

AN ABSTRACT OF THE THESIS OF

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Designation Linked?

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This study examined how different aspects of personality related to university students' designation of an education versus noneducation major. Three aspects of personality (self-esteem, self-concept clarity, and agreeableness) were examined in order to determine if they were related to the vocational choice of teaching. Students completed measures of self-esteem, self-concept clarity, and agreeableness, along with a demographic questionnaire. Men and women had the same levels of self-esteem and self-concept clarity. Education ($n = 118$) and noneducation majors ($n = 89$) had the same levels of self-esteem and self-concept clarity. Men and noneducation majors had higher levels of agreeableness than women and educators. Lower division students had the same levels of self-esteem, self-concept clarity, and agreeableness as upper division students. These results suggest that personality and major are not closely related. Recommendations for future research and implications for counselors in academic and career settings are discussed.

TEACHING VS. NONTEACHING MAJORS:
ARE PERSONALITY FACTORS AND TEACHING
DESIGNATION LINKED?

A Thesis

Presented to

The Department of Psychology and Special Education
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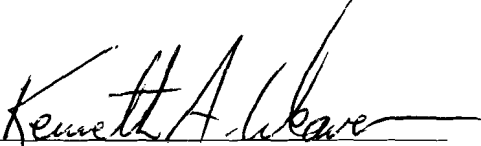
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CHAPTER 1

INTRODUCTION

Critics have argued for many years that the average teacher in America is without hope (Berliner & Biddle, 1995). Hurn (1993) also supports Berliner and Biddle's findings that the blame for poor educational outcomes of students is focused on the teachers. However, evidence suggests that not only are American schools holding their own, but they are also modestly improving (Berliner & Biddle, 1995). The researchers believe that if educators are treated as responsible professionals, their best efforts are stimulated.

In the United States, the educational system is constantly critiqued due to its importance for further development of the country. Many people feel that students are not reaching their educational potential as they progress through the school system (Berliner & Biddle, 1995). Suggestions often arise that our school systems are in desperate need of additional evaluation, and that the blame for poor student performance lies with the teachers (Hurn, 1993). Perhaps there is some validity in this contention; it is possible that certain types of individuals unfit to be teachers choose teaching as a profession.

Several studies illustrate the impact that personality has on college major and career choices. There are many and diverse feelings about the magnitude of this impact. College students' beliefs about their educational and occupational capabilities are significantly related to their consideration of career options (Betz & Klein, 1996). Holland (1966) suggests that personality is important in predicting an individual's career choice, whereas other studies support the idea that people with diverse personalities are just as likely to choose any one profession (Hogan, Hogan, & Roberts, 1996). Lancaster, Colarelli, King, and Beehr (1994) also found that cognitive ability, vocational interest, and personal characteristics are relevant to job choice in

individuals. However, all researchers do not see personality characteristics influencing career choices in the same manner.

Personality psychologists use the Big Five Model of Personality (Costa & McCrae, 1992), whereas industrial-organizational psychologists focus on Holland's six congruence-achievement personality types (Holland, 1966) to measure personality. The Big Five Model of Personality consists of five superordinate trait dimensions that include neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness (Tokar & Fischer, 1998). Holland's six categories of personality include realistic, investigative, artistic, social, enterprising, and conventional (Gottfredson & Holland, 1975). The realistic category of Holland's system includes a preference for dealing with objects and having conforming personality traits, whereas the preference for examination of any phenomenon and being analytical, cautious, and independent is associated with the investigative category. The artistic category includes persons who are artistic, complicated, disorderly, and emotional. People who enjoy training and informing others, as well as being cooperative, helpful, and understanding are considered to fit the social protocol. Enterprising types tend to want to work with others for economic and organizational gain, and have characteristics of being optimistic, adventurous and self-confident. People who seem defensive, practical, and persistent fit the conventional type. Conventional types also prefer to work with explicit, systematic, and ordered data (Hogan & Black, 1996).

