Also, the disposition of the hypotheses is presented.

Results

This study failed to produce any significant correlations based on the hypotheses as stated in the null in Chapter 1. The table of r values are found on page 39 which show the relationship between the dependent variable personality characteristic to the components of the independent variable behavioral problems. The level of significance used was 0.05.

The study shows no relationship between autonomy and the components of behavioral problems. Impulse expression shows a correlation coefficient of 0.324 to major school rules broken, and a correlation coefficient of 0.509 to verbal aggression. Masculinity-femininity's correlation coefficient was 0.4355 to delinquency and 0.4478 with major school rules broken. The relationship of personal integration and attendance produced a correlation coefficient of 0.7385. The correlation coefficient for personal integration and major school rules broken was 0.3057. The relationship of personal integration and verbal aggression resulted in a correlation coefficient of 0.3267. Personal

integration and deportment produced a correlation coefficient of 1.1032 which was considered a violation of the assumption of normality and, therefore, produced an erroneous estimate of the correlation. Practical outlook and delinquency produced a correlation coefficient of 0.296. The correlation coefficient for socialization and verbal aggression was 0.3291. The table of r values on page 39 shows the dependent variables and components of the independent variables used in this study.

Disposition of Hypotheses

Hypothesis No. 1

Since a majority of components of the history of behavioral problems was required to produce significant correlation before an hypothesis could be rejected, the study failed to reject all of the hypotheses. A 0.05 level of significance was set for the study.

Hypothesis No. 1 states that no relationship exists between autonomy and history of behavioral problems of students at the secondary level. The hypothesis is stated below:

- 1) This study will show no correlation between autonomy and history of behavioral problems in school.

The statistical analysis of the data failed to reject the null hypothesis in this instance. The table of r values presents the data for this hypothesis. No correlation was found to exist between the dependent variable autonomy and the independent variable history of behavioral problems or its components.

TABLE I
VALUES OF BISERIAL R

	ATTENDANCE	DELINQUENCY	DEPORTMENT	MAJOR SCHOOL RULES BROKEN	MINOR SCHOOL RULES BROKEN	VERBAL AGGRESSION	VIOLENT ACTS
AUTONOMY	0,0001	0.1197	-0.1951	0.0567	0.0048	0.0144	0.0073
IMPULSE EXPRESSION	0.085	0.180	0.010	*	0.183	*	0.220
MASCULINITY-FEMININITY	0.2747	*	0.1312	*	0.2203	0.2529	0.569
PERSONAL INTEGRATION	*	0.2768	*	*	0.0839	*	0.1873
PRACTICAL OUTLOOK	0.272	*	-0.204	0.054	0.029	0.022	0.076
SOCIALIZATION	0.2251	0.2229	0.1400	0.1784	0.2080	*	0.1316

* Significant: 0.05 level

Hypothesis No. 2

Hypothesis No. 2 deals with no relationship between impulse expression and a history of behavioral problems in these secondary school participants. The hypothesis is restated as follows:

- 2) This study will show no correlation between impulse expression and history of behavioral problems in school.

The study failed to reject the null hypothesis of no correlation between impulse expression and history of behavior problems. A table of r values can be found on page 39. A correlation of 0.324 at the 0.05 level of significance was found to exist between the dependent variable impulse expression and a component of the independent variable history of behavioral problems, major school rules broken. A correlation of 0.509 at the significance level of 0.05 was found between the dependent variable impulse expression and the component verbal aggression of the independent variable history of behavioral problems. No correlation was found between impulse expression and the other components of history of behavior problems which include attendance, delinquency, deportment, minor school rules broken, and violent acts.

Hypothesis No. 3

Hypothesis No. 3 is concerned with no relationship between masculinity-femininity and a history of behavioral problems in school.

Hypothesis No. 3 is as follows:

- 3) This study will show no correlation between masculinity-femininity and history of behavioral problems in school.

The study failed to reject the null hypothesis between masculinity-femininity and history of behavioral problems. The results for the

relationship between masculinity-femininity and the components of behavioral problems can be found in the table of r values on page 39. The study did find two significant correlations at the 0.05 level of significance. A correlation of 0.4355 was found between masculinity-femininity and the component of history of behavioral problems, delinquency. Masculinity-femininity and the component major school rules broken of the independent variable history of behavioral problems produced a correlation of 0.4478. The remaining components attendance, department, minor school rules broken, verbal aggression, and violent acts of the independent variable history of behavioral problems did not produce a significant correlation.

Hypothesis No. 4

Hypothesis No. 4 relates to a relationship between personal integration and a history of behavioral problems in school. The hypothesis is repeated below:

- 4) This study will show no correlation between personal integration and history of behavioral problems in school.

The data for this hypothesis is also found in the table of r values on page 39. The study failed to reject the null hypothesis of no correlation between personal integration and the components of history of behavioral problems in school; however, several significant correlations at the 0.05 level of significance were found to exist between the dependent variable and components of the independent variable. Personal integration and the independent variable components showing a correlation are attendance, with a correlation of 0.7385, major school rules broken, with a correlation of 0.3057, and verbal aggression, with

a correlation of 0.3267. Personal integration and the component of history of behavioral problems department, showed a correlation of 1.1032, which was considered a violation of the assumption of normality and, therefore, produced an erroneous estimate of the correlation. The remaining components of the history of behavioral problems, delinquency, minor school rules broken, and violent acts did not produce a significant correlation.

Hypothesis No. 5

Hypothesis No. 5 relates to a relationship between practical outlook and history of behavioral problems in school. The hypothesis is quoted below:

- 5) This study will show no correlation between practical outlook and history of behavioral problems in school.

