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# Personality Characteristics of Dramatics Majors at Selected Institutions of Higher Education in Tennessee

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*East Tennessee State University*

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**PARRIS, MARGUERITE GRIFFIN CORBETT  
PERSONALITY CHARACTERISTICS OF DRAMATICS  
MAJORS AT SELECTED INSTITUTIONS OF HIGHER  
EDUCATION IN TENNESSEE.**

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PERSONALITY CHARACTERISTICS OF DRAMATICS MAJORS  
AT SELECTED INSTITUTIONS OF HIGHER EDUCATION  
IN TENNESSEE

---

A Dissertation  
Presented to  
the Faculty of the Department of Supervision and Administration  
East Tennessee State University

---

In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

---

by  
Marguerite Corbett Parris

March 1979

APPROVAL

This is to certify that the Advanced Graduate Committee of

MARGUERITE CORBETT PARRIS

met on the

27 day of February, 19 79.

The committee read and examined her dissertation, supervised her defense of it in an oral examination, and decided to recommend that her study be submitted to the Graduate Council and the Dean of the School of Graduate Studies in partial fulfillment of the requirements for the degree Doctor of Education.

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PERSONALITY CHARACTERISTICS OF DRAMATICS MAJORS  
AT SELECTED INSTITUTIONS OF HIGHER EDUCATION  
IN TENNESSEE

by

Marguerite Corbett Parris

The primary purpose of the study was to determine significant differences and likenesses in personality characteristics of dramatics majors. A secondary purpose was to ascertain whether personality studies of this type might be effectively used by supervisors, departmental heads, and/or instructors in guiding students interested in dramatics in their choices of majors, colleges, and ultimately careers.

Eighty-seven female dramatics majors and seventy-two male dramatics majors enrolled in nine colleges and universities in Tennessee volunteered to participate by taking the Omnibus Personality Inventory, the measuring instrument used for data gathering. The one-way analysis of variance was used to ascertain any significant personality difference at the .05 level between state and denominational dramatics groups, state and other private groups, and denominational and other private groups.

The following findings were ascertained:

1. State and denominational dramatics groups differed significantly at the .05 level on three of the fourteen scales--Autonomy, Religious Orientation, and Impulse Expression. The state group was significantly different on the Autonomy and Impulse-Expression scales. The denominational group was significantly different on the Religious-Orientation scale.

2. State and other private dramatics groups failed to differ significantly at the .05 level on any of the fourteen scales.

3. Denominational and other private dramatics groups differed significantly at the .05 level on two scales--Religious Orientation and Masculinity-Femininity. The denominational group was significantly different on the Religious-Orientation and Masculinity-Femininity scales from the other private group.

4. Although the three groups were different on five of the scales at the .05 level of significance when comparisons were made, homogeneity was reflected on the other nine scales. The state and other private dramatics groups had almost identical personality profiles.

The following conclusions were made:

1. The state group was characterized as more independent, liberal, tolerant, anti-authoritarian, expressive, sensual, imaginative, and sometimes impractical than the denominational group. The denominational group was characterized as more traditional and judgmental with stronger Judaic-Christian commitments than the state group.

2. Dramatics majors, preferring to be with other dramatics majors who valued autonomy and impulsiveness, might be better advised to attend state institutions of higher education. If, however, religious emphasis was a prime consideration, then dramatics majors might be better advised to attend denominational institutions of higher education.

3. Since no significance differences existed between state and other private institutions of higher education, dramatics majors with similar personality characteristics, might well be advised to attend either state or other private institutions.

4. Since the denominational dramatics group reflected greater significance on the Religious-Orientation and Masculinity-Femininity scales, it was characterized as more traditional and judgmental with stronger Judaic-Christian commitments and more feminine with more sociable, esthetic, sensitive, and emotional inclinations. If dramatics majors prized these personality characteristics highly, they might well be advised to attend denominational institutions of higher education.

5. Collectively, the dramatics group majors were moderately esthetic, complex, and anxious, reflecting varied interests in all the arts by appreciating poetry, paintings, dramatics, sculpture, and architecture; being tolerant of ambiguities, being appreciative of the unusual, new ideas, and uncertainties, and being nervous, worried, tense, and excitable.

6. Collectively, the dramatics group majors were reflected as highly feminine and impulsive, characterized as sociable, esthetic, sensitive, emotional, imaginative, aggressive, expressive, and sometimes impractical.



DEDICATION

To my family

My loved ones:

George, my husband

Rita, my daughter, and Douglas, her husband

George, III, my son

Georgia Marguerite Corbett, my mother

Virgil Payne Corbett, my father

Charles Payne Corbett, my brother

I express my gratitude for your unfailing love for, encouragement to, patience with, and belief in me. Your shared inspiration and many personal sacrifices continually served to renew my strength and to intensify my determination to complete this task. I now enjoy the privilege of expressing my love to all of you by dedicating this dissertation to you.

You are my beautiful people.

## ACKNOWLEDGMENT

Expressions of appreciation are extended to my committee chairman, Dr. Charles G. Beseda, for his enthusiasm, empathy, patience, scholarliness, and courage; and to my other committee members--Dr. Albert Hauff, Professor Ambrose Manning, Dr. Clinton Moody, and Dr. Clyde Orr--for their encouragement, cooperation, and guidance.

Expressions of appreciation are extended also to others who aided either directly or indirectly by sharing their talents, time, and facilities: the dramatics majors and the officials from the nine participating colleges and universities in Tennessee, Mrs. Allie Lou Felton Gilbreath, Miss Martha Littleford, Mrs. Lena Ray, Dr. Elizabeth McMahan, Mr. Dean Crosswhite, Dr. Harold Stout, Dr. Paul Clark, Mrs. Amelia Schumaier, and Miss Edith Keys and her library staff.

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## Chapter 1

### INTRODUCTION

Interest in students as individuals has been recognized as a necessity for successful education. Emphases in the past have been placed on students' cognitive competencies as shown by wide-spread use of I.Q. and achievement tests. But educators recognized that knowing about students' cognitive competencies and abilities was not sufficient because students who should have achieved higher academic success as predicted by I.Q. and achievement tests were not performing as anticipated. The affective domain might well be more important in successful learning than the cognitive. Acquiring more knowledge about students' affective domains could be accomplished partially by identifying personality traits.

With the recognition of the affective domain as an important factor in the learning experience, interest in the personality was accentuated. Personality tests were developed, and increased usage of prominent measuring instruments permitted researchers to assess certain traits, considered more or less basic, for a large number of students.

Reinforcing the need for study of the personality were such authorities as Raymond B. Cattell (1952) when he observed, "The psychological problems of greatest practical importance are those concerned with behaviors of the total organism; i.e., personality study" (p. 18).

Echoing Cattell, Hans D. Siebel (1974) indicated in his book The Dynamics of Achievement: A Radical Perspective that individuals experienced difficulty in adjusting to their vocations not because of incompetence nor from inability, but from maladjustment in personality.

Observations such as those of Cattell, Siebel, and others of similar persuasions were some of the dominant influences leading to this study.

### Justification of the Study

Further research was necessary to show the relationship between personality characteristics, selection of major area of study, college, and ultimately vocation (Boykin, 1969; Jacob, 1957; Osipow, 1968, pp. 61-64). Teachers, supervisors, and administrators needed in addition to detailed knowledge of students' levels of intelligence and their aptitudes an evaluation of their personality characteristics. Intensive study of these personality characteristics was essential to discover which personality traits predispose students to a greater measure of success in a major concentration of a study than was expected in any other choice of major (Feather, 1950). Armed with this information, supervisory and administrative personnel could more effectively guide students in selecting beneficial careers (Morgan, 1976).

Surveys indicated that as many as 50 percent of those individuals who were graduated from four-year colleges and universities chose majors not suitable to their needs. Some supervisory experts estimated the figures as even higher. As many as 70 percent of the students entering college made unsatisfactory choices (Chapman, 1976, p. 119).

Personal frustration and social waste resulted when individuals, after lengthy preparation, found that their affective patterns were unsuited to the demands of their vocations. Early guidance by educational supervisors was strongly needed so that students would not discover, after spending extensive time in vocational preparation, that their affective

patterns were entirely unsuited to the vocational demands (Havemann & West, 1952, pp. 255-261).

As late as autumn 1978, evidence was found which showed that only two studies of personality characteristics of dramatics majors had been conducted in any institution of higher education in the United States and none in Tennessee. Heads of dramatics departments, teachers within the dramatics departments, dramatics majors, and those students contemplating dramatics as a major expressed a need and desire for this type study.

#### Statement of the Problem

The problem was to ascertain, compare, and evaluate personality characteristics of dramatics majors enrolled in selected state, denominational, and other private institutions of higher education in Tennessee.

#### Hypotheses of the Study

Hypothesis 1: There will be a statistically significant difference in standard score means on the Omnibus Personality Inventory between those dramatics majors from state institutions and dramatics majors from denominational institutions of higher education in Tennessee.

Hypothesis 2: There will be a statistically significant difference in standard score means on the Omnibus Personality Inventory between those dramatics majors from state institutions and dramatics majors from other private institutions of higher education in Tennessee.

Hypothesis 3: There will be a statistically significant difference in standard score means on the Omnibus Personality Inventory between those dramatics majors from denominational institutions and those dramatics majors from other private institutions of higher education in Tennessee.



## Definitions of Terms

### Dramatics

Dramatics is a form of interpretative speech used in the communication of ideas of other people: the poet, the novelist, the dramatist, and the short-story writer (Gough & others, 1948, pp. 9-10).

### Dramatics Majors

Dramatics majors are students who pursue a prescribed course of study in interpretative speech communication. The course of study usually concentrates on such subjects as play appreciation, history of the theatre, acting, directing, lighting, scene design and construction, costuming, and make-up. As used in this study, dramatics majors will be referred to as those students who devoted at least one-third of their major concentration to the study of interpretative speech.

### Institutions of Higher Education

A college or university is an institution that offers "academic instruction suitable for students who have completed secondary schooling or its equivalent" (Good, 1973, p. 304).

Denominational colleges. Denominational colleges are institutions related to a religious denomination or sect through such means as charter requirements, selection of board members or other officers, financial contributions, and theological or religious belief. (Good, 1973, p. 114)

Other private colleges and/or universities. Other private colleges and/or universities are institutions "under control of a governing board independent of public government agencies except for

charter and statutory limitations; more properly designated as privately controlled college" (Good, 1973, p. 115).

The term "other" is affixed to differentiate between the denominational colleges used in this study which are frequently considered private church-related and those colleges and universities which are free from any group affiliation.

State colleges and/or universities. A college or university "maintained by a state" (Good, 1973, p. 115).

### Personality

Personality is an integrated psychological pattern; it is the totality of the individual formed by the action of the environment upon his hereditary potentialities. It signifies his emotions, his brain patterns, and his abilities: it also hints at a predictable type of behavior in response to definite life situations. (Berg, 1933, pp. 1-2)

### Personality Inventory

A personality inventory is "a measuring device for determining an individual's personal characteristics such as his emotional adjustment or tendencies toward introversion or extroversion . . ." (Good, 1973, p. 316).

### Personality Test

A personality test is "a test designed to obtain and evaluate information about the trait patterns of individuals so that an assessment of an individual's character can be made" (Good, 1973, p. 600)..

### Speech

Speech has two chief aspects: interpretative speech such as oral interpretation of literature and dramatics and original speech. In interpretation of literature and dramatics others' ideas are presented, but in original speech the speakers' ideas are communicated directly to the listeners (Gough & others, 1948, pp. 9-10).

### Supervisors

Supervisors are those who are responsible for providing guidance, especially in an academic setting. Guidance is the leading, directing, advising, or counseling, especially that provided for students (Urdang, 1968, p. 586).

### Theatre

Theatre as used in this study is synonymous with the term dramatics.

### Delimitations of the Study

The following delimitations were imposed:

1. Only dramatics majors were chosen to participate in the study.
2. Only those students currently enrolled at minimum four-year colleges or universities in Tennessee were included in the study.
3. Only those colleges and universities--state, denominational, and other private institutions--which offered liberal arts programs were used.
4. Only those colleges and universities whose officials permitted testing of their students were used.
5. Only those students who were willing to be tested were used.
6. Only those characteristics identified in the Omnibus Personality Inventory were identified and measured.

### Basic Assumptions

The following, supportive assumptions were made:

1. Supervisors, including college instructors, departmental chairpersons, and deans who advised students in choosing majors would

benefit from having detailed knowledge of the personality characteristics of their students.

2. Students needed to be made aware of the importance of knowing their personality characteristics so that they might choose majors, leading ultimately to career choices compatible with their affective patterns as well as their cognitive competencies and abilities.

