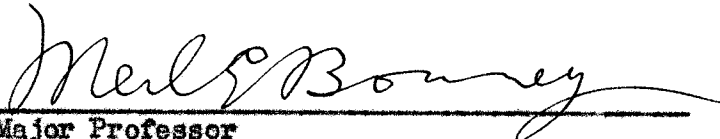
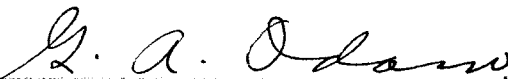



PERSONALITY TRAIT DIFFERENCES BETWEEN POPULAR
AND UNPOPULAR HIGH SCHOOL STUDENTS

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PERSONALITY TRAIT DIFFERENCES BETWEEN POPULAR
AND UNPOPULAR HIGH SCHOOL STUDENTS

THESIS

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CHAPTER I

INTRODUCTION

Statement of Problem

The problem of this study was to determine what influence physical appearance, health and vigor, emotional stability and control, social aggressiveness, adaptability and tolerance, dependability, dependence on others for assistance and emotional support, being a source of new experience to others, social service and abilities have upon the popularity of high school students.

Purpose of Study

The following study was undertaken to discover some of the ways in which high school students who are popular differ from those who are not so popular.

Limitations

This study was limited to the junior and senior high school students of North Texas State Teachers College Demonstration School. Forty-five students in the popular group were used while only thirty students in the unpopular group were used. The other ratings in the popular group were three or more ratings by other students in school in thirty-four cases and two each in the remaining eleven cases. The other ratings in the unpopular group consisted of two ratings by other students in all thirty cases.

Definition of Terms

By self ratings is meant the ratings the students gave themselves on the Personality Scales-Rating Self.

By other ratings is meant the ratings other students, who were asked to rate some other student used in this study, gave them on the Personality Scales-Rating Others.

Method of Collecting Data

The personality scales used in collecting data for this study were prepared by Merl E. Bonney of North Texas State Teachers College. They were in two forms called A Personality Scale - Rating Self and A Personality Scale - Rating Others.

Each item in one scale was the same as the corresponding item in the other scale, other than that the wording was changed to suit the situation of the rater. For example, item Number I in the Personality Scale - Rating Self was, "Do you have a feeling of buoyancy and well being?" Item Number I in A Personality Scale - Rating Others was, "Does he have a feeling of buoyancy and well being?"

The scales were composed of 157 items. Each item used had some bearing on one of the nine personality traits under consideration in this study. On each item the rater, or person filling out the form, was instructed to rate himself, or someone else as the case might have been, according to the following scale:

- 1 -- means almost never
- 2 -- means seldom
- 3 -- means sometimes
- 4 -- means usually
- 5 -- means nearly always

There were three different sections in the personality scales and though the five digit scale had a slightly different meaning in each section the relative value of each digit was the same.

All the students in the Demonstration High School were given Personality Scale - Rating Self and asked to rate themselves. Then they were given a Personality Scale - Rating Others and asked to choose some friend of their own sex and to rate him or her. In these personality scales they were asked to name an additional friend, but they were not asked to rate this second choice at that time.

All students who were chosen by three or more to rate or as second choices were considered popular students and were included in the popular group in this study. The students who were not chosen at all as first or second choices were considered unpopular and were included in the unpopular group in this study.

It should be mentioned here that all students who had not attended the Demonstration High School at least one entire semester preceding the semester during which this data was collected were eliminated from this study. It was felt that perhaps they had not been in school long enough to establish friendships with other students.

The ratings on all personality scales were tabulated and checked to see if there were as many as three ratings by others for each student in the popular group. Then some student who had chosen as a second choice each student for whom there were not three ratings by others was asked to rate him or her.

For ratings by others for the unpopular students, at least two students who knew each of them were asked to rate him or her.

Related Studies

There have been quite a number of related studies made by well known authors. It would be all but impossible to cover such works in this study, but the following is a review of the more significant studies:

✓ Merl E. Bonney¹ conducted a study with the fourth-grade children in three Denton, Texas, schools in which he arrived at the following conclusions:

A child is well accepted in a group more because of what he is and what he does which wins the admiration of others than because of what he refrains from doing. . . .

Popularity is not the superficial thing it is often assumed to be but is rather tied up with the most basic traits of personality and character. . . .

The socially strong child is generally attracted to others who are likewise socially strong.

Although it is no doubt true that liking and disliking people is not due primarily to particular traits, but is due to the impression which ones total personality makes upon another total personality, it is still necessary to study traits in order to discover which kinds are most important for certain purposes.

Bonney² in his study with the second grades in three Denton, Texas, schools found the following:

Social status was found to be quite highly concentrated in a few pupils at the top. The stability of status was quite high. . . .

The relationship between I.Q. and social status was on the whole not marked, but the first and fourth quartiles in status (when the three grades were combined) show a significant difference in I.Q. - being 16 and 17 points respectively in the first and second grades.

Some relationship was found between reading ability and social status particularly in respect to the reading ages obtained in January and the reading gains made between September and January. . . .

✓ ¹Dr. Merl E. Bonney, "Personality Traits of Socially Successful and Socially Unsuccessful Children", Journal of Educational Psychology, XXXIV (November, 1945), 449-472.

²Dr. Merl E. Bonney, "A Study of Social Status on the Second Grade Level", The Journal of Genetic Psychology, IX (June, 1942), 271-305.

✓ Most of the generally recognized desirable personality traits were found by teachers to be much more common among the popular than among the unpopular children. . . .

On the whole teacher judgements of socially successful pupils agree quite well with pupil choices. . . .

The data on sex differences show a rather strong and highly consistent tendency for girls to receive a higher status score than boys. . . .

A correlation of $r = .52$ was found in School B between the occupational intelligence status of parents as measured by the Barr Scale and the social status score of their children. . . . An r of $r = .62$ was found in this school between sociability of parents as measured by a questionnaire and the social acceptance scores. In School C a correlation of $r = .63$ was obtained between the cultural status of the home on the Minnesota Home Status Index and the social status scores of the children in school. These correlations were the highest obtained between any one factor and the social success scores.

There was a rather high tendency for the more popular children to come from the smaller family units. More than twice as many "only" children were found in the highest group in social acceptance than in any of the three lower groups.

Not much relation was found between the social status scores and chronological age.

✓ Seagoe³ in her study of 115 pairs of friends of the Garvey district in Los Angeles County, California, found a slight but significant relationship between associates in the personal characteristics of athletic ability, cleanliness, courtesy and total score in socially desirable traits.

✓ Flemming⁴ in his study of seventy-one girls of the Horace Mann High School for Girls, Teachers College Columbia University, found the basic qualities of leadership to be liveliness, wide interest, intelligence, good sportsmanship, ability to amuse, athletic prowess, a pleasant voice, and the absence of modesty.

³May V. Seagoe, "Factors Influencing the Selection of Associates", Journal of Educational Research, XXVII (September, 1933), 32-40.

⁴Edwin G. Flemming, "A Factor Analysis of the Personality of High School Leaders", Journal of Applied Psychology, XIX (October, 1935), 596-605.

Pintner, Forlano, and Freedman⁵ in their study of 819 children in grades 5 to 8 in four different New York schools found that friends are just as likely to differ, as to resemble, the child in question. The positive correlation with chronological age and mental age led them to conclude that physical maturity and, to some extent mental maturity, are far more potent in influencing friendship than are the personality traits they had assumed they were measuring.