Hogan and Black (1996) report that Holland's system is the most widely accepted and popular general interest personality assessment in the United States. Heesacker, Howe, and Elliott (1988) also support Holland's system and report that people do indeed gravitate toward a work environment that is congruent with their work personalities. Gottfredson and Holland

(1975) demonstrated that a student's expressed vocational choice is an excellent predictor of subsequent occupational choice. People become teachers because they want to contribute to the lives of young people. This desire to be of service is an essential characteristic of teachers (Eshbaugh & Harton, 2000).

Gender and Personality

Most past research on personality as it relates to career choice or college major choice has used only White, middleclass men as participants. Kerka (1998) believes that career choice is influenced by multiple factors, such as experiences of classism, racism, and sexism. It is important to consider whether there is a difference between both men and women when considering personality and career choice. Generally speaking, due to little research being done involving women, there is little evidence of differences between men and women's personalities. Men achieve a higher education level and better jobs, higher salaries, and significantly higher levels of unconditional self-regard than women (Betz & Kleine, 1996).

Women, on the other hand, have more limited career choices. However, women in sex-typed feminine occupations (such as education) have higher levels of self-esteem than women in sex-typed masculine occupations (such as engineering). Gottfredson and Holland (1975) state that personality and career choice may be less overlapping in women than men. In fact, Holland's theory of career choice has shown to be useful for women (Miller, Heck, & Prior, 1988). Hackett, Esposito and O'Halloran (1989) state that a lack of female professional and occupational role models identifies a significant barrier to women's career development. The availability of female role models is also an important positive influence. Previous research shows that women who do choose nontraditional career fields are significantly more likely to be

making choices that are congruent with their individual personality type as opposed to women who choose traditional career fields such as education (Wolfe & Betz, 1981).

Academic Major and Personality

Betz, Heesacker, and Shuttlesworth (1990) found that large numbers of college students continue to choose majors and occupations incongruent with their measured interests. The researchers found that career choices are supported when there is a match between the characteristics of the person and the characteristics of the environment. Their research also shows that the fourth highest occupational choice for men was secondary education, whereas elementary education was the highest choice for women.

An important area to consider when it comes to education and personality traits is the type of traits that are desirable in a teacher. For example, the field of education requires teachers to be flexible and agreeable (Berliner & Biddle, 1995). These characteristics are important so the educator can meet the needs of students, parents, administrators, and fellow teachers and work in a constantly changing environment. Effective teachers need a high level of self-concept clarity, in other words, a clear sense of who they are in order to successfully and confidently lead a class.

However, researchers should be cautious in generalizing the results to other fields. Teaching may be a career factor. Differences in noneducation majors may not be as apparent as education majors. Also, more research is needed to determine if a person's performance and satisfaction in a major or career is a result of certain characteristics (Eshbaugh & Harton, 2000). This need exists because of the differences in the results of different published studies. For example, Hogan et al. (1996) found that some previous research indicated that personality can help in predicting an individual's career choice, while other research found no link between the two.

Research that links personality traits and career or major choices may be useful to academic counselors who assist students in choosing majors. Personality measures may provide indecisive students directions as to career choices. Society should analyze the students who are not reaching their educational potential before blaming the teachers. Previous research show some indication that students who plan to be educators do have at least some of the prescribed qualities required to be effective and successful in the classroom. Despite the critics, low wages, and the demands of the profession, self-confident and agreeable students are choosing to become teachers (Biddle & Biddle, 1995).

The present researcher developed her study to test whether personality and major career choice are related as a comparison to the Eshbaugh and Harton study. Eshbaugh and Harton (2000) had female college students complete measures of self-esteem, agreeableness, and self-concept clarity. Most of Eshbaugh and Harton's participants were White freshmen. Female education majors had higher self-esteem and agreeableness than female noneducation majors. However, self-concept clarity was not statistically significant between the two groups. Finally, all the personality factors (self-esteem, agreeableness, and self-concept clarity) showed strong positive relations with each other (Eshbaugh & Harton, 2000). Self-esteem was correlated with agreeableness, $r(129) = .35, p < .01$, and self-concept clarity, $r(129) = .66, p < .01$, and agreeableness and self-concept clarity were correlated, $r(129) = .29, p < .01$. These relationships may help illustrate that certain personality traits seem go together, especially in regards to different career or major options.