### Procedures

The following procedures were employed:

1. American Universities and Colleges (Furniss, 1974), The College Blue Book (Biesel & others, 1977), The College Handbook (Watts, 1975), and Education Directory (Podolsky & Smith, 1977) were sources consulted in order to ascertain which colleges and universities in Tennessee met the established criteria. Fourteen colleges and universities qualified.
2. Catalogs which contained information on the qualifying institutions were consulted in the Administration Building in Room 108. 1978-1979 catalogs were requested from all appropriate colleges and universities in Tennessee.
3. Tests in Print (Buros, 1974) and The Seventh Mental Measurements Yearbook, Volume I (Buros, 1972) were consulted before making a selection of the appropriate instrument. The Omnibus Personality Inventory, Form F (Heist & others, 1968) was chosen.
4. A manual search for related literature was made in the libraries at East Tennessee State University, Milligan College, the University of Tennessee, Knoxville, and the University of Georgia to determine the scope of personality assessments with college and university students.

5. Two DATRIX II searches were made, and one ERIC search was made for related dissertations, journals, and periodicals.

6. Letters were composed and sent to each of the fourteen departmental heads in those colleges and universities which met the criteria of the study. (See Appendix A, page 79.) A self-addressed postal card on which responses were to be made were included in each letter and was one basis of authorization to test students. (See Appendix B, page 81.)

7. After a period of two weeks, follow-up communications were made to the officials of those institutions from whom no responses had been received.

8. The officials who indicated a willingness to cooperate were again contacted, and the names of liaison persons were received and recorded.

9. The suggested liaison persons were contacted, and arrangements were made to test students by the writer. Mutually acceptable dates, times, and places for the administration of the inventory were made. Alternate times were agreed upon at the time of the contact.

10. Prior to the suggested time for the tests, letters were sent to remind the liaison persons of the dates, times, and places. Two days prior to the testing dates, the liaison persons were contacted by telephone for one final synchronization. (See Appendix C, page 83.)

11. One hundred and fifty-nine students who were majoring in dramatics at nine institutions were tested in September through October, 1978, using the Omnibus Personality Inventory. All qualified institutions granting permission were included in the testing.

12. After participating dramatics majors at the nine institutions

had taken the Omnibus Personality Inventory, the inventories answer sheets were sent to be computer scored.

13. When the inventories were returned from the computer centers, the data were analyzed and results presented in both narrative and tabular forms.

### Organization

The purpose of this study was to ascertain, to compare, and to evaluate the personality characteristics possessed by dramatics majors in participating institutions of higher education in Tennessee. The plan of development used to accomplish this purpose was organized to include five chapters:

Chapter 1: An introduction, justification for the study, statement of the problem, the hypotheses of the study, definitions of terms, delimitations of the study, basic assumptions, procedures, and organization of the study are the content.

Chapter 2: A review of related literature, which emphasizes personality assessment studies, is the content.

Chapter 3: The design of the study, which describes the subjects and the selected institutions of higher education in Tennessee and the instrument used and which states the null hypotheses and the proposed treatment of data, is the content.

Chapter 4: Analysis of data in narrative and tabular form is the content.

Chapter 5: A summary, conclusions, and recommendations related to significant homogeneity and/or heterogeneity in personality

characteristics of dramatics majors in the participating institutions of higher education in Tennessee are the content.

## Chapter 2

### REVIEW OF RELATED LITERATURE

Personnel at colleges--supervisors, deans, and teachers--must to varying degrees either make decisions or help others make decisions that will affect the course of students' lives. Of course, educational decisions in the past have been made based on ability-measuring devices such as I.Q. and achievement tests, but information provided by these means has not been sufficient by itself. If the information were sufficient, further need for additional research would be unnecessary on non-intelligible factors. Understanding individuals necessitates knowing both their cognitive and affective domains. Thus continued research remains a goal to be achieved rather than an accomplished end.

Research of pertinent literature revealed that extensive personality inventories have been developed. Widespread usage has been made of them to ascertain which characteristics were revealed in the choice of colleges and universities and choice of majors. The college or university and the majors chosen by the students ultimately influenced their adjustment to their careers, and most important, the ease with which the students were able to relate in the social-interaction situation. Even though a plethora of literature was available on personality studies related to majors in institutions of higher education, personality studies on kinds of students attending certain types of colleges or universities, and personality studies related to careers or vocations, studies of the personality characteristics of dramatics majors were almost nonexistent.



Personality Studies Related to Majors in  
Institutions of Higher Education

When college students' personality characteristics have been measured by personality inventories, the students frequently appeared quite similar when viewed collectively from one institution of higher education to another institution. But the similarity ended when personality characteristics were measured individually on students pursuing different majors. The veracity of the foregoing observations was substantiated in a preponderance of the reviewed literature.

The Kuder Preference Record, the Allport-Vernon Study of Values, and the Minnesota Multiphasic Personality Inventory were administered to 270 male white students with exceptional academic potential at a metropolitan, nonresident, tax-supported, and tuition-free liberal arts college (Sternberg, 1955). Nine areas of specialization were selected for testing with each of the majors having thirty volunteer subjects. The majors were biochemistry, chemistry, economics, English, history, mathematics, music, political science, and psychology. When the data were analyzed, the mean scores for each major differed from every other major with the greatest disparity reflected between the aesthetic majors--English and music--and the science majors--chemistry, mathematics, biochemistry, and psychology.

Even though there were significant differences between all the nine majors, there were, however, likenesses between some of them. English and music majors reflected strong aesthetic inclinations, were more maladjusted than any of the other majors, were highly interested in communicating, and were nonreceptive to business or scientific activities. Chemistry and mathematics majors expressed strong preferences for

scientific, mechanical, and quantitative activities, disdaining aesthetic, business, and social services activities. Biochemistry and psychology majors revealed a commonality of interest in scientific and social service activities and expressed a decided preference for prestige and power.

In a comparative study by J. W. Hancock and C. C. Carter (1954, pp. 225-227) the Minnesota Multiphasic Personality Inventory was administered to 9 engineering majors, 203 liberal arts and science majors, and 55 commerce and business administration majors at the Galesburg Undergraduate Division of the University of Illinois. The subjects were volunteers. The data used for comparison showed that commerce students and the liberal arts and science students were more abnormally preoccupied with body functions than engineering students were. Also the commerce students showed masculinity-femininity characteristics similar to the opposite sex. Liberal arts and science students were more nearly similar to clinic patients characterized by suspiciousness, oversensitivity, and delusions of persecution than were the commerce students.

William Lee Vacek (1962) administered the Edwards Personal Preference Schedule to a selected group of male college freshmen in eight major fields at a teachers college. When the Edwards Personal Preference Schedule was administered, the data revealed that differences existed between the eight freshmen major groups and the normative group of college men. And the industrial arts education majors reflected significant differences when compared with freshmen business, humanities, music, science, and social studies majors.

Another study of industrial arts majors was conducted by Rex Allen Nelson (1964), using a population of male freshmen, sophomore, and junior

students at four Midwestern and Western teachers colleges. He used the Edwards Personal Preference Schedule to ascertain the effectiveness of personality tests in guiding and selecting students for preparation as industrial arts teachers. Although Nelson did not recommend the Edwards Personal Preference Schedule as a valid means for predicting academic achievement for males specializing in industrial arts, he did conclude that the instrument could be used with confidence by supervisors to guide freshmen into an industrial arts major, to predict their performance as industrial arts teachers, and to separate the industrial arts majors from the normative group.

Marcel Lucien Goldschmid (1965) administered five personality inventories: Myers Briggs Type Indicator, the California Psychology Inventory, the Minnesota Multiphasic Personality Inventory, the Omnibus Personality Inventory, and the Strong Vocational Interest Blank to 1,817 entering freshmen to ascertain any existing relationships between personality characteristics and the choices of majors.

The analysis of data from the five tests showed that students did have similar personality traits based upon choices of majors. Students in the humanities group were independent, resented infringement on personal freedom, reflected concern over their physical and psychological health, and were highly expressive emotionally, and enjoyed social and political activities. Students in the science group were careful, conventional, energetic, reserved, retiring, and introvertive, but were generally free of self-doubt and practical. The basic hypothesis was accepted, since the findings substantiated that "identifiable personality patterns were indeed associated with educational choice" (p. 4073).

Robert L. Harmon (1971), associate director of the University of Kentucky, administered the American College Test, the Omnibus Personality Inventory, and the Strong Vocational Interest Blank to thirty males and thirty-three females for the purpose of defining existing differences between vocationally decided and undecided students on personality, interest, and ability measures. In a follow-up study after supervisory advisement, thirteen males were undecided, but seventeen males had selected majors. Eighteen females were undecided, but fifteen females had selected majors.

Thomas Joseph Fuime (1974) also conducted a longitudinal study on personality changes over a three and one-half year period of decided and undecided students about their majors. He used data about the students from the Scholastic Aptitude Test, high school and college grade-point average, I.Q., and student questionnaires. In addition personality traits were measured by the Guilford-Zimmerman Temperament Survey; the Study of Values by Allport, Vernon, and Lindzey; the Taylor Manifest Anxiety Scale; the Social Desirability Scale; and the Purpose-in-Life Test. From the analysis of data, the following conclusions were made:

The undecided student in this study is brighter, more reflective in thought, psychologically aware of himself, and has grown towards self-actualization. As indicated by this study's test results, he is realistic, less competitive, has a reflective sense of values, respects the values of others, has a higher purpose-in-life with less need to protect himself as compared to the decided student. (p. 5041A)

The Sixteen Personality-Factor Questionnaire, the Study of Values test, and the Minnesota Teacher Attitude Test were used to measure ninety art-teaching majors and one hundred and twenty-two elementary education majors on twenty-three variables at Ball State University, Muncie, Indiana (Pum, 1971). The variables were used to compare and

analyze significant differences, if any, between art-teaching majors and elementary-education majors. The primary outcome of the study showed significant differences between the two majors, since the art-teaching majors displayed greater appreciation for the aesthetic and theoretical and were more tender, experimental, assertive, and venturesome. The elementary-education majors were more sociable, religious, outgoing, conscientious, apprehensive, and tense.

Using the Sixteen Personality Factor Questionnaire and the Omnibus Personality Inventory, Mack J. Bowen (1973) tested students who had prepared to become seminary teachers for differences in personality. He grouped the students seeking teaching positions by categories: hired, not hired; certified, not certified; and excellent, good, average, or poor. He found significant differences in personality characteristics between the hired or not hired; certified or not certified; and the excellent, good, average, or poor.

Orphia M. Lough used the Minnesota Multiphasic Personality Inventory in February, 1944, and January, 1946, to study two groups of 202 students pursuing two majors: those enrolled in the music curriculum and those enrolled in the general curriculum. The students in the general curriculum planned to be elementary school teachers, and the students in the music curriculum planned to be public school music teachers. Lough hoped to discover if significant differences existed between the two groups, if the Minnesota Multiphasic Personality Inventory or similar inventories would be useful in screening students for admission to the education school to train for teaching, and if the Minnesota Multiphasic Personality Inventory would be a useful tool in predicting the development of maladjustments of those entering the teaching professions which had been

a dominant outcome in similar studies of teachers. The outcome of the study showed that the inventory alone could not be used to screen students; it showed no significant differences between those students in the general curriculum planning to be elementary teachers and the students in the music curriculum planning to become public school music teachers. A slight relationship was found to exist between the hypomania trend discovered in these students and those teachers in the field who had been hospitalized for manic-depressive psychosis. The students, however, did not show any tendency toward schizophrenia, a common malady among seven hundred hospitalized teachers.

Florence B. Brawer in her book New Perspectives on Personality Development in College Students (1973) did studies on the Functional Potential (FP) of 1,846 students attending junior colleges. The colleges were grouped as urban, suburban, and rural, and the students were placed into further subgroups of low, medium, or high.

She used the Omnibus Personality Inventory to determine the FP. Her justification for its choice was that it was designed to measure traits other than ability and achievement.

The OPI is responsible for much of the information now available about college students. Information gained from responses to the OPI was used in three ways: to obtain an independent measure of similarities and differences among students in the three colleges; to assess changes in these same students between the beginning (September) and end (June) of their thirteenth year; and to measure, by comparison, the validity of the functional potential scores of this population. (p. 118)

The analysis of data of the two testings showed the entire FP groups in relation to the Omnibus Personality Inventory normative student group as lower on the mean score, but the high FP group was closer to the means of the standardized norm on all characteristics except on two scales--

impulse expression and practical orientation. The medium FP group was closer to the low FP group, but were further from the mean of the Omnibus Personality Inventory normative group. Other comparisons in the study were made using school attendance and sex differences. The data revealed insignificant differences, but a comparison of age groups showed that in the high FP group, students eighteen years of age or younger chose natural science for their majors; whereas the low FP group eighteen years or younger chose business administration, engineering technology, and education as majors. According to Brawer "this suggests more certainty and, very possibly, more goal directedness on the part of young students who choose to major in the natural sciences" (p. 129).