Van Dyne⁶ in her study of 42 girls who were attending a private girls' camp in 1936 found the following:

1. The correlation of chronological age in pairs of friends varied from .05 to .49. There were some indications that the closer the friendship, the higher the chronological age correlation.
2. Though this study included no data on I.Q. the fact that one correlation each of self-sufficiency, dominance, self-confidence, and sociability equaled or exceeded the correlations of chronological age, made it appear possible that certain traits other than intellectual ones may be responsible for the formation of friendships among children.
3. Girls tended to choose as friends girls of similar age and with a similar degree of dominance and sociability.
4. The degree of emotional stability, self-sufficiency, introversion and self-confidence seemed to have little to do with the formation of friendships among adolescent girls.
5. For these girls there were little relation between the traits measured by the Bernreuter Inventory and chronological age. . . .

Winslow and Frankel⁷ in their study of questionnaires filled out by

⁵R. Pintner, G. Forlano, and H. Freedman, "Personality and Attitudinal Similarity Among Classroom Friends", Journal of Applied Psychology, XXI (February, 1937) 48-65.

⁶Virginia E. Van Dyne, "Personality Traits and Friendship Formation in Adolescent Girls", The Journal of Social Psychology, XII (November, 1940) 291-303.

⁷Charles Nelson Winslow and M. N. Frankel, "A Questionnaire Study of the Traits That Adults Consider To Be Important in the Formation of Friendships With Members of Their Own Sex", Journal of Social Psychology, XIII (February, 1941) 37-49.

100 men and 100 women at Brooklyn College found the following:

The results showed that the most important characteristics of friends in the opinion of the raters were those which produce congeniality in face to face personal contacts. Highest in the scale of preference, for example, were 'loyalty', 'ability to confide in', and frankness'. Similarly, those most strongly disliked were 'thinskinness', 'hypersensitivity', 'garrulity' and 'braggart about conquests with the opposite sex'. Less personal characteristics, such as religious beliefs, political beliefs, economic status, and intelligence were deemed to be relatively unimportant. . . . The largest sex differences, and those that were statistically reliable, were found to be the women's greater dislike for 'promiscuity with the opposite sex', and men's greater preference for friends with 'conventional, good social manners' and for friends who possess 'the ability to be confided in'.

Ases⁸ in her study at Purdue University found the following:

Correlations of the social acceptance scores and the awareness of social acceptance scores gave little indication that the children are aware of how well they are liked by their classmates. . . .

There seemed to be little indication that the child's feelings regarding his social acceptance was related to his feelings of unhappiness or conflict in any of his relationships unless it was with self-conflict. . . .

The evidence for the existence of behavior patterns which typify the child who feels rejected was also meager. . . .

⁸Viola C. Ases, "Socio-Psychological Factors In The Behavior and Attitudes of Children. II. Awareness of Acceptance Status", Journal of Educational Psychology, LXXVI, (May, 1945), 271-288.

CHAPTER II

TRAIT ANALYSIS

Physical Appearance, Health and Vigor

The first personality trait to be considered is physical appearance, health and vigor. Table 1 presents the ratings that the popular children gave themselves on these traits.

TABLE 1

PERCENT OF TOTAL GROUP OF POPULAR CHILDREN WHO GAVE THEMSELVES A RATING OF 5 ON VARIOUS PROPORTIONS OF ITEMS BEARING ON PHYSICAL CHARACTERISTICS IN COMPARISON WITH SIMILAR RATINGS

	Per Cent of Items				
	75 to 100	50 to 74	25 to 49	1 to 24	0
Self . . .	0	6.7	26.7	24.4	42.2
Others . .	2.2	15.6	42.2	35.3	6.7

These ratings show that there was a tendency on the part of the popular students to rate themselves lower on physical appearance, health and vigor than their friends rated them. Six and seven-tenths per cent of the popular children gave themselves a rating of 5 on from 50 to 74 per cent of the items in this trait, while their friends gave 15.6 per cent of them such a rating on this number of the items. The same holds true in each quartile throughout the table. It then follows that a larger per cent (42.2) of the popular children gave

themselves a rating of 5 on 0 items in this trait than the per cent (6.7) of them who were given a rating of 5 on 0 items in this trait by other raters. Probably this was due to a sense of modesty on the part of the popular students.

The reverse of what was found in the relationship between the self-ratings and the ratings of others in the popular group was found in the upper quartiles of the unpopular group. Table 2 gives the per cent of ratings of 5 the unpopular children gave themselves.

TABLE 2

PER CENT OF TOTAL GROUP OF UNPOPULAR CHILDREN WHO GAVE THEMSELVES A RATING OF 5 ON VARIOUS PROPORTIONS OF ITEMS BEARING ON PHYSICAL CHARACTERISTICS WITH SIMILAR RATING BY OTHERS

	Per Cent of Items				0
	75 to 100	50 to 74	25 to 49	1 to 24	
Self . . .	0	10.0	43.3	16.7	30.0
Others . .	0	3.3	26.7	46.7	23.3

Ten per cent of the unpopular children gave themselves a rating of 5 on from 50 to 74 per cent of the items in this trait, while only 3.3 per cent of them were given a rating of 5 on from 50 to 74 per cent of the items by those who rated them. The same holds true for the quartile from 24 to 49 per cent of the items in this trait. However, the picture changes in the next quartile when only 16.7 per cent of the unpopular children gave themselves a rating of 5 on from 1 to 24 per cent of the items in this trait, as compared with 46.7 per cent of them who were given such a rating by those who rated them.

Thirty per cent of the unpopular children gave themselves a rating of 5 on 0 items in this trait, while only 23.3 per cent of them were given a rating of 5 on 0 items in this trait by other raters. This shows that even though some of the unpopular children did give themselves a higher rating than they were given by associate raters, not all of them did. However, there was a tendency for many of the unpopular students to overrate themselves. Perhaps this was due to an attempt to try to compensate for a real or imaginary weakness in this trait on the part of some of the unpopular students.

The unpopular students rated themselves higher on physical appearance, health and vigor than the popular students rated themselves. Comparing the result in Table 1 with that in Table 2, it is found that 10 per cent of the unpopular children gave themselves a rating of 5 on from 50 to 74 per cent of the items in this trait, while only 6.7 per cent of the popular children gave themselves a rating of 5 on from 50 to 74 per cent of the items in this trait. Forty-two and two-tenths per cent of the popular group gave themselves a rating of 5 on 0 items in this trait, while only 30 per cent of the unpopular group gave themselves a rating of 5 on 0 items in this trait. This seems to indicate that the unpopular students were higher in this trait than were the popular students. However, there was a tendency on the part of the unpopular students to overrate themselves, and a tendency for the popular students to underrate themselves as disclosed by the ratings of others.

The ratings by other students show very distinctly that the popular students rated higher on this trait than did the unpopular students. Table 1 and Table 2 show that 15.6 per cent of the popular students were

given by their friends a rating of 5 on from 50 to 74 per cent of the items in this trait, while only 3.5 per cent of the unpopular children were given ratings of 5 in this quartile of the items in this trait. A similar relationship existed between the two groups in the quartile from 25 to 49 per cent of the items in this trait. Twenty-three and three-tenths per cent of the unpopular children were given a rating of 5 on 0 items in this trait by associate raters, while only 6.7 per cent of the popular children were given a rating of 5 on 0 items in this trait by other raters.

It may be said that on the basis of the ratings by other students the popular students rated higher in physical appearance, health and vigor than did the unpopular students. This may be closer to the actual facts since the ratings by others were much more consistent than were the self-ratings in either group.

