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A STUDY TO DETERMINE THE RELATIONSHIP  
BETWEEN EMOTIONAL STABILITY AND  
ACADEMIC ACCOMPLISHMENT

THESIS

Presented to the Graduate Council of the  
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For the Degree of

MASTER OF SCIENCE

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## TABLE OF CONTENTS

	Page
LIST OF TABLES . . . . .	iv
Chapter	
I. INTRODUCTION . . . . .	1
Statement of Problem	
Hypothesis	
Definition of Terms	
Sources of Data	
Limitations of the Study	
Procedure	
Related Studies	
Order of Presentation of Data	
II. COLLECTION OF DATA. . . . .	13
Selection of the Instrument	
Selection of the Sample	
III. ANALYSIS OF DATA . . . . .	18
IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS. . . . .	22
V. APPENDIX . . . . .	25
BIBLIOGRAPHY . . . . .	43

## LIST OF TABLES

Table	Page
I. Description of Personality Traits Related to Emotional Stability . . . . .	14
II. Boys Who Scored Above the 5th C Score on the "E" Scale of the <u>Guilford-Zimmerman</u> . . . . .	25
III. Boys Who Scored Below the 5th C Score on the "E" Scale of the <u>Guilford-Zimmerman</u> . . . . .	28
IV. Girls Who Scored Above the 5th C Score on the "E" Scale of the <u>Guilford-Zimmerman</u> . . . . .	30
V. Girls Who Scored Below the 5th C Score on the "E" Scale of the <u>Guilford-Zimmerman</u> . . . . .	32
VI. Pearson-Product Coefficient of Correlation Between Emotional Stability and Academic Achievement . . . . .	19

## CHAPTER I

### INTRODUCTION

For many years it has become more apparent to those professionally interested in personnel work that an interesting and significant relationship exists between emotionality and success in various environmental situations. The effects of emotional instability upon achievement in many fields of human endeavor have been opinionated, usually unscientifically collected and presented, and appear, in general, to be quite unreliable.

In recent years, specialists in human engineering have been seriously concerned with the creation and maintenance of desirable emotional climates for their personnel. In the field of higher education it has become necessary to furnish extensive and sometimes elaborate guidance services in order to perform a more vital service to college students. To those engaged in student personnel work, it appears that emotional stability and academic accomplishment are in a close relationship and, conversely, that emotional instability is related negatively to academic accomplishment.

#### Statement of the Problem

This study is concerned with the determination of the relationship that exists between levels of emotional stability

and academic accomplishment among students of Business Administration at North Texas State College.

### Hypothesis

It is the hypothesis of this study that a positive relationship exists between levels of emotional stability and academic achievement among students of Business Administration at North Texas State College and that the degree of this relationship can be determined.

### Definition of Terms

In the course of the development and solution of this problem, the need for a definition of terms becomes apparent for reasons of clarity and better understanding. The following definitions<sup>1</sup> will be used in this investigation:

1. Emotional stability: Characteristic of a person who does not react excessively to emotional situations.

2. Emotional pattern: The mode of emoting that is characteristic for an individual under stated conditions, including various combinations of different emotions.

3. Emotional state: The condition of the organism during effectively toned experiencing, whether mild or intense.

4. Emotional breadth: The degree of variation in feeling displayed in a situation: the range of objects and situations to which a person will react emotionally, either in a general or concrete situation.

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<sup>1</sup>  
H. B. English and A. C. English, Dictionary of Psychological and Psychoanalytical Terms (New York, 1958).

5. Emotional instability: The tendency to quick-changing and unreliable emotional response.

6. Emotionality: A characteristic of a person who reacts easily and strongly to emotive situations.

7. Emotionally unstable personality: A person who reacts with excitement and ineffectively in situations of minor stress and whose relation with other people is fraught with fluctuating emotional attitudes.

8. Emotional blocking: Inhibition of thinking or of other forms of adjustive responses due to excessive emotions, usually of the fear group.

9. Emotivity: Capacity for emotional response-- does not imply excess.

10. Academic accomplishment: The results obtained through scholastic processes related to specific subject matter.

11. Emotional adequacy: The feeling that one is able to do what is required of him.

#### Sources of Data

The data used in the preparation of this study were obtained from the following sources: first, from tests administered to the participating students; secondly, from the subject's records of academic accomplishment; third, from interviews with the participating students; and fourth, from available literature in the subject area.

The test administered to the subjects was the Guilford-Zimmerman Test of Temperament and Personality (See Appendix) which investigates such personality-temperament aspects as the "G", general activity-inactivity; "R", restraint-impulsiveness; "A", social boldness-submissiveness; "S", sociability-shyness; "E", emotional stability-emotional instability;

"O", objectivity-subjectivity; "F", friendliness-agreeableness-hostility-belligerence; "T", thoughtfulness-reflectiveness-unreflectiveness; "P", personal relations-cooperativeness-criticalness-intolerance; and "M", masculinity-femininity-femininity-masculinity. Since this study was concerned primarily with the relationship of emotional stability and academic achievement, only the results obtained from the "E" scale were used.

#### Limitations of This Study

This study had the following limitations:

1. The study included only selected students from the School of Business Administration at North Texas State College.
2. The study was limited to the academic year 1960-61.
3. The study was limited to 300 subjects: 150 men and 150 women.
4. The "E" scale of the Guilford-Zimmerman Survey of Temperament and Personality was used as the instrument for determining emotional stability.
5. The study considered scores above the 5th C score level on the "E" scale of the Guilford-Zimmerman Profile sheet as being indicative, in ascending value levels, of emotional stability; and scores below the 5th C score level, in descending value levels, of emotional instability.
6. The academic standings of the subject students were calculated by giving the following numerical value to each

letter grade and then averaging the grades of the students.

"A"	=	94.5
"B"	=	84.5
"C"	=	74.5
"D"	=	64.5
"F"	=	54.5

7. Subject students who had other evaluative grades, Q, W, X, etc., were eliminated from the study and were replaced by other students.

#### Procedure

The students participating in this study were selected by random sampling techniques from a possible group of approximately 2,000 students in the School of Business Administration at North Texas State College. The Guilford-Zimmerman Temperament and Personality Survey was administered to the selected group, the results of the testing procedure were evaluated, and a profile of the scores was presented. The degree of emotional stability was determined by each subject's score on the "E" scale of the Guilford-Zimmerman Profile sheet. Those who scored above the 5th C score level were considered to be emotionally stable; and those who had scores below the 5th C score level were considered to be emotionally unstable.

The academic grades of the selected subjects were obtained from their records in the Registrar's Office and from their instructors' evaluations based upon accomplishments to date in this semester. The arithmetical mean for each student's academic grades was obtained by using the equivalent numerical scores indicated in limitation number six.



Following these procedures for the collection of data, the degree of relationship that existed between the percentile level of emotional stability and the level of academic accomplishment was determined through the use of correlation techniques.

#### Related Studies

Numerous studies have been made in areas related to this study. Investigation and analysis of these related studies have proved to be invaluable both from the standpoint of contributing needed and useful information and by pointing out needed areas of investigation.

In 1956 Ross<sup>2</sup> completed a study entitled "The Discrepancy Between Interest and Aptitude; A Study of Emotional Factors in Occupational Choice." In this study, Ross points out that a review of the literature regarding occupational choice reveals little evidence regarding the relationships of personality factors to occupational choice. He states that previous studies have shown that neuro-psychiatric groups can be differentiated from other groups by means of expression of interest in what has been called "fantasied" or "expressive" occupational choices and an avoidance of interest in "adjustive" or "reality centered" occupational

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<sup>2</sup>Albert E. Ross, "Discrepancy Between Interest and Aptitude; A Study of Emotional Factors in Occupational Choice," unpublished doctoral dissertation, College of Psychology, University of Southern California, Los Angeles, California, 1956, pp. 86-95.

choices. He concluded that, within the limitations of his study, emotionally disturbed groups can be differentiated from physically disabled groups. In a further interpretation of his results, he suggests that the emotionally disturbed individuals will tend to withdraw interest in reality-centered areas in which they may draw a skill.

