Sex differences in affective tolerance

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SEX DIFFERENCES IN AFFECTIVE TOLERANCE

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These authorities state that females display more emotional and neurotic symptoms than males. Terman\(^1\) in his study of masculinity and femininity which was administered to 664 subjects, composed of 148 boys and 172 girls in the seventh grade, 116 boys and 128 girls in the junior year of high school and fifty college students of each sex, devised a whole section of his test to study emotionality between the sexes. In his analysis he concludes that "females express the most distinctive degree of anger on occasions of very unsympathetic or cruel treatment of human beings where help or sympathy is meet;... females express in general more pity than males, but more noticeably in petty offenses and in offenses more common in males;...females express more liking for working men than men for working women;...females tend to express a higher degree of the four emotions (love, anger, fear, rage), and of moral conscience than males express."\(^2\)

Anastasi\(^3\) in her study of a large group of college students using the Bernreuter Personality Inventory, points out the same trend of emotionality in the two sexes. From her findings she concludes that females are more neurotic, introverted, submissive, and socially dependent than males.

The author developed an interest in sex differences and

\(^1\)Lewis Terman and Catherine Cox, *op. cit.*  
\(^2\)Ibid.  
\(^3\)Ibid.
emotional stability among Negroes when a review of the literature revealed a dearth of studies on the emotionality of Negroes. This study was undertaken by the author to discover if there existed a significant difference in emotional stability as found in males and females in Negro college students.

**Definition of Terms.**--In order to effectively ascertain the results of the test used in this study, it is necessary to understand the meaning of affective tolerance.

"Affective tolerance is considered to be the capacity of the person for dealing with his affective tensions."¹

Affective tensions are those emotional excitements which an individual may or may not endure without the development of nervous symptoms.²

**Statement of the Purpose.**--In order that the data of this study may be understood more clearly, it will be organized to answer the following questions:

1. Which of the sexes tend to possess more measurable affective tolerance?

2. Are men more variable than women in affective tolerance?


²Ibid.
3. Is there any relationship between age and affective tolerance?

4. What are the implications for education suggested by the findings?

Method of Procedure.—On April 15, 1948 and April 20, 1948, Watson and Fisher's "Inventory of Affective Tolerance" was administered to 220 college freshmen, of both sexes, aged sixteen to twenty-eight.

The first group of subjects was comprised of ninety women ranging in age from seventeen to twenty-eight, and forty men aged sixteen to twenty-six, at Clark College in Atlanta, Georgia. They were given the inventory in a freshmen orientation class. Half of the class took the test in the morning of April 15, 1948 immediately after chapel and right before dinner. The other half of the class was given the test in the afternoon of April 20, 1948, in the second period in the afternoon.

The other group of subjects was comprised of thirty women, age sixteen to twenty-four, and seventeen men, age eighteen to twenty-eight. The latter group was freshmen from Morris Brown College in Atlanta, Georgia. The entire group was given the inventory in a social science class for freshmen immediately after lunch.

Each group had not been previously informed that the test would be given. The subjects were instructed that they were to take a personality test, and that the information was to be kept in strict confidence. They were also told not to put their names on the inventory in order that they might
feel more confident about telling the truth, and thereby make the data more reliable.

**Value of this Study.**—From the view point of education, it is doubtful if the extreme emotional states have any part in classroom motivation. These reactions enable the organism to react violently with great strength and endurances; the task of the classroom requires calm, objective thinking.

Possibly, it is not necessary to point out that each of the basic affective phenomena, feelings and emotions, are of great importance to education. Certainly, the undertone of feeling that is continuously present in every classroom is influential in facilitating or retarding the assimilation of meaningful experience. Then too, when a child has a background of feeling peculiar to himself because of special conditions pertaining to his life, its recognition by the teacher must be a primary condition to the establishment of the necessary sympathetic relationship with him. Most schools still involve great restriction of movement in active children. Seats are not comfortable, rooms are either too hot or too cold. Such conditions are not conducive to a positive display of emotional stability, or affective tolerance.

"Affective tolerance is considered to be the capacity of the person for dealing with his affective tensions."

These tensions involve his feelings, emotions and emotional
attitudes.\textsuperscript{1} The capacity to endure emotional disturbances is basic of this personality trait. Some persons are able to withstand emotional disturbances, others are not, still others can to a varying degree. Many go through a lifetime of frustrations and anxieties without developing neurotic symptoms. A person lacking tolerance tends to be more depressive and melancholy than the tolerant individual, to be more miserable without apparent cause, to find it takes longer to forget humiliating experiences, to be less able to endure emotional situations in general, to have his efficiency more impaired by unfavorable criticism, to worry more about past failure and mistakes, to have more frequent periods of irritability and to envy others their happiness.\textsuperscript{2} Thus a person who lacks tolerance is generally emotionally unstable.


\textsuperscript{2}Ibid.
CHAPTER II
SURVEY OF RELATED LITERATURE

Points of View of Others.—The personality trait, affective tolerance is an attempt on the part of the individual to make an adjustment to his environment. Adjustment is not something that occurs in any form, but, like other functions, it has some kind of a pattern. One author states:

The principal steps in the adjustment sequence are therefore the existence of a motive, the operation of some thwarting which prevents its immediate satisfaction, giving rise to varied responses leading eventually to tension reduction or solution.¹

Still another author states:

Emotion arises primarily as a result of the blocking of behavior designed to satisfy either a dynamic need or a desire that contributes to the individual's sense of personal worth and security.²

Thus, one can see that emotions are a form of adjustment. Whether these responses be considered adjustment or maladjustment depends upon one's definition of maladjustment. Here maladjustment is defined as:

Any behavior that reduces tensions by a substitute adjustment which does not really overcome the obstacles that are blocking the fundamental motives, is only


practically satisfying... Such substitute behavior is therefore maladjustment.¹

The adjustment process, then, consists of the efforts of an organism to overcome frustration in achieving the satisfaction of a need.

Summaries of Studies.—There is no doubt that all individuals must attempt to make emotional adjustment, but there is controversy as to whether men achieve adjustment better than women. The causes for disagreement of the superiority of one group over another have been attacked by several means. One way of studying the superiority of groups is by considering the causes. With sex differences it is a question of whether these differences are innate or acquired. Better still it is a question of whether the actual sex differences are ascribable to biological factors which divide the sexes or to sex differences in their training and environment.²

The opinion that sex differences in emotional adjustment are due to heredity seems to be diminishing. As a case in point Helen Woolley³ in her summary of studies of sex differences, states that Burt and Moore, Hymens, and Wreshner

¹L. Shaffer, op. cit., p. 118.

