

PERSONAL AND SOCIAL ADJUSTMENT OF KINDERGARTEN
CHILDREN AS RELATED TO READINESS FOR
FORMAL LEARNING

By

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1952

Submitted to the Faculty of the Graduate School of
the Oklahoma State University
in partial fulfillment of the requirements
for the degree of
MASTER OF SCIENCE
August, 1965

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ACKNOWLEDGMENTS

The writer wishes to express sincere appreciation to those people who made this study possible. To Dr. Josephine Hoffer the warmest and deepest appreciation is extended. Without her faith and encouragement the study would not have been as meaningful to the writer.

To Dr. Stanley Fowler for additional encouragement throughout my graduate study as well as for his critical reading of the manuscript, I express my appreciation.

Appreciation is also given to the Research Committee in Oklahoma City, Dr. Larry Hayes and Dr. Gene Pingleton, who gave their support and made the necessary arrangements for collecting the data at the James Monroe Elementary School; to Miss Frances Thomas, principal of James Monroe School; and Mrs. Byrum, the kindergarten teacher.

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CHAPTER I

THE PROBLEM AND ITS IMPORTANCE

Early identification of personal and social maladjustment and its relation to readiness for formal learning is the problem of concern in this investigation. Specifically, the purpose is to determine if there are differences in personal and social adjustment between children who exhibit a "high readiness" for formal learning and those who exhibit a "low readiness" for formal learning. As reading is fundamental to formal learning, readiness for reading may depend upon the personal and social adjustment of the child. Discovery of a child's low personal and social adjustment at an early age is important and may prevent failure later in school. If there is a significant relation between personal and social adjustment and "low readiness" for formal learning, then guidance for growth of the learner could be programmed. Horwich (18) suggests that children must have a quantity and a quality of experiences before they are ready for formal instructions in learning to read. If the opportunity for quality experiences has not been provided and deprivation has caused maladjustment, the need for early identification is imperative.

The need for some criterion by which readiness for formal learning may be identified has long been a problem of kindergarten and first grade teachers as well as administrators. Findings from the Gesell Institute of Child Development indicate that most school problems of

the young are related to overplacement. Gesell researchers confirmed the clinical findings that if children enter school on the basis of birth date or IQ alone more than half will be overplaced not only at the start of school but also in succeeding years. "Overplacement is perhaps the greatest single cause for children's hating school, failing, dropping out, and eventually becoming delinquent." (Pollack, p. 10).

Skinner (39) studied first grade children to determine personal and social adjustment in relation to "promotion" and "non-promotion." She stated that children who were possibilities for "non-promotion," and who were not promoted were significantly less well adjusted personally and socially than were their controls. First grade does not seem to be early enough identification, and this investigation focuses on an earlier identification of personal and social adjustment of the young child.

The early identification of personal and social adjustment upon readiness for formal learning may be a step toward determining placement of children without psychologically disturbing them. Appropriate placement of children may be the key to educational continuity.

The question which underlies this pilot study is: Do children who score low on personal and social adjustment score low on readiness for formal learning?

Need for the Study

The need for early identification of personal and social adjustment as related to readiness for formal learning in young children is important for two reasons. (1) Should there be a significant relationship between

readiness for formal learning and personal and social adjustment, then success in learning is dependent on adequate adjustment. (2) The early identification of inadequacies in personal and social adjustment is imperative for many authorities agree that "inadequate adjustment" at an early stage fosters poor adjustment in later life.

Wheeler (52) states: "... The first step in building reading success among children is establishing a sense of security and emotional stability." (p. 567).

Van Zandt (51) states:

As several studies have shown, there seems to be a close relationship between personality adjustment and effective reading. In this study the better readers seemed to have healthier personalities and show better adjustment than the poor readers, as reported both by the parents through the interviews and as observed by the teacher in the school. (p. 141).

The early identification of "psychological dropouts" may prevent future social and personal inadequacies within the child, discontinuance of education, and unnecessary expense.

Neisser (31) asserts:

Many school counselors correlate school failure and being held back as the main cause for a pupil's dropping out of school. In addition to, and often identifying the causes described, there are usually emotional difficulties needing treatment." (p. 17).

The correlation of personal and social adjustment with readiness for formal learning is maintained by Young and Gaier (53):

After one examines both the scientific and popular literature, he must conclude that there is general agreement that social and emotional maturity are as necessary as intellectual maturity in the problem of reading ability. (p. 271).

Wheeler (52) states:

The general trend of research varies a great deal in degree but all indications suggest relationship between poor reading and emotional problems. . . . Our clinical experience indicates that the emotions may be both causal and resultant factors in reading retardation. (p. 567).

The earlier the identification of personal and social adjustment problems, if they are to be corrected, the more likely the child may find success in meeting life's challenges and expectations without unhealthy stress. Seemingly, the early identification is the main hope of avoiding later maladjustment.

Prescott (38) asserts:

It is necessary that nursery school and kindergarten teachers have a full knowledge of the quality of the interpersonal relationships which exists in the home of each of their pupils because this information is necessary to a real understanding of the behavior of each child and his needs. In turn, this understanding is prerequisite to the making of wise decisions when interacting with the child and guiding his actions. (p. 23).

Spock (41) suggests the desirability of early identification of personal and social inadequacies, preferably in the one and two year olds. He points to the need for experimentation with a guidance nursery play group in which personal and social inadequacies may be determined and prevention of future maladjustment considered. "The influences are manifested by the age of two years in tense, anxious, dependent, self-centered children and lay the ground work for the formation of specific neurosis and character disorder." (p. 813).

Martin (28) suggests:

If the profession is convinced that the early years are critical in personality development . . . that individual personality development should be the focus of our attention . . . given such a happy childhood . . . an individual will later have such a profound sense of security and trust that he will be able and willing to venture, to dare, and to risk even at the expense of pain or unhappiness. (pp. 95-96).

It is the intention of this pilot study to throw some light on the previously little explored area of identifying the personal and social inadequacies in the young child. The investigator hopes that the identification of these inadequacies in the early stages of child

development will lead to an early adjustment resulting from relatively simple corrective measures which in turn could provide a comfortable, better adjusted life.

Purpose of the Study

The purpose of this study is to determine the relationship between the personal and social adjustment of kindergarten children categorized as high in readiness for formal learning and those categorized as low in readiness for formal learning.

Hypothesis

The hypothesis to be tested in this study is: There is no significant difference between the personal and social adjustment of kindergarten children who may be high in readiness or low in readiness for formal learning.

Scope of the Study

This study is concerned with the identification of personal and social adjustment of second semester kindergarten children. The investigator recognizes the desirability of earlier identification of personal and social maladjustment, preferably as early as nursery school; however at this particular time it was impossible to gather data on children just entering kindergarten.

