

THE EFFECTS OF RELOCATION AND FAMILY
STRUCTURE UPON ACADEMIC ACHIEVEMENT
AND BEHAVIORAL ADJUSTMENT OF
14 EIGHTH GRADE STUDENTS

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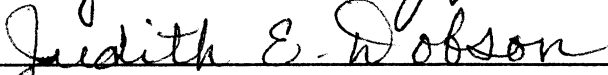
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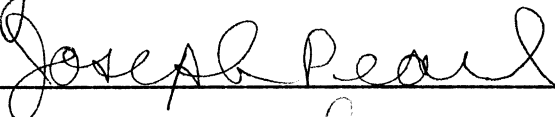
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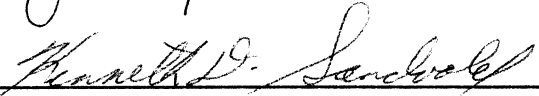
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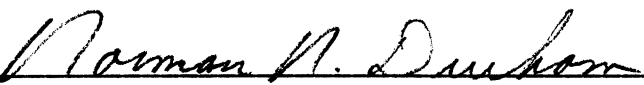
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PREFACE

This study is focused upon the behavioral and academic effects of relocation of eighth grade students. This multiple case study design examines relocation effects within different family structures and as mediated by several additional variables. Data is presented case by case and is analyzed in a cross case model.

First, I wish to express appreciation to my thesis adviser, Dr. Al Carlozzi for his support, patience and diplomacy while I have conducted this study. I am also grateful to my committee chair, Dr. Judy Dobson for her enthusiasm, support and guidance. Thoughtful and considerate input has also been provided by other committee members, past and present. These members include Dr. Joseph Pearl, Dr. Kenneth Sandvold and Dr. Julia McHale.

A research project of this nature cannot be executed without active participation and support from additional people and institutions. In this regard, I am grateful for contributions made by my panel of experts for their guidance in formulation of the interview schedules. These people are Dr. Virgil Brockbank, Dr. Kay Bull and Ms. Shirley LaGaza.

A great distance is traversed between research design and execution. This distance would not have been traversed without interest from the Jordan School District in Salt

Lake City, Utah. I express my gratitude to R. Gene Ball and Dr. Robert Burt for risking approval of this study to be conducted. I am particularly grateful to the unnamed principals, faculty, counselors and secretaries who have provided their unselfish support, encouragement and data. I also appreciate time which was freely given by the subjects and parents interviewed for this study.

Finally and foremost, I am grateful for the personal, financial and professional sacrifices made by my wife, Susan. Her patience and encouragement have kept me going and her belief in me has been the primary reason I have accomplished this work.

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CHAPTER I

INTRODUCTION

Background and Significance of the Study

Mobility and family relocation seem to be accepted as part of the American way of life. Each year approximately 20% of the population change residence (Ammons, Nelson & Wodarski, 1982; Gaylord, 1979; Levine, Wesolowski & Corbett, 1966; Pihl & Caron, 1980; Shumaker & Stokols, 1982). These relocations may be the result of population growth and suburban expansion or major geographic relocations resulting from changing economic trends. Changes in economic trends cause major corporations to relocate an average of 100,000 employees and their families each year (Anderson & Stark, 1988). Other relocations result from family fragmentation, through divorce or death of a parent (Wallerstein & Kelly, 1979). The subsequent abrupt change in the family's economic status frequently results in loss of income and the family home (Espenshade, 1979). As these families relocate, their school-age children transfer to new schools. Educational institutions must not only expand to meet the needs of these new students, but must also consider their qualitative differences and special needs (Burns &

Brassard, 1982; Morris, Pestaner & Nelson, 1967; Whalen & Fried, 1973). The special needs of these children must be considered by community based support services as well as educational institutions. Social service agencies specializing in treatment of children frequently report schools as the source of their largest number of referrals (Youth Services of Tulsa County, 1982, 1983), and students of fragmented families as their most common referral (Youth Services of Tulsa County, 1983).

There is considerable disagreement among psychologists and educators regarding the effects of relocation upon school students. Lacey and Blane's (1979) meta-analysis of 28 previous studies concluded that 12 of these documented a correlation of lower academic achievement with relocation, five demonstrated higher achievement, and 11 failed to find any relationships. Some claim relocation has negative correlates, such as lower grades (Goebel, 1974; Levine, Wesolowski & Corbett, 1966; Whalen & Fried, 1973), impaired intellectual growth (Gaylord, 1979), poorer reading ability (Morris, Pestaner & Nelson, 1967), poorer math achievement (Benson & Weigel, 1980-1981), disruption of sibling and peer relationships (Stubblefield, 1955), decreased interaction with parents, social frustration (Gaylord, 1979), fragmented family structure (Levine, Wesolowski & Corbett, 1966), poorer school adjustment (Benson & Weigel, 1980-1981; Hartung, 1975), recurrent behavior problems at school (Potts, 1976), more frequent conflict with teachers

(Hartung, 1975), impaired differentiation from parents (Tooley, 1970), decreased feelings of security and well-being (Gaylord, 1979), increase in burn accidents (Knudson-Cooper & Leuchtag, 1982) and personal emotional problems (Gaylord, 1979; Stubblefield, 1955).

Others claim that relocation has neither positive nor negative correlates. In some studies, no relationships were found to exist between relocation and reading achievement (Cramer & Dorsey, 1970), math achievement (Morris, Pestaner & Nelson, 1967), low self concept (Kroger, 1977), emotional adjustment (Ford, 1979; Pedersen & Sullivan, 1964), creativity (Lawton & Busse, 1972), personality variables (Caron, 1974), and attitude toward school attended (Anderson, 1974).

Still others claim that relocation has several positive correlates. Mann (1972) found that relocated students demonstrated better social and academic skills. Goebel (1974) supported Mann's findings for those students who moved early in life. She found contradictory results for students who moved during adolescence. Whalen and Fried's (1973) findings supported Mann's study for high IQ students. Other positive correlates include improved family interactions (Tooley, 1970), more active participation in family affairs (Hartung, 1975) and higher self esteem immediately following relocation (Hatmaker, 1977).

It is fundamentally important that consideration be

given to the changes students must make when relocating. For family members, a sense of loss and depression (Gaylord, 1979) deterioration of health, little community involvement, strong dependency on the marital relationship for emotional satisfaction, a significant rate of alcoholism, pervasive feelings of social anonymity, diffusion of individual responsibility for social acts resulting in lack of involvement, destructive aggression, marital discord and high divorce rate (Anderson & Stark, 1988) frequently accompany relocation. This sense of loss may involve past familiarity with schools, classmates, locations of grocery stores, laundromats, neighbors and the house in which family members recall times of togetherness and tradition.

Blended families and single parent families are perceived as more vulnerable to detrimental postrelocation effects due to their previous experience of intrafamilial disruption and ambiguity of family and role definitions (Anderson & Clark, 1988). Even a relocation of a short distance may pose a complete change of surroundings for nondriving students, since immobility effectively separates them from past friends, classmates and environment (Kantor, 1965). This separation, combined with reflection upon major life events which transpired while living in a particular locale add to the apprehension and uncertainty facing the student at a new school. Particular problems face students who relocate as they

interact in new environments. Students must adjust to new teachers, curricula, instructional methodologies, peer groups (Benson & Weigel, 1980-1981) and systems of school organization (Phillips, 1978). Despite these considerations, some researchers fail to find any relationship between relocation and social or educational adjustment (Dowling, 1980).

The inconclusive findings of some studies and contradictory findings of others may result from several methodological difficulties. The most readily identified of these is differential definitions of the major variables. Terms found in the literature which refer to the independent variable include mobility, geographic mobility, residential mobility, transfer, pupil turnover, move, relocation and migration. Researchers also use various definitions when referring to each of these terms. The variety of definitions has resulted from the failure to adequately describe the multitude of dimensions implied by the use of any single term (Stokols & Shumaker, 1983). These dimensions may include the number of moves made within a period of time, the recency of the latest move, the distance of the geographic displacement, access to the previous environment and similarity of new environment to the previous one.

Difficulty with definitions of the dependent variables are equally numerous. School achievement is variously defined as performance on achievement tests (Goebel, 1974),

performance on selected achievement tests (Benson & Weigel, 1980-1981; Cramer & Dorsey, 1970), IQ covaried achievement test scores (Whalen & Fried, 1973), difference scores between achievement test scores and IQ projections of those scores (Morris, Pestaner & Nelson, 1967), reported grades and/or achievement test scores (Brown, 1980), average of all school grades for the entire school career (Levine, Wesolowski & Corbett, 1966) and grades in each separate subject for each grade level (Schaller, 1976).

Problems are posed when measures of school achievement are taken from annually administered school achievement tests. Since an assumption of the study of the effects of recency of relocation is a time limited impact upon achievement, the use of an instrument which measures performance annually may not be appropriate (Nolan & Hall, 1978).

Lack of conceptual agreement on components of a non-academic index of adjustment is also apparent. Definitions previously employed in research include school records of absence, tardiness, truancy, disciplinary action and suspension (Brown, 1980), average citizenship marks for the entire school career (Levine, Wesolowski & Corbett, 1966), self report (Hartung, 1975), referees for outpatient evaluation or treatment (Gabower, 1960; Pedersen & Sullivan, 1964), scores on assessment instruments which measure self esteem (Hatmaker, 1977; Kroger, 1980), personality factors (Caron, 1974), specific behaviors

(Benson & Weigel, 1980-1981; Potts, 1976), manifest anxiety (Ford, 1979) and clinical impressions (Stubblefield, 1955; Tooley, 1970).

Another area of methodological difficulty is the failure of some studies to account for the effects of confounding or mediating variables. A review of previous research has identified several of these variables. They include family structure, socio-economic status, distance of geographic displacement, IQ, sex, number of schools previously attended, family size, parental aspirations, military family (Lacey & Blane, 1979) and parental attitude toward the relocation (Pedersen & Sullivan, 1964). Other unresearched hypothesized variables include reason for relocation (Lacey & Blane, 1979), preexisting and latent personality disturbance (Tooley, 1970), preexisting academic differences (Schaller, 1976), sex-role demands, classroom preference (Mann, 1972), father absence and family structure (Ford, 1979), ordinal position and family size (Hatmaker, 1977; Whalen & Fried, 1973), frequency of relocation (Knudson-Cooper & Leuchtag, 1982), achievement motivation and family value system (Morris, Pestaner & Nelson, 1967), parental attitude toward relocation (Whalen & Fried, 1973) and specific patterns of mobility and type of academic achievement (Goebel, 1974).

A final difficulty results from the application of statistical analysis. Statistical analyses of a hypothesized relationship in which one of the above

mediating, confounding or unresearched variables is present may result in the averaging together of positive and negative effects in such a manner so as to produce inconclusive findings. At this time a more appropriate approach to deal with this complex array of variables is to employ a qualitative case study design (Benson & Weigel, 1980-1981). Methodological difficulties notwithstanding, several relationships have been found to exist. In a study of fifth grade students in California, a negative relationship was found to exist between mobility and math achievement (Morris, Pestaner & Nelson, 1967). In a similar study of ninth grade students from six junior high schools in Colorado, mobility was found to be negatively related to math achievement (Benson & Weigel, 1980-1981). A negative correlation between mobility and school adjustment was also found to exist.

A variable that has been shown to be related to relocation is socio-economic status. In Goebel's (1974) investigation of the variables affecting the outcome of mobility, she informs the reader that failure to control for socio-economic status in future studies could result in inconclusive findings. Two earlier studies (Lehr & Hendrickson, 1968; Levine, Wesolowski & Corbett, 1966) were careful to limit their generalizability to intact, upper middle class families. Finally, Morris, Pestaner and Nelson (1967) found socio-economic status to be an important mediating variable related to the impact of

relocation.

In Benson and Weigel's study (1980-1981), the recency of relocation also was found to impact students. Recency of relocation inversely correlated with both math achievement and total school adjustment.

Although the effects of relocation upon students in a fragmented family have not been studied (Ford, 1979), several differences in children from single parent families are apparent. Brown (1980), in summarizing a study of the Kettering Foundation and the National Association of Elementary School Principals, found a higher incidence of family mobility, school tardiness, twice the frequency of suspensions, nearly 60% of the truancy, 40% of the dropouts and all of the expulsions from school involved students of single parent families. These statistics are viewed from the perspective that students from single parent families constitute only 25% of the school population (Brown, 1980).

A final variable shown to be related to the effects of relocation upon students is the attitude parents take toward the move. In Gabower's (1960) comparison of behavior disordered and normal children of highly mobile families, no differences between these children or their families could be found except that the mothers of the behavior disordered children were generally opposed to relocating. While Morris, Pestaner and Nelson (1967) did not study the effects of family achievement-oriented values upon relocation of students, they concluded their study by

hypothesizing that this area deserves study. They believe that those families who perceive relocation as stressful do not possess the value structure to make relocation an event which stimulates their children to higher academic success.

In sum, there are discrepant and inconsistent findings with respect to the effects of relocation upon students. These findings result from definitions of relocation which have failed to account for the time since the most recent move, the degree of the student's access to the old environment, and whether transferring to another school without changing residences constitutes relocation. Future studies might produce more conclusive results if a definition of relocation is limited to a change in residence and school through which the student has no access to the previous neighborhood or school. These studies must also consider the time elapsed since the most recent relocation.

Inconclusive findings may also have resulted from conceptual difficulties. The assumption that relocation affects all students in the same way may have caused the averaging together of effects of confounding variables in such a manner as to produce inconclusive findings where genuine correlates may have been present.

There is also considerable disagreement among psychologists and educators on the effects of family fragmentation upon school students. It is difficult to separate the effects of family fragmentation from

behavior in females, developmental regression (Wallerstein & Kelly, 1979) and increased feelings of identification with the remaining family unit (Levitin, 1979).

A second factor recognized to affect student response to family fragmentation is the passage of time since fragmentation took place. Magrab (1978) and Wallerstein and Kelly (1979) generally agree that most effects are resolved by the end of the first year but that some issues are not resolved after as long as five years. Levitin (1979) however, concludes that most responses remain at the end of the first year and require a second year to resolve. She also observes that some of these responses last into adulthood but that long-term effects are quite subtle and few in number.

Statement of the Problem

The purpose of this study was to describe the effects of relocation and family structure upon post-relocation academic achievement and behavioral adjustment of eighth grade students over time. This study also included consideration of variables which may mediate the above primary relationships. These mediating variables include socio-economic status, size of family, community support systems, size of classroom, parental attitude toward the relocation and student attitude toward the new school.

Definition of Terms

Academic achievement referred to student, parent and teacher reports of scholastic accomplishment, compared

relatively to pre-relocation school achievement and relative achievement of classmates, respectively.

Attitude toward relocation was designated as parent and student self reports of their subjective feelings about having made the move. For parents, this report was based upon assessment of perceived gains and losses from moving and upon the reported degree of liking for the new neighborhood, new school and new job, where applicable. For students, this report was based upon the degree of liking for the new school and change in friends.

Behavioral adjustment was indicated by student, teacher and parent reports of quality of social interaction with peers and family members as well as reports of skipping classes or disciplinary action taken by school officials. Class size was defined as teacher reports of the number of pupils in a student's classroom for a given subject.

Extended support systems referred to parent reports of participation in church, school or other community activities. Family structure referred to family size, birth order and biological and legal relationship of subject to the adults living in the household. Number of previous relocations was defined as student reports of the number of times since the first grade the student has changed schools because of moving. Previous grades referred to student and parent reports of grades earned by the student at the school previously attended. Relocation was defined as a geographic displacement of sufficient

magnitude that it removed the student from the previous neighborhood and that it necessitated attendance in a different school at the expense of the previous peer social network. Sense of permanence referred to student and parent reports of the anticipated length of time the family will remain in the new residence. Socio-economic status was comprised of the estimated annual income of the family including alimony and child support, the years of education completed for both biological or adoptive parents and the number of persons living in the household. Teacher expectations referred to initial teacher predictions of new students' eventual academic performance and classroom behavior. Time was indicated by the elapsed time between interviews of subjects participating in the study.

Research Questions

This study answers the following research questions for the 14 students:

1. Are there changes in academic achievement for each type of family structure following relocation?
2. Are there changes in behavioral adjustment for each type of family structure following relocation?
3. Are there mediating effects of sense of permanence of this relocation, attitude toward making this relocation, extent of extended support systems, socio-economic status, teacher expectations, class

size, previous grades and number of previous relocations upon academic achievement? If so, what are they?

4. Are there mediating effects of sense of permanence of this relocation, attitude toward making this relocation, extent of extended support systems, socio-economic status, teacher expectations, class size, previous behavior and number of previous relocations upon behavioral adjustment? If so, what are they?

Assumptions

In order that this study be conducted several assumptions were made. First it was assumed that parents, teachers and subjects had verbal skills which were adequate to clearly articulate their experience. Second, it was assumed that the voluntary participants provided responses which were reliable and accurate. Third, it was assumed that subjects who participated in the study would not change their school schedule, relocate or retract consent prior to completion of the study. Finally, it was assumed that family structure, as defined herein, was a reasonable indicator of family dynamics, such as the time parents spent with their children, the time they spent with each other, the time siblings spent with each other and the manner in which income was allocated for use.

Organization of the Study

Chapter I has presented an introduction to the topic

of this research. Chapter II contains reviews of related research. Found in Chapter III are the specific methods and instruments implemented in the conduct of this research. A presentation of the data is found in Chapter IV. Chapter V contains an analysis of the data and in Chapter VI is a summary, conclusions and recommendations for future research.

CHAPTER II

REVIEW OF RELATED RESEARCH

Introduction

The following review begins with a presentation of research findings about the impact of relocation and family structure upon academic achievement. Following this review, the impact of relocation and family structure upon behavioral adjustment shall be examined, focusing particular attention on the variables which mediate the primary relationships.

Academic Achievement

Academic achievement may be defined as the extent to which the student gains knowledge in a specified curriculum area. The discrepancy between presented material and subsequent student demonstration of retention allows for measurement of the level of academic achievement. Customary expressions of this measurement take the form of scores on standardized achievement tests and periodic grade reports.

Relocation

The relationship of relocation to academic achievement is an issue of considerable interest and research. The quantity of research in this area may reflect an attempt to

further clarify what appears to be conflicting preliminary results.

Falik (1966) studied the effects of relocation on the academic adjustment of children from an affluent upper midwest community. The experimental group of his study consisted of 24 students from the fourth, fifth and sixth grades. To be included in the relocation group, students must have relocated to new communities or neighborhoods, new schools and peer groups at least three times. All relocations must have been the result of occupational or professional advancement on the part of the father, representing horizontal or upward social and economic mobility. Further, there must have been an absence of family disorganization or pathology, defined as parental death, divorce, desertion, separation, or mental illness in parents or siblings.

The control group for this study was matched for age, intelligence, sex, parental occupational and educational level and classroom placement. Using achievement test scores from annually administered Iowa Tests of Basic Skills as the measure of academic adjustment, an analysis of variance indicated that relocation had no significant relationship to academic adjustment.

Levine, Wesolowski and Corbett (1966) examined the academic performance of relocated elementary school students. The school records of the 574 students who comprised the entire student body of this New England inner

city school were examined. By comparing the number of previous schools attended to an average of all past report card grades, several trends were identified. The number of relocations was associated with an underrepresentation of good grades. No student with an A average had been in more than two previous schools. A total of 38% of the students with D and F averages had been in two or more previous schools, however. The authors were careful to caution that since these results were based on low socio-economic status families, they should not be generalized to a higher socio-economic strata.

Whalen and Fried (1973) were interested to see if interactions were present among relocation, academic achievement, intelligence and socio-economic status. Relocation was defined as attendance at four or more schools located in different cities. Academic achievement was indicated by performance on the General Vocabulary subscale or the Iowa Tests of Educational Development. Intelligence was defined as performance on the Lorge-Thorndike, Level G, verbal IQ scale and socio-economic status was classified by Hollingshead's Occupational Checklist.

The researchers included 158 high school juniors from a suburban California community as a sample and performed a three way multivariate analysis of covariance on the data, in which the effects of intelligence were controlled. They found socio-economic status failed to be a significant

variable, or part of a significant interaction. A significant interaction of intelligence and relocation was found; however $F = 6.363$, and intelligence, by itself, was a significant variable in a relationship with academic achievement $F = 9.541$. This study supports two hypotheses; first, that relocated students of high intelligence have higher academic achievement than non-relocated students of high intelligence; and second, that relocated students of low intelligence have lower academic achievement than non-relocated students of low intelligence. The authors suggested that the interests and attitudes of higher intelligence students may have been stimulated by frequent geographic relocations while less capable students found relocation a bewildering and more difficult task.

Goebel (1974) studied the effects of geographic relocation upon 384 high school sophomores. Scores from the Iowa Tests of Educational Development and cumulative grade point averages were used as measures of academic achievement. Relocation was defined as inter and intra community and was recorded based on the age of the student at the time of relocation. The relocation variables predicted academic achievement at statistically significant levels when socio-economic status was controlled. Trends of relocation and academic achievement also appeared. Higher rates of relocation in early life and higher rates of inter-community relocation were associated with lower academic achievement and lower socioeconomic status.

Goebel (1974) concluded that failure to control for the effects of socio-economic status and type of academic achievement may produce inconclusive results. This writer suggests that the role of socio-economic status in relocation research may be dependent upon how it is defined. Reflection upon Whalen and Fried's (1973) research suggests that Hollingshead's Occupational Checklist may be an inadequate index. It fails to consider level of education or amount of income as contributors to socio-economic status.

Morris, Pestaner and Nelson (1967) conducted a study of academic achievement of 410 fifth grade students enrolled in an industrial suburban school district. They hypothesized that an interaction of mediating variables should produce greater variation of academic achievement among highly mobile students even though the mean performance of this group may be no different than for the non-mobile group. This study controlled for socio-economic status as measured by an index of the father's occupation on the Wilson Classification of SES. Students' performance on the California Test of Mental Maturity were used as an index of intelligence which was then used to calculate the expected level of performance on the California Achievement Test (CAT). The difference between actual and expected performance on the CAT was compared for mobile and non-mobile groups, controlling for socio-economic status. A statistically significant difference of variation in

reading scores was found for mobile students when compared to non-mobile students. No such difference was found for arithmetic scores. When mean performances of these two groups were compared, no significant differences were found. Socio-economic status did not appear to affect the difference of variation of arithmetic scores between mobile and non-mobile groups. Low socio-economic status did however, correlate with greater difference of variation of reading scores between the two groups.

