

**THE RELATIONSHIP OF PERSONALITY FACTORS
TO ACADEMIC ACHIEVEMENT**



NEDRA BROWN SPIERS

THE RELATIONSHIP OF PERSONALITY FACTORS
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An Abstract
Presented to
The Graduate Council of
Austin Peay State University

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Nedra Brown Spiers

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ABSTRACT

The purpose of the present study was to investigate the relationship of personality factors to academic achievement in black and white, male and female students enrolled in the 11th and 12th grades.

The Edwards Personal Preference Schedule (EPPS) was used to describe the personality factors of these groups, and grade-point average (GPA) and Comprehensive Test of Basic Skills (CTBS) scores were used as the criteria for academic achievement. The selection of the instruments was based on a review of the current literature and personal preference of the researcher.

The Pearson Product-Moment technique was used to compare the 15 personality factors on the EPPS to GPA and to CTBS scores. A significantly positive relationship was found between Aggression and GPA for white males, and need for Achievement was positively correlated with both GPA and CTBS scores for white females. There was no significant relationship found between the personality factors and GPA for black males; however, the correlation between Exhibition and CTBS was positively significant. Black females also showed no significant relationships between personality factors and GPA, but the factor of Heterosexuality was

significantly related to CTBS scores. A highly negative relationship was found to exist between Order and CTBS scores for white males, and the needs for Succorance and Endurance were negatively related to CTBS scores for black males. The correlations obtained for the black male group must be interpreted with caution inasmuch as the N for this group was very small. The influence of these correlations for the black sample would also tend to inflate the data obtained for the total population.

In view of the results obtained in the present study, it was concluded that personality is a relevant variable in academic achievement. It is also suggested that further study should be conducted to describe more completely the personality characteristics and their degree of relationship to academic achievement for black and white, male and female students.

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To the Graduate Council:

I am submitting herewith a Thesis written by Nedra Brown Spiers entitled "The Relationship of Personality Factors to Academic Achievement." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts, with a major in Psychology.

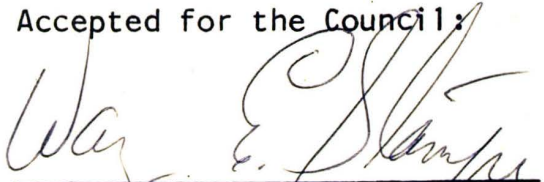

Major Professor

We have read this thesis and
recommend its acceptance:


Second Committee Member


Third Committee Member

Accepted for the Council:


Dean of the Graduate School

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CHAPTER I

INTRODUCTION

Testing, both educational and psychological, has become an increasingly common practice over the years. The purposes for which these tests are being used has recently come under closer scrutiny, particularly when related to decisions or approaches to minority groups. Brown (1972) has noted:

Although there are many areas of research into the personality of Negroes, the most pressing need at this time is for descriptive data. Inferences, conclusions, and decisions cannot be made wisely without a basis for comparison and such a basis is not available until descriptions of the population are formed (p. 323).

A review of the literature reveals that there is considerable controversy concerning the factors related to academic achievement, and that additional research is needed in this field. Mignione (1965) found that need for achievement (n-Ach) in lower-class black children is less than n-Ach in white children of low socio-economic status. She states that further measures of personality variables are needed to fully describe the picture of Negro-white differences. Mignione found, also, that n-Ach scores increased significantly with increase in grade level. This led her to suggest that achievement concern may relate to the

proximity of the time when actual and practical efforts are necessary for independence from school and parents. In a 1968 study, Mignione found that school grades and group intelligence test scores did not correlate with n-Ach scores, suggesting that "personality development of minority group individuals may be negatively influenced by the prejudicial conventions of our white-dominated culture" (p. 94).

In a major study of personality differences between under- and over-achievers, Reiter (1973) tested 29 college males and females. Subjects were given, in random order, the following personality tests: Page Fantasy Scale, Edwards Personal Preference Schedule (EPPS), Cattell 16 Personality Factors Test, and the Iowa Picture Interpretation Test. Results showed that over-achievers were significantly higher than under-achievers in anxiety and fantasized achievement, as well as having higher scores on the EPPS n-Ach variables.

