

AN INVESTIGATION OF THE DEGREE OF ASSOCIATION BETWEEN
PERSONALITY ADJUSTMENT AND ACADEMIC ACHIEVEMENT AS
MEASURED BY THE CALIFORNIA TEST OF PERSONALITY
AND THE CALIFORNIA ACHIEVEMENT TEST

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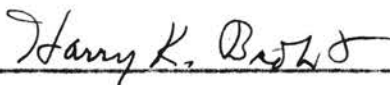
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CHAPTER I
INTRODUCTION

A survey of current literature shows that much interest is continuing to be evidenced concerning the effects of personality on achievement. This study, conducted in the Manual Training High School at Muskogee, Oklahoma, is based upon an assumption that there is a close relationship between personality adjustment and inadequacy in school subjects. An assumption of this kind inevitably stimulates research to establish corroborating facts and to gather information which will point toward a means of developing carefully planned mental hygiene programs for building better adjusted personalities.

Muskogee is called the "Indian Capital of the World." It is located in the eastern part of the state and is a livestock and dairy center. It is also the largest cotton buying center in the state.

Among the educational institutions located in the community are the Oklahoma School for the Blind; Bacone College, a university for Indians; St. Joseph's College; Nazareth Academy; and also a United States Veterans Hospital.

In the separate school system of Muskogee there are four elementary schools and one high school, the Manual Training High School. When students in the elementary schools complete the sixth grade, these schools send their students to the high school.

Manual Training High School is organized on the Junior-Senior High School plan. The faculty is composed of the principal and 35 staff members. The school has an enrollment of 739 students. Of this number,

437 are enrolled in senior high (grades 9-12) and 302 in junior high (grades 7-8).

Need For The Study

In 1948 a new principal, Mr. L. R. Kirkpatric, came to Manual Training High School. He was deeply interested in guidance. As there was no organized guidance program in the school, he set about organizing one. With the cooperation of the superintendent and the entire teaching staff, a guidance program was initiated.

The principal realized that the new organization could not function effectively without being cognizant of the characteristics and potentialities of the students. To secure this knowledge a testing program was instituted May, 1949, and standardized tests were administered. In order to test the ability and skill as well as the pupil's achievement for his grade placement, the California Achievement Test (Advanced Form) was administered to grades nine, ten, eleven, and twelve. The California Achievement Test (Intermediate Battery) was given to grades seven and eight, at the same time. These tests were purported to measure student achievement in fundamentals of reading, mathematics, and language skills.

The next year, May, 1950, the California Short Form Test of Mental Maturity (Intermediate and Advanced Forms) was given to grades seven through twelve. The purpose of this test was to reveal how well relationships are understood and how well students react when new problems are faced.

Each year the California Test of Achievement is given to grades seven through twelve. In May, 1953, the California Test of Personality

was administered. The purpose of this test is to show the extent to which the student is adjusting to the problems and condition which confront him and how well he is developing a normal, happy, and socially effective personality.

The California Test of Personality showed that of the 401 students measured, 249 were maladjusted in terms of scores obtained. In noting this fact, the following questions arose:

1. Will the general academic performance of a maladjusted child be comparable to the general academic performance of a well-adjusted child?
2. What causes personality maladjustments?
3. How may such maladjustments of personality as have already developed be dealt with?
4. What are the implications for education?

Limitations

The present study is limited in the following respects:

1. It was made in the "Separate" high school of Muskogee, Oklahoma.
2. It was carried out with subjects whose I.Q.'s. ranged from 78 to 118, complete data were available for cases in this range. In Manual Training High School, the students have I.Q.'s. from 78 to 131, but the students with I.Q.'s. above 118 could not be matched.
3. The California Test of Personality has twelve scales but only two, Sense of Personal Worth and Total Adjustment, were studied in this investigation. Empirically these seemed to be the two most useful scales to be employed.

Purposes of the Study

The twofold problem of trying to determine the relationship between personality adjustment and academic achievement, and of suggestion procedures for building better adjusted personalities may be stated more specifically:

1. To determine with some degree of confidence the effect of maladjustment on school performance.
2. To indicate the effect of continuous frustration of fundamental needs.
3. To suggest procedures which may cause maladjusted children to become sufficiently motivated as to follow activities which can be learned step by step until a well-adjusted personality is achieved.
4. To help administrators, counselors and classroom teachers in a particular school, understand that the school and its curriculum represent a social experiment which must do its share in promoting personal and social adjustment.
5. To arouse an awareness, in a particular school, of the number of children who are maladjusted in order that the school may determine if there are any points at which it is contributing to that maladjustment, and if such points exist, how the school might go about eliminating them.

CHAPTER II

REVIEW OF THE LITERATURE

Educational and psychological literature will show that there is very little data concerning the association between personality adjustment and academic achievement at the elementary and secondary levels. More data is available at the college level.

A study by Portenier¹ of sixty-six pupils scoring below average on intelligence tests and eighty freshmen above average in intelligence were compared on the Stanford Achievement Test, courses pursued, grades received, teachers' rating on several aspects of personality, Sims Scale for Socio-Economic Status and questionnaire studies of other miscellaneous items. The results of the standardized tests, courses pursued and grades received were very inconsistent. Little difference was found between the groups in the number planning to complete high school, the Sims ratings, and certain aspects of personality.

The progress of the group was followed for five consecutive years. The pupils who graduated were then compared with those who withdrew before graduation. The results indicate home background and certain personality factors to be more significant than intelligence and achievement in predicting high school success.

Miller,² in his study of "The College Success of High School Graduates of Exceptional Abilities," says:

¹Lillian G. Portener, Personality Factors in the Achievement of High School Pupils. Psychological Bulletin 32 (1935): 707.

²James Miller, "The College Success of High School Graduates of Exceptional Abilities," Ph.D. Dissertation, University of Pittsburg (1949).

The belief persists that college students of exceptional ability are likely to be socially maladjusted because of the fact that they are usually somewhat younger than the average of their classmates. Among evidence of a satisfactory social adjustment probably one of the most important is the extent to which an individual participates in various extra-curricular activities of the school and is elected to positions of leadership in these organizations.

A recent survey presents some definite evidence to show that far from being out of step with their fellows, a majority of students of superior intelligence and ability participate in college activities to a greater degree and are elected to office more frequently than the average of their group.

A significant investigation was made by Munroe³ at Sarah Lawrence College, Bronxville, New York, "Prediction of the Adjustment and Academic Performance of College Students by a Modification of the Rorschach Method." The investigation reports experimental results on an adjustment rating derived by a modification of the Rorschach Method of Personality Diagnosis. The modification was devised to enable comparatively rapid appraisal. The usefulness of the adjustment rating appears not only in the prediction of emotional difficulties in the subjects (college students), but also in prediction of their academic performance.

The abridged use of the test was called the Inspection Rorschach in order to distinguish it clearly from the standard Rorschach Method. For several years rigorous experimental conditions were maintained. The Rorschach examiner used no information about the student except her response to the ink-blot, and teachers were not informed of test results

³R. L. Munroe, "Prediction of the Adjustment and Academic Performance of College Students by a Modification of the Rorschach Method," Applied Psychological Monographs, No. 7 (1945).

until the end of the academic year, to guarantee independence of judgment in the criteria used for validation.

The Inspection Rorschach differs from the full Rorschach Method chiefly in the way the scores are tabulated. Whereas, usually every part of every score is counted and all relationships are calculated routinely; in the Inspection Technique only those calculations are made and recorded which inspection of the protocol shows to be of special significance in the individual case. It makes little difference, for instance, whether the percentage of responses using shape only is 25 per cent or 35 per cent. Of crucial importance, however, is knowledge that the percentage lies outside the normal range, either above or below it. Extreme deviations are significant because they are extremes.

The Inspection Rorschach is now given to every entering student at the college as a matter of routine. The special technique used provided a convenient method of reviewing the protocol quickly and recording its salient features. The descriptive sketches are simply Rorschach interpretation done in a hurry.

