

ATTITUDES TOWARD PARENTS AND TEACHERS AND GENERAL ADJUSTMENT
OF HIGH SCHOOL SENIORS IN RELATION TO SCHOOL
PROGRESS AND ACCEPTANCE AMONG ASSOCIATES

by

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CHAPTER I
INTRODUCTION

This study, to investigate the relationship, if any, between the attitudes of high school students toward their parents and homes, and their general personal and school adjustment has resulted from the experiences of the writer in guidance work. In the published literature little information can be found which throws light upon the effect of positive or negative attitudes of children toward their parents and their homes, and acceptance of authority in school and their school adjustment. Knowledge of the relationship between school, personal, and home adjustment should aid in understanding the child's adjustment in the school situation.

Francis and Filmore¹, found that parents' attitudes toward school, schoolmates, discipline, allowance and recreation had only a slight correlation with such factors as the I.Q. and school grades of their children.

Bonney², indicated in his study that children with strong personality traits were attracted to other children who likewise

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1. Francis, K. V. and Filmore, E. A., "Influence of Environment Upon Personality of Children." Iowa University, University of Iowa Studies. Studies in Child Welfare. 1934. Vol. 9, No. 2.
 2. Bonney, M. E., "Personality Traits of Socially Successful and Socially Unsuccessful Children." Journal of Educational Psychology. Nov. 1943. Vol. 34, pages 449-72.

were strong. The children popularly accepted by their associates and teachers possessed traits of aggressiveness and friendliness.

Northway,³ in a study of the personality patterns of children, observed that the children least acceptable to their associates in school situations fell under three categories: (1) recessive children with no determinable expressive interests, (2) socially uninterested children who are usually quiet, shy, passive in school and unliked by others, (3) socially ineffective children who are often noisy, rebellious, and boastful. This study did not consider the general school adjustment of the children.

Lewis,⁴ found more friction between the child, his parents, and his teachers in the case of boys than for girls. However, he found no association between types of personality traits of children and parental attitude patterns.

Gilliland and Hirschberg,⁵ in studying attitudes toward God and toward the New Deal found a positive relationship between the

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3. Northway, M. L., "Outsiders." "A Study of Personality Patterns of Children Least Acceptable to Their Age Months." Sociometry. Feb. 1944. Vol. 7.
 4. Lewis, W. D., "Influence of Parental Attitudes on Children's Personal Inventory Scores." Pedagogical Seminary and Journal of Genetic Psychology. Vol. 67, December 1945, pages 195-201.
 5. Gilliland, A. R. and Hirschberg, G., "Parent-Child Relationship in Attitude." Journal of Abnormal and Social Psychology. Vol. 37, January 1942, pages 125-130.

attitudes of children and those of their parents. The mothers' attitudes were more similar to those of their children than the fathers'. Sons' attitudes more closely resembled those of both parents than did daughters'.

Remmers and Weltman⁶ found, that attitudes among members of the same family, especially toward such factors as political parties, were similar. The extent of sameness of attitude varied with the nature of the attitude object. The attitudes of older children (grades 11 and 12) were less like the attitudes of their parents than were those of younger children (grades 9 and 10). The attitudes of children of all ages were more similar to those of parents than to those of teachers.

Monash,⁷ suggested that the greater the child's success in school, the greater is his liking for school. The teachers' personalities determined greatly the attitudes of the children toward school.

Myers⁸ attempted to study the relationship between home environment and pupil adjustment in high school. He concluded that

6. Remmers, H. H. and Weltman, N., "Attitudes Inter-Relationships of Youth, Their Parents and Their Teachers." Journal of Social Psychology. Vol. 26, August 1947, pages 61-68.

7. Monash, L., "Why Children Like or Dislike School," "Understanding the Child." Education Digest. Vol. 13, 1947, pages 29-31.

