A DYNAMIC APPROACH TO THE INVESTIGATION
OF SOME PERSONALITY FACTORS RELATED TO
STUDY PROBLEMS

Thesis for the Degree of M. A.
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OF SOME PERSONALITY FACTORS

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By

Donald L. DeBolt

AN ABSTRACT OF A THESIS

Submitted to
Michigan State University
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ABSTRACT

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Many colleges and universities offer courses which
are designed to aid students who experience study problems
of various kinds. The present study 1) proposes that such
students constitute a psychological entity and 2) attempts
to examine some of the personality-dynamic aspects of study
problems within such a population.

Group and personal interactions with students exper-
iencing study problems suggested that such students differ
from the general population of college students in terms
of the strength of certain conscious personality "needs."
A test of manifest needs, The Edwards Personal Preference
Schedule, was administered to the entire enrollment for one
year in "Methods of Effective Study," a course offered at
Michigan State University for the purpose mentioned above.
The following results were obtained, using a Student's t
statistic to compare the present with the norms established
for the EPPS. Both male and female Methods-of-Study students
were significantly higher than the national norm in Abasement
need, and lower in Dominance need. In addition, the males
were lower than the norm in Achievement need, and the females

Donald L. DeBolt

were higher than the norm in <u>Nurturance</u> need.

These results were interpreted primarily in terms of phenomenological personality theory, especially in terms of "self-concept." The particular need constellations which emerged suggested that these students feel themselves to be generally inadequate persons. It was speculated that "undue" success in academic endeavors (or in any other area, perhaps) might disrupt such a concept of self-inadequacy, and that, therefore, at some level, conscious or unconscious, there is a real need to fail. For, phenomenological theory tells us that once a self-concept has become stabilized, the psychological equilibrium of the individual demands that such a concept be retained and defended, regardless of its adequate or inadequate nature.

Portions of psychoanalytic theory were also presented in support of the idea of a dynamic basis for study problems.

Some additional problems in need of research were cited.

Approved by
Josephine Thrace, Ph D.

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TABLE OF CONTENTS

LIST OF TABLES

I. THE PROBLEM

For many years university counseling centers and/or psychology departments have offered courses designed to assist students who are experiencing study problems. The fact that such study-aid courses are offered in many universities makes it clear that there exists an entity which we can refer to as a population of students with study problems. Furthermore, these are students who, through enrolling in such courses, have expressed their own awareness of their study problems. The present study arose out of the recognition that students experiencing study problems appear to have in common certain personality characteristics which differentiate them from the student population in general. This study assumes that students experiencing study problems constitute an entity, and proposes to describe this group in terms of measurable personality dynamics.

That personality variables are related to academic performance is not a new idea. Educators and psychologists have long recognized that scholastic achievement cannot be accurately predicted or evaluated on the basis of "intelligence" tests alone. The following statement by Jacob Getzels is typical of the findings in the areas of counseling and educational psychology:

To identify the able learner other criteria
than mere intelligence test scores are necessary,
but there is no agreement as to what these cri-
teria are (13).

Even a casual examination of the literature produced
within the last five years in this area will reveal that the
problem of the extra-intellectual factors of academic per-
formance has demanded more than its proportional share of
publication space. Some writers approach the problem from
the standpoint of the general emotional factors involved
(3, 9, 35, 23, 43, 17, 33, 41). Others use for specific
investigation such concepts as manifest anxiety (35); study
habits and interests (5), manifest needs (22, 21, 12);
hostility (33, 34); social reinforcement (26); and parental
attitudes (8).

At Michigan State University students with study prob-
lems have the opportunity to enroll in Psychology 101,
Methods of Effective Study. Psychology 101 provides for
students an opportunity to approach their study problems
through group counseling. The instructor's role in this
counseling situation is primarily that of a group leader,
and students are encouraged to talk about their own prob-
lems as they themselves perceive them. A generally non-
directive attitude is maintained by the instructor, and the
student is given the opportunity to talk about his own
feelings, problems, and attitudes to whatever extent he is
able to do so. In turn, the instructors meet regularly to
discuss their experiences with their respective groups of

students. As a result of such discussions it became apparent that many of the attitudes and behaviors observed in one group were common to the others as well. The following are some typical statements which students make about themselves in relation to studying: (a) I'm lazy. I cannot make myself study, etc. (b) I'm simply not interested. I'm sure if I could just do something that I really like I wouldn't have any more trouble and I could get it. (c) My instructors are unfair--they don't do a good job of teaching and then they expect me to know a lot that I've never heard of. (d) There is too much that isn't practical, and I don't like anything that isn't practical so I can't study it. (e) I clutch on exams. (f) I don't know how to use my time well. It takes me too long to do what I have to.

It is apparent that these statements concerning "study problems" can more meaningfully be seen as statements concerning "self." And the question then becomes, What kind of a "self" does the student with study problems experience? and more specifically for this study, What kind of a "self" do they share in common?

A search of the literature seems to indicate that the present study is the first to treat this group (i.e., students with study problems) as an entity with common personality dynamics. Other studies describe their populations in terms of over and under achievement, but this is not an appropriate description for the present population, although some under-achievers may be included. A review

will be presented later of studies which appear to be relevant.

Personality may be examined from a variety of different theoretical viewpoints, most of which are more likely complementary than contradictory. The present study was approached within the framework of need-press theory as originally developed by Murray and others (29). The logic of this theory, applied to the present situation, would lead us to conclude that some need(s) may be expressed and/or met through the experiencing of study problems. It follows, if there is a commonality of personality dynamics within this group, that there should appear common differences in certain needs in contrast to the college population in general. Such common differences will provide at least a partial description of the population of students having study problems. This approach does not assume that measures derived from other personality theories might not also be effective in revealing differences along different dimensions.

Organization of Succeeding Chapters

The present chapter has been an attempt to delineate the problem and to describe its origins. Following this, Chapter II will describe the population, the instrument utilized for measurement, and the procedure involved. Chapter III will report the results. In Chapter IV the results will be discussed and related to personality theory. Chapter V will present the summary and conclusions.

II. METHOD OF APPROACH

The Population

A more specific definition of terms is in order. It could be argued that all, or nearly all, college students have study problems to some degree, and that, consequently, the population we speak of is not a separate population. Because of this it is necessary to further differentiate the population utilized for this study. Psychology 101, "Methods of Effective Study," at Michigan State University is a course described in the university catalog as follows:

> 101 Methods of Effective Study.
> Fall, Winter, Spring. 1 credit.
> Not open to Juniors and Seniors except on
> recommendation from the counseling center
> and approval of department.
> Group and individual counseling for stu-
> dents with problems in academic achieve-
> ment, including motivation, concentration,
> and attitudes toward study; methods and
> techniques of study; utilization of time;
> and student efficiency in the classroom
> (28).

As indicated, enrollment in this non-required course is limited primarily to Freshmen and Sophomores, occasional exceptions being made for upper classmen with serious study problems. Although Psychology 101 may be recommended by the student's counselor or academic advisor, it is an elective course and the ultimate decision to enroll is voluntary on the part of the student. The reasons most

5

frequently expressed by the students for selecting this course included some mention of their recognition of their own problems, and exposure to the course through friends who had taken it, through their own investigation, etc.

Thus, the present population may be defined as college students who are aware of experiencing some kind(s) of study problem(s) and who are seeking help by enrolling in a Methods-of-Study course.

The Measuring Instrument

The selection of the measuring instrument was based primarily on three criteria. First the instrument should provide for the measurement of "need" variables at the same level that such variables were observed. Since the hypotheses concerning the commonality of need differences were based on the students' own statements about themselves, the instrument should measure needs at this same level of student awareness. Second, because the test was to be administered in a classroom situation it should be one that can be group-administered, and completed within approximately one hour, the length of the class session. Finally, it was decided that if possible the test selected would be used for purposes of group and/or individual counseling with the students, in addition to its research function.

Since Murray's conceptual framework is utilized in the present approach, it might appear logical to use the Thematic Apperception Test, which Murray developed from his

own theory. However, the interpretation of TAT protocols involves inferences about unconscious needs, and it was felt that this would not be consistent with the first criterion mentioned above.

After some consideration the Edwards Personal Preference Schedule (EPPS) was selected as the instrument coming nearest to fulfilling the requirements. The EPPS is a forced-choice type of inventory, designed primarily as an instrument for research and counseling purposes, according to its author, and ". . .to provide quick and convenient measures of a number of relatively independent 'normal' personality variables" (10). The statements in the EPPS and the variables that these statements purport to measure have their origin in a list of manifest needs presented by H. A. Murray and others (29). The EPPS provides measures of 15 personality variables. These variables, and the manifest needs associated with each, are as follows (10):

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

> 2. Deference: To get suggestions from others, to find out what others think, to follow instructions and do what is expected, to praise others, to tell others that they have done a good job, to accept the leadership of others, to read about great men, to conform to custom and avoid the unconventional, to let others make decisions.

