

This dissertation has been
microfilmed exactly as received 69-1986

LEE, Key Ton, 1929-
A STUDY OF THE NATURE AND CORRELATES
OF PUPIL ADJUSTMENT IN SEVENTH-DAY
ADVENTIST SECONDARY SCHOOLS.

The University of Oklahoma, Ph.D., 1968
Education, psychology

University Microfilms, Inc., Ann Arbor, Michigan

THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

A STUDY OF THE NATURE AND CORRELATES OF PUPIL
ADJUSTMENT IN SEVENTH-DAY ADVENTIST
SECONDARY SCHOOLS

A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
DOCTOR OF PHILOSOPHY

BY
KEY TON LEE
Norman, Oklahoma
1968

A STUDY OF THE NATURE AND CORRELATES OF PUPIL
ADJUSTMENT IN SEVENTH-DAY ADVENTIST
SECONDARY SCHOOLS

APPROVED BY

Henry Angelino
O. J. Dupier
James Smith
Herbert R. Hengst

DISSERTATION COMMITTEE

ACKNOWLEDGEMENTS

The candidate expresses his appreciation to committee members Drs. H. R. Hengst, Omer Rupiper, and Glenn Snider for their encouragement and assistance in designing and executing this manuscript and for their guidance throughout the doctoral program. Special appreciation is extended to Dr. Henry Angelino, Committee chairman, for his advice and guidance as the candidate's advisor for the doctoral program and for his encouragement and advice as director of the dissertation.

Without the cooperation of the pupils and staff of Campion Academy (Loveland, Colorado), Enterprise Academy (Enterprise, Kansas), and Ozark Academy (Gentry, Arkansas), this investigation would not have been possible. Appreciation is expressed to the principals of the schools, William Fuchs, Don Weatherall, and Joshua Swinyar, who made possible the reproduction of some of the material used in the study and who assisted in every way possible in the execution of the testing program for this investigation.

Appreciation is extended to Dr. Margaret Nelson, Professor of Education at the University of Northern Iowa, for her careful reading of the manuscript and for her suggestions. Appreciation is also expressed to Sunhee Lee, wife of the candidate, for her assistance in scoring and tabulating the results of the tests and in typing the manuscript of this study.

TABLE OF CONTENTS

| | Page |
|--|------|
| LIST OF TABLES | vi |
| Chapter | |
| I. INTRODUCTION | 1 |
| The Need for Study of Adjustment in the School Setting Definition of the Terms Used Background of the Problem | |
| II. REVIEW OF THE LITERATURE | 10 |
| Nature of Teachers' Judgment of Adjustment Correlates of Adjustment Research Methodology | |
| III. STATEMENT OF THE PROBLEM | 26 |
| The Problem Significance of the Problem Hypotheses to Be Tested | |
| IV. DESIGN AND PROCEDURE | 30 |
| Design Procedure Description of Sample Schools Subjects Validation of Sampling Instruments Used in the Study Limitations in the Design | |
| V. RESULTS | 48 |
| VI. SUMMARY AND CONCLUSIONS | 71 |
| REFERENCES | 78 |

APPENDICES 84

- A. Instruments Used
- B. Descriptions of Measures in the
 Minnesota Counseling Inventory and
 the High School Personality Inventory

LIST OF TABLES

| Table | Page |
|--|------|
| 1. Number and Sex Distribution of Pupils in the Sample Schools | 33 |
| 2. Number and Proportion of Pupils in Sample Schools for Type of Residents and Baptism of Self and Parents | 34 |
| 3. Median Age and Years of Church Membership and Training in Seventh-day Adventist Schools for Teachers in Sample Schools | 35 |
| 4. Comparison of Sample Schools with All Other Seventh-day Adventist Secondary Schools in the United States on Sex Distribution of Teachers and Pupils | 37 |
| 5. Comparison of Sample Schools with Thirty-Five Other Seventh-day Adventist Schools on Enrollment and Baptism of Pupils and Their Parents | 38 |
| 6. Sex Distribution of Subjects | 40 |
| 7. Correlations Between Assessments of Adjustment by Teachers and Subscales of the <u>Minnesota Counseling Inventory</u> | 43 |
| 8. Correlations Between Assessments of Adjustment by Teachers and Subscales of the <u>High School Personality Questionnaire</u> | 43 |
| 9. Rank Order Correlations Between Well- and Maladjusted Groups on Four Sections of the <u>Outstanding Traits Test</u> | 49 |
| 10. <u>W</u> Coefficients of Concordance Between Subsections of the <u>Outstanding Traits Test</u> for Well- and Maladjusted Groups | 50 |

| Table | Page |
|---|------|
| 11. Rank Order Correlations Among Subsections of the <u>Outstanding Traits Test</u> for Well- and Maladjusted Groups | 52 |
| 12. Median Scores of Well- and Maladjusted Groups on the <u>Teacher Role Opinionnaire</u> | 54 |
| 13. Means and Standard Deviations of Scores on the <u>Student Opinion Poll</u> for Well- and Maladjusted Groups | 56 |
| 14. Percentages of Responses by Well- and Maladjusted Groups on Selected Items of the <u>Student Opinion Poll</u> | 57 |
| 15. Means and Standard Deviations of Scores on the <u>Personal Opinion Questionnaire</u> for Well- and Maladjusted Groups | 63 |
| 16. Items of the <u>Personal Opinion Questionnaire</u> on Which Maladjusted Group Differs from Well-adjusted Group | 64 |
| 17. Comparison of Well- and Maladjusted Groups on Preferred Secondary School | 67 |
| 18. Comparison of Well- and Maladjusted Groups on Selection of College | 67 |
| 19. Comparison of Well- and Maladjusted Groups on Vocational Aspiration | 68 |
| 20. Comparison of Well- and Maladjusted Groups on the Degree of Regularity of Family Worship at Home During their Childhood | 69 |
| 21. Comparison of Well- and Maladjusted Groups on Type of Elementary School Attended | 69 |

A STUDY OF THE NATURE AND CORRELATES OF PUPIL
ADJUSTMENT IN SEVENTH-DAY ADVENTIST
SECONDARY SCHOOLS

CHAPTER I

INTRODUCTION

Interest in the adjustment of youth by educators is not a new phenomenon. In the early days of secondary school education, the major concern was with the content of study. By 1918, however, things had changed and, in that year, an entirely new direction was taken by the Commission on the Reorganization of Secondary Education (1918) with the development of the so-called Cardinal Principles of Secondary Education. The group expressed objectives not in terms of subject-matter goals but in terms of what might be called "life-adjustment" goals. Since then, such an influential group as The Educational Policies Commission (1937 and 1944) has stressed the importance of adjustment as an objective of schools.

Increased importance of adjustment problems as a function of the school has been brought about by technological and sociological changes in recent years. The

raising of the educational level, which is necessary to function in a highly technological society, and the shifting to the school of major socializing and humanizing tasks for large groups of children have taken place in our country, and these basic changes have resulted in an even greater need of "adjustment education" in school. With the interest in mental health in recent years, further increased attention has been directed toward the personal adjustment of an individual. Sutherland (1953) cited the joint goal of all education and mental health as the development of the intellectual and emotional potentialities of every individual in "an intricate and complex culture" like that of the United States today.

Strang (1960), in connection with mental health, said the goals of mental health are both personal and social. The personal goal is a mentally healthy individual who has, among other things, a sense of self-respect, self-reliance, and achievement, while the social goal is "a happy productive man" who is useful and contributive to others and to society. In essence, Strang suggested that there are multiple aspects of factors which constitute personal or social adjustment. In every practical sense, an individual could become well adjusted personally while at the same time he is maladjusted socially, or vice versa.

The multiple factors associated with adjustment, and the difficulty of measuring it, are reflected in the construction of objective, psychological tests. For example, the

California Test of Personality, one of the widely used tests of adjustment, claims to measure 13 facets of personal and social adjustment. The IPAT Jr.-Sr. High School Personality Questionnaire makes provision for 14 subscores. Terms used to describe the 27 measures of the two tests are all different, and the validity of the tests, especially that of the former, is still at issue.

The Need for Study of Adjustment in the School Setting

The concepts of adjustment and maladjustment are universal ones in psychological as well as educational thinking; yet the underlying meanings are indefinite, and usage even by psychologists is highly individualistic. This condition of confusion in the use of the concept, adjustment or maladjustment, presents problems and difficulties to individuals in their adjustment. For adolescents, who are in "the time of transition" and "of trial," the problem of adjustment seems to be bigger and tougher than for other groups.

It is truly difficult to define "maladjustment" in terms of personal and social behaviors in school. Standards of adjustment evaluation which would enable teachers to establish criteria capable of widespread use in schools are lacking. What is acceptable behavior to one teacher or one school may become unacceptable when the child moves out of this sphere of control.

Teachers have certain expectations of the quality of

adjustment in school, and judge behavior of students on the basis of such expectations. From this view, Beilin (1959, p.18), after extensive and careful review of studies on the problem, said that "the teacher is concerned with getting what she is teaching 'across,' and behaviors which facilitate this are more likely to be valued." Teachers are likely to be impressed by certain behavior which from an adult point of view has positive or negative value. Some behavior is irritating to adults and is considered indicative of poor adjustment when observed in pupils.

There is some evidence that men and women teachers evaluate the problems of pupils differently (Beilin and Werner, 1957; Ellis and Miller, 1936; Hunter, 1957; Stouffer and Owens, 1955). Furthermore, there is wide agreement that boys are more likely to be identified as maladjusted than girls (Epstein, 1941; Griffiths, 1952; Wickman, 1928; U.S. Children's Bureau, 1949).

There are multiple factors that are related to maladjustment and as yet not enough knowledge and understanding about them has been acquired by psychologists and educators. Consequently, the condition in the use of the concept is chaotic, yet every child in the school is expected to be "well-adjusted" to so many things under so many different situations and circumstances. So rises the need of further study in adjustment under various conditions.

In view of such general rational and empirical evidence, it is the purpose of this study to examine the nature of

adjustment in the Seventh-day Adventist secondary schools. The intent of this study is to investigate a relatively healthy, normal situation and behavior--ones which do not impede the normal operation of the school--and to examine whether there are trouble areas which might require preventive action. It is not to observe an unhealthy, abnormal, or delinquent behavior, and either make suggestions for treatment or draw generalizations that may be applicable to more healthy situations. This study may best be considered as a study which provides information about the fruitfulness of a given research approach, helps to clarify and formulate hypotheses for further study, and provides one other limited set of data which, when taken in conjunction with other limited studies, may eventually provide a basis for general statements.

Definition of the Terms Used

The well- or maladjusted pupil in this study is one who, because of the type and quality of his adjustment to school, received "especially high" or "especially low" ratings from at least one teacher of each sex in terms of the criteria described in the Teacher Observation questionnaire.

Value or personal value is used to indicate one's preference of personal traits or teachers' role as revealed in the Outstanding Traits Test or the Teacher Role Opinionnaire.

Educational attitudes are the characteristic reactions, in this study, of students toward curriculum, student body, and teachers as reflected in the Student Opinion Poll.

Morality is used specifically to mean the response of students to the Personal Opinion Questionnaire. The following descriptions of characteristics of a moral person served as a background for constructing the instrument by Getzels and Jackson (1962, p.135):

- A moral person characteristically
1. chooses the ethical rather than the expedient alternative when faced with an interpersonal dilemma;
 2. stands against public sentiment when such sentiment threatens to compromise his values;
 3. feels allegiance and responsibility for principles and causes;
 4. identifies with humanity beyond the immediate confines of his own group;
 5. feels compassion for wrongdoers without condoning their specific acts;
 6. perceives and admits to his own shortcomings;
 7. holds to personal ideals transcending such qualities as appearance and social acceptability.

Background of the Problem

History of Seventh-day Adventist Education

A brief account of the history of the Seventh-day Adventist educational system will serve to show the need for this study and will help to orient the reader to the problem. Although the Seventh-day Adventist denomination virtually had its beginning about 1844, it was not organized until May 21, 1863. At that time there were 125 churches, all located in North America, and 3,500 members. The work

of the denomination was largely confined to North America until 1874, when the first missionary was sent to Switzerland. From 1901 to the close of 1965, 10,485 missionaries were sent out for service in all of the larger countries and in many islands of the world. At the close of 1965, the membership of the 14,651 Seventh-day Adventist churches throughout the world was 1,578,504 (Seventh-day Adventist Yearbook: 1967, p.4).

Between the years 1853 and 1867 various short-lived attempts were made by various individuals or groups to operate private schools for children of church members. In 1872 a successful and permanent beginning was made by the General Conference of Seventh-day Adventists in Battle Creek, Michigan, where the denomination's headquarters were then located. The school was on the elementary and secondary level and was called Battle Creek School, to distinguish it from Battle Creek College which came later in 1874. The latter school, called Battle Creek College, was moved in 1901 to Berrien Springs, Michigan, and exists today as Andrews University.

The first distinctly secondary school was started ten years later in April, 1882 as Healdsburg Academy, at Healdsburg, California. Later it became Healdsburg College and served the needs of the church until it was closed at the end of the spring term in 1908. Church schools on the elementary level were not begun until more than twenty years after the first college had been opened.

From this small beginning there has been steady growth until at the present writing the denomination operates a system of schools which is surprisingly large considering the church membership. One of the aims of the church is to educate all the children of church members in its own schools.

The Seventh-day Adventist School System Today

In 1963 the denomination's worldwide school system included 4,677 elementary schools and 397 secondary and advanced schools. It took 13,935 teachers to staff these schools, in which there were 342,472 pupils, of whom 49,232 were in grades 9 through 12. Within the boundaries of the United States alone, at the close of the 1965-66 school year, there were 13 colleges and universities, 86 academies (secondary schools), and 934 elementary schools. During that same school year 2,680 college teachers, 1,203 academy teachers, and 2,800 elementary teachers were employed to educate 12,896 college students, 15,400 secondary students, and 49,401 elementary children.

All Seventh-day Adventist colleges and universities maintain education departments to qualify students for state and denominational teaching certificates. It is the policy of the denomination not to employ those who have not had at least part of their education in its own school system, especially on the college level. Practically all the teachers employed in the denomination's schools today may be safely said to have been the product of its own school system,

with the exception of teachers in colleges and universities, who have in most cases done their graduate studies in non-Adventist universities.

Seventh-day Adventists operate a system of schools in which a sizable number of children are being educated. Yet, their schools suffer from the lack of objective, scientific study of their organization and practices which might contribute to the improvement of schools for better education of the pupils in them.

CHAPTER II

REVIEW OF THE LITERATURE

"Adjustment" and "conformity" have been rather popular among educators and psychologists as their areas of research. Even a brief review of publications dealing with these areas in the past few decades would fill more than one volume. Such an effort would be of little value to this investigation. A more logical approach would be to review selected studies to illustrate the nature of, and methodology of research in, adjustment to school. Therefore, the review will highlight studies on the nature and criteria of teachers' judgment of student adjustment, correlates of adjustment, and research methodology in adjustment.

Nature of Teachers' Judgment of Adjustment

Findings of Wickman Type Studies

One of the early studies of teachers' evaluations of student personality was that of Wickman (1928), who undertook to measure reactions of teachers to the behavior of their pupils. In his pioneer study teachers were asked to rate each pupil with reference to a series of descriptions of troublesome behavior. Wickman also asked a group of

clinicians to rate 50 problems of behavior which had been incorporated into the rating scales administered to teachers, and ratings made by the two groups of teachers and clinicians were correlated to obtain a slight tendency toward negative correlation. Wickman's results, in the main, implied that teachers were likely to rate as more serious those symptoms associated with noisier, more rebellious, and outgoing behavior that attacked the standards of morality, obedience, orderliness, and agreeable social conduct. Clinicians were more concerned with less overt symptoms, such as anxiety or withdrawal, which might connote more serious underlying personality disorders. The study further suggested that teachers preferred the less active, more compliant behavior of girls to the more aggressive behavior of boys. The results influenced many to urge teachers to adopt a hierarchy of attitudes closer to that of the clinician. Few have challenged this position.