8. Myers, Q. R., "Intra-Family Relationships and Pupil Adjustment." Contributions to Education, Teachers College, Columbia University. No. 651, OV, 35-17474, 1935. Issued as a Master's Thesis at Columbia.

the children whose parents treated them as adults, considered their viewpoint, rewarded good behavior, and did not nag were rated in school as the well adjusted children. Likewise a greater percentage of the well adjusted children had good relations with their siblings, than did the poorly adjusted ones.

The above-mentioned studies concern themselves with the relationship of certain factors in the home, and the school and the child's general personality adjustment. They do not attempt to study the extent to which children's attitudes toward their parents are similar to or different from their attitudes toward others in authority such as teachers, nor do they attempt to study the association between attitudes toward parents and home adjustment of children and such factors as the I.Q. of the child, school progress and acceptance by his associates.

Objective of Study

The purpose of this thesis was to study the association between the high school senior's attitude toward his parents and his general adjustment and (a) his general school progress and (b) his acceptance among his associates.

Procedure

The subjects for this study were seventy boys and girls enrolled in the senior class of the Blacksburg, Virginia High School,

during the year 1948-1949. The data for the study were obtained through three sources: (1) The attitudes towards parents and teachers on the part of the student were recorded by the students on a schedule especially designed for this purpose. The students completed the schedules in their home rooms under the supervision of their home room teachers. No names appeared on the schedules so that no one other than the investigator could identify the schedules. (2) The students' adjustment in school was obtained by a comparative rating of each student by three teachers. (3) The data on the students' general adjustment were obtained through the use of the Bell Adjustment Inventory. Data on the I. Q. and grade averages were secured from the permanent records of the school.

Limitations of the Study

There are several limitations of this study. In the first place it is not known to what extent high school children can or would objectively record their attitudes toward their parents, or toward their teachers.

The investigator knew most of the students in this study well and was personally acquainted with certain of their family problems. Based on the information which had been obtained previously it was felt that on the whole the student's reaction to parents was as might have been expected. In a few cases, based upon former counseling services, it was felt that the student was much more charitable toward his parents than might have been expected.

Another limitation of this study was the set-up of the schedule on which the attitudes toward the parents were recorded. The schedule may have been more reliable if the arrangement from the best to the poorest reaction had fallen in varying columns in the schedule, a variation which would have prevented any tendency to check all items in the same column.

The cooperation of the students was voluntary for the students were assured that they need not participate if they did not wish to do so. Six of the seventy-six students who were in the senior class preferred not to participate. The students were assured complete anonymity relative to their schedule, with the hope that they might be more free to react to the questions.

Characteristics of Subjects Studied

The seventy subjects in this study, of whom thirty-four were boys and thirty-six were girls, were the seniors enrolled in the Blacksburg, Virginia High School during the year 1948-1949. This high school is located in the southwestern part of Virginia, in Blacksburg, a college town with a population of 3,352.⁹

Of the seventy seniors forty-seven percent lived in the town, and fifty-three percent lived in the rural areas.

9. "1950 Census of Population, Preliminary Counts," U. S. Department of Commerce, Bureau of Census, Series PC-2, No. 7, August 10, 1950, page 3, Washington, D. C.

The occupations of the fathers of the students ranged from unskilled to professional workers. In the skilled and semi-skilled group, there were twenty percent of the fathers. In the semi-professional class which was made up of business and clerical, there were forty-three percent. In the professional class there were thirty percent. Only seven percent fell in the unemployed group or were deceased.

The education of the parents ranged from practically no formal education to graduation from college, some parents having Ph.D. or M.D. degrees. Of the 140 parents thirty-five percent had from one-half year to seven years of elementary education, twenty-seven percent had attended high school or graduated from high school, and thirty-eight percent had attended or had been graduated from college.

The ages of these students ranged from fifteen to twenty years, with the mean age of sixteen and a half. These students were fairly evenly distributed between small and large families. There were thirty percent from one and two-child families, thirty-one percent in three and four-child families, while thirty-nine percent were in families of five or more children.