²Lewis Terman, op. cit., p. 448.

are strong supporters of this theory. She points out:

All of this group of men, (Burt, Moore, Hymens, and Wreshner), in spite of their wide differences of opinion as to the nature of the psychological characteristics of sex, are convinced that they are inherent and are not to be explained by environmental influences during the life of the individual. Burt and Moore have their convictions on the fact that sex differences which they found in English children and adults were similar in kind and amount of those of any series of American University students. Differences which remain constant at different ages and in different countries must, they think, be inherent in sex itself. Wreschner holds that some of the traits most characteristic of women, notably emotionality, are of a nature to be repressed rather than fostered by the social environment of women. Hymens thinks it quite as reasonable to suppose that differences in traits determine the differences in environment and vice-versa.

However, most authorities recognize the fact that women are not born inferior. Hence, this inferiority of women must be due to their environment. Margaret Mead\(^1\) points out the great influence of environment and culture on three primitive societies. She concludes:

Standardized personality differences between the sexes are of this order, cultural creations to which each generation, male or female is trained to conform. There remains, however, the problem of the origin of these socially standardized differences.... The differences between individuals within a culture, are almost entirely to be laid to differences in conditioning especially during early childhood and the form of this conditioning is culturally determined.

Another writer, in a summary on sex differences and emotional stability states:

Before puberty girls show a greater number of neurotic

symptoms. After age eleven, instability seems to increase while that of boys of the same age decreases. Girls find themselves more and more, either in conflict situation in which their role is not clearly defined or else facing severe frustrations that their brothers escape.... College men show more self sufficiency and confidence and are less subjectively sensitive and reactive emotionally. Customs of our society with its repressions for women and expressions for men has reinforced the biological male dominance.\(^1\)

Scheinfeld\(^2\) states:

In their review of studies of psychological sex differences Dr. Winfred B. Johnson and Professor Lewis Terman of Stanford University, reached the conclusion that emotional balance seem to be superior in the male on the average.... The theory often proposed is that they (sex differences) are primarily the result of greater frustration produced in the female by the kind of training she receives.

Further in a review of a series of experiments, Garrett,\(^3\) like Mead,\(^4\) points to environment as the cause of sex differences. In his summary of experiments he states:

Competent investigators who have studied the question of sex difference in ability between the sexes are convinced that on the whole such differences are small and that when they exist are probably to be attributed to a complex of temperamental and social factors rather than to innate or hereditary differences in capacity for achievement.

Anastasi\(^5\) suggests that sex differences are imposed by

\(^1\)Georgene Seward, \textit{op. cit.}, p. 239.
\(^2\)Amram Scheinfeld, \textit{op. cit.}, p. 213.
\(^4\)Margaret Mead, \textit{op. cit.}.
\(^5\)\textit{Ibid.}, p. 386.
the environment. She states:

"...These distinctions are impressed upon the individual from early childhood, either by actual overt differences in training and play activities, or by the more suitable but equally potent inculcation of traditional beliefs and ideals."

Then there are those authorities who take the elective view point. They accept the view that both heredity and environment play equally important parts in sex differences. One author points out:

That some of the emotional differences found in adolescents are not entirely due to training seems a reasonable conjecture from the biological facts of adolescence. On the other hand, the very great role played by custom or social pattern must be recognized because of the fact that many of the emotional traits so characteristic of adolescents in our society are not found in other societies. In view of the many neuro-muscular and chemical differences between individuals of the two sexes, it seems to us strange that dogmatism with regard to the absence of sex differences should have reached the pitch that is evident in so many recent writings.¹

Some authorities contribute sex difference to more than one factor. They conclude that these differences may be due to several factors. One point of view is:

1. Few, if any, of the so-called sex differences are due solely to sex. Individual differences often are greater than differences determined on the basis of sex.

2. The social training of the two sexes in, and always has been, different, producing differential selection of factors, interest, standards, etc.

3. The number of variables which either cannot or have not been controlled, make conclusions uncertain.

¹George Murphy and Lois Murphy, Experimental Social Psychology (New York, 1931), p. 122.
Among other factors a more careful definition of terms is needed.¹

Most of the cited opinions, with the exception of that of Chancy W. Allen² mentioned above, have overlooked the fact that the measuring device used to determine sex differences may be faulty. Lehmen and Witty³ summarized seven factors that may be the cause of the tested sex differences. They state:

False conclusions with reference to sex differences have been due in many instances to one or more of the following influences: (1) differential selection of test items, (2) differential selection of the individuals studied, (3) the limited number of individuals studied, (4) inaccurate, or crude, statistical procedure and treatment of results, (5) hasty generalizations due to the assumption that findings are applicable to all age levels when certain age levels only have been studied, (6) hasty generalizations due to careless use of terms, (7) the assumption that group differences are innate or inherited predispositions.

Specific Studied.—In general our culture provides examples that would lead us to expect sex differences in emotional adjustment. Whether or not these differences actually exist has been contested by recent studies. Most of these studies support the view that women are more emotional than men. One study was done by Laird⁴

²Ibid.
in which he gave the Colgate Mental Hygiene test to 440 college women and 600 college men. The Colgate Mental test is composed of several tests of indirect emotional outlets which are indicative of mental or emotional instability. There were found to be more introverts among college women than men. Women were inclined to be more susceptible to mental fatigue and more psychasthenic than men. Women had an excess of indirect emotional outlets. There were no differences, in the sign of hysteria between the two sexes.

Anastasi,\textsuperscript{1} in her study used Bernreuter's Personality Inventory to study sex differences. The findings were similar to that of Laird. The number of cases varied from 144 to 658. It (the results of the test) showed that women are more neurotic or unstable, men more self-sufficient, women more introverted, men more dominant, men more self-confident, women more gregarious and socially dependent.

J. P. Guilford and Howard Martin\textsuperscript{2} made a study of age and sex differences in introversion and emotional traits. They constructed their own inventory, "An Inventory of Factors S T D C R", to measure factors of introversion-extroversion. The test was given to 400 boys and 400 girls in senior high school in Lincoln, Nebraska. The second study was made of two rural

\textsuperscript{1}Op. cit., p. 441.