The study failed to reject the null hypothesis for these variables. The table of r values on page 39, gives the correlation coefficient for the relationship between practical outlook and the components of the history of behavioral problems in school. The study did produce a correlation of 0.296 at the 0.05 level of significance for practical outlook and the component delinquency of the independent variable history of behavioral problems. The remaining components of history of behavioral problems, attendance, department, major school rules broken, minor school rules broken, verbal aggression, and violent acts did not show a significant correlation.

Hypothesis No. 6

Hypothesis No. 6 dealt with a relationship between socialization and a history of behavioral problems in school. The hypothesis is quoted below:

- 6) This study will show no correlation between socialization and history of behavioral problems in school.

The study failed to reject the hypothesis of no correlation between socialization and history of behavioral problems. The correlation coefficient is given in the table of r values on page 39 for the relationship between socialization and the components of behavioral problems. One correlation was found between socialization and the component verbal aggression of the independent variable history of behavioral problems. The correlation was 0.3291 at the 0.05 level of significance. The other components of the history of behavioral problems, attendance, delinquency, deportment, major school rules broken, minor school rules broken, and violent acts did not produce a significant correlation.

Summary

This chapter discussed the results of findings of the independent variables and the components of the dependent variable. Further, the chapter summarizes the hypotheses as stated in Chapter 1.

CHAPTER V

SUMMARY, RECOMMENDATIONS, AND CONCLUSIONS

Summary

The purpose of this study was to investigate the relationship between the dependent variables autonomy, impulse expression, masculinity-femininity, personal integration, practical outlook, and socialization, and the components of the independent variable which include attendance, delinquency, deportment, major school rules broken, minor school rules broken, verbal aggression, and violent acts.

Description of Subjects

The questionnaire was administered to the volunteers from the ninth grade class of the Reorganized School District No. 1, Charleston, Missouri. There were 77 subjects in the study, 40 males and 37 females. It was an integrated situation, approximately one-third blacks and the remaining two-thirds caucasian. The students ranged in age from 14 to 20.

Recommendations

Since many correlations were found to exist between the personality characteristics and the components of behavioral problems used in this study, several recommendations are made to assist the secondary

school personnel in understanding today's discipline problems. Those recommendations are as follows:

1. Develop and conduct studies to find why a student with impulsive personality characteristics break major school rules, and why they commit acts of verbal aggression.
2. Further studies of students should be made in the areas of masculinity-femininity and delinquency and masculinity-femininity and major school rules broken. These studies should investigate why students refuse to obey the school and classroom procedures, talk in belligerent tones and use profanity.
3. Other studies should be conducted between personal integration and the components of the independent variable of attendance, major school rules broken, and verbal aggression. Such studies could investigate the causes of why good students have poor attendance, why they break school rules, and why they tend to be verbally aggressive.
4. In the area of practical outlook, conduct studies to see why students with this type of personality refuse to follow classroom procedures and continue not to cooperate with the school staff and students.
5. Conduct studies in the area of socialization and verbal aggression to see what exists in the students' social and private lives that cause them to act aggressively.
6. Conduct studies below the ninth grade level to see at what age the personality characteristics and behavior problems used

in this study are being formed. After this has been determined, set up a special counseling program to meet these needs.

7. To meet the needs of the students with behavioral problems, a variety of special programs may be necessary. Some suggested programs are private and group counseling sessions, special types of instructional programs--individualized as well as group--extra curricular activities, and various other programs.

Conclusions

The study required a majority of the components of history of behavioral problems to correlate with each personality characteristic before an hypothesis could be rejected. As a result, the study failed to reject each hypothesis as stated in the null.

1. Because no correlation was found to exist between autonomy and the components of history of behavioral problems, the study failed to reject the null hypothesis.
2. The study failed to produce a correlation between impulse expression and the majority of the components of behavioral problems. Therefore, the null hypothesis was not rejected.
3. The study failed to reject the null hypothesis of no correlation between masculinity-femininity and history of behavioral problems in school.
4. The study did not produce a correlation between the dependent variable personal integration and the majority of the components of history of behavioral problems in school.

5. The study did not produce a correlation between practical outlook and a majority of the components of behavioral problems.
6. The majority of the components of history of behavioral problems did not correlate with socialization. Therefore, the study failed to reject the null hypothesis of no correlation between socialization and history of behavioral problems in school.

A SELECTED BIBLIOGRAPHY

- (1) Arasteh, Josephine D. "Parenthood: Some Antecedents and Consequences: A Preliminary Survey of Mental Health Literature." Journal of Genetic Psychology. Providence, Massachusetts: 1971, Volume 118-119.
- (2) Berry, G. W. Personality Patterns and Delinquency. June, 1971.
- (3) Bieliauskas, Vytautas J., and Mikeselle, Richard H. "Masculinity-Femininity and Self-Concept." Perceptual and Motor Skills. Missoula, Montana: Perceptual and Motor Skills, 1972, Volume 34.
- (4) Bixenstine, V. Edwin, and Buterbaugh, Ralph L. "Integrative Behavior in Adolescent Boys as a Function of Delinquency and Race." Journal of Consulting Psychology, 1967, Volume 31, Number 5.
- (5) Boose, Beatrice J., and Sidney, S. "Some Personality Characteristics of the Culturally Disadvantaged." Journal of Psychology. 1967, Volume 85.
- (6) Cervantes, Lucian F. "Family Background, Primary Relationships, and The High School Dropout." Society and Education. Boston: Allyn and Bacon, Inc., 1967.
- (7) Chilton, Roland J. "Continuity in Delinquency Area Research: A Comparison of Studies for Baltimore, Detroit, and Indianapolis." American Sociological Review. Florida: The Florida State University, Volume 29, Part I.
- (8) Cole, Luella, and Hall, Irma Nelson. Psychology of Adolescence. New York: Holt, Rinehart and Winston, Inc., 1970.
- (9) Coleman, James C. Personality Dynamics and Affective Behavior. New Jersey: Scott, Foresman & Company, 1960.
- (10) Davis, Allison. "Socialization and Adolescent Personality." Forty-Third Yearbook, Adolescence National Society for the Study of Education. 1944, Part I.
- (11) Delhees, K. H. "The Abnormal Personality: Neurosis and Delinquency." Handbook of Modern Personality Research. Urbana, Illinois: 1971.

