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A survey to determine the place of personality development training in the business curriculum of a selected group of Catholic high schools in the United States

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Boston University

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Boston University
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

A SURVEY TO DETERMINE THE PLACE
OF PERSONALITY DEVELOPMENT TRAINING
IN THE BUSINESS CURRICULUM OF A SELECTED GROUP
OF CATHOLIC HIGH SCHOOLS IN THE UNITED STATES

Submitted by

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B. S., Nazareth College, 1942
In partial fulfillment of the requirements for
the degree of Master of Education
1955
First Reader:  Lester I. Sluder, Associate Professor of Business Education

Second Reader:  Mary E. Connelly, Associate Professor of Secretarial Studies and Business Education
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The writer wishes to express sincere gratitude to Lester I. Sluder, Associate Professor of Business Education, Boston University, for his guidance and encouragement in the preparation and completion of this survey.

The writer also desires to express appreciation to Robert C. Waehler for his many helpful suggestions.
CHAPTER I
INTRODUCTION

Statement of the Problem

The purpose of this study was to determine (1) the place of personality development training in the business curriculum of Catholic high schools throughout the United States; (2) to learn the methods and techniques employed by the business teachers in these schools; and (3) to find out the amount of emphasis given to personality development training in these schools.

Justification of the Problem

Personality is a subject that has universal appeal. Teachers appreciate how much a pleasing personality means in the world of business and yet it is often true that very little time is given to its development by those who have it in their power to render the greatest assistance. In an effort to show what has been done in this field with a view to encouraging those who have not given sufficient emphasis to the topic the writer made this study.

A suggestion was made by Robert C. Waehler¹ in a

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survey of Massachusetts business teachers that further research be done in this field. One of his recommendations, that a questionnaire be developed for another geographical area to find out how much business teachers are doing to develop good personality and character traits in high school students, gave added impetus to the study.

Analysis of the Problem

In making this survey, the writer attempted to find out if personality development were given as a regular course in the high school business department and if not, what program was followed in developing the personality of the student.

The questionnaire was so constructed as to determine how much time was given to the development of personality traits; the classes which particularly emphasized personality development; the methods and techniques by which this was accomplished; and which traits were particularly stressed.

The Scope of the Problem

This study was conducted on a nation-wide basis and was limited to Catholic high schools having a registration of at least 200 students. Questionnaires were sent to 165 schools in 37 states and the District of Columbia. The original intention of the writer was to make a comparison of the methods used by those schools having a separate
course in personality development and the methods used by those schools not having such a course. However, of the 89 questionnaires returned only one school filled in Section II which was for those schools having a separate course in personality development. Therefore, the problem was reduced to making an analytical study of what has been done to help the students in the development of good personality and character traits in those schools where no special course in personality development is offered.

Organization of Chapters

Five chapters were developed in making this study to determine the place of personality development in the Catholic high school business curriculum. Chapter I contains the introduction to the study which includes the statement of the problem, its analysis and scope. Chapter II is devoted to a review of the related literature which gives the background of the study. Certain definite procedures were followed in carrying out this study and these are listed in Chapter III. Chapter IV covers a complete analysis of the data given in the questionnaires. The summary in Chapter V gives the findings and conclusions as well as the recommendations for further research in this all-important matter of personality development.
CHAPTER II
RELATED LITERATURE

The importance of personality development can be judged in a very definite way from what has been written about it. Books, educational as well as best sellers, theses, magazine articles, and newspaper columns all devote much time to this subject because it is one that touches so closely the lives of all. In making this study the writer made an intensive review of educational literature in particular to discover the views of educators, especially business teachers. Because employers and personnel directors are vitally interested in this same subject, their ideas about the need for a well-balanced personality were also sought.

Included in the related literature section are books, research studies, magazine articles, and pamphlets dealing with the development of personality and character traits.

It is the belief of the writer that personality is the outstanding characteristic which most frequently determines one's success or failure in business. According to Katherine Bleecker\(^1\) in her book, *Business Etiquette*, "success or failure in business, according to a survey of ten thousand men made under the auspices of the Carnegie Foundation, is

determined 85 per cent by personal qualities as against 15 per cent by technical training." This proves the necessity for more concentrated work in this area.

Personality may be defined in many different ways. In the field of psychology it is considered to be the totality of an individual's characteristics, especially as they concern his relation to other people. The dictionary definition tells us that it is individuality, distinction or excellence of personal traits. It also defines it as a magnetic personal quality. Personality, according to Wrightstone\(^1\) covers a multitude of concepts. He says that "personality is the combination of a person's interests, attitudes, ways of behaving, temperament, and often his aptitudes or his capacities as well." Personality does not constitute a single character trait but is the total of all character traits. All people possess personality—in some it is good, in others poor. Because a person's actions have such a definite influence on the people with whom he comes in contact, it is necessary that the teacher help students to improve the things that are faulty. This means all teachers in general but the business teacher in particular has a real obligation to her students in this matter of personality development.

Christ, the teacher par excellence, has given us the key to the complete development of personality. His words, "Be you therefore perfect, as also your heavenly Father is perfect," are for us a positive command. Christ also tells us, "He that shall do and teach, he shall be called great in the kingdom of heaven." Christ gave us lessons of courage, tact, self-control, poise, and courtesy, and these may well serve as examples for all students. Could not teachers profit from a study of Christ's personality as found in the gospels? Students cannot be trained in proper habits nor can they be made to see true values unless the one who is doing the training has developed within himself those qualities that make for successful living in the true sense of the word.

Because personality involves the well-balanced integration of physical, mental, moral, and spiritual faculties of an individual, it is the belief of the writer that the following traits are most essential to the development of a pleasing personality. These traits are appreciation, cooperation, courage, courtesy, dependability, efficiency, generosity, honesty, initiative, loyalty, morality, poise, punctuality, self-control, sense of humor, and tact.

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2Ibid., V:48.
Comparing these with a list of personality traits which Phillip J. Rulon\(^1\) of Harvard, working with a group of educators, drew up and which were finally reduced to eight of the most desirable, it is interesting to note that those selected by the writer included seven of these eight characteristics.