If the Otis Quick-Scoring Gamma form intelligence test is a true measure of brightness, these students form a fairly good cross section relative to I.Q., with a tendency toward the lower I.Q.'s. Of the total group ten percent were very superior, twenty percent were superior, forty-four percent were average or normal, and twenty-five percent were low average.

Thus it appears that these seventy seniors represents a rather normal group of young people, fairly evenly distributed between town and country homes, and between small, medium, and large families. The majority come from homes in which the father represents a skilled or semi-professional occupation.

CHAPTER II

STUDENTS' GENERAL ADJUSTMENT PATTERN

The extent to which the students in this study were well or poorly adjusted was obtained in two ways: namely, scores from the Bell Adjustment Inventory,^{10,11} and the ratings of three high school teachers.¹²

The grouping of the seventy senior high school students relative to general adjustment by the Bell Inventory is shown in Table 1.

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10. The Bell Adjustment Inventory is a standard test suitable for both sexes. The high reliabilities of the measures make possible comparisons of one individual with another. The measurement of four types of adjustment-namely, home, health, social, and emotional permits location of specific adjustment difficulties. The total score may be used to indicate the general adjustment of the student.
 11. The students were grouped according to the classification into which they fell-namely, excellent, good, average, unsatisfactory, and very unsatisfactory. These five measures are given not only for total personality, but for each of the four areas measured.
 12. Three teachers were asked to score each of the seventy seniors. The seniors were judged as to whether they were in the upper one-third, middle one-third, or lower one-third as to general adjustment. The final score for each student was an average of the scores of the three teachers. For example, if all teachers scored a student "1," he was placed in the upper one-third or group I; if two of the teachers scored him "1," and one teacher scored him "2," he was placed in group I. However, if two or more teachers scored him "2," he was placed in group II. If the student received a score of "3," by two or more teachers he was placed in the lowest third or Group III.

Table 1. Students' Adjustment as Measured by the Bell Adjustment Inventory

Areas of Adjustment	Measures	Percentage of Students		Total Per-cent	Total Number
		Boys	Girls		
Home	Excellent	29.4	22.2	25.7	18
	Good	14.7	22.2	18.6	13
	Average	32.4	30.6	31.4	22
	Unsatisfactory	14.7	16.7	15.7	11
	Very unsatisfactory	8.9	8.3	8.6	6
Health	Excellent	2.9	0.0	1.4	1
	Good	29.4	11.1	20.0	14
	Average	55.9	58.3	57.2	40
	Unsatisfactory	11.8	19.4	15.7	11
	Very unsatisfactory	0.0	11.1	5.7	4
Social	Very Aggressive	23.5	11.1	17.1	12
	Aggressive	14.7	19.4	17.1	12
	Average	61.8	50.0	55.8	39
	Retiring	0.0	19.4	10.0	7
	Very Retiring	0.0	0.0	0.0	0
Emotional	Excellent	26.5	2.8	14.3	10
	Good	26.5	11.1	18.6	13
	Average	23.6	55.6	40.0	28
	Unsatisfactory	17.6	22.2	20.0	14
	Very unsatisfactory	5.9	8.3	7.1	5
Total	Excellent	14.7	2.8	8.5	6
	Good	32.3	13.9	22.9	16
	Average	32.3	58.3	45.7	32
	Unsatisfactory	14.7	16.9	15.7	11
	Very unsatisfactory	5.9	8.3	7.1	5

If the Bell Inventory is a true measure of adjustment, these students are fairly well adjusted; thirty-one percent are above average, while twenty-three percent were below average.

On the whole the boys were better adjusted in total personality than the girls. Of the boys, forty-seven percent scored above average in total adjustment, while only seventeen percent of the girls so scored. This same sex difference is noted when the separate measures of adjustment are considered. The girls' poorest adjustment fell in the area of health and in the emotional area, while their best was in home adjustment. The boys tended to score more similarly throughout all areas than did the girls, with a slight tendency to score lower on health and higher on emotional adjustment.