- (12) Dittes, James E., and Kelley, Harold H. "Effects of Different Conditions of Acceptance Upon Conformity to Group Norms." The Journal of Abnormal Social Psychology. Washington, D. C.: The American Psychology Association, Inc., 1956, Volume 53.
- (13) Dole, Arthur A., Passons, William R., and Broussard, Burness. Race as a Component of Social Distance Among Black and White Secondary School Students and Their Teachers. Pennsylvania University, 1971.
- (14) Edelson, Marshall, and Jones, Arthur E. "Operational Exploration of the Conceptual Self-System and of the Interaction Between Frames of Reference." Genetic Psychology Monographs. Provincetown, Massachusetts: The Journal Press, 1954, Volume 49.
- (15) Edwards, A. L., and Kilpatrick, F. P. "A Technique for the Construction of Attitude Scale." Journal of Applied Psychology. 1948, Volume 32.
- (16) Eron, Leonard D. Psychological Monographs, General and Applied. Ed. Herbert S. Conrad. Washington, D. C.: The American Psychological Association, 1950, Volume 64, Number 9.
- (17) Eysenck, H. J. "Reminiscence, Drive, and Personality Theory." Journal of Abnormal Psychology. Washington, D. C.: The American Psychological Association, Inc., 1956, Volume 53.
- (18) Fisher, Mary Shattuck. "Children in the World Today." Culture and Personality. Washington, C. D.: American Council on Education, 1941.
- (19) Flesher, W. R. "The Beginning Teacher." Educational Research Bulletin. 1945, Volume 24.
- (20) Fraczek, Adam, and Macaulay, Jacqueline R. "Some Personality Factors in Reaction to Aggressive Stimuli." Personality. 1971, Volume 2.
- (21) Gallup, George. "Fourth Annual Gallup Poll of Public Attitudes Toward Education." Phi Delta Kappan. 1972, Volume 54.
- (22) Gardner, R. W. "Cognitive Styles in Categorizing Behavior." Journal of Personality. 1953, Volume 22.
- (23) Gough, Harrison G. California Personality Inventory. Palo Alto, California: Consulting Psychologist Press, Inc.
- (24) Greene, Edward B. Measurements of Human Behavior. New York: The Odyssey Press, 1941.

- (25) Guilford, J. P., and Fruchter, Benjamin. Fundamental Statistics in Psychology and Education. 5th Ed. New York: McGraw-Hill Book Company, 1973.
- (26) Harding, Kenneth Losey, Ph.D. "A Comparative Study of Caucasian Male High School Students Who Stay in School and Those Who Drop Out." Dissertation Abstracts. 1967, Volume 27.
- (27) Heist, Paul, Yonge, George, McConnell, T. R., and Webster, Harold. Omnibus Personality Inventory. New York: Psychological Corporation.
- (28) Hindelang, Michael J. "Variations in Personality Attributes of Social and Solitary Self-Reported Delinquents." Journal of Consulting and Clinical Psychology. 1973, Volume 30.
- (29) Hilgard, Ernest R. Introduction to Psychology. New York: Harcourt, Brace and World, Inc., 1962.
- (30) Homans, George C. The Human Group. New York: Harcourt, Brace and World, Inc., 1950.
- (31) Izard, Carroll E. "Personality Characteristics Associated With Resistance to Change." Journal of Consulting Psychology. 1960, Volume 24, Number 5.
- (32) Kelly, George A. The Psychology of Personality Constructs. New York: W. W. Norton & Company, Inc. Volume 2.
- (33) Leary, Daniel Bell. Modern Psychology Normal and Abnormal. Philadelphia: J. B. Lippincott Company, 1928.
- (34) Miller, Richard. "Impulsivity and Locus of Control Among Juvenile Delinquents." Dissertation Abstracts. 1969, Volume 30, Number 6-A.
- (35) Rim, Y. "Values and Attitudes." Personality. 1970, Volume 1, Number 3.
- (36) Smith, Patricia M., and Austrin, Harvey R. "Socialization as Related to Delinquency Classification." Psychological Reports. 1974, Volume 34.
- (37) Symonds, Percival M. Diagnostic Personality and Conduct. New York: Appleton-Century-Crofts, Inc., 1931.
- (38) Taylor, Leslie Ronald., Ph.D. "Dimensions of Delinquent Behavior." Dissertation Abstracts. 1970, Volume 30, Number 12-B.

- (39) Trickett, Edison J., and Moos, Rudolf H. "Generality and Specificity of Student Reactions in High School Classrooms." The Journal of General Education. New York: Libra Publishers, Inc., 1970, Volume 5.
- (40) Ward, J. Modification of Deviant Classroom Behavior.
- (41) Watson, Robert Glenn, Ph.D. "A Study of Personality Integration in Institutionalized Delinquents." Dissertation Abstracts. 1972, Volume 33, Number 4-B.
- (42) Weiner, Irving B. "Psychodynamic Aspects of Learning Disability: The Passive-Aggressive Underachiever." Journal of School Psychology. Westport, Connecticut: Greenwood Periodicals Company, 1971, Volume 9.
- (43) Yinger, Milton J. "Personality, Character, and the Self." Current Perspectives in Social Psychology. Ed. Hollander, Edwin P., and Hunt, Raymond G. New York: Oxford University Press, 1971.
- (44) Zepper, John T. "Educational Philosophy - Krupskaya on Dewey's Educational Thought." School and Society. 1972, Volume 100, Number 2338.