Elizabeth T. Van Derveer\(^2\) reporting in the 1951 Yearbook of the National Business Teachers Association selects six principles of personality development which might well serve as a standard for work in this area. She illustrates how improvement in personality can be sought through classroom, guidance, and extra-curricular activities, as well as by direct and indirect teaching. The six principles of character and personality development are:

1. The subject is a means to an end, the end being the wholesome development of the pupil being served.

2. As a part of his preparation for business, the student personal program should assist the student in the development of his attitudes, emotions, appearance, and behavior.

3. Modification of behavior in the learner is the most effective measure of an educational program.


\(^2\)Van Derveer, Elizabeth T., "Developing the Character and Personality of Pupils," *The American Business Education Yearbook*, vol. 8, 1951, pp. 84-105.
4. Plans may be made for achieving desirable traits directly in the classroom but purely as concomitants to the learning of other subject matter and without an awareness on the part of the students that they are learning desirable traits.

5. Personality is of sufficient importance in business relations as to merit curricular emphasis equivalent to that of skills and knowledges. Its development should not be left to chance nor should it be considered a by-product of subject matter learning.

6. The teacher may set up definite plans for developing desirable traits but provide for attaining these traits entirely in out-of-classroom situations.

Listed under each of the principles except the first were practices which would aid in the development of desirable personality traits. Commenting on the first principle, Van Derveer\(^1\) states that

> The development of employable persons is a fixed objective in the training of young people for business occupations. However, the effort to develop personality must not be limited to any one curriculum or course, although it is readily admitted that unusual opportunity exists in the business education curriculum to introduce the topic of personality.

The practices listed under the fifth principle were of particular interest to the writer. These showed how special activities were set up for the development of personality traits. This section would be of particular interest to those teachers who are desirous of setting up a

\(^{1}\)Ibid, p. 86.
definite course for personality development. The Jones Rating Scale of Personality which shows a composite rating of the pupil by himself, his parents, one of his classmates, and all of his instructors was used. Methods of improving personality were discussed. The importance of good grooming was also stressed. Much has been written about what should be included in a course of this nature because there is so much that goes into the making of a desirable personality.

The majority of employers today consider personality first of all in filling positions. They know from experience that those who can make satisfactory occupational adjustments will be successful. Chapman reports that applicants for Federal jobs are given this advice by the United States Civil Service Commission:

This is a social world. Most workers must mingle with other workers. The employee who at all times can get along with his associates has mastered one important element of success.

According to this same report by Chapman personality is placed first by United States Steel when filling executive positions and includes under this heading such evidence of personality as appearance, manners, disposition, character, and influence on others.

Paul W. Boynton, supervisor of employment for Socony-

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2Loc. cit.
Vacuum Oil Company and author of *Six Ways to Get a Job*, is further quoted by Chapman¹ as making this pertinent comment:

Not many people are fired because they lack brains enough for the job. They are fired because they are unwilling to work, or to shoulder responsibility, or to get along with other people, or to take pains. None of these things has anything to do with inherent ability. They are all things the individual could change. Business does not demand that you be brilliant. It gives you a chance to show what you can do. Within reason, you just about write your own ticket. It is things like tardiness, sloppiness, the inability to get along with other people, laziness, lack of initiative, which take people off the payroll.

The ability to get along well with other people is a qualification that ranks first in getting and making progress on a job. Employers have begun to realize that there must be a spirit of cooperation in business if there is to be speed, harmony, and accuracy in carrying out a job. According to Chapman² the National Broadcasting Company makes this statement which should be of importance to the business teacher:

> We look for leadership qualities as well as intelligence. A man's scholastic standing is important, but even though he ranked at the head of his class, if he could not get along well with others, he probably would not

¹Ibid., pp. 8-9.

²Ibid., p. 12.
get along well with us.

The application forms and rating sheets that are in use today in business serve as guides to the qualifications that employers seek in the people they are going to hire. According to Chapman's listing the following qualifications are considered to be essential by the General Foods Corporation:

1. Physical Qualifications
   Is the applicant well proportioned, and of healthy, pleasing appearance?

2. Dress
   Is the applicant neatly and tastefully dressed, in line with standards of our employees?

3. Poise
   Is the applicant nervous and uncertain, or calm and composed?

4. Expression
   Does the applicant express himself clearly and well? Is he verbose? Does he discriminate between the important and the unimportant?

5. Adaptability
   Will the applicant be able to adapt himself to work conditions, to superiors, to associates of equal rank, and to subordinates?

6. Initiative and Interest
   Does the applicant have a genuine interest in the job? Is

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1Ibid., pp. 12-13.
there evidence of this ability in his school record, or on a similar job?

7. Capacity for Job

Will the applicant perform well on the job? Does he have the ability to do the job well?

8. Capacity for Growth

Does the applicant seem to have the ambition, ability, and personal qualifications necessary for higher positions of the same type?

The use of rating sheets will be of untold value to the students. William Landis\(^1\) says, "If we are attempting to develop socially and vocationally efficient personalities who will function in our society, we need to give an evaluation of the various characteristics which determine the fitness of our product." His rating sheet lists a group of characteristics which a salesman must possess to be successful and on the reverse side makes comments on each trait which will assist the student in rating himself.

Pupil Rating Sheet for Salesmanship

Name __________________________
For the month of ________ 1 2 3 4 5
Personal Appearance
Initiative

Alertness
Industriousness
Accuracy
Loyalty
Responsibility
Voice
Courtesy
Neatness
Use of Correct English
Tact
Confidence
Sense of Humor
Judgment
Enthusiasm
Knowledge
Imagination
Use of Good Common Sense
Speed
Remarks:_________________

Perfect Score = 20

A check in the column marked:
1 indicates Excellent
2       "       Good
3       "       Fair
4       "       Poor
5       "       Failure

Pupil's Score________

Salesmanship grades:
First period_____
2nd     "     _______
3rd     "     _______
4th     "     _______
5th     "     _______
These rating scales are duplicated for the students and each pupil is given a copy. There should be a definition of items appearing on any scale, according to Landis,¹ and preferably on the back of the scale. The following comments appeared on the back of the Rating Sheet for Salesmanship:

**Personal Appearance:** Hair, necktie and shirt, shoes, suit. Are they at their best at all times? What about your posture?