The twenty-eight subjects of this particular study were in the second semester of kindergarten. The enrollment at this school was comprised mainly of upper-middle socio-economic families.

Studies done by Maggart (26), Stephey (42), and Nicholson (32) indicate that factors other than chronological age, sex, or intelligence test scores are valuable for determining readiness.

Definitions

Overplacement: the level above which a child is capable of performing comfortably.

Formal learning: learning which is structured and constitutes visual and auditory presentation of materials.

"High readiness": high readiness in this study means the teacher is reasonably certain that the child is capable of successfully completing the work and demands of beginning first grade.

"Low readiness": low readiness in this study means the teacher is reasonably certain that the child is incapable of successfully completing the work and demands of beginning first grade.

Personal adjustment: according to the California Test of Personality (appendix, p. 40) consists of components of self-reliance, sense of personal worth, sense of personal freedom, feeling of belonging, withdrawing tendencies, and nervous symptoms.

Social adjustment: according to the California Test of Personality (appendix, p. 40) consists of components of social standards, social skills, anti-social tendencies, family relations, school relations, occupation relations and community relations.

Behavior age: according to the Gesell Behavior test, behavior age is based on the meshing of "three factors - first, the child at a certain age or level of growth; second, the child as a unique individual; and lastly, the child living in a certain environment. . . ." (21, p. 6).

CHAPTER II

LITERATURE RELATED TO THE PROBLEM

For the purpose of this study the review of literature was concerned with: (1) evidence of personal and social problems in the early years, (2) teacher's ability in identifying children's "low readiness" for formal learning, and (3) factors contributing to children's inadequacies in personal and social growth as related to readiness for formal learning.

Evidence of Personal and Social Problems

in the Early Years

More than ever before educators, psychologists, and those in the medical profession are concerned with the beginning years of life and the effect these years have on later personality development. In a recent review, Deutsch (11) points to the transitional, and especially to the pretransitional, years during which the child is most malleable. Bloom's (4) analysis of more than 1,000 children in a longitudinal study revealed that most of their persistent and characteristic life patterns of behavior are rather firmly fixed by the age of seven or eight - a very significant proportion, by the age of five or six. Bloom further states:

. . . for these characteristics the early development is, at least quantitatively, in accord with the psychoanalytic literature which suggests that major development of personality takes place in the

early years. By an average age of about 2, it seems evident that at least one-third of the variance at adolescence on intellectual interest, dependency, and aggression is predictable. . . . By about age 5, as much as one-half of the variance at adolescence is predictable for these characteristics. . . . there is evidence that the results of longitudinal data are in essential harmony with the theoretical literature on personality development in the early years. (p. 177).

Much emphasis is being placed on understanding human behavior today. The need for adequate personal and social adjustment is international in scope. Early identification of inadequacies in human behavior may prevent future personal and social maladjustments.

Coblener (9) states:

Evidence gathered in direct child observation strongly suggests that mental disease is fostered either by an absence or by a disturbance of the first or primary interpersonal relations. All subsequent disturbances of interpersonal relations are therefore only a consequence of the primal damage done in early childhood. (p. 165).

Cohan (10) refers to the importance of the early years by stating:

"Attitudes developed during these formative years can be the guidepost of all future behavior." (p. 517).

Almy (3) refers to the significance of the early years when writing about older children:

From research with older children source of difficulty often lies in their anxiety, their lack of warm ties of affection with adults and their inability to play. . . . all of these must have been apparent in the nursery school years. (p. 139).

Oppenheimer (33) studied 60 children with emotional problems and found that on the whole the onset of the problem was recognized in the preschool years. Many situations were uncovered where early recognition and help may have averted serious problems. Oppenheimer (33) further states that:

It appears clear that if problems of adjustment of children in school are to be planned for constructively, provision must be made for recognizing emotional disturbance and their background of tensions in the parent-child relationship in the preschool period and for

dealing with them constructively. (p. 1547).

Smart (40) studied the relationship between emotional conditions and physical fitness and found that preschool children who were well adjusted personally and socially tended to score high in physical fitness. "Emotionally stable children tend to use exercise more constructively than emotionally unstable children." (p. 201).

Blum (5) supports Smart's point of view when he states:

Most authorities and practitioners in mental health agree on one proposition. Early identification and evaluation of symptoms of emotional disturbances are highly desirable if a program of therapy is to be effective. (p. 242).

Teacher's Ability in Identifying Children's

"Low Readiness" for Formal Learning

Teacher's Ability to Identify Personal and Social Problems.

Teachers of preschool children are in the position for early identification and guidance of personal and social adjustment. The responsibility of early identification falls to the teachers involved in the interpersonal relationship.

Blum (5) states that:

Preschool teachers have the first opportunity for a systematic observation of children over relatively long periods of time. . . . Teachers possess a greater ability to identify emotionally handicapped children than they have been given credit. (p. 245).

Almy (3) places the responsibility of identification and guidance of personal and social development upon the nursery school teacher. She stressed the need for insight of the teacher as to the way the child feels and the ways he sees and thinks. She suggested asking two questions to gain this insight and determine the need of guidance toward adequate adjustment. "How is this child classifying the events

that he observes or is participating in? [sic] What properties has he noticed?

Almy (3) feels that:

From this observation and insight the teacher will be able to keep a balanced view on the child: see him not only as he is: recognize his potentialities; understand his present ways of seeing and thinking: lead him toward more mature thinking; provide him with experiences to think about; guide him to a new discovery; listen to what he says and does as he gives evidence that he comprehends; and open up new areas and new possibilities. (p. 137).

In an effort to determine the need of training kindergarten teachers to identify the children with emotional difficulties, Blum (5) found that of the 47 children identified from four groups of kindergartens both the teacher and psychologist identified the same children as being emotionally handicapped. The same study showed that teachers were found to possess a greater ability to identify emotionally handicapped children than they have been given credit.

Brody (7) suggests that if the nursery school teacher neglects to observe these inadequacies she may be responsible for the lack of learning that would mature the child, give him personal dignity and a capacity for social effectiveness. She states: "The nursery school teacher has a unique opportunity to insure this learning is not arrested during preschool experiences." (p. 60).

Emerson (12) recognizes the importance of early identification of difficulties within the personal and social adjustment of preschool children. He places responsibility upon the nursery school teacher:

The modern nursery school teacher needs an adequate understanding of the biological and psychological development and an awareness both of the current values and expectations of the culture within which she lives and some of the experiments and solutions experienced by other cultures. (p. 103).