Grossack (1957) administered the EPPS to a group of 108 black females and 63 black males. When he compared his results to the norm standards group, he found significance in nine areas: Deference, Order, Exhibition, Autonomy, Affiliation, Dominance, Abasement, Endurance, and Heterosexuality. Males included in the standardization group scored signifi-

cantly higher than Negro males on Exhibition, Autonomy, Affiliation, Dominance, and Heterosexuality. The Negro males scored higher than the standardization group on Deference, Order, Abasement, and Endurance. In females, the standardization group scored higher than the Negro females on Heterosexuality, Change, Dominance, Succorance, Affiliation, Autonomy, and Exhibition. The Negro females scored higher on Achievement, Deference, Order, Abasement, Endurance, and Aggression.

Kindall and McClain (1971) conducted a psycho-historical study of the Southern black college student and compared scores of 90 black males and 108 black females with the scores of those black subjects who participated in Grossack's study, again using the EPPS. They found that mean scores for men were significantly higher on Exhibition, Autonomy, Dominance, Heterosexuality, and Aggression than those shown by Grossack, while the means were significantly lower for Deference, Affiliation, and Endurance. Mean scores for women were significantly higher on Exhibition, Autonomy, Succorance, Heterosexuality, and Aggression, and lower on Achievement, Deference, Order, Affiliation, and Endurance in the Kindall and McClain study than those reported by Grossack. Kindall and McClain suggest that this

shows marked movement away from the "syndrome of deference, shyness, submission, and dependency" and toward a "new pattern of self-assertion and heightened emotionality. . . analagous to moving from childhood into adolescence" (p. 6-8).

As a part of his doctoral dissertation, Klett (1956) used 1,638 high school students in an effort to determine the effect of socio-economic status as it relates to EPPS variables. He failed to establish that socio-economic status was significantly related to the EPPS scores, when the variable of IQ was controlled. In an analysis of variance design, only two of the personality variables, Autonomy and Dominance, were found to be significantly related to socio-economic status.

Joyce (1970) investigated some personality characteristics of achieving high school students from a lower socio-economic environment. Using the Test of Academic Progress and the Lorge-Thorndike Intelligence Test, he found the factor self-concept of ability was positively related to academic achievement, while the factor alienation was negatively related to academic achievement. Need for support and a lack of need for aggression were also discriminating factors. High achievers were characterized

by the factors of greater self-concepts of ability, the lack of need for aggression, more positive self-concepts, and the tendency to perceive high pressure for achievement, than were lower achievers.

Discussing the role of personality dynamics in learning, Gordon (1966) states "it is clear that there is a general belief and acceptance of the idea that the child's personality influences not only his learning behavior but also his retention and utilization of information. The child's personality organization can be seen not only as a motivating but also a selecting factor in how he behaves toward school" (p. 52). Again, his data points up the need for further research into the role of personality in academic achievement.

Bell (1969) investigated the motivational and personality factors in reading retardation among two racial groups of adolescent males. Using the Jr.-Sr. High School Personality Questionnaire, he found the Caucasian inadequate reader would be most characterized as being more venturesome, spontaneous, socially bold and impulsive, fastidious, critical of others, and more unable to get along with others than his adequate-reading counterpart. The two personality factors which best characterized the

Negro inadequate readers were lacking in discipline and tough-mindedness. Motivationally, the Caucasian inadequate reader would appear to have poorer memory skills and fewer guilt feelings than the adequate readers. The Negro inadequate reader appears to have less need to give protection to others, a lower self-concept, and fewer guilt feelings than his adequate-reading counterpart. The personality characteristic of passivity was found to be related to the problem of inadequate reading by both races.