The authors concluded that a complex interaction of mediating variables influenced post-relocation adjustment of lower socio-economic students. Higher socio-economic students who relocate appeared immune to the effects of such an interaction. While Morris, Pestaner and Nelson failed to speculate on the variables related to this interaction, they did point out that personality variables had not been studied.

Schaller (1976) reviewed the 1972 school records of 895 ninth grades students in Sweden. He identified trends related to school grades and mobility. Few significant differences were found for grade point mean averages between students who always attended the same school and those who attended two schools. Significant mean differences were found however, between those who attended two schools and those who had attended three or more schools for grade point averages in five out of six school subjects as well as overall grade point averages. Schaller

emphasized that these results did not necessarily imply a negative effect of mobility on academic performance. When he reviewed the records of these same students prior to their first move, he found virtually the same differences. He concluded that pre-existing conditions affecting post-relocation adjustment were possible and that one of these conditions might be poorer academic achievement. Schaller also identified a statistically significant relationship between fragmented families and high mobility. This finding is similar to Brown's (1980) finding in a sample of American students. While not discussed, the standard deviations found for academic performance presented in Schaller's tables lend support to Morris, Pestaner and Nelson's (1967) study which finds greater variation of academic performance in some subjects between mobile and non-mobile groups.

Blane, Pilling and Fogelman (1985) conducted an analysis of selected data from a longitudinal study which tends to support the fallacy of ex post facto research exposed by Schaller (1976). The data were derived from records kept on all people born between March 3rd and 9th of 1958 who live in England, Scotland or Wales. In this study, over 8,000 sixteen year old students' records were examined to assess their degree of mobility over the previous five years. Students from military families, those who at age 11 had been attending special education classes for learning impairments and those who attended

four or more schools within the preceding five year period were excluded from the study. An examination of standardized achievement test scores revealed statistically significant differences in mathematics among the mobility groups. While not statistically significant, a similar trend was implied for reading comprehension. This finding tends to support the hypothesis of detrimental effects of mobility on academic achievement. An examination of test scores at the beginning of the study period however, reveals the same achievement trends. The authors conclude that while differences of scholastic achievement exist for varying degrees of student mobility, these scholastic differences preexisted mobility. The authors then suggest that the significant preexisting differences imply no relocation effect.

This writer suggests conclusions made in this study may still be misleading. The preexisting conditions found in this research may be potentially attributed to mobility which occurred prior to the period of the longitudinal study. In order for conclusions from the above discussed research to be accurate, it must be assumed that the level of mobility of study participants is randomly distributed prior to the research period.

Simmons, Burgeson, Carlton-Ford and Blyth (1987) have examined the effects of geographic relocation upon academic achievement from a more broad perspective. They examined the effects of five different change events upon three

different outcome variables for 447 sixth grade students from an upper midwest school district. Subjects for this study were examined over a one year period to determine whether they experienced a change in schools, pubertal change, initiation of dating, geographic mobility or a major family disruption. Outcome variables were self esteem, extracurricular participation and grade point average. Self esteem was measured by the Simmons and Rosenberg Self-Esteem Scale. Grade point average was calculated from administrative records of grades earned in core academic courses and participation in extracurricular activities was derived from self reports provided by the participating students. Statistical analysis was performed on the data using a multiple regression model. First, each dependent variable was entered into a regression equation. Both correlation and variance values derived from this process were then entered into a second regression equation. The purpose of this approach was to be able to determine whether any of the change events contributed to deterioration of the dependent variables even if they were not significant predictors of deterioration of dependent variables by themselves. All statistical calculations were performed independently for males and females.

The researchers were able to identify that each of the change events under study appeared to impact grade point average in a negative way when each of these events occurred in combination with at least one other of the

change events. The amount of deterioration in grade point average increased with the experience of each additional change event. Grade point averages dropped an average of .33 for students who had experienced four change events. By contrast, little change was noted in grade point average for students who experienced only one of the change events. Authors therefore concluded that students appear to have the ability to cope with up to three change events in a relatively short period of time. Addition of a fourth event however, causes them to become overloaded and to experience deterioration in grade point average and other outcome variables.

Family Structure

The relationship of family structure to academic achievement has concerned several investigators. Hammond (1979) studied 165 students in third through sixth grades from a lower middle class suburban community. Eighty two of these students were from separated or divorced parent families and 83 were from intact families. Academic achievement was defined as teacher ratings of performance in math and reading, reported on a nine point scale. Using an independent t -test to analyze the data, Hammond found no significant differences between academic achievement in reading or math between students from intact and separated or divorced parent families even when separate analyses were conducted for males and females.

The National Association of Elementary School

Principals and the Kettering Foundation's Institute for the Development of Educational Activities (1980-1981) conducted a study of over 18,000 students from 26 elementary and secondary schools in 14 states. Family structure was defined as either one or two parent and this information was taken from students' records. Academic achievement was defined as a semester averaging of grades recorded in students' school records. The authors concluded that one parent children, on the whole, showed lower achievement in school than did their two parent classmates. Thirty-eight percent of the one parent elementary school students earned letter grades of D or F, compared with only 23% of the two parent families. This contrasts with the findings that 30% of the two parent students had letter grades of A or B, while only 17% of the one parent students achieved similar grades. The same trend was found for secondary school students. The drop out rate for students from one parent students was over twice that for students from two parent families. Evans and Neel's (1980-1981) review of the same data found that these trends represented significant relationships for both elementary and secondary students.

Anderson (1974) conducted a study of 333 seventh and ninth grade students from four secondary schools in a midwestern community. Among the variables studied, he compared the most recent report of school grades with family structure. Using an analysis of variance technique, he supported the hypothesis that students from a family

unit of both parents achieve at higher levels than do similar students who live with one parent, step parents or foster parents.

The National Association of Elementary School Principals (1980-1981) conducted a review of the records of 8556 students attending 15 schools in 12 different states. A descriptive comparison was made of the academic achievement of students from different family structures. They concluded that children from one parent families, at both the elementary and secondary school level, showed lower levels of academic achievement than did their counterparts from two parent families. At the elementary school level, 38% of the students from one parent families earned letter grades of D or F while only 23% of the students from two parent families did so. For secondary school students, the figures were 34% and 22%, respectively. Those earning letter grades of A or B were 30% for elementary school students from two parent families and only 17% from one parent counterparts. Among high school students, the figures were 38% and 26%, respectively. Evans and Neel (1980-1981) conducted a multivariate analysis on the above data. Employing a three-step process consisting of Wilks' lambda multivariate analysis, univariate analysis and Tukey's pair-wise comparison of individual means of grades for different family structures, they found that these trends were statistically significant.

Guidubaldi, Cleminshaw, Perry and Mc Loughlin (1983) analyzed data collected from 144 members of the National Association of School Psychologists in 38 states. The 699 students who participated in this study contributed to a data base which was stratified by geographic location, sex, grade and by whether they lived with both biological parents from the time of birth or presently lived in a single parent household with one biological parent. These students also were equally divided between the first, third and fifth grades. Students' academic potential was defined as scores on the Wechsler Intelligence Scale for Children--Revised. Actual performance was assessed by administration of the Wide Range Achievement Test. Social competence was measured by teachers using the Hannemann Elementary School Behavior Rating Scale and the Vineland Teacher Questionnaire. Self reports of social competence were derived from the Sells and Roff Peer Acceptance-Rejection Scale and researcher developed instruments designed to measure locus of control and the optimism-pessimism continuum. Demographic information regarding the families and schools of participants was gathered from interviews conducted with the students, their parents and from psychologists' ratings of school characteristics.

An initial analysis of variance by sex, age and parents' marital status revealed that students from intact families produced better scores on 14 of the 16 dimensions measured by the Hannemann Elementary School Behavior Rating

Scale. These students demonstrated better school attendance, higher popularity among peers, more internal locus of control, higher Full Scale IQ scores and higher scores on all three portions of the Wide Range Achievement Test. Similar findings were revealed when analyses were conducted which controlled for IQ, socio-economic status and parents' occupational and educational levels.

In a less encompassing study, Boyd and Parish (1985) conducted a study of 1,274 students from thirteen elementary and three secondary schools in a midwestern college community. Scores from reading and math subtests of the California Achievement Tests and records of grade point averages were compared for three levels of family structure. These levels were intact families, single parent families and families in which one biological parent and one stepparent were found. A one way analysis of variance was performed on the collected data. This analysis revealed that reading and math subtest scores were significantly higher for the students from intact families than for either of the other two family groups. Grade point averages were also significantly higher for students from intact families than those from single parent families.

Roy and Fuqua (1983) conducted a study of first born school aged children and their custodial parent for variables which were hypothesized to mediate the observed negative effect of single parent family structure upon

academic performance. They studied a sample of 22 students drawn from a northern great plains community of moderate size. They hypothesized that greater social support for the single parent was related to better school performance. Using an experimenter developed survey to assess parent social support, Roy and Fuqua conducted an independent t -test on this data for the high and low achievement groups. As predicted, the parents of the high achievement group reported greater social support ($M = 24$) than did the parents of the low achievement group ($M = 19$), $t(22) = 2.65$, $p < .05$. They concluded that an adequate social support system may mediate the negative effects of single parent family structure upon children's academic performance.

To this writer, it appears that the disruption of the social support system which is intrinsic to relocation reduces the mediation of the negative effects of single parent family structure upon academic achievement. This makes these negative effects more predictable.

In a more recent study, Guttman (1987) examined the academic performance of 30 tenth grade males in a military preparatory school. Academic performance was defined as the mean average of report card grades of the previous two semesters in the subjects of physics, mathematics, bible studies and literature. When academic performance was examined as a function of family structure, a significant difference was found in which the 15 students from intact

families demonstrated higher performance ($M = 73.10$) than did the 15 from divorced families ($M = 67.50$), $t(28) = 2.79, p < .025$.

Forehand, Middleton and Long (1987) conducted a study of 58 adolescents ranging in age from 11 to 14 years. Thirty subjects lived with both of their biological parents, while the remaining 28 subjects had experienced the divorce of their biological parents within the previous 12 months. Academic performance of these two groups was compared. Academic performance was defined as a grade point averaging of individual grades for English, math, science and social studies on a four point scale from the most recent report card. An analysis of variance was performed on the data which covaried for socioeconomic status. A significant main effect was found in which adolescents from divorced families had lower grade point averages than their counterparts from intact families ($F(1,48) = 4.04, p < .05$).

Behavioral Adjustment

Behavioral adjustment may be defined as the extent to which one acts in ways which are socially approved of and are personally satisfying. The concept of social approval indicates the need for evaluating behavioral adjustment in a variety of social settings. The concept of personal satisfaction indicates a need for self report regarding interaction with others.

Relocation

Falik (1966) studied the effects of relocation upon the behavioral adjustment of children from an affluent upper midwest community. The experimental group of his study consisted of 24 students from the fourth, fifth and sixth grades. To be included in the relocation group, students must have relocated to new communities or neighborhoods, new schools and peer groups at least three times. All relocations must have been the result of occupational or professional advancement on the part of the father, representing horizontal or upward social and economic mobility. Further, there must have been an absence of family disorganization or pathology, defined as parental death, divorce, desertion, separation, or mental illness in parents or siblings. The control group for this study was matched for age, intelligence, sex, parental occupational and educational level and classroom placement.

Behavioral adjustment was defined as a teacher rating of pupil behavior, based on a research instrument developed by Lambert and Bower (1961). An additional perception of behavioral adjustment was provided by peers, in a structured exercise which ascribed social roles of positive and negative value to classmates through a peer nomination technique. This exercise was called "A Class Play." Using an analysis of variance for both teacher and peer ratings, no relationship was found between relocation and behavioral adjustment.

In a study of older children, Benson and Weigel

(1980-1981) have examined the relationship between relocation and behavioral adjustment. The subjects for their study were 643 ninth grade students enrolled in six junior high schools in a western suburban county.

The number of relocations was defined as the total number of schools each student had attended during junior high school. Four categories of recency of relocation were established, based on students' time of enrollment in their current junior high school. Behavioral adjustment was defined as school staff ratings on the Classroom Behavior Inventory.

In Benson and Weigel's study (1980-1981), a negative correlation was found between mobility and behavioral adjustment using the Pearson product moment correlation procedure ($r(495) = -.33$). Recency of mobility was also negatively correlated with behavioral adjustment ($r(496) = -.33$). The authors concluded that relocation was negatively associated with students' behavioral adjustment in the classroom. They also asserted that peer group adjustment was particularly critical during the junior high years and peer group adjustment was a more important feature of relocation at this age than was adjustment to the academic environment. They recommended that future studies examine not only the total number of the moves made by the student, but the recency of the moves as well.

Hartung (1975) conducted a study of 151 high school

students from a west coast suburban community. She attempted to determine if there was a relationship between the degree of mobility and the affective or personal experience of high school students in the classroom, in a group, and in the family. Using researcher developed instruments and a chi-square statistical procedure, Hartung found differences of experience across the three levels of mobility. Highly mobile students reported greater conflict with teachers and feelings of being unfairly treated in the classroom. No statistically different experiences were reported for highly mobile students with respect to group interaction. Within the family however, these students reported taking a more active part in the operation of family affairs. Hartung concluded that a trend was identified in which general adjustment problems increased with increased mobility.

Hatmaker (1977) conducted a study of the entire fifth and sixth grade student body of a small west coast college community. From this group of 383 students, he identified 124 as non-mobile and 64 as having moved three or more times. Hatmaker used the Coopersmith Self-Esteem Inventory (SEI) and the Coopersmith Behavior Rating Form (BRF) to collect relevant data from the subjects. In addition, information regarding age, grade, sex, ordinal position in the family, reading level and parent's occupation were obtained from school records. The major hypotheses of the study were not supported. While self-esteem correlated

with recency of the last move for the mobile group, no general differences were found for either self esteem or behavioral adjustment and the level of mobility.

Pedersen and Sullivan (1964) conducted a study of 27 male children from Army families referred to a child psychiatric service in a large U.S. military hospital presenting emotional or behavioral complaints. A carefully matched control group of children of Army families was selected in which no emotional or behavioral problems were apparent. It was hypothesized that family histories of the control group would demonstrate less frequent relocations than found in the hospital referred group. Within both groups, the fathers were predominantly senior officers with high educational backgrounds. Two researcher developed instruments were implemented in the study. The first was designed to measure parental acceptance of mobility. The second measured degree of identification with the military.

Pedersen and Sullivan found that the mean number of changes in residences reported in family histories was not significantly different between the two groups. Differences were found however, between the measures of mothers' attitudes toward the move. Mothers of children in the referred group scored significantly lower in acceptance of mobility than did mothers in the non-referred group ($t(55) = 1.96, p < .05$). This relationship was not identified among fathers. Differences were found between the mothers' identification with the military. Mothers of

children in the referred group scored significantly lower in military identification than did mothers in the non-referred group ($t(55) = 2.62, p < .01$). A similar finding was made between the fathers of these two groups ($t(55) = 2.79, p < .01$). While authors were careful to point out the higher professional and educational status of their sample, they concluded that mobility, per se, has less to do with predicting behavioral disturbance in children than does parental attitude toward the mobility and identification with an extended community.

Family Structure

The relationship of family structure to behavioral adjustment has been examined in a number of studies. The National Association of Elementary School Principals and the Kettering Foundation's Institute for the Development of Educational Activities (1980-1981) conducted a study of over 18,000 students from 26 elementary and secondary schools in 14 states. Family structure was defined as either one or two parent and this information was taken from the students' records. Behavioral adjustment was defined in terms of referrals to the school office for disciplinary reasons, rates of suspension and expulsion.

The percentage of students from one parent families referred to the school office for disciplinary reasons was greater for both elementary and secondary students, while the average number of times these students were referred were virtually the same as for their two parent family

counterparts. The authors suggested that more one parent students present discipline problems, yet they tended to commit only slightly more offenses than their two parent classmates.

The percentage of students of one parent families who were suspended from school was nearly twice that of students from two parent families of both elementary and secondary students and expulsion percentages were three times as high. Although the authors questioned the reliability of this data due to the small number of students involved, they concluded that a trend of more serious offenses committed by students of one parent families was apparent.

Evans and Neel (1980-1981) performed eight statistical analyses on the data provided in the above report. They separated the categories of elementary and secondary students and first and second semester. They found that the differences between students of one and two parent families was statistically significant for first semester expulsions, number of referrals to the office for discipline and number of suspensions for all but second semester elementary school students.

In another school related study, Touliatos and Lindholm (1980) examined the relationship of behavior problems in students from intact, single parent and step parent families. The subjects for this study were 3644 white students enrolled in kindergarten through the eighth

grade in a suburban school district of a large south midwestern city. Information regarding family structure was drawn from school records. Teachers completed Quay's Behavior Problem Checklist as a measure of behavior problems. Social class was also determined, in terms of occupational level of head of household and was derived from the classification system devised by the United States Department of Labor.

Using a linear multiple regression model for statistical analysis, the following results were reported. First, the overall analysis indicated that the differences among the family types were significant for all of the behavior factors. Children living with only one biological parent had significantly more difficulties on the checklist variables than did those from intact homes. For the two subscales of Socialized Delinquency and Personality Problems, children living with one parent were shown to have greater problems if they were from lower social class.

The authors concluded that children from broken homes had a greater degree of behavioral problems than those from intact homes, particularly in the area of conduct disorders and delinquency. They further stated that the higher incidence of behavior problems in mother only families was greatly influenced by the characteristically lower social class and financial welfare of these families.

In a study more illustrative of the effect of socio-economic status, Desimone-Luis, O'Mahoney and Hunt

(1979) examined the effects of divorce upon children's behavior in conjunction with 30 demographic factors. The subjects for this study were the 25 children, aged seven through thirteen years, whose single parents were members of a chapter of Parents Without Partners. Parents rated their childrens' behavior using the Louisville Behavior Checklist. The ratings of five children within this sample met the checklist criterion for deviance in terms of problem behavior.

An analysis of the demographic data showed that the only variable related to these children was a 50% drop in family income immediately following the divorce. While this drop in income was present in 25% of the non-deviant group it was present without exception in the deviant group. The authors found this to be a statistically significant relationship and viewed it as an index of the deprivation these children experienced as a result of parental divorce.

A later study supported Desimone-Luis, O'Mahoney and Hunt's conclusion about the impact of economic factors upon behavior. Farnsworth (1984) examined data collected as part of a larger longitudinal study which was initiated in 1962. She studied a sample of 99 fifteen year old Blacks of lower socioeconomic background from an upper midwest city. This group was nearly equally divided among father present and father absent families. A total of 21 independent variables and four dependent variables were

examined which were related to the research hypothesis that adolescents from "broken" homes are more likely to develop delinquent behaviors than their peers living in intact families.

A total of 20 reduced-model statistical analyses were conducted on the data to determine the interrelationships among variables. The author explained that this unusual procedure was advantageous due to the small subjects to variables ratio and due to the possible interrelatedness of independent variables. Among all possible combinations studied, only one type of family structure was significantly related to any form of delinquency.

Earnsworth concludes that the effect of family structure variables upon delinquency in adolescent offspring, while a popular notion, is an unfounded presumption of lower socioeconomic Blacks. She suggests that economic variables may play a more important role in delinquency outcomes than does family structure.

Another study involving the Louisville Behavior Checklist was conducted by Jacobson (1979). This study examined the relationship of time lost in contact with fathers and the behavioral problems of children in separated or divorced families. The sample consisted of 30 families which included 51 children ranging in age from three to seventeen and whose families had experienced a marital separation within the 12 month period prior to the research. These families were sequentially chosen from

qualifying applicants for services at a community mental health center in a large western metropolitan community. The time the fathers spent with their children, both before and after parental separation, was gathered in interviews with the parents and recorded on the researcher developed Time Spent Form. Parents filled out the Louisville Behavior Checklist for each child.

In a correlational comparison of time lost with fathers following separation, significant relationships were found for 13 of the 19 subscales of the Louisville Behavior Checklist. When examined by age the strongest findings were related to children aged seven through thirteen. The author concluded that this may be due to the longer contact older children had with their fathers and a stronger reaction to time lost with him. Jacobson suggested that further research be done regarding the short term effects of parental separation upon children.

Grove and Crutchfield (1982) conducted a study of 620 families living in a large northern midwest city. The purpose of their study was to examine the relationships among various family characteristics and the incidence of parents' reports of delinquent acts by their 13 year old children. Data were collected through a process of structured interviews held with parents who were randomly selected from census tracts to ensure equal representation by race. The incidence of report of delinquent acts among children living in a single parent family ($M = 32.1$) was

significantly higher than that reported where two parents were present ($M = 22.1$, $p < .05$). An important feature of this study was control for potentially contaminating variables to the examination of delinquency and family structure. Three categories of poor parental characteristics, five categories of parent-child relationships and crowded housing were all covaried into this research design. Authors did caution however, that the delinquent acts referred to in their study were generally not serious and perhaps are best referred to as misbehavior and not true delinquency.

Colletta (1983) examined 72 families from a northeast metropolitan community to attempt to determine whether the known stresses of the children of female head of household families were the result of father absence or due to lower income which is frequently associated with this type of family structure. To accomplish this, the researcher conducted interviews with heads of households of families differentially classified by income and family structure. The three groups in this study were low income one parent families, moderate income one parent families and moderate income two parent families. A content analysis was performed on transcripts of the interviews. Several important findings were discussed. First, 70% of the low income female heads of households experienced downward economic mobility to such a degree that they relocated into less expensive housing closer to work or day care. Over

families the least. Two way interaction between family structure and grade was also found to be significant ($F(6, 533) = 2.71, p < .01$). The author cautioned the reader not to generalize the findings of this study to other than suburban populations, since students from these settings were not included in his study.

Forehand, Long and Hedrick (1987) conducted a study to examine and compare the families of young adolescents who demonstrated overt behavior problems, overt and covert behavior problems and neither type of problem. Twenty three subjects, their mothers and social studies teachers participated in the study.