Ilg and Ames (21) found that:

The kindergarten teacher was the most perceptive or at least she seemed to see the child most clearly in his current stage of development. But as soon as a teacher becomes more involved in and responsible for the child's learning, as happens with older children the clarity of her judgement becomes mixed up with excuses for poor behavior and anticipation of better behavior. (pp. 26-27).

Goodlad (14) stresses the importance of teachers being able to identify personal and social adjustment of children when he states:

Teachers can become effective diagnosticians . . . they are the closest to the data . . . It is our responsibility to diagnose youngsters, . . . and remodify the environment, . . . until we can begin to see them reacting positively . . ." (p. 11).

The review of literature indicates that teachers are in the best position to identify personal and social inadequacies in the children they teach.

Effect of the Teacher Upon Personal and Social Growth. As well as being diagnosticians, teachers of preschool children must act as guides toward adequate personal and social adjustment. Thompson (48) found that children who had had the opportunity to be under a nursery school teacher who manifested a large amount of warm friendly feeling made more progress in various aspects of personal and social behavior than did a similar group of nursery school pupils whose teachers were considerate but somewhat detached and who gave help only when it was specifically requested.

Alpert (2) studied a group of preschool children who had the opportunity for therapy and education and found from his observation that on a nursery school level, therapy and education have much in common.

Jackson (22) states that "Most of personality can be explained

as the accumulation and integration of identifications." Since most theories of personality emphasize the accumulative effect of interpersonal relations, the effect of the teacher upon the growth personally and socially at this age must be recognized. Jackson further states that:

One person models himself after another. The model is necessarily partial and may be centered on behavior, on values, or on moods. More comprehensive in scope and more enduring than the modeler intended. (p. 67).

The effect of the teacher upon personal and social growth is further expressed by Hughes (19) "The teachers behavior is a potent contribution to the final results." (p. 33).

Factors Contributing to Children's Inadequacies in

Personal and Social Growth as Related to

Formal Learning

Parents' Influence on Readiness for Learning. Educational values held by the parents and the certainty with which the young child identifies with his parents may be more consistently related to readiness for formal learning than realized. If the parent holds education high in value then the child likewise will hold education high in value.

Peck and Havighurst (36) state that:

Character appears to be predominantly shaped by the intricate emotionally powerful relationship between child and parents within the family. Each child learns to feel and act psychologically and morally as just the kind of person his father and mother have been in their relationship with him. (p. 175).

Gunderson (15) states in a recent review of research that:

Evidence is available which indicates that success or failure in reading has its roots in the preschool years. Parents not only can foster favorable attitudes toward reading, but also can instill a

desire to learn to read, help develop the child's speaking vocabulary, encourage his speaking in sentences, answer his questions and promote his growth in visual and auditory discrimination. (p. 26).

Tether (47) explored the possible relationship between parental attitudes pertaining to the demands and restrictions placed on children and conscientious effort as shown in the behavior of children. The analysis showed certain significant relationships and certain tendencies upon (1) independence, the need to do a task without help from another and upon a high level of aspiration; (2) the need to choose a difficult goal rather than an easy goal when given the choice. Both of these factors are imperative in readiness.

Oppenheimer (33) studied 60 children in relation to emotional problems and found poor family structure and unstable relationships as contributing factors. Many of these children's emotional problems centered around the relationship with parents and other significant individuals.

Lydia Strong, (45) a freelance writer for the New York Times, in an article entitled "When Children Don't Achieve" quotes Dr. Silverman, Director of the Bureau of Child Guidance of the New York City Board of Education:

Underachieving children were those who get little intellectual stimulation from their parents or their surroundings. . . . Often these failures stem from emotional disturbance or from a distorted relationship with parents. (p. 156)

Miller (29) writes the following concerning the influence of the parent-child relationship:

. . . . if children are less well-adjusted at school the parents may also be low in personal and social adjustment. These children should be accepted with the recognition that the parents' adjustment may be a contributing factor to the child's adjustment. (p. 30).

In reference to the educational values of the parents toward readiness for formal learning Kagan (23) states: "The parent who is himself actively involved in intellectual pursuits will therefore foster a more intense adaption of such responses in his child." (p. 910).

The importance of the parent's attitude and interest toward learning is further stressed by Gunderson (15):

The contribution of the home to the child's readiness for reading is a vital factor, the importance of which should not be minimized. . . . If parent awareness of the value of reading aloud to children can be achieved, perhaps the majority of entering first-grade pupils will regard learning to read as a pleasurable and exciting experience. (p. 26).

Talbot (46) asserts:

Generally the causes for a child's lack of adjustment were presented more clearly in terms of the child's emotional deprivations as a result of intrafamilial conflicts or impoverishments in the home and also in terms of native intelligence and abilities, than in terms of cultural influences. (p. 28).

Prescott (38) points to the deprivation of love and its relationship upon readiness for learning. He emphasizes the effect of love in this manner:

When one feels loved and loves in return, it is easy to learn that which is expected; it is easy to believe that which one's objects of love believe; and it is easy to aspire in the directions encouraged by one's objects of identification. The unloved child feels so much insecurity that he scarcely dares to try his wings in learning. Or he is so full of hostility that he tends to reject what he is told and to refuse to meet the expectancies that face him as a way of demonstrating his power to himself. (p. 22).

Similar emphasis is expressed by Van Zandt (51): "Parents should be made aware of the importance of the home for early training and influence upon the educational background of children." (p. 139).

There is a general agreement among educators that educational values held by parents are a significant factor in determining a child's readiness for formal learning.

Experience as A Factor Toward Reading Readiness. The importance of experience is expressed by Deutsch (11):

One does not sit by and wait for children to 'unfold' either on the intellectual or behavior levels, rather, it is asserted that growth requires guidance of stimulation, and that this is particularly valid with regard to the child who does not receive the functional prerequisite for school learning in the home. (p. 260).

Brenner (6) states: . . . "the basis assertion is that growth, development and learning takes place through constant interaction between an individual and his environment." (p. 27).

Tyler (50) reinforces the need for experiences when he writes: "We must provide the necessary background knowledge rather than wait for time alone to produce readiness." (p. 279).

A similar attitude toward the importance of experience is further expressed by Brenner (6):

The more a child is able to perceive, to incorporate experience into developing behavior and to analyze and synthesize into increased degrees of differentiation and specification, the more he is ready for school. (p. 27).

Heffernan (16) stressed the importance of experience when she stated that society has:

. . . . the responsibility of providing nursery schools where children whose parents are culturally, emotionally or socio-economically disadvantaged may be provided an environment in which they may have relatively undisturbed opportunity to achieve the developmental tasks essential to normal maturation. (p. 239).

Maney (27) also refers to the importance of experiences in relation to readiness for learning.

