

CERTAIN FACTORS THAT MAY BE ASSOCIATED WITH
PERSONAL AND SOCIAL ADJUSTMENT
OF PREADOLESCENTS

By

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CHAPTER I

THE PROBLEM

There are many factors which may influence adjustment of the individual. By the time a child has reached preadolescence such factors as intelligence, grade level of achievement, social status of parents, and ordinal position in the family have already made an impact upon the personality of this individual. These factors are ever present and cannot be changed by the child. The foregoing factors, however, may or may not be significant in the adjustment process of the preadolescent. This study is concerned with the relationship of intelligence, grade level of achievement, social status, and ordinal position to the personal and social adjustment of the preadolescent.

Need for the Study

Living is a process of adjustments and each experience contributes to the learning process. Even the young child is confronted with many adjustments and as he grows older the adjustments he must make not only increase, but also become more complex. Growth is continuous and each stage of development has a carry-over which influences the next and ensuing stage.

Knowledge which will contribute to the understanding of individuals

and their interaction in everyday living experiences is of importance to those who work with children, because success or failure of the individual to adjust will have a direct effect on other areas of development. (9)

Tiegs (43:631) focuses on the importance of personal and social adjustment when he states:

Thinking people have pretty well accepted the importance of personal and social adjustment, unless the individual has learned to manage his own affairs with discretion and effectiveness and is able to contribute significantly in some manner to his fellows, nothing else we do for him will make much difference in his personality adjustment.

The most neglected area of research, when compared to other areas of child growth and development, is the period of preadolescence. Blair and Burton (7:5) state:

The literature in elementary education and child psychology show clearly that the age roughly from nine to puberty is the 'forgotten' period of childhood. It is a no man's land as far as research is concerned.

Redl (34) stated that researchers have discreetly left the period of preadolescence alone. He feels that probably the reason for so little research is that preadolescents are disappointing to adults and are difficult to study. Lambert (26) suggests that because preadolescents are in a "plateau" of growth, investigators have by-passed these years of development.

Concerning the emphasis that has been placed upon progressive socialization and total growth and development of the whole child, Blair and Burton (7:10) find:

We have unfortunately very little knowledge about the whole child during the ages of nine to twelve, nor in fact great knowledge about any part of him.

Contributions to the knowledge of the total development of an individual have been obtained in a large number of studies in infancy,

preschool, and adolescence and a limited amount of research concerning the first three years of the elementary school period. This material has been organized and compiled, thus making it valuable to parents and professional workers, however, Blair and Burton (5:5) state:

No such body of material exists concerning the children from nine to twelve or in the fourth, fifth, or sixth grades in the elementary school. Parents and teachers at this level do not have well-organized sources of information concerning the children they are rearing or teaching as do teachers of children of other levels.

The period of preadolescence is "trying" to parents and teachers, but it should be recognized as a significant period in the continuous development of the whole individual. Blair and Burton (7:6) find that this age group "presents some unique development problems" and Redl (34:44) states that "preadolescence is the most baffling phase in childhood". The preadolescent, however, has a growing ability to comply with demands of culture, while at the same time enjoy himself. The years of preadolescence are an important part of human development and because of the limited knowledge on which to base guidance, further research is necessary.

A review of the literature revealed a lack of information to help parents and professional workers further understand and work harmoniously with preadolescents. The investigator purposes to investigate the relationship of intelligence, grade level of achievement, social status, and ordinal position to the personal and social adjustment of the preadolescent with a hope that it will make some contribution to both parents and teachers of preadolescents.

Specifically, the purpose of this study is fourfold:

1. To investigate the relationship between intelligence and personal and social adjustment of the preadolescent.
2. To investigate the relationship between grade level of achievement

and personal and social adjustment of the preadolescent.

3. To investigate the relationship between social status and personal and social adjustment of the preadolescent.

4. To investigate the relationship between ordinal position and personal and social adjustment of the preadolescent.

The writer recognizes that there are other possible factors that have a direct relationship to personal and social adjustment, but factors other than the ones stated above will not be investigated in this study. The investigator also recognizes that the factors mentioned above may be related to other stages of development, but the sample for this study will be limited to preadolescent youngsters.

Hypothesis of the Study

To facilitate the treatment of the data, the null form of the hypothesis is stated as follows:

There is no significant relationship between intelligence, grade level of achievement, social status, and ordinal position in the family and personal and social adjustment of the preadolescent.

More specifically, the four hypotheses to be tested are as follows:

1. There is no significant relationship between intelligence and personal and social adjustment of the preadolescent.
2. There is no significant relationship between grade level of achievement and personal and social adjustment of the preadolescent.
3. There is no significant relationship between social status and personal and social adjustment of the preadolescent.
4. There is no significant relationship between ordinal position and personal and social adjustment of the preadolescent.

Definition of Terms

To facilitate reading and clarify thinking the following terms are defined as they are used in this study.

Preadolescence, in this study, was designated as the age range between nine and thirteen. Blair and Burton (7:15) define preadolescence as "Roughly the age from nine through eleven". Strang (39:371) defines preadolescence as "The period of nine to twelve or thirteen depending upon physiological factors". Redl (34) gives the chronological age as years between nine and thirteen. On the basis of this information, the years between nine and thirteen were used in the selection of the subjects for this study.

Social status, in this study, was referred to as the position of an individual or family within the community as determined by the occupation of the head of the family.

Grade level of achievement, in this study, was dependent upon consistent promotion or the non-promotion of the individual one or more times in the same grade, and prior to grade six.

Ordinal position, in this study, denoted the position of the child within the family. This birth order was based on all children born to the parents of the subjects being studied. The four categories into which the subjects were placed were: (1) only child, (2) oldest child, (3) middle child, and (4) youngest child. The middle child was the child in a family of three or more children with siblings older and younger, disregarding the number of siblings in either case.

Personal and social adjustment, in this study, was based on the feelings of personal and social security of the individual. The components of adjustment used in this study will be discussed in Chapter III.

CHAPTER II

LITERATURE RELATED TO THE PROBLEM

Research related to personal and social adjustment and the four factors, intelligence, grade level of achievement, social status, and ordinal position in the family, are reviewed in this chapter.

Intelligence and Its Relationship to Personal and Social Adjustment

Kleinsmith (25), in a study of forty-two gifted elementary children, and Colquhorn (13), in a study of 439 gifted preadolescents, reported norms higher for their subjects than norms of the California Test of Personality, which was standardized on average children. Lightfoot (28), in another study on bright children, found better adjustment than found for the average or dull. Abraham (1) found that most of the 100 subjects in his study of gifted children were happy and well-adjusted. In a study of sixty-six seventh grade boys, Hinkleman (22) found that the most intelligent tend to be the better adjusted pupils. Terman's (46) study of 1000 gifted children revealed that good social adjustment and emotional stability tend to be associated with high intelligence. In another study of gifted children, Hollingworth (23) found that children with high intelligence tend to be more stable than the children with normal intelligence. Street (41) studied gifted children and found that the adjustment of those with high intelligence was superior to the average child and that the child with high intelligence was happier and better adjusted than the average child.