These results appear to conform with the findings of Bell in a study made in 1934.¹⁴ He reported sex differences on adjustment between high school girls and boys and college girls and college boys in favor of the boys.

Table 2. Adjustment Ratings of Seventy Seniors as Scored by Three High School Teachers

Total Adjustment	Percentage of Students		Total
	Boys	Girls	
Upper 1/3	26.3	13.9	20.0
Average	55.9	69.4	62.9
Lower 1/3	17.7	16.7	17.1
Total Number of Students	34	36	70

14. Hurlock, E. B., Ph.D., "Adolescent Development," McGraw-Hill Book Co., Inc., N.Y. 1949, pages 492-493.

By comparing Tables 1 and 2, the similarity between the ratings of Bell and the teachers can be seen. The Bell Inventory and the teachers tended to divide the group similarly relative to the number who fell in the upper, middle, and lower one-third of adjustment. Both ratings placed a larger proportion of the boys in the better adjusted group than girls. The Bell Inventory rated more girls below average in adjustment than boys, while the teachers tended to put a slightly larger proportion of boys below average, than girls.

The Bell Inventory and the teachers' ratings were not always similar for individual students. In Table 3, it will be noted that of the six students rated excellent in adjustment by the Bell, one was rated in the upper one-third by the teachers, four in the middle one-third and one in the lower one-third. Of those who were rated unsatisfactory or very unsatisfactory by the Bell, none were rated in the upper one-third by the teachers, ten were rated average by the teachers, and six were rated below average. The association between the teachers' ratings and those of Bell was not significantly close.

A question may be raised as to which rating is a truer measure of the student's total adjustment. On the Bell Inventory the student records how he feels toward himself and others, while the teachers' ratings would reflect the child's functioning in a school or social situation which may or may not reflect his feelings. Furthermore, it may be that the teachers are influenced by the grades of the student, for, according to Dale, "The groups differed more in

characteristics directly related to school success than in general personality traits. This may be due to the tendency of teachers to regard the academically successful pupil as well adjusted."¹⁵

Table 3. Comparison of Students' Adjustment as Measured by Three High School Teachers and Bell Adjustment Inventory

Teachers' Ratings of Personality	Measures of Adjustment by Bell Inventory					Total Number of Students
	Excellent	Good	Average	Unsatisfactory	Very Unsatisfactory	
	Percent	Percent	Percent	Percent	Percent	
Best in Adjustment	7.7	46.1	46.1	0.0	0.0	13
Average Adjustment	8.8	20.0	48.9	17.8	4.4	45
Poorest in Adjustment	8.3	8.3	33.3	25.0	25.0	12
Total Number of Students	6	16	32	11	5	70

$$\chi^2 = 13.7^{16}$$

$$P = > .10$$

Factors Associated With Adjustment

In studying the students' general adjustment, factors asso-

15. Dale, G. A., "A Comparison of Two Groups of Elementary School Children Classified For School Adjustment on the Basis of Teacher Rating." Journal of Educational Research, Vol. 35, 1941, page 241-252.

16. Defining Probability. See Appendix.

ciated with adjustment may be of as great an interest as actual scores of adjustment. Three factors in the lives of these students were associated with general adjustment-namely, (a) the size of the family, (b) the socio-economic status of the family, and (c) the neighborhood locale of the family.

If these data are representative there is little relationship between the students' total personality adjustment and the size of the family.