Melton<sup>3</sup> reports research related to the association between personality and vocational interest and suggests that a significant relationship exists in this respect.

Norman<sup>4</sup> tested the hypothesis that certain personality traits are related to certain leadership traits and found that proficiency in Administrative Activity and Ethical Officer Conduct were predicted at the .01 level of confidence and responsibility was predicted at the .05 level of confidence.

Another closely related study was made by Royer<sup>5</sup> in an effort to determine the relationship between selected factors and scholastic achievement in first-semester accounting at the University of Miami. In this study he utilized, among

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<sup>3</sup>W. R. Melton, "An Investigation of the Relationship Between Personality and Vocational Interest," Journal of Educational Psychology, XLVII (1956), 163.

<sup>4</sup>E. W. Norman, "The Prediction of Military Leadership by Self-inventory Personality Tests," unpublished doctoral dissertation, College of Psychology, University of Southern California, Los Angeles, California, 1955, pp. 121-123.

<sup>5</sup>J. E. Royer, "Selection and Use of Certain Factors Significant in Predicting Achievement of Students in First-Semester Accounting at the University of Miami," unpublished doctoral dissertation, College of Business Administration, University of Indiana, Bloomington, Indiana, 1955, pp. 146-149.

other factors, certain personality traits and concluded that nine out of ten personality traits investigated were significantly related to achievement. His correlation of personality variables was .26.

Carter<sup>6</sup> made a study to examine the relationship between certain aspects of personality and certain elements of academic achievement among seven-year olds. She concluded that there was a significant relationship existing between personal adjustment and academic achievement but that it was no more significant than the relationship between the I. Q. and achievement. Virtually the same results were obtained by Tallent,<sup>7</sup> in his investigation related to behavior control and intellectual achievement of secondary school boys.

Cox<sup>8</sup> made a study of the implications of endocrine gland functioning and educational attainment with especial reference to industrial arts. His study produced evidence that many of the effects that malfunctioning of the endocrine

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Cleo D. Carter, "The Relationship Between Personality and Academic Achievement (Reading and Arithmetic) of Seven-year Olds," unpublished doctoral dissertation, College of Psychology, University of Indiana, Bloomington, Indiana, 1958, pp. 161-165.

7

Norman Tallent, "Behavior Control and Intellectual Achievement of Secondary School Boys," Journal of Educational Psychology, XLVII (1956), 490.

8

L. L. Cox, "A Study of the Endocrine Glands and Their Implications for Education," unpublished master's thesis, School of Education, North Texas State College, Denton, Texas, 1950, abstract.

glands have upon an individual's ability to participate in and profit from a program of education may be detected by observation.

Horrall,<sup>9</sup> in a developmental study, compares the achievement records and personalities of ninety-four "very bright" college students with ninety-four intellectually "average" students at Purdue University. The two groups were compared on grade point averages over eight semesters of college work, and their responses to a multiple choice Thematic Apperception Test on the Group Rorschach and the Spencer Experience Appraisal. Numerous significances were reported. The students judged to have excellent adjustment tend to be "high" achieving brilliant students, while those judged to have very poor adjustment tend to be "low" achieving brilliant students.

Similar results were reported by Gebhart and Hoyt<sup>10</sup> in their study related to personality needs of overachieving freshmen in which they found that apparently gifted students have fewer adjustment problems than other students.

Yeomans and Lundin<sup>11</sup> made a study in which the Minnesota Multiphasic Personality Inventory was given to the top and

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<sup>9</sup>Bernice M. Horrall, "Academic Performance and Personality Adjustment of Highly Intelligent College Students," Genetic Psychological Monograph, LV (1957), 3-83.

<sup>10</sup>G. Gary Gebhart and Donald P. Hoyt, "Personality Needs and Overachieving Freshmen," Journal of Applied Psychology, XLII (1958), 125-128.

<sup>11</sup>W. N. Yeomans and R. W. Lundin, "The Relationship Between Personality Adjustment and Scholastic Achievement in Male College Students," Journal of Genetic Psychology, pp. 213-218.

bottom quarters of the freshman and sophomore classes. The poorer students were found to be more maladjusted particularly in the areas of psychopathic deviate and hypomania. Those in the top quarter of both classes scored significantly higher on the "MF" scale than men among the general population--and generally the freshmen showed poorer adjustment than the seniors.

Berger and Sulker<sup>12</sup> reported on a study where two groups were given the Rotter Incomplete Sentence Test, the Yale Battery, and the American College Entrance Examination. Academic performances were closely followed for four years and their entrance scores were reviewed in the light of their performance and achievement. In general, they found that students with high intellectual capacity and an adequate personality adjustment achieve higher academic performance. Early counseling of students who have emotional problems was suggested.

Max Sheanin<sup>13</sup> made a study to determine the personality characteristics of the male college student who fails to achieve the level of scholarship that was predicted for him

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<sup>12</sup>Irving Berger and Alvin Sulker, "The Relationship of Emotional Adjustment and Intellectual Capacity to Academic Achievement of College Students," Mental Hygiene, XL (1956), 66-77.

<sup>13</sup>Max Sheanin, "A Study of the Personality Factors Which Are Related to Academic Achievement," unpublished doctoral dissertation, College of Psychology, University of Southern California, Los Angeles, California, 1953, pp. 184-185.

by certain intelligence tests. The study concluded that personality test traits which relate to the scholarship vary according to the major course of study.

<sup>14</sup>Schlafé undertook a study to test the hypothesis that there was a significant relationship between anxiety and performance and concluded that anxiety is not a unifactor but that it is a multidimensional concept. Anxiety's effect on performance, as measured by a symbol-symbol test, is progressive throughout the various levels of anxiety and that for the particular measure of performance studied, the introduction of a stressful situation caused a greater decrement in performance in low-anxiety people than in high anxiety people.

#### Order of Presentation of Data

This study consists of four chapters. The first chapter is concerned with a statement of the problem with emphasis upon purpose and needs, definitions of terms, limitations, sources of data, related studies and methods of procedure.

The second chapter presents a more thorough examination of the problem, and is concerned with the collection of data related to the solution of the problem.

The third chapter is concerned with an analysis of the data.

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<sup>14</sup>Alan Schlafé, "An Experimental Study of the Effect of Anxiety Upon Performance," unpublished doctoral dissertation, College of Psychology, University of Southern California, Los Angeles, California, 1957, pp. 212-215.

The fourth chapter presents the conclusions and recommendations warranted by the data obtained in this study.

## CHAPTER II

### COLLECTION OF DATA

#### Selection of the Instrument

The "E" scale of the Guilford-Zimmerman Temperament Survey<sup>1</sup> was selected as the instrument for determining the emotional stability of the students in this study for various reasons. First, validation studies over a period of years and from various sources have provided objective testimony to support confidence in the instrument.

Second, the instrument was selected because it had been adopted as the official temperament survey to be used in the School of Business Administration at North Texas State College which indicated prior acceptance of the survey by the instructors who participated in the study.