By the time most children reach kindergarten, they have learned many of the skills necessary to cope with the kindergarten curriculum. Those that haven't fall immediately behind. And they are likely to stay behind until they drop out of school! (p. 66).

Horwich (18) asserts:

If the skill to be learned is reading, the first consideration should

be whether the child has had a sufficient amount and variety of experience to make reading meaningful. (p. 15).

Deprivation of experiences and its relationship to readiness for formal learning is recognized by Hunt (20) ". . .any laws concerning the rate of intellectual growth must take into account the series of environmental encounters which constitutes the condition of that growth." (p. 212).

Pearon (35) states a child's problems of learning results from (1) unpleasant conditioning experiences, (2) a child's current relationship, and (3) feelings of fear . . . of guilt or conflicts over his sexual desires.

Larson (24) wrote that: "Giving attention to disadvantaged children at an early age should give maximum opportunities for change. (p. 130).

Recognizing deprivation of experiences and its relation to readiness Maney (27) further states: "It's an attempt to give these little children the experiences and the background more fortunate children their age get at home." (p. 68).

With regard to experiences and reading readiness, Allen (1) and others maintain that: "Since reading is primarily a language skill any experiences that develop a child's ability to understand and to use language would prepare him for learning to read." (p. 17).

The importance of experience toward readiness for formal learning is also stressed by Stewart (43):

There will be youngsters whose success in learning to read will depend not as much upon experiences with books and stories as it will upon intellectual maturity and upon richness of experiences. (p. 2).

Strang (44) emphasized the need for experiences when she wrote that: ". . . clearly preschool experiences are a prelude to beginning reading in school." (p. 22).

Maturity and Its Relation to Readiness for Formal Learning.

Maturity may be a contributing factor toward readiness; Stewart (43) states:

Most schools today take all beginners at a certain age and they are started on the path of reading. Too frequently, however, chronological age alone is not a predictor of success in reading. Many other factors are involved in readiness for reading, especially maturity. (p. 3).

Pollack (37) states: ". . . that not all five-year olds are mature enough for kindergarten and that not all six-year olds are ready for first grade." (p. 12).

The age at which a child is ready for formal learning is not determined by birth. Ilg and Ames (21) state:

The main weakness of chronological age as a criterion for school entrance is that even if we could determine exactly the age at which the average girl or boy is ready to start kindergarten or first grade, any average would still imply that only 50% of any group of children might be expected to fall close enough to insure their reasonable readiness. (pp. 15, 16).

Ilg and Ames (21) support maturity as an indicator for formal learning when they write:

Possibly the greatest single contribution which can be made toward guaranteeing that each individual child will get the most possible out of his school experience is to make certain that he starts that school experience at what is for him the "right" time. This should be the time when he is truly ready and not merely some time arbitrarily decided upon by custom or by the law. (p. 14).

Brenner (6) refers to readiness as a function of personal and especially perceptual and conceptual development in relation to the demands of school tasks. He further states:

The differentiating changes within the child and in his perception of

the external do not happen at once and at equal rates in all behaviors and life areas, but they are important steps in the child's maturational process. Each child has to go through them and some children do them at different rates. (p. 28).

Stewart (43) also refers to the differences within the children as to readiness to read:

... every first grade teacher is aware that all children will not be ready to profit from beginning reading experiences at the same time nor will all need the same kinds of pre-reading activities. (p. 1).

According to recent research cited by Pearl (34) mental age or IQ does not determine readiness for formal learning.

One of the interesting results of a recent experiment in programmed learning reveals that IQ does not truly indicate how much a person can learn but how fast he can learn. Experiments with programmed learning in physics and chemistry indicate that a person with an IQ of 80 can learn just as much as a person with an IQ of 140, although it may take the person with the lower IQ a much longer time. [Incidentally, when tested a year later the low IQ students, who had invested much more time in learning, scored higher than the high IQ students.] (p. 21).

Pearon (35) in reference to IQ as a criteria for readiness states:

Teachers have been well educated to understand that a number of behavior problems arise because the child is graded improperly on the basis of his IQ whether this is much higher or lower than the rest of the class. (p. 18).

Formica (13) says: "A youngster can be exceptionally intelligent but lack the maturity and adaptability necessary to handle the school situation." (p. 100). He emphasized the need of an additional evaluation of the child in determining readiness when he stated: "The emphasis is not just on accurately determining a child's IQ. Rather, the aim is to estimate his operational ability." (p. 100). This operational ability is the criteria for entrance in Formica's school district in Connecticut.

Formica (13) further states:

This, like everything else, is something for each community to decide

... if a district really wants to do something for its children, it will give serious thought to letting them into school whenever they're ready. (p. 106).

Muier (30) studied the problems resulting from an arbitrary chronological age limit for admission to kindergarten and first grade. From the records and the teachers analysis of 113 children who were termed under-age according to the chronological age limit it was found that the children were well adjusted socially; they scored well above average in popularity, in leadership, and favorable personality traits; and they achieved academically as well.

It was found that chronological age is not as important in the academic, social and emotional adjustment of the child as many people think. The under-age child may do well in school, he has a good chance for success not only academically but socially as well. (p. 262).

There seems to be a period in which a child is ready for formal learning, intellectually and emotionally. As Hefferman (17) states: "Much of our problem lies in timing. When to teach the skills" (p. 114).

This review of literature points to the need of some criteria other than chronological age or IQ as an indicator for determining readiness for formal learning. Maturity? Operational ability? Or as Ilg and Ames (21) state:

What we really need to know in determining readiness for school entrance is a child's developmental level. We need to know at what age he is behaving as a total organism . . . (p. 17).

Implications from the Literature

The following implications seem to have significance for the present study.

1. Early group experiences or opportunity for socialization is

important for adequate personal and social development and should be available for all children.

2. Children's interpersonal relations or contacts help them to grow comfortably toward personal and social adjustment.
3. The need for early identification of maladjustment is imperative if therapy is to be effective.
4. The teacher of young children is in a position to identify and blend therapy and education in accordance with the needs of the child.
5. Parents are the most important source for providing additional experiences necessary for a child's growth.
6. Most effective placement of children for formal learning situations is in relation to their Behavioral Age.

CHAPTER III

PROCEDURE AND METHODS

The purpose of this study was to test the hypothesis that there is no significant difference between the personal and social adjustment of the kindergarten children who may be high in readiness and those who are low in readiness for formal learning.

To achieve this purpose, second semester kindergarten children were tested to determine their "readiness" or "low readiness" for formal learning by measuring their personal and social adjustment; and by measuring their level of development which is stated as a behavior age.

This chapter includes the initiation of the study; description of the subjects; a description of the tests used to measure personal and social adjustment and the behavior tests for measuring "readiness" and "low readiness"; and administration of the test.