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

4. Exhibition: To say witty and clever things, to tell amusing jokes and stories, to talk about personal adventures and experiences, to have others notice and comment upon one's appearance, to say things just to see what effect it will have on others, to talk about personal achievements, to be the center of attention, to use words others do not know the meaning of, to ask questions others cannot answer.

5. Autonomy: To be able to come and go as desired, to say what one thinks about things, to be independent of others in making decisions, to feel free to do what one wants, to do things that are unconventional, to avoid situations where one is expected to conform, to do things without regard to what others may think, to criticize those in positions of authority, to avoid responsibilities and obligations.

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

7. Intraception: To analyze one's motives and feelings, to observe others, to understand how others feel about problems, to put one's self in another's place, to judge people by why they do things rather than by what they do, to analyze the behavior of others, to analyze the motives of others, to predict how others will act.

8. Succorance: To have others provide help when in trouble, to seek encouragement from others, to have others be kindly, to have others be sympathetic and understanding about personal problems, to receive a great deal of affection from others, to have others do favors cheerfully,

to be helped by others when depressed, to have
others feel sorry when one is sick, to have a
fuss made over one when hurt.

9. <u>Dominance</u>: To argue for one's point of
view, to be a leader in groups to which one be-
longs, to be regarded by others as a leader, to
be elected or appointed chairman of committees,
to make group decisions, to settle arguments and
disputes between others, to persuade and influ-
ence others to do what one wants, to supervise
and direct the actions of others, to tell others
how to do their jobs.

10. <u>Abasement</u>: To feel guilty when one
does something wrong, to accept blame when things
do not go right, to feel that personal pain and
misery suffered does more good than harm, to
feel the need for punishment for wrongdoing, to
feel better when giving in and avoiding a fight
than when having one's own way, to feel the need
for confession of errors, to feel depressed by
inability to handle situations, to feel timid
in the presence of superiors, to feel inferior
to others in most respects.

11. <u>Nurturance</u>: To help friends when they
are in trouble, to assist others less fortunate,
to treat others with kindness and sympathy, to
forgive others, to do small favors for others,
to be generous with others, to sympathize with
others who are hurt or sick, to show a great
deal of affection toward others, to have others
confide in one about personal problems.

12. <u>Change</u>: To do new and different things,
to travel, to meet new people, to experience
novelty and change in daily routine, to experi-
ment and try new things, to eat in new and differ-
ent places, to try new and different jobs, to
move about the country and live in different
places, to participate in new fads and fashions.

13. <u>Endurance</u>: To keep at a job until it is
finished, to complete any job undertaken, to work
hard at a task, to keep at a puzzle or problem
until it is solved, to work at a single job before
taking on others, to stay up late working in order
to get a job done, to put in long hours of work
without distraction, to stick at a problem even
though it may seem as if no progress is being made,
to avoid being interrupted while at work.

14. <u>Heterosexuality</u>: To go out with members
of the opposite sex, to engage in social activities
with the opposite sex, to be in love with someone
of the opposite sex, to kiss those of the opposite
sex, to be regarded as physically attractive by
those of the opposite sex, to participate in dis-
cussions about sex, to read books and plays involv-
ing sex, to listen to or to tell jokes involving
sex, to become sexually excited.

15. <u>Aggression</u>: To attack contrary points
of view, to tell others what one thinks about them,
to criticize others publicly, to make fun of
others, to tell others off when disagreeing with
them, to get revenge for insults, to become angry,
to blame others when things go wrong, to read
newspaper accounts of violence.

In the construction of the EPPS an attempt is made to
minimize the influence of social desirability in responses
to the statements. This was done by including in each
forced-choice pair, statements which are equal with respect
to their social desirability scale values.

The EPPS differs from many inventories in another
respect. A number of personality inventories purport to
measure such traits as emotional stability, anxiety, adjust-
ment, or neuroticism. Still others purport to measure such
clinical and psychiatric syndromes as schizophrenia, para-
noia, or hysteria. High and/or low scores on these inven-
tories have associated maladjustive or clinical connotations.
For research and counseling purposes, where it is often
desirable to report back scores to subjects, such inventories
present definite problems. These connotations are less
likely to be attached to the variables in the EPPS (10).

Normative data have been developed for two groups for the EPPS, viz., college students and adults who were household heads in the United States. The college sample was composed of high school graduates with some college training. The sample consisted of 749 college women and 760 college men. The students were enrolled in day or evening liberal arts classes at various universities and colleges throughout the United States, and were obtained as subjects through the cooperation of the psychologists at the various institutions. Each of the psychologists was asked to obtain a specified number of students approximately equally divided between the sexes and with as wide an age spread as possible. They were also requested to obtain students majoring in as wide a variety of different areas as possible (10). The adequacy of the sampling procedure in the construction of the EPPS norms for college students makes unnecessary the addition of a "control" group for the present study. Other studies, reported later, also used methods of comparison utilizing the EPPS norms.

Relevant Studies

A search of the literature reveals no other studies which utilize a population of subjects equivalent to that of the present study. There are reported, however, at least four studies which utilized the EPPS in approaching a problem similar to the present one. Gebhart and Hoyt (12), using Kansas State College students, report that over-achievers

score significantly higher than under-achievers on the following personality needs: Achievement, Order, and Intraception, while under-achievers scored significantly higher than over-achievers on Nurturance, Affiliation and Change.

Krug (22), replicating the Gebhart and Hoyt design and using engineering students at Carnegie Institute of Technology, found over-achievers significantly higher than under-achievers in Achievement, Order, and Endurance, while under-achievers were significantly higher in Affiliation and Heterosexuality.

Merrill and Murphy (27), employing a similar design and using University of Utah students, found the following: Over-achievers significantly exceed "average" achievers (i.e., students achieving approximately at the level predicted on the basis of aptitude tests) in Deference, Dominance, and Endurance, while "average" achievers exceed over-achievers in Exhibition, Autonomy, Affiliation and Change. In addition, the authors report that over-achievers exceed the norms established by the EPPS standardization group in Deference, Order, Abasement, and Endurance; while the norms exceeded the over-achievers in Autonomy, Dominance, Nurturance, Heterosexuality, and Aggression.

Klett (21), although findings indicated that the role of the EPPS in the prediction of grade point average was not impressive or unequivocal, reports that ". . .striking consistency was revealed in all analyses in respect to the

particular variables related to academic achievement."
She found that over-achievers consistently scored higher in
Achievement, Dominance, and Endurance, and consistently
lower in Heterosexuality, Autonomy, and Aggression.

In each of these studies the concepts of over- and
under-achievement were used, based on the student's actual
gradepoint average compared to what he "should" be achiev-
ing on the basis of various predictive tests.

Procedure

The entire enrollment of the 1960-61 Methods of Study
classes was included in the sample. The procedure was to
compare the sample mean on each of the 15 variables with
the mean established by the EPPS college norm group. Since
the mean and standard deviation of each of the 15 variables
for the norm group is included in the EPPS manual (10),
this comparison became a relatively uncomplicated process.

The first step necessary was to split the data into two
groups, male and female, since the EPPS is standardized
separately for men and women. Next it was necessary to
split each of these groups into two further groups on the
basis of term. This was necessary because the fall term
group consists, originally, mostly of students who anticipate
having study problems in college, whereas the winter and
spring term groups consist of students who presently have
or did have study problems. If differences related to term
should emerge, the groups cannot be combined and considered

as one homogeneous group. A Student's t statistic (40)
was chosen to make this comparison between the means of
groups from different terms for all 15 variables. If the
assumption of equal groups across terms is supported, all
men are to be combined into one group, N = 189, all women
into another, N = 94, and each of these means will be com-
pared to the appropriate EPPS norm group. A t-ratio was
also chosen for these comparisons, using a two-tailed test
and a significance level of .05 in all cases (40). In
every case the interpretation was made conservative by using
the degrees of freedom appropriate to the smaller N of the
two groups being compared. The necessary assumptions con-
cerning skewness and kurtosis of the distribution of the
individual scores (raw data) were satisfied.