Third, the instrument was used because of its nature, facility, and validity in detecting personality traits. For example, trait "E" (emotional stability) was originally used in the Nebraska Personality Inventory. Items formerly scored for "D" (depression) and "C" (cycloid disposition) in the S T D C R inventory, in equal members, were combined to give

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<sup>1</sup>"Guilford-Zimmerman Temperament Survey," Manual of Instructions and Interpretations (Beverly Hills, California, 1949), p. 1



the "E" score.<sup>2</sup> Previous studies indicated a consistently high correlation between scores for "D" and "C" (.85 to .90). This significant correlation appeared to justify using the one score instead of two.

The traits that are associated with emotional stability<sup>3</sup> are presented in Table I.

TABLE I  
DESCRIPTION OF PERSONALITY TRAITS  
RELATED TO EMOTIONAL STABILITY

Positive Qualities	Negative Qualities	No. of Items
Evenness of moods, interests, energy, etc.	Fluctuation of moods, interests, energy, etc.	7
Optimism, cheerfulness	Pessimism, gloominess, Preservation of ideas and moods	7 6
Composure	Daydreaming	3
Feeling in good health	Excitability	2
	Feelings of guilt, loneliness or worry	3

As indicated in Table I, there are thirty test items constituting the "E" scale. Emotional stability increases in direct proportion to the number of positive qualities

<sup>2</sup>  
Ibid., p. 4.

<sup>3</sup>  
Ibid., pp. 2-3.

reflected by the testee. The authors of the survey state:

Emotional Stability: A high score indicates optimism and cheerfulness, on the one hand, and emotional instability, on the other. A score here that is very high, however, if coupled with a low G score, may indicate a sluggish, phlegmatic or lazy individual. A very low score is a sign of poor mental health in general; in other words, a neurotic tendency.

The authors also found that the most favorable "C" scores on the "E" scale range from 5-9 and the least favorable "C" scores range from 0-3.<sup>5</sup> They determined the coefficient of reliability and the standard error for the "E" scale of the instrument to be .84 and 2.4 respectively.<sup>6</sup>

#### Selection of the Sample

In order to utilize large sampling techniques, a minimum of 150 boys and 150 girls were used as subjects. The following random sampling techniques were used:

1. I. B. M. class roll lists for classes in the School of Business Administration, chosen at random, were examined and every other boy and every other girl whose name appeared on these lists were selected as subjects for the study. This sample consisted of 150 boys and 150 girls who constituted the initial group. The academic grades of these students, for the previous semester, were checked in order in order to eliminate those who had W's, Q's and X's on

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<sup>4</sup> Ibid., pp. 2-3.

<sup>5</sup> Ibid., p. 10.

<sup>6</sup> Ibid., p. 6.

their records. The students who were deleted from the study were replaced by others, using the same sampling techniques.

2. The Guilford-Zimmerman Temperament Survey was administered to the group of 300 students.

3. The tests were scored and profiles plotted for each student participating in the study.

4. The profile sheets were separated into the following groups:

Group A: Boys whose "E" scale was above the 5th C score

Group B: Boys whose "E" scale was below the 5th C score

Group C: All boys regardless of C score

Group D: Girls whose "E" scale was above the 5th C score

Group E: Girls whose "E" scale was below the 5th C score

Group F: All girls regardless of C score.

5. When this procedure was completed and the results compiled, it was ascertained that there were 83 boys whose scores were above the 5th C score on the "E" scale and 67 boys whose scores on the "E" scale fell below the 5th C score.

For the girls there were 71 whose scores on the "E" scale were above the 5th C score and 79 whose scores fell below the 5th C score.

6. The academic grades of the participating students

were collected and an average for each student was calculated and recorded.

7. A percentile score comparable to the "C" score obtained by each of the students in the four groups was selected from the profile sheet and recorded with each student's academic average score.

## CHAPTER III

### ANALYSIS OF DATA

Following the collection of the data obtained through the procedures outlined in Chapter II, the data were arranged into "X" and "Y" groups of variables. The "X" group for both boys and girls identifies the percentile degree of their emotional stability, while the "Y" group represents the average level of academic achievement for the subjects. The sampling and the group data were then arranged as follows:

- (1) Group A      Boys who rated above the 5th C score on the "E" scale of the Guilford-Zimmerman Temperament Survey
- (2) Group B      Boys who rated below the 5th C score on the "E" scale on the Guilford-Zimmerman Temperament Survey
- (3) Group C      All boys regardless of their C score on the "E" scale of the Guilford-Zimmerman Temperament Survey
- (4) Group D      Girls who rated above the 5th C score on the "E" scale of the Guilford-Zimmerman Temperament Survey
- (5) Group E      Girls who rated below the 5th C score on the "E" scale of the Guilford-Zimmerman Temperament Survey
- (6) Group F      All girls regardless of their C score on the "E" scale of the Guilford-Zimmerman Temperament Survey.

The raw score data were then subjected to statistical procedures for determining correlation of the "X" and "Y" variables. The Pearson-Product Moment Technique for

determining correlation was utilized. Tables II-V in the Appendix present these data.

Table VI presents the degree of relationship between the subject variables.

TABLE VI

PEARSON-PRODUCT COEFFICIENT OF CORRELATION BETWEEN  
EMOTIONAL STABILITY AND ACADEMIC ACHIEVEMENT

Group	Coefficient
A . . . . .	.90
B . . . . .	.78
C . . . . .	.61
D . . . . .	.90
E . . . . .	.87
F . . . . .	.66

This table indicates that the degree of correlation between the emotionally stable group of boys (Group A) and their academic achievement is .90, indicating a very significant relationship between emotional stability and academic achievement in this group.

Table VI also indicates that the degree of relationship among emotionally unstable boys (Group B) and their academic achievement is .78. This indicates a significant relationship between emotional instability and academic achievement for boys in the School of Business Administration at North Texas State College. While this is a significant relationship, it is not

as significant as the degree of relationship that exists between emotional stability and academic achievement. These data suggest that the degree or level of emotional stability is an excellent criterion for predicting academic achievement in this area of educational endeavor.

The data related to all of the male subjects (Group C) were also subjected to the same procedures. These raw data are not presented in a single table but are to be observed in Tables II and III in the Appendix. Table VI indicates that the correlation coefficient between the variables in this group is .61. This finding suggests again a substantial relationship exists between the degree of emotional stability and academic achievement among boys.

Table VI shows the degree of correlation between the emotionally stable group of girls (Group D) and their academic achievement to be .90 which indicates a significant relationship between these variables. It is to be noted that the relationship between emotional stability and academic achievement is the same for both boys and girls.

The degree of correlation between the emotionally unstable group of girls (Group E) and their academic accomplishment is .87 which also indicates a significant relationship between emotional instability and academic achievement for girls in the School of Business Administration at North Texas State College.

The correlation which existed between the variables for all girls (Group F) is .66. This too, indicates a substantial relationship between the degree of emotional stability and academic achievement among girls.



## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

It was the purpose of this study to determine the relationship that exists between levels of emotional stability and academic accomplishment among students of Business Administration at North Texas State College, and it was the hypothesis of this study that a positive relationship existed between these variables and that the degree of relationship could be determined. To test this hypothesis and to solve the problem of the study, certain limitations were established and appropriate procedures for collecting and treating the data related to this study were determined.

#### Conclusions

It would appear that there is a need for continued study and exploration of the relationship which exists among college students between emotional stability and academic accomplishment. This observation has become increasingly more apparent as the study progressed. The results obtained in the process of collecting data, the statistical treatment of these data, and the analysis of these data warrant the following conclusions:

1. The correlation between degree of emotional stability and academic accomplishment among all the boys was .61 and

is considered to be a significant positive relationship.

2. The correlation between the degree of emotional stability and academic accomplishment among boys rated as being emotionally stable was found to be .90. This score is interpreted as being a very high positive relationship.