Early studies that made use of the Wickman scales "confirmed" what Wickman had found in that the rankings made by the teachers in other communities approximated those of Wickman's teachers. Boynton and McGaw (1934) obtained a correlation of .87 between Wickman's and their own teacher ratings. Similar results were presented in other early studies of the problem (Dickson, 1932; Epstein, 1941; Laycock, 1934; Young-Masten, 1938).

Do recent replicative studies in this area show any

improvement? Beilin (1959) and also Kvaraceus (1960) reviewed studies on this subject. Stouffer and Owens (1955) repeated Wickman's study (1928) with refinements. Their findings show that the problem child is still identified chiefly by annoying, disorderly, irresponsible, aggressive, untruthful, and disobedient behavior. However, teachers today recognize social and emotional maladjustments more often than did their predecessors. Similarly, Schrupp and Gjerde (1953) found in 1951 that attitudes of teachers toward behavior problems of children were much more in agreement with the criterion attitude established by the clinicians, but that disagreements between attitudes of teachers and the criterion attitude, though not so pronounced as in 1927, still existed. Less encouraging is the report by Gaier and Jones (1951) who analyzed the responses of 96 teachers enrolled in a mental-hygiene course who were requested to list in order of importance ten classroom behavior problems which they felt should be taken up in such a course. The responses of the teachers suggested that little in the way of understanding of child behavior and its consequences had been gained from their prior teacher training experiences. To sum up in Kvaraceus' words (1960, p.139), "only slight indications of improvement in teachers' attitudes toward behavior problems can be reported thirty years after Wickman's original study."

Teacher "Expertness" in Evaluating Adjustment

The studies reviewed thus far strongly indicate that there is a difference between teachers and clinicians in their attitudes toward the behavior problems of children. It is implied or explicitly stated in most of the cited studies that the teacher is "wrong" in reacting as he does to the problems of pupils. Teachers have been criticized as untutored in the scientific facts concerning child development and are thus seen as generally being incapable of appraising the quality of pupils' adjustment.

Stewart (1949) rejected this thesis and highlighted the difference between teachers and clinicians as not being a matter of ignorance. With 184 boys and 193 girls as subjects, a comparison was made between teachers' ratings of problem students and nonproblem students. Identification was also attempted of those with and without "whole life" problems. From ratings of these youngsters Stewart concluded that teachers are capable of distinguishing between problems as school problems or "whole life" problems. She insisted that teachers possess much more insight into pupils' behavior than they are credited with by some investigators. Watson (1933) also observed that there is no reason to suppose clinicians to be "correct" and teachers not, rather than vice versa.

Ullmann in his earlier study (1957a, p.40) suggested that:

Ratings appear to be better predictors of that aspect of maladjustment which has to do with society's reaction to acted-out behavior, and self-descriptive data appear to be better predictors of the aspect of maladjustment which has to do with feelings, attitudes, inner tensions, and what the person himself will choose to do.

Later Ullmann (1957b) examined the implications of this hypothesis by following the subsequent course of events for 331 ninth-graders who participated in the previous study and provided validity data for the predictor measures of adjustment. Two experimental groups were identified for comparison on the basis of criteria: (1) designation by the school as an honor student, and (2) withdrawal before graduation. The two groups were compared in terms of teacher ratings, sociometric ratings, and scores of personality tests. The study indicated that the teacher's rating of pupil adjustment is an indicator of pupils' amenability to school goals and is generally superior for this purpose to self-descriptive personality tests.

Some writers (Brim, 1957; Sarbin 1954) interpreted differences between teachers and clinicians in their attitudes toward maladjustment within the framework of role theory. Teachers' attitudes toward a child in school are very important to the child because these attitudes have a vital role in the socialization of the child. The teachers' own behavior and their perception of problem behavior of pupils are, according to Beilin (1959, p.21), "Significant in the child's development of self-control, character traits, values, and work habits." However, differences in attitudes between

teachers and clinicians should not be taken as necessarily evidencing incompetency in fulfilling the roles of teacher, or ignorance of scientific facts concerning human development. The differences between the two groups could be interpreted as reflecting differences in the roles of teachers and clinicians and in the manners of the discharge of functions of the role incumbents (Brim, 1957; Sarbin, 1954).

Difference between Elementary and Secondary Teachers

In judging the quality of behavior of children there seem to be differences among teachers of different grade levels. Stouffer (1956) contrasted the results of high school teachers with those of elementary teachers in his prior study (1952) and with Wickman's (elementary) teachers (Wickman, 1928). The rank order correlation of secondary teachers' rankings and elementary teachers' rankings was .88; between the same secondary teachers' and mental hygienists' ratings, .49. As reported in the earlier study (1952), the correlation between elementary teachers' and mental hygienists' rankings was .61. In terms of behavior of pupils, elementary teachers are more concerned with withdrawing tendencies, and secondary teachers with classroom management and problems related to class work and school routines. Elementary teachers, then, appear to be in greater agreement with mental hygienists than are secondary teachers.

The findings that the criteria of adjustment and maladjustment differ depending upon age and grade level are given support in a study by Beilin (1958). In this study, the procedure involves teacher nomination of maladjusted children, descriptions of their distinguishing characteristics, and contact analysis of the descriptions. In general, an age trend (from elementary grades to young adulthood) was found with a concern (in elementary grades) for social-interpersonal aspects of adjustment (e.g., withdrawal, aggressiveness, emotional instability) to later concern (in high school) with character traits (e.g., reliability, dependability) and finally (young adulthood) with achievement and integration into the community. Beilin (1959, pp. 16, 17), in his review of studies on teachers' and clinicians' attitudes towards the behavior problems of children, summarizes this matter of differences among teachers of different grade levels in the following words:

It is also apparent that there has been a change in the direction of greater congruence between the attitudes of teachers and clinicians. That that congruence is not consistent for all levels of teachers has been made explicit in recent studies. It is likely that differences between elementary and secondary teachers have always existed vis-a-vis the matters here reviewed, but, where teacher and clinician attitudes appear to be the same, differences in meaning may still attach to the behaviors.

Differences between Male and Female Teacher

There is some evidence that male and female teachers evaluate the problems of pupils differently. Ellis and Miller (1936) found that female teachers rate problem behavior as

more serious than do male teachers. Another study by Hunter (1957), however, reports that specific problem behavior is treated differently by each sex. Male teachers consider sex problems as less serious than do female teachers; female teachers consider appearance and destruction of property as less serious than do male teachers. Others (Beilin and Werner, 1957; Stouffer and Owens, 1955) present similar findings, although in the former study it is emphasized that the similarities are greater than the differences.

Pupil Sex Differences

There is wide agreement that boys are more likely to be identified as maladjusted than girls (Epstein, 1941; Griffiths, 1952; Hurlock and McDonald, 1934; McClure, 1929; Neumeyer, 1949; Rogers, 1942; Wickman, 1928; U.S. Children's Bureau, 1949). The proportion of boys (in contrast to girls) so identified ranges in these reports from 66 to 88 percent.

Correlates of Adjustment

Conditions of Value Congruency and Value Discrepancy

The influence of value systems on the perception of people has been experimented with under laboratory situations by various investigators (Bruner, 1951; Fensterheim and Tresselt, 1953; Krech and Crutchfield, 1948; Luchins, 1951; Meltzer, Crockett, and Rosenkrantz, 1966). Fields (1964), in his investigation with 180 recruits in a naval training center, found that value congruency or discrepancy is an

underlying variable in supervisors' affective attitudes toward a performance evaluation of subordinates. The problem, however, has rarely been investigated in a school setting.

There is some empirical evidence that the conditions of value congruency and value discrepancy between teachers and pupils play a role in teachers' grading of academic achievement of pupils (Friedenberg, 1959; Kahl, 1953; Rothney, 1936). Sprinthall (1964) has also shown in his study that value congruency between teachers and pupils is related to the level of scholastic achievement. In his study value differences were examined among high school teachers and students who were divided into three levels of academic achievement: underachievers, parachievers, superachievers. According to the analysis of the Study of Value Scale, the over-all separation was significant across the four groups, with the Economic Scale providing the major source of separation. It was also shown that teachers and superior achievers are most similar in the domain of values while the underachievers and parachievers tended to be classed together. It was suggested that the value similarity between teachers and superior academic achievers may imply more than value conformity with resultant biased grading because of the nature of the values apparently shared.

There has been continuing speculation concerning the importance of value congruency between pupils and their teachers as a possible factor in the quality of adjustment to school (Allinsmith and Goethals, 1956; Davis, 1949; Redl and

Wattenberg, 1959). Wilson and Goethals (1962) explored the problem to identify areas of possible conflict between teachers and their pupils.

In evaluating adjustment, one has to look at both the quality of a person's adaptation and the circumstances in which, and to which, he is adjusting. If one is placed under the circumstance in which his goal or value system is in conflict with the ones valued highly by that particular group of people or society, he will likely have a greater probability of being maladjusted and of being considered as maladjusted under that particular circumstance. From this general rationale, Wilson and Goethals (1962) undertook a study to determine the differences in teachers' attitudes which are suggestive of possible conflict. It was intended to make these differences more explicit so that they might be dealt with rationally rather than having them remain hidden, unsolved sources of danger. Some of the sources of conflicts reported in the study were: (1) discrepancy, which was defined as a lack of congruency, between values (personally held norms for behavior) and normative practices (institutional norms for behavior), (2) differences in attitudes toward education between professional educators and laymen (students and citizens).

From the public school systems of two suburban communities in the Metropolitan Boston area, 280 teachers (from 1 elementary and 2 secondary schools) and pupils (enrolled in

the 10th and 11th grades) were selected for the study. The primary method of collecting data on personal values and attitudes and institutional norms was by means of questionnaires for the preferred relationship between teachers and pupils, the primary roles of teachers, the preferred educational goals, etc. In most of the questionnaires the subjects were requested to agree or disagree with each item. The responses were given numbers from 1 to 6; 1 meant strongly agree and 6 meant strongly disagree. The differences in responses between groups were tested by the median test.

Satisfaction with School

Satisfaction with school appears to be a factor playing a role in adjustment to a secondary school. Jackson and Getzels (1959) investigated the question of characteristics or traits which may differentiate the pupil who is dissatisfied with school from the one who is satisfied. Two experimental groups were selected from the population of 531 pupils enrolled in a Midwestern private secondary school. The two groups, one whose responses to a check list indicated significantly more than average satisfaction with school and the other indicating the opposite, were tested by various instruments. These included a series of tests of achievement and personality as well as ratings by their teachers on desirability as a student, leadership qualities, and ability to become involved in learning activities. The findings of

the study point to the relevance of psychological health data rather than scholastic achievement data in understanding dissatisfaction with school. This finding of the study has been replicated using seventh- and eighth-grade lower-class Negro adolescents as subjects (Spillman, 1959).

Research Methodology

One of the early studies of teachers' assessment of pupil personality was that of Wickman (1928), who undertook, in a public elementary school setting, to measure reactions of teachers to the behavior of their pupils. The procedures and designs of the study were as follows:

1. Teachers were asked to rate each child with reference to a series of descriptions of troublesome behavior, indicating the frequency of occurrence of this behavior for each child.

2. The distinguishing behavior characteristics that identify the problem child to the teacher were discerned by analyzing the behavior reports of children who were considered by teachers to be problem cases.

3. The reactions of the teachers to specific types of behavior problems were measured by eliciting judgments about the seriousness or undesirability of these problems.

4. To establish a criterion a group of clinicians were asked to rate a series of problems of behavior which had been incorporated into the rating scales administered to teachers.

5. The ratings made by teachers and clinicians were correlated to determine the degree of agreement between the two groups.

Subsequent to the Wickman study, many investigators studied the problem of teachers' attitudes to the maladjustment and problem behavior of pupils. According to procedures used, Beillin (1959, p.13) grouped these types of studies into the following categories:

- A. Studies employing descriptions of problem behavior.
 - 1. Teacher nomination of children with problems, followed by description and classification of problem behaviors
 - 2. Teacher description of problem behavior (with no reference to specific children) from which a rating scale is developed or the descriptions themselves are used.
 - 3. Children identified and described as problems by a social or therapeutic agency.
- B. Studies employing the Wickman rating scales.
 - 1. With Wickman's directions.
 - 2. With modifications of Wickman's directions.

After the appearance of the 1928 monograph by Wickman some objections were raised by Watson (1933) on the methodology:

- I. The procedures themselves are open to criticism.
 - A. The directions given teachers and clinicians were not the same.
 - B. The time given to respond to the questionnaires was not identical.
 - C. No definitions were given for the behavioral terms to be rated, leaving to each subject the interpretation of the terms.
- II. The choice of mental hygienists' attitudes toward the

behavior problems of children as a criterion for evaluating teachers' attitudes toward the same problems is open to question.

The use of the combination of two-stage design and two contrasting, extreme groups to test the presence of relationship is quite common in the psychological investigation. Investigators in psychology frequently investigate the relationship between two variables by selecting extreme groups on the first measure and comparing their mean scores on the second (Feldt, 1961).

Examples of this design are common in the psychological literature. It was frequently used, for example, in the early studies of McClelland's Achievement Motive (1953). It was also extensively employed in the preliminary validation of Taylor's Manifest Anxiety Scale (1956). In recent years the psychological literature seems to be filled with examples of this design.

As an example, in the area of adjustment, which used two extreme groups to explore the presence of a relationship, the study of Getzels and Jackson (1962) may well be selected. From 449 adolescents (6th through 12th graders) in a private school in the Chicago area, they identified on the basis of the California Personality Test, and questionnaires and other procedures of evaluation developed by them, two groups of subjects: one group (moral group) high in "moral character" but not equally high in "adjustment," the other group

(adjusted group) high in "adjustment," but not equally high in "morality." There were 27 in the moral group and 28 in the adjusted group.

The comparison between the two experimental groups was organized around four central issues: (1) How do the students compare in school achievement? (2) How are the students perceived by teachers? (3) How do the students themselves perceive their schooling? (4) What home characteristics, if any, distinguish the groups? The major findings were:

1. Despite their similarity in intelligence, the moral adolescents performed better on standardized achievement tests.

2. The moral groups were significantly more critical of their school experiences, particularly those involving teachers and fellow students.

3. The moral group tended to emphasize the benefits of intellectual growth through commitment while the adjusted group emphasized the pleasures of intellectual experiences attained through social interaction.

4. For the moral group, education seemed to be a serious pursuit related to future goals, while to the adjusted group it seemed to be an affective experience contributing to present well-being.

5. Differences in the family background and early training of the two groups were consonant with the children's performance in the classroom and attitudes toward learning.

Implications in light of the review of the literature are:

1. Maladjustment is a prevailing phenomenon in schools.
2. The multiplicity of factors combine to foster an extreme relativism in viewing behavior.
3. Teachers appear to be capable of making a valid assessment of the personality of pupils.
4. Factors, satisfaction with school and personal values, appear to be associated with the quality of adjustment to school.
5. The design of two contrasting, extreme groups is commonly used in psychological investigations and is fruitful in testing the presence or absence of a relationship between factors.