APPENDIX A
PARENTAL PERMISSION FORM

March 17, 1975

Dear Parent/Guardian:

Your permission is requested for your son/daughter to participate in a research project being conducted at the Charleston R-I High School. The project is designed to measure the attitudes of ninth grade students toward certain teenage problems. The only involvement your son/daughter will have is to complete a questionnaire.

No reference will be made to an individual student. The project is designed to work with the group as a whole.

To indicate your willingness for your son/daughter to participate, please sign and return the form below to Mr. Bill Bacchus, Principal, Charleston R-I High School by Friday, March 21, 1975.

Thank you for your cooperation.

Bill Bacchus, Principal

_____ has my permission to participate in the research project to be conducted at the Charleston R-I High School on Thursday, March 27, 1975.

Signature of Parent/Guardian

APPENDIX B
PERSONALITY CHARACTERISTIC INVENTORY

	No. _____
Student Name	_____
Parent or Guardian	_____
Address	_____

PERSONALITY CHARACTERISTIC INVENTORY

INSTRUCTIONS: PLEASE READ ALL INSTRUCTIONS CAREFULLY.

DO NOT OPEN THE QUESTIONNAIRE OR BEGIN UNTIL INSTRUCTED TO DO SO.

This will not measure your ability or academic achievement. Its only purpose is to seek your honest attitudes, opinions, and feelings toward various subjects. Please respond to every statement. There is no correct answer to these statements.

Read each statement and decide whether it is TRUE or mostly true or FALSE or mostly false as applied to you. On the answer sheet, all TRUE statements are to be marked by circling the "T", and all FALSE statements are to be marked by circling the "F".

Please fill in the following information:

	M	F
Sex:	_____	_____
Age:	_____	_____

No. _____

PERSONALITY CHARACTERISTIC INVENTORY

1. I have a desire to belong to many lodges and clubs.
2. I desire to be important in the community.
3. Above all other things, good hard work makes life enjoyable.
4. I enjoy magazines that are about mechanics.
5. There are different colors that I strongly like and dislike.
6. Many times I have felt that my choice of occupations was wrong.
7. Too many restraints are put on an individual by society.
8. I have often been opposed to the wishes of my parents.
9. Mathematics turns me off.
10. My desire is to be as happy as other people seem to be.
11. Seldom do I get thrilled or excited.
12. Above all other things, good hard work makes life enjoyable.
13. I would like to be someone famous.
14. Our nation's way of operating would be best for the world.
15. I desire to be important in the community.
16. At times I have desired to run away from home.
17. Asking someone for a job makes me nervous.
18. Nowadays parents are not strict enough with their children.
19. Playing cards for money is enjoyable to me.
20. Discussions concerning an ideal society or Utopia don't interest me.
21. Shakespeare's plays are enjoyable for me to read.
22. Starting things is difficult for me.

23. Sometimes I have felt like leaving home.
24. All groups can remain in harmony in America without changing the system in any way.
25. At times a strong urge possesses me to do something terrible or shocking.
26. I prefer examination questions of a short factual nature rather than those that require organization and interpretation of a huge body of materials.
27. It is very doubtful that anything will ever be explained by astrology.
28. People I meet often give me the idea they are not interested in me.
29. I have always had a very pleasant home life.
30. A wage-earner should be required to set aside a certain amount of his wages each month to support the family later in life.
31. During a period of my youth, I engaged in petty thievery.
32. A citizen is not duty-bound to support his country whether it is right or wrong.
33. I would like to be someone famous.
34. Ideas or thoughts seldom bother me before I go to sleep at night.
35. My table manners are better out in company than when I am at home.
36. A citizen is not duty-bound to support his country whether it is right or wrong.
37. At times I have desired to run away from home.
38. Before I'm willing to take a chance on something, I want to know that it really works.
39. Upon taking a new job, I feel it is important to know what persons to get next to.
40. I feel detached and alone when in a group of people.
41. I know who the person is who is responsible for most of my troubles.
42. I prefer people who do not use profanity.

43. When things are unpredictable and uncertain, I don't like it.
44. Playing cards for money is enjoyable to me.
45. It often happens that I forget immediately what people tell me.
46. I have always had a happy home life.
47. Starting a fist fight with someone at times tempts me.
48. Students are often expected to do too much work by their teachers.
49. Receptions and teas are enjoyable to me.
50. The way I hide my feelings at times, someone could hurt me without knowing it.
51. I am greatly discouraged with the law when a smart lawyer gets the charges against a criminal dismissed.
52. Everyone should be satisfied with what they have.
53. Acting on the spur of the moment without thinking is something I often do.
54. Since I am more realistic than idealistic, I am more contented with things as they occur than with things as they should be.
55. A great singer in an opera brings me enjoyment.
56. Often I feel I am drifting along with no particular role to play in life.
57. In the past, I have excessively used alcohol.
58. The poor man is better off in a greater number of ways than the rich man.
59. I prefer people who do not use profanity.
60. Because of feeling so full of pep, sleep did not seem necessary for days at a time.
61. Relating facts to my ideas and previous experiences are not as important to me as learning facts.
62. When in trouble, I feel that it is best to keep my mouth shut.
63. I have been unable to take care of things for periods of days, weeks or months because I couldn't "get going."
64. I have usually been trying to do the right things when I got into trouble.

65. A person lacking in a religious feeling must have something wrong.
66. I detest regulations.
67. I prefer not to participate in activities when no tangible or objective results are apparent.
68. Looking at paintings, sculpture, and architecture brings me enjoyment.
69. Sometimes certain music causes me to think of only its rhythm or pulsation.
70. Having enough friends and social life are very important to me.
71. In the past, I've been rather independent and free from my family's rule.
72. Anything other than somewhat conventional dress would make me very uncomfortable.
73. Application of principles and theories attract me more than their critical considerations.
74. I always receive enjoyment from dancing.
75. When in a group, I receive little attention from new acquaintances or strangers.
76. At times running away from home has been one of my desires.
77. Although young people sometimes have rebellious ideas, they ought to get over these ideas as they grow up and settle down.
78. Whenever an individual drinks to the point of intoxication at a party, he receives my disapproval.
79. Difficult questions do not hinder a strong person in making up his mind.
80. Rather than changing to a popular music program, I leave the radio tuned to a symphony concert.
81. I do not feel close to people, but I am curious about them.
82. I generally receive pretty raw deals out of life.
83. Regardless of the outcome, I favor strict enforcement of all laws.
84. When a man and a woman are together, his thoughts are usually related to her sex.