The Inspection Technique makes use of a check list covering most of the various types of Rorschach response, which serves as a guide to a comprehensive survey of the protocol. Entries are made on the check list when the performance of the subject deviates from the normal range in respect to the item under consideration.

Evaluation of the Rorschach protocols is made at Sarah Lawrence College along three different lines:

1. The adjustment rating.
2. A descriptive sketch of the personality.
3. A rating designed to predict academic standing.

The Adjustment Rating Scale

The adjustment rating makes use of the Rorschach Adjustment Scale. The following scale describes roughly the steps in "adjustment" which were useful as guideposts. The scale is continuous, the distinctions pertaining more to degree than to kind of problem. The steps were:

- A. Unusually sound integration of the personality. Emotional problems either very mild or very well handled.
- B. Emotional problems observable, too slight to affect behavior markedly or cause serious inner discomfort.
- C. Emotional difficulties rather marked, very likely to affect attitudes, interests and performance, but not to an extreme degree.
- D. Serious difficulty in meeting reality demands adequately, or marked inner distress, or both.
- E. Severe psychopathology.

Descriptive Sketches of Personality

The Inspection Technique used in reaching the adjustment rating serves also to supply the basic materials for the descriptive sketch. The sketches are made in about three quarters of an hour on each test. In the majority of cases, the major intellectual and emotional patterns of the student can be discerned and effort made to describe how she will function in college.

The Academic Prediction

From the start many of the descriptive sketches contained a rather definite statement of how the girl would rank as a student. The statement was so often correct that a quantitative judgment of a girl's

academic standing was made. This was compared with the general scholastic average as determined by the Committee on Student Work. The student work committee rates each student annually on her academic standing "according to college standards." Approximately 10 per cent of the students are rated superior in their academic work each year, and another 10 per cent very poor. The latter are either dismissed from college, allowed to return on probation, or are warned that their work must reach a certain level if they are to be graduated. About two-thirds of the intermediate students are rated satisfactorily and one-third low average.

Since the Rorschach Adjustment rating was confined to "emotional" factors, it was studied to determine the extent to which such factors contributed to academic success in comparison with the more familiar factor of intelligence as measured by the American Council on Education Psychological Examination (ACE). Dividing the percentile scores of the 348 students on the A.C.E. into quintiles, the subdivisions of the A.C.E. roughly compared in size to the four Rorschach rating groups. Thus, the top quintile on the A.C.E. (80-100 percentile) included 82 students as against the Rorschach rating of A with 77 students. The next quintile (60-79 percentile) with 84 students corresponded roughly to the Rorschach rating of B with 108 students. The third quintile (40-50 percentile) included 86 students as against the Rorschach rating of C with 84 students. Finally, all of the students below the 40 percentile on the A.C.E. numbered 96, as against the number of 79 students included in the Rorschach rating of D.

Super⁴ gives a brief history of instruments for measuring personality

⁴Donald E. Super, Appraising Vocational Fitness (New York, 1949), p. 481.

in his book, Appraising Vocational Fitness. He says:

The field of personality is one of the most popular challenging, important, and confused in contemporary psychology.

Approaches to the study of the significance of personality and temperament traits for success and satisfaction in school and at work have generally followed one of two patterns: 1) the clinical, in which case history material is cited to illustrate, if not to prove a theory; or 2) the psychometric, in which reliance has been placed upon the imperfect instruments for measuring personality. Case studies demonstrate that difficulties in learning to read are often caused by problems of parent-child relations, and it has been shown by surveys of employment records, for example, that personality problems are the most common cause of discharge from employment. The reason for making a personality diagnosis in vocational guidance and personnel work is, then, to screen problem cases and to assist in the making of more effective adjustments.

Until about 1935 only two types of instruments for measuring personality and temperament traits were widely used in the United States: rating scales and inventories. These were both first put into extensive use and popularized during World War I.

Plant,⁵ in The Envelope, Chapter 13, "Minority Race Problems," states:

There are children who have to meet the problem of belonging to a minority race. In no part of the whole field of personality adjustment is the individual more helpless, and from no source are there more pressures on the envelope.

(The envelope is a sort of psycho-osmotic membrane between the needs of the child and the sweep of social pressure).

There are no more intricate problems in the whole range of personality adjustments than are involved in this matter of minority-race status. Two pairs of different but symbiotic mechanisms are constantly

⁵James S. Plant, The Envelope (New York, 1952), pp. 135-138.

mingled in inextricable confusion.

In the first pair, each member of a minority race is constantly faced with all the social and economic frustrations of the group as a whole, which means that in everything that he desires or plans he must take into consideration a certain extra hazard arising out of his racial status. ("If someone says, 'yes' or 'no', his first thought is that 'it's' because I belong to a minority race"). On the other hand, this same consideration provides a welcome relief from personal responsibility. Nothing is one's fault but rather the fault that he belongs to a minority group. This situation inhibits the impulse to change or growth. If I am a member of a majority group and I am unpopular, I have only myself to blame; I am pretty strongly driven to do something about myself. If I am a member of a minority group and I am unpopular, I need do nothing about myself or even consider that my traits or actions are of any importance in the matter. When someone says of a bit of behavior, "That's the way all Jews Act," he shackles the individual with fetters as heavy as they are unfair, but he also sets him free.

That person who, in any given difficulty, can even approximate how much the minority race factor is a cause and how much an excuse is indeed wise. These two apparently opposite tendencies have a reciprocal relationship, each feeding on the other to strengthen itself.

Prescott⁶ discusses, in Emotion and the Educative Process, the permeability of personality. He states that all psychiatrists and school people recognize that many experiences seem to brush against individual

⁶Daniel Alfred Prescott, Emotion and the Educative Process (Washington, D. C., 1949), p. 125-126.

children, and adults as well, without making any impression upon them. This is so noticeable as to lead some psychiatrists to speak of a membrane which surrounds the personality and is permeable only to certain items of experience. To explain this more fully, it is merely that personalities are hungry for certain experience and have no appetite for other experiences. When the individual needs to establish his belonging in a certain group, needs to achieve enough success to bolster up a failure, or is trying desperately to organize his experience into a unit of meaning, then he will pay attention to and react to only those situations which appear related to one or several of their needs. He will ignore or perform in a very perfunctory manner any other behavior required by the various circumstances which surround him.

Formal education has never really come to grips with the task of meeting the needs of developing personalities. Needs are the basis of preoccupation, of much behavior which runs counter to the aims of the social group at the moment. An understanding of this is particularly important to an understanding of the dynamics behind a great many episodes that upset school routine. Children are sure to protest or to attempt compensatory behavior when a classroom situation frustrates or fails to meet a basic personality need. In contrast, they learn with the greatest facility and are most cooperative when the situation offers to meet one of their needs.

It may be noted that once high school is reached there is evidence that a student's grade in a particular subject-matter field can be best predicted from his previous grades in the same or related fields. Relative performance in the same subject is relatively stable from year to year so that tenth grade scores are in general about as good as eleventh grade scores for predicting twelfth grade scores in the same field.

CHAPTER III

THE PROBLEM

The problems to be investigated in this study are as follows:

1. A relationship exists between personality adjustment and academic achievement as measured by the instruments used in this study.
 - a. A significant degree of association exists between Sense of Personal Worth and Academic Achievement in the adjusted group in grades seven through nine and grades ten through twelve.
 - b. A significant degree of association exists between Sense of Personal Worth and Academic Achievement in the maladjusted group in grades seven through nine and grades ten through twelve.
 - c. A significant degree of association exists between Total Adjustment and Academic Achievement in the adjusted group in grades seven through nine and grades ten through twelve.
 - d. A significant degree of association exists between Total Adjustment and Academic Achievement in the maladjusted group in grades seven through nine and in grades ten through twelve.
2. Techniques for dealing with students who are maladjusted and who are doing unsatisfactory academic work exist and can be employed to deal with the students in this sample.