\textsuperscript{2}J. P. Guilford and Howard Martin, "Age and Sex Differences in Some Introversion and Emotional Traits," \textit{Journal of General Psychology, XXXI} (October, 1944), 219-29.
schools. From their study Guilford and Martin concluded:

1. In a small mid-western city, girls were found to be more introverted in social restraint and with respect to their thinking, and more emotionally inclined in terms of depressive and cycloid tendencies.

2. In a rural sample of two western states, it was found that at all ages, between fifteen and fifty and for different levels of intelligence, the females are more socially introverted, more depressed and cycloid than males. The two sexes were strikingly alike in thinking, introversion-extroversion, and rhathymia.

3. No progress in the five traits with age except a decline in carefreeness.

4. A slight correlation between intelligence and thinking introversion for both sexes.

5. Intellectually superior women are emotionally more like men of the same mental age level than is true of women of lower intelligence.

E. Matthew\(^1\) made a study of emotional stability in children using Woodworth-Matthew's questionnaire. The test was administered to 575 boys and 575 girls between the ages of nine and nineteen years. The median of neurotic symptoms for girls was 5.5 higher than that of boys. When certain age groups were compared for differences, it was found that the score changes with age. At an early age the differences are less pronounced than at other stages. This is explained by the fact that during childhood the environment of boys and girls is very similar, and as they grow older there is greater differential made between the sexes.

Burt and Moore\(^2\) also made a study of sex differences showing an increase in emotionality with age. They measured

\(^1\)Anne Anastasi, *op. cit.*, p. 442.

\(^2\)Helen Woolley, *op. cit.*, p. 353.
the psychogavanic reflex in adults under stimulation of various sorts. It was found that the response to emotional disturbance was greater in women than in men. There was also a difference found in the reaction at an early age, of the two sexes, but the differences increase with age.

Another study made to compare emotionality with age also compared emotionality with sex and conjugal conditions. A personality inventory was given to nearly 400 persons by carefully controlled methods. The subjects were in the upper socio-economic classes, with education and intelligence greatly above average, and they possessed an interest in this study. They were married women and men, single women, and bachelors. It was found that women were more emotional than men at all ages, were discouraged easily, regret impulsive remarks, cry easily, feel hurt at criticism, lack self-confidence, were nervous before an audience, were bothered if watched at work, hesitate to take part in discussions, are happy and sad by terms, are grouchy at times, and worried over possible misfortune. In other words, women are significantly more emotional than men, and married women are somewhat more so than unmarried ones. ¹

Other studies have been made on the emotional stability

of handicapped children. One study was made by P. A. Brown
with 218 blind, and thirty-five seeing adolescents. Thurstone
Personality Schedule was used as a measuring device. The
blind adolescents exhibited more neurotic tendencies than the
seeing adolescents. The scores of the blind and the sighted
girls were significantly higher than those of boys in the
 corresponding group. (Higher score means more neurotic
traits.)

Another study was made by David Morgan on the emotional
adjustment of visually handicapped adolescents. The Personal
Index by Loofborrow and Keys was used to measure emotional
adjustment. No significant differences were found between
the sexes either in mean score or in variability.

E. B. Skaggs\textsuperscript{3} made a study of emotionality in the
University population and did not find any reliable sex
differences. However, they did find that women tend to be more
conservative, a bit more introverted and respond with
unpleasantness to a greater range of stimuli than do the men.

\textsuperscript{1}P. A. Brown, "Response of Blind and Seeing Adolescents
to A Neurotic Inventory," \textit{Journal of Psychology}, XI (April, 1939),
211-21.

\textsuperscript{2}David Morgan, "Emotional Adjustment of Visually
Handicapped Adolescents," \textit{Journal of Educational Psychology},
XXXV (February, 1944), 65-81.

\textsuperscript{3}E. B. Skaggs, "Sex Differences in Feeling and Emotional
Disposition in A University Population," \textit{Journal of Social
Psychology}, XVI (August, 1942), 21-27.
although the difference was small. Women also rate themselves as more emotional than men.

All studies do not show that women are more unstable than men. There are a few which indicate that men are more maladjusted than women. One of these studies was done by Zander on experimental frustration. This was an objective investigation of the reaction of human beings to a frustration situation. The subjects were seventeen boys and seventeen girls in the University of Michigan elementary school. The method used to produce frustrating experience was based on an unsolvable learning task. One of the conclusions in this study was:

When the subjects were separated according to sex it was clear that boys are typed by non-adjustive behavior and girls are exemplified by cooperative behavior. The boys had a slightly higher mean number of neurotic mannerism during the frustration than the girls.

Some of the influences that may affect emotional stability is the environment. Several studies have been done on the differences in emotional stability and the influence of certain environment. Carl Murchinson did a comparative

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2 Ibid.

study of the influences of race and locale upon emotional
adjustment. Brown's Personality Inventory was given to 1647
children, ages eight to fifteen, of both sexes. One of the
conclusions of the study was:

No relationship exist between emotional adjustment
and race or locale. Adjustment proved to be closely
related to socio-economic level. The higher the social
level of the child the greater seemed the probability
for emotional stability.1

Another study on the influence of social status on
emotional stability was done by studying the emotional
stability of groups of children from different social levels.
Brown's Personality Inventory was administered to an
experimental group of 327 boys and girls between the ages of
nine and fifteen years, who came from poor homes of a general
low social status; and a control group of 473 children from
middle class homes. The mean neurotic score of the
experimental group was significantly higher than those of the
control group. The experimental group presented more emotional
instability than the control group. No reliable sex
differences were found between the boys and girls of both the
experimental and control groups. Low correlation was found
between neurotic scores and chronological age, intelligence
and parents occupational status. The general implications
of the results is that emotional stability is closely related

1Ibid.
to the general social status of the individual. The children from poor general social level were more maladjusted and emotionally unstable than those children from better homes.  

In regards to the regional influence upon emotional adjustment, one study will be cited. This study was made to compare personality traits in Northern and Southern college students. The Bernreuter Personality Inventory was administered to eighty college students at Blair college. Women college students from the South were found to have a tendency to be less neurotic, less self-sufficient, more self-confident (well adjusted to their environment), and more sociable. There were no reliable differences between average scores for the two groups in any of the five traits tested by the Bernreuter Personality test.  

That environment is definitely an influence on emotional adjustment is obvious, but what influence has education on emotional adjustment in the school child? Thompson made an experimental study on the social and emotional development of pre-school children under two types of educational programs.

