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UNIVERSITY STUDENT'S SELF-PERCEPTION OF SELECTED
CHARACTERISTICS RELATED TO SEX
AND TO ORDINAL POSITION

THESIS

Presented to the Graduate Council of the
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By

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Nineteen selected self-perception characteristics of university students were related to sex and to ordinal position. The 60 selected males and 120 selected females were enrolled during the summer of 1976 at North Texas State University in Denton County, Texas.

A self-rating, group-administered instrument was originated for collecting information. Ordinal positions were only child, first-born with later siblings, intermediate, and last-born. The intermediates had the most positive self-perceptions. Of the males, intermediates were highest and only children lowest. Of the females, only children reported more positive self-perceptions. Females had more positive self-perceptions than males. Effects of ordinal positions tended to depend on the child's sex.

Further study was recommended utilizing a larger, more varied population.

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CHAPTER I

INTRODUCTION

A descriptive study of selected self-perception characteristics of the university student is necessary to obtain a basic foundation for understanding the self-concept. Such a study is necessary for the reason that the self-rating of specifically defined self-perception characteristics by the university student can provide insight into the student's concept of self. Felker states that "self-evaluation can contribute to the maintenance of a positive self-concept" provided that the evaluation is both realistic and accurate (7, p. 75). Authoritative findings regarding self-perception of selected university students are essential if relevant information is to evolve concerning self-perception as related to sex and ordinal position.

In the past, many individuals have investigated specific characteristics in young children and related the characteristics to ordinal position. Research information is inadequate concerning traits in university students, self-perception of the traits, and the relationship of self-perception to sex and ordinal position. Child development authorities are in general agreement that personality is partially shaped by one's order of birth into a family (20, 21).

Self-perception of the college-age individual has been investigated by Bigner (4) and Koenig (11) during the past decade. For the purposes of assessing self-attitudes Kuhn's Twenty Statements Test was administered in each of the inquiries. Subjects were asked to complete the statement "I am" in twenty spaces. First-borns in the Koenig study evidenced a greater need for social affiliation than did later-borns and the Bigner investigation concluded that self-description is influenced by sibling position. The use of a more clearly defined instrument for the self-rating of selected characteristics and a more extensive categorization of subjects indicates the possibility for a new understanding of self-perception related to ordinal position, and thus a need for further study.

The study was undertaken to obtain information regarding the identification of selected self-perception characteristics from a selected group of university students attending North Texas State University in Denton County, Texas during the summer of 1976. The purposes of the investigation were to consider the degree of occurrence of the selected characteristics and to provide a comparison by sex and a comparison by ordinal position: only child, first-born with later siblings, intermediate, and last-born.

Review of Literature

"Self-Perception," the self-constructed instrument used in the collection of self-perception information, was

designed as a result of the review of literature because of the yielding of pertinent information concerning self-perception, self-concept and self-evaluation (Appendix A). A self-designed instrument was necessary to elicit the type of information desired. Specific personality traits listed as desirable in a mature, well-adjusted individual were repeatedly mentioned in the review of literature. Traits mentioned most often were selected as self-perception items by the individual conducting the study. Degrees of desirability of each trait were then selected for the self-rating choices of each item.

To facilitate the review of literature and the purposes of discussion, the material was divided into five categories: Social Adjustment, Emotional Adjustment, Common Sense, Personality Adjustment and Morality. Social Adjustment includes Friendship, Friendliness and Cheerfulness, Sense of Humor, Communication, Cooperation, Loyalty and Trust, and Accepting Authority. Emotional Adjustment involves Expressing Affection and Handling Conflicts. Common Sense encompasses Facing Reality, Responsibility, Decision-Making and Problem-Solving, Perseverance, Timeliness and Philosophy of Life. Personality Adjustment includes Acceptance, Confidence, and Improvement. Morality, the final item for discussion, was considered as a separate category because the review of literature revealed that morality implies a standard of behavior different from those of the aforementioned items (9).

Social Adjustment

Learning socially approved behavior is a necessary developmental task of childhood (9). As a child grows older and daily contacts with others increase, the need for social adjustment becomes evident. Social adjustments are a necessity if harmonious relationships are to exist (10, p. 353).

Cheerfulness, a socially desirable trait, enhances a person's attractiveness in the other person's eyes (10, pp. 298-299). According to current sources, friendliness toward others, interest in others and the enjoyment of the company of others are also highly desirable attributes (9, 12, 16). Hurlock suggests that qualities of extroversion and gregariousness, both indicative of a cheerful, friendly individual, have a high incidence of frequency in second-borns and last-borns, while introversion has a high incidence of frequency in first-borns and middle-borns (9, p. 481). Schwendiman, Larsen and Parks also report that second-borns are more cheerful than first-borns (17).

An extroverted individual would be more experienced in intercommunication than would an introverted individual. Good communication techniques are important if a rapport is to exist between two people. An open, tactful, discreet approach to communication can enhance an already attractive personality (8, 16). The ability to listen is also an asset to good communication (13).

Several sources are in agreement that a sense of humor is an admirable trait in any personality (2, 9, 10, 13, 16). Information is inadequate concerning the possible relationship between sense of humor and ordinal position, yet it has been reported that siblings are very influential in the formation of characteristics of a fellow sibling (19, 20). Research indicates that if a child has no siblings that child will be influenced by the personality of the parents (20), thus disclosing a possible explanation for recognizable similarities of characteristics among members of the same family.

Three findings reported by Landis and Landis (13) relate to friendships. Self-centeredness and selfishness are clearly definable as negative qualities which hinder harmonious interpersonal relationships. An individual habitually exhibiting such traits will undoubtedly have difficulty maintaining friendships. Conversely, a mature person, interested in meeting the needs of others in interpersonal relationships, will increase the likelihood of satisfying friendships.

A cooperative attitude exemplifies a willingness to work with others in a total effort, regardless of the absence of personal rewards and acknowledgement (16). Weiner reports that first-borns display a tendency toward independence and high achievement (21). As a result of

one's need for high achievement, a competitive attitude may prevail, thus inhibiting cooperation with others (9).

An individual's capacity for loyalty and trustworthiness may well be governed by his genuine concern for others. The person continually looking out for himself before considering the needs or feelings of others may have the loyalty and trust of only a very few persons. Authoritative findings relating characteristics of loyalty and trust to ordinal position are inadequate, yet sources reveal that traits of loyalty and trust are highly desirable in any human being (9, 12, 16).

The acceptance of authority has been reported to be difficult for high school students (16). Though the same research study did not relate the acceptance of authority to ordinal position, concurrence exists among several sources that first-borns tend to be more conforming than later-borns (9, 11, 23). A study by Bragg and Allen (6) revealed that females generally conform more than males, and that all first-borns tend to be influenced more than later-borns by adults in authority. The acceptance of authority and the ability to request assistance from persons in authority, when needed, are qualities of a mature individual (12).

Emotional Adjustment

Emotion implies an overt quality of behavior. The characteristics of expressing emotion and handling conflicts

have been classified as Emotional Adjustment because of the overt behavior often involved in each. Lawton has described the "well-adjusted" person as being able to display affection and anger in an appropriate and acceptable manner (15). A cold, rejecting disposition is as undesirable as a disposition that is easily angered and frustrated. Warmth, affection, anger, frustration, and tension are common emotions that, when expressed constructively, can intensify the satisfaction of interpersonal relationships (14, 16).

Common Sense

Items classified as Common Sense are facing reality, responsibility, decision-making and problem-solving, perseverance, timeliness, and philosophy of life.

The ability to accept reality is a trait of the well-adjusted individual (15, p. 213). Landis and Landis indicate that one's acceptance of reality is a sign of emotional maturity (13, pp. 57-58). A flexible, compromising person will have far less difficulty accepting things that cannot be changed, than will the person taking refuge from reality in wishful thinking and fantasy (5, 15).

The characteristic of responsibility has been cited by Landis and Landis (13) and Barrett-Lennard (3) as a maturity-related trait. An individual acting responsibly can be depended upon to carry a task through from start to completion even under difficulty (16, p. 12). A degree of independence is apparent when one is self-directing and can

take responsibility for his own actions (3, p. 100). Hurlock specifically cites the trait of responsibility as characteristic of the first-born child, while citing irresponsibility as a characteristic of the last-born child (9, p. 481).

The ability to think independently seems necessary if one is to make decisions and to solve problems with a minimum of conflict, worry and advice-seeking (15, p. 213). Barrett-Lennard reports that a mature person makes cautious, prudent decisions, and admits to an error in judgement without a loss of self-respect (3). A well-adjusted person abides by his own decisions and learns from defeats (15, p. 213). Weiner (21) cites independence and Hurlock (9) cites shrewdness as qualities of the first-born, both of which may well contribute to decision-making and problem-solving abilities.

Ryder has defined perseverance as the striving for goals (16). Poor self-awareness may allow one to be unrealistic concerning personal limitations (2, 3). Persistence in reaching goals despite setbacks (9), patience, and a knowledge of personal assets and limitations (2, 3) can contribute to a high degree of perseverance in an individual. Weiner states that first-borns tend to be more oriented toward achievement (30, p. 89), thus indicating a possible higher degree of perseverance in first-borns.

A sense of propriety and timeliness may well have to be learned through one's personal experiences. The postponement of temporary satisfaction and gratification is not always a simple task. Lawton states that the well-adjusted person can postpone immediate gratification and also act upon things that may be momentarily unpleasant (15). It was stated previously that first-borns in the Koenig study (11) evidenced a greater need for social affiliation than did later-borns. Hurlock also suggests that the first-born has a need for affiliation (9). The need for affiliation implies a need for membership or association with a group. Such a need may inhibit one from the postponement of gratification if such is not fitting at the time with the behavior of the group.

Writers have inferred that the individual, continually resorting to wishful thinking, may be unable to face the realities of life. The same may be stated about the person clinging to the past. A person's contentment with his assigned role in life reflects an optimistic philosophy of life. It seems likely that the same contented person would look forward to the pleasures that life brings with each age level (15, p. 213), rather than revert to the past for security and comfort. A study by Altus (1) revealed that first-borns tend to be better satisfied with assigned sex roles in life than do later-borns.

Personality Adjustment

Wylie states that one's feelings of self-acceptance embody a conscious recognition of one's own shortcomings and failings (22). The self-accepting individual with good emotional adjustment tries to see himself as others see him (12). Hurlock states that the first-born child, the middle child and the last-born child each suffer from feelings of either inferiority or inadequacy (9, p. 481). A person with a high level of self-acceptance will have self-respect despite recognized and admitted faults (22).

Self-acceptance and confidence in oneself imply an inner sense of well-being. Feelings of insecurity and inadequacy may cause a person to be less self-reliant and more dependent on others. Belief in oneself and feelings of self-assuredness seem to enable an individual to function independently (9). Weiner states that first-borns tend to be more independent than later-borns (21, p. 89), while Hurlock implies that the intermediate child is more independent than the first-born child (9). The self-confident individual can perhaps function independently as a result of the absence of fear of personal limitations (10).

Criticism, when offered in a constructive manner, may generate change. Feelings of self-acceptance embody a conscious recognition of one's own shortcomings. Serious self-evaluation or criticism from others may reveal such shortcomings. Regardless of the manner in which a person is

made aware of personal shortcomings or undesirable traits, it is the mature individual who can change such characteristics in the interest of self-improvement (13).

Morality

The quality of a person's moral behavior is governed by the absence or presence of internal control (9, p. 375; 18, p. 364). Such internal control is referred to by Hurlock (9) and Sears and his associates (18) as the conscience. An individual possessing high standards (18) of behavior and a sense of right and wrong is considered to have learned moral behavior (9). The personalities of the first-born child and the middle child, according to Hurlock (9), are prone to behavior disorders, thus indicating a possible problem in learning moral behavior.

Though the review of literature yielded either direct or indirect relationships of specific personality traits to ordinal positions of birth, it seems important to reiterate that many relationships which appear to be solid may only be strong tendencies.

Statement of the Problem

The problem of the study was to compare the self-perception of selected university students enrolled in North Texas State University during the summer, 1976 with selected characteristics.

Purposes of the Study

The purposes of the study were

1. To investigate the occurrence of nineteen selected self-perception characteristics in selected university students and to compare differences by sex.
2. To investigate the occurrence of nineteen selected self-perception characteristics in selected university students and to compare differences by ordinal position: only child, first-born with later siblings, intermediate, and last born.