3. The correlation between the degree of emotional instability and academic accomplishment among boys rated as being emotionally unstable in this study is .78. This score is interpreted as being a significant positive relationship.

4. The correlation between emotional stability and academic accomplishment among all girls included in this study was found to be .66. This score is interpreted as being a substantial relationship.

5. The correlation between emotional stability and academic accomplishment among girls rated as being emotionally stable was .90. This score is interpreted as indicating a very high relationship.

6. The correlation between emotional instability and academic accomplishment among girls rated as being emotionally unstable was .87. This score is interpreted as being a very significant relationship.

Following an analysis of these data, the following conclusions appear to be warranted:

1. The girls participating in the study tend to be less emotionally stable than the boys.

2. The degree of emotional instability is more predictive among the girls than among the boys. However, this variable appears to be of significant predictive value to both sexes.

3. The emotional stability among the participating students appears to be positively related to academic achievement.

4. The hypothesis of this study therefore appears to be acceptable.

#### Recommendations

This study has produced evidences of the need for further study in certain areas related to this investigation. The following pertinent recommendations appear to be warranted:

1. The relationship that exists among students between the levels of emotional stability and academic accomplishment should be investigated in all areas of academic endeavors.

2. The possible use of the degree of emotional stability as a predictive criterion for academic accomplishment should be investigated.

3. The underlying reasons for emotional instability among college students should be seriously investigated.

4. The effect of adequate counseling and guidance upon students who have previously demonstrated emotional instability should be investigated.

APPENDIX

Tables Showing Background Data for Chapter III

TABLE II

BOYS WHO SCORED ABOVE THE 5th C SCORE ON THE  
 "E" SCALE OF THE GUILFORD-ZIMMERMAN  
 Group A (N = 86)

Student Number	Emotional Stability		Academic Achievement		
	X	X <sup>2</sup>	Y	Y <sup>2</sup>	XY
1	55	3025	71	5041	3905
2	57	3249	75	5625	4275
3	69	4761	77	5929	5313
4	83	6889	80	6400	6640
5	90	8100	83	6889	7470
6	78	6084	80	6400	6240
7	75	5625	73	5329	5475
8	72	5184	77	5929	5544
9	61	3721	79	6241	4819
10	55	3025	68	4624	3740
11	65	4225	72	5184	4680
12	67	4489	75	5625	5695
13	63	3969	75	5625	4725
14	69	4761	78	6084	5382
15	78	6084	81	6561	6318
16	84	7056	85	7225	7140
17	90	8100	88	7764	7920
18	92	8464	87	7569	8004
19	96	9216	90	8100	8640
20	63	3969	80	6400	5440
21	57	3249	72	5184	4104
22	51	2601	70	4900	3570
23	62	3844	75	5625	4690
24	67	4489	75	5625	5025
25	69	4161	76	5776	5244
26	75	5625	74	5476	5550
27	73	5329	75	5625	5475
28	77	5929	80	6400	6160
29	79	6241	81	6561	6399
30	84	7056	82	6724	6888
31	85	7225	85	7225	7225
32	87	7569	85	7225	7395
33	76	5776	75	5625	5700
34	75	5625	75	5625	5625

TABLE II--Continued

Student Number	Emotional Stability		Academic Achievement		
	X	X <sup>2</sup>	Y	Y <sup>2</sup>	XY
35	74	5476	75	5625	5550
36	69	4761	72	5184	4968
37	60	3600	70	4900	4200
38	63	3969	73	5329	4599
39	65	4125	75	5625	4875
40	54	2916	68	4624	3672
41	78	6084	75	5625	5850
42	84	7056	80	6400	6720
43	89	7921	85	7225	7565
44	70	4900	72	5184	5040
45	92	8464	88	7744	8096
46	90	8100	85	7225	7650
47	84	7056	80	6400	6720
48	68	4624	75	5625	5100
49	57	3249	71	5041	4047
50	55	3025	68	4624	3740
51	68	3969	76	5776	4788
52	74	5476	77	5929	5698
53	77	5929	80	6400	6160
54	66	4356	75	5625	4950
55	65	4225	75	5625	4875
56	60	3600	72	5184	4320
57	55	3025	70	4900	3850
58	57	3249	71	5041	4047
59	59	3481	71	5041	4189
60	91	8281	85	7525	7735
61	83	6889	80	6400	6640
62	87	7569	85	7525	7395
63	74	5476	79	6241	5846
64	71	5041	75	5625	5325
65	95	9025	92	8464	8740
66	86	7396	90	8100	7740
67	63	3969	75	5675	4725
68	55	3025	72	5184	3960
69	58	3364	77	5929	4466
70	54	2916	70	4900	3780
71	63	3969	71	5041	4473
72	60	3600	70	4900	4200
73	78	6084	77	5929	6006
74	62	3844	70	4900	4340
75	83	6889	80	6400	6640
76	70	4900	74	5476	5180
77	60	3600	70	4900	4200
78	55	3025	68	4624	3740
79	89	7921	85	7225	7565

TABLE II--Continued

Student Number	Emotional Stability		Academic Achievement		
	X	X <sup>2</sup>	Y	Y <sup>2</sup>	XY
80	70	4900	78	6084	5460
81	62	3844	70	4900	4340
82	55	3025	68	4624	3740
83	63	3969	78	6084	4914
84	55	3025	70	4900	3850
85	54	2916	70	4900	3780
86	67	4489	74	5476	4958
	$\Sigma X$	$\Sigma X^2$	$\Sigma Y$	$\Sigma Y^2$	$\Sigma XY$
	6068	36,820,624	6586	43,375,396	39,963,848

$$r_{xy} = .90478$$

TABLE III

BOYS WHO SCORED BELOW THE 5th C SCORE ON THE  
"E" SCALE OF THE GUILFORD-ZIMMERMAN

Group B (N = 67)

Student Number	Emotional Stability		Academic Achievement		
	X	X <sup>2</sup>	Y	Y <sup>2</sup>	XY
1	45	2025	75	5625	3375
2	32	1024	70	4900	2240
3	8	64	65	4225	520
4	12	144	63	3969	756
5	43	1849	84	7056	3612
6	26	676	75	5625	1950
7	21	441	70	4900	1470
8	13	169	65	4225	845
9	16	256	67	4489	1072
10	45	2025	78	6084	3510
11	29	841	70	4900	2030
12	34	1156	74	5476	2516
13	35	1220	74	5476	2590
14	37	1369	72	5184	2664
15	44	1963	70	4900	3080
16	19	361	65	4225	1235
17	34	1156	68	4624	6241
18	40	1600	71	5041	2840
19	26	676	78	6084	2028
20	17	289	67	4089	1139
21	15	225	65	4225	975
22	17	289	68	4624	1156
23	35	1225	75	5626	2625
24	40	1600	80	6400	3200
25	37	1368	77	5929	2849
26	44	1963	85	7225	3740
27	41	1681	80	6400	3280
28	32	1024	72	5184	2304
29	30	900	75	5624	2250
30	25	625	69	4761	1725
31	29	841	71	5041	2059
32	43	1849	79	6241	3397
33	39	1521	72	5184	2808
34	43	1849	85	7225	3655
35	5	25	57	3249	285
36	14	196	63	3969	882
37	35	1225	72	5184	2520
38	25	625	80	6400	2000
39	21	441	70	4900	1470
40	40	1600	82	6724	3280
41	46	2116	92	8464	4232
42	24	576	69	4761	1656

