THE PERSONAL AND SOCIAL ADJUSTMENT

OF A GROUP OF CHILDREN

AND THEIR PARENTS

By

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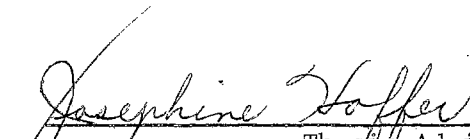
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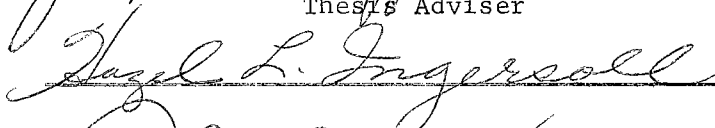MASTER OF SCIENCE
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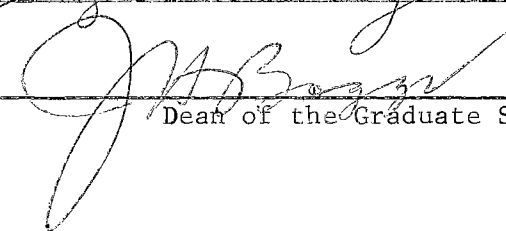Thesis Approved:

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ACKNOWLEDGEMENTS

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CHAPTER I.

THE PROBLEM AND ITS IMPORTANCE

There is a general agreement among most writers that the founda-
tion of personality is laid in the first interpersonal relationships,
usually those of parent and child. The general agreement is that a
child tends to emulate the qualities he sees and feels in his relation-
ships with other people. Mussen, Conger, and Kagan (19) have stated
that the behaviors the child imitates in early life become automatic
and more firmly entrenched aspects of his character and personality.
Is the personal and social adjustment of parents related to their
children's personal and social adjustment? This is the question with
which this study is concerned.

Personal-social adjustment in this study refers to the manner and
effectiveness with which an individual meets his personal and social
problems. Personality as defined by Gesell (7, p. 30) "is an organ-
ized and ever organizing web of behavior patterns, -- particularly of
personal-social behavior." Personality in this light should be of par-
ticular importance to parents and teachers in understanding behavior
patterns of the individuals with whom they are working.

Gesell (7) writes concerning the personal-social development and
the impact of the family.

The early impressions of the family life during the first five years
leaves the most fundamental and enduring imprint. Acculturation

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begins in the home and the influence of the larger social groups is
limited by the trends initiated through the family. (p. 37)

Reynolds (25) supports Gesell's belief:

Babies are not born with well-formed personalities. Each baby has the
markings within him. There is a general theory that families help to
mold a child's personality from the very moment he is born. (p. 37)

Other writers supporting the theory that parent-child relation-

ships are of fundamental importance in building broader human relation-

ships are Vincent and Martin (31). They write:

There has been general agreement that parent-child relationships in the
early childhood years play a fundamental role in laying the foundations
of personality and in determining whether the individual's personality
growth will be arrested at the childhood level or have the impetus to
continue growing with the years. (p. 329)

This writer believes that the abilities and past experiences of an

individual will determine in a large measure his attempts to deal with

current and future problems. This belief is supported by Baruch (3)

with the following statement:

Adolescent problems can stretch 'way back to their baby and childhood
days. Early experiences bring influence to bear on later behavior.
It is not alone the actual happenings that count. It's how a child
takes what happens and what he makes of it in his mind. (p. 36)

Stuart and Prugh (29) are in agreement in the belief that:

The childhood foundation upon which an individual's personality struc-
ture is erected is generally accepted today as the major, although not
the single determinant, of the nature and degree of his mental and
emotional health in later life. (p. 221)

The evidence just presented indicates that the parents have an

important role in the personality development of their offspring and

that there may be a relation between the personal and social adjustment

of the parents and their child.

Need for the Study

An elementary teacher who may have knowledge of the personal and social adjustment that a child has attained can more adequately guide the child to a higher degree of personal and social adjustment. Should there be a relationship between the personal and social adjustment of parents and their children as measured by the California Test of Personality this information can be used by the teacher or counselor to help understand both parents and the child. This understanding could contribute to the acceptance of both parents and child by the teacher and perhaps reduce the amount of critical evaluation.

One task of the public school program is to foster the development of the whole individual. The more understanding adult leaders have of individuals, be they child or adult, the more effectiveness can be attained in helping this individual develop his potential abilities. Rand, Sweeny, and Vincent (23) state:

So heavy is the burden of defectives (in our society) that no appreciable weight can be added to it without threatening the general health of society. Every normal individual, then, must be taught to carry at least his own share if economic and social balance is to be maintained. Certainly society cannot long suffer its individual members to evade the responsibility of self-maintenance nor can it progress if its superior members fail to contribute more than they take from general welfare. (p. 285)

The task of the public school to foster the development of the whole individual challenges every teacher to help children live to their fullest potential. This means considering all aspects of living. This point is supported by Johnson (10) who has written:

The measure of success of a marriage or a family, of a nation or a society is the extent to which it makes possible the maximum development of the potentialities of the individuals within it. (p. 277)

Statements such as the foregoing should prompt adults to help individuals develop to the maximum the potential ability that lies within them for personal enrichment and to strengthen the society in which they live.

Is this, then, not a challenge to teachers and adult leaders to try to find tools and methods of measuring personal and social adjustment that may lead to better understanding of youth, and to use this information in helping them to adjust to the changing stimuli they encounter throughout life?

Purpose of the Study

The purpose of this study is: To investigate the relationship of the personal and social adjustment of parents to the personal and social adjustment of their children.

Assumptions

This investigation is based on the following assumptions:

(1) Each person taking the test will reveal his true belief or feeling at the time of the testing. (2) The California Test of Personality measures personal and social adjustment of both parents and children.

Definition of Terms

Personal and social adjustment, as used in this study, is the degree of maturity an individual has attained in adapting his physical and mental abilities to the accepted patterns of behavior of the society in which he lives. The components of personal and social adjustment

as defined by the <u>California Test of Personality</u> Manual (30) are reported in Appendix B (p. 40).

Summary

The following steps are a brief summary of the steps to be followed in the present study: (1) survey of the literature, (2) selection of the test to measure personal and social adjustment of the parents and their children, (3) selection of subjects, (4) administering the tests, and (5) analysis and treatment of the data.

CHAPTER II

SELECTED LITERATURE RELATED TO PERSONAL AND SOCIAL

ADJUSTMENT IN THE PARENT-CHILD RELATIONSHIP

Many studies have been conducted on the personal and social adjustment of children, and most of these studies indicate there is a relationship between the personal and social adjustment of parents and their children. There are more publications related to the mother-child relationships than the father-child relationships. The literature seems to fall into three categories, (1) father-child relationships, (2) mother-child relationships, and (3) parent-child relationships. The findings from a survey of the literature are presented in the foregoing sequence.

Father-Child Relationships

Peterson with others (21) conducted a study of parental attitudes and child adjustment with two groups of families with children ages six to twelve years. One group had children who had visited the guidance clinic because they showed difficulties in adjustment. The second group had children who demonstrated no difficulties in personal-social adjustment. Peterson's (21) findings indicated that fathers of the children with maladjustment tendencies were more prone to offer suggestions, were highly active or rigidly organized or relatively

inactive and disorganized in the conduct of their affairs.