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3George Thompson, "The Social and Emotional Development of Pre-School Children Under Two Types of Educational Progress," Psychological Monographs, LVI (1944), 1-29.
He attempted to study the effects of two curricular differing in amount of teacher personal guidance on the social and emotional development of twenty-three four year old children. The children were divided into two experimental groups. In one group, the teachers were instructed to adopt an impersonal policy, they were to give information and help only upon the specific request from a child or a group of children. In the other curriculum, the teachers were instructed to help the child in his relationships with other children and in his use of play material with their judgment as to how each individual child's social and emotional needs might be best met. His findings were:

The highly guided group that received a significantly larger number of "teacher extensive" environmental impacts showed development significant different from the group with little guidance in ascendance, constructiveness (when faced with possible failure), social participation and leadership. There were no significant difference in development between the two groups in nervous habits and in I.Q; also there were no significant differences between the two groups in those categories of environmental impacts included in the constructs "teacher restrictive" contacts and "other child extensive" contacts.

A teacher should learn to recognize maladjustive behavior tendencies. George Lowell and Helen Sargent made a comparison of teachers' diagnoses of maladjusted children.

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with clinical findings. They found that teachers can make adequate diagnoses of behavior disorders that may be a manifestation of maladjustment.

The fact still remains as to whether emotional stability has any effect on school work. A study was made by Lauer and Evans[^1] on the influence of emotional factors to academic success. The investigation was centered around the measurement of a mild emotion such as "startle", invoked by isolated auditory and visual stimuli like the sound from a discharged rifle. A simultaneous kymographic record was made of galvanometric curves, heart changes, and respiratory changes. Intelligence scores made on group tests and college marks were used as indications of academic success. Fifty sophomore students were the subjects. Lauer and Evans from their study conclude:

1. There seems to be no significant correlation between success in college and emotional stability, nor between intelligence test scores and emotional stability.

2. Considerable evidence of an inverse relationship between intelligence and body resistance.

Although this whole discussion has been centered around only one aspect of an individuals' personality, it must be remembered that the individual is an integrated being. Whether male or female a person is the product of the totality

of his experience.

Summary.—Sex differences have been noticed since primitive times. These differences have been contributed to heredity, environment, and to a combination of both. Most authorities accept the viewpoint that sex differences may be attributed to factors related to heredity and environment.

Many studies have been made using several different personality inventories and questionnaires. Most of these studies support the view that men are more emotionally stable than women at all ages. Even studies done on the handicapped subjects show the same trend.

It has been further noted that the school curriculum can be used as a means for eliminating a great deal of emotionality in males and females. The teacher plays one of the most important roles in the adjustment of both sexes.
CHAPTER III

INTERPRETATION OF THE DATA

Watson and Fisher's "Inventory of Affective Tolerance" was given to 110 freshmen boys and 110 freshmen girls at Clark and Morris Brown Colleges in Atlanta, Georgia. In the data collected from this test the writer was interested in determining: (1) Which sex tends to have more measurable affective tolerance, (2) Whether men are more variable than women in affective tolerance, (3) If there is any relationship between age and measurable affective tolerance, (4) What, if any, are the implications of this study for education suggested by the findings. In this chapter the writer will present the results of this test according to the aforementioned purpose.

A Comparison of the Sexes On Affective Tolerance.—The mean of both sexes was obtained to determine which group had more affective tolerance. The mean score of the women was 118.23, while the mean score of the men was 126.14. Table II and Figure I shows that 7.91 separates the two means.

In the evaluation of any obtained difference between two groups, it is necessary to determine the statistical reliability of such a difference. The statistical reliability being the degree of consistency of the results obtained on

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different samplings of the same population. The variation in results from sampling to sampling is called the sampling error. The standard error is one of the statistical measures that gives the probable limits within which such errors will fall.¹

The standard error of the mean for men was 2.46 and the standard error of the mean for the women was 2.57. The total estimated range within which a given measure will fall in successive samples is covered by 3 times the standard error.²

As seen in Figure I, the range from 118.76 to 133.52 for men. Meaning that the average might fall anywhere between 118.76 and 133.52. Likewise Figure I points out that the range from 110.52 to 125.94 in successive samplings. If both curves were plotted on the same axes the SE of the mean for both sexes would show such a degree of overlapping that the lines representing the SE for the two sexes would be almost concurrent.

Although the two obtained means seem to differ, it is necessary to determine whether this difference is a reliable difference or whether it is due to some selective or chance factors. To determine whether or not one group is significantly superior to another group in a given task the critical ratio may be obtained. When the critical ratio,

² Ibid.
based on the standard error of the difference is equal to three or more, it indicates that the obtained difference could not have resulted from chance errors and such difference is therefore regarded as reliable.\(^1\)

The critical ratio of this study was 2.22. Although this is not high enough to be of statistical significance, it is higher than the .05 level of significance. This level of significance is cited by Garrett\(^2\) as of great importance, for he suggests that a critical ratio of three which is the .01 level of significance is too high. According to Garrett\(^3\) the critical ratio of this study is high enough to conclude that it is highly improbable that the difference between the mean of the male and the mean of the female resulted from errors of sampling. This means that the sexes actually differ, with men possessing a greater degree of affective tolerance than women.

The manual for Watson and Fisher's "Inventory of Affective Tolerance" gives standard norms for the test and norms for various groups. One of the norms given was that of the South Eastern Negro Colleges. The female mean of the South Eastern Negro Colleges was 104.50 ± 3.92 while the male mean of the South Eastern Negro Colleges was 117.09 ± 3.75.

\(^1\)Ibid., p. 203.
\(^2\)Ibid., p. 208.
\(^3\)Ibid.
TABLE I

FREQUENCY DISTRIBUTION OF 220 MALES AND FEMALES ON WATSON AND FISHER'S "INVENTORY OF AFFECTIVE TOLERANCE"

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<td>150 - 159</td>
<td>15</td>
<td>6</td>
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<tr>
<td>140 - 149</td>
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<td>11</td>
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<tr>
<td>130 - 139</td>
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<td>120 - 129</td>
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<tr>
<td>110 - 119</td>
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<td>14</td>
</tr>
<tr>
<td>100 - 109</td>
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<td>13</td>
</tr>
<tr>
<td>90 - 99</td>
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<td>9</td>
</tr>
<tr>
<td>80 - 89</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>70 - 79</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>60 - 69</td>
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<td>3</td>
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<tr>
<td>50 - 59</td>
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</tr>
<tr>
<td>40 - 49</td>
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</tbody>
</table>
TABLE II