III. RESULTS

Table 1 (page 16) reports the results of the comparisons of students according to term enrolled. It can be seen that no significant t-ratio was produced for any of the 15 variables from the comparison of fall versus winter and spring groups of men. For the women (see Table 2, page 17) one t was significant, the Deference variable, the fall group being lower. However, since thirty t-tests were made, this one significant result could well have occurred by chance, using the .05 level of significance. There appears to be no evidence that the groups differ according to term; therefore, all males were combined (N = 189) as were females (N = 94), and the means and standard deviations were computed for each of the two groups for the 15 variables.

Table 3, page 18, shows the following results: Methods-of-Study males scored significantly higher than their EPPS norm group on Abasement need. (In all cases, the higher the score the greater is the need.) This difference in Abasement need was significant at the .001 level as well as the chosen alpha level of .05. Also, Methods-of-Study males scored significantly lower than the norm group in both Achievement need and Dominance need. No other significant differences emerged for the men, though a trend is evident on the Aggression need, the Methods-of-Study group tending toward being higher.

Table 1.--A comparison of fall term methods-of-study males
with winter and spring term methods-of-study males for each
of the 15 EPPS variables.

Fall (N = 40)			Winter + Spring (N = 149)			
Variable	Mean	Std. Dev.	Mean	Std. Dev.	Mean Diff.	t
1. Ach.	14.425	3.419	14.383	3.884	.042	.048
2. Def.	10.925	3.643	11.509	4.141	.584	.638
3. Ord.	9.475	3.840	9.898	4.491	.423	.434
4. Exh.	14.475	3.924	15.017	3.802	.542	.582
5. Aut.	13.075	3.401	14.373	4.676	1.298	1.373
6. Aff.	15.025	3.732	14.935	3.966	.090	.098
7. Intra.	15.725	4.324	15.542	4.670	.183	.171
8. Succ.	12.625	4.187	10.662	4.502	1.963	1.905
9. Dom.	16.275	4.637	16.012	4.510	.263	.238
10. Aba.	14.900	4.636	14.206	5.335	.694	.593
11. Nur.	15.350	4.252	14.157	4.941	1.193	1.108
12. Chg.	16.100	5.083	16.445	4.676	.445	.375
13. End.	12.500	5.454	12.397	5.785	.103	.077
14. Het.	15.850	6.331	17.809	5.912	1.959	1.319
15. Agg.	13.225	4.210	13.715	4.957	.490	.481

t-value necessary for .05 significance = 2.02
Degrees of freedom = 39

Table 2.--A comparison of fall term methods-of-study females
with winter and spring term methods-of-study females for each
of the 15 EPPS variables.

Variable	Fall (N = 16)		Winter + Spring (N = 78)		Mean Diff.	t
	Mean	Std. Dev.	Mean	Std. Dev.		
1. Ach.	12.000	3.937	11.924	4.318	.076	.051
2. Def.	9.562	3.840	12.863	3.795	3.301	2.376*
3. Ord.	10.375	3.100	10.271	4.669	.104	.079
4. Exh.	15.375	2.446	14.740	3.379	.635	.630
5. Aut.	12.813	3.627	11.287	3.934	1.526	1.129
6. Aff.	17.250	2.948	16.701	3.983	.549	.462
7. Intra.	18.000	4.848	17.463	4.346	.537	.315
8. Succ.	12.688	4.326	13.162	4.555	.474	.296
9. Dom.	14.313	4.468	12.607	4.135	1.706	1.076
10. Aba.	15.875	4.715	17.224	4.685	1.349	.789
11. Nur.	17.625	3.389	17.666	4.206	.041	.030
12. Chg.	17.250	5.717	18.447	3.696	1.197	.648
13. End.	12.438	3.873	11.789	5.140	.649	.418
14. Het.	15.813	6.002	13.926	6.189	1.887	.857
15. Agg.	9.438	3.968	10.318	4.529	.880	.585

*t-value necessary for .05 significance = 2.13
Degrees of freedom = 15

Table 3.--Comparison of methods-of-study males with EPPS
norm group.

Methods of Study Males (N = 189)			EPPS Norm Group			
	Mean	Std. Dev.	Mean	Std. Dev.	Mean Diff.	t
1. Ach.	14.390	3.797	15.66	4.13	1.27	2.988**
2. Def.	11.380	4.068	11.21	3.59	.17	.400
3. Ord.	9.800	4.372	10.23	4.31	.43	.909
4. Exh.	14.910	3.835	14.40	3.53	.51	1.250
5. Aut.	14.090	4.542	14.34	4.45	.25	.511
6. Aff.	14.951	3.923	15.00	4.32	.05	.113
7. Intra.	15.391	4.650	16.12	5.23	.73	1.385
8. Succ.	11.090	4.517	10.74	4.70	.35	.702
9. Dom.	16.070	4.547	17.44	4.88	1.37	2.702**
10. Aba.	14.370	5.230	12.24	4.93	2.13	3.817***
11. Nur.	14.410	4.828	14.04	4.80	.37	.704
12. Chg.	16.370	4.771	15.51	4.74	.86	1.663
13. End.	12.420	5.716	12.66	5.30	.24	.395
14. Het.	17.390	6.065	17.65	5.48	.26	.406
15. Agg.	13.600	4.849	12.79	4.59	.81	1.563

t-value necessary for .05 significance = 1.972
**Significant at .01 level of significance
***Significant at .001 level of significance

For females (Table 4, page 20) the Methods-of-Study group was significantly higher in Abasement, at both the .05 and .01 level, than was the EPPS group. Methods-of-study females were also higher in Nurturance than the norm group, but were exceeded by the norm group in Dominance. No other significant differences emerged, though a trend was evident in Affiliation and Endurance.

Thus the discriminating need variables for the males are Abasement, Dominance, and Achievement; while for the females they are Abasement, Dominance, and Nurturance. Furthermore, Methods-of-Study students manifest this pattern of needs whether or not they have actually experienced failure in college.

Table 4.--A comparison of methods-of-study females with
EPPS norm group.

	101 (N = 94)		EPPS			
Variable	Mean	Std. Dev.	Mean	Std. Dev.	Mean Diff.	$\underline{t}$
1. Ach.	11.94	4.25	13.08	4.19	1.14	1.928
2. Def.	12.30	3.80	12.40	3.72	.10	.190
3. Ord.	10.29	4.40	10.24	4.37	.05	.081
4. Exh.	14.85	3.22	14.28	3.65	.57	1.228
5. Aut.	11.55	3.88	12.29	4.34	.74	1.326
6. Aff.	16.80	3.81	17.40	4.07	.60	1.111
7. Intra.	17.56	4.43	17.32	4.70	.24	.383
8. Succ.	13.08	4.52	12.53	4.42	.55	.885
9. Dom.	12.90	4.19	14.18	4.60	1.28	2.136*
10. Aba.	16.99	4.69	15.11	4.94	1.88	2.835**
11. Nur.	17.66	4.07	16.42	4.41	1.24	2.175*
12. Chg.	18.24	4.04	17.20	4.87	1.04	1.753
13. End.	11.90	4.92	12.63	5.19	.73	1.048
14. Het.	14.25	6.16	14.34	5.39	.09	.108
15. Agg.	10.17	4.43	10.59	4.61	.42	.600

*$\underline{t}$ = 1.986 is significant.
**$\underline{t}$ = 2.632 is very significant.

IV. DISCUSSION

The very significant excess of <u>Abasement</u> need in both males and females of the present population is in agreement with other writers' conclusions concerning under-achievers. Namely, that the under-achiever (or in this case the student with recognized "study problems") is an individual with low self value (20, 19, 16, 38). A statement by Stevens, following a comparison of honor roll students with students on probation, is typical:

> . . .the group which was high in achievement showed a much greater degree of self-acceptance than non-achieving students, who tended to reject themselves (38).

Stevens adds:

> While previous studies have mainly stressed external rejection of authority as the cause of academic failure, the present findings suggested that such external attitudes may become internalized (38).

The individual with high <u>Abasement</u> need is one who, in Murray's terms, tends to ". . .submit passively to external forces; to accept injury, blame, criticism, punishment; to become resigned to fate; to admit inferiority. . .to blame, belittle, or mutilate the self" (29).

With this description in mind, it is not surprising that the score on <u>Dominance</u> need was significantly lower for

the Methods-of-Study students. For this is certainly not the picture of an individual who needs to "control his environment" or "direct the behavior of others" (10).

The low Achievement need for males suggests in addition that they have little need "to accomplish something difficult, or to master. . .physical objects, human beings, or ideas, or to increase self regard by the successful exercise of talent" (29).

The high Nurturance need in females suggests that they, in addition, have a high need to "feed, support, console, comfort, nurse, or heal objects or persons in need of these services" (29).