TABLE III--Continued

Student Number	Emotional Stability		Academic Achievement		
	X	X <sup>2</sup>	Y	Y <sup>2</sup>	XY
43	25	625	78	6084	1950
44	36	1296	83	6889	2988
45	40	1600	85	7275	3400
46	38	1444	80	6400	3040
47	41	1681	83	6889	3403
48	35	1225	75	5625	2625
49	30	900	70	4900	2100
50	25	625	65	4225	1625
51	15	225	58	3364	870
52	9	81	53	2809	477
53	23	529	65	2809	1495
54	7	49	78	6084	576
55	40	1600	82	6724	3280
56	27	729	63	3969	1701
57	35	1225	75	5675	2625
58	36	1296	73	5327	2628
59	40	1600	82	6724	3280
60	43	1849	85	7525	3655
61	41	2025	86	7396	3870
62	35	1225	79	6241	2765
63	40	1600	80	6400	3200
64	27	729	67	4489	1809
65	18	324	65	4225	1170
66	38	1444	78	6084	2964
67	33	1089	75	5625	2475
	$\Sigma X$	$\Sigma X^2$	$\Sigma Y$	$\Sigma Y^2$	$\Sigma XY$
	2,037	20,035	4,913	364,271	153,846

$$r_{xy} = .78488$$



TABLE IV

GIRLS WHO SCORED ABOVE THE 5th C SCORE ON THE  
 "E" SCALE OF THE GUILFORD-ZIMMERMAN

Group D (N = 71)

Student Number	Emotional Stability		Academic Achievement		
	X	X <sup>2</sup>	Y	Y <sup>2</sup>	XY
1	66	4356	75	5625	4950
2	75	5625	78	6084	5850
3	83	6889	85	7225	7055
4	54	2916	70	4900	3780
5	55	3025	72	5184	3960
6	63	3969	75	5625	4725
7	67	4489	75	5625	5025
8	75	5625	80	6400	6000
9	70	4900	78	6084	5460
10	80	6400	82	6724	6560
11	92	8464	88	7744	8096
12	86	7396	85	7225	7310
13	85	7225	85	7225	7225
14	80	6400	82	6724	6560
15	78	6084	80	6400	6240
16	65	4225	75	5625	4875
17	72	5184	75	5625	5400
18	70	4900	74	5476	5180
19	75	5625	77	5929	5775
20	72	5184	73	5329	5256
21	80	6400	79	6241	6320
22	68	4624	75	5625	5100
23	55	3025	70	4900	3850
24	54	2916	70	4900	3780
25	60	3600	71	5041	4260
26	62	3844	71	5041	4402
27	68	4624	75	5625	5100
28	70	4900	75	5625	5250
29	75	5625	78	6084	5850
30	72	5184	70	4900	5040
31	80	6400	78	6084	6240
32	85	7225	80	6400	6800
33	90	8100	92	8464	8280
34	80	6400	85	7225	6800
35	66	4356	70	4900	4620
36	70	4900	75	5625	5250
37	55	3025	68	4624	3740
38	54	2916	68	4624	3672

TABLE IV--Continued

Student Number	Emotional Stability		Academic Achievement		
	X	X <sup>2</sup>	Y	Y <sup>2</sup>	XY
39	65	4225	70	4900	4550
40	68	4624	70	4900	4760
41	75	5625	79	6241	5925
42	77	5929	78	6084	6006
43	70	4900	75	5625	5250
44	85	7225	85	7225	7225
45	88	7744	85	7225	7480
46	72	5184	80	6400	5762
47	65	4225	75	5625	4875
48	75	5625	79	6241	5925
49	55	3025	70	4900	3850
50	52	2704	70	4900	3640
51	81	6561	85	7225	6885
52	92	8464	88	7744	8096
53	70	4900	75	5625	5250
54	65	4225	72	5184	4682
55	68	4626	75	5625	5100
56	70	4900	75	5625	5250
57	66	4356	71	5625	4950
58	65	4225	73	5329	4745
59	85	7225	80	6400	6800
60	88	7744	85	7225	7480
61	78	6054	80	6400	6240
62	95	9025	90	8100	8550
63	55	3025	75	5625	4125
64	60	3600	77	5929	4620
65	75	5625	78	6084	5850
66	66	4356	75	5625	4950
67	82	6724	80	6400	6560
68	85	7225	87	7569	7395
69	75	5625	80	6400	6000
70	60	3600	77	5929	4620
71	58	3364	75	5625	4352
	$\Sigma X$	$\Sigma X^2$	$\Sigma Y$	$\Sigma Y^2$	$\Sigma XY$
	5091	363,161	5489	462,529	397,358

$$r_{xy} = .89857$$

TABLE V

GIRLS WHO SCORED BELOW THE 5th C SCORE ON THE  
"E" SCALE OF THE GULLFORD-ZIMMERMAN

Group E (N = 79)

Student Number	Emotional Stability		Academic Achievement		
	X	X <sup>2</sup>	Y	Y <sup>2</sup>	XY
1	28	784	78	6084	2184
2	16	256	71	5041	1136
3	20	400	73	5329	1460
4	35	1225	85	7225	2975
5	36	1296	80	6400	2880
6	47	2209	87	7569	4089
7	44	1936	83	6889	3652
8	20	400	68	4624	1360
9	23	529	70	4900	1610
10	21	441	65	4225	1365
11	18	324	61	3721	1098
12	17	289	72	5184	1224
13	26	676	78	6084	2028
14	33	1089	80	6400	2640
15	35	1225	75	5625	2625
16	41	1681	77	3929	3157
17	43	1849	81	6561	3483
18	45	2025	83	6889	3735
19	20	400	68	4624	1360
20	18	324	65	4225	1170
21	24	576	70	4900	1680
22	25	625	65	4225	1625
23	33	1089	73	5329	2409
24	38	1444	75	5625	2850
25	40	1600	77	5929	3080
26	36	1296	68	4624	2448
27	49	2401	95	9025	4655
28	45	2025	86	7396	3870
29	32	1024	74	5476	2368
30	35	1225	75	5625	2625
31	28	784	78	6084	2184
32	27	729	67	4489	1809
33	30	900	70	4900	2100
34	38	1444	78	6084	2964
35	42	1764	80	6400	3360
36	15	225	68	4624	1020
37	42	1764	84	7056	3528

TABLE V--Continued

Student Number	Emotional Stability		Academic Achievement		
	X	X <sup>2</sup>	Y	Y <sup>2</sup>	XY
38	36	1296	78	6084	2808
39	2	4	62	3844	124
40	40	1600	79	6241	3160
41	17	289	71	5041	1207
42	21	441	69	4761	1449
43	33	1089	75	5625	2475
44	38	1444	76	5776	2888
45	39	1521	79	6241	3081
46	44	1936	82	6724	3608
47	47	2209	83	6889	3901
48	23	529	69	4761	1587
49	25	625	72	5184	1800
50	17	289	67	4489	1139
51	12	144	65	4225	780
52	20	400	69	4761	1380
53	10	100	63	3969	630
54	22	484	70	4900	1540
55	37	1369	72	5184	2664
56	43	1849	80	6400	3440
57	21	441	74	5476	1554
58	17	289	67	4489	1139
59	10	100	65	4225	650
60	17	289	69	4761	1173
61	3	9	60	3600	180
62	5	25	60	3600	300
63	22	484	70	4900	1540
64	37	1369	72	5184	2664
65	35	1225	73	5329	2555
66	33	4356	70	4900	2310
67	44	1936	80	6400	3520
68	45	2025	79	6241	3555
69	30	900	70	4900	2100
70	29	841	70	4900	2030
71	25	625	70	4900	1750
72	27	729	69	4761	1863
73	18	324	65	4225	1170
74	20	400	70	4900	1400
75	23	529	71	5041	1633
76	29	841	72	5184	2088
77	30	900	75	5625	2250
78	39	1521	77	5929	3003
79	17	289	69	4761	1173
	$\Sigma X$	$\Sigma X^2$	$\Sigma Y$	$\Sigma Y^2$	$\Sigma XY$
	2267	75,071	5779	426,395	171,072

$$r_{xy} = .86639$$

# The Guilford-Zimmerman Temperament Survey

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DO NOT WRITE IN THIS BOOKLET

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INSTRUCTIONS: In this booklet you will find a number of statements. Read each statement carefully. If the statement seems to be true, or if you agree with it, mark answer "Yes" on your answer sheet. If the statement is more false than true, or if you disagree with it, mark "No." If you cannot decide between "Yes" and "No," you may mark answer "?" BUT AVOID DOING THIS IF POSSIBLE.