STATISTICAL MEASURES OF THE COMPARISON OF 110 MALES AND
110 FEMALES OF THE DEGREE OF AFFECTIVE TOLERANCE,
VARIABILITY, AND THE RELATIONSHIP BETWEEN AGE AND
AFFECTIVE TOLERANCE

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>S.E. D</th>
<th>C.R.</th>
<th>S.D.</th>
<th>S.E. D</th>
<th>C.R.</th>
<th>Correlation</th>
<th>S.E.</th>
<th>S.E. D</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>126.14</td>
<td>2.46</td>
<td>3.56</td>
<td>222</td>
<td>25.89</td>
<td>1.75</td>
<td>2.58</td>
<td>.93</td>
<td>.33</td>
<td>.09</td>
</tr>
<tr>
<td>Females</td>
<td>118.23</td>
<td>2.57</td>
<td>27</td>
<td>1.89</td>
<td>.13</td>
<td>.08</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

27
FIGURE I. - HISTOGRAM OF 220 MALE AND FEMALE SCORES ON WATSON AND FISHER'S "INVENTORY OF AFFECTIVE TOLERANCE"
The standard error of the difference was computed to determine the standard error of the difference found between the two means. The standard error of the difference was 5.52, and the critical ratio was 2.32. This ratio is at the .05 level of confidence and thereby shows that there is a reliable difference between the female mean of South Eastern Negro College and the male mean of the South Eastern Negro College. In other words there is such a reliable difference that it can be inferred that males possess a greater degree of affective tolerance than females of the South Eastern Negro Colleges.

When the male mean of this study was compared to the male mean for South Eastern Negro Colleges the results revealed that the male mean for this study was 126.14 ± 2.46 and the male mean for South Eastern Negro College was 117.09 ± 3.92. The standard error of difference between the two means was 4.63 with a critical ratio of 1.95. This ratio is too low to assume that there is any reliable difference between the two groups indicating that both the males of this study and the males of South Eastern Negro Colleges are of the same parent population.

However, quite a different picture was presented when the female mean of this study was compared with the female mean of South Eastern Negro Colleges. The standard error for females of this study was 2.57 while the standard error for females of South Eastern Negro Colleges was 3.75.
The difference between the two means was 13.73, which was more than three times its standard error. In order to determine the reliability of this difference the critical ratio was obtained. The critical ratio of the difference between the females of this study and females of South Eastern Negro Colleges was 3.02. This ratio is high enough to conclude that the difference found between the female of this study and the female of South Eastern Negro Colleges is not due to sampling errors. Thus, these two groups do not represent the same parent population and are very different in the amount of affective tolerance they possess.

As this is a study of sex differences, the male mean of this study was compared with the female mean of the South Eastern Negro Colleges. The standard error of the mean for this study was 2.46 and the standard error of the mean for females of South Eastern Negro College was 3.75. The standard error of the difference between these two groups was 4.46. The critical ratio was 4.85, which is much higher than is necessary to assume a significant difference. Then it can be concluded without chance of error that males of this study not only possess a greater degree of affective tolerance than the females of this study but also of the females of South Eastern Negro Colleges.

When the female of this study was compared with the males of South Eastern Negro Colleges, the data disclosed that the female mean is 1.14 higher than the male mean of South Eastern
Colleges. Does this mean that the females of this study possess more affective tolerance than the males of South Eastern Negro Colleges? The answer to this question is determined by the standard error of the difference obtained, which is 4.69, and the critical ratio which is .24. The critical ratio indicates that the difference is not reliable. In other words the difference that was found between the mean of this study and the males of South Eastern Negro Colleges are not reliable and it can not be assumed that this female group possess more affective tolerance than the male group in question.

To this extent, it can be said without chance of error that the males possess a greater degree of affective tolerance than the females of this study, and also the females of the South Eastern Negro Colleges. These findings substantiate the hypothesis of Terman and Anastasi, that, females are more emotional than males.

The manual of Watson and Fisher's "Inventory of Affective Tolerance" gives standard norms for the test. The mean scores of this study was compared with these norms.

The standard male norm was 117.20 ±2.01 while the standard female mean norm was 106.80 ±1.75. When the two sexes were compared a reliable difference was found. The standard error

\[1\text{Op. cit.}\]
\[2\text{Op. cit.}\]
of the difference was 2.67 and the critical ratio was 3.90. This ratio is much higher than is necessary to assume a significant difference. This means that the males (as indicated by the norms) possess a greater degree of affective tolerance than the females.

When the male of this study was compared with the male norm mean the standard error of the difference was 3.18. The critical ratio was 3.13. In other words the difference between the degree of affective tolerance possessed by the male of this study and of the male norm is reliable and is not due to sampling error.

In the comparison of sex differences the male of this study was compared with the female mean norm. The standard error of difference between the two groups was 3.02 while the critical ratio was 6.4. This beyond a shadow of a doubt substantiates the findings of most studies in the field of sex differences and emotional stability. That is females are more unstable than males. From the above data it may be concluded that the male of this study possess a greater degree of affective tolerance than the female norm.

The female of this study was also compared with the male mean norm and the female mean was 1.03 higher than the male mean. This difference was not found to be reliable for it has a standard error of difference of 4.69 and a critical ratio of .24. This shows that the difference found between the females of this study and the standard male norm is not reliable. It
is also interesting to note that the standard error of the mean, the standard error of the difference and the critical ratio for the male and female in this comparison are the same as the standard error of the mean, the standard error of the difference and the critical ratio in the comparison of the females of this study with the males of South Eastern Negro College.

Before any conclusions can be drawn on the degree of affective tolerance possessed by the two sexes in this study the degree of overlapping should be considered. Figure I clearly shows the similarity of the two groups. Although the male tends to possess more affective tolerance, the female also show a great deal of overlapping.

It may then be concluded that in this study although males exceed females in the possession of affective tolerance, there is a great deal of overlapping of the two groups.

