

THE RELATIONSHIP OF FIRST GRADE CHILDREN'S
PERSONAL AND SOCIAL ADJUSTMENT
TO PEER ACCEPTANCE

By

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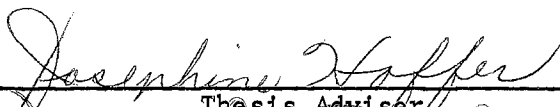
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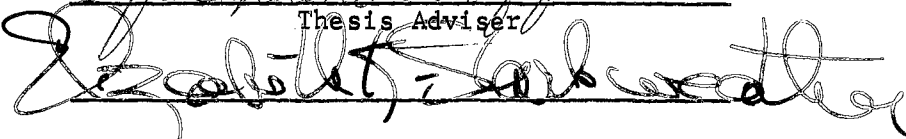
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Thesis Approved:



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CHAPTER I

THE PROBLEM AND ITS IMPORTANCE

Need for Study

The purpose of this study is to determine if children who score high on personal and social adjustment have more reciprocal choices on a sociometric device than children who score low on personal and social adjustment. The findings of such a comparison would be of value to classroom teachers in assessing the adjustment of children.

Personal and Social Adjustment

The concept of personal and social adjustment has been developed around the idea that life adjustment is a balance between the two areas. Personal adjustment is assumed to be based on feelings of personal security, while social adjustment is assumed to be based on feelings of social security, (24).

The individual's perception of himself is the central feature influencing his behavior. He reacts not to the situation itself but to his perception of the situation. Studies by Videbeck (26), Serot and Teevan (20), Stock (22), and Brodbeck and Perlmutter (6) have revealed that there is a definite relationship between the way an individual feels about himself and the way he feels about other people. These basic ideas and feelings about the self are established presumably in the parent-child relationship. A dislike for self, which it is felt

arises from socialization experiences in the family, is associated with either consistent outgroup or consistent ingroup tendencies. These ideas and feelings then may play an important part in the behavior of the first grade child. By the time a child enters the first grade, he will have established relationships with his peers which should produce some evidence of how he values himself, both as an individual and as a group member.

Sociometric tests can determine if an individual is rejected or accepted by those important to him. It is apparent that each pupil's happiness and ability to work depend considerably on his security of position and his recognition of his personal role that he is winning from his classmates, (23). However, other factors may play a part in this status position such as intelligence, age of the child as well as the other group members, the group composition, and the individual's physical appearance, (11).

How a child feels about himself has been a problem plaguing adults who work with children for years. This underlying feeling of acceptance or rejection of self determines the child's ability to adjust to his environment and the social contacts involved in it. However, the child's original adjustment influences his position in the social situation.

The major concern of this study, therefore, is to determine if children who score high on personal and social adjustment make more reciprocal choices on a sociometric device than children who score low on personal and social adjustment.

Plan for the Investigation

A simple device for determining children's sociometric status was not available; therefore, the development of such an instrument was the first task for the investigator. A two-question sociometric test involving concrete and abstract situations was devised to measure reciprocal choices. A complete description of the test may be found in Chapter III of this manuscript. The California Test of Personality was selected to measure personal and social adjustment since it was the only available standardized test for primary children. The data for these two measurements were obtained and analyzed, and the results are presented in Chapter IV.

CHAPTER II

LITERATURE RELATED TO THE PROBLEM

The literature concerning personal and social adjustment, peer acceptance, and sociometric testing was reviewed; and pertinent findings are presented under the following headings: personal and social adjustment, peer acceptance and its value to the individual child, and sociometric testing.

Personal and Social Adjustment

Personal adjustment is assumed to be based on the feeling of personal security, and social adjustment is assumed to be based on the feeling of social security; therefore, life adjustment must be assumed to be a balance of these two, (24). Adjustment then may be seen as a factor influencing the child both inside and outside the school. Extensive work has been done in the fields of scholastic achievement, reading, intelligence, age, skills, physical appearance, interests and values, personality, and social factors as related to adjustment, (11).

Intelligence is not as much a factor in adjustment as formerly thought, although it does influence the amount of achievement the child gains. Frost (10) gave only low coefficients for correlations of adjustment and intelligence in a study involving teachers' ratings and school records. Seeman (19) in a study involving teachers' ratings found that high adjustment students have a high awareness and interest

in their environment and that they are self-assured, stable in mood, and relatively well-organized. Teachers and adults described high adjustment children in terms distinguishable from the low adjustment children.