Definition of Terms

The following definitions were used in the study:

1. Characteristics: traits, qualities, features.
2. First-born with later siblings: chronologically, the oldest of siblings.
3. Intermediate: any child other than the first-born, last-born, or only child.
4. Last-born: chronologically, the youngest of siblings.
5. Only child: an individual with no siblings.
6. Self-perception: self-concept, self-attitude, self-image, self-evaluation, self-understanding, self-awareness.

Limitations

The selection of the subjects itself and the small number of cases involved in some ordinal positions could limit the applicability of the study. The students consisted of graduate and undergraduate men and women enrolled in selected classes at North Texas State University during the summer of 1976.

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CHAPTER II

PROCEDURE

The study investigated the self-perception of a selected group of university students attending North Texas State University in Denton County, Texas during the summer of 1976. The purposes of the investigation were to consider the degree of occurrence of selected self-perception characteristics and to provide a comparison by sex, and a comparison by ordinal positions: only child, first-born with later siblings, intermediate, and last-born. "Self-Perception," the self-rating instrument used in the collection of data, was designed to elicit information regarding each individual student, and each student's self-perception (Appendix).

The format of the self-constructed instrument was formulated for purposes of ease in both reading and self-rating. A separate answer sheet was utilized to facilitate later ease in tabulation and organization (Appendix). The "Self-Perception" rating scale was developed by utilizing the methods reported by Good and Scates (1). The validity was judged in light of various types of evidence.

1. The questions are relevant to the subject and saturated with the subject. A minimum of three reliable sources were utilized for establishment of the statements.

2. The instrument does cover many facets of the subject, and there is no duplication of the items. Items used are those most often mentioned in the review of literature.
3. As a result of construction, revision and pretesting, the statements are clear and unambiguous.
4. The responses show a range of variation. Sometimes the range is not large and at other times it is greater.

Thirteen sources were used in originating the instrument.

The questionnaire was designed, and child development specialists reviewed the questionnaire and recommended revisions prior to pretesting. Revisions were made by the individual conducting the study, then the instrument was pretested. Pretesting of the instrument was conducted under the supervision and in the presence of the individual conducting the study. University students enrolled at North Texas State University in Denton County, Texas during the Spring Semester, 1976, participated in the pretesting situation. Modifications were made in the questionnaire after the pretesting.

The self-perception instrument used in the collection of data consists of twenty-seven items, the first eight of which were designed to elicit descriptive information only: classification, sex, age, race, marital status, ordinal position, twin, and adopted. The remaining nineteen self-perception items were selected for the purpose of personality self-rating by selected university students.

University students participating in the study received verbal and written instructions for completion of the self-rating instrument and answer sheet. Students were directed to select the answers that corresponded with the correct self-information on the rating scale, and to circle the appropriate number on the separate answer sheet. A self-rating of one was considered to be the lowest and least desirable score while a self-rating of three was considered to be the highest and most desirable score and behavior.

The following verbal instructions were read prior to the distribution of the rating scales and answer sheets:

Good morning. Your cooperation will be greatly appreciated in the development of my thesis. Please complete the rating scale following the directions at the top of page one.

Your identity will be of no use to me in my research, therefore it is unnecessary for you to write your name anywhere on the rating scale or answer sheet.

The following verbalization was made after the completed answer sheets and the rating scales were collected:

Thank you for these ten minutes of your time, and thank you Dr./Mr./Ms. _____.

Because a high percentage of returns was desirable, the questionnaires were completed in the presence of and under the supervision of the individual conducting the study.

Basic sources of data for the study were 180 university students enrolled in selected Home Economics and Education courses at North Texas State University in Denton County, Texas during the summer of 1976. Male and female graduate

and undergraduate students participated, and the ages of the subjects ranged from seventeen to fifty years. The total population of the study was a combination of Caucasian, Black, Latin American, and other ethnic backgrounds. Participating students were either married, single, divorced, widowed, or separated (broken or troubled marriage).

Information was gathered regarding the possible status of a student's being a twin or as having been adopted. Information regarding each student's ordinal position--only child, first-born with later siblings, intermediate or last-born--was also collected.

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CHAPTER III

ANALYSIS OF DATA

The self-perception of a selected group of university students attending North Texas State University in Denton County, Texas during the summer of 1976, was investigated in the study. The purposes of the investigation were to consider the degree of occurrence of selected self-perception characteristics and to provide a comparison by sex, and a comparison by ordinal positions--only child, first-born with later siblings, intermediate, and last-born. Information regarding each individual student, and each student's self-perception, was gathered through the use of a self-rating instrument. (See Appendix.)

Basic sources of data for the study were 180 university students enrolled in selected Home Economics and Education courses at North Texas State University in Denton County, Texas during the summer of 1976. Both male and female graduate and undergraduate students participated in the responses. The ages of the students ranged from seventeen to fifty years and the total population was a combination of Caucasian, Black, Latin American, and other ethnic backgrounds. Students participating in the study were either married, single, divorced, widowed, or separated (broken

or troubled marriage). Information was gathered to determine the number of twins and adopted students participating in the study. Information was also gathered regarding each student's ordinal position--only child, first-born with later siblings, intermediate, or last-born.

"Self-Perception," the instrument used in the collection of self-perception information, was constructed and designed as a result of the pertinent information yielded in the review of literature concerning self-perception, self-concept, and self-evaluation. Thirteen sources were used in originating the instrument. The questionnaire was designed and revised after evaluations were secured. Pretesting of the instrument was conducted under the supervision and in the presence of the individual conducting the study. University students enrolled at North Texas State University in Denton County, Texas during the Spring Semester, 1976, participated in the pretesting situation. The responses and evaluations were examined, and modifications were made so that the questionnaire could be utilized with large groups.

Twenty-seven self-rating items were included in the questionnaire. The first eight items were designed to elicit specific descriptive information regarding each individual student--classification, sex, age, ethnic background, marital status, ordinal position, twin and adopted. The remaining nineteen self-rating items were designed to gather self-evaluative information that would indicate each

student's perception, or concept of self. A self-rating item of one was considered to be the lowest and least desirable score and behavior, while a self-rating item of three was the highest and most desirable score and behavior.

Self-Perception of Students

One hundred eighty university students completed the "Self-Perception" questionnaire. Of the total number of students participating in the study, 60 students were males and 120 students were females. The male population constituted 33 per cent of the subjects and the females 67 per cent.

Ordinal positions designated for use in the study were only child, first-born with later siblings, intermediate, and last-born. One hundred eighty students yielded 28 only children, 52 first-borns with later siblings, 48 intermediates, and 52 last-born students. (See Table I.)

Only children in the study thus represented approximately 16 per cent, first-borns with later siblings represented approximately 29 per cent, intermediates represented approximately 27 per cent, and last-borns represented approximately 29 per cent of the participating subjects.

Classification of the 180 selected students participating yielded two freshmen, four sophomores, seventeen juniors, 54 seniors, and 103 graduate students. (See Table II.)

TABLE I
 NUMBERS AND PERCENTAGES OF 180 SELECTED UNIVERSITY
 STUDENTS, DENTON, TEXAS 1976, BY ORDINAL
 POSITION AND SEX

Ordinal Position	Number		Per Cent	
	Male	Female	Male	Female
Only Child	6	22	3.33	12.22
First-Born	20	32	11.11	17.78
Intermediate	15	33	8.33	18.33
Last-Born	19	33	10.55	18.33

Of the 60 male students, one was a freshman, one was a sophomore, two were juniors, four were seniors, and 52 were graduate students. One hundred twenty female students

TABLE II
 CLASSIFICATION OF 180 SELECTED UNIVERSITY
 STUDENTS, DENTON, TEXAS 1976

Classification	Number of Students	Per Cent
Freshman	2	1.11
Sophomore	4	2.22
Junior	17	9.44
Senior	54	30.00
Graduate	103	57.22

participated in the study. One female was a freshman, three were sophomores, 15 were juniors, 50 were seniors, and 51 were graduate students. The 103 graduate students represented a majority of the 180 students. Freshmen students were the least represented classification. Only two of the 180 students were freshmen.

Seventeen to 50 years was the age range of the 60 male and the 120 female participants. Nine males and 57 females were in the 17 to 22 year age range, 19 males and 32 females were in the 23 to 28 year age range, 17 males and 18 females were in the 29 to 34 year age range, seven males and six females were in the 35 to 40 year age range, and eight males and seven females were in the 41 to 50 year age range. More male students were in the 23 to 28 year age range than in any other age range. The 17 to 22 year age range claimed more of the female students than did any other age range utilized. Both males and females had the least representation in the 35 to 40 year age range. Seven male students and six female students were in the 35 to 40 year age range. (See Table III.)

Caucasian, Black, Latin American and other ethnic groups participated in the study. Students belonging to ethnic groups differing from those specifically listed, were classified as "other." Fifty-one of the 60 male students and 99 of the female students were Caucasian. A total of 150 of the 180 students involved were Caucasian, thus representing

TABLE III

AGE RANGE OF 60 MALE AND 120 FEMALE SELECTED
UNIVERSITY STUDENTS, DENTON, TEXAS 1976

Age Range	Number		Per Cent	
	Male	Female	Male	Female
17-22	9	57	15.00	47.50
23-28	19	32	31.67	26.67
29-34	17	18	28.33	15.00
35-40	7	6	11.67	5.00
41-50	8	7	13.33	5.83

a large majority of the total population. The remaining participants included 3 Black males, 16 Black females, 5 Latin American males, and 3 Latin American females. Only 1 male and 2 females were classified as members of "other" ethnic groups.

The marital status of each of the 180 students was gathered through the use of 5 categories--married, single, divorced, widowed, and separated (broken or troubled marriage). Married male students numbered 37, and represented the majority of the total males. The number of married female students participating was 48. Twenty single male students and 63 single female students were represented. Single female students represented the majority of the total females. Two males and 8 females were

divorced, and none were widowed. One male and 1 female were separated at the time. (See Table IV.)

TABLE IV
MARITAL STATUS OF 60 MALE AND 120 FEMALE SELECTED
UNIVERSITY STUDENTS, DENTON, TEXAS 1976

Marital Status	Number		Per Cent	
	Male	Female	Male	Female
Married	37	48	61.67	40.00
Single	20	63	33.33	52.50
Divorced	2	8	3.33	6.67
Widowed	0	0	0	0
Separated*	1	1	1.67	.83

*Broken or troubled marriage.

The final two self-perception items for gathering descriptive information were utilized to determine whether or not each participant in the study was a twin sibling or an adopted child. Two of the 120 females were twins, and 4 female students were adopted. None of the male students participating in the study were twins, and only 1 of the 60 male students was adopted.

Self-Perception by Sex

Sixty male students and 120 female students comprised the 180 selected university students. A comparison of

self-perception responses was done on the basis of sex. (See Table V and Table VI.)

A comparison by sex was necessary to ascertain similarities and differences in the 19 responses chosen by males and females. The 19 items were designed to elicit self-perception information from each student. The number of males and females responding to an item, utilizing a self-rating of 1, 2, or 3, was recorded for comparison with the 60 males, the 120 females, and the total 180 students.

Mean, median, and modal scores for the males and females were computed for each of the 19 self-perception items. A comparison by sex, per self-perception item, was therefore facilitated.

An item rated 1, considered to be the lowest and least desirable score and behavior, was least often chosen by the 180 students, regardless of sex. Three, the highest and most desirable self-rating score, was most often chosen by the total group, regardless of sex, for 13 of the 19 self-perception items. The most highly scored items were Friendship, Sense of Humor, Cooperation, Loyalty and Trust, Accepting Authority, Expressing Affection, Facing Reality, Responsibility, Perseverance, Timeliness, Philosophy of Life, Acceptance and Morality. A self-rating score of 2 was most often chosen by the total population, regardless of sex, for 6 of the 19 self-perception items. The self-perception items most often scored with a self-rating of 2

TABLE V--Continued

Self-Perception Items	Rat- ings	Students		Total	Mean		Mean of Means	Median		Mode		Total
		Male	Female		Male	Female		Male	Female	Male	Female	
16. Acceptance	1	0	1	1								
	2	25	39	64	2.58	2.66	2.62	3.0	3.0	3.0	3.0	3.0
	3	35	80	115								
17. Confidence	1	2	4	6								
	2	30	69	99	2.43	2.36	2.40	2.0	2.0	2.0	2.0	2.0
	3	28	47	75								
18. Improvement	1	5	6	11								
	2	39	89	128	2.18	2.16	2.17	2.0	2.0	2.0	2.0	2.0
	3	16	25	41								
19. Morality	1	0	0	0								
	2	12	31	43	2.80	2.74	2.78	3.0	3.0	3.0	3.0	3.0
	3	48	89	137								

*Self-rating of one is lowest and least desirable score.