Laycock (27), in a three year study of 102 superior and inferior Canadian children, found that superiority extends into social and emotional maturity, and that there tended to be more serious maladjustments among the inferior children than among the superior children. The foregoing studies did not include subjects with average intelligence. (I. Q. 90-110)

Contrary to the foregoing findings, Triplet (49), who was concerned with adjustment, found no significant relationship between intelligence and adjustment of two groups of junior high pupils, in which one group was considered well adjusted and the other group considered poorly adjusted. Anderson (2) studied 153 Negro high school pupils and found that bright boys tend to have an unsatisfactory adjustment, but bright girls have a more satisfactory adjustment.

There seems to be evidence to provide information for parents and teachers concerning intelligence and personal and social adjustment of the gifted child. There is no body of material concerning the relationship between intelligence and personal and social adjustment of the average child, however, this is the large group with which most parents and teachers will work.

School Achievement and Its Relationship to Personal and Social Adjustment

The effect of promotion and non-promotion on personal and social adjustment has not been clearly determined. Goodlad (18:302) states: "The area involving personal and social adjustment is probably the most barren in research." The fact that emotional problems affect other areas of development has been well established. (9) Support for this statement was given by Sandin (36) when he found that among slow progress pupils and normal progress pupils there was a general outlook indicative of less

happy adjustment for the slow progressive pupil. The findings of Vollording (50), who studied eleven year olds, indicated that those successful academically in school have better personal and social adjustment than those not successful academically.

Findings of Francis (17), in a study of sixty children retained one or more times, and Templin (44), who studied 215 elementary school children, revealed that most of the repeaters, according to teacher ratings, were happy the second year. Contrary to these findings, Tenebaum (45) found that 630 New York City elementary school children who were older and larger than classmates were unhappy in school.

Goodlad (18) compared second grade children, who might have been non-promoted by grade standards but who were promoted, with those children who were retained in the first grade. He found that there was no significant difference in personal and social adjustment of the 110 children studied. Anfinson (3) matched 116 pairs of junior high pupils on the basis of school attendance, age, sex, intelligence, and socio-economic status. One member of each 116 pairs was a repeater at some previous time and the other had never repeated a grade. The findings of this study showed no significant advantage of the non-repeater over the repeater in relation to personal and social adjustment. There was no significant difference between the one time repeater and the double repeater.

The findings concerning promotion and non-promotion are both limited and contradictory. The investigator of this study is concerned with the problem that teachers and parents must face each school year in relation to promotion and retention of a child. The impact the decision will have on the total personality adjustment of the individual in question should not be taken lightly.

Social Status and Its Relationship
to Personal and Social Adjustment

The exact influence that social status has upon adjustment is not clearly established. Springer (38) stated: "The role played by general social environment in the adjustment of the individual is still little understood." Sewell and Haller (37:114) , in 1956, reviewed existing studies related to socio-economic status and personality and reported:

No significant rigorously designed research has yet been reported that warrants the conclusion that the relationship between status and personality adjustment has been clearly established.

Brown (10) studied 1647 subjects between nine and fifteen years of age and reported that emotional stability was more dependent upon socio-economic level than either race or locale. Sewell and Haller (37) found that there was no significant correlation between status and personality adjustment of children in the fourth through eighth grades in both private and public schools in a culturally homogeneous social system. Minitzer and Sargent (31) found no striking relationship between socio-economic status and personality traits of 120 college students. There was, however, some indication that under-privileged students tend more toward maladjustment in personality patterns.

Springer (38) found that there was a close relationship of general social status and adjustment of the 780 subjects in the fourth through ninth grades which he studied. He found that children from the middle class families made better and more satisfactory adjustment while those of poorer general social level showed more maladjustments and more undesirable personal characteristics.

Contradicting the findings of Springer, Bonney (8) found that in the third through fifth grades there was a higher degree of social acceptance

of children of higher socio-economic status. Nye (33) studied adolescents of high socio-economic status and found them to have better adjustment with their parents. Gough (19) studied sixth graders and found a low positive correlation between socio-economic status and adjustment.

Members of the upper class group tended to have better adjustment than those from other socio-economic groups. Stragner (40) studied college students and found that children reared in homes of lower socio-economic status tend toward maladjustment more frequently than those of other socio-economic classes.

The evidence in this review of literature indicates that socio-economic status did make a difference in the adjustment of the individual, however, there were no studies specifically concerned with the preadolescent and the effect of social status on his total adjustment.

Ordinal Position and Its Relationship to Personal and Social Adjustment

Blair and Burton (7) point to the need for further investigation of the relationship of personal and social adjustment and the ordinal position of the preadolescent. Several studies concerning size of family and personality characteristics have been made, but few studies that deal primarily with personal and social adjustment and ordinal position are available.

Fisher and Hays (16) found that there was no maladjustment in the case of one or two children families, but a slight increase in maladjustment of the oldest and youngest of three children families. This same study revealed a trend in which larger families had more pronounced maladjustments than smaller families. Bonney (8) found that only children and those with fewer near siblings were higher in social acceptability than were non-only or those with near-age siblings.

Kawin (24) in a study of preschool children, found that there was a trend for the oldest children of the family to be among the less well adjusted and the younger children to be among the more well adjusted.

Damrin (14) studied 156 adolescents in the ninth through the twelfth grades and found an inconsistent relationship between family (ordinal) position and social and emotional adjustment.

These isolated studies reveal the wide gap concerning information about ordinal position and how personality development is affected by it. There seems to be a need for study of children of all ordinal positions in the same locale before generalizations may be drawn.

CHAPTER III

PROCEDURE

The objectives of this study were fourfold: (1) to investigate the relationship of intelligence to personal and social adjustment, (2) to investigate the relationship of grade level of achievement to personal and social adjustment, (3) to investigate the relationship of social status to personal and social adjustment, and (4) to investigate the relationship of ordinal position to personal and social adjustment.

The four important phases of general procedure followed in this study were: (1) the selection of measuring devices, (2) the selection of available subjects that appeared to be representative of Oklahoma's school population, (3) the administration of the measuring device to the subjects, and (4) the analysis of the data.

The measuring and indexing devices, the face sheets, the subjects and the administration of the measuring device used in this study will be discussed in this chapter.