Procedure

Subjects:

The subjects used were 401 male and female students in grades seven through twelve of the Manual Training High School, Muskogee, Oklahoma. The subjects, Table I, Page 15, ranged in ages from 12 to 20 with a mean age of 15. Table II shows the age range by grades.

It should be noted that the age range for grades seven, eight, and nine, is approximately the same; and the age range for grades ten, eleven and twelve, is nearly the same. The widest age range will be found in grade ten (ages 14-19). The narrowest age range is in grade nine, extending from 13-15 years.

TABLE I
NUMBER OF SUBJECTS BY GRADES

Grade	Subjects		Total
	Male	Female	
7	52	52	104
8	26	31	57
9	32	18	50
10	40	44	84
11	19	38	57
12	19	30	49
Totals	188	213	401

TABLE II
AGE RANGE BY GRADES

Grade	Age Range
7	12 - 16
8	12 - 15
9	13 - 15
10	14 - 19
11	15 - 19
12	16 - 20

The Tests

The California Achievement Test and the California Test of Personality were the measuring instruments employed in this study. The over all grade placement score on the achievement test was used as a measure of academic performance. On the California Test of Personality, two scales -- Sense of Personal Worth and Total Adjustment -- were used. Sense of Personal Worth was considered because it is one of the three basic needs of the individual, the need to be regarded as a person of worth and importance. Total Adjustment was employed because it gives the over all adjustment score. On the profile (personality picture) of the California Test of Personality, students falling at, or below, the 40 percentile do not have a satisfactory adjustment score.

Method

The students from grades seven, eight and nine, and from grades ten, eleven, and twelve, were divided into two groups. The groups were matched on intelligence, age, and sex. Group I consisted of the well-adjusted students; those who fall at, or above, the 45 percentile on the California Test of Personality. Group II consisted of the mal-adjusted students; those who fall at, or below, the 40 percentile on the California Test of Personality.

The data from the tests were handled in the following manner: Four Pearson r 's were obtained for each group. For grades seven, eight, and nine, Sense of Personal Worth and Total Adjustment were correlated with achievement and this treatment applied separately to groups I and II. For grades ten, eleven, and twelve, Sense of Personal Worth and Total Adjustment were correlated with achievement and the treatment applied to groups I and II (Table III).

Results

One of the major purposes of this investigation is to determine the degree of association between personality adjustment and academic achievement.

Table III shows the coefficients of correlation obtained for the data.

In grades seven, eight, and nine, the coefficient of correlation between Sense of Personal Worth and Achievement for Group I, the well-adjusted students, was .02. The coefficient of correlation between Sense of Personal Worth and Achievement for Group II, the maladjusted students, was .18. The coefficient of correlation between Total Adjustment and Achievement for Group I, the well-adjusted students, was .13. For Group II the maladjusted students, the coefficient of correlation between Total Adjustment and Achievement was .17.

For grades ten, eleven, and twelve, the coefficient of correlation between Sense of Personal Worth and Achievement for Group I, the well-adjusted students, was .25. For the maladjusted students, Group II, the coefficient of correlation between Sense of Personal Worth and Achievement was only .07. The coefficient of correlation between Total Adjustment and Achievement for Group I, the well-adjusted students, is .05. The coefficient of correlation between Total Adjustment and Achievement for the maladjusted students, Group II, is .07.

There seems to be no evidence that a significant association exists between adjustment as measured by the scales employed on the California Test of Personality and academic achievement as measured by the California Achievement Test.

TABLE III
THE COEFFICIENTS OF CORRELATION BETWEEN
PERSONALITY AND ACHIEVEMENT

Grades 7-8-9	Pearson r
Group I, Well-Adjusted Sense of personal worth with achievement	.02
Group II, Maladjusted Sense of personal worth with achievement	.18
Group I, Well-Adjusted Total adjustment with achievement	.13
Group II, Maladjusted Total adjustment with achievement	.17
Grades 10-11-12	
Group I, Well-Adjusted Sense of personal worth with achievement	.25
Group II, Maladjusted Sense of personal worth with achievement	.07
Group I, Well-Adjusted Total adjustment with achievement	.05
Group II, Maladjusted Total adjustment with achievement	.07

An additional analysis was carried out to determine the percentages of cases in each of the groups which fell below, at, or above, the grade placement achieved on the California Achievement Test. The cutting score on the Personality Inventory was dropped to the 33 percentile for the maladjusted group in this treatment.

In Table IV, of the 20 well-adjusted students who placed in the upper third of the Sense of Personal Worth scale, 75 per cent placed above grade placement 7.8 (this test was given in the eighth month of the seventh grade). Of the 65 maladjusted students on this scale, 77 per cent fell below the grade placement of 7.8.

For the Total Adjustment scale, there were 9 well-adjusted students who placed in the upper third. Of this number, 67 per cent placed above a grade placement of 7.8. Of the 85 maladjusted students who placed in the lower third on the Total Adjustment scale, 68 per cent fell below a grade placement of 7.8. These outcomes would suggest that the well-adjusted students achieved higher academically than the maladjusted students. Unfortunately these outcomes do not hold true for the other grades.

TABLE IV

LEVEL OF GRADE PLACEMENT OF THOSE STUDENTS WHO ARE
IN THE UPPER AND LOWER THIRDS OF THE SCALES
ON THE CALIFORNIA TEST OF PERSONALITY
GRADE SEVEN

<u>Personality</u> Sense of Personal Worth	<u>Achievement</u> Grade Placement			Upper Third Well-Adjusted
	Below 7.8	7.8	Above 7.8	
N = 20	5 25%	-	15 75%	20 100%
Lower Third				Maladjusted
N = 65	50 77%	-	15 23%	65 100%
Total Adjustment				Upper Third Well Adjusted
N = 9	1 11%	2 22%	6 67%	9 100%
Lower Third				Maladjusted
N = 85	58 68%	-	27 32%	85 100%

Table IV, Grade Seven, the well-adjusted students, as measured by the Sense of Personal Worth and the Total Adjustment scales of the California Test of Personality, consistently placed higher in grade placement than the maladjusted students who were measured by the same scales.

TABLE V

LEVEL OF GRADE PLACEMENT OF THOSE STUDENTS WHO ARE
IN THE UPPER AND LOWER THIRDS OF THE SCALES
ON THE CALIFORNIA TEST OF PERSONALITY
GRADE EIGHT

<u>Personality</u> Sense of Personal Worth	Achievement Grade Placement			Upper Third Well-Adjusted
	Below 8.8	8.8	Above 8.8	
N = 13	9 70%	2 15%	2 15%	13 100%
Lower Third				Maladjusted
N = 29	20 69%	2 7%	7 24%	29 100%
Total Adjustment				Upper Third Well Adjusted
N = 29	20 69%	2 7%	7 24%	29 100%
Lower Third				Maladjusted
N = 34	20 59%	4 12%	10 29%	34 100%

Table V, Grade Eight, shows a reversal. Of the 13 well-adjusted students who placed in the upper third on the Sense of Personal Worth scale, 70 per cent fell below a grade placement of 8.8. Of the 29 well-adjusted students who placed in the upper third on the Total Adjustment scale, 69 per cent fell below a grade placement of 8.8.

TABLE VI

LEVEL OF GRADE PLACEMENT OF THOSE STUDENTS WHO ARE
IN THE UPPER AND LOWER THIRDS OF THE SCALES
ON THE CALIFORNIA TEST OF PERSONALITY
GRADE NINE

<u>Personality</u> Sense of Personal Worth	<u>Achievement</u> Grade Placement			Upper Third Well-Adjusted
	Below 9.8	9.8	Above 9.8	
N = 13	11 85%	-	2 15%	13 100%
Lower Third				Maladjusted
N = 22	21 95%	-	1 5%	22 100%
Total Adjustment				Upper Third Well-Adjusted
N = 9	9 100%	-	-	9 100%
Lower Third				Maladjusted
N = 32	27 84%	-	5 16%	32 100%

Table VI, Grade Nine. Of the 13 well-adjusted students who placed in the upper third on the Sense of Personal Worth scale, 85 per cent of them fell below a grade placement of 9.8.