Norman and Daley (17) compared 83 sixth grade boys who were superior and inferior readers. The California Test of Mental Maturity and the California Achievement Test were used to determine intelligence and achievement levels. The California Test of Personality was given these superior and inferior readers with the results showing a difference in degree of adjustment rather than the kind of adjustment. There was a relatively constant difference of five to ten points between the groups on the test variables with the inferior readers being consistently lower in all areas. This result indicates the value of looking at the total adjustment as well as the individual areas of adjustment.

Bonney and Powell (5) in a study of first grade children found that sociometrically high and sociometrically low children were more alike than they were different. Sociometrically high pupils were just as likely to be characterized by certain unfavorable kinds of behavior as were the sociometrically low pupils. This supports Norman and Daley's finding of a difference in degree of adjustment rather than the kind of adjustment. According to the California Test of Personality, which Bonney and Powell used, the highly desirable children had, as a group, distinctly higher ratings than did the low ones. However, there was extensive overlapping of scores.

Bonney and Hampleman (4) in their book Personal-Social Education Techniques, 1962, indicated that the child who is not socially acceptable does not differ greatly in personality traits from the more

acceptable child. Liking or disliking others may not be due to any particular traits, but more to the impression of the total personality upon another total personality. One reason for an individual entering into an association with others is to secure the emotional support to function with greater satisfaction and ability in any given context.

Lucito (16) in a study with bright and dull sixth grade children found that there was an inverse relationship between intelligence and conformity to peers; that is, the bright children as a group were significantly less conforming to their peers than the dull children.

In Gronlund's (11) book Sociometry in the Classroom, 1959, sociometric choices were made by 244 elementary school children with IQ's ranging from 65 to 140. The results indicated that in general children choose others of higher intelligence as friends, although the slow-learning children tended to choose pupils of below average intelligence. However, the level of sociometric status achieved by a pupil seems to depend as much on the degree of intelligence possessed by the other group members as it does on his own level of intelligence. These findings support Lucito; however, Gronlund cautioned that too great a deviation from the other group members on any personal characteristic seemed to contribute to lower sociometric status on the part of the deviant. This finding is in agreement with Norman and Daley's and Bonney and Powell's findings.

Belfield (1) in a study of 479 primary children, ages nine to eleven, found that the most acceptable children tended to have good and the least acceptable children tended to have poor social adjustment scores. The difference in mean score for the total sample was highly significant. Differences in mean social adjustment scores within class

groups were all in favor of the most acceptable children; however, high and low sociometric status was related to factors other than social adjustment. Social assets, associated with most acceptable children were attractive physical appearance, good health, above average IQ, above average ability at games, and positive attitudes, particularly toward other children and school. The reverse of these assets was associated with the least acceptable children. The least acceptable children, particularly the socially 'maladjusted,' were associated with a vicious circle of negative attitudes.

In a follow-up experiment on the same children, Belfield (1) found the improvement in social adjustment of many previously maladjusted, least acceptable children occurred under normal conditions of primary and secondary school organization and was apparently spontaneous. It is thought that this result was partly due to changes in classroom environment and to differences between teachers. The spontaneous improvement in social adjustment of the previously maladjusted, least acceptable children was not at the same time associated with much improvement in their sociometric status. This study suggests that an improvement in sociometric status may follow provided improved behavior is maintained.

Kuhlen and Lee (14) found evidence that most personality characteristics studied showed substantial relationships with social acceptability. In other words, where the relationships were strong enough, there would have to be improvement in acceptability if there was improvement in personality. The most acceptable were judged more frequently to be popular, cheerful and happy, enthusiastic, and friendly, to enjoy jokes, and to initiate games and activities.

In general, it can be said that a child is more often well accepted in a group because what he is and does rather than because of what he refrains from doing. Strong, positive personality traits are more important than negative ones. Popularity is assumed to be tied up with the most basic traits of personality and character; therefore, winning friends is the consequence of good general development and preparation for all the problems of life.

In summary, personal and social adjustment of sociometrically high children is not so different from the personal and social adjustment of sociometrically low children. The amount of adjustment, rather than the kind of adjustment, appears to be the important difference. These sociometrically high children are as likely to be characterized by certain unfavorable kinds of behavior as are the sociometrically low children.

Peer Acceptance and Its Value to the Individual Child

Friendship is vital to children. His family, the child inherits, his friends he chooses. What one's family does for one and what one does for the family in return form an interdependence that must be lived with, intimately, day in and day out. But friendship calls for quite a different order of interdependence, based upon mutual consent, acceptance of a share of responsibility for its continuance, a closeness of relationship. Such closeness is developed by the giving of oneself, with generosity of spirit, to experiences that deepen and test the bonds of the association. Friendship cannot be demanded; it can only be nurtured. (13, p. 93)

Guinouard and Rychlak (12) in a study of 166 sixth, seventh, and eighth grade children examined the relationship between personality traits and sociometrically determined popularity and unpopularity. They concluded that unpopular children were less self-confident, less cheerful, less enthusiastic, less acceptant of group standards, less

conventional, and less concerned with social approval than popular children.