Materials examined in the selection of a test suitable for this study were: Brown Personality Inventory for Children (11), Child Personality Scale (4), and Detroit Adjustment Inventory (5). The rejection of the three foregoing tests for this study were based on rating of inferiority given to them by Buros (12). Guilford-Zimmerman Temperament Survey (20), Minnesota Multiphasic Personality Inventory (21), Thurston Temperament Schedule (48), and Test of Personality Adjustment (35) had high standardized scores but

were rejected because they were not standardized on the age level population of the subjects which were used in this study. The California Test of Personality (49) was selected on the following basis: (1) This test provided standardized scores for grades four through six; (2) reliability and validity coefficients were established for this test; (3) the test was mechanically satisfactory and was easily administered and scored.

California Test of Personality

The California Test of Personality (Appendix A) is a paper and pencil test aimed at discovering how an individual feels about himself and others. The test is composed of 144 questions which may be answered "yes" or "no". The test is divided into two sections. The first section reveals personal adjustment or feelings of personal security; the second section reveals social adjustment or feelings of social security. Each section is composed of six components with twelve questions under each component. The following description provides a general breakdown of the components of the personal and social areas on which the test items were based. The components and their interpretations as found in the Manual (47) are:

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...
- 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...
- 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...

- 1D. Feeling of belonging - An individual feels that he belongs when he enjoys the love of the family, the well-wishes of good friends, and a cordial relationship with people in general...
- 1F. Withdrawing tendencies - The individual who is said to withdraw is the one who substitutes the joy of a fantasy world for actual successes in real life...
- 1G. 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 become chronically tired...

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 appreciates the necessity of subordinating certain desires to the needs of the group...
- 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...
- 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...
- 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...
- 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...

Reliability. The ability and freedom with which an individual changes his feelings, convictions, and modes of behavior will have some effect upon the reliability of personality inventories. Personality inventories would be expected to have a lower statistical reliability score than those tests measuring ability and achievement. Sims (12) stated that the internal consistency of the California Test of Personality indicates a fair degree of reliability for the total and two main components, personal and social adjustment, particularly for the lower scores. The reliability coefficients of personal adjustment range from .79 to .83; the social adjustment reliability coefficient correlations are .59 to .79. Norms and reliability coefficients were established on 4,562 pupils in four sections of the United States. These norms are based on normal distribution of mental ability and typical age-grade relationship of predominately Caucasian subjects. Factor analysis and multiple correlations were computed for each component and indications were that each item is contributing significantly to the test. The Manual (47) revealed that the standards are determined on both male and female responses with no practical significant difference of responses of the male and the female.

Validity. The California Test Bureau released a publication which describes ninety studies which used the California Test of Personality as an instrument of research, which indicates research personnel's confidence in the validity of the test. Sims (12) stated that the California Test of Personality is as valid as any personality inventory and that it is among the better personality inventories available.

Limitations of the California Test of Personality are that even 144 well validated questions is not enough to accurately determine adjustment, however, considering the time spent taking the test and the amount of

information received concerning the subjects, this paper and pencil test seemed to be the best method available.

The tendency for children not to be truthful may be thought of by some as an objection to personality inventories, however, Baker (6:379) stated:

It is generally known that children's problems are so close to their lives that they can scarcely refrain from answering what applies to them.

The California Test of Personality is not intended to determine the amount of deviation from the group mores, but rather indentifies that the subject has deviate behavior. Items on the test are of little value outside their component settings and should not be overemphasized. Another criticism of any personality inventory for children is their changing attitudes, lack of self-knowledge, and lack of reading ability which may tend to produce discrepancies in the responses by the subjects.

Other Instruments Used

California Test of Mental Maturity. The intelligence level, in terms of mental age, was measured by the California Test of Mental Maturity. (42). Milholland (12) has found that the California Test of Mental Maturity is "An excellent and usable test for general intelligence...". The correlation of the California Test of Mental Maturity with the Stanford-Binet Test is .88. (12:438). The California Test of Mental Maturity had been administered by the teachers and the results were made available to the writer.

The Measurement of Social Status. The categories of social status were indexed, in this study, by McGuire and White's Measurement of Social Status Scale (Appendix C), which is a modification of the Warner Index of Social Status. The occupation of the head of the family was the basis for determining the category rank into which each family was placed. The occupation

of the parent had been indicated on the face sheet by the subject. The occupation of the head of the family was placed on the social status rating scale and given a weighted score which was the same as the number of the category into which he was indexed. Example: A grade school teacher is ranked 3 on the McGuire and White Index Scale and this subject's rank of 3 and his total adjustment score on the California Test of Personality provided the data for analysis of variance.

Marshall and Eckart (30) found that the regular occupation of the head of the family was the best single index to economic and cultural levels of families. Warner and Lunt (51) found a high correlation between choice of occupation and class status.

Face Sheet. A face sheet was developed by the investigator to obtain additional data pertinent to this study. (Appendix D). Subjects were asked to complete the face sheet just prior to the administration of the California Test of Personality. Information obtained at this time included the occupation of the head of the family, promotion or non-promotion status of the subject, and ordinal position in the family. The intelligence scores for each subject were secured from the cumulative folder when information on the face sheet was verified by the permanent records kept by the school.

Subjects

The subjects for this study were 282 white children in the fourth, fifth, and sixth grades of the Choctaw, Oklahoma Public School. The distribution of subjects by age and grade are presented in Table I. Choctaw is a rural community which has a well-stratified population and is located less than twenty miles from a metropolitan center. The population consisted of farmers, industrial workers, military personnel, and professional people. The inves-

tigator lays no claim to the representativeness of this sample, however, this was the best sample available to the investigator.

TABLE I
DISTRIBUTION OF MALES AND FEMALES ACCORDING TO AGE
AND GRADE CLASSIFICATION

282 Subjects

Age	GRADE 4		GRADE 5		GRADE 6	
	Boys	Girls	Boys	Girls	Boys	Girls
9	20	29				
10	16	14	25	22		
11	4	3	25	17	20	27
12	1	1	6	0	33	19
TOTAL	41	47	56	39	53	46
Total by Grades	88		95		99	

The Choctaw School system had, prior to this study, a testing program and cumulative records which were available to this investigator. The cumulative records included the child's school history, his intelligence score, and miscellaneous information concerning the family. Prior association, by the investigator, with the school system and administrators facilitated arrangements to use the school populations for this study.

Administration of the Test

Permission to administer the California Test of Personality was obtained during a conference with the Superintendent of the Choctaw Public Schools. Arrangements were then made by the principal with the teachers for this investigator to administer the test. After an introduction of the investigator

had been made, the tests were explained to the subjects. The investigator stressed the importance of the subject's contribution to the study.

