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IFIERS Sixteen Personality Factor Questionnaire

RACT
This study systematically investigated age
erences in personality characteristics of advantaged and
dvantaged high school and college females. Two hundred and thirty
e subjects (Ss) were randomly selected from an urban environment:
disadvantaged and 112 advantaged high school girls, and 38
dvantaged college women. The test norms for the study instrument,
ell's 16 Personality Factor Questionnaires, were based on a group
5 advantaged college women. The disadvantaged group was 50
ent black and Puerto Rican, while the advantaged group was 75
ent White. Both disadvantaged and advantaged high school girls
ed a pattern of group-dependence, self-assurance, expediency, and
tively little frustration, with the disadvantaged girls
cating greater emotional instability, less intelligence, lower
strength, and tough-mindedness. Disadvantaged and advantaged
ege women seemed more sociable, assertive, conscientious,
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Age Differences in the Personality
Profiles of Disadvantaged Females

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In an analysis of the personality traits of disadvantaged females, it was found that both disadvantaged and advantaged high school girls showed a personality pattern of group-dependence, self-assurance, expediency, and relatively little frustration, with the disadvantaged girls indicating greater emotional instability, less intelligence, lower ego strength, and tough-mindedness. Disadvantaged and advantaged college women indicated a different profile. They seemed to be more sociable, assertive, conscientious, venturesome, sensitive, guilt-prone, self-sufficient, tense, and controlled. The advantaged women demonstrated an even greater tendency toward intelligence and enthusiasm.

Age Differences in the Personality
Profiles of Disadvantaged Females

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There is a growing body of evidence indicating that the disadvantaged young do not necessarily hold negative self-images of themselves (Carter, 1968; Coopersmith, 1967; Powell & Fuller, 1970; Rosenberg, 1965; Soares & Soares, 1969a, 1969b, 1970, 1971; Trowbridge, 1970). There are few studies, however, that have focused on those personality traits comprised in the self-image that differentiate the disadvantaged from the advantaged (cf. Deutsch, 1967). In addition, although research has been undertaken that demonstrates the relationship of personality dimensions and a number of variables such as academic achievement (Ahammer & Schaie, 1970; Butcher, Ainsworth, & Nesbitt, 1963; Linton, 1967), there seems to be no study which systematically investigated age differences in the personality traits of the disadvantaged, particularly female Ss (a rather neglected area as cited in Bachtold & Werner, 1970). The specific problem was the study of those personality characteristics that differentiated disadvantaged high school girls and college women from two similar groups of advantaged females.

METHOD

Subjects

In the present investigation there were over 200 Ss randomly selected from an urban environment: 195 high school girls - 83 disadvantaged, 112 advantaged - and 38 disadvantaged college women and a norm group of 86 advantaged college women (Cattell & Ever, 1962). Disadvantage was determined in terms of annual family income (less than \$4,000), living quarters (low-rent tenements or subsidized housing), and receipt of state aid or welfare funds (college women who were in higher education as a result of special scholarships). There was a minority composition in the disadvantaged of 50% Negroes and Puerto Ricans. Advantagement

was defined by a minimum of \$7,000 annual family income, at least one adult family member in a steady job, and residence in a one-family home. There was a white majority in this group of 75%.

Procedure

The comparison of the female groups was made with the 16 PF Questionnaire for the college women and those similar scales on the Jr.-Sr. HSPQ form for the high school girls. The resulting personality scales for the comparison were as follows:

<u>Low Scores</u>	<u>High Scores</u>
A: reserved, detached	vs. outgoing, sociable
B: less intelligent	vs. more intelligent
C: affected by feelings	vs. emotionally stable
E: obedient, conforming	vs. assertive, dominant
F: sober, serious	vs. enthusiastic, gay
G: expedient, evades rules	vs. conscientious, ego strength
H: shy, restrained	vs. venturesome, spontaneous
I: tough, self-reliant	vs. sensitive, tender-minded
O: placid, confident	vs. apprehensive, guilt-prone
Q2: group-dependent	vs. self-sufficient
Q3: undisciplined, self-conflict	vs. controlled, compulsive
Q4: relaxed, unfrustrated	vs. excitable, tense

RESULTS

As contrasted with the norm group of women (Cattell & Ever, 1962), the scores of both groups of high school girls were significantly lower than both groups of college women. (See Table 1.) In addition, the disadvantaged high school females had significantly lower scores than advantaged girls on the B, C, and I dimensions. Among the college women, the advantaged females indicated significantly higher scores on B and F. In general, the profiles of the high school girls were similar, falling in the lower third of the grid. The profiles of the college women were also similar, generally comprising the midsection of the grid. (See Figure 1.)

CONCLUSIONS

Both disadvantaged and advantaged high school girls showed a low-scoring pattern that tends toward such characteristics as group-dependent, reserved, submissive, unfrustrated, self-assured, expedient, feeling few obligations, undisciplined, and following their own urges. Moreover, the disadvantaged girls seem to be less intelligent, more emotionally unstable, and tougher.