Frost (10) in a study of 483 fifth grade children in 18 classrooms measured social acceptance according to teachers' ratings of personal adjustment and school records. Results indicated that students who are not accepted or who are rejected tend to achieve below grade level. In general, both these studies found that those who are succeeding in their school work would also be succeeding in their school relationships with their peers.

Gronlund (11) in his book, Sociometry in the Classroom, 1959, cites a study with sixth and ninth grades, which found that pupils with low sociometric status tended to drop out of school more frequently than those with high sociometric status. Gronlund (11) in a follow-up study with other ninth graders found similar results. This study reflected many reasons why students drop out of school, but the tendency for pupils with low sociometric status to drop out more frequently indicates that sociometric status scores obtained at sixth and ninth grade levels are predictive of later adjustment in high school.

Kuhlen and Lee (14) point to the importance of personal and social adjustment in relation to peer status:

It is evident that at any age an acceptable social status is an important requisite for satisfactory personal and social adjustment. Lack of such status frequently makes for misery and unhappiness; whereas attainment of status once lacking may produce marked changes in an individual's personality and feelings of well-being. (14, p. 321)

Bonney (3) in a study of second graders who had been tested the previous year found that in both first and second grades, children who were most desired as work and play companions were characterized by strong social assets much more than they were characterized by the

absence of socially disapproved behavior. The California Test of Mental Maturity, and the California Test of Personality, teacher ratings and time-sampling observations were used to obtain data which indicated that the children most often chosen were likely to be children who participated actively in all kinds of group activities. Additional findings indicated that most often chosen children were in a good humor and appeared happy nearly all the time; they were frequently involved in verbal communication and were very often found engaged in a friendly activity with one other child. Children who were highly accepted showed evidence of greater personality balance than those of low choice status.

In general the interpersonal bonds are important and necessary for good morale of the group and to the normal personality growth of each individual. Yet within any group there are interpersonal attractions and repulsions which affect the functioning of that group as well as each individual member, (4).

In summary, peer acceptance and social status are important components of personal and social adjustment. Children lacking this acceptance and status frequently are unhappy and dissatisfied with their lives. School dropout is more often the action of those with low sociometric status than those with high sociometric status.

Sociometric Testing

Sociometry is derived from a Latin word and means the measurement of companionship. The general purpose of sociometry is to determine objectively the basic structures of human society by measuring the positive and negative social responses of each individual to every other

individual in his social world. By describing the degrees and forms of friendship longed for by each person in relation to each of his fellows, it becomes a technique for studying the structure of all interpersonal relations and a means to the greater understanding of all groups small and large. Sociometric tests are also significant indicators of a wide range of personal assets, especially those essential to making contributions to successful group functioning. Highly acceptable children, however, may have many problems which do not show up on these types of tests.

Sociometric testing has been used most extensively in school classrooms to study the acceptance of individuals by their peers and to analyze the social structure of classroom groups. The sociometric test accomplishes this by requiring each individual to select one or more individuals in that group on the basis of a stipulated criterion of choice. The standard method of obtaining choices in a sociometric test is the question-and-answer method. By simply counting the total number of choices each individual receives from the other members of the group, the investigator can obtain a rank order and each individual's relative position in that group may be readily determined.

Because of the ease of administration and construction, sociometric testing is a practical instrument which the classroom teacher can effectively use to guide him in developing a more favorable emotional climate in his room through effective grouping. In primary grades, however, there are usually several chains of one-way choices, a relatively large number of boy-girl choices, and a relatively non-complex network of choices, while mutual choices are usually rare.

Mutual choices or reciprocal choices, two children preferring one

another, are an interesting component of sociometric testing. In such a reciprocal relationship it seems probable that children discover a richness and a security in social living that is greater than in any other. In reciprocal relationships children give and take and find a richness that comes from mutual concern and acceptance. Where choices are reciprocated, the children concerned are usually at somewhat the same level of sociometric status. There is a realism about such choices; they can be observed in actual life situations. The unreciprocated choice, on the other hand, is often the expression of a child's desire for companionship that is not realized in actual life. Frequently, it is given to someone very much higher in sociometric status, someone with whom the chooser may have very little contact, (19).