Subjects were assigned to one of the three behavior groups based on behavior rating scores produced by their teachers on two subscales of the Revised Behavior Problem Checklist. On this instrument, overt behavior problems included temper tantrums, fights and arguments. Covert behavior problems included theft, lying, drug use, truancy and lying. Students were assigned to a no behavior problem group if their teachers rated them as demonstrating few of the listed behaviors. A behavioral conflict with parent rating was produced from behavior ratings made by trained observers during a simulated problem solving exercise subjects completed with their parents. An additional measure of parent-child conflict was derived from scores produced on the Issues Checklist. The issues checklist requires parents and adolescents to recall disagreements

about 44 specific issues and whether or not the issues had been discussed within the past two weeks. Age and socioeconomic status did not differ significantly across the three groups. Each group was then analyzed for differences of intact versus divorced parent families and the extent of parental conflict. Parental conflict was defined as scores produced on the O'Leary-Porter Scale. A one-way analysis of variance was performed on the data.

A statistically significant relationship was found for scores on the O'Leary-Porter Scale ($F(2,20) = 5.46, p < .05$), adolescent ratings on the Issues Checklist ($F(2,19) = 4.02, p < .05$) and on the behavioral ratings from the problem solving exercise ($F(2,20) = 3.63, p < .05$). The no problem behavior group and the overt problem behavior group each had five students from intact families and three from divorced ones. The overt and covert problem behavior group had only one student from an intact family, but six from divorced ones. The authors concluded that their study offers considerable support for the hypothesis that a family with a child who displays both overt and covert behavioral problems is characterized by chaos and conflict. They go on to add that these students typically come from a home characterized by interparental conflict, mother-adolescent conflict and divorce.

Summary

The research reviewed in this chapter illustrates that certain variables appear to mediate the relationship of

relocation and family structure upon academic achievement and behavioral adjustment. Failure to consider these mediating variables in some studies has apparently resulted in conflicting or inconclusive outcomes.

Research regarding academic achievement has reported relationships with differences in family structure, relocation, time passed since changes in either of these took place and the extent of social support in the new community. Research on behavioral adjustment illustrates its relationship to these same variables as well as parents' attitude toward the relocation. Several potentially important areas have been left unresearched. While studies support the notion that parental attitude about relocation mediates post relocation adjustment in children, no study has compared teacher attitudes about relocated students with their subsequent academic performance or classroom behavior. The reasons for relocation, although implied, have not been directly studied. Economic reasons for relocation may be particularly salient. Cross country occupational transfer which is concurrent with promotion and salary increase may mediate post relocation adjustment in children quite differently from cross city relocation due to divorce and reduction in income.

CHAPTER III

METHOD

Introduction

Presented in this chapter are the methods and procedures utilized in this investigation. The selection of subjects is detailed and instruments are described. Procedures for data collection and analysis also are discussed.

Subject Selection

The sample for this study consisted of three groups which were selected from a large western suburban school district. The first group was comprised of 14 eighth grade students who entered participating schools during the 1985-1986 or 1986-1987 school years and who were willing to participate in the study. The second sample consisted of 14 adults who were living in the household who were either parents or legal guardians of these students. The third sample consisted of school teachers who were willing to participate. The selection of school teachers ($n = 28$) required a minimum of two teachers for each student. One teacher was chosen on the basis of teaching a subject commonly associated with required curriculum. These subjects included mathematics, English, sciences, social

studies, history and geography. Another of these teachers was chosen on the basis of teaching a subject commonly associated with elective curriculum. These subjects include physical education, industrial arts, wood shop, auto mechanics, home economics, metal shop, stagecraft and dramatic and performing arts.

Due to the small size of this study, demographic information has been gathered from the subjects so that a profile of the sample could be given. This profile is summarized in Tables 1 and 2.

Sampling biases that may have threatened the viability of this study were selection of voluntary subjects and non-random selection of the first 14 students who qualified for inclusion. It is quite possible that subjects who participated in this study are different in some significant way from subjects who might have been randomly selected. For example, it is known that the subjects selected for this study underrepresented the incidence of eighth grade students who are not accompanied to school by their parents for enrollment. Participation consent forms which were presented to self-enrolling students were almost never returned completed. This suggests that those parents who were less involved in the academic enrollment of their eighth grade students were either less willing to participate in this study or that their eighth grade students restricted the communication which typically takes place between parents and school

Table 1

Socioeconomic Status of Relocated Students

Subject Number	Monthly Income ^a	People In Household	Educational Level ^b	
			Custodial Parent	Noncustodial Parent
1	1600	2	12	12
2	1600	2	12	12
3	2250	4	12	12
4	500	6	11	15
5	1750	6	12.5	13.5
6	3600	3	14	12
7	3350	3	12.5	12
8	5200	11	12	11
9	2500	6	12	16
10	c	7	14	15
11	5000	5	12	14
12	6250	6	13	19
13	2750	4	14	16
14	5000	4	14	d

(a) Includes alimony, child support and public assistance.

(b) Given in number of years. Associate Degree = 14 years, Bachelor's Degree = 16 years, Master's Degree = 18 years.

(c) Respondent declined to answer. (d) Unknown.

Table 2

Family Structure of Relocated Students

Subject Number	Family Size	Birth Order	Relationship of Adults Living in Household to Student
1	2	Only Child	Father
2	2	Only Child	Mother
3	4	1st of 2	Mother, 2nd Stepfather
4	6	1st of 4	Mother, Mother's Friend
5	6	2nd of 4	Mother, Stepfather
6	3	Only Child	Mother, Stepfather
7	4	2nd of 2	Mother, Adoptive Father
8	12	4th of 10	Mother, Father
9	6	1st of 4	Mother, Father
10	7	1st of 5	Mother, Father
11	4	1st of 2	Mother, Father
12	6	4th of 4	Mother, Father
13	4	1st of 2	Mother, Stepfather
14	4	1st of 2	Mother, Stepfather

officials.

Instrumentation

Semi-structured interviews were conducted which followed questions developed to elicit responses to pertinent topic areas. The Teacher's Survey (Appendix A) provided the format for an interview of the relocation experience from the teachers' perspective. It was designed to prompt responses relating to classroom instructors' views of relocated students in general, as well as questions relating to the particular student of this study. The Parent's Survey (Appendix B) provided the format for an interview of the relocation experience from parents' perspective. Topics pursued in this survey included socio-economic status, significant changes occurring in synchronicity with relocation, parental attitudes about relocation and other areas of interest.

The Student's Survey (Appendix C) provided the structure for understanding students' responses to relocation. Areas assessed in these interviews included student attitude regarding relocation, perceived influence in the decision to move, expected losses related to relocation and anticipated experience following relocation; including academic performance and social acceptance.

The semi-structured nature of the survey instruments allowed for the inclusion of subject responses not specifically covered by the questions. Following completion of the structured portion of the survey all

subjects were asked if there were any additional factors which may have contributed to postrelocation adjustment.

Validity

Validity of the interview schedules was attained through two means. First, content validity was derived by written items justified by findings of previous research. Second, face validity was established by the items being submitted to a panel of experts for review to determine if they addressed important issues related to relocation and whether or not the items were free from cultural and other biases. The panel of experts consisted of three members; two possessing doctoral level education and substantial experience in the fields of education and adolescent behavior and a third possessing counseling experience with young adolescents.

Item Justification

Items for the semi-structured interviews were derived empirically from previous research and conceptually from the identification of aspects not yet researched. Items may be justified by the extent to which they fall into either or both of these categories.

Teachers' Survey

The process of asking teachers their views regarding relocated students can only be justified conceptually. Previous research has failed to consider teacher input as valuable. For this reason the only input teachers have provided in previous relocation research were grades,

objective behavior ratings and reports of disciplinary action. The conceptual justification for asking teachers about their perceptions is that they are qualified by their direct experience with students to provide input. The limitation of this input has potentially excluded relevant information which teachers may possess.

Just as parental attitude about relocation has been shown to mediate the effects of relocation with respect to behavioral adjustment (Whalen & Fried, 1973), it may be hypothesized that teacher attitude may mediate both behavioral and academic adjustment in the classroom. Items numbered one, three, four, seven and eight of Part One of the Teacher's Survey (Appendix A) assessed teacher attitudes about relocation generally and specifically with respect to expectations for behavioral and academic adjustment of the student. Item number two has been conceptually justified in that student adjustment to new teachers, curricula and instructional methodologies (Benson & Weigel, 1980-1981) may have initially required greater one-to-one contact with the teacher. Since a larger class size reduces teacher ability to respond to individual needs, class size may have mediated post relocation adjustment in the classroom. Item number five allows an unstructured opportunity for instructors to discuss potentially unidentified mediators of post relocation adjustment worthy of further research. Item number six was justified both conceptually and empirically.

This item was conceptually relevant as comprising one aspect of teacher attitude about relocation as discussed above. The question was empirically justified in that previous research has measured post relocation adjustment at various intervals ranging from one semester (Benson & Weigel, 1980-1981; Cramer & Dorsey, 1970; Goebel, 1974) to the entire school career (Levine, Wesolowski & Corbett, 1966). Since the time interval for post relocation adjustment has been questioned (Nolan & Hall, 1978), it appeared that teachers were able to offer relevant input.

Item number one of Part Two of the Teacher's Survey assessed the reliability of teachers' report on item six of Part One as well as provided an index of reliability of post relocation adjustment as determined from the responses to subsequent questions. Items five and six augmented item one in assessing the final level of post relocation adjustment particularly if this adjustment appeared to have been incomplete at the time of the follow up interview. Items two, three and four asked teachers for responses to dependent variables defined in Chapter One. Item seven assessed the consistency of reports of teacher expectations as determined in Part One. The last item assesses the extent to which the teacher believed the student was academically prepared for placement in the class. It was hypothesized that differences of textbooks and general academic standards between schools reflect differences of curricula within a subject area. Accommodating to these

differences becomes part of the student's adjustment task (Benson & Weigel, 1980-1981).

Parents' Survey

Just as studies have restricted the range of teacher input, so most studies have limited parent input as well. Information historically provided by parents has included parental occupation and educational level (Falik, 1966; Goebel, 1974; Whalen & Fried, 1973). Only one study has compared post-relocation adjustment with non-demographic variables. Pedersen and Sullivan (1964) found that parents' attitude toward the move was a better predictor of subsequent adjustment of their children than was the number of previous moves. From this limited research it was hypothesized that nondemographic variables associated with the parents also may have had mediating effects upon the relocation experience of their children.

The first three items of Part One of the Parent's Survey (Appendix B) explored losses, gains and reasons for relocation. Previous research has suggested that the reasons for relocation may have mediated post-relocation adjustment (Lacey & Blane, 1979). Items four through seven assessed parental attitude toward the move. This has been shown to be an important mediating variable as discussed above. Items eight and nine focused on changes in the social support system of parents. Roy and Fuqua's study (1983) found that the extent of the social support system of single parents had a mediating effect upon academic

performance of their school aged children. Item ten was justified conceptually. If it was hypothesized that parental attitude about a move mediated a student's post relocation adjustment, it also may be hypothesized that parental sense of permanence following the move could have a similar effect. If this move was viewed as temporary, it was possible that the entire family will feel less committed to making new friends or establishing ties in the community, since these activities were associated with residential permanence. Items 11 and 12 provided a reality check of information asked of students about their own grades. Item 13 asked parents about changes in the subject's behavior since the move. While previous research hypothesized a relationship of post-relocation behavior with the relocation itself (Pedersen & Sullivan, 1964; Potts, 1976; Stubblefield, 1955), other studies have suggested maladaptive behavior may have preceded the move (Schaller, 1976). By asking parents about changes in subject behavior following the move, the pitfall of conclusions based on ex-post facto research have been reduced. The final four items of Part One of the Parent's Survey asked for information to assess socio-economic status as defined in Chapter One.

The first item of Part Two of the Parent's survey is conceptually similar to item eight of Part One. Since recency of relocation was shown to be related to post relocation behavior, this item attempted to identify the

level of resolution of behaviors which were apparent immediately following relocation. Item two provided a reliability check of information obtained from students in item one, Part Two of the Student's survey. Item three attempted to assess parents' judgement, based on their notion of the "seriousness" of changes in behavior, of subjects' post relocation adjustment. Item four attempted to assess the same judgement based on parents' familiarity with pre and post relocation grades. Item five attempted to determine the extent to which information during from the follow up interview represented the final state of the subject's behavioral adjustment. The last three items provided follow up information to items nine, six and five of Part One, respectively.

Students' Survey

The Students' Survey (Appendix C) was designed to glean pertinent information directly from the subject. The first three items of Part One asked for information about family structure, birth order and family composition as defined in Chapter One. This information appeared to be relevant since studies have demonstrated relationships among behavior problems, relocation and differing family structures (National Association of Elementary School Principals, 1980-1981). Since frequency of relocation has been linked to post relocation adjustment, item four was designed to identify the number of times subjects have relocated, as defined in Chapter One, during their academic

career. Although unresearched, students' sense of permanence was conceptualized as effecting behavior and grades following a move. That frequency of relocation was related to these variables suggests anticipation of future moves reduced commitment to do well academically or make the effort to establish friendships. Item five was designed to assess students' sense of permanence.

The methodological difficulties regarding ex-post facto research discussed above also apply to school grades and conduct. This study has relied on self report of previous grades and school behavior as requested in items six through ten, as a reference of prerelocation conduct against which self reports of postrelocation conduct and grades can be compared. Items 11, 12, 16 and 17 were similar to questions asked of parents. It was hypothesized that if the social support system of parents mediated the academic achievement of their children that the social support system of students may have had a similar effect. Items 13 and 14 attempted to assess the extent of change in curriculum. Benson and Weigel (1980-1981) have identified adjustment to changes in curriculum as an important postrelocation task. Items 15 and 18 attempted to assess students' general attitude about the most recent relocation.

Although students' attitudes about relocation have not been previously researched, a relationship between the attitudes of their parents and student behavior following

relocation has been established. It was conceivable therefore, that students' attitudes also may have been related to subsequent grades and behavior. The first two items of Part Two of the Student's Survey were designed to assess school achievement as defined in Chapter One. Items three, four, five and six provided indices of behavior during the time following relocation. Items seven and eight corresponded to similar items on the Teacher's and Parent's Surveys which attempted to determine any trends or changes in behavior suggestive of an incompleteness of postrelocation adjustment. Items nine and eleven assessed changes in the support system which may have occurred since the initial interview. Items ten and twelve follow up items eleven and twelve of Part One. They were intended to assess any changes in attitude which might have occurred during the time between the interviews.

Research Design

This research was an intensive case study design with multiple subjects. Several advantages were intrinsic to this model. One advantage was the opportunity to identify heretofore unresearched but potentially salient variables. These included birth order, intra- and extra-family support systems and subjects' typical means of coping with stressful events. A second advantage was that this design provided a more qualitative and potentially dynamic understanding of the forces at work during a time of multiple systemic changes which occurred with relocation.

A number of disadvantages and limitations also were intrinsic to this design. First, the subjective reporting of experience did not allow for relative comparison from one subject to another. Second, the use of nonquantified data did not allow relative comparison of independent variables in their contribution to outcomes, nor statistical tests of probability to determine the significance of independent variables. Third, use of a nonrandomized sample of such small size limited generalizability of results.

Procedure

Prior to selection of subjects, permission was secured from administrators of participating schools. All teachers were then provided with the Teacher's Consent Form (Appendix D). Those teachers who completed the form were considered for participation in the study based on whether or not a qualifying student enrolled in their classes. Upon enrollment of qualifying subjects, parents or custodial guardians were provided with the Parent's Consent Form (Appendix E). The first 14 subjects whose parents or custodial guardians completed this form were included in the study. Based on the information provided on the Parent's Consent Form, subjects' parents or custodial guardians were contacted by phone to arrange interviews. The voluntary participants in the study consisted of relocated eighth grade students, their parents and teachers.

The initial interviews (Part I) with students, parents or custodial guardians and teachers were then conducted. During the fifth week of school following the first interviews, followup interviews were conducted (Part II). At that time, information provided during the first interviews was reviewed, focusing particular attention on changes which had taken place in the interim. All interviews were tape recorded and reviewed by the researcher during the analysis of data.

Analysis of Data

A content analysis of the data was performed emphasizing the following major areas of interest; academic performance, classroom behavior in elective subject and required subject, behavior at home and with peers, classroom environment, family size and birth order. Also of interest was how these measures changed from the first week to the fifth week following relocation. Other themes which became apparent upon examination of the data were also analyzed. Information from the interviews is presented on a subject by subject basis as well as a cross-subject basis as suggested by Yin (1984). A single-case data collection and analysis with a cross-case analysis design is utilized. The cross-case analysis is found in Chapter V.

CHAPTER IV
PRESENTATION OF DATA

Introduction

Data collected during the conduct of this study are presented in this chapter. For each of the 14 eighth grade students who participated, an introductory paragraph is found. Under a subsequent heading, the two interviews conducted with the student are summarized. The following section provides a similar summary of the interviews held with the parent or legal guardian living in the household. A final division is allocated to a summary of the four interviews in which two of each students' teachers participated.

Presentation of Data

Subject 1

Subject

Subject number one was female and an only child. Following the divorce of her father from her stepmother, she and her father moved to their present residence. Prior to the divorce, this subject lived first with her father, stepmother, stepsister and half sister, then with her paternal grandparents. The move under study represents the second change of residence and therefore the third school

attended during this school year. During her school career, subject number one has moved one other time during a school year. Both of this subject's biological parents have completed high school and the estimated monthly income of this family was \$1600.

Subject number one reported that she earned about a 3.5 grade point average. During her previous school year, she was an academic honors student. Following her most recent move, she reported her grades as "... about as good as they were when I was in one place and not moving around." These grades were and continued to be a little better than those of her classmates. While grades remained consistent, they did not do so without effort; "... my work, it was harder because they didn't know which level I was in ... and I had to work up and stay after (school) and make up all this work to get up to where they were." This eighth grader reported that both prior to and following her most recent move, she had not skipped any classes nor been involved in any activity which would have resulted in disciplinary action at school. This student describes her behavior at home as unchanged, except that she talked more to her father about school interests following her most recent relocation. She expressed an initial interest and positive view about moving despite the loss of friends.

This subject saw this as a more permanent move than the previous two because she will not move again "...probably 'till I'm out of high school." This subject

reported that following her immediately previous move, she became concerned that she was not making new friends. She felt better after the school counselor told her that it takes a little longer to become accepted into new groups. Following that advice, this student reported that she felt more patient about making friends. During the course of the move under study, this eighth grader left about 50 friends behind. She reported making between 10 and 15 friends during the first two days in her new school and between 100 and 150 friends by the fifth week. This student did not participate in any clubs, organizations or activities at her previous school. At her new school however, she had joined a dance club and had signed up with some of her new friends to try out for parts in a stage presentation at an all school assembly.

Parent

Subject number one's father stated that he and his daughter rejoined and moved primarily for her benefit. He stated that both he and his daughter preferred this area due to its closeness to stores, school and church. This father did not agree with his daughter that the move was relatively permanent. He would like to have moved from the apartment into a house and suggested that he may do so within a year. He added however, that any house would be in the catchment area for the high school his daughter would attend the following school year. This parent's primary gain in moving was reunification with his daughter,

since prior to the move she had been living with his parents. This father had recently separated from his second wife, primarily due to marital distress and poor relationship between his wife and the subject. This father saw his daughter's developmental needs as most important at this time; "...it's a critical part of (student's name)'s life where she needs the guidance to grow up." This parent felt like he needed to be with his daughter to provide adequate guidance. While he reported losses of his wife, newborn daughter and stepdaughter, this parent appeared to experience these as only moderate. He reported that he and his wife's relationship had always been tenuous. He reported that his daughter is "...a lot happier now" and that her grades had returned to their previously high levels. This parent reported a very close relationship between himself and his daughter, whom he described as "... a very caring and loving kid." He added that her behavior both immediately after the move and at five weeks following the move remained relatively unchanged from her behavior before moving.

This father reported no previous or current participation in community activities or organizations. He generally agreed with his daughter's reports of her grades, but noted that prior to this move, the best grades she made were while she was living with him and her stepmother, even though there was considerable family stress.

Teachers

This student's teachers developed some initial expectations for her grades and behavior during the first few days she attended their classes. Neither teacher would speculate on the possible effects moving and changing schools might have produced upon her grades. One of the teachers believed that these experiences had produced no effects upon the student's behavior. Both felt that following an adequate time for adjustment, this student would demonstrate "normal" or "average" classroom behavior. These expectations appeared to materialize. At the five week interview, one of the teachers noted that this student appeared somewhat more "open" but that this was a subtle difference. Overall, her behavior was described as " ... about normal--she talks out of turn just like she's supposed to." Both teachers attributed this student's behavioral adjustment to early indicators of her ability to make friends.

One of the teachers noted that this student may have made a better behavioral and academic adjustment for two reasons. First, she made friends with another student who moved and enrolled in this school the same day she did. Second, this teacher overheard the student telling some of her new acquaintances that she was participating in this study. With respect to the second observation, the teacher surmised that the awareness of being observed had a motivating effect on this particular student to try to do

well. He qualified his observation by suggesting that this type of response may only occur among those students who are already somewhat motivated to do well.

While both teachers speculated that the time needed for behavioral and academic adjustment was in the range of three weeks, one of the teachers felt that adjustment was not complete at the time of the follow-up interview. She felt that an additional two weeks would be needed. While this student made one friend initially, she had remained relatively quiet and established no other significant peer relationships in the class.

Both teachers expected that this student would demonstrate no lower than average academic performance. These expectations also materialized. At the follow-up interview, both teachers reported the student's grades were about 3.0. One of the teachers noted a slow trend of grade improvement. While one of the teachers stated that a 3.0 was about class average for grades, the other teacher found this student's grades fell in the upper one third of her class. Both teachers felt that moving and changing schools during the school year produced no lasting effects on this student's behavior. One of the teachers suggested that some minor deterioration of grades may have taken place.

It is interesting to note that the teacher of the required, or core subject felt that previous academic preparation had little to do with present performance. His experience was that; "...most kids can't tell me what they

were previously studying..." in this subject area prior to changing schools. The elective class teacher reported that previous preparation is important due to the emphasis on specific skills development in typing. She felt this student's academic preparation had been adequate.

Both teachers reported that they had about 35 students in class. One teacher reported this class size to be about average. The other teacher believed this class size was somewhat small when compared to the size of her other classes.

