INTEREST AND PERSONALITY PATTERNS
OF EXPERIENCED TEACHERS

APPROVED:

George W. Ehrenreich
Major Professor

W. W. Bean
Minor Professor

W. W. Bean
Director of Department of Education

J. L. Johnson
Dean of the Graduate School
INTEREST AND PERSONALITY PATTERNS
OF EXPERIENCED TEACHERS

THESIS

Presented to the Graduate Council of the North
Texas State College in Partial
Fulfillment of the
Requirements

For the Degree of

MASTER OF ARTS

By
180230
George E. Vaughan, Jr., B. A.
Ft. Worth, Texas
August, 1950
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>LIST OF TABLES</th>
<th>iv</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter</td>
<td></td>
</tr>
<tr>
<td>1. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Statement of Problem</td>
<td></td>
</tr>
<tr>
<td>Need for the Study</td>
<td></td>
</tr>
<tr>
<td>Sources of Data</td>
<td></td>
</tr>
<tr>
<td>Treatment of Data</td>
<td></td>
</tr>
<tr>
<td>Definition of Terms</td>
<td></td>
</tr>
<tr>
<td>II. STUDIES RELATED TO INTEREST AND PERSONALITY OF TEACHERS</td>
<td>11</td>
</tr>
<tr>
<td>III. PRESENTATION OF THE RESULTS OF THE KUDER PREFERENCE RECORD AND THE GUILFORD-MARTIN TEMPERAMENT INVENTORY</td>
<td>20</td>
</tr>
<tr>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Results of the Kuder Preference Record</td>
<td></td>
</tr>
<tr>
<td>Results of the Guilford-Martin Temperament Inventory</td>
<td></td>
</tr>
<tr>
<td>IV. CONCLUSIONS AND RECOMMENDATIONS</td>
<td>40</td>
</tr>
<tr>
<td>Conclusions</td>
<td></td>
</tr>
<tr>
<td>Recommendations</td>
<td></td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>43</td>
</tr>
</tbody>
</table>
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Percentile Scores of Three Groups of Teachers on the Kuder Preference Record</td>
<td>13</td>
</tr>
<tr>
<td>2. Mean Raw Scores, Standard Deviations, Percentile Scores, and Profile for Group I on the Kuder Preference Record</td>
<td>23</td>
</tr>
<tr>
<td>3. Mean Raw Scores, Standard Deviations, Percentile Scores, and Profile for Group II on the Kuder Preference Record</td>
<td>24</td>
</tr>
<tr>
<td>5. Mean Raw Scores, Standard Deviations, Percentile Scores, and Profile for Group IV on the Kuder Preference Record</td>
<td>26</td>
</tr>
<tr>
<td>6. Mean Raw Scores, Standard Deviations, C-Scores, and Profile for Group I on the Guilford-Martin Temperament Inventory</td>
<td>33</td>
</tr>
<tr>
<td>7. Mean Raw Scores, Standard Deviations, C-Scores, and Profile for Group II on the Guilford-Martin Temperament Inventory</td>
<td>34</td>
</tr>
<tr>
<td>8. Mean Raw Scores, Standard Deviations, C-Scores, and Profile for Group III on the Guilford-Martin Temperament Inventory</td>
<td>36</td>
</tr>
<tr>
<td>9. Mean Raw Scores, Standard Deviations, C-Scores, and Profile for Group IV on the Guilford-Martin Temperament Inventory</td>
<td>37</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Statement of Problem

The purpose of this study is to determine and analyze interest and personality patterns of experienced teachers as measured by certain standardized tests. The following tests were used in the study: (1) Kuder Preference Record, Form CM; (2) Guilford Inventory of Factors S T D G R; (3) Guilford-Martin Inventory of Factors G A M I M; and (4) Guilford-Martin Personnel Inventory. In order to make the data more meaningful, the subjects will be divided into four groups on the basis of sex and level of teaching experience.

Need for the Study

The need for studying the interests and personalities of teachers is widely recognized as one of utmost importance. One of the major problems facing educators today is that of improving the quality of teachers. It has been

---

generally accepted that the interests and personalities of teachers are important in the development of pupils.

The most effective way of improving the quality of teachers is through the screening and selection of teacher trainees. Although much work has been done in attempting to establish a basis for counseling those persons who plan to enter teacher training, little has been accomplished toward establishing a valid criteria for teacher trainee selection.

The first step in establishing a basis for the guidance and selection of teacher trainees is an investigation to discover those interests and personality traits characteristic of teachers as a group. Progress in this area can be made only if effective and economical instruments are found capable of measuring these characteristics.

Paper and pencil tests are being used at the present time as selective tools in teacher training programs. There is an absence of factual information for use and interpretation of the tests; many conclusions are based upon the hypotheses of interpreters. It is only through the study of experienced teachers that definite norms may be established for use in counseling and selecting teacher trainee candidates. It is hoped that this study will furnish some information concerning the value of the studied
paper and pencil tests in dealing with teachers' interests and personalities.

Barker discusses the importance of members of the teaching profession being well adjusted in her study concerning the personality adjustment of teachers. She says:

"Despite long years of training and experience, there is undoubtedly a large number of teachers in responsible positions who are immature, poorly adjusted, or even actually unwholesome in their personalities. If there can be no disagreement with the conclusion that the classroom is not the place for maladjusted persons. The education field has great need for highly stabilized personnel, both teachers and administrators, with vision of what the personality needs of the children may be."

In the work of teaching, adjustments to pupils, administrators, associates, philosophy, future goals, and professional demands are important factors in a teachers' classroom success and efficiency. The closer relationship of adjustment to people and social adjustment stand out as important factors in a teacher's classroom effectiveness.

Teachers, then, surely need both a better understanding of themselves and of the personalities of children, a philosophy of life, and a scientific knowledge which will enable them to deal more competently with their own adjustment problems and insure a more nearly adequate solution of those ever-present conflicts. Solution of difficulties in their own lives should be a fundamental equipment of teachers in assisting youth to face its problems and personality adjustments."