Peterson (21) stated:

Personality problems among children in the clinic group were found
to be relatively independent of maternal attitudes, but appear to be
related to autocratic and lack of parental concern among fathers.
Conduct problems were associated with evident permissiveness and disci-
plinary ineffectuality on the part of the father. (p. 129)

Another study by Peterson (22) of younger children indicated a

single parent attitude pattern was diffusely associated with personality

problems and conduct problems. The most obvious elements in this pat-

tern were the strict, cold, aggressive attitudes of the fathers.

Peterson (22) wrote concerning this:

Among the older children examined in the previous research, a con-
siderable amount of parental firmness seemed to be necessary for the
prevention or amelioration of child conduct problems. For the younger
children of the present study, love and kindness seemed more generally
important. (p. 161)

Koppitz's (15) study of relationships between some background

factors and children's interpersonal attitudes was designed to inves-

tigate the relationships between some specific parental attitudes and

characteristics and the children's attitude toward others, and their

perception of others and themselves. Seventy-five institutionalized

delinquent boys served as subjects for this study. Koppitz (15) wrote:

There was found to be a tendency for boys who were separated from their
fathers in early life to compensate for this loss by establishing close
peer relationships. (p. 128)

These three studies were the only father-child research reports to

be found.

Mother-Child Relationships

The literature concerning mother-child relationships seemed to fall

into the following categories, (1) character structure and personality

of the child, (2) maternal personality characteristics, and (3) conduct

problems of children. Presentation of the findings will be discussed

in the foregoing order.

Character Structure and Personality of the Child: Sewell's (27) study

of infant training and personality of the child indicates that varying

training practices do not affect the personality of the child, however

he states:

It is entirely possible that the significant and crucial matter is not
the practices themselves but the whole personal-social situation in
which they find their expression, including the attitudes and behavior
of the mother. (p. 159)

Behrens (4) conducted a study of twenty-five mothers and their

first child of preschool age to test the hypothesis:

That the rearing of a young child, viewed as socialization, is pri-
marily an expression of the mother's character structure as it is
integrated into the maternal role and as the mother interacts with the
child in that role rather than the results of specific rearing practices
and techniques. (p. 225)

Behrens (4) further states that:

In the mother's social interaction with the child as she takes on the
maternal role, she both consciously and unconsciously expresses her
emotional needs and attempts to satisfy them. Her integration into
the maternal role will depend on her perception of self and role and
will influence the child's perception of her. It is also evident that
the child is both sensitive and responsive to the unconscious attitudes
of the mother as well as to her overt conduct. The quality of his ad-
justment is more dependent on his total interaction with his mother
than on any specific aspect of social discipline. (p. 237)

Finney (6) studied some maternal influences on children's person-

ality and character and found that maternal hostility and rigidity

tended to make the child pessimistic and resentful.

Maternal Personality Characteristics: The literature reviewed indi-

cates certain personality traits or characteristics in mothers that have

an influence on the personality of their children.

Irresponsibility, negligence, and rejection on the part of the mother have definite effects on the personality of the child.

Hattwick (8) studied interrelations between the preschool child's behavior and certain factors in the home. Hattwick (8) writes that:

The child whose mother is irresponsible shows tendencies to "seek attention by showing off," "seeks praise," "ask for unnecessary help," "tell fanciful stories as real," "suck his thumb," "have nervous habits," "grumble," "cry easily," and "have temper outbursts." ...Irresponsibility on the part of the mother is tied up with emotional tensions and insecurity of the child. (p. 212)

The Koppitz's (15) study of seventy-five institutionalized boys indicated the effects of an unstable or rejecting mother. Koppitz (15) wrote:

The present study shows that a child will feel anxious and will consider himself bad and guilty if his mother was unstable during his early years. He will feel inadequate and inferior in comparison with other children if his parents are rejecting. And finally, a child will tend to feel unwanted and unloved if he is suddenly deprived of his mother's love and affection after he had experienced a period of relative security and well being in her tender care. ...Children are apt to feel hostile toward parents who reject them or leave them. (p. 128)

Winstel (32) conducted a study on the use of a controlled play situation in determining certain effects of maternal attitudes on children. She wrote:

Within the scope of the present study in regard to certain effects of maternal attitudes, it can be stated that totally rejected (institutional) children exhibit more overt expression of anxiety than those living with their parents and possibly subjected to more ambivalent attitudes. (p. 311)

Overprotection of children seemed to cause undesirable behavior patterns. Hattwick (8) wrote concerning overprotection:

The positive correlations between the over-attentive measurements and asking help unnecessarily, staying near adults and seeking praise indicate that children who receive too much attention at home are dependent on adults. The positive correlations with avoiding play with others, refusing to share and attacking others also indicate that these children are poorly adjusted in relation to other children. (p. 210)

Not only are children who receive too much attention at home poorly adjusted in social relationships but they also seem to lack emotional control. (p. 210)

Martin's (18) study of parental attitudes and their influence upon personality found that overprotection is a type of rejection. Martin (18) stated that:

This overprotection is nearly always found in those instances where there is a lack of genuine and sustained parental interest. ...Overprotection occurs with different degrees of rejection. The mother is usually the over-protective one. (p. 602)

Finney (6) studied some maternal influences on children's personality and character and found that "spoiling the child," i.e., making him dependent and conscienceless or self-centered, were the results of two maternal variables, namely, (a) selective reinforcement of dependent behavior and (b) failure to be firm. (p. 273)

Conduct Problems of Children: Parental attitudes seem to have marked effect upon the conduct or behavior of children. Martin (18) substantiates this point when he wrote that: "As to their general effect upon childhood behavior, we noted consistent parental attitudes cause less behavior disturbance than changing attitudes." (p. 600)

Read's (24) study of parents expressed attitudes and children's behavior indicates that favorable behavior patterns are associated with parental approval of freedom and unfavorable behavior deviations are associated with parental approval of strict control. Read (24) wrote specifically about the mother's influence:

When the attitudes of mothers and fathers are considered separately the children of liberal mothers have larger favorable behavior deviation scores than unfavorable. A liberal attitude on the part of the mother is associated with slightly more favorable behavior in the child than in the case of a liberal attitude on the part of the father. A conservative attitude on the part of the mother is associated with considerably more unfavorable behavior on the part

of the child than appears when the father's attitude is conservative.
(p. 98)

In Peterson's (21) study of parental attitudes and child adjust-
ment he wrote concerning the mother's attitude and its impact on the
child: "Conduct problems were associated with general maladjustment
among mothers in the clinic group, and with evident permissiveness and
disciplinary ineffectuality on the part of the fathers." (p. 129)

Hoffman (9) reported that:

The over-all pattern of the findings seem to suggest four behavior
systems which, at least in the very young child, may be differentially
influenced by parental practices: affective orientation, determined
mainly by parental acceptance: hostility and related drives, instigated
mainly by power assertion; impulse controls, fostered mainly by love-
withholding discipline in a non-power-assertive context; and con-
sideration for others, fostered mainly by other-oriented discipline
in a non-power-assertive context. (p. 587)

Parent-Child Relationships

Attitudes: The relationships of children to both parents are deter-
mined by the attitudes and examples the parents present to their child
or children. Jouard (11) wrote that:

A number of personality theorists have asserted that the individual's
attitude toward his own personality, or self are acquired in some way
from "significant others" -- parents, teachers, peers, etc. As these
others define and evaluate the person, so will he come to define and
evaluate himself. ...Personal security may be defined as the belief
that one is adequate to handle life problems, and that one is well
liked both by himself and by significant others. According to this
definition, we would expect that a person who believes that his
parents evaluate him positively, and who evaluates himself positively,
would be secure. (p. 364)

To explore hypothesized relationships among parental attitudes,
self attitudes, and security, Jouard (11) conducted a study with
ninety-nine undergraduate students of Emory University. The results
of this study showed a significant correlation between perceived

parental attitudes and self-rated attitudes of the body and self.