The review of studies on adjustment discloses a great need for further study to explore the nature of adjustment in school. Various factors related to adjustment have to be determined and analyzed. The nature of adjustment has to be fully understood to be able to predict in the future the quality of adjustment of a pupil in a school. To achieve that aim research has to be done under varied situations so that a generalization could be made about adjustment.

None of the aforementioned studies was undertaken in a parochial school. In fact, there have been no studies done for the schools of Seventh-day Adventists who own and operate a world-wide system of schools.

CHAPTER III

STATEMENT OF THE PROBLEM

The purpose of this study is to explore the nature of adjustment of secondary school pupils in Seventh-day Adventist schools. It is intended in this study to examine factors which appear to be associated with pupil adjustment. Prevalence of maladjustment has been shown in previous studies. In addition to this, inadequacy in meeting the needs of pupils with different personalities and backgrounds by schools of Seventh-day Adventists has been inferred from isolated observations. Need has been established for objective studies in Seventh-day Adventist schools to substantiate or refute the inference.

The Problem

The problem of this study is to determine whether or not certain factors are associated with pupil adjustment. More specifically, the present study is an effort to seek answers to the following questions: (1) What group of variables is associated with pupil adjustment as appraised by teachers? (2) How does the maladjusted group compare with the well-adjusted group in terms of personal values? (3) Is the maladjusted group any different from the well-adjusted

group in morality? (4) How do the two groups compare with respect to the degree of satisfaction with school? (5) Does the maladjusted group differ from the well-adjusted group with respect to preference for type of school, vocational aspiration, and previous religious experience?

Significance of the Problem

The results of this exploratory study may indicate the possibility of identifying some predictors of maladjustment in Seventh-day Adventist schools. At the same time, the findings of this study should provide insight concerning more effective counseling procedures for the maladjusted pupils and ways of meeting more adequately the needs of pupils with different personalities and backgrounds.

The recent national recognition of the problems of pupil dropout and mental illness has brought about renewed emphasis on meeting pupil needs as a means of dropout prevention and promoting good mental health. The writer hopes that results of this investigation in adjustment will give insight into ways of meeting more adequately the needs of pupils in Seventh-day Adventist schools in the interest of preventing pupil dropout and mental illness. If the results of this study prove to be fruitful, perhaps other researchers might be influenced to carry out further investigations in adjustment in order to identify predictors of maladjustment in Seventh-day Adventist schools.

Hypotheses to be Tested

In order to determine statistically the differences in a group of selected factors, if any, between the well- and maladjusted groups, the following hypotheses are tested in this study:

Ho1: There is no statistically significant relationship in ratings of value items on the Outstanding Traits Test between the well- and maladjusted groups.

Ho2: There is no statistically significant difference in median scores of values on the Teacher Role Opinionnaire between the well- and maladjusted groups.

Ho3: There is no statistically significant difference between the well- and maladjusted groups in mean scores of educational attitudes: attitudes toward curriculum, students, and teachers, as appraised by the Student Opinion Poll.

Ho4: There is no statistically significant difference between the well- and maladjusted groups in mean scores of morality as measured by the Personal Opinion Questionnaire.

Ho5: There is no statistically significant difference between the well- and maladjusted groups in frequency of choice of the type of preferred secondary school as reflected in the Student Survey: a Seventh-day Adventist vs. a public school.

Ho6: There is no statistically significant difference between the well- and maladjusted groups in frequency of choice of the type of preferred college as reflected in the Student Survey: a Seventh-day Adventist college vs. a non-Seventh-day Adventist college.

Ho7: There is no statistically significant difference between the well- and maladjusted groups in frequency of choice of the type of life work aspired to as reflected in the Student Survey: Seventh-day Adventist Church work vs. non-Seventh-day Adventist Church work.

Ho8: There is no statistically significant difference between the well- and maladjusted groups in frequency of family worship held at home during their childhood as reflected in the Student Survey: regularly, sometimes, none.

Ho9: There is no statistically significant difference between the well- and maladjusted groups in frequency of the type of elementary school attended for entire duration of elementary education as reflected in the Student Survey: a Seventh-day Adventist school vs. a public school.

CHAPTER IV

DESIGN AND PROCEDURE

Design

The use of the combination of two-stage design and contrasting group design is made in this study. In the first stage a sample of subjects was selected from the population. On the basis of teachers' appraisal of the quality of adjustment, two contrasting, extreme groups of the well-adjusted pupils and maladjusted pupils were isolated. In the second stage, a battery of measuring instruments was administered to the experimental groups, and measures of the two groups were compared to determine the significance of difference between them.

The research design of contrasting groups is widely used in psychological investigations as reviewed in the previous chapter. By identifying two extreme groups of subjects, the well-adjusted pupils and maladjusted pupils, comparison of the groups on selected factors would enhance the interpretation of the findings. Observing the maladjusted group alone would provide limited information because of the absence of a basis for assessing whether or not the characteristics of the group are typical of secondary

pupils in the Seventh-day Adventist schools.

In view of the nature of the problem, this investigation is an ex post facto research in which the independent variable or variables have already occurred, and in which the investigator starts with the observation of a dependent variable or variables. He then studies the independent variable in retrospect for its possible relationship to, and effects upon, the dependent variable. Consequently, the ex post facto research has built-in weaknesses in its design and procedure: (1) the inability to manipulate independent variables, (2) the lack of power to randomize, and (3) the risk of improper interpretation (Kerlinger, 1965, p.360). Despite such weaknesses in the design and procedure, ex post facto research is more important than experimental research in education because "the most important social scientific and educational research problems do not lend themselves to experimentation" (Kerlinger, 1965, p.373).

The danger of improper and erroneous interpretations in ex post facto research stems in part from the plausibility of many explanations of complex events. To overcome this weakness, at least partially if not totally, this investigation was guided by "carefully defined hypotheses" (Kerlinger, 1965, p.371).

Procedure

Three secondary schools with grades 9 through 12 were selected for this study. All three schools were owned

and operated by the Seventh-day Adventist Church.

The population of the study comprised all of the students in the three schools. From the population of 618 pupils, two experimental groups--102 well-adjusted pupils and 75 maladjusted pupils--were selected for this study on the basis of teachers' ratings, and the teachers' assessment of adjustment of pupils was validated against the measures in standardized personality instruments.

All teachers in the sample schools were asked to rate the quality of adjustment of all of the pupils through a questionnaire, the Teacher Observation. All those who received "especially high" or "especially low" ratings from both sexes of teachers were selected as the well- or maladjusted pupils for this study.

Between November 27, 1966 and January 24, 1967, a battery of tests and questionnaires was administered to the two groups of subjects selected. The two experimental groups of the well- and maladjusted pupils, then, were compared in terms of the psychological and sociological factors identified by the instruments administered. For a better understanding of the nature of differences between the two experimental groups an item analysis was undertaken with two instruments used.

Nine null hypotheses were formulated for this study to assess the presence or absence of difference in various aspects of adjustment between the two experimental groups of well- and maladjusted pupils, and the hypotheses were

tested by the use of the t, median, and chi-square tests. The 5% level of significance was necessary for a hypothesis to be rejected. In general, three different levels of significance were indicated: (1) 5%, (2) 2%, (3) 1%.

Description of Sample Schools

Schools selected for the study were: (1) Campion Academy, Loveland, Colorado; (2) Enterprise Academy, Enterprise, Kansas; and (3) Ozark Academy, Gentry, Arkansas. All the sample schools, with grades 9 through 12, were owned and operated by the Seventh-day Adventist Church. They were fully accredited as senior high schools by the state and also by the General Conference Association of Seventh-day Adventist Institutions of Higher Education and Secondary Schools. They were, like most other secondary schools of the Seventh-day Adventists, small boarding schools in rural settings. The enrollment in each of the sample schools is shown in Table 1.

TABLE 1
NUMBER AND SEX DISTRIBUTION OF PUPILS
IN THE SAMPLE SCHOOLS

| Schools | Male N ^a | Female N ^a | Subtotal N ^a |
|--------------------|------------------------|--------------------------|----------------------------|
| Campion Academy | 139 | 154 | 293 |
| Enterprise Academy | 80 | 57 | 137 |
| Ozark Academy | 98 | 90 | 188 |
| Grand Total | | | 618 |

^aAs of November 27, 1966.

TABLE 2

NUMBER AND PROPORTION OF PUPILS IN SAMPLE SCHOOLS
FOR TYPE OF RESIDENTS AND BAPTISM
OF SELF AND PARENTS

| Schools | Boarding Pupils | | Village Pupils | | Pupils Baptized | | Pupils with Neither Parent Baptized | |
|--------------------|-----------------|----|----------------|----|-----------------|----|-------------------------------------|---|
| | N | % | N | % | N | % | N | % |
| Campion Academy | 225 | 77 | 68 | 23 | 250 | 83 | 11 | 4 |
| Enterprise Academy | 125 | 91 | 12 | 9 | 128 | 93 | 5 | 4 |
| Ozark Academy | 141 | 75 | 47 | 25 | 165 | 88 | 7 | 4 |

As shown in Table 2 the student bodies of the sample schools primarily consisted of sons and daughters of the Seventh-day Adventist Church. In each one of the sample schools 96% of the entire student body were from homes where at least one parent was a baptized member of the church. Furthermore, a great majority of pupils were living in residential halls of the school, and were themselves baptized, thus, were full members of the church.¹ The data concerning teachers are presented in Table 3.

¹For Seventh-day Adventist Church a regular, full member is a baptized member.

TABLE 3

MEDIAN AGE AND YEARS OF CHURCH MEMBERSHIP AND
TRAINING IN SEVENTH-DAY ADVENTIST SCHOOLS
FOR TEACHERS IN SAMPLE SCHOOLS

| Schools | Mdn Age | Mdn Years in S.D.A. ^a Schools | Mean Years in S.D.A. Colleges | Mdn Years of Church Membership |
|--------------------|---------|--|-------------------------------------|--------------------------------------|
| Campion Academy | 41 | 10 | 3.8 ^b | 25 |
| Enterprise Academy | 36 | 7 | 4.3 | 21 |
| Ozark Academy | 46 | 8 | 3.8 | 28 |

^aS.D.A. stands for Seventh-day Adventists. The abbreviations, hereafter, will be used in tables of this study.

^bLength of training in S.D.A. colleges is expressed in terms of mean years since a great majority of teachers had all four years of training in an S.D.A. college.

Teachers, as a whole, in the sample schools have been connected with the Seventh-day Adventist church as members and attended schools of the church for a great length of time. An average teacher in the sample schools has attended a denomination's school of some kind for at least 7 years and has been a regular member of the church for over 21 years. In fact, all but one have attended a college of the denomination for some time, and nearly all of them had all of their college training (undergraduate) in a denominational college.

The question might be asked whether or not this sample of schools is representative of the population of Seventh-day Adventist schools in the United States. One answer to this question may be found in the presentation of uniformities of

practices and policies among Seventh-day Adventist Schools. The most outstanding uniform feature of the denomination's schools is the requirement for accreditation by the denomination. According to Standards Manual (Board of Regents, Association of Seventh-day Adventist Institutions of Higher Education and Secondary Schools, 1961), each regular secondary school of the denomination is requested to be accredited, "to give to the denomination a unity in the field of education" on the basis of common standards of education in terms of objectives, philosophy of education, programs, teacher qualifications, and admission policies.

All the teachers in the Seventh-day Adventist schools are, in essence, required to be certified by the denomination as well as by the state. To be eligible for a denominational teaching certificate, one must be, among other things, "a member in good and regular standing in the Seventh-day Adventist Church" and should "affirm his willingness to subscribe to and teach within the framework and philosophy of the Seventh-day Adventist Church" (Dept. of Education, General Conference of Seventh-day Adventists, n.d., p.2). A degree from a Seventh-day Adventist college or university is, in general, required for a standard teaching certificate. Such requirements result in great similarity in religious and philosophical views among teachers of Seventh-day Adventist schools.

One more influence that brings out uniformity among

Seventh-day Adventist schools, which may be mentioned, is the Admission policy which may be found in the catalog or student handbook of each individual school. In the Catalog of Ozark Academy, for example, it is stated as follows (n.d., p.10):

While Ozark Academy is primarily for Seventh-day Adventist young people who are sincerely seeking a Christian education, students of other faiths may apply if they are willing to comply with general regulations and maintain a Christian attitude toward the Bible and religious matters.

Those who have atheistic tendencies or who are irreligious or indifferent to the moral and social standards of the school should not apply.

Uniform practices and policies among Seventh-day Adventist schools combine to create great similarity among schools. Such similarity among schools is shown in the data presented in Tables 4 and 5. Information about the sex distribution of teachers and pupils of all Seventh-day Adventist secondary schools in the United States was provided by the Education Department of General Conference of Seventh-day Adventists, the headquarters of the denomination, and is given in Table 4.

TABLE 4

COMPARISON OF SAMPLE SCHOOLS WITH ALL OTHER SEVENTH-DAY ADVENTIST SECONDARY SCHOOLS IN THE UNITED STATES ON SEX DISTRIBUTION OF TEACHERS AND PUPILS

| Schools | Teachers | | | | Pupils | | | |
|----------------|----------|----|--------|----|--------|----|--------|----|
| | Male | | Female | | Male | | Female | |
| | N | % | N | % | N | % | N | % |
| Sample Schools | 29 | 63 | 17 | 37 | 317 | 51 | 301 | 49 |
| Other Schools | 809 | 68 | 394 | 32 | 7,397 | 48 | 8,003 | 52 |

Roughly two-thirds of the teachers in all Seventh-day Adventist secondary schools are male teachers, as is the case in the sample schools. The distribution of male and female pupils is nearly equal in both cases.

Further information for comparison of sample schools with some other schools of the denomination was secured from the regional superintendents of schools of the denomination. The information secured from that source is presented in Table 5.

TABLE 5

COMPARISON OF SAMPLE SCHOOLS WITH THIRTY-FIVE OTHER
SEVENTH-DAY ADVENTIST SCHOOLS ON ENROLLMENT
AND BAPTISM OF PUPILS AND THEIR PARENTS

| Schools | Enrollment mean | Pupils Baptized % | Pupils with neither Parent Baptized % |
|--------------------------------------|--------------------|-------------------------|---|
| Sample Schools ^a (N=3) | 205 | 88 | 4 |
| Other Schools ^b (N=35) | 217 | 84 | 4 |

^aStates represented by these schools are: Arkansas, Colorado, and Kansas.

^bStates represented are: Arizona, California, Hawaii, Maryland, Massachusetts, Missouri, Nebraska, New Jersey, North Carolina, Ohio, Pennsylvania, and Virginia.

The data in Table 5 further show that sample schools of this study are strikingly similar to other Seventh-day Adventist secondary schools. The mean enrollment of the sample schools is very much the same as that of 35 other schools (206 vs. 217). The same trend can be observed in

the proportion of pupils baptized and of pupils with neither parent baptized. In the sample schools 88% of all of the pupils were baptized members of the church, whereas the proportion in other 35 schools was 84%. The proportion of pupils with neither parent baptized was 4% in each case.

Among Seventh-day Adventist schools there is a great uniformity in practices and policies, which is primarily brought about and maintained through procedures of accreditation of schools and teacher certification. According to the data presented in Tables 4 and 5, Seventh-day Adventist schools are very similar. Faculties from school to school are much alike in terms of religious belief and sex distribution. Student bodies are primarily made up of children of members of the church. In fact, most pupils themselves are baptized, full members of the church. In view of such uniformity and similarity among Seventh-day Adventist schools, which group of the schools is sampled may not make much difference in a study of pupil adjustment as appraised by teacher.

Subjects

As shown in Table 1 the combined enrollment of the three sample schools was 681 on November 27, 1966. From that population of pupils, 102 well-adjusted and 75 maladjusted pupils were selected for the study according to the procedure described in this chapter.