J. Wayne Wrightstone, in his preface to Studies of Teachers' Classroom Personalities by Anderson, Brewer,

and Reed, emphasizes the importance of the effect of teacher personality upon student behavior. He says:

In the present volume, Anderson, Brewer, and Reed provide proof that, within a given school and culture, the main direction of influence is from teacher to pupil. Integrative teacher behavior encourages integrative pupil behavior. Dominative teacher behavior not only provokes conflicts and misunderstandings, but stifles spontaneity and social development in the child.

The present volume shows that a change in pupil personnel did not change significantly the pattern of individual teacher behavior, but that a change in teacher personnel did result in changes in pupil behavior. The importance of the role of teacher personality in affecting pupil behavior is proved, and a means of measuring the behavior of both teachers and pupils is provided.

The responsibility for a clearer definition and development of desirable teacher personalities rests squarely on the colleges, administrators, and supervisors who select and mold the teachers who guide the children, as well as upon the teachers themselves. The implications for in-service and pre-service teacher education are self-evident. Symonds summarizes the need for a sound basis of teacher selection adequately in the following statements from his "Evaluation of Teachers' Personality".

The selection of teachers remains one of the most difficult and unyielding problems which education has to face....We are not much ahead in a

practical sense than we were several decades ago. The methods of evaluating the personality of candidates for teaching positions are still to be discovered and superintendents of schools are still relying on snap judgments based upon inadequate records and informal personal interviews.

Studies are urgently needed which will throw light on the factors in personality that are related to success in teaching. Until such studies are made, one must depend upon the opinion and judgments of groups of individuals.

If the selection of teachers is to be scientific and objective, a way must be found for studying, describing, and passing judgment on the personalities of prospective candidates.

Authorities in the fields of education and psychology seem to be in general agreement with Symonds concerning the need for investigation in the area of teacher personalities and teacher interests. It is in these appeals for much needed research that the justification for this study originates.

**Sources of Data**

The data for this study are comprised of the results of the Kuder Preference Record, Form CH, the Guilford Inventory of Factors S T D O R, the Guilford-Martin Inventory of Factors G A M I N, and the Guilford-Martin Personality Inventory. These tests were administered to the

---

7Percival M. Symonds, "Evaluation of Teachers' Personality," Teachers College Record, XXXVIII (October, 1946), 21-34.
teachers enrolled in Education 571, the Admission Seminar, at North Texas State College, Denton, Texas, during the first summer session, 1950. Tests were administered as a part of the course to be used as one factor in accepting applicants for the Master of Education degree. In order that the subjects could be divided into sub-groups for analysis of test results, the following questionnaire was given to all subjects:

NAME __________________ AGE ______ SEX____
YEARS OF TEACHING EXPERIENCE__________
LEVEL OF TEACHING EXPERIENCE
ELEMENTARY ________ YEARS
SECONDARY ________ YEARS

Secondary sources of data include the most recent books and journal articles dealing with the measurement and treatment of interest and personality factors of teachers and of occupational and professional groups related to teaching. Related studies in the field and the manuals and profile sheets for the tests given were also used as sources of data.

Treatment of Data

The Kuder Preference Record, Form CM, the Guilford Inventory of Factors S T D C R, the Guilford-Martin
Inventory of Factors G A M I N, and the Guilford-Martin Personnel Inventory were administered to the 235 students enrolled in Education 571, the Admission Seminar, during the first summer session, 1950. Thirty-five students were eliminated from the study because of invalid test results or lack of teaching experience. The remaining one hundred male and one hundred female teachers were divided according to level of teaching into the following four groups: Group I, female elementary teachers; Group II, female secondary teachers; Group III, male elementary teachers; and Group IV, male secondary teachers.

Mean raw scores were computed for the ten areas of interest and the thirteen temperament traits measured, and standard deviations were computed. Profiles were plotted for each group on each of the tests. These profiles were then analyzed in order to determine interest and personality traits characteristic of each group of experienced teachers.

Chapter I presents the statement of the problem, the need for the study, sources of data, treatment of data, and definitions of terms.

Chapter II is a survey of recent studies related to interest and personality traits of teachers and occupational and professional groups closely related to teaching.
Chapter III presents the results of the tests used in the study.

Chapter IV gives the summary, conclusions, and recommendations formulated as a result of the study.

Definition of Terms

Kuder Preference Record. - Throughout the study, the term Kuder Preference Record will be used to designate the Kuder Preference Record, Form GM.

Guilford-Martin Temperament Inventory. - Throughout the study, the term Guilford-Martin Temperament Inventory will be used to designate the Guilford Inventory of Factors S T D C R, the Guilford-Martin Inventory of Factors G A M I N, and the Guilford-Martin Personnel Inventory.

Elementary. - Teachers of grades one through eight will be referred to as elementary teachers throughout the study.

Secondary. - Teachers of grades nine through twelve will be considered secondary teachers in the study.

Mean. - The mean is the central tendency usually called the average. It may be defined as the point in a distribution about which the sum of the plus deviations is equal to the sum of the minus deviations.8

---

Standard Deviation. - The standard deviation is the most widely used and most reliable measure of variability. It is the square root of the mean of the squares of all the deviations from the mean.\(^9\)

Percentile. - The percentile is one of the points which divide the distribution into one hundred equal parts.\(^10\)

Inter-Quartile Range. - The inter-quartile range is the middle fifty per cent of the distribution. It ranges from the twenty-fifth percentile to the seventy-fifth percentile.\(^11\)

**Group I.** - Group I includes fifty-eight female elementary teachers with an average age of thirty-nine years and an average of twelve years of elementary teaching experience.

**Group II.** - Group II includes forty-two female secondary teachers with an average age of thirty-six years and an average of seven years of secondary teaching experience.

**Group III.** - Group III includes forty-nine male elementary teachers with an average age of thirty-five years and an average of six years of elementary teaching experience.

\(^9\)Ibid., p. 190.

\(^10\)Ibid., p. 189.