Jouard (11) wrote that:

If it is indeed true that self-evaluation are determined by parental evaluations of one's self, then it follows that if a person believes that his parents approve of his traits, even though his belief be false, he will tend to approve of his traits as well. Our data support this formulation. (p. 366)

The findings of the Koppitz (15) study of relationships between some background factors and children's interpersonal attitudes are related as:

...parental personalities and attitudes have significant effects on children's self-evaluation and on their interpersonal attitudes. These attitudes, though formed in early childhood, appear to be relatively enduring and can be evidenced in preadolescent boys. However, a modification of these attitudes and relationships can occur through later experiences. Attitudes held toward significant adults in early childhood may be later transferred to peers. (p. 128)

Other research studies indicated the importance of attitudes on the part of parents in the character structure of the child. Ribble (26) wrote:

Character grows spontaneously from within through the process of psychological identification with parents on whom he (the child) is completely dependent. (p. 107) A positive attitude in parents is all-important in presenting social and moral ideals. (p. 108) Actually, the child's attitude toward others is fundamentally a reflection of his parents' attitude toward him. (p. 113)

Pearson's (20) study of some early factors in the formation of personality further supported the theory that parents' attitudes affect the child when he wrote:

Parental attitudes must be of paramount importance because the very young child is exposed to them continually, and the attitudes themselves are relatively fixed and constant. ...The child forms most of his ideas about the world of humanity from his impressions of parents, and their attitudes to him (really to what he symbolizes) must affect the formation of his personality to a far greater degree than the length of birth or the duration of his breast feeding. (p. 290)

Martin's (18) study of parental attitudes and their influence

upon personality development found in those homes where there were no

serious problems in the parent-child relationship the child was a

happy, outgoing, and a constructive member of the group. Martin (18)

stated that:

The strongest personality determinant was whether the child's parents
accepted him or not. ...Family conditions or the "climate" of a home
plays its part in determining individual character patterns. (p. 598)

Research conducted by Baldwin (2), Read (24), and Kates (13)

indicate the influence of democratic, liberal, and authoritarian atti-

tudes of parents on their children.

Baldwin (2) wrote:

Democratic parents encourage free exploration and experimentation, thus
providing intellectual stimulation with a minimum of infantilization.
Such a democratic environment can, of course, be so lacking in emotional
support that the freedom and stimulation only provoke anxiety, but
most democratic homes are warm and do provide emotional support. The
child, therefore, works out the anxiety which new situations evoke
under the protection of a sympathetic yet encouraging mother. Democ-
racy thus tends to develop active participation in a nursery school
play situation. (p. 57)

Read's (24) study of parents expressed attitudes and children's

behavior compared the behavior scores of the children with the attitude

scores of the parents. Read (24) wrote:

The most marked difference in child behavior appears when both
parents are more liberal than the average. The children of these
parents are judged to show more than twice as much favorable as un-
favorable behavior. When the attitudes of the parents differ, the
behavior of their children still shows more unfavorable than favorable
deviation. (p. 98)

Baldwin (1) concluded in his study that control and lack of

democracy produced a quiet, well-behaved, non-resistant child who is

socially unaggressive and restricted in his curiosity, originality, and

fancifulness. Baldwin (1) wrote:

Conformity to cultural demands is not easily obtained without robbing
the child of that personal integrity which gives him a mind of his own

and which supports him in his attempts to satisfy his curosity and to carry out his ideas and phantasies in his dealing with the real world. Authoritarian control obtains conformity but at the expense of personal freedom in areas which are not intended to be restricted. (p. 132)

Kates (13) investigated authoritarian ideology and attitudes on parent-child relationships by testing one hundred and seventy-two University students. Kates (13) wrote: "A tentative conclusion was that strong authoritarian beliefs may be maladjustive in a democratic society since such beliefs are associated with attitudes similar to those held by parents of problem children." (p. 16)

Peterson's (21) study of parental attitudes and child adjustment indicated that:

Both mothers and fathers of children who displayed adjustment difficulties were judged to be less well-adjusted and sociable, less democratic, and to experience more disciplinary contention than the parents of children with no manifest problems. (p. 129)

Yarrow (33) studied one hundred and one parents of first and second grade children to try to determine (a) the kind of training which parents provide for their children in the area of human relations and (b) the belief and attitudes of the parents which underlie their treatment of cultural differences. Yarrow (33) wrote concerning parental attitudes and their effect on children's personalities:

The parents' responses to the interview revealed relatively little realization of their own responsibilities in teaching their children about cultural differences and in teaching values and attitudes of good human relations. ...The parents reaction make it clear that their teaching of intergroup attitudes to their children is not direct and planned. (p. 52)

Studies conducted by Stout (28), Macfarlane (17), Baldwin (1), and Hattwick (8) indicated the necessity of love, affection, security, and interaction between parents and children for good personality development and adjustment.

Stout (28) studied well-adjusted children with varying home backgrounds and indicated that attitude toward the child was the one thing that led to well-adjustment in the children. Stout (28) wrote:

Parents speak of their love and affection for the child, ... of making the child feel wanted, ... of appreciation, trust, and confidence. ...Added to these sometime spoken, sometime implied, is respect for the child as a person and willingness to let him be an individual. Willingness and gladness to be parents and to take the responsibilities of parents is so uniformly expressed or implied as to appear significant. (p. 458) In these attitudes toward the child and in the basic family unity growing out of them seem to lie the only common denominator to be found in the accounts of the family life of the one hundred and fifty-eight well-adjusted children of this study. (p. 459)

The Macfarlane (17) study of personality development found affection and security were major needs for children. Macfarlane (17) stated:

... it was found that when a home was psychologically unfavorable in only one or two respects, the youngster could usually run his course without much disturbance, provided the parents were themselves secure enough to give the child adequate security and affection, but in homes with a large number of unfavorable aspects, the youngster was likely to give indications of being disturbed in his emotional development and habits. Affection and security between and from the parents was found to be a major need for children. (p. 324)

Hattwick (8) contrasted the calm, happy home with homes which displayed signs of tension and found that sharing responsibilities and play experiences helped the child overcome infantile reaction, become more self-reliant and to gain a feeling of security. Hattwick (8) stated that:

Children from well-adjusted homes did not require as much attention, therefore it would seem that children from quarrelsome homes lack a certain security. (p. 218) When parents and children shared either work or play experiences there was a tendency for children to have a better understanding of property rights and values; better work habits; were more cooperative; and have better relations with other children. (p. 220) ...Sharing home responsibilities tends to help the child overcome infantile reactions and to make him more self-reliant. It would appear that the sharing of play experiences helps the child gain a feeling of security. (p. 224)

Interaction between parents and children appears to be necessary for personal and social development.

Baldwin (1) wrote:

The active home is characterized by a high level of interaction between the parent and the child. (p. 133) ...,a high level of interaction between the parent and child is required to push the child into activity, particularly of the interpersonal variety. (p. 135)

In summary it seems to appear that interaction between the parent and the child that offers emotional support, love, and affection gives security to the developing personality and tends to lead to better adjustment.