Emotional Stability and Control

The second trait for consideration is emotional stability and control.

A few of the popular children were rated rather high by their friends on this trait while none of them rated themselves quite so high. As in Table 1, the popular students were inclined to underrate themselves.

Table 3 gives the per cent of ratings of 5 that the popular children gave themselves on these traits.

TABLE 3

PER CENT OF TOTAL GROUP OF POPULAR CHILDREN WHO GAVE THEMSELVES A RATING OF 5 ON VARIOUS PROPORTIONS OF ITEMS BEARING ON CHARACTERISTICS OF EMOTIONAL STABILITY AND CONTROL IN COMPARISON WITH SIMILAR RATINGS GIVEN BY OTHERS

	Per Cent of Items				
	75 to 100	50 to 74	25 to 49	1 to 24	0
Self . . .	0	11.1	22.2	46.7	20.0
Others . .	4.4	2.2	33.3	57.9	2.2

Four and four-tenths per cent of the popular children were given a rating of 5 on from 75 to 100 per cent of the items in this trait by their friends, while none of them gave themselves a rating of 5 on this number of items. The picture changed somewhat in the next quartile when 11.1 per cent of the popular students gave themselves a rating of 5 on from 50 to 74 per cent of the items in this trait whereas only 2.2 per cent of them were given a rating of 5 on this number of the items by those who rated them. However, in the next two quartiles they rated themselves lower than they were rated by their friends.

In Table 3, 20 per cent of the popular children gave themselves a rating of 5 on 0 items in this trait, while other raters gave only 2.2 per cent of them a rating of 5 on 0 items in this trait.

It can then be said, as in physical appearance, health and vigor, that the popular students rated themselves lower on this trait than they were rated by others.

Evidently, some of the unpopular students felt themselves rather weak

in this trait and tried to compensate for their weakness by giving themselves a high rating on this trait, for 13.3 per cent of them gave themselves a rating of 5 on from 75 to 100 per cent of the items in this trait, while none of them were given a rating of 5 on this number of the items in this trait by associate raters.

Table 4 gives the per cent of ratings of 5 the unpopular children gave themselves on various items in this trait.

TABLE 4

PER CENT OF TOTAL GROUP OF UNPOPULAR CHILDREN WHO GAVE THEMSELVES A RATING OF 5 ON VARIOUS PROPORTIONS OF ITEMS BEARING ON CHARACTERISTICS OF EMOTIONAL STABILITY AND CONTROL IN COMPARISON WITH SIMILAR RATINGS GIVEN BY OTHERS

	Per Cent of Items				0
	75 to 100	50 to 74	25 to 49	1 to 24	
Self . . .	13.3	6.7	16.7	58.3	10.0
Others . .	0	3.3	30.0	56.7	10.0

Six and seven-tenths per cent of the unpopular children gave themselves a rating of 5 on from 50 to 74 per cent of the items in this trait, while 3.3 per cent of them were given such a rating by others. One in every 5 gave himself a rating of 5 in one-half or more of the items in this trait, while 1 in 30 were given a rating of 5 on one-half or more of the items by others.

The same number (10 per cent) gave themselves a rating of 5 on 0 items in this trait as were given a rating of 5 on 0 items by other raters. However, many of the unpopular students rated themselves higher on this trait than they were rated by those who rated them.

As in physical appearance, health and vigor, the unpopular group rated themselves higher in emotional stability and control than the popular group rated themselves. One in every five or 20 per cent of the unpopular students gave themselves a rating of 5 on 50 per cent or more of the items in this trait, while one in 9 or 11.1 per cent of the popular students gave themselves a rating of 5 on that per cent of the items in this trait. In Table 3, 20 per cent of the popular children gave themselves a rating of 5 on 0 items in this trait, while only 10 per cent, in Table 4, of the unpopular children gave themselves a rating of 5 on 0 items in this trait. So again the unpopular children gave themselves a higher rating on a trait than the popular children gave themselves.

Comparing the ratings given the two groups by other raters in Table 3 and Table 4, it was found that the popular students were rated higher in this trait than were the unpopular students. Four and four-tenths per cent of the popular students were given a rating of 5 on from 75 to 100 per cent of the items in this trait, while none of the unpopular students were given a rating of 5 on this number of items. Twice as many of the popular group was given a rating of 5 on one-half or more of the items in this trait as were of the unpopular group. Ten per cent of the unpopular group was given a rating of 5 on 0 items in this trait, while only 2.2 per cent of the popular children were given a rating of 5 on 0 items in this trait.

It is then apparent that the popular students were rated higher on emotional stability and control by other raters than were the unpopular students. It then seems that the self-ratings must have been at fault again and that the popular students are more stable emotionally than are the unpopular students.

Social Aggressiveness - The Initiation of
Social Contacts and Social Events

Social aggressiveness, the initiation of social contact and social events, is the third trait for consideration.

Table 5 gives the per cent of ratings of 5 given by other raters to the popular group of children on this trait of social aggressiveness.

TABLE 5

PER CENT OF TOTAL GROUP OF POPULAR CHILDREN WHO GAVE THEMSELVES A RATING OF 5 ON VARIOUS PROPORTIONS OF ITEMS BEARING ON CHARACTERISTICS OF SOCIAL AGGRESSIVENESS IN COMPARISON WITH SIMILAR RATINGS GIVEN BY OTHERS

	Per Cent of Items				
	75 to 100	50 to 74	25 to 49	1 to 24	
Self . . .	0	2.2	6.7	55.5	35.6
Others . .	0	0	24.4	73.4	2.2

Analysis of the data show only 2.2 per cent of the popular students gave themselves a rating of 5 on 50 per cent or more of the items in this trait. None of the unpopular students gave themselves such a rating, and none of either group was given a rating of 5 on 50 per cent or more of the items in this trait by those who rated them. This indicates that neither group rated as high on this trait as they rated on either of the two preceding traits.

Table 5 shows that 35.6 per cent of the popular children gave themselves a rating of 5 on 0 items in this trait, while only 2.2 per cent of them

were given a rating of 5 on 0 items by their friends. It is then evident that the popular group as a whole were given a higher ratings by other raters than they gave themselves on this trait.

Table 6 gives the per cent of ratings of 5 on this trait that the unpopular children gave themselves.

TABLE 6

PER CENT OF TOTAL GROUP OF UNPOPULAR CHILDREN WHO GAVE THEMSELVES A RATING OF 5 ON VARIOUS PROPORTIONS OF ITEMS BEARING ON CHARACTERISTICS OF SOCIAL AGGRESSIVENESS IN COMPARISON WITH SIMILAR RATINGS GIVEN BY OTHERS

	Per Cent of Items				
	75 to 100	50 to 74	25 to 49	1 to 24	0
Self . . .	0	0	20.0	57.6	23.3
Others . .	0	0	16.7	73.3	10.0

Twenty per cent of the unpopular students gave themselves a rating of 5 on from 25 to 49 per cent of the items in this trait, while 16.7 per cent of them were given such a rating on this number of items. However, in the next quartile the picture changes. Here 56.7 per cent of the unpopular students gave themselves a rating of 5 on from 1 to 24 per cent of the items in this trait, while 73.3 per cent of them were given a rating of 5 on this per cent of the items by those who rated them. Twenty-three and three-tenths per cent of the unpopular group gave themselves a rating of 5 on 0 items in this trait, while only 10 per cent of them were given a rating of 5 on 0 items in this trait by associate raters.