85. Occasionally, when I wake up I discover I am thinking about an impractical or irrelevant problem.
86. I believe that maintaining the established order of things is the responsibility of intelligent leadership.
87. I cannot imagine what I will be like in a few years.
88. Snakes do not frighten me.
89. There are times when I feel I could go to pieces.
90. We should not consider ourselves smarter than our forefathers, but we should respect their work.
91. One of my tendencies is to make decisions on the spur of the moment.
92. The mistake many people make is taking things too lightly.
93. Some of my experiences have been unusually strange and peculiar.
94. Kindness and generosity are a wife's most important qualities.
95. Since wanderlust possesses me, I am happiest when I am roaming or traveling around.
96. At times I feel I am more than one person.
97. Poverty and suffering has a characteristic of being noble.
98. My dreams are often about sex.
99. I often feel a barrier between me and the opposite sex.
100. Changing the way of life in our country would be tried only by a fool.
101. Many people would probably consider my friends unconventional.
102. Sex matters worry me.
103. Peculiar and strange thoughts come to my mind.
104. There is nothing good about facism.
105. I like excitable events.
106. A useless feeling comes over me at times.
107. Things often seem unreal to me.
108. Determination and ambition are the most important qualities a husband possesses.

109. Being an actor on the stage or in the movies interests me.
110. I can work with my hands without clumsiness and awkwardness.
111. At times, I really wonder who I am or what I should be.
112. Even though my work does not require a great deal of reading, I still read a lot.
113. I do not care for women who do not care for the usual social and moral conventions.
114. When I become greatly enthused, it spreads to others around me.
115. When discussing things with others, it is often necessary for me to repeat myself many times in order to be understood.
116. I cannot imagine what I will be like in a few years.
117. It is usually easy to excite me.
118. Scientific and mathematical articles do not interest me much.
119. Thoughts that are unimportant seem to bother me for days.
120. Carelessly dressed people is something I do not like to see.
121. I seldom daydream.
122. Things gained in life are not as vivid as those lost.
123. Driving a racing car is something I think I would like to do.
124. Collecting prints of paintings I personally enjoy is something I would like to do.
125. Occasionally, it occurs to me I am no good at all.
126. Occasionally, I have had a strong urge to leave home.
127. Most people are not as sensitive as I am.
128. I can be hurt deeply by criticism or scolding.
129. Worldliness in people is attractive to me.
130. Discarding the old brings enjoyment as well as accepting the new.
131. I am unable to understand myself.
132. I avoid attending sexy shows if possible.
133. When walking down a sidewalk, I am very careful to step over the cracks.

134. I often count unimportant things.
135. Some of my ideas are considered impractical if not somewhat wild by some of my friends.
136. I have never worried about any breaking out on my skin.
137. Regardless of the usefulness of some ideas which I have, they are accompanied by such strong feelings of urgency that I can think of nothing else.
138. When I am feeling low, excitable events will generally pull me out.
139. Often I notice I am worrying about something.
140. When someone does something nice for me, I try to figure out his hidden reasoning.
141. I stir up excitement to relieve my boredom.
142. The work of a building contractor attracts me.
143. A person is rarely the same individual two days in succession.
144. Sex is one of my more favorable topics of discussion.
145. There are times when I feel I could go to pieces.
146. At a time in my life I felt it would have been better to have been born of the opposite sex.
147. I enjoy flirting.
148. Reading about science fascinates me.
149. I become impatient with others easily.
150. I do not do dangerous things for the thrill of it.
151. When all the facts are given, there is usually just one correct answer for most questions.
152. My sense of time is very poor.
153. I often inwardly rebel against rules (school, club, etc.) or break them.
154. I prefer a small group of intimate friends at a social function.
155. When I was a student, I would give my school teacher a lot of trouble.

156. I find myself dreaming quite often.
157. Working late at night is something I enjoy.
158. If I had the ability, I would prefer to teach chemistry and physics rather than poetry as a university professor.
159. Knowing my looks could be better doesn't bother me.
160. Improving the morals of people is the surest way to world peace.
161. Love has disappointed me.
162. I enjoy discussing philosophical problems.
163. I would enjoy being with a group of people who play jokes on each others.
164. Life often seems absurd to me.
165. I often feel people are talking about me behind my back.
166. I am a very self-confident person.
167. When to disobey authorities is one of the most important things to be learned by children.
168. I have a dominating personality with acquaintances of about my own age.
169. I do not enjoy working a problem when it is not possible to arrive at a clear-cut and unambiguous answer.
170. I actively work on committees of school organizations.
171. It seems difficult for others to understand me.
172. Playing cards (poker) with a stranger is something I would never do.
173. My dreams are often about sex.
174. The mistake many people make is taking things too lightly.
175. I become very excited at least once a week if not more.
176. Signs produced by modern industrial and scientific developments demonstrates a higher degree of civilization than any other previous society.
177. Members of my own sex strongly attract me.
178. I am often disappointed by people.