The questions and instructions for the Face Sheet (Appendix D) were read aloud by the investigator. The investigator then said, "Please fill in the information asked for on this sheet. If you have any questions raise your hand and I will help you". After sufficient time for completion of the Face Sheet had elapsed the investigator said, "Please pass the sheets to the front of the room".

The directions for the California Test of Personality were then read aloud from the Manual (47) to the subjects. (Appendix B).

The California Test of Personality was scored on IBM Machine by the Bureau of Tests and Measurements at Oklahoma State University. The data from the face sheet were tabulated and indexed by the writer.

CHAPTER IV

ANALYSIS OF DATA

The four-fold purpose of this study was to investigate: (1) The relationship between intelligence and personal and social adjustment of the preadolescent, (2) the relationship between grade level of achievement and personal and social adjustment of the preadolescent, (3) the relationship between social status and personal and social adjustment of the preadolescent, and (4) the relationship between ordinal position and personal and social adjustment of the preadolescent.

The data were analyzed to find the relationship between (1) intelligence and total adjustment, (2) grade level of achievement and total adjustment, (3) social status and total adjustment, and (4) ordinal position and total adjustment.

The personal and social adjustment scores of boys and girls were not treated separately since the test was standardized on the general population with no significant difference in response of boys and girls. (47).

The total adjustment scores used in the treatment of all data in this study are a composite of the subjects personal and social adjustment scores obtained from the California Test of Personality.

Intelligence

Intelligence in this study was measured by the California Test of Mental Maturity. (42). These data are presented in Table II.

TABLE II

CLASSIFICATION OF SUBJECTS ACCORDING TO TOTAL ADJUSTMENT AND INTELLIGENCE

213 Subjects*

TOTAL ADJUSTMENT
SCORE

INTELLIGENCE SCORES

Grade	60 - 69			70 - 79			80 - 89			90 - 100			101 - 110			111 - 120			121 - 130			131 - 147			
	4	5	6	4	5	6	4	5	6	4	5	6	4	5	6	4	5	6	4	5	6	4	5	6	
142 - 144																									
139 - 141																									
136 - 138										1				1										1	
132 - 135									1	2	1				5			1			2				
128 - 131									1		1		2	2				1					1		1
123 - 127										2	3		2	2				1		1					
118 - 122							1	1		1	4	4	2	1	3	2	1				1	2			
111 - 117							1	1	1	2	2	2	3	1	3	2	1	2	1	1	3				3
102 - 110							1			3	2	2	9	3	3			3	2		2	3			
91 - 101						1		3	1	3	3	3	4	4	2			3	4		1				
80 - 90			1		1		4	1	1	5		3	3	4	1	3	1		1	1	1				1
70 - 79					1		1				2	2	2			2									
60 - 69			2			2				2	5	1			1										
50 - 59		1			1		1							1											
1 - 49																									
TOTAL	0	1	3	0	4	2	9	6	3	18	23	22	27	20	17	10	12	10	2	9	11	0	0	0	5

*Intelligence scores were available for only 213 subjects.

A simple correlation of total adjustment scores and intelligence scores was $r = .3408$. The .95 confidence interval obtained by the Fisher (13) formula was $.215 < P < .455$.

Grade Level of Achievement

Table III presents grade level of achievement of the subjects. These data were obtained from the face sheet. (Appendix D). Grade level of achievement, it will be recalled, referred to the consistent promotion or non-promotion of the subject one or more times.

TABLE III
CLASSIFICATION OF SUBJECTS ACCORDING TO TOTAL
ADJUSTMENT AND GRADE LEVEL OF ACHIEVEMENT

282 Subjects

TOTAL ADJUSTMENT SCORE	PROMOTED Grade			NON-PROMOTED Grade		
	4	5	6	4	5	6
142 - 144						
139 - 141						
136 - 138		3	1			
132 - 135	1	7	1			
128 - 131	4	3	4			
123 - 127	6	6	6			1
118 - 122	7	10	11	1		1
111 - 117	9	10	12	1	2	2
102 - 110	13	10	11	3	2	2
91 - 101	14	11	11	1	5	5
80 - 90	16	7	15	1	5	5
70 - 79	3	1	3	4	5	2
60 - 69	3	6	3			3
50 - 59	1	1			1	
1 - 49						
TOTAL BY GRADE	77	75	78	11	20	21
Totals		230			52	

Mean total
Adjustment score 105.5 91

An analysis of variance was performed on the data to obtain the following

$$F = \frac{\text{Category mean square}}{\text{Error mean Square}}$$

The results of the computations that were used to obtain the F ratio are presented in Table IV.

TABLE IV
ANALYSIS OF VARIANCE OF DATA OF TOTAL ADJUSTMENT
AND GRADE LEVEL OF ACHIEVEMENT

282 Subjects

SOURCE	DEGREE OF FREEDOM	SUM OF SQUARE	MEAN OF SQUARE	F*	PROBABILITY**
Total	281	109574*			
Category	1	9679*	9679*	27.130*	.9995
Error	280	99895*	356.77*		

*An F test is a statistical technique for determining whether the difference between two variances are significantly different.

**Probability of the F ratio was obtained from prepared F variance ratio table.

The results in Table IV indicate that the children in this study who had been non-promoted in school at any time prior to grade six were significantly different in total adjustment from those who had always been promoted.

Social Status

The reader will recall that McGuire and White's Measurement of Social Status (29) scale was used to index the parents according to seven categories. Table V presents the classification of subjects according to total adjustment scores and status scores.

TABLE V
 CLASSIFICATION OF SUBJECTS ACCORDING TO TOTAL ADJUSTMENT AND SOCIAL STATUS OF PARENTS
 282 Subjects

TOTAL ADJUSTMENT SCORE		STATUS LEVELS DESIGNATED BY NUMBERS FROM HIGHEST TO LOWEST																					
		1			2			3			4			5			6			7			
Grade		4	5	6	4	5	6	4	5	6	4	5	6	4	5	6	4	5	6	4	5	6	
142 - 144																2	1		1				
139 - 141																							
136 - 138																							
132 - 135						1				2		2		1	3	3			1			1	
128 - 131								1	2		1		2	1	1	2			2	1	1		
123 - 127								1	1	2	2	1		3	3	2							
118 - 122							1	2	1	3	2	2	2	2	8	3	1	1	2				
111 - 117									2	3				5	4	10	2	3	1	1	1	1	
102 - 110		1	1		1			1			2	2	4	9	5	2	3	2	3			1	
91 - 101			1	1	1			1		3	2	2	2	8	6	4	4	3	3	1	1		
80 - 90		1			1	4	3	4	4	2	4	4	2	7	4	2	1	3	3	2			
70 - 79			1	1	1	1							1	3	3	1	1		2	1			
60 - 69					1								1	1	3	2	1	1	3			1	
50 - 59														1	2								
1 - 49																							
TOTAL BY GRADE					2	4	3	9	11	16	13	13	13	41	44	32	13	14	20	6	6	2	
Totals						9			36			39			116			47			14		
Mean Total Adjustment Score						103.5			105.5			106			103.8			98.4			105.5		

The results of computations that were used to obtain the F ratio are presented in Table VI.