Table 4. Size of the Family in Relation to Total Personality Adjustment as Measured by Bell

Total Personality Adjustment Mean	Size of Family Number of Children in Family			Students Total Number
	Small (1 - 2)	Medium (3 -4)	Large (5 or more)	
	Percent	Percent	Percent	
Excellent and Good	45.5	22.7	31.8	22
Average	21.8	37.5	40.6	32
Unsatisfactory and very Unsatisfactory	31.3	25.0	43.7	16
Total Number of Students	22	21	27	70

$$\chi^2 = 3.9$$

$$P = < .30$$

The total personality adjustment of the students and the socio-economic status of the family are not significantly associated; however, there is a slight tendency for the students in the families in which the father is unskilled to be better adjusted than in families in which the father is skilled or in professional work. Some authorities believe that this is due to the pressures put on middle and upper-class families of students to "keep up with the Joneses." According to Merry and Merry,¹⁷ "Adolescents in their middle teens are urged by their families to cultivate the acquaintance of those families who are socially prominent. This is particularly true of upper, lower, or lower middle classes of society who are trying to rise in the social scale. They believe that one of the best ways to accomplish this is to have their children associate with those of higher economic status."

Table 5. Total Personality Adjustment of Students as Measured by Bell and Socio-Economic Status of Family

Father's occupation by Class	Measures of Adjustment			Total Number of Students
	Excellent and Good	Average	Unsatisfactory and very Unsatisfactory	
	Percent	Percent	Percent	
Professional	45.0	37.0	18.0	22
Skilled	21.2	54.5	24.0	33
Unskilled	60.0	20.0	20.0	10
Total Number of Students	23	28	14	65 ¹⁸

$$\chi^2 = 6.9$$

$$P = < .20$$

17. Merry, F.K., and Merry, R.V., The First Two Decades of Life, Harper and Brothers, N.Y., 1950, page 397.

18. Of the seventy students, there were four whose fathers were unemployed and one whose father was deceased.

The locale of the family appeared to have little association with the personality adjustment of the students. Perhaps this should be expected for, as Breckenridge and Vincent¹⁹ say, "It is difficult to evaluate between rural and urban children. In the first place, no clear-cut boundaries between urban and rural life exist. One merges into the other. We must remember, too, that there are good rural and poor rural environments as well as good and poor urban environment."

Table 6. Total Personality Adjustment of Students as Measured by Bell and Neighborhood Locale of Family

Measures of Personality	Locale of Family		Total Number of Students
	Town	County	
	Percent	Percent	
Excellent and Good	56.5	43.5	23
Average	35.2	67.8	31
Unsatisfactory and Very Unsatisfactory	56.3	43.7	16
Total Number of Students	32	38	70

$$X^2 = 3.5$$

$$P = >.20$$

19. Breckenridge, Marion E., and Vincent, E. Lee, Child Development W. B. Saunders Co., Philadelphia, Pa., 1944, page 206.

Summary

For the seventy high school seniors in this study, the following findings relative to personality adjustment were made.

1. On the whole the boys seemed slightly better adjusted in total personality than the girls.

2. When the separate measures of adjustment were considered, the girls' poorest adjustment fell in the area of health and in the emotional area while the boys' was in health. The girls' best adjustment was in the home and the boys' was in the emotional area.

3. Although the teachers ranked the total class in adjustment similarly to Bell, the two ratings were not the same for individual students. In fact, these ratings were not significantly close.

4. The location of the family, the size of the family, and the occupation of the father had little if any association with the degree of adjustment of the student. The children of the unskilled workers were better adjusted on the average than those of the professional workers; however, the total association was not significant.

CHAPTER III

ATTITUDES OF STUDENTS TOWARD PARENTS AND TEACHERS

The seniors' attitudes toward parents and teachers were recorded on a questionnaire especially designed for this purpose. The students were asked to express their reactions to seven questions concerning their relationship with their parents—namely, the extent to which they liked their parents, liked to work with their parents, felt that their parents were fair in their treatment of them, enjoyed going places with them, were afraid of them, etc. The scores of the students ranged from 100 to 240.²⁰

The four questions in relation to teachers were: do you like your teachers you have had in school; do your teachers show favoritism; are you afraid of your teachers; and do you think your teachers are fair to you.