Initiation of the Study

A design for this pilot study was submitted to Dr. Larry Hayes, Director of Research of the Oklahoma City Public Schools, with a request for permission to obtain data from two selected groups of kindergarten children within the public school system. Two major groups of subjects consisted of children designated as possessing "high readiness" or "low readiness" by the teacher. Group I consisted of those

children designated by the teacher as possessing a high degree of readiness for formal learning and Group II consisted of those children designated as possessing a low degree of readiness for formal learning. "Low readiness" indicates the need for a longer period of maturing before formal learning. The designated kindergarten teacher at the James Monroe School provided the list of children evaluated as having a high or low degree of readiness. The children selected were designated on the basis of teacher judgement. There is limited evidence (5)(13)(21) that a teacher may be able to identify the "high readiness" and the "low readiness"; however, teachers indicate a need for measuring devices to support them in their judgements of children's readiness for formal learning.

Description of Subjects

Twenty-eight second semester kindergarten children from the James Monroe Elementary School in Oklahoma City were the subjects in this pilot study. The range of age for the subjects was five years, three months to six years, eleven months. Fourteen boys and fourteen girls comprised the total subjects. Group I (high readiness) consisted of fifteen children, seven boys and eight girls. Group II (low readiness) consisted of thirteen children, seven boys and six girls.

Description of Tests

Gesell Behavior Tests (21). To determine readiness for formal learning tests developed by the Gesell Institute of Child Development were chosen as the criterion. The Gesell Behavior tests (21) are based on a meshing of three factors, ". . . first, the child at a

certain age or level of growth; second, the child as a unique individual; and lastly, the child living in a certain environment. . ."

(p. 6). Gesell Behavior Tests were selected since there are standardized scores for young kindergarten children.

The Gesell Behavior Tests (21) are a battery of tests to determine the developmental or behavioral age and may be considered to fall into seven separate parts:

1. The initial interview. Questions about age, birth date, birthday party including favorite activity and present received; siblings-names and ages; father's occupation.
2. Pencil and paper tests. Writing name or letters and address: numbers 1 to 20; copying six basic forms (circle, cross, square, triangle, divided rectangle, diamond in two orientations), and two three-dimensional forms (cylinder and cube in two orientations); completing Incomplete Man figure and giving facial expression.
3. Right and left (adaptation of Jacobson's Right and Left tests), naming parts and sides of body, carrying out single and double commands, responding to a series of pictures of a pair of hands in which two fingers are touching. Response is first verbal and then motor.
4. Form tests. Visual One (Monroe)- matching forms; Visual Three (Monroe) - memory for designs; projection into forms.
5. Naming of animals for 60 seconds.
6. Concluding interview. Reporting on what child likes to do best in general, at school indoors and outdoors and at home indoors and outdoors.
7. Examination of teeth. Recording of both eruption and decay or fillings.

Supplementary Test: the Lowenfeld Mosaic Test (p. 35).

Note. The examination of teeth and the Lowenfeld Mosaic Test were not used. Recordings of both eruption and decay or fillings were not available and there was not time to obtain the supplementary test; the Lowenfeld Mosaic Test, which can only be secured at this time from England. Also these subjects were not asked to respond to the series of pictures of a pair of hands in the right and left test as these are given only from the eight to ten year old level.

The reader should keep in mind the Gesell tests are based on the

meshing of three factors; (1) the child's age or level of growth; (2) the child as an individual and (3) the child as part of his environment.

The California Test of Personality. Form AA of the California Test of Personality was selected to measure the personal and social adjustment of the children. This is one of the few personal and social adjustment test standardized for children in kindergarten. This test is organized around the concept of life adjustments as a balance between personal and social adjustment. Personal adjustment is assumed to be based on feelings of personal security and social adjustment is based on feelings of social security. The items in the personal adjustment half of the test are designed to measure evidence of six components of personal security; the items in the social adjustment half of the test are designed to measure six components of social security. The norms provided on the 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 (49, p. 27). ". . . in spite of criticism, as personality inventories go, the California test would appear to be among the better ones available." (8, p. 40).

Administration of The Tests

The California Test of Personality and the series of Behavior Tests were administered over a five-day period late in April. The tests were administered by the investigator in the school nurse's room which was down the hall from the kindergarten room. The walk from the kindergarten room to the school nurse's room gave the investigator time to help establish rapport with each child. The investigator had previously been introduced to the children in the kindergarten room at

which time the kindergarten teacher had told the children that the investigator would be with them to play a game. This set the stage for the children's eagerness to accompany the investigator to the testing room. As the Behavior Tests are geared to each individual child the administration of the test varied from thirty to forty minutes depending upon the tempo of the child; therefore the California Test of Personality was not administered at the same time. The California Test of Personality takes approximately ten to twenty minutes.

As the children were eager to be tested, the investigator had no trouble in administering the tests. If the child had been given the California Test of Personality first, then on the way to the nurse's room the investigator talked of the things that had happened since the last time they were together and the difference in the game that was to be played this time. Each child looked forward to the second test.

The California Test of Personality was administered according to the directions in the manual. These directions were 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. (p. 21).

The manual suggested that rest periods are desirable during the test; however only once during the time of the administration was it necessary to provide time for rest. At this time the investigator and the child walked to the drinking fountain.

The data are presented in the following chapter.

CHAPTER IV

ANALYSIS OF DATA

The purpose of this pilot study was to investigate the relationship of personal and social adjustment of kindergarten children to readiness for formal learning.

To achieve the foregoing purpose data were obtained on kindergarten children to determine their "high readiness" or "low readiness" for formal learning, their personal and social adjustment and by measuring their level of behavior which is stated as a behavior age.

The total adjustment scores from the personal and social adjustment test for Group I, (high readiness) and Group II (low readiness) were analyzed by the analysis of variance F test. The F test was also used to determine the significance of the personal adjustment and the social adjustment. The data are presented in tables.

Evidence in Table I would support rejection of the null hypothesis; therefore in this pilot study it may be assumed that children who are "low in readiness" for formal learning are significantly different in personal and social adjustment from the children who have "high readiness" for formal learning as measured by the California Test of Personality.

Table II shows the personal adjustment of the two groups significantly different at .05 level as measured by the California Test of Personality.

TABLE I
TOTAL ADJUSTMENT ANALYSIS OF VARIANCE GROUP I (HIGH READINESS)
AND GROUP II (LOW READINESS)

(N - 28)

Source	df	ss	means square	F
Total	27	3206.429		
Treatment	1	676.572	676.572	6.95*
Error	26	2529.857	97.302	

* Significant at the .05 level

TABLE II
PERSONAL ADJUSTMENT ANALYSIS OF VARIANCE GROUP I (HIGH READINESS)
AND GROUP II (LOW READINESS)

(N - 28)

Source	df	ss	means square	F
Total	27	1162.11		
Treatment	1	167.74	167.74	4.38*
Error	26	994.37	38.24	

* Significant at the .05 level

Table III shows the two groups to have a significant difference in social adjustment at the .02 level. This difference is higher than the personal adjustment difference and the total adjustment difference.