Sixty male subjects in their junior and senior years at Hamilton College were administered the Minnesota Multiphasic Personality Inventory to see if any relationship existed between their majors--biology, chemistry, history, and English literature and the Minnesota Multiphasic Personality Inventory variables (Lundin & Lathrop, 1963). Each major field of concentration had twenty students. After an analysis of data, the outcome indicated that no significant relationship existed between students' major concentration and the variables of the Minnesota Multiphasic Personality Inventory. But upon closer scrutiny, the data seemed to more aptly reflect the kind of student attending Hamilton College, a small liberal arts college with exacting standards of academic achievement. Even with careful selection, no significant differences appeared. The most significant outcome of the study revealed Hamilton College to be composed of a homogeneous student body because of the selectivity by the admissions committee, the liberal arts curriculum, and the homogeneity of

its student body.

In a comprehensive study by Ralph D. Norman and Miriam Redlo (1952), the Minnesota Multiphasic Personality Inventory was used to reveal the relationship among major fields of study using 149 male seniors and graduate students at the University of New Mexico. The advanced students were chosen for study on the assumption that they would reflect more definite characteristics. The majors chosen were psychology, sociology, mathematics, chemistry, physics, engineering, anthropology, business administration, art, music, geology, biology, physical education, history, English, elementary education, and Inter-American Affairs.

Psychology-sociology; mathematics-chemistry-physics, engineering; anthropology; business administration; art-music; and geology were one group of majors. One miscellaneous grouping was not contrasted with the others because of the likeness of the majors included. The results of the study revealed that the Minnesota Multiphasic Personality Inventory was valid for distinguishing personality trends among the major groupings; the students indicating definite satisfaction with their own major were quite similar to their own groupings on discriminative scales; significant differences were found between students strongly satisfied with their major and those satisfied and less-satisfied; and the students if rechoosing a major would choose the same major, or if another choice was indicated would choose a related major.

A similar study to that of Norman and Redlo was made by Kent Allen Laudeman (1975) at Western Michigan University using 316 senior male subjects. He used John L. Holland's six personality types: realistic, intellectual, social, conventional, enterprising, and artistic (Holland, 1966). These types were studied in order to establish a correlation



between students' personalities, choices of majors, and satisfaction with college majors. Subjects were chosen that matched Holland's types. Majors in mechanical engineering, electrical engineering, elementary education, accounting, marketing, art, and music education were chosen by the subjects. The instruments used included the Holland Vocational Preference Inventory, the Allport-Vernon-Lindzey Study of Values, and the Attitude Toward College Major questionnaire, a test "developed specifically to assess student satisfaction with college major" (p. 5827A).

The analysis of data showed the Holland Vocational Preference Inventory differentiated among the six personality types. The Allport-Vernon-Lindzey Study of Values reflected consistency of personality with the students' chosen majors, and the Attitude Toward College Major questionnaire revealed personality type, and satisfaction with college major showed little correlation.

Jane Faulman (1976), like Laudeman, used Holland's theory of personality types: realistic, intellectual, social, conventional, enterprising, and artistic (Holland, 1966) to ascertain any congruence between personality, environment, and students' major choices of study. Faulman stated "that many students change their major field choice between freshman and senior years" (p. 4892A). She measured and typed 636 students at State University of New York at Buffalo. In the fall of 1966, the freshmen completed a research battery and declared their majors at that time, and as seniors again restated their majors.

From the findings students were shown to have remained with their freshman choice of majors if a high correlation existed between their personality characteristics and with other students who had similar

abilities, interests, and skills.

Robert L. Mabe (1971) conducted a personality study at East Carolina State University, using the Omnibus Personality Inventory. His purpose was to ascertain differences in personality among students with different majors and to discover if definite patterns were associated with different personality characteristics within different major groups. Thirty students were inventoried for each of the six majors studied: psychology, business, mathematics, English, art, and history. He found that personality patterns did exist for each of the majors except for the history majors.

Mabe summarized his study succinctly.

This study has yielded evidence that there exists a relationship of certain personality patterns to various majors selected for study. And the results of this research indicate numerous possibilities for related studies concerning the relationships between personality and choice of college majors; both utilizing the OPI and expanding to other instruments of research. (p. 119)

John Henry Boykin, III (1969) conducted a study at four undergraduate colleges at the Atlanta University Center on 476 male and female senior students. Two inventories were used: the 16 Personality Factor Test and Study of Values to ascertain the relationship between students' majors and certain personal characteristics after the students had been classified into one of five groups according to their majors: social science, education, business, humanities, and science. The results indicated that significant differences were evidenced by the students majoring in different areas of concentration, but significant likenesses were evidenced by the students majoring in like areas.

Several studies in fine arts were reviewed. An unusual one was a study done by Walter R. Borg (1952). He compared 121 applied art majors

with 325 students in other colleges at The University of Texas. Both groups were given a battery of personality tests: The Guilford-Martin Personnel Inventory and Inventory of Factors. When the mean scores of the art majors and other college students were compared, little evidence of homogeneity between the two groups was found, but unique was the lack of homogeneity among the 121 applied art majors themselves.

On the other hand, Martin Spiaggia (1950) refuted the findings of Borg's study. He administered the Minnesota Multiphasic Personality Inventory to fifty male art majors and fifty male non-art majors. Significant likenesses were found, for the art majors in his study were more introverted, less able to adjust to reality, more feminine, more over-productive, and more compulsive when compared to the non-art majors.

Two studies were found on dramatics majors in college. The earliest study was conducted by Alfred L. Golden (1940) and a later one was cited in the book Theories of Career Development by Samuel H. Osipow (1968).

In the study reported by Osipow (1968, p. 184), the data revealed significant differences in the traits of the male and female majors. Collectively, however, the group revealed highly significant likenesses in personality characteristics of impulsiveness, emotionalism, instability, insensitivity, exhibitionism, irresponsibility, and with the males a high incident of homosexuality. They were creative, non-materialistic, enduring, persistent, energetic, liberal, and perceptive.

A more comprehensive study was conducted by Golden (1940). Forty subjects--twenty-four females and sixteen males--from Duquesne University and forty drama subjects--twenty-two females and eighteen males--from the Drama School of Carnegie Institute of Technology were used. They

were administered the Willoughby (Clark-Thurstone) Personality Schedule, the Allport-Vernon Study of Values, the Neymann-Kihlstedt Diagnostic Test for Introversion-Extroversion, and the Drama School Questionnaire, which was not standardized so that a control group of eighty non-drama majors was used. The eighty non-drama majors were pursuing diversified majors: pre-medical, pre-dental, social work, pre-law, nursing, business administration, teaching, journalism, advertising, and research. The results of the study showed that a statistically insignificant difference existed between the mean of drama school students and the students used in the normative table in the Willoughby Personality Schedule; that a statistically significant difference existed between the mean of drama students and a comparison group of non-drama school students on the Allport-Vernon Study of Values Schedule; that a statistical significant difference existed between the mean of drama school students and the comparison group on the Neymann-Kohlstedt Diagnostic Test for Introversion-Extroversion, since the drama students were more extroverted; and that eighteen statistically significant different responses were given by the two groups to the Drama School Questionnaire.

According to Golden the evidence gathered appeared to substantiate the atypical personalities ascribed to the drama students. The eighty students completing the study generally admitted the stereotype designations used to describe them. They were called exhibitionists, egotists, different, and atypical. The parting observation of Golden seemed an apropos explanation:

The writer wishes to venture the opinion that despite the indication that Drama School students possess extraordinary personalities, in all likelihood the unusual conduct and attitudes of Drama School students are largely affectations resulting from the peculiar socio-economic factors prevailing

in their chosen occupation. The Drama School student is no doubt well acquainted with the fact that he is attempting to enter a highly specialized field, a profession which is extremely competitive and for which his chances of achieving success are totally unpredictable. . . . Hard work and a regulation number of years of faithful application to one's duties will not necessarily mean success in the theatre. . . . There is no middle road of mediocrity. . . . No doubt all this influences his daily thoughts and behavior, creates doubts as to his ability, or arouses in him a determination that is excessive when compared to the prospective members of other professions. (pp. 574-575)

Personality Studies Related to Students at Selected  
Institutions of Higher Education

The literature relating to the bases upon which college or university enrollees selected institutions of higher education showed extensive diversity. Almost every author used a different approach and drew conclusions from somewhat differing viewpoints.

In order to ascertain the type of students who enroll at different types of institutions, Alexander W. Astin (1964) classified the entering 127,212 freshmen of 248 colleges and universities according to six major distinguishing characteristics. He correlated these characteristics of the freshmen with the institutions they entered. "These analyses were done to shed some light on the institutional characteristics preferred by certain types of students and on the selective criteria . . . used by institutions" (p. 276).

According to Astin two major considerations were influential when students chose an institution:

The first is the student's attempt to select a college or university which will meet his personal goals and which will at the same time satisfy his family, friends, counselors, teachers, and other groups of people exerting pressure on him. The student who has exceptional academic or athletic abilities is often subject to still another set of external pressures: the monetary and other inducements offered by college officials who are competing for his talent.

The second decision process which affects the distribution of students involves the college admissions officer. The criteria which he uses to accept or reject prospective students depend not only on the needs and goals of the institution's faculty and administration, but also on the quantity and quality of the available pool of student applicants. (p. 276)

After an analysis of the data Astin found strong correlations between the characteristics of the institutions and the students. Some of the most astute findings revealed striking characteristics. Students who attended technological institutions showed more intellectualism and pragmatism, but less aestheticism, status, and leadership than other groups. Students who attended nonsectarian private liberal arts colleges showed the most aestheticism, status, and leadership qualities, and they ranked second to the technological institutions on intellectualism. "Thus it seems clear that these private nonsectarian colleges tend to excel in recruiting student bodies with high potential for achievement in a variety of fields" (p. 285).

Holland (1967) used the Environmental Assessment Technique to characterize an environment by assessing its population. A census was made of the population so as to determine its preferences which were then classified on the basis of the criteria for the classes as belonging to one of six environments: realistic, intellectual, social, conventional, enterprising, and artistic. By converting the responses to percentages, the composition of a population was determined. Holland compared the personality traits of college students to their choice of major fields and subsequently choices of institutions.

For example, colleges with large percentages of Realistic students (engineering and agriculture majors) tended to be rated low on Humanism, high on Pragmatism, low on Sentience (capacity for feeling experience), and low on Reflectiveness. Colleges with large percentages of Social students (education

majors) were described on the College Characteristics Inventory as having narcissistic, sexual, exhibitionistic, and antiscientific atmosphere. (p. 61)

Elwin Farwell, Jonathan R. Warren, and T. R. McConnell (1962) selected 662 men and 259 women in 241 colleges and universities who were National Merit Scholarship recipients. Students were believed to have chosen the institution they wished to attend rather than had to attend because of extenuating circumstances. Before the students entered college, they took a validated personality inventory composed predominantly of characteristics measured by the Omnibus Personality Inventory. Five of the personality scales showed significant differences among the groups of college students: thinking introversion, complexity, originality, responsibility, and authoritarianism. The data were then analyzed after the National Merit Scholarship students were placed into their respective majors and comparisons made across six curricular fields.

Farwell, Warren, and McConnell drew the following conclusions from the study:

Students who entered Ivy League universities were found to be more strongly attracted to intellectual pursuits, perceptually more complex, and more independent, original, and flexible than were students who entered public universities. Men who entered Roman Catholic institutions were generally less strongly oriented toward intellectual activity, perceptually less complex, less responsible with respect to social behavior, and more authoritarian than were men who entered Protestant institutions. Male engineering students differed from other male students in nearly the same ways that students in Roman Catholic institutions differed from students in Protestant institutions. (pp. 240-241)

Earl J. Gilbert (1972) made a study of 311 entering freshmen at Lee College, Cleveland, Tennessee. His intent was "to determine the relationships between personality and religious beliefs, attitudes, practices, and experiences in Pentecostal College students" (p. iii). The

students were tested using the Omnibus Personality Inventory, the Religious Involvement Survey, the California F Scale, and Rokeach Opinion Scale. Although the student body at Lee College was not considered representative of college students in general, when its denomination pattern and its geographic spread were considered, "the freshman class could be considered fairly typical of young people of college age in the Church of God and of Pentecostal youth in the United States generally" (p. 29). When the data were analyzed, Lee College students were found to differ significantly from students on other campuses and from one another on several variables. On nine of the thirteen variables, the students scored significantly lower; on two they scored higher. The Lee College students were different from the norms of the standardized tests, for they proved to be

more orthodox in religious beliefs, more altruistic, and more practical in outlook, more feminine, less scholarly, more anxious, and less impulsive. . . . The degree of religious orientation was significantly related to dogmatism and authoritarianism and low religiosity subjects being least dogmatic and authoritarian. (pp. iii-iv)

Philip E. Jacob (1957) collected data on students from various colleges and universities using the Allport-Vernon-Lindzey Study of Values and the Cornell Values survey. The findings suggested considerable similarity in the general pattern of student values and personality characteristics.