On the Total Adjustment scale, the 9 well-adjusted students in the upper third all placed below a grade placement of 9.8.

TABLE VII
 LEVEL OF GRADE PLACEMENT OF THOSE STUDENTS WHO ARE
 IN THE UPPER AND LOWER THIRDS OF THE SCALES
 ON THE CALIFORNIA TEST OF PERSONALITY
 GRADE TEN

<u>Personality</u> Sense of Personal Worth	<u>Achievement</u> Grade Placement			Upper Third Well-Adjusted
	Below 10.8	10.8	Above 10.8	
N = 26	15 58%	4 15%	7 27%	26 100%
Lower Third				Maladjusted
N = 48	45 94%	-	3 6%	48 100%
Total Adjustment				Upper Third Well-Adjusted
N = 15	7 47%	-	8 53%	15 100%
Lower Third				Maladjusted
N = 57	54 95%	-	3 5%	57 100%

Table VII shows a reversal, also. The greater per cent of the well-adjusted students, on the Sense of Personal Worth scale and the Total Adjustment scale, fell below a grade placement of 10.8.

TABLE VIII

LEVEL OF GRADE PLACEMENT OF THOSE STUDENTS WHO ARE
IN THE UPPER AND LOWER THIRDS OF THE SCALES
ON THE CALIFORNIA TEST OF PERSONALITY
GRADE ELEVEN

<u>Personality</u> Sense of Personal Worth	<u>Achievement</u> Grade Placement			Upper Third Well-Adjusted
	Below 11.8	11.8	Above 11.8	
N = 15	8 53%	-	7 47%	15 100%
Lower Third				Maladjusted
N = 37	27 73%	3 8%	7 19%	37 100%
Total Adjustment				Upper Third Well-Adjusted
N = 15	9 60%	-	6 40%	15 100%
Lower Third				Maladjusted
N = 37	27 73%	-	10 27%	37 100%

Table VIII, Grade Eleven, shows practically the same reversal as shown by grades eight, nine, and ten.

TABLE IX

LEVEL OF GRADE PLACEMENT OF THOSE STUDENTS WHO ARE
IN THE UPPER AND LOWER THIRDS OF THE SCALES
ON THE CALIFORNIA TEST OF PERSONALITY
GRADE TWELVE

<u>Personality</u> Sense of Personal Worth	<u>Achievement</u> Grade Placement			Upper Third Well-Adjusted
	Below 12.8	12.8	Above 12.8	
N = 17	14 82%	-	3 18%	17 100%
Lower Third				Maladjusted
N = 26	24 92%	-	2 8%	26 100%
Total Adjustment				Upper Third Well-Adjusted
N = 11	8 73%	-	3 27%	11 100%
Lower Third				Maladjusted
N = 29	26 90%	-	3 10%	29 100%

Table IX, Grade Twelve, is consistent but in the negative. The greater per cent of the students, well-adjusted and maladjusted, falls below the grade placement of 12.8.

CHAPTER IV

DISCUSSION

In the first section of this study the following questions were asked:

1. What is the relationship between personality adjustment and academic achievement?
2. What causes personality maladjustments?
3. How may such maladjustments of personality as have already developed be dealt with?
4. What are the implications for the school?

From the coefficients of correlation between personality adjustment and academic achievement, Chapter III, there seems to be no clear cut relationship between personality adjustment as measured by the Sense of Personal Worth and the Total Adjustment Scales of the California Test of Personality, and Academic Achievement as measured by the California Achievement Test in the cases studied.

This chapter will attempt to use the data in Chapter III and to answer questions two, three, and four.

Many of the students were found to be maladjusted as measured by the Sense of Personal Worth and Total Adjustment scales of the California Test of Personality. Many of the maladjusted students were achieving above their grade placement as measured by the California Achievement Test.

The question immediately arises, are there data to prove that the maladjusted students who are achieving above their grade placement would not achieve even higher, academically, if they were not maladjusted?

What Causes Personality Maladjustments?

To answer this question one must first determine, what is a mal-adjusted personality?

Rogers¹ compares the maladjusted personality to a hungry boy. He says:

A hungry boy presents what might be called a classic example of a maladjusted personality. Between his present emptiness and his vision of the contentment arising from a large meal, there is a gap, a contrast, a void, which is the essential factor of all maladjustment. In order to be a true case of maladjustment the gap must be realized. The boy may not be hungry (and therefore not maladjusted) until he passes the baker's window. Then he becomes actually conscious of the contrast between his present state and the desired one. The realization of the contrast may be the motive for many types of conduct. He may start for the pantry at home. He may dig into his pocket for a nickel. He may watch his chance to slip into the bakery and "snitch" some jelly rolls.

This trivial illustration is used because it brings precisely into focus these essential elements of adjustment and of maladjustment which are so easily lost sight of in more complex and emotional situations. Too often we think of maladjustment as a term applicable only to abnormal people placed in unusual situations. In speaking of children, maladjustment is thought of as synonymous with bad behavior. In thus using the word, we are apt to forget the various failures in adjustment which act as motivating factors in normal as well as in abnormal lives. In the hungry boy as well as in the seriously maladjusted personalities which fill our courts and clinics, we see both angles of maladjustment: first, a consciousness of the gap between reality and desire, and, secondly, behavior which is designed to bridge or to cover up that gap.

¹Carl R. Rogers, Measuring Personality Adjustment in Children Nine to Thirteen Years of Age (New York, 1939), p. 32.

How do the maladjusted and the well-adjusted person differ? In general, the well-adjusted person attempts to solve his problems in a frank, straight-forward manner. He first tries to understand the facts of life and then he faces them squarely as they are, no matter how disagreeable or forbidding they may be. He meets his obstacles openly, candidly, and unemotionally or under conditions of emotional control. He attempts to make a direct frontal attack on the problem itself, instead of trying to sidestep or evade it or running away from it. The well-adjusted person, in the handling of his problems of adjustment to his inner or outer world, tries to maintain a thoroughly objective or scientific attitude. In addition to all this, the well-adjusted person tries to respond in a manner reasonably consistent with the social goals and standards of the community and not too inconsistent with his own convictions and personal integrity.

But the maladjusted individual, instead of attacking his problems in a forthright manner, resorts to a great variety of subterfuges, tricks, and blinds for concealing his failures, shortcomings or dissatisfactions or for dodging reality and retreating from the ugly facts of life into an illusory, subjective nirvana of security. The numerous response mechanisms that maladjusted persons adopt for solving their problems can all be classed as defense mechanisms which the individual consciously or unconsciously adopts to hide, avoid, or overcome his real or imagined deficiencies.²

²J. E. W. Wallin, Personality Maladjustments and Mental Hygiene (New York, 1949).

What is the Effect of Continuous Frustration of Fundamental Needs?

In recent years psychologists have come to realize more and more that people behave as they do in an effort to secure certain satisfactions. Human nature at its source is a matter of ceaseless effort to satisfy inner stresses set up by man's basic needs.

According to psychological observations and clinical studies, the basic needs which characterize all individuals and which provide the motive for all actions are:

1. The need to maintain and further the physical well-being by satisfying the stresses set up by hunger, thirst, excessive heat or cold, physical pain, fatigue, and the like.
2. The need for personal recognition, self-expression, realization of personal ambitions, and of being regarded as an individual of worth.
3. The need to nurture and care for other members of society by offering them recognition, sympathy, and general service.

People differ greatly in the extent to which their mental health depends upon the fulfillment of any one of these needs. However, all human beings are dependent for their personality adjustment upon a certain amount of satisfaction of all these needs. It is because of continual frustrations of one or more of these complementary needs that what are called neurotic, psychosomatic, and psychotic disturbances of personality appear.³

³Barney Katz, Mental Hygiene in Modern Living, (New York, 1955), p. 22.