There is only a slight difference between the Behavior Age of the "high readiness" boys and the "high readiness" girls. The difference was .08 years, which stated as days will be approximately 33 days. The chronological age difference between boys and girls of Group I

(high readiness) is .13 years, or approximately 47 days. The chronological age and behavior age of this group of boys was slightly higher than the girls. These differences are not significant.

TABLE III
SOCIAL ADJUSTMENT ANALYSIS OF VARIANCE GROUP I (HIGH READINESS)
AND GROUP II (LOW READINESS)

(N = 28)

Source	df	ss	means square	F
Total	27	802.97		
Treatment	1	170.55	170.55	7.01*
Error	26	632.42	24.32	

*Significant at the .02 level

The difference between Group II "low readiness" boys and "low readiness" girls was twice as great as the difference between the "high readiness" girls and "high readiness" boys. The chronological age of "low readiness" boys was two months older than of the "low readiness" girls. The behavior age of the "low readiness" boys was 11 days younger than the "low readiness" girls. This difference was not significant. This means the "low readiness" boys were older in chronological age and younger in behavior age.

Table VI is presented to give a total picture of the two groups by mean scores. Examination of the data reveals that in all "aspects" of development measured in this pilot study, Group I (high readiness) subjects were advanced over Group II (low readiness) subjects. Mean chronological age of both groups were only .10 of a year's difference, or approximately 36 days, with Group I (high readiness) the older.

The mean behavioral age for Group I "high readiness" was 6.1 years, while Group II (low readiness) had a behavioral age of 4.4 years. This is a difference of 1.7 years.

TABLE IV
COMPARISON OF BOYS AND GIRLS IN RELATION TO HIGH READINESS

Group I Boys N - 7				Def. of		Personal	Social	Total
C.A.		B.A.		C.A. & B.A.		Adjustment	Adjustment	Adjustment
Yrs.	Mo.	Yrs.	Mo.	Yrs.	Mo.	Scores	Scores	Scores
6	4	6	0		-4	35	40	75
6	3	6	6		3	32	32	64
6	3	6	0		-3	26	40	66
6	3	6	6		3	36	35	71
5	10	6	0		2	35	44	79
5	9	6	0		3	33	29	62
5	6	6	6	1	0	33	35	68
Means								
6.02 yrs.		6.21 yrs.		2.14 mo.		32.85	36.43	69.29
Group I Girls N - 8				Def. of		Personal	Social	Total
C.A.		B.A.		C.A. & B.A.		Adjustment	Adjustment	Adjustment
Yrs.	Mo.	Yrs.	Mo.	Yrs.	Mo.	Scores	Scores	Scores
6	4	6	0		-4	45	43	88
6	3	6	0		-3	44	46	90
6	0	6	0		0	33	40	73
6	0	6	0		0	28	36	64
5	10	6	0		2	26	33	59
5	8	6	0		4	29	34	63
5	6	6	0		6	40	38	78
5	6	6	0		6	29	35	64
Means								
5.89 yrs.		6 yrs.		1.56 mo.		34.25	38.13	72.38

TABLE V
COMPARISON TABLE OF "LOW READINESS" BOYS AND GIRLS

Group II Boys						Personal Adjustment Scores	Social Adjustment Scores	Total Adjustment Scores
C.A.		B.A.		Def. of C.A. & B.A.				
Yrs.	Mo.	Yrs.	Mo.	Yrs.	Mo.			
6	5	5	6	-	11	32	32	64
6	3	4	0	-2	3	31	38	69
6	1	5	0	-1	1	24	31	55
5	10	4	0	-1	10	32	32	64
5	9	4	6	-1	3	27	33	60
5	8	5	0	-	8	21	26	47
5	8	4	0	-1	8	36	33	69
Means								
5.95 yrs.		4.57 yrs.		1.38 yrs.		29	32.14	61.14

Group II Girls						Personal Adjustment Scores	Social Adjustment Scores	Total Adjustment Scores
C.A.		B.A.		Def. of C.A. & B.A.				
Yrs.	Mo.	Yrs.	Mo.	Yrs.	Mo.			
6	3	4	0	-2	3	39	34	73
5	11	4	6	-1	5	19	34	53
5	9	4	0	-1	9	25	28	53
5	8	4	0	-1	8	20	22	42
5	7	5	0	-	7	31	42	73
5	7	4	0	-1	7	36	36	72
Means								
5.79 yrs.		4.25 yrs.		1.54 yrs.		28.34	32.67	61

TABLE VI
MEAN COMPARISON OF GROUP I (HIGH READINESS) AND
GROUP II (LOW READINESS)

	Chronological Age	Behavior Age	Personal Adjustment Scores	Social Adjustment Scores	Total
Group I	5.98 yrs.	6.1 yrs.	33.6	37.3	70.93
Group II	5.88 yrs.	4.4 yrs.	28.7	32.4	61.08

The results of the statistical analyses of data gathered in this research are as follows:

(1) Children who are high in readiness for formal learning are significantly higher in total personal and social adjustment than those children who are low in readiness for formal learning. The difference is significant at the .05 level.

(2) Children who are high in readiness for formal learning are significantly higher in personal adjustment than those who are low in readiness for formal learning. This difference is significant at the .05 level.

(3) Children who are high in readiness for formal learning are significantly higher in social adjustment than those children who are low in readiness for formal learning. Level of significance is .02.

(4) The most significant difference found between Group I (high readiness) and Group II (low readiness) was in social adjustment which was significant at the .02 level.

Results from the data on the Behavioral test revealed that:

(1) Children in this study who were high in readiness for formal learning were approximately the same chronological age as those children who were low in readiness for formal learning.

(2) Children in this study who were high in readiness for formal learning scored 1.7 years higher on the behavioral tests than those children who were low in readiness for formal learning.

(3) The chronological age of both Group I and Group II were relatively the same; however the behavior age between Group I and Group II was 1.7 years. This finding supports previous research indicating that chronological age is not indicative of readiness for formal learning.

CHAPTER V

SUMMARY OF FINDINGS AND RECOMMENDATIONS

The major purpose of this study was to determine the relationship of personal and social adjustment of kindergarten children identified as possessing a "high readiness" for formal learning and those identified as having a "low readiness" for formal learning.