From the results shown in Table 6, it is apparent that though a few of the unpopular students rated themselves higher in this trait than they were rated by others, the majority of them rated themselves lower in this trait than they were rated by others. This was of particular interest since in both the preceding traits they rated themselves higher than they were rated by those who rated them.

In Table 5 and Table 6 it can be observed that 2.2 per cent of the popular students rated themselves higher than any of the unpopular students rated themselves. However, 20 per cent of the unpopular students gave themselves a rating of 5 on from 24 to 49 per cent of the items in this trait, while only 6.7 per cent of the popular students gave themselves a rating of 5 on that per cent of items in this trait. The difference in the next quartile was very small, for only 1.2 per cent more of the unpopular students gave themselves a rating of 5 on from 1 to 24 per cent of the items in this trait than did the popular students. Thirty-five and six-tenths per cent of the popular group gave themselves a rating of 5 on 0 items in this trait, where 23.3 per cent of the unpopular group gave themselves such a rating on 0 items in this trait.

It is then clear that the unpopular students, on an average, rated themselves higher on this trait than did the popular students, even though the unpopular students did rate themselves slightly lower on this trait than they were rated by those who rated them.

The popular students were rated slightly higher on this trait than were the unpopular students when the ratings given by other students were compared. In Table 5, 24.4 per cent of the popular students were given a rating of 5 on from 25 to 49 per cent of the items in this trait, while

16.7 per cent of the unpopular students (Table 6) were given such a rating on this number of the items. The difference between the two groups in the quartile from 1 to 24 per cent of the items was nil. Ten per cent of the unpopular group were given a rating of 5 on 0 items in this trait by associate raters as compared with 2.2 per cent of the popular group.

It is evident then from the results in Table 5 and Table 6 that both groups were low in social aggressiveness, the initiation of social contacts and social events. The difference in the two groups in this trait was slight, although the odds were slightly in favor of the popular students on the basis of ratings given by other students.

Adaptability and Tolerance

The fourth trait for consideration is adaptability and tolerance. A few of the popular students were rated somewhat higher by their friends in adaptability and tolerance than they rated themselves, while a few others rated themselves slightly higher than they were rated by others. Table 7 gives the ratings of 5 the popular children gave themselves.

TABLE 7

PER CENT OF TOTAL GROUP OF POPULAR CHILDREN WHO GAVE THEMSELVES A RATING OF 5 ON VARIOUS PROPORTIONS OF ITEMS BEARING ON CHARACTERISTICS OF ADAPTABILITY AND TOLERANCE IN COMPARISON WITH SIMILAR RATING GIVEN BY OTHERS

	Per Cent of Items				
	75 to 100	50 to 74	25 to 49	1 to 24	0
Self . . .	0	6.7	33.3	48.9	11.1
Others . .	4.4	6.7	33.3	42.2	13.4

Four and four-tenths of the popular students were given a rating of 5 on from 75 to 100 per cent of the items in this trait by other raters, while none of them gave themselves a rating of 5 on that per cent of the items in the trait. In the next two quartiles of the items, from 50 to 74 per cent and from 25 to 49 per cent, the same percentage of students gave themselves a rating of 5 as were given a rating of 5 by those who rated them. Forty-eight and nine-tenths per cent of the popular group gave themselves a rating of 5 on from 1 to 24 per cent of the items in this trait, while 42.2 per cent of them were given a rating of 5 on this per cent of the items. Eleven and one-tenth per cent of the popular students gave themselves a rating of 5 on 0 items in this trait, while 13.4 per cent of them were given a rating of 5 on 0 items in this trait by those who rated them. On the whole it can be said that the popular students rated themselves on this trait very much as they were rated by those who rated them.

Table 8 gives the per cent of ratings of 5 that the unpopular children gave themselves on this trait.

TABLE 8

PER CENT OF THE TOTAL GROUP OF UNPOPULAR CHILDREN WHO GAVE THEMSELVES A RATING OF 5 ON VARIOUS PROPORTIONS OF ITEMS BEARING ON ADAPTABILITY AND TOLERANCE IN COMPARISON WITH SIMILAR RATINGS GIVEN BY OTHERS

	Per Cent of Items				
	75 to 100	50 to 74	25 to 49	1 to 24	0
Self . . .	0	16.7	20.0	43.3	20.0
Others . .	0	0	40.0	53.3	6.7

Sixteen and seven-tenths per cent of the unpopular students gave themselves a rating of 5 on from 50 to 74 per cent of the items in this trait, while none of them were given a rating of 5 on this per cent in this trait by other raters. In the other two lower quartiles of this table, the unpopular students were rated higher in this trait by those who rated them than they rated themselves. Twenty per cent of them gave themselves a rating of 5 on 0 items in this trait, where only 6.7 per cent of them were given a rating of 5 on 0 items in this trait by those who rated them.

Other than the 16.7 per cent of the unpopular group who rated themselves higher than they were rated by other raters, the majority of them rated themselves quite a bit lower than they were rated by other raters.

In comparing the ratings the two groups gave themselves on this trait, 10 per cent more of the unpopular group gave themselves a rating of 5 on from 50 to 74 per cent of the items than did the popular group. However, in the lower quartiles a larger per cent of the popular students gave themselves a rating of 5 on those percentages of the items than did the unpopular students. For example, 33.3 per cent of the popular students gave themselves a rating of 5 on from 25 to 49 per cent of the items in this trait, while only 20 per cent of the unpopular students gave themselves a rating of 5 on that percentage of the items. Twenty per cent of the unpopular group gave themselves a rating of 5 on 0 items in this trait, while 11.1 per cent of the popular group gave themselves a rating of 5 on 0 items.

Other than a small group at the top who very likely overrated themselves or who were weak and had formed the habit of adapting themselves to any situation rather to resist, it can be said, according to the self-raters, the popular students rated higher on this trait than did the unpopular students.

When the ratings given the two groups by other students were compared, 11.1 per cent of the popular students rated higher than any of the unpopular students. Four and four-tenths per cent of the popular students were given a rating of 5 on from 75 to 100 per cent of the items in this trait, while none of the unpopular students were given a rating of 5 on that per cent of the items by other raters. Six and seven-tenths per cent of the popular group was given a rating of 5 on from 50 to 74 per cent of the items of this trait as compared with none of the unpopular group. However, in the next quartile the picture changes. Forty per cent of the unpopular group was given a rating of 5 on from 25 to 49 per cent of the items in this trait by other raters as compared with 33.3 per cent of the popular group. The result in the next quartile was similar. Only 6.7 per cent of the unpopular group was given by other raters a rating of 5 on 0 items in this trait as compared with 13.4 per cent of the popular group.

Eleven and one-tenth per cent of the popular students did rate higher in this trait than did any of the unpopular group, but in the lower quartile the unpopular students rated higher on this trait than did the popular group. However, any advantage that the unpopular group may have over the popular group in adaptability and tolerance can, perhaps, be explained by many of the very weak students having formed the habit of adapting themselves to any situation rather than to offer any resistance.

Dependability - A Sense of Obligation In
All Personal and Group Relationships

The fifth trait for consideration is dependability - a sense of obligation in all personal and group relationships. Table 9 given below shows the per cent of ratings of 5 the popular children gave themselves on this trait.