TABLE 6
SEX DISTRIBUTION OF SUBJECTS

| Groups | Male N | Female N | Total N |
|---------------|-----------|-------------|------------|
| Well-adjusted | 44 | 58 | 102 |
| Maladjusted | 54 | 21 | 75 |

The two groups of subjects differed in number and sex distribution. Since this study was an ex post facto research, subjects could not be assigned randomly to groups, but were self-selected into the groups on the basis of an extant characteristic, the quality of adjustment as perceived by teachers. The need for equated groups in terms of number and sex distribution, therefore, was not present in this study.

Sex distribution between the two sample groups was consistent with the findings of most studies as summarized by Beilin (1959). The data in Table 6 show the sex distribution of the well-adjusted group, in which females outnumbered males about 5 to 4. In the maladjusted group males outnumbered females about 5 to 2. Of the total student body in the sample schools males outnumbered females slightly (317 to 301).

Selection of subjects. Two experimental groups, the well- and maladjusted pupils, were selected by teachers in the following manner:

1. Each teacher was asked to judge the quality of

adjustment of all pupils by means of a questionnaire, the Teacher Observation.

2. Each teacher rated pupils for the quality described in the questionnaire. At first, they were requested to trichotomize all pupils by designating well- or maladjusted pupils and leaving middle groups unmarked.

3. Next they indicated ones who were "especially high" or "especially low" in the quality described and all those who were rated so by both sexes of teachers were selected as a portion of the samples to be used in this study.

4. Those who were rated as "especially high" or "especially low" by only one sex of teachers were listed for re-rating.

5. All the female teachers were asked to repeat the foregoing procedure with male-only rated groups and male teachers were asked to do the same with the female-only rated groups.

6. After re-rating, pupils who received the same rating once again, thus, rated as "especially high" or "especially low" by both sexes of teachers, were added to the previously selected group to complete the selection of samples of the well- and maladjusted pupils for the study. Ones who were rated only by one sex or who received contradicting ratings were discarded.

In selecting subjects as described above, sex factors of the teachers were controlled by taking only those students

who received the same ratings from both sexes of teachers. The rationale for the re-rating was to offset numerical inequality between sexes which might limit the possible number of ratings.

Validation of Sampling

In this study subjects were sampled from the population on the basis of teacher rating of pupil adjustment. Although there is some evidence that teachers are capable of making a valid assessment of pupil adjustment, the teacher appraisal of pupil adjustment was validated against measures in standardized personality instruments for the sake of objectivity and general applicability of findings of the study.

Subjects were administered two personality instruments; namely, (1) the Minnesota Counseling Inventory and (2) the IPAT Jr.-Sr. High School Personality Questionnaire. The description of each measure in the two instruments is given in Appendix B.

Teachers' rating of pupil adjustment (the well-adjusted pupils and maladjusted pupils, two widespread classes disregarding the middle bulk of pupils) was compared with measures in personality instruments through the medium of intercorrelations. To determine the relationship between the two methods of assessment (teachers' rating and measure of personality instruments), the statistic, biserial correlation coefficient from widespread classes (Peters and Van Voorhis, 1940, pp.384-391) was computed. Results of the computation

are presented in Tables 7 and 8.

TABLE 7

CORRELATIONS BETWEEN ASSESSMENTS OF ADJUSTMENT BY
TEACHERS AND SUBSCALES OF THE MINNESOTA
COUNSELING INVENTORY

| Sub- scale | FR ^b | ST | ES | C | R | M | L |
|----------------|-----------------|-----|-----|-----|-----|-----|-----|
| r ^a | .30 | .07 | .20 | .36 | .15 | .03 | .12 |
| p | .01 | ns | .01 | .01 | .01 | ns | .01 |

^aBiserial r from widespread classes of the well- and maladjusted groups as assessed by teachers.

^bDescription of measures is presented in Appendix B.

TABLE 8

CORRELATIONS BETWEEN ASSESSMENTS OF ADJUSTMENT BY
TEACHERS AND SUBSCALES OF THE HIGH SCHOOL
PERSONALITY QUESTIONNAIRE

| Sub- scale | A ^b | B | C | D | E | F | G | H | I | J | O | Q2 | Q3 | Q4 |
|----------------|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| r ^a | .14 | .18 | .07 | .17 | .31 | .20 | .18 | .05 | .33 | .01 | .04 | .14 | .31 | .07 |
| p | .01 | .01 | ns | .01 | .01 | .01 | .01 | ns | .01 | ns | ns | .01 | .01 | ns |

^aBiserial r from widespread classes of the well- and maladjusted groups as assessed by teachers.

^bDescription of measures is presented in Appendix B.

Most of the correlations as shown in Tables 7 and 8 differ significantly from zero at the 1% level. Teachers' assessment of pupil adjustment is significantly related to

most of the personality measures in the Minnesota Counseling Inventory and the IPAT Jr.-Sr. High School Personality Questionnaire.

Instruments Used in the Study

The purpose of this study is to explore the nature of pupil adjustment in secondary schools. It is also intended to examine factors associated with pupil adjustment. To achieve these purposes, various instruments were used to collect data in this investigation.

All the instruments employed in this study, except the Student Survey and the Teacher Survey questionnaires which were constructed by the investigator, were adopted from various sources for several reasons. All were standardized instruments or were constructed for and used in major published studies to explore some new topic of investigation. The validity and reliability of all instruments have been either recognized in test reviews and research reports or were demonstrated by the constructors themselves. The time limits for administration were well suited for the testing schedule of this investigation. All the instruments were primarily designed for adolescents.

For validation of teachers' assessment of pupil adjustment the Minnesota Counseling Inventory (MCI) and Form A of the IPAT Jr.-Sr. High School Personality Questionnaire (HSPQ) were selected. The MCI is based upon two widely accepted personality inventories, the Minnesota Personality Scale and

the Minnesota Multiphasic Personality Inventory. It is designed primarily for students in grades 9-12. The concepts underlying the development of the instrument were based on the needs of the adolescent and the educator in the school setting. The HSPQ is designed for an age range of 12 through 17 years and is one of the personality test trio constructed by the Institute for Personality and Ability Testing (the other two tests of the trio are the 16 Personality Factor Questionnaire for adults and the Children's Personality Questionnaire for children). The HSPQ is the product of extensive research and measures a set of fourteen independent dimensions of personality. It was intended to include all research-demonstrated dimensions of personality of potential importance in clinical, educational, and counseling practice. For international collations of research the Universal Index identification system is available, and translated versions of the HSPQ are in use in many other countries. These facts might prove to be an added benefit of using the HSPQ if a similar research with the present study were to be undertaken in another country.

The Outstanding Traits Test, the Personal Opinion Questionnaire, and the Student Opinion Poll were adopted for this study and modified slightly so as to be appropriate to the situation in schools of Seventh-day Adventists. They were originally constructed by Getzels and Jackson and were used by the authors in several published studies.

The Student Opinion Poll provided data pertaining to the students' attitudes toward school (educational attitudes). It is a 36-item opinionnaire which concerns general satisfaction or dissatisfaction with three main aspects of school: (1) the curriculum, (2) the student body, (3) the teachers.

The Personal Opinion Questionnaire was used to measure morality. It consists of 45 statements with which the student is asked to agree or disagree. Each statement concerns an ethical or moral question.

The Outstanding Traits Test is a value test which consists of 15 descriptive statements of traits to be ranked in the ways instructed in the test. Another value test used in the study is the Teacher Role Questionnaire which was originally constructed and used by Wilson and Goethals, but was slightly modified for this study by the investigator. It consists of six major roles of teachers which are to be rated by the subject.

Two questionnaires, the Teacher Survey and the Student Survey, were constructed by the investigator for this study to collect data on different aspects of the background of teachers and students. For teachers' evaluation of the quality of pupil adjustment the Teacher Observation was adopted from the version constructed by Getzels and Jackson.

Limitations in the Design

1. Students were not distributed randomly among the three sample schools and, in addition, teachers were not

randomly assigned to these student bodies of schools.

2. The degree of teachers' acquaintance with each student was left uncontrolled.

3. The number of variables considered is not exhaustive.

These aspects are, undoubtedly, some of the weak spots in the design of this study. The conclusion, therefore, should not be construed as necessarily applicable to other situations unless conditions are similar and the groups could be reasonably considered as samples of a population from which the subjects for this study constituted a random sample. Because of the design of the study, it was expected that many hypotheses for further research, rather than specific and definite answers to the raised questions, would be obtained as a result of this exploratory study.

CHAPTER V

RESULTS

The findings in this study were analyzed in accordance with the nine hypotheses stated earlier. The data to test these hypotheses were obtained from specified instruments administered to the two experimental groups of well-adjusted pupils and maladjusted pupils.

The data to test hypothesis one, that there is no statistically significant relationship between value ratings of the two experimental groups, were provided by the Outstanding Traits Test. This instrument contains descriptions of fifteen hypothetical pupils, each description exemplifying a desirable personal trait. The subjects were required to rank these fifteen descriptions of pupils in four ways: (1) on the degree to which they would like to have them as pupils in their school (desirable schoolmate), (2) on the degree to which they believe each one of the pupils with these various qualities would succeed in adult life (success image), (3) on the degree to which they themselves would like to be like the pupils (self-ideal), (4) on the degree to which they believed their teachers would like each of the pupils (teacher per-

ception). The results in testing the hypothesis are given in Table 9.

TABLE 9
RANK ORDER CORRELATIONS BETWEEN WELL- AND
MALADJUSTED GROUPS ON FOUR SECTIONS OF
THE OUTSTANDING TRAITS TEST

| | Desirable School- mate | Success Image | Self- ideal | Teacher Perception |
|-------------|---------------------------|------------------|----------------|-----------------------|
| Correlation | .66 | .86 | .60 | .96 |
| p | .01 | .01 | .02 | .01 |

As shown in Table 9, all correlations between the ratings of the well- and maladjusted groups are significantly different from zero at the 2% or higher level. Thus, hypothesis one, that there is no statistically significant relationship in values as reflected in the Outstanding Traits Test between the well- and maladjusted groups, is rejected.

Although there were significant relationships between the two experimental groups in their values, some disagreement between the groups was observed. The correlations between "desirable schoolmate" rankings of the well- and maladjusted groups--the qualities which adolescents in the two groups want to see in their schoolmates--and between "self-ideal" rankings--the qualities they want for themselves--are .66 and .60 respectively. Therefore, the proportions of variances in the rankings of one experimental group which are accounted for by variances in the rankings of the another group (r^2) are .44

and .36 respectively. There is a substantial disagreement between the groups on the personal qualities they value in schoolmates and on those they value for themselves.

The proportions of associations (r^2) between "success image" rankings of the well- and maladjusted groups--the qualities they think make for adult success in our society--and between "teacher perception" rankings of the groups--the qualities they consider teachers prefer in their pupils--are .74 and .92 respectively. There is a high degree of agreement between the groups on the qualities they believe lead to adult success and on those they believe teachers like in pupils. According to this data in Table 9, the well- and maladjusted groups agree highly on what makes for adult success and agree very highly on what makes for teacher approval, but they disagree considerably on what qualities they prefer for themselves and their schoolmates.

For further analysis of the data, W coefficient of concordance was computed. As shown in Table 10 both values of W , .90 and .68, are significantly different from zero.

TABLE 10

W COEFFICIENTS OF CONCORDANCE BETWEEN SUBSECTIONS
OF THE OUTSTANDING TRAITS TEST FOR WELL-
AND MALADJUSTED GROUPS

| | Well-adjusted (N=102) | Maladjusted (N=75) |
|-------------------------------|--------------------------|-----------------------|
| Coefficient of Concordance | .90 | .68 |
| p | .01 | .01 |

In the case of the well-adjusted group the degree of agreement among four ratings is very high (.90).

The group appears to have rated the fifteen traits in view of very much the same criteria under all four situations.

In the case of the maladjusted group the agreement among four ratings is only moderate (.68).

To get further insight into the nature of difference between the well- and maladjusted groups, the following three questions were raised: (1) Are the qualities they value highly for themselves the same as those they believe make for "success" as adults? Or to put it in another way, how success-oriented are the pupils? (2) Are the qualities they value highly for themselves the same as those they believe teachers value in pupils? Or how teacher-oriented are they? (3) Are the qualities they value highly for themselves the same as those they value in schoolmates? Or how desirable-pupil oriented are they? The relevant data to answer these questions are presented in Table 11.

TABLE 11

RANK ORDER CORRELATIONS AMONG SUBSECTIONS OF THE
OUTSTANDING TRAITS TEST FOR WELL-
 AND MALADJUSTED GROUPS

| Components of Correlations | Well-adjusted (N=102) | | Maladjusted (N=75) | |
|--|--------------------------|-----|-----------------------|-----|
| | r_s | p | r_s | p |
| "Personal traits preferred for oneself" and "personal traits believed predictive of adult success" | .94 | .01 | .70 | .01 |
| "Personal traits preferred for oneself" and "personal traits believed favored by teachers" | .86 | .01 | .39 | ns |
| "Personal traits preferred for oneself" and "personal traits preferred for schoolmates" | .95 | .01 | .64 | .02 |

The results are rather clear-cut. For the well-adjusted pupils the relationship between the personal traits they value for themselves and those they believe lead to success as adults is very close (.94). These pupils in the well-adjusted group appear to be highly "Success-oriented." For the maladjusted pupils the relationship between the personal qualities they value for themselves and those they believe lead to success as adults is moderately close (.70). These pupils appear not to be highly "success-oriented."

The findings with respect to the "teacher orientation" of the two groups are equally, if not more, suggestive. For the well-adjusted group there is a quite close relationship between the qualities they value for themselves and

those they believe teachers like in pupils (.86). These pupils appear to be highly "teacher-oriented." For the maladjusted group the comparison shows little or no significant relationship (.39). They appear to be not "teacher-oriented."

For the well-adjusted pupils there is a very close relationship between the qualities they would like for themselves and the qualities they value in schoolmates (.95). These pupils again appear to be highly "desirable-student oriented." The finding with respect to the "desirable-student orientation" of the maladjusted group (.64) indicates that pupils in the group are not highly "desirable-student oriented."

The data to test the second hypothesis were obtained through the Teacher Role Opinionnaire in which the two experimental groups were requested to indicate the degree of their agreement or disagreement with each one of six major roles of teachers. They were to write in +1 (slightly agree), +2 (agree), or +3 (strongly agree) if they agree, and -1 (slightly disagree), -2 (disagree), or -3 (strongly disagree) if they disagree. The relevant data are summarized in Table 12.

TABLE 12

MEDIAN SCORES OF WELL- AND MALADJUSTED GROUPS
ON THE TEACHER ROLE OPINIONNAIRE

| Teacher Roles | Well-adjusted | Maladjusted | χ^2 ^b | p |
|---|------------------|---------------|-----------------------|-----|
| | (N=102) Mdn | (N=75) Mdn | | |
| Controlling students | 4.4 ^a | 3.0 | 7.984 | .01 |
| Serving as character models | 1.0 | 1.9 | 8.729 | .01 |
| Evaluating progress & motivating students | 1.7 | 1.5 | 1.275 | ns |
| Stimulating thinking and interest | 1.7 | 1.5 | 1.000 | ns |
| Giving the grasp of subject matter | 2.4 | 2.0 | 5.107 | .05 |
| Guiding adjustment to life | 1.6 | 2.1 | 3.019 | ns |

^a Possible scores range from 1.00 (strongly agree) to 6.00 (strongly disagree).

^b Differences between the well- and maladjusted groups were tested by the use of the median test.