\(^11\)Ibid., p. 191.
Group IV.—Group IV includes fifty-one male secondary teachers with an average age of thirty-one years and an average of four years of secondary teaching experience.
CHAPTER II

STUDIES RELATED TO INTEREST AND PERSONALITY
OF TEACHERS

A number of attempts have been made to determine interests and personality traits that are characteristic of teachers. Up to the present time, however, little conclusive evidence is available that would be of benefit in counseling those persons who plan to enter teacher training.

The majority of studies of the interests of teachers would indicate that teachers as a group do not have either significantly high or significantly low interests in any specific area. Although distinct interest profiles have been established for the majority of vocational fields, teachers seem to differ more in their interests when grouped according to their subject matter fields than when compared as a group with other vocational classifications.

Strong verifies the absence of an interest profile among teachers in the following statements from his book, Vocational Interests of Men and Women.

So far we have been able to develop an occupational scale for every specific occupation we have tried....The interests of teachers in different subject matter areas differ quite appreciably. Apparently, there are no interests which go with the two functions of management and teaching.
...Evidently teaching per se, like management, per se, is less significant than the specific kind of teaching or managing. Whatever one may wish to believe regarding the proper function of teaching, he must recognize that today teachers of mathematics and science have interests quite distinct from those of teachers of the social sciences.¹

In further support of the lack of a distinct profile among teachers, Ullman found no significant relationship between interest scores and ratings of teachers for successful performance.² The same conclusions were reached by Phillips in his study of the characteristics of teachers.³

Kuder found in establishing norms for various occupational groups that three groups of teachers had percentile scores on the Kuder Preference Record as shown in Table 1. Kuder included 159 male secondary teachers, 52 female primary teachers, and 314 female secondary teachers in his study.

It may be noted from the data in Table 1 that the lowest percentile score is 28, mechanical interest for male secondary teachers. The highest percentile score is 70, social service interest for male secondary teachers.

¹Edward K. Strong, Jr., Vocational Interests of Men and Women, p. 20.
<table>
<thead>
<tr>
<th>Interest Area</th>
<th>Percentiles</th>
<th>Group I&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Group II&lt;sup&gt;b&lt;/sup&gt;</th>
<th>Group III&lt;sup&gt;c&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>0. Outdoor</td>
<td>54</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Mechanical</td>
<td>28</td>
<td>45</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>2. Computational</td>
<td>52</td>
<td>47</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>3. Scientific</td>
<td>43</td>
<td>49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Persuasive</td>
<td>41</td>
<td>37</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>5. Artistic</td>
<td>36</td>
<td>68</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>6. Literary</td>
<td>66</td>
<td>65</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>7. Musical</td>
<td>59</td>
<td>60</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>8. Social Service</td>
<td>70</td>
<td>52</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>9. Clerical</td>
<td>48</td>
<td>33</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup> Male secondary teachers  
<sup>b</sup> Female elementary teachers  
<sup>c</sup> Female secondary teachers

Since all of these scores, although they show trends in teacher interests, are in the inter-quartile range, they cannot, by Kuder's definition, be considered to be significant interests.

---

A similar study was made by Marzolf, using the Kuder Preference Record. He studied 279 students, forty-five of which were elementary education students. The following percentile scores were found for freshman elementary students:

\[
\begin{align*}
\text{Mechanical} & : 49 \\
\text{Computational} & : 45 \\
\text{Scientific} & : 44 \\
\text{Persuasive} & : 14 \\
\text{Artistic} & : 59 \\
\text{Musical} & : 21 \\
\text{Literary} & : 22 \\
\text{Social Service} & : 84 \\
\text{Clerical} & : 32
\end{align*}
\]

Marzolf reached the following conclusions in his study:

There are large and very probably significant differences between the elementary teachers (as measured by the Kuder) and the prospective elementary teachers in art and music and literary categories. This latter difference is especially noteworthy since our elementary freshmen are lower in literary interest than other entering freshmen. The difference is statistically significant at the one per cent level. The higher median social service interest shown by the elementary teachers is not significant even at the five per cent level.

Elementary teachers are definitely lower than other entering freshmen in literary interest.

In all of these instances, there is nearly as wide a range as is found in the general college population. Business students were high in clerical and computational interests; the
elementary teachers were low in literary and computational interest; home economics students were high in social service interest as measured by the Kuder Preference Record. ⁵

Irene M. Wrightwick made a study of forty-five female students who had made teaching their vocational choice for her doctoral dissertation. She found no definite interest patterns apparent for this group of students. ⁶

From the application of the Minnesota Multiphasic Personality Inventory and the Strong Vocational Interest Blank, Blum concluded that the differences in teachers were in their vocational and non-vocational interests rather than in their personality traits. He concluded that in view of the large differences among the several professional schools with respect to interest, interest measurement should be a part of the selection procedure. ⁷

Witty made an analysis of 12,000 letters from students in grades two through twelve in which they mentioned the traits in the teacher they liked most. The traits in the order mentioned were:

1. Cooperative, democratic attitude.
2. Kindliness, consideration of individuals.

⁶M. Irene Wrightwick, "Vocational Interest Patterns" (Unpublished Doctoral dissertation, Teachers College, Columbia University, 1945), 119.
3. Patience.
4. Wide interest.
5. Personal appearance—pleasing manner.
6. Fairness and impartiality.
7. Sense of humor.
8. Good disposition and consistent behavior.
10. Flexibility.
11. Use of recognition and praise.
12. Unusual proficiency in teaching the particular subject.

Wide interest was the trait mentioned most often by the group from six to nine years of age. It ranked third in the nine to fourteen year age group, and 6.5 in the group from fourteen years up. This gave wide interests a rank of fourth in the traits mentioned in the 12,000 letters. A summary of this study shows that teachers are appreciated not so much for their knowledge or for their ability to teach, as for their friendliness, helpfulness, interest, and appreciation of the child's difficulties.8

Barker collected data relative to fourteen phases of adjustment, seven involving life adjustment and seven involving work adjustment of teachers. She found that the correlation between teaching efficiency and life

8 Paul A. Witty, Unpublished Paper Presented to the 1947 Atlantic City Meeting of the National Society of College Teachers of Education.