Rationale

The present study examined how different aspects of personality related to university students' designation of an education versus noneducation major. Three aspects of personality

(self-esteem, self-concept clarity, and agreeableness) were examined in order to determine if they were related to the vocational choice of teaching.

Unlike Eshbaugh and Harton (2000), this study compared upper division students (juniors and seniors) with lower division students (freshmen and sophomores), as well as men with women. Zuckerman (1983) assessed the self-esteem and life goals of college women. In contrast to the underclasswomen, juniors and seniors apparently felt more positively about themselves. The increase in self-esteem helps to predict women's educational goals. This difference may also be reflected in my research in the men's educational goals.

The researcher, using an ANOVA, grouped students studying in all types of educational programs (elementary, early childhood, special education, secondary) for comparison with noneducation majors.

Based on the Eshbaugh and Harton (2000) data, the researcher hypothesized that:

1. Education majors would show higher self-esteem than noneducation majors.
2. Education majors would show higher self-concept clarity than noneducation majors.
3. Education majors would show higher agreeableness than noneducation majors.
4. There would be no differences between the two sexes on self-esteem.
5. There would be no differences between the two sexes on self-concept clarity.
6. There would be no differences between the two sexes on agreeableness.
7. Upper division education majors would show higher self-esteem than lower division education majors.

8. Upper division education majors would show higher self-concept than lower division education majors.
9. Upper division education majors would show higher agreeableness than lower division education majors.

CHAPTER 2

METHOD

Participants

The participants were made up of male ($n = 59$) and female ($n = 148$) students.

Participants came from Introduction to Psychology, Developmental Psychology, and upper division courses ($n = 93$). One-half of the participants were noneducation ($n = 89$) majors who received course credit for their involvement with the study. The remaining participants were education majors ($n = 118$).

The Introduction and Developmental students signed up for the research to receive research points for the course credit. Information was obtained from the education majors by going into their classrooms and distributing the questionnaires.

Students were classified into two groups, upper level (juniors and seniors) and lower level (freshmen and sophomores). A majority of the students were classified as White, and they reported they had been raised in the Midwest. Ages ranged from 17 years old to 51 years old ($M = 21.5$, $SD = 4.90$). The education majors included such specialty interests like elementary education, early childhood education, special education, and secondary education.

Design

The design consisted of three independent variables and three dependent variables. The independent variables included sex, major, and education level. The dependent variables included self-esteem, self-concept clarity, and agreeableness.

Measures

Demographics. Participants completed a demographic questionnaire that contained items on age, sex, ethnic background, high school GPA, college GPA, ACT score, college grade classification (e.g., freshman, sophomore, junior, senior) and college major (see Appendix A).

Self-Esteem. The definition of self-esteem is an individual's overall and specific positive and negative self-evaluation (Feldman, 2000). The 10-item version of the Rosenberg (1965) Self-Esteem Inventory measures global, personal feelings of self-worth (see Appendix B). Participants rated the items by circling SD (strongly disagree), D (disagree), A (agree), or SA (strongly agree), where SD is categorized as 1, and SA is categorized as 4. The following are sample items from the scale: "I feel that I have a number of good qualities," and "I am able to do things as well as most other people." Higher scores indicate higher self-esteem. This well-known and often-used measure has high internal consistency and is validated across many studies (Blascovich & Tomaka, 1990). The coefficient alpha is .76.