These questions were assigned numerical values in the same manner as those concerning parents. Therefore, any students who answered each question in a completely positive manner received a score of eighty. The scores of the seventy

20. The responses of the students on questions concerning parents were given numerical rankings as follows: If the student checked "never or none" to positive questions, he received a score of zero; if he checked "seldom" or "little," he scored five points; "sometimes or medium," he scored ten points; "usually or much," he scored fifteen points; and for "always or very much," he scored twenty points. Negative questions were scored in reverse. Therefore a student who scored completely positive on all responses would receive a total score of 240. The scores of the students in the study ranged from 100 to 240 points.

Table 7. Attitudes Toward Parents of Seventy High School Seniors

Attitudes of Students	Presence of Attitudes									
	Always or Very Much Percent		Usually or Much Percent		Sometimes or Medium Percent		Seldom or Little Percent		Never of None Percent	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1. (a) Do you like your mother?	97.0	94.0	3.0	6.0	0.0	0.0	0.0	0.0	0.0	0.0
(b) Do you like your father?	91.0	89.0	3.0	8.0	6.0	0.0	0.0	3.0	0.0	0.0
2. (a) Do you enjoy working with your mother?	56.0	67.0	38.0	25.0	0.0	5.0	6.0	3.0	0.0	0.0
(b) Do you enjoy working with your father?	59.0	61.0	35.0	31.0	0.0	5.0	6.0	0.0	0.0	3.0
3. (a) Are you afraid of your mother?	3.0	5.0	0.0	0.0	0.0	0.0	12.0	39.0	80.0	56.0
(b) Are you afraid of your father?	3.0	5.0	0.0	2.0	3.0	12.0	15.0	31.0	76.0	50.0
4. (a) Do you like to go places with your mother?	29.0	72.0	35.0	25.0	26.0	0.0	3.0	3.0	3.0	0.0
(b) Do you like to go places with your father?	41.0	41.0	47.0	27.0	6.0	22.0	6.0	3.0	0.0	6.0
5. (a) Is your mother fair in her treatment of you?	82.0	81.0	15.0	11.0	3.0	5.0	0.0	0.0	0.0	0.0
(b) Is your father fair in his treatment of you?	88.0	69.0	9.0	22.0	0.0	0.0	3.0	3.0	0.0	3.0
6. Do your parents show favoritism?	3.0	22.0	3.0	0.0	14.0	11.0	12.0	16.0	68.0	50.0
7. Do you wish you had different parents?	0.0	0.0	0.0	0.0	0.0	11.0	9.0	3.0	91.0	86.0

seniors relative to attitude toward teachers ranged as follows: twenty-seven scored from sixty-five to eighty; seventeen scored sixty; and twenty-six scored from twenty-five to fifty-five.

Attitudes Toward Parents

On the whole these seniors felt kindly toward their parents. They liked their mothers and fathers with a slight preference for their mothers. The boys rated their parents a little higher than did the girls. Also the girls indicated more fear of their parents, and more girls felt that their parents showed favoritism.

These findings seem to be in keeping with those of certain psychologists. In the study by Simpson²¹ of the parent preferences of young children he states that "500 carefully selected children... were given a battery of tests designed to measure parent preference... Both sexes showed more mother preference than father preference in all groups except the five year old girls." This preference is further borne out by the study of Meltzer²² who states, "It is reasonable to expect that the parent who is in a position to administer to the needs of the child will be at an advantage in winning his love to the greatest extent."

21. Simpson, M., Parent Preferences of Young Children, Contributions to Education, No. 652, 1935, Teachers College, Columbia University.

22. Meltzer, H., "Sex Differences in Parental Preference Patterns, Character and Personality, October, 1941, pages 114-126.

Furthermore, Cole²³ and Hurlock²⁴ suggest that the more positive attitude toward parents on the part of boys is due to the slower maturational rate. The girls' tendency to mature earlier causes them to seek to be emancipated earlier from the home. This desire, accompanied with the tendency of parents to "hold girls down" so to speak, may account for the greater friction between adolescent girls and their parents.

Attitudes Toward Teachers

The extent to which children react similarly or differently toward those in authority whether they be in the home or out of the home is of interest to school personnel. These students did not react the same to authority in the home and in the school if attitudes toward parents and teachers are true measures of their reactions.