9 Ibid.
adjustment varied from .08 to .35, and between efficiency and work adjustment from .36 to .58.10

Several studies have been made relative to the effect of teacher personality upon pupils. In a painstaking observational study of the teacher’s classroom personality, Anderson found that “the behavior of teachers was correlated with the behavior of children.”11 Although not proven to have great effect on achievement of children, he concluded that teacher personality does have a marked effect on the personality and adjustment of children.12

Cook and Leeds in a similar study were concerned with the teacher personality and its bearing on the teacher-pupil relationships. They found that the teacher’s attitude toward the pupils and the pupils’ attitudes toward the teacher were significantly related. The correlation found was .46.13

Anderson and Brewer found that certain behavior patterns and personality characteristics of the teacher


11 H.H. Anderson, Studies of Teachers’ Classroom Personality, I.

12 Ibid.

persist from year to year. They also found that the children's behavior tends to change as they are instructed in successive years by different teachers.\textsuperscript{14}

Ash made a similar study concerning the importance of teacher adjustment. He found a significant relation between teacher adjustment and student adjustment.\textsuperscript{15}

Symonds, in his "Evaluation of Teacher Personality," lists six personality factors which are proposed as being essential for any individual who is to succeed as a teacher. These factors are:

1. Like teaching.
2. Be secure, have feelings of self-respect, dignity and courage.
3. Ability to identify with students.
4. Emotional stability.
5. Free from anxiety.
6. Not too self-centered or too selfish.\textsuperscript{16}

He found that the major problems faced by teachers are in the areas of family relations and personal love life. His studies also showed that there are widespread feelings of inferiority among teachers.\textsuperscript{17} He makes the following statements about teachers' personality:

\textsuperscript{14}H.H. Anderson, J.E. Brewer, and M.F. Reed, \textit{Studies of Teachers' Classroom Personality}, II., p. 126.

\textsuperscript{15}F. Elton Ash, "The Effects of Teacher Adjustment upon Pupil Adjustment" (Unpublished Doctoral dissertation, State University of Iowa, 1944), pp. 76-79.

\textsuperscript{16}Percival M. Symonds, "Evaluation of Teacher Personality," \textit{Teachers College Record}, XXXVIII (October, 1948), 24-34.

\textsuperscript{17}Ibid.
From what we know about personality, it appears that persons who are most successful as individuals will also be successful as teachers. However, there is no one pattern of personality that will make the best teacher and there is reason to believe that good teachers may exhibit many different kinds of personality traits.

...The greatest lift that can be given to education today is through the improvement of the personalities of teachers.18

A number of studies have been made in an attempt to determine the interests and personality traits characteristic of teachers as a group. However, little success has been achieved in establishing profiles for teachers, and little conclusive evidence is available that would be of benefit in counseling those persons who plan to enter teacher training.

18 Ibid.
CHAPTER III

PRESENTATION OF THE RESULTS OF THE KUDEK

PREFERENCE RECORD AND THE GUILFORD-

MARTIN TEMPERAMENT INVENTORY

Introduction

The purpose of this chapter is to present the results of the Kuder Preference Record and the Guilford-Martin Temperament Inventory for the teachers studied. One hundred male teachers and one hundred female teachers were used as subjects for the study. In order to make the data more meaningful, the subjects were divided, on the basis of sex and level of teaching experience, into four groups.

Group I included fifty-eight female elementary teachers with an average age of thirty-nine years and an average of twelve years of elementary teaching experience. Group II included forty-two female secondary teachers with an average age of thirty-six years and an average of seven years of secondary teaching experience. Group III was comprised of forty-nine male elementary teachers with an average age of thirty-five years and an average of six years of elementary teaching experience. Group IV included fifty-one male secondary teachers with an average age of thirty-one years and an average of four years of secondary teaching experience.
Results of the Kuder Preference Record

The Kuder Preference Record was administered to all subjects. Mean scores and standard deviations were compiled for the ten areas of interest measured, and percentile scores were obtained from the Self-Interpreting Profile Sheet for the Kuder Preference Record, Vocational, Form G. The ten areas of interest are briefly described on the profile sheet as follows:

0. Outdoor interest means that you prefer work that keeps you outside most of the time. It usually deals with animals and growing things. Forest rangers, naturalists, and farmers are among those high in outdoor interests.

1. Mechanical interest means you like to work with machines and tools. Jobs in this area include automobile repairmen, watchmakers, drill press operators, and engineers.

2. Computational interest means you like to work with numbers. A high score in this area suggests that you might like such jobs as bookkeeper, accountant, or bank teller.

3. Scientific interest means that you like to discover new facts and solve problems. Doctors, chemists, nurses, engineers, radio repairmen, aviators, and dieticians usually have high scientific interests.

4. Persuasive interest means that you like to meet and deal with people and to promote projects or things to sell. Most actors, politicians, radio announcers, ministers, salesmen, and store clerks have high persuasive interests.

5. Artistic interest means you like to work creatively with your hands. It is usually work that has "eye appeal" involving attractive design
color, and materials. Painters, sculptors, architects, dress designers, hair-dressers, and interior decorators all do "artistic" work.

6. **Literary** interest shows that you like to read and write. Literary jobs include novelist, historian, teacher, actor, news reporter, editor, drama critic, and book reviewer.

7. **Musical** interest shows you like going to concerts, playing instruments, singing, or reading about music and musicians.

8. **Social Service** interest indicates a preference for helping people. Nurses, Boy or Girl Scout leaders, vocational counselors, tutors, ministers, personnel workers, social workers, and hospital attendants spend much of their time helping other people.

9. **Clerical** interest means you like office work that requires precision and accuracy. Jobs such as bookkeeper, accountant, file clerk, salesclerk, secretary, statistician, and traffic manager fall in this area.¹

Kuder states in his discussion of the interpretation of test results that unless the score is above the seventy-fifth percentile, or below the twenty-fifth percentile, the interest is about average.² Those above the seventy-fifth percentile may be considered high and those below the twenty-fifth percentile may be considered low in that particular field of interest.