Self-Concept Clarity. Self-concept clarity refers to the extent to which a person's self-beliefs are consistent, stable, and clearly defined (Campbell et al., 1996). Campbell and colleagues' (1996) 12-item Likert scale determines the clarity of one's self-beliefs (see Appendix C). The scale consists of choices ranging from 1 (strongly disagree) to 5 (strongly agree). Examples of items are "Sometimes I think I know other people better than I know myself" (reverse scored), and "In general, I have a clear sense of who I am and what I am." Higher scores indicate higher self-concept clarity. Authors of the scale have shown a test-retest reliability of .79 over a 4-month period and an internal reliability of .86 (Campbell et al., 1996). The coefficient alpha is .81. Hansen and Neuman (1999) state that the Campbell Interest and Skill Survey

measures the similarity of an individual's interests to the interests of people in various occupations.

Agreeableness. Agreeableness deals with the idea of how conformable and pleasant one is to others. The agreeableness subscale of the NEO-FFI (Neuroticism, Extraversion and Openness – Five Factor Inventory) personality scale (Costa & McCrae, 1992) measured agreeableness (see Appendix D). Participants circled SD (strongly disagree), D (disagree), N (neutral), A (agree), or SA (strongly agree) on this 12-item scale, where SD is categorized as 1, and SA is categorized as 5. Sample items include “I try to be courteous to everyone I meet,” and “I generally try to be thoughtful and considerate.” Higher scores indicate higher agreeableness. This scale has convergent and discriminate validity and measures a stable trait (Hendriks, Hofstee, & DeRaad, 1999). The coefficient alpha on this measure was .70. Low self-concept clarity is independently associated with low agreeableness (Campbell et al., 1996).

Procedure

Students in Introduction to Psychology and Developmental Psychology classes were tested in small groups outside of class, and students in upper division classes were tested in their classes, with their instructors' approval. The participants read and signed an informed consent form (Appendix E) before participating in the study. Students then completed a demographic questionnaire, as well as measures of self-esteem, agreeableness, and self-concept clarity. Each inventory packet was presented to the participants in the same order: demographics, self-esteem, self-concept clarity, and agreeableness, and took between 10 and 20 minutes to complete. The participants were instructed to provide the researcher with their name, telephone number, and e-mail address if they were interested in the results of the study for debriefing and thanked for their involvement in the study.

CHAPTER 3

RESULTS

Plan of Analysis

A separate 2 x 2 x 2 factorial analysis of variance (ANOVA), incorporating sex (male or female), major (education or noneducation), and educational level (lower-division or upper-division) as factors, was performed on the self-esteem, self-concept clarity, and agreeableness dependent variables. Each analysis is considered separately. Effect sizes are presented as η^2 (Cohen, 1988). The alpha level was set for each significance test at .05, unless otherwise noted.

Education and noneducation majors had similar high school GPAs, where 44.4 percent of both groups reported a GPA in the range of 3.5 to 4.0. Both groups also recorded similar college GPAs, where 33.8 percent reported a GPA in the range of 3.0 to 3.5. The ethnic background of the majority of the participants was White (88.4%), and most students were from the Midwest (89.0%). The range of ages of the participants was from 17 years old to 51 years old. The most frequent age was 19 ($n = 48$, 23.2%), followed by age 20 ($n = 40$, 19.3%). The most common classification for college grade level was freshmen ($n = 75$, 36.2%), followed by juniors ($n = 53$, 25.6%). The modal ACT score was 21 ($n = 21$, 11.9%), followed by a score of 20 ($n = 18$, 11.3%).

Self-Esteem

There were no significant main effects or interactions for any of the independent variables (see Table 1).

Table 1

Summary of Univariate Analysis of Variance of Self-Esteem by Sex, Major, and EducationalLevel

<u>Source</u>	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>	<u>Eta²</u>
Sex (S)	.05	1	.05	.99	.005
Major (M)	.02	1	.02	.47	.002
Level (L)	.02	1	.02	.44	.002
S x M	.01	1	.01	.00	.000
S x L	.04	1	.04	.85	.004
M x L	.02	1	.02	.05	.000
S x M x L	.04	1	.04	.08	.000
Error	9.21	199	.05		

Self-Concept Clarity

There were no significant main effects or interactions for any of the independent variables (see Table 2).