On the other hand, the college women seem to be more sociable, emotionally stable, assertive, conscientious, venturesome, sensitive, guilt-prone, self-sufficient, controlled, and tense. The advantaged women also indicate an even greater tendency toward intelligence and enthusiasm. It seems possible that, although the criterion of disadvantage differentiates the female groups somewhat, the more crucial factor appears to be the differences in experiences, maturity, and goals as implied by the ages and present activities of the Ss. As Coopersmi (1967) indicates: "It appears that the broader social context does not play as important a role in interpreting one's own successes as has often been assumed (p.37)."

TABLE I

Means and Standard Deviations for the Personality Factors of Disadvantaged and Advantaged High School Girls in Comparison to Disadvantaged and Advantaged College Women

Factor	Disadvantaged girls M	SD	Advantaged girls difference	Disadvantaged women difference	Advantaged women difference
A	6.86	1.77	-1.05	-5.02**	-4.90**
B	4.60	1.95	-1.39*	-2.32*	-4.12**
C	1.64	2.17	-3.72**	-14.39**	-13.13**
E	2.93	1.07	-1.11	-6.61**	-7.76**
F	4.40	1.55	- .41	-8.95**	-10.96**
G	5.92	2.18	- .44	-7.72**	-6.96**
H	4.02	1.97	-1.12	-8.29**	-8.29**
I	9.26	2.13	-3.10**	-2.58*	-2.50*
O	5.67	2.00	- .97	-6.03**	-4.94**
Q ₂	4.54	2.71	- .43	-5.48**	-5.15**
Q ₃	6.92	2.75	- .22	-4.60**	-3.71**
Q ₄	6.38	2.92	- .65	-6.54**	-6.42**

*p < .05

**p < .01

Sten Scores

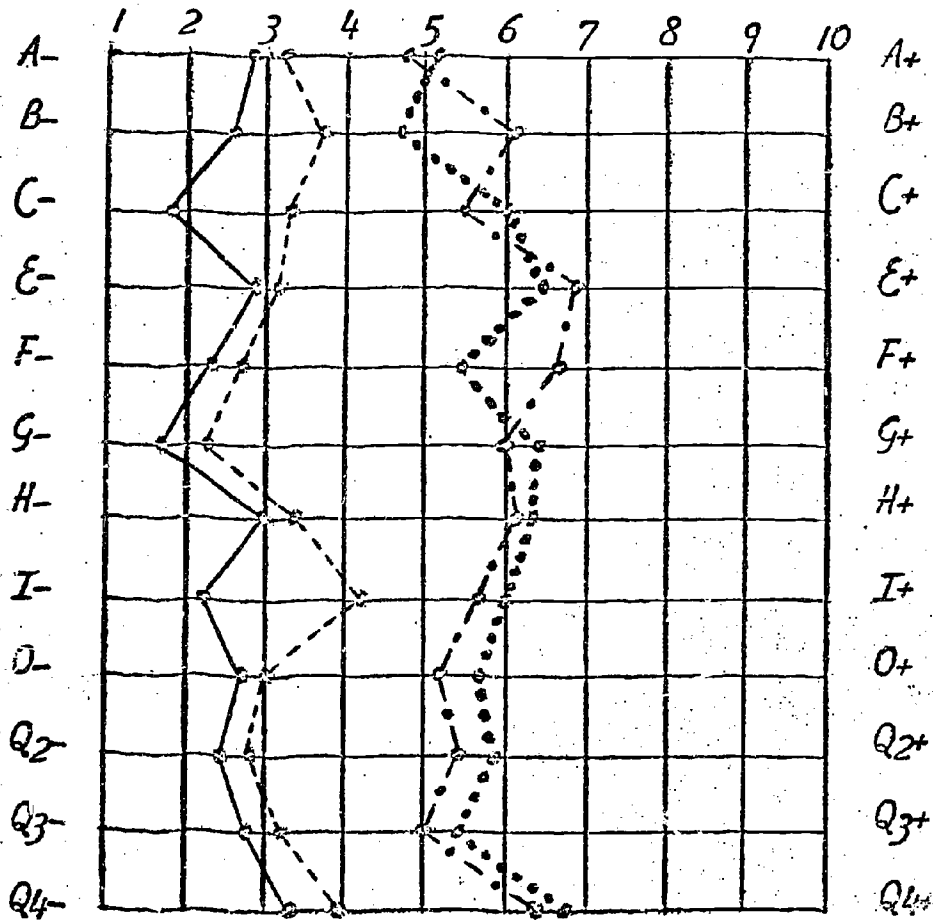


Figure 1

Personality Factors of
Disadvantaged and Advantaged
High School Girls and College Women

Codes:

- Dis. girls ———
- Adv. girls - - - - -
- Dis. women
- Adv. women -

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