Table 2 presents the mean raw scores, standard deviations, and percentiles for Group I.

²Ibid.
Table 2 shows Group I, female elementary teachers, did not have a significant interest or a significant lack of interest in any of the ten areas. Scores ranged from the twenty-ninth percentile in scientific to the seventy-first percentile in social service. The remaining eight scores
fell between these two extremes. All ten percentile scores fell within the inter-quartile range which Kuder defines as average interest.\(^3\)

Table 3 presents the mean raw scores, standard deviations, percentiles, and profile for Group II.

**TABLE 3**

**MEAN RAW SCORES, STANDARD DEVIATIONS, PERCENTILE SCORES, AND PROFILE FOR GROUP II ON THE KUDER PREFERENCE RECORD**

<table>
<thead>
<tr>
<th>Interest Area</th>
<th>Mean Raw Score</th>
<th>Standard Deviation</th>
<th>Percentile Score</th>
<th>Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outdoor</td>
<td>32.05</td>
<td>12.2</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Mechanical</td>
<td>23.57</td>
<td>11.3</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>Computational</td>
<td>25.59</td>
<td>10.2</td>
<td>61</td>
<td></td>
</tr>
<tr>
<td>Scientific</td>
<td>27.26</td>
<td>10.1</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>Persuasive</td>
<td>39.76</td>
<td>19.3</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>Artistic</td>
<td>23.54</td>
<td>8.6</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Literary</td>
<td>23.35</td>
<td>9.7</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>Musical</td>
<td>12.33</td>
<td>6.1</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>Social Service</td>
<td>56.61</td>
<td>11.7</td>
<td>71</td>
<td></td>
</tr>
<tr>
<td>Clerical</td>
<td>54.00</td>
<td>16.3</td>
<td>44</td>
<td></td>
</tr>
</tbody>
</table>

\(^3\)Ibid.
Table 3 shows that Group II, female secondary teachers, did not have a significant interest or a significant lack of interest in any of the ten interest areas. Scores ranged from the thirty-first percentile in scientific to the seventy-first percentile in social service.

Table 4 presents the mean raw scores, standard deviations, percentile scores, and profile for Group III.

**TABLE 4**

**MEAN RAW SCORES, STANDARD DEVIATIONS, PERCENTILE SCORES, AND PROFILE FOR GROUP III ON THE KUDER PREFERENCE RECORD**

<table>
<thead>
<tr>
<th>Interest Area</th>
<th>Mean Raw Score</th>
<th>Standard Deviation</th>
<th>Percentile Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outdoor</td>
<td>42.92</td>
<td>14.7</td>
<td>46</td>
</tr>
<tr>
<td>Mechanical</td>
<td>39.11</td>
<td>13.2</td>
<td>37</td>
</tr>
<tr>
<td>Computational</td>
<td>27.02</td>
<td>8.6</td>
<td>45</td>
</tr>
<tr>
<td>Scientific</td>
<td>35.53</td>
<td>11.0</td>
<td>34</td>
</tr>
<tr>
<td>Persuasive</td>
<td>42.85</td>
<td>12.5</td>
<td>50</td>
</tr>
<tr>
<td>Artistic</td>
<td>19.06</td>
<td>8.9</td>
<td>39</td>
</tr>
<tr>
<td>Literary</td>
<td>19.62</td>
<td>8.4</td>
<td>56</td>
</tr>
<tr>
<td>Musical</td>
<td>9.03</td>
<td>5.7</td>
<td>48</td>
</tr>
<tr>
<td>Social Service</td>
<td>57.65</td>
<td>9.7</td>
<td>90</td>
</tr>
<tr>
<td>Clerical</td>
<td>42.00</td>
<td>12.4</td>
<td>41</td>
</tr>
</tbody>
</table>

Profile

30 40 50 60 70 80 90
Data in Table 4 show that Group III, male elementary teachers, had a significantly high interest in social service, with a percentile score of ninety. The other nine scores ranged from the thirty-fourth percentile in scientific to the fifty-sixth percentile in literary, indicating average interest.

Table 5 presents the mean raw scores, standard deviations, percentile scores, and profile for Group IV.

**TABLE 5**

**MEAN RAW SCORES, STANDARD DEVIATIONS, PERCENTILE SCORES, AND PROFILE FOR GROUP IV ON THE KUDE PREFERENCE RECORD**

<table>
<thead>
<tr>
<th>Interest Area</th>
<th>Mean Raw Score</th>
<th>Standard Deviation</th>
<th>Percentile Score</th>
<th>Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outdoor</td>
<td>42.21</td>
<td>14.1</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>Mechanical</td>
<td>39.62</td>
<td>13.5</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>Computational</td>
<td>26.56</td>
<td>7.8</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Scientific</td>
<td>40.91</td>
<td>11.7</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Persuasive</td>
<td>43.37</td>
<td>13.5</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Artistic</td>
<td>20.85</td>
<td>10.5</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>Literary</td>
<td>19.52</td>
<td>8.9</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>Musical</td>
<td>11.21</td>
<td>5.6</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>Social Service</td>
<td>53.87</td>
<td>11.3</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>Clerical</td>
<td>43.73</td>
<td>12.6</td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>
Data in Table 5 indicate that Group IV, male secondary teachers, had only one significant interest. This significant interest was social service, with a percentile score of eighty-two. The other nine interests ranged from the thirty-seventh percentile in mechanical to the fifty-eighth percentile in musical. Since these nine scores are within the inter-quartile interest range, they are considered average.

The mean raw scores, standard deviations, percentile scores, and profiles have been presented for the four groups on the Kuder Preference Record. These data indicate that Group I, female elementary teachers, and Group II, female secondary teachers, did not have either significantly high or significantly low interests in any of the ten areas on the test. Group III, male elementary teachers, and Group IV, male secondary teachers, had a significantly high interest only in the field of social service, and no significantly low interests.

