

HOME AND EMOTIONAL ADJUSTMENT IN
ORIENTAL TEENAGERS

By

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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
II. LITERATURE REVIEW	4
III. METHODOLOGY	13
Subjects	13
Apparatus	16
Dependent Variable	16
Inventory Administration Procedure	18
Debriefing Procedure	18
IV. RESULTS	20
V. DISCUSSION AND CONCLUSION	32
Conclusion	35
REFERENCES	37
APPENDIXES	39
APPENDIX A - PARENTAL PERMISSION AND STUDENT CONSENT FORM	40
APPENDIX B - DEMOGRAPHIC SURVEY	42
APPENDIX C - BELL ADJUSTMENT INVENTORY (STUDENT FORM)	46

LIST OF TABLES

Table	Page
I. Students Status in English as Secondary Language Program (ESLP)	15
II. Analysis of Variance Table for Home Adjustment of Oriental Teenagers Who Have Resided in U.S. From One Month to Eight Years	22
III. Multiple T-Test Summary for Oriental Teenagers' Home Adjustment (BAI) Between Groups (1, 2), (1, 3), (1, 4), (2, 3), (2, 4), and (3, 4)	23
IV. Analysis of Variance Table for Emotional Adjustment of Oriental Teenagers Who Have Resided in U. S. from One Month to Eight Years	24
V. Multiple T-Test Summary for Oriental Teenagers' Emotional Adjustment (BAI) Between Groups (1, 2), (1, 3), (1, 4), (2, 3), (2, 4), and (3, 4)	25
VI. Correlation Coefficient Between Age and Emotional Scores	26
VII. Correlation Coefficient for Reading (CAT) and Combined (Home and Emotional) Adjustment Scores (BAI)	28
VIII. Multiple T-Test Summary for Four Groups of Oriental Teenagers' Mean Reading Scores (CAT)	29
IX. Percentages of Identified Items as Most Stressful in Demographic Survey	30

CHAPTER I

INTRODUCTION

The research literature is extremely limited in the area of home and emotional adjustment in Oriental teenagers residing in the United States. The scarcity of researchers in the area may be due to the fact that such research requires persons who are familiar with both the Oriental culture and the American culture in which these teenagers are living. Since Oriental people in the past have tended to use mental health facilities less frequently in this country, one might conclude that people from the Oriental population as a group are less likely to manifest mental health problems (Sue & Sue, 1973). However, there may be undetected mental health problems existing in the Oriental teenage population. Although these problems may reveal themselves in a variety of facets and contexts, there are identifiable sources of stressors which could play important roles for the Oriental population group.

Job security and the dry climate are definitely not identifiable sources of stress for the Oriental newcomers. In fact, these are good reasons that help explain why so many Oriental immigrants have chosen to reside in the Phoenix Metropolitan areas. Food services and retail stores offer numerous job opportunities for employment for these individuals, even when they are lacking in the English language skills. The employment data from the Arizona Department of Economic Security showed an increase of 37,000 jobs, on a December to December basis,

and the unemployment rate of 4.9 percent was comfortably below the U.S. average of 5.9 (Pettycrew, Poulson, Lineweaver, Hamilton, & Wilcox, 1980). Unlike Chinatown settings such as in the Los Angeles and the San Francisco areas, the Oriental residents of Phoenix tend to live in various places within the city, with some concentration on the Southside in a lower socioeconomic locality.

In terms of educational facilities, the Phoenix Union High School System (identified as district number 210) has twelve different area high schools. Students are not required to attend the school closest to their area of residence. However, the newly-arrived Oriental students are more likely to attend a particular high school within the district, if it has a larger Oriental student population than the other high schools.

The cultural togetherness and the increase in student group size may help some of these Oriental students to have a better adjustment than those who lack such a supportive arrangement. It is a common belief that Oriental immigrants who have been living in the U.S. for five years or more tend to have better personal and emotional adjustments than those immigrants who have been here for less than two years. The purposes of this study were: 1) to investigate the mental health adjustment of Oriental high school students who have come to the United States within the last eight years, using the Bell Adjustment Inventory. 1a) To check the validity of these findings by looking at school records (e.g., reading scores). 2) To relate demographic materials to adjustment of such students. 3) To investigate the effect of length of residency in the U.S. on adjustment. Adjustment of students residing in the U.S. for 1 month to 1 year were compared with the adjustment of

students in residence for 1 - 2 yrs., 3 - 5 yrs., and 6 - 8 yrs., and

4) To investigate differences between males and females in two major adjustment areas, namely home and emotional (females may tend to answer more Bell Adjustment Inventory (BAI) items in the direction of better adjustment than males).

CHAPTER II

LITERATURE REVIEW

The literature in this area is scarce, especially studies of adjustment involving Oriental teenagers. One instrument often used with teenagers of other groups is the Bell Adjustment Inventory (Student Form). Studies that relate to the utilization of this tool will be reviewed.

Earlier studies with personal adjustment and ratings on the BAI were cited by Tuckman (1945). In addition to the BAI, Tuckman used five short items in an adjustment questionnaire. These items represented four major areas in the person's life: home, health, emotional, and social. The results indicated that it is possible to obtain a fairly good estimate of an individual's adjustment by using a few simple direct questions. The findings seemed to support that it is desirable to include a questionnaire of a similar type along with the BAI to give the researcher additional insights into the situation.