Implications From Literature

Implications for this study of the literature indicate that:

1. There is a difference in personal and social adjustment in degree rather than in kind.
2. The total adjustment, degree of adjustment and the areas of adjustment of the child, is valuable knowledge to the teacher.
3. Sociometrically high pupils are as likely to be characterized by certain unfavorable kinds of behavior as are the low ones.
4. Social status is related to adjustment in school. There is a tendency for pupils with low sociometric status to drop out of school more frequently than pupils with high sociometric status.
5. Acceptable social status is an important requisite for satisfactory personal and social adjustment.
6. Children most often chosen are children who are active in all

kinds of group activities, therefore, implying positive social adjustment.

7. Reciprocal choices or relationships provide a richness and a security in social living that is greater than any other relationship.

8. The findings related to personal and social adjustment and reciprocal choices of peers with older children suggest that younger children could be studied.

CHAPTER III

PROCEDURE AND METHOD

The purpose of this study was to compare the personal and social adjustment of the young child with his peer acceptance. To achieve this purpose, first grade children were tested for personal and social adjustment and for their relative sociometric status in the classroom situation. The total sociometric scores and the reciprocal choice scores were compared with the personal and social adjustment scores. The high accepted children were compared with the low accepted children to determine differences of adjustment between the two groups.

This chapter will include a description of (1) the subjects, (2) the procedure for obtaining data, (3) the weighting of reciprocal choices, (4) the weighting of the popularity scores, (5) the test selected for the measurement of personal and social adjustment, (6) the administration of the personal and social adjustment test, (7) the development of a sociometric test, (8) and the administration of the sociometric test.

Subjects

The subjects consisted for 85 first grade children in four self-contained classrooms. There were 51 boys and 34 girls in the sample. For a further breakdown of the sample by sex and race see Table I. All subjects had attained age six by November first of the school year in which the testing was done. Data were collected in May of the school

year.

TABLE I
DISTRIBUTION BY SEX AND RACE
(N = 85)

Race	Boys	Girls	Total
White	47	29	76
Negro	01	04	05
Indian	03	01	04
Total	51	34	85

All children in the four classrooms were tested since the socio-metric test demanded total participation for more accurate results. The high and low levels used in later analysis were taken from the data obtained in the original testing of the 85 children.

Procedure for Obtaining Data

Permission to collect data was obtained from the Superintendent of a small town public school in Oklahoma. An appropriate time for testing the subjects was determined through a conference with the principal of the elementary schools. A letter was sent by the principal to the parents to obtain their permission for the children to participate in the study. (See Appendix A.) The first grade teachers of the four rooms contacted those parents who did not return permission for their child to be tested, and after further explanation by the teachers, all

parents granted permission for their child to participate.

Weighting the Reciprocal Choices

An examination of the data revealed that a single count of the number of reciprocal choices gave only a small range of possible scores (zero to six). For example, one child was chosen by six of the children he had chosen; however, a number of children were chosen by none of the children they chose. A score with greater discriminatory power was needed; therefore, the number of reciprocal choices was weighted to facilitate data analysis.

Curd's (9) method of weighting reciprocal choices was used. Her method shows the strength of the relationship between the child and the children he chooses or reflects the return he receives from his investment. Every choice which the child made was weighted according to the number of times he chose a friend and the number of times the friend chose him. For example, Child F-B-20 of Classroom B chose seven children, all of whom chose her in return, one being Child F-B-13. Child F-B-13 chose Child F-B-20 twice; whereas, Child F-B-20 only chose Child F-B-13 once. The score for Child F-B-20 for the reciprocal choice with Child F-B-13 is two returns for one choice or investment, giving a score of 2.00. For Child F-B-13, the score for this reciprocal choice with Child F-B-20 would be one return for two choices or 0.50. These reciprocal scores for each child were then totaled and divided by the number of children chosen by him. The weighted score for Child F-B-20 with seven reciprocal choices would be:

$$\left[(1/1) + (2/1) + (2/1) + (2/2) + (1/1) + (2/1) + (1/1) \right] \div 7 =$$

$$\left[1.0 + 2.0 + 2.0 + 1.0 + 1.0 + 2.0 + 1.0 \right] \div 7 = 1.43$$

The weighted score takes into consideration the total number of children chosen by Child F-B-20 and the return which that subject receives from each child.

Weighting the Popularity Scores

The weighted scores were given the term "popularity" to determine the child's value to the group and himself. Each first choice a child received was given two points and all other choices, second through fourth were given one point. For example, Child F-A-15 in Classroom A has a total number of times chosen of ten; whereas, her weighted popularity score is 15. This 15 indicated Child F-A-15 has five first choices. Child F-A-21 of the same classroom has a total of three times chosen but has only a score of three on the weighted popularity score, indicating that no first choices were received. This weighted popularity score takes into consideration the number of times the child is chosen as well as the number of first choices received.