Subject 2

Subject

Subject number two was male and an only child. This subject's parents had recently divorced following his father's diagnosis with a terminal illness. This student and his mother moved from an adjacent state following a requested job transfer. Relocation to this area had afforded the student with an opportunity to be near his hospitalized father. It should be noted that between the initial and follow up interviews, this subject's father died. Both of this subject's biological parents have completed high school and the estimated monthly income of this family was \$1600.

Subject number two reported that he earned about a 0.9 grade point average at his previous school. He assessed these grades to be somewhat lower than those of his classmates. This eighth grader did not know what grades he

had made at his new school because he had been absent two weeks since enrolling and was therefore " ... still making up work." It was anticipated however, that they were better than at his previous school. This anticipation was based on the subject's knowledge that he has some type of difficulty learning which, at previous schools, had resulted in placement in some classes for learning disabled students. This student attributed his previously poor grades to the school's inability to provide him with these classes. Since subject number two has enrolled in his present school, he had been placed in some special education classes. This student reported that both prior to and following his recent move, he had not skipped any classes nor been involved in any activity which would have resulted in disciplinary action at school. He described his behavior at school and home as somewhat changed.

Immediately following relocation, the subject reported that he was more nervous, quiet, friendless and not having much fun. He subsequently reported feeling more calm and confident. He therefore participated more in class discussion, enjoyed more activities and carried on many of these activities with his "15 or 20" new friends. This student expressed a positive change in his attitude about moving; "It's not as bad as the way I was expecting it to be." He reported that he liked his new school because the classes were easier and because the school is not as strict--students here are allowed to chew gum in class and

are not required to use a particular type of paper for all assignments. Subject number two saw the move as quite permanent. He believed this was so because his mother purchased the condominium in which they both lived. This student did not participate in any community based support groups either before or after relocating, with the exception of the church.

Parent

Subject number two's mother stated that she and her son moved for several reasons. First, they wanted to be near the hospital where the subject's father was being treated. They also moved because regional consolidation by the mother's employer made transfer to this regional hub easier. This parent stated that she felt there were few losses experienced in relocation. She stated that she viewed this move as relatively permanent and that she purchased the condominium in which she and the subject live. The subject's mother added that the condominium is both larger and nicer than the house she previously rented. She liked being in a larger city and having close neighbors in the condominium complex. This parent added that she had met several neighbors already and that they planned to have a community barbecue soon.

This mother reported that her son has made a very good behavioral adjustment to relocation; "...he's altogether different...he's just more at ease here." This mother described her son as more relaxed, cooperative and willing

to help with household chores. She did not however, believe five weeks was adequate time within which to make a complete adjustment. While her son had made a number of friends, this mother believed he needed more time to make additional ones.

Subject number two's mother found it difficult to assess her son's academic status. She reported that he had been absent nearly two of the five weeks following enrollment due to his illness and to the death of his father. As a result, he had many incomplete grades. She added however, that her son was diligent about staying after school to make up work and that in the classes he has caught up, his grades are good; " ... he made a B in one of his classes." She qualified this observation by adding that she expected his other grades to not be quite as good because he made up work in the classes he liked best and that his incomplete grades were in classes which were not so favored.

Finally, this mother stated that she had a real appreciation for the support she and her son received following the death of her son's father. She was particularly impressed that even though her son was a newly enrolled student, the school took it upon itself to find out about the death in the family and to send a plant and card to her house. She added that the local church had been very supportive as well. The youth and choir director took her son to and from the hospital regularly to visit

with his dad and the minister of this church officiated at the funeral even though the funeral was held out of state.

Teachers

Both of subject number two's teachers agreed that more time would be necessary for him to adjust to his new school. Due to his two week absence from school, one teacher observed; "It's almost as if he wasn't here." The other teacher initially thought this student would take a month to fully adjust but subsequently reported an additional month would be required. Both teachers expected that this student would do average to somewhat above average work once an adjustment period was complete. They could not however, substantiate these expectations due to the student's uncompleted assignments.

There was some difference of opinion between the teachers regarding this student's classroom behavior. Initially, both felt this eighth grader demonstrated good conduct. During the follow up interview however, the teacher of the elective class reported the student's behavior was somewhat more disruptive than the class average. He qualified these observations by adding that the class contained a very high percentage of disruptive students. As a result, learning and good behavior were difficult for even well motivated students to accomplish.

Both teachers concluded that had this student begun the school year in his present school, his grades would be better, but they came to this conclusion for different

reasons. One teacher saw an upward trend in post relocation grades suggestive of better overall academic performance. The other teacher observed that this student did nothing to attempt to keep up with his schoolwork while absent. She felt that this reflected a lack of involvement with school which was characteristic of new students. She added that had this student started the school year in his new school, he would have probably been more likely to keep in touch with his teachers and stay abreast of homework assignments.

Two final observations were made which were each attributed to making mid year relocation more difficult for this student. First, the student's absences had occurred just prior to the ending of a school quarter. The timing of this absence afforded the student virtually no time to make up missed assignments before quarter grades were issued. Second, this student's placement in his elective class was made because all other elective classes were full. He was therefore placed in a class for which he had no previous academic preparation. This was also a class in which many behaviorally disruptive students had been placed when they have not done well in other classroom settings.

Subject 3

Subject

Subject number three was female and the elder of two children. She lived with her biological mother, second stepfather and a five year old half sister born to her

mother and her first stepfather. This student's mother married a third time two months before relocating. The move under study is the tenth or eleventh that this student recalled making since the first grade during a school year. It should be noted that this student reported attending this same school two years ago. Her mother added however, that the earlier residence and enrollment in this area was only of a couple of months duration. This subject's mother and both stepfathers have completed a high school education. Estimated monthly household income was \$2250.

Subject number three recalled that her prerelocation grades were about a 3.2 Grade Point Average (GPA). She characterized these as about the same as those of her previous friends, but somewhat below the grades earned by her new schoolmates. During the course of this study, this student reported that her grades improved substantially. She estimated her postrelocation grades at a 3.5 GPA and felt very good about the improvement. This eighth grader stated that her grades became on par with those of her new friends and attributed the improvement to spending less time with friends.

Subject number three recalled that she was very talkative and popular at her previous school and that her attention was therefore more socially focused. At her new school, this student had fewer new friends with whom to talk and therefore focused her attention on academic matters. Subject number three reported that she was

involved in some type of disciplinary action during this school year at her previous school on two occasions. She denied skipping any classes at that school or at her new one. She also denied involvement in disciplinary action at her new school.

This student experienced a change of attitude about her relocation which she attributed to a change of friends. During her first interview, this eighth grader stated that she gave up about 50 friends when she moved. To date she had made about five new friends. She felt that the change in friends was the most difficult aspect of relocation; "...leaving friends is hard and not having new friends is embarrassing." Despite having attended this school two years earlier, this student discovered that she had either forgotten most of her old friends or that they had moved away. During the follow up interview however, subject number three said that she was glad she had made the move because she had made about as many new friends as she had prior to moving and that her new friends were more thoughtful and courteous.

This student participated in one school organization prior to moving and in three following relocation. She acquired two new classes and therefore did not have two subjects previously taught. This student reported that she used to move about twice during each school year. When asked how long she would live here, she replied; "I have no idea--a couple of years, from what my mom says."

Parent

Subject number three's mother stated that the primary reason for moving was to have more space. The move under study added one bedroom to the family's living space and therein afforded the subject a room of her own. While this mother liked the area and had met one of her neighbors, she stated that the family would probably live in their new residence only about a year before buying a home of their own. She anticipated that at that time the family might move to a nearby city. Immediately following relocation, this mother's church related activities were disrupted. Those activities were restored by the time of the follow up interview.

This eighth grader's mother felt adequate time had transpired for her daughter to have made a full adjustment to relocation and a new school. This mother reported that her daughter's behavior and grades changed very little following relocation. In contrast to her daughter's report of academic performance, this mother reported significant positive changes took place about one month before moving. She concurs with her daughter that earlier grades were about a 0.9 grade point average. During the month prior to moving however, these grades dramatically improved so that they averaged nearly 4.0 at the time records were transferred between schools. This subject's mother attributed the earlier poor grades and their improvement to several factors. Following the divorce of her mother and

stepfather, the subject's first stepfather remarried. This resulted in subject number three being rejected by her stepfather's second wife and subsequently by him as well. Following the divorce, the student's mother worked two jobs in order to meet financial demands. This left the subject at home primarily alone and in charge of her younger sister. Improvement in subject number three's grades coincided with her mother's remarriage and an academic interest taken in her by her new stepfather. Child care responsibilities also diminished. It was during this period that this eighth grader met her biological father for the first time. The initial contact between the subject and her biological father was very positive and precipitated subsequent positive contacts. This mother expressed the opinion that had these positive events not occurred prior to the subject's relocation, the positive outcomes experienced with this relocation would not have taken place. This mother felt that her daughter's self esteem and grades would have remained very low.

Finally, the subject's mother indicated that this relocation may have been made easier on her daughter because one of her daughter's friends had also recently moved and was attending the same school and living in the same apartment complex. Since moving, the subject and her friend have spent considerable time together.

Teachers

During the first few days of school, the two selected

teachers developed few impressions or expectations for subject number three's academic performance or behavior. One of the teachers attributed this openness and lack of expectation on her observation that this student had been very quiet in her class. She stated that during the first three days of class, this student had not asked any questions. The other teacher attributed lack of expectations on having no records of previous academic performance. While the second teacher saw some value in having previous school records, he acknowledged that some students make positive changes following enrollment in new schools. Should previous school records reflect poor performance, this teacher believed he might have been prejudiced into treating the new student in a way which might thwart positive postenrollment change. This student's elective teacher did have some initial impressions. His interpretation of subject number three's good eye contact, receptiveness to new ideas and enthusiasm were that this student would probably adjust to her new school in about a week and that she would probably display about average behavior when compared to classmates. He also predicted that she was probably a 3.5 grade point average student.

Both teachers agreed that this student's adjustment was completed by the beginning of the fifth week of school. Even though one of the teachers saw some academic improvement following initial grades, she saw

stabilization of grades by the fifth week. Both teachers reported that student number three's grades were at the 4.0 level. One teacher added however, that overall grades were at the 3.0 level due to absences and associated incomplete schoolwork. One teacher reported that previous academic preparation was adequate. The other teacher reported that this student's previous knowledge was better than about 90% of her classmates. This aroused some suspicion by this teacher that the student may have had some informal familiarity with the subject material. The student's parent denied this was so.

Both teachers felt this eighth grader had made a very good academic and behavioral adjustment following relocation and attributed it to several personal and interpersonal factors. They both described this student as outgoing and friendly. One of the teachers described her as a "...take charge person..." with leadership qualities who initiated conversation with others and made friends easily. This teacher also indicated that the student chose to affiliate with peers who made good grades and exemplified at least average classroom behavior. She saw the behavioral and academic qualities of chosen affiliates as early predictors of this student's good behavior and grades.

Subject 4

Subject

Subject number four was the only female and the eldest

of four children. She had a younger brother and two half brothers from her mother's second marriage. This subject lived with her mother, her mother's male roommate and her two younger half brothers. During the course of this study, this subject's brother moved from the new residence to live with his father and an uncle due to behavioral problems. His mother stated that her son told her; "I'm not afraid of you and what you say doesn't matter because you're my mom." While this subject reported that this move was the only one she has made during a school year, she stated that she attended school in this area about seven years ago. Her mother reported that she was " ... tired of moving around." The subject's mother also made references to having lived in Hawaii and California. This parent stated that her eighth grade daughter was in special education classes and was held back one year while in California. It is unclear; therefore, how many times this subject had moved during her academic career. This subject's mother reported that she completed the eleventh grade of high school but did not graduate. Estimated household monthly income was \$500.

This student reported that her school grades fell in the 2.0 range. She had only a vague notion of the grades she had earned during the five weeks following relocation. This student reported that she was sure she had not failed any classes but that she had received little other feedback from teachers. While she first thought her grades were

somewhat better than those of her new classmates, she later discovered that they were about the same.

This student reported that both prior to and following the move, she had not skipped any classes. She added that during the current school year, she had been sent to the principal's office for fighting with classmates on four occasions prior to moving. This student suggested that fighting had been a fairly common way she had used to solve interpersonal difficulties and that she had difficulty controlling this behavior; "I can't fight, my mom won't let me fight, 'cause if I fight my mom'll kick my butt and I'll go flying through the room."

This eighth grader reported that she was relentlessly heckled by a fellow student following enrollment in her new school. Two days before our second interview, the other student was suspended for this activity.

While this student's mother reported no changes in her daughter's behavior following relocation, the student herself reported that she had become more conscientious about doing her homework and household chores. This student stated that she felt very good about moving despite leaving friendships with "... half the school ..." where she lived. This student appeared to make friends very quickly. She reported having about 200 friends after four weeks at her new school. She added that all of her old friends were "new wavers" and her new friends are "rockers."

This eighth grader's involvement in soccer, volleyball and basketball were uninterrupted by moving. Following relocation, she also added an immediate involvement with bowling and planned to begin baseball as soon as the season starts. This student reported that she had added classes in computer skills, dance and social studies. She no longer studied science.

Parent

Subject number four's mother reported that she had two primary reasons for moving. First, she had recently ended a marriage of five and one half years. Following divorce, this man returned to the house and "...beat me up really bad and I had him arrested." One reason for moving, then, was to avoid further contact with this man. Second, the subject's mother reported that she had been paying too much rent and that her landlord left the property in a state of disrepair. Gains found in moving included closer proximity to neighbors, children's friends and schools. This mother reported that her previous residence was in the country and about 15 miles from schools. The only reported liability was an increase in rent.

This mother reported that she liked the neighborhood and the neighbors she had met. This attitude remained unchanged during the course of the study. While this parent stated that she generally liked the school her daughter attended, she had criticism in several specific areas. She believed that while the school's rules for

student conduct were good, they were also more strict than those at her daughter's previous school. She also became very upset over the manner in which one teacher reported suspicions of substance abuse by the subject. This parent reported being favorably impressed by the phone conversation she held with her daughter's counselor but added that she had not had the time to go to the school to meet staff.

This mother thought her daughter had made a good relocation adjustment. She believed her daughter might require an additional couple of months to fully adjust, but noted that grades had improved substantially.

Teachers

Subject number four's teachers described her first five weeks at school in a substantially different way. Initially, both teachers developed impressions that this student might not do as well as some others. Negative first impressions included attire and personal appearance. One of the teachers described the student's attire as "grubby clothes" instead of the "nice clothes" most students wear. She was careful however, to suggest that the difference of attire seemed more an expression of social rather than economic class. Specifically mentioned were a Levis jacket, jeans and T-shirts; all of which were frequently unironed and less than fully clean. Personal appearance included a somewhat unkempt hair style and use of long, dangling earrings. Additional negative first

impressions were based on this student not bringing required materials to class, turning in few class assignments and talking excessively to classmates during class time. One teacher stated that she had changed the student's assigned seat during the first week of school due to talking.

The elective subject teacher was more optimistic than her counterpart regarding anticipated academic performance and behavior. She felt the student would eventually demonstrate about average behavior and grades in the 3.25 range. The other teacher anticipated less than average grades and erratic behavior; "I think she's going to hit the school rules head on every once in a while."

Both teachers initially felt that this subject had already made whatever adjustment she was going to make following relocation. These views changed by the time of the follow up interviews. Both teachers felt that substantially more time would be needed for postrelocation adjustment and both expressed concern that this student may never adjust. One of the teachers reported that she had spent some time talking individually with the student and found that adjustment to school was eclipsed by attempts to cope with domestic difficulties. "(Student's name) has a lot of home life problems which are more pressing than adjusting to school at this time."

Both teachers identified deterioration of grades over time. One of the teachers reported this student's five

week grades to be at the 0.5 level due to absences and uncompleted assignments.

It should be noted that contrary to the reports from this subject, one of the teachers stated that she observed this subject talking with the school vice principal prior to being suspended. One teacher described this subject's behavior as becoming more defensive and obstinate over time. The other stated that she observed no change, but received interesting feedback from classmates while this student was absent. On one occasion, other students expressed their relief that the student was absent because they reported that they had been verbally threatened by her. This teacher therefore concluded that the eighth grader appeared to exhibit about average behavior in the classroom. When the occasion permits however, she appeared to alienate herself from peers by coercive conversation.

Both teachers felt this student's previous academic preparation was either adequate or irrelevant to the subject they taught. Both also felt that this student's behavioral difficulties probably reflected difficulties which either preceded her relocation or at least were not related to her attempts to adjust to her new school.

Subject 5

Subject

Subject number five was the second of four children. She lived with two sisters, a brother, mother and

stepfather. Her move was the fifth one during a school year. It was a relocation from another state and represented the greatest distance displaced of any of her moves. This subject's mother and stepfather had both completed high school and some junior college courses but neither had completed degrees. Total family monthly income was \$1750.

This eighth grade student reported significant improvements in her grades following moving. At the beginning of the school year, this student reported earning about a 2.5 grade point average. Her mother also reported she had one F. Following relocation however, grades improved to a 3.3 grade point average. The student reported that her previous grades were about the same as those of her friends but she did not know how her new grades compared with the grades of her new friends.

Overall, this student felt "pretty good" about the changes she experienced with her new school. Despite initial indications from the principal that the new school would be challenging, this student found classwork to be easier and discipline to be more lax. She felt good about this because her previous school rules and procedures seemed excessively strict and impersonal. This eighth grader also felt very good about the new friends she made. She reported that even during the first week of school she perceived other students as more warm and friendly. She left about 15 friends behind when she moved and made about

six new ones during the first week of school. By the fifth week, this student reported she had made between 10 and 15 friends and added that she didn't think she could make friends this quickly. During the follow up interview, this student still reported missing her old friends even though she really liked her new ones.

This eighth grader denied skipping classes or being involved in any disciplinary action at either school. She reported that her classroom behavior had not changed since she moved but that she got along better with her two sisters. Neither before nor following the relocation did this student join or participate in school or community organizations or activities.

Parent

This parent and her husband decided to move because they wanted to leave their previous city. They felt life there was too tension inducing. Both mother and stepfather were able to transfer with their employers. This subject's stepfather gained a promotion at the time of transfer. This mother reported that she experienced no losses related to changing residences. She reported little social interaction outside the immediate family. Prior to moving, she was not involved in any community or church activities. Following relocation, she had chosen to meet only the neighborhood friends of her children. She had not joined any community activities or organizations following relocation and had been to the school only to enroll her

daughter. Her limited interaction with personnel at the school caused her to have little opinion regarding the school. She did state that the counselors seemed more personable than at her daughter's previous school.

This parent reported positive changes in both her daughter's behavior and grades after relocation. She reported that her daughter's grades had gone up about one and one half letter grades. She added that her daughter appeared more relaxed, humorous, talkative and sociable at home. These positive changes caused this mother to conclude that her daughter appeared well adjusted in the five weeks following relocation.

Teachers

There was high agreement by this student's teachers regarding their first impressions of the student's likely behavior and grades. While they described this eighth grader as initially reluctant to participate in class discussion, they found that from the first day she began casual conversation with other students on a one to one basis. One of the teachers described this as a positive and appropriate attempt to establish a peer social network. The teachers agreed that short time, about an additional two to three weeks, would be need to make a full postrelocation adjustment; "... she may do well fast."

There was some difference between the teachers with respect to expectations for academic performance. The elective subject teacher felt that this student would earn

grades in her class not lower than a 3.0 grade point average while the required subject teacher felt this student's grades would be in the 2.5 grade point average range.

During the follow up interview, both teachers described this eighth grader's behavior as better than that of most of her classmates. The required subject teacher was somewhat disappointed to find that this student's grade was not only somewhat lower than initially expected, but also somewhat below this student's initial performance. He attributed this to the strong emphasis the present school places in the subject area and the student's inadequate academic preparation. The other teacher also reported the student had inadequate academic preparation. Grades nonetheless exceeded the teacher's expectations because this teacher stated that previous knowledge in this area was not required in order to do well.

Both teachers felt that relocation produced little if any effect upon this student's grades or behavior. They based these perceptions on the consistency they observed in academic performance and behavior from the first day of class. Both teachers felt that this student had made a full and successful adjustment to her new school within the first five weeks of class.

The required subject teacher reported that his class size was about 32 and that this number was too large for the subject matter and class composition. The elective

subject teacher reported her class size was about half the size of her other classes and described this as quite small. The latter summed up her observations by saying; "I wish they could all make that easy of adjustments."

Subject 6

Subject

Subject number six was male and an only child. This move and enrollment in a new school represents the fourth such experience during the subject's academic career. The relocation under study was local in nature and resulted in a change in schools, but this student remained in the same school district. This student lived with his mother and stepfather. His mother had completed high school and an additional two years of college training. His stepfather had completed high school but had no additional formal education. Monthly household income was \$3600.

Subject number six reported that he was convinced this was a permanent move; "My parents say they'll not move again." This eighth grader recalled that his grades were quite poor just prior to relocation.

Neither this student nor his parents could specifically report these grades because the subject hid his last report card from his parents. The student stated that his grades were about the same as those of fellow students and he attributed them to focusing his attention away from grades and toward socializing with friends; "I started to know kids better and I guess I started to goof

off more."

This eighth grader reported that he had "... 20 or so ..." friends at his previous school whom he missed during the first week. He added that he perceived himself as rather shy and therefore believed it would take about three or four weeks to make new friends. During his first week following relocation, this student reported that he had made a couple of friends and by the fifth week, he reported that he had "six or seven" new friends.

This student reported that he was sent to the principal's office on one occasion for disciplinary action at his previous school. He denied skipping any classes at either his previous or new school and denied being involved in any disciplinary action since moving. This eighth grader added that his classroom behavior was better than that of some of his classmates. He reported that he felt nervous at first about enrolling at a new school but that some of these feelings began to abate during the first week. He felt his adjustment to the new school was made easier by the fact that one of his previous friends had a cousin who attended the new school. This student had made contact with the cousin and found it easy to talk to him.

During the follow up interview, this student reported that his grades had improved substantially. While he did not know all of his grades for the recently completed term yet, he knew he had so far earned a 3.5 grade point average. Overall, this subject reported that he felt good

about relocating. While he had fewer new friends, he reported that all of them lived close to his home. This afforded him a new opportunity to get together with friends after school.