A related study by Bateman (1949) which investigated the BAI involved the effect of work-experience on high school students. The problem studied was whether paired non-working students and unsupervised working students differed in their home adjustment, health adjustment, emotional adjustment, and social adjustment. (Low scores on the BAI are indicative of better adjustment than are high scores.) The findings are summarized as follows: 1) Home Adjustment (HA): No

significant differences were found on the Home Adjustment scale of the BAI when paired students were compared by grade, sex, and school or when all schools were combined. Although the average Home Adjustment scores for the workers are higher at each school (indicating poorer adjustment), the mean scores for both groups fall within the "average adjustment" range as given in the published norms for the test. Bateman therefore concluded that both workers and non-workers on the average are as well-adjusted on this factor as the "norm" group, and that the differences found between groups may be attributed to sampling error.

2) Health Adjustment (HA): Although the data shows a tendency for the non-worker to be somewhat better adjusted on this factor, the HA scores of working and non-working students do not differ significantly.

3) Emotional Adjustment (EA): The emotional adjustment scores of both workers and non-workers fall within the normal range as given in the published norms, but there is a tendency for non-workers to earn lower scores which are indicative of better adjustment. Furthermore, two interesting, but non-significant, sex differences are revealed when the data for all schools was broken into workers and non-workers according to sex. Non-working boys were found to have poorer adjustment on the emotional factors than working boys. For girls, however, the workers made the poorer scores. Again, there appears to be a tendency for workers to be better adjusted emotionally, but this difference is too small to be statistically reliable.

4) Social Adjustment (SA): The social adjustment scores of working and non-working students did not show much variation. However, in one particular school, results show that 11th grade girls who work are less well-adjusted socially than those who do not work (Bateman, 1949).

A study by Traxler (1941) gives support to the finding of the reliability of the BAI and its correlation with teachers' judgment. In his study, he used results for forty-three high school pupils who were serving as subjects in an experiment in the writing of case-study work with the pupils. Before the BAI results were reported, all the teachers and counselors who were in close contact with the different pupils were asked to rate them on a nine-point scale for home adjustment, health adjustment, social adjustment, emotional adjustment, and school adjustment. The number of raters for each pupil varied from three to eight.

When all the data were available, Traxler computed the split-half reliability coefficient for the different adjustment scales and corrected by the Spearman-Brown formula. The scores on each adjustment scale were then correlated with the average ratings for the corresponding type of adjustment. The data reported from this study indicated that although the number of cases (43) was not very large, the results, when considered with those from other investigators, offer fairly convincing evidence that the BAI has rather satisfactory reliability, as compared with the reliability of tests of academic aptitude and of achievement.

Smith (1947) examined the relationship between scores on the BAI and students' participation in extracurricular activities. This study reported data on social, emotional, and home adjustment scores of the BAI from 1,751 students in the tenth, eleventh, and twelfth grades of a large high school in Iowa. Results show that in all but three extracurricular activities the participating students earned a more favorable social adjustment score than did the non-active school population. However, there was a rather marked sex difference in the emotional

adjustment scores and some sex difference in both home and social adjustment scores. Furthermore, in those cases where significant sex differences appeared, the adjustment scores were in favor of the boys. One speculation might be that group mores allow girls to freely admit more fears than do the mores of boys, or that the mores actually promote a more emotionalized reaction pattern.

In an attempt to clarify the status of the BAI as a predictor of high school adjustment, Dana and Baker (1961) used 470 male and female juniors and seniors from two high schools. The students were selected from an equal number of high and low achievement sections in two required courses: History and Political Science. Grade-point-averages (GPA) (from the immediately preceding semester) were obtained from all S's. Distributions were then made in terms of GPA, where the letter grade A = 1 and F = 5. Three validation groups were formed: Group 1, the 100 S's with the highest GPA; Group 2, the 50 cases on either side of the median GPA; and Group 3, those 100 S's with the lowest GPA. Three cross-validation groups were formed in the same manner, with 50 S's per group. The results showed three clusters of BAI items significantly differentiating between High (1), Median (2), and Low (3) grade-point-average groups in both Validation and Cross-Validation samples. These areas include a) social adjustment (11 items), b) home adjustment (7 items), and c) emotional adjustment (6 items). The author summarized that high achievement in high school may be associated with relative freedom from conflict with parents and from personal problems, coupled with social ease and extraversion.

A more recent study by Gardiner and Lematawekul (1971) revealed valuable information concerning parental roles in second-generation

Chinese in Thailand. The authors stated that the Chinese family has a "tight organization with definite status for each person and clear-cut rules and obligations governing relationships among family members" (p. 335). In addition, these authors referred to some values operating in the Chinese family that are the same as those found in an authoritarian social structure: behavior variously described as dogmatic, rigid, strongly supportive of traditional values, and activity that is highly status-oriented. In general, the results of their investigation support the hypothesis that the second-generation Chinese who used Chinese family-names and those who had attended Chinese schools identified with the Chinese more than those who used Thai family-names and who had not attended a Chinese school.

Osborn (1971) conducted an excellent study to investigate the adjustment difference of selected foreign-born pupils. By comparison, the mean Bell Adjustment Inventory scores of foreign-born pupils do not differ greatly in adjustment from their native counterparts. However, an item analysis of the responses to the BAI scales indicated that adjustment differences unique to foreign-born pupils include self-consciousness, shyness, and fear of victimization by fate. The author continued to state that foreign-born pupils face not only the adjustment difficulties that normally confront native-born, but also cultural, educational, and language differences not faced by their native counterparts. Unlike most native-born pupils, foreign-born pupils often must cope with their differences without parental guidance since immigrant or refugee parents often know little about American culture.