Students' attitudes toward religion, their political and economic philosophy, the extent of their tolerance, their appreciation for college, and even some of their personality traits seem quite clearly to identify a special "climate" at Harvard, Wesleyan, Texas, and North Carolina. (p. 103)

The Harvard undergraduates were very respectful of individualism and tolerance, were liberal in economics, were informed about politics, were indifferent and liberated in religious beliefs, and desired



creativity in their occupations. The Wesleyan students were somewhat similar to Harvard's except that they were more conservative in political and economic philosophy. In addition Wesleyan had a special element of "community-mindedness--an amalgam of moral purposefulness, concern for civic affairs and group consciousness" (p. 105). The seniors reflected more community-mindedness than the freshmen, suggesting that the college was instrumental in creating the climate. North Carolina and Texas, two Southern universities, were classed as the pillars of conformity. The students at these institutions were at the extremes of orthodoxy and conservatism, having radical views, expressing cynicism about politics, and valuing discipline. One large difference in characteristics of the students at North Carolina from Texas University was the degree of respect the North Carolina students had for intellectual endeavor and autonomy.

Walter B. Bernstein (1972) made a study ostensibly to discern differences in graduate students' perceptions of environmental press, their personality needs, and their value-orientations. The subjects were volunteers from fourteen New York state universities and colleges. The graduate subjects were enrolled in educational administration programs.

Using the Organizational Climate Index to ascertain environmental press, and the Activities Index to ascertain personality needs, Bernstein found that the graduate students reflected significant likenesses both in their personality needs and values. With such pronounced similarities, Bernstein deduced that preparatory programs were basically alike at similar institutions. He recommended that graduate programs in educational administration provide greater diversity and originality and students be informed early in their programs about their personality characteristics and values.

Michael Dennis Blackly (1975) chose two state universities--the University of Tennessee at Knoxville and the University of Colorado--for a study of selected student leaders. The study sought to ascertain distinguishing personality characteristics between two groups of student leaders at the two universities and to rate the two groups on leadership response after they had received eighteen hours of training in leadership when compared to a control group which had not received training. The Sixteen Personality Factor Test and the Leadership Behavior Questionnaire were used. They differed on two factors on the Sixteen Personality Factor Test: reserved versus outgoing and expedient versus conscientious. The University of Tennessee students scored significantly higher on the reserved versus outgoing factor. The students from Tennessee were more interested in people, desired social acceptance, and preferred expeditious action in group activities. The University of Colorado students scored significantly higher on the expedient versus conscientious factor. Its students were more persevering, cautious, and calculating. The results of the Leader Behavior Description Questionnaire showed that both groups reacted to their leadership roles more effectively after receiving eighteen hours of training in leadership than did the control group which had not received training.

Despite the great geographical distance separating the campus leaders of these two state universities, Blackly's study showed them as homogeneous groups.

In a similar study to that of Blackly's, Paul L Wood (1963) sought to measure the college environment of thirty-nine freshmen women subjects enrolled in a required education course of education majors at the University of Georgia. The College Characteristics Index was used along

with other selected variables to ascertain the relationships between scores derived and predicted achievement in college course work. Results of the study showed that the subjects' perception of the environment, if favorable, resulted in effective achievement; if unfavorable, achievement was significantly ineffective. Thus Wood concluded that the College Characteristics Index was an effective instrument in predicting course achievement, but emphasized that the study was limited applying "only to female freshmen students majoring in Education at colleges very similar in all aspects to the University of Georgia" (p. 97).

James W. Spradling (1970) conducted a study in analyses of the personality characteristics and the influences of environmental press as perceived by students enrolled in two private church-related colleges and a public tax-supported university. Cattell's Sixteen Personality Factor Questionnaire and Paces's College and University Environment Scales were the instruments used for data gathering. From the data, profile comparisons were made within and among the populations: men with men among the three colleges; women with women among the three colleges; men and women combined among the three colleges; and men with women within each college:

The following findings were reported:

1. The students who chose a private college had different personality characteristics from those who chose a public college.
2. The private college student of one private college was more like another private college student in personality characteristics than either were [sic] like a student at the public college.
3. Students of colleges tended to view their respective environmental press in a unique way, but private college environmental press was either unrelated or different from the environmental press of public colleges.
4. Personality characteristics had little or nothing to do with the manner in which students of a college perceive of their environment.

5. The personality characteristics of men and women in a particular college were not necessarily alike, but each perceived the environmental press of their [sic] institutions to be the same. (p. 3358A)

John Garton Nikkari (1969) used the Omnibus Personality Inventory and other pertinent questionnaires on 447 student-nurses when they were freshmen and on forty-eight of them when they became seniors to denote personality changes from the freshman-senior years. Their changes were compared with a similar study made of female students enrolled at a liberal arts college in a large midwestern state. The findings showed the student nurses were more collectivistic, familistic oriented, and noncosmopolitan than the female students of the liberal arts college. Also the student nurses were shown to be more flexible, diversified, liberal, impulsive, and self-integrated than female students of the liberal arts college. The student nurses, over-all, changed less from their freshmen-to-senior years than did the liberal arts women. However, the significant changes for the liberal arts women from freshman-to-senior year showed greater change in liberalism, aesthetic and intellectual interests, psychological freedom, self-confidence, conservatism, practicality, and tolerance of ambiguities and uncertainties. None of the students felt they had changed from their freshman to their senior years.

To ascertain the manner in which college juniors perceived their college environment, Janet Carol Rice (1974) conducted a study at Purdue University. Juniors from the Schools of Engineering, Science, and Humanities, Social Science and Education answered a questionnaire indicating "educational goals, impressions of the Purdue environment, activities at Purdue, satisfaction with college and personality" (p. 744A).

Educational goals, perception of environment, activities,

satisfaction, and personality were shown to be interrelated at Purdue. Students scoring high on autonomy and complexity characteristics showed distinct preferences for social and religious activities and liked critical thinking with a penchant for theoretical orientation. Most juniors seemed satisfied with their college environment at Purdue. Women students were more satisfied than the men, the autonomous students the least satisfied, and the religious-oriented students the most satisfied.

A very brief study by Susan Marney Morgan (1970) was done to ascertain the reason 50 percent of the students who entered higher institutions of education failed to receive a degree. She administered the Omnibus Personality Inventory and the American College Test at the University of Tennessee to the freshman class in 1966.

Separate discriminate analyses for the Omnibus Personality Inventory and the American College Test for males and females showed that male seniors scoring low on the non-authoritarian scale, although in good standing, withdrew and did not re-enroll. The females scoring less authoritarian than other females did not become seniors; females scoring high on the social comfort characteristics indicating a high score on the introversion scale were in good standing, but were not re-enrolling.

Robert Frasure McClure (1971) recognized that many students had personality and emotional problems which handicapped them in college or even prevented them from finishing college. He made the study to identify personality differences between two groups of students who had certain problems in college. The personality differences were "to predict other students with similar problems" (p. 572A). He administered the Omnibus Personality Inventory, the American College Test, and the Willingness to Accept Limitations test to 697 freshmen at the University

of Kentucky. The results of the study showed the three instruments could be used effectively in identifying and predicting personality and emotional problems of students.

Personality Studies Related to  
Selected Occupations

Research revealed that extensive studies of personality inventories have been developed and used in studies to evaluate the correlation between personality characteristics and vocational preference. One authority stated that

public education and occupational opportunity were chaotic when the savant Pascal made his oft-quoted remark that that which takes most of a man's working hours--his job--is commonly decided by accident. Schools, business organizations, and government schemes have since concentrated mightily on remedying this situation. . . . For example, until a decade ago psychologists could measure nothing but abilities with tolerable reliability and validity, yet every shrewd observer of life realized that personality and motivational differences are probably the greater part of the story of occupational success and satisfaction. (Cattell, 1966, p. 344)

Bertram R. Forer (1953) concurred with Cattell when he observed that the selection of one's occupation was not basically a fortuitous process. Many times the choice was not necessarily a rational one but frequently made unconsciously to satisfy basic needs.

Don B. Feather (1950) launched a study which attempted to provide insight to such observations as Forer's and others of similar persuasions. He sought an answer to the perplexing question existing for many students: Do people get into an occupation "as a result of their particular personality synthesis or whether the personality synthesis is largely a result of being in a certain occupation" (p. 71). Feather also hoped to answer a debatable question: Is it possible to predict with accuracy

whether maladjusted persons will apply for admittance to certain fields of study found in large universities such as music schools, law schools, and teacher colleges?

To find answers to the two posited questions, he administered the Minnesota Multiphasic Personality Inventory and the Kuder Preference Record to 503 University of Michigan students to ascertain personality maladjustments as they related to their occupational interests. Significant relationships were found to exist between individuals' personalities and occupational interests. As predicted, certain kinds of maladjusted students tended to choose careers associated with music, law, and education.

Jeanne Lowry Holley (1969) did a study at eight different state institutions of higher education in Mississippi to substantiate a primary postulate that "numerous studies have indicated that personality patterns for specific careers exist and may be identified" (p. 223A).

Three hundred and twenty-two junior and senior business education majors were administered the Edwards Personal Preference Schedule. In addition, a Biographical Data Sheet structured by Holley was used to obtain data.

Highly significant mean differences were found at those institutions attended by predominantly black students and the normative group on the schedule. The mean differences at those institutions attended by white students were closer to the normative group on the schedule. Although different personality needs and characteristics were identifiable at the black institutions and the white institutions, the purpose of the study was not accomplished. "No distinct personality profile was identified" (p. 223A).

Changes from career choices and changes in selected personality variables from their freshman to their senior year by 274 female Queens College students were the content of a study by Marvin Leiner (1964). The changes in career choices were from teaching to another major area of concentration and to teaching from another major area of concentration. The changes in personality variables were determined by data supplied by answers to the Minnesota Multiphasic Personality Inventory and other variables: cognitive flexibility, cynicism, and anxiety as measured by Rabinowitz's instruments of measurements. After four years at Queens College, personality changes were noted in flexibility, anxiety, and cynicism for all students in the study. Only one significant difference occurred between teacher education students and non-teacher education students, the cognitive flexibility variable. On the other variables, no significant differences were found to exist.

Ralph F. Berdie (1943) used the Strong Vocational Interest Blank to test 411 freshmen men at the University of Minnesota to study the relationship between liking and disliking as influences in vocational choices. The number of likes and dislikes were correlated with high school percentile rank, first year college honor-point ratio, scores on the American Council Examination, scores on the Morale key, the Social Adjustment key, and the Emotionality key of the Minnesota Personality Scale. The findings showed that the individuals who liked more items tended to be better students in high school and college, to be more sociable, and to possess better morale. The individuals who disliked many things tended to be poorer students, less capable, and to have less satisfactory social activities and morale.



Feeling that more research was needed in establishing relationships between personality, attitude, and vocational interests, Leona E. Tyler (1945), like Berdie, relied heavily on the Strong Vocational Inventory Blank and other tests to study 175 college sophomores enrolled in a psychology class at the University of Oregon. Considered collectively, Tyler found the male and female subjects significantly alike in their vocational relationships with respect to attitude and personality.

Many studies revealed that stereotyping of women was frequently found with sex-associated occupations despite the statement made by Robert E. Campbell (1975) that "perhaps the group most actively trying to overcome negative stereotyping is women, by means of the Women Liberation Movement and Affirmative Action Programs" (p. 426).

N. T. Feather and J. G. Simon (1975) conducted a study in which the reactions of female subjects were noted when they responded to a questionnaire which used verbal cues for data gathering. The responses of the female subjects were to the scores achieved on examinations taken by both male and female subjects for three occupations: medicine, teaching, and nursing. The female subjects reflected a variety of personality traits to cue characteristics based on their sex. Their responses to certain characteristics were strongly suggestive of sex-role stereotyping. The male subjects whose scores indicated that they should be successful in these occupations when evaluated by the females were upgraded; the female subjects whose scores indicated that they should be equally successful in these occupations when evaluated by the females were downgraded by their own sex. Feather and Simon felt that their viewpoints were reflections of societal definitions of sex-roles linked with some occupations. Those of higher status were adjudged men's domain and those

of lower status, women's domain.