Why People Become Maladjusted

Personality maladjustments are caused by undesirable attitudes and habits established during childhood. There are no established groupings of the factors and influences which are said to cause maladjustment. Some of the factors are: (1) early childhood, (2) parental relationships, (3) parent-child relationships, and (4) parental personality patterns.

Early Childhood. The basic personality traits and reaction patterns are acquired in this period and are, for the most part, merely strengthened in the succeeding years. In the home the young child encounters the initial experiences which determine whether he will develop a sense of personal security and of being loved and accepted; in the home the child meets the situations which determine the extent of his sense of adequacy and of personal worth.

Parental Relationships. The behavior of children is significantly affected by the attitudes that parents hold toward each other.

"Parental discord" exerts a tremendous impact on the child's sense of security.

"Bickering," a mild degree of parental discord.

"Quarreling," the next higher degree of parental discord.

"Fighting," a still higher degree of parental discord.

A child who sees and hears his parents quarrel and attack each other is caught in a whirlpool of emotion. He is torn apart. This is due to the fact that the child is identified (emotionally) with both parents.

Parent-Child Relationships. The manner in which parents treat their children will largely determine whether or not they become maladjusted.

Parents frequently deal with their children in a manner calculated to foster the development of feelings of insecurity, inadequacy, and guilt.

Discipline: In their handling of the child, parents are primarily concerned with raising a "well-behaved" son or daughter.⁴

Negative disciplinary measures are (1) criticisms and scoldings, (2) threats of abandonment, (3) punishment - corporal or by isolation. All of these forms of discipline threaten the child's sense of security and self-esteem.

Sibling Relationships: The manner in which a parent handles one child as compared with his handling of that child's brothers or sisters also may account for a large measure of personal and social maladjustment. When one member of the family is favored the others feel rejected.

Projected Ambitions: Some parents regard their children as avenues through which they may achieve thwarted personal ambitions. They attempt to relive their lives through their children and push the children into activities and vocations for which they are unsuited or in which they have no interest.

Inadequate Sex Education: Parents often fail to present the child with adequate information concerning sex matters. The child who does not receive proper sex information may become confused upon hearing conflicting reports about sex.

Parental Jealousy of the Child: A parent who feels insecure in the love of the marital partner may resent the appearance of a child and feel that the attention given the child is depriving him of his security.⁵

Parental Personality Patterns. Certain personality patterns and

⁴H. B. English, Child Psychology (New York, 1951), p. 107.

⁵W. F. Vaughn, Personal and Social Adjustment (New York, 1952), p. 232.

characteristics of the parent are conducive to the development of feelings of insecurity, inferiority, and guilt in the child. Parents are rarely aware of this fact and seldom see any relationship between their own behavior and that of the child. A variety of behavior patterns manifested by the parent plays a role in causing emotional tension and maladjustment in the child.

The Nervous Parent: The nervous parent is easily upset and manifests frequent outbursts of anger. Such parental actions create fear, uncertainty, and resentment in a child.

The Nagging Parent: Nagging is a parental pattern brought about by a strong sense of insecurity. The parent often is impatient and wants something done "right away."

The Stubborn Parent: Stubbornness is a symptom of an inferiority complex. Since the parent cannot afford to admit he is wrong, his attitude is "Right or Wrong, I'm always right." Stubbornness is not conducive to cooperation, and cooperation is essential to a child's sense of security.

The Dominating Parent: Dominant parental attitudes are another source of maladjustment in children.

The dominating parent is himself an insecure and hostile individual with marked feelings of inferiority. Children of dominating parents often behave at home but are rebellious and aggressive at school and in the community.

The Submissive Parent: Submissive parents frequently rationalize that they give in to their children to get a little "peace and quiet."

The submissive parent usually is one who lacks confidence in his own ability. A child fails to gain the security he needs when he can

outsmart his parent and "twist him around his little finger."

The Overprotective Parent: The overprotective parent is always afraid some harm will come to the child.

Overprotective parents feel insecure themselves. They project onto their children the feeling that something is likely to happen to them.

The impact of parental attitudes and reaction patterns has a tremendous effect on the child's developing ego. A child living in a home environment clouded by a number of these parental traits is almost certain to show some personality scars in the form of personal or social maladjustment.

Early School Years

Many children of school age manifest behavior patterns that indicate personal and social maladjustment. In some instances school life helps a child in his struggle for adjustment. In others, primarily because of teacher mishandling, it aggravates feelings of insecurity and inferiority.⁶

A child, reared in a home where unwholesome parental attitudes are practiced, and attends elementary school where the same traumatic forces continue to aggravate him, is more than likely to enter high school as a maladjusted child. By the time he reaches the secondary level his behavior patterns have developed, and unfortunately, they may not be the behavior patterns which will assist him in making optimum adjustment to his environment.

⁶Redl, Fritz, and W. W. Wattenberg, Mental Hygiene in Teaching (New York), p. 361.

Evidences of Maladjustment

There are a number of psychological symptoms which, when they have lasted for relatively long periods of time, constitute danger signals of possibly deep-seated frustrations or conflicts. The person manifesting one or more of them eventually may develop a serious personality disorder.

Maladjustment is evidenced by the presence of the following symptoms of emotional tension:

Aggressiveness, feelings of insecurity, stealing, stuttering, and withdrawal.

Aggressiveness is nearly always a sign of insecurity, inadequacy, or feelings of guilt.

Cocksurenness, or aggressiveness, in adolescence is usually a compensatory reaction to cover up feelings of insecurity. In spite of the apparent certainty in his behavior, the adolescent is puzzled and confused. He wants and needs advice. Aggression is a natural result of frustration. An illustration of how resentment, feelings of inadequacy, and jealousy caused one girl to make an aggressive attack upon another.

The Case of Charlotte - January 12, 1952

Charlotte is an eighth grade student. She lives with her father, her mother is dead. Her cumulative record shows satisfactory work for the seventh grade. Her grade placement is 8.8.

She was sent to the counselor for an interview. It came to light later that she had slapped a girl as they walked home from school the day before.

The Counselor: Charlotte, will you tell me what happened on the way home yesterday?

Charlotte: I was walking behind Greta and she crossed over

on the other side of the street. I crossed over too, and continued to walk behind her.

Counselor: Was Greta alone?

Charlotte: No, her boy friend was with her. I don't see what he can see on a silly girl like Greta.

Counselor: Do you have a boy friend?

Charlotte: I could get several (named them) but they are too silly for me.

Counselor: When you crossed over on the side of the street where Greta was, what did she say?

Charlotte: She asked me why I was following her?

Counselor: What did you say?

Charlotte: I didn't say anything. I just slapped her.

Counselor: Did she hit you?

Charlotte: No. I hit her because she was hollering in my face.

Counselor: Is that why you hit her?

Charlotte: No, I hit her because she was so sure of herself.

Counselor: Do you cook for your father when you go home after school?

Charlotte: No, I just prepare something for myself.

Counselor: What do you do on Saturday and Sunday?

Charlotte: On Saturday I get my clothes ready for school, on Sunday I go to Sunday School and church.

Counselor: What do you do after you come from church?

Charlotte: Nothing much. I read a little and just wander around the house.

Counselor: Do you talk to your father about your school life?

Charlotte: Oh no, he would find some fault with it. I wish I had a sister, then it wouldn't be so lonely.

Counselor: Do you worry about having a sister?

Charlotte: Sometimes I do. I am sorry I hit Greta. I didn't hurt her though. What shall I do?

Counselor: What can you do? Can you work out a solution to this problem?

Charlotte: I am sure I can.

The interview closed. Charlotte went back to class. The counselor went to talk with her homeroom teacher, Mrs. G_____. Mrs. G. was quite willing to help Charlotte find friends among the girls in her class.

The next day Charlotte came to see the counselor. She brought Greta with her. Both girls said everything was all right.

The next weekend Mrs. G. took Charlotte to the movies.