In the Osburn (1971) study, the Bell Adjustment Inventory (BAI) was administered to eighteen foreign-born boys, eighteen native-born boys,

twenty-four foreign-born girls, and twenty-four native-born girls, One-half of the selected foreign-born pupils were born in Mexico, and more than one fourth were born in Portugal. The study showed that the cultural, educational, and language differences which confront foreign-born pupils do not typically result in greater maladjustment of foreign-born pupils. This is evidenced in the comparison study of foreign-born pupils and their native-born counterparts, as well as with the original high school norm group. Osborn thus concluded that since there were more specific adjustment differences common to both foreign-born and native-born pupils than specific adjustment differences unique to either group, adjustment differences seem to be more a result of the conditions encountered in the natural "growing up" processes than the result of cultural, education, or language differences.

An interesting study by Yee and Lee (1977) involved a school primary prevention program for Asian-American youth. These authors agreed that it is no longer surprising to find a community mental health center under-utilized by the minority or culturally different population of its catchment area (Sue & McKinney, 1974; Abad, Ramos, & Bryce, 1974). They further explained that in their experience, the under-utilization of these services stems in part from cultural factors such as fear of social stigma and an uneasiness about revealing to relative strangers personal and family difficulties that could possibly disgrace one's family name. In the Yee and Lee study, they used 20 tenth and eleventh graders, and 25 eleventh and twelfth graders. The preventive program covered four general areas: a) basic communication skills, b) self and identity, c) generational values, and d) self and society (e.g., how do I fit into mainstream America?). The 45 students and these

investigators (and three additional guest speakers) attempted to explore these areas in ten weekly sessions of fifty minutes each. The result showed that most of the students favored continuing the program. They found that it had met its intended goals and was valuable to their learning more about themselves, their families, and where they stood in relation to their Filipino and American values. Lastly, the students expressed that they preferred persons like these two investigators, "outsiders" whom they felt were genuinely concerned about their welfare and represented positive ethnic models with whom they could identify.

The study by Perkins, Perkins, Guglielmino, and Reiff (1977), offered a comparison of the adjustment problems of three international student groups. The purpose of their study was to identify some of the significant differences in the adjustment problems experienced by particular national groups enrolled at the University of Georgia. The investigators stated that most of the recent studies have used surveys to investigate the problems of international students. They have in general found lack of English proficiency and lack of adequate financial resources to be among the top-ranking problems. One of the investigators (Reiff, 1972) found in his earlier study that in the order of severity of the adjustment problems, the Chinese most often note a) English proficiency, b) racial or religious discrimination, c) homesickness, d) separation from family in the home country, and e) unfriendliness of people from the community. The author further stated that the differences among the responses of the particular groups in these studies, however, have been determined only by using percentages to compare the differences in the responses of the groups in ranking or rating the potential problems as problems. In none of the studies have

attempts been made to determine any statistically significant differences among the responses of the particular national groups. In this comparison study, the Chinese rated English proficiency significantly more of a problem than did other respondents. This finding is consistent with the findings of Reiff (1972) and Guglielmino and Perkins (1975) that English proficiency was the problem most frequently noted by the Chinese (Perkins et al., 1977).

A related study by Tomlinson, Acker, Canter, and Lindgorg (1977) reported the relationship between minority status, sex, and school psychological services. The purpose of their investigation was 1) to examine if and how minority status and sex are related to the rate of referral for psychological services, 2) the types of presenting problems, and 3) the nature of subsequent psychological services.

These authors conducted the investigation in an urban school system of approximately 50,000 students. A random sample of 18 elementary, 6 junior high, and 3 senior high schools were drawn from a total of 61 schools in the system. There was at least ten percent minority students enrolled in the selected schools which had a total enrollment of 17,137. This study included all cases (355) referred for psychological services from these schools during an eight month period in one school year.

Results of this study show that of the 355 students referred, 127 were identified as Black Americans, 42 as Native American, and 5 as Oriental. Because the authors found no differences among these three groups on any of the variables investigated; they were combined into a single minority group of 170. However, in the comparison between majority and minority students, there was a significantly higher

percentage of both minority and males referred for psychological services; males were referred approximately twice as often as females. Moreover, when referral problems were categorized as either academic or behavioral problems, there were neither differences between majority and minority students nor between males and females on percentage referred for each type of problem. The authors further reported that parent contacts were made significantly more often for majority students and for females. Also, the recommendations to parents of majority students were more varied than those made to parents of minority students. Lastly, Special Education Resource Services were recommended significantly more often for minority students.

Tomlinson et al. (1977) concluded that since there were no differences between minority and majority students in percentage of academic problems referred, the finding that minority students are more likely to be recommended for Special Education Services is potentially the most disturbing in light of recent concern about the inappropriate referral of minority students to special programs. However, the most optimistic interpretation of this finding is that the severity of problems was greater for minority students, indicating a greater need for special education.

In light of the existing literature on the BAI with high school student populations and some more recent minority studies on teenagers' adjustment, the present study was designed to administer an adapted form of the BAI to a selected group of Oriental teenagers in order to examine their home and emotional adjustment in the United States.

CHAPTER III

METHODOLOGY

Subjects

The subjects included forty-eight Chinese students. The length of residency in the United States varied from 1 month to 8 years. These students, whose primary language was Chinese, were drawn from six high schools within the Phoenix (Arizona) Union High School District. Since these students must employ English as their second language, many of them were enrolled in the high school language-training program (English as a Second Language-ESL). The maximum enrollment length for any student in the ESL program is two years.

Since some of the subjects chosen for this study have been in the U.S. for more than two years (but less than eight), it was necessary to include some students who have fulfilled the ESL program requirement but were in more advanced standing within the same high school.