This subject stated that if given a choice to have remained at his previous school or to have moved, he would have chosen to move. Following relocation, this subject reported feeling less nervous, more comfortable and more talkative.

Parent

This eighth grader's mother reported that the family moved in order to have a larger home and to live in a nicer neighborhood. She gained a very favorable impression of her son's new school which remained unchanged during the course of the study. She reported that the faculty and counselors she met seemed genuinely interested in teaching and supporting her son's learning process. By contrast; "in the last one (school), it's almost as if they were all depressed."

This parent recalled the disinterest of previous school teachers during a time following her son's breaking of a wrist in a skateboard accident. She stated that due to the fear of heckling from peers in a particular class, her son kept his arm and cast covered in his jacket each school day. For this reason, he did not complete any class assignments. His teacher did not ask him why he had stopped turning in assignments until half of a term had

passed. At that time, the teacher still did not know this subject had a broken wrist. When this mother asked if her son could bring home a project other students were working on in class, the teacher refused.

This mother reported that there were some indicators that her son was making substantially better grades at his new school. She could not positively say that grades had improved because report cards were due out the week following our follow up interview. She did however, attend parent-teacher conferences and found that her son had achieved high grades on quizzes and homework assignments. During enrollment, this mother recalled that the subject discussed with his new school counselor that he was having difficulty with his previous algebra class. The counselor placed him in a prealgebra course and after reviewing this student's record stated that he should not have been placed in an algebra class at his previous school. This mother added that her son seemed more contentious about completing homework assignments.

The subject's mother reported that behavioral changes had taken place as well. Immediately following relocation, this student stopped wearing his Levis jacket to school and requested that his mother buy him a windbreaker. He got his hair cut shorter and became more concerned about his personal appearance. By the time of the follow up interview, this mother observed that her son had neighborhood friends running in and out of the house

frequently. She stated that her son was " ... happier than he has been in a long time...having a great time." This parent believed that while her son was much happier than he was prior to relocation, an additional three or four weeks would be needed before he would feel an equal member in peer groups.

Finally, this mother stated that she was not much of a joiner. She had few opinions yet about her neighborhood because she has met few neighbors. She expected this situation to change following the winter season. This parent reported that she had not participated in any community organizations or activities except for fairly active but informal involvement with the Parent Teachers' Association. Overall, this parent reported that she was personally happy with having relocated and felt equally enthusiastic about the positive changes she saw in her son; "I'm really glad we made the move."

Teachers

There was little agreement between the two teachers regarding early impressions or expectations for behavior and grades. Both teachers saw this student as initially quiet, reserved and reluctant to engage with other students. The teacher of the elective course anticipated this student would become more outgoing as time went on. The core subject teacher felt the "shyness" was a more stable aspect of this student's personality and therefore did not expect change. This eighth grader's behavior

tended to remain consistent in both classes with the teachers' earliest perceptions. While he apparently became somewhat more talkative and willing to work in groups in his required subject, he remained generally reserved. The elective teacher interpreted this reservedness as less involved while the required subject teacher considered this to represent model student behavior. She stated that she gave him an "honors" grade in citizenship.

While the elective teacher had too little information to predict the type of grades this student might make, the required subject teacher felt that this was a good student who would probably earn grades in the 3.4 range. Both teachers felt that a month was sufficient time for this student to fully adjust to his new school. During that time, this student made a number of new friends and demonstrated consistency in his academic performance. As predicted, he earned about a 3.5 average in his required subject.

This student did not do as well in his elective course, however. His teacher reported that he was doing somewhat below the class average. The elective subject teacher interpreted this level of performance as below the student's capability and attributed it to several possibilities. First, given the composition of the class and the subject taught, the class size of 36 students was quite large. Maintaining order in this class was also made difficult by the presence of two or three very disruptive

and intimidating students. Second, this was the last class in the school day. This teacher found most students to be somewhat restless just prior to going home. He also felt that the new student may have felt intimidated by the few disruptive students or by the teacher's attempts to maintain order. Finally, this teacher's curriculum served as a model for standardization for the entire state. Due to the lack of standardization of this subject matter in other schools, this teacher found most students were ill prepared to enter his class and do well without requiring ten to twelve hours of individual attention. Because this teacher reported that he did not have this amount of time to spend with new students, he felt this student's academic adjustment to his class would take about an additional month.

The required subject teacher, by contrast, had a class size of 26 which she considered average. She described her class as well behaved and motivated. She found the new student to be well prepared to be in her class by demonstration of his good organizational, writing and reading skills. She also attributed his positive adjustment to having previously attended another school in the same school district. She believed this made him more familiar with general school rules, schedules and structures.

Subject 7Subject

Subject number seven was female and the second of two children. She lived with her mother and adoptive stepfather. Her older sister remained behind with relatives when the family moved out of state. The older sister chose to remain behind in order to complete her current year of college. The relocation under study was the fifth one experienced by this student during her academic career. The subject's mother had completed one semester of college and her adoptive father had completed high school. Monthly family income was \$3350.

Student number seven reported that her grades prior to moving were 2.89 grade point average. These grades were somewhat higher than those of previous classmates. This student observes that greater importance was placed on grades by her new classmates than by her previous ones: "They'll start crying if they don't get a 4.0." As a result of this perceived difference, this eighth grader initially resolved that she would probably work harder to raise her grades. This resolution became apparent in an overall improvement that this student reported five weeks following enrollment. At that time, she reported that her grades were now about the same as those of her peers. This eighth grader attributed her improvement to peer pressure, advanced curriculum and tighter school regulations:

This school is more strict and has better kids that

influences me to do better. The kids take their work more seriously. Kids where I used to live thought life was a game and influenced me to be the same.

This student recalled that she had between 400 and 500 friends at her previous school; "An easier way to say the question would be 'how many friends I didn't have,' which would be about five or six people." During our initial interview, this subject reported that she did not know if any of the people in her new school were her friends; "I mean, they're nice to me and stuff and I'm nice to them but we don't really know each other." She did report that she had made a number of acquaintances. Overall, this student did not like the first impression her classmates and school made upon her; "Everyone here is so goodie-goodie and don't kick off their shoes and have fun." This student reported that she missed the boyfriend, sister, grandparents, aunts, uncles and cousins she left behind. The only advantages she saw in moving were having a nicer and larger house and that she got to go clothes shopping before her first day of school.

Attitudes about friends and school changed considerably by the fifth week. When asked how many new friends she had made, this student responded; "Everybody, I guess--I don't have any enemies." She added that she had made no close friends yet and that she still did not identify with a particular group; "I usually find myself passing from group to group each day not knowing where to

be or who to be with." This student reported that despite her lack of close friends, she found classmates to be more sincere in their relationships than those from her previous school. She reported that the day after quitting her other school, her boyfriend started dating her closest girlfriend. He also informed her of this during their very next phone call. She added that while many of her old friends promised to write, few did so despite having been written to five or six times. This eighth grader summed up her changed attitude about friends by saying that while she had no new close friends yet, she felt that when she did make some they would be closer and less superficial than the ones she left behind.

This student's attitude about school also changed considerably. At the fifth week of attendance when this student reported improved grades, she added that attendance at this school was to her benefit "... 'cause I'm doing better in school and I'm getting better work habits for the future."

This eighth grader reported that she had never been involved in disciplinary action nor skipped any classes. She did report changes in behavior from the first week to the fifth week in her new school. This student reported that she talked more, since she has more friends. She was also aware that the number of friends she has in any given class affects how much she talks. In English class, where this eighth grader had many friends, she reported that her

behavior was probably a little more disruptive than the class average because she could do all of her schoolwork at home, so she spent class time passing notes and talking. In math class, on the other hand, she talked very little because the schoolwork must be completed in class and she had few friends.

Changes in behavior at home are also reported. Despite long term friction with her father, this student reported that since moving her relationship with him was improving. She attributed these improvements to three factors. First, the new house was larger, so there was less need for interpersonal contact. Second, arguments in the past had been broken up by interventions from the student's mother. Immediately following moving, the subject's mother was frequently gone on business trips, leaving the student and her father on their own to resolve their conflicts. Finally, this student made the observation that she was maturing more.

Overall, it appeared that substantial attitude changes took place following relocation of this student. Early negative attitudes about the loss of friends, strictness of the new school and seriousness with which classmates pursued their studies gave way to a greater appreciation for the sincerity of new friends, better study habits and better grades.

Parent

Some responses provided by this student's mother

reflected limited knowledge or experience with the school or neighbors since relocation. This limitation resulted from work related travel which took her out of the country for three weeks between the initial and follow up interviews.

This mother reported that the family move was the result of her job transfer to this area. She reported that the family had a history of moving every three or four years, so they would probably remain at their new residence for at least that long. While she did not receive a job promotion with transfer, this mother did report other gains. She looked forward to "getting out of the rat race" she experienced living in a larger metropolitan area. Financial gains also were apparent inasmuch as the new home was nicer, more than twice the size of the old one and still much less expensive. About the only identifiable loss this mother reported was inaccessibility to the beach.

This parent had a positive impression from the single contact she had with school personnel. She went to school with her daughter for enrollment and interviewed with both counselors. She did not meet the teachers. This mother perceived the school as somewhat more regimented than the previous one.

While her reports of her daughter's previous school grades coincide with her daughter's reports, this parent's reports of grades following relocation do not. After receiving interim progress reports, this parent believed

little change had taken place in her daughter's grades. She felt that because her daughter faced some academic obstacles, an absence of grade deterioration represented good postrelocation adjustment. In particular, this mother reported that her daughter experienced difficulty in finding good math class placement. The course in the previous school fell somewhere between the curriculum offered in two math courses at the new school. Few other difficulties of this nature were reported.

This mother stated that she had noticed some behavioral changes. Her daughter had been going more out of her way to get along with her father. This girl's mother attributed the change to a resolution on her daughter's part to "turn over a new leaf" and start fresh with her father since the family was starting fresh in a new city.

During the course of this investigation, this parent began attending a local church regularly. She anticipated that she would also join a chamber orchestra group and that her daughter might join a community theatre or drama group. Prior to relocation the parents had participated in school activities with their older daughter.

This mother reported that more time would be needed for her daughter to fully adjust to living in her new home. Time was needed to establish close friendships. The amount of time needed was unclear, since there had been some unpredicted events in the friend making process. On the

three or four occasions the subject had invited acquaintances to stay overnight, these peers had without exception cancelled at the last moment even though they seemed excited at first. This mother wondered why this pattern appeared to develop and suspected that the parents of the other eighth grade students objected for some reason.

Teachers

The two teachers interviewed for subject number seven felt that this student was academically well prepared for placement in their classes. One of the two instructors initially felt that the two remaining months of this school year were insufficient for complete adjustment, whereas the other instructor felt that by the end of the first week of classes most of this student's adjustment had already taken place. By the fifth week of class, both instructors felt relocation adjustment was complete.

Both instructors identified indicators of good academic adjustment. These included bringing adequate materials to class, good attendance, participation in classroom discussions and demonstrated understanding of prerequisite skills and knowledge. They both agreed that this student would make good behavioral and social adjustment. Indicators of this included physical attractiveness, friend making skills and an interest in students around her.

The teachers agreed that this student's grades after

five weeks of school did not fully reflect her good understanding or ability. One teacher expressed her frustration that this student did exceptionally well in classroom discussion and on those assignments which were turned in. On the other hand, even after prompting, this student had neglected to turn in a substantial number of assignments. Both teachers felt this student placed so much emphasis on making and maintaining friendships that less than adequate time and commitment remained to do academic work commensurate with her potential. One of the teachers interpreted this behavior as typical of eighth grade students who relocate. He expressed the belief that this student placed great emphasis on informal peer interaction and upon attempting to become accepted and liked by peers.

While both teachers agreed that this student was not disruptive in the classroom, one of the teachers described her as initially quite distracted by peers and less so with time. He felt that as this student became more accepted by peers, she began to focus more of her attention on academic matters. The other teacher described a different behavioral trend. She felt that this student was initially more quiet and became more talkative as she established friendships. By the fifth week of class, the latter teacher portrayed this eighth grader as more talkative than most of her classmates. The inverse relationship between grades and friendships seemed supported in each of the teachers'

reports of academic performance. In the class where more friendships and more talking were reported, this student had earned an average of 2.0. This placed her in the bottom quarter of the students in her class. By contrast, in the class where increasing focus upon academic processes was reported, this student had earned a 3.0 and was therefore in the top third of her class.

While there was a substantial difference between the sizes of these two classes, both teachers reported that given the composition of their respective classes and the subject matter, their classes were too large. By the time of the follow up interview, neither teacher felt that they knew this student well enough to speculate on the manner in which relocation might have affected subsequent grades.

Subject 8

Subject

Subject number eight was male and the fourth of eleven children. He lived with nine of his siblings and both parents. His oldest sister remained behind when the rest of the family relocated. This relocation was the fourth experienced by this student during his academic career. His mother has completed high school and his father completed the 11th grade. Monthly family income was \$5200.

This subject reported that significant changes took place in his grades prior to relocation. During the first half of the school year, this student recalled that his

grades averaged about a 1.0 grade point average. During the third quarter and before moving, he brought them up to about a 3.1 average because "they started to mean something" to him. This student reported that his improved grades were about the same as those of his fellow classmates. While he knew little about his new classmates, this eighth grader believed his grades at the time of enrollment were about the same as theirs. He added however, that his grades fell a little during the first four weeks at his new school and believed they were subsequently a little below those of his new classmates. This student's relocation caused him to experience the loss of one of his previous classes in exchange for a new subject.

Subject number eight recalled that he had about 13 friends at his previous school. Within his first week at his new school, this student had made about five new friends. He added an additional one or two friends by the fifth week. This student reported that he had a good first impression of his new school and classmates. Even before he developed friendships, he perceived his new peers as friendly. During the follow up interview, this eighth grader reported that his positive feelings had not changed. His response did however, suggest initial reservation. He stated that while he saw this as a good move, he would still have chosen to remain where he had been. He added that if this researcher had waited until the seventh week

following relocation to ask that question, he would probably have had a different answer.

This subject reported that prior to relocation, he had been sent to the principal's office on one occasion for misbehavior. He denied skipping any classes prior to or following his change in schools. This eighth grader reported that he perceived no change in his behavior at home surrounding relocation. He added however, that he had become more talkative, less shy and more comfortable with his new school, peers and faculty. This student reported that his postrelocation school behavior is about the same or a little better than that of his classmates. He felt he and his family may move again after about six months.

Parent

This subject's mother reported that the family moved from another town because her husband was commuting here to work. While this family left relatives and the childrens' friends behind, they experienced a number of benefits. Financial gains included reduced car fuel and long distance phone bills. This mother also reported that a larger, nicer home was acquired and that her husband was home more. Like her son, she reported the family would live at their present residence for six months and may move after that.

This mother reported that her impression of her son's new school was solely based on the contact she had with the school counselor at enrollment time. Her positive feelings about the school were established at that time, in part,

due to the information she was given about the school's high academic standing. This initial attitude was unchanged over time due to the mother's lack of further contact with school personnel.

This mother's reports of her son's grades tended to confirm reports made by her son. She reported that his grades were quite low for the first half of this year. Because she felt her son had untapped academic potential, she required that he apply himself much more during his third quarter. She stated that her son was required to bring home about two hours of homework a night and that he was not allowed to play with friends or watch television until the homework was complete. She attributed his improved grades to this intervention. Following relocation, this mother reported that her son's grades dropped somewhat. While she said her son claimed the grade deterioration resulted from higher academic demands at his new school, she believed it resulted from reduced motivation; "He's going back to his old ways a little bit." This mother added that relocation itself had also produced detrimental effects on her son's academic performance. While attending his previous school, this student received an award for the most improved grades of all his classmates. Relocation meant that this eighth grader lost recognition for that accomplishment; "He's had to start all over."

This student's mother felt like her son has made a

very good behavioral adjustment. She reported that no behavioral changes were noticed following relocation. His consistency and the speed with which he had made new friends at school and in the neighborhood were positive indicators to her. This mother attributed her son's good adjustment to a history of being popular with fellow students even though he had moved several times. This parent believed first impressions were important in making new friends. She therefore took her son shopping for new, more fashionable clothes before the first day of school. She believed this had paid off because; "the girls have told his sisters they think he's 'massively cute.'"

By the time of our first interview, this mother had met most of her neighbors and developed a positive feeling about where she lived. She reported that there were many other same aged children with whom her son had made friends. Relocation meant disruption of typical church involvement for a couple of weeks. Following the move, participation in a new church was initiated. This pattern also applied to the subject's participation in team baseball.

Finally, this subject's mother reported that another couple of weeks would be needed for her son to fully adjust to moving. She reported that he still felt uncomfortable calling new friends for rides to places and that he still seemed somewhat awkward in some social settings. Because her son's previous peer interaction was free of this

discomfort, she felt it will be so again in more time.

Teachers

It should be noted that one of the teachers interviewed for subject number eight had limited contact with the student. Because this student enrolled during the last few days of the grade quarter, the reporting teacher stated that he spent some of his class time finalizing grades and allowing students to watch films about the subject material. Further, this teacher was absent from his classroom 11 school days between the preliminary and follow up interviews.

There was some disagreement between the two teachers regarding the suitability of this subject's previous academic preparation to be in their classes. While one teacher reported that preparation "seemed to be pretty good," the other teacher reported that this student didn't have as good of knowledge base as other students in his class. The second teacher added however, that this student seemed to quickly learn those things he was lacking.

Teachers reported that between two and four weeks would probably be needed for this student to fully adjust to his new school and to make new friends. While one of the teachers felt this process was complete by the time of the follow up interview, the other felt this student would not fully fit in with other students until the beginning of the next academic year. While the latter teacher observed

the subject to be quite friendly with other students, she gave several reasons for the need of additional time. First, she stated that her subject area requires great structure in the classroom. As a consequence, new students are not allowed to socialize with other students in a way which would allow them to make friends quickly. Second, she believed it would be difficult for any new student to make friends when moving at the beginning of the third quarter of the school year. The teacher attributed this opinion to her observation that by this late in the school year, most students had formed into social groups. The established structure of these relationships tended to preclude involvement with other students; "he's really friendly with kids around him, but no one else is bothering to get to know him."

Both teachers felt quite reluctant to predict what kind of grades this student would earn during the first five weeks in their classes. One teacher tentatively predicted grades would fall in the 3.0 grade point average range. The other teacher did see positive predictors of academic and behavioral adjustment in that the student did not appear nervous when introduced to the class and that by the second day of class, he had already begun talking to two nearby classmates. Both teachers' early perceptions were validated during the following weeks. They both reported that this subject's grades were in the 3.0 range. One of the teachers reported this to place the eighth

grader in the top 25 percent of his class while the other teacher reported this as about average performance.

Both teachers reported that the size of class this eighth grader attended was about 35 students. One of the teachers reported this as about average while the other described it as "extra large." While one of the teachers would not speculate on how relocation may effect subsequent classroom behavior, the other teacher reported that this student would probably become more talkative and "cocky" over time. This prediction did not materialize. By the fifth week of school, both teachers reported this student to have been consistently well behaved and quiet. One of the teachers reported that the subject's behavior was better than about 80 percent of his classmates.

Both teachers initially reported that they felt this student would have a difficult time adjusting because of the late date in the school year at which relocation took place. By the follow up interview however, both had changed their minds. Based on the consistency of this student's behavior and grades from the first day of class, they agreed that relocation, even this late in the school year, had little effect. In this regard, it should be noted that the teacher who initially reported the rest of the school year would be needed for this student to fully adjust shortened her prediction during the second interview. At that time, she reported that only an additional month would be needed to fit in with peers. She

attributed this to the attractive dress and physical appearance this eighth grader displayed; "If a student is clean, good looking and dresses nice, kids like him...he doesn't look like a nerd."

While this student and his parents reported that he relocated from a nearby town to his new school, one of his teachers reported that the student had told her class he had moved from California. It appears that this student and his parents believed that peer acceptance is paramount to overall adjustment. This student used his good personal appearance and new stylish clothes to present himself as interpersonally attractive to peers. The reporting teacher hypothesized that this student falsely reported he had moved from California to heighten his novelty and attractiveness to new peers.

Subject 9

Subject

Subject number nine was female and the first of four children. She lives with both biological parents and all of her siblings. This out of state relocation was the fourth during this student's academic career. Her mother has completed high school and her father has completed a Bachelor's degree. Monthly family income was \$2250.

This student recalled that her grades at her previous school exceeded a 3.9 average. She added that these grades were about the same as both her previous and present classmates. The reason this student gave that these high

grades were about the same as classmates was that she was placed in classes with students of similar ability at her new school and that her previous school was a private one in which all students were well motivated to achieve. Following relocation, this student reported that her grades dropped somewhat. She stated that while her work was on a 4.0 level, she was told by some of her teachers that it would be unfair to give her the same grades as other students who completed more work to earn their grade.

This eighth grader reported that she had two or three close friends and a lot of casual friends at her previous school. During her first week following relocation, she reported that she had not yet made any friends; "...when you go to a new school, everybody looks at you like you got lice or something." By the fifth week of class, she reported that she had made one close friend, but did not have many casual friends. This eighth grader added that students at her previous school were much more friendly. She attributed this to the much smaller student body size and to feeling like students "here are more stuck up, more closed into their cliques." Because of feeling more closed out by peers, this student felt that she might not fully fit in with peers until the beginning of the next school year. "It seems like you have to start school in one place."

This eighth grader reported that she was not involved in any disciplinary action either at her previous school

nor at her new one during the course of this study. She also denied skipping any classes. She reported that she perceived no changes in her behavior either at home or school during the time following relocation, but that by the fifth week, she felt more relaxed at school.

This student participated in a church youth group prior to relocation. This participation was apparently disrupted, but was reestablished in a new church by the fifth week of class. No participation in other extracurricular activities was reported either prior to, or following relocation. Despite the impersonal atmosphere this student reported she experienced at her new school, she felt relocation was made easier by the fact that her family had extended relatives living in the area. That made it easier for her to make new friends outside the school setting.

Parent

This student's mother reported that the family move resulted from changes in her husband's work. He was promoted and transferred to this area. Gains the family experienced in moving included more income and closer proximity to her husband's extended family. In addition, this mother reported that with her husband's promotion, he would not be required to travel nearly as much. This meant he would be able to be with the family more. The only loss this mother reported was separation from her extended family. This mother stated that she felt "fine" about

making this move. Her Christian values tended to reinforce this attitude inasmuch as she added that she felt the move was ordained by God.