To summarize, then, on the basis of this study both male and female Methods-of-Study students are described as individuals who have a high need to submit passively to external force; to accept injury, blame, criticism, punishment; to surrender; to admit inferiority, wrongdoing, error or defeat; to blame, belittle or mutilate the self; to seek and enjoy pain, punishment, illness and misfortune. They have little need to control their environment or to influence or direct the behavior of others. In addition, the males have little need to accomplish something difficult, or to master, manipulate or organize physical objects, human beings, or ideas, or to increase self-regard by the successful exercise of talent. The females, in addition, have a high need to feed, help, support, console, protect, comfort,

nurse, or heal objects or persons in need of these services.

When one considers this description, he is led to the question: Which existing personality theory most meaningfully takes account of these results? We appear to have here a group of students characterized predominantly by feelings of worthlessness, inadequacy, and inferiority, and possessing little motivation to alter this state. In short, they are students with a structuralized and stable <u>inadequate self-concept</u>. Since the areas of self-concept and self-esteem constitute a major portion of most phenomenological theory (36, 24, 31, 32), it seemed appropriate to attempt an application of phenomenological theory to the present data.

Snygg and Combs, adapting a definition from Rogers (31), define self-concept as follows:

> The self-concept includes those parts of the phenomenal field which the individual has differentiated as definite and fairly stable characteristics of himself (36).

This fits well into our present scheme of manifest needs, for each of the EPPS' fifteen score values is based on the testee's concept of feelings and behaviors characteristic of himself (see instructions included on face of each test form--Appendix).

Methods-of-Study students are beset by study problems which may, realistically, result in failure and consequent dismissal from college; yet, on the basis of the EPPS,

there appears to be little real incentive to alter either
their behavior or the feelings of inadequacy and inferiority.
How can this situation be explained within a phenomenological
self-concept framework? To answer this, it will be neces-
sary to examine the ideas pertaining to the origin and
development of self-concept.

According to phenomenological theory the self-concept
emerges out of the interaction of the child with the world
about him. Obviously, this concept can only be a function
of the way he is treated by those who are nearest to him.
Accordingly:

> As he is loved or rejected, praised or punished,
> fails or is able to compete, he comes gradually
> to regard himself as important or unimportant,
> adequate or inadequate, handsome or ugly, honest
> or dishonest, and even to describe himself in
> the terms of those who surround him (36).

The child can see himself only in terms of his experience,
and in terms of the treatment he receives from those respon-
sible for his development. Snygg and Combs continue:

> He is likely to be strongly affected
> by the labels which are applied to him by other
> people. . . .If the reactions of those who sur-
> round him label him as a liar, a thief, a de-
> linquent, or a "dummy," he may eventually come
> to see himself in the same light. He can only
> act in terms of what he regards as the truth
> about himself. Since his phenomenal self is
> the result of his experience, his behavior can
> only be an outgrowth of the meaning of that
> experience and he must necessarily become in
> truth what he has been labeled by the commun-
> ity which surrounded him" (36).

Anderson elaborates this same process when she says:

> The psychological self-image is thus formed
> early in life as a result of the succession of
> experiences of the child with significant
> people in his environment. It is built out of
> interpersonal experiences for survival. . . .
> When love or acceptance at any price is sensed
> to be futile, the child can fall back upon his
> nuisance value to be sure of not being neglected,
> and he may incorporate such nuisance traits into
> his structure. It is commonly regarded as more
> threatening to be overlooked than to be punished
> (2).

If we are on the right track thus far we may assume

that the inferior and inadequate feelings characteristic

of the Methods-of-Study students became internalized quite

early in life and have been maintained till the present.

We might ask, however, if this is reasonable. Through

the years would there not have been attempts to revise and

eliminate negative and undesirable aspects of the self-

concept? According to phenomenological theory this is

not the case. Rather, once a differentiated self-image is

established it becomes stable and more or less permanently

fixed. Snygg and Combs propose two reasons for this sta-

bility. First is the inertia of the organization itself.

An organization or integration once established, tends to

resist disruption. They point out the primary need of all

organisms in the maintenance of their fundamental organiza-

tion, and that even the slightest threat to the organization

is likely to be met by the organism "with a mobilization of

its defenses or a retreat from the menacing situation" (36).

In support of this idea the authors add:

It is interesting that even a self-concept in which the individual regards himself as very inadequate, stupid, or inept will often be defended to the last ditch. Almost anyone knows how difficult it is to convince the person with severe inferiority feelings of his true level of worth. He is likely to be pleased by praise, even highly embarrassed, but continues to act in the same old ways. Any college counselor is familiar with such people who, when told a high score on a test, for example, profess that "there must be some mistake. That couldn't be me. Are you sure?" (36)

A second factor, according to Snygg and Combs, contributing to the stability of the self-concept is the selection imposed upon the individual's perceptions by the phenomenal self.

Once the phenomenal self has become established, experience therefore can only be interpreted in terms of that self. Thus all perceptions which are meaningful to the individual derive their meaning from the relation they bear to the phenomenal self already in existence (36).

Thus the self-concepts we hold select our perceptions and bring them in line with the way we see ourselves.

Anderson explains the stability of the self-concept in slightly different terms, though there is no basic disagreement:

Once the psychological self-image has been formed, behavior loses its free and experimental nature and becomes compulsive, because it has become in effect structuralized. Once having structuralized any specific trait, each individual proceeds through life behaving according to his

structure and expecting the succession of people
in his subsequent environment to treat him in
the same manner as the original significant
people treated or regarded him. This automatic
maneuvering of people into reactions and responses
toward him that are familiar is the essence of the
transference phenomena of Freud and the parataxic
phenomena of Sullivan. . . .To alter one's pattern
of behavior is to court anxiety. One might ex-
pect that a person who has structuralized the
assumption that he is incompetent would be eager
to change. This is not according to fact, for
it is the familiar rather than the hypothetically
desirable that is the comfortable role (2).

These two basic ideas (i.e., the development and the
stability of the self-concept) are found in essence also in
the writings of Rogers (32), Cattell (4), and in slightly
altered form in Lecky (24) and Gordon Allport (1).

Given the phenomenological paradigm of the early devel-
opment and subsequent centrality and stability of the self-
concept, we are logically led to speculate as to the function
fulfilled by study problems for the Methods-of Study stu-
dents. Perhaps this is a process of "self-fulfilling proph-
ecy"; in other words, this is a group of students who, early
in life, came to feel inadequate and inferior. By now, as
reflected on the EPPS, these feelings have become structur-
alized into a stable inadequate self-concept. "Undue"
success in academic endeavors, or in any other area for that
matter, would surely represent a challenge to at least some
aspects of such a self-concept, and would result in anxiety.
For as Anderson says:

As long as a person can maintain his self
image intact and functioning according to

anticipation, he will be free from anxiety. But
whenever a person feels there is a threat to
the integrity of the whole or to any portion of
his self structure, or whenever a portion of
his structure does not function in the anti-
cipated manner, he will experience psychic
pain, which is anxiety (2).

Thus it may be necessary to experience study problems,
or even to fail, in order to maintain the integrity of one's
concept of himself as an inadequate and inferior person.
(Evidence of this phenomena can be seen in the fact that
there is no difference in need patterns between students
who enroll in Methods of Study during the Fall term, which
represents their first college experience, and those who
enroll during subsequent terms.) Thus, we could expect to
find among Methods-of-Study students situations and be-
haviors which, at some level, conscious or unconscious,
represent deliberate failure. ("Failure" must, of course,
be defined phenomenologically, and this may or may not
coincide with objective criteria of success and failure.)

Here again the literature is mute concerning incidents
of such deliberate failure in our population. Kimball,
however, on the basis of numerous case studies and psycho-
therapy experiences with low-achieving counselees, concludes:

. . .Other personality characteristics were strong
feelings of inferiority, passivity, and prominent
dependency needs. All of these could contribute
to poor scholastic performance. When the feelings
of inferiority are strong, we see a pattern of
almost deliberate failure (19).

What have been interpreted as similar "patterns of deliberate failure" have been observed by the writer and by teaching colleagues in the Methods-of-Study groups. However, to know the extent of such behavior, and its importance, will require further research in which this variable is measured directly.

To this point we have relied upon phenomenological personality theory to make meaningful the results obtained. The "deliberate failure" or need to maintain an inadequate self-concept might, in some sense, be looked upon as a need for punishment. Here psychoanalytic theory can make a meaningful contribution. Fenichel, in discussing guilt feelings as a motive for defense, says:

> The pressure from the part of the superego to which the ego is exposed creates first of all a need for getting rid of this pressure, for regaining the lost self-esteem, and for reassurance against possible feelings of annihilation. This aim is best achieved by "forgiveness." After the experience that punishment may be a means of achieving forgiveness, a need for punishment may actually develop. . . .In "moral masochists," however, the situation may be more complicated: punishment may be asked for not as a means of forgiveness only, but also as a kind of distorted substitute for sexual gratification (11).