Last spring when the girls went out for basketball training, Charlotte was on the team. She soon became quite proficient at "making baskets."

Charlotte has several friends now; she has learned how to dress and, she has a boy friend!

The "Status Problem"

Adolescents crave status, why is one so popular, and why is another so unacceptable to the group? Probably no single factor in a young person's life is so influential as is group acceptance. This craving to be wanted, liked, and accepted, this great sensitiveness and horror at being disliked, ridiculed, belittled, and even ignored is so great that many semimorbid and moody youths are willing to give up the

the struggle; it overcomes the biologic urge to live.⁷

Young people suffer keenly when they are not included in the extra-curricular activities of the school. If they are never given parts in a school play, never elected, even to a minor office, in the homeroom or school organizations, they feel "left out" and not "wanted" by the group. How can the school help these students? A specific case and how it was handled is described as follows:

The Case of Nan:

One day the Girls' Counselor was called to the principal's office. He gave her a letter and told her to read it. This is what she read:

Mr. L. B. Brownlee

Dear Sir:

I am writing to you because I don't know what to do. No matter how hard I try I simply cannot get "anywhere" in this school.

I am in the tenth grade, I have two sisters and a father. My mother died several years ago.

My sisters did not finish high school but I am determined to finish.

I have an Aunt who is very outstanding in religious circles. I want to be like her.

My problem is very serious, I am never asked to take part in anything in school. I prepare my lessons and try to be neat, clean, and well-mannered, but the students and the teachers look at me but they do not see me. What is

⁷William S. Sadler, Adolescence Problems (St. Louis, Mo., 1948), p. 299.

wrong with me? Is it because my father isn't rich? I don't know what to do. Can you help me?

Signed

A Hopeless Girl.

The counselor's first task was to identify the girl. This took three days. Then a plan of action was decided upon. For three weeks the behavior of this girl was noted.

She did not go home with the children who lived on the South Side, just as she did. She selected another street and walked all alone.

Nan kept her head down and her eyes averted when she passed teachers in the halls. She was a good student in the classroom but quiet and withdrawn.

After observing Nan's behavior, the principal and the counselor tried to help her.

The counselor was selecting girls to take part in a short play to be presented in the school auditorium. Quite casually she asked Nan if she would take part in the play? Nan gazed at the counselor in amazement, then she said, very softly, "I'd be glad to."

A few days later Nan was selected as a Junior Patrolman to stand in the hall during the passing of the classes.

At first she was very self-conscious but as time passed she gained more confidence in herself. As she gained more confidence, she learned to look at the children and the teachers and smile or speak as they passed. Before long she was asked to join a club for teen-agers.

Nan is not the most popular girl in the school but she is becoming better adjusted and she "belongs" now.

Stealing

A common symptom of maladjustment in the adolescent is that of stealing. Taking things that belong to another person most often is an aggressive act indicative of emotional turmoil.

A less common reason for stealing, but which nevertheless is prevalent, is the need for recognition. Many a teen-ager, not being able to gain approval and recognition by success and accomplishment in activities at home, in school, or on the playground, steal to gain the approval of the "gang."

Sometimes a child will steal because he needs money or clothing in order to maintain his standing in the group and thus satisfy his strong desire for social approval.⁸

The following is an account of how Maynard, a 14-year-old boy, in grade seven, brings this out very clearly:

The Case of Maynard:

Just before the Christmas holidays grade seven, section three, was planning how they would spend their Christmas vacation. A boy rushed up to the teacher's desk and said, "I had \$5.00 but I cannot find it. I was going to get my suit out with that money." The teacher assured him that she would try in every way to get his money.

The children were quite excited and began looking in their desks and through their books. The teacher told the class that she was sure they were all honest but maybe someone wanted to play a joke on Maynard. To keep that person from being embarrassed she was going to have each child close his right hand and pass around her desk. As the child passed

⁸Ruth Strang, An Introduction To Child Study (New York, 1946), pp. 520-552.

the desk he was to put his hand into the half-opened drawer. If someone had the money it could be returned that way.

The children passed gayly around the desk. The teacher was about to look in the drawer when she noticed a peculiar expression on Maynard's face. From years of working with children she had learned to notice their expressions and try to interpret their meaning. Maynard's expression said as plainly as words, "I want to talk to you." The teacher looked in the drawer but did not find the money. The class was disappointed.

To get Maynard out of the room without throwing suspicion on him the teacher asked him if he would go to the cafeteria and get her some cough drops (all of the children knew she liked cough drops). As she picked up her purse to give Maynard the money for the cough drops, she walked on out in the hall with him. As soon as they passed out of the room Maynard whispered, "I got the \$5.00, but I couldn't put it in the drawer because I had put it in an ink well and dropped it out of the window." The teacher told him to get the money while he was out of the room, put it in his pocket and come back, and she would help him return it without anyone knowing who did it.

While Maynard was away the teacher talked about honesty. When he returned with the cough drops she told the class that she was quite sure they had had time to think and she was going to give them another chance and let them pass around her desk. In a few minutes all had passed around the desk, placed their hand in the drawer and returned to their seats. Everyone waited expectantly. The teacher asked one of the girls to look in the drawer. The girl pulled the drawer all of the way out, looked under some papers in the drawer and found a crumpled

\$5.00 bill. One corner was covered with ink!

The children were overjoyed and declared the money had been placed there the first time but the teacher did not look under the paper. The teacher just smiled.

Maynard came to the teacher's room after school and said, "Thank you so much for helping me out. They don't know I took it." The teacher told him she would never tell them. Maynard said, "I saw the \$5.00 lying on the floor and I just picked it up. I needed some shoes, but I will never take anything else."

That was three years ago. Maynard is a sophomore now. He has never been accused of taking anything.

Stuttering

Stuttering is an abnormal symptom of a normal emotional maladjustment. It is abnormal because it occurs in a predisposed organism, or because of environmental incident, or because of both. It is normal because the emotional maladjustment is due to the normal parental errors of non-acceptance behavior.

Non-acceptance behavior on the part of the parent is behavior which has perceptual value for the child of rejection of himself as an object intrinsically worthy of regard.⁹

The most common cause of emotional adjustment problems in the speech clinic seems to be the non-acceptance behavior on the part of the parent of the same sex as the child. It is the father who is most important to the personal and social adjustment of the son. It is the

⁹Carl Ritzman, Notes on a Psychodynamic Interpretation of Stuttering (Norman, Oklahoma, 1947), p. 1.

mother who is most important to the daughter.

A basic objective with stutters is to bring them to a realization of the connection between their stuttering and its inevitable associated maladjustive behavior and the more or less conscious feeling that they are intrinsically unworthy.

When one can convince the child that he is guiltless and his job is to accept himself as an object intrinsically worthy of regard, then the child may cease to stutter and speak freely.¹⁰

The Case of Fred:

Fred came to Manual Training High School, September, 1951. He was 15 years old and in the seventh grade. His grade placement for reading was 3.5. He stuttered so badly he would not even try to talk.

He lived with his father, brother and two sisters. His mother and father were divorced but the mother lived just across the street and he saw her daily.

Fred's sister said that he would fuss when he was at home and fight if interfered with. This was important for some stutters are afraid to fight.¹¹

Questionnaire

September 26, 1951

As Fred would not talk, the Teacher asked his brother and sister to come by her room after school. With their help the questionnaire was filled out.

1. Name - - - - - Fred Blank
2. Address - - - - - 860 N. Y. St.

¹⁰Ibid, p. 2.

¹¹Ibid, p. 3.