Personal and Social Adjustment Test

The California Test of Personality, Primary, form AA, was selected as the instrument to be used to measure the personal and social adjustment of the subjects. Sims (in Buros, 7) states that as a measure of self-concept in the vaguely defined area of adjustment, the California Test of Personality is as valid as most such instruments. The test appears to be among the better ones available with ease and accuracy in administering and scoring.

The California Test of Personality is organized around the concept of life adjustment as a balance between personal and social

adjustment. Personal adjustment is assumed to be based on feelings of personal security as evidenced by these six components: self-reliance, sense of personal worth, sense of personal freedom, feeling of belonging, withdrawing tendencies, and nervous symptoms. Social adjustment is assumed to be based on feelings of social security as seen in its six components: social standards, social skills, anti-social tendencies, family relations, school relations, and community relations. Under each of these 12 components are eight questions which are to be answered either 'yes' or 'no'; therefore, simplifying the administration of the test, especially with younger children. Validity is increased by requiring a choice among only these two alternative responses, (24).

The norms provided for the California Test of Personality, Primary Level, were derived from test data secured from 4,500 pupils in kindergarten to grade three inclusive in schools in South Carolina, Ohio, Colorado, and California. The statistical reliability of instruments of this kind sometimes appears to be lower than that of good tests of ability or achievement since the child is an ever-growing, changing organism whose attitudes and feelings are not a static element giving constant results.

Administration of the Personality Test

The California Test of Personality was administered according to the directions in the test manual, with the investigator and an assistant giving all the subjects the test individually. These directions are as follows:

Young children (especially those in kindergarten and first grade) who do not have a sufficient reading ability to follow the printed questions, should have the questions read aloud to them individually and the responses of the pupil should be recorded by the examiner.

(24, p.21)

The manual suggested that rest periods are desirable, and due to the length of time the testing required, each child was given an opportunity to rest. While resting, he was able to move around or talk to the investigator.

The principal was notified as to the preferred dates of testing, and his permission was obtained. The four classroom teachers of the first grades then met with the investigator and chose a day they preferred for the testing of their classrooms. The investigator and assistant took one child at a time to a room other than the child's homeroom for the testing. This helped to provide privacy and a relaxed atmosphere. The procedure of testing was then explained to each of the subjects.

Development of the Sociometric Test

Lindzey and Borgatta (15) in a discussion of sociometric literature have outlined clearly the requirements of a sociometric test:

1. The limits of the group should be indicated to the subjects. The sociometric test places no restrictions on persons within the group. The subjects should clearly understand the nature of the group.

2. Subjects should be permitted an unlimited number of choices and rejections. Encourage subjects to choose as many or as few as they wish.

3. Subjects should be asked to indicate individuals they choose or reject in terms of specific criteria. This activity should be meaningful to the subjects.

4. The results of the sociometric questions should be used to restructure the group. The subjects would be told that their choices and rejections will play a decisive role in determining with whom they will associate in this activity.

5. The subjects should be permitted to make their choices privately, without the other members of the group being able to identify the response.

6. The questions should be gauged to the level of understanding of members of the group. (15, p.407)

These requirements were met in the present study with the exception of two. The unlimited choices or rejections requirement was modified to the extent that only four choices were used on each criteria. The subjects were allowed to make all the choices they desired but were encouraged to make more if they stopped before naming four. Only two children named three choices. Only positive responses were used in the sociometric test; therefore, the occasional unknown child would not affect the results unduly. All children were included in the study regardless of the amount of time they had been a member of the class.

The second requirement that was modified for the study was following the responses with a course of action. The question measure had the built-in 'pretend' feature which eliminated the need for any follow-up or action. In the gift measure there was a follow-up. The pictures were given to the subjects but only after the entire group had been tested.

Curd (9) in a study with kindergarten children found that two methods, questions and gifts, were measuring different aspects of sociometric status, and thus both methods were necessary if a complete sociometric picture was obtained. She found no significant difference between the scores for gifts and scores for questions. Reliability was supported by a high correlation between the ranks of the subjects on the question measure and their ranks on the gift measure.

The investigator, therefore, selected one question and one gift measure for the sociometric test to be administered to the subjects. In the question measure, the subjects were told that the investigator wanted them to 'make-believe or pretend.' The subjects were asked if they knew what the phrase meant and if not, it was explained by the

investigator. The investigator suggested that the children 'pretend' that their mother said they could go to the park and play. The subjects supplied the park they liked and play equipment was discussed. After this the investigator made an addition to the 'pretend' situation, suggesting that the subjects could choose four of their classmates to accompany them to the park. Choices were made by the subjects and recorded by the investigator.

In the gift measure, the subjects were presented two pictures, approximately two inches by three inches. These pictures were made from purchased stickers glued on colored pieces of paper. These pictures were selected on the basis of appeal to both sexes.