**Initiative:** Do you do something of value before you are told to do it?

**Alertness:** Are you wide awake at all times? Are you a live part of your environment?

**Industry:** Do you do more than the minimum requirements?

**Accuracy:** Do you hurry over your work? Are your methods slipshod? Do you firmly believe that a little well done is better than a lot that is done quickly with no regard to quality?

**Loyalty:** Are you loyal to your friends? your convictions? your school? yourself?

**Responsibility:** Can others rely on you? Are you dependable? Will you do a good job and finish it on time?

**Voice:** Are you trying to develop a rich, refined, deep and well-modulated tone, and a full distinct articulation? Does your voice reveal the character of a man?

**Courtesy:** Do you say "Please," "Thank you," and "You're welcome" when there is an opportunity to use these words? Do you indicate by your actions that you think of the other person before yourself?

**Neatness:** In addition to dress, do you have "a place for everything and everything in its place?"

¹Ibid., p. 293.
Use of Correct English: Do you sincerely and earnestly try to speak and write correctly?

Tact: Do you say the right thing at the right time?

Confidence: Do you plan carefully and then, with the confidence born of careful preparation, apply your plans intelligently and expect a reasonable degree of success?

Sense of Humor: Do you really possess a sense of humor, or is it a sense of the ridiculous? A sense of humor is valuable.

Judgment: Do you weigh carefully both sides of a question and then make a decision?

Enthusiasm: Do you pursue eagerly those things that will help you to develop your abilities, or do you give up when the initial thrill leaves routine duties in its wake?

Knowledge: Do you know whereof you speak, or do you pretend to know by "pulling a bluff"?

Imagination: Do you possess creative imagination? Can you see and visualize results before the process is completed? Can you create things that will interest other people?

Use of Good Common Sense: Do you use your head?

Speed: Quality is more important than quantity, but a reasonable output is absolutely essential to success in the business world.

Any student having a chart of this nature before him as a daily reminder must of necessity improve where improvement is needed.

Research in this field has convinced the writer that business is demanding that the schools do more concrete work in the development of the personality of the students who will enter the world of business.

The business teacher should be as keenly alert to the
problem of personality development as is the businessman. That many business teachers are giving serious thought to this vital subject is evidenced by the literature that has been and is being written on the subject. Research problems have been carried out, articles have appeared in the leading business journals, monographs have been prepared and books on the subject have been published by publishers who are active in the field of business education.

The teacher's influence in developing personality traits has been well expressed by Russell M. Perrigo1 who feels that

This subject of personality development is of no more importance to our business education departments than to any other field of education in our modern secondary schools. The happiest and most useful citizens will be those who have developed to the fullest extent every faculty of getting along with other people, of being valuable assets to the environment they help to create, and of being efficient performers in the drama of earning a livelihood. Every teacher should try to impress upon his pupils the value of excellent appearance—the manner of wearing clothes and of keeping well-groomed. The importance of a friendly disposition and a smiling countenance cannot be overstressed. This point is no new trick which is found only in the realms of business building.

The business teacher has much to impart in the way of skill building in the various subjects he presents to the students. He realizes that one of his major objectives is to train his students to be competent on the job. But he must realize that vocational competency is not enough. It

is the duty of the teacher to help the students in the
development of desirable personality traits. In this way
students will become capable, efficient, and successful
business employees. Their success will depend in large
measure on their personality and character traits and not
alone on the technical skills which they possess. This same
idea finds expression in an article by Murray Banks\(^1\) who
states:

> It is obvious to all of us that in the world
> of business the students need more than just
> a knowledge of the job and the required tech­
> nical skills. No matter how well the student
> has developed his vocational skills, he will
> neither be successful nor happy if he has not
> at the same time developed his personality
> to the degree that he is able to command the
> respect and the friendship of worth-while
> people, make desirable impressions, and en­
> hance his chances for steady advancement in
> business.

In conclusion Banks gives this as a primary ob­
jective to those teachers who are interested in developing
the personality of their students:

> The primary objective of the training in per­
> sonality development is the realization on the
> part of the student that only through abundant
> practice and desirable behavior can he develop
> an effective personality which will help him,
> without conscious effort, to say the right
> thing or to do the right thing in the right way
> at all times. Students begin to understand
> that to win the prizes of successful living
> requires no rare, inborn qualities, no leg­
> acies of wealth or social position. The basic

\(^1\)Banks, Murray, "A Course of Study in Personality
Development," *The Balance Sheet*, vol. 25, September, 1943,
p. 10.
requirement is merely a resolute decision to use to the fullest extent the potentialities of one's present self.

Another educator who holds this same opinion about desirable business traits is C. A. McKinney\(^1\) who claims that

In the training of young persons . . . it is important that, in addition to learning the skills, they should acquire the personal qualities that make for success. Regardless of how skillful a person becomes, if he does not have attitudes and personal traits of the kind employers and society expect of him, his success will be limited and he will fall far short of reaching the goal he otherwise would be able to attain.

D. D. Lessenberry\(^2\) says, "Business men expect us, then, to train these students not only to the point of competence in the needed skills, but there is now the inescapable demands for trait training."

Because there is a need for a more definite program of education in personality development, the writer was particularly interested in learning what has been accomplished in the way of building a definite course for this subject.

In a monograph published by the South-Western


Publishing Company, Miriam Cressey asks the question, "Can Personality be Taught?" and in a scholarly manner proves that it can be. In the course of study which she has formulated, she includes four major topics. The first part of the course has to do with understanding people for the purpose of getting along with one's business associates. A series of activities is outlined which will help to promote friendliness and cooperation among members of the class. The purpose of the activities is to provide opportunities for all students to do things before the class, to help them gain poise, and to banish some of their self-consciousness. Under the topic "Personal Appearance" which forms Part II of the course, the teacher considers posture, cleanliness, cosmetics, and grooming. The third part of the course considers manners and etiquette, and the last section touches on cultural background. The author feels that although acquiring appreciations is a lifelong process, high school students may easily be made aware of the importance of consciously making a beginning in this direction. The outline of contents for Part IV is exceptionally well done and worthy of consideration by any teacher interested in formulating a course of study for personality development.

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The Bryant & Stratton Business Institute gives special emphasis to building personality. Elizabeth F. Trumper¹, head of the Secretarial Science Department, lists the five factors on which the school bases its effective program:

1. There must be a personal adviser, or counselor--someone who is understanding and sympathetic and patient with young people.