3. Birthplace - - - - - Muskogee, Okla.
4. Father's name - - - - - Fred Blank
5. Mother's name - - - - - Mary Blank
6. Father's occupation - - - - - Laborer - Railroad
7. Brother - - - - - Joe Blank
8. Sisters - - - - - Mary Blank
Bessie Blank
9. Do you have a separate room? No
10. What subjects do you like best? Art Arithmetic
11. Why do you like them? I don't know
12. Have you ever repeated a grade? Yes, third grade
13. Do you take part in sports? Yes, baseball, football, basketball
14. To what organizations do you belong? Boy Scouts, Gray Y
15. Have you selected a vocation? Yes, work on the railroad.
Maybe an artist
16. What type of books do you prefer? Cowboy Stories, Adventure
17. What kind of movies do you like? Western
18. How did you spend your past summer? Played baseball
19. Have you ever attended a Boy Scout Camp? No. I went on an
overnight camping trip.
20. Do you have any duties at home? Yes. I cook and help clean house
21. Do you go to Sunday School? Sometimes
22. Do you worry because you stutter? Yes
23. Do you have a job? Yes. I deliver papers

October 1, 1951

Fred does not try to talk to the children in his room. He just sits silently, all day long. He takes no part in the classwork. The

teacher told some of the boys to talk to him to see if he would try to whisper in school.

When the boys tried to talk to him he turned his back on them!

After school was out today Fred's sister and brother came into the room. They had quite a session together.

Fred is all right until the teacher goes near him, then he "freezes."

October 5, 1951

The teacher placed Fred near her desk to try to help him overcome his fear of her. He just sits and watches her.

October 19, 1951

Fred's brother and sister came to the room after school. They said Fred was trying to talk better at home. To try to get him to talk the teacher said, "We will all say together, we are going to town." The three children repeated the words. The teacher made a startling discovery. Fred did not stutter when he talked in concert!

When he was asked to say the words alone, he stuttered.

November 5, 1951

Fred has lost his fear of the homeroom teacher but if another teacher comes near him, he "freezes."

After school today the brother and sister came by the room. They said, "Fred will really stutter when daddy gets angry with him!"

November 6, 1951

Fred can sing! The class told the teacher he could sing. She asked Fred if he would sing for the class. He sang "Little White Cloud." He did not stutter when he sang!

November 13, 1951

At the fifth hour Pauline, one of the girls in Fred's class, took

him to the blackboard and gave him some simple addition. Fred got all of his problems right. The class was so proud of him they applauded! Fred was so proud of himself he smiled! That was the first time he had smiled in class since he had come to Manual.

November 15, 1951

When the teacher arrived at school the children were waiting for her. They told her Fred could recite two verses of the poem, A Psalm of Life. The teacher called on Fred to recite, he became so distressed that the teacher said that Thomas, the boy who lives next door to Fred, would recite with him. When both of them recited Fred did not stutter.

November 19, 1951

During the second hour the librarian came to the room and saw a horn of plenty and a turkey on the blackboard. She wanted to know who drew them. When told that Fred had drawn them, she asked if he would draw the same things on the bulletin board in the front hall. Fred was allowed to go. As the class passed through the hall they stopped to admire Fred's work, for all of the children knew how he was progressing. All of them were interested in him. When Fred finished drawing the Reading Teacher said she would like to make a recording of Fred's voice. This seemed to frighten him. He was told no recording would be made.

November 20, 1951

For several days the teacher had been trying to get Fred to call her on the telephone.

Fred's sister had told the teacher that he would not answer the telephone at home. When it rang he ran to one of them and pointed to the telephone.

At 6:00 P. M. the following day the teacher's telephone rang. It was

Fred. He stuttered quite a bit but the conversation went on.

November 21, 1951

The teacher gave Fred the 100 addition facts today.

November 22, 1951

Fred knew every one of the addition facts when he came to school today! Then he was given the subtraction and multiplication facts. In a short while he knew them also.

November 28, 1951

Fred surprised everyone in the room today. When the teacher asked someone to pass the waste paper basket, Fred raised his hand! That was a little thing but it meant so much!

December 5, 1951

Fred is changing. He will talk to the children even if he does stutter. He is no longer "stiff" with the teacher. When she tells him something he laughs and shrugs his shoulders.

The teacher sent him to the Reading Teacher's room for a book of plays. She did not send a note. Fred came back with the book.

December 13, 1951

Fred has been doing some drawing for Christmas. Today he finished coloring it and the girls mounted it for the Christmas exhibit.

December 20, 1951

Today all work was completed for the school year 1951. At the last period the class planned a party for the next day.

December 21, 1951

The class had a lovely party and a Christmas Tree. Fred was Santa Claus! He "belongs" to the school now. Everyone is trying to help him.

January 7, 1952

In the homeroom period, the first row provided the program. Fred had to say two lines, he did very well.

January 8, 1952

The teacher brought some books for Fred. They were on the Third Grade level: a reader, an arithmetic and a spelling book. He asked how much they cost. The teacher told him \$2.19.

January 9, 1952

Fred is so proud of his books. He can read from his reader and best of all he can spell the words. All of the teachers are helping him now.

January 10, 1952

Fred brought the money for his books and counted out \$2.19 and gave it to the teacher.

January 14, 1952

So many children are out with "Flu". Fred is ill but he is in school.

February 18, 1952

Fred is doing nicely with his school work. He is working for all of his teachers and talking to everyone.

March 5, 1952

Today the teacher missed Fred from his seat. She looked for him. He was in the back seat with a girl! Then the teacher realized how much he had grown. Since he was secure in his group, the teacher thought he could take a little teasing. The teacher asked, "Children, where is Fred?" Everyone laughed and looked back at Fred. He laughed too, but he did not move! He showed no self-consciousness.

March 26, 1952

The class got a big surprise today. The teacher asked who would sing "Too Young" for her? Fred stood up and said, "I know it; I can sing it," and he did not stutter. The children clapped their hands for joy.

On two other occasions Fred spoke without stuttering.

April 2, 1952

The children reported that Fred spelled 14 words on the seventh grade level today.

He is able to attack words and work them out for himself.

April 3, 1952

Fred finished his reader today. He is quite proud of himself.

He went to the principal's office to deliver a message.

The teacher gave him a fourth grade reader when he come back.

April 12, 1952

Fred has read several pages in his fourth grade reader but he has started stuttering again.

April 18, 1952

The teacher made another discovery. She was trying to rush Fred through his fourth reader; he was trying to please her. This built up tensions within him and he started stuttering very badly.

When she assured him they had plenty of time and she wanted him to read more slowly the stuttering gradually ceased.

May, 1952

The teacher has been so busy she has had very little time to devote to Fred individually, but he is moving along with the class. He seems well-adjusted and able to carry his load.

He has made remarkable progress, socially and academically.

May, 1952

The Achievement Test was given today. The teacher was very anxious about Fred.

After the test the teachers met to talk about promotions. All decided that Fred would be promoted.

The tests have been scored. Fred placed 5.5 in reading, 4.0 in arithmetic, and 3.8 in language arts or English. He made two years' progress in reading!

On the playground Fred is able to hold his own. In the classroom he is moving steadily forward.

He does not stutter as much now as he did when he came to us.

Fred is no longer just a "fixture" in the room. He is a student who is carrying his load. His load is not as heavy as that of many of the others but as he "grows" he takes on more and more.

Fred is becoming a well-adjusted happy boy.

Unsolved Problems

In human relations, people tend to look for an outstanding discovery in terms of a single factor that will solve all their problems; they want panaceas or formulas that can be immediately applied and will produce results within a short time. Parents are dissatisfied because the expert cannot give a pill to solve their child's behavior difficulties immediately, and the poorly adjusted person quits his adviser because improvement does not come quickly. But maladjustments are the result of many years of poor relations with the environment, and are complex, not simple. Their solution often requires re-education of the

person concerned and of those associated with him, and such re-education takes much time and effort.¹²

The case of Beth Anderson will demonstrate the meaning of an unsolved problem.

Beth Anderson was a junior in high school; a tall attractive girl, who dressed very well and whose parents were quite anxious for her to succeed in school.

Beth had given her teachers some trouble when she was a freshman and a sophomore; now that she was a junior, her behavior was becoming unbearable, they reported.

Her homeroom and classroom teachers had talked over her case with the principal and he had referred her to the Girls' Counselor.

The counselor arranged for an interview with Beth the following day.