**Self-rating of three is highest and most desirable score.

TABLE VI

RESPONSE CHOICE TOTALS AND PERCENTAGES OF 60 MALE AND 120 FEMALE
SELECTED UNIVERSITY STUDENTS, DENTON, TEXAS 1976, BY SEX

Self-Perception Items	Students				Total Per Cent	
	Male		Female			
	Total	Per Cent	Total	Per Cent		
Number and Percentages in Study	60	33.33	120	66.66	180	100.00
1. <u>Friendship</u>						
1--self-centered, selfish, egocentric	4	6.66	1	.83	5	2.78
2--seems happy in own group, not too interested in broadening circle of friends	11	18.33	22	18.33	33	18.33
3--tries to meet and understand emotional needs of others in human relationships, sympathetic	45	75.00	97	80.83	142	78.89
2. <u>Friendliness and Cheerfulness</u>						
1--introverted; uncomfortable with other people	5	8.33	2	1.66	7	3.89
2--enjoys company of others; good-natured	42	70.00	88	73.33	130	72.22
3--gregarious, extroverted; tries to see that others have a good time	13	21.67	30	25.00	43	23.89
3. <u>Sense of Humor</u>						
1--uses sarcasm and ridicule to create laughs, can't take a joke	5	8.33	4	3.33	9	5.00
2--usually a good sport; rarely laughs at another's expense	28	46.67	53	44.17	81	45.00
3--can laugh at self; meets troubles and irritations of everyday life with a smile	27	45.00	63	52.50	90	50.00

TABLE VI--Continued

Self-Perception Items	Students				Total	Total Per Cent
	Male		Female			
	Total	Per Cent	Total	Per Cent		
4. <u>Communication</u>						
1--lacks discretion and wise judgement in approach to others; poor listener	1	1.67	6	5.00	7	3.89
2--perception of the right thing to say and do	29	48.33	61	50.83	90	50.00
3--can disagree agreeably; discreet, tactful	30	50.00	53	44.17	83	46.11
5. <u>Cooperation</u>						
1--competitive; works with others grudgingly, seeks out easiest task	2	3.33	1	.83	3	1.67
2--helpful to others if asked; expects full credit for work done	36	60.00	45	37.50	81	45.00
3--always willing to carry share of load in any group activity; interested in total effort and not in own rewards	22	36.66	74	61.67	96	53.33
6. <u>Loyalty and Trust</u>						
1--unable to carry through with agreements, looks out for self before others	0	0	5	4.17	5	2.78
2--does not gossip; usually trustworthy	12	20.00	13	10.83	25	13.89
3--loyal to friends; can be counted on	48	80.00	102	85.00	150	83.33
7. <u>Accepting Authority</u>						
1--hostile feelings toward authority figures, resists directions of superiors	5	8.33	3	2.50	8	4.44

TABLE VI--Continued

Self-Perception Items	Students				Total	Total Per Cent
	Male		Female			
	Total	Per Cent	Total	Per Cent		
2--usually respectful, follows directions fairly well	21	35.00	43	35.83	64	35.56
3--can comply even when in disagreement; seeks help of those in authority when needed	34	56.67	74	61.67	108	60.00
8. <u>Expressing Affection</u>						
1--cold, rejecting, unaffectionate	7	11.67	2	1.67	9	5.00
2--usually able to express warmth and affection overtly	37	61.67	42	35.00	79	43.89
3--demonstrates affection directly in acts that are fitting in amount and kind	16	26.67	76	63.33	92	51.11
9. <u>Handling Conflicts</u>						
1--angers easily; takes frustrations out on others	0	0	9	7.50	9	5.00
2--reasonable control over temper; fairly good control over frustration	33	55.00	75	62.50	108	60.00
3--controls temper; releases tensions constructively	27	45.00	36	30.00	63	35.00
10. <u>Facing Reality</u>						
1--unable to face disagreeable realities; feels world is against one; wishful thinker	2	3.33	3	2.50	5	2.78
2--usually willing to face favorable and unfavorable conditions of life	25	41.67	45	37.50	70	38.89

TABLE VI--Continued

Self-Perception Items	Students				Total	Total Per Cent
	Male		Female			
	Total	Per Cent	Total	Per Cent		
3--can compromise, accepts things that can't be changed; is flexible	33	55.00	72	60.00	105	58.33
11. <u>Responsibility</u> 1--unwilling to accept responsibility; abandons task if difficult; unlikely to be punctual 2--usually accepts responsibility and carries a task through to completion on time 3--very dependable; can accept responsibility and carry through even under difficulty	1	1.67	1	.83	2	1.11
12. <u>Decision-Making and Problem-Solving</u> 1--avoids making decisions, makes snap judgements; uses scapegoats if own decisions fail 2--fairly accurate judgement; often hesitates if unsure; thinks for oneself; usually abides by own choices 3--can make decisions with minimum of worry, conflict and advice-seeking; learns from defeats	19	31.67	47	39.17	66	36.67
13. <u>Perseverance</u> 1--unrealistically high goals; often tires of tasks before completion	40	66.67	72	60.00	112	62.22
	0	0	4	3.33	4	2.22
	31	51.67	75	62.50	106	58.89
	29	48.33	41	34.16	70	38.89
	4	6.67	7	5.83	11	6.11

TABLE VI--Continued

Self-Perception Items	Students				Total	Total Per Cent
	Male		Female			
	Total	Per Cent	Total	Per Cent		
2--works to capacity trying to reach goals; usually finishes what is begun	21	35.00	51	42.50	72	40.00
3--patient, persists in striving for goals regardless of occasional setbacks; knows own limitations	35	58.33	62	51.67	97	53.89
<u>14. Timeliness</u>						
1--seldom knows how to postpone gratifications	5	8.33	3	2.50	8	4.44
2--usually knows how to postpone gratifications	22	36.67	40	33.33	62	34.44
3--knows how to work when working, play when playing; can say "no" to harmful situations	33	55.00	77	64.16	110	61.11
<u>15. Philosophy of Life</u>						
1--clings to past; displeased with role in life	2	3.33	3	2.50	5	2.78
2--content with role in life	22	36.67	36	30.00	58	32.22
3--happy with assigned role in life; takes pleasure in experiences of each age level	36	60.00	81	67.50	117	65.00
<u>16. Acceptance</u>						
1--false sense of importance; magnifies successes	0	0	1	.83	1	.55
2--attempts but has some difficulty seeing oneself as others do; realistic self-concept	25	41.67	39	32.50	64	35.56

TABLE VI--Continued

Self-Perception Items	Students						Total	Total Per Cent
	Male			Female				
	Total	Per Cent	Total	Per Cent	Total	Per Cent		
3--respects oneself despite admitted faults; inner sense of well-being, cheerful, happy outlook on life	35	58.33	80	66.67	115	63.89		
17. Confidence								
1--feelings of inadequacy and inferiority; insecure; lacks self-reliance	2	3.33	4	3.33	6	3.33		
2--may seek approval from others, usually independent	30	50.00	69	57.50	99	55.00		
3--self-assured, belief in oneself, independent	28	46.67	47	39.17	75	41.67		
18. Improvement								
1--discouraged by criticism, resents suggestions	5	8.33	6	5.00	11	6.11		
2--usually considers suggestions and accepts criticism gracefully	39	65.00	89	74.17	128	71.11		
3--upon self-evaluation, changes undesirable traits	16	26.67	25	20.83	41	22.78		
19. Morality								
1--lacks internal control and self-discipline; unethical	0	0	0	0	0	0		
2--inconsistent in self-discipline and control	12	20.00	31	25.83	43	23.89		
3--self-disciplined; high standards; sense of justice	48	80.00	89	74.17	137	76.11		

were Friendliness and Cheerfulness, Communication, Handling Conflicts, Decision-Making and Program-Solving, Confidence and Improvement. Therefore, a self-rating of 3 was most often chosen by the total group on 68 per cent of the items, and a self-rating of 2 was most often chosen by the total group on 32 per cent of the self-perception items.

Overall, the scores received by the men were higher than the women's on 42 per cent of the self-perception items. Mean scores for the males were higher than the mean scores for the females on 8 of the 19 self-perception items. Male student's means were higher than female's on the items of Communication, Handling Conflicts, Responsibility, Decision-Making and Problem-Solving, Perseverance, Confidence, Improvement and Morality. The high mean for the males was 2.80 on the self-perception item of Morality. (See Table V.) The females had higher means on 11, or 58 per cent, of the 19 self-perception items. The items receiving higher means from females than males were Friendship, Friendliness and Cheerfulness, Sense of Humor, Cooperation, Loyalty and Trust, Accepting Authority, Expressing Affection, Facing Reality, Timeliness, Philosophy of Life, and Acceptance. The highest mean for the females was 2.81 on the self-perception item of Loyalty and Trust. Generally, the females appeared to rate themselves higher on the self-perception items than did the males.

Men and women, regardless of age, ethnic background, and marital status showed similar median and modal scores, with identical medians in 16 of the 19 self-perception items. Identical modals were tabulated for 15 of the 19 items. The 3 median differences were in Communication, Cooperation, and Expressing Affection. The 4 modal differences were in Sense of Humor, Communication, Cooperation, and Expressing Affection. (See Table V.)

An additional comparison of self-perception response choices by sex, was facilitated by a tabulation of percentages of male respondents, female respondents, and the combined total respondents to individual response choices of 1, 2, or 3 on each of the 19 selected self-perception items. (See Table VI.)

A self-rating of 3 on the self-perception item of Loyalty and Trust, indicative of a person who is loyal to friends and able to be counted on, was scored by 83 per cent of the 180 selected university students, thus composing the highest percentage of the total population in agreement with a rating of 3 on any single item. Three per cent of the total group scored a 1, the lowest and least desirable score, indicating that they were unable to carry through with agreements and looked out for themselves before others. A self-rating score of 2 was scored by the remaining 14 per cent of the 180 participants, indicating that they did not gossip, and were usually trustworthy.

A self-rating of 3, on the self-perception item of Improvement, was scored by the smallest percentage of the university students. A score of 3 on the item is indicative of a person who changes undesirable traits in himself upon the realization that they exist. Twenty-three per cent scored a 3 on the item. The same item, Improvement, was scored a self-rating of 1 by 6 per cent of the population, indicating that students were discouraged by criticism and resented suggestions. Seventy-one per cent scored a 2 on Improvement and felt that suggestions and criticisms were usually accepted gracefully. Only one other item on the "Self-Perception" questionnaire was scored a self-rating of 2 by a larger percentage of the total group. The item of Friendliness and Cheerfulness received a self-rating of 2 by 72 per cent of the total study population of 180 students. Generally, more than two-thirds of the 180 students indicated that they could improve, be friendlier and more cheerful.

The self-rating of 1, considered to be the lowest and least desirable score and behavior, was not utilized by any of the 180 students in response to the self-perception item of Morality. The same item was scored a self-rating of 3, the highest and most desirable score and behavior, by 76 per cent of the total population of the study. More than three-fourths of the students perceived themselves as being self-disciplined, having high standards and a sense of justice. The remaining 24 per cent reported inconsistencies

in self-discipline and control and responded to the item of Morality with a self-rating of 2.

Of the remaining self-perception items scored 1, the lowest and least desirable score and behavior, by a partial percentage of the students, Acceptance yielded the lowest percentage of respondents. Only six-tenths of one per cent of the 180 selected university students scored a self-rating of 1 on the item of Acceptance. Students felt that they did not have a false sense of importance nor magnify their successes.

A self-rating score of 3, considered to be the most desirable behavior, was chosen by the greatest percentage of the 60 males on the two self-perception items of Morality and Loyalty and Trust. Each of the items yielded 80 per cent of the total males scoring a self-rating of 3. Therefore, four-fifths of the men felt that they were loyal to friends, could be counted on, were self-disciplined, had high standards and a sense of justice. Conversely, the smallest percentage of the males scoring a self-rating of 3 on any item was 22 per cent on the self-perception item of Friendliness and Cheerfulness. Seventy-three per cent of the males felt that they could not give themselves the highest rating on Friendliness and Cheerfulness.

One, indicating cold, rejecting, unaffectionate behavior, was scored by a larger percentage of the males on the self-perception item of Expressing Affection, than on any

other item. Twelve per cent of the 60 males scored a self-rating of 1 on the item of Expressing Affection. None of the 60 selected male students scored an item self-rating of 1 on the self-perception items of Loyalty and Trust, Handling Conflicts, Decision-Making and Problem-Solving, Acceptance, and Morality.