These seniors were more charitable toward their parents than toward their teachers. For example, ninety-five percent of them always liked their mothers, ninety percent always liked their fathers; in contrast only fifteen percent of the boys and thirty-three percent of the girls always liked their teachers. If one

23. Cole, Luella, Ph.D., Psychology of Adolescence, Rinehart and Co., N. Y. 1949, pages 280 and 307.

24. Hurlock, Elizabeth B., Adolescent Development. McGraw-Hill Book Co., Inc., N. Y. 1949, page 511.

includes in "liking" those who say that they usually like their teachers, the percentage becomes seventy-four percent of the boys and seventy-eight percent of the girls. This leaves better than one fourth of the boys and girls who dislike the teachers as often as or more often than they like them. The students' responses are shown in Table 8.

Although the boys were slightly more positive in their attitude toward their parents than were the girls, the girls were slightly more positive toward their teachers. The sex difference, however, was not sufficiently great to be significant statistically.

It is not known why the girls should feel less charitable toward their parents and more charitable toward their teachers than the boys. The fact that girls usually spend more time in the home than boys may make them feel more keenly their differences with the parents. Another possible explanation is that parents tend to be somewhat more concerned over the behavior of girls than of boys. On the other hand the fact that girls have to give more attention to routines in the home may make it easier for them to accept the routine of the school, than is true of the boys.

Cole²⁵ offers as an explanation of the less positive attitude of boys toward teachers the fact that as boys grow older they show a decreasing interest in current events and religion, at no age do they want to write about children; their interest in travel

25. Cole, Luella, Ph.D., Psychology of Adolescence, Rinehart and Co., New York, 1949, pages 491-492.

Table 8. Attitudes Toward Teachers of Seventy High School Seniors

Attitude Toward Teachers	Presence of Attitude											
	Always or Very Much Percent		Usually or Much Percent		Sometimes or Medium Percent		Seldom or Little Percent		Never or None Percent		No Answer Percent	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1. Do you think your teachers are fair to you?	14.7	16.6	67.6	58.3	8.8	11.1	2.9	5.6	5.9	2.8	0.0	5.6
2. Do you like the teachers you have in school?	14.7	33.3	58.8	44.4	20.5	19.4	5.9	0.0	0.0	0.0	0.0	2.8
3. Do your teachers show favoritism?	8.8	8.3	5.9	5.6	20.5	36.1	38.2	41.6	17.6	8.3	8.8	0.0
4. Are you afraid of your teachers?	0.0	2.8	0.0	0.0	0.0	8.3	14.7	33.3	85.3	55.6	0.0	0.0

is high at all times, while that in athletics, machines, and vocational topics increases decidedly from grade to grade. They do not like to write about school as well as girls do, although their interest shows some improvement during the high school years perhaps because those who dislike school most have left.

Relationship Between Students' Attitudes Toward Parents and Teachers

If these data warrant generalizations it would appear that one cannot predict an individual student's reaction toward his teachers on the basis of his reaction toward his parents.

In Table 9 it will be noted that there is no relationship between the attitudes of these students toward their parents and toward their teachers. Of the students who were most favorable toward their parents as many were in the lower-attitude group toward teachers as in the upper-attitude group. The same is true for the other two groups of students.

Table 9. Attitudes of Seventy High School Seniors Toward Their Parents in Relation to Their Attitudes Toward Their Teachers

Attitudes Toward Parents	Attitude Toward Teachers			Total Number of Students
	Best Attitude Group	Average Attitude Group	Lowest Attitude Group	
	Percent	Percent	Percent	
Best Attitude Group	45.0	15.0	40.0	20
Average Attitude Group	33.3	33.3	33.3	27
Lowest Attitude Group	39.1	21.7	39.1	23
Total number Students	27	17.0	27	70

$$X^2 = 2.3$$

$$P = < .70$$

It is not known whether these students are typical of high school seniors; however, these findings seem fairly logical. It is the belief of the writer that students do not react to adults in a generalized pattern, but that they react to the individual personally, whether he be found in the home or in the school. Thus the student may like one teacher and dislike another. Also he may like one parent and dislike the other. This individual response to personalities has been observed from children's reactions to associates their own age, and it is believed that the same would hold true for children's reactions to adults. Merry and Merry²⁶ in the discussion of studies which have been made, state that "High school pupils are keenly aware of the personality traits exhibited by the teachers and as a consequence form strong likes and dislikes of them."