2. There should be a basic course in personality development. It should be taught to groups small enough so that the course may be conducted in an informal manner. It should be conducted by the "conference method," which is particularly well adapted to a course of this kind.

3. There must be conferences between the individual students and their adviser, so that each student is conscious of improvement and knows in what direction further to improve. At least two instructors and the adviser should rate each student in personality traits. These three ratings, averaged, present a composite picture of the student. This is used as a basis for a conference with the student, then forwarded to the placement bureau for entry on a cumulative grade card.

4. During the final term, there must be a thorough review of those personality factors that lead to success on the job--a review of the technique of conducting one's self during the employment interview, a review on filling in job-application forms and taking employment tests, and similar activities that again require the student to look

in the mirror that reflects personal qualifications.

5. A few weeks before the student is ready to leave the school, a final rating of his personality and traits—as they have evolved and as they can finally be appraised—should be made. These data are placed on his employment record card for the use of the placement department.

The article concludes by saying that any school can offer an effective program if the school and the staff will take the pains to see that an adviser is always at hand to strengthen the student; that a course on personality fundamentals is given which will build personality instead of merely glossing it; and that a steady stream of ratings and interviews... is maintained so that the learner can see himself as others see him—and improve the picture.

From this review of literature on the subject of personality development, it is evident that much thought has been given to the subject by both teachers and businessmen. It gives encouragement to those who have made an effort to help their students develop a pleasing personality and should serve as a challenge to those teachers who are not keenly alert to the necessity of assisting their students in this all-important work.
CHAPTER III
PROCEDURE

The following procedures were followed in the development of this study which was made to determine the place of personality development in the curriculum of a selected group of Catholic high schools.

1. A detailed review was made of the related literature on this subject in order to furnish background for the study.

2. A questionnaire consisting of four pages and a letter of transmittal were prepared. This material was presented in a seminar class and discussed by the group. Several suggestions for revision were made by this class and these were incorporated in the final instrument.

3. The Catholic Directory which lists the high schools in the United States and gives the registration for each was used in order to select the schools for the study. These schools were located in 37 states and the District of Columbia. The majority of schools selected had a registration of over 200 students. Wherever possible schools having both boys and girls
in attendance were chosen.

4. Questionnaires were sent to 165 schools selected for the study.

5. Questionnaires were returned by 89 schools and the data obtained from these questionnaires were tabulated and analyzed.

The following chapter covers a complete analysis of the data given in the questionnaires.
CHAPTER IV

Analysis of Data

As a basis for this study, questionnaires were mailed to 165 Catholic secondary schools in the United States. These schools represented every state except Colorado, Wyoming, Kansas, Mississippi, Nevada, New Hampshire, New Mexico, North Carolina, Oklahoma, South Dakota, Tennessee, and Virginia. An effort was made to select schools with an enrollment of at least 200 students. Schools in the states listed above did not have a large enough registration to warrant being included in this survey.

Replies were received from 100 schools representing 30 states, but all did not complete the questionnaire because business subjects were not offered in their schools. The actual number of questionnaires used in the analysis was 88.

Only one school of those returning questionnaires had a definite course in personality development. This school, located in Los Angeles, California, had a registration of 1,100 girls with 400 enrolled in the business department. This course was given in grades 11 and 12 and carried a half unit of credit. This school was not included in the survey.

Table I shows the total enrollment of the 88 schools participating in the survey. A study of the table shows a wide variation in the number of students enrolled. Six schools had an enrollment of less than 250 students.
Thirty-nine schools, or 44.34 per cent, had an enrollment between 250 and 500; 19, or 21.59 per cent, had an enrollment between 500 and 750; six, or 6.81 per cent, had an enrollment between 750 and 1,000; and eighteen, or 20.45 per cent, had a registration larger than 1,000 students. These figures show that 65 per cent of the schools were included in the groupings of 250 to 750 students.

TABLE I
TOTAL ENROLLMENTS OF THE EIGHTY-EIGHT SCHOOLS PARTICIPATING IN SURVEY

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Number of Schools</th>
<th>Per Cent</th>
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<tbody>
<tr>
<td>Less than 250</td>
<td>6</td>
<td>6.81</td>
</tr>
<tr>
<td>250 - 500</td>
<td>39</td>
<td>44.34</td>
</tr>
<tr>
<td>500 - 750</td>
<td>19</td>
<td>21.59</td>
</tr>
<tr>
<td>750 - 1000</td>
<td>6</td>
<td>6.81</td>
</tr>
<tr>
<td>1000 and over</td>
<td>18</td>
<td>20.45</td>
</tr>
<tr>
<td>Total</td>
<td>88</td>
<td>100.00</td>
</tr>
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Number of Students in Business Departments

As can be seen in Table II, there was a wide spread in the size of the enrollment in the business education department. Seven schools, or 8 per cent of the schools, reporting
had a registration of less than 50 students. Twenty-four schools, or 27 per cent, reported 50 to 100 business education students. Thirty-eight schools, or 43 per cent, reported an enrollment between 100 and 250 students in the business education department. Fifteen schools, or 17 per cent, had a registration of 250 to 500, while four schools only had a registration of over 500 students in the business education department.

**TABLE II**

**NUMBER OF STUDENTS ENROLLED IN BUSINESS EDUCATION DEPARTMENT OF THE EIGHTY-EIGHT SCHOOLS PARTICIPATING IN SURVEY**

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Number of Schools</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 50</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>50 - 100</td>
<td>24</td>
<td>27</td>
</tr>
<tr>
<td>100 - 250</td>
<td>38</td>
<td>43</td>
</tr>
<tr>
<td>250 - 500</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>Over 500</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>88</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

In this survey an attempt was made to ascertain if boys were receiving training in personality development as well as girls. Questionnaires were returned from 9 schools.
having a registration of all boys, while 35 of the schools reporting had a registration of girls only. Schools having both boys and girls in attendance numbered 42. The answers from all the schools indicated that some work was being done in personality development. This shows that the teachers realized the importance of this training for boys as well as girls.