Loyalty and Trust was the self-perception item scored 3 by the largest percentage of the 120 females. Eighty-five per cent of the females gave themselves the top rating and felt that they were loyal to friends and could be counted on. Twenty-one per cent scored 3 on the self-perception item of Improvement, thus the smallest percentage of the females scoring a rating of 3 on a single item. The lowest mean of the females was made on Improvement. (See Table V.)

A lowest self-rating, angers easily and takes frustrations out on others, was scored by the greatest percentage of the 120 females on the self-perception item of Handling Conflicts. Seven and one-half per cent of the total female population scored a self-rating of 1 on the item. None of the 120 females scored 1 on the item of Morality. Among the entire 180 selected university students, none of the students scored 1 on the item of Morality. None felt that they lacked internal control and self-discipline nor did they feel that they were unethical.

Ordinal Position

One hundred and eighty selected university students participated in the study. Information concerning each student's ordinal position was gathered for purposes of comparison. The four ordinal positions were only child, first-born with later siblings, intermediate, and last-born. Of the 180 students, 28 were only children. Doren's statement that ". . . the college sample would have more true onlies than an elementary school sample, because there are more incompleated families represented in the earlier school levels . . ." may provide insight for one feeling that 28 only children out of 180 students was proportionately large (35). Fifty-two of the students participating in the study were first-born with later siblings, 48 were intermediates, and 52 were last-born children. (See Table VII)

Only Child

Thirteen of the 19 self-perception items received the highest and most desirable score and behavior by over half of the 28 students in the only child category. The self-perception item of Improvement was least often scored 3 by students in the only child category. Only 7 per cent checked the best rating. Ninety-three per cent felt that regardless of self-evaluation, undesirable behavior did not change. However suggestions and criticisms were usually accepted gracefully. On any given self-perception item,

TABLE VII

SELF-PERCEPTION RESPONSES OF 180 SELECTED
UNIVERSITY STUDENTS, DENTON, TEXAS
1976, BY ORDINAL POSITION

Self-Perception	Ratings	Only Child	First Born	Inter- mediate	Last Born
Number in Study		28	52	48	52
1. Friendship	1	2	3	0	0
	2	2	11	8	12
	3	24	38	40	40
	Means	2.79	2.67	2.83	2.76
2. Friendliness and Cheerfulness	1	4	1	1	1
	2	16	39	34	41
	3	8	12	13	10
	Means	2.14	2.21	2.25	2.17
3. Sense of Humor	1	2	5	1	1
	2	12	19	24	26
	3	14	28	23	25
	Means	2.43	2.44	2.46	2.46
4. Communication	1	0	4	2	1
	2	12	26	25	27
	3	16	22	21	24
	Means	2.57	2.35	2.40	2.44
5. Cooperation	1	2	0	1	0
	2	10	28	17	26
	3	16	24	30	26
	Means	2.50	2.46	2.60	2.50
6. Loyalty and Trust	1	0	2	2	1
	2	8	5	4	8
	3	20	45	42	43
	Means	2.71	2.83	2.83	2.81
7. Accepting Authority	1	2	2	3	1
	2	10	17	13	24
	3	16	33	32	27
	Means	2.50	2.60	2.60	2.50

TABLE VII--Continued

Self-Perception	Ratings	Only Child	First Born	Inter-mediate	Last Born
8. Expressing Affection	1	4	2	2	1
	2	6	24	18	31
	3	18	26	28	20
	Means	2.50	2.46	2.54	2.37
9. Handling Conflicts	1	2	4	1	2
	2	16	31	26	35
	3	10	17	21	15
	Means	2.29	2.25	2.42	2.25
10. Facing Reality	1	2	1	1	1
	2	11	25	16	19
	3	15	26	31	32
	Means	2.46	2.48	2.63	2.60
11. Responsibility	1	0	1	1	0
	2	10	22	16	18
	3	18	29	31	34
	Means	2.64	2.54	2.63	2.65
12. Decision-Making and Problem-Solving	1	0	2	2	0
	2	20	32	26	28
	3	8	18	20	24
	Means	2.29	2.31	2.38	2.46
13. Perseverance	1	2	5	1	3
	2	2	21	22	27
	3	24	26	25	22
	Means	2.79	2.40	2.50	2.37
14. Timeliness	1	0	5	0	3
	2	10	15	19	18
	3	18	32	29	31
	Means	2.64	2.52	2.60	2.54
15. Philosophy of Life	1	0	4	0	1
	2	6	17	16	19
	3	22	31	32	32
	Means	2.79	2.52	2.67	2.58

TABLE VII--Continued

Self-Perception	Ratings	Only Child	First Born	Inter-mediate	Last Born
16. Acceptance	1	0	1	0	0
	2	12	20	12	20
	3	16	31	36	32
	Means	2.57	2.58	2.75	2.62
17. Confidence	1	2	0	2	2
	2	12	32	26	29
	3	14	20	20	21
	Means	2.43	2.38	2.38	2.37
18. Improvement	1	0	3	2	6
	2	26	33	35	34
	3	2	16	11	12
	Means	2.07	2.25	2.19	2.12
19. Morality	1	0	0	0	0
	2	6	9	11	17
	3	22	43	37	35
	Means	2.79	2.83	2.77	2.67

a self-rating of 1 was scored by a maximum of 4 of the 28 students in the only child category. Friendliness and Cheerfulness, and Expressing Affection were given the lowest score by 14 per cent of the only children. The lowest rating was not chosen by an only child on 9 of the 19 self-perception items. The only children saw themselves more favorably on the items involving Communication, Loyalty and Trust, Responsibility, Decision-Making and Problem-Solving, Timeliness, Philosophy of Life, Acceptance, Improvement, and Morality.

Overall the only child recorded the second highest number of favorable means and the greatest number of lower means. The five self-perception items yielding the highest means by the students in the only child category were Communication, Perseverance, Timeliness, Philosophy of Life, and Confidence. The only children had the lowest means in seven areas, and the same as the last-borns on the eighth. The lowest means were in Friendliness and Cheerfulness, Sense of Humor, Loyalty and Trust, Accepting Authority, Facing Reality, Decision-Making and Problem-Solving, Acceptance and Improvement. Students in the only child category attained the lowest mean score tabulated on any single self-perception item. The lowest mean score computed was 2.07, attained by the only children on the item of Improvement. (See Table VII and Table VIII.)

First-Borns with Later Siblings

Fifty-two students participating in the study were classified as first-borns with later siblings. At least half of the first-born students recorded the highest score on 12 of the 19 self-perception items. The self-perception item least often responded to with the top rating was the item of Friendliness and Cheerfulness. Only 23 per cent felt that they were gregarious, extroverted, and tried to see that others had a good time.

TABLE VIII

HIGHEST AND LOWEST MEANS OF 180 SELECTED UNIVERSITY STUDENTS,
DENTON, TEXAS 1976, BY ORDINAL POSITION

Means	Only Child	First-Born	Intermediate	Last-Born
Highest	Communication Perseverance Timeliness Philosophy of Life Confidence	Loyalty and Trust** Accepting Authority** Improvement Morality	Friendship Friendliness and Cheerfulness Sense of Humor*** Cooperation Loyalty and Trust** Accepting Authority** Expressing Affection Handling Conflicts Facing Reality Acceptance	Sense of Humor**** Responsibility Decision-Making and Problem-Solving
Lowest	Friendliness and Cheerfulness Sense of Humor Loyalty and Trust Accepting Authority* Facing Reality Decision-Making and Problem-Solving Acceptance Improvement	Friendship Communication Cooperation Handling Conflicts*** Responsibility Timeliness Philosophy of Life		Accepting Authority* Expressing Affection Handling Conflicts*** Perseverance Confidence Morality

*Only child and last-born tied for lowest position.
 **First-born and intermediate tied for highest position.
 ***First-born and last-born tied for lowest position.
 ****Intermediate and last-born tied for highest position.

Not more than 5 of the 52 first-born students recorded the minimum self-rating on any single self-perception item. Ten per cent gave themselves the lowest rating on the items of Sense of Humor, Perseverance and Timeliness. The lowest rating was not chosen by a first-born student on the self-perception items of Cooperation, Confidence or Morality.

A score of 2.83 was the highest mean tabulated on any one of the self-perception items scored by first-born students. The two items of Morality and Loyalty and Trust yielded the highest mean from the students in the category of first-born with later siblings. Friendliness and Cheerfulness was the self-perception item yielding the lowest mean by first-born students. The mean for Friendliness and Cheerfulness was 2.21. The first-born received the third highest number of favorable means and the second greatest number of lower means. The only child had one more lower rating than the first-born. The first-borns with later siblings had higher means in two areas than students in the other three categories and tied with the intermediates in two areas. First-borns had the highest means in the areas of Improvement and Morality, and tied with the intermediates in the areas of Loyalty and Trust and Accepting Authority. The means for 6 items were lower in this group than any other. The 6 poorest averages were in the areas of Friendship, Communication, Cooperation, Responsibility, Timeliness, and Philosophy of Life. First-borns tied with last-borns

for the lowest mean score on the item of Handling Conflicts. (See Table VIII.)

Intermediate

Forty-eight students were categorized as intermediate children. A majority of the students in the intermediate category scored a self-rating of 3 on 12 of the 19 self-perception items. The self-perception item of Improvement was least often responded to with a self-rating of 3 by students in the intermediate category. Only 23 per cent of the intermediates felt that they utilized self-evaluation and changed undesirable traits.

Not more than 3 students in the intermediate category scored 1 on any single self-perception item. Accepting Authority was given the lowest score by 6 per cent of the intermediate students. None of the intermediates recorded the lowest rating on the items of Friendship, Timeliness, Philosophy of Life, Acceptance and Morality.

Friendship and Loyalty and Trust were the self-perception items yielding the highest mean attained by the intermediate students. The mean tabulated for each of the items was 2.83. The intermediates had higher means than all other groups in seven of the areas and tied on an additional three self-perception items. The higher items were Friendship, Friendliness and Cheerfulness, Cooperation, Expressing Affection, Handling Conflicts, Facing Reality and Acceptance. The

three tied means were in Sense of Humor, Loyalty and Trust, and Accepting Authority. The lowest mean score computed for the intermediate students was 2.19 on the self-perception item of Improvement. The intermediates did not have the lowest means on any item but did have more higher means than the other three groups. The overall self-perception of the intermediate born was more favorable than the only child, first-born, or last-born.

Last-Born

Fifty-two students were last-born children. More than half of the last-born students recorded the top score on 9 of the 19 self-perception items. A self-rating of 3 was least often scored by the students in the last-born category on the self-perception item of Improvement. Only 23 per cent of the last-borns felt that they utilized self-evaluation and changed undesirable behavior.

A maximum of 6 last-born students scored 1 on any single self-perception item. Eleven per cent of the last-born students gave themselves the lowest rating on the item of Improvement. None of the last-born students rated the lowest score on the items of Friendship, Cooperation, Responsibility, Decision-Making and Problem-Solving, Acceptance and Morality.

The highest mean tabulated on any single self-perception item and scored by students in the last-born category, was

2.81 on the item of Loyalty and Trust. Overall the last-born received fewer higher means than the other three groups and fewer lower means than the only child and the first-born. The last-borns had higher means than all other groups in the two areas of Responsibility and Decision-Making and Problem-Solving and tied on a third, Sense of Humor. Improvement was the self-perception item yielding the lowest mean score attained by last-born students. The mean score for the item of Improvement rated by students in the last-born category was 2.12. The last-borns had lower means than all other groups in the four areas of Expressing Affection, Perseverance, Confidence and Morality, and tied with the only children in the area of Accepting Authority and with the first-borns in the area of Handling Conflicts. (See Table VIII.)

Sex and Ordinal Position

Comparison of self-perception responses by sex and ordinal position were necessary for comparisons within each ordinal position category. Sixty male students and 120 female students participated in the study. Of the male population, 6 were categorized as only children, 20 as first-borns with later siblings, 15 as intermediates, and 19 as last-borns. Twenty-two of the female students were categorized as only children, 32 as first-borns, 33 as intermediates, and 33 as last-borns.