Students enrolled in ESL were relatively new to this country, and the majority of them were referred by the school counselors. Furthermore, through several screening devices, the ESL students were identified as those who were having difficulties with the English language. These devices included the Oral Language Assessment, the Minimum Reading Proficiency Assessment, Math and Written tests, and the California Achievement Test (CAT). The CAT is given once in the Fall (pre-test), and once in April (post-test). Specifically, those students who scored one

standard deviation below the English-speaking norms on the CAT were strongly recommended to enroll in the ESL program. The Reading Department Chairperson of West High School stated, "The goal of the ESL program is to bring students back to the main stream of the student population" (Flood, 1980).

All students who were identified (from the given district student list) as Chinese-speaking received a consent form and a written and verbal explanation of the study. The forms were translated into both Chinese and English, and the investigator was present to answer questions that might arise from the students. Parents of these students also received a consent form with written explanation (in both languages) of the study. The study explanation clearly indicated the anonymity of responses of the survey and the inventory items. Consent forms were signed by parents and students. Only students who had a signed consent form on file with the linguistic facilitator from each area high school were allowed to participate in the study. (See Appendix A for consent form.)

The forty-eight S's were divided into four groups based on the time length of residency in this country. The intervals varied from one month to one year, 1 to 2 years, 3 to 5 years, and 6 to 8 years. The students' age varied from 13 to 20 years. All subjects, with the exception of two, were either currently enrolled in or had been enrolled in the ESL program (Table I).

TABLE I
STUDENTS STATUS IN ENGLISH AS SECONDARY
LANGUAGE PROGRAM (ESLP)

Yrs.	1st		Semesters				4th		Graduated from ESLP	
	M	F	2nd M	F	3rd M	F	M	F	M	F
0-1	8	3	2							
1-2	2	1	5		3	2				
3-5	2	1			1	1			3	1
6-8					1		2		8	2

A demographic survey was given to the subjects concurrently with the administration of the adapted form of the Bell Adjustment Inventory (BAI), in order to determine the number of years students resided in the United States. The survey also contained items that discriminated those students who were enrolled in the ESL program and those who have completed that program. In addition, students were asked to circle the number of semester(s) in which they had been in this reading and language program.

Apparatus

In order to avoid the language difficulties, all written items were translated into Chinese by the investigator and were carefully examined by one Chinese high-school graduate and two professors. Thus, these instruments were cross-validated by one professor from the language department at Oklahoma State University, and the other professor who has held a teaching position at a major university in Taiwan. The instruments included an adapted form of the Bell Adjustment Inventory in both the English and Chinese languages and a demographic survey which was also translated into these two languages.

Dependent Variable

The dependent variables are the scores obtained on the Bell Adjustment Inventory, and the California Achievement Test scores. The instruments and scoring are discussed below.

The adapted version of the Bell Adjustment Inventory was used to test the dependent variables of home adjustment and emotional adjustment. Each variable was scored on a range from 1 to 30 points. The

closer the score to 1 the better the individual adjustment, and the higher the score the more unsatisfactory the adjustment. The odd-even items reliability for this scale is $r = .80$, and the validity measures are $r = .80$ (BAI Manual, p. 3). Two dependent variables are derived from the Adjustment Inventory:

1. Home Adjustment: High scorers on this variable tend to be associated with one or more of these conditions in the family: (1) inability to live up to the expectation of one or both parents, (2) role reversals of parents (child as parents), (3) feelings of parental rejection, (4) persistent tension in the home, (5) arbitrary restrictions and punitive styles of discipline, (6) sibling rivalries, (7) inability to identify with or relate to one or both parents, (8) divorce or separation in the home, (9) possessive parents, (10) fear of parents.
2. Emotionality: High scorers on emotionality suggest that the student has concerns in one or more of these areas: (1) a tendency to live in a world of fantasy, (2) volatile feelings such as fear, anger, and excitement, (3) depressive feelings coming from isolation and from feelings of inferiority, (4) the feeling that one is the victim of persecution, (5) feelings of guilt, (6) feelings of self-consciousness, and easily hurt feelings, (7) worry, anxiety, and nervousness.

The California Achievement test score was used as a validation check (on the students academic performance) in relation to their adjustment level. The CAT consists of four major scores: reading, language, math, and reference skills. The investigator chose to use only two of the four scores, specifically, reading and language, since these two areas seem closely related to the subjects' academic performance. Moreover, the reading score is further divided into two sub-categories of skills, reading vocabulary, and reading comprehension. The language score is also divided into spelling, language mechanics, and language expression.

Inventory Administration Procedure

A majority of the students for this study were enrolled in the ESL program. The class period for this program varied from one to two regular periods (e.g., 55 to 110 minutes). The time interval was sufficient for the investigator to administer the instrument to many students on a group basis. However, those students who have fulfilled the ESL program requirement were reached through the other courses (e.g., English, and History classes).

The instruments given to the four groups of subjects (nine through twelfth grade males and females) were in both Chinese and English, for the comfort level and the preferred language use by the students. The instructions (both Chinese and English) were given to students:

The first three pages of this survey contain some general questions in relation to your current life situations; please try to answer as many of them as you can; the following page will contain an instruction sheet that will show you how to answer the rest of the items. If you have questions concerning any particular items, please ask me to explain them to you.

Debriefing Procedure

The students of this study and their parents were made aware through the linguistic facilitators and the investigator that the investigator would be available during the study to deal with questions and any adverse effects of the study. Since the investigator was attending school in a different state, he left his current address and phone number with the school counselors and the facilitators, so that he could easily be reached. The investigator also made arrangement with the Clinical Psychology Center at Arizona State University, Tempe,

Arizona, to ensure that the center would accept personal referrals from the investigator (phone contact with Dr. Austin E. Jones, professor of Clinical Psychology at Arizona State University, on December 8, 1980). Arrangements were also made to give feedback regarding the findings of the study to the students, parents, and school faculty. Each of the participants for this adjustment study would receive a copy of the letter which contains the general findings. A copy of thesis would be sent to Dr. Carol Norris at the PUHS District Office also.