Grades Which Stress Personality Development

In formulating the questionnaire the writer was desirous of learning in which grades personality development was stressed to the greatest extent. The figures in Table III are especially significant showing that the teachers realized that personality development must be stressed not in one particular grade but especially in the three grades prior to graduation. Thirty-seven of the schools gave some personality development training in Grade 10, 73 gave training in Grade 11, and 85 of the 88 schools gave training in Grade 12. Thirty-seven schools indicated that some training in personality development was given in Grades 10, 11, and 12. The figures for Grade 12 reflect the thinking of the majority of business teachers that it is especially helpful to give intensive training in Grade 12 since it is here that the greatest number of students will terminate their business education.
TABLE III
GRADES IN WHICH
PERSONALITY DEVELOPMENT IS STRESSED

<table>
<thead>
<tr>
<th>Grades in Which Personality Development is Stressed</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>37</td>
</tr>
<tr>
<td>11</td>
<td>73</td>
</tr>
<tr>
<td>12</td>
<td>85</td>
</tr>
<tr>
<td>All three years</td>
<td>37</td>
</tr>
</tbody>
</table>

Subjects from Which Time is Taken for the Development of Personality Traits

Seventy-four of the schools returning questionnaires reported that they gave some time to developing personality traits in the shorthand classes. This shows that 84 per cent of the schools were concerned about this phase of the stenographer's training. Typewriting classes ranked second with 73 schools, or 83 per cent, giving some time to personality development during the typing period. Sixty-one schools reported that instruction in this type of training was given during the transcription period. The bookkeeping classes ranked fourth with 56 of the schools giving some training in personality development. This indicates that 63 per cent of the schools were vitally concerned with this problem even in the bookkeeping classes. The small numbers
listed for general business, clerical practice, and consumer economics could be attributed to the fact that these subjects were not offered in the majority of the schools rather than that personality development training was neglected in these particular classes. Thirty-eight schools indicated that time was devoted to personality development in other subjects. Business English, business law, business mathematics, Christian family living, hygiene, and guidance were some of the subjects that were added to the list.

TABLE IV

SUBJECTS FROM WHICH TIME IS TAKEN FOR THE DEVELOPMENT OF PERSONALITY TRAITS

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Number of Schools</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shorthand</td>
<td>74</td>
<td>84</td>
</tr>
<tr>
<td>Typewriting</td>
<td>73</td>
<td>83</td>
</tr>
<tr>
<td>Transcription</td>
<td>61</td>
<td>69</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>56</td>
<td>63</td>
</tr>
<tr>
<td>Office Practice</td>
<td>37</td>
<td>42</td>
</tr>
<tr>
<td>Secretarial Practice</td>
<td>32</td>
<td>36</td>
</tr>
<tr>
<td>General Business</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>Clerical Practice</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td>Consumer Economics</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Others</td>
<td>38</td>
<td>43</td>
</tr>
</tbody>
</table>
The Place of Personality Development in the Homeroom

To the question "Is personality development taken care of in the homeroom period?" sixty-eight of the respondents answered in the affirmative, nineteen answered "No" to this question, and two of the schools omitted checking this item. The fact that such a large number of the schools are stressing personality development training in the homeroom period as well as giving time to it in the various business classes proves that most of the business teachers are aware of the need of more training in this field.

Amount of Time Devoted to Personality Development

Teachers prefer to give some time to personality development training every day or at least once every week. Fifty-six schools devoted some time daily to personality development training, while nine schools devoted one period per week. Two schools devoted two weeks per year to personality development training, one school devoted one month per year to this training, and one school devoted one week per year to training in personality development. Twenty-five schools indicated that no definite time was assigned for this particular type of training. One school indicated that it gave some training in personality development about twice a week for five or ten minutes. These figures show that the majority of the business teachers realize that training in personality development is their responsibility.
Methods and Techniques Used by the Business Education Department in Development of Personality Traits

Table V points out the various methods and techniques used by the business teachers in their effort to aid the students in the development of desirable personality traits.

Seventy-seven schools indicated the use of the bulletin board as a means of training in the development of personality traits. The fact that 87 per cent of the schools made use of the bulletin board proves its great worth. The use of magazines for the purpose of training in personality development was indicated by 61 schools. Sixty-one schools also indicated the use of posters for this type of training. This shows that 69 per cent of the schools felt that magazines and posters were two worth-while devices for developing good personality traits. Guest speakers were invited to the classroom by 44 schools. Forty-two schools gave assigned readings as a means of improving personality, and the same number of schools indicated the use of film strips for developing pleasing personality traits. Rating scales were used in 38 schools and newspapers in 23 schools for the purpose of training in personality development. Plays were not made use of to any great extent as only 18 schools indicated that they were used for the purpose of personality development training. Only seven schools indicated the use of tape recordings for this type of training, but this small number might be
attributed to the fact that the majority of schools do not have the equipment necessary for this procedure.

Teachers added the following methods and techniques to the list: victrola records, dictation and transcription of personality pointers, reports on graduates, student government, on-the-job activities, panel discussions on ethical questions, talks by teachers, class discussions, homeroom guidance, business clubs, skits, and mimeographed booklets.

From this report on the methods and techniques used in the development of desirable personality traits, it is evident that business teachers are aware of the importance of making use of the devices that best suit the students with whom they are working.
### TABLE V

METHODS AND TECHNIQUES USED BY BUSINESS TEACHERS IN DEVELOPING PERSONALITY TRAITS

<table>
<thead>
<tr>
<th>Techniques Used</th>
<th>Number of Schools</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bulletin Boards</td>
<td>77</td>
<td>87</td>
</tr>
<tr>
<td>Magazines</td>
<td>61</td>
<td>69</td>
</tr>
<tr>
<td>Posters</td>
<td>61</td>
<td>69</td>
</tr>
<tr>
<td>Guest Speakers</td>
<td>44</td>
<td>50</td>
</tr>
<tr>
<td>Assigned Readings</td>
<td>42</td>
<td>47</td>
</tr>
<tr>
<td>Film Strips</td>
<td>42</td>
<td>47</td>
</tr>
<tr>
<td>Rating Scales</td>
<td>38</td>
<td>43</td>
</tr>
<tr>
<td>Newspapers</td>
<td>23</td>
<td>26</td>
</tr>
<tr>
<td>Plays</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>Tape Recordings</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Others</td>
<td>29</td>
<td></td>
</tr>
</tbody>
</table>

**Emphasis Given to the Development of Personality Traits**

In an attempt to analyze in a more detailed manner which personality traits are getting the most emphasis, the writer separated the list of twenty-three traits into four distinct groupings: (1) Work Habits, which includes accuracy, honesty, punctuality, reliability, thoroughness, persistence,
and initiative; (2) Relationships with Employer and Co-workers, which includes cooperation, courtesy, enthusiasm, generosity, respectfulness, tact, and tolerance; (3) Professional Attitude, which includes adaptability, loyalty, cheerfulness, grooming, and interest; and (4) Emotional Maturity, which includes self-control, poise, self-confidence, and emotional stability.