Parental Example: The attitudes of parents will determine their actions, and through their actions parents become an example or behavior model for their children.

Rand (23) stated:

Naturalness of behavior and freedom of relationship between parent and child should exist at all times. But every thoughtful parent knows that one of the greatest of stimulants to his own personal growth can come from his wish to be a better model for his growing child. (p. 170)

The Maas (16) study of some social class differences in the family systems and group relations of pre and early adolescents indicates the effects of parental example on the behavior of the child. Maas (16) wrote:

The hierarchical world of our lower-class pre and early adolescents is one of imperatives and absolutes, physical violence at home (and in the school and community), and psychological distance from, if not actual rejection by, adults. The world of our core culture subjects, while more circumscribed for independent social exploration, seems more open for psychological explorations with both adults and peers. ...The lower-class child's social and physical freedom to which the transition may be abrupt and for which the timing may be psychologically premature, often foster (among our subjects) excessively dependent relations with peers and a kind of psychological distance from adults in pre and early adolescence that may be undesirable for these developmental levels in our society. (p. 151)

Kiernan (14) conducted a study of behavior-disorder correlations between parents and children. Kiernan (14) wrote:

Our conclusion is modest, namely, that in these cases we saw an almost perfect correlation between the behavior of the preadolescent child and that of his parent at the time he or she was a youthful offender. This supported the theory of Dr. Johnson, since our cases illustrate that these parents consciously or unconsciously permit their children to act out their unresolved asocial urges. (p. 541)

Kagan's (12) study of the relation of childhood intelligence, maternal behaviors, and social class to behavior during adolescence indicates the effect of parental example upon the developing personality. Kagan (12) wrote:

The child typically strives to increase behavioral similarity between himself and his parent as part of the identification process. 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)

Summary

The literature reviewed indicated the influence of both the mother and the father on the developing personality of the child. Both parents influence the personal and social adjustment of the child with their attitudes, both conscious and unconscious. Most of the literature reviewed was related to the maternal influence.

In the review of research reported, the investigator found no studies of normal parents' and normal children's personal and social adjustment being compared, however, all the studies reviewed indicated the importance of this relationship.

CHAPTER III

PROCEDURE AND METHOD

The five main steps of procedure followed in this study were:
(1) review the literature (2) selection of an instrument to measure
personal and social adjustment of parents and children (3) the selec-
tion of parents and children (4) administration of tests to the
parents and children and (5) analysis and treatment of the data. The
first step, the review of literature was reported in Chapter II.
Steps two, three, and four are discussed in this chapter, and step five
will be discussed in Chapter IV.

Selection of Personal and Social Adjustment Scale

The _California Test of Personality_, Primary Form AA and Adult
Form AA, was chosen as the instrument to be used to measure the
personal and social adjustment of the subjects. The bases for selec-
tion of the _California Test of Personality_ were: (1) the test is
applicable for research purposes to obtain comparisons between groups,
(2) the _California Test of Personality_ appeared to be among the better
tests available, and (3) the test items were satisfactory, and the
test manual of directions was arranged in a manner which made for ease
and accuracy in administering and scoring. (Buros, 5, p. 39)

The norms given for the _California Test of Personality_ were

derived from test data secured on 4,500 pupils in kindergarten to grade three inclusive in schools in South Carolina, Ohio, Colorado, and California, and from 3,133 adults in adult education programs and industry in Florida, Illinois, Tennessee, Utah, Montana, and California. About eighty-five percent of the population was Caucasian and the remainder were Mexican, Negro, and other minority groups. In order to lessen the effects of the tendency to distortion, the authors of the California Test of Personality have attempted to disguise as many items as possible which might conflict with the examinee's tendency to protect himself. (30, p. 10)

The California Test of Personality, Primary Form AA for children is composed of ninety-six questions and the Adult Form AA has one hundred sixty-five questions to be answered "yes" or "no." The test is divided into two sections, personal adjustment and social adjustment. Six components are included in each of these two sections with eight questions under each component in the Primary form and fifteen questions under each component in the Adult form. (Appendix B, pp. 43-58)

Selection of the Subjects

Second grade children and their parents of the Indianola School District were selected as subjects in this study because the investigator was teaching second grade in this school at the time of the study. The final subjects of the study were the fifteen second grade children and their parents who were willing to cooperate in the testing program. Members of the class not included in the study were four children who lived with neither or only one parent, six children whose parents did not wish to cooperate in the testing, and the investigator's child.

Indianola School District covers one hundred and twenty square miles in the northwestern part of Pittsburg County which is located in Southeastern Oklahoma. Farming and ranching are the principle sources of income for the parents of this study. Other occupations represented were salesmen, a teacher, retired naval personnel, and employees of Oklahoma State Penitentiary and the Naval Ammunition Depot. Only one of the fifteen mothers was employed outside the home. The persons included in this study are largely Caucasian with one family being of Indian extraction.

Administration of the Tests

The California Test of Personality was administered according to the manual directions, and both tests were hand scored and the results tabulated by the investigator.

In September at the Parent Teacher Association meeting the investigator explained to the parents the need for their cooperation in conducting a study as a part of her graduate study. Those parents present agreed to cooperate. The group decided to use this opportunity to get to know each other better as well as to help the investigator.

A "testing" party was planned for early October in the high school building. A letter from the investigator was sent to each family inviting all members of the family to the party. Twelve families attended and the group was divided into two smaller groups, one of adults and one of children. Each group occupied a different section of the school building. The children were not tested at this time, but entertained themselves with various planned games while the investigator administered the test to the parents present. The adults spent

the first forty-five to sixty minutes in taking the test. The investigator explained that there were no right or wrong answers but should be only their thinking or believing at that particular time. The latter part of the evening was spent in playing contest games with small prizes given to the winners. Refreshments were served to the entire group, and some of the parents suggested having a second party in the spring.

A second party was held in late April and twelve families attended this party and six parents who had not attended the first party attended and were given the test. This time the group was not divided, except for those being tested. The parents who had previously been tested and the children participated in the same games. The investigator noted a particular feeling of warmth in this meeting among the parents. Again small prizes were given and refreshments were served.

Tests were sent to three sets of parents by their children with a letter explaining the purpose of the testing and asking for their cooperation. Three tests of the six were returned completed. One couple and one mother responded.

The second grade children were tested at two different times. The first group (those whose parents took the test in October) was tested in January and the remainder of the children were tested in May. The test directions and questions were read to the children by the investigator as printed in the manual. The subjects were asked to circle "yes" or "no" as they felt about the question. Again it was explained there were no <u>right</u> or <u>wrong</u> answers.

CHAPTER IV

ANALYSIS OF DATA

The purpose of this study was to investigate the relationship of personal and social adjustment of parents to the personal and social adjustment of their children. Data for this analysis were the personal, social, and total adjustment scores obtained by second grade children and their parents on the California Test of Personality (Table IV, Appendix A) The data for this investigation could not be used in a statistical analysis, therefore the data were plotted on charts (Tables I, II, III) to present whatever relationship could be observed.

Raw scores at the fiftieth percentile for both the Primary Form AA and the Adult Form AA were used as the dividing point between the adjusted and the maladjusted personality. The California Test of Personality Manual (30) indicated the fiftieth percentile as the norm or median on this test by stating, "even when students are up to the fiftieth percentile they may still not be well-adjusted." The authors of the test have written that an employer "will take as few employees as possible whose profiles vary significantly to the left of the fiftieth percentile point." (18) "The teacher or examiner may infer that, in general, maladjustment is shown when a score is among the lower percentiles or when the graph tends to the left." (p. 13) The foregoing statements influenced the writer in determining the fiftieth

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percentile scores as the dividing point for adjusted and maladjusted
personalities.