The subjects were twenty-eight second semester kindergarten children from the James Monroe Elementary School in Oklahoma City. Group I consisted of fifteen children designated by their teacher as having a "high readiness" for formal learning and Group II consisted of thirteen children designated as "low readiness" for formal learning.

The investigator administered the California Test of Personality to measure the personal and social adjustment, and a series of Behavioral Tests used by the Gesell Institute of Child Development was used to measure readiness for formal learning.

The data on the California Test of Personality are treated statistically by the analysis of variance F test and the data from the Gesell Behavioral Tests are presented in table form. .

Findings

The results of the statistical analysis of data gathered in the research were as follows: (1) Children who were high in readiness for formal learning were significantly different in total personal and

social adjustment from those children who were low in readiness for formal learning at the .05 level. (2) Children who are high in readiness for formal learning are significantly different in personal adjustment from those children who are low in readiness for formal learning at the .05 level. (3) Children who are high in readiness for formal learning are significantly different in social adjustment from those children who are low in readiness for formal learning at the .02 level. (4) The most significant difference found between Group I (high readiness) and Group II (low readiness) was in social adjustment, which was significant at the .02 level.

Results from the data on the Behavior tests revealed: (1) Children in this study who were high in readiness for formal learning were approximately the same chronological age. Group I, (high readiness) were 43 days older. (2) Children who were high in readiness for formal learning scored 1.7 years higher on the Behavior tests than those children who were low in readiness for formal learning.

Implications

The following implications seem to have significance from the findings of this pilot study.

1. Group experiences prior to formal learning situations or opportunity for socialization is important for adequate personal and social development and should be available for all children.
2. Early identification of low personal and social adjustment could provide opportunity for corrective measures. This could mean additional group experiences for some children and therapy for others.

3. Institutions of higher learning should provide opportunity for teachers of young children to develop skills and understandings so they may be able to identify low personal and social adjustment and blend therapy and education in accordance with the needs of the child.
4. Communities should offer services to families by providing guidance and opportunities for enrichment of children's lives through early group experiences.
5. Educators should examine present practices of grade level placement.

Recommendations

The investigator makes the following recommendations for further research related to this study.

1. This pilot study indicates a trend, inadequacies of personal and social adjustment should be studied extensively and intensively.
2. The same study should be repeated on a large sample of early kindergarten children in as many schools and locales as possible.
3. When data are available on a larger number of subjects a reliability between the two tests could be determined with the possibility of using only one test. This would save time and money.
4. The questionable children in a group should be tested, as well as the "high readiness" ones and the "low readiness" ones.

This investigator recognizes that before generalizations can be made testing on a larger sample should be made; however a trend did appear and should chart the way for further research.

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APPENDIX

CALIFORNIA TEST OF PERSONALITY

Definitions of the Components:¹

The following components are not names for so-called general traits. They are, rather, names for groupings of more or less specific tendencies to feel, think, and act.

Personal Adjustment

- 1A. Self Reliance---An individual may be said to be self-reliant when his overt actions indicate that he can do things independently of others, depend upon himself in various situations, and direct his own activities. The self-reliant person is also characteristically stable emotionally, and responsible in his behavior.
- 1B. Sense of Personal Worth---An individual possesses a sense of being worthy when he feels he is well regarded by others, when he feels that others have faith in his future success, and when he believes that he has average or better than average ability. To feel worthy means to feel capable and reasonably attractive.
- 1C. Sense of Personal Freedom---An individual enjoys a sense of freedom when he is permitted to have a reasonable share in the determination of his conduct and in setting the general policies that shall govern his life. Desirable freedom includes permission to choose one's own friends and to have at least a little spending money.
- 1D. Feeling of Belonging---An individual feels that he belongs when he enjoys the love of his family, the well-wishes of good friends, and a cordial relationship with people in general. Such a person will as a rule get along well with his teachers or employers and usually feels proud of his school or place of business

¹Louis P. Thorpe, Willis W. Clark, and Ernest W. Tiegs, Manual: California Test of Personality (Los Angeles, 1953), pp. 3-4.

- 1E. Withdrawing Tendencies---The individual who is said to withdraw is the one who substitutes the joys of a fantasy world for actual successes in real life. Such a person is characteristically sensitive, lonely, and given to self-concern. Normal adjustment is characterized by reasonable freedom from these tendencies.
- 1F. Nervous Symptoms---The individual who is classified as having nervous symptoms is the one who suffers from one or more of a variety of physical symptoms such as loss of appetite, frequent eye strain, inability to sleep, or a tendency to be chronically tired. People of this kind may be exhibiting physical expressions of emotional conflicts.

Social Adjustment

- 2A. Social Standards---The individual who recognizes desirable social standards is the one who has come to understand the rights of others and who appreciates the necessity of subordinating certain desires to the needs of the group. Such an individual understands what is regarded as being right or wrong.
- 2B. Social Skills---An individual may be said to be socially skillful or effective when he shows a liking for people, when he inconveniences himself to be of assistance to them, and when he is diplomatic in his dealings with both friends and strangers. The socially skillful person subordinates his or her egoistic tendencies in favor of interest in the problems and activities of his associates.
- 2C. Anti-Social Tendencies---An individual would normally be regarded as anti-social when he is given to bullying, frequent quarreling, disobedience, and destructiveness to property. The anti-social person is the one who endeavors to get his satisfactions in ways that are damaging and unfair to others. Normal adjustment is characterized by reasonable freedom from these tendencies.
- 2D. Family Relations---The individual who exhibits desirable family relationships is the one who feels that he is loved and well-treated at home, and who has a sense of security and self-respect in connection with the various members of his family. Superior family relations also include parental control that is neither too strict nor too lenient.
- 2E. School Relations---The student who is satisfactorily adjusted to his school is the one who feels that his teachers like him, who enjoys being with other students, and who finds the school work adapted to his level of interest and maturity. Good school relations involve the feeling on the part of the student that he counts for something in the life of the

institution.

- 2F. Community Relations---The individual who may be said to be making good adjustments in his community is the one who mingles happily with his neighbors, who takes pride in community improvements, and who is tolerant in dealing with both strangers and foreigners. Satisfactory community relations include as well the disposition to be respectful of laws and of regulations pertaining to the general welfare.

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June 21, 1965

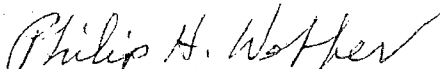
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Stillwater, Oklahoma

Dear Ms. Ginnings:

This constitutes permission for your to reproduce the California Test of Personality, Form AA, Primary Level, for inclusion in the appendix of your thesis. We are aware of the policy of Oklahoma State University in this regard.

We would very much like to receive an abstract of your thesis.