It is not our purpose here to elaborate on the differences in etiology implied by phenomenological and psychoanalytic theory. What is important is that we have two dynamic explanations, either of which may conceivably be adequate in clarifying some of the behaviors associated with

study problems. This same attitude should prevail in considering the following additional comments by Fenichel.
He states that mental, as well as physical, functions may become sexualized and consequently inhibited. Two main reasons are given as to why an ego may be induced to keep its intellect permanently in abeyance:

> 1. A repression of sexual curiosity may block the normal interest in knowing and thinking. Often the inhibited sexual curiosity corresponds to an intense unconscious scoptophilia or stands in intimate relationship to sadistic impulses; the consequent "stupidity" may represent simultaneously an obedience to and a rebellion against the parents from whom the patient had suffered frustrations of his curiosity. . .

> 2. Exactly as in other inhibitions, the inherited intellectual functions may have been sexualized in a much stricter sense. Actually, the function of thinking may be equated with the sexual functions in both men and women; its inhibition, then, has the meaning of castration (or of the avoidance of castration) (11).

Fenichel goes on to say that studies have been made of a number of specific disturbances of intelligence, such as the failure of children in certain subjects at school, or their inability or unwillingness to study certain things. The analytic study of such cases corroborated what psychoanalysis says about inhibitions in general. That is, the particular subject, or something connected with it or with the teacher, proved to be associated with fundamental conflicts around infantile sexuality.

Thus we have added support from psychoanalytic theory that the study problems experienced by our population of students may be of a dynamic origin. This suggests, also, that the relation between psychosexual development and study problems may be a fruitful area for future investigation.

In addition, we might speculate concerning the high Nurturance need for females, which does not necessarily fit into the inadequacy syndrome. Is it possible that this is actually a displaced need for Succorance, or dependency, whose displacement was motivated by ambivalence? Ambivalent feelings toward dependency are often observed in the Methods-of-Study groups. It should be remembered that the EPPS is designed to tap manifest needs and does not differentiate between manifest needs which are "real" and those which are reactive or displaced needs. This, also, is a question for future research.

V. SUMMARY

So far we have restricted the implications of the data
to the actual population represented by our sample. Are
there other populations to which the results of this study
might apply? We have made frequent reference in our dis-
cussion to over- and under-achievers and to the results
of studies involving those populations. It does not appear,
however, that the present population can be equated with
either of these, for in the present population are included
both over- and under-achievers as well as those who would
be considered average achievers. Therefore, any attempt
to generalize across these populations would seem only to
contaminate the issues.

There is another population, however, which would
appear to approximate the Methods-of-Study groups. This
is the population consisting of Counseling Center clientele
with study problems. Both groups may be described as stu-
dents who are experiencing study problems of some nature
and are seeking help. A selective factor may enter into
the situation in determining which students seek help
through a group experience (classroom situation) and which
seek help through an individual counselor. This question
merits further investigation, for, should future research
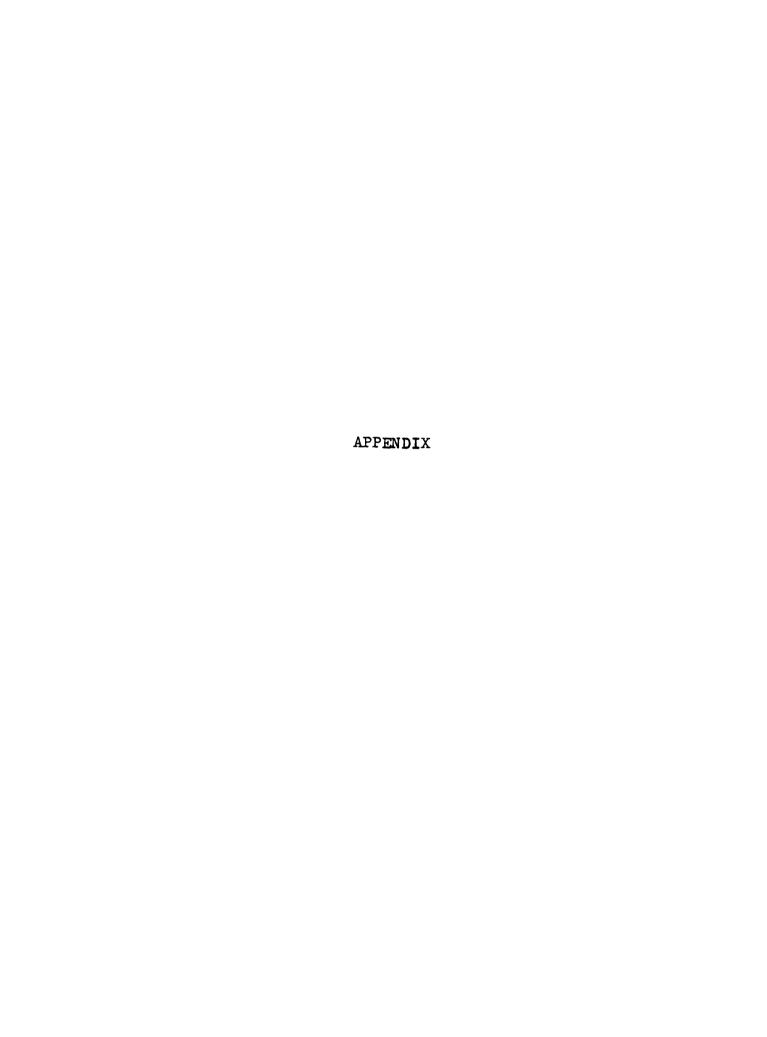reveal that the two populations are essentially homogeneous,

the implications are far-reaching for counseling centers
and their approaches to study-problem counseling.

In conclusion, it appears that more questions have
been raised than have been answered. The present data
lend support to the argument that study problems are of a
dynamic nature and not merely a function of poor techniques.
Such problems appear to have their origin in an inadequate
self-concept. Although the exact relationship between
behavior and the needs created by such a self-concept has
not been ascertained, phenomenological theory would suggest
that sometimes patterns of deliberate failure are neces-
sary in order to maintain one's familiar concept of himself
as inadequate and inferior.

Further research questions have been raised concerning
(1) the actuality of such patterns of deliberate failure;
(2) the presence of high dependency needs in individuals
with low self-value; (3) the relationship of psycho-sexual
development to study problems; and (4) the generalizability
of the present findings to students seeking counseling
for other problem areas, e.g., inability to make a voca-
tional choice.

At this point it would be easy to conclude that stu-
dents with study problems are hopelessly involved in the
process of maintaining an inadequate self-concept, and are
therefore doomed to failure in college and other life exper-
iences. It would seem more appropriate, however, to utilize

the implications of this study to explore and develop methods
for changing self-concept. Though such changes are often
demonstrated in individual psychotherapy, more widely appli-
cable approaches are needed if an inadequate self-concept
constitutes the basis of study problems. A further impli-
cation is that the teaching of study techniques and mechanics
will not provide a solution for problems which have their
origin in personality dynamics.

APPENDIX

Edwards Personal Preference Schedule

Allen L. Edwards, University of Washington

DIRECTIONS

This schedule consists of a number of pairs of statements about things that you may or may not like; about ways in which you may or may not feel. Look at the example below.

 A I like to talk about myself to others.
 B I like to work toward some goal that I have set for myself.

Which of these two statements is more characteristic of what you like? If you like "talking about yourself to others" more than you like "working toward some goal that you have set for yourself," then you should choose A over B. If you like "working toward some goal that you have set for yourself" more than you like "talking about yourself to others," then you should choose B over A.

You may like both A and B. In this case, you would have to choose between the two and you should choose the one that you like better. If you dislike both A and B, then you should choose the one that you dislike less.

Some of the pairs of statements in the schedule have to do with your likes, such as A and B above. Other pairs of statements have to do with how you feel. Look at the example below.

 A I feel depressed when I fail at something.
 B I feel nervous when giving a talk before a group.

Which of these two statements is more characteristic of how you feel? If "being depressed when you fail at something" is more characteristic of you than "being nervous when giving a talk before a group," then you should choose A over B. If B is more characteristic of you than A, then you should choose B over A.

If both statements describe how you feel, then you should choose the one which you think is more characteristic. If neither statement accurately describes how you feel, then you should choose the one which you consider to be less inaccurate.