Agreeableness

Men ($M = 3.18$, $SD = .90$) had higher agreeableness than women ($M = 3.05$, $SD = 1.05$), $F(1, 199) = 3.68$, $p < .06$ (see Table 2). Noneducation majors ($M = 3.17$, $SD = .94$) had higher agreeableness than education majors ($M = 2.90$, $SD = .96$), $F(1, 199) = 3.86$, $p < .06$ (see Table 3).

There was two significant interactions, the sex x major and sex x level (see Table 3). The interactions were examined after being plotted in line graphs. The sex x major interaction $F(1, 199) = 7.23$, $p < .01$ illustrates that female education majors ($M = 3.11$, $SD = .33$) have higher agreeableness than female noneducation majors ($M = 3.03$, $SD = .35$), while male noneducation majors ($M = 3.23$, $SD = .40$) have higher agreeableness than male education majors ($M = 2.91$, $SD = .25$). The sex x level interaction $F(1, 199) = 3.67$, $p < .06$ illustrates that female lower level students ($M = 3.08$, $SD = .34$) had higher agreeableness than female upper level students ($M = 3.01$, $SD = .34$), while male upper level students ($M = 3.19$, $SD = .32$) had higher agreeableness than male lower level students ($M = 3.17$, $SD = .39$).

Table 2

Summary of Univariate Analysis of Variance of Self-Concept Clarity by Sex, Major, and Education Level

<u>Source</u>	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>	<u>Eta²</u>
Sex (S)	.59	1	.59	1.82	.009
Major (M)	.01	1	.01	.03	.000
Level (L)	.47	1	.47	1.44	.007
S x M	.01	1	.01	.02	.000
S x L	.87	1	.87	2.68	.013
M x L	.70	1	.70	2.15	.011
S x M x L	.64	1	.64	1.97	.010
Error	64.45	199	.32		

Table 3

Summary of Univariate Analysis of Variance of Agreeableness by Sex, Major, and Education Level

<u>Source</u>	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>	<u>Eta²</u>
Sex (S)	.43	1	.43	3.68*	.018
Major (M)	.45	1	.45	3.86*	.019
Level (L)	.08	1	.08	.71	.004
S*M	.85	1	.85	7.23**	.035
S*L	.43	1	.43	3.67*	.018
M*L	.02	1	.02	.00	.000
S*M*L	.05	1	.05	.42	.002
Error	23.31	199	.12		

* $p < .06$

** $p < .01$

CHAPTER 4

DISCUSSION

Based on the Eshbaugh and Harton (2000) data, the researcher hypothesized that:

1. Education majors would show higher self-esteem than noneducation majors.
2. Education majors would show higher self-concept clarity than noneducation majors.
3. Education majors would show higher agreeableness than noneducation majors.
4. There would be no differences between the two sexes on self-esteem.
5. There would be no differences between the two sexes on self-concept clarity.
6. There would be no differences between the two sexes on agreeableness.
7. Upper division education majors would show higher self-esteem than lower division education majors.
8. Upper division education majors would show higher self-concept than lower division education majors.
9. Upper division education majors would show higher agreeableness than lower division education majors.

Evaluation of Hypotheses

Self-Esteem. The results of this study indicate there is no significant difference between the self-esteem of education majors and noneducation majors, as well as higher division students and lower division students. There is also no significant difference between self-esteem of men and women. These results do not correspond to the data reported by Eshbaugh and Harton

(2000). Those investigators found that education majors had higher self-esteem than noneducation majors.

Self-Concept Clarity. The results of this study indicate there is no significant difference between the self-concept clarity of education majors and noneducation majors, as well as higher division students and lower division students. There is also no significant difference between self-concept clarity of men and women.