Using the Broverman and other tests, Gloria Cowan and Loretta Moore (1972) made a study similar to that of Feather and Simon which emphasized the influences of stereotyping experienced by women. They expressed regret that society was not attracting highly talented women who could become effective leaders in careers usually sanctioned for men only. The stereotyped women showed the necessary personality characteristics, ability, and talent needed for effective performance in male-oriented careers but were making little effort to invade these areas.

In contrast to the previously cited study, Susan Blank (1974) investigated the personality variables of three female groups: one group chose male-dominated careers; another chose female-dominated careers; and a third group had not chosen careers.

Students in fourteen sections of all elective psychology courses at Miami-Dade Community College took the Edwards Personal Preference Schedule and the Rotter Internal External Scale. The results of the study showed that women choosing male-dominated careers did not, as predicted, show a greater need for intraception, endurance, and achievement, or a lower need for heterosexuality than those choosing female-dominated careers. Differences were shown on one variable between the indecisive women group and the decisive women group. The indecisive group needed more external control of reinforcement. The women who chose male-dominated careers reflected no pattern justifying a stereotype designation. Predicting that women possessed certain personality patterns because of their career choices seemed to be the only stereotyping inherent in this particular study.

Although not directly considered a sex-typing study, the one executed by Catherine Miller Dupree (1975) did emphasize the personality characteristics of women choosing careers in addition to homemaking and those women choosing to be homemakers exclusively. She tested the hypothesis that "college women with different relative career homemaker orientations will have significantly different selected personality characteristics" (p. 9). She used the Career Orientation and Homemaker Orientation Factors, the Control of Reinforcement Scale, and Cattell's Sixteen Personality Factor Questionnaire.

The hypothesis, based on the data, was substantiated, since significant differences were reflected in the personalities of women differing in vocational orientation to a career outside the home and/or homemaking.

John A. Lewis (1947) conducted an investigation to determine the relationship between occupational interests and personality traits. Fifty life insurance salesmen and fifty social workers took the Minnesota Multiphasic Personality Inventory and Form B of the Kuder Preference Record. From the information furnished from the data, Lewis established that a relationship between occupational interests and personality traits as measured by the Minnesota Multiphasic Personality Inventory and the Kuder Preference Record existed.

Willie Maude Verniaud (1946) administered the Minnesota Multiphasic Personality Inventory to ninety-seven women engaged in three contrasting occupations: department store saleswomen, clerical workers, and optical workers. The difference among the three groups as revealed by their responses to the Multiphasic Personality Inventory led Verniaud to conclude that measurable and significant differences did exist according

to the demands of the occupation.

J. R. Warren (1961) hypothesized that changes in a major course of study would occur "when a discrepancy exists between a person's self concept and the occupational role he expects his college major to prepare him for" (p. 139).

Using the Omnibus Personality Inventory, he tested 525 male National Merit Scholars. The results of the study did not support the major hypothesis, since changes in majors did not occur when disparities existed between self-concepts and occupational-role expectations.

Osipow (1968) voiced the same ideas as Warren. He conducted a study using college students to test certain premises. College freshmen chose from six personality scales the one which they believed more accurately matched their personality traits.

An influencing factor, according to Osipow (1968), was the college or university attended by the students. If the students attended a college or university whose major orientation was similar to their personal orientation, they usually remained in their major fields of study; whereas, those whose personal orientation differed from the institutions' frequently changed majors. Institutions influenced students in "subtle ways" (p. 62).

Anne Roe (1946) made a study of twenty professional painters. She used the Rorschach and the Thematic Apperception Test. The painters selected had done most of the current styles of painting. She found no personality pattern common to the group which is somewhat reminiscent of Borg's study of male art majors in which he found no evidence of significant homogeneity in personality characteristics.

John L. Pietrofesa (1968) conducted a study related to occupational interests. To 854 upper classmen and graduate students, he administered the Edwards Personal Preference Schedule in 1959 and again in 1963. His basic premise was that underlying occupation choices were individuals' perceptions of the satisfaction of basic needs as defined by the Edwards Personal Preference Schedule. Pietrofesa saw specific occupations as potentially self-realization. The assumption that basic personality needs affect individuals' vocational choices was of major significance, since no single situation was so directly involved in the satisfaction of peoples' needs as their occupations.

Howard S. Becker and Anselm L. Strauss (1966) in a study which emphasized careers, personality, and adult socialization succinctly summarized their findings in the statement: "A frame of reference for studying career is, at the same time, a frame for studying personal identities" (p. 396).

Conrad Chyatte (1948) used the Minnesota Multiphasic Personality Inventory and the Otis Self Administering Test of Mental Ability to make a comparative study of fifty male actors and fifty male non-actors. Chyatte's intent was to investigate differences in several variables. If the differences did exist, then he planned to structure an instrument designed specifically for the selection of students who possessed personality traits similar to those of the dramatic artists. Chyatte found the differences did exist.

A final observation on the choice of major with the underlying assumption that this choice led ultimately to students' occupations was made by Louis Peter Thorpe (1949).

It is apparent that to be successful in a vocation one must possess a suitable personality, have an interest in a

vocation which he proposes to enter, and be sufficiently healthy to render acceptable service. It is also essential that one consult some person competent to point out the avenues where employment will most likely be found. (p. 238)

### Summary

The content of Chapter 2, "Review of Literature," was divided into three major sections: personality studies related to majors in institutions of higher education, personality studies related to students at selected institutions, and personality studies related to selected occupations.

Most of the literature examined revealed a diversity of viewpoints and reflected a number of variables. Despite extensive differences in emphases and manifest diversities within research programs, a certain commonality was evidenced.

Researchers used assessment inventories of personality traits as they related to choices of major courses of study, choices of institutions of higher education, occupational preferences, sex stereotyping, and academic performance. Within the context of these research studies, guidelines were inferred for the supervisors, administrators, and teachers who can use the information from personality studies to advantage in advising students about their choices of majors. Fortified with the information about the students, the supervisors could look

at each person in terms of his strengths and weaknesses, of reinforcing the view that individuals differ in their abilities to function according to set patterns in various situations . . . since the potential--if not the actual--functioning level of a person may cut across traditional barriers, each person must be seen as an individual and given a chance on the basis of who he is--not because he comes from a special place or represents particular people. This applies to all groups--social, religious, cultural, as

well as male and female. And it applies to students, who despite much misunderstanding and stereotyping, are people, too. (Brawer, 1973, pp. xiv-xv)

## Chapter 3

### DESIGN OF THE STUDY

This chapter includes the design of the study by describing the subjects from the selected institutions of higher education in Tennessee, the instrument used to measure personality characteristics of the sample, the null hypotheses, and the procedure for treatment of data.

An observation has been made that sometimes yesterday's facts become tomorrow's myths. Highly appropriate to this axiom were similar sentiments voiced by Brawer (1973):

Until the 1960's, higher education knew little about its people. The few earlier attempts to examine college students stood isolated--occasional cultivated areas dotting the vast and fallow landscapes. And the examination eventually generated by those behavioral scientists who initiated the study of college populations was rather slow in coming. Despite this lag, however, once research began, it began with a special intensity and dedication. Where else were such groups available for examination? Who else could compete in terms of accessibility and interest? If most studies merely repeated a handful of original investigations, this lack of creativity was not questioned. The search for models, guidelines, and unique types progressed in earnest and, accordingly, the literature grew. Even though most of these data tend to be parochial, indigeneous to the schools that spawned them and focused on students in select liberal arts colleges or in a limited number of multiversities, we can now draw fairly accurate profiles of people who attended our nation's institutions of higher education in the mid-1900's. (p. 1)

This study was done for the purpose of providing additional knowledge about the personality characteristics of dramatics majors. The literature was reviewed extensively by conducting manual searches at the libraries located at East Tennessee State University, Milligan College, the University of Tennessee at Knoxville, and the University of



Georgia at Athens and by having three computerized searches conducted: two DATRIX II searches and one ERIC search. Only two personality studies on dramatics majors and one study on professional actors were found. The three which were done were not recent ones, and none of the studies were made in Tennessee. With such a dearth of personality studies on students majoring in dramatics, additional, up-to-date information was needed.

These data refute the aphorism: Sometimes yesterday's facts become tomorrow's myths by providing significant data to support the postulate: Sometimes today's facts establish tomorrow's truths.

#### The Subjects and Institutions of Higher Education

During the fall term, 1978, 159 dramatics majors, both male and female, volunteered to participate in the study by taking the Omnibus Personality Inventory. These students were enrolled in nine selected institutions of higher education in Tennessee which included all sections of the state. Subjects and institutions were assured anonymity if the officials agreed to cooperate by permitting their dramatics majors to participate, if the subjects so desired. The names of the institutions of higher education were identified by letters A, B, C, or D.

One hundred and seven subjects from four state universities participated in the study. State University A had forty-five subjects. Twenty-seven were females: three freshmen, six sophomores, five juniors, eight seniors, four graduate students, and one other (a student who had been graduated but who had returned to pursue a major in dramatics). Eighteen were males: three sophomores, four juniors, eight seniors,

two graduate students, and one other (another student who had been graduated with a major in psychology but who had returned to pursue a major in dramatics). At State University B twenty-seven subjects took the Omnibus Personality Inventory. Fourteen were females: two freshmen, four sophomores, two juniors, and six seniors. Thirteen were males: three freshmen, four sophomores, two juniors, three seniors, and one other. State University C had eighteen subjects. Ten were females: three juniors, six seniors, and one graduate student. Eight were males: one freshman, four sophomores, two juniors, and one graduate student. State University D had seventeen subjects. Eight were females: three freshmen, three juniors, one senior, and one graduate student. Nine were males: three sophomores, four seniors, and two graduate students.

Twenty-eight subjects from three denominational colleges participated in the study. Denominational College A provided fourteen subjects. Nine were females: three freshmen, one sophomore, three juniors, and two seniors. Five were males: two freshmen, one sophomore, one junior, and one senior. Denominational College B had nine subjects. Five were females: three sophomores, one junior, and one senior. Four were males: one sophomore, one junior, and two seniors. Denominational College C had five subjects. Three were females: two juniors and one senior. Two were males: both seniors.

Twenty-four subjects from two other private universities participated in the study. Other private University A had twelve subjects. Six were females: two sophomores, three juniors, and one senior. Six were males: three sophomores and three seniors. Other private University B had twelve subjects. Five were females: two sophomores, one junior, and two seniors. Seven were males: one sophomore, one junior, and five seniors.

### The Instrument

The instrument, which was used to collect data, was the Omnibus Personality Inventory by Paul Heist, George Yonge, T. R. McConnell, and Harold Webster (1968) for use with college students. As a research tool, the Omnibus Personality Inventory determined personality characteristics based on the students' attitudes, values, and interests. The Omnibus Personality Inventory, a paper-and-pencil test, consisting of 385 items is a true-false type instrument. Subjects were requested to respond to the items. The 385 items were later converted into fourteen scales. A personality characteristic was considered applicable to the subjects on the majority of the scales if the standard score was at least 60, the 84th percentile. Standard scores above 70 were relatively accurate characterizations (Heist & Yonge, 1968, p. 4).

The fourteen scales measured by the inventory and listed in the same sequence as found in the Omnibus Personality Inventory Manual are:

1. Thinking Introversion (TI). High scorers were fond of reflective thinking, engaged in academic activities, and had extensive interests.
2. Theoretical Orientation (TO). High scorers used scientific thought and solved theoretical problems by logical and methodical approaches.
3. Estheticism (Es). High scorers had diverse interests in artistic activities such as dramatics, music, art, sculpture, poetry, literature, and architecture.
4. Complexity (Co). High scorers found complexity preferable to

simplicity: the novel and new ideas were more challenging than tried, old ideas, and ambiguities and uncertainty stimulating.

5. Autonomy (Au). High scorers advocated the rights of individuals, opposed authority of traditional social institutions, readily resented infringement on individuals' rights, tolerated others' viewpoints, were realistic, and refrained from being judgmental.

6. Religious Orientation (RO). High scorers were religious skeptics; low scorers were conservative and traditional in their religious beliefs and practices, usually having intense Judaic-Christian commitments.

7. Social Extroversion (SE). The high-scoring social extroverts exhibited an interest in and enjoyed being with people; the low-scoring introverts shunned people and social activities.

8. Impulse Expression (IE). High scorers on this scale showed the subjects' willingness to express impulses, seek gratification, resorted to overt action, exhibited an active imagination, and indulged in sensual reactions and feelings. Rebellion and aggression may be evidenced if the scores were extremely high.