CHAPTER IV

RESULTS

The basic design for this study was a 2 X 4 randomized block design. The independent variable was the length of residency in the U.S. The dependent variable was measured by the home and emotional adjustment scores from the Bell Adjustment Inventory.

It was predicted that students who have been in the U.S. longer (e.g., 6-8 yrs.) will tend to have better adjustments than those who have been here for a shorter time length (e.g., 1-2 yrs.). The obtained trend is contrary to what was predicted.

A one-way ANOVA was used to test the group mean difference and an independent sample t-test was used for all possible paired comparisons among the four groups. Moreover, the Pearson-Product-Moment Correlation Coefficient was used to demonstrate the strength and the direction of the relationship between the (CAT) reading scores and the (BAI) adjustment scores.

The results of this study will be reported in the following sequence. First, the home and the emotional mean score comparisons with the ANOVA and then the results from the t-tests; second, the female-male home adjustment score difference for all four groups; third, the correlation coefficient between the students' age and the emotional score; the coefficient between the students' membership and the reading score; fourth, the percentage of students identifying the most

stressful items on the demographic survey. Lastly, percentage with students (in all groups) choosing to continue their education through the college level.

The analysis of variance indicated a significant mean home adjustment score difference between the four groups of students, $F(3,44) = 4.03$, $p < .05$ (Table II). In contrast to the prediction, students from Group 1 (1 mo.-1 yr.) obtained lower mean scores than students from Group 4 (6-8 yrs), $t(24) = 4.33$, $p < .001$. Students in Group 2 (1-2 yrs.) differed significantly from Group 4 (6-8 yrs.) $t(24) = 3.03$, $p < .01$. All other group comparisons are found to be non-significant, $p > .05$ (Table III).

The analysis of variance did not indicate a significant mean emotional adjustment score difference for these students, $F(3,44) = 2.46$, $p > .05$ (Table IV). However, Group 1, and Group 4 showed a significant difference, $t(24) = 2.14$, $p < .05$. Students in Groups 2, and 4 also showed mean difference, $t(24) = 2.69$, $p < .03$. Similarly, all other comparisons are reported to be insignificant (Table V).

The t-tests fail to show any significant difference between the female-male students in their home adjustment scores. One must be careful in the interpretations of this score since the ratio of female to male is about 1 : 3.

It was predicted that the male students would tend to answer items in the emotional adjustment area in a more positive direction than female students, especially as the students reach the late teens. The Pearson Correlation Coefficient between age and emotional score for males between the age of 13-20 years was $r = .04$. The females' coefficient at age 14-19 years was $r = .27$, respectively (Table VI).

TABLE II
 ANALYSIS OF VARIANCE TABLE FOR HOME ADJUSTMENT
 OF ORIENTAL TEENAGERS WHO HAVE RESIDED IN
 U.S. FROM ONE MONTH TO EIGHT YEARS

Source of Variation	Sum of Square	Degrees of Freedom	Mean Square	F Ratio
Between Groups	359.14	3	119.71	4.03*
Within Groups	1,306.78	44	29.69	
TOTAL	1,665.92	47		

* $F_{.95(3,44)} = 2.84$

TABLE III

MULTIPLE T-TEST SUMMARY FOR ORIENTAL TEENAGERS'
HOME ADJUSTMENT (BAI) BETWEEN GROUPS (1,2),
(1,3), (1,4), (2,3), (2,4), and (3, 4)

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	T Value	df	2-Tail Prob.
Group 1	13	7.23	3.63	1.00	-1.00	24	0.32
Group 2	13	8.84	4.54	1.26			
Group 1	13	7.23	3.63	1.00	-0.89	20	0.38
Group 3	9	9.66	8.95	2.98			
Group 1	13	7.23	3.63	1.00	-4.33	24	0.001
Group 4	13	14.30	4.64	1.28			
Group 2	13	8.84	4.54	1.26	-0.28	20	0.78
Group 3	9	9.66	8.95	2.98			
Group 2	13	8.84	4.54	1.26	-3.03	24	0.01
Group 4	13	14.30	4.64	1.28			
Group 3	9	9.66	8.95	2.98	-1.59	20	0.12
Group 4	13	14.30	4.64	1.28			

TABLE IV
 ANALYSIS OF VARIANCE TABLE FOR EMOTIONAL ADJUSTMENT
 OF ORIENTAL TEENAGERS WHO HAVE RESIDED IN
 U.S. FROM ONE MONTH TO EIGHT YEARS

Source of Variation	Sum of Square	Degrees of Freedom	Mean Square	F Ratio
Between Groups	294.75	3	98.25	2.46
Within Groups	1,751.73	44	39.81	
TOTAL	2,046.48	47		

$F_{.90(3,44)} = 2.23$

TABLE V

MULTIPLE T-TEST SUMMARY FOR ORIENTAL TEENAGERS' E-MOTIONAL ADJUSTMENT (BAI) BETWEEN GROUPS (1, 2), (1, 3), (1, 4), (2, 3), (2, 4), and (3, 4)