Be sure to answer every item.

There are no "right" or "wrong" answers in the usual sense of a high score being necessarily the best. The purpose of this Survey will be served best if you describe yourself and state your opinions as accurately as possible.

You may notice that many items are similar. Actually, no two items are exactly alike.

Notice that the numbering of items on the answer sheet follows across the rows rather than down the columns.

You may turn the page and begin with the items now unless the examiner tells you to wait.

1. You start to work on a new project with a great deal of enthusiasm.....	1
2. You would rather plan an activity than take part in it.....	2
3. You have more than once taken the lead in organizing a project or a group of some kind.....	3
4. You like to entertain guests.....	4
5. Your interests change quickly from one thing to another.....	5
6. When you eat a meal with others, you are usually one of the last to finish.....	6
7. You believe in the idea that we should "eat, drink, and be merry, for tomorrow we die".....	7
8. When you find that something you have bought is defective, you hesitate to demand an exchange or a refund.....	8
9. You find it easy to make new acquaintances.....	9
10. You are sometimes bubbling over with energy and sometimes very sluggish.....	10
11. You are happiest when you get involved in some project that calls for rapid action.....	11
12. Other people think of you as being very serious minded.....	12
13. In being thrown by chance with a stranger, you wait for him to introduce himself.....	13
14. You like to take part in many social activities.....	14
15. You sometimes feel "just miserable" for no good reason at all.....	15
16. You are often so much "on the go" that sooner or later you may wear yourself out.....	16
17. You like parties you attend to be lively.....	17
18. If you hold an opinion that is radically different from that expressed by a lecturer, you are likely to tell him about it either during or after the lecture.....	18
19. It is difficult for you to chat about things in general with people.....	19
20. You give little thought to your failures after they are past.....	20
21. You often wonder where others get all the excess energy they seem to have.....	21
22. You are inclined to stop to think things over before you act.....	22
23. You avoid arguing over a price with a clerk or salesman.....	23
24. You would dislike very much to work alone in some isolated place.....	24
25. You often find it difficult to go to sleep at night because you keep thinking of what happened during the day.....	25
26. You find yourself hurrying to get places even when there is plenty of time.....	26
27. You like work that requires considerable attention to details.....	27
28. You are satisfied to let some one else take the lead in group activities.....	28
29. You enjoy getting acquainted with people.....	29
30. It takes a lot to get you emotionally stirred up or excited.....	30
31. You work more slowly and deliberately than most people of your sex and age.....	31
32. You are a carefree individual.....	32
33. When a person does not play fair you hesitate to say anything about it to him.....	33
34. It bothers you to have people watch you at your work.....	34
35. You have usually been optimistic about your future.....	35
36. You like to have plenty of time to stop and rest.....	36
37. You take life very seriously.....	37
38. You enjoy applying for a job in person.....	38
39. You would like to be a host or hostess for parties at a club.....	39
40. You often feel grouchy.....	40
41. You are the kind of person who is "on the go" all the time.....	41
42. You often crave excitement.....	42
43. The thought of making a speech frightens you.....	43
44. You find it easy to start conversation with strangers.....	44
45. You often feel guilty without a very good reason for it.....	45
46. People think you are a very energetic person.....	46

47. You sometimes make quick decisions that you later wish you hadn't made.....	47
48. You find it difficult to ask people for money or other donations, even for a cause in which you are interested.....	48
49. You are so naturally friendly that people immediately feel at ease with you.....	49
50. You daydream a great deal.....	50
51. You are quick in your actions.....	51
52. You have a habit of starting things and then losing interest in them.....	52
53. When you were a child, many of your playmates naturally expected you to be the leader.....	53
54. You sometimes avoid social contacts for fear of doing or saying the wrong thing.....	54
55. You have frequent ups and downs in mood, sometimes with and sometimes without apparent cause..	55
56. You always seem to have plenty of vigor and vitality.....	56
57. It is difficult for you to understand people who get very concerned about things.....	57
58. When a clerk in a store waits on others who should come after you, you call his attention to the fact..	58
59. You would be very unhappy if you were prevented from making numerous social contacts.....	59
60. There are times when your future looks very dark.....	60
61. You sometimes wish that people would slow down a bit and give you a chance to catch up.....	61
62. Many of your friends think you take your work too seriously.....	62
63. You hesitate to walk into a meeting when you know that everyone's eyes will be upon you.....	63
64. You limit your friendships mostly to members of your own sex.....	64
65. You almost always feel well and strong.....	65
66. You seem to lack the drive necessary to get as much done as other people do.....	66
67. You make decisions on the spur of the moment.....	67
68. You are rather good at bluffing when you find yourself in difficulty.....	68
69. After being introduced to someone, you just cannot think of things to say to make good conversation .....	69
70. You feel lonesome even when with other people.....	70
71. You are able to work for unusually long hours without feeling tired.....	71
72. You often act on the first thought that comes into your head.....	72
73. At the scene of an accident, you take an active part in helping out.....	73
74. You have difficulty in making new friends.....	74
75. Your mood often changes from happiness to sadness, or vice versa, without your knowing why.....	75
76. You talk more slowly than most people.....	76
77. You like to play practical jokes upon others.....	77
78. You take the lead in putting life into a dull party.....	78
79. You would like to belong to as many clubs and social organizations as possible.....	79
80. There are times when your mind seems to work very slowly and other times when it works very rapidly .....	80
81. You like to do things slowly and deliberately.....	81
82. You are a happy-go-lucky individual.....	82
83. When you are served stale or inferior food in a restaurant, you say nothing about it.....	83
84. You would rather apply for a job by writing a letter than by going through with a personal interview..	84
85. You are often in low spirits.....	85
86. You are inclined to rush from one activity to another without pausing enough for rest.....	86
87. You are so concerned about the future that you do not get as much fun out of the present as you might .....	87
<b>88.</b> When you are attracted to a person whom you have not met, you make an active attempt to get acquainted even though it may be quite difficult.....	88
89. You are inclined to limit your acquaintances to a select few.....	89
90. You seldom give your past mistakes a second thought.....	90