The data in Table 12 indicate that the ratings of the maladjusted group on three roles of teachers are significantly different from those of the well-adjusted group. But there are no significant differences between the two groups on the other three roles of teachers.

The well-adjusted group values all the roles, except that of disciplinarian. The maladjusted group values these same roles for teachers, but it also values the role of disciplinarian for the teachers.

The well-adjusted group agrees very strongly with the role of serving as character models, but the maladjusted group agrees with that role significantly less strongly. The maladjusted group, however, feels more strongly than the well-adjusted group about the need of giving the grasp of subject matter to students by the teacher. Both groups value for teachers the roles of evaluating progress and motivating students, stimulating thinking and interest, and guiding adjustment to life. There are, moreover, no significant differences in the degree of their agreement on these roles of teachers.

The data to test hypothesis three, that there is no statistically significant difference between the well- and maladjusted groups in mean scores of educational attitudes, were provided by the Student Opinion Poll. The instrument concerns general satisfaction or dissatisfaction with three aspects of school: (1) the curriculum, (2) the student body, (3) the teachers. It consists of 36 multiple choice items, 12 items on each of the 3 aspects of school, and is scored by giving one point each time the student chooses "the most satisfied" response to each of the 36 multiple choice items. The data based on the Student Opinion Poll are shown in Table 13.

TABLE 13

MEANS AND STANDARD DEVIATIONS OF SCORES ON THE
STUDENT OPINION POLL FOR WELL- AND
 MALADJUSTED GROUPS

| Satisfaction with--- | Well-adjusted (N=102) | | Maladjusted (N=75) | | Diff. | t | p |
|-------------------------|--------------------------|------|-----------------------|------|-------|-------|-----|
| | \bar{X} | s | \bar{X} | s | | | |
| Curriculum | 5.97 ^a | 1.98 | 4.39 | 2.15 | 1.58 | 4.968 | .01 |
| Student | 4.95 | 1.65 | 5.15 | 1.69 | 0.20 | 0.781 | ns |
| Teacher | 5.87 | 2.42 | 3.53 | 2.11 | 2.34 | 6.802 | .01 |
| Total | 16.79 | 4.67 | 13.07 | 4.62 | 3.72 | 5.239 | .01 |

^aThe higher the score, the greater the satisfaction.

The difference in total score of the Student Opinion Poll between the two experimental groups is significant at the 1% level. However, more important than difference in total scores are the differences on three subscores of the instrument. The groups differ significantly in their reactions to curriculum and teachers, but there is no significant difference between them in their responses to the student body.

The data in Table 13 indicate that the well-adjusted group is decidedly more satisfied with teachers and school program and practices (curriculum) than is the maladjusted group. The items, however, dealing with students of the school do not seem to distinguish between the two experimental groups.

The responses of the two groups on some items of the instrument are very revealing, especially concerning the nature of difference between them. Therefore, as an illustration of these differences some items of the instrument in which the groups differ substantially in their responses are presented in Table 14, with percentages of responses by each group on each option.

TABLE 14

PERCENTAGES OF RESPONSES BY WELL- AND MALADJUSTED
GROUPS ON SELECTED ITEMS OF THE
STUDENT OPINION POLL

| Item No. | Items | Well- adjusted (N=102) % | Mal- adjusted (N=75) % |
|---|---|-----------------------------------|---------------------------------|
| A. Items on School Programs and Practices (Curriculum) | | | |
| 3. | In determining the basic nature of its program, the school | | |
| a. | pays too much attention to the tea- chings of the Spirit of Prophecy. | 15 | 41 |
| b. | pays just about the right amount of attention to the teachings of the Spirit of Prophecy. | 64 | 52 |
| c. | pays too little attention to the teachings of the Spirit of Prophecy. | 21 | 7 |

(Table continued on next page)

TABLE 14--Continued.

| | | | |
|-----|--|----|----|
| 18. | Concerning the opportunities for getting together socially with other students in this school, my opinion is that | | |
| a. | there are altogether too many things going on, so that you are continually distracted from homework and other individual activities. | 7 | 3 |
| b. | the opportunities for getting together socially are about right. | 65 | 40 |
| c. | there are not nearly enough opportunities for getting together with other students. | 28 | 57 |
| 29. | The relative emphasis on self-denial and fun in this school seems to be | | |
| a. | too much emphasis on self-denial to suit me. | 21 | 55 |
| b. | too much emphasis on fun to suit me. | 10 | 6 |
| c. | a satisfactory balance between self-denial and fun. | 69 | 39 |
| 28. | The present overall curriculum of the school | | |
| a. | is about right. | 36 | 25 |
| b. | requires only minor revision to make it about right. | 54 | 31 |
| c. | requires considerable revision. | 9 | 33 |
| d. | should be abandoned and replaced with different program. | 1 | 11 |

B. Items on Teachers

| | | | |
|-----|---|----|----|
| 31. | In some schools the principal and teachers are completely in control, with the students having little to say about the way things are run. In other schools the students seem to be boss, with the school contributing little to the control of the situation. In general, the principal and teachers in this school seem to take | | |
| a. | too much control. | 35 | 64 |
| b. | about the right amount of control. | 60 | 29 |
| c. | too little control. | 5 | 7 |

(Table continued on next page)

TABLE 14--Continued.

| | | |
|---|----|----|
| 30. In this school the teachers' interest in the students' <u>private life</u> might best be described as | | |
| a. too great--they intrude on the privacy of the student. | 14 | 48 |
| b. just about right. | 60 | 28 |
| c. not great enough--teachers are not concerned enough with the personal life of their students. | 26 | 24 |
| 21. In general, teachers in this school may best be described as | | |
| a. "self-righteous people"--"See! I am a holy man. I don't make such mistakes" type. | 10 | 33 |
| b. "hypocrites"--"exemplary if others see him" type. | 5 | 13 |
| c. good Christians with good personal characters. | 77 | 38 |
| d. just another group of ordinary people. | 8 | 16 |
| 20. The student who displays a sense of humor in class is generally | | |
| a. admired by teachers more than he should be. | 5 | 15 |
| b. penalized by teachers more than he should be. | 20 | 47 |
| c. neither admired nor penalized by teachers more than he should be. | 75 | 38 |

According to the data in Table 14, 41% of the maladjusted group indicate that the school is paying too much attention, in determining the basic nature of its program, to the teachings of the Spirit of Prophecy (the writings of

Ellen G. White)², whereas only 15% of the well-adjusted group share that position. About two-thirds of the latter group (64%) think that the school is paying just about the right amount of attention to those teachings and, in fact, one-fifth (21%) of them take a position demanding more attention by the school to those teachings. Concerning the opportunities for getting together socially with fellow students, two-thirds of the well-adjusted group (65%) say that the offered social opportunities are about right, whereas over half of the maladjusted group (57%) say that there are not enough of them. A little over half of the maladjusted group (55%) think that there isn't enough fun in school life and too much emphasis is placed on self-denial by the school, while a little over two-thirds of the well-adjusted group (69%) consider there is a satisfactory balance between self-denial and fun.

The difference between the groups is also present in their views on the present overall curriculum. While most of the well-adjusted group (90%) indicate that the present overall

²According to Seventh-day Adventists Answer Questions on Doctrine (1957, p.16), they believe that "the gift of the Spirit of Prophecy is one of the identifying marks of the remnant church," and that "this gift was manifested in the life and ministry of Ellen G. White." Consequently Seventh-day Adventists "regard her writings as containing inspired counsel and instruction concerning personal religion and the conduct of" the denominational work (p.92). They believe that the writings of Ellen G. White gave them the system of Christian Education and the high moral principles as taught in her writings as well as in the Bible should form the basis of standards maintained in their school.

curriculum is about right or requires only minor revision to make it about right, only a little over half of the maladjusted group (56%) share that position. A little less than half of the maladjusted group (44%) think that the present curriculum requires considerable revision or should be replaced with a different program.

The greatest difference between the groups is in their responses to items on teachers. In general, the principal and teachers in the school, according to 64% of the maladjusted group, seem to take too much control of the school and students have little to say about the way things are run. In contrast to their view, 60% of the well-adjusted group think that teachers are taking about the right amount of control of the school. About one-third of the well-adjusted group (35%) share the view of the majority of the maladjusted group, saying there is "too much control by the principal and teachers." In harmony with the foregoing views on teachers, about half of the maladjusted group (48%) think that the teachers' interest in the students' private life is too great to the extent that they intrude on the privacy of the student, whereas only 14% of the well-adjusted group share that view. But about a quarter of each group say that teachers should have more concern about the personal life of their students. This may suggest the concentration of teachers' attention on a certain type of personality or behavior.

About three-fourths of the well-adjusted group (77%)

consider their teachers "good Christians with good personal characters," while a little over one-third (38%) of the maladjusted group share this opinion. A little less than half of the maladjusted group (46%), as contrasted with about one-seventh of the well-adjusted group (15%), think that teachers in their schools are "self-righteous people," and "hypocrites."

An interesting finding to the investigator is that about half of the maladjusted group (47%) say that the display of a sense of humor is penalized by teachers more than it should be. Three-fourths of the well-adjusted group (75%), as contrasted to a little over one-third of the maladjusted group (38%), take the position that a sense of humor is neither admired nor penalized by teachers more than it should be.

Hypothesis four, that there is no significant difference in morality between the two experimental groups, was investigated on the basis of data provided by the Personal Opinion Questionnaire. This instrument consists of 45 statements with which the subject is asked to agree or disagree. A student's total score is the number of items he answered "right," which is in a manner consistent with the given definition of morality. The data on morality as appraised by the Personal Opinion Questionnaire are given in Table 15.

TABLE 15

MEANS AND STANDARD DEVIATIONS OF SCORES
ON THE PERSONAL OPINION QUESTIONNAIRE
FOR WELL- AND MALADJUSTED GROUPS

| Well-adjusted (N=102) | | Maladjusted (N=74) ^a | | Diff. | t | p |
|-----------------------|------|---------------------------------|------|-------|-------|------|
| \bar{X} | s | \bar{X} | s | | | |
| 28.61 | 3.16 | 25.40 | 4.14 | 3.21 | 5.554 | p.01 |

^aThe score for one student in the maladjusted group is not available because of sickness.

The mean morality score of the well-adjusted group on the Personal Opinion Questionnaire is significantly higher than that of the maladjusted group. Thus, hypothesis four is rejected.

Although the total test scores of the well- and maladjusted groups were significantly different, it was assumed that study of the larger number of items employed in such an instrument might yield further insight into the nature and causes of adolescents' failure in adjustment in the school. Accordingly, an item analysis of the Personal Opinion Questionnaire was undertaken for the experimental groups. Table 16 shows the items on which the percentages of the maladjusted group differ significantly from percentages of the well-adjusted group at the 5% or higher level. Twenty-two of the 45 items meet this standard.

TABLE 16

ITEMS OF THE PERSONAL OPINION QUESTIONNAIRE ON
WHICH MALADJUSTED GROUP DIFFERS
FROM WELL-ADJUSTED GROUP

| Item No. | Content of the Items | Well-adjusted | Maladjusted | | Diff. | 2 ^b | p |
|---|--|-----------------------|-----------------------------------|----|--------|----------------|---|
| | | (N=102) agree % | (N=74) ^a agree % | | | | |
| A. Items to which significantly more pupils in the maladjusted group than those in the well-adjusted group agreed. | | | | | | | |
| 2 | All right to steal under some circumstances | 5 | 15 | 10 | 4.084 | .05 | |
| 3 | Some people never feel the urge to do something wrong | 13 | 27 | 14 | 4.925 | .05 | |
| 4 | Can't do much about the wrong- doing in the world | 28 | 46 | 18 | 4.896 | .05 | |
| 10 | The best way to overcome temp- tation is to imagine the outcome of your incorrect behavior | 39 | 65 | 26 | 5.815 | .02 | |
| 11 | Feel sorry even for horrible criminal | 45 | 65 | 20 | 5.104 | .05 | |
| 13 | The most important thing in life is to get along with fellow men | 42 | 68 | 26 | 5.781 | .02 | |
| 19 | Shouldn't cheat on examination because you can't learn that way | 55 | 74 | 19 | 5.122 | .05 | |
| 22 | All right to go to a theatre for a good movie | 18 | 73 | 55 | 52.927 | .01 | |
| 23 | It is worse to get caught doing something wrong, than to get away with it | 14 | 32 | 18 | 7.690 | .01 | |
| 25 | Sometimes it is all right to tell a lie | 12 | 28 | 16 | 6.832 | .01 | |
| 26 | Unavoidable to have some clashes with parents | 41 | 59 | 18 | 4.907 | .05 | |

(Table continued on next page)

TABLE 16--Continued.

| | | | | | | |
|----|---|----|----|----|--------|-----|
| 28 | No wrong can be done on a desert all by yourself | 4 | 22 | 18 | 11.839 | .01 |
| 33 | Foolish to search for the owner of a lost article of little value | 27 | 45 | 18 | 5.583 | .02 |
| 34 | Foolish not to cheat a little to gain an important matter in life | 00 | 18 | 18 | 17.153 | .01 |
| 37 | Don't have to straighten up a disorderly school room if you are not responsible for it | 26 | 50 | 24 | 10.342 | .01 |
| 38 | Shouldn't interfere with student misusing school material by stopping him in his own affair | 10 | 24 | 14 | 5.815 | .02 |
| 40 | No obligation to keep a promise made hurriedly or thoughtlessly | 6 | 27 | 21 | 13.828 | .01 |
| 41 | Keep out of situations which call for the expression of an opinion | 22 | 43 | 21 | 8.626 | .01 |
| 43 | Don't have to be faithful to a friend who has done something bad to you | 8 | 37 | 29 | 12.642 | .01 |

B. Items to which significantly more pupils in the well-adjusted group than those in the maladjusted group agreed.

| | | | | | | |
|----|--|----|----|----|--------|-----|
| 29 | Shouldn't say unkind things even to a person who greatly irritates you | 94 | 74 | 20 | 12.419 | .01 |
| 39 | Stop going around with friends of different values and standards of behavior | 75 | 57 | 18 | 5.432 | .02 |
| 45 | Shouldn't work for a not-always honest employer | 74 | 55 | 19 | 6.298 | .02 |

^aOne student could not take the test because of illness.

^bIn testing the significance of the difference between proportions, chi square test, rather than z test, was used because of small frequencies in some items and because of expediency in computation. The relationship between the two is $\chi^2 = z^2$. Yates' correction for continuity was applied for the small frequencies.

The data presented in Table 16 show differences between the two experimental groups in their responses to the items in the Personal Opinion Questionnaire. It appears in general that the well-adjusted group tends to choose the ethical and moral, thus, feels responsible to principles and causes, rather than the expedient alternative in solving life problems. They also seem to say that they should stand against public sentiment when such sentiment threatens to compromise their values. For example, three quarters of the well-adjusted group (75%) think that they should stop going around with friends of different values and standards of behavior, whereas a little over half of the maladjusted group (57%) think that way. The well-adjusted group seems to feel less sorry for a horrible criminal (45% vs. 65%) and put less importance on getting along with fellow men (42% vs. 68%) than the maladjusted group does. One of the greatest differences between the groups is on the issue of "going to a theatre for a movie."³ About three quarters (73%) of the maladjusted group say that it is all right to go to a theatre for a "good" movie, whereas only about one-sixth (18%) of the well-adjusted group say so.