TABLE 9

PER CENT OF TOTAL GROUP OF POPULAR CHILDREN WHO GAVE THEM-
SELVES A RATING OF 5 ON VARIOUS PROPORTIONS OF ITEMS
BEARING ON CHARACTERISTICS OF DEPENDABILITY IN COM-
PARISON WITH SIMILAR RATINGS GIVEN BY OTHERS

	Per Cent of Items				
	75 to 100	50 to 74	25 to 49	1 to 24	0
Self . . .	0	15.6	24.4	55.6	4.4
Others . .	4.4	15.6	20.0	53.3	6.7

Only in the first quartile, from 75 to 100 per cent of the items, was the popular group rated higher by those who rated them on dependability than they rated themselves. Here 4.4 per cent of them were given a rating of 5 on from 75 to 100 per cent of the items. The same per cent (15.6) of them were given by other raters a rating of 5 on from 50 to 74 per cent of the items in this trait as gave themselves that rating. In the two lower quartiles a slightly larger per cent of them gave themselves a rating of 5 on the percentages of the items included in those quartiles. Four and four-tenths per cent of the popular group gave themselves a rating of 5 on 0 items in this trait, while 6.7 per cent of them were given by other raters a rating of 5 on 0 items in the trait.

There was very little difference then in the ratings the popular group gave themselves and the ratings they were given by their friends on dependability.

The per cent of ratings of 5 the unpopular children gave themselves on the trait of dependability are shown in Table 10.

TABLE 10

PER CENT OF TOTAL GROUP OF UNPOPULAR CHILDREN WHO GAVE THEMSELVES A RATING OF 5 ON VARIOUS PROPORTIONS OF ITEMS BEARING ON CHARACTERISTICS OF DEPENDABILITY IN COMPARISON WITH SIMILAR RATINGS GIVEN BY OTHERS

	Per Cent of Items				
	75 to 100	50 to 74	25 to 49	1 to 24	0
Self . . .	0	20.0	30.0	40.0	10.0
Others . .	3.3	3.3	36.7	43.4	13.3

Three and three-tenths per cent of the unpopular students were given by other raters a rating of 5 on from 75 to 100 per cent of the items in this trait, while none of them gave themselves a rating of 5 on that per cent of the items in this trait. But 20 per cent of them gave themselves a rating of 5 on from 50 to 74 per cent of the items in this trait, while only 3.3 per cent of them were given such a rating on that number of the items by other raters. In the two lower quartiles a slightly larger per cent of the unpopular students were given a rating of 5 on those percentages of the items in this trait than gave themselves a rating of 5 on those percentages. Ten per cent of them gave themselves a rating of 5 on 0 items in this trait, while 13.3 per cent of them were given by other raters a rating of 5 on 0 items in the trait.

A few of the unpopular group rated themselves rather high on this trait, but there was little actual difference in self-ratings and the ratings given them by those who rated them.

In the upper quartiles (from 50 to 74 per cent and from 25 to 49 per cent) of the items a slightly larger per cent of the unpopular group gave themselves a rating of 5 than did the popular group. However, in the quartile from 1 to 24 per cent of the items in this trait, 55.6 per cent of the popular students gave themselves a rating of 5 while only 40 per cent of the unpopular students gave themselves a rating of 5. Ten per cent of the unpopular students gave themselves a rating of 5 on 0 items in this trait, while only 4.4 per cent of the popular students gave themselves a rating of 5 on 0 items in the trait.

The actual difference in the ratings the two groups gave themselves was small.

On the basis of ratings given the two groups by other students, the popular students rated higher than did the unpopular students on this trait. Twenty per cent of the popular group was given by other raters a rating of 5 on 50 per cent or more of the items in this trait as compared with 6.6 per cent of the unpopular group. In the next quartile the popular group was not rated as high. Thirty-six and seven-tenths per cent of the unpopular students were given by other raters a rating of 5 on from 25 to 49 per cent of the items in this trait, while only 20 per cent of the popular students were given a rating of 5 on those percentages of the items. However, the balance was restored in the next quartile when 53.3 per cent of the popular students were given by other raters a rating of 5 on from 1 to 24 per cent of the items in this trait as compared with 43.4

per cent of the unpopular students. Thirteen and three-tenths per cent of the unpopular students were given a rating of 5 on 0 items in this trait, while only 6.7 per cent of the popular students were given by other raters a rating of 5 on 0 items in this trait.

Then, on the basis of the ratings given by those who rated them, it can be said that the popular students rated higher on dependability than did the unpopular students.

Dependence on Others for Assistance
and Emotional Support

Dependence on others for assistance and emotional support is the sixth trait for consideration.

Most of the students in both groups rated themselves and were rated by other raters comparatively low in dependence on others for assistance and emotional support.

Table 11 gives the per cent of ratings of 5 the popular students gave themselves on this trait.

TABLE 11

PER CENT OF TOTAL GROUP OF POPULAR CHILDREN WHO GAVE THEMSELVES A RATING OF 5 ON VARIOUS PROPORTIONS OF ITEMS BEARING ON CHARACTERISTICS OF DEPENDENCE ON OTHERS IN COMPARISON WITH SIMILAR RATINGS GIVEN BY OTHERS

	Per Cent of Items				
	75 to 100	50 to 74	25 to 49	1 to 24	0
Self . . .	0	0	13.3	69.0	17.7
Others . .	0	0	13.3	69.0	17.7

These data show that there was complete agreement between the ratings the popular students gave themselves and the ratings their friends gave them on this trait.

Table 12 gives the per cent of ratings of 5 the unpopular children gave themselves on this trait.

TABLE 12

PER CENT OF TOTAL GROUP OF UNPOPULAR CHILDREN WHO GAVE THEMSELVES A RATING OF 5 ON VARIOUS PROPORTIONS OF ITEMS BEARING ON CHARACTERISTICS OF DEPENDENCE ON OTHERS IN COMPARISON WITH SIMILAR RATINGS GIVEN BY OTHERS

	Per Cent of Items				0
	75 to 100	50 to 74	25 to 49	1 to 24	
Self . . .	0	3.3	20.0	56.7	20.0
Others . .	0	0	20.0	56.7	13.3

Three and three-tenths per cent of the unpopular group gave themselves a rating of 5 on 50 per cent or more of the items in this trait, while none of them were given by other raters a rating of 5 on 50 per cent or more of the items. The same per cent (20) gave themselves a rating of 5 on from 25 to 49 per cent of the items in this trait as was given by others a rating of 5 on that per cent of the items. Associate raters gave 66.7 per cent of the unpopular students a rating of 5 on from 1 to 24 per cent of the items in this trait, while 56.7 per cent of them were given by other raters a rating of 5 on that per cent of the items. Thirteen and three-tenths per cent of them were given a rating of 5 on 0 items in this trait by other raters, while 20 per cent of them gave themselves a rating of 5 on 0 items.

A very small per cent of the unpopular students gave themselves a higher rating on this trait than they were given by other raters, while several rated themselves lower on this trait than they were rated by other raters. Therefore, in the main, it can be said that the unpopular children were rated by others a little higher on this trait than they rated themselves.

Three and three-tenths per cent of the unpopular students rated themselves higher on this trait than any of the popular students rated themselves. Twenty per cent of the unpopular group gave themselves a rating of 5 on from 25 to 49 per cent of the items in this trait, whereas 13.3 per cent of the popular group gave themselves a rating of 5 on that per cent of the items in this trait. However, a much larger difference in the opposite direction was given when 69 per cent of the popular group gave themselves a rating of 5 on from 1 to 24 per cent of the items in this trait, while only 56.7 per cent of the unpopular group gave themselves a rating of 5 on that per cent of the items. This left 20 per cent of the unpopular group who gave themselves a rating of 5 on 0 items in this trait as compared with 17.7 per cent of the popular group.