179. Others seem to be happier than I.
180. I often get upset at little things.
181. A divorce can often be justified.
182. Dirty stories embarrass me.
183. When all the facts are given, there is usually just one correct answer for most questions.
184. I am envious of anyone who can tell others off.
185. There are times when I have a feeling of having done something wrong or wicked.
186. When I was a youngster, I stole at times.
187. It is usually easy to excite me.
188. Although science has its place, the human mind cannot understand many of the important things.
189. At the expense of distant goals, I often do whatever makes me feel cheerful at the time.
190. A practical man is my preference anytime to a man of ideas.
191. Boy: Frequently, I have desired to be a girl. (If the student is a girl) I have never regretted being a girl.
192. I feel lonely much of the time even though I am with people.
193. As a child, other people had a more peaceful and quieter home than I.
194. Friendships are developed by most people because the friends are usually useful to them.
195. A person should stick by the things he has rather than to try new things that are unfamiliar to him.
196. When accomplishing some end I consider important to me, I am inclined to ignore the feelings of other people.
197. Everyone should boost his home town.
198. I do not get my feelings hurt easily.
199. At times, hurting people I love gives me enjoyment.
200. I become frightened when I think of giving a talk in public.

201. Although I love my family, occasionally I have a hatred toward them.
202. Parents usually are correct about decisions in the final analysis.
203. I have a secret ambition to become a great person, even though I will seldom admit it.
204. A theory with a practical application is the best.
205. The work of a forest ranger has often appealed to me.
206. The risk of serious disappointment or failure later may cause me to feel that I should remain free from commitment to others.
207. When I was a student, I would give my school teachers a lot of trouble.
208. Occasionally, it occurs to me I am no good at all.
209. If you don't expect much from others, you are seldom disappointed.
210. Some people may consider me a radical politically.
211. A person should be cautious of others who claim not to believe in God.
212. I have a tendency to take things too seriously.
213. One of my characteristics is listening without hearing.
214. I would enjoy traveling with a circus or carnival if the pay were adequate.
215. Literature and poetry are as satisfying to me as courses in other subject areas.
216. A person who does not feel love and gratitude for his parents is pretty calloused.
217. Something I probably would do is to get into a movie and not pay for it if I felt sure I hadn't been seen.
218. An accomplishment to make my mother proud of me is one of my aims in life.
219. At times when people have been rude or annoying, I have become rough with them.
220. Usually, I love the members of my family, but once in a while I have a feeling of hatred toward them.

221. I was never much interested in school.
222. Feelings of excitement are sometimes aroused within me when I see colored lights.
223. Everyone should boost his home town.
224. Mutual acquaintances and social activities are usually the subject of conversation between my friends and me.
225. If leisure time is available to me, I would prefer developing a skill rather than doing public service work or volunteer social work.
226. Other people and I seemingly have a barrier between us.
227. There was always a closeness between the members of my family.
228. I can be hurt deeply by criticism or scolding.
229. I cannot find anything good in Communism.
230. Lion hunting in Africa would be interesting.
231. I do not enjoy studying a textbook as well as I enjoy the laboratory work in a course.
232. I become very excited at least once a week if not more.
233. It often possesses me to dislike members of the opposite sex.
234. I was never really understood by my parents.
235. I believe most people do not feel as intense as I do.
236. Losing contact with your family is not worth any sacrifice a person makes in life.
237. I prefer to be a brilliant but unstable worker than a steady, dependable one.
238. I believe that maintaining the established order of things is the responsibility of intelligent leadership.
239. Dirty stories embarrass me.
240. I am treated more like a child than an adult by my family.
241. I receive enjoyment thinking about a problem that challenges the experts.
242. A person usually makes things worse, when trying to change them very much.

243. Getting around the law is acceptable if you do not really disobey it.
244. Outlining in detail why and how things are to be done by teachers or leaders is essential to effective learning or work.
245. It is often necessary for me to stand up for what I think is right.
246. Being so touchy on certain subjects, I am unable to discuss them.
247. I enjoy conversing about people whether or not I know them.
248. I do not care for women who do not care for the usual social and moral conventions.
249. Mainly, religion should be a social force or institution.
250. I am sometimes possessed with an impulse to smash things.
251. Unless I know how a project will turn out, I do not like to undertake it.
252. If I bet on a race or game, I enjoy it much more.
253. At times I feel I am more than one person.
254. I avoid conversations with my beauty parlor operator or the barber.
255. The world contains nothing more hateful than Communism.
256. When I become greatly enthused, it spreads to others around me.
257. Determination and ambition are the most important qualities a husband possesses.
258. My table manners are better out in company than when I am at home.
259. Even though I knew what was going on around me, at times I was unable to control my movements or speech.
260. Dramatics is something I like.
261. It is not virtuous to have unquestioning obedience.
262. I enjoy reading philosophical poetry that is serious.
263. I do not possess uncontrollable impulsiveness.
264. Ideas are less appealing to me than facts.

265. Dramatics pleases me.
266. Because of the feeling that I am not really a part of the group, I could disassociate myself from them with little discomfort or hardship.
267. I enjoy flirting.
268. I have carefully followed my inspirations to a way of life which is based on duty.
269. I like to be in charge when I work on a committee.
270. At a time in my life I felt it would have been better to have been born to the opposite sex.
271. Cooking brings me enjoyment.
272. A useless feeling comes over me at times.
273. When attending an exposition, scientific apparatus interests me more than newly manufactured products.
274. Occasionally, disobedience to the government is justified.
275. Discarding the old brings enjoyment as well as accepting the new.
276. Being a soldier is one of my desires.
277. As I walk around after arising, I am usually more asleep than awake.
278. Determination and ambition are the most important qualities a husband possesses.
279. I avoid attending sexy shows if possible.
280. I do not get upset easily, but usually remain calm.
281. I wish someone else would handle the responsibility for other people.
282. I find myself dreaming quite often.
283. A person can blame no one but himself when he gets tricked.
284. I enjoy lots of loud fun at parties and other affairs.
285. Occasionally, uncontrollable fits of laughing and crying possess me.
286. I find it difficult to express my innermost thoughts.