An analysis was made of ten of the outstanding questions in the inventory used in this study. The questions were:
(1) I do things in spite of myself and against my better judgment; (2) I have spells of the blues; (3) I have periods of anxiety; (4) I experience feelings of hate; (5) I am jealous; (6) I day dream; (7) I control my feeling of sympathy; (8) I can endure emotional situations in general; (9) I control my feelings of grief or sorrow; (10) I control my feelings of anger. The first six of these questions could be answered; "continuously", "very frequently", "frequently", 
### TABLE III

A QUESTION ANALYSIS OF TEN QUESTIONS FROM WATSON AND FISHER'S "INVENTORY OF AFFECTIVE TOLERANCE" OF 220 MALES AND FEMALES OF COLLEGE STANDING

<table>
<thead>
<tr>
<th>Questions</th>
<th>Continuously</th>
<th>Very Frequently</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do things in spite of myself and against my better judgement</td>
<td>4</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>I have spells of the blues</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>7</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>I have periods of anxiety</td>
<td>9</td>
<td>6</td>
<td>19</td>
<td>10</td>
<td>32</td>
<td>16</td>
</tr>
<tr>
<td>I experience feelings of hate</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>I am jealous</td>
<td>0</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>I day dream</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>9</td>
<td>15</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions</th>
<th>Never</th>
<th>Very Difficulty</th>
<th>Difficulty</th>
<th>Easily</th>
<th>Very Easily</th>
<th>Most Easily</th>
</tr>
</thead>
<tbody>
<tr>
<td>I control my feeling of sympathy</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>18</td>
<td>15</td>
<td>40</td>
</tr>
<tr>
<td>I can endure emotional situation in general</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>I control my feelings of anger</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>8</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>I control my feelings of grief or sorrow</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>8</td>
<td>22</td>
<td>33</td>
</tr>
</tbody>
</table>
"occasionally", "rarely", and "never". The last four questions could be answered; "never", "very difficulty", "difficulty", "easily", "very easily", and "most easily".

Table III shows that the frequency scores of the ten questions form a somewhat normal curve. The mean answer for the first six questions for both sexes was "occasionally", and the mean answer for the last four questions was "easily". The questions were compared by the extreme answers.

There were four males that stated that they "continuously" do things in spite of their better judgment, while no females "continuously" do things in spite of themselves and against their better judgment. Nine males and nine females "never" do things in spite of themselves and against their better judgment. This means that more males than females do things in spite of themselves and against their better judgment, and an equal number of both males and females do things in spite of themselves and against their better judgment.

One female and one male "continuously" have spells of the blues, while twenty-five males and thirteen females "never" have spells of the blues, whereas more males than females "never" have spells of the blues.

Of the fifteen males and females that "continuously" have periods of anxiety, nine were males and six were females. Five males and six females "never" have periods of anxiety. Therefore more males than females "continuously" have periods of anxiety, more females than males "never"
have periods of anxiety.

Only one female and no male "continuously" experienced feelings of hate. Twenty-five males and twenty-five females equally "never" experienced feelings of hate. It would seem that there is not any sex difference on the experience of hate.

Four females were "continuously" jealous, while no males were "continuously" jealous. Twenty-five males were "never" jealous and twenty-three females were "never" jealous. This seem to indicate that females are more jealous than males.

Three more females than males "continuously" day dream and nine more males than females "never" day dream. Then females day dream more than males.

There were an equal number of males and females that "continuously" control their feelings of sympathy. But, there were seventeen more males than females that "most easily" control their feelings of sympathy. This seem to point out that males can control their feelings on sympathy better than females.

The most interesting question was "I can endure emotional situations in general". There were three females and no males that answered this question with "never", while five males and eight females answered it with "most easily". It seem important to point out that eighty males and sixty-four females answered this question with "easily". Then it would seem, as if the females exceeds at both extremes. She exceeds in "never" enduring emotional situations and enduring emotional
The female also exceed the male in "never" controlling feelings of anger. There were three males and five females that "never" control feelings of anger. However, there were ten males and eleven females that control their feelings of anger "most easily". This seems contradictory for it means that more females do not control their feelings of anger than males and that females "most easily" control their feelings of anger than males.

Two males and two females "never" control their feelings of grief or sorrow, whereas thirteen males and five females "most easily" control their feelings of grief or sorrow.

The question analysis supports the general conclusion that males seem to possess a greater degree of affective tolerance than females.

A Comparison of the Sexes on Variability.---Showing that there is a difference in the mean of the male and the female is not enough to clearly describe differences between the two groups. The scatter or spread of the group should be considered along with the average of the group. This "scatter" is called the degree of variability within a group. It is the extent to which the distribution spreads out on either side of the average. The standard deviation stands for or covers, two-thirds of the distribution.

In this study the standard deviation of the female was 27 ± 1.89, and the standard deviation for the male was 25.89 ±
1.75. Figure I shows that sixty-eight per cent of the females obtained scores between 145.23 and 91.23. Thus it can be seen that two-thirds of the males obtained scores between 100.25 and 152.03. This seems to point out that the female is a more variable group. Before these conclusions can be accepted the difference between the standard deviations of the two groups must be tested for reliability. The standard error of the difference between the standard deviation of the male and the standard deviation of the female was 2.58. The critical ratio was .43. This ratio is too low to show any degree of confidence in the difference that was obtained between the two standard deviations. This indicates that the difference found was due to sampling errors, and the females are very likely not more variable than the males.

The manual for the test that was used in this study gives the standard norms for the test and norms for different sections of the country. The degree of variability in this study was compared with the degree of variability of the standard norms and the norms for South Eastern Negro Colleges.

The standard deviation for the males of the South Eastern Negro Colleges was 28.60 ± 2.77, and the deviation for females of South Eastern Negro Colleges was 31.62 ± 2.64. As in the findings of this study the female of South Eastern Colleges seem to show a greater degree of variability than the males of the same population. A standard error of difference of 3.83 and a critical ratio of .79 disproves the theory of
the greater variability of the female. Because a critical ratio of .79 is too small to acclaim any significance for the differences that were found, it can be inferred that females of South Eastern Negro Colleges are not more variable than the male of the South Eastern Negro College.

There was no difference between the males and females of the South Eastern Negro Colleges, in the degree of variability. The male of the South Eastern Negro Colleges should then be compared with the male of this study to see if there was any difference between these two groups. It should be remembered that the standard deviation of the males in this study was 25.89 ± 1.75 and the standard deviation for South Eastern Negro College male was 28.6 ± 2.77. The standard error of the difference between these two groups on variability was 3.28 with a critical ratio of .82. This ratio points out that there is no significant difference between the male in this study and the male of South Eastern Colleges in the degree of variability. Also, the differences that are found are due to sampling errors and that these two groups are probably from the same parent population.

When the females of this study were compared with the South Eastern Negro College female the same trend was observed. The standard error of difference was 3.25 and the critical ratio was 1.42. So, it may be concluded that there is no difference in the degree of variability between the female of this study and the South Eastern Negro College female nor, between the male of this study and male of South Eastern
College. Consequently the South Eastern Negro College female is not a more variable group than the female of this study.