The fact that the standard deviations were unusually large for each area would indicate that teachers as individuals differ widely in their interests. However, the mean scores for each group are within the average range with the exception of the social service interest of Group III and Group IV.

Results of the Guilford-Martin Temperament Inventory

The Guilford-Martin Temperament Inventory was administered to all subjects. Mean raw scores and standard
deviations were computed for the thirteen temperament traits measured, and C-scores were obtained from the Guilford-Martin Temperament Inventory Profile Chart for each group. According to the profile chart, the following percentiles are included in each of the eleven C-scores:

<table>
<thead>
<tr>
<th>C-Score</th>
<th>Percentiles</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.</td>
<td>0-1</td>
</tr>
<tr>
<td>1.</td>
<td>2-4</td>
</tr>
<tr>
<td>2.</td>
<td>5-11</td>
</tr>
<tr>
<td>3.</td>
<td>12-23</td>
</tr>
<tr>
<td>4.</td>
<td>24-40</td>
</tr>
<tr>
<td>5.</td>
<td>41-60</td>
</tr>
<tr>
<td>6.</td>
<td>61-77</td>
</tr>
<tr>
<td>7.</td>
<td>78-89</td>
</tr>
<tr>
<td>8.</td>
<td>90-97</td>
</tr>
<tr>
<td>9.</td>
<td>98-99</td>
</tr>
<tr>
<td>10.</td>
<td>100</td>
</tr>
</tbody>
</table>

C-score 5 on all traits except M includes the middle twenty per cent of the scores made by the group used to standardize the test. That middle twenty per cent will be referred to in this study as the average group. "Because the distribution of scores for trait M is bimodal, C-score 4 on the chart for trait M represents 20 per cent of the cases; C-score 5, 14 per cent; and C-score 6, 20 per cent."

---


5 Ibid.

6 Ibid.
In the absence of any definite criteria, the following statements are taken from the Guilford-Martin Temperament Inventory Profile Chart, regarding the interpretation of the trends indicated by the thirteen temperament trait scores:

**S - Social Introversion-Extraversion.** - A high C-score indicates sociability, a tendency to seek social contacts and to enjoy the company of others. A low C-score indicates shyness, a tendency to withdraw from social contacts and to be exclusive. A high C-score is more desirable for mental health than is a low C-score. A very low C-score on S indicates a need for guidance directed toward increased social participation.

**T - Thinking Introversion-Extraversion.** - A high C-score indicates a lack of introspectiveness and an extrovertive orientation of the thinking process. A low C-score indicates an inclination to meditative thinking, philosophizing, analyzing one's self and others, and an introspective disposition. The middle range of C-score is more desirable for mental health than either extreme on trait T. Each extreme, however, may have its value for certain types of occupation.

**D - Depression.** - A high C-score indicates freedom from depression, a cheerful, optimistic disposition. A low C-score indicates a chronically depressed mood including feelings of unworthiness and guilt. The higher the C-score on trait D, the better is likely to be the emotional adjustment of the individual.

**C - Cycloid Disposition.** - A high C-score indicates stable emotional reactions and moods, and
freedom from cycloid tendencies. A low C-score indicates the presence of cycloid tendencies as shown in strong emotional reactions, fluctuations in mood, and a disposition toward flightiness and instability. The higher the C-score on trait C, the better will be the emotional adjustment of the individual, except that scores that are too high may indicate a colorless, inert individual.

R - Rhathymsia.-A high C-score indicates a happy-go-lucky or carefree disposition, liveliness, and impulsiveness. A low C-score indicates an inhibited disposition and an overcontrol of the impulses. Both extremes of C-scores may represent psychological maladjustments and a C-score in the middle range is desirable for mental health.

G - General Activity.-A high C-score indicates a tendency to engage in vigorous overt action. A low C-score indicates a tendency to inertness and a disinclination for motor activity. An extremely high C-score on trait G may represent a manic tendency while an extremely low C-score may be an indication of a hypothyroid condition or other causes of inactivity. Thus, for good mental health, a C-score in the middle range is usually most desirable.

A - Ascendence-Submission.-A high C-score indicates social leadership and a low C-score social passiveness. The C-score of a person on trait A must be interpreted in light of his other characteristics of temperament as shown on the profile chart, and no general rule can be set forth as to what C-scores on trait A are most desirable for mental health. However, there is emphasis in our culture on the general desirability of a high C-score on trait A. Females tend to have a distinctly lower C-score on A than do males.

M - Masculinity-Femininity.-A high C-score indicates masculinity of emotional and temperamental make-up and a low C-score indicates
femininity. The C-scores of the majority of males are above 5 and the majority of females have C-scores below 5. Males whose C-scores are very low are sometimes found either to lack their full quota of male hormones or to have an oversupply of female hormones.

I - Inferiority Feelings. A high C-score indicates self-confidence and a lack of inferiority feelings. A low C-score indicates a lack of confidence, under-evaluation of one's self, and feelings of inadequacy and inferiority. The higher the C-score on trait I, the better for mental health, with the exception of extremely high cases in which clinical investigation may reveal a superiority compensation for hidden inferiority feelings. Many psychoneurotics have very low C-scores on trait I.

N - Nervousness. A high C-score indicates a tendency to be calm, unruffled, and relaxed; a low C-score indicates jumpiness, jitteriness, and a tendency to be easily distracted, irritated, and annoyed. The higher the C-score on trait N, the better for mental health unless there are clinical indications that an overly sluggish and torpid condition is the basis for the emotional tension. Extremely low C-scores in some cases may involve a lack of calcium in the blood. In many cases, a mental conflict may be the basis for the emotional tension expressed in jitteriness and irritability.

O - Objectivity. A high C-score on this trait indicates a tendency to view one's self and surroundings objectively and dispassionately. A low C-score indicates a tendency to take everything personally and subjectively and to be hypersensitive. The higher the C-score on trait O, the better for mental health. Pathological cases may develop paranoid fears, ideas of reference, and delusions of persecution.
Co - Cooperativeness. - A high C-score indicates a willingness to accept things and people as they are and a generally tolerant attitude. A low C-score indicates an overcriticalness of people and things and an intolerant attitude. The higher the C-score on trait Co, the better for mental health unless the C-score on G or clinical signs indicate a torpid and sluggish condition to be the basis for the lack of criticalness. Overt criticalness is often a compensation for hidden feelings of inadequacy. Pathological cases may exhibit a paranoid projection of their conflicts and impulses.