This might seem to imply that, as a whole, the popular group gave themselves a higher rating on this trait than did the unpopular group, but it must be remembered that one student who gave himself a rating of 5 on 25 per cent of the items rates much higher than did a student who gave himself a rating of 5 on one item in the trait.

Twenty per cent of the unpopular students were given by other raters a rating of 5 on from 25 to 49 per cent of the items in this trait as compared with 13.3 per cent of the popular students. In the next quartile

few more of the popular group were given by other raters a rating of 5 on from 1 to 24 per cent of the items in this trait than were of the unpopular group. (69 per cent as compared with 66.7 per cent) but not enough to offset the advantage the unpopular group had in this trait in the upper quartile. Thirteen and three-tenths per cent of the unpopular group was given by other raters a rating of 5 on 0 items as compared with 17.7 per cent of the popular group.

Although the difference is not great, the unpopular group did seem to be the more dependent on others for assistance and emotional support than did the popular group.

Being a Source of New Experience To Others

The seventh trait for consideration is that of being a source of new experience to others. A few of the popular students rated themselves rather high on being a source of new experience to others, while the rest rated themselves very low. Table 13 gives the per cent of ratings of 5 the popular children gave themselves on this trait.

TABLE 13

PER CENT OF TOTAL GROUP OF POPULAR CHILDREN WHO GAVE THEMSELVES A RATING OF 5 ON VARIOUS PROPORTIONS OF ITEMS BEARING ON CHARACTERISTICS INVOLVED IN BEING A SOURCE OF NEW EXPERIENCE TO OTHERS IN COMPARISON WITH SIMILAR RATINGS GIVEN BY OTHERS

	Per Cent of Items				
	75 to 100	50 to 74	25 to 49	1 to 24	0
Self . . .	2.2	2.2	0	37.8	57.8
Others . .	0	0	17.8	75.5	6.7

Four and four-tents per cent of the popular students gave themselves a rating of 5 on 50 per cent or more of the items in this trait, while none of them were given a rating of 5 on 50 per cent or more of the items. Only 37.8 per cent of the popular group gave themselves a rating of 5 on from 1 to 24 per cent of the items, while 75.5 per cent of them were given a rating of 5 on that per cent of the items in this trait by other raters. The percentage of popular students (57.8) who gave themselves a rating of 5 on 0 items in this trait as compared with the percentage of those (6.7) who were given a rating of 5 on 0 items in this trait by their friends was quite striking.

It is then evident that the popular students were rated much higher by their friends than they rated themselves on this trait.

Table 14 gives the per cent of ratings of 5 the unpopular children gave themselves in this trait.

TABLE 14

PER CENT OF TOTAL GROUP OF UNPOPULAR CHILDREN WHO GAVE THEMSELVES
A RATING OF 5 ON VARIOUS PROPORTIONS OF ITEMS BEARING ON
CHARACTERISTICS INVOLVED IN BEING A SOURCE OF NEW
EXPERIENCE TO OTHERS IN COMPARISON WITH SIMILAR
RATINGS GIVEN BY OTHERS

	Per Cent of Items				
	75 to 100	50 to 74	25 to 49	1 to 24	0
Self . . .	0	3.3	6.7	43.3	46.7
Others . .	0	0	16.7	63.3	20.0

This data show that aside from 3.3 per cent of the unpopular students who gave themselves a rating of 5 on from 50 to 74 per cent of the items

in this trait, the unpopular students rated themselves somewhat lower than they were rated by other raters. This is worth noticing because in most traits in this study the reverse was true.

Although 2.2 per cent of the popular group gave themselves a rating of 5 on from 75 to 100 per cent of the items in this trait, the advantages the unpopular group gave themselves in the other quartiles outweighed this advantage of the popular group. The unpopular students did rate themselves higher on this trait than did the popular students, but it must be remembered that the popular students underrated themselves very much in comparison with the ratings the other raters gave them.

The ratings given the two groups by other raters show that the popular students rated somewhat higher in this trait than did the unpopular students. None of either group was given a rating of 5 on 50 per cent or more of the items in this trait, which means that both groups were low on the trait. Seventy-five and five-tenths per cent of the popular students were given by other raters a rating of 5 on from 1 to 24 per cent of the items in this trait as compared with 63.3 per cent of the unpopular students. Associate raters gave 20 per cent of the unpopular group a rating of 5 on 0 items in this trait as compared with 6.7 per cent of the popular students.

It then appears that popular students were a better source of new experience to others than were the unpopular students.

Social Service - Motivation and An Attitude Of Good Will Toward Others

Social service, motivation and an attitude of good will toward others, is the eighth trait for consideration. Table 15 gives the per cent of ratings of 5 that the popular students gave themselves on this trait.

TABLE 15

PER CENT OF THE TOTAL GROUP OF POPULAR CHILDREN WHO GAVE THEMSELVES A RATING OF 5 ON VARIOUS PROPORTIONS OF ITEMS BEARING ON CHARACTERISTICS OF SOCIAL SERVICE IN COMPARISON WITH SIMILAR RATINGS GIVEN BY OTHERS

	Per Cent of Items				0
	75 to 100	50 to 74	25 to 49	1 to 24	
Self . . .	0	4.4	17.8	40.0	37.8
Others . .	0	2.2	40.0	57.8	0

The data show that the popular group was rated by their friends much higher than they rated themselves on social service. Forty per cent of them were given a rating of 5 on from 25 to 49 per cent of the items in this trait by other raters as compared with 17.8 per cent of them who gave themselves a rating of 5 on that per cent of the items. Thirty-seven and eight-tenths per cent of them gave themselves a rating of 5 on 0 items in this trait, while none of them were given a rating of 5 on 0 items in this trait by other raters.

Table 16 gives the per cent of ratings of 5 the unpopular children gave themselves on this trait.

TABLE 16

PER CENT OF TOTAL GROUP OF UNPOPULAR CHILDREN WHO GAVE THEMSELVES A RATING OF 5 ON VARIOUS PROPORTIONS OF ITEMS BEARING ON CHARACTERISTICS OF SOCIAL SERVICE IN COMPARISON WITH SIMILAR RATINGS GIVEN BY OTHERS

	Per Cent of Items				0
	75 to 100	50 to 74	25 to 49	1 to 24	
Self . . .	0	3.3	16.7	50.0	30.0
Others . .	0	0	20.0	66.7	13.3

These data show that, other than the three and three-tenths per cent of the unpopular students who gave themselves a rating of 5 on from 50 to 74 per cent of the items in this trait, they rated themselves lower on this trait than they were rated by others. Thirty per cent of them gave themselves a rating of 5 on 0 items in this trait as compared with 13.3 per cent of them who were given by other raters a rating of 5 on 0 items.

A slightly larger per cent of the popular group gave themselves a rating of 5 on 25 per cent or more of the items in this trait than did those of the unpopular group. However, a larger per cent of the unpopular group gave themselves a rating of 5 on from 1 to 25 per cent of the items in this trait than did those of the popular group. Thirty-seven and eight-tenths per cent of the popular group gave themselves a rating of 5 on 0 items in this trait as compared with 30 per cent of the unpopular group.