Hypotheses five through nine were formulated to answer questions as to the differences between the well- and

³The Seventh-day Adventist Church as a denomination considers going to a theatre for a movie an unwholesome pass-time activity for its members. Generally, schools of the church prohibit their students from going to a theatre for a movie.

maladjusted groups in their choice of school and future work and in their religious backgrounds. Information presented in Table 17 through 21 provides data to answer the following questions: (1) How would the maladjusted group choose schools for their secondary and college education and their life career if they were allowed to choose for themselves? Would they be any different from the well-adjusted group in the choice? (2) Does the maladjusted group differ from the well-adjusted group in the degree of religious exposure?

TABLE 17

COMPARISON OF WELL- AND MALADJUSTED GROUPS
ON PREFERRED SECONDARY SCHOOL

| Secondary School | Well-adjusted (N=102) | Maladjusted (N=75) | χ^2 | p |
|------------------|--------------------------|-----------------------|----------|-----|
| S.D.A. School | 98 ^a | 45 | | |
| Public School | 4 | 30 | 33.950 | .01 |

^aFigures represent number of pupils.

TABLE 18

COMPARISON OF WELL- AND MALADJUSTED
GROUPS ON SELECTION OF COLLEGE

| College | Well-adjusted (N=97) ^a | Maladjusted (N=62) ^a | χ^2 | p |
|--------------------|--------------------------------------|------------------------------------|----------|-----|
| S.D.A. College | 88 ^b | 29 | | |
| Non-S.D.A. College | 9 | 33 | 35.342 | .01 |

^aFive well-adjusted and 13 maladjusted pupils are not planning to go to college.

^bFigures represent number of pupils.

TABLE 19

COMPARISON OF WELL- AND MALADJUSTED GROUPS
ON VOCATIONAL ASPIRATION

| Type of Work | Well-adjusted (N=102) | Maladjusted (N=75) | χ^2 | p |
|--------------|--------------------------|-----------------------|----------|-----|
| S.D.A. Work | 58 ^a | 10 | | |
| Non-S.D.A. | 44 | 65 | 32.789 | .01 |

^a Figures represent number of pupils.

The results in testing hypotheses five to seven inclusive as presented in Tables 17 through 19 yielded chi square values of 32.789 or higher, which are highly significant. The critical value of chi square is 6.635 at the 1% level of significance with 1 degree of freedom. Thus, all three hypotheses are rejected.

According to the data in Table 17, significantly more pupils in the maladjusted group than in the well-adjusted group would choose a public school rather than a Seventh-day Adventist school if they were allowed to choose a school for their secondary education. Only 4 out of 102 students in the well-adjusted group say they would choose a public school rather than a Seventh-day Adventist school, whereas 30 out of 75 students in the maladjusted group say they would select a public school. In harmony with these findings, the data shown in Tables 18 and 19 indicate that significantly more pupils in the maladjusted group than

those in the well-adjusted group prefer a non-Seventh-day Adventist college for their college education and want to engage in non-Seventh-day Adventist work in the future.

TABLE 20

COMPARISON OF WELL- AND MALADJUSTED GROUPS ON THE
DEGREE OF REGULARITY OF FAMILY WORSHIP AT
HOME DURING THEIR CHILDHOOD

| Degree of Regularity | Well-adjusted (N=102) | Maladjusted (N=75) | χ^2 | p |
|-------------------------|--------------------------|-----------------------|----------|----|
| Regularly | 47 ^a | 22 | | |
| Sometimes | 37 | 35 | | |
| None | 18 | 18 | 5.389 | ns |

^aFigures represent number of pupils.

TABLE 21

COMPARISON OF WELL- AND MALADJUSTED GROUPS
ON TYPE OF ELEMENTARY SCHOOL ATTENDED

| Type of School | Well-adjusted (N=85) ^a | Maladjusted (N=68) ^a | χ^2 | p |
|-------------------|--------------------------------------|------------------------------------|----------|----|
| S.D.A. School | 60 ^b | 40 | | |
| Public School | 25 | 28 | 1.816 | ns |

^aOnly those who stayed in a Seventh-day Adventist or public school for entire elementary school years were included.

^bFigures represent number of pupils.

Hypotheses eight and nine are accepted since there are no statistically significant differences, as shown in

Tables 20 and 21, between the well- and maladjusted groups in frequency of family worship held at home during their childhood and in the type of elementary school attended and graduated from. Receiving a religious education by attending a Seventh-day Adventist elementary school for entire elementary education and having family worship at home during their childhood do not appear to differentiate between the well- and maladjusted groups. Mere exposure to religious teachings at home and in school does not seem to have a significant bearing on adjustment in school.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Adjustment has been the subject of numerous research studies. Investigators have explored many factors which might be related to pupil adjustment, e.g., personality, personal values, personal attributes, and home characteristics. Perusal of professional journals of the past two decades or so reflects the concern over adjustment .

The diversity of research on this topic is obvious, and conflicting results have been reported in different studies to add to the difficulty of understanding the nature of adjustment. Much of the problem of conflicting results can be attributed to inconsistencies in definition and multiplicity of factors that combine to foster an extreme relativism in viewing behavior. The need for studies under varied circumstances and conditions has been established.

The Seventh-day Adventist church maintains a school system of its own. The schools are operated on the basis of the philosophy of education of the denomination and have rarely been explored by investigators. So the schools of the church presented a need, and offered an opportunity, for study on the nature of pupil adjustment.

It was the purpose of this study to explore the nature of adjustment of secondary school pupils in Seventh-day Adventist schools. It was decided to determine whether or not certain factors are associated with pupil adjustment. Factors examined are: (1) value; (2) morality; (3) attitude toward school; (4) personal factors, such as preference for type of school, vocational aspiration, and previous religious experience.

A two-stage design of research was employed in this study. In the first stage, a sample of 177 subjects was selected on the basis of teacher ratings from the population of 618 students enrolled in three Seventh-day Adventist secondary schools in Arkansas, Kansas, and Colorado. Two contrasting, extreme groups of the well-adjusted pupils and maladjusted pupils were evolved from the appraisal of teachers which was validated against measures in two standardized personality instruments. In the second stage, a battery of tests and questionnaires was administered to the subjects and the significance of differences between the two experimental groups was determined on the basis of measures provided by the instruments administered.

Among 177 subjects there are 102 well-adjusted pupils and 75 maladjusted pupils. Since this study is an ex post facto research in which the independent variables have already occurred and in which the research starts with the observation of dependent variables and studies the independent variables

in retrospect, subjects could not be assigned randomly to groups. For the same reason, the need for equated groups was not present in this study.

Nine hypotheses were formulated and tested in this study. On the basis of data presented hypothesis one was rejected. There was a significant relationship between the well-adjusted group and maladjusted group in their values. From the further analysis of the data however, it was observed that the well-adjusted group was substantially more teacher-oriented, success-oriented, and desirable-student oriented than the maladjusted group was.

There were significant differences between the two experimental groups in the types of roles they value for teachers. The maladjusted group, contrary to the well-adjusted group, appeared to value a role of disciplinarian for teachers. The well-adjusted group agreed significantly more strongly than the maladjusted group with the teachers' role of serving as character models, but the reverse was the case with the role of giving the grasp of subject matter to pupils.

Hypothesis three was rejected since there was significant difference between the two groups in their attitudes to curriculum and teachers. The well-adjusted group seemed to be significantly more satisfied with their school than the maladjusted group was.

There was a significant difference between the well- and maladjusted pupils in morality according to the data

provided. Thus, hypothesis four, that there is no significant difference in morality between the well- and maladjusted groups, was rejected.

On the basis of the data presented hypothesis five through seven were rejected. Significantly more maladjusted pupils as contrasted to the well-adjusted pupils indicated that they would have chosen a public school rather than a Seventh-day Adventist school, if they had been allowed to choose a secondary school by themselves. In the choice of college and life career, again, significantly more maladjusted pupils wanted to attend a non-Seventh-day Adventist college and engage in non-Seventh-day Adventist work than the well-adjusted pupils did.

Hypotheses eight and nine were accepted on the basis of the data provided. There were no significant differences between the two groups either in the degree of regularity of family worship held at home during their childhood or in the type of elementary school attended for the entire duration of elementary school.

Findings. From the analysis of the data obtained, the following findings were drawn:

1. There were significant relationships between the well- and maladjusted pupils in their values on personal qualities. There appeared to be, however, some disagreement between the groups in their values especially on the qualities they wanted to see in their schoolmates and on the qualities

they wanted for themselves.

2. The maladjusted pupils, contrary to the well-adjusted pupils, appeared to value a role of disciplinarian for their teachers. The former group also seemed to expect their teachers to give the grasp of subject matter to pupils more than the latter group did. However, the well-adjusted group valued more strongly the role of serving as character models for their teachers than the maladjusted group did.

3. The maladjusted pupils appeared to be significantly less satisfied than the well-adjusted pupils with the practices, program, and teachers of Seventh-day Adventist schools. The former also seemed to prefer to attend a non-Seventh-day Adventist college and engage in non-Seventh-day Adventist work.

4. The well- and maladjusted groups differed significantly in morality. The well-adjusted group appeared to be more moral and ethical than the maladjusted group was.

5. The duration of exposure to religious influences through family worship and attendance in a Seventh-day Adventist elementary school did not seem to differentiate between the well- and maladjusted pupils.

Conclusions. Based upon the sample and procedures employed in this investigation, the findings seem to support the following conclusions:

1. The relation believed to exist between value congruency or discrepancy and adjustment was confirmed.

The well-adjusted pupils appeared to be more teacher-oriented, success-oriented, and desirable-student oriented than the maladjusted pupils were.

2. The maladjusted group, in comparison with the well-adjusted group, tended to be significantly less pleased with their schools and prefer to prepare themselves for their life career in a non-Seventh-day Adventist college for a non-Seventh-day Adventist work.

3. Religious teachings, through family worship and Seventh-day Adventist elementary schools, did not seem to foster good adjustment in Seventh-day Adventist secondary schools.

Implications. The interest of this exploratory study was in the prevention of maladjustment. It was intended to make explicit some of the potential sources of conflict in Seventh-day Adventist secondary schools in order that they may be dealt with rationally and some of the conflicts resolved. The findings of this investigation appear to indicate that:

1. Objectives of Seventh-day Adventist secondary schools are too narrow in scope and insufficient to provide necessary criteria for determining the quality of different styles of pupil behavior.

2. There is a need for an effective program that would develop and nurture varieties of intellectual and physical abilities.

3. Such inadequate criteria for evaluating pupil behavior and ineffective program of the school tend to penalize unduly certain types of pupils because of their particular intellectual, physical, and emotional tendencies.

4. Religious education, through family worship and elementary schools, appears to be ineffective in promoting good adjustment and mental health.

Recommendations for Further research. The following recommendations are suggested:

1. Further research of different age levels using a wider variety of variables for a better understanding of pupil adjustment patterns.

2. Further research in the procedures of reeducating teachers toward the development of a program that would reorient teachers to promote maximum self-realization in each child.

3. Further research in the teaching procedures of religious education that would promote better adjustment and mental health in every child.

REFERENCES

- Allinsmith, W., & Goethals, G. W. "Cultural Factors in Mental Health: an Anthropological Perspective." Review of Educational Research, 1956, 26, 429-450.
- Beillin, H. "Effects of Social (Occupational) Role and Age upon the Criteria of Mental Health." Journal of Social Psychology, 1958, 48, 247-256.
- Beillin, H. "Teachers' and Clinicians' Attitudes toward the Behavior Problems of Children: A Reappraisal." Child Development, 1959, 30, 9-25
- Beillin, H., & Werner, E. "Sex Differences among Teachers in the Use of Criteria of Adjustment." Journal of Educational Psychology, 1957, 48, 426-436.
- Berdie, R. F., & Layton, W. L. Minnesota Counseling Inventory: Manual. New York: Psychological Corporation, 1957.
- Board of Regents, Association of Seventh-day Adventist Institutions of Higher Education and Secondary Schools, General Conference Department of Education. Standards Manual: Policies and Criteria for the Approval of Secondary Schools. Washington, D. C.: Board of Regents, Association of Seventh-day Adventist Institutions of Higher Education and Secondary Schools, General Conference Department of Education, 1961.
- Boynton, B. L., & McGaw, B. H. "The Characteristics of Problem Children." Journal of Juvenile Research, 1934, 18, 215-222.
- Brim, O. G. "The Parent-child Relation as a Social System: I. Parent and Child Roles." Child Development, 1957, 28, 343-364.
- Bruner, J. S. "One Kind of Perception: A Reply to Professor Luchins." Psychological Review, 1951, 58, 306-312.

Cattell, R. B., & Beloff, H. Handbook for the Jr.-Sr. High School Personality Questionnaire: Forms A and B. (2nd ed.) Champaign, Ill.: Institute for Personality and Ability Testing, 1962.

Commission on the Reorganization of Secondary Education. Cardinal Principles of Secondary Education. Washington, D. C.: Government Printing Office, 1918.

Davis, A. Social-Class Influences on Learning. Cambridge: Harvard University Press, 1949.

Dickson, V. E. "Behavior Difficulties that Baffle Teachers." Journal of Juvenile Research, 1932, 16, 93-101.

Educational Policies Commission. The Purposes of Education in American Democracy. Washington, D. C.: National Education Association, 1937.

Educational Policies Commission. Education for All American Youth. Washington, D. C.: National Education Association, 1944.

Ellis, D. B., & Miller, L. W. "Teachers' Attitudes and Child Behavior Problems." Journal of Educational Psychology, 1936, 27, 501-511.

Epstein, L. J. "An Analysis of Teachers' Judgments of Problem Children." Journal of Genetic Psychology, 1941, 59, 101-107.

Feldt, L. S. "The Use of Extreme Groups to Test for the Presence of a Relationship." Psychometrika, 1961, 26, 307-316.

Fensterheim, H., & Tresselt, M. E. "The Influence of Value Systems on the Perception of People." Journal of Abnormal and Social Psychology, 1953, 48, 93-98.

Fields, V. "The Effects of Value Congruency on Interpersonal Feelings and Performance Judgments." Unpublished doctoral dissertation, American University, 1964.

Friedenberg, E. Z. The Vanishing Adolescent. Boston: Beacon, 1959.

Gaier, E. L., & Jones, S. "Do Teachers Understand Classroom Behaviors?" Understanding the Child, 1951, 20, 104-110.

- General Conference of Seventh-day Adventist, Department of Education. Certification Requirements for Teachers in Seventh-day Adventist Elementary and Secondary Schools. Washington, D. C.: Department of Education, General Conference of Seventh-day Adventists, n.d.
- General Conference of Seventh-day Adventists. Seventh-day Adventist Yearbook: 1967. Washington, D. C.: Review and Herald, 1967.
- Getzels, J. W., & Jackson, P. W. Creativity and Intelligence: Explorations with Gifted Students. New York: John Wiley & Sons, 1962.
- Griffiths, W. Behavior Difficulties of Children as Perceived and Judged by Parents, Teachers and Children Themselves. Minneapolis: University of Minnesota Press, 1952.
- Hunter, E. C. "Changes in Teachers' Attitudes Toward Children's Behavior over the last Thirty Years." Mental Hygiene, 1957, 41, 3-11.
- Hurlock, E. B., & McDonald, L. C. "Undesirable Behavior Traits in Junior High School Students." Child Development, 1934, 5, 278-290.
- Jackson, P. W., & Getzels, J. W. "Psychological Health and Classroom Functioning: A Study of Dissatisfaction with School among Adolescents." Journal of Educational Psychology, 1959, 50, 295-300.
- Kahl, J. A. "Education and Occupational Aspirations of 'Common Man's Boys.'" Harvard Educational Review, 1953, 23, 186-203.
- Kerlinger, F. N. Foundations of Behavioral Research: Educational and Psychological Inquiry. New York: Holt, Rinehart and Winston, 1965.
- Krech, D., & Crutchfield, R. S. Theory and Problems of Social Psychology. New York: McGraw-Hill, 1948.
- Kvaraceus, W. C. "Behavior Problems." In C. W. Harris (Ed.), Encyclopedia of Educational Research. (3rd ed.) New York: Macmillan, 1960, pp. 137-143.
- Laycock, S. R. "Teachers' Reactions to Maladjustments of School Children." British Journal of Educational Psychology, 1934, 4, 11-29.