The Interview:

Beth came to the conference room at 2:50 P. M. the following day. The counselor knowing Beth was interested in clothes, was looking through the latest issue of "Seventeen," a magazine for teen-agers. They looked at a few styles then Beth said, "What have they told you now?"

The Counselor: What were they supposed to tell me?

Beth: Well, I know their methods. There are some teachers here who try to make you study and I refuse, just to show them they cannot make me do anything.

Counselor: Are you hurting the teachers?

Beth: No. I know I am hurting myself. I am going to study next year.

¹²John E. Anderson, The Psychology of Development and Personal Adjustment (New York, 1948), p. 86.

Counselor: When you came to Manual you came expecting something.

Have you found it?

Beth: Some things, yes. In some ways I have been disappointed.

(the tears began to fall)

I am not satisfied at Manual.

I am not satisfied anywhere.

I don't know what to do about my problem?

Counselor: (gently) What is your problem?

Beth: I mean if I had one I wouldn't know what to do?

Counselor: What do you want to do:

Beth: Oh I know what the teachers told you. I don't care because

I can't trust them.

Counselor: Why?

Beth: Some of them try to get you in trouble. (tears).

Seeing that memories were too painful for her, the counselor changed the subject by saying, "School is about ready to close. Would you care to wash your face now?"

Beth: Yes, thank you. May I come back and talk to you tomorrow?

Counselor: Do you want to talk some more? (smiling)

Beth: Oh yes, this was fine!

Counselor (in a jesting manner): You know I don't know very much about Beth, do you know her?

Beth (smiling): Yes, I know her, a little.

Counselor: Suppose you tell me about Beth tomorrow, anything you want to tell.

Beth: Thanks for the talk, I really enjoyed it.

Counselor: I did too, I will see you tomorrow at the same time.

After Beth left the counselor wrote up the interview.

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Beth came at the same hour the next day. The counselor and Beth met as old friends. There was no need for "small talk" to establish rapport. They had it.

Counselor: I believe you were going to talk about Beth, today.

(Beth smiled)

Counselor: Did you think about Beth after you left school?

Beth: Yes, I thought about her quite a bit. (hesitating, then going on)

(1) She wants to have her own way.

(2) She becomes irritable when things do not go her way.

(3) She's a bad actor (tears).

Counselor: I suppose you know I am a friend of Beth's?

Beth (smiling): She is very happy to have you for a friend.

Silence. Then Beth burst out: "I don't know why I get into so much trouble, but somebody is always meddling in your business (quite agitated).

Counselor: Is there anything you would care to tell me?

Beth: No! (tears)

Counselor: Are you going to the Junior-Senior Prom?

Beth: I don't care anything about it.

Counselor: What are you wearing?

Beth: I am wearing an aqua, with gold accessories.

Counselor: You don't care about the Junior-Senior Prom?

Beth: I didn't say that. I said I don't feel like doing anything for the party and I am not going to do anything.

Counselor (innocently): Are you feeling badly?

Beth: No, I am not sick. I feel all right. (a pause, slowly)

If I am asked I might help with the party (as an afterthought).

--If I am feeling all right.

Counselor: I hope you will feel fine.

Beth: I told Mother that you were talking with me.

Counselor: You did? What did Mother say?

Beth: She said she was glad, and I must try to control my temper.

Counselor: I am sure you will try.

Beth: Thank you so much for talking with me. I really enjoyed it.

Counselor: I enjoyed it, too. We will talk some more soon.

The counselor talked with Beth's teachers. All of them reported that Beth was defiant and uncooperative.

Trying to get a little more information on Beth, the counselor called the mother. She reported that Beth would not confide in her.

Beth had two more interview with the counselor before school closed.

When school opened in September Beth did not come back.

How May Such Maladjustments As Have

Already Developed be Dealt With?

From the preceding discussion the following principles for dealing with maladjustment may be learned:

1. Secure adequate data concerning each student through
 - a. tests
 - b. observation
 - c. check list
 - d. self-analysis blanks
 - e. anecdotal records

2. Interview all students, especially those who appear maladjusted socially.
3. Discuss vocational problems
 - a. vocational choice
 - b. occupational information
 - c. job hunting
4. Social and emotional problems
 - a. personal problems
 - b. family conflicts
 - c. physical and health problems
 - d. financial problems
 - e. educational opportunities
 - f. foster wholesome boy-girl relationships

What Are The Implications For Education

School life should contribute to the mental health of the pupils as well as to their intellectual development.

Regardless of the causal sources of pupil maladjustment, teachers and the school systems which they represent have a distinct responsibility for recognizing the adjustment problems of the students, understanding the significance of such problems, and working with the students in alleviating their difficulties. This is primarily a responsibility for working with individuals; but, where wide group deviations in unfavorable adjustment aspects are observable, an examination of general school practices should be undertaken to determine whether they may be contributing to such deviations and how they may correct them.

Remedial actions might incorporate a number of general changes, such

as increased emphasis on better pupil-teacher relationships, pupil-pupil relationships and better pupil-teacher parent relationship, more knowledge and appreciation on the part of teachers of the general background of the students and courses for parents in helping them understand the problems of youth.

CHAPTER V

SUMMARY AND CONCLUSIONS

The test scores from the Sense of Personal Worth and the Total Adjustment scales of the California Test of Personality, and the Grade Placement scores from the California Achievement Test from 401 students of the school, grades 7-12, make up the data for this investigation.

In the treatment of the data the individuals whose personality adjustment scores fall at, or above, the 45th percentiles are placed in the well-adjusted group. Those whose scores fall at, or below, the 40th percentile on the California Test of Personality, are placed in the mal-adjusted group. The data are further treated as follows:

For grades seven, eight, and nine, the scores from the Sense of Personal Worth and the Total Adjustment Scales of the California Test of Personality were correlated with the Grade Placement scores from the California Achievement Test for Groups I and II.

For grades ten, eleven, and twelve, the scores from Sense of Personal Worth and Total Adjustment Scales were correlated with their achievement scores for the two groups.

The results of this investigation lead to the following conclusions:

1. There seems to be no clear-cut relationship between personality adjustment and academic achievement as measured by the Sense of Personal Worth and Total Adjustment Scales of the California Test of Personality and Academic Achievement as measured by the California Achievement Test.
2. That there are certain fundamental needs which the individual

must have in order to be well-adjusted. When the individual fails to fulfill his basic purposes, and there is continuous frustration of his fundamental needs to such an extent that he fails to meet the expectancies of the groups in which he must interact-- family, play group, classroom group, the larger community -- then his overt behavior and his private world must be marked by tension, anxiety, or guilt. The individual becomes ~~mal~~adjusted.

3. That teachers of primary grades could be key people in a mental health program in the school. They have the children when they are still malleable and open to help and change in their adjustment patterns.
4. That teachers on the secondary level should acquire skill and understanding to the point that they will realize that the things students have learned emotionally cannot be changed by lecturing. These students must be re-educated by practicing the proper attitudes toward each other in the classroom, on the playground, at home and in the community.
5. That the principal, counselors, and classroom teachers of the school are attempting to guide their students into experiences that are satisfying to them and acceptable to their social environment. They are helping the students solve the following problems:
 - (a) "status" problems
 - (b) inferiority feelings
 - (c) feelings of insecurity
 - (d) aggressiveness
 - (e) daydreaming
 - (f) stuttering
 - (g) withdrawal
 - (h) retardation

6. That the faculty of the school is becoming more guidance-conscious, to the extent that they are taking courses in guidance to prepare themselves for working with students who have personality problems.
7. That the faculty of the school realizes that the problem of student adjustment is primarily a responsibility for working with individuals; but, because of the large percentage of school population which seems to be maladjusted, the faculty will skillfully reorganize instructional and activity programs and cause students to so interact with them that new behavior patterns of adjustment will emerge.
8. That the faculty of the school will evaluate this behavior and re-pattern its procedures if desirable personality adjustment is still found wanting.

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