Associate raters gave the popular students a higher rating on this trait than those who rated the unpopular students gave them. Over twice as many of the popular students were given a rating of 5 on 25 per cent or more of the items in this trait than the unpopular students. A larger per cent of the unpopular group was given by other raters a rating of 5 on from 1 to 24 per cent of the items in this trait than the popular group. However, not enough of them were given to offset the advantage the popular group had in the higher quartiles. Thirteen and three-tenths per cent of the unpopular group was given a rating of 5 on 0 items in this trait as compared with zero per cent of the popular group.

The popular group can then be said to have rated higher in social service - motivation and an attitude of good will toward others, than did the unpopular group.

Abilities

The ninth and last trait for consideration is abilities. Table 17 gives the per cent of ratings of 5 the popular children gave themselves.

TABLE 17

PER CENT OF TOTAL GROUP OF POPULAR CHILDREN WHO GAVE THEMSELVES A RATING OF 5 ON VARIOUS PROPORTIONS OF ITEMS BEARING ON CHARACTERISTICS OF ABILITIES IN COMPARISON WITH SIMILAR RATINGS GIVEN BY OTHERS

	Per Cent of Items				
	75 to 100	50 to 74	25 to 49	1 to 24	0
Self . . .	0	0	2.2	20.0	77.8
Others . .	0	0	6.7	55.5	37.8

These data show that the popular students rated themselves much lower on abilities than their friends rated them. Seventy-seven and eight-tenths per cent of the popular group gave themselves a rating of 5 on 0 items in this trait, while their friends gave 37.8 per cent of them a rating of 5 on 0 items in this trait.

Table 18, on following page, gives the per cent of ratings of 5 the unpopular students gave themselves on this trait. The data show that other than 3.3 per cent of them who gave themselves a rating of 5 on from 50 to 74 per cent of the items in this trait the unpopular students rated themselves lower on this trait than the other raters rated them. Seventy per cent of the unpopular group gave themselves a rating of 5 on 0 items in this trait, while 53.3 per cent of them were given by other raters a rating of 5 on 0 items in this trait.

TABLE 18

PER CENT OF TOTAL GROUP OF UNPOPULAR CHILDREN WHO GAVE THEMSELVES A RATING OF 5 ON VARIOUS PROPORTIONS OF ITEMS BEARING ON CHARACTERISTICS OF ABILITIES IN COMPARISON WITH SIMILAR RATINGS GIVEN BY OTHERS

	Per Cent of Items				
	75 to 100	50 to 74	25 to 49	1 to 24	0
Self . . .	0	3.3	0	26.7	70.0
Others . .	0	0	3.3	45.4	53.3

The comparison of the self-ratings in Table 17 and Table 18 show that the unpopular group rated themselves higher on this trait than the popular group rated themselves. Seventy-seven and eight-tenths per cent of the popular group gave themselves a rating of 5 on 0 items in this trait as compared with 70 per cent of the unpopular group who gave themselves a rating of 5 on 0 items in this trait.

The ratings given each group by other students show that the popular students rated somewhat higher in this trait than did the unpopular students. Twice as many of the popular students were given by other raters a rating of 5 on from 25 to 49 per cent of the items in this trait as were given the unpopular students. Fifty-three and three-tenths per cent of the unpopular students were given a rating of 5 on 0 items in this trait as compared with 37.8 per cent of the popular students who were given a rating of 5 on 0 items in this trait by others.

It is then evident that the popular students rated higher in abilities than did the unpopular students according to the ratings given by those who rated them.

CHAPTER III

ITEM ANALYSIS

First it is necessary to consider the items on which the popular students rated much higher than did the unpopular students. Table 19 presents the items on which the popular students rated higher than the unpopular students.

TABLE 19

COMPARISON OF POPULAR AND UNPOPULAR GROUPS ON THE BASIS OF RATINGS OF 5 GIVEN BY OTHERS ON VARIOUS ITEMS ON WHICH THE POPULAR GROUP WAS RATED HIGHER THAN THE LOW GROUP

Question Items	Per Cent Of 5 Ratings For Popular Group	Per Cent Of 5 Ratings For Unpopu- lar Group	Difference In Favor Of Popular Group
1. Does he return borrowed money?	69.4	37.2	31.2
2. Is he loyal to his friends; does he stand up for them when they are not present?	44.9	23.4	21.5
3. Is he calm and relaxed (not excitable and restless)?	57.8	18.3	19.5
4. When he is involved along with others in some kind of difficulty, does he accept his full share of responsibility rather than trying to shift blame)?	45.0	25.0	20.0
5. Does he express appreciation to others for their assistance or kindness to him?	39.2	11.7	27.5

TABLE 19--Continued

Question Items	Per Cent Of 5 Ratings For Popular Groups	Per Cent Of 5 Ratings For Unpopu- lar Groups	Difference In favor Of Popular Groups
6. Does he trust his associates to do the right thing by him (not suspicious)?	41.7	19.0	22.7
7. Is he tactful in dealing with people, so that he does not antagonize them or hurt their feelings?	26.0	6.66	19.34
8. Can he lose in a game without being irritated or upset?	47.3	24.6	22.7
9. Does he try to console his friends when they are sad or upset?	35.6	13.3	22.3
10. From the standpoint of physical vigor, does he feel "up to" his opportunities for social life?	40.2	21.6	18.6
11. Does he invite others to his living quarters (room, apartment, home) for companionship, or some kind of entertainment?	26.9	8.48	18.42
12. Is he a lively, "on the go" type of person?	40.5	22.8	17.7

On item number 1 in Table 19, 68.4 per cent of the popular students were given a rating of 5 on this item by other raters while only 37.2 per cent of the unpopular students were given a rating of 5 on this item by

those who rated them. Therefore, 31.2 per cent more of the popular group were given a rating of 5 on this item by other raters than was true of the unpopular group. The 12 items included in this table showed a difference of 17 per cent or more between ratings given the popular group and the unpopular group, which is a significant difference.

Table 20 gives the various items on which a comparison was made of the ratings given the popular and the unpopular groups by themselves.

TABLE 20

COMPARISON OF POPULAR AND UNPOPULAR GROUPS ON THE BASIS OF RATINGS OF 5 GIVEN THEMSELVES (BY SELF-RATINGS) ON VARIOUS ITEMS ON WHICH THE POPULAR GROUP WAS HIGHER THAN THE LOW GROUP

Question Items	Per Cent Of 5 Ratings For Popular Group	Per Cent Of 5 Ratings For Unpopu- lar Groups	Difference In Favor Of Popular Groups
1. Do you get along quite well with all kinds of people (rather than just a few selected ones)?	40.0	16.7	23.3
2. When given a task to perform by a teacher or supervisor, do you carry it out to the best of your ability, even though you do not see any value to yourself in what you are asked to do?	26.7	16.7	10.0
3. Are you friendly with all members of your usual groups regardless of how their social status may be (not cliquish)?	40.9	23.3	17.6
4. When you have a task to perform which involves working with others (such as			

Table 20--Continued

Question Items	Per Cent Of 5 Ratings For Popular Groups	Per Cent Of 5 Ratings For Unpopu- lar Groups	Difference In Favor Of Popular Groups
committee assignments) do you make it a point to get others to help you as contrasted with doing nearly all the whole work yourself?	28.9	13.3	15.6
5. Are you friendly with associates who have weaknesses and faults which irritate you?	22.2	10.0	12.2
6. Do you trust your associates to do the right thing by you (not suspicious)?	38.6	16.7	21.9
7. Do you play pranks or practical jokes on others whom you know quite well?	15.5	3.33	12.17
8. Do you get a lot of satisfaction out of the successes of your group (in school, church or community) even though you have contributed very little or nothing toward these successes)?	27.9	16.7	11.2
9. Do you try to console your friends when they are sad or depressed?	57.7	40.0	17.7
10. When a friend of yours has a personal defect which you consider to be a serious handicap to him, do you try to do something to help him overcome it?	33.5	20.0	13.5