TABLE VI
ANALYSIS OF VARIANCE FOR DATA OF TOTAL ADJUSTMENT AND SOCIAL STATUS
260 Subjects

SOURCE	DEGREE OF FREEDOM	SUM OF SQUARE	MEAN OF SQUARE	F	PROBABILITY
Total	260	103431			
Category	5	1861	372.3	.934	.50
Error	255	101570	389.3		

Analysis of variance of these data indicated no significant difference between the total adjustment scores of the preadolescents in this study and the seven categories of social status.

The data from only 260 subjects were used since some subjects indicated unemployment or retirement of the parents. Responses of subjects indicating unemployment or retirement were omitted because the McGuire and White index for rating the social status did not categorize these cases.

Ordinal Position

Table VII presents ordinal position of the subjects. The data for ordinal position of the subjects were obtained from face sheet and verified by the investigator from information obtained in the cumulative records of the school.

TABLE VII
CLASSIFICATION OF SUBJECTS ACCORDING TO TOTAL ADJUSTMENT AND
ORDINAL POSITION

282 Subjects

TOTAL ADJUSTMENT SCORES	OLDEST			MIDDLE			YOUNGEST			ONLY		
	Grade			Grade			Grade			Grade		
	4	5	6	4	5	6	4	5	6	4	5	6
142 - 144												
139 - 141												
136 - 138					2			1			1	1
132 - 135		2	2	1	2	3		2	1			1
128 - 131		1	1	3	1	1				2	1	
123 - 127	4	2	2	3	2	3		2	1			
118 - 122	1	2	5	4	5	7	1	3	2	1		
111 - 117		4	4	6	7	7	3	1	4	1		1
102 - 110		6	5	8	4	5	8	2	1		1	1
91 - 101	4	7	5	9	6	5	4	3	5	2		
80 - 90	3	1	3	8	5	6	2	5	5			
70 - 79	3	1	2	4	4		1	1	2			
60 - 69	1	2	1	2	3	4		1				1
50 - 59	1				1			1				
1 - 49												
TOTALS	17	28	30	48	42	41	19	22	23	4	3	5
Totals by Category		75			131			64			12	
Mean Adjustment Score		102.5			103			102			109.5	

The mean scores were similar for all categories with a mean range from 102 to 109.5. The group of only children had the highest mean score while the youngest children had the lowest mean score. The mean score, however, among the youngest, middle, and oldest children were very similar.

The results of computations that were used to obtain the F ratio are presented in Table VIII. Treatment of these data revealed no significant relationship between total adjustment scores of the preadolescents in

this study and the ordinal position of the subjects.

TABLE VIII

ANALYSIS OF VARIANCE FOR DATA OF TOTAL ADJUSTMENT AND ORDINAL POSITION

282 Subjects

SOURCE	DEGREE OF FREEDOM	SUM OF SQUARE	MEAN OF SQUARE	F	PROBABILITY
Total	281	109574 [*]			
Category	3	603 [*]	201 [*]	.5128 [*]	.50
Error	287	108971 [*]	391.98 [*]		

Summary of Findings

Evidence existed which indicated that there was a highly significant relationship between total adjustment and grade level of achievement of the preadolescents in this study, which gave basis to refute the hypothesis which stated that there was no significant relationship between grade level of achievement and personal and social adjustment of the preadolescent.

There was also evidence that there was no significant relationship between total adjustment and intelligence of the preadolescent in this study, which gave basis to accept the hypothesis which stated that there was no significant relationship between intelligence and personal and social adjustment of the preadolescent.

There was no significant relationship between total adjustment and social status of the preadolescents in this study, thus, the acceptance of the hypothesis which stated that there was no significant relationship between social status and personal and social adjustment of preadolescents.

Further evidence indicated that there was no significant relationship between total adjustment and ordinal position of the preadolescents in this study which supports the acceptance of the hypothesis which stated that there was no significant relationship between ordinal position and personal and social adjustment of the preadolescent.

In summary, the analysis of these data revealed that the total adjustment scores of the subjects of the promoted and non-promoted categories were significantly different, and that there was little evidence to indicate that the total adjustment scores of the other groups of categories were significantly different.

CHAPTER V

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

This study was concerned with intelligence, grade level of achievement, social status, and ordinal position and their relationship to personal and social adjustment of the preadolescent. The recognition of the importance of personal and social adjustment of an individual and the lack of research studies concerning preadolescents supported the need for this study.

The purpose of this study was to investigate the relationship between personal and social adjustment of the preadolescent and intelligence, grade level of achievement, social status, and ordinal position.

The findings of this study reveal: (1) There was a significant relationship between grade level of achievement and total adjustment of the preadolescent, (2) there was no significant relationship between intelligence and total adjustment of the preadolescent, (3) there was no significant relationship between social status and total adjustment of the preadolescent, and (4) there was no significant relationship between ordinal position and total adjustment of the preadolescent.

The sample studied in this investigation was a rather homogeneous group with few gifted children. The fact that the majority of the subjects of this study were average intelligence may have accounted for the results of this study being contradictory to other studies related to intelligence and adjustment.

The findings of this study are directly contradictory to other findings

regarding social status. This could be due to the fact that the instrument used in this study to index social status may have had limited validity.

Implications

One may assume, on the basis of the findings of this study, that non-promotion is a contributing factor to personal and social adjustment. Since the practice of non-promotion in the American school system will not likely be discontinued, responsibility is placed on the teacher to understand the impact of non-promotion on the normal adjustment of the child. The teacher should assume the responsibility of balancing the successes and failures of a child in his daily work and play activities. This may mean that the teachers should help the child accept his new peer group and help the peer group accept him should he be relegated to non-promoted status. The stigma attached to the child who is non-promoted should be avoided.

Although it is hard to isolate and control factors, other than ordinal position, in the family situation evidence presented in this study agrees with evidence of other studies in that only, youngest, and oldest children should not be stereotyped as such.

Recommendations

1. Longitudinal studies should be conducted concerning promotion and non-promotion of children in order to determine if the adjustment of the child is different because he has been non-promoted or if a child is non-promoted because he is different.
2. Adjustment of the non-promoted child should be checked at different

age levels to determine if the impact of non-promotion on adjustment is different at different age levels.