Ag - Agreeableness. - A high C-score indicates an agreeable lack of quarrelsomeness and a lack of domineering qualities. A low C-score indicates a belligerent, domineering attitude and an overreadiness to fight over trifles. Very low scores on trait Ag indicate an extreme craving for superiority as an end in itself developed as a compensation for some chronic frustration and in pathological cases may lead to paranoid delusions of grandeur. It is possible that a sadistic component may occur in some of the pathological cases. Further investigation should be made of the psychological structure of extremely low C-scores on traits O, Co, and Ag, as the paranoid area of temperament which they cover is predisposing toward troublemaking behavior in industry, marriage, and other social situations.

Table 6 presents the mean raw scores, standard deviations, C-scores and profiles for Group I on the Guilford-Martin Temperament Inventory.

The data in Table 6 show that the highest C-score made by Group I was seven on traits O, Ag, and Co. The C-scores of seven on these traits indicate that Group I, female elementary teachers, tended to be more

Ibid.
TABLE 6
MEAN RAW SCORES, STANDARD DEVIATIONS, G-SCORES,
AND PROFILE FOR GROUP I ON THE GUILFORD-
MARTIN TEMPERAMENT INVENTORY

<table>
<thead>
<tr>
<th>Trait</th>
<th>Mean Raw Score</th>
<th>Standard Deviation</th>
<th>G-Score</th>
<th>Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.....</td>
<td>18.21</td>
<td>8.3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>T.....</td>
<td>35.12</td>
<td>9.3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>D.....</td>
<td>14.72</td>
<td>9.0</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>C.....</td>
<td>21.70</td>
<td>10.0</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>R.....</td>
<td>38.05</td>
<td>10.7</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>G.....</td>
<td>9.74</td>
<td>3.9</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>A.....</td>
<td>17.52</td>
<td>6.3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>M.....</td>
<td>13.55</td>
<td>5.5</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>I.....</td>
<td>36.01</td>
<td>6.5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>N.....</td>
<td>30.15</td>
<td>6.5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>O.....</td>
<td>56.82</td>
<td>8.9</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>AG...</td>
<td>43.19</td>
<td>8.2</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Go...</td>
<td>74.43</td>
<td>13.8</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

objective, cooperative, and agreeable than the average group.
G-scores of 6 made on traits D, G, I, and N, indicate that
Group I tended to be slightly above average in freedom from
depression, stability of emotional reactions, self-confidence,
and absence of nervousness.

G-scores of 5 on traits S, T, and R indicate that Group
I fell within the average range in respect to sociability,
introversion-extroversion thinking, and rhathymia. A
G-score of 4 on traits G and A shows that Group I tended to
be slightly more inert and slightly more socially passive than the average group. A C-score of 4 on trait M indicates that Group I was only slightly more feminine in their emotional and temperamental make-up than the average group.

Table 7 presents the mean raw scores, standard deviations, C-scores, and profile for Group I on the Guilford-Martin Temperament Inventory.

**TABLE 7**

**MEAN RAW SCORES, STANDARD DEVIATIONS, C-SCORES, AND PROFILE FOR GROUP II ON THE GUILFORD-MARTIN TEMPERAMENT INVENTORY**

<table>
<thead>
<tr>
<th>Trait</th>
<th>Mean Raw Score</th>
<th>Standard Deviation</th>
<th>C-Score</th>
<th>Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.....</td>
<td>17.90</td>
<td>9.0</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>T.....</td>
<td>35.23</td>
<td>9.3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>D.....</td>
<td>17.94</td>
<td>10.4</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>G.....</td>
<td>29.86</td>
<td>13.2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>R.....</td>
<td>40.95</td>
<td>9.6</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>G.....</td>
<td>12.85</td>
<td>6.6</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>A.....</td>
<td>18.28</td>
<td>6.5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>M.....</td>
<td>13.12</td>
<td>4.8</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>I.....</td>
<td>35.88</td>
<td>6.8</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>N.....</td>
<td>27.19</td>
<td>8.5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>O.....</td>
<td>52.02</td>
<td>11.4</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Ag...</td>
<td>37.26</td>
<td>9.9</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Co...</td>
<td>72.66</td>
<td>17.1</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

The highest C-score made by Group II, female secondary teachers, was seven on trait Co. This would indicate that
Group II tended to be more cooperative than the average group. According to the profile sheet, C-scores of 6 on traits D, I, O, and Ag indicate that Group II was slightly above average in freedom from depression, self-confidence, objectivity, and agreeableness. C-scores of 5 made by Group II on traits S, T, C, R, G, and N indicate that they fell within the average range with respect to sociability, introversive-extraversive thinking, stability of emotional reactions, rhathymia, general activity, and absence of nervousness. A C-score of 4 on traits A and M indicates that Group I was slightly more submissive and only slightly more feminine than the average group.

Table 6 presents the mean raw scores, standard deviations, C-scores, and profile for Group III on the Guilford-Martin Temperament Inventory.