Table 20--Continued

Question Items	Per Cent Of 5 Ratings For Popular Group	Per Cent Of 5 Ratings For Unpopu- lar Group	Difference In Favor Of Popular Group
11. Do you participate in an activity agreed upon by the majority of your group (when no important principles are involved) even though you are not much interested in the kind of thing being done?	31.2	16.7	14.5
12. Are you a lively "on the go" type of person?	40.0	24.2	15.8

The data in Table 20 show some items from A Personality Scale - Rating Self on which a larger per cent of the popular students gave themselves a rating of 5 than the per cent of the unpopular students who gave themselves a rating of 5. For example, on item 1 in Table 20, 40 per cent of the popular students gave themselves a rating of 5 on this item while 16.7 per cent of the unpopular students gave themselves a rating of 5 on this item. Hence, 23.5 per cent more of the popular students gave themselves a rating of 5 on this item than did those of the unpopular students.

It should be noticed that items 6, 9 and 12 in Table 19 are similar to items 6, 9 and 12 in Table 20. This means that on these items the popular students gave themselves a higher rating than the unpopular students gave themselves, and that other raters also gave them a higher rating than those who rated the unpopular students gave them.

Table 21 gives the various items on which a comparison was made of ratings of 5 given by other raters on which the unpopular group was higher than the popular group.

TABLE 21

COMPARISON OF THE POPULAR AND UNPOPULAR GROUPS ON THE BASIS OF RATINGS OF 5 GIVEN BY OTHERS ON VARIOUS ITEMS ON WHICH THE UNPOPULAR GROUP WAS HIGHER THAN THE POPULAR GROUP

Question Items	Per Cent Of 5 Ratings For Unpopu- lar Groups	Per Cent Of 5 Ratings For Popular Groups	Difference In Favor Of Unpopu- lar Groups
1. Does he participate in an activity agreed upon by the majority of his group (when no important principles are involved) even though he is not much interested in the kind of thing being done?	31.6	16.1	15.5
2. Does he keep from showing grief when he is sad or depressed (not easily moved to tears)?	18.7	15.0	3.7
3. Does he stand up for what he thinks is right or true when his views are contrary to those held by most other members of a particular group he is in?	18.3	12.4	5.9
4. Is he good at one of the following: card tricks or parlor magic?	17.0	3.94	13.06
5. Participation in competitive musical contests.	6.66	1.55	5.11
6. When he is in an informal social situation does in introduce himself to persons he does not know?	10.0	5.38	4.62

These data show the items on which the unpopular students received a greater per cent of ratings of 5 given by other raters than did the popular students. For example, in Table 21, 31.6 per cent of the unpopular students were given a rating of 5 on item number 1 while only 16.1 per cent of the popular students were given a rating of 5 on this item by their friends.

It is interesting to notice the small number of items on which other raters gave the unpopular students a higher rating than the ones who rated the popular students gave them. In fact, it is doubtful that the difference in more than two of the items in Table 21 is great enough to be of any significance.

Table 22 gives self rated ratings of 5 in which the unpopular group was higher than the popular group.

TABLE 22

COMPARISON OF POPULAR AND UNPOPULAR GROUPS ON THE BASIS OF RATINGS OF 5 GIVEN THEMSELVES (BY SELF RATERS) ON VARIOUS ITEMS ON WHICH THE UNPOPULAR GROUP WAS HIGHER THAN THE POPULAR GROUP

Question Items	Per Cent Of 5 Ratings For Unpopu- lar Groups	Per Cent Of 5 Ratings For Popular Groups	Difference In Favor Of Unpopu- lar Groups
1. Do you think before you act when aroused to anger or fear (not impulsive)?	21.4	11.4	10.0
2. Can you keep from "going to pieces" or "losing your head" in emergency situations, such as accidents, or any kind of situation involving impending physical danger?	43.3	17.8	25.5

Table 22--Continued

Question Items	Per Cent Of 5 Ratings For Unpopu- lar Group	Per Cent Of 5 Ratings For Popular Group	Difference In Favor Of Unpopu- lar Group
3. If you find out that you have been wrong on some point involved in a disagreement with one of your associates, do you later admit to him that you were wrong?	24.2	8.88	15.32
4. When some very unexpected and shocking circumstances arise such as reception of bad news, or a serious disappointment, - do you adapt yourself to those facts without crying, demands for sympathy, or excessive discouragement?	30.0	13.3	16.7
5. Can you accept well-intentioned criticism from your friends or co-workers without showing resentment and anger?	26.6	13.3	13.3
6. Do you go out of your way to render assistance to friends and associates by such acts as loaning material, helping them find things, doing part of their work, etc.?	30.0	4.55	25.45
7. Do you amuse others by telling humorous stories?	17.2	4.44	12.76
8. Individual sports, usually not involving competition (swimming, archery, hunting, fishing, rowing, horseback riding, skating, bicycling, etc.).	16.7	6.66	10.04

Table 22--Continued

Question Item	Per Cent Of 5 Ratings For Unpopu- lar Group	Per Cent Of 5 Ratings For Popular Group	Difference In Favor Of Unpopu- lar Group
9. Planning social events and Parties ^f	10.0	0	10.0
10. Singing.	10.0	0	10.0

These data in Table 22 show the items on which a considerably larger per cent of the unpopular students gave themselves a rating of 5 than the per cent of the popular students who gave themselves a rating of 5.

It is worthwhile to notice that the items in Table 21 are not similar to any item in Table 22. This means that the ratings the unpopular students gave themselves did not agree with the ratings given by others on any of the items on which the unpopular students gave themselves a high rating.

Some of the items included in Table 19 are the same or similar to items in Table 20. This means that there was some agreement between the ratings the popular students gave themselves and the ratings their friends gave them on some of the items at least. In fact, had there been room in this report to include all the items on which the popular students were rated higher than the unpopular students by other raters, it would be seen that the popular group rated higher on every item included in Table 20 and all but two of the items in Table 22. This means that all items in which the popular students gave themselves a higher rating than the unpopular students gave themselves were also given by other raters a higher rating than were

the unpopular students, and also on most of the items on which the unpopular students gave themselves a high rating.

CHAPTER IV

SUMMARY

From the data considered in this study, the following was found:

1. The popular students were superior to the unpopular students in physical appearance, health and vigor.
2. The popular students were more emotionally stable and controlled than were the unpopular students.
3. Both groups were low in social aggressiveness, the initiation of social contacts and social events, but the popular students seemed to have a slight lead over the unpopular students in this trait.
4. The unpopular students seemed to have a slight lead over the popular students in adaptability and tolerance, but, perhaps, this can be explained by the weak students having formed the habit of adjusting to meet any situation because it seemed to be the easier way.
5. The popular students were superior to the unpopular students in dependability - a sense of obligation in all personal and group relationships.
6. The unpopular students were slightly superior to the popular students in dependance on others for assistance and emotional support.
7. The popular students were a better source of new experience to others than were the unpopular students.
8. The popular group rated higher in social service - motivation and an attitude of good will toward others - than did the unpopular students.
9. The superior group in abilities was the popular group.

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