The data obtained by the subjects were plotted on charts to pre-
sent the relationship between parent and child by the following steps.
(1) Children's raw scores on personal, social, and total adjustment
were placed on a chart in rank order. (Top scores on chart.) (2) Parent's
raw scores were plotted on the same chart with the children's raw scores.
(Mo and Fa scores.) These data are presented in Tables I, II, and III.

An examination of Table I reveals that in the category of personal
adjustment nine of the fifteen groups of subjects (a group being composed
of a child and both of his parents) showed a positive relationship in
their adjustment. Five of the groups were to the right of the fiftieth
percentile and four of the groups were to the left of the dividing point.
The five other groups showed no like relationship; this means that the
child and his parents were on opposite sides of the fiftieth percentile.
There was a difference in the personal adjustment of the parents in
only one group; the mother's and the child's scores fell to left of the
fiftieth percentile, meaning low adjustment, while the father's score
was low in the adjusted scores. All of the children with scores to the
right of the fiftieth percentile had fathers who scored higher in per-
sonal adjustment than did their mothers. This investigation revealed
that sixty percent of the groups of subjects showed a relationship be-
tween the personal adjustment of parents and their children.

A further examination of specific components of the test indicated
that in ten of the fifteen families the child's and his parent's scores
on "feeling of belonging" were very similar. Seven of the scores for
parents and their children on "personal worth" were alike. This same

TABLE I

THE RELATION BETWEEN CHILDREN'S SCORES AND THEIR PARENTS' SCORES ON PERSONAL ADJUSTMENT

Raw Score	15	30	30	30	31	32	33	35	36	36	36	37	39	42	42
Child #	2	6	8	13	3	15	5	11	9	4	1	14	10	7	12
Adult's Raw Scores 90															
85															
80															
75			Fa / Mo		Fa			Fa / Mo			Fa				Fa
70				Fa	Mo					Fa				Fa	
65		Mo								Mo	Mo			Mo	Mo
60	Mo*	Fa											Fa		
55	Fa					Mo	Mo								
50				Mo					Fa				Mo		
45							Fa		Mo						
40						Fa						Fa / Mo			
35															
Sex of Child	G	B	G	G	B	G	B	B	B	B	G	G	B	B	B

*Mo = Mother, Fa = Father

Note: Heavy line indicates normal range of adjustment as indicated in the manual. (Fiftieth percentile scores)

number was also found for the category of "withdrawal tendencies." Only one child's score, of the fifteen children, in the category of "nervous symptoms" indicated a high degree of adjustment.

Table II shows a relationship in social adjustment between eight of the fifteen groups of subjects. Seven of the groups that showed a relationship were above the fiftieth percentile and one group fell below the dividing line. Three of the groups, the child and his parents, were on opposite sides of the fiftieth percentile. Four groups showed the father and mother divided in their social adjustment scores. In the seven groups that showed no relationship, four of the children were to the right of the fiftieth percentile. Slightly over fifty percent of the groups used in this investigation showed a relationship between the social adjustment of parents and their children.

In the specific components of "social standards" and "community relations" the parent's and children's scores were very much alike. The findings of this study with a normal population parallel the findings of the Kiernan (14) study using subjects with behavior-disorders. Parents seem to consciously or unconsciously permit their children to act out or accept behavior patterns similar to their own.

Table III, total adjustment, shows a relationship between the parents and their child in seven of the fifteen groups. Five of the groups scored above the fiftieth percentile and two groups are below the median as indicated by the California Test of Personality Manual. (30) Five other groups of subjects scored on opposite sides of the fiftieth percentile, and in three groups one parent was separated from the child in percentile rank.

TABLE II

THE RELATION BETWEEN CHILDREN'S SCORES AND THEIR PARENTS' SCORES ON SOCIAL ADJUSTMENT

Raw Score	33	34	35	37	38	39	40	42	43	43	44	45	45	46	46
Child #	2	13	3	5	11	4	8	15	1	6	14	9	10	7	12
Adult's Raw Scores															
90															
85															
80						Mo									
75			Mo-Fa		Fa Mo	Fa	Mo / Fa		Fa Mo	Mo				Fa	
70								Mo				Mo	Fa	Mo	
65		Fa		Mo-Fa						Fa					Fa
60	Mo* / Fa										Mo				Mo
55		Mo						Fa			Fa	Fa			
50															
45															
40													Mo		
35															
Sex of Child	G	G	B	B	B	B	G	G	G	B	G	B	B	B	B

*Mo = Mother, Fa = Father

Note: Heavy line indicates normal range of adjustment as indicated in the manual. (Fiftieth percentile scores)

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TABLE III

THE RELATION BETWEEN CHILDREN'S SCORES AND THEIR PARENTS' SCORES ON TOTAL ADJUSTMENT

Raw Scores	48	64	66	70	70	73	73	74	75	79	81	81	84	88	88
Child #	2	13	3	5	8	6	11	15	4	1	9	14	10	7	12
Adult's Raw Scores															
170															
165															
160															
155			Fa							Fa					
150							Fa Mo							Fa	
145			Mo		Mo Fa				Mo Fa						Fa
140						Mo				Mo				Mo	
135		Fa													
130													Fa		Mo
125	Mo*					Fa		Mo							
120				Mo											
115											Mo				
110	Fa			Fa											
105		Mo									Fa				
100												Mo			
95								Fa				Fa	Mo		
90															
Sex of Child	G	G	B	B	G	B	B	G	B	G	B	G	B	B	B

*Mo = Mother, Fa = Father

Note: Heavy line indicates normal range of adjustment as indicated in the manual. (Fiftieth percentile scores)

Generalizations from this study are not warranted because the sample is small and selected and is not representative of a whole population.

CHAPTER V

SUMMARY

The major purpose of this study was to investigate the relation-
ship of the personal and social adjustment of parents to the personal
and social adjustment of their children as measured by the California
Test of Personality.

The California Test of Personality was used to measure the per-
sonal and social adjustment of the children and their parents. The
final subjects were fifteen second grade children and their parents
in the Indianola School District, Indianola, Oklahoma. A comparison
of the child's adjustment scores with his parent's adjustment scores
was made on the basis of personal, social, and total adjustment scores
from the California Test of Personality.

The data for this small sample could not be analyzed by statis-
tical analysis; therefore the data were plotted on charts to present
the relationship observed in a rough analysis.

Findings

The limited findings of this study are summarized as follows:

1. Nine of the fifteen groups of subjects showed a relationship
in their adjustment in the category of personal adjustment. Five of
these groups scored to the right of the fiftieth percentile and four
groups had scores to the left of the median. This was sixty percent

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of the groups of subjects that showed a relationship between the personal adjustment of the parents and their children.

2. All of the children with scores to the right of the fiftieth percentile had fathers who scored higher in personal adjustment than did their mothers.

3. A relationship in social adjustment was observed in eight of the fifteen groups of subjects. Seven of these groups had scores to the right of the fiftieth percentile. Slightly over fifty percent of the groups used in this study showed a relationship between the social adjustment of parents and their children.