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	T Value	df	2-Tail Prob.
Group 1	13	10.15	5.66	1.57	0.48	24	0.63
Group 2	13	9.15	4.93	1.36			
Group 1	13	10.15	5.66	1.57	-0.88	20	0.38
Group 3	9	12.77	8.30	2.76			
Group 1	13	10.15	5.66	1.57	-2.14	24	0.05
Group 4	13	15.30	6.60	1.83			
Group 2	13	9.15	4.93	1.36	-1.29	20	0.21
Group 3	9	12.77	8.30	2.76			
Group 2	13	9.15	4.93	1.36	-2.69	24	0.03
Group 4	13	15.30	6.60	1.83			
Group 3	9	12.77	8.30	2.76	-0.80	20	0.43
Group 4	13	15.30	6.60	1.83			

TABLE VI
CORRELATION COEFFICIENT BETWEEN
AGE AND EMOTIONAL SCORES

Sex	Age (Yrs.)	Corr. Value for Emotional Scores
Males	13-20	.04
Females	14-19	.27

In terms of the strength of the relationship and the direction between the reading and the adjustment scores, Group 4 and Group 1 both show a positive relationship (meaning an increase in reading score is correlated with an increase in adjustment score). Group 2 and Group 3 demonstrate an inverse relationship between the reading and the adjustment score. The strength of the correlation coefficient is the greatest in Group 4 (.54), followed by Group 3 (-.45), Group 2 (-.27), and Group 1 (.17) consecutively (Table VII).

The group mean difference for the reading scores among all groups were analyzed by the t-test statistic. Four of the six combined groups were found to be significant. Group 1 differed significantly from Group 2, $t(22) = 2.63$, $p < .02$. Group 1, and Group 3, $t(18) = 4.21$, $p < .001$. Group 1, and Group 4, $t(20) = 6.8$, $p < .001$. Lastly, Group 2, and Group 4, $t(22) = 4.16$, $p < .001$. However, Group 2, and Group 3, $t(20) = 2.04$, $p < .10$. Group 3, and Group 4, $t(18) = 1.45$, $p > .10$ (Table VIII).

The Demographic survey shows that sixty-nine percent of the twenty-six students (in Groups 1 and 2) identified English language and the school-related area as the most stressful item; in contrast to twenty-seven percent of the twenty-two students in both Groups 3 and 4. Moreover, twelve percent of the twenty-six students in the first two groups identified interpersonal relationship as a source of stress; whereas fifty percent of the twenty-two students in Groups 3 and 4 have reported this area as one of the most stressful items on the survey (Table IX).

TABLE VII
CORRELATION COEFFICIENT FOR READING (CAT) AND
COMBINED (HOME AND EMOTIONAL)
ADJUSTMENT SCORES (BAI)

Group 1	Reading and Combined Adjustment Scores	.17
Group 2	Reading and Combined Adjustment Scores	-.27
Group 3	Reading and Combined Adjustment Scores	-.45
Group 4	Reading and Combined Adjustment Scores	.55

TABLE VIII
 MULTIPLE T-TEST SUMMARY FOR FOUR GROUPS
 ORIENTAL TEENAGERS' MEAN
 READING SCORES (CAT)

Group	Number of Cases	Mean	Obtained T-value	Significant Level
1	11	812.18	-2.63	p < .02
2	13	928.54		
1	11	812.18	-4.21	p < .001
3	9	1,046.88		
1	11	812.18	6.80	p < .001
4	11	1,138.82		
2	13	928.54	-2.04	p < .10
3	9	1,046.88		
2	13	928.54	-4.16	p < .001
4	11	1,138.82		
3	9	1,046.88	-1.45	p < .10
4	11	1,138.82		

TABLE IX
PERCENTAGES OF IDENTIFIED ITEMS AS MOST
STRESSFUL IN DEMOGRAPHIC SURVEY

Item	Groups 1 and 2 (26 S's)	Groups 3 and 4 (22 S's)
English Language and School	69%	27%
Love Relation and Parents	12%	50%

Lastly, there is no significant difference among students in the four groups in choosing to continue their schooling through the college level. Only one of the forty-eight students gave a definite no response, and two other students answered undecided.

CHAPTER V

DISCUSSION AND CONCLUSION

The results of this study fail to support the prediction that the increased length of residency in the United States will help an Oriental teenager to have a better home and emotional adjustment as measured by the Bell Adjustment Inventory. Students recently arrived in the U.S. scored in a more positive direction (meaning better adjusted) than those students who have resided in the U.S. for the past six to eight years. One possible explanation of this finding may be that newly-arrived students live in a more supportive environment. They are still immersed in the Oriental culture and are in a protective school environment, where they are pre-occupied with the learning of a new language and are less likely to come into conflict with peers and cultural discrepancies. Furthermore, these newcomers tend to accept rules and regulations of the new society more readily before they are familiarized with the surroundings. The adage "familiarity breeds contempt" fits appropriately in this instance.

One of the protective arrangements that helps these new students is that they are enrolled into the language training program, a linguistic program which allows students from similar backgrounds to study together as an intact group. Thus, these students can give each other support and have a better understanding with those that shared similar experiences. This ESL program is structured to meet the

students' needs. Despite all the difficulties which are encountered by these students, it is rewarding for them to know that they will graduate from the course and become a member of the general student population. Moreover, they are aware of the fact that similar problems were encountered by former immigrant students as well.

As time progresses, the students appeared to become more cognizant of the importance of the effort to make a successful transition from the old culture (Chinese) into the new (U.S.) and to integrate the two. For instance, depending on the student's rate of learning and the language competency level, the majority of them would fulfill the ESL program requirement by the fourth semester in high school. They would then no longer be in a "protective" school environment but be expected to acquire enough knowledge and skills to live a life which is more similar to their Caucasian peers. According to the demographic survey, students in residence longer are more likely to have other conflict areas emerging, such as a part-time job outside of school, establishing a love relationship, and facing other types of school-related problems.