3. A survey which would reveal attitudes and feelings of parents and teachers toward the non-promoted child would provide knowledge and information which would be useful to educators who work in teacher education programs.

4. The findings of this study should be incorporated into a family life education program so that parents may be able to face realistically the problems their children encounter as a result of being non-promoted.

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APPENDIX A



CALIFORNIA TEST BUREAU

5916 HOLLYWOOD BLVD. HOLLYWOOD 3-2384

LOS ANGELES 28, CALIFORNIA

AIR MAIL

June 29, 1960

Miss Ethelyne Tillbrooks
College of Home Economics
Oklahoma State University
Stillwater, Oklahoma

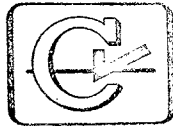
Dear Miss Tillbrooks:

You may consider this letter official permission to reproduce copies of the California Test of Personality for inclusion in the appendix of your thesis.

Yours truly,

George V. Mendenhall
Research Coordinator

GVM:hd



Elementary • GRADES 4-5-6-7-8 • form AA

California Test of Personality

1953 Revision

Devised by

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

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

(CIRCLE ONE)

Name..... Grade..... Boy Girl

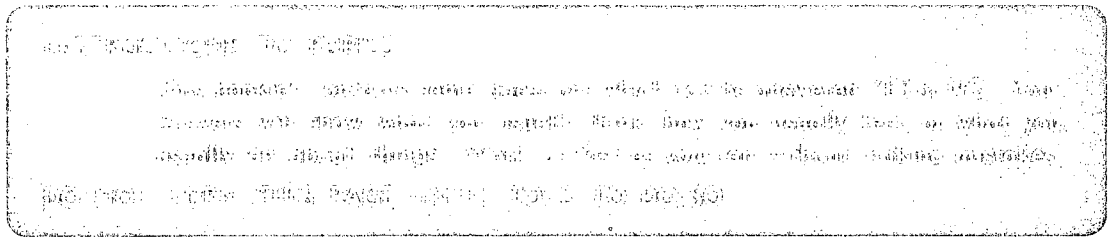
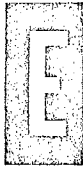
Last First Middle

School..... City..... Date of Test.....

Month Day Year

Examiner..... (.....) Pupil's Age..... Date of Birth.....

Month Day Year



INSTRUCTIONS TO PUPILS

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 ride a bicycle? YES NO

DIRECTIONS FOR MARKING ANSWERS

ON ANSWER SHEETS

Make a heavy black mark under the word YES or NO to show your answer. If you have a dog at home, you would mark under the YES for question A as shown below. If you cannot ride a bicycle, you would mark under the NO for question B as shown below.

	YES	NO
A		
B		

Remember, you mark under the word that shows your answer. Now find Samples A and B on your answer sheet and show your answer for each by marking YES or NO. Do it now. 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 ride a bicycle, 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.

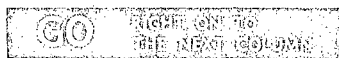
After the examiner tells you to begin, go right on from one page to another until you have finished the test or are told to stop. Work as fast as you can without making mistakes. Now look at item 1 on page 3. Ready, begin.

SECTION 1 A

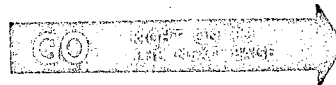
1. Do you usually keep at your work until it is done? YES NO
2. Do you usually apologize when you are wrong? YES NO
3. Do you help other boys and girls have a good time at parties? YES NO
4. Do you usually believe what other boys or girls tell you? YES NO
5. Is it easy for you to recite or talk in class? YES NO
6. When you have some free time, do you usually ask your parents or teacher what to do? YES NO
7. Do you usually go to bed on time, even when you wish to stay up? YES NO
8. Is it hard to do your work when someone blames you for something? YES NO
9. Can you often get boys and girls to do what you want them to? YES NO
10. Do your parents or teachers usually need to tell you to do your work? YES NO
11. If you are a boy, do you talk to new girls? If you are a girl, do you talk to new boys? YES NO
12. Would you rather plan your own work than to have someone else plan it for you? YES NO

SECTION 1 B

13. Do your friends generally think that your ideas are good? YES NO
14. Do people often do nice things for you? YES NO
15. Do you wish that your father (or mother) had a better job? YES NO
16. Are your friends and classmates usually interested in the things you do? YES NO
17. Do your classmates seem to think that you are not a good friend? YES NO
18. Do your friends and classmates often want to help you? YES NO
19. Are you sometimes cheated when you trade things? YES NO
20. Do your classmates and friends usually feel that they know more than you do? YES NO
21. Do your folks seem to think that you are doing well? YES NO
22. Can you do most of the things you try? YES NO
23. Do people often think that you cannot do things very well? YES NO
24. Do most of your friends and classmates think you are bright? YES NO



Section 1 A
(number right)



Section 1 B
(number right)

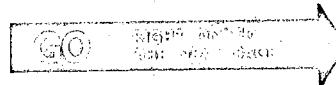
SECTION 1 C

SECTION 1 D

- 25. Do you feel that your folks boss you too much? YES NO
- 26. Are you allowed enough time to play? YES NO
- 27. May you usually bring your friends home when you want to? YES NO
- 28. Do others usually decide to which parties you may go? YES NO
- 29. May you usually do what you want to during your spare time? YES NO
- 30. Are you prevented from doing most of the things you want to? YES NO
- 31. Do your folks often stop you from going around with your friends? YES NO
- 32. Do you have a chance to see many new things? YES NO
- 33. Are you given some spending money? YES NO
- 34. Do your folks stop you from taking short walks with your friends? YES NO
- 35. Are you punished for lots of little things? YES NO
- 36. Do some people try to rule you so much that you don't like it? YES NO

- 37. Do pets and animals make friends with you easily? YES NO
- 38. Are you proud of your school? YES NO
- 39. Do your classmates think you cannot do well in school? YES NO
- 40. Are you as well and strong as most boys and girls? YES NO
- 41. Are your cousins, aunts, uncles, or grandparents as nice as those of most of your friends? YES NO
- 42. Are the members of your family usually good to you? YES NO
- 43. Do you often think that nobody likes you? YES NO
- 44. Do you feel that most of your classmates are glad that you are a member of the class? YES NO
- 45. Do you have just a few friends? YES NO
- 46. Do you often wish you had some other parents? YES NO
- 47. Is it hard to find friends who will keep your secrets? YES NO
- 48. Do the boys and girls usually invite you to their parties? YES NO

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Section 1 C
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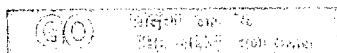
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SECTION 1 E