Your choice, in each instance, should be in terms of what you like and how you feel at the present time, and not in terms of what you think you should like or how you think you should feel. This is not a test. There are no right or wrong answers. Your choices should be a description of your own personal likes and feelings. Make a choice for every pair of statements; do not skip any.

The pairs of statements on the following pages are similar to the examples given above. Read each pair of statements and pick out the one statement that better describes what you like or how you feel. Make no marks in the booklet. On the separate answer sheet are numbers corresponding to the numbers of the pairs of statements. Check to be sure you are marking for the same item number as the item you are reading in the booklet.

If your answer sheet is printed in BLACK ink: For each numbered item draw a circle around the A or B to indicate the statement you have chosen.	If your answer sheet is printed in BLUE ink: For each numbered item fill in the space under A or B as shown in the Directions on the answer sheet.

Do not turn this page until the examiner tells you to start.

1 **A** I like to help my friends when they are in trouble.
B I like to do my very best in whatever I undertake.

2 **A** I like to find out what great men have thought about various problems in which I am interested.
B I would like to accomplish something of great significance.

3 **A** Any written work that I do I like to have precise, neat, and well organized.
B I would like to be a recognized authority in some job, profession, or field of specialization.

4 **A** I like to tell amusing stories and jokes at parties.
B I would like to write a great novel or play.

5 **A** I like to be able to come and go as I want to.
B I like to be able to say that I have done a difficult job well.

6 **A** I like to solve puzzles and problems that other people have difficulty with.
B I like to follow instructions and to do what is expected of me.

7 **A** I like to experience novelty and change in my daily routine.
B I like to tell my superiors that they have done a good job on something, when I think they have.

8 **A** I like to plan and organize the details of any work that I have to undertake.
B I like to follow instructions and to do what is expected of me.

9 **A** I like people to notice and to comment upon my appearance when I am out in public.
B I like to read about the lives of great men.

10 **A** I like to avoid situations where I am expected to do things in a conventional way.
B I like to read about the lives of great men.

11 **A** I would like to be a recognized authority in some job, profession, or field of specialization.
B I like to have my work organized and planned before beginning it.

12 **A** I like to find out what great men have thought about various problems in which I am interested.
B If I have to take a trip, I like to have things planned in advance.

13 **A** I like to finish any job or task that I begin.
B I like to keep my things neat and orderly on my desk or workspace.

14 **A** I like to tell other people about adventures and strange things that have happened to me.
B I like to have my meals organized and a definite time set aside for eating.

15 **A** I like to be independent of others in deciding what I want to do.
B I like to keep my things neat and orderly on my desk or workspace.

16 **A** I like to be able to do things better than other people can.
B I like to tell amusing stories and jokes at parties.

17 **A** I like to conform to custom and to avoid doing things that people I respect might consider unconventional.
B I like to talk about my achievements.

18 **A** I like to have my life so arranged that it runs smoothly and without much change in my plans.
B I like to tell other people about adventures and strange things that have happened to me.

19 **A** I like to read books and plays in which sex plays a major part.
B I like to be the center of attention in a group.

20 **A** I like to criticize people who are in a position of authority.
B I like to use words which other people often do not know the meaning of.

21 **A** I like to accomplish tasks that others recognize as requiring skill and effort.
B I like to be able to come and go as I want to.

22 **A** I like to praise someone I admire.
B I like to feel free to do what I want to do.

23 **A** I like to keep my letters, bills, and other papers neatly arranged and filed according to some system.
B I like to be independent of others in deciding what I want to do.

24 **A** I like to ask questions which I know no one will be able to answer.
B I like to criticize people who are in a position of authority.

25 **A** I get so angry that I feel like throwing and breaking things.
B I like to avoid responsibilities and obligations.

26 **A** I like to be successful in things undertaken.
B I like to form new friendships.

27 **A** I like to follow instructions and to do what is expected of me.
B I like to have strong attachments with my friends.

28 **A** Any written work that I do I like to have precise, neat, and well organized.
B I like to make as many friends as I can.

29 **A** I like to tell amusing stories and jokes at parties.
B I like to write letters to my friends.

30 **A** I like to be able to come and go as I want to.
B I like to share things with my friends.

31 **A** I like to solve puzzles and problems that other people have difficulty with.
B I like to judge people by why they do something—not by what they actually do.

32 **A** I like to accept the leadership of people I admire.
B I like to understand how my friends feel about various problems they have to face.

33 **A** I like to have my meals organized and a definite time set aside for eating.
B I like to study and to analyze the behavior of others.

2

A I like to say things that are regarded as witty and clever by other people.
B I like to put myself in someone else's place and to imagine how I would feel in the same situation.

A I like to feel free to do what I want to do.
B I like to observe how another individual feels in a given situation.

A I like to accomplish tasks that others recognize as requiring skill and effort.
B I like my friends to encourage me when I meet with failure.

A When planning something, I like to get suggestions from other people whose opinions I respect.
B I like my friends to treat me kindly.

A I like to have my life so arranged that it runs smoothly and without much change in my plans.
B I like my friends to feel sorry for me when I am sick.

A I like to be the center of attention in a group.
B I like my friends to make a fuss over me when I am hurt or sick.

A I like to avoid situations where I am expected to do things in a conventional way.
B I like my friends to sympathize with me and to cheer me up when I am depressed.

A I would like to write a great novel or play.
B When serving on a committee, I like to be appointed or elected chairman.

A When I am in a group, I like to accept the leadership of someone else in deciding what the group is going to do.
B I like to supervise and to direct the actions of other people whenever I can.

A I like to keep my letters, bills, and other papers neatly arranged and filed according to some system.
B I like to be one of the leaders in the organizations and groups to which I belong.

A I like to ask questions which I know no one will be able to answer.
B I like to tell other people how to do their jobs.

A I like to avoid responsibilities and obligations.
B I like to be called upon to settle arguments and disputes between others.

A I would like to be a recognized authority in some job, profession, or field of specialization.
B I feel guilty whenever I have done something I know is wrong.

A I like to read about the lives of great men.
B I feel that I should confess the things that I have done that I regard as wrong.

A I like to plan and organize the details of any work that I have to undertake.
B When things go wrong for me, I feel that I am more to blame than anyone else.

49 **A** I like to use words which other people often do not know the meaning of.
B I feel that I am inferior to others in most respects.

50 **A** I like to criticize people who are in a position of authority.
B I feel timid in the presence of other people I regard as my superiors.

51 **A** I like to do my very best in whatever I undertake.
B I like to help other people who are less fortunate than I am.

52 **A** I like to find out what great men have thought about various problems in which I am interested.
B I like to be generous with my friends.

53 **A** I like to make a plan before starting in to do something difficult.
B I like to do small favors for my friends.

54 **A** I like to tell other people about adventures and strange things that have happened to me.
B I like my friends to confide in me and to tell me their troubles.

55 **A** I like to say what I think about things.
B I like to forgive my friends who may sometimes hurt me.

56 **A** I like to be able to do things better than other people can.
B I like to eat in new and strange restaurants.

57 **A** I like to conform to custom and to avoid doing things that people I respect might consider unconventional.
B I like to participate in new fads and fashions.

58 **A** I like to have my work organized and planned before beginning it.
B I like to travel and to see the country.

59 **A** I like people to notice and to comment upon my appearance when I am out in public.
B I like to move about the country and to live in different places.

60 **A** I like to be independent of others in deciding what I want to do.
B I like to do new and different things.

61 **A** I like to be able to say that I have done a difficult job well.
B I like to work hard at any job I undertake.

62 **A** I like to tell my superiors that they have done a good job on something, when I think they have.
B I like to complete a single job or task at a time before taking on others.

63 **A** If I have to take a trip, I like to have things planned in advance.
B I like to keep working at a puzzle or problem until it is solved.

64 **A** I sometimes like to do things just to see what effect it will have on others.
B I like to stick at a job or problem even when it may seem as if I am not getting anywhere with it.

65   **A**   I like to do things that other people regard as unconventional.
    B   I like to put in long hours of work without being distracted.

66   **A**   I would like to accomplish something of great significance.
    B   I like to kiss attractive persons of the opposite sex.

67   **A**   I like to praise someone I admire.
    B   I like to be regarded as physically attractive by those of the opposite sex.

68   **A**   I like to keep my things neat and orderly on my desk or workspace.
    B   I like to be in love with someone of the opposite sex.

69   **A**   I like to talk about my achievements.
    B   I like to listen to or to tell jokes in which sex plays a major part.

70   **A**   I like to do things in my own way and without regard to what others may think.
    B   I like to read books and plays in which sex plays a major part.

71   **A**   I would like to write a great novel or play.
    B   I like to attack points of view that are contrary to mine.