Agreeableness. Results of this study indicate there is significant difference between noneducation majors and education majors and their agreeableness. Noneducation majors had higher agreeableness than education majors. These results do not correspond with Eshbaugh and Harton (2000) who found that education majors had higher agreeableness. The present data show that men have significantly higher agreeableness than women. Results also indicate that there is no significant difference between lower division students and upper division students. According to Hogan and Black (1996), people who are cooperative, helpful, and understanding are considered to fit the social protocol of Holland's system. These characteristics also reflect agreeableness traits, which could be an important factor for an educator to have.

Results also indicate that there is a significant interaction between sex and major and sex and level variables. The sex and major interaction illustrates that female education majors have higher agreeableness than female noneducation majors, while male noneducation majors have higher agreeableness than male education majors. The sex and level interaction illustrates that female lower level students had higher agreeableness than female upper level students, while male upper level students had higher agreeableness than male lower level students.

Comparison With Previous Research

This study was an expansion on Eshbaugh and Harton, and was done to look further at the influence of self-esteem, agreeableness, and self-concept clarity in participants other than lower division women. There was little similarity between the results of the two studies. Eshbaugh and Harton (2000) found that education majors had significantly higher self-esteem, self-concept clarity, and agreeableness. The current results found only agreeableness to be significantly higher in lower division students and men than upper division students and women. This finding might be attributed to the fact that teaching and the desire to teach are not unique factors all by themselves. There may not be an exact personality trait that represents who will become a teacher and who will not.

The differences between the present study and Eshbaugh and Harton's study may be a result of several factors. One factor to consider is the types of noneducation majors that the data set contained. Eshbaugh and Harton's participants were similar to the current study's participants, in that the majority were raised in the Midwest and were White/Caucasian. Some of the differences between the two studies may be a result of what majors the participants had besides education. Eshbaugh and Harton (2000) stated that the noneducation majors were mostly social sciences, biology and English. The present research however, had mostly business, accounting, and computer information majors. These differences in majors may be indicative of the types of personality traits the participants reported. The noneducation majors in the present study may reflect personality traits similar to those of teachers. Gottfredson and Holland (1975) discuss the personality traits of individuals who want to contribute to the lives of others. These characteristics could be an essential component to have in the business type fields.

Another aspect to consider about the differences between the two studies is that Eshbaugh and Harton's sample was comprised of mostly freshman (83%). Being in their first year of college may have a large impact on the different personality traits that the individuals possessed. The present research combined freshmen and sophomores, as well as juniors and seniors, which may have changed the perspectives of the students' personalities. The sophomores, juniors, and seniors may have more of a sense that they do have lots to learn, rather than a common freshman tendency to think that one knows it all.

Eshbaugh and Harton (2000) suggest that further research should separate the different personality factors to determine which, if any, are the most important in the choice of an education or noneducation major. The three personality factors (self-esteem, self-concept clarity, and agreeableness) should be looked at as distinctly different in order to find which has the greatest influence on career or major choice. Future research may also wish to look at the separate types of teaching designations and the influence of self-esteem, self-concept clarity and agreeableness. Different teaching fields, such as art, mathematics, chemistry, etc., may require different types of personality traits.

General Observations

These results do not correspond with the study done by Eshbaugh and Harton (2000), who found that education majors had higher self-esteem, self-concept clarity, and agreeableness than noneducation majors. This study only found agreeableness to be higher in noneducation majors and men than in education majors and women. These results suggest that some personality traits (self-esteem and self-concept clarity) may not be much of an influence in choosing an education major.

Results also indicate that lower and upper division students did not differ in self-esteem, self-concept clarity, and agreeableness. Several factors could be the cause of these results, even though there was no significance. Students entering a new stage in their life such as going to college for the first time may feel superior and as if they know everything that is to be known. The end result may therefore be that towards the end of the college career they begin to understand that there is room to grow intellectually.

Men were also significantly higher in agreeableness. These results could be positive information for people involved in the school systems and what they have to offer. With more men choosing to become educators than before, it is encouraging to know that they have high levels of agreeableness, at least in comparison to women.