4. Seven of the fifteen groups of subjects showed a relationship between the total adjustment scores.

Implications for Educators and Parents

The results of this study indicate that the personal and social adjustment of the children and their parents tended to be similar. Should this hold true in further testing this may indicate that 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 parent's adjustment may be a contributing factor to the child's adjustment. This should challenge the teacher to strive to understand the home conditions as well as to understand the child at school since the adjustment of the parents may influence the child under their guidance.

Limitations of the Study

An evaluation of the study by the investigator revealed the

following limitations:

1. The subjects were not a representative sample as all of the children were not included in the study because their parents did not wish to participate in the testing.

2. The sample was only the children from one room in one community.

3. For the select grade used in this sample there was no great deviation in the children's scores. A heterogenous group is needed to further measure for parent-child relationships.

Recommendations for Further Research

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

1. A more representative sample be used; this could be attained by selecting subjects from several schools in different areas which include different socio-economic levels and ethnic groups. Further research should strive for a higher degree of participation from the parents and children of a select grade level.

2. A large enough sample to permit the extremes to be compared.

3. All children in a group should be tested, regardless of whether the parents participate or not. Should children's scores whose parents participate show a relationship with their parents, then likely the scores of those children whose parents do not participate would have been like the scores of their parents.

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APPENDIX A

TABLE IV

THE RAW SCORES AND PERCENTILE RANKS ON PERSONAL, SOCIAL, AND
TOTAL ADJUSTMENT FOR THE FIFTEEN FAMILIES PARTICIPATING
IN THIS STUDY

Family Number 1	Father			Mother			Child		
Adjustment	Personal	Social	Total	Personal	Social	Total	Personal	Social	Total
Raw Score	79	79	158	66	78	144	36	43	79
Percentile Rank	90	90	90	50	90	70	50	70	60
Family Number 2									
Raw Score	55	60	115	63	62	125	15	33	48
Percentile Rank	20	40	30	40	40	40	2	30	10
Family Number 3									
Raw Score	79	79	158	71	79	150	31	35	66
Percentile Rank	90	90	90	60	90	80	30	40	40
Family Number 4									
Raw Score	72	76	148	66	83	149	36	39	75
Percentile Rank	70	80	70	50	95	80	50	50	50
Family Number 5									
Raw Score	47	66	113	57	66	123	33	37	70
Percentile Rank	10	50	30	30	50	40	40	40	40
Family Number 6									
Raw Score	61	67	128	65	76	141	30	43	73
Percentile Rank	30	60	40	40	80	60	30	70	50

TABLE IV (Continued)

Family Number 7	Father			Mother			Child		
Adjustment	Personal	Social	Total	Personal	Social	Total	Personal	Social	Total
Raw Score	73	78	151	67	73	140	42	46	88
Percentile Rank	70	80	80	50	70	60	80	95	90
Family Number 8									
Raw Score	75	74	149	74	76	150	30	40	70
Percentile Rank	80	70	80	70	80	80	30	60	40
Family Number 9									
Raw Score	52	55	107	45	71	116	36	45	81
Percentile Rank	20	30	20	10	70	30	50	90	70
Family Number 10									
Raw Score	62	70	132	52	43	97	39	45	84
Percentile Rank	40	60	50	20	10	10	70	90	80
Family Number 11									
Raw Score	76	77	153	75	76	151	35	38	73
Percentile Rank	80	80	80	80	80	80	50	50	50
Family Number 12									
Raw Score	76	65	141	67	64	131	42	46	88
Percentile Rank	80	50	60	50	50	50	80	95	90
Family Number 13									
Raw Score	70	67	137	52	58	110	30	34	64
Percentile Rank	60	60	60	20	30	20	30	30	30

TABLE IV (Continued)

Family Number 14	Father			Mother			Child		
Adjustment	Personal	Social	Total	Personal	Social	Total	Personal	Social	Total
Raw Score	41	58	99	39	63	102	37	44	81
Percentile Rank	5	30	20	5	40	20	60	80	70
Family Number 15									
Raw Score	41	55	96	57	69	126	32	42	74
Percentile Rank	5	30	10	30	60	40	40	70	50

APPENDIX B

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.

---

[1] Louis P. Thorpe and Willis W. Clark, 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.

IF. 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 sub-
ordinating 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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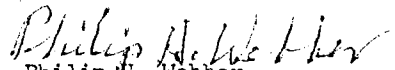
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California Test of Personality

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**

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

Section 1 A
(number right) ....

---

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

Section 1 B
(number right) ....

GO RIGHT ON TO THE NEXT PAGE

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) ....

---

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

GO RIGHT ON TO THE NEXT PAGE

Section 1 D
(number right) ....

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

Section 1 E
(number right) ....

___

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

Section 1 F
(number right) ....

GO RIGHT ON TO THE NEXT PAGE

1. Should you mind your folks even when they are wrong? YES NO

SECTION 2 A

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) ....

---

1. Do you talk to the new children at school? YES NO

SECTION 2 B

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

Page 6
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GO RIGHT ON TO THE NEXT PAGE

Section 2 B
(number right) ....

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

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Section 2 C
(number right) .............................
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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

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Section 2 D
(number right) .............................
```

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

Section 2 E
(number right) ....

---

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

Section 2 F
(number right) ....

STOP NOW WAIT FOR FURTHER INSTRUCTIONS

California Test of Personality

Adult • form **AA**

1953 Revision

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

Do not write or mark on this booklet unless told to do so by the examiner.

Name...
Last　　　　　　First　　　　　　Middle

Occupation
or Grade .... Sex M-F

School or
Organization...City................

Date of
Test...
Month　　Day　　Year

Examiner.................................(..............) Examinee's Age............

Date of
Birth...
Month　　Day　　Year

INSTRUCTIONS TO EXAMINEES

This booklet contains 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

A

INSTRUCTIONS TO EXAMINEES

DO NOT WRITE OR MARK ON THIS TEST BOOKLET UNLESS TOLD TO DO SO BY THE EXAMINER.

You are to decide for each question whether the answer is YES or NO and mark it as you are told. The following are two sample questions:

SAMPLES

A. Do you have a dog at home?   **YES NO**

B. Can you drive a car?   **YES NO**

DIRECTIONS FOR MARKING ANSWERS

ON ANSWER SHEETS

Make a heavy black mark under the word YES or NO, whichever shows your answer. If you have a dog at home but cannot drive a car, you would mark the answer sheet this way:

```
        YES   NO
  A      |    ||
  B     ||     |
```

Mark under the word that shows your answer.
Find answer row number 1 on your answer sheet.
Now wait until the examiner tells you to begin.

ON TEST BOOKLETS

Draw a circle around the word YES or NO, whichever shows your answer. If you have a dog at home, draw a circle around the word YES in Sample A above; if not, draw a circle around the word NO. Do it now.

If you can drive a car, draw a circle around the word YES in Sample B above; if not, draw a circle around the word NO. Do it now.

Now wait until the examiner tells you to begin.

After the examiner tells you to begin, go right on from one page to another until you have finished the test or are told to stop. Work as fast as you can without making mistakes. Now look at item 1 on page 3.

SECTION 1 A

1. Is it easy for you to turn down unreasonable requests? **YES NO**

2. Do you prefer competition of some kind to working alone? **YES NO**

3. Are you easily irritated when people argue with you? **YES NO**

4. Do you usually carry out your plans in spite of opposition? **YES NO**

5. Do you usually get upset when things go wrong? **YES NO**

6. Is it easy for you to introduce or be introduced to people? **YES NO**

7. Is it hard for you to go on with your work if you are not encouraged? **YES NO**

8. Are you willing to tell your friends when you strongly disapprove of their actions? **YES NO**

9. Is it hard for you to admit when you are wrong? **YES NO**

10. Is it easier to do things that your friends propose than to make your own plans? **YES NO**

11. Do you feel uncomfortable when you are alone with important people? **YES NO**

12. When you have a real grievance, do you usually see that it is settled? **YES NO**

13. Can you work alone as well as with others? **YES NO**

14. Do you feel at ease when talking to members of the opposite sex whom you do not know well? **YES NO**

15. Does it discourage you when people do not appreciate you? **YES NO**

GO RIGHT ON TO THE NEXT COLUMN

Page 3
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Section 1 A
(number right) ....

SECTION 1 B

16. Are you given adequate credit for your ability to deal with people successfully? **YES NO**

17. Do you feel that you are not very good at handling money? **YES NO**

18. Do you find it hard to get people to accept your ideas? **YES NO**

19. Do most of your friends have confidence in your ability? **YES NO**

20. Are you often invited to social affairs? **YES NO**

21. Do your superiors pay as much attention to you as you deserve? **YES NO**

22. Do you have opportunity to show your true ability? **YES NO**

23. Do people usually ask for your judgment in important matters? **YES NO**

24. Do people seem to enjoy having you as a guest or going places with you? **YES NO**

25. Do your friends seem to think that you have made the success of which you are capable? **YES NO**

26. Are you considered mediocre in many of the things you do? **YES NO**

27. Even when you show good judgment, do you often fail to receive proper credit? **YES NO**

28. Are you considered unusually capable or courageous? **YES NO**

29. Do most of your friends go out of their way to help you? **YES NO**

30. Do a number of people depend on you for advice and guidance? **YES NO**

GO RIGHT ON TO THE NEXT PAGE

Section 1 B
(number right) ....

SECTION 1 C

31. Do you have enough time for recreation? **YES NO**

32. Do you have to do what other people decide most of the time? **YES NO**

33. Do you have enough spending money? **YES NO**

34. Does your family object because you spend too much time with outside friends? **YES NO**

35. Are you prevented from managing your own work or career as you wish? **YES NO**

36. Do you feel that you can say what you believe about things? **YES NO**

37. Do you feel that you can do what you wish as often as your friends can? **YES NO**

38. Would you be happier if someone else did not have so much authority over you? **YES NO**

39. Are you at liberty to do about as you please during your spare time? **YES NO**

40. Does your family object to some of your close friends? **YES NO**

41. Are you usually prevented from attending the clubs or affairs that you like? **YES NO**

42. Do you have the opportunity to associate with your friends as much as you like? **YES NO**

43. Are you often criticized for things that do not amount to much? **YES NO**

44. Do your responsibilities keep you "tied down" too much? **YES NO**

45. Are you troubled by the fact that economic conditions restrict your freedom? **YES NO**

GO RIGHT ON TO THE NEXT COLUMN

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CTP-A-AA

Section 1 C (number right) ....

SECTION 1 D

46. Are you invited to groups in which both men and women are present? **YES NO**

47. Have you found it almost impossible to take your friends into your confidence? **YES NO**

48. Do you feel that your relatives are as attractive and successful as those of your friends? **YES NO**

49. Do your friends and acquaintances seem to have a better time in their homes than you do? **YES NO**

50. Have you been invited to join as many organizations as you deserve? **YES NO**

51. Have you often wished that you were a member of a different family or group? **YES NO**

52. Are you regarded as being as healthy and strong as most of your friends? **YES NO**

53. Do your friends seem to rate you as high socially as they should? **YES NO**

54. Have you found it difficult to make as many friends as you wish? **YES NO**

55. Are you liked well enough so that you feel secure socially? **YES NO**

56. Do you feel that you are an important member of some organization? **YES NO**

57. Do you have enough friends to make you feel happy? **YES NO**

58. Do your friends ask your advice as often as they should? **YES NO**

59. Have you often felt that some people were working against you? **YES NO**

60. Do you usually feel at ease when both men and women are present? **YES NO**

GO RIGHT ON TO THE NEXT PAGE

Section 1 D (number right) ....

SECTION 1 E

61. Are certain people so unreasonable that you hate them? **YES NO**

62. Do you find it more pleasant to think about desired successes than to work for them? **YES NO**

63. Do you find that many people seem perfectly willing to take advantage of you? **YES NO**

64. Do you have many financial problems that cause you a great deal of worry? **YES NO**

65. Do you find it hard to meet people at social affairs? **YES NO**

66. Are your responsibilities and problems often such that you cannot help but get discouraged? **YES NO**

67. Do you often feel lonesome even when you are with people? **YES NO**

68. Are conditions frequently so bad that you find it hard to keep from feeling depressed? **YES NO**

69. Do you prefer to be alone rather than to have close friendships with many of the people around you? **YES NO**

70. Would you rather stay away from parties and social affairs? **YES NO**

71. Do you find it difficult to overcome the feeling that you are inferior to others in many respects? **YES NO**

72. Do you generally go out of your way to avoid meeting someone you dislike? **YES NO**

73. Does it seem to you that younger people have an easier and more enjoyable life than you do? **YES NO**

74. Are you as a rule shy when in the presence of people you don't know? **YES NO**

75. Do you often feel depressed because you are not popular socially? **YES NO**

SECTION 1 F

76. Are you likely to stutter when you get worried or excited? **YES NO**

77. Do your muscles twitch some of the time? **YES NO**

78. Are conditions under which you live so bad that they frequently make you nervous? **YES NO**

79. Do you feel inclined to tremble when you are afraid? **YES NO**

80. Even though you can conceal it, do you frequently feel irritable? **YES NO**

81. Do you often suffer from annoying eye strain? **YES NO**

82. Is it hard for you to sit still? **YES NO**

83. Are you more restless than most people? **YES NO**

84. Are you frequently troubled by serious worries? **YES NO**

85. Do people frequently speak so indistinctly that you have to ask them to repeat their questions? **YES NO**

86. Do you frequently find that you have read several sentences without realizing what they are about? **YES NO**

87. Do you find that you are tired a great deal of the time? **YES NO**

88. Do you often have considerable difficulty in going to sleep? **YES NO**

89. Do you suffer from attacks of indigestion for which there is no apparent cause? **YES NO**

90. Do you have difficulty thinking clearly when you get worried or excited? **YES NO**

GO RIGHT ON TO THE NEXT COLUMN

GO RIGHT ON TO THE NEXT PAGE

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Section 1 E
(number right) ....

Section 1 F
(number right) ....

SECTION 2 A

91. Are people sometimes justified in disobeying the law when it appears to be unfair?   **YES NO**

92. Should one respect the personalities of all foreigners?   **YES NO**

93. Is it necessary to be friendly to new neighbors?   **YES NO**

94. Is it wrong to avoid responsibility or work if you are not required to do it?   **YES NO**

95. Should one be courteous to people who are very disagreeable?   **YES NO**

96. Should one be expected to fulfill a contract which he believes he should not have made?   **YES NO**