Work Habits

Table VI shows that the majority of teachers in the 88 schools participating in the survey stressed to a high degree proper habits of work. Accuracy was stressed constantly by 81 schools and the remaining seven schools marked this trait as being mentioned frequently. Sixty-four schools indicated that punctuality was constantly stressed and 22 schools indicated that it was mentioned frequently. Honesty and reliability received approximately the same stress as punctuality. Forty-eight schools indicated that thoroughness was constantly stressed and thirty-eight schools mentioned it frequently. The two remaining traits in this group, initiative and persistence, were constantly stressed by 24 schools and frequently mentioned by 57 and 52 schools respectively.
TABLE VI

EMPHASIS PLACED ON THE DEVELOPMENT OF WORK HABITS

<table>
<thead>
<tr>
<th>Work Habit</th>
<th>Constantly Stressed</th>
<th>Frequently Mentioned</th>
<th>Seldom Mentioned</th>
<th>Not Checked</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy</td>
<td>81</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Punctuality</td>
<td>64</td>
<td>22</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Honesty</td>
<td>62</td>
<td>21</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Reliability</td>
<td>61</td>
<td>25</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Thoroughness</td>
<td>48</td>
<td>38</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Initiative</td>
<td>24</td>
<td>57</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Persistence</td>
<td>24</td>
<td>52</td>
<td>9</td>
<td>3</td>
</tr>
</tbody>
</table>

Relationships with Employer and Co-workers

From the information obtained in this section of the survey, it can be seen that teachers are aware of the importance of good relationships with one's employer and with one's co-workers. That emphasis is being placed on the development of those traits which make for success in the business world can be seen from a study of Table VII.

Courtesy was constantly stressed by 69 schools and frequently mentioned by 16 schools. Co-operation ranked second with 67 schools giving it constant stress and 19 schools mentioning it frequently. Fifty schools indicated that respectfulness was constantly stressed and 29 schools
indicated that it was mentioned frequently. Generosity was constantly stressed by 31 schools, and 47 schools mentioned this trait frequently. Tact and tolerance were not constantly stressed by the various schools participating in this survey; however, both these traits were given frequent mention. Of all the traits listed on the questionnaire, tolerance was the one that was seldom mentioned by the greatest number of schools.

<table>
<thead>
<tr>
<th>Trait</th>
<th>Constantly Stressed</th>
<th>Frequently Mentioned</th>
<th>Seldom Mentioned</th>
<th>Not Checked</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courtesy</td>
<td>69</td>
<td>16</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Co-operation</td>
<td>67</td>
<td>19</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Respectfulness</td>
<td>50</td>
<td>29</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Generosity</td>
<td>31</td>
<td>47</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Enthusiasm</td>
<td>22</td>
<td>50</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>Tact</td>
<td>19</td>
<td>54</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Tolerance</td>
<td>13</td>
<td>48</td>
<td>23</td>
<td>4</td>
</tr>
</tbody>
</table>

Professional Attitude
The teacher has the responsibility of showing the
students the need of a proper professional attitude. This attitude constitutes a real asset for the student who possesses it. It can be developed in the classroom if the teacher will give emphasis to this phase of business training. Table VIII shows what has been done by the group of teachers who participated in this survey.

Loyalty was constantly stressed by 48 schools, and 33 schools gave this trait frequent mention. The three traits which were frequently mentioned by 50 per cent of the schools but not constantly stressed were adaptability, cheerfulness, and interest. Thirty-seven schools indicated that they stressed grooming constantly, and 41 schools indicated that this trait was mentioned frequently.

**TABLE VIII**

**EMPHASIS PLACED ON THOSE TRAITS WHICH AID IN THE DEVELOPMENT OF PROPER PROFESSIONAL ATTITUDE**

<table>
<thead>
<tr>
<th>Trait</th>
<th>Constantly Stressed</th>
<th>Frequently Mentioned</th>
<th>Seldom Mentioned</th>
<th>Not Checked</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loyalty</td>
<td>48</td>
<td>33</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Grooming</td>
<td>37</td>
<td>41</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Interest</td>
<td>27</td>
<td>51</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Cheerfulness</td>
<td>25</td>
<td>51</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Adaptability</td>
<td>22</td>
<td>53</td>
<td>12</td>
<td>1</td>
</tr>
</tbody>
</table>
Emotional Maturity

Students entering the world of business need to be emotionally mature. Teachers can aid their students in the acquisition of those traits which will help them to gain this maturity by giving them wise counsel and guidance. A study of the following table shows that many of the teachers contacted in this survey realized their responsibility in this matter and endeavored to aid their students in acquiring stability of character.