72   **A**   When I am in a group, I like to accept the leadership of someone else in deciding what the group is going to do.
    B   I feel like criticizing someone publicly if he deserves it.

73   **A**   I like to have my life so arranged that it runs smoothly and without much change in my plans.
    B   I get so angry that I feel like throwing and breaking things.

74   **A**   I like to ask questions which I know no one will be able to answer.
    B   I like to tell other people what I think of them.

75   **A**   I like to avoid responsibilities and obligations.
    B   I feel like making fun of people who do things that I regard as stupid.

76   **A**   I like to be loyal to my friends.
    B   I like to do my very best in whatever I undertake.

77   **A**   I like to observe how another individual feels in a given situation.
    B   I like to be able to say that I have done a difficult job well.

78   **A**   I like my friends to encourage me when I meet with failure.
    B   I like to be successful in things undertaken.

79   **A**   I like to be one of the leaders in the organizations and groups to which I belong.
    B   I like to be able to do things better than other people can.

80   **A**   When things go wrong for me, I feel that I am more to blame than anyone else.
    B   I like to solve puzzles and problems that other people have difficulty with.

81   **A**   I like to do things for my friends.
    B   When planning something, I like to get suggestions from other people whose opinions I respect.

82   **A**   I like to put myself in someone else's place and to imagine how I would feel in the same situation.
    B   I like to tell my superiors that they have done a good job on something, when I think they have.

83   **A**   I like my friends to be sympathetic and understanding when I have problems.
    B   I like to accept the leadership of people I admire.

84   **A**   When serving on a committee, I like to be appointed or elected chairman.
    B   When I am in a group, I like to accept the leadership of someone else in deciding what the group is going to do.

85   **A**   If I do something that is wrong, I feel that I should be punished for it.
    B   I like to conform to custom and to avoid doing things that people I respect might consider unconventional.

86   **A**   I like to share things with my friends.
    B   I like to make a plan before starting in to do something difficult.

87   **A**   I like to understand how my friends feel about various problems they have to face.
    B   If I have to take a trip, I like to have things planned in advance.

88   **A**   I like my friends to treat me kindly.
    B   I like to have my work organized and planned before beginning it.

89   **A**   I like to be regarded by others as a leader.
    B   I like to keep my letters, bills, and other papers neatly arranged and filed according to some system.

90   **A**   I feel that the pain and misery that I have suffered has done me more good than harm.
    B   I like to have my life so arranged that it runs smoothly and without much change in my plans.

91   **A**   I like to have strong attachments with my friends.
    B   I like to say things that are regarded as witty and clever by other people.

92   **A**   I like to think about the personalities of my friends and to try to figure out what makes them as they are.
    B   I sometimes like to do things just to see what effect it will have on others.

93   **A**   I like my friends to make a fuss over me when I am hurt or sick.
    B   I like to talk about my achievements.

94   **A**   I like to tell other people how to do their jobs.
    B   I like to be the center of attention in a group.

95   **A**   I feel timid in the presence of other people I regard as my superiors.
    B   I like to use words which other people often do not know the meaning of.

96   **A**   I like to do things with my friends rather than by myself.
    B   I like to say what I think about things.

97 A I like to study and to analyze the behavior of others.
   B I like to do things that other people regard as unconventional.

98 A I like my friends to feel sorry for me when I am sick.
   B I like to avoid situations where I am expected to do things in a conventional way.

99 A I like to supervise and to direct the actions of other people whenever I can.
   B I like to do things in my own way without regard to what others may think.

100 A I feel that I am inferior to others in most respects.
    B I like to avoid responsibilities and obligations.

101 A I like to be successful in things undertaken.
    B I like to form new friendships.

102 A I like to analyze my own motives and feelings.
    B I like to make as many friends as I can.

103 A I like my friends to help me when I am in trouble.
    B I like to do things for my friends.

104 A I like to argue for my point of view when it is attacked by others.
    B I like to write letters to my friends.

105 A I feel guilty whenever I have done something I know is wrong.
    B I like to have strong attachments with my friends.

106 A I like to share things with my friends.
    B I like to analyze my own motives and feelings.

107 A I like to accept the leadership of people I admire.
    B I like to understand how my friends feel about various problems they have to face.

108 A I like my friends to do many small favors for me cheerfully.
    B I like to judge people by why they do something—not by what they actually do.

109 A When with a group of people, I like to make the decisions about what we are going to do.
    B I like to predict how my friends will act in various situations.

110 A I feel better when I give in and avoid a fight, than I would if I tried to have my own way.
    B I like to analyze the feelings and motives of others.

111 A I like to form new friendships.
    B I like my friends to help me when I am in trouble.

112 A I like to judge people by why they do something—not by what they actually do.
    B I like my friends to show a great deal of affection toward me.

113 A I like to have my life so arranged that it runs smoothly and without much change in my plans.
    B I like my friends to feel sorry for me when I am sick.

114 A I like to be called upon to settle arguments and disputes between others.
    B I like my friends to do many small favors for me cheerfully.

115 A I feel that I should confess the things that I have done that I regard as wrong.
    B I like my friends to sympathize with me and to cheer me up when I am depressed.

116 A I like to do things with my friends rather than by myself.
    B I like to argue for my point of view when it is attacked by others.

117 A I like to think about the personalities of my friends and to try to figure out what makes them as they are.
    B I like to be able to persuade and influence others to do what I want to do.

118 A I like my friends to sympathize with me and to cheer me up when I am depressed.
    B When with a group of people, I like to make the decisions about what we are going to do.

119 A I like to ask questions which I know no one will be able to answer.
    B I like to tell other people how to do their jobs.

120 A I feel timid in the presence of other people I regard as my superiors.
    B I like to supervise and to direct the actions of other people whenever I can.

121 A I like to participate in groups in which the members have warm and friendly feelings toward one another.
    B I feel guilty whenever I have done something I know is wrong.

122 A I like to analyze the feelings and motives of others.
    B I feel depressed by my own inability to handle various situations.

123 A I like my friends to feel sorry for me when I am sick.
    B I feel better when I give in and avoid a fight, than I would if I tried to have my own way.

124 A I like to be able to persuade and influence others to do what I want.
    B I feel depressed by my own inability to handle various situations.

125 A I like to criticize people who are in a position of authority.
    B I feel timid in the presence of other people I regard as my superiors.

126 A I like to participate in groups in which the members have warm and friendly feelings toward one another.
    B I like to help my friends when they are in trouble.

127 A I like to analyze my own motives and feelings.
    B I like to sympathize with my friends when they are hurt or sick.

128 A I like my friends to help me when I am in trouble.
    B I like to treat other people with kindness and sympathy.

129 A I like to be one of the leaders in the organizations and groups to which I belong.
    B I like to sympathize with my friends when they are hurt or sick.

5

130 A I feel that the pain and misery that I have suffered has done me more good than harm.
   B I like to show a great deal of affection toward my friends.

131 A I like to do things with my friends rather than by myself.
   B I like to experiment and to try new things.

132 A I like to think about the personalities of my friends and to try to figure out what makes them as they are.
   B I like to try new and different jobs—rather than to continue doing the same old things.

133 A I like my friends to be sympathetic and understanding when I have problems.
   B I like to meet new people.

134 A I like to argue for my point of view when it is attacked by others.
   B I like to experience novelty and change in my daily routine.

135 A I feel better when I give in and avoid a fight, than I would if I tried to have my own way.
   B I like to move about the country and to live in different places.

136 A I like to do things for my friends.
   B When I have some assignment to do, I like to start in and keep working on it until it is completed.

137 A I like to analyze the feelings and motives of others.
   B I like to avoid being interrupted while at my work.

138 A I like my friends to do many small favors for me cheerfully.
   B I like to stay up late working in order to get a job done.

139 A I like to be regarded by others as a leader.
   B I like to put in long hours of work without being distracted.

140 A If I do something that is wrong, I feel that I should be punished for it.
   B I like to stick at a job or problem even when it may seem as if I am not getting anywhere with it.

141 A I like to be loyal to my friends.
   B I like to go out with attractive persons of the opposite sex.

142 A I like to predict how my friends will act in various situations.
   B I like to participate in discussions about sex and sexual activities.

143 A I like my friends to show a great deal of affection toward me.
   B I like to become sexually excited.

144 A When with a group of people, I like to make the decisions about what we are going to do.
   B I like to engage in social activities with persons of the opposite sex.

145 A I feel depressed by my own inability to handle various situations.
   B I like to read books and plays in which sex plays a major part.

146 A I like to write letters to my friends.
   B I like to read newspaper accounts of murders and other forms of violence.