Administration of the Sociometric Test

The sociometric test was administered to each subject individually. The investigator and subject went to a room other than the homeroom to insure privacy for the administration of the test which was given in the same sitting as the California Test of Personality.

The subject was told that the investigator had a game she would like for him to play. The phrase 'pretend or make-believe' was discussed and/or explained to the subject. A discussion followed concerning a park and its facilities. After this the subject was asked to name four of his classmates he would like to take to the park. The responses were recorded in order of choice.

The second part of the test, the giving of gifts, was presented to the subject and he chose one of two pictures. The subject kept one of the pictures he had chosen and gave four identical pictures to classmates of his choice. Upon completion of this choice making and

recording of responses, all pictures were given to the individuals of a class at the same time. This time lapse afforded opportunity for the investigator to add pictures for some children. This addition of pictures was decided upon to insure privacy of choice and to save the isolated or neglected child from unhappiness.

CHAPTER IV

ANALYSIS OF DATA

The purpose of this study was to determine if children who score high on personal and social adjustment have more reciprocal choices on a sociometric device than children who score low on personal and social adjustment. Scores for individual children are presented in Table V, Appendix B.

To achieve the foregoing purpose, the data were analyzed as follows:

1. The reliability of the children's responses on the sociometric test was determined by a test-retest comparison of scores. (Spearman rank order correlation)

2. The four classrooms were compared to determine whether the distribution of scores was similar for each room. (Kruskal-Wallis one-way analysis of variance)

3. Sex differences in scores were analyzed. (Mann-Whitney U Test)

4. The relationship of reciprocal choice scores to scores for personal and social adjustment was analyzed. (Chi-square analysis)

5. Children who scored high and low on reciprocal choice scores were compared for differences in personal and social adjustment. (Mann-Whitney U Test)

6. Children who scored high and low in personal and social adjustment were compared for differences in reciprocal choice scores. (Mann-Whitney U Test)

Reliability of the Sociometric Test

The reliability of the sociometric test was measured by the initial test scores for 20 children in Classroom D with the scores obtained on a second test administered ten days later. Weighted reciprocal choice scores and scores indicating the total number of times each child was chosen were used in this analysis. For both sets of scores, the Spearman rank order correlation coefficient was statistically significant. (For the total number of times chosen, $\rho = +0.791$, $p < .01$. For weighted reciprocal choice scores, $\rho = +0.679$, $p < .01$.)

The sociometric test was accepted as reliable.

Comparison of the Four Classrooms

Kruskal-Wallis one-way analysis of variance indicated that the distribution of the following scores were similar for the four classrooms: weighted popularity scores, number of reciprocal choices, and weighted reciprocal choice scores. The classrooms differed in the distribution of total personal and social adjustment scores. (See Table II.)

Sex Differences

Mann-Whitney U Test analyses indicated that there were no sex differences in total personal and social adjustment scores, popularity scores, number of reciprocal choices, and weighted reciprocal choice scores. (See Table III.)

TABLE II
VALUES OF H* IN A COMPARISON OF
THE FOUR CLASSROOMS

(N = 85)

	H	p
Total Adjustment Scores	10.560	<.02
Weighted Popularity Scores	0.073	n.s.
Number of Reciprocal Choices	6.524	n.s.
Weighted Reciprocal Choice Scores	5.263	n.s.

* Kruskal-Wallis one-way analysis of variance.

TABLE III
VALUES OF U* IN A COMPARISON OF
SEX DIFFERENCES

(N = 85)

	U	p
Total Adjustment Scores	709.5	n.s.
Weighted Popularity Scores	784.0	n.s.
Number of Reciprocal Choices	776.5	n.s.
Weighted Reciprocal Choice Scores	729.0	n.s.

* Mann-Whitney U Test.

The Relationship of Personal and Social Adjustment
Scores to Reciprocal Choice Scores

A Chi-square analysis indicated that there was no relationship between total personal and social adjustment scores and weighted reciprocal choice scores. ($X^2 = 5.174$, n.s.) For this analysis, the investigator arbitrarily divided the subjects into three groups on the basis of total personal and social adjustment scores (High = 70-80, Medium = 62-69, and Low = 00-61), and on the basis of weighted reciprocal choice scores (High = 0.61-1.43, Medium = 0.26-0.60, and Low = 0.00-0.24). (See Table IV.)

TABLE IV

CHI-SQUARE ANALYSIS OF PERSONAL AND SOCIAL
ADJUSTMENT SCORES AND WEIGHTED
RECIPROCAL CHOICE SCORES

(N = 85)

Adjustment Scores	Reciprocal Choice Scores		
	Low	Medium	High
High	07	08	11
Medium	10	11	11
Low	11	12	04

$X^2 = 5.174$, n.s.