Thirty-eight schools showed the need for self-control by stressing it constantly, while 43 schools gave it frequent mention in business classes. Poise which comes from self-control was constantly stressed by 28 schools, and 45 schools indicated that it was given frequent mention by teachers in the business classes. Fifty-one schools indicated that self-confidence was frequently mentioned in their schools, and 36 schools indicated that emotional stability received frequent mention in business classes.
TABLE IX

EMPHASIS PLACED ON THE DEVELOPMENT OF EMOTIONAL MATURITY

<table>
<thead>
<tr>
<th>Trait</th>
<th>Constantly Stressed</th>
<th>Frequently Mentioned</th>
<th>Seldom Mentioned</th>
<th>Not Checked</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-control</td>
<td>38</td>
<td>43</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Poise</td>
<td>28</td>
<td>45</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>Self-confidence</td>
<td>21</td>
<td>51</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>Emotional stability</td>
<td>17</td>
<td>56</td>
<td>12</td>
<td>3</td>
</tr>
</tbody>
</table>

Comparison of Emphasis Placed on the Development of Desirable Personality Traits

A study of Table X shows that 41.7 per cent of the business teachers who returned questionnaires constantly stressed the development of desirable personality traits in their business classes, and 46.2 per cent of the teachers indicated that they gave these traits frequent mention. It is evident from a study of this table that teachers in general tend to give considerable emphasis to proper work habits. The table shows that 59 per cent of the schools constantly stressed the formation of proper work habits, and 36 per cent of the schools frequently mentioned these same traits. Forty-three per cent of the schools constantly stressed those traits which make for good relationships between the employer and co-workers, and 42 per cent of the
schools gave these traits frequent mention. Traits which help the students to acquire a good professional attitude were stressed constantly by 36 per cent of the schools, and 52 per cent of the schools indicated that these traits were given frequent mention. Twenty-nine per cent of the schools indicated that they constantly stressed those traits which aid in the development of emotional maturity, and 55 per cent of the schools indicated that they frequently mentioned these traits.
## Table X

**EMPHASIS PLACED ON THE DEVELOPMENT OF DESIRABLE PERSONALITY TRAITS**

<table>
<thead>
<tr>
<th>Traits Fostering Good Relationships</th>
<th>Number of Responses</th>
<th>Frequently Mentioned</th>
<th>Seldom Mentioned</th>
<th>Not Checked</th>
</tr>
</thead>
<tbody>
<tr>
<td>WORK HABITS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Responses</td>
<td>364</td>
<td>222</td>
<td>22</td>
<td>7</td>
</tr>
<tr>
<td>Percentage of Responses</td>
<td>59</td>
<td>36</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>PROFESSIONAL ATTITUDE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Responses</td>
<td>159</td>
<td>229</td>
<td>40</td>
<td>12</td>
</tr>
<tr>
<td>Percentage of Responses</td>
<td>36</td>
<td>52</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>TRAITS DEVELOPING EMOTIONAL MATURITY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Responses</td>
<td>104</td>
<td>195</td>
<td>44</td>
<td>9</td>
</tr>
<tr>
<td>Percentage of Responses</td>
<td>29</td>
<td>55</td>
<td>12</td>
<td>4</td>
</tr>
</tbody>
</table>

**AVERAGE PERCENTAGES**

|                      | 41.7 | 46.2 | 9.8  | 2.5 |


From the analysis of the data given in this chapter, the writer obtained pertinent information concerning the place of personality development training in the business curriculum and the methods and techniques which business teachers use in their endeavor to aid students in the acquisition of desirable personality traits. The analysis of the data also revealed which traits were receiving the greatest amount of emphasis.

In Chapter V will be given a summary of the findings and the conclusions which were reached as a result of this survey. This chapter will also include a few recommendations which may be of interest to those persons who desire to do further research in the field of personality development training.
CHAPTER V
SUMMARY

Findings and Conclusions

The three-fold purpose of this study as stated in Chapter I was (1) to determine the place of personality development training in the business curriculum in Catholic secondary schools; (2) to learn the methods and techniques employed in personality development training by the business teachers; and (3) to find out the amount of emphasis given to personality development training in these schools. The following findings and conclusions were determined by a thorough analysis of the information given in the questionnaires which were returned by the 88 schools participating in the survey:

1. The Place of Personality Development Training.
   a. None of the 88 schools participating in survey had a definite course in Personality Development Training.

   b. The majority of the schools recognized the great need for this type of training. Eighty-five schools gave training in personality development in Grade 12, 73 schools in Grade 11, and 37 schools indicated that training was given in Grade 10.
c. Over 83 per cent of the schools took time from shorthand and typing classes for personality development training, and over 50 per cent of the schools gave personality development training in transcription and bookkeeping classes.

2. The Methods and Techniques used in Developing Desirable Personality and Character Traits.
   a. Bulletin boards, magazines, and posters were the only three techniques of those which were listed on the questionnaire which were used by over 65 per cent of the schools.
   b. Guest speakers were brought into the classrooms by only 50 per cent of the schools.
   c. Business teachers are not making full use of many of the techniques that would aid greatly in developing desirable personality traits. Many current books of interest on this subject can be procured from both the public libraries and the school libraries from which assigned readings could be given.
and yet only 47 per cent of the teachers indicated that they made use of this method. Daily newspapers, even in cities of average size, carry interesting articles on many phases of personality development that would be of great benefit to the students and yet this technique was neglected.

d. Rating scales were used by 43 per cent of the schools. Fifty-seven per cent were failing to make use of a technique which gives an evaluation of the various characteristics and which permits the students to determine for themselves wherein they are deficient.

e. Plays are excellent devices for getting points across to people which cannot be made in any other way. Despite this well-known fact only 20 per cent of the schools indicated that plays were utilized.

f. The use of film strips was not widespread. Forty-seven per cent of the schools used this device in personality development.
g. Eight per cent of the schools used tape recordings. This small percentage may be attributed to the fact that the majority of schools do not have the necessary equipment at the present time for using this method.

3. The Emphasis Given to Personality Development Training.

Work Habits

a. Teachers in general gave the greatest amount of emphasis to accuracy.

b. Punctuality, honesty, and reliability which are equally important traits were not given the constant stress which they deserve.

c. Thoroughness, initiative, and persistence which are essential traits in an office worker were not given sufficient emphasis by the various schools participating in the survey.

Traits Fostering Good Relationships

a. These traits which are conducive to a friendly spirit in an office received less emphasis than those traits which make an efficient office worker.
b. Thirteen per cent of the schools seldom mentioned traits fostering good relationships with the employer and co-workers.

c. Teachers should be made to realize that office workers are losing positions because of a lack of these very qualities which foster good relationships.

d. An efficient worker becomes more valuable to a firm if he has a courteous, cooperative manner and is respectful as well as enthusiastic and generous with his co-workers. Teachers must stress this fact in their training program.