This mother was very favorably impressed by her daughter's new school during enrollment. She was impressed by the school counselor and with the quality and variety of the curriculum he offered her daughter. She was also impressed that while she was enrolling her daughter, the principal stepped out of his office, saw her enrolling her daughter and spontaneously introduced himself to her. While this mother had no additional contact with school personnel at the time of the follow up interview, she continued to remain positively impressed and looked forward to upcoming parent-teacher conferences.

This parent's report of her daughter's grades is somewhat more optimistic than her daughter's report. The mother reported that her daughter has always maintained very high grades and that these were unaffected by moving. She added that this represented good postrelocation academic adjustment.

This parent reported that her daughter's behavior at home suggested that she was having some difficulty adjusting to leaving friends behind. She described her daughter as demonstrating more attention getting behavior, more emotional dependency upon her, more self absorption and somewhat more tearfulness. She suggested that her daughter did not want to move. This parent added that she

felt many students do not assume their rightful responsibility to assist new students to feel more at ease. She described this insensitivity as "haughtiness and arrogance." By the time of the follow up interview, this parent described her daughter as more resigned to having moved and as less vulnerable and dependent. She added that her daughter still seemed friendless, stating that her daughter still ate her lunch at school alone. She felt however, that this new resignation represented progress in making a successful adjustment because she felt her daughter needed to face the reality of leaving her past friends behind before she could begin the process of making new ones. This mother felt that her daughter would require about an additional two months for adjustment in which time it was expected that she would initiate and foster development of at least one enduring friendship.

The first week following relocation represented a disruption of involvement in community based activities. By the time of the follow up interview however, this mother reported that she and her family had reestablished involvement with community support systems. This involvement centered around church and church related social activities. While this mother identified that she had only met one of her neighbors, she seemed impressed with the neighborhood and with the new acquaintances her children brought into her home.

Teachers

Both teachers interviewed for this eighth grade student felt that her previous academic preparation for placement in their classes was "very good" to "excellent." Since placement in each of these classes was based on demonstrated exceptional ability and background, both teachers had high initial expectations for this student's academic performance. By the fifth week of class, it was clear that these expectations were met. Both teachers reported that this eighth grader earned grades which were at to well above average when compared to high achieving classmates. One of the teachers reported that this student was in the top five percent of her 31 classmates and that she earned perfect scores on homework and tests quite often.

Both teachers also agreed that an additional one to two months would be necessary for this student to make a complete behavioral adjustment. Initially, both teachers felt this student would make a very good classroom adjustment. This was indicated by the extent to which the eighth grader asked questions about class material and solicited teacher attention. By the fifth week however, it became apparent that if anything, the need for teacher attention had increased. Both teachers agreed that this student's need for attention was in excess of her need for academic guidance and of their ability in the context of a classroom setting to fulfill. One of the teachers reported

that this student's insatiable need for attention had not only become irritating to her, but had, without the student's awareness, produced alienation from other classmates. At the fifth week of school, one of the teachers reported that she perceived this student as still essentially friendless. She reported that upon entry of a new student in another class, that teacher told her that the subject of this study requested to sit next to the new student to try to make friends. These reports are consistent with the student's mother's report of increased attention seeking from adults. It appears that in the school setting, this student focused her attention on trying to get affiliative needs met from teachers. This behavior reduced the likelihood of having these needs met from peers. One of the reporting teachers hypothesized however, that this attention seeking behavior was probably not the result of the relocation. She believed that this student's behavior suggested that she had few close friends in her previous school.

Both teachers agreed that relocation probably had little effect on this student's subsequent grades or classroom behavior. They felt that if any postrelocation effect were apparent, it might be some transient social isolation and anxiety.

Subject 10

Subject

Subject number ten was female and the oldest of five

children. She lived with all of her younger siblings and both of her biological parents. This student reported that this move is her third during a school year. Subject number ten's mother has completed two years of college and holds an Associate degree. The subject's father has completed a total of five years of college in two different fields. He has not completed any degrees. The amount of monthly family income was not disclosed.

Student number ten reported that her grades prior to moving were about a 3.00 average. While these grades were a little higher than those of her previous classmates, they were about average with the grades of her new ones. This student also noted that in both her previous and new schools, she attended advanced classes. This eighth grader reported that her grades following relocation fell nearly .75 grade points. She attributed this to attempting to adjust to school following moving.

This student recalled that she had about five close friends and between 20 and 25 casual ones at her previous school. During her first week in the new school, she reported that she made about 10 casual friends. This number increased to about 25 by the fifth week. This eighth grader initially felt "pretty frustrated" about moving and enrolling at a new school. She reported that she felt a little lonely and wished she could have stayed at her previous school. She felt that it was hard to make new friends. This difficulty was compounded by the

observation that none of her classmates lived in her immediate neighborhood. By the fifth week however, some of these feelings had changed. This student was able to identify the benefit of having moved into a larger home. She also came to realize that an old childhood friend of hers attended her new school. While the two of them did not share any classes, they arranged to eat lunch together nearly every day. By this time, the subject felt "indifferent" about the relocation experience overall.

Subject number ten reported that she was not involved in any disciplinary action, nor did she skip any classes either prior to or following relocation. She described her classroom behavior as about the same as that of her peers. The only change she noticed in herself over the course of the study was that she became somewhat more talkative with friends. This student did not see any changes in her behavior at home, but this report is different from the one provided by her mother. She also reported that she did not participate in any extracurricular organized activities or organizations preceding or following relocation, but her mother reports that by the fifth week of school she was participating in a school performing drill team. Finally, subject number ten believed that this relocation was the last time she would move and change schools until she graduates from high school.

Parent

Subject number ten's mother agreed with her daughter

that the relocation under study was permanent. The subject's father was a housing contractor and built the home specifically to meet family needs. Relocation to this home was necessary because of an increase in the family size and increasing population density in the old neighborhood. Specific gains associated with relocation, then, included a beneficial financial investment in a new home, the gain in living space and a less crowded school for this student to attend. The only losses reported by this parent were close relationships with previous neighbors.

This mother reported that she formed a consistently high opinion of her daughter's new school. This was in part the result of knowing that her daughter had not changed school districts and that the physical layout of her daughter's new school was virtually identical to that of her previous one. Additional supports for this perspective were the positive contact she had with her daughter's counselor at time of enrollment and her daughter's increasing requests to be taken to the public library to research schoolwork. This mother interpreted the latter as an indicator of a more rigorous curriculum.

There is a high degree of agreement between this mother's and her daughter's reports of grades. This mother added however, that while her daughter's postrelocation grades fell somewhat, she feels assured that they will at least recover. She bases this anticipation on the

observation that during the fourth and fifth week following relocation, her daughter reported increased test scores in her more difficult subjects and that she was more willing to study each evening.

There was some disagreement between the self report of behavior at home and observations made by this subject's mother. While the subject reported no changes in her behavior at home, her mother observed that immediately following the move, the eighth grader seemed more emotionally stable and relaxed. By the fifth week, this mother added that she felt her daughter was more cooperative at home, more obedient, not as easily upset and more interested in doing her homework each evening. She added that her daughter also showed a trend of better school attendance.

Immediately following enrollment, this student developed illnesses that her mother felt were psychosomatic in nature. The frequency of these and concomitant school absences diminished over time. This student's mother attributed these improvements to the sense of permanence associated with the new school and home. She stated that prior to moving, she and her family lived in a much smaller residence for a brief interim. She believes that her daughter had a hard time coping with the transitory nature of her previous residence and with anticipated change of school.

This mother reported that she felt consistently

positive about her new neighborhood. She stated that the home site was deliberately chosen so that geographic barriers prevented people from building too close. She added that because she had so few neighbors, she believed people were more friendly and trusting. During the follow up interview, she stated that she had given one of her neighbors a key to the house so the neighbor could check on things when the family was gone.

This parent was involved in a number of church and school related activities prior to relocation. These included bible teaching and nursery supervision with the church, leading a Girl Scout troop and participating at school as a room mother for three classes. Following relocation, she immediately resumed all of these activities with the exception of Girl Scout troop leadership.

This mother felt that her daughter was making a good adjustment to moving and relocating during this school year, but that more time than five weeks would be needed to complete the process. She anticipated that her daughter's behavior at home and her school grades would stabilize in about another month.

Teachers

The two teachers interviewed for subject number ten reported a class size of between 30 and 35 students. They felt that the subject of this study must have had "at least mediocre" preparation for participation in their classes. Both teachers seemed to lack confidence in their assessment

of the student's preparation, but neither felt that this subject was inadequately prepared or inappropriately placed in their class.

Both teachers were far more unsure of how completely this eighth grader had adjusted to her new school and classmates by the fifth week of school. The primary reason both teachers gave for this uncertainty were the student's remarkable consistency of academic performance and behavior from the first day of school. Both teachers predicted that subject number ten would earn grades in the area of a 3.5 average. They developed these positive expectations based on the student's ability to quickly pick up and follow directions, her good eye contact when talking with the teacher and on her initiative to ask for feedback regarding academic performance.

One of the teachers did report a behavior typically associated with lowered grades. She recalled that during the first week of class, the student requested a change of seating arrangement so that she could sit near her friends. This behavior may have been more significant than the teacher initially estimated inasmuch as the student's academic performance by the fifth week of school was in the 1.8 grade point average range and that this placed her in the bottom one third of her class. In her elective class however, this student confirmed the validity of her teacher's initial expectations. The student's earned 3.5 grade point average put her in the top third of this class.

Both teachers reported that this eighth grader was quiet and shy from the first day of class. Her consistently quiet behavior caused the teachers to conclude that either the student required no period of time for adjustment to her new school and classmates or that virtually no adjustment had occurred by the fifth week of school. When asked whether this student's behavior or grades had been affected in some way by relocating and changing schools during the academic year, both teachers seemed unsure; "...frankly, I still don't know anything about her." Due to the consistency of grades and behavior from the first day, both teachers tentatively concluded that relocation appeared to have no effect.

One important additional observation was made. The teacher of the elective subject was aware that when a new student enters her class, she must deviate from her teaching plan to familiarize the new student with the class and curriculum. She reported that it is an ongoing struggle for her to avoid resenting new students for the initial attention they require. The effect of this upon the interaction between new students and this teacher is unknown.

Subject 11

Subject

Subject number eleven was male and the elder of two children. He lived with both biological parents and his younger sibling. His paternal grandmother was also a

temporary member of the household. The relocation under study was the only one experienced by this subject. He spent his previous seven years of education in the same parochial school in another state. This eighth grader's father had completed two years of college and his mother was a high school graduate. Monthly income was \$5000.

Subject number eleven reported that he believed the move from out of state was permanent. He stated that he made about a 2.5 grade point average in his previous school. He reported that these grades were a little higher than those of his classmates there, but probably a little lower than those of his new classmates; "It seems like schools are a lot tougher here." This subject stated that when he began coursework in his new school, he began to take a greater interest in his grades. He found that he studied more. It appeared that this new level of energy was necessary in order to maintain his 2.5 grade point average in the new, possibly "tougher" school. As he had suspected, these recent grades were somewhat lower than the grades of his new classmates.

Subject number eleven recalled that he had 25 friends at his previous school. At the time of his initial interview, he had five or six new friends. By the fifth week of school, he had added an additional 15 friends. It was very apparent to this examiner that this eighth grader was distressed over the loss of his previous friends at the time of the initial interview. When asked how he felt

about his change of friends, he said; "not very good" and cried. He also reported that he did not like his new school nor the loss of the speech and drama class he had enjoyed prior to moving.

These perceptions and attitudes changed substantially by the time of the second interview. By the fifth week of school, this student reported that he felt "good" about his new friends and added that his new school was "pretty good--it's fun." He told this interviewer that while his behavior at home had not changed, changes were apparent at school. He described himself as having become "a little rowdy" in that he talked to friends in class quite a bit. This student added that he felt he talked a little more than most of his classmates because the teacher yelled at him frequently to be quiet. This student was aware of a turnabout about how he perceived the relocation experience. He was at a loss however, to explain what produced this change.

Parent

Like her son, this mother reported that the family's move was permanent. She and her family had vacationed in this area on three previous occasions and liked it so well that they arranged to move here. This parent was aware of quite a number of gains associated with moving, but her only loss was old friends. Gains included other friends who lived here, a slower lifestyle, nicer house, cleaner air, beautiful scenery and much better educational system.

This mother developed an initially positive impression of her son's new school following a tour she took at the time of his enrollment. She was particularly impressed with the library and looked forward to her son's participation in a more rigorous curriculum. This impression was moderated somewhat by input from a friend during the interim between interviews. The friend told the subject's mother that she believed the new school promoted students from one grade to the next whether or not they had fulfilled minimal academic requirements.

This eighth grader's parent generally confirmed the accuracy of her son's self report of his grades. She felt that the consistency of her son's new grades with his previous ones represented a "pretty good" academic adjustment considering the amount of energy he had to spend at school to deal with other aspects of adjustment. This parent felt however, that her son was performing well below his ability. In this regard, she was encouraged by the increasing interest her eighth grader displayed in his schoolwork. She reported that he studied more over time and eventually requested to have a desk put in his room.

This mother observed that her son had "mellowed out" since moving. His use of profane language had diminished. This parent attributed the increased interest in schoolwork to her son's recognition that his new school had a more difficult curriculum. She believed his reduction in profane language resulted from peer pressure.

This parent reported that she met two of her neighbors during the four weeks following relocation. Despite this limited interaction, she maintained a positive impression of her neighbors and neighborhood. She stated that moving just before the Christmas holidays made meeting neighbors difficult. This parent reported that before she moved, she volunteered at the school in several capacities. Her husband was a scout leader and her son an altarboy at church. Relocation disrupted all of these activities. They were not resumed by the time of the follow up interview due to recurring sickness in the family. In consideration of her son's behavior, this mother reported that her son had adjusted "...very, very well--I figured he would."

Teachers

The two teachers interviewed for subject number eleven made substantially different reports in nearly every area. For that reason, their interviews are discussed separately. The instructor of this eighth grader's elective subject felt that the student had no background whatsoever in the subject matter. This was a discovery she made which was contrary to her initial understanding. When initially interviewed, this teacher felt that the student might have already adjusted, both behaviorally and academically, to his new school. This was after only two days of class. By the follow up interview, she was fully confident that complete adjustment had taken place.

This teacher initially reported that she expected her new student would earn about a 3.0 grade point average. In reality, his grades fell far short of this. By the fifth week, the student's average was below 0.5. He started out well, but his grades quickly deteriorated. The teacher's report of this eighth grader's behavior casts some light on his academic performance. She reported that from the second day of class, this student seemed to interact well with peers and to talk frequently. By the fifth week, she reported that he felt "...a little too at ease." She added that he talked quite a bit and was occasionally disruptive due to having fun with friends. This more relaxed behavior correlated with the deteriorating grades. Low grades resulted from not studying for tests and failing to complete some group projects. Those projects which were turned in were done well. The teacher added that all of the students in subject number eleven's study and work group earned similar grades while no one else in her class did so.

This teacher made a final observation. She believed that this student would have earned better grades and displayed more controlled behavior had he started the school year in her class. She believed this would have been so because she attributed his current grade deterioration and lax behavior to attempts to test and determine the teacher's limits. This teacher felt that had the student started in her class the first of the year, he

would already have an understanding of her limits and therefore would concentrate his efforts on more productive pursuits.

A substantially different experience is recalled by subject number eleven's required subject teacher. First, it should be noted that this instructor reported that he had 22 years teaching experience and was "a disciplinarian." Perhaps this helped the student to more quickly identify behavioral limits and to function within them. While this teacher felt his student's academic preparation was not exceptional, it was adequate. He was aware that his new student had already studied the unit of material the class was working on when he enrolled. He also had placement test results which suggested that despite the student's familiarity with present subject matter, the subject was generally difficult for this student. The instructor initially reported that he thought the student would complete academic and behavioral adjustment by the end of the second week of class. He based this assessment on the student's early assertiveness in asking questions and on his straightforward and positive manner. By the fifth week however, he felt an additional five weeks would be necessary in order for the student to make more friends and feel more accepted.

This teacher initially felt his new student would earn about a 2.5 grade point average. This opinion was clearly validated by the time of the follow up interview. This

instructor saw none of the talkative or lax behavior described by the teacher above. He reported that his new student displayed about consistently average behavior from the first day. As a result of these outcomes, this teacher felt that relocation and changing schools during the school year had virtually no impact on postrelocation outcomes.

Subject 12

Subject

Subject number twelve was female and the youngest of ten children. She lived with both of her biological parents and three of her siblings. The other six siblings were either away at college or were married and had families of their own. This subject's family had a record of frequent relocations. Over the previous 31 years, they had moved 26 times. The present relocation is the third one experienced by the subject during a school year. The subject's mother has completed one year of college. Her father has completed seven years of college and has earned a doctoral level degree. Monthly family income was estimated at \$6250.

This student reported that she earned a 4.0 grade point average at her previous school. This placed her in the top 20 percent of her class. This average dropped to 3.7 by the fifth week following relocation. It was reported that these grades were still "good" and better than the grades of most classmates. The greatest factor which seemed to account for a reduction in grade point

average was differences in curriculum between the previous and present schools in the area of mathematics. This student had previously attended an advanced math class. In her new school, she was therefore placed in an advanced class. After a period of diligent study and consistently low grades, this eighth grader transferred to a less difficult class.

This student reported that she considered everyone in her previous eighth grade class to be her friend. This amounted to about 100 students. During her second day of class at her new school, she reported that she had made about 15 friends. This number grew to 15 good friends and another 50 or so casual friends by the fifth week of school. This student took a more detached view of moving, her new school and the loss of her old friends; "...it's fine with me--I don't care, I'm used to moving." She did however, express some discomfort about being temporarily friendless immediately following relocation:

Well, it would have been nice if I could have brought all my friends from (previous state of residence) and taken them here until I got some other good friends and then I'd be O.K.

By the fifth week of school, this eighth grader reported feeling "a little better" because she had made more friends. She added that the friend making process was easier in two ways. First, this student's mother had arranged for an eighth grade girl from church to show her

around school during the first couple of days. Second, this student recalled that during the first week of school, she "fell in with" the right group of kids. As she met the kids in this group, each of them introduced her to their friends in other groups. This process increased her number of friends quickly.

This student reported that she was neither involved in any disciplinary action nor skipped any classes either at her previous school or during the course of this study. She described her classroom behavior as varied from class to class throughout the day, but generally reflecting the class norm. She added that she was quieter in classes where she was seated toward the front of the classroom and away from friends. Overall, this eighth grader could not recall that her behavior at school or home changed any over the course of this study. She was aware that she was at home less on Saturdays because she arranged to do more things with new friends.

Parent

This family relocated following the father's retirement from a military career and promotion in a second. His retirement afforded this family with the opportunity to settle permanently. This area was chosen for its inclusion in the geographic area the student's father worked at his second career. Reported gains in this relocation include a nicer home, proximity to snow skiing and to an extensive church organization of the family's

denomination. This mother added however, that the family actively participated in their previous church, so the greater church organization in this area was only a minor gain. No losses could be associated with this relocation. While this mother acknowledged that many families leave friends behind, she and her family did not do so. She explained that her family's high degree of mobility in the past has consistently resulted in transient relationships which were quickly replaced by others following a move.

This mother did not express much interest in the quality of her daughter's new school or in the education offered there. It was her opinion, based on previous family experience, that the school and its educational resources were less important than her daughter's motivation and interest to earn an education. This parent's report of her daughter's prerelocation grades reflected a high degree of agreement with the subject's self report. She was less certain however, about her daughter's academic performance following enrollment at her new school. In the absence of specific reports from the school, this parent simply expressed her confidence that her daughter's grades were probably unaffected by relocation because they had failed to be affected by relocations in the past. This mother was so confident that her daughter was earning consistently high grades that she even felt the difficulty her daughter experienced with math class placement would have little effect.

This parent did not notice any changes in her daughter's behavior at home following relocation. Consistent with her daughter's report, she found that over time, her daughter became more involved in the activities of her friends. Of significance to this parent was the observation that initially, her daughter participated in those things to which she was invited. This level of involvement increased by the fifth week following relocation to the planning and initiation of activities with friends. To this mother, her daughter's behavior expressed a "very fine" adjustment.

This parent reported a consistently positive attitude about her neighbors and neighborhood. She found the new and larger homes here to be more desirable than the ones in the neighborhood she left behind. She met a number of neighbors when she moved in and was aware that she would meet more, since new ones had moved into the new homes immediately adjacent to hers.

This mother reported that she and her family were very involved in church activities and Parent Teacher Association before moving. During the first week following relocation, the family participated in church activities only. By the fifth week the family also had become members of a health and recreation center.

This parent felt that a substantial amount of additional time would be needed for her daughter to fully adjust to relocation and change of schools. She felt the

additional time would be needed to become geographically familiar with the area and to be recognized by peers as fully one of them rather than as a new student. This mother felt peer recognition and full acceptance would not be complete until the beginning of the next school year.

Teachers

Following the third week of class, subject number twelve dropped enrollment in her math class in favor of one which was not as advanced. The student's math class teacher was selected as one of the participants in this study. This examiner, then, included the math teacher's interviews here based on three rather than five weeks of exposure to the student. The less acceptable alternative to this practice would have been to discontinue this subject, parent and teachers from the study.

The two teachers interviewed for subject number twelve either felt that her previous academic preparation was good or that little previous background was necessary. Both teachers felt that adjustment to the new school environment was complete by the end of the second week. One of these teachers reported that only one or two days were necessary. These teachers agreed that this eighth grade student would probably do well. They based this initial expectation on observed student affiliation with other known good students, demonstration of politeness and respect for the instructors, eagerness to ask questions, ability to respond to questions asked by the instructor and willingness to

complete and turn in the first assignment when due.

One of the instructors could not identify any trends in this student's grades over time. He attributed this to the nature of his class. He explained that students work on projects which require four or five weeks to complete and that his new student had not yet completed a project. The other instructor however, was able to identify a downward trend in grades from an initial grade point average of 3.0 to 1.8. The reason given for this trend appears inconsistent with the assessment of adequate academic preparation. The instructor attributed deteriorating grades to lack of student exposure to some concepts. While she felt the student made a good choice by transferring out of her class, she also believed that with more effort, this student could have successfully completed her class.