- Luchins, A. S. "An Evaluation of Some Current Criticisms of Gestalt Psychological Work on Perception." Psychological Review, 1951, 58, 69-95.
- McClelland, D. C., et al. The Achievement Motive. New York: Appleton-Century-Crofts, 1953.
- McClure, W. E. "Characteristics of Problem Children Based on Judgments of Teachers." Journal of Juvenile Research, 1929, 13, 124-140.
- Meltzer, B., Crockett, W. H., & Rosenkrantz, P. S. "Cognitive Complexity, Value Congruity, and the Integration of Potentially Incompatible Information in Impressions of Others." Journal of Personality and Social Psychology, 1966, 4, 338-343.
- Neumeyer, M. H. Juvenile Delinquency in Modern Society. New York: D. Van Nostrand, 1949.
- Ozark Academy. Catalog 1966-1967. Gentry, Arkansas, n.d.
- Peters, C. C., & Van Voorhis, W. R. Statistical Procedures and their Mathematical Bases. New York: McGraw-Hill, 1940.
- Redl, F., & Wattenberg, W. W. "Teachers' Problems" in Mental Hygiene in Teaching. (2nd ed.) New York: Harcourt, Brace, and World, 1959, pp. 477-504.
- Rogers, C. R. "The Criteria Used in a Study of Mental Health Problems." Educational Research Bulletin, 1942, 21, 29-40.
- Rothney, J. W. M. "Evaluative Attitudes and Academic Success." Journal of Educational Psychology, 1936, 27, 292-298.
- Sarbin T. R. "Role Theory." In G. Lindzey (Ed.), Handbook of Social Psychology. Cambridge: Addison-Wesley, 1954, 223-258.
- Schrupp, M. H., & Gjerde, C. M. "Teacher Growth in Attitudes toward Behavior Problems of Children." Journal of Educational Psychology, 1953, 44, 203-214.
- Seventh-day Adventists Answer Questions on Doctrine: An Explanation of Certain Major Aspects of Seventh-day Adventist Belief. Washington, D. C.: Review and Herald, 1957.
- Spillman, R. J. "Psychological and Scholastic Correlates of Dissatisfaction with School among Adolescents." Unpublished master's thesis, University of Chicago, 1959.

- Sprinthall, N. A. "A Comparison of Values among Teachers, Academic Underachievers, and Achievers." Journal of Experimental Education, 1964, 33, 193-196.
- Stewart, N. "Teacher's Concepts of 'Behavior Problems.'" In Growing Points in Educational Research. Washington, D. C.: American Educational Research Association, 1949.
- Stouffer, G. A. W., Jr. "Behavior Problems of Children as Viewed by Teachers and Mental Hygienists." Mental Hygiene, 1952, 36, 271-285.
- Stouffer, G. A. W., Jr. "The Attitudes of Secondary School Teachers toward Certain Behavior Problems of Children." School Review, 1956, 64, 358-362.
- Stouffer, G. A. W., Jr. & Owens, J. "Behavior Problems of Children as Identified by Today's Teachers and Compared with Those Reported by E. K. Wickman." Journal of Educational Research, 1955, 48, 321-331.
- Strang, R. M. "Mental Health." In C. W. Harris (Ed.), Encyclopedia of Educational Research. (3rd ed.) New York: Macmillan, 1960, pp. 823-835.
- Sutherland, R. L. Twelve Years of Mental Health Work in Texas. Austin, Texas: Hogg Foundation, 1953.
- Taylor, J. A. "Drive Theory and Manifest Anxiety." Psychological Bulletin, 1956, 53, 303-320.
- Ullmann, C. A. Identification of Maladjusted School Children. Public Health Monograph No. 7. (2nd ed., Revised) Washington, D. C.: U.S. Government Printing Office, 1957a.
- Ullmann, C. A. "Teachers, Peers and Tests as Predictors of Adjustment." Journal of Educational Psychology. 1957b, 48 257-267.
- U.S. Children's Bureau. Juvenile Court Statistics, 1946-49. Statistical Series No. 8. Washington, D. C.: U.S. Government Printing Office, 1949.
- Watson, G. "A Critical Note on Two Attitude Scales." Mental Hygiene, 1933, 17, 59-64.
- Wickman, E. K. Children's Behavior and Teachers' Attitudes. New York: Commonwealth Fund, 1928.

Wilson, W. C., & Goethals, G. W. "A Field Study." In W. Allinsmith & G. W. Goethals, The Role of Schools in Mental Health. New York: Basic Book, 1962, pp. 173-277.

Young-Masten, I. "Behavior Problems of Elementary School Children: a Descriptive and Comparative Study." Genetic Psychology Monographs, 1938, 20, 123-181.

APPENDIX A

TEACHER OBSERVATION

The student's behavior in the school setting cannot be understood without reference to observations and reactions by his teachers. The teacher is the best qualified person--indeed, he is in many ways the only person--to provide this material. Accordingly, we are asking teachers to make an observation on the quality of students' adjustment.

This a student whom the teacher considers as an exemplar in the school. When asked what kind of person you prefer as a student in Ozark/Enterprise Academy, this is the student who comes most readily to mind. He may or may not be the brightest student in his class, and he may or may not be the one who gets the best grades. But he is well considered by you and is the sort of person about whom you are most likely to say, "Of all the students in the school, this is the one I consider as an exemplary student."

Instructions:

A list of all the students who are in the school this date can be found in the following pages. Please rate them according to the following scheme:

1. Mark "H" next to all the students whom you would rate higher than the others on this list for the quality described above.
2. Go over those marked names once again and circle the marking, H, for those students who are especially high.
3. This time, you are to go over the unmarked students and mark "L" next to all the students whom you would rate lower than the others on this list for the quality described above.
4. Circle the marking, L, for those students who are especially low.
5. Leave all the others unmarked--this is the middle group.

Name _____

Date _____

OUTSTANDING TRAITS TEST

In this booklet you will find descriptions of fifteen students who differ from each other in important ways. Your job will be to decide which of the students are likely to do best in certain situations. You will do this by ranking them. This will not be easy, but it is important that you rank all fifteen for each situation.

Although your work will not be timed it is important that you do not spend too much time making up your mind. There are no "right" or "wrong" answers---what you think is all that matters.

Part I

Rank these students on the degree to which you would like to have them as students in your school. Write the number 1 in the box for the student you would most like to have as a student in your school, the number 2 in the box for the one you would next most like to have, and so on. Write the number 15 in the box for the student you would least like to have as a student in your school. When you have finished there should be fifteen different numbers on the page.

- | | | | |
|------------|--|----------------------|---|
| Student A. | Here is the student who is best at getting along with other people. | <input type="text"/> | A |
| Student B. | Here is the student with the most pep and energy of anyone in the school. | <input type="text"/> | B |
| Student C. | Here is the student with the most outstanding traits of character (like honesty and trustworthiness) in the school. | <input type="text"/> | C |
| Student D. | Here is the outstanding athlete in the school. | <input type="text"/> | D |
| Student E. | Here is the student who is best able to look at things in a new way and to discover new ideas. | <input type="text"/> | E |
| Student F. | Here is the best-looking student in the school. | <input type="text"/> | F |
| Student G. | Here is the student who gets the highest score in an intelligence test. | <input type="text"/> | G |
| Student H. | Here is the most emotionally stable student, that is, the one who is happy most of the time and doesn't get easily upset over little things. | <input type="text"/> | H |
| Student I. | Here is the student who knows best what he wants and works steadily toward getting it. | <input type="text"/> | I |
| Student J. | Here is the student with the widest range of interest in the school. | <input type="text"/> | J |
| Student K. | Here is the student who gets the highest marks in his school subjects. | <input type="text"/> | K |
| Student L. | Here is the student with the best sense of humor in the school. | <input type="text"/> | L |
| Student M. | Here is the student with the greatest questioning mind in the school. | <input type="text"/> | M |
| Student N. | Here is the student who is most religious minded and has the greatest missionary zeal in the school. | <input type="text"/> | N |
| Student O. | Here is the student who is most obedient to teachers and most faithful to standards and rules of the school. | <input type="text"/> | O |

Part II

Rank these students on the degree to which you think they will succeed in adult life. Write the number 1 in the box for the student you think is most likely to succeed, the number 2 in the box for the one next most likely to succeed, and so on. Write the number 15 in the box for the student you think is least likely to succeed. When you have finished there should be fifteen different numbers on the page.

- | | | | |
|------------|--|--|---|
| Student A. | Here is the student who is best at getting along with other people. | | A |
| Student B. | Here is the student with the most pep and energy of anyone in the school. | | B |
| Student C. | Here is the student with the most outstanding traits of character (like honesty and trustworthiness) in the school. | | C |
| Student D. | Here is the outstanding athlete in the school. | | D |
| Student E. | Here is the student who is best able to look at things in a new way and to discover new ideas. | | E |
| Student F. | Here is the best-looking student in the school. | | F |
| Student G. | Here is the student who gets the highest score in an intelligence test. | | G |
| Student H. | Here is the most emotionally stable student, that is, the one who is happy most of the time and doesn't get easily upset over little things. | | H |
| Student I. | Here is the student who knows best what he wants and works steadily toward getting it. | | I |
| Student J. | Here is the student with the widest range of interest in the school. | | J |
| Student K. | Here is the student who gets the highest marks in his school subjects. | | K |
| Student L. | Here is the student with the best sense of humor in the school. | | L |
| Student M. | Here is the student with the greatest questioning mind in the school. | | M |
| Student N. | Here is the student who is most religious minded and has the greatest missionary zeal in the school. | | N |
| Student O. | Here is the student who is most obedient to teachers and most faithful to standards and rules of the school. | | O |

Part III

Rank these students on the degree to which you would like to be like them. Write the number 1 in the box for the student you would most like to be like, the number 2 in the box for the one next most like to be like, and so on. Write the number 15 in the box for the student you would least like to be like. When you have finished there should be fifteen different numbers on the page.

| | | | |
|------------|--|--|---|
| Student A. | Here is the student who is best at getting along with other people. | | A |
| Student B. | Here is the student with the most pep and energy of anyone in the school. | | B |
| Student C. | Here is the student with the most outstanding traits of character (like honesty and trustworthiness) in the school. | | C |
| Student D. | Here is the outstanding athlete in the school. | | D |
| Student E. | Here is the student who is best able to look at things in a new way and to discover new ideas. | | E |
| Student F. | Here is the best-looking student in the school. | | F |
| Student G. | Here is the student who gets the highest score in an intelligence test. | | G |
| Student H. | Here is the most emotionally stable student, that is, the one who is happy most of the time and doesn't get easily upset over little things. | | H |
| Student I. | Here is the student who knows best what he wants and works steadily toward getting it. | | I |
| Student J. | Here is the student with the widest range of interest in the school. | | J |
| Student K. | Here is the student who gets the highest marks in his school subjects. | | K |
| Student L. | Here is the student with the best sense of humor in the school. | | L |
| Student M. | Here is the student with the greatest questioning mind in the school. | | M |
| Student N. | Here is the student who is most religious minded and has the greatest missionary zeal in the school. | | N |
| Student O. | Here is the student who is most obedient to teachers and most faithful to standards and rules of the school. | | O |

Part IV

Rank these students on the degree to which teachers like them.
Write the number 1 in the box for the student that teachers like most,
the number 2 in the box for the one that teachers like next most, and
so on. Write the number 15 in the box for the student that teachers like
least. When you have finished there should be fifteen different numbers
on the page.

| | | | |
|------------|--|----------------------|---|
| Student A. | Here is the student who is best at getting along with other people. | <input type="text"/> | A |
| Student B. | Here is the student with the most pep and energy of anyone in the school. | <input type="text"/> | B |
| Student C. | Here is the student with the most outstanding traits of character (like honesty and trustworthiness) in the school. | <input type="text"/> | C |
| Student D. | Here is the outstanding athlete in the school. | <input type="text"/> | D |
| Student E. | Here is the student who is best able to look at things in a new way and to discover new ideas. | <input type="text"/> | E |
| Student F. | Here is the best-looking student in the school. | <input type="text"/> | F |
| Student G. | Here is the student who gets the highest score in an intelligence test. | <input type="text"/> | G |
| Student H. | Here is the most emotionally stable student, that is, the one who is happy most of the time and doesn't get easily upset over little things. | <input type="text"/> | H |
| Student I. | Here is the student who knows best what he wants and works steadily toward getting it. | <input type="text"/> | I |
| Student J. | Here is the student with the widest range of interest in the school. | <input type="text"/> | J |
| Student K. | Here is the student who gets the highest marks in his school subjects. | <input type="text"/> | K |
| Student L. | Here is the student with the best sense of humor in the school. | <input type="text"/> | L |
| Student M. | Here is the student with the greatest questioning mind in the school. | <input type="text"/> | M |
| Student N. | Here is the student who is most religious minded and has the greatest missionary zeal in the school. | <input type="text"/> | N |
| Student O. | Here is the student who is most obedient to teachers and most faithful to standards and rules of the school. | <input type="text"/> | O |

Name _____ Sex: Male _____ Female _____

TEACHER ROLE OPINIONNAIRE

Following is a list of general statements about the role of the teacher, some of which you may find extreme, others quite reasonable. We would like to find out how teachers/students feel about these statements--whether they agree or disagree with them. The best response to each statement is your personal opinion. You may find yourself agreeing with some of these statements, disagreeing just as strongly with others, and perhaps uncertain with others.

Mark each statement in the left margin according to how much you agree or disagree with it. Please mark every one. Write in +1 (plus one), +2, or +3 to show how much you agree if you agree, and -1 (minus one), -2, or -3 to show how much you disagree if you disagree.

+1 = slightly agree

+2 = agree

+3 = strongly agree

-1 = slightly disagree

-2 = disagree

-3 = strongly disagree

- ___ 1. The primary job of a teacher is to control and discipline the students to keep the class and school from disorder.
- ___ 2. Every teacher should be a man or woman of high morals so that his behavior can serve as a model for students.
- ___ 3. One of the most important functions of the teacher is to watch (evaluate) student progress and help those students who fall behind.
- ___ 4. A teacher should spend a major portion of his time in efforts to encourage his students to think and have an active interest in learning.
- ___ 5. The primary focus of the teaching job is to give students the grasp of subject matter.
- ___ 6. The main responsibility of teachers in school is to help students to learn how to live usefully and happily.

PERSONAL OPINION QUESTIONNAIRE

The following statements are ones on which people show some difference of opinion. You are to read each statement carefully and decide whether you agree or disagree with that statement. In some cases you might find it difficult to decide but you should indicate whether you tend to agree or disagree with each statement. Obviously, there are no right or wrong answers, since the statements are matters of opinion only. Although there is no time limit, it is best not to spend too much time on any one item.

(✓) You are to indicate whether you agree or disagree by placing a check (✓) in the appropriate blank of the answer sheet. DO NOT MAKE ANY MARKS ON THE QUESTIONNAIRE ITSELF.