Sincerely,


Philip H. Webber
Coordinator of
Professional Services

PHW:clb

0959

Branch Offices: New Cumberland, Pa./Madison, Wis./Dallas, Texas



Primary • GRADES KGN. to 3 • form AA

California Test of Personality

1953 Revision

Devised by

LOUIS P. THORPE, WILLIS W. CLARK, AND ERNEST W. TIEGS

P

(CIRCLE ONE)

Name..... Grade..... Boy Girl
Last First Middle

School..... City..... Date of Test.....
Month Day Year

Examiner..... (.....) Pupil's Age..... Date of Birth.....
Month Day Year

TO BOYS AND GIRLS:

This booklet has some questions which can be answered YES or NO. Your answers will show what you usually think, how you usually feel, or what you usually do about things. Work as fast as you can without making mistakes.

DO NOT TURN THIS PAGE UNTIL TOLD TO DO SO.

PRACTICE QUESTIONS

- A. Do you have a dog at home? YES NO
- B. Did you walk all the way to school today? YES NO

SECTION 1 A

1. Is it easy for you to play by yourself when you have to? YES NO
2. Is it easy for you to talk to your class? YES NO
3. Do you feel like crying when you are hurt a little? YES NO
4. Do you feel bad when you are blamed for things? YES NO
5. Do you usually finish the games you start? YES NO
6. Does someone usually help you dress? YES NO
7. Can you get the children to bring back your things? YES NO
8. Do you need help to eat your meals? YES NO

Section 1 A (number right)

SECTION 1 B

1. Do the children think you can do things well? YES NO
2. Do the other children often do nice things for you? YES NO
3. Do you have fewer friends than other children? YES NO
4. Do most of the boys and girls like you? YES NO
5. Do your folks think that you are bright? YES NO
6. Can you do things as well as other children? YES NO
7. Do people think that other children are better than you? YES NO
8. Are most of the children smarter than you? YES NO

Section 1 B (number right)



SECTION 1 C

1. Do your folks sometimes let you buy things? YES NO
2. Do you have to tell some people to let you alone? YES NO
3. Do you go to enough new places? YES NO
4. Do your folks keep you from playing with the children you like? YES NO
5. Are you allowed to play the games you like? YES NO
6. Are you punished for many things you do? YES NO
7. May you do most of the things you like? YES NO
8. Do you have to stay at home too much? YES NO

Section 1 C (number right)

SECTION 1 D

1. Do you need to have more friends? YES NO
2. Do you feel that people don't like you? YES NO
3. Do you have good times with the children at school? YES NO
4. Are the children glad to have you in school? YES NO
5. Are you lonesome even when you are with people? YES NO
6. Do people like to have you around them? YES NO
7. Do most of the people you know like you? YES NO
8. Do lots of children have more fun at home than you do? YES NO

Section 1 D (number right)

SECTION 1 E

1. Do the boys and girls often try to cheat you? YES NO
2. Do you feel very bad when people talk about you? YES NO
3. Are most of the boys and girls mean to you? YES NO
4. Do you feel bad because people are mean to you? YES NO
5. Do many children say things that hurt your feelings? YES NO
6. Are many older people so mean that you hate them? YES NO
7. Do you often feel so bad that you do not know what to do? YES NO
8. Would you rather watch others play than play with them? YES NO

Section 1 E (number right)

SECTION 1 F

1. Do you often wake up because of bad dreams? YES NO
2. Is it hard for you to go to sleep at night? YES NO
3. Do things often make you cry? YES NO
4. Do you catch colds easily? YES NO
5. Are you often tired even in the morning? YES NO
6. Are you sick much of the time? YES NO
7. Do your eyes hurt often? YES NO
8. Are you often mad at people without knowing why? YES NO

Section 1 F (number right)



SECTION 2 A

1. Should you mind your folks even when they are wrong? YES NO
2. Should you mind your folks even if your friends tell you not to? YES NO
3. Is it all right to cry if you cannot have your own way? YES NO
4. Should children fight when people do not treat them right? YES NO
5. Should a person break a promise that he thinks is unfair? YES NO
6. Do children need to ask their folks if they may do things? YES NO
7. Do you need to thank everyone who helps you? YES NO
8. Is it all right to cheat if no one sees you? YES NO

Section 2 A (number right)

SECTION 2 B

1. Do you talk to the new children at school? YES NO
2. Is it hard for you to talk to new people? YES NO
3. Does it make you angry when people stop you from doing things? YES NO
4. Do you say nice things to children who do better work than you do? YES NO
5. Do you sometimes hit other children when you are playing with them? YES NO
6. Do you play games with other children even when you don't want to? YES NO
7. Do you help new children get used to the school? YES NO
8. Is it hard for you to play fair? YES NO

Section 2 B (number right)



SECTION 2 C

1. Do people often make you very angry? YES NO
2. Do you have to make a fuss to get people to treat you right? YES NO
3. Are people often so bad that you have to be mean to them? YES NO
4. Is someone at home so mean that you often get angry? YES NO
5. Do you have to watch many people so they won't hurt you? YES NO
6. Do the boys and girls often quarrel with you? YES NO
7. Do you like to push or scare other children? YES NO
8. Do you often tell the other children that you won't do what they ask? YES NO

Section 2 C (number right)

SECTION 2 D

1. Are your folks right when they make you mind? YES NO
2. Do you wish you could live in some other home? YES NO
3. Are the folks at home always good to you? YES NO
4. Is it hard to talk things over with your folks because they don't understand? YES NO
5. Is there someone at home who does not like you? YES NO
6. Do your folks seem to think that you are nice to them? YES NO
7. Do you feel that no one at home loves you? YES NO
8. Do your folks seem to think that you are not very smart? YES NO

Section 2 D (number right)



SECTION 2 E

1. Do you often do nice things for the other children in your school? YES NO
2. Are there many bad children in your school? YES NO
3. Do the boys and girls seem to think that you are nice to them? YES NO
4. Do you think that some teachers do not like the children? YES NO
5. Would you rather stay home from school if you could? YES NO
6. Is it hard to like the children in your school? YES NO
7. Do the other boys and girls say that you don't play fair in games? YES NO
8. Do the children at school ask you to play games with them? YES NO

Section 2 E (number right)

SECTION 2 F

1. Do you play with some of the children living near your home? YES NO
2. Do the people near your home seem to like you? YES NO
3. Are the people near your home often mean? YES NO
4. Are there people near your home who are not nice? YES NO
5. Do you have good times with people who live near you? YES NO
6. Are there some mean boys and girls who live near you? YES NO
7. Are you asked to play in other people's yards? YES NO
8. Do you have more fun near your home than other children do near theirs? YES NO

Section 2 F (number right)

VITA

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Master of Science

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