The investigator believes that, by the time students have been in the U.S. for five years or more, they tend to adopt increasingly the values and the traditions of this new culture. It is this change of identity which creates conflict with the parents' values and the traditions from the former culture. Thus, students in the longest resident group (6-8 yrs.) not only have to face the parental pressure to retain the family traditions, but they must also confront their peer groups and try to establish self-identity which integrates these two dominant cultures (American and Oriental).

Another factor which may shed light on the mean differences found between Groups 1 and 4 is that the investigator noticed, in conducting this study, that recently-arrived students seemed more confined to the role of a "good student". They appeared to be more reserved in terms of admitting openly to their current adjustment status, perhaps because they have nothing to draw on as a reference scale. In contrast, students who have been in the U.S. for a much longer period have experienced the different levels of comparison about life adjustment. It is likely that these old-timers are more willing to criticize their current adjustment status since they do not have as much emotional support as their counterparts.

It was the original intent of this study to compare the difference between male and female students in their home and the emotional adjustment scores. However, due to the limited numbers of female students enrolled in the different high schools the investigator had to forego this comparison. It was also predicted that the male students would tend to have a more stabilized emotional adjustment as they approach the late teens than do female students due to greater cultural stress on females. This relationship also was not demonstrated.

The CAT scores seem most strongly correlated with the number of years that these students resided in the U.S. The reading scores for all four groups of S's progress in a linear fashion according to the length of residency in the U.S. That is, the first group (1 mo. to 1 yr.) obtains the lowest mean score, second group (S's from 1-2 yrs.) the next highest, etc.

As was predicted in the earlier studies (Perkins et al., 1977), the one item which was identified by most students as the most stressful

was the language area (i.e., English proficiency). The present investigation noted that language difficulties seem to be the most stressful item for the first two groups of students (e.g., students who have been in the U.S. for two years or less) in contrast to the students who have been here for three years or more. Apparently, Group 1 and Group 2 students are more inclined to state that they are having difficulties with the language since the primary objective for their studying in the ESL program is to master the language skills.

Lastly, all students with the exception of three, stated that they wished to continue their education to the college level. Again, the Oriental family tradition seems to highly emphasize the importance of getting a higher education as does the American "success" ethic. This appears to be one area where the two cultures meet and reinforce the value of continued education although the education may be valued for different reasons, the Chinese culture appraising it as a scholarly endeavor, whereas the Americans view it as a vocational necessity.

Conclusion

There were two major purposes of this study. One, the investigator wished to estimate the current adjustment level of Oriental teenagers using the Bell Adjustment Inventory (Home and Emotional scores). Second, to demonstrate the effectiveness of the English as a Secondary Language program (ESL).

Results of the study showed that ethnic Chinese students who have resided in the U.S. for a longer period of time are less well-adjusted according to the BAI scales than the newly-arrived immigrants. This finding may be related to the more supportive environment of the new

arrival and the increasing conflict with the American culture experienced as the students move out from this supportive environment.

"Older" students obtained higher reading scores on the California Achievement Test, indicating greater familiarity with the English language. In some measure, this may be interpreted as a success measure of the ESL program since most of the students in the "older" groups were earlier graduates of the ESL.

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APPENDIXES

APPENDIX A

PARENTAL PERMISSION AND STUDENT CONSENT FORM

Oklahoma State University
 Clinical Psychology Department
 Stillwater, Oklahoma 74078

DATE _____

STUDENT'S NAME _____

STUDENT'S NUMBER _____

I, hereby voluntarily authorize Eddie N. Ong, of Oklahoma
 Name of Researcher
 State University, be designated to perform the following study:
"Home and Emotional Adjustment in Oriental Teenagers"

I understand that strict confidentiality will be observed of all data collected under the guidelines established by the Department of Psychology, Oklahoma State University. Complete anonymity (a coding method will be used) will be preserved and data will be released only to qualified professionals for scientific or training purposes.

I further understand and agree that the data and information related to and resulting from the study may be used for publication in scientific journals but that my name/my child's name shall not be used in association with these publications without my specific written permission.

By signing this consent form, I have not waived any of my legal rights or released this institution from liability for negligence. Furthermore, my son or daughter will be made fully aware of the fact that they are free to leave this study at any time, and they won't be penalized for non-participation. Should any problems arise during this study, the researcher will be present to make any necessary arrangements to deal with those situations.

親愛的家長：

茲為研究華人子弟在美生活適應的程度，誠徵求您同意，您的子弟參加這項問卷調查。問卷係採無記名，且所有資料均絕對保密，故絕無任何不良後果。此項研究能否順利完成，實有賴於您的贊助。謝謝！順祝

新年愉快

學生簽名 _____

家長簽名 _____

聲藝民 敬上

APPENDIX B

DEMOGRAPHIC SURVEY

Demographic Survey
外國學生統計的調查

1. Name: (Will be Coded) Sex: 性別 Age: 年齡
 Grade: 班級 School: (Will be Coded)

2. Are you now in ESL? Yes ; No
 您現在是否在閱讀班呢?
 If so, how long have you been in ESL? (1, 2, 3, 4) semester(s).
 如果是,這是您在閱讀班的第(一,二,三,四)個學期

3. How long have you been in the United States? Yrs. Mo.
 您在美國居留了有多少年份呢? 年 月

4. In what country have you been staying most of your life?
 您在那一個國家或地方居留了最長久的時間呢?

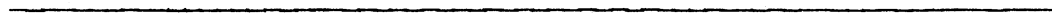
5. Who lives in your house?
 在您家同住的有

Father Age Mother Age
 父親 年齡 母親 年齡
 Brother(s) Age ; ; ; ; ;
 兄弟 年齡
 Sister(s) Age ; ; ; ; ;
 姊妹 年齡
 Others (Please specify) Age ; ; ;
 其他人(請表明) 年齡

6. School organization(s) or club(s) you are a member of
 您在學校是那一個同學會的會員呢?

- 1. 3.
- 2. 4.