As part of his voluminous work with Negro-white differences, Jensen (1973) studied personality and scholastic achievement in three ethnic groups, using the Junior Eysenck Personality Inventory (JEPI). In his opinion, the "far from perfect validity of tests of cognitive ability for predicting scholastic achievement has caused numerous investigators to look to the personality domain for additional sources of variance in pupils' school performance" (p. 115). Jensen feels that the studies to date allow certain generalizations. First, both Extroversion (E) and Neuroticism (N) scales show some degree of correlation with scholastic achievement. Secondly, according to Jensen, it is clear that these correlations between E and N and scholastic achievement are much lower than those correlations

of mental test scores and achievement. Finally, correlations of both E and N and scholastic achievement are not consistent from primary school to college students. Actual results of Jensen's study are found in his summary:

Scores on the Junior Eysenck Personality Inventory of some 2,000 white, Negro, and Mexican-American school children, age 9 to 18, were examined in relation to measures of intelligence and home environment as predictors of scholastic achievement. The JEPI scales show quite low, but significant and systematic, correlations with achievement. Extraversion (E) correlates positively, and Neuroticism (N) and the Lie (L) scale correlate negatively with achievement. The independent contributions separately of E, N, and L to achievement variance over the variance accounted for by the ability and background measures are negligible, but the three JEPI scales combined in a multiple regression equation along with measures of intelligence and home background independently contribute a small share of the predicted part of the scholastic achievement variance. In this the three ethnic groups do not differ appreciably or systematically nor do the school grades from 4 to 8 (age 9 to 13), although there are significant and systematic age and ethnic group differences in mean scores on the JEPI scales (p. 115).

Lowe and Hildman (1972) examined the scores obtained on the Eysenck Personality Inventory (EPI) to determine their relationship to race. EPI scores of 1,105 white and 44 black students at one Southern college, and those of 495 students at a black agricultural college were studied. Differences, significant at the .01 level, were found between the EPI American college norms and the total

sample on the Extroversion scales, but not on the Neuroticism scales. The whites scored significantly higher and the blacks significantly lower than the norm group on both scales. These results suggest that race should be considered in score interpretation.

Because he felt that personality affected achievement, and conversely, achievement affected personality, Sinha (1972) studied 200 high- and low-achieving students in the 10th and 11th grades. Using Nafde's Non-Verbal Test of Intelligence, McClelland's Thematic Apperception Test, Taylor's Manifest Anxiety scale, and the Eysenck Personality Inventory, he found that the two groups could be significantly discriminated beyond the .01 level.

In further exploring the relationship between personality and achievement, Impellizeri (1962) has stated:

Either we are unrealistic about our students or we are wasting them. Either our conventional measures of academic ability are poor or achievement in high school and college depends on something besides intellectual ability. Until we know what is wrong and what to do about it, we may very well be discarding the most creative minds of the rising generation and squandering a resource already scarce (p. 2).

Citing the New York City Talent Preservation Project, which inquired into the mental health of 315 gifted or potentially gifted adolescents (255 low-achievers and 60 high-

achievers), Impellizeri suggests that early results indicate that emotional turbulence may underlie many learning disorders. No single factor was isolated, but problems did seem to fall into four groups: 1) Poor motivation and poor conditioning with no serious psychopathology; 2) Acute situational reaction; 3) Relatively serious chronic neurotic problems; 4) Urgent need for immediate treatment, i.e. problems of depression, promiscuity, and delinquent behavior; and 5) No cases of overt psychosis. All the achievers showed one common denominator, outstanding ego strength. The results of this Project study led Impellizeri to suggest the importance of scholastic achievement to the personality structure of the adolescent. This lends support to Sinha's circle of personality affects achievement affects personality.

One could, based on one's knowledge of some sex differences, also postulate that there will certainly be personality differences as well between the sexes. Hetherington and McIntyre (1975) have reviewed some of the sex differences in intellectual development, creativity, and achievement. In the area of achievement, many of the male-female differences appear to lie in motivation, attitudes, sex-role stereotyping, aggression, cultural and

peer pressure, modeling, and internality. They found that, overall, the relationship between IQ and achievement is higher for females than for males.

No inquiry into the relationship between personality factor operant in males and females, both black and white, and academic achievement would be complete without a brief review of the literature showing no differences. When Perdue and Lester (1974) studied the Rorschach Test protocols of 33 black and 33 white convicted murderers, the two groups did not differ significantly on 25 of the 26 personality variables examined. However, they noted the effects of imprisonment may have accounted for the results.