TABLE IX--Continued

Self-Perception	Only Child		First-Born		Intermediate		Last-Born	
	Male	Female	Male	Female	Male	Female	Male	Female
4. Communication	1	0	1	3	0	2	0	1
	2	2	9	17	7	18	11	16
	3	4	10	12	8	13	8	16
	Mean	2.67	2.54	2.45	2.28	2.54	2.34	2.42
Median	3.00	3.00	2.50	2.00	3.00	2.00	2.00	2.00
Mode	3.00	3.00	3.00	2.00	3.00	2.00	2.00	2.00, 3.00
5. Cooperation	1	2	0	0	0	1	0	0
	2	4	6	18	10	7	12	14
	3	0	16	14	5	25	7	19
	Mean	1.67	2.73	2.50	2.44	2.34	2.73	2.37
Median	2.00	3.00	2.50	2.00	2.00	3.00	2.00	3.00
Mode	2.00	3.00	2.0, 3.0	2.00	2.00	3.00	2.00	3.00
6. Loyalty and Trust	1	0	0	2	0	2	0	1
	2	4	4	3	1	3	5	3
	3	2	18	27	14	28	14	29
	Mean	2.33	2.82	2.90	2.78	2.94	2.79	2.74
Median	2.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Mode	2.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00

TABLE IX--Continued

Self-Perception	Only Child		First-Born		Intermediate		Late-Born	
	Male	Female	Male	Female	Male	Female	Male	Female
7. Accepting Authority	1	2	0	1	1	2	1	0
	2	0	10	6	11	8	10	14
	3	4	12	13	20	23	8	19
Mean	2.33 ¹	2.54	2.60	2.59	2.54	2.64	2.37	2.58
Median	3.00	3.00	3.00	3.00	3.00	3.00	2.00	3.00
Mode	3.00	3.00	3.00	3.00	3.00	3.00	2.00	3.00
8. Expressing Affection	1	4	0	1	1	2	0	1
	2	2	4	10	14	10	15	16
	3	0	18	9	17	3	4	16
Mean	1.33	2.82	2.40	2.50	2.07	2.76	2.21	2.45
Median	1.00	3.00	2.00	3.00	2.00	3.00	2.00	2.00
Mode	1.00	3.00	2.00	3.00	2.00	3.00	2.00	2.00, 3.00
9. Handling Conflicts	1	0	2	0	4	0	1	2
	2	2	14	12	19	9	17	10
	3	4	6	8	9	6	15	9
Mean	2.67	2.18	2.40	2.16	2.40	2.42	2.47	2.12
Median	3.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
Mode	3.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
10. Facing Reality	1	2	0	0	1	0	1	1
	2	4	6	11	14	3	13	7
	3	0	16	9	17	12	19	12
Mean	1.67	2.73	2.45	2.50	2.80	2.54	2.63	2.58
Median	2.00	3.00	2.00	3.00	3.00	3.00	3.00	3.00
Mode	2.00	3.00	2.00	3.00	3.00	3.00	3.00	3.00

TABLE IX--Continued

Self-Perception	Only Child		First-Born		Intermediate		Late-Born	
	Male	Female	Male	Female	Male	Female	Male	Female
11. Responsibility	1	0	1	0	0	1	0	0
	2	4	7	15	4	12	4	14
	3	2	12	17	11	20	15	19
	Mean	2.33	2.73	2.55	2.53	2.74	2.58	2.79
Median	2.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Mode	2.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
12. Decision-Making and Problem-Solving	1	0	0	2	0	2	0	0
	2	4	16	21	7	19	9	19
	3	2	6	9	8	12	10	14
	Mean	2.33	2.27	2.45	2.22	2.53	2.30	2.53
Median	2.00	2.00	2.00	2.00	3.00	2.00	3.00	2.00
Mode	2.00	2.00	2.00	2.00	3.00	2.00	3.00	2.00
13. Perseverance	1	0	2	3	1	0	1	2
	2	0	2	16	7	15	9	18
	3	6	18	13	7	18	9	13
	Mean	3.00	2.73	2.55	2.31	2.40	2.54	2.42
Median	3.00	3.00	3.00	2.00	2.00	3.00	2.00	2.00
Mode	3.00	3.00	3.00	2.00	2.00, 3.00	3.00	2.00, 3.00	2.00
14. Timeliness	1	0	0	4	0	0	1	2
	2	4	6	4	4	15	10	8
	3	2	16	12	11	18	8	23
	Mean	2.33	2.73	2.40	2.59	2.73	2.54	2.37
Median	2.00	3.00	3.00	3.00	3.00	3.00	2.00	3.00
Mode	2.00	3.00	3.00	3.00	3.00	3.00	2.00	3.00

TABLE IX--Continued

Self-Perception	Only Child		First-Born		Intermediate		Last-Born	
	Male	Female	Male	Female	Male	Female	Male	Female
19. Morality								
1	0	0	0	0	0	0	0	0
2	0	6	3	6	2	9	7	10
3	6	16	17	26	13	24	12	23
Mean	3.00	2.73	2.85	2.81	2.87	2.73	2.63	2.70
Median	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
Mode	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00

*Least desirable score and behavior.

**Most desirable score and behavior.

Male Only Child

At least 3 of the 6 males classified as only children chose the top rating on the self-perception items of Friendship, Communication, Accepting Authority, Handling Conflicts, Perseverance and Morality. No male classified as an only child recorded the best score on the items of Friendliness and Cheerfulness, Sense of Humor, Cooperation, Expressing Affection, Facing Reality, Acceptance and Improvement. A percentage of all other groups utilized the highest rating on each of the self-perception items. The lowest score was recorded by 66 per cent of the male only children on the self-perception items of Friendliness and Cheerfulness, and Expressing Affection. Sixty-six per cent of the male only children felt that they were introverted and uncomfortable with other people, and that they were cold, rejecting and unaffectionate. In the areas of Communication, Loyalty and Trust, Handling Conflicts, Responsibility, Decision-Making and Problem-Solving, Perseverance, Timeliness, Philosophy of Life, Acceptance, Improvement, and Morality, none of the male only children utilized the lowest rating. Thus the lowest rating was not chosen by the male only children on 58 per cent of the self-perception items.

The highest mean score tabulated for the male only children was 3.00 on the items of Perseverance and Morality. No other group attained the highest possible mean score of 3.00 on any item. All of the male only children felt that

they were patient, persisted in striving for goals regardless of occasional setbacks, and knew their own limitations, as well as feeling that they were self-disciplined, had high standards, and a sense of justice. The male only children had higher means than any other group in the four areas of Communication, Handling Conflicts, Perseverance and Morality. The lowest mean score computed for the male only children was 1.33 on Friendliness and Cheerfulness, and Expressing Affection. Of all the groups, the male only children had the lowest mean scores on 74 per cent or 14 of the 19 self-perception items. The items were Friendship, Friendliness and Cheerfulness, Sense of Humor, Cooperation, Loyalty and Trust, Accepting Authority, Expressing Affection, Facing Reality, Responsibility, Timeliness, Philosophy of Life, Acceptance, Confidence, and Improvement.

Median and modal scores of 3.00 were tabulated for the male only children on 32 per cent of the 19 self-perception items. The six items receiving the high median and modal scores were Friendship, Communication, Accepting Authority, Handling Conflicts, Perseverance, and Morality. The lowest median and modal scores, 1.00, were attained by the male only children in the two areas of Friendliness and Cheerfulness and Expressing Affection. No other group attained the lowest median and modal scores. The remaining 11 self-perception items received median and modal scores of 2.00. (See Table IX.)

Female Only Child

Twenty-two female only children participated in the study. Fifty per cent or more of the 22 females recorded the top score on 15, or 79 per cent, of the 19 self-perception items. Not more than 9 per cent of the female only children utilized the lowest score on any single self-perception item. Nine per cent of the female only children scored 1 on the items of Handling Conflicts and Perseverance. Two of the 22 female only children felt that they were easily angered and took frustrations out on others, and had unrealistically high goals and often tired of tasks before completion. No female only child recorded the lowest score on 89 per cent, or 17 of the 19 self-perception items. All other groups utilized the lowest self-rating more often than the female only children.

The self-perception items of Friendship and Philosophy of Life yielded the highest mean score, 2.91, tabulated for the female only children. Of all the groups, the female only children scored higher means in 7 areas and tied with other groups in 2 areas. The highest averages were in Friendship, Friendliness and Cheerfulness, Sense of Humor, Expressing Affection, Perseverance, Philosophy of Life and Confidence. The female only children tied with the female intermediates on Cooperation, and with the male intermediates on Timeliness. The lowest mean score computed for the female only children was 2.09 on the self-perception item of

Improvement. The female only children did not have the lowest means on any items.

Median and modal scores of 3.00 were computed for the female only children on 79 per cent, or 15 of the 19 self-perception items. The remaining 4, or 21 per cent, of the 19 items received median and modal scores of 2.00. None of the self-perception items scored by the female only children received the lowest median and modal scores of 1.00.

Male First-Born

A total of 20 first-born males participated in the study. The highest score was chosen by 50 per cent or more of the male first-borns on 13 of the 19 self-perception items. Sixty-eight per cent of the items were given the highest rating by at least half of the first-born male participants. Timeliness was given the lowest rating by 20 per cent of the first-born males, indicating that they felt they seldom knew how to postpone gratifications. None of the male first-borns utilized the lowest self-rating on 9, or 47 per cent, of the 19 self-perception items. The lowest rating was not chosen by a male first-born on the items of Friendliness and Cheerfulness, Cooperation, Loyalty and Trust, Handling Conflicts, Facing Reality, Decision-Making and Problem-Solving, Acceptance, Confidence, and Morality.

The highest mean score computed for the male first-born participants was on Loyalty and Trust. The mean score was 2.90. The lowest mean score attained by the male first-borns was 2.20 on Improvement. The male first-borns did not have the highest, nor the lowest, means on any self-perception item.

In the areas of Friendship, Sense of Humor, Loyalty and Trust, Accepting Authority, Responsibility, Perseverance, Timeliness, Philosophy of Life, Acceptance and Morality, the male first-born students attained median and modal scores of 3.00. Median scores of 2.50 were tabulated on the items of Communication, Cooperation and Confidence. A modal score of 3.00 was computed on Communication, and bimodal scores of 2.00 and 3.00 were computed on Cooperation and Confidence. Median and modal scores for the remaining self-perception items were 2.00. (See Table IX.)

Female First-Born

Thirty-two first-born females participated in the study. The highest self-rating was chosen by at least 50 per cent of the first-born females on 58 per cent, or 11 of the 19 self-perception items. Twelve per cent of the first-born females scored 1, the least desirable score, on the self-perception item of Handling Conflicts. Four of the 32 first-born females felt that they were easily angered and took frustrations out on others. None of the first-born

females recorded the lowest score on the self-perception items of Cooperation, Responsibility, Confidence, and Morality.

The highest mean score tabulated for the female first-born students was 2.81 on Morality. The female first-borns did not have the highest mean on any self-perception item. Friendliness and Cheerfulness yielded the lowest mean score computed for the female first-born participants. The mean score was 2.12. Of all groups, the female first-borns had the lowest mean scores on 21 per cent, or 4, of the 19 self-perception items. The items were Communication, Handling Conflicts, Decision-Making and Problem-Solving and Perseverance.

Median and modal scores of 3.00 were computed for the first-born females on 58 per cent, or 11, of the 19 self-perception items. On the 8 remaining self-perception items, median and modal scores of 2.00 were tabulated. None of the 19 self-perception items scored by the first-born females yielded a median or modal score of 1.00. (See Table IX.)

Male Intermediate

A total of 15 intermediate males participated in the study. At least 8 of the intermediate males chose the highest self-rating, 3, on 63 per cent of the 19 self-perception

items. Thirteen per cent of the intermediate males chose the lowest score on Expressing Affection, indicating that they felt they were cold, rejecting, and unaffectionate. The lowest self-rating was not chosen by an intermediate male on 79 per cent, or 15, of the 19 self-perception items.

Loyalty and Trust yielded the highest mean score attained by the male intermediate participants. The mean score of 2.94 was both the highest mean score attained by the male intermediate students and the highest mean score of all groups. The male intermediates had higher means than all other groups on 21 per cent, or 4 of the 19 self-perception items, and tied with other groups on 2 items. The 4 highest means were in Loyalty and Trust, Facing Reality, Acceptance, and Improvement. The male intermediates tied with the male last-borns on Decision-Making and Problem-Solving, and with the female only children on Timeliness. The lowest mean score computed for the male intermediates was 2.07 on the self-perception item of Expressing Affection. The male intermediates did not have the lowest means on any self-perception item.