Berliner and Biddle (1995) state that students will grow most effectively if their achievement is encouraged and images of adult responsibility are projected for them. For this to be possible, educators need to have personality traits that fit accordingly. It is critical for society to investigate what types of additional evaluations our school systems need. According to Hurn (1993), the blame for poor student performance lies with the teachers. It is important for researchers to investigate the personality traits of these types of teachers due to the influence that these teachers have on children.

The significant interaction of sex and major variables demonstrates that while female education majors have higher agreeableness than female noneducation majors, male noneducation majors have higher agreeableness than male education majors. These results could be indicative of different personality traits between men and women. Women high in agreeableness may be choosing to become education majors, while men high in agreeableness may be choosing other majors. Due to little research being done on female personality traits and

major choice, it is difficult to justify these findings. Gottfredson and Holland (1975) state that personality and career choice may be less overlapping in women than men. This could illustrate that women may not define themselves based on their personality. They may be more prone to choose a major based on what they want to do, rather than on where the personality traits fit into.

The significant interaction between sex and level variables demonstrates that female lower level students had higher agreeableness than female upper level students, while male upper level students had higher agreeableness than male lower level students. These results may suggest that females progressively become more independent throughout their college years, while males progressively become more willing to listen to other's viewpoints throughout their college years. Both sexes may eventually meet in the middle (females become less agreeable and males become more agreeable), to where they are both at optimal levels of agreeableness. Women may start out with high agreeableness due to always wanting to please others and not wanting to seem too aggressive to the male dominated society. Males may start out with low agreeableness due to always wanting to appear superior in the work or school atmosphere. Throughout their college career, both sexes may learn to adjust their levels of agreeableness in order to get along with others, as well as allowing themselves to maintain some independence and superiority.

Recommendations

It is recommended by this researcher that these results be generalized with caution. This study lends support to previous research that suggests (e.g. Hogan, Hogan, & Roberts, 1996) that personality and major or career choice are not strongly related. This research may be useful to academic counselors who assist students in choosing majors.

Understanding that personality factors may not influence career or major choice is important. This research is also important for counselors to be aware that they may have to look beyond personality measures to help find appropriate majors or careers for their students. As future research is done in this area, school counselors will need to remain up to date on the effects of personality traits and career or major choice.

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Appendix A

Demographic Questionnaire

Please answer the following questions by circling the correct response or writing it in the blanks.

Age _____

Gender: Male Female

Class rank: Freshman Sophomore Junior Senior Other

Cumulative college GPA: 4.0-3.5 3.5-3.0 3.0-2.5 2.5-2.0 2.0-1.5 less than 1.5

High school GPA: 4.0-3.5 3.5-3.0 3.0-2.5 2.5-2.0 2.0-1.5 less than 1.5

SAT or ACT scores _____

What region of the United States are you from? (If you are from another country, please indicate your answer in the blank marked other).

Northeast Southeast Midwest Northwest Southwest Other _____

Ethnicity: White Black/African-American Asian/Asian-American Hispanic
Other _____

Major _____

Appendix B

Please answer the next set of questions using the following scale:

SD = Strongly disagree

D = Disagree

A = Agree

SA = Strongly agree

- SD D A SA 1. I feel that I am a person of worth, at least on an equal plane with others.
- SD D A SA 2. I wish I could have more respect for myself.
- SD D A SA 3. I am able to do things as well as most other people.
- SD D A SA 4. I certainly feel useless at times.
- SD D A SA 5. I feel that I have a number of good qualities.
- SD D A SA 6. All in all, I am inclined to feel that I am a failure.
- SD D A SA 7. On the whole, I am satisfied with myself.
- SD D A SA 8. I feel I do not have much to be proud of.
- SD D A SA 9. I take a positive attitude toward myself.
- SD D A SA 10. At times I think I am no good at all.