Pelechano (1972) administered tests of personality, motivation, and intelligence to 82 female students with a mean age of 16. Intercorrelations of these variables, and correlations with several areas of academic performance were computed. It was concluded that intelligence and personality variables were not systematically related to academic performance, while some motivational variables were related.

In an attempt to determine when race is a relevant variable in black-versus-white studies, Edwards (1974) found no significant differences between black and white

subjects on replicated studies of self-esteem, internal-external control, social desirability, or social exploration. These findings suggested to the researcher that while race may be a relevant variable for studies of discrimination or for rectifying social injustice, it is not relevant for personality research or theory.

As will be noted from the foregoing review of the recent literature, both the investigation of black-white differences in personality and the role of personality in academic achievement are controversial issues. Therefore, it was the purpose of the present study to determine the relationship of personality factors and achievement in four groups of 11th and 12th grade students: black females, black males, white females, and white males. It was hypothesized that there would be a significant difference in personality factors for the four groups, and that this difference would be reflected in differing achievement patterns.

CHAPTER II

METHOD

The Sample

The sample used in the present study was 11th and 12th grade students enrolled in Hopkinsville High School, Hopkinsville, Kentucky. All participants volunteered to serve as subjects, and parental permission was obtained for their cumulative records to be opened for achievement test scores and grade-point average. The sample was composed of 66 students, of which 12 were black females, four black males, 31 white females, and 19 white males. Because achievement test scores were not available for six subjects, the correlation between the EPPS and achievement test scores was based on 60 subjects.

Description of the Instruments

According to the EPPS Manual (1959), "The Edwards Personal Preference Schedule was designed primarily as an instrument for research and counseling purposes to provide quick and convenient measures of a number of relatively independent normal personality variables. The statements in the EPPS and the variables that these statements purport to measure have their origin in a list of manifest needs presented by Murray in 1938" (p. 5). The names that have been

assigned to the variables are those used by Murray. The 15 variables are as follows: Achievement, Deference, Order, Exhibition, Autonomy, Affiliation, Intraception, Succorance, Dominance, Abasement, Nurturance, Change, Endurance, Heterosexuality, and Aggression. Both a review of the literature and personal preference of the present researcher dictated the selection of the EPPS as a measure of personality factors.

In selecting the criteria for achievement, both the cumulative grade-point average (GPA) and the scores on the Comprehensive Test of Basic Skills (CTBS) were utilized. Of the numerous measures of academic achievement, GPA appears to be the most widely used in research. The CTBS is administered routinely by Hopkinsville High School to all students at the beginning of the junior year, and afforded an excellent second criterion.

Description of the Personality Factors

According to the manual for the EPPS, the manifest needs associated with each of the 15 variables are:

1. ach Achievement: To do one's best, to be successful, to accomplish tasks requiring skill and effort, to be a recognized authority, to accomplish something of great significance, to do a difficult job well, to solve difficult problems and puzzles, to be able to do things better than others, to write a great novel or play.

2. def Deference: To get suggestions from others, to find out what others think, to follow instructions and do what is expected, to praise others, to tell others that they have done a good job, to accept the leadership of others, to read about great men, to conform to custom and avoid the unconventional, to let others make decisions.

3. ord Order: To have written work neat and organized, to make plans before starting on a difficult task, to have things organized, to keep things neat and orderly, to make advance plans when taking a trip, to organize details of work, to keep letters and files according to some system, to have meals organized and a definite time for eating, to have things arranged so that they run smoothly without change.

4. exh Exhibition: To say witty and clever things, to tell amusing jokes and stories, to talk about personal adventures and experiences, to have others notice and comment upon one's appearance, to say things just to see what effect it will have on others, to talk about personal achievements, to be the center of attention, to use words that others do not know the meaning of, to ask questions others cannot answer.

5. aut Autonomy: To be able to come and go as desired, to say what one thinks about things, to be independent of others in making decisions, to feel free to do what one wants, to do things that are unconventional, to avoid situations where one is expected to conform, to do things without regard to what others may think, to criticize those in positions of authority, to avoid responsibilities and obligations.