Sixty-eight per cent of the self-perception items scored by the male intermediate students yielded median and modal scores of 3.00. A modal score of 2.00 and 3.00 was computed on Perseverance, while a median score of 2.00 was computed for the same item. Median and modal scores of 2.00 were tabulated for the remaining 5 self-perception items.

Female Intermediate

Thirty-three intermediate females participated in the study. Fifty per cent or more of the female intermediates chose the highest self-rating on 13 of the 19, or 68 per cent of the self-perception items. Six per cent of the female intermediate participants gave themselves the lowest self-rating on 32 per cent of the self-perception items. One, the lowest and least desirable score and behavior, was not chosen by a female intermediate participant on 42 per cent, or 8, of the 19 self-perception items.

The highest mean score tabulated for the female intermediates was 2.85 on Friendship. The female intermediates had a higher mean score on Accepting Authority than all other groups, and tied with the female only children on Cooperation. Improvement was the self-perception item yielding the lowest mean score attained by the female intermediates. The mean score was 2.09. The female intermediates did not have the lowest means on any self-perception item.

Median and modal scores of 3.00 were computed on 68 per cent, or 13, of the 19 self-perception items. For the remaining 32 per cent of the items, median and modal scores of 2.00 were tabulated. None of the self-perception items scored by the female intermediates yielded a median or modal score of 1.00.

Male Last-Born

Nineteen last-born males participated in the study. At least 10 of the 19 last-born males chose the highest self-rating on 47 per cent of the 19 self-perception items. Fifty-three per cent or more of the male last-borns recorded the highest rating on 9 of the 19 items. Sixteen per cent of the male last-borns chose the lowest self-rating on Improvement. Three students felt discouraged by criticism and resented suggestions. The lowest score was not chosen by any male last-born participants on 74 per cent, or 14, of the 19 self-perception items.

Responsibility was the self-perception item yielding the highest mean score attained by the male last-born participants. The mean score was 2.79. Of all groups, the male last-borns had the highest mean on Responsibility. The lowest mean calculated for the male last-borns was 2.05 on Improvement. The male last-borns had a lower mean on the self-perception item of Morality than all other groups.

Forty-seven per cent, or 9 of the 19 self-perception items rated by the male last-born participants, yielded median and modal scores of 3.00. A median score of 2.00 was computed on Perseverance, while the bimodal score for the same item was 2.00 and 3.00. For the remaining 9 self-perception items, median and modal scores of 2.00 were tabulated. None of the items yielded median or modal scores of 1.00.

Female Last-Born

Thirty-three last-born females were included in the study. The highest self-rating was chosen by 17 or more of the last-born females on 10, or 53 per cent, of the 19 self-perception items. A self-rating of 1, the lowest and least desirable score, was chosen by 9 per cent of the female last-borns on Improvement. Three of the students felt discouraged by criticism and resented suggestions. The lowest self-rating was not chosen by a female last-born participant on 42 per cent, or 8, of the 19 self-perception items.

Loyalty and Trust was the self-perception item yielding the highest mean score achieved by the female last-borns. The mean score computed was 2.85. The female last-borns did not have the highest means on any self-perception item. The lowest mean score tabulated for the female last-borns was 2.12 on the self-perception item of Handling Conflicts. Of all groups, the female last-born students had the lowest mean score in the area of Handling Conflicts.

Median and modal scores of 3.00 were computed for ten, or 53 per cent, of the 19 self-perception items. Median scores of 2.00 were tabulated for the self-perception items of Communication and Expressing Affection. Bimodal scores of 2.00 and 3.00 were computed for each of the same items. None of the self-perception items rated by female last-borns yielded median or modal scores of 1.00.

A comparison of self-perception means by ordinal position and sex was facilitated through the use of a table (Table X). Means were compared on each of the 19 self-perception items.

The female only children had a higher mean score than all other groups on the self-perception item of Friendship. The lowest mean tabulated was attained by the male only children. Women, regardless of ordinal position, received higher means than men on Friendship. Overall, the female only children and the male intermediates felt that they were better friends to other than did the members of the other groups. (See Table X.)

Friendliness and Cheerfulness yielded a high mean score attained by the female only children, and a low mean score attained by the male only children. Males in 3 of the 4 ordinal position categories had lower means than females in the same categories. Of all groups, the male first-borns and the female only children felt they were friendlier and more cheerful than did other groups. (See Table X.)

The female only children had a higher mean score than all other groups on Sense of Humor. The low mean score tabulated was achieved by the male only children. Females had higher means than males in three ordinal position categories. Generally, the female only children and the male last-borns felt they had a better sense of humor than other participants. (See Table X.)

TABLE X

SELF-PERCEPTION MEANS OF 180 SELECTED UNIVERSITY
STUDENTS, DENTON, TEXAS 1976, BY ORDINAL
POSITION AND SEX

Self-Perception	Only Child		First-Born		Inter-mediate		Last-Born	
	Male	Female	Male	Female	Male	Female	Male	Female
1. Friendship	2.33	2.91	2.65	2.69	2.80	2.85	2.74	2.79
2. Friendliness and Cheerfulness	1.33	2.36	2.35	2.12	2.13	2.30	2.16	2.18
3. Sense of Humor	1.67	2.64	2.40	2.47	2.40	2.48	2.53	2.42
4. Communication	2.67	2.54	2.45	2.28	2.54	2.34	2.42	2.45
5. Cooperation	1.67	2.73	2.50	2.44	2.34	2.73	2.37	2.58
6. Loyalty and Trust	2.33	2.82	2.90	2.78	2.94	2.79	2.74	2.85
7. Accepting Authority	2.33	2.54	2.60	2.59	2.54	2.64	2.37	2.58
8. Expressing Affection	1.33	2.82	2.40	2.50	2.07	2.76	2.21	2.45
9. Handling Conflicts	2.67	2.18	2.40	2.16	2.40	2.42	2.47	2.12
10. Facing Reality	1.67	2.73	2.45	2.50	2.80	2.54	2.63	2.58
11. Responsibility	2.33	2.73	2.55	2.53	2.74	2.58	2.79	2.58
12. Decision-Making and Problem-Solving	2.33	2.27	2.45	2.22	2.53	2.30	2.53	2.42
13. Perseverance	3.00	2.73	2.55	2.31	2.40	2.54	2.42	2.33
14. Timeliness	2.33	2.73	2.40	2.59	2.73	2.54	2.37	2.64
15. Philosophy of Life	2.33	2.91	2.55	2.50	2.73	2.64	2.53	2.64

TABLE X--Continued

Self-Perception	Only Child		First-Born		Inter-mediate		Last-Born	
	Male	Fe-male	Male	Fe-male	Male	Fe-male	Male	Fe-male
16. Acceptance	2.00	2.73	2.55	2.59	2.87	2.70	2.58	2.63
17. Confidence	2.00	2.54	2.50	2.31	2.53	2.30	2.42	2.33
18. Improvement	2.00	2.09	2.20	2.28	2.40	2.09	2.05	2.15
19. Morality	3.00	2.73	2.85	2.81	2.87	2.73	2.63	2.70

The self-perception item of Communication yielded higher means from males in 3 of the 4 ordinal position categories. The highest mean score computed was achieved by the male only children, while the lowest mean score was achieved by the female first-borns. Male and female only children and male intermediates generally felt more adept at communication skills than other participants in the study. (See Table X.)

The highest mean score tabulated on the self-perception item of Cooperation was achieved by both the female only children and the female intermediates. The low mean score tabulated for Cooperation was achieved by the male only children. Males in three ordinal position categories had lower means than females in the same groups. Of all groups, male first-borns, female only children and female intermediates felt more cooperative than other groups. (See Table X.)

Males had both the lowest and the highest mean scores on Loyalty and Trust. The male only children had the lowest mean and the male intermediates had the highest mean. Of all groups, the male intermediates felt they were more loyal and trustworthy than other groups. (See Table X.)

On the self-perception item of Accepting Authority, females in three of the four ordinal position categories had higher means than males in the same categories. The male only children had the lowest mean score computed, and the female intermediates had the highest mean score. Overall, the male first-borns and the female intermediates felt they were better able to accept authority than other groups. (See Table X.)

Expressing Affection yielded higher means from females in all ordinal position categories. The low mean score tabulated for Expressing Affection was achieved by the male only children and the high mean score was achieved by the female only children. Of the 60 male participants, the male first-borns felt better able to express affection appropriately than other male groups. Of the 180 participants, all females felt better able to express affection than did males in the study. Female only children felt best able to express affection. (See Table X.)

Male only children had the highest mean score computed on the self-perception item of Handling Conflicts, and female last-borns had the lowest score. Males in 3 ordinal

position categories had higher means than females in the same categories. Overall, males in the study felt they could handle conflicts better than did the females. Of all groups in the study, male only children, male last-borns, and female intermediates felt better able to handle conflicts than other groups. (See Table X.)

Facing Reality yielded a high mean score achieved by the male intermediates and a low mean score achieved by the male only children. The highest mean achieved by the female participants was achieved by the female only children. Generally, the male intermediates and the female only children indicated they felt better able to face reality than did the other groups. (See Table X.)

Male only children had the lowest mean, and male last-borns had the highest mean, on the self-perception item of Responsibility. The three highest means tabulated were attained by the male last-borns, the male intermediates, and the female only children, indicating that they felt themselves to be more responsible than did the other groups. (See Table X.)

Male participants had higher means than females in all ordinal position categories, on the self-perception item of Decision-Making and Problem-Solving. The high mean score tabulated was attained by both the male intermediates and the male last-borns, and the low mean was attained by the female first-borns. Overall, the male intermediates and the

male last-borns felt more positive about making decisions and solving problems than all other groups. Of the 120 female participants, the last-borns felt better able to make decisions and solve problems than did females in other groups. (See Table X.)

The highest possible mean score, 3.00, was achieved by the male only children on Perseverance. Males in 3 of the 4 ordinal position categories achieved higher means than females in the same categories. The lowest mean tabulated for Perseverance was achieved by the female first-borns. Among the female participants, the only children had a higher mean than other groups. Of all groups, the male only children and the female only children felt higher levels of perseverance than other groups. (See Table X.)

The male intermediates and the female only children had the highest mean computed for the self-perception item of Timeliness. The lowest mean tabulated was attained by the male only children. Generally, the male intermediates and the female only children felt their behavior to be more timely and appropriate than did other participants. (See Table X.)

The self-perception item, Philosophy of Life, yielded a high mean score attained by the female only children, and a low mean score attained by the male only children. Among the male participants, the intermediates had a higher mean than males in other ordinal position categories. Overall,

the female only children and the male intermediates felt a more positive philosophy of life than did other participants. (See Table X.)

Females in 3 of the 4 ordinal position categories had higher means than males in the same categories on the self-perception item of Acceptance. The highest mean tabulated for Acceptance was achieved by the male intermediates, and the lowest mean tabulated was achieved by the male only children. Among the females, the only children and the intermediates felt more self-accepting than the other females. However, of all groups, the male intermediates felt a higher level of self-acceptance than all other groups. (See Table X.)

On the item of Confidence, male only children had the lowest mean score, and female only children had the highest mean score. Males had higher means than females in 3 of the 4 ordinal position categories, indicating that the males felt more self-confident than the females. Of all groups, the female only children and the male intermediates felt more self-confident than other groups. (See Table X.)

Males in 3 of the 4 ordinal position categories had lower means than females in the same categories on Improvement. The highest mean computed was attained by the male intermediates, and the lowest mean computed was attained by the male only children. Of the 120 female participants, the first-borns felt more capable of self-improvement than

other groups, and the only children and the intermediates felt least capable of self-improvement. Of the 60 males, the last-borns felt least capable of self-improvement. Of all groups, the male last-borns and the female first-borns felt more capable of self-improvement than other groups. (See Table X.)

Morality yielded the highest possible mean score from the male only children. The lowest mean score computed for Morality was attained by the male last-borns. Of the females, the lowest mean score was also attained by the last-borns. The three highest means tabulated for Morality were attained by the male only children, the male first-borns, and the male intermediates, thus indicating that the males generally felt a more urgent sense of morality than the females. Of the female participants, the first-borns felt a more urgent sense of morality than females in other ordinal position categories. (See Table X.)

Males by Ordinal Position

Sixty males participated in the study. Six were only children, 20 were first-borns with later siblings, 15 were intermediates, and 19 were last-borns. Of all males, the male intermediates had higher means on more self-perception items than the other groups. Intermediate males, therefore, had more favorable self-perceptions than males in other categories. The male only children received more lower

self-perception means than any other group, thus indicating less favorable, more negative self-perceptions among the male only children than other male participants. (See Table XI.)