97. Is it dishonest to fail to pay a railroad or bus fare if the opportunity presents itself?   **YES NO**

98. Does finding an article give people the right to keep or sell it?   **YES NO**

99. Are there times when it is justifiable to borrow other people's property without telling them?   **YES NO**

100. Do people who persist in getting into trouble after proper warning deserve sympathy?   **YES NO**

101. Is it right to humiliate publicly those who show disrespect for other people?   **YES NO**

102. Should one always be more respectful to people of greater wealth?   **YES NO**

103. Should a person be fair to disagreeable people?   **YES NO**

104. Is it always necessary to return an article that has been found?   **YES NO**

105. Are the beliefs of some people so absurd that one is justified in denouncing these beliefs?   **YES NO**

Page 6
CTP-A-AA

Section 2 A
(number right) ....

SECTION 2 B

106. Do you find it easy to introduce people to each other?   **YES NO**

107. Can you break away from a social gathering easily?   **YES NO**

108. Is it easy for you to talk with people as soon as you meet them?   **YES NO**

109. Is it hard for you to lead in enlivening a dull social affair?   **YES NO**

110. Do you frequently find it necessary to interrupt a conversation?   **YES NO**

111. Do you often go to some trouble in order to be with your friends?   **YES NO**

112. Do you find it difficult to keep from offending people occasionally?   **YES NO**

113. Do you often assist in planning social gatherings?   **YES NO**

114. Do you habitually compliment people when they do something well?   **YES NO**

115. Have you found that it does not pay to be too dependable?   **YES NO**

116. Do you have many friends rather than just a few?   **YES NO**

117. Do you attempt new games at social affairs even when you haven't played them before?   **YES NO**

118. Do you contribute to campaigns intended to give assistance to the needy?   **YES NO**

119. Do you find it hard to help others have a good time at social gatherings?   **YES NO**

120. Do you enjoy helping people who are less fortunate than you?   **YES NO**

Section 2 B
(number right) ....

SECTION 2 C

121. Does the younger generation get so fresh with you that you have to get even with them?   **YES NO**

122. Do your friends attach so much importance to money and clothes that you have to take some things to keep up appearances?   **YES NO**

123. Are you often forced to show some temper in order to get what is coming to you?   **YES NO**

124. Are many of your acquaintances so conceited that you find it necessary to insult them?   **YES NO**

125. Do you often have to insist that your friends do things that they don't care to do?   **YES NO**

126. Do you find it easy to get out of trouble by telling "white lies"?   **YES NO**

127. Do you have to assert yourself more than others in order to get recognition?   **YES NO**

128. Do you believe that society would be better off if people were permitted to behave more nearly as they please?   **YES NO**

129. Have you found that using a little force helps convince stubborn people?   **YES NO**

130. Are your friends and associates often so unfair that you do not respect them?   **YES NO**

131. Do people who leave their houses or cars unlocked deserve to have things stolen?   **YES NO**

132. Does someone at home disturb you so much that you find it necessary to "squelch" them?   **YES NO**

133. Have you found that getting even is better than "taking it" too much of the time?   **YES NO**

134. Do you sometimes think that it serves people right when their property is damaged?   **YES NO**

135. Have many people treated you so unjustly that you are warranted in having a grudge against them?   **YES NO**

GO RIGHT ON TO THE NEXT COLUMN

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CTP-A-AA

Section 2 C
(number right) ....

SECTION 2 D

136. Is your family interested in becoming acquainted with your problems?   **YES NO**

137. Do the members of your family get along with each other as well as you would like?   **YES NO**

138. Does your family seem to believe that you are not thoughtful of them?   **YES NO**

139. Are some members of your family too extravagant?   **YES NO**

140. Are things difficult for you because your family is usually short of money?   **YES NO**

141. Are you troubled because members of your family differ from you regarding beliefs and standards?   **YES NO**

142. Are you troubled because some members of your family do not get along well together?   **YES NO**

143. Do you have better times somewhere else than where you live?   **YES NO**

144. Do you like the members of your family about equally?   **YES NO**

145. Does your family appear to think that you are as successful as you might be?   **YES NO**

146. Do members of your family have as good times together as you wish?   **YES NO**

147. Do some of the members of your family usually fail to return favors?   **YES NO**

148. Do friends respect your rights better than members of your family do?   **YES NO**

149. Do members of your family like to have you enjoy yourself?   **YES NO**

150. Do you avoid inviting people to your home because it is not as attractive as it should be?   **YES NO**

GO RIGHT ON TO THE NEXT PAGE

Section 2 D
(number right) ....

SECTION 2 E

(Consider work to mean miscellaneous duties and household work as well as regular employment. If not employed at present, give your opinion on each question.)

151. Do you worry a lot about your daily work? **YES NO**

152. Do you feel that most employers keep in mind the welfare of their workers? **YES NO**

153. Would you be much happier if you had more freedom in your work? **YES NO**

154. Would you much rather do some other kind of work than the kind you are now doing? **YES NO**

155. Are you doing the kind of work you like best? **YES NO**

156. Have you found that those in authority tend to avoid you? **YES NO**

157. Do you feel that many employers are unfair in their methods of making promotions? **YES NO**

158. Is it your belief that it is often difficult to gain promotions on the basis of merit? **YES NO**

159. Do you feel that the chances of improving the conditions of your work are good? **YES NO**

160. Do you feel that others could make your work easier for you if they cared to do so? **YES NO**

161. Would you rather work alone than with others? **YES NO**

162. Do you feel that those engaged in work similar to yours really like you? **YES NO**

163. Do those with whom you work sometimes seem unreasonable in their dealings with you? **YES NO**

164. Do you sometimes wonder whether people approve of your work? **YES NO**

165. Do you have too small a share in deciding matters which affect your work? **YES NO**

GO RIGHT ON TO THE NEXT COLUMN

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CTP-A-AA

Section 2 E
(number right) ....

SECTION 2 F

166. Are you usually in favor of reducing all public expenses? **YES NO**

167. Do the churches in your neighborhood seem to meet the needs of the people? **YES NO**

168. Are there many people in your community who are unpopular? **YES NO**

169. Do you feel that many fine families live in your neighborhood? **YES NO**

170. Do you often discuss community problems with people in your neighborhood? **YES NO**

171. Do you think your neighborhood would be better if more people minded their own business? **YES NO**

172. Would you welcome most of your neighbors into your home as friends and associates? **YES NO**

173. Does your community do as much for its people as you think it should? **YES NO**

174. Do most of the people in your community disagree with you in political matters? **YES NO**

175. Is there too much neighborhood gossip in your community? **YES NO**

176. Are political issues so involved that you frequently do not vote? **YES NO**

177. Do you feel that most women's and men's clubs are of doubtful value to their communities? **YES NO**

178. Do you feel that most of your local public officials are honest and efficient? **YES NO**

179. Do you feel it is worth-while to spend time in improving your community? **YES NO**

180. Do you feel that many local business men do not merit your patronage? **YES NO**

STOP NOW WAIT FOR FURTHER INSTRUCTIONS

Section 2 F
(number right) ....

VITA

Mary Garison Miller

Candidate for the Degree of

Master of Science

Thesis: THE PERSONAL AND SOCIAL ADJUSTMENT OF A GROUP OF CHILDREN
         AND THEIR PARENTS

Major Field: Family Relations and Child Development

Biographical:

   Personal Data: Born near Warren, Arkansas, January 2, 1923,
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   Education: Attended the public schools of Warren in Bradley
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        1941; attended Southern State College, Magnolia, Arkansas
        for two years; received the Bachelor of Science degree in
        Home Economics from Oklahoma State University in 1949 with
        a major in Home Economic Education; completed the require-
        ments for the degree of Master of Science in Family Rela-
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   Professional Experience: Taught elementary grades and general
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        High School, Indianola, Oklahoma, 1949 to 1951; taught
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