The Mann-Whitney U Test was used in further analysis of these data. There was no significant difference in the total adjustment scores of the 16 children who scored highest and the 16 who scored lowest on the weighted reciprocal choice scores; ($U = 81$, n.s.) also,

there was no significant difference in the weighted reciprocal choice scores of the 15 children who scored highest and the 14 who scored lowest on total personal and social adjustment scores; ($U = 81$, n.s.).

Summary

The results of the statistical analyses were as follows:

1. The reliability of the sociometric test was demonstrated by a test-retest comparison of the scores for the children in one classroom.
2. The four classrooms were comparable in total weighted popularity scores, total number of reciprocal choices, and total weighted reciprocal choice scores. The classrooms were significantly different in total personal and social adjustment scores.
3. There were no significant differences between the scores of the boys and of the girls in the four areas analyzed.
4. There was no evidence of a relationship between total personal and social adjustment scores and reciprocal choice scores.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

The purpose of this study was to determine whether children who score high on personal and social adjustment have more reciprocal choices on a sociometric device than children who score low on personal and social adjustment.

The subjects for this investigation were 85 first grade children enrolled in a public elementary school in Oklahoma. The California Test of Personality, Primary, form AA, was administered as a measure of personal and social adjustment. Children were administered a sociometric test which included one question and one opportunity to give a gift to other children in their classroom.

Findings

The findings of this investigation were as follows:

1. The reliability of the sociometric test was demonstrated by a test-retest comparison of the scores for the children in one classroom.
2. The four classrooms were comparable in total weighted popularity scores, total number of reciprocal choices, and total weighted reciprocal choice scores. They were significantly different in total personal and social adjustment scores.
3. There were no significant differences between the scores of the boys and of the girls in the four areas analyzed.

4. There was no evidence of a relationship between total personal and social adjustment scores and reciprocal choice scores.

Recommendations

The findings of the study indicate no relationship between reciprocal choices and personal and social adjustment. Recommendations for further study are as follows:

1. An investigation should be conducted to compare reciprocal choice scores with personal and social adjustment using other criteria as an index of adjustment. A method which does not rely solely on the verbal question-and-answer technique is needed for determining the personal and social adjustment of young children.

2. An investigation should be conducted to compare personal and social adjustment with reciprocal choice scores using a sample with wider variations as to race, equal sex distribution, and social class. A sample selected from different areas and schools is recommended.

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APPENDIX A

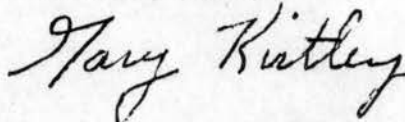
Dear Parents,

Mrs. Barbara Ferguson and Miss Judy Kays, graduate students from the Department of Family Relations and Child Development at Oklahoma State University, are conducting a study on normal children in the first grade to gather information that will help other teachers working with this age child. Their specific research will be to develop an instrument to determine characteristics of the normal first grader that will assist his teacher in understanding him more fully. The results obtained will also enable the teachers to develop an instructional program better suited for each individual child.

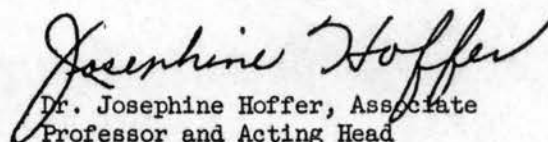
All material obtained in this study will be strictly confidential. No names will be used since the purpose of the study will be to identify characteristics of the children as a group. Perry schools were selected for this study because of the normality of the children as a group. This experience should prove interesting to your child and in no way could harm him. Mrs. Ferguson or Miss Kays, both certified teachers with teaching experience, will administer the questionnaire to the children at school during school hours.

If you are willing for your child to participate in this study, please mark YES on the attached form and sign your name and the child's name. If you do not wish to participate, mark NO and sign both your name and your child's and return the slip to the teacher tomorrow.

Sincerely yours,



Mr. Gary Kirtley, Principal



Dr. Josephine Hoffer, Associate
Professor and Acting Head
Department of Family Relations
and Child Development

APPENDIX B

TABLE V

RAW SCORES OBTAINED BY INDIVIDUAL CHILDREN ON A SOCIOMETRIC TEST
AND ON THE CALIFORNIA TEST OF PERSONALITY (N = 85)