9. Personal Integration (PI). The high scorers felt accepted socially and generally reflected emotional stability. The low scorers frequently felt rejected, hostile, aggressive, lonely, and isolated.

10. Anxiety Level (AL). High scorers denied feeling anxious, worried, or nervous. Low scorers had problems adjusting socially, had low esteem for themselves, and believed themselves to be anxiety-prone, nervous, and tense.

11. Altruism (Am). High scorers were trusting, behaved ethically, and empathized easily with others. Low scorers were suspicious, aloof,

and impersonal.

12. Practical Outlook (PO). High scorers were practical, prized material things, appreciated immediate utility and were frequently characterized by authoritarianism, non-intellectualism, and conservatism.

13. Masculinity-Femininity (MF). High scorers who were considered masculine had few problems with personal deficiencies or anxieties, but denied esthetic interests and were not inclined to be sociable. Low scorers who were designated as feminine had strong social and esthetic interests and were highly sensitive and emotional.

14. Response Bias (RB). High scorers sought to make good impressions by their answers. Low scorers tried to make poor impressions or to reflect a negative view of themselves or to exhibit a depressed state (Heist & Yonge, 1968, pp. 4-5).

#### Collection of Data

In addition to a review of related literature, the basic procedure utilized for the collection of data in this study was the Omnibus Personality Inventory. The inventories were administered by the researcher in each of the nine institutions with the same directions being given in each situation. The answer sheets were computer scored by the Psychological Corporation Scoring Service in Iowa City, Iowa. Afterwards, the data were analyzed by one-way analysis of variance computations at East Tennessee State University Data Processing Center.

#### Hypotheses

From the data obtained through the use of the Omnibus Personality

Inventory, the following null hypotheses were tested:

Hypothesis 1: There will be no statistically significant difference in standard score means on the Omnibus Personality Inventory between those dramatics majors from state institutions and dramatics majors from denominational institutions of higher education in Tennessee.

1  $H_0$ : (State versus Denominational Institutions)

$$\mu_1 = \mu_2 = \mu_3 = \mu_4 = \mu_5 = \mu_6 = \mu_7 \dots \mu_{14}$$

Hypothesis 2: There will be no statistically significant difference in standard score means on the Omnibus Personality Inventory between those dramatics majors from state institutions and dramatics majors from other private institutions of higher education in Tennessee.

2  $H_0$ : (State versus Other Private Institutions)

$$\mu_1 = \mu_2 = \mu_3 = \mu_4 = \mu_5 = \mu_6 = \mu_7 \dots \mu_{14}$$

Hypothesis 3: There will be no statistically significant difference in the standard score means on the Omnibus Personality Inventory between those dramatics majors from denominational institutions and those dramatics majors from other private institutions of higher education in Tennessee.

3  $H_0$ : (Denominational versus Other Private Institutions)

$$\mu_1 = \mu_2 = \mu_3 = \mu_4 = \mu_5 = \mu_6 = \mu_7 \dots \mu_{14}$$

#### The Treatment of Data

The personality measurement instrument used was the Omnibus Personality Inventory. The inventories were separated into the three groups: state, denominational, and other private institutions; and they were scored to obtain the raw scores, the mean scores, and the standard deviation (S.D.) for each of the fourteen scales on the Omnibus Personality

Inventory. These data were needed for analysis by using the narrative and statistical modes to ascertain, compare, and evaluate between and within the groups of institutions.

The one-way analysis of variance was used to determine if there were any significant differences in the means of each of the fourteen personality scales between dramatics majors at different types of institutions. The F Distribution Table was used to test the null hypotheses at the .05 percent level of significance (Popham & Sirotnik, 1973, pp. 168-171).

#### Summary

Chapter 3, "Design of the Study," was developed by using the narrative mode to describe the 159 subjects from nine colleges and/or universities in Tennessee. The nine institutions of higher education whose officials had agreed to cooperate by permitting their dramatics majors to take the Omnibus Personality Inventory included four state institutions with 107 subjects; three denominational colleges with twenty-eight subjects; and two other private universities with twenty-four subjects. The subjects were grouped according to their class standing as freshmen, sophomores, juniors, seniors, graduate students, and others with a preponderance of juniors and seniors taking the inventory. A description was provided of the Omnibus Personality Inventory which included the fourteen scales to which the 385 items in the inventory were converted. Information was provided first by a literature search and then by the data furnished by the 159 subjects at the nine colleges and/or universities in Tennessee in 1978. After all the volunteer subjects at selected institutions had been tested, the

inventories were computer scored. Three null hypotheses were stated, and the method to be used in the analysis of the data was explained.



## Chapter 4

### ANALYSIS OF DATA

Chapter 4 includes the results of the analysis of the responses made by 159 volunteer dramatics majors in Tennessee on the Omnibus Personality Inventory from nine participating state, denominational, and other private institutions of higher education in Tennessee. The Omnibus Personality Inventory consisted of fourteen scales derived from 385 items on the inventory. The characteristic measured was described on the basis of high scores or low scores.

The point at which any score may be defined as a high score is relative. The only common basis one can use across schools and sections of the country is the normative table. On most scales standard scores of 60 (84th percentile) or above are interpreted as sufficiently high for the essence of the respective definition to apply; persons whose scores fall above a standard score of 70 are seen as very appropriately characterized by the definition. (Heist & Yonge, 1968, p. 4)

Scores of 40 or less were considered low scores, and the standard deviation was 10 (Heist & Yonge, 1968, p. 4).

Four of the personality scales--Religious-Orientation, Anxiety-Level, Masculinity-Femininity, and Response-Bias scales--necessitated a different interpretation depending on whether the population's scores clustered around the mean or fell below or above the mean.

The one-way analysis of variance was used to determine differences at the .05 level of significance and to test the three null hypotheses. The first and third null hypotheses were rejected; the second null hypothesis failed to be rejected.

Comparisons of State and Denominational  
Institutions of Higher Education

On eleven of the personality scales, no significant differences were found between state and denominational groups. A statistically significant difference was found to exist on the Autonomy, Religious-Orientation, and Impulse-Expression scales at the .05 level of significance.

The standard score mean for the state group on the Autonomy scale was 54.813, and the standard score mean for the denominational group was 50.786. The F-value was .023, significant at the .05 level. The standard score mean for the state group on the Religious-Orientation scale was 51.776, and the standard score mean for the denominational group was 47.536. The F-value was .010, significant at the .05 level. The standard score mean for the state group on the Impulse-Expression scale was 63.280, and the standard score mean for the denominational group was 58.429. The F-value was .013, significant at the .05 level. Table 1 shows these data.

The first null hypothesis stated there will be no statistically significant difference in standard score means on the Omnibus Personality Inventory between those dramatics majors from state institutions and dramatics majors from denominational institutions of higher education in Tennessee. Since a statistically significant difference existed at the .05 level between the state group and denominational group on the Autonomy, Religious-Orientation, and Impulse-Expression scales, the first null hypothesis was rejected.

Comparisons of State and Other Private  
Institutions of Higher Education

No statistically significant differences were found on the fourteen

Table 1  
The Mean, Standard Deviation, and F-Value of the Omnibus Personality  
Inventory Scores for Dramatics Majors in State and  
Denominational Institutions of Higher  
Education in Tennessee, 1978

Group	Omnibus Personality Inventory Variables													
	TI	TO	Es	Co	Au	RO	SE	IE	PI	AL	Am	PO	MF	BB
<b>State Institutions</b>														
Mean	48.738	45.028	58.262	56.112	54.813	51.776	49.972	63.280	44.636	44.879	46.477	47.131	41.888	42.981
S.D.	9.256	9.426	6.669	9.183	8.666	7.653	10.384	9.393	9.230	9.256	9.933	7.591	6.751	8.969
<b>Denominational Institutions</b>														
Mean	50.286	44.357	60.750	53.679	50.786	47.536	53.286	58.429	48.250	46.607	50.321	48.321	39.429	44.286
S.D.	7.112	7.425	6.490	7.389	6.500	7.608	9.824	7.843	10.902	9.311	9.684	6.389	5.514	10.403
F-Value	.412	.728	.088	.198	.023*	.010*	.131	.013*	.078	.381	.069	.448	.078	.509

\*  $p \leq .05$

personality scales between the state and other private groups at the .05 level of significance. Table 2 shows these data.

The second null hypothesis stated there will be no statistically significant difference in standard score means on the Omnibus Personality Inventory between those dramatics majors from state institutions and dramatics majors from other private institutions of higher education in Tennessee. Since no statistically significant differences existed at the .05 level of significance, the second null hypothesis failed to be rejected.

#### Comparisons of Denominational and Other Private Institutions of Higher Education

On twelve of the personality scales, no significant differences were found between denominational and other private institutions of higher education. A statistically significant difference was found to exist on the Religious-Orientation and Masculinity-Femininity scales at the .05 level of significance.

The standard score mean for the denominational group on the Religious-Orientation scale was 47.536, and the standard score mean for the other private group was 52.333. The F-value was .040, significant at the .05 level. The standard score mean for the denominational group on Masculinity-Femininity scale was 39.429, and the standard score mean for the other private group was 43.292. The F-value was .048, significant at the .05 level. Table 3 shows these data.

The third null hypothesis stated there will be no statistically significant difference in standard score means on the Omnibus Personality Inventory between those dramatics majors from denominational institutions

Table 2  
 The Mean, Standard Deviation, and F-Value of the Omnibus Personality  
 Inventory Scores for Dramatics Majors in State and  
 Other Private Institutions of Higher Education  
 in Tennessee, 1978

Group	Omnibus Personality Inventory Variables													
	TI	TO	Es	Co	Au	RO	SE	IE	PI	AL	Am	PO	MF	RB
<b>State Institutions</b>														
Mean	48.738	45.028	58.262	56.112	54.813	51.776	49.972	63.280	44.636	44.879	46.477	47.131	41.888	42.981
S.D.	9.256	9.426	6.669	9.183	8.666	7.653	10.384	9.393	9.230	9.256	9.933	7.591	6.751	8.969
<b>Other Private Institutions</b>														
Mean	52.208	46.325	57.083	53.042	54.458	52.333	49.375	62.125	47.125	45.500	47.833	49.667	43.292	45.792
S.D.	7.724	8.814	8.298	8.291	8.910	8.806	10.492	9.270	11.253	10.130	8.726	9.145	8.359	10.786
F-Value	.090	.603	.457	.135	.855	.754	.800	.586	.254	.770	.538	.157	.378	.184

Table 3  
 The Mean, Standard Deviation, and F-Value of the Omnibus Personality  
 Inventory Scores for Dramatics Majors in Denominational and  
 Other Private Institutions of Higher Education  
 in Tennessee, 1978

Group	Omnibus Personality Inventory Variables													
	TI	TD	Es	Co	Au	RO	SE	IE	PI	AL	Am	PO	MF	RS
<b>Denominational Institutions</b>														
Mean	50.286	44.357	60.750	53.679	50.786	47.536	53.286	58.429	48.250	46.607	50.321	48.321	39.429	44.286
S.D.	7.112	7.425	6.490	7.389	6.500	7.608	9.824	7.843	10.902	9.311	9.684	6.389	5.514	10.403
<b>Other Private Institutions</b>														
Mean	47.125	46.125	57.083	53.042	54.458	52.333	49.375	62.125	47.125	45.500	47.833	49.667	43.292	45.792
S.D.	11.253	8.814	8.298	8.291	8.910	8.806	10.492	9.273	11.253	10.330	8.726	9.145	8.159	10.786
<b>F-Value</b>	.355	.436	.080	.771	.093	.040*	.172	.126	.716	.683	.339	.537	.048*	.611

\*p < .05

and dramatics majors from other private institutions of higher education in Tennessee. Since statistically significant differences existed at the .05 level on the Religious-Orientation and Masculinity-Femininity scales, the third null hypothesis was rejected.

Summarization of Data for the  
Entire Population Tested

Entire Population

On eight of the scales--Thinking Introversion, Theoretical Orientation, Personal Integration, Anxiety Level, Altruism, Practical Outlook, Masculinity-Femininity, and Response Bias--the standard score means fell between 41.667 and 49.535. On the other six scales--Estheticism, Complexity, Autonomy, Religious Orientation, Social Expression, and Impulse Expression--the standard score means fell between 50.465 and 62.252.