Both teachers reported the number of students in this eighth grader's class as between 30 and 35 students. Both teachers reported that this student demonstrated consistently good classroom behavior. Behavioral adjustment was conceived by both instructors as appropriate interactions with peers. One of the teachers felt good peer interaction was a more important predictor of good academic performance than was intellectual ability and interest. He felt this way because he knew that he didn't have the time to orient a new student to procedures and expectations in his subject area. He felt that this

student would successfully learn these things from peers. Based on consistency of classroom behavior and little need for previous academic preparation, one of the interviewed teachers felt that relocation had produced no effect on good academic and behavioral adjustment. The other instructor felt that relocation deprived this student of a review she conducted during the first few weeks of the school year. This instructor felt that being deprived of that review contributed to the student's deteriorating grades and eventual transfer out of her class.

Subject 13

Subject

Subject number thirteen was female and the elder of two children. She lived with her younger brother, mother and adoptive father. The relocation under study was the second that this student experienced during a school year. Her mother has completed two years of college and her adoptive father has completed four years of technical schooling. He has earned two Associate degrees. Estimated monthly family income was \$2750.

This eighth grade student reported that the grades she earned at her previous school fell within the 3.5 grade point average range. While she does did know how these grades compared with her new classmates, she found them to be about the same or a little lower than the grades of the peers she left behind. During the fifth week of school, this student reported that she had no feedback about how

her grades were turning out. On that basis, she was unable to speculate about how she was doing relative to her new classmates. She did however, express confidence that her grades would probably end up in the range of her previous ones.

This eighth grader recalled that she had about 25 friends in her previous school. During her first week at her new school, she stated that she had made two friends. This number grew to five by the fifth week. This subject stated that it was difficult to make new friends. She felt that classmates had already formed into friendship groups and that these groups were closed to new members. Further, she felt students here were generally unfriendly. She recalled that one student swore at her during the first day of class and that her lockermate told her that she would not be allowed to use the assigned locker. She was instructed by this student to find locker space elsewhere. This eighth grader also developed negative impressions of the school and its staff. She felt the teachers had little control over the behavior of her classmates. She also didn't like the school building because it was older and quite run down when compared to her previous school. This student felt that her best opportunity to fit in with classmates might not occur until the beginning of the next school year. Even then, she was skeptical that she would fit in.

These initial impressions seemed unchanged by the

fifth week of school, though this eighth grader did report some decrease in her locker mate's unfriendliness. This student did not believe that any of her behavior at school or home changed during the course of this study. She was not subject to any disciplinary action nor did she skip any classes at either her previous or new school. She added that she thought she was substantially more quiet than her peers in most of her classes.

Parent

Subject number thirteen's parents decided to move so they could have a larger and nicer home and live in a neighborhood comprised of new homes. The only loss reported was that of friends from the previous neighborhood. These parents' first impression of their daughter's new school was not entirely positive. Like their daughter, they found the building to be old and perhaps in need of remodeling. They also found the staff to be confused when attempting to complete the enrollment process. They also stated that their daughter had some concerns. She was close enough to her new school that she would have to walk instead of take a school bus. For her, this meant a 20 minute walk every day while carrying a musical instrument. There was also concern that since the school provided no secure area for musical instrument storage similar to that provided by the previous school, there was an increased risk of theft. By the fifth week, these parents were less sure of their opinion of their

daughter's school. They were confused that while their eighth grader continued to voice disappointment, their seventh grade son who attended the same school expressed only positive attitudes.

This eighth grader's parents were in a high degree of agreement with their daughter about the grades she earned at her previous school. They reported that she earned a 3.8 grade point average and that she was a recognized honors student. They also agreed with their daughter that they did not know how her grades were turning out yet because grade reports were not to be released for another week.

These parents also agreed with their daughter that no significant changes took place in her behavior following relocation. This consistency caused them to conclude that she had made a good postrelocation adjustment.

These parents reported that they liked their new neighborhood. Even though the winter weather inhibited them from meeting any more than a few neighbors, they liked the ones they met and enjoyed the privacy the new neighborhood afforded. This family experienced no disruption in their participation in community activities because they had no history of participation. They felt another four weeks was needed for their daughter to fully adjust to relocation. It was believed that during this time, their daughter would have the opportunity to make more friends in the neighborhood.

Teachers

There was a significant difference between how the two teachers interviewed for this study perceived subject number thirteen's preparation to be in their classes. One of the teachers was "glad she was prepared as she was" while the other became aware of areas of substantial deficits in knowledge. The second teacher added that while these deficits were apparent, they were not necessarily insurmountable. He felt these deficits could be overcome in three to four weeks.

Both teachers were initially impressed that this student would do well. They were impressed that she displayed a good investment of energy to do well on academic tasks, came to class the second day prepared to fully participate and that she was well liked by her peers. No trends were reported by either teacher in this student's academic performance. She consistently earned about a 3.7 grade point average.

Teachers reported that this eighth grader was also consistent from the first day in her behavior. She was quiet, but appeared comfortable with this. Comfort was suggested inasmuch as this student did interact well with peers and teachers, but was never loud or out of turn. Due to the consistency of behavior and grades from the first day, it was reported that relocation appeared to have very little effect on this student.

Student 14Student

The last subject of this study was male and the older of two children. He lived with his mother, sister and stepfather of one year. The move under study represented the fourth this student experienced during a school year. This subject's mother was a business college graduate and his father has completed high school. Monthly family income was \$5000. This student's mother reported that from kindergarten through the sixth grade, her son was involved in counseling with the school psychologist each academic year, as requested from the principal. She attributed his need for counseling to having behavioral difficulty with female authority figures, such as teachers. This mother added that she experienced similar behavioral difficulties at home during the eight years she was a single parent. The student made no mention of this.

Subject number fourteen recalled that he earned about a 2.5 grade point average prior to relocation. He stated that these grades were about the same as his previous classmates, but that he was unsure how they compared to those of his new peers. By the fifth week at his new school, this eighth grader reported several changes. Changes in curriculum included the loss of classes in social studies and ceramics. New classes were life sciences and art. This student stated that his new grades were about a 3.25 average and that they were "pretty high"

when compared to those of his friends. He added that he felt teachers had a better opinion of him than did previous teachers because; "I just talked too much at the other school."

This eighth grader reported no change in the number of friends during the course of this study. He reported he had "about 100 friends" before moving, within the first week and at the fifth week at his new school. This subject added that he felt about the same about his new friends as the ones he left behind. Prior to relocating, this student participated in football, baseball and basketball. When he moved, he substituted volleyball for basketball and added swimming. By the fifth week, he dropped volleyball and swimming.

This student stated that he was involved in one disciplinary action at his previous school and denied ever skipping classes or requiring disciplinary action at his new school. He added that his behavior at school and home had improved over what it was before moving. This eighth grader reported an initially positive attitude about his new school which increased with time.

Parent

Subject number fourteen's mother stated that the primary reason for relocating was to have a larger home. An added benefit was an option to easily arrange financing to purchase the new house. She expressed her hope that this was the last family move, but was aware that job

transfer out of the city was always possible. About the only loss this mother could identify was that her children now had to walk to school instead of take a bus. This mother considered loss of school transportation a minor issue. When asked how she felt about relocating, she replied; "I'm really happy that we did." This parent's initial positive attitude about her son's new school became reinforced over time. First impressions were based solely on exposure to the school building and counselor at time of enrollment. Later, this parent discovered that the new school had a swimming pool and activities not previously available. This parent also was impressed that teachers were willing to work with students following the end of the regular school day schedule.

The reliability of this eighth grader's self report of his grades was somewhat questionable. His mother's prerelocation grade assessment of 1.8 is substantially below that reported above. There was however, substantial agreement that during the five weeks following relocation, grades did improve about .80. The grade improvement this parent noted provided her with convincing evidence that her son was adjusting to his new school very well. She noted however, that even at the time of the follow up interview, her son continued to complain that he did not like his new school because it was too strict. She explained the discrepancy between his words and grades by stating; "He must like it 'cause he's doing better."

This student's parent noticed changes in her son's behavior immediately following relocation; "He's a little more mouthy." She attributed his more cavalier and flippant speech to anxiety surrounding the change of friends and schools. She stated that her son had apparently made a very good social and behavioral adjustment to relocation inasmuch as he seemed to her to be a lot happier by the fifth week in his new school. She added that he was less flippant in his speech and that he brought home more friends and did so more frequently than at his previous school. This parent did admit that her son may have previously been inhibited from bringing his school friends home due to the more confining size of the house.

This mother expressed a positive attitude about her new neighborhood. She stated that during the first week following relocation, she had met "more than one" of her neighbors and that both of her children had already made friends within the proximity. She had little to add to these initial impressions during the follow up interview, since the weather had turned substantially colder and she and her neighbors stayed indoors more. Due to the amount of travel this parent did for her work, she did not participate in any church or civic activities either before or after moving. By the fifth week following relocation, this mother felt that her son had finished his adjustment process.

Teachers

There was disagreement between the two teachers interviewed about the degree to which student number fourteen was prepared to be placed in their classes. It was apparent to the teacher of the elective subject that this student's preparation was above average by virtue of the work he completed in her class. The required subject teacher however, had serious doubts about the appropriateness of this student's placement in his class. These doubts persisted even after this teacher spoke by phone to this student's previous teacher in the same subject area. The teachers did agree that academic and behavioral adjustment was completed by the end of the fourth week of school. Both teachers felt adjustment had been accomplished by this time because of the consistency they observed in the students' classroom behavior and grades.

The required subject teacher did report a trend in grades. While the student's grades in his class were consistent overall, it appeared to him that this student earned much poorer grades on tests than on homework assignments. This trend was attributed to the teacher's observation that students are allowed to grade their own homework assignments. One possibility, therefore, was that the student was inflating his homework grades. This teacher added that it was also possible that the student simply experienced test taking anxiety. Overall, the

teacher of the required subject felt the eighth grader's academic adjustment to his class was poor. At the time of the follow up interview, the student had an earned grade point average of 1.4 and was in the bottom 20% of the class.

By contrast, the elective subject teacher reported that the student's academic adjustment had been very good. In her class, he had earned a 4.0 average from the start and was in the top third of her class.

There was a substantial difference between the number of students in the two classes this eighth grader attended. The elective subject teacher reported that there were 29 students in her class and that this was about average. She characterized her class as somewhat rowdy and noisy, due to the inordinate number of boys in the class. The required subject teacher reported that he had 19 students and that this was his smallest class. He described the class composition as well mannered and quiet.

Despite apparent differences of class size and composition, both teachers reported that their common eighth grade student exhibited about class average behavior after the first couple of days. During the initial period however, both teachers described behavior which they interpreted as predicting negative behavior in the future. The elective subject teacher reported that this student was about 15 minutes late to her class on the first day. When asked about this, the student denied that he had come in

late and stated that he had been in the classroom from the time the bell had rung. It was only with confrontation from the teacher that the student finally admitted he had not been there. The required subject teacher reported that this eighth grader's initial behavior seemed unusually casual and relaxed during a time the teacher is more accustomed to seeing some degree of anxiety from contentious students. The observation of relatively average classroom behavior was particularly interesting to the teacher of the required subject, since he had received reports that the student had been somewhat of a discipline problem to the same subject teacher prior to relocation.

Given the change from initially negative behavior, both teachers felt that this student had made a positive behavioral adjustment. The consistency the teachers found in this student's grades and behavior after the first two days caused them to conclude that relocation had little effect on the student.

Summary

Data gathered on each of the 14 students who participated in the study has been presented. Data gathered from each student's corresponding parents and teachers have also been summarized. In the following chapter, a cross case data analysis, conclusions and recommendations for future research are found.

CHAPTER V

ANALYSIS OF DATA

Introduction

The gathering of similar information from various sources allows for the assessment of reliability of these reporting sources. Reliability can be inferred from discrepancies found in the comparison of information across sources. In this regard a trend was found in which those students who, from teachers' reports, earned low grades tended to distort grade earnings in self report. The clearest example of this trend was a student who hid his report card from his parents due to bad grades. This trend was found to a lesser degree regarding the reports made by parents of these students. Parents' reports seemed to reflect a compromise between grades reported to them by teachers on report cards and the more positive statements made by their sons and daughters.

A similar reporting trend was found in the area of behavior. In one case, both a parent and student reported the eighth grader demonstrated no behavioral difficulties at his previous school. One of the student's teachers reported that he had been in phone contact with the student's previous instructor. The teacher reported that

the student consistently demonstrated classroom behavioral problems which increased with the imminence of relocation.

The effect of underreporting of poor grades and behavior is unclear, since the extent of it cannot accurately be determined. Underreporting has been identified because information about grades and behavior was sought from several sources following relocation. Prerelocation grades and behavior however, were exclusively derived from reports of students and their parents. Students who underreported poor behavior and grades before moving may have misled this researcher into concluding that relocation had a negative, or little effect when a positive effect may have actually resulted.

Due to the questionable reliability of self report from students about their grades and behavior, the cross case analyses of these variables surrounding relocation were based primarily on reports provided by parents of prerelocation grades and behavior. Only that information provided by teachers regarding postrelocation grades was analyzed. Analysis of postrelocation behavioral adjustment was based upon reports provided by both parents and teachers.

Cross Case Analysis

Discussed below are the findings which were common among the cases studied. A presentation of the cross case results for the first research question found in Chapter I is presented first. This presentation is elaborated by a

subsequent discussion of the mediating effects of additional variables which are identified in the third research question. Next, a response is made to the second research question, which involves postrelocation behavioral adjustment. This response is elaborated by a subsequent discussion of the mediating effects of additional variables which are identified in the fourth research question.

Academic Achievement

A comparison of postrelocation academic achievement with prerelocation levels revealed how previous studies have produced inconclusive results. Superficial examination of the performance of the subjects tend to confirm that relocation and school transfer during the academic year produced no effect on postrelocation grades. In the present study, four students demonstrated deterioration of academic performance following relocation. Three students demonstrated improved performance and six produced stable grades. Several trends were revealed however, when mediating variables were considered.

While six students' grades remained unchanged following relocation, two of these students earned a 4.0 grade point average. Concluding that no changes of academic performance took place for these students may have therefore been misleading, since for these two students, postrelocation academic performance could have only remained stable or gone down.

Family Structure

The intervening variable of primary interest was family structure. A trend in postrelocation academic achievement appeared to exist in which those earlier in birth order achieved better grades. Of the seven first born subjects examined, only two demonstrated deterioration of academic performance. One of the students demonstrated grade improvement, two demonstrated no change and two more earned 4.0 grade point averages before and after relocation. By contrast, one of the fourth born subjects retained consistent academic performance while the other one experienced deterioration. No trend of postrelocation academic performance was identified for a variation in family size. A trend was identified however, for different relationships subjects had to adults living in the household. Those subjects who lived with both biological parents or one biological and one step parent displayed better relative postrelocation academic achievement than did their counterparts from other single parent families.

Sense of Permanence

The majority of both parents and students perceived their most recent relocation as a permanent one. Nine of the responding thirteen parents and eleven of their eighth grade students responded in this fashion. A trend was identified between sense of permanence and changes which took place in postrelocation grades. Among those parents who reported permanence in their relocation, one of their

students earned a 4.0 grade point average and three more experienced improvements. By contrast, while one student whose parent reported the relocation to be temporary earned a 4.0 grade point average, none of the students of these parents experienced grade improvement following relocation.

A similar trend was identified among students. All of those students who experienced postrelocation grade improvement also felt that their relocation was permanent. These findings suggest that students and parents generally agree on their perception of the permanence of relocation.

Attitude Toward Relocation

No clear trend could be identified between parents' attitudes about relocating and postrelocation grade changes in their corresponding eighth grade students. This outcome was based on the finding that 12 of the reporting 13 parents stated that they felt positive about their decision and experience of relocation. A trend was evident however, between the attitudes expressed by eighth grade students and changes in their postrelocation grades. All of the students who experienced grade improvements expressed positive attitudes about their changes of schools and residences from the first interview. By contrast, all of the students who initially expressed either an ambivalent or negative attitude about relocation experienced either unchanged or deteriorating grades. Two of the three students who earned a 4.0 grade point average are found

among this latter group. One of these students still regretted moving when interviewed five weeks after relocation.

Extended Support Systems

No trend was identified between the extent of extended support systems either the eighth grade subjects or their families experienced and postrelocation academic achievement. It was initially conceptualized that those families and students who experienced a sharp reduction in extended support would demonstrate postrelocation academic deterioration. This notion could not be evaluated due to limitations in the data. The majority of families and students participating in this study indicated that they had no extended support systems either before or after relocating. Those students and families who reported participation in extended support systems before relocation had generally restored that participation in similar organizations and activities by the fifth week following relocation.

Socioeconomic Status

No trends were found between any of the defined levels of socioeconomic status and postrelocation academic achievement. An additional analysis of income compensating for family size was performed. In this analysis, the total household income was divided by the number of people living in the household. No trend was found for the relationship of this level of socioeconomic status to postrelocation

academic achievement.

Teacher Expectations

When interviewed, teachers were reluctant to formulate or express expectations for academic performance based on initial impressions. Less than one third of the teachers interviewed were willing to suggest a specific grade they believed their new student would eventually earn. Among the nine teachers who did, four saw their expectations materialize. Students performed within 0.1 of a grade point of teachers' predictions. Three teachers found their expectations were too high, since their students performed, on the average, 2.3 grade points below predictions. The remaining two teachers found their initial expectations were too low. Their students performed an average of 0.65 above predictions. This sample size is too small to suggest whether teachers' expectations played a part in postrelocation academic achievement.

Class Size

Larger class size was expected to correlate with lower postrelocation grades, due to greater time limitations teachers had to orient a new student. This expectation was not tested due to lack of variation in class size among the students selected for this study.

Previous Grades

A trend was identified between prerelocation academic achievement and postrelocation changes. The relationship of this trend is commonly referred to as regression towards

the mean. The direction of change in postrelocation academic achievement was inversely related to prerelocation grades. That is, the four students who experienced postrelocation academic performance deterioration demonstrated higher prerelocation grades than did the group who experienced no change in academic performance following relocation. Similarly, the group of four students who experienced no change in academic performance after relocation demonstrated higher prerelocation grades than did the two students who experienced improvement in academic performance following relocation. The magnitude of these trends was great enough to contradict Schaller's (1976) observation that prerelocation academic performance was the best correlate of postrelocation academic performance. The deterioration of postrelocation academic performance was so substantial within that group that their academic performance fell below that of the prerelocation grades of the group which experienced no change.

Number of Previous Relocations

A trend was identified in which those eighth grade students who had relocated during a school year more frequently demonstrated better postrelocation academic achievement. More specifically, all students who demonstrated postrelocation deterioration of academic performance had moved three times or less. By contrast, three of the seven students who had relocated four or more times demonstrated improvement in academic performance

while two more 4.0 grade point averages. No deterioration was noted in the latter group.

Additional Findings

Several students who perceived that they had improved their academic performance following relocation attributed this perceived improvement to changes in their relationships with peers. They specifically indicated that their loss of old friends and the development of relatively few new ones caused them to become less distracted during class and to place more importance on their grades. Fewer social opportunities in the after school hours allowed more time to ensure completion of homework.

Some teachers acknowledged that new students did not receive adequate orientation to class. One teacher even expressed her resentment of the disproportionate amount of time new students required. As a result, several teachers indicated that this limitation was occasionally compensated for by an informal orientation process. Some teachers reported that those new students who possessed the interpersonal skills to ask questions of fellow students became more quickly and thoroughly oriented than those who did not. Further, some classes required less new student orientation than others. These were classes which relied more heavily on student participation and less on an accumulated knowledge base.

Behavioral Adjustment

A trend was identified in postrelocation behavioral

adjustment. Reports from teachers and parents suggested that behavior improved following relocation. In this regard, only three students were rated as demonstrating a deteriorating behavioral trend or poorer behavior following relocation. Five students were rated as maintaining prerelocation levels of behavior while six students were rated as demonstrating better behavior or an improving trend.

There appeared to be a difference between the reports made by parents and those made by teachers. Parents tended to provide more favorable ratings of their children than did teachers. Only two students were rated as demonstrating poorer behavior or downward trends by parents while six were so rated by teachers.

Family Structure

Although a trend was identified between birth order and postrelocation academic achievement, no similar trend was found for behavioral adjustment. Similarly, no trend could be identified to demonstrate that family size was related to postrelocation behavioral adjustment. A trend was identified however, between the different relationships subjects had to adults living in the household and postrelocation behavioral adjustment. Those subjects who lived with both biological parents or one biological and one step parent demonstrated better postrelocation behavioral adjustment than did their counterparts from single parent families. In this regard, 31% of all

teacher and parent responses about postrelocation behavior or trends in behavior were positive when referring to children living with both biological parents or with one biological parent and a step parent. Only 17% of all responses were positive regarding students from single parent households and no positive responses were made regarding the student living with a biological parent and the biological parent's friend.

Sense of Permanence

As stated previously, nine of the participating parents and eleven of the eighth grade students perceived their move as permanent. When the reports of postrelocation behavior are compared between these students and those students or parents who felt relocation was temporary, no trend could be found.

Attitude Toward Relocation

The possible relationship between parents' attitude about their relocation and the postrelocation behavior of corresponding eighth grade students was not examined. No examination was made because only one parent expressed anything other than a positive attitude about moving. Trends were identified among students. No student expressed a deterioration from their initial attitude at the follow up interview. Those students who expressed a consistently negative attitude about relocating and changing schools and friends most frequently demonstrated the poor postrelocation behavioral adjustment or

deterioration between initial and subsequent behavioral adjustment. Those students who expressed consistently positive attitudes demonstrated better behavioral adjustment. Those who experienced a positive shift from initial attitudes seemed to demonstrate the best behavioral adjustment. In this regard, 25% of the behavioral ratings of those students expressing a consistently negative attitude were negative while only 11% of the ratings of those expressing a positive change in attitude were negative. Conversely, only 17% of the behavioral ratings of consistently negative students were positive while 33% of those students expressing a positive change were positive.