287. Even though my work does not require a great deal of reading, I still read a lot.
288. To convince the majority of the people of the truth, it takes a great deal of arguing.
289. At times I am tempted to swear.
290. Snakes do not frighten me.
291. While in school, I was occasionally sent to the principal for being disorderly.
292. Love has disappointed me.
293. It is irritating to listen to a lecturer who seems to have trouble making up his mind what he really believes.
294. At times, various parts of my body seem to be crawling, burning, tingling, or as if it were going to sleep.
295. Modern art is something I like.
296. People would be better off not to trust each other.

145	162	179	197	214	231	248	265	283
T F	T F	T F	T F	T F	T F	T F	T F	T F
146	163	180	198	215	232	249	266	284
T F	T F	T F	T F	T F	T F	T F	T F	T F
147	164	181	199	216	233	250	267	285
T F	T F	T F	T F	T F	T F	T F	T F	T F
148	165	182	200	217	234	251	268	286
T F	T F	T F	T F	T F	T F	T F	T F	T F
149	166	183	<u>Page 10</u>	218	235	252	269	<u>Page 14</u>
T F	T F	T F	<u>Begins</u>	T F	T F	T F	T F	<u>Begins</u>
150	167	184	201	219	236	253	270	287
T F	T F	T F	T F	T F	T F	T F	T F	T F
151	168	185	202	220	237	254	271	288
T F	T F	T F	T F	T F	T F	T F	T F	T F
152	169	186	203	<u>Page 11</u>	238	255	272	289
T F	T F	T F	T F	<u>Begins</u>	T F	T F	T F	T F
153	170	187	204	221	239	256	273	290
T F	T F	T F	T F	T F	T F	T F	T F	T F
154	171	188	205	222	240	257	274	291
T F	T F	T F	T F	T F	T F	T F	T F	T F
155	172	189	206	223	241	258	275	292
T F	T F	T F	T F	T F	T F	T F	T F	T F
<u>Page 8</u>	173	190	207	224	242	259	276	293
<u>Begins</u>	T F	T F	T F	T F	T F	T F	T F	T F
156	174	191	208	225	<u>Page 12</u>	260	277	294
T F	T F	T F	T F	T F	<u>Begins</u>	T F	T F	T F
157	175	192	209	226	243	261	278	295
T F	T F	T F	T F	T F	T F	T F	T F	T F
158	176	193	210	227	244	262	279	296
T F	T F	T F	T F	T F	T F	T F	T F	T F
159	177	194	211	228	245	263	280	
T F	T F	T F	T F	T F	T F	T F	T F	
160	178	195	212	229	246	264	281	
T F	T F	T F	T F	T F	T F	T F	T F	
161	<u>Page 9</u>	196	213	230	247	<u>Page 13</u>	282	
T F	<u>Begins</u>	T F	T F	T F	T F	<u>Begins</u>	T F	

APPENDIX C
LETTER OF APPRECIATION

May 14, 1975

The participation of your son(s)/daughter(s) in the research project at Charleston High School on March 27, was very much appreciated. The time each one devoted to answering the set of questions may be of assistance in advancing educational efforts, not only in the life of your child's school days, but in the school days of their children.

The research project is designed to help school personnel understand the teenager and the problems they encounter. Only by obtaining the teenagers' true feeling about day-to-day problems can they be helped.

Again, I want to thank you for allowing your child to participate.

Sincerely,

Cecil D. Ratliff

APPENDIX D
CATEGORIZATION OF QUESTIONS

CATEGORIZATION OF QUESTIONS

The personality characteristic inventory contained several questions in each category. The following gives the category and the number of each question that tests that characteristic:

- A. Autonomy: 1, 7, 12, 18, 24, 30, 36, 42, 46, 52, 58, 65, 71, 77, 83, 86, 90, 94, 97, 100, 104, 108, 112, 160, 167, 174, 181, 188, 195, 202, 209, 216, 223, 229, 236, 242, 248, 255, 261, 268, 274, 279, and 283.
- B. Impulse Expression: 2, 8, 13, 19, 25, 31, 37, 47, 53, 59, 60, 66, 72, 78, 84, 87, 91, 95, 98, 101, 105, 109, 113, 117, 120, 123, 126, 129, 132, 135, 138, 141, 144, 147, 150, 153, 155, 156, 157, 161, 168, 175, 182, 189, 196, 203, 210, 217, 230, 237, 243, 250, 256, 263, 269, 275, 284, 289, and 291.
- C. Practical Outlook: 3, 14, 20, 26, 32, 38, 43, 48, 54, 61, 67, 73, 79, 162, 169, 176, 183, 190, 197, 204, 211, 218, 224, 231, 238, 244, 251, 257, 264, and 293.
- D. Masculinity-Femininity: 4, 9, 15, 21, 27, 33, 39, 44, 49, 55, 62, 68, 74, 80, 88, 92, 96, 102, 106, 110, 114, 118, 121, 124, 127, 130, 133, 136, 139, 142, 145, 148, 151, 154, 158, 159, 163, 166, 170, 173, 177, 180, 184, 187, 191, 194, 198, 201, 205, 208, 212, 215, 219, 222, 225, 228, 232, 235, 239, 241, 245, 247, 249, 252, 254, 258, 260, 262, 265, 267, 270, 271, 273, 276, 278, 280, 282, 285, 287, 288, 290, 292, and 295.

- E. Personal Integration: 5, 10, 16, 22, 28, 34, 40, 45, 50, 56, 63, 69, 75, 81, 85, 89, 93, 99, 103, 107, 111, 115, 116, 119, 122, 125, 128, 131, 134, 137, 140, 143, 146, 149, 152, 164, 171, 178, 185, 192, 199, 206, 213, 220, 226, 233, 240, 246, 253, 259, 266, 272, 277, 281, and 286.
- F. Socialization: 6, 11, 17, 23, 29, 35, 41, 51, 57, 64, 70, 76, 82, 165, 172, 179, 186, 193, 200, 207, 214, 221, 227, 234, 294, and 296.