On the basis of the Omnibus Personality Inventory Manual normalized table, the 159 dramatics majors reflected close to the average or less than the average of the personality characteristics on the Thinking-Introversion, Theoretical-Orientation, Religious-Orientation, Social-Extroversion, Personal-Integration, Anxiety-Level, Altruism, Practical-Outlook, Masculinity-Femininity, and Response Bias scales. On the Religious-Orientation scale, all the groups were just slightly above the average standard score mean with a standard score mean of 51.113; lower on the Anxiety-Level scale with a standard score mean of 45.277; still lower on the Response-Bias scale with a standard score mean of 43.635; and the lowest on the Masculinity-Femininity scale with a standard score mean of 41.667.

On the Religious-Orientation scale within the groups, the highest standard score mean was 52.333 for the other private group, and the lowest standard score mean was 47.536 for the denominational group. Although none of the groups were low scorers on the Religious-Orientation scale, since low scores were designated at a standard score mean of 40 or less, they were not high scorers either, designated at a standard score mean of 60 (Heist & Yonge, 1968, p. 4). On the Anxiety-Level scale within the groups, the highest standard score mean was 46.607 for the denominational group, and the lowest score mean was 45.500 for the other private group. On the Response-Bias scale within the groups, the highest standard score mean was 45.792 for the other private group, and the lowest standard score mean was 42.981 for the state group. On the Masculinity-Femininity scale within the groups, the highest standard score mean was 43.292 for the other private group, and the lowest standard score mean was 39.429 for the denominational group. Figures 1 and 2 show these data.

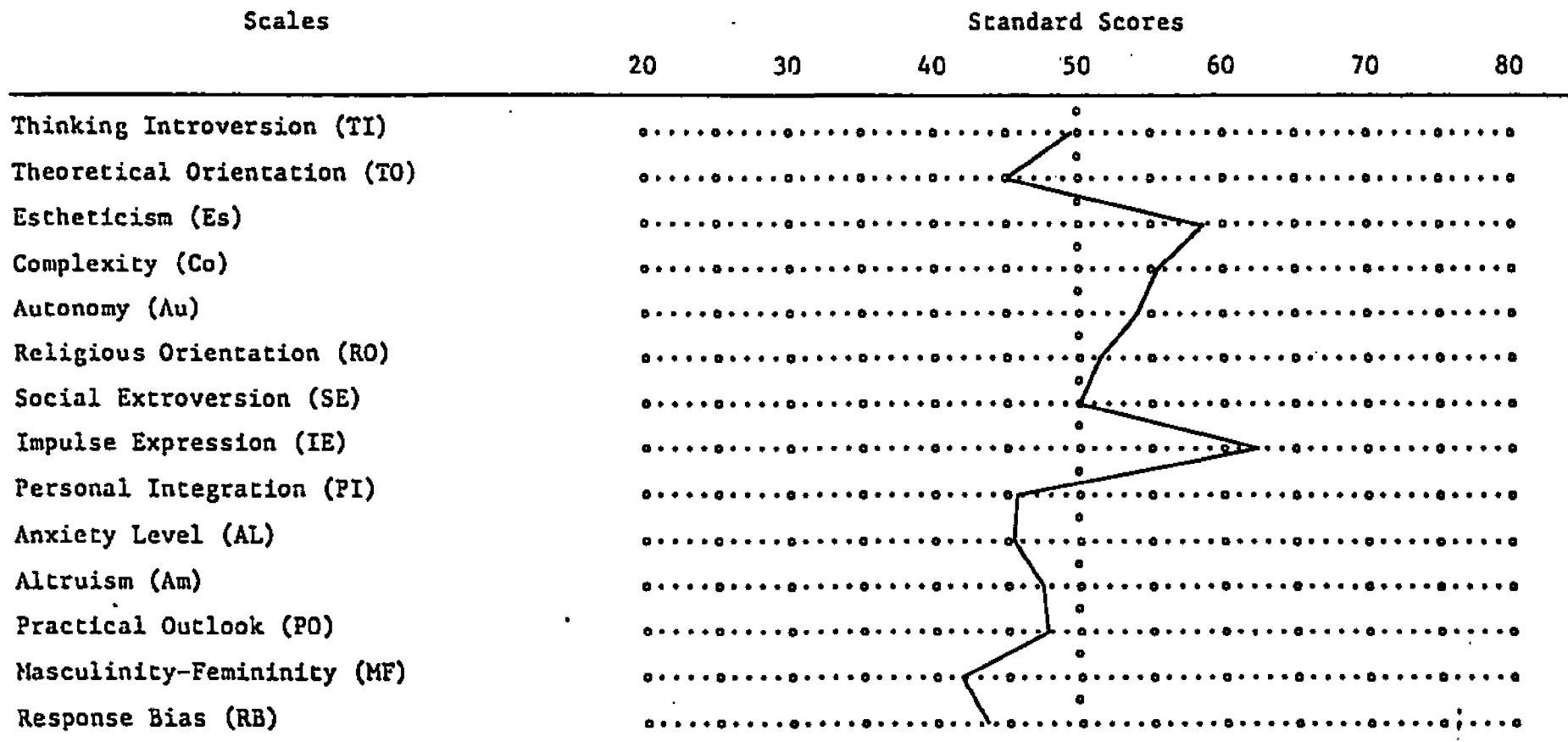
#### State Institutions

On nine of the scales--Thinking Introversion, Theoretical Orientation, Social Extroversion, Personal Integration, Anxiety Level, Altruism, Practical Outlook, Masculinity-Femininity, and Response Bias--the standard score mean fell between 41.888 and 49.972. On the remaining five scales--Estheticism, Complexity, Autonomy, Religious Orientation, and Impulse Expression--the standard score means fell between 51.776 and 63.280.

#### Denominational Institutions

On seven of the scales--Theoretical Orientation, Religious

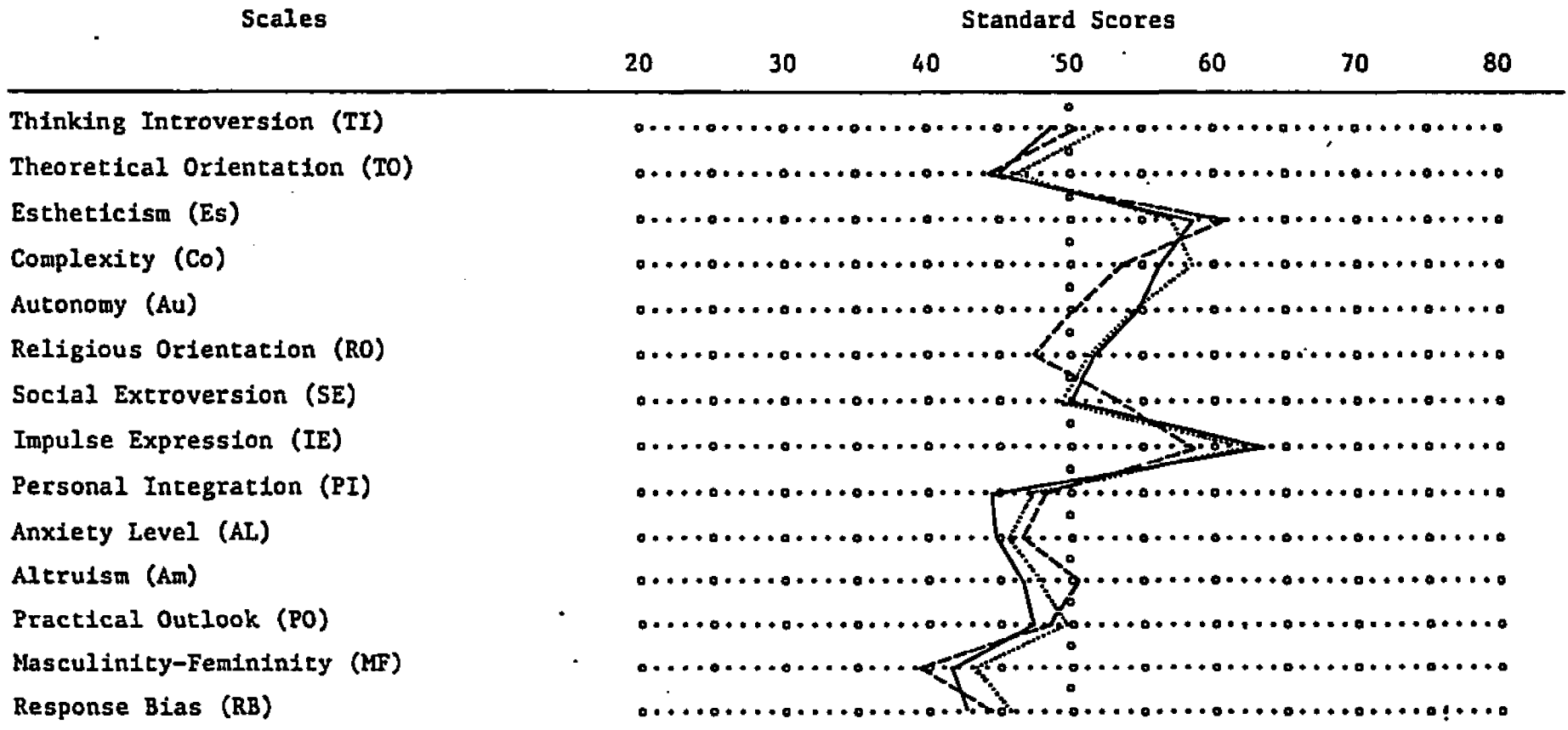




Total Dramatics Population - 159  
 Female - 87      Male - 72

Figure 1

Omnibus Personality Inventory (OPI) Profile of 159  
 Dramatics Majors in Nine Institutions of Higher  
 Education in Tennessee, 1978



—— State Institutions of Higher Learning	Female 59	Male 48
--- Denominational Institutions of Higher Learning	Female 17	Male 11
..... Other Private Institutions of Higher Learning	Female 11	Male 13
	TOTAL 87	72

Figure 2

Omnibus Personality Inventory (OPI) Profile for Four State, Three Denominational, and Two Other Private Institutions of Higher Education in Tennessee, 1978

Orientation, Personal Integration, Anxiety Level, Practical Outlook, Masculinity-Femininity, and Response Bias--the standard score means fell between 39.429 and 48.321. On the other seven scales--Thinking Introversion, Estheticism, Complexity, Autonomy, Social Extroversion, Impulse Expression, and Altruism--the standard score means fell between 50.286 and 58.429.

#### Other Private Institutions

On eight of the scales--Theoretical Orientation, Social Extroversion, Personal Integration, Anxiety Level, Altruism, Practical Outlook, Masculinity-Femininity, and Response Bias--the standard score means fell between 43.292 and 49.667. On the other six scales--Thinking Introversion, Estheticism, Complexity, Autonomy, Religious Orientation, and Impulse Expression--the standard score means fell between 52.208 and 62.125.

Table 4 shows these data.

#### Summary

Chapter 4, "Analysis of Data," included the data which were provided by the responses made to the 385 questions on the Omnibus Personality Inventory taken by 159 volunteer dramatics majors in nine participating colleges and/or universities throughout Tennessee in 1978.

A comparison was made between the state and denominational groups, between the state and other private groups, and between the denominational and other private groups. Statistically significant differences were found to exist at the .05 level between the state and denominational groups on three personality scales--Autonomy, Religious Orientation, and Impulse Expression--and between the denominational and

Table 4

The Mean and Standard Deviation for All Majors Tested and the Mean and Standard Deviation of Dramatics Majors in Nine Tennessee Institutions of Higher Education by State, Denominational, and Other Private, 1978

Group	Omnibus Personality Inventory Variables													
	TI	TD	Es	Co	Au	RO	SE	IE	PI	AL	Am	PO	MF	RB
<b>Entire Population N=159</b>														
Mean	49.535	45.076	58.522	55.220	54.050	51.113	50.465	62.252	45.648	45.277	47.359	47.723	41.667	43.635
S.D.	8.742	8.978	6.950	8.809	8.454	7.954	10.325	9.748	9.906	9.363	9.768	7.660	6.840	9.511
<b>State Institutions N=107</b>														
Mean	48.738	45.028	58.262	56.112	54.813	51.776	49.972	63.280	44.636	44.879	46.477	47.131	41.888	42.981
S.D.	9.256	9.426	6.669	9.183	8.666	7.653	10.384	9.393	9.230	9.256	9.933	7.591	6.731	8.969
<b>Denominational Institutions N=28</b>														
Mean	50.286	44.357	60.750	53.679	50.786	47.536	53.286	58.429	48.250	46.607	50.321	48.321	39.429	44.286
S.D.	7.112	7.425	6.490	7.389	6.500	7.608	9.824	7.843	10.902	9.311	9.684	6.389	5.514	10.403
<b>Other Private Institutions N=24</b>														
Mean	52.208	46.125	57.083	53.042	56.458	52.333	49.376	62.125	47.125	45.500	47.833	49.667	43.292	45.792
S.D.	7.723	8.814	8.298	8.291	8.910	8.806	10.492	9.270	11.253	10.130	8.726	9.145	8.159	10.786

other private groups on two personality scales--Religious Orientation and Masculinity-Femininity. No statistically significant differences at the .05 level were found to exist between the state and other private groups. Hypotheses one and three were rejected, and hypothesis two failed to be rejected.