Then what is the picture of the comparison of the male of this study with the female of South Eastern Negro Colleges and the female of this study with the male of the South Eastern Negro Colleges? As there is no difference between the female of this study and the South Eastern Negro Colleges female or the male of this study and the male of South Eastern Negro College, then the trend in a cross comparison should be the same.

In comparing the standard deviation for the female of the South Eastern Negro Colleges with the male of this study, the standard deviation for the females was 5.73 above the standard deviation of the male, and the standard error of difference was 3.16. The critical ratio was 1.80 which is too low to attach any significance to the difference that was found and leads one to believe that there is no reliable difference between the female of South Eastern Negro Colleges and the male of this study. Therefore it can not be assumed that the female is more variable than the male.

When the female of this study was compared with the South Eastern Negro College male the trend was the same as that for the female of the South Eastern Negro College and the male of this study. Although the standard deviation for the males of the South Eastern Negro Colleges is 1.6 higher than the females of this study the critical ratio is .45. This indicates that
the difference of 1.6 is not significant and may be attributed to chance errors. Consequently the male of the South Eastern Negro College is not more variable than the female of this study.

Accordingly, there was no difference found between the extent of variability of the female of this study and the female of the South Eastern Negro Colleges; the male of this study and the male of the South Eastern Negro Colleges; the female of this study and the male of the South Eastern Negro Colleges; and the male of this study and the female of the South Eastern Negro Colleges.

Before one can conclude that females are not the more variable group, the standard deviation of this study should be compared with the standard norm of the test found in the manual.

The standard deviation for the male norm was 33.04 ± 1.46 and the standard deviation for the female norm was 28.81 ± 1.23. The critical ratio was 2.22 which is at the .05 level of confidence. To this extent the male norm shows a greater degree of variability than the female according to the norms of this test.

The standard deviation of the male of this study was then compared with the standard deviation of the male norm of the test. The standard error of difference between the two standard deviations was 2.27 and the critical ratio was 3.15, which is a reliable difference between the degree of
variability of the male of this study and the male norm of the test given in the manual. In other words the male norm is a more variable group than the male of this study.

The female of this study was also compared with the female norm on the extent of variability of the two groups. The standard deviation of the female of this study was $27 \pm 1.89$ and the standard deviation of the female norm was $28.81 \pm 1.23$. The standard error of difference between the two groups was 2.28 and the critical ratio was .79. This ratio signifies that there is no reliable difference between the female of this study and the female norm in the degree of variability. The female norm is not a more variable group.

In comparing the two sexes on variability the male of this study was compared with the female norm given in the manual. It should be remembered that the standard deviation of the male of this study was $25.89 \pm 1.75$, and the standard deviation of the female norm was $28.81 \pm 1.23$. The standard error of difference between these two groups was 2.13 and the critical ratio was 1.37. The female standard deviation is 2.92 higher than the male standard deviation, the difference is not significant and may be attributed to sampling errors. Then, the female does not possess a greater degree of variability than the male in this comparison.

Finally, the standard deviation of the female in this study was compared with the male norm. The standard error of difference was 2.38, and the critical ratio was 2.54. The
difference of 6.04 of the two standard deviations is reliable. The critical ratio discloses that this is a reliable difference, of the .05 level of confidence and that there is a difference in variability between the female of this study and the male norm. The male norm shows a greater degree of variability than the female of this study.

In summarizing the extent of variability it may be inferred that although the female standard deviation seem to be larger than the male standard deviation, in most of the comparisons, the differences were not reliable. In other words the female is not the more variable group. In fact, when the female of this study was compared with the male norm the males portrayed a greater degree of variability than the females, and when the male norm and the female norm was compared the male also showed a greater extent of variability than the female.

Age and Affective Tolerance.—As males tend to have a greater degree of affective tolerance than females, the question arises now as to whether there is more relationship between affective tolerance and age for males than for females?

To determine whether there is any relationship between age and affective tolerance, the "product-moment" method\(^1\) was

\(^1\)Ibid.
used. The coefficient of correlation between age and affective tolerance for males was $-.33 \pm .09$ and for females $+.13 \pm .08$. This coefficient seems to indicate that there is a slight negative correlation between age and affective tolerance for males and a much lower positive correlation between age and affective tolerance for females. This means that as the male grows older he possesses less affective tolerance and as the female grows older she possesses more affective tolerance. Whether the difference between the the two groups is reliable depends upon the standard error of difference and the critical ratio. The standard error of difference between the two coefficients was $.12$ and the critical ratio was $1.67$. This ratio is too small to infer any reliable difference between the correlation coefficient of the male and the correlation coefficient of the female.

**Implications for Education.**--From the results of this study it may be inferred that men tend to possess more affective tolerance. This statement is not without modifications for although the male exceeds the female in each of the above characteristics, the female follows closely. In the degree of affective tolerance possessed by the male, there was such a great deal of overlapping, forty per cent of the female exceeded the median of the male, that it may be concluded that individual differences were far more important than sex differences.

Accordingly, in education more attention should be given to
the individual rather than to the sex. Overall laws and rules should not be made on the basis of sex but rather on the basis of individual differences. Because of the variation of this group when compared with other groups one can see that strict laws which are made especially for freshmen college, because of their supposedly instability, should be eradicated.

Colleges do not make sufficient provision for either the expression or the sublimation of strong emotions. Instead of emphasizing either the expression or the repression of emotions, teachers might well provide the types of experience that enable students to satisfy their organic and psychological needs and thus avoid, primarily the repercussions of emotional upheavals. Well balanced, emotionally stable males and females who have developed wholesome attitudes toward the necessary sanctions of their social group experience relatively little difficulty in emotional control. Such emotional upheavals as they encounter are usually mild and of a temporary nature and are characteristically controlled in harmony with their stable outlook.
CHAPTER IV
SUMMARY AND CONCLUSIONS

The purpose of this study was to determine the difference between the sexes on the personality trait, affective tolerance, as measured by Watson and Fisher's "Inventory of Affective Tolerance" in a group of 210 freshmen college students.

It should be distinctly understood that when the term "sex difference" was used there were no implications whatsoever as to whether the differences were innate or inherited, or whether they were resultant of special education and training. If sex differences were found, it means that there was a reliable difference between the mean or standard deviation of the two groups. The whole program of investigation in this study was purely a factional one. No attempt was made on the part of the author to determine why the sexes might differ; the interest was primarily centered on the problem of how the sexes differed and the nature of these differences.