Females by Ordinal Position

A total of 120 females participated in the study. Twenty-two were only children, 32 were first-borns, 33 were intermediates, and 33 were last-borns. Female only children had more higher self-perception means than the other groups, thus indicating more favorable self-perception among the female only children than among the other female participants. The female first-borns had more lower self-perception means than other groups. The least favorable self-perceptions among the females were recorded by the first-borns. (See Table XII.)

Males and Females by Ordinal Position

The greatest number of higher self-perception means were received by the female only children and the group did not receive a single lower average. (See Table XIII.) The female only children recorded more positive self-perceptions than any other group. The female first-born seemed to have a lower self-perception than any other group of women. The intermediate born male recorded more positive self-perceptions than any other group of males. The male only children received more lower self-perception means than all other

TABLE XI

HIGHEST AND LOWEST MEANS OF 60 SELECTED UNIVERSITY MALES,
DENTON, TEXAS 1976, BY ORDINAL POSITION

Means	Only Child	First-Born	Intermediate	Last-Born
Highest	Communication Handling Conflicts Perseverance Morality	Friendliness and Cheerfulness Cooperation Accepting Authority Expressing Affec- tion	Friendship Loyalty and Trust Facing Reality Decision-Making and Problem-Solving* Timeliness Philosophy of Life Acceptance Confidence Improvement	Sense of Humor Responsibility Decision-Making and Problem- Solving*
Lowest	Friendship Friendliness and Cheerfulness Sense of Humor Cooperation Loyalty and Trust Accepting Authority Expressing Affection Facing Reality Responsibility Decision-Making and Problem-Solving Timeliness Philosophy of Life Acceptance Confidence Improvement	Handling Con- flicts**	Handling Con- flicts** Perseverance	Communication Morality

*Intermediate males and last-born males tied for highest position.
**First-born males and intermediate males tied for lowest position.

TABLE XII

HIGHEST AND LOWEST MEANS OF 120 SELECTED UNIVERSITY FEMALES,
DENTON, TEXAS 1976, BY ORDINAL POSITION

Means	Only Child	First-Born	Intermediate	Last-Born
Highest	Friendship Friendliness and Cheerfulness Sense of Humor Communication Cooperation* Expressing Affection Facing Reality Responsibility Perseverance Timeliness Philosophy of Life Acceptance Confidence	Improvement Morality	Cooperation* Accepting Authority Handling Conflicts	Loyalty and Trust Decision-Making and Problem- Solving
Lowest	Improvement**	Friendship Friendliness and Cheerfulness Communication Cooperation Loyalty and Trust Accepting Authority Facing Reality Responsibility Decision-Making and Problem-Solving Perseverance Philosophy of Life Acceptance	Timeliness Confidence Improvement**	Sense of Humor Expressing Affection Handling Con- flicts Morality

*Female only children and female intermediates tied for highest position.

**Female only children and female intermediates tied for lowest position.

TABLE XIII

HIGHEST AND LOWEST MEANS OF 60 MALE AND 120 FEMALE SELECTED UNIVERSITY STUDENTS, DENTON, TEXAS 1976, BY ORDINAL POSITION AND SEX

Means	Only Child		First-Born		Intermediate		Last-Born	
	Male	Female	Male	Female	Male	Female	Male	Female
Highest	Communication Handling Conflicts Perseverance Morality	Friendship FRIENDLINESS Cheerfulness Sense of Humor Cooperation** Expressing Affection Timeliness* Philosophy of Life Confidence			Loyalty and Trust Facing Reality Decision- Making and Problem- Solving** Timeli- ness* Accept- ance Improve- ment	Coopera- tion*** Accepting Authori- ty	Responsi- bility Decision- Making and Problem- Solving**	
Lowest	Friendship FRIENDLINESS Cheerful- ness Sense of Humor Coopera- tion Loyalty and Trust			Communication Decision- Making and Problem- Solving Persever- ance		Morality	Morality	Handling Con- flicts

TABLE XIII--Continued

Means	Only Child		First-Born		Intermediate		Last-Born	
	Male	Female	Male	Female	Male	Female	Male	Female
Accepting								
Authority								
Expressing								
Affection								
Facing								
Reality								
Responsi-								
bility								
Timeliness								
Philosophy								
of Life								
Acceptance								
Confidence								
Improve-								
ment								

*Female only children and male intermediates tied for highest position.

**Male intermediates and male last-borns tied for highest position.

***Female only children and female intermediates tied for highest position.

groups. The group also had a wider range in scores as evidenced by the fact that four of the highest means were received by the male only children. The least favorable self-perceptions and the widest range in perception were recorded by the male only children. There is an indication that self-perception by ordinal position is definitely affected by sex differences. (See Table XIII.)

The self-perception mean for the 60 males was 2.43, and the mean for the 120 females was 2.53. Fifteen of the 19 lowest means recorded by sex and ordinal position were received by the males. The overall self-perception of the females was more favorable than that of the males. (See Table XIII.)

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CHAPTER IV

CONCLUSIONS

A review of literature revealed many indications that order of birth does indeed affect personality. However, past studies yielded information that was neither specific nor conclusive regarding the self-perception of university students, related to sex and ordinal position. A need for further study was evident.

The study investigated the occurrence of 19 selected self-perception characteristics in 180 selected university students, and compared differences by sex and by ordinal position. All self-perception information was gathered through the use of a specially designed, group-administered, self-rating instrument. (See Appendix.) Sixty male and 120 female graduate and undergraduate students enrolled in various Home Economics and Education courses during the summer of 1976, at North Texas State University in Denton County, Texas, participated in the study. It is believed that participants were honest in their self-ratings for the reason that oral instructions were given prior to testing to encourage anonymity.

Self-Perception by Sex

Sixty males participated in the study. Men held higher self-perception scores than women in 8 of the 19 areas. The males reported feeling more discreet, tactful, and adept at disagreeing agreeably; more capable of handling conflicts; taking responsibility; making decisions and solving problems; and persevering in tasks despite difficulty. Males felt more self-confident, self-disciplined and self-controlled, and were found to be more apt to utilize self-evaluation and changing undesirable traits than the females.

A total of 120 females participated in the study. Women recorded more favorable self-perception than men in 11 of the 19 areas. The females felt friendlier, more cheerful, and better friends to others than the males. The females also were most able to laugh at themselves, and meet the troubles and irritations of everyday life with a smile. Women perceived themselves to be more cooperative, loyal, and trustworthy than the men. The women felt more capable of accepting things that cannot be changed than the male participants. When compared with the males, the females were found to be more contented with assigned roles in life, and to feel most able to work when working, play when playing, and say "no" to harmful situations. Overall, the females had a more positive self-perception than males.

Self-Perception by Ordinal Position

Of the 180 participants, 28 were only children, 52 were first-borns with later siblings, 48 were intermediates, and 52 were last-borns. Students who were intermediates recorded higher more favorable self-perceptions than all other groups.

The 28 only children received the most favorable scores on 5 of the 19 items. The items were Communication, Perseverance, Timeliness, Philosophy of Life, and Confidence. The only children felt less capable of laughing at themselves, and meeting the troubles and irritations of everyday life with a smile than all other groups. However, the only children felt more discreet, tactful, and capable of disagreeing agreeably than other participants. Of all groups, the only children reported feeling least loyal and trustworthy, and in conjunction with the last-borns, least able to accept authority. An individual who can compromise, be flexible, and accept things that cannot be changed, is more likely to have less difficulty facing the realities of everyday life. Facing reality was reported to be more difficult for the only children than for any other group. Making decisions and solving problems were most difficult for the only children, yet the group felt more patient, persevering, and knowledgeable concerning limitations, than all other groups. The only children felt happier with assigned roles in life, took more pleasure in the experiences

of each age level, knew how to work when working, play when playing, and say "no" to harmful situations, more often than other groups. It was also found that, among the only children, feelings of self-assurance and self-confidence were more prevalent, and feelings of self-acceptance were less prevalent, than in other groups. Self-evaluating and changing undesirable traits were least often practiced by the only children.

Fifty-two first-borns with later siblings received the most favorable scores in the two areas of Improvement and Morality, and tied for the highest score in the two areas of Loyalty and Trust and Accepting Authority. The first-borns had the lowest scores in the six areas of Friendship, Communication, Cooperation, Responsibility, Timeliness, and Philosophy of Life, and tied for the lowest position in the area of Handling Conflicts. Hurlock (1) has stated that introversion has a high incidence of frequency in first-borns. First-borns in this inquiry felt less gregarious and extroverted than all groups, thus indicating a tendency toward introversion and lending support to Hurlock's statement. An independent, achievement-oriented individual might have difficulty cooperating in a total group effort. Weiner (2) reports that first-borns have a tendency toward independence and high achievement. First-borns perceived themselves to be less cooperative than all other groups, therefore supportive of Weiner's statement. The first-borns and the

intermediates tied for the highest position in the area of Accepting Authority. Each group felt equally competent of complying even when in disagreement and seeking the help of those in authority when it was needed. The first-borns tied with the last-borns for the lowest position in the area of Handling Conflicts. Each group felt least capable of controlling temperament, and releasing tensions constructively. Of all groups, the first-borns felt least dependable, and least able to accept responsibility. Though the first-borns were found to feel least capable of timely behavior, and least contentment with their roles in life than other groups, they were found to be most likely to utilize self-evaluation and change undesirable traits. First-borns in the study were found to feel more self-assured and more independent than later-borns, thus supporting Weiner's statement that first-borns tend to be more independent than later-borns (2).

A total of 48 intermediates participated in the study. The intermediates received the most favorable self-perception scores in the seven areas of Friendship, Friendliness and Cheerfulness, Cooperation, Expressing Affection, Handling Conflicts, Facing Reality, and Acceptance, and tied for the most favorable position in the three areas of Sense of Humor, Loyalty and Trust, and Accepting Authority. None of the lowest and least favorable self-perceptions were attained by the intermediates. It was found that the intermediates tried most often to meet and understand the emotional needs of

others in human relationships, and were more sympathetic, gregarious, and extroverted than all other groups. The intermediates and the last-borns tied for the highest position in the area of Sense of Humor. Each group felt equally capable of laughing at themselves, and meeting the troubles and irritations of everyday life with a smile. Of all groups, the intermediates felt most capable of carrying their share of the load in any group activity, and taking interest in the total effort. The intermediates tied with the first-borns for the highest positions in the areas of Loyalty and Trust and Accepting Authority. Each group felt equally loyal, trustworthy, competent of complying even when in disagreement, and seeking the help of those in authority when it was needed. Expressing Affection, Handling Conflicts, and Facing Reality were most easily managed by the intermediate participants. The intermediates were also found to be more self-accepting than other groups.

Fifty-two last-borns participated in the study. The last-borns had the highest and most favorable self-perception scores in the two areas of Responsibility and Decision-Making and Problem-Solving, and tied for the highest score in the area of Sense of Humor. The group had the lowest and least desirable scores in the four areas of Expressing Affection, Perseverance, Confidence, and Morality, and tied for the lowest score in the two areas of Accepting Authority and Handling Conflicts. The last-borns tied with the intermediates

for the highest position in the area of Sense of Humor. Each group felt equally competent of laughing at themselves, and of meeting the troubles and irritations of everyday life with a smile. The last-borns tied with the only children for the lowest position in the area of Accepting Authority. Demonstrating affection in acts that are fitting in amount and kind was reportedly most difficult for the last-born participants. The last-borns tied with the first-borns for the lowest position in the area of Handling Conflicts. Each group felt equal difficulty in controlling temperament and releasing tensions. The last-borns reported feeling more responsible, more capable of making decisions and solving problems, but less persevering than all other groups. Last-borns were more inconsistent in self-discipline and less self-confident than all groups.

Males by Ordinal Position

Among the males, the six who were only children felt more skillful in communication, handling conflicts, persevering in tasks despite setbacks, and more self-disciplined than others, but were found to feel more negative self-perceptions than all other groups, in 15 of the 19 areas. The areas were Friendship, Friendliness and Cheerfulness, Sense of Humor, Cooperation, Loyalty and Trust, Accepting Authority, Expressing Affection, Facing Reality, Responsibility,

Decision-Making and Problem-Solving, Timeliness, Philosophy of Life, Acceptance, Confidence, and Improvement.

The data disclosed that the 20 first-born males felt friendlier, more cheerful, cooperative, willing to accept authority, and capable of appropriately expressing affection than other groups. Handling conflicts was found to be equally difficult for the 20 first-borns and the 15 intermediates, who tied for the lowest mean score on the item.