Professional Attitude

a. Teachers in general as shown in the survey did not give sufficient attention to the need for a spirit of loyalty.

b. Good grooming should be constantly stressed as personal appearance is a vital factor in an office. This trait was not given the emphasis which it should have.

c. The interested worker who is cheerful and ready to follow suggestions is the one who is selected for promotion. Teachers are failing to make the students aware of some of these well-known facts.
d. Ten per cent of the schools seldom mentioned traits which encourage a good professional attitude.

**Development of Emotional Maturity**

a. Teachers must give greater emphasis to the traits which aid in the development of emotional maturity.

b. Twelve per cent of the schools indicated that these traits which develop emotional maturity were seldom mentioned by them.

c. The pressure of present day living is so intense that students need to be trained to develop self-control. The poised worker with emotions under control and confident of his ability is the one who will be selected for advancement. Teachers have a definite obligation to their students in this matter of helping them to develop emotional stability.

The study of the data obtained as a result of this survey revealed clearly that the majority of the business teachers throughout the United States are keenly aware of the necessity of training students in the acquisition of desirable personality traits. Table X shows that 41.7 per
cent of the business teachers who participated in the survey constantly stressed the development of desirable personality traits in their classes, and 46.2 per cent of the teachers indicated that they gave these traits frequent mention. This shows that much worth-while work has been done by business teachers. However, until a definite policy is established regarding the place of personality training in the business curriculum there will be some phases of this training which will be neglected. The need for personality development training is one of the greatest needs in today's training program.

Recommendations for Further Research

There is need for much more research in this area of developing desirable personality traits. Many suggestions come to mind as the writer concludes this study to determine the place of personality development in the high school business curriculum. Three suggestions which should prove of interest to business teachers engaged in research are given with the hope that more work will be done in this field that so vitally concerns the students who are being trained to be the efficient businessmen and women of tomorrow.
Three suggestions for further research:

1. Try to ascertain what helps the state education department offers business teachers, the publications which it prints, mailing lists of free materials which it prepares, and the aids and suggestions which it sends to business teachers.

2. A questionnaire should be sent to at least 250 personnel directors in order to find out which qualities they consider most necessary for success in their particular field of business and which qualities they feel are lacking in the students who enter their business directly from high school or business school. This would be valuable information for those teachers who make an effort to do training in personality development. It would give them very definite information about which qualities need more stress.

3. A course of study should be written in personality development for both boys and girls. The course of study should be developed for a one-semester period with daily classes.
BIBLIOGRAPHY


APPENDIX
February 11, 1954

Dear Business Teacher,

Personality is a subject that has universal appeal. We teachers appreciate how much a pleasing personality means in the world of business and do all in our power to help our students.

In an attempt to find out what is being done in our Catholic schools, I am making a survey to determine the place of personality development in the business curriculum. This study is to fulfill a requirement of the university which I am attending.

The questionnaire is made up of two sections, one of which is for those schools not having a regular course in personality development. The second section is for schools giving such a course. Will you take part in this survey by filling in or checking those items which are appropriate to your school?

The findings in this survey will be of value to all business teachers. I shall be glad to send you a summary of them when the study is completed.

Thank you for your cooperation. Any suggestions or comments from you will be given consideration.

Gratefully yours,

Sister Teresa Clare
A Survey to Determine the Place of Personality Development in the High School Business Curriculum

Name of teacher__________________________________________________________
Name of school________________________________________________________________
Location____________________________________________________________________
Approximate total enrollment in High School: Boys____ Girls____
Approximate total enrollment in Business Department: Boys____ Girls____

SECTION I

If Personality Development IS NOT a separate course in the business department of your school, please answer the following questions.

If Personality Development IS a separate course, please turn to Section II.

1. Do all business students receive some training in personality development in the tenth, eleventh, or twelfth grades? Please indicate.
   Grade 10
   Grade 11
   Grade 12

2. Please check the subjects from which time is taken for the development of personality traits.
   Consumer economics
   Twelfth Grade General Business
   Shorthand
   Transcription
   Typewriting
   Bookkeeping
   Clerical practice
   Office practice
   Secretarial practice
   Other subjects

3. Is personality development taken care of in the homeroom period?
   Yes
   No

4. How much time is devoted to personality development?
   Some time daily
   One period per week
   Two weeks per year
   One month per year
   Other
5. Please check the methods and techniques used by your department in developing personality traits.

<table>
<thead>
<tr>
<th>Methods/Techniques</th>
<th>Seldom mentioned</th>
<th>Frequently mentioned</th>
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<td>Others</td>
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6. Please place a check mark after each of the following traits in whichever column best describes the amount of emphasis given to its development.

Accuracy
Adaptability
Cheerfulness
Cooperation
Courtesy
Emotional stability
Enthusiasm
Generosity
Grooming
Honesty
Initiative
Interest
Loyalty
Persistence
Poise
Punctuality
Reliability
Respectfulness
Self-confidence
Self-control
Tact
Thoroughness
Tolerance

7. Do you wish me to send you a summary of my findings?

Yes [ ]
No [ ]
Name of teacher_____________________________________________________
Name of school_____________________________________________________
Location__________________________________________________________
Approximate total enrollment in High School: Boys____ Girls____
Approximate total enrollment in Business Department: Boys____ Girls____

SECTION II

If there IS a separate course in Personality Development in the business department, please answer the following questions.

1. In what year was the course in Personality Development introduced into your curriculum? ______

2. Into how many classes must the group taking Personality Development be divided? ______

3. How many periods per week are allotted to it? ______

4. How long is each period? ______

5. In which grade or grades is the course given? Grade 10____ Grade 11____ Grade 12____

6. What is the average registration in each class? Boys____ Girls____

7. Are business students required to take the course? Yes____ No____

8. If it is not required of business students, approximately what percentage of them do take it? ______

9. Which classification best describes the students in your school taking Personality Development?

   High ability ______
   Average ability ______
   Low ability ______
   Heterogeneous group ______

10. How much credit is given for the course? ¼ unit____ ½ unit____ 1 unit____ None____

11. If a textbook is used, please state the name, author, and publisher of the text.
5. Please check the methods and techniques used by your department in developing personality traits.

Assigned readings
Bulletin board displays
Films and film strips
Magazines
Newspapers
Plays

Posters
Rating scales
Guest speakers
Tape recordings
Others

6. Please place a check mark after each of the following traits in whichever column best describes the amount of emphasis given to its development.

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   Yes
   No