Very little related literature was found on sex difference and affective tolerance, but there was a wide range of material on sex differences and emotional stability. Most of the studies that have been done in this field supports the theory that, "females are more emotionally unstable when compared with males".

This study of 220 freshmen males and females of Clark and Morris Brown Colleges in Atlanta, Georgia supports the
latter theory. The subjects were given Watson and Fisher's "Inventory of Affective Tolerance". The data gathered in this study reveals the following conclusions:

1. Men tend to possess a greater degree of affective tolerance than females.
2. Even though males possess a greater degree of affective tolerance than females, forty per cent of the females surpass the average score for the male. This seems to indicate the greater degree of individual differences over and against sex differences.
3. There was not found any reliable difference pointing out that females were the more variable group but the instances where the male had a higher standard deviation than the female the difference was reliable.
4. Males show a slight negative correlation between age and affective tolerance while females show a much lower positive correlation between age and affective tolerance.
5. The implications for education suggested by the findings of this study are that many of the unwritten mores and customs suppressing females on the basis of emotional stability should be eliminated, for even though the differences are in partial toward the male, the female shows a high degree of similarity to the male.
APPENDIX
INVENTORY OF AFFECTIVE TOLERANCE
By ROBERT I. WATSON and V. E. FISHER

INSTRUCTIONS: Below you will find a number of incomplete statements which have to do with a person's ability to deal with his feelings and emotions. Each statement is followed by a series of lettered descriptive terms. Complete each statement by drawing a circle around the letter preceding the term which best describes you.

Consider your feelings and emotions during only the last year or two unless otherwise directed by the form of the statement. There is no time limit, but work as rapidly as care and sincerity will permit.

If at first two or more terms in a series seem equally descriptive to you, reread the series; then encircle the letter preceding the term which you feel is most descriptive of you.

Be sure to answer every item (statement with its series of six descriptive terms), and complete each item before going on to the next one. Remember to encircle one, but only one, letter in each series. **Encircle the letter, not the descriptive term.**

1. I do things in spite of myself and against my better judgment
   a. Continuously  
   b. Very frequently  
   c. Frequently  

2. I possess self-confidence in my associations with members of the opposite sex
   a. Never  
   b. Rarely  
   c. Occasionally  

3. I feel at ease in most social situations
   a. Never  
   b. Rarely  
   c. Occasionally  

4. I keep in the background at social gatherings
   a. Continuously  
   b. Very frequently  
   c. Frequently  

5. I had nightmares as a child
   a. Continuously  
   b. Very frequently  
   c. Frequently  

6. I have conflicting feelings of love and hate for members of my family
   a. Continuously  
   b. Very frequently  
   c. Frequently  

7. I am embarrassed by the blunders of members of my family
   a. Most intensely  
   b. Very strongly  
   c. Strongly  

8. I have feelings that things are not real
   a. Continuously  
   b. Very frequently  
   c. Frequently  

9. I have spells of the blues
   a. Continuously  
   b. Very frequently  
   c. Frequently  

10. I have periods of anxiety
    a. Continuously  
    b. Very frequently  
    c. Frequently  

(Publisher: Sheridan Supply Co., Beverly Hills, Calif.)
(Copyright 1948, by Robert I. Watson and V. E. Fisher)
27. I am jealous  
   a. Continuously  
   b. Very frequently  
   c. Frequently  
   d. Occasionally  
   e. Rarely  
   f. Never  

28. I worry over possible future misfortunes  
   a. Continuously  
   b. Very frequently  
   c. Frequently  
   d. Occasionally  
   e. Rarely  
   f. Never  

29. I can endure emotional situations in general  
   a. Never  
   b. Very difficultly  
   c. Difficultly  
   d. Easily  
   e. Very easily  
   f. Most easily  

30. I feel just miserable without apparent cause  
   a. Continuously  
   b. Very frequently  
   c. Frequently  
   d. Occasionally  
   e. Rarely  
   f. Never  

31. I have feelings of remorse  
   a. Continuously  
   b. Very frequently  
   c. Frequently  
   d. Occasionally  
   e. Rarely  
   f. Never  

32. I have spontaneous or random thoughts of a member of my family's dying  
   a. Continuously  
   b. Very frequently  
   c. Frequently  
   d. Occasionally  
   e. Rarely  
   f. Never  

33. I suffer from feelings of inferiority  
   a. Most intensely  
   b. Very strongly  
   c. Strongly  
   d. Mildly  
   e. Very mildly  
   f. Not at all  

34. I feel grouchy or irritable  
   a. Continuously  
   b. Very frequently  
   c. Frequently  
   d. Occasionally  
   e. Rarely  
   f. Never  

35. I can keep at a given task  
   a. Never  
   b. Very difficultly  
   c. Difficultly  
   d. Easily  
   e. Very easily  
   f. Most easily  

36. I can stand the sight of injured or mutilated human bodies  
   a. Never  
   b. Very difficultly  
   c. Difficultly  
   d. Easily  
   e. Very easily  
   f. Most easily  

37. I worry about past failures or mistakes  
   a. Continuously  
   b. Very frequently  
   c. Frequently  
   d. Occasionally  
   e. Rarely  
   f. Never  

38. I have periods of irritability for little or no reason at all  
   a. Continuously  
   b. Very frequently  
   c. Frequently  
   d. Occasionally  
   e. Rarely  
   f. Never  

39. Examinations upset me  
   a. Tremendously  
   b. A great deal  
   c. Some  
   d. A little  
   e. Very little  
   f. Not at all  

40. I am shocked or disturbed by dirty jokes  
   a. Most intensely  
   b. Very strongly  
   c. Strongly  
   d. Mildly  
   e. Very mildly  
   f. Not at all  

41. I have nervous mannerisms, such as, nail biting, or playing with pencil or watch chain, etc.  
   a. Continuously  
   b. Very frequently  
   c. Frequently  
   d. Occasionally  
   e. Rarely  
   f. Never  

42. I am stubborn  
   a. Continuously  
   b. Very frequently  
   c. Frequently  
   d. Occasionally  
   e. Rarely  
   f. Never  

43. I have buzzing or roaring sounds in my ears  
   a. Continuously  
   b. Very frequently  
   c. Frequently  
   d. Occasionally  
   e. Rarely  
   f. Never
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