A summarization of data was given for the entire dramatics population and then by each group to indicate the differences from and likenesses to the total population. The dramatics groups were described as esthetic, complex, anxious, feminine, and impulsive.

## Chapter 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

This study was made in order to ascertain, compare, and evaluate the personality characteristics of dramatics majors enrolled in selected state, denominational, and other private institutions of higher education in Tennessee in 1978. Three null hypotheses were tested:

Hypothesis 1: There will be no statistically significant difference in standard score means on the Omnibus Personality Inventory between those dramatics majors from state institutions and dramatics majors from denominational institutions of higher education in Tennessee.

Hypothesis 2: There will be no statistically significant difference in standard score means on the Omnibus Personality Inventory between those dramatics majors from state institutions and dramatics majors from other private institutions of higher education in Tennessee.

Hypothesis 3: There will be no statistically significant difference in standard score means on the Omnibus Personality Inventory between those dramatics majors from denominational institutions and those dramatics majors from other private institutions of higher education in Tennessee.

In a review of literature, diverse findings and conclusions were found on the measured aspects of personality of college or university students. But general agreement was evident in most of

the studies that different majors were characterized by definite personality traits. Nowhere among the many studies examined were any data found to suggest that the personality traits of dramatics majors varied between types of institutions. Almost all the studies reviewed established a positive relationship between personality traits and occupational choice.

The subjects for this study were 159 volunteer dramatics majors in nine colleges and/or universities from all sections of Tennessee. The state universities had 107 subjects with 59 females and 48 males; the denominational colleges had 17 females and 11 males; and the other private universities had 11 females and 13 males, a total of 87 females and 72 males. Anonymity was assured to the students and the officials of the participating institutions.

The measuring device used for ascertaining the personality characteristics was the Omnibus Personality Inventory which contained 385 items requiring true or false responses from the students. After the students had been tested, the inventories were organized into three groups: state, denominational, and other private. The 385 inventory items were scored and placed into fourteen scales--Thinking Introversion, Theoretical Orientation, Estheticism, Complexity, Autonomy, Religious Orientation, Social Extroversion, Impulse Expression, Personal Integration, Anxiety Level, Altruism, Practical Outlook, Masculinity-Femininity, and Response Bias. The raw scores were obtained and from the fourteen raw scores, the standard score means and standard deviations were computed. The one-way analysis of variance was used to determine any significant differences between the three groups at the .05 level of significance. The personality differences were ascertained, compared, and evaluated as

prescribed in the Omnibus Personality Inventory Manual by Heist and Yonge. If subjects had standard scores of at least 60 on most of the scales, the characteristics were considered applicable and if the standard scores were above 70 on most of the scales, the characteristics were considered accurate characteristics. Low scores of 40 or lower on the standard mean scores for the Religious-Orientation and Anxiety-Level scales meant the low scorers evidenced more of the trait. On the Masculinity-Femininity scale, low scorers were characterized as feminine, high scorers were characterized as masculine. On the Response-Bias scale, low scorers were characterized as restless, inattentive, incapable, and sometimes disobedient to civil jurisdiction. High scorers were characterized as introspective, questioning, attentive, and gregarious (Heist & Yonge, 1968, pp. 4-7).

### Conclusions

The following conclusions based on the results of the study were made:

1. Dramatics majors from state institutions when compared with dramatics majors from denominational institutions were significantly different on three personality variables--Autonomy, Religious Orientation, and Impulse Expression--at the .05 level, but did not differ significantly on the other eleven variables. Even though the first null hypothesis was rejected, the two groups were enough alike to generalize that students at either institution would be homogeneous. However, the state group was characterized as more independent, liberal, tolerant, anti-authoritarian, expressive, sensual, imaginative, impractical, and creative with more interest in dramatics, art, literature, and poetry. The denominational



group was characterized as more traditional and judgmental, professing stronger Judaic-Christian commitment. Dramatics majors preferring to be with other dramatics majors with more autonomous inclinations and with greater sensitivity for the arts and creativity might be better adjusted if advised by supervisors and academic deans to attend state institutions. If, however, religiosity were a prime consideration, then dramatics majors might be better advised to choose denominational institutions.

2. Dramatics majors from state institutions when compared to dramatics majors from other private institutions did not differ significantly at the .05 level on any of the fourteen personality variables. Consequently, the second null hypothesis failed to be rejected. Thus the two groups were the most homogeneous of the three. Majors who preferred to be with dramatics majors with similar personality characteristics might well be advised by supervisors or academic deans to choose one of these--state or other private institutions.

3. Dramatics majors from denominational institutions when compared to dramatics majors from other private institutions differed significantly on two personality variables--Religious Orientation and Masculinity-Femininity--at the .05 level, but did not differ significantly on the other twelve personality variables. Again, even though the third null hypothesis was rejected, the two groups were enough alike to generalize that at these institutions they would be homogeneous. As with the state group, the denominational group was characterized as being more religiously oriented and more feminine than the other private group. They were characterized as more traditional, judgmental with stronger Judaic-Christian commitments, sociable, esthetic, sensitive, and emotional. If

dramatics majors prized these personality characteristics highly, their supervisors and/or academic deans might well advise them to choose the denominational institutions.

4. The feminine stereotype frequently used to characterize majors in the fine arts was not refuted, since every group was below the standard mean of 50 on the Masculinity-Femininity scale. The denominational group reflected the most feminine characteristics, the state group less feminine characteristics than the denominational group, and the other private group the least feminine characteristics.

5. The groups were characterized as esthetic, since the state and other private groups scored a standard mean of 50 and the denominational group scored a 60. This scale correlated with the feminine scale, for the dramatics majors were characterized as having interests in art, dramatics, literature, poetry, and music.

6. The three groups composed of 159 majors reflected homogeneity in nearly all of their personality scales with the state and other private dramatics majors reflecting greater similarity to each other.

7. Collectively, the dramatics group subjects were characterized as moderately esthetic, complex, and anxious. Being esthetic, they were expected to have varied interests in all the arts, appreciating poetry, paintings, and sculpture and being responsive to esthetic stimulation. Being moderately complex, they tolerated ambiguities, enjoyed the unusual, new ideas, and uncertainties. For them most questions had more than one answer. And being moderately anxious, they admitted to feelings of nervousness, worry, tenseness, and excitability, since lower mean scores of 50 placed the low scorers at a low anxiety level.

8. Collectively, the dramatics group subjects were characterized

as highly feminine and impulsive. Being highly feminine, they were sociable, esthetic, sensitive, and emotional. They were interested in dramatics, art, sculpture, architecture, literature, and poetry. Low scores below the mean score of 50 categorized the dramatics majors as feminine. Being highly impulsive, the dramatics group subjects were imaginative, aggressive, expressive, and sometimes impractical.

9. Supervisors, academic deans, and teachers can use the Omnibus Personality Inventory effectively in guiding students in their choices of majors, in choices of colleges and/or universities, and ultimately choices of careers.

#### Recommendations

During the progress of the study, several situations for further investigation were noted:

1. Similar personality studies on dramatics majors should be conducted in other geographic areas.

2. Studies on dramatics majors should be conducted in which other personality measuring devices are used and correlated with the Omnibus Personality Inventory.

3. Follow-up studies should be made of personality-assessed dramatics majors to evaluate and to correlate job performance with the personality traits which characterized the dramatics majors.

4. Studies should be made in institutions of higher education to determine if personality assessment inventories, such as the Omnibus Personality Inventory, are being used with any frequency in supervising students. These studies need not be limited only to dramatics majors.

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**APPENDIXES**

**APPENDIX A**

**SAMPLE OF REQUEST SENT TO THEATRE DEPARTMENTS IN  
TENNESSEE WHICH MET THE SELECTION CRITERIA  
FOR PARTICIPATING IN THE STUDY**

I am a doctoral student at East Tennessee State University, Johnson City, Tennessee, and am presently preparing a prospectus for my dissertation research. The purpose of this study will be to ascertain differences in personality traits, if any, between dramatics majors attending major educational institutions of higher learning in the state of Tennessee. The significance of the research lies in helping supervisors, departmental chairpersons, and instructors in advising students for better career choices in terms of their affective potential based on personality profiles.

The Omnibus Personality Inventory will be used to assess selected attitudes, values, and interests relevant to normal ego-functioning and intellectual activity. The testing session will require approximately forty-five minutes and should be accomplished in one session. Testing will probably take place during the fall term. The institution and the individual dramatics majors can be assured complete anonymity. The outcome of the research will be made available to your department if you wish this information.

My dissertation chairman and advisor is Dr. Charles Beseda. He is cognizant of my need for data at selected institutions and sanctions this endeavor as so indicated by affixing his signature in the designated place.

If your institution will cooperate in this study by permitting willing dramatics majors to take the OPI, would you please respond on the enclosed postal card and return it to me at your earliest convenience.

Very truly yours,

(Mrs.) Marguerite Parris

Charles Beseda, Ed.D.  
Chairman and Advisor

Enclosure

**APPENDIX B**

**SAMPLE CARD OF CONSENT SENT TO THEATRE DEPARTMENTS IN  
TENNESSEE WHICH MET THE SELECTION  
CRITERIA FOR PARTICIPATING IN  
THE STUDY**

Date \_\_\_\_\_

Are you willing to have the Omnibus Personality Inventory administered to your dramatics majors?

Approximately how many majors are in your department?

Male \_\_\_\_\_ Female \_\_\_\_\_

When would be the most convenient time for the inventory to be administered in the fall term?

\_\_\_\_\_  
(Month, date, time)

Is there anyone else who should be contacted for permission other than you?

\_\_\_\_\_

Signature \_\_\_\_\_

Title \_\_\_\_\_

APPENDIX C

SAMPLE LETTER OF REMINDER SENT TO LIAISON  
PERSONS CONCERNING TIME AND DATE FOR  
ADMINISTERING THE OMNIBUS  
PERSONALITY INVENTORY



Having provided an acceptable defense of my prospectus for my dissertation, I have been permitted by my doctoral committee to proceed with the gathering of data.

In previous communication, you indicated that you would permit me to administer the Omnibus Personality Inventory to dramatics majors at your institution, and you would take the responsibility for notifying the students.

The suggested time is satisfactory with me. I will be at your institution on 1978, at . In the event this time is not convenient, please notify me.

Very truly yours,

(Mrs.) Marguerite Parris

**APPENDIX D**

**SAMPLE LETTER OF APPRECIATION SENT TO  
LIAISON PERSONS**

Dear

Both my committee chairman and I thank you for your cooperation during my data-gathering visit to your campus this past fall.

As a result of the participation of your dramatics majors and dramatics majors from eight other institutions of higher education in Tennessee, my study is almost complete.

Please express our gratitude to the faculty and students of your department of drama for their assistance in this project.

Sincerely yours,

(Mrs.) Marguerite Parris

Charles G. Beseda, Ed.D.  
Chairman and Advisor

## VITA

### MARGUERITE CORBETT PARRIS

**Personal Data:** Place of Birth: Madison, Georgia  
Marital Status: Married to Dr. George Burton Parris, Jr.  
Family Status: Children - Georgia Marguerite Parris Carter  
George Burton Parris, III

**Education:** Public Schools: Hartwell, Georgia, Monticello, Georgia,  
and Buford, Georgia  
Georgia State College for Women, Milledgeville, Georgia  
University of Georgia, Athens, Georgia, Dramatics and  
English, B.F.A.  
University of London, London, England  
University of Georgia, M.Ed.  
Milligan College, Milligan College, Tennessee  
East Tennessee State University, Johnson City, Tennessee,  
Ed.D.

**Professional Experience:** Teacher, M. C. Williams High School, Germantown, Tennessee  
Teacher, Rome High School, Rome, Georgia  
Instructor, University of Georgia, Rome, Georgia  
Instructor, Berry College, Rome, Georgia  
Associate Professor and Acting Head of Drama and Speech  
Department, Milligan College, Milligan College, Tennessee

**Honors and Awards:** Valedictorian, high school  
Scholarship, Georgia State College for Women  
Dean's List, University of Georgia  
Thalian Blackfriars, Alpha Psi Omega, Alpha Delta Kappa,  
and Kappa Delta Pi  
National Alcone Drama Award, first alternate, 1973  
National Alcone Drama Award, first place, 1974