Appendix C

Indicate how much you disagree or agree with each statement below using the following scale:

1 2 3 4 5
 strongly strongly
 disagree agree

- _____ 1. My beliefs about myself often conflict with one another.
- _____ 2. On one day I might have one opinion of myself and on another day, I might have another opinion.
- _____ 3. I spend a lot of time wondering about what kind of person I really am.
- _____ 4. Sometimes I feel that I am not really the person that I appear to be.
- _____ 5. When I think about the kind of person I have been in the past, I am not sure what I was really like.
- _____ 6. I seldom experience conflict between the different aspects of my personality.
- _____ 7. Sometimes I think I know other people better than I know myself.
- _____ 8. My beliefs about myself seem to change very frequently.
- _____ 9. If I were asked to describe my personality, my description might end up being different from one day to another day.
- _____ 10. Even if I wanted to, I do not think I could tell someone what I am really like.
- _____ 11. In general, I have a clear sense of who I am and what I am.
- _____ 12. It is often hard for me to make up my mind about things because I do not really know what I want.

Appendix D

This questionnaire contains 12 statements. Read each statement carefully. For each statement provide the response that best represents your opinion:

Circle **SD** if you **strongly disagree** or the statement is definitely false.

Circle **D** if you **disagree** or the statement is mostly false.

Circle **N** if you are **neutral** on the statement, you cannot decide, or the statement is about equally true and false.

Circle **A** if you **agree** or the statement is mostly true.

Circle **SA** if you **strongly agree** or the statement is defiantly true.

Please respond to all the statements, giving only one answer each.

- SD D N A SA 1. I try to be courteous to everyone I meet.
- SD D N A SA 2. I often get into arguments with my family and co-workers.
- SD D N A SA 3. Some people think I am selfish and egotistical.
- SD D N A SA 4. I would rather cooperate with others than compete with them.
- SD D N A SA 5. I tend to be cynical and skeptical of others' intentions.
- SD D N A SA 6. I believe that most people will take advantage of you if you let them.
- SD D N A SA 7. Most people I know like me.
- SD D N A SA 8. Some people think of me as cold and calculating.
- SD D N A SA 9. I am hardheaded and tough-minded in my attitudes.
- SD D N A SA 10. I generally try to be thoughtful and considerate.
- SD D N A SA 11. If I do not like people, I let them know it.
- SD D N A SA 12. If necessary, I am willing to manipulate people to get what I want.

Appendix E

Informed Consent Document

The Division of Psychology and Special Education at Emporia State University supports the practice of protection for human subjects participating in research and related activities. The following information is provided so that you can decide whether you wish to participate in the present study. You should be aware that even if you agree to participate, you are free to withdraw at any time, and that if you do withdraw from the study, you will not be subjected to reprimand or any other form of reproach.

This study requires that you fill out four brief surveys. The approximate time to take them is 10 to 15 minutes. There is no risk involved for participating in this study.

The benefits that are expected from the study are to discover what types of personality characteristics might relate to a student's designation of a teaching or a non-teaching major.

For your benefit, a time will be posted as to when you can find out the results of the study. The results may implicate your own life and career decisions; therefore the results could be advantageous for you the participant.

"I have read the above statement and have been fully advised of the procedures to be used in this project. I have been given sufficient opportunity to ask any questions I had concerning the procedures and possible risks involved. I understand the potential risks involved and I assume them voluntarily. I likewise understand that I can withdraw from the study at any time without being subjected to reproach."

Subject

Date

I, Amanda Cunningham, hereby submit this thesis to Emporia State University as partial fulfillment of the requirements for an advanced degree. I agree that the Library of the University may make it available to use in accordance with its regulations governing materials of this type. I further agree that quoting, photocopying, or other reproduction of this document is allowed for private study, scholarship (including teaching) and research purposes of a nonprofit nature. No copying which involves potential financial gain will be allowed without written permission of the author.

Amanda Cunningham

Signature of Author

6-4-01

Date

Teaching vs. Nonteaching Majors: Are
Personality Factors and Teaching
Designation Linked?

Title of Thesis

Ray Coon

Signature of Graduate Office Staff

June 4, 2001

Date Received

0152001