Extended Support Systems

No mediating effect was identified for the extent of extended support systems either the eighth grade subjects or their families experienced and postrelocation behavioral adjustment, either at home or at school. This research question was not evaluated due to limitations in the data. The majority of families and students participating in this study indicated that they had no extended support systems either before or after relocating. Those students and families who reported participation in extended support systems before relocation had generally restored that participation in similar organizations and activities by the fifth week following relocation.

Socioeconomic Status

No trends were found between any of the defined levels of socioeconomic status and postrelocation behavioral adjustment. An additional analysis of income compensating for family size was performed. No trend was found within behavioral adjustment for this new level of socioeconomic status.

Teacher Expectations

No general trend could be identified between initial teacher expectations and behavioral adjustment. Teachers seemed unable to initially differentiate between new students who eventually demonstrated average behavioral adjustment and new students whose behavioral adjustment was better than average. By contrast however, teachers were apparently successful in being able to recognize those students who eventually demonstrated poor behavioral adjustment. In this regard, there were two students for whom their four teachers agreed would eventually demonstrate poor behavioral adjustment. Fifty percent of the behavioral ratings of these two students turned out negative while none of the ratings were positive.

Class Size

The research question was formulated that class size might mediate the effects of relocation upon behavioral adjustment. Larger class size was expected to correlate with poorer postrelocation behavior, due to greater time limitations teachers had to orient a new student. This

hypothesis was not tested due to lack of variation in class size among the students selected for this study.

Previous Behavior

The comparison of prerelocation behavior to postrelocation behavioral adjustment is based on limited data. One index of prerelocation behavior was the number of times students reported that they had skipped classes at their prerelocation schools. There was no variation in this index inasmuch as all students denied skipping classes both before and four weeks following relocation. The only remaining index of prerelocation behavior was student reports of the number of times they had been involved in disciplinary action before relocating. A trend between this index and postrelocation behavioral adjustment was found. Those students who had been referred to the principal's office for disciplinary reasons less than two times during the semester prior to relocation were rated by teachers and parents as demonstrating more frequently improved or better behavioral adjustment than were those students who received disciplinary referrals more than two times. More specifically, 28% of the behavioral ratings of the first group were positive or reflected improvement while only 17% of the ratings of the latter group fell into this category. Conversely, only 15% of the behavioral ratings of the first group were negative or reflective of behavioral deterioration while 25% of the ratings of the latter group fell into this category.

Number of Previous Relocations

A trend was identified in which those eighth grade students who had relocated during a school year more frequently demonstrated better postrelocation behavioral adjustment. More specifically, 25% of the behavior ratings of those students who had moved less than three times were either negative or suggestive of deterioration. By contrast, only 12% of those students moving more than four times were so rated. Conversely, 21% of the behavior ratings of those eighth graders who had moved less than three times were positive or suggestive of improvement while 41% of the ratings of those students who had moved more than four times fell into that category.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Relocation is prevalent in American society. This activity impacts individuals, families and social institutions. As parents make decisions about relocation, they frequently consider the possible effects of these decisions upon their children. Parents consider how disruption of friendships and schools may change their childrens' behaviors and grades. Similarly, school personnel attempt to identify these effects. An adequate understanding of the effects of relocation upon subsequent behavior and grades might help parents make their decisions more confidently and assist school personnel in identifying and minimizing any detrimental effects.

The purpose of this study was to investigate the possibility that academic achievement and behavioral changes occur when eighth grade students from different family structures move and change schools during the school year. Changes were anticipated to differ due to the mediating effects of additional variables. The additional variables investigated were attitude toward relocation, class size, extended support systems, number of previous

relocations, previous grades, sense of permanence, socioeconomic status and teacher expectations.

This study used a case study design in which 14 student relocations were examined. The first 14 voluntary eighth grade students from a large western suburban school district were chosen. Students, their parents and two teachers for each student became study participants. Participants were interviewed by the researcher during the first and fifth weeks following relocation in accordance with researcher designed interview schedules. No teacher nor parent was interviewed regarding more than one student. No student was included in this study if relocation took place within the first or last six weeks of a school year or during the Christmas school vacation.

Among the students examined in this study, no trend could be identified to suggest that relocation is related to changes in subsequent academic performance. This general finding is somewhat misleading. Closer examination revealed that changes in academic performance did take place when additional variables were considered. These additional variables were family structure, sense of permanence, previous grades and number of previous relocations.

Family structure referred to family size, birth order and biological and legal relationship of subject to the adults living in the household. Sense of permanence referred to student and parent reports of the anticipated

length of time the family will remain in the new residence. Previous grades referred to student and parent reports of grades earned by the student at the school previously attended. Number of previous relocations was defined as student reports of the number of times since the first grade the student has changed schools because of moving.

By contrast, an overall trend was identified regarding behavioral adjustment. Teachers and parents generally reported behavioral improvement and/or improving trends both at home and school for their eighth graders following relocation. Further examination of the data revealed mediating effects of several additional variables. These variables were family structure, attitude toward relocation, teacher expectations, previous behavior and number of previous relocations.

Behavioral improvement and/or improving trends were found among those students who came from households which included both biological parents or one biological parent and one step parent. Improvement was also found for those students whose attitude toward relocation was positive or improved over time and for those whose teachers did not expect negative behaviors. Those students who demonstrated good prerelocation behavior and who had experienced the most frequent relocations also demonstrated behavioral improvement.

Conclusions

Reports from students regarding their behavior and

grades appeared to be distorted in a more socially acceptable fashion for those students with poorer grades and behavior. This distortion may have been produced by several factors. First, students with poor grades and behavior may attempt to present themselves as more socially acceptable to researchers than they really are. Another possibility is that these students may be unaware of the extent of their objectionable behavior and poor grades.

Academic Achievement

The findings of the present study suggest that relocation produces no general impact upon subsequent academic achievement. This conclusion is consistent with other studies which have controlled for otherwise potentially confounding variables. A possibility exists, then, that some studies which have demonstrated postrelocation changes in academic achievement have erroneously attributed them to relocation when in reality the changes may have been produced by the confounding effects of unstudied variables not evenly distributed within the studied samples.

Previous studies have suggested that students who earn good grades earn better ones following relocation and those who earn initially poor grades earn worse. Exactly the opposite was found in the present study. The present finding may be explained by the ability grouping of the subjects in this study following relocation. Ability grouping may have caused postrelocation instructors to

grade their new students relative to the performance of new classmates. This approach to grade assignment could have caused relocated students to appear to have earned more "average" grades.

Behavioral Adjustment

Present findings suggest that postrelocation behavioral adjustment improves over prerelocation levels. Findings also suggest that when deterioration is noted, it is found more frequently at school than at home. This finding suggests that sufficient novelty is intrinsic to the relocation experience, that relocated students do not seek the novelty more commonly found in exceeding the limits of acceptable behavior at home or school.

The latter finding suggests two possibilities. First, parents may be more favorable in reporting the behavior of their children than were teachers. Second, some students may tend to demonstrate more deterioration in their behavior at school than at home. This deterioration may result from greater change students experience at school or from more stringent behavioral expectations.

Family Structure

Present findings suggest that students who live in a two parent household demonstrate better postrelocation academic achievement and behavioral adjustment than those who do not. Further, first born children demonstrate better postrelocation academic achievement, but not necessarily behavior. These findings may be explained by a

single possibility. Perhaps parents tend to identify more with their first born children. This identification might include greater expectations for responsible, adult and successful behaviors than parents hold for subsequent children. If this is so, then it might also be true that children tend to respond to this identification in the form of a self fulfilling prophecy. Single parent heads of households may have less time to identify with their children, due to the multiple demands placed upon them which are more commonly shared by two people. Another possibility is that the children who live in these single parent heads of households families may have more recently experienced the loss of a parent. This loss may leave these students less equipped to adapt to changes intrinsic to relocation.

Sense of Permanence

Present findings suggest that students' and parents' sense of permanence is related to better postrelocation academic achievement, but not behavioral adjustment. One implication of this finding is that students may feel more motivated to invest themselves in their schoolwork if they are aware they will receive the rewards and recognition for this investment. On the other hand, behavioral adjustment seems unrelated to this consideration. One way of interpreting this finding is that students may perceive the grades they earn as dependent upon the amount of time they have to invest in earning good grades at the new school.

On the other hand, perhaps behavioral adjustment is dependent upon more stable aspects of students' personalities. These aspects may cause students to behave relatively consistently despite changes in schools.

Attitude Toward Relocation

Findings suggest that students' postrelocation academic achievement and behavioral adjustment are mediated by their attitude toward relocation and change in schools. These findings also suggest that parents' attitudes have no mediating effect. An exception to this general finding was two students who expressed either ambivalent or consistently negative attitudes about relocation, but who nonetheless maintained a 4.0 postrelocation grade point average.

This exception may indicate that students who feel dissatisfied about their new school and relocation may feel like important aspects of their life are not within their control. The resulting sense of frustration may, in most students, deteriorate their motivation to produce good grades and compliance with expectations for behavior. Among those students who academically excel, the frustration may be greater, since they strove harder to earn high grades. Perhaps this greater frustration sometimes takes the form of a defiant expression to establish a place of relative superiority in the academic arena.

Extended Support Systems

No conclusions were made regarding the possible mediation of disruption of extended support systems upon either postrelocation academic achievement or behavioral adjustment. Conclusions were not drawn due to limitations in the data.

Socioeconomic Status

Present findings suggest that socioeconomic status has no mediating effect upon either postrelocation academic achievement or behavioral adjustment. This conclusion is contrary to that reported in the review of literature. One possible explanation is that the present study did not include sufficient variation of the socioeconomic variable. Only one family reported an annual income below \$19,000 and this student displayed the poorest postrelocation grades and behavior.

A second possibility is related to the research design itself. The mediation of socioeconomic status upon postrelocation academic performance and behavioral adjustment may be too subtle to be identified in the current study. The identification of socioeconomic status as a salient variable in quantitative research suggests that its contribution may be statistically significant, but possibly unimportant.

Teacher Expectations

No conclusions were drawn regarding the possible mediation of teacher expectations upon either

postrelocation academic achievement or behavioral adjustment due to the reluctance of most teachers to develop such expectations. This finding suggests that teacher expectations may not play an important role in postrelocation outcomes, since this sample of teachers appear to be quite open and free from preliminary bias regarding their new students. However, those teachers who did express an anticipation of poor behavioral adjustment were generally correct. This might indicate that while teacher expectations may not play an important role in postrelocation outcomes, teachers appear nonetheless capable of making early identification of new students who are at risk of developing problematic behavior.

Class Size

Current findings demonstrated insufficient variation in class size to be able to examine whether this variable mediated the effects of relocation upon postrelocation academic achievement or behavioral adjustment. In addition, teachers suggest a more complex relationship within which new students with better social skills became more quickly oriented by their new classmates. This suggests the possibility that a relationship may exist in which those students with better social skills and behavioral adjustment also demonstrate better postrelocation academic achievement.

Previous Grades

Present findings suggest that students who relocate

experience a regression of academic achievement towards the mean. Several things are implied by this trend. First, those with high prerelocation academic performance may have little room to improve. They may therefore be more vulnerable to experience deterioration in academic performance.

Some of this deterioration may result from more strict grading procedures for assigning higher grades. One teacher commented that a relocated student in her class had performed at the 4.0 level. This teacher did not grant an "A" because she felt that to do so would be unfair to other students who had earned similar grades from the first day of class.

Second, those students with poor prerelocation academic performance may have little room to deteriorate. Students who demonstrate poor prerelocation grades are then possibly more likely to be classified as experiencing no change in academic achievement when they produce poor postrelocation grades.

Previous Behavior

Previous behavior appears to mediate postrelocation behavioral adjustment. Those students who were referred to the principal's office for behavioral reasons less than two times before relocation demonstrated better postrelocation behavioral adjustment than did their relocated counterparts. This finding adds support to the above mentioned possibility that postrelocation behavioral

adjustment may be more immune to the effects of mediating variables because it represents a relatively stable aspect of relocated students.

Number of Previous Relocations

Present findings suggest that those students who have previously relocated more frequently demonstrate better postrelocation academic achievement and behavioral adjustment than those who have not. This finding suggests two possibilities. Perhaps students learn skills when they relocate which help them to adapt to future relocations in a positive way. It is also possible that these students and their parents have chosen a more mobile lifestyle because of the value they place on experiencing the novelty relocation produces. Under these conditions, one might expect a positive correlation between degree of mobility and attitude about relocation.

Additional Findings

The majority of students who felt they had improved academically attributed those changes to disruption of the peer network. In general, they stated that their involvement with school friends precluded the attention or dedication higher grades required. The disruption of social relationships caused the students to feel they focused more of their attention on academic matters than they had in the past.

These reports suggest several possibilities. There may be an inverse relationship between students' popularity

and grades. This relationship might exist because students may have only a limited amount of energy to invest in two potentially mutually exclusive spheres.

Students may also experience "social role lock." Prior to relocation, they may feel somewhat frustrated that the affiliatory expectations of friends precludes adequate pursuit of academic interests. This group of students may seize upon the disruption of peer relationships intrinsic to relocation in order to exchange popularity for more personally valued academic success.

Recommendations

Based on the findings of this study, following recommendations for future research are founded.

1. The unreliable self report of grades provided by the subjects of this study suggest that reports of both grades and behavior should be gathered from school records.
2. Interviews in person or by phone should be conducted with teachers in the schools previously attended.
3. Additional follow up interviews should be held after sufficient time has passed for these students to potentially make as many friends as they report they had prior to relocation.
4. Future studies should be conducted in schools which do not ability group new students.
5. Further research should be conducted which

attempts to identify the differential contribution of mediating variables upon postrelocation academic achievement and behavioral adjustment.

6. The variables discussed in this study should be quantified so that future research can be conducted on larger samples.
7. The present study should be replicated with samples which demonstrate greater variability on socioeconomic status, attitude toward relocation, teacher expectation and class size.
8. A coherent conceptual framework of postrelocation adjustment should be developed. This more coherent framework should be based on inclusion of the otherwise confounding variables identified in this and previous studies.
9. New research should focus less on structural and more on dynamic elements surrounding relocation adjustment. For example, family structure could be replaced with a measurement of the strength of relationships students have for each of their parents, step parents or other adults living in the household.

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APPENDIXES

APPENDIX A

TEACHER'S SURVEY

PART I

1. What are early indicators you look for which predict how well (student's name) may do in your class?
2. How many students are in (student's name)'s class?
3. What effect do you think mid-year transferring has had upon (student's name)'s subsequent academic performance?
4. What effect do you think mid-year transferring has had upon (student's name)'s subsequent classroom behavior?
5. Based on your teaching experience, can you think of any other important features which might influence (student' name)'s subsequent academic performance or classroom behavior?
6. How long do you think it will take (student's name) to adjust, in terms of both academic performance and classroom behavior to (school's name)? Why?
7. Based on what you already know about (student's name), what might you predict his/her academic performance will be like after a time for adjustment?
8. What do you think (student's name)'s classroom behavior will be like after a time for adjustment?

PART II

1. Do you think any more time will be needed for (student's name) to fully adjust to being a student at (school's name)? How much more time? Why?
2. How does (student's name)'s classroom behavior compare to that of his/her classmates?
3. What kind of grades has (student's name) been making since starting in your class?
4. How does that compare with (student's name)'s classmates?
5. Do you see any trends of change in (student's name)'s classroom behavior?
6. Do you see any trends of change in (student's name)'s grades?
7. Had (student's name) started this school year in (school's name), how do you think his/her school performance and classroom behavior would compare to what you presently see?
8. How sufficient do you believe (student's name)'s academic background in your subject area was to make a smooth transition into your class?

APPENDIX B

PARENTS ' SURVEY

PART I

1. For what reasons did you decide to move?
2. What gains did you make by moving?
3. What losses did you experience?
4. How do you feel about having made this move?
5. How do you like the neighborhood into which you have moved?
6. How do you like the new school (student's name) attends?
7. If you changed employment when you moved, how do you like your new job and its income?
8. In what church, school or other community activities were you involved before you moved?
9. In what church, school or other community activities are you involved now?
10. How long do you think you will live here?
11. What were (student's name)'s grades like at their previous school?
12. Do you see any difference in (student's name)'s grades since you moved?
13. Do you see any difference in (student's name)'s behavior since you moved?
14. How many other people are there living here with you?
15. What is the highest level of education you have completed?
16. What is the highest level of education your spouse/exspouse has completed?

17. What is your best estimate of your household's income, including any alimony, child support or public assistance?

PART II

1. Since we talked last, what changes have you seen in (student's name)'s behavior?
2. What changes have you seen in (student's name)'s grades?
3. Based on present behavior, how well do you think (student's name) has adjusted to the move?
4. Based on present grades, how well do you think (student's name) has adjusted to the move?
5. Do you think any more time will be needed for (student's name) to fully adjust to living here? If so, how much more time? Why?
6. What new church, school or other community activities have you joined since we talked last?
7. How do you like the school (student's name) attends now?
8. How do you like this neighborhood now?

APPENDIX C

STUDENTS' SURVEY

PART I

1. With how many brothers, sisters, step-brothers or step-sisters do you live?
2. What number are you in the family?
3. Are the adults you live with here your parents, step-parents, other relatives, or what?
4. Since the first grade, how many times have you changed schools because you have moved?
5. How long do you think you will live here?
6. What were your grades like at your other school?
7. How did those compare to your classmates there?
8. How do those grades compare with the grades of your classmates here?
9. Since school began in the fall of 1984, were you kept after school, sent to the principal's office, suspended or involved in any other disciplinary action? How many times?
10. Have you sluffed classes during that time? How many times?
11. In what organizations, activities or clubs did you participate at your other school?
12. In what organizations, activities or clubs do you participate now?
13. What classes did you have before you moved that you don't have now?
14. What new classes are you taking at this school?

15. Based on your feelings about the change in schools,
how do you feel about having made this move?
16. How many friends did you have at your other school?
17. How many new friends do you have here?
18. Based on your feelings about your change in friends,
how do you feel about having made this move?

PART II

1. Since we talked last, you have been in this school for several weeks. How are your grades turning out?
2. How do those compare with your classmates?
3. How is your behavior in the classroom?
4. How does that compare with your classmates?
5. Have you been kept after school, sent to the principal's office, suspended or involved in any other disciplinary action at this school? How many times?
6. Have you sluffed any classes during that time? How many times?
7. Has your behavior at home changed since we talked last?
8. Has your behavior at school changed since we talked last?
9. In what organizations, activities or clubs do you participate now?
10. Based on your feelings about the change of schools, how do you feel now about having made this move?
11. How many friends do you have now?
12. Based on your feelings about your change of friends, how do you feel now about having made this move?

APPENDIX D

TEACHER'S CONSENT FORM

MEMORANDUM

TO: All Teachers
FROM: (Principal's name)
SUBJECT: Research project involving selected teachers and
students
DATE: (date)

(School's name) is participating in a research project which is designed to provide a better understanding of the effects of moving and school transfer upon grades and behavior of students. The findings of this study may be useful because of the high turnover rates of our students.

Attached to this memo you will find a form on which you may indicate your willingness to participate. Your participation would consist of several interviews conducted by the researcher. These interviews would be arranged during your planning hour and would each last about 20 minutes. I encourage each of you to complete the attached form and to participate in this study. If you have specific questions about this research, please direct them to Larry Fox. He may be reached at his residence most evenings. His phone number is 486-8034.

(Principal's name)
Principal

(Date)

Dear Teacher,

I am conducting a study to determine what things influence the academic achievement and behavior of eighth grade students who move and transfer schools during the school year. In order to conduct this research, I will be interviewing 12 eighth grade students who transfer into (school's name) between now and the end of this school year. I will also interview their parents and two teachers for each of the 12 students.

Should you decide to participate in this study, you will be interviewed twice for some of the 12 selected students who might be enrolled in your classes. The first interview will be held during the student's first week of school and the second one will be conducted during the student's fifth week of school. I will obtain written consent from the parents of each these students allowing your participation prior to our first interview. I will keep confidential your responses to interview questions. It is my hope that the results of this study will be useful in identifying the effects moving and transferring schools may present to some students. I hope you will find this study of sufficient importance to commit a portion of your time for interviews during the remainder of this school year. You may make this committment by completing the attached form and returning it to (secretary's name) in the front office.

Thank you,

Larry S. Fox

TEACHER CONSENT FORM

I consent to participate in the research project outlined in the attached pages. I understand that the interviews in which I participate will be held in confidence by the researcher and shall be used for the purpose of this research project only.

Signed: _____ Date: _____

Print your name here: _____

If you would like to receive a copy of this study following its completion, please print your home address below:

Would you be interested in attending a faculty meeting in which the results of this study are presented? (circle one)

yes

no

Return this form to (secretary's name).

APPENDIX E

PARENTS ' CONSENT FORM

Dear Parent,

Welcome to (school's name). (School's name) is currently participating in a research project which studies how students who move and transfer schools adjust to their new school. The information gained may help future students adjust more easily. In order to carry out this important study, you and your 8th grader are being asked to participate.

To participate, you must give your consent to be interviewed. You will then be contacted by phone to arrange for two interviews to be conducted. Each of these will last about 20 minutes. The first interview will be held during your student's first week of school and the second one will be held about one month later. At the same time, your student and two of their teachers will be interviewed at school. General topics covered during the interviews include grades, feelings about the move, friendships and behavior at school and home. I am an independent researcher carrying out this study with the consent of (school's name)'s principal, (principal's name) and the (school district's name) school district. The content of interviews I hold with you, your student and their teachers will be held in confidence with me. If you need more specific information before consenting to participate, please call me at either of the phone numbers listed below.

Larry S. Fox
work: 486-9805
home: 486-8034

PARENTS' CONSENT FORM

I give consent for myself and my 8th grade student to participate in the research project discussed on the preceding page. I consent for my child's teachers to be interviewed and for the researcher to examine school records. I understand that the content of all interviews shall be used for this research only and that these interviews shall be kept confidential with the researcher.

Signed: _____

Date: _____

Print your student's name here: _____

Home phone: _____

If you would like to receive a summary of the results of this study, please print your home address below:

VITA

Larry Steven Fox

Candidate for Degree of

Doctor of Philosophy

Thesis: THE EFFECTS OF RELOCATION AND FAMILY STRUCTURE
UPON ACADEMIC ACHIEVEMENT AND BEHAVIORAL
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