1. People all over the world are pretty much alike in what they consider to be right and wrong.
2. There are some circumstances under which it is all right to steal.
3. Some people never feel the urge to do something wrong.
4. There's not much sense in getting stirred up over the wrong-doings in the world since you can't do much about them anyway.
5. Anybody might become a criminal if he grew up under extremely poor conditions.
6. Every christian in our nation is a little bit responsible for a crime which is committed in the nation.
7. In punishing a person, the important thing is what he did, not why he did it.
8. Johnnie cut a hole in his new pants because he didn't like them. Jimmie wore his new pants out to play football and accidentally tore a huge hole in them. Both boys should receive the same punishment from their parents.
9. A student who takes material home from school without the teacher's permission is worse than a teacher who takes home material from school without the principal's permission.
10. The best way to overcome temptation is to imagine what would happen to you if behaved incorrectly.
11. People can't help but feel sorry for a criminal even though his crime is a horrible one.
12. The best reason for doing the right thing is that this is how your parents would like you to behave.

13. The most important thing in life is to get along with your fellow man.
14. Sometimes you know a thing is right or wrong without giving it any thought.
15. The reason we have more crime today than we used to is that criminals are treated too leniently today.
16. If teachers and parents don't behave as they should, it's not right to expect children to do so.
17. If you do something wrong you are bound to get punished for it in some way, sooner or later.
18. To think about doing something wrong is just as bad as doing it.
19. The main reason students should not cheat on examinations is because this will not help them to learn.
20. It is worse to lie to a teacher than it is to lie to a fellow student.
21. If a school doesn't run right, it is as much the fault of the students as it is of the teachers and principal.
22. It is all right to go to a theatre for a good movie.
23. It is worse to get caught doing something wrong, than to get away with it.
24. The best way to stop from doing something wrong is to remove the temptation.
25. Sometimes it is all right to tell a lie.
26. You can't really become an adult without having some clashes with your mother and father.
27. For a person who is really good, the right way of behaving comes to him almost automatically.
28. If a man lived by himself on a desert island he could not do anything which would be wrong or bad.
29. You should not say unkind things to another person, even if he greatly irritates you.
30. You should support all the actions of church leaders, even if you sometimes disagree with their ideas or ways of doing things.
31. It is all right to be late to a meeting if you know that other people are going to be late also.
32. Even though you may be called "preachy" for doing it, you should not hesitate to tell others when certain of their acts are wrong.

33. If you find an article of little value it is foolish to spend time searching for the owner.
34. Some matters in life are so important that it would be foolish not to cheat a little to gain them.
35. When the school is run in such a way that student rights are disregarded, or an injustice is done to certain students, you should protest against such practices, even though you may suffer from doing so.
36. It is all right to copy an answer from a neighbor's paper if you know the answer but cannot remember it at the moment.
37. A student need not feel that he should straighten up a disorderly room at school if he was not responsible for the disorder.
38. When you see another student misusing school materials you should not interfere in what is his own affair by trying to stop him.
39. You should stop going around with friends whose values and whose standards of behavior differ greatly from yours.
40. You need not feel obligated to keep a promise if you had to make it hurriedly or thoughtlessly.
41. Although everyone should stand by the right when forced to express an opinion, the best thing to do is to keep out of situations which call for the expression of an opinion.
42. You should never read any novel because all the novels are simply filled with filthy and sinful things.
43. You need not feel obligated to be faithful to a friend who has done something bad to you.
44. People can't help but feel angry toward a criminal even though he might have had a good reason for doing what he did.
45. An employee should refuse to work for an employer whose business practices are not completely above board.

Name _____ Sex: Male _____ Female _____
 Grade: F _____ So _____ Jr _____ Sr _____ Age at nearest birthday _____

STUDENT SURVEY

This survey is a part of the effort to find out how the school and church can more effectively help and guide students in S.D.A. schools. By answering the questions carefully and honestly you will be helping yourself and all S.D.A. school students.

The information on this questionnaire will be kept confidential. It will never be shown to teachers in a form which will allow them to identify you. The reason why we are asking you to place your name on the questionnaire is to relate your responses to other information available on the school.

Answer the following questions by placing a check (✓) in the appropriate blanks.

1. Are you a baptized member of S.D.A. church? Yes _____ No _____
2. Is your father a member of S.D.A. church? Yes _____ No _____
3. Is your mother a member of S.D.A. church? Yes _____ No _____
4. Did you have a family worship when you lived with your parents in earlier years? Regularly _____ Sometimes _____ None _____
5. How much education did your father have?
 8 years or less _____ 12 years or less _____
 16 years or less (college education) _____ More than 16 years _____
6. Is your father a denominational (SDA) employee? Yes _____ NO _____
 What is his occupation? _____
7. How did you happen to come to a S.D.A. school?
 My choice _____ Parents' choice _____ Others' choice _____
8. If you were allowed to choose your school now all by yourself, which school would you choose?
 Ozark/Enterprise Academy _____ Other S.D.A. school _____ Public school _____
9. Where did you get your elementary school education?
 S.D.A. school _____ Public school _____
10. Are you planning to go on to college after you finish academy? Yes _____ No _____
 If you are, what type of college? S.D.A. college _____ Non-S.D.A. college _____
11. If the choice of a permanent career were left up to you, what would you choose?
 Denominational (S.D.A.) work _____ Non-denominational work _____
12. Specify by completing the sentence below.
 When I grow up, I want to become a(n) _____.

Name _____ Sex: Male _____ Female _____

Age at nearest birthday _____

TEACHER SURVEY

This survey is simply to know something about teachers in our denominational schools. The reason why we are asking you to place your name on the questionnaire is to relate your responses to other information on the school.

Answer questions either by placing a check (✓) in the appropriate blanks or by providing the number of years called for.

1. How long have you been a member of S.D.A. church? _____ yrs.
2. How long have you taught in school?
 Ozark/Enterprise _____ yrs. Other S.D.A. _____ yrs.
 Non-S.D.A. _____ yrs. Total _____ yrs.
3. Have you ever worked for the denomination in other than school?
 Yes _____ No _____ If you have, how long? _____ yrs.
4. Where did you have your education?
 Elementary: S.D.A. _____ Non-S.D.A. _____
 Secondary: S.D.A. _____ Non-S.D.A. _____
 College: S.D.A. _____ Non-S.D.A. _____
 Graduate: S.D.A. _____ Non-S.D.A. _____
5. Is teaching your choice of permanent career? Yes _____ No _____
6. Are you planning to work for the denomination for the rest of your life? Yes _____ No _____

STUDENT OPINION POLL

This part of the questionnaire is to study Ozark/Enterprise Academy. Wherever the words "school," "teacher," "student," and the like appear in the following, they refer to this school, the teachers you have had while studying here, your past and present classmates in this school, and so forth.

Answer the following questions by placing an (✓) in the appropriate blank on the answer sheet.

1. In its total program the school
 - a. puts too much stress on intellectual matters.
 - b. gives intellectual matters about the right emphasis.
 - c. does not put enough stress on intellectual matters.
2. In my opinion, the variety of subjects offered in the school is
 - a. too broad.
 - b. just about right.
 - c. not broad enough.
3. In determining the basic nature of its program, the school
 - a. pays too much attention to the teachings of the Spirit of Prophecy.
 - b. pays just about the right amount of attention to the teachings of the Spirit of Prophecy.
 - c. pays too little attention to the teachings of the Spirit of Prophecy.
4. While there are some differences among them, most teachers in this school are
 - a. very inspiring.
 - b. quite inspiring.
 - c. somewhat inspiring.
 - d. not inspiring.
5. In general, the teachers I have had in this school seem to know their subject matter
 - a. very well.
 - b. quite well.
 - c. fairly well.
 - d. not as well as they should.

6. In general, students in this school take their studies
 - a. too seriously.
 - b. too casually.
 - c. in a right proportion between "a" and "b".
7. In my opinion, student interest in religious activities, such as M.V. Society, Sabbath School, prayer bands, missionary project, etc. is
 - a. too great.
 - b. about right.
 - c. not great enough.
8. Judging from the types of students who are my classmates, I believe that the admissions policy of this school is
 - a. too restrictive, the students are too much alike.
 - b. just about right.
 - c. not restrictive enough, there are many students in this school who should not be here.
9. In general, the subjects taught are
 - a. too easy.
 - b. about right in difficulty.
 - c. too difficult.
10. Most of the subjects taught in the school are
 - a. interesting and challenging.
 - b. somewhat above average in interest.
 - c. somewhat below average in interest.
 - d. dull and routine.
11. In matters relating to students, teachers in this school seem to be
 - a. fair at all times.
 - b. generally fair in their practices.
 - c. occasionally unfair in their practices.
 - d. often unfair in their practices.
12. The freedom to contribute something in class without being called on by the teacher is
 - a. discouraged more than it should be--students do not get enough opportunity to have their say.
 - b. encouraged more than it should be--students seem to be rewarded just for speaking even when they have little to say.
 - c. handled about right.

13. When students are in need of special help, teachers in this school are
 - a. always available.
 - b. generally available.
 - c. available if given special notice.
 - d. available only in cases of extreme need.
14. The students in this school who receive poor grades are likely
 - a. to receive more sympathy from their classmates than they deserve.
 - b. to be respected by their classmates more than they should be.
 - c. neither "a" nor "b".
15. The student who differs from the crowd in this school is likely to find that
 - a. most students will tend to ignore or reject him for being different.
 - b. most students do not particularly care whether or not a person differs from the group.
 - c. most students admire the person who is different.
16. In general, students in this school may best be described as
 - a. "hypocrites"--"pretend to be holy" type.
 - b. "self-righteous"--"All of you are sinners, men." type.
 - c. nice and exemplary Christians.
 - d. just another group of ordinary kids.
17. The extracurricular program of the school is
 - a. very responsive to the needs and interests of the student body.
 - b. quite responsive to the needs and interests of the student body.
 - c. somewhat responsive to the needs and interests of the student body.
 - d. very unresponsive to the needs and interests of the student body.
18. Concerning the opportunities for getting together socially with other students in this school, my opinion is that
 - a. there are altogether too many things going on, so that you are continually distracted from homework and other individual activities.
 - b. the opportunities for getting together socially are about right.
 - c. there are not nearly enough opportunities for getting together with other students.

19. In this school the teachers' interest in students' academic work might best be described as
- a. too great--they intrude upon the privacy of the student.
 - b. just about right.
 - c. not great enough--teachers are not concerned enough with the work of students.
20. The student who displays a sense of humor in class is generally
- a. admired by teachers more than he should be.
 - b. penalized by teachers more than he should be.
 - c. neither admired nor penalized by teachers more than he should be.
21. In general, teachers in this school may best be described as
- a. "self-righteous people"--"See! I am a holy man. I don't make such mistakes." type.
 - b. "hypocrites"--"exemplary if others see him" type.
 - c. good Christians with good personal character.
 - d. just another group of ordinary people.
22. On the whole the school program places
- a. less emphasis on character education than it should.
 - b. about the right emphasis on character education.
 - c. more emphasis on character education than it should.
23. As an objective of the curriculum, social skills, that is, training on how to get along with other people, is
- a. not given enough emphasis.
 - b. given just about the right amount of emphasis.
 - c. given too much emphasis.
24. From the standpoint of intellectual ability, students in this school are
- a. too bright--it is difficult to keep up with them.
 - b. just bright enough.
 - c. not bright enough--they do not provide enough intellectual stimulation.
25. The students who receive top grades in this school are likely to be
- a. admired more than they should be by fellow students.
 - b. rejected more than they should be by fellow students.
 - c. neither admired nor rejected by fellow students.

26. My observation has been that students from different economic, social, racial, and religious backgrounds get along together in this school
- very well.
 - moderately well.
 - less well than is desirable.
 - very poorly.
27. Individual pupils differ in their abilities and interests. Some teachers tend to ignore these differences. Other teachers pay too much attention to these differences. In general, teachers in this school
- focus too much attention on individual differences, giving undue attention to those who happen to be most different from the group.
 - do not focus enough on individual differences, so that students with special talents or problems are frequently unrecognized.
 - pay just enough attention to individual differences.
28. The present overall curriculum of the school
- is about right.
 - requires only minor revision to make it about right.
 - requires considerable revision.
 - should be abandoned and replaced with a different program.
29. The relative emphasis on self-denial and fun in this school seems to be
- too much emphasis on self-denial to suit me.
 - too much emphasis on fun to suit me.
 - a satisfactory balance between self-denial and fun.
30. In this school the teachers' interest in the students' private life might best be described as
- too great--they intrude on the privacy of the student.
 - just about right.
 - not great enough--teachers are not concerned enough with the personal life of their students.
31. In some schools the principal and teachers are completely in control, with the students having little to say about the way things are run. In other schools the students seem to be boss, with the school contributing little to the control of the situation. In general, the principal and teachers in this school seem to take
- too much control.
 - about the right amount of control.
 - too little control.

32. Students who are outstanding "preachers" or "missionaries" in this school are
- a. respected more than they should be by their fellow students.
 - b. respected less than they should be by their fellow students.
 - c. neither "a" nor "b".
33. When a newcomer enters this school, chances are that other students will
- a. go out of their way to accept him.
 - b. be quite willing to accept him.
 - c. tend to ignore him.
 - d. openly reject him.
34. Some teachers are friendly and accepting to students; others are more detached and aloof. In general, the teachers in this school are
- a. very friendly and accepting.
 - b. quite friendly and accepting.
 - c. somewhat friendly and accepting.
 - d. only occasionally friendly and accepting.
35. In my opinion, the emphasis which students in this school place on grooming and appearance is
- a. too great.
 - b. about right.
 - c. not great enough.
36. In general, my attitude toward school may best be described as
- a. favorable--I like it as it is; no changes are necessary.
 - b. more favorable than unfavorable--a few changes are necessary before I can be entirely happy.
 - c. more unfavorable than favorable--many changes are necessary before I can be entirely happy.
 - d. unfavorable--I frequently feel that school is pretty much a waste of time.

APPENDIX B

DESCRIPTION OF MEASURES IN THE HIGH SCHOOL PERSONALITY QUESTIONNAIRE

The HSPQ provides the following 14 measures of personality (Cattell and Beloff, 1962):

1. A--Stiff, Critical, Aloof-versus-Warm, Sociable trait.
 2. B--Dull-versus Bright trait.
 3. C--Emotional, Immature, unstable-versus-Mature, Calm trait.
 4. D--Stodgy-versus-Unrestrained trait.
 5. E--Mild-versus-Aggressive trait.
 6. F--Sober, Serious-versus-Enthusiastic, Happy-go-lucky trait.
 7. G--Casual, Undependable-versus-Conscientious, Persistent trait.
 8. H--Shy, Threat-Sensitive-versus-Adventurous, "Thick-skinned" trait.
 9. I--Tough, Realistic-versus-Esthetically Sensitive trait.
 10. J--Liking Group Action-versus-Fastidiously Individualistic trait.
 11. O--Confident-versus-Insecure trait.
 12. Q2--Group Dependent-versus-Individually Resourceful trait.
 13. Q3--Uncontrolled, Lax-versus-Controlled, Showing Will Power trait.
 14. Q4--Relaxed, Composed-versus-Tense, Excitable trait.
-

DESCRIPTION OF MEASURES
IN THE MINNESOTA COUNSELING INVENTORY

The MCI provides the following 7 measures of personality (Berdie and Layton, 1957):

1. FR (Family Relationship)--measure of the relationship between an individual and his family.
 2. SR (Social Relationship)--measure of the nature of an individual's relations with other people.
 3. ES (Emotional Stability)--measure of emotional stability of an individual.
 4. C (Conformity)--measure of conforming or responsible behavior.
 5. R (Adjustment to Reality)--measure of an individual's way of dealing with reality.
 6. M (Mood)--measure of an individual's usual mood or emotional state.
 7. L (Leadership)--measure of an individual's personality characteristics reflected in leadership behavior.
-