APPENDIX E
CLASSIFICATION OF INDEPENDENT VARIABLES

CLASSIFICATION OF INDEPENDENT VARIABLES

Five administrators and teachers were asked to categorize 153 student behavioral problems. The final categories chosen were delinquency, major school rules broken, minor school rules broken, verbal aggression, and violent acts. The team further grouped all behavioral problems under those five areas. The following is a list of the categories and behavioral problems as determined by the committee.

A. Delinquency

1. Coming to class unprepared.
2. Responding to teacher's request "you're crazy."
3. Failing to do work.
4. Coming down stairs before students were dismissed.
5. Refusing to throw away gum.
6. Refusing to read in class.
7. Throwing away another student's paper.
8. Refusing to sit down after being requested to do so three times.
9. Continuing to argue with another student.
10. Refusing to put away comb.
11. Disturbing in library and refusing to do assignments.
12. Talking excessively, lack of cooperation, rude, discourteous, restless, and inattentive.
13. Showing disrespect toward teacher.
14. Using foul language.
15. Skipping school.
16. Unwilling to listen.
17. Calling a man a derogatory name.
18. Cursing on school bus and in class.
19. Refusing to participate in class.
20. Continuing to show a defiant attitude and doing only what they pleased.
21. Talking in a belligerent tone.
22. Talking back to teacher when asked to put gum in wastebasket.
23. Commenting about authority and rules.

B. Major School Rules Broken

1. Eating in class after being told to stop.
2. Refusing to accept assigned chair.
3. Skipping detention hall.
4. Skipping school.
5. Refusing very adamantly to pick up book from the floor.
6. Telling teacher they were glad someone in her family died so they didn't have to come to school to hear the teacher's big mouth.
7. Failing to go to class as instructed.
8. Refusing to go to the office when directed to do so.

C. Minor School Rules Broken

1. Talking.
2. Mumbling.
3. Aggravating others.
4. Disturbing class.
5. Playing around in class.
6. Refusing to dress for gym.
7. Misbehaving.
8. Beating on desk after being told twice to stop.
9. Failing to dress on time for gym.
10. Calling very loud to other people in the labs.
11. Laughing uncontrollably.
12. Leaving Resource Center without permission.
13. Leaving class without permission.
14. Going to eat early.
15. Smoking.
16. Shooting rubber bands.
17. Standing up in class.
18. Entering main hall before building opened.
19. Turning around in chair talking to other students.
20. Bothering others.
21. Going somewhere else instead of going to the library.
22. Refusing to stay in chair.

D. Verbal Aggression

1. Showing disrespect for teacher.
2. Telling people to shut up.
3. Smarting off to teacher.
4. Verbalizing and arguing about pencil.
5. Telling teacher a number of times she couldn't do anything to them.
6. Talking back in class.
7. Telling teacher it was none of his business when asked about the problem that cost her class time.

E. Violent Acts Against Persons

1. Fighting.
2. Breaking a student's beads and throwing them.
3. Threatening teacher; striking and missing teacher.
4. Throwing people in classroom.
5. Scuffling.
6. Striking teacher, but said they were bumped.
7. Throwing metal objects in class.

APPENDIX F
REDUCTION OF A MEASURABLE VARIABLE
TO TWO CATEGORIES

REDUCTION OF A MEASURABLE VARIABLE
TO TWO CATEGORIES

- A. Attendance
 - 1. More than an average of one absence per class per semester.
 - 2. An average of one or less absence per class per semester
- B. Delinquency
 - 1. One or more behaviorisms
 - 2. No behaviorisms
- C. Deportment
 - 1. An average of 1.5 or more
 - 2. Less than an average of 1.5
- D. Major School Rules Broken
 - 1. One or more rules broken
 - 2. No rules broken
- E. Minor School Rules Broken
 - 1. One or more rules broken
 - 2. No rules broken
- F. Verbal Aggression
 - 1. One or more verbalisms
 - 2. No verbalism
- G. Violent Acts Against Persons
 - 1. One or more violent acts against persons
 - 2. No violent acts against persons

VITA

Cecil Dillard Ratliff

Candidate for the Degree of

Doctor of Education

Thesis: A CORRELATION OF SELECTED PERSONALITY CHARACTERISTICS TO
BEHAVIORAL PROBLEMS OF STUDENTS IN AN INTEGRATED
SECONDARY SCHOOL

Major Field: Vocational-Technical and Career Education

Biographical:

Personal Data: Born in Salem, Arkansas, February 23, 1930, the
son of Mr. and Mrs. Bergie Ratliff.

Education: Graduated from Lake City High School, Lake City,
Arkansas, May, 1948; received Bachelor of Science in Educa-
tion degree in Business Education from Arkansas State
University in August, 1957; received Master of Arts degree
in Business Education from George Peabody College for
Teachers in 1962; completed requirements for Doctor of
Education degree at Oklahoma State University, December, 1977.

Professional Experience: Business Education teacher, Charles G.
Ross High School, Hayti, Missouri, 1957-1961; Business
Education teacher, St. Louis Public Schools, St. Louis,
Missouri, 1961-1969; Administrative Assistant in St. Louis
Public School system, St. Louis, Missouri, 1969-1972; EPDA
Awardee, Oklahoma State University, 1972-1974; State Depart-
ment of Elementary and Secondary Education, Jefferson City,
Missouri, 1974-1976; Assistant Professor in Business Educa-
tion and Technology, Youngstown State University, Youngstown,
Ohio, 1977-present.

Professional Organizations: Delta Pi Epsilon; Phi Delta Kappa;
Missouri Business Teachers Association; Missouri Vocational
Association; American Vocational Association; National
Education Association; Missouri State Teachers Association;
and National Business Education Teachers Association.