91. You are less energetic than many people you know.....	91
92. You often stop to analyze your thoughts and feelings.....	92
93. You speak out in meetings to oppose those who you feel sure are wrong.....	93
94. You are so shy it bothers you.....	94
95. You are sometimes bothered by having a useless thought come into your mind over and over.....	95
96. You get things done in a hurry.....	96
97. It is difficult for you to understand how some people can be so unconcerned about the future.....	97
98. You like to sell things (that is, to act as a salesman).....	98
99. You are often the "life of the party".....	99
100. You find daydreaming very enjoyable.....	100
101. At work or at play other people find it hard to keep up with the pace you set.....	101
102. You can listen to a lecture without feeling restless.....	102
103. You would rather work for a good boss than for yourself.....	103
104. You can express yourself more easily in speech than in writing.....	104
105. You keep in fairly uniform spirits.....	105
106. You dislike to be hurried in your work.....	106
107. You sometimes find yourself "crossing bridges before you come to them".....	107
108. You find it somewhat difficult to say "no" to a salesman who tries to sell you something you do not really want.....	108
109. There are only a few friends with whom you can relax and have a good time.....	109
110. You usually keep cheerful in spite of trouble.....	110
111. People sometimes tell you to "slow down" or "take it easy".....	111
112. You are one of those who drink or smoke more than they know they should.....	112
113. When you think you recognize someone you see in a public place, you ask him whether you have met him before.....	113
114. You prefer to work alone.....	114
115. Disappointments affect you so little that you seldom think about them twice.....	115
116. You are slow and deliberate in movement.....	116
117. You like wild enthusiasm, sometimes to a point bordering on rowdiness, at a football or baseball game.....	117
118. You feel self-conscious in the presence of important people.....	118
119. People think of you as being a very social type of person.....	119
120. You have often lost sleep over your worries.....	120
121. You can turn out a large amount of work in a short time.....	121
122. You keep at a task until it is done, even after nearly everyone else has given up.....	122
123. You can think of a good excuse when you need one.....	123
124. Other people say that it is difficult to get to know you well.....	124
125. Your daydreams are often about things that can never come true.....	125
126. You often run upstairs taking two steps at a time.....	126
127. You seldom let your responsibilities interfere with your having a good time.....	127
128. You would like to take on important responsibilities such as organizing a new business.....	128
129. You have hesitated to make or to accept "dates" because of shyness.....	129
130. Your mood is very easily influenced by people around you.....	130
131. Others are often amazed by the amount of work you turn out.....	131
132. You generally feel as though you haven't a care in the world.....	132
133. You find it difficult to get rid of a salesman to whom you do not care to listen or give your time.....	133
134. You are a listener rather than a talker in social conversations.....	134
135. You almost always feel that life is very much worth living.....	135



136. It irritates you to have to wait at a crossing for a long freight train to pass.....	136
137. You usually say what you feel like saying at the moment.....	137
138. You like to speak in public.....	138
139. You like to be with people.....	139
140. You generally keep cool and think clearly in exciting situations.....	140
141. Other people regard you as a lively individual.....	141
142. When you get angry, if you let yourself go you feel better.....	142
143. You seek to avoid all trouble with other people.....	143
144. People seem to enjoy being with you.....	144
145. You sometimes feel listless and tired for no good reason.....	145
146. It is hard to understand why many people are so slow and get so little done.....	146
147. You are fond of betting on horse races and games, whether you can afford it or not.....	147
148. If someone you know has been spreading untrue and bad stories about you, you see him as soon as possible and have a talk about it.....	148
149. Shyness keeps you from being as popular as you should be.....	149
150. You are generally free from worry about possible misfortunes.....	150
151. You nearly always receive all the credit that is coming to you for things you do.....	151
152. You would like to tell certain people a thing or two.....	152
153. You would rather spend an evening reading at home than to attend a large party.....	153
154. You would change a lot of things about human nature if you could have your way about it.....	154
155. You would like to go hunting with a rifle for wild game.....	155
156. In group activities you get your full share of everything.....	156
157. In most cases it is important to get what you want even if you have to fight to get it.....	157
158. You often try to analyze the motives of others.....	158
159. Most public office holders generally put public interests ahead of their own.....	159
160. The sight of blood frightens you.....	160
161. People talk about you behind your back.....	161
162. Money is important mostly because it gives its owner power.....	162
163. It is easy for you to act naturally wherever you are.....	163
164. Most people are stupid.....	164
165. You feel deeply sorry for a bird with a broken wing.....	165
166. Other people often blame you for things you didn't do.....	166
167. You hate to lose in a contest.....	167
168. You like a job that requires attention to many details.....	168
169. Most people fulfill their duties even when not being watched.....	169
170. You can look at snakes without shuddering.....	170
171. You often become bored when the subject of conversation shifts away from your own experience, hobbies, or interests.....	171
172. You hate to lose an argument even when the issue is not very important.....	172
173. You are usually too busy to spend time in reflective thought.....	173
174. Most people know what to do without being told.....	174
175. When a parent, teacher, or boss scolds you, you feel like weeping.....	175
176. You are touchy about some things.....	176
177. You know someone whom you would particularly like to see "put in his (or her) place".....	177
178. You are more interested in athletics than in intellectual things.....	178
179. Most people are paid as well as they should be for what they contribute to society.....	179
180. The idea of finding a bug or a worm crawling on you makes you shudder.....	180
181. You often feel that one of the main characters in a movie or a play is like you.....	181
182. You hesitate to tell people to mind their own business.....	182

183. You make it a policy to evaluate your past actions carefully.....	183
184. In most places the traffic laws are in great need of improvement.....	184
185. You would rather study mathematics and science than literature and music.....	185
186. You get into scrapes which you did not seek to stir up.....	186
187. You resent having friends or members of your family give you orders.....	187
188. You are philosophically inclined, that is, inclined to philosophize about things.....	188
189. Most people keep to the "straight and narrow path" only because of the fear of being caught.....	189
190. You especially dislike to get your hands dirty or greasy.....	190
191. You are inclined to think about yourself much of the time.....	191
192. You have frequently felt like telling "nosey" people to mind their own business.....	192
193. You are frequently "lost in thought".....	193
194. Far too many people try to take as much as they can and give as little as possible back to society....	194
195. You like to read true stories about love and romance.....	195
196. You get over a humiliating experience very quickly.....	196
197. In group undertakings you almost always feel that your own plans are best.....	197
198. You like to discuss the more serious questions of life with your friends.....	198
199. Most people today try to do an honest day's work for a day's pay.....	199
200. You pay little attention to styles in clothing.....	200
201. Almost everything that happens seems to have some relationship to you.....	201
202. When people become bossy or domineering, you want to do the opposite of everything they tell you to do.....	202
203. You often would like to know the underlying reasons behind the actions of other people.....	203
204. There are far too many useless laws which hamper an individual's personal freedom.....	204
205. You would rather be a forest ranger than a dress designer.....	205
206. Certain people deliberately say or do things to annoy you.....	206
207. Some people become so rude that you feel the urge to "sit on them" or to "tell them off".....	207
208. You sometimes have a peculiar feeling that you are not your old self.....	208
209. Most people who get ahead today do so because they have "pull".....	209
210. The sound of foul language disgusts you.....	210
211. There are many kinds of work that you would not think of doing because they are not good enough for you.....	211
212. You get into fights or arguments in defense of your friends or members of your family.....	212
213. You enjoy thinking out complicated problems.....	213
214. Most people learn quickly to avoid making the same mistake twice.....	214
215. You are only mildly disturbed when you see or hear of animals being treated cruelly.....	215
216. People offend you without knowing it because you hide your feelings from them.....	216
217. You get a lot of satisfaction from making other people do as you want them to.....	217
218. You often take time out just to meditate about things.....	218
219. You have received about all the rewards in life that you deserve.....	219
220. You would rather be an interior decorator than an architectural engineer.....	220
221. You have felt that certain persons are secretly trying to get the better of you.....	221
222. You are likely to talk back to a policeman or other person in authority over you if you feel like it....	222
223. You find it very interesting to watch people to see what they will do.....	223
224. The number of "two-faced" individuals you have known is actually very small.....	224
225. You feel very badly if someone does not approve of what you are wearing.....	225
226. You very often seek the advice of other people.....	226
227. When someone is not playing fair, you like to see him beaten at his own game.....	227
228. You are constantly alert to ways of improving yourself.....	228
229. Most groups of people behave like a bunch of sheep, that is, they blindly follow a leader.....	229