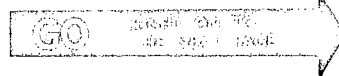
49. Have people often been so unfair that you gave up? YES NO
50. Would you rather stay away from most parties? YES NO
51. Does it make you shy to have everyone look at you when you enter a room? YES NO
52. Are you often greatly discouraged about many things that are important to you? YES NO
53. Do your friends or your work often make you worry? YES NO
54. Is your work often so hard that you stop trying? YES NO
55. Are people often so unkind or unfair that it makes you feel bad? YES NO
56. Do your friends or classmates often say or do things that hurt your feelings? YES NO
57. Do people often try to cheat you or do mean things to you? YES NO
58. Are you often with people who have so little interest in you that you feel lonesome? YES NO
59. Are your studies or your life so dull that you often think about many other things? YES NO
60. Are people often mean or unfair to you? YES NO

SECTION 1 F

61. Do you often have dizzy spells? YES NO
62. Do you often have bad dreams? YES NO
63. Do you often bite your fingernails? YES NO
64. Do you seem to have more headaches than most children? YES NO
65. Is it hard for you to keep from being restless much of the time? YES NO
66. Do you often find you are not hungry at meal time? YES NO
67. Do you catch cold easily? YES NO
68. Do you often feel tired before noon? YES NO
69. Do you believe that you have more bad dreams than most of the boys and girls? YES NO
70. Do you often feel sick to your stomach? YES NO
71. Do you often have sneezing spells? YES NO
72. Do your eyes hurt often? YES NO



Section 1 E
(number right)



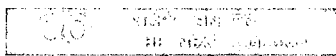
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SECTION 2 A

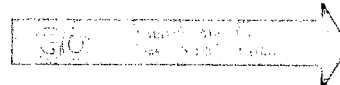
- 73. Is it all right to cheat in a game when the umpire is not looking? YES NO
- 74. Is it all right to disobey teachers if you think they are not fair to you? YES NO
- 75. Should one return things to people who won't return things they borrow? YES NO
- 76. Is it all right to take things you need if you have no money? YES NO
- 77. Is it necessary to thank those who have helped you? YES NO
- 78. Do children need to obey their fathers or mothers even when their friends tell them not to? YES NO
- 79. If a person finds something, does he have a right to keep it or sell it? YES NO
- 80. Do boys and girls need to do what their teachers say is right? YES NO
- 81. Should boys and girls ask their parents for permission to do things? YES NO
- 82. Should children be nice to people they don't like? YES NO
- 83. Is it all right for children to cry or whine when their parents keep them home from a show? YES NO
- 84. When people get sick or are in trouble, is it usually their own fault? YES NO

SECTION 2 B

- 85. Do you let people know you are right no matter what they say? YES NO
- 86. Do you try games at parties even if you haven't played them before? YES NO
- 87. Do you help new pupils to talk to other children? YES NO
- 88. Does it make you feel angry when you lose in games at parties? YES NO
- 89. Do you usually help other boys and girls have a good time? YES NO
- 90. Is it hard for you to talk to people as soon as you meet them? YES NO
- 91. Do you usually act friendly to people you do not like? YES NO
- 92. Do you often change your plans in order to help people? YES NO
- 93. Do you usually forget the names of people you meet? YES NO
- 94. Do the boys and girls seem to think you are nice to them? YES NO
- 95. Do you usually keep from showing your temper when you are angry? YES NO
- 96. Do you talk to new children at school? YES NO



Section 2 A
(number right)



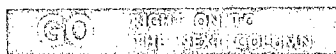
Section 2 B
(number right)

SECTION 2 C

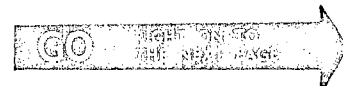
- 97. Do you like to scare or push smaller boys and girls? YES NO
- 98. Have unfair people often said that you made trouble for them? YES NO
- 99. Do you often make friends or classmates do things they don't want to? YES NO
- 100. Is it hard to make people remember how well you can do things? YES NO
- 101. Do people often act so mean that you have to be nasty to them? YES NO
- 102. Do you often have to make a "fuss" or "act up" to get what you deserve? YES NO
- 103. Is anyone at school so mean that you tear, or cut, or break things? YES NO
- 104. Are people often so unfair that you lose your temper? YES NO
- 105. Is someone at home so mean that you often have to quarrel? YES NO
- 106. Do you sometimes need something so much that it is all right to take it? YES NO
- 107. Do classmates often quarrel with you? YES NO
- 108. Do people often ask you to do such hard or foolish things that you won't do them? YES NO

SECTION 2 D

- 109. Do your folks seem to think that you are just as good as they are? YES NO
- 110. Do you have a hard time because it seems that your folks hardly ever have enough money? YES NO
- 111. Are you unhappy because your folks do not care about the things you like? YES NO
- 112. When your folks make you mind are they usually nice to you about it? YES NO
- 113. Do your folks often claim that you are not as nice to them as you should be? YES NO
- 114. Do you like both of your parents about the same? YES NO
- 115. Do you feel that your folks fuss at you instead of helping you? YES NO
- 116. Do you sometimes feel like running away from home? YES NO
- 117. Do you try to keep boys and girls away from your home because it isn't as nice as theirs? YES NO
- 118. Does it seem to you that your folks at home often treat you mean? YES NO
- 119. Do you feel that no one at home loves you? YES NO
- 120. Do you feel that too many people at home try to boss you? YES NO



Section 2 C
(number right)



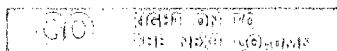
Section 2 D
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SECTION 2 E

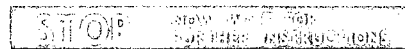
121. Do you think that the boys and girls at school like you as well as they should? YES NO
122. Do you think that the children would be happier if the teacher were not so strict? YES NO
123. Is it fun to do nice things for some of the other boys or girls? YES NO
124. Is school work so hard that you are afraid you will fail? YES NO
125. Do your schoolmates seem to think that you are nice to them? YES NO
126. Does it seem to you that some of the teachers "have it in for" pupils? YES NO
127. Do many of the children get along with the teacher much better than you do? YES NO
128. Would you like to stay home from school a lot if it were right to do so? YES NO
129. Are most of the boys and girls at school so bad that you try to stay away from them? YES NO
130. Have you found that some of the teachers do not like to be with the boys and girls? YES NO
131. Do many of the other boys or girls claim that they play games more fairly than you do? YES NO
132. Are the boys and girls at school usually nice to you? YES NO

SECTION 2 F

133. Do you visit many of the interesting places near where you live? YES NO
134. Do you think there are too few interesting places near your home? YES NO
135. Do you sometimes do things to make the place in which you live look nicer? YES NO
136. Do you ever help clean up things near your home? YES NO
137. Do you take good care of your own pets or help with other people's pets? YES NO
138. Do you sometimes help other people? YES NO
139. Do you try to get your friends to obey the laws? YES NO
140. Do you help children keep away from places where they might get sick? YES NO
141. Do you dislike many of the people who live near your home? YES NO
142. Is it all right to do what you please if the police are not around? YES NO
143. Does it make you glad to see the people living near you get along fine? YES NO
144. Would you like to have things look better around your home? YES NO



Section 2 E
(number right)



Section 2 F
(number right)

APPENDIX B

DIRECTIONS FOR ADMINISTERING TEST (47)

I am about to give you some answer sheets. Do not crease or fold them in any way. To do so might lower your mark if they are scored with an electrical test-scoring machine.