6. aff Affiliation: To be loyal to friends, to participate in friendly groups, to do things for friends, to form new friendships, to make as many friends as possible, to share things with friends, to do things with friends rather than alone, to form strong attachments, to write letters to friends.

7. int Intraception: To analyze one's motives and feelings, to observe others, to understand how others feel about problems, to put one's self in another's place, to judge people by why they do things rather than by what they do, to analyze the behavior of others, to analyze the motives of others, to predict how others will act.

8. suc Succorance: To have others provide help when in trouble, to seek encouragement from others, to have others be kindly, to have others be sympathetic and understanding about personal problems, to receive a great deal of affection from others, to have others do favors cheerfully, to be helped by others when depressed, to have others feel sorry when one is sick, to have a fuss made over one when hurt.

9. dom Dominance: To argue for one's point of view, to be a leader in groups to which one belongs, to be regarded by others as a leader, to be elected or appointed chairman of committees, to make group decisions, to settle arguments and disputes between others, to persuade and influence others to do what one wants, to supervise and direct the action of others, to tell others how to do their jobs.

10. aba Abasement: To feel guilty when one does something wrong, to accept blame when things do not go right, to feel that personal pain and misery suffered does more good than harm, to feel the need for punishment for wrong doing, to feel better when giving in and avoiding a fight than when having one's own way, to feel the need for confession of errors, to feel depressed by inability to handle situations, to feel timid in the presence of superiors, to feel inferior to others in most respects.

11. nur Nurturance: To help friends when they are in trouble, to assist others less fortunate, to treat others with kindness and sympathy, to forgive others, to do small favors for others, to

be generous with others, to sympathize with others who are hurt or sick, to show a great deal of affection toward others, to have others confide in one about personal problems.

12. chg Change: To do new and different things, to travel, to meet new people, to experience novelty and change in daily routine, to experiment and try new things, to eat in new and different places, to try new and different jobs, to move about the country and live in different places, to participate in new fads and fashions.

13. end Endurance: To keep at a job until it is finished, to complete any job undertaken, to work hard at a task, to keep at a puzzle or problem until it is solved, to work at a single job before taking on others, to stay up late working in order to get a job done, to put in long hours of work without distraction, to stick at a problem even though it may seem as if no progress is being made, to avoid being interrupted while at work.

14. het Heterosexuality: To go out with members of the opposite sex, to engage in social activities with the opposite sex, to be in love with someone of the opposite sex, to kiss those of the opposite sex, to be regarded as physically attractive by those of the opposite sex, to participate in discussions about sex, to read books and plays involving sex, to listen to or to tell jokes involving sex, to become sexually excited.

15. agg Aggression: To attack contrary points of view, to tell others what one thinks about them, to criticize others publicly, to make fun of others, to tell others off when disagreeing with them, to get revenge for insults, to become angry, to blame others when things go wrong, to read newspaper accounts of violence.

Administration and Scoring

The EPPS was group-administered to the subjects by the present researcher over a period of one month. Each test was scored according to the manual of directions and without knowledge of other test results.

Statistical Analyses

Using the Pearson Product-Moment technique, the 15 personality factors measured by the EPPS were correlated with GPA (Table 1) for each of the four groups. Mean scores of the factors are given in Table 4.

Finally, correlations and mean scores were computed for the total population between the personality factors and both GPA and CTBS (Table 5).

CHAPTER III

RESULTS

The Pearson Product-Moment technique was used to compute the correlation coefficients between the 15 personality factors measured by the EPPS and GPA for each of the four groups. Table 1 summarizes the correlations. Mean scores for the factors are given in Table 2.

The 15 personality factors were then compared with CTBS scores for each of the four groups. Table 3 summarizes the correlations. Mean scores of the factors are shown in Table 4.

Mean scores and correlations for the total population are summarized in Table 5.

CHAPTER IV

DISCUSSION

The results of the correlations between personality factors and academic achievement for the sample used in the present study are similar to those reported in the literature.