The 15 male intermediates recorded higher, more positive self-perceptions on more items than any other group of male participants. The males who were intermediates felt more sympathetic, more capable of meeting the emotional needs of others in human relationships, more loyal, trustworthy, and capable of timely behavior than other groups. They also felt more content with assigned roles in life, more self-accepting, self-confident, and capable of changing undesirable traits through self-evaluation. The male intermediates and the male last-borns tied for the highest mean score in the area of Decision-Making and Problem-Solving. Both groups felt capable of making decisions with a minimum of worry, conflict and advice-seeking. The male intermediates tied with the male first-born participants for the lowest mean score in the area of Handling Conflicts. Persevering in tasks despite setbacks was found to be more difficult for the male intermediates than for all other groups.

The 19 male participants who were last-borns reported feeling more capable of laughing at themselves, meeting the troubles and irritations of everyday life with a smile, and accepting responsibility than all other groups. A tie for the highest mean score in the area of Decision-Making and Problem-Solving was tabulated between the male participants who were last-borns and those who were intermediates. The least favorable self-perceptions recorded in the areas of Communication and Morality were felt by the male last-borns. They indicated feeling less discreet, tactful, capable of disagreeing agreeably, and self-disciplined than other groups.

Females by Ordinal Position

Twenty-two females were only children. The women reported more positive self-perceptions in more areas than any other group. Of the 120 female participants, the only children felt friendlier, more cheerful, sympathetic, tactful, discreet, responsible, persevering, content with assigned roles in life, self-accepting, and self-confident than all female groups. The female only children also felt more capable of expressing affection appropriately, laughing at themselves, accepting things that cannot be changed, and behaving in a timely manner than the other female participants. The group tied with the female intermediates for the highest self-perception mean in the area of cooperation.

Participants in each group felt willing to carry their share of the load in any group activity. Improvement was the area where the female only children recorded the most unfavorable self-perceptions and tied with the female intermediates. Results indicated that both groups felt more unlikely to utilize self-evaluation, and change undesirable traits, than the participants in the other two female groups.

A total of 32 first-born females participated in the study. The first-born women felt themselves to be more self-disciplined, and more likely to utilize self-evaluation than other female groups. The group felt less favorably about themselves in more areas than any other group. The areas were Friendship, Friendliness and Cheerfulness, Communication, Cooperation, Loyalty and Trust, Accepting Authority, Facing Reality, Responsibility, Decision-Making and Problem-Solving, Perseverance, Philosophy of Life, and Acceptance.

Among the 120 female participants, the 33 intermediate females reported feeling more capable of complying even when in disagreement, seeking help of those in authority when needed, controlling temper, and releasing tensions constructively, than all groups. The female intermediates tied with the female only children for the highest mean in the area of cooperation. The female intermediates felt less self-confident, less capable of saying "no" to harmful situations, and postponing gratifications than the other women. In the

area of Improvement, the female intermediates tied with the female only children, for the lowest mean score. Students in each group felt that they utilized self-evaluation and changed undesirable traits less frequently than students in the first-born or last-born groups.

A total of 33 last-born females participated in the study, and felt more loyal to friends, more trustworthy, and more capable of making decisions with a minimum of worry, conflict, and advice-seeking than the other groups of women. However, reports indicated the group felt more inconsistent in self-discipline, less capable of laughing at themselves, and less capable of expressing affection and handling conflicts, than all other female participants.

Self-Perception by Sex and Ordinal Position

Sixty male students participated in the study. Six were only children, 20 were first-borns with later siblings, 15 were intermediates, and 19 were last-borns. The 120 female participants included 22 only children, 32 first-borns, 33 intermediates, and 33 last-borns.

The results indicated that sex differences were present in all ordinal positions. The three groups in which the sex differences were most noticeable were in the only child, first-born, and intermediate. Effects of ordinal position tended to depend on the sex of the child.

The male only children had the most favorable self-perception scores in the four areas of Communication, Handling Conflicts, Perseverance, and Morality. The overall scores were lower than all other groups in 14 of the 19 areas. The areas were Friendship, Friendliness and Cheerfulness, Sense of Humor, Cooperation, Loyalty and Trust, Accepting Authority, Expressing Affection, Facing Reality, Responsibility, Timeliness, Philosophy of Life, Acceptance, Confidence, and Improvement.

The female only children recorded the highest self-perception scores in six areas, and tied for the highest position in two other areas. The highest self-perceptions were in Friendship, Friendliness and Cheerfulness, Sense of Humor, Cooperation, Expressing Affection, Timeliness, Philosophy of Life, and Confidence. None of the lowest self-perception scores was attained by the female only children.

None of the highest and most favorable self-perception scores was attained by the male and female first-born participants. The male first-borns did not attain any of the lowest self-perception scores recorded. The female first-borns had the least favorable self-perceptions in the three areas of Communication, Decision-Making and Problem-Solving, and Perseverance.

The male intermediates had the highest and most favorable self-perceptions in the four areas of Loyalty and Trust,

Facing Reality, Acceptance, and Improvement, and tied for the highest position in the two areas of Decision-Making and Problem-Solving, and Timeliness. The female intermediates had the highest self-perception scores in the area of Accepting Authority and tied for the highest position in the area of Cooperation. None of the lowest self-perceptions was attained by the male nor the female intermediates.

The male last-born participants tied for the highest position in the areas of Decision-Making and Problem-Solving and had the highest and most favorable self-perception score in the area of Responsibility. The group had the lowest self-perception score in the area of Morality. The female last-borns did not attain a highest self-perception score but had the least favorable score of all groups in the area of Handling Conflicts.

Recommendations

The applicability of conclusive information found within the research may be limited, because of the select group involved, and the small number of cases in some ordinal position categories. It is recommended that further, extensive research be conducted, utilizing a larger group, more varied in both age range and ethnic background. Factors as socioeconomic background and educational level would also be useful in further analyzing self-perception by birth order and sex.

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APPENDIX

SELF-PERCEPTION

The purpose of the rating scale is to determine if self-perception is related to sex and ordinal position.

For each of the items below, select the answer that corresponds with the correct information and circle the appropriate number on the answer sheet provided.

- 1. Classification . . . (1) Fr. (2) Soph. (3) Jr. (4) Sr. (5) Gr.
- 2. Sex (1) Male (2) Female
- 3. Age (1) 17-22 (2) 23-28 (3) 29-34 (4) 35-40 (5) 41-50
- 4. Race (1) Caucasian (2) Black (3) Latin American (4) Other
- 5. Marital Status . . . (1) Married (2) Single (3) Divorced (4) Widowed
 (5) Separated (troubled/broken marriage)
- 6. Ordinal Position . . (1) Only child (2) First-born with later siblings
 (3) Intermediate (4) Last-born
- 7. Twin (1) Yes (2) No
- 8. Adopted (1) Yes (2) No

	1	2	3
9. <u>Friendship</u> . Selfish, self-centered, ego-centric.	Seems happy in own group. Not too interested in broadening circle of friends.	Enjoys other's company. Good natured.	Tries to meet emotional needs of others in human relationships. Sympathetic.
10. <u>Friendliness</u> and <u>Cheerfulness</u> . Introverted, uncomfortable with other people.	Usually a good sport. Rarely laughs at expense of another.	Gregarious, extroverted. Tries to see that others have a good time.	Can laugh at self. Meets troubles and irritations of everyday life with a smile.
11. <u>Sense of Humor</u> . Uses sarcasm and ridicule to create laughs. Can't take a joke.			

1	2	3
12. <u>Communication.</u> Lacks discretion and wise judgement in approach to others. Poor listener.	Perception of the right thing to say and do.	Can disagree agreeably. Discreet, tactful.
13. <u>Cooperation.</u> Competitive. Works with others grudgingly. Seeks out easiest task.	Helpful to others if asked. Expects full credit for work done.	Always willing to carry share of load in any group activity. Interested in total effort, not in own rewards.
14. <u>Loyalty and Trust.</u> Unable to carry through with agreements. Looks out for self before others.	Does not gossip. Usually trustworthy.	Loyal to friends. Can be counted on.
15. <u>Accepting Authority.</u> Hostile feelings toward authority figures. Resists directions of superiors.	Usually respectful. Follows directions fairly well.	Can comply even when in disagreement. Seeks help of those in authority when needed.
16. <u>Expressing Affection.</u> Cold, rejecting, unaffectionate.	Usually able to express warmth and affection overtly.	Demonstrates affection directly in acts that are fitting in amount and kind.
17. <u>Handling Conflicts.</u> Angers easily. Takes frustrations out on others.	Reasonable control over temper. Fairly good control over frustration.	Controls temper. Releases tensions constructively.
18. <u>Facing Reality.</u> Unable to face disagreeable realities. Feels world is against one. Wishful thinker.	Usually willing to face favorable and unfavorable conditions of life.	Can compromise. Flexible. Accepts things that cannot be changed.

1	2	3
19. <u>Responsibility</u> . Unwilling to accept responsibility. Abandons task if difficult. Not punctual.	Usually accepts responsibility and carries a task through to completion on time.	Very dependable. Can accept responsibility and carry through even under difficulty.
20. <u>Decision-Making and Problem-Solving</u> . Avoids making decisions. Makes snap judgements. If own decisions fail, uses scapegoat.	Fairly accurate judgement. Often hesitates if unsure. Thinks for one's self. Usually abides by own choices.	Can make decisions with minimum of worry, conflict and advice-seeking. Learns from defeats.
21. <u>Perseverance</u> . Unrealistically high goals. Often tires of tasks before completion.	Works to capacity trying to reach goals. Usually finishes what is begun.	Patient. Persist in striving for goals regardless of occasional setbacks. Knows own limitations.
22. <u>Timeliness</u> . Seldom knows how to postpone gratifications.	Usually knows how to postpone gratifications.	Knows how to work when working, play when playing. Can say "no" to harmful situations.
23. <u>Philosophy of Life</u> . Clings to past. Displeased with role in life.	Content with role in life.	Happy with assigned role in life. Takes pleasure in experiences of each age level.
24. <u>Acceptance</u> . False sense of importance. Magnifies successes.	Attempts but has some difficulty seeing one's self as other do. Realistic self-concept.	Respects one's self despite admitted faults. Inner sense of well-being. Cheerful, happy outlook on life.
25. <u>Confidence</u> . Feelings of inadequacy and inferiority. Insecure. Lacks self-reliance.	May seek approval from others. Usually independent.	Self-assured. Belief in one's self. Independent.

1	26. Improvement. Discouraged by criticism. Resents suggestions.	2	Usually considers suggestions and accepts criticism gracefully.	3	Upon self-evaluation, changes undesirable traits.
	27. Morality. Lacks internal control and self-discipline. Unethical.		Inconsistent in self-discipline and control.		Self-disciplined. High standards. Sense of justice.

"SELF PERCEPTION" ANSWER SHEET

Age _____

For each of the items below, select the answer that corresponds with the correct information and circle the appropriate number.

Example: 1. 1 2 3 4 5

- | | | | | | | | | | |
|-----|---|---|---|---|---|-----|---|---|---|
| 1. | 1 | 2 | 3 | 4 | 5 | 20. | 1 | 2 | 3 |
| 2. | 1 | 2 | | | | 21. | 1 | 2 | 3 |
| 3. | 1 | 2 | 3 | 4 | 5 | 22. | 1 | 2 | 3 |
| 4. | 1 | 2 | 3 | 4 | | 23. | 1 | 2 | 3 |
| 5. | 1 | 2 | 3 | 4 | 5 | 24. | 1 | 2 | 3 |
| 6. | 1 | 2 | 3 | 4 | | 25. | 1 | 2 | 3 |
| 7. | 1 | 2 | | | | 26. | 1 | 2 | 3 |
| 8. | 1 | 2 | | | | 27. | 1 | 2 | 3 |
| 9. | 1 | 2 | 3 | | | | | | |
| 10. | 1 | 2 | 3 | | | | | | |
| 11. | 1 | 2 | 3 | | | | | | |
| 12. | 1 | 2 | 3 | | | | | | |
| 13. | 1 | 2 | 3 | | | | | | |
| 14. | 1 | 2 | 3 | | | | | | |
| 15. | 1 | 2 | 3 | | | | | | |
| 16. | 1 | 2 | 3 | | | | | | |
| 17. | 1 | 2 | 3 | | | | | | |
| 18. | 1 | 2 | 3 | | | | | | |
| 19. | 1 | 2 | 3 | | | | | | |

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