Table 6 shows that a C-score of 7 was made by Group III, male elementary teachers, on traits M, N, O, Ag, and Co. A C-score of 7 on trait M would indicate that Group III was more masculine than the average group. C-scores of 7 on the other traits indicate that Group III ranked higher than average with respect to absence of nervousness, objectivity, agreeableness, and cooperativeness. This group made a C-score of 6 on traits S, D, G, and I, indicating that they were slightly above average in sociability, freedom from depression, stability of emotional reactions, and
TABLE 8

MEAN RAW SCORES, STANDARD DEVIATIONS, G-SCORES, AND PROFILE FOR GROUP III ON THE GUILFORD-MARTIN TEMPERAMENT INVENTORY

<table>
<thead>
<tr>
<th>Trait</th>
<th>Mean Raw Score</th>
<th>Standard Deviation</th>
<th>G-Score</th>
<th>Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.....</td>
<td>15.71</td>
<td>9.8</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>T.....</td>
<td>33.75</td>
<td>10.2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>D.....</td>
<td>14.82</td>
<td>11.6</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>C.....</td>
<td>19.77</td>
<td>13.4</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>R.....</td>
<td>39.53</td>
<td>10.7</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>G.....</td>
<td>11.02</td>
<td>5.4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>A.....</td>
<td>21.90</td>
<td>6.5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>M.....</td>
<td>23.87</td>
<td>5.5</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>I.....</td>
<td>37.60</td>
<td>8.4</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>N.....</td>
<td>32.88</td>
<td>8.9</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>O.....</td>
<td>55.30</td>
<td>14.2</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Ag...</td>
<td>42.65</td>
<td>10.7</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Co...</td>
<td>72.78</td>
<td>17.5</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

self-confidence. G-scores of 5 on traits T, R, and A indicate that Group III fell within the average range with respect to introversion-extraversion, rhythmicity, and social leadership. Group III made a G-score of 4 on trait G, indicating that the group was slightly below average in general activity.

Table 9 shows the mean raw scores, standard deviations, G-scores and profiles for Group IV on the Guilford-Martin Temperament Inventory.
Data in Table 9 indicate that the highest C-score for Group IV, male secondary teachers, was 7 on traits D, G, M, O, and Co. The C-score of 7 on trait M indicates that this group was more masculine in emotional and temperamental make-up than the average group. C-scores of 7 on the other traits indicate that Group IV was above average with respect to freedom from depression, stability of emotional reactions, objectivity, and cooperativeness. C-scores of 6 on traits S, R, I, N, and Ag show that this group tended to be slightly above average in sociability, rhythymia, absence
of nervousness, self-confidence, and agreeableness. Group IV made a G-score of 5 on traits T, G, and A, indicating that they fell within the average range in introversive-extraversive thinking, general activity, and ascendance-submission. Group IV did not fall below average in any of the thirteen temperament traits.

Results of the Guilford-Martin Temperament Inventory indicated that the members of Group I were relatively objective, agreeable, and cooperative, and that they were relatively low with respect to general activity and social leadership. This low score in general activity, however, is to be expected from a group at this age level.

Only two significant indications were shown by this test for Group II. It was found that these individuals were relatively cooperative and relatively passive socially.

According to the interpretation of this test, Group III may be characterized by their objectivity, agreeableness, cooperativeness, and freedom from nervousness. They might be said to be unruffled and easy to get along with. This group, too, was low in general activity.

Group IV had generally higher G-scores than the other three groups. Their G-scores would indicate that these individuals were relatively cheerful, stable in their emotional reactions, objective, and cooperative.
C-scores made on all thirteen temperament traits by the four groups fell within what might be considered a range of good adjustment. However, the fact that no standard deviations were smaller than those obtained for the groups used to standardize the Guilford-Martin Temperament Inventory would indicate that individual teachers varied greatly in scores made on the separate traits.
CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This study was made for the purpose of determining and analyzing interest and personality patterns of experienced teachers. Subjects were divided into four groups on the basis of sex and level of teaching experience. The Kuder Preference Record and the Guilford-Martin Temperament Inventory were administered to all subjects. From the results of these tests, the following conclusions were indicated:

1. Elementary female teachers evidenced no significant interest or personality patterns as measured by these tests. However, results seem to indicate that these teachers tended to be slightly more interested in the artistic and social service areas and less interested in the scientific area than other areas measured. They also showed a tendency toward objectivity, agreeableness, cooperativeness, inertness, and social passivity.

2. Female secondary teachers showed no significant interest or personality patterns as measured by the tests used. However, these teachers seemed to be more interested in the area of social service and slightly less interested in the scientific area than other areas measured. They showed a tendency toward cooperativeness, and social passivity.

40
3. Male elementary teachers were found to have a significantly high interest in the field of social service; there was a tendency for them to be low in scientific interest. Although no significant personality pattern was found for this group, some tendency was shown toward objectivity, agreeableness, cooperativeness, inertness, and freedom from nervousness.

4. Male secondary teachers were also found to have a significantly high interest in the field of social service. No significant personality pattern was evidenced, but some tendency was shown toward objectivity, cooperativeness, stability of emotional reactions, and freedom from depression.

5. The fact that all standard deviations in the study were no smaller than those found for the groups used to standardize the tests used would seem to indicate that teachers, individually, show a wide range of interests and personality traits.

6. Since interest patterns have been found in other occupational and professional groups, it might be concluded that women enter the teaching profession for reasons other than interests measured in this study. It might also be concluded that an interest in social service may be one of the reasons for men entering the teaching profession.
7. Since no significant personality pattern was found in this study, it might be concluded that teachers as a group are not characterized by any of the thirteen traits measured. It might also be concluded that teachers as a group are relatively well adjusted.

Recommendations

On the basis of the foregoing conclusions, it is recommended that:

1. Further study be made in the area of teacher interest and personality.

2. The Kuder Preference Record and the Guilford-Martin Temperament Inventory be limited in their use for selection of applicants of teacher training until further studies can be made regarding their value in measuring interest and personality traits of teachers.

3. Investigations be made regarding the interest and personality patterns of teachers grouped according to subject matter areas.
BIBLIOGRAPHY

Books


Strong, Edward K., Jr., *Vocational Interests of Men and Women*, Stanford University, California, Stanford University Press, 1943.

Articles


Symonds, Percival W., "Evaluation of Teachers' Personality," *Teachers College Record*, XXXVIII (October, 1946), 21-34.

43
Tests and Manuals


Unpublished Material


Witty, Paul A., Unpublished Paper Presented to the 1947 Atlantic City Meeting of the National Society of College Teachers of Education.
Wrightwick, M. Irene, "Vocational Interest Patterns,"
Unpublished Doctoral dissertation, Teachers College,
Columbia University, 1945.