Are you an officer in any of these club(s)? Please specify.
 如果您是某個同學會的職員,請表明您的職位。



7. Are you working for pay? Yes _____; No _____
您在課餘的工作是有薪水支的嗎?
How many hours a week? _____ hours
每個星期,您的工數有多少個鐘頭呢?
When? Schooldays _____; Saturday _____; Sunday _____
工作 星期一至 星期六 星期日
日期 五之內
8. Which of the following area(s) gives you most stress?
(Place a 1 by the most stressful item and a 9 by the least stressful item).
在下列空線上,填寫由1至9的數目;1是代表給您最大壓力的一樣項目,而9是代表最微的。
a. School _____ f. Language _____
學校 語言
b. Parents _____ g. Feeling Different _____
家長 異族的感覺
c. Work _____ h. Money _____
工作 金錢
d. Friends _____ i. Other (Please _____
朋友 Specify)
其他(請表明)
e. Love _____
Relation
異性的關係
9. I would rate my current over-all adjustment level as:
我認為現時自己綜合適應的程度是
(1 2 3 4 5 6 7)
Very Very
Poor; Poor; Fair; Average; Favorable; Good; Good
十分不合 不合 尚可的 中等 良好 合理想 十分合
理想, 理想, 理想,
10. Are you planning to get a college degree:
Yes _____; No _____; Undecided _____
您打算在大學畢業嗎?(是,否,?)
11. Type of work you want to do after graduation from high school?
College?
您所喜歡做的工作在中學畢業後,(在大學)?
12. When you have personal problems, the first person you see will be:
當您有私人問題時,您會先見
a. Parents _____ b. Friends _____
家長 朋友

- c. Teacher(s) _____
先生
- d. Relatives _____
親戚
- e. Co-Worker _____
工友
- f. Handle by Yourself _____
自己代理
- g. No one _____
無人
- h. Other(s) _____
其它

13. The person you show the most respect to would be _____.
我最敬重的人是
14. One thing that often gives the most headache is _____.
時常給我最多麻煩的是
15. I _____.
我
16. Do you plan to stay in this country? Yes _____; No _____
您打算居留在美國嗎?
To obtain U. S. citizenship? Yes _____; No _____
申請入籍嗎?
17. Currently, one thing that I most need is _____.
我現時最需要的是
18. Do you believe that you are a better adjusted person than most of your Oriental friends? Why or Why not?
同您多數的唐人朋友比較起來,您認為您,在家庭及心理(情感)兩方面都比較適應過他們嗎?理由是.....

APPENDIX C

BELL ADJUSTMENT INVENTORY (STUDENT FORM)

The Adjustment Inventory

Revised Student Form
By Hugh M. Bell, Ph.D.

Directions

Are you interested in knowing more about your own personality? If you will answer honestly and thoughtfully all of the questions on the pages that follow, it may be possible for you to obtain a better understanding of yourself.

There are no right or wrong answers. Indicate your answer to each question by making a check in the appropriate box. These checks are "yes", "no", "?". Use the question mark only when you are certain you cannot answer "yes" or "no".

If you have not been living with your parents, answer certain of the questions with regard to the people with whom you have been living.

“江山易改，本性難移”
每個人都有一個不同的個性，您對它認識多少呢？如果您能夠忠實地回答下列的問題，您將會對您的個性有進一步的了解。請記住一點，這些問題是沒有一定絕對的答案。每一問題有三個答案 (yes, no, ?)，請將您認為最適合的答案圈出。

Yes = 是，或較多時是

No = 否，或較多時否

? = 不適合 (盡可能少用

這個答案，因為會影響到問卷的準確性)。

如果您現在不同父母一起住，當回答某些問題時，以現在與您同住的人而論。

			Check one answer only.		
			Yes	No	?
11.	Does the thought of an earthquake or a fire frighten you? 您是否一想到地震或火就害怕?				
12.	Has either of your parents insisted on your obeying him/her regardless of whether or not the request was reasonable? 不論有理與否,您的父親或母親會硬要您順從他(或她)的要求嗎?				
13.	Has illness or death among your immediate family tended to make home life unhappy for you? 曾否因家人的疾病或死亡而令您的家庭生活不愉快呢?				
14.	Has lack of money tended to make home unhappy for you? 曾否因缺乏金錢而令您有不愉快的家庭呢?				
15.	Are you easily moved to tears? 您是否容易感到悲傷呢?				
16.	Has either of your parents frequently found fault with your conduct? 您的父親或母親是否時常批評您的行為呢?				
17.	Do you dread the sight of a snake? 您是否害怕看到蛇?				
18.	Have your parents frequently objected to the kind of companions that you go around with? 您的父母是否時常反對您所結交的朋友呢?				
19.	Do things often go wrong for you from no fault of your own? 錯事常因您而起,但大部錯不在您嗎?				
20.	Are you frightened by lightning? 您害怕閃電嗎?				

VITA²

Eddie Ngai Ong

Candidate for the Degree of

Master of Science

Thesis: HOME AND EMOTIONAL ADJUSTMENT IN ORIENTAL TEENAGERS

Major Field: Psychology

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