In the comparison of personality factors and GPA, it was found that overall, the only personality variables significantly related to GPA were Achievement and Aggression. For white females, the coefficient of .355 for Achievement was significant at the .05 level. For white males, the coefficient of .577 on Aggression was significant at the .01 level. None of the personality variables were significantly related to GPA for either the black females or the black males. The lack of correlation between personality factors and GPA for the black subjects included in this sample agrees with the results of Mignione's 1968 study. She found, also, that school grades did not correlate significantly with n-Ach for the black subjects participating in her study. Thus it would appear that need for Achievement is a motivating force only for white females, while a need for Aggression is a significant motivator only for white males.

The correlations between personality factors and the CTBS scores present a different pattern. For the group of black females, there is a significant positive correlation between Heterosexuality and academic achievement, suggesting that the need for relationships with the opposite sex relates to school success. The correlation of .654 is above that required for significance at the .05 level.

However, the pattern differs for black males. Exhibition, with a correlation coefficient of .997, is positively related to CTBS scores at the .05 level, indicating that black males who achieve in school have a high need to be the center of attention. Succorance and Endurance, however, are negatively correlated with CTBS scores ($r = -.997$ for both, significant at the .05 level). It would seem that black males who succeed academically have little need to pursue a task to completion. This highly negative correlation for Endurance and CTBS scores is somewhat surprising inasmuch as the ability to follow through and complete a task is usually considered an essential quality for academic achievement. However, the results of the present study with black males must be interpreted with caution inasmuch as the N for this group was only three.

The need for Achievement in white females was

indicated again in the correlation between that factor and CTBS scores. A coefficient of .588 was obtained, which was significant at the .01 level. No other personality factors were significantly related to academic achievement for this group.

While Aggression is a significant variable for white males in the correlation between the personality factors and GPA, it was not significant when the factors were compared to CTBS scores. There is a significant negative relationship of $-.681$ on the factor Order for white males, indicating that organization, neatness, and arrangement is not related to their school success. The obtained coefficient exceeds that required for significance at the .01 level.

In summary, from the correlations obtained between the personality factors and CTBS scores, it would appear that 1) opposite-sex socialization, as measured by Heterosexuality, is positively related to achievement for black females, 2) Exhibition is a factor positively related to achievement for black males, while needs for Succorance and Endurance are negatively related to academic achievement, 3) need for Achievement again appears to be a motivating factor for white females, being highly correlated

with the CTBS scores as it was with GPA, and 4) there is a negative relationship for white males in the need for Order when correlated with CTBS scores.

In reviewing the correlations between personality factors and academic achievement for the total population, it was found that Affiliation is positively related to both CTBS scores and GPA, suggesting that peer relationships are an important factor in school success. The personality factor of Order is negatively related to GPA, and Endurance, Deference, and Order are all negatively correlated with CTBS scores. There is a possible inflation of the Order correlation due to the strong relationship between this variable and CTBS scores for white males, and a possible inflation of the Endurance correlation because of the small N for black males. However, it appears that, to some extent, organization of work, conformity to the suggestions and decisions of others, and perserverance have a negative bearing on academic achievement.

The means for the 15 personality factors in the correlations with GPA and CTBS scores, and the summary for the total population are given in Tables 2, 4 and 5. Although the mean socres were not analyzed for significant differences, they are included for the review of the

reader.

Although it would be unrealistic to hope that only one variable, such as personality, would be operant in academic achievement, Impellizeri (1962) points to a "moral imperative" to examine the question. This, then, is the rationale for the present study. In view of the obtained results, it was concluded that personality is a relevant variable in academic achievement, and that personality characteristics influence academic achievement differentially in the two races and sexes.

Table 1

Correlation of 15 EPPS Personality Factors with GPA

	Black Female	Black Male	White Female	White Male
	N = 12	N = 4	N = 31	N = 19
Ach.	.312	.426	.355*	-.233
Def.	-.317	-.615	.182	-.067
Ord.	-.380	-.698	-.247	-.382
Exh.	-.267	-.619	-.089	.126
Aut.	-.498	-.020	.183	-.099
Aff.	.418	.483	-.052	-.092
Int.	.201	.680	.163	-.107
Suc.	.203	-.273	-.088	-.340
Dom.	-.477	.549	-.184	.305
Aba.	.256	.911	-.053	-.143
Nur.	.048	.310	.036	-.244
Chg.	.470	-.014	.090	.131
End.	-.014	.619	-.155	-.208
Het.	.410	-.354	-.262	.397
Agg.	-.038	-.630	-.077	.577**