147 A I like to predict how my friends will act in various situations.
   B I like to attack points of view that are contrary to mine.

148 A I like my friends to make a fuss over me when I am hurt or sick.
   B I feel like blaming others when things go wrong for me.

149 A I like to tell other people how to do their jobs.
   B I feel like getting revenge when someone has insulted me.

150 A I feel that I am inferior to others in most respects.
   B I feel like telling other people off when I disagree with them.

151 A I like to help my friends when they are in trouble.
   B I like to do my very best in whatever I undertake.

152 A I like to travel and to see the country.
   B I like to accomplish tasks that others recognize as requiring skill and effort.

153 A I like to work hard at any job I undertake.
   B I would like to accomplish something of great significance.

154 A I like to go out with attractive persons of the opposite sex.
   B I like to be successful in things undertaken.

155 A I like to read newspaper accounts of murders and other forms of violence.
   B I would like to write a great novel or play.

156 A I like to do small favors for my friends.
   B When planning something, I like to get suggestions from other people whose opinions I respect.

157 A I like to experience novelty and change in my daily routine.
   B I like to tell my superiors that they have done a good job on something, when I think they have.

158 A I like to stay up late working in order to get a job done.
   B I like to praise someone I admire.

159 A I like to become sexually excited.
   B I like to accept the leadership of people I admire.

160 A I feel like getting revenge when someone has insulted me.
   B When I am in a group, I like to accept the leadership of someone else in deciding what the group is going to do.

161 A I like to be generous with my friends.
   B I like to make a plan before starting in to do something difficult.

6

162   **A**   I like to meet new people.
      B   Any written work that I do I like to have precise, neat, and well organized.

163   **A**   I like to finish any job or task that I begin.
      B   I like to keep my things neat and orderly on my desk or workspace.

164   **A**   I like to be regarded as physically attractive by those of the opposite sex.
      B   I like to plan and organize the details of any work that I have to undertake.

165   **A**   I like to tell other people what I think of them.
      B   I like to have my meals organized and a definite time set aside for eating.

166   **A**   I like to show a great deal of affection toward my friends.
      B   I like to say things that are regarded as witty and clever by other people.

167   **A**   I like to try new and different jobs—rather than to continue doing the same old things.
      B   I sometimes like to do things just to see what effect it will have on others.

168   **A**   I like to stick at a job or problem even when it may seem as if I am not getting anywhere with it.
      B   I like people to notice and to comment upon my appearance when I am out in public.

169   **A**   I like to read books and plays in which sex plays a major part.
      B   I like to be the center of attention in a group.

170   **A**   I feel like blaming others when things go wrong for me.
      B   I like to ask questions which I know no one will be able to answer.

171   **A**   I like to sympathize with my friends when they are hurt or sick.
      B   I like to say what I think about things.

172   **A**   I like to eat in new and strange restaurants.
      B   I like to do things that other people regard as unconventional.

173   **A**   I like to complete a single job or task at a time before taking on others.
      B   I like to feel free to do what I want to do.

174   **A**   I like to participate in discussions about sex and sexual activities.
      B   I like to do things in my own way without regard to what others may think.

175   **A**   I get so angry that I feel like throwing and breaking things.
      B   I like to avoid responsibilities and obligations.

176   **A**   I like to help my friends when they are in trouble.
      B   I like to be loyal to my friends.

177   **A**   I like to do new and different things.
      B   I like to form new friendships.

178   **A**   When I have some assignment to do, I like to start in and keep working on it until it is completed.
      B   I like to participate in groups in which the members have warm and friendly feelings toward one another.

179   **A**   I like to go out with attractive persons of the opposite sex.
      B   I like to make as many friends as I can.

180   **A**   I like to attack points of view that are contrary to mine.
      B   I like to write letters to my friends.

181   **A**   I like to be generous with my friends.
      B   I like to observe how another individual feels in a given situation.

182   **A**   I like to eat in new and strange restaurants.
      B   I like to put myself in someone else's place and to imagine how I would feel in the same situation.

183   **A**   I like to stay up late working in order to get a job done.
      B   I like to understand how my friends feel about various problems they have to face.

184   **A**   I like to become sexually excited.
      B   I like to study and to analyze the behavior of others.

185   **A**   I feel like making fun of people who do things that I regard as stupid.
      B   I like to predict how my friends will act in various situations.

186   **A**   I like to forgive my friends who may sometimes hurt me.
      B   I like my friends to encourage me when I meet with failure.

187   **A**   I like to experiment and to try new things.
      B   I like my friends to be sympathetic and understanding when I have problems.

188   **A**   I like to keep working at a puzzle or problem until it is solved.
      B   I like my friends to treat me kindly.

189   **A**   I like to be regarded as physically attractive by those of the opposite sex.
      B   I like my friends to show a great deal of affection toward me.

190   **A**   I feel like criticizing someone publicly if he deserves it.
      B   I like my friends to make a fuss over me when I am hurt or sick.

191   **A**   I like to show a great deal of affection toward my friends.
      B   I like to be regarded by others as a leader.

192   **A**   I like to try new and different jobs—rather than to continue doing the same old things.
      B   When serving on a committee, I like to be appointed or elected chairman.

193   **A**   I like to finish any job or task that I begin.
      B   I like to be able to persuade and influence others to do what I want.

194 A I like to participate in discussions about sex and sexual activities.

   B I like to be called upon to settle arguments and disputes between others.

195 A I get so angry that I feel like throwing and breaking things.

   B I like to tell other people how to do their jobs.

196 A I like to show a great deal of affection toward my friends.

   B When things go wrong for me, I feel that I am more to blame than anyone else.

197 A I like to move about the country and to live in different places.

   B If I do something that is wrong, I feel that I should be punished for it.

198 A I like to stick at a job or problem even when it may seem as if I am not getting anywhere with it.

   B I feel that the pain and misery that I have suffered has done me more good than harm.

199 A I like to read books and plays in which sex plays a major part.

   B I feel that I should confess the things that I have done that I regard as wrong.

200 A I feel like blaming others when things go wrong for me.

   B I feel that I am inferior to others in most respects.

201 A I like to do my very best in whatever I undertake.

   B I like to help other people who are less fortunate than I am.

202 A I like to do new and different things.

   B I like to treat other people with kindness and sympathy.

203 A When I have some assignment to do, I like to start in and keep working on it until it is completed.

   B I like to help other people who are less fortunate than I am.

204 A I like to engage in social activities with persons of the opposite sex.

   B I like to forgive my friends who may sometimes hurt me.

205 A I like to attack points of view that are contrary to mine.

   B I like my friends to confide in me and to tell me their troubles.

206 A I like to treat other people with kindness and sympathy.

   B I like to travel and to see the country.

207 A I like to conform to custom and to avoid doing things that people I respect might consider unconventional.

   B I like to participate in new fads and fashions.

208 A I like to work hard at any job I undertake.

   B I like to experience novelty and change in my daily routine.

209 A I like to kiss attractive persons of the opposite sex.

   B I like to experiment and to try new things.

210 A I feel like telling other people off when I disagree with them.

   B I like to participate in new fads and fashions.

211 A I like to help other people who are less fortunate than I am.

   B I like to finish any job or task that I begin.

212 A I like to move about the country and to live in different places.

   B I like to put in long hours of work without being distracted.

213 A If I have to take a trip, I like to have things planned in advance.

   B I like to keep working at a puzzle or problem until it is solved.

214 A I like to be in love with someone of the opposite sex.

   B I like to complete a single job or task before taking on others.

215 A I like to tell other people what I think of them.

   B I like to avoid being interrupted while at my work.

216 A I like to do small favors for my friends.

   B I like to engage in social activities with persons of the opposite sex.

217 A I like to meet new people.

   B I like to kiss attractive persons of the opposite sex.

218 A I like to keep working at a puzzle or problem until it is solved.

   B I like to be in love with someone of the opposite sex.

219 A I like to talk about my achievements.

   B I like to listen to or to tell jokes in which sex plays a major part.

220 A I feel like making fun of people who do things that I regard as stupid.

   B I like to listen to or to tell jokes in which sex plays a major part.

221 A I like my friends to confide in me and to tell me their troubles.

   B I like to read newspaper accounts of murders and other forms of violence.

222 A I like to participate in new fads and fashions.

   B I feel like criticizing someone publicly if he deserves it.

223 A I like to avoid being interrupted while at my work.

   B I feel like telling other people off when I disagree with them.

224 A I like to listen to or to tell jokes in which sex plays a major part.

   B I feel like getting revenge when someone has insulted me.

225 A I like to avoid responsibilities and obligations.

   B I feel like making fun of people who do things that I regard as stupid.

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