Sex, Classroom, and Code Number	Number of Times Chosen	Sociometric Test Weighted Scores		California Test of Personality Adjustment Scores		
		Popularity	Reciprocal Choice	Personal	Social	Total
M-A-1	8	11	0.80	35	38	73
M-A-2	17	22	1.40	42	46	88
M-A-3	17	22	0.60	26	33	59
M-A-4	8	8	0.00	33	36	69
M-A-5	7	7	0.60	27	37	64
M-A-6	7	10	0.25	34	44	78
M-A-7	6	7	0.33	32	42	74
M-A-8	3	3	0.13	38	44	82
M-A-9	3	3	0.07	41	43	84
M-A-10	8	9	0.50	20	24	44
M-A-11	11	16	0.60	24	29	53
M-A-12	4	4	0.25	39	37	76
M-A-13	5	6	0.50	27	39	66
F-A-14	6	7	0.30	35	42	77
F-A-15	10	15	0.58	30	39	69
F-A-16	6	6	0.50	30	47	77
F-A-17	11	13	0.50	29	39	68
F-A-18	9	12	0.63	34	43	77
F-A-19	3	3	0.29	31	34	65
F-A-20	15	22	1.17	28	35	63
F-A-21	3	3	0.14	32	34	66
F-A-22	9	11	0.75	32	27	59
M-B-1	8	9	0.70	31	28	59
M-B-2	3	3	0.13	22	29	51
M-B-3	15	20	1.10	43	45	88

TABLE V (Continued)

Sex, Classroom, and Code Number	Number of Times Chosen	Sociometric Test Weighted Scores		California Test of Personality Adjustment Scores		
		Popularity	Reciprocal Choice	Personal	Social	Total
M-B-4	3	3	0.38	30	37	67
M-B-5	8	8	0.50	28	37	65
M-B-6	15	21	1.00	32	34	66
M-B-7	8	9	0.63	25	30	55
M-B-8	9	10	0.60	19	25	44
M-B-9	8	9	1.00	30	38	68
M-B-10	9	11	0.42	23	28	51
M-B-11	9	13	0.80	33	38	71
F-B-12	5	6	0.83	32	35	67
F-B-13	3	3	0.30	23	35	58
F-B-14	10	12	0.63	26	36	62
F-B-15	8	10	0.38	34	42	76
F-B-16	1	1	0.14	24	36	60
F-B-17	1	1	0.10	27	35	62
F-B-18	13	21	0.75	32	40	72
F-B-19	11	13	0.33	34	41	75
F-B-20	12	16	1.43	27	39	66
M-C-1	7	7	0.60	35	41	78
M-C-2	10	16	0.33	36	38	74
M-C-3	19	20	0.88	32	36	68
M-C-4	1	1	0.00	31	25	56
M-C-5	1	1	0.00	24	25	49
M-C-6	10	14	0.88	33	35	68
M-C-7	18	26	0.50	28	33	61
M-C-8	12	15	0.58	34	33	67
M-C-9	8	9	0.25	30	29	59
M-C-10	1	1	0.14	24	38	62
M-C-11	12	13	0.80	30	41	71
M-C-12	4	4	0.10	25	41	66
M-C-13	4	4	0.33	24	33	57

TABLE V (Continued)

Sex, Classroom, and Code Number	Number of Times Chosen	Sociometric Test		California Test of Personality		
		Weighted Scores		Adjustment Scores		
		Popularity	Reciprocal Choice	Personal	Social	Total
M-C-14	7	8	0.17	30	36	66
M-C-15	4	5	0.14	31	36	67
F-C-16	4	4	0.00	22	28	50
F-C-17	8	8	0.38	20	30	50
F-C-18	16	24	0.75	34	35	69
F-C-19	9	12	0.66	29	37	66
F-C-20	6	8	0.00	29	33	62
F-C-21	1	2	0.00	25	36	61
F-C-22	9	14	0.25	22	35	57
F-C-23	12	14	0.63	27	33	60
M-D-1	9	10	0.50	35	40	75
M-D-2	2	4	0.25	24	37	61
M-D-3	3	4	0.17	28	30	58
M-D-4	1	2	0.00	31	39	70
M-D-5	5	7	0.60	26	39	65
M-D-6	11	12	0.58	27	31	58
M-D-7	10	14	0.20	15	21	36
M-D-8	5	5	0.00	33	35	68
M-D-9	3	3	0.00	37	32	69
M-D-10	8	8	0.43	28	31	59
M-D-11	9	14	0.75	29	37	66
M-D-12	11	13	0.42	33	34	67
F-D-13	10	11	0.50	35	38	73
F-D-14	5	6	0.00	38	45	83
F-D-15	16	21	1.00	40	44	84
F-D-16	1	1	0.13	39	43	82
F-D-17	14	16	0.88	34	37	71
F-D-18	14	21	1.00	32	45	77
F-D-19	8	8	0.38	31	37	68
F-D-20	14	19	1.20	33	40	73

VITA

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Master of Science

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