230.	You would rather go to an athletic event than to a dance.....	230
231.	It is difficult to hurt your feelings.....	231
232.	Anyone trying to take away any of your lawful rights will have a real fight on his hands with you personally.....	232
233.	You are inclined to steer clear of complicated problems that call for thinking.....	233
234.	In general, people higher up tend to assume their share of the dirty work, not leaving it for others to do.....	234
235.	The sight of ragged or soiled fingernails is repulsive to you.....	235
236.	There have been times when you have been bothered by the idea that someone is reading your thoughts .....	236
237.	It pays to "turn the other cheek" rather than to start a fight.....	237
238.	You try to sense what people are thinking about as they talk to you.....	238
239.	You have had your share of good luck.....	239
240.	You feel deeply sorry for a mistreated horse.....	240
241.	You have been seriously slighted more than once.....	241
242.	When you resent the actions of anyone, you promptly tell him so.....	242
243.	After a critical moment is over, you usually think of something you should have done but didn't do.....	243
244.	If you want a thing done right, you must do it yourself.....	244
245.	You can handle a loaded gun without feeling at all jittery.....	245
246.	Other people too often take the credit for things you yourself have done.....	246
247.	You know or have known someone personally whom you would like to see behind prison bars .....	247
248.	You are much concerned over the morals of your generation.....	248
249.	Large business corporations are a good thing.....	249
250.	You cry rather easily.....	250
251.	When things go wrong, it upsets you very little.....	251
252.	You see to it that people do not take advantage of you.....	252
253.	You are inclined to ponder over your past.....	253
254.	Some people pay more attention to your comings and goings than they should.....	254
255.	The sight of large bugs and spiders gives you a "creepy" feeling.....	255
256.	You often feel that a speaker is talking about you personally.....	256
257.	You are unhappy unless things in an organization go pretty much as you want them to .....	257
258.	You enjoy analyzing your own thoughts and feelings.....	258
259.	Most people use politeness to cover up what is really "cut-throat" competition.....	259
260.	You would rather be a building contractor than a nurse.....	260
261.	You have days in which it seems that everything goes wrong.....	261
262.	You feel the urge to stir up some excitement when things become dull.....	262
263.	You would rather put plans into action than to spend time working them out.....	263
264.	The educational system in this country is all right in most ways.....	264
265.	You feel sorry for a fish that is caught on a hook.....	265
266.	You often unburden your troubles to others.....	266
267.	You would like to have enough money or power in order to impress people who think they are better than you are.....	267
268.	You frequently find yourself in a meditative state.....	268
269.	People today have just about as many chances for success as in your parents' day.....	269
270.	You feel strongly against kissing a friend of your own sex and age.....	270
271.	You are too sensitive for your own good.....	271
272.	You have often found it necessary to fight for what you believe to be right.....	272
273.	You often watch others to see what effects your words or actions have upon them.....	273

274.	Most people are out to get more than they give.....	274
275.	You are willing to take a chance alone in a situation where the outcome is doubtful.....	275
276.	People have criticized you unjustly to others.....	276
277.	The opinions of most people are worthless.....	277
278.	You are inclined to be introspective, that is, to analyze yourself.....	278
279.	Almost anyone, even though poor, can get a square deal in courts of law.....	279
280.	You would rather be a miner than a florist.....	280
281.	It is difficult for you to become interested in the problems of others when you have so many of your own.....	281
282.	It bothers you to have other people tell you what you should do.....	282
283.	You often wonder about why human life exists and what its future is.....	283
284.	Some people deliberately make things hard for you.....	284
285.	Odors of perspiration disgust you.....	285
286.	Criticism disturbs you very little.....	286
287.	It bothers you to see someone else bungling a job that you know perfectly well how to manage ...	287
288.	You are inclined to live in the present, leaving the past and the future out of your thoughts.....	288
289.	Most people will tell a lie now and then in order to get ahead.....	289
290.	The sight of an unshaven man disgusts you.....	290
291.	When you lose something you often begin to suspect someone of either having taken it or having misplaced it.....	291
292.	There are some people whose actions seem continually to irritate you.....	292
293.	You like to have time to be alone with your thoughts.....	293
294.	There are entirely too many employees who deserve higher pay than their bosses.....	294
295.	You like love scenes in a movie or play.....	295
296.	There are times when it seems that everyone is against you.....	296
297.	If anyone steps ahead of you in line, he is likely to hear from you about it.....	297
298.	You often wonder why people behave as they do.....	298
299.	Nearly all people try to do the right thing when given a chance.....	299
300.	When you become emotional you come to the point of tears.....	300

BE SURE YOU HAVE ANSWERED EVERY ITEM

PROFILE CHART FOR THE GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY

For high-school, college, and adult ages

C SCORE	G	R	A		S	E	O	F		T	P	M		CENTILE RANK	NEAREST T SCORE
	General Activity Energy	Restraint Seriousness	Ascendance	Social Boldness	Social Interest Sociability	Emotional Stability	Objectivity	Friendliness	Agreeableness	Thoughtfulness Reflectiveness	Personal Relations Cooperativeness	Masculinity	Femininity		
			M	F				M	F			M	F		
10	30 29 28	30 29 28 27	30 29 28	30 29 28 27	30	30 29	30 29	30 28 26	30 29 28	30 29 28	30 29	30 29	0 1	99	75
9	27 26	26 25	27 26	26 25 24	29	28 27	28 27	25 24	27 26	27 26	28 27	28 27	2 3		70
8	25 24	24 23	25 24	23 22 21	28 27	26 25	26 25	23 22 21	25 24	25 24	26 25	26 25	4 5	95 90	65
7	23 22	22 21	23 22 21	20 19	26 25	24 23	24 23	20 19	23 22	23 22	24 23	24 23	6 7	80	60
6	21 20	20 19 18	20 19 18	18 17 16	24 23 22	22 21 20	22 21 20	18 17 16	20 19 18	21 20	22 21 20	23 22	8 9	70	55
5	19 18 17	17 16 15	17 16 15	15 14 13	21 20 19	19 18 17	19 18 17	15 14 13	17 16 15	19 18 17	19 18 17	21 20	10 11	60 50 40	50
4	16 15 14	14 13 12	14 13 12	12 11	18 17 16 15	16 15 14 13	16 15 14	12 11 10	14 13 12	16 15 14	16 15 14	19 18	12 13	30	45
3	13 12 11	11 10	11 10	10 9 8	14 13 12 11	12 11 10 9	13 12 11 10	9 8 7	11 10 9	13 12 11	13 12	17 16 15	14 15	20	40
2	10 9 8	9 8 7	9 8 7	7 6	10 9 8 7	8 7 6	9 8 7	6 5	8 7	10 9 8	11 10 9	14 13 12	16 17 18	10 5	35
1	7 6	6 5	6 5	5 4 3	6 5 4	5 4	6 5	4 3	6 5	7 6 5	8 7 6	11 10 9	19 20		30
0	5 4 3 2 1	4 3 2 1	4 3 2 1	2 1 0	3 2 1 0	3 2 1	4 3 2 1	2 1 0	4 3 2 1	4 3 2 1	5 3 1	8 5 2	21 23 25	1	25
	Inactivity Slowness	Impulsiveness Rhythymia	Submissiveness		Shyness Seclusiveness	Emotional Instability Depression	Subjectivity Hypersensitiveness	Hostility Belligerence		Unreflectiveness	Criticalness Intolerance	Femininity Masculinity			
			M	F				M	F			M	F		

Comment

Date

Middle

First

Last

Name

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