Look at the part of your answer sheet that has name, date, age, etc., printed on it. Write in the information that is called for. Press down firmly with your pencil when writing.

Now write the capital letters of the form of the test which you are taking in the box after the word, Form, under the name of the test. The letters AA go in the blank.

The general directions for recording your answers on this answer sheet are: Mark on this answer sheet under the YES and NO your answer for each question. Make each mark as long as the pair of dotted lines and move the pencil up and down firmly to make a heavy black line. If you make a mistake or wish to change an answer, do it this way: After you have erased the old answer mark your new answer.

I am now going to give each of you a copy of the test booklet. Do not write or mark on it in any way. You mark all your answers on the answer booklet.

Now look at the bottom of the page where it says: Instructions to the pupils. Read these instructions silently while I read them aloud. The instructions are: 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.

Open your test booklet to page 2 and fold it back so that only page 2 shows. Now look at the Instructions to the Pupil.

Now look at the materials under the title DIRECTIONS FOR MARKING ANSWER SHEETS on the lower left-hand corner of the page. Read the directions silently while I read them aloud.

Now read the directions below the long horizontal line silently while I read them aloud but do not begin the test until I say, Ready, begin.

When you are finished you may read a book that you have at your desk. Please do not leave your seat until everyone has finished. Ready. Begin.

Now hand in your test booklets.

Now inspect your answer sheet. Are all your marks heavy black lines? If not, go over the light ones and blacken them well. Have you made any accidental dots or marks? If so, erase them. Are any of your erasures untidy? If you have changed any answers, did you erase the old answers completely? Make your answer sheet clean and neat.

Now hand in your answer sheet.

APPENDIX C

TABLE VII
OCCUPATIONS: LEVELS AND KINDS*

Rate	Professionals	Proprietors	Businessmen	White Collar	Blue Collar	Service	Farm People
1.	Lawyer, judge, physician, engineer, professor, school suptd., et al.	Large businesses valued at \$100,000 or more depending on community.	Top executives; President, et al. of corporations, banks, pub. utilities.	CPA; editor of newspaper, magazine; executive secretary of status org'n.			Gentleman farmer or landowner who do not supervise directly their property's
2.	High school teachers, librarians, and others with 4-year degrees	Business valued at \$50,000 to \$100,000.	Asst., office, and dept. managers or supervisors; some mfr.'s agents	Accountant; insurance, real estate, stock salesmen; editorial writers			Land operators who supervise properties and have an active urban life.
3.	Grade school teacher, registered nurse, minister without 4-yr. degree	Business or equity valued from \$30,000 to \$50,000.	Managers of small branches or buyers and salesmen of known mchdse.	Bank clerks, auto salesmen, postal clerks, RR or tel. agent or super.	Small contractor who works at or supervises his jobs		Farm owners with "hired help;" operators of leased property who supervise.
4.		Business or equity valued from \$5,000 to \$10,000.	(Stenographer, bookkeeper; ticket agent, sales people in dept. stores, et al.	(Foreman; master carpenter, electrician, et al; RR. engineer.	Police captain, tailor, railroad conductor, watchmaker, etc.		Small landowners; operators of rented property hiring "hands"
5.		Business or equity valued from \$2,000 to \$5,000.	(Dry store clerks, grocery clerks; telephone and beauty operators, et al.	(Apprentice to skilled trades; repairmen; medical skilled workers	Policemen; bers; practical nurse; brakeman, et al.		Tenants on good farms; foreman; owners of farms who "hire out"
6.		Business or equity valued at less than \$2,000.		(Semi-skilled factory and production workers; assistants to skilled trades; warehousemen, watchman.	Taxi and truck drivers; waiter or waitress; gas station attendant.		Sharecroppers; established farm laborers; subsistence farmers.
7.	"Reputed Lawbreakers"			(Heavy labor; odd-job men; mine or mill hands; unskilled workers.	Domestic help; bus boy; scrub-women; janitor's helper.		Migrant workers; "peeters" and "nesters"

* For an original table, consult Warner's revised scale (12, pp. 140-141). Modifications in the present table represent revisions made after interviewing in communities and are "types" to guide other ratings.

(cc)

1952

APPENDIX D

NAME _____ Grade _____ Boy Girl
(circle one)

DATE OF BIRTH _____
month day year Age

Do you live with your own father and mother? () Yes () No.

If you do not live with your father and mother, with whom do you live?

Fathers occupation _____

Have you ever been retained in a grade? () Yes () No.

Please list all the children of your family and their age, including yourself, in the order in which they were born into the family. Begin with the oldest and end with the youngest child. Your name will go on the line at your position in the family.

	Age	Brother or Sister

First child _____		
Second child _____		
Third child _____		
Fourth child _____		
Fifth child _____		
Sixth child _____		
Seventh child _____		
Eighth child _____		

SCORES AND DATA

California Test of Personality

Ordinal Position _____

(a) Social Adjustment _____

Socio-economic status _____

(b) Personal Adjustment _____

Intelligence Score _____

(c) Total Adjustment _____

Grade Level of Achievement _____

VITA

Ethelyne Tillbrooks

Candidate for the Degree of

Master of Science

Thesis: CERTAIN FACTORS THAT MAY BE ASSOCIATED WITH PERSONAL AND SOCIAL
ADJUSTMENT OF PREADOLESCENTS

Major Field: Family Relations and Child Development

Biographical:

Personal Data: Born at Sardis, Arkansas, February 5, 1935, the
daughter of Tom and Nola Elizabeth Tillbrooks.

Education: Attended grade school near Little Rock, Arkansas;
graduated from Bryant High School, Bryant, Arkansas in 1952;
attended Little Rock University, 1952 to 1954; received a
Bachelor of Science degree in Home Economics Education from
Oklahoma State University in 1956; completed requirements
for the degree of Master of Science in Family Relations and
Child Development in August, 1960.

Professional experience: Taught in Pulaski County, Arkansas
Public Schools from 1956 to 1959.

Professional organizations: National Education Association,
Association of Childhood Education International.