* $p < .05$ ** $p < .01$

Table 2

Means of 15 EPPS Personality Factors
in the Correlation with GPA

	Black Female	Black Male	White Female	White Male
	N = 12	N = 4	N = 31	N = 19
Ach.	14.08	11.00	10.48	12.00
Def.	12.08	12.25	9.67	10.42
Ord.	13.33	14.75	9.03	9.95
Exh.	14.17	12.50	13.94	14.58
Aut.	12.08	14.00	12.26	13.05
Aff.	14.17	15.25	18.48	15.53
Int.	15.08	14.25	16.77	14.26
Suc.	12.33	14.25	14.68	13.89
Dom.	12.42	13.25	10.52	11.37
Aba.	14.83	16.25	18.19	15.26
Nur.	15.67	15.00	19.13	16.37
Chg.	17.92	13.00	16.71	15.95
End.	13.92	15.50	11.68	13.68
Het.	15.67	16.75	15.00	17.21
Agg.	11.00	10.75	11.61	15.32

Table 3

Correlation of 15 EPPS Personality Factors with CTBS

	Black Female	Black Male	White Female	White Male
	N = 11	N = 3	N = 29	N = 17
Ach.	.169	.828	.588**	.013
Def.	-.494	-.551	-.238	-.242
Ord.	-.596	-.436	-.281	-.681**
Exh.	-.317	.997*	.291	.039
Aut.	-.525	.640	.176	.367
Aff.	.544	.551	-.140	.203
Int.	.023	.801	-.190	.068
Suc.	.285	-.997*	.051	-.117
Dom.	-.469	.447	.232	.013
Aba.	.252	.828	-.210	-.154
Nur.	.350	-.394	-.019	-.084
Chg.	.500	-.779	-.165	.222
End.	-.088	-.997*	-.157	-.340
Het.	.654*	-.259	-.113	.315
Agg.	-.169	-.801	.214	.347

* $p < .05$ ** $p < .01$

Table 4

Means of 15 EPPS Personality Factors
in the Correlation with CTBS

	Black Female	Black Male	White Female	White Male
	N = 11	N = 3	N = 29	N = 17
Ach.	14.55	11.00	10.38	11.88
Def.	12.18	11.33	9.72	10.47
Ord.	13.45	14.00	9.03	9.59
Exh.	14.09	11.67	13.97	14.53
Aut.	12.09	13.67	12.07	12.35
Aff.	14.09	15.67	18.17	15.59
Int.	15.00	14.33	16.83	14.41
Suc.	12.36	14.33	14.66	13.76
Dom.	12.82	13.67	10.62	11.71
Aba.	14.45	17.00	18.31	15.00
Nur.	15.36	16.00	19.00	16.71
Chg.	17.82	13.67	16.65	16.12
End.	13.73	16.33	11.66	13.41
Het.	15.55	16.67	15.24	17.47
Agg.	11.09	10.67	11.72	15.71

Table 5

Means and Correlations of 15 EPPS Personality
Factors for Total Population

	Means		Correlation	
	GPA	CTBS	GPA	CTBS
	N = 66	N = 60	N = 66	N = 60
Ach.	11.60	11.60	-.003	.059
Def.	10.48	10.47	-.210	-.380**
Ord.	10.42	10.25	-.469**	-.602**
Exh.	14.07	14.03	-.054	.078
Aut.	12.56	12.23	-.113	.019
Aff.	16.65	16.57	.256*	.290*
Int.	15.59	15.68	.229	.042
Suc.	14.00	13.97	-.011	.097
Dom.	11.27	11.48	-.180	-.140
Aba.	16.62	16.60	.187	.096
Nur.	17.45	17.53	.135	.179
Chg.	16.48	16.57	.170	.088
End.	12.89	12.77	-.223	-.282*
Het.	15.86	16.00	.050	.160
Agg.	12.52	12.68	.089	.173

* $p < .05$

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