Summary

The findings in this chapter indicate that:

1. High school seniors, on the whole, like their parents and their teachers; however, they are more charitable toward their parents than toward their teachers.

26. Merry, F. K. and Merry, R. V., The First Two Decades of Life, Harper Brothers, N. Y., 1950, pages 44-46.

2. High school senior boys like their parents better than do the girls, while the girls like their teachers better than do the boys.

3. There appears to be little transfer in the students' attitudes toward their parents and toward their teachers. The students who were the most positive in attitude toward parents were just as apt to be in the poorest group in attitude toward teachers as in the best group and vice versa.

CHAPTER IV
STUDENTS' SCHOOL PROGRESS

When attempting to compare the school progress of groups of students, one must know the extent to which those being compared have the same capacity for learning. The best measure of this capacity appears to be the I.Q.'s of the students.

I.Q.'s of Students

The I.Q.'s of the seventy students in this study were secured through the Otis Quick-Scoring Mental Ability Gamma Test.²⁷ Prior to this study, the Otis Gamma test had been administered to these seniors by trained guidance personnel and the results had been recorded on the students' permanent record cards.

The I.Q. scores²⁸ of these seventy students ranged from 74 to 118 with the modal group (sixty-four percent) falling between 90 - 109. The distribution of students relative to I.Q. may be seen in Table 10.

The I.Q.'s of these students may be lower than should have been expected when their I.Q.'s are compared with the national average

27. Otis, Arthur H., Manual of Directions for Gamma Test, New York World Book Company, New York, page 405. This test was used to furnish ratings on I.Q. because it had been given to all the students before the study was begun and the I.Q. scores were available.

28. As measured by Otis.

for the total adult population of the United States. Ten percent less of the students fell in the 110 or above I.Q. group, and five percent more in the 89 or less I.Q. group. Since these students are seniors in high school, no doubt one has the right to assume that the lowest I.Q.'s of their class had dropped out of school during grammar school and the first year of high school.

The I.Q.'s of the boys and of the girls were nearly the same with 2.3 percent more of the girls falling in the group of 110 or above, and 4.3 percent more of them falling in the group of 89 or below.

Table 10. The I.Q. Groupings of the Seventy High School Seniors and the National Average

I.Q. Classes	Percent of Students			National Average ²⁹
	Boys	Girls	Total	
110 and above	8.8	11.1	10.0	20.0
90 - 110	67.7	61.1	64.3	60.0
89 or less	23.5	27.8	25.7	20.0
Total number of students	34	36	70	100.0

Although the I.Q.'s of these students were slightly below the national average of the general population, the education of the

29. Sorenson, Herbert, Psychology in Education, McGraw-Hill Co., New York, 1940, page 146.

parents of these students was considerably above the average education for adults in the nation.

Table 11. Education of Parents of These Students Compared With Total Adult Males and Females in the U.S.³⁰

In This Study			National Average	
Percent of Fathers	Percent of Mothers	Education	Percent of Males	Percent of Females
2.9	2.9	Less than 5 years	10.4	7.6
32.9	30.0	5 - 8 years	40.0	38.0
24.3	30.0	High School	35.7	41.1
12.9	15.7	1-3 year college	6.9	7.3
27.1	21.4	4 years or more of college	6.5	4.3

Grade Average of Students

The grade average of each of these students which was obtained from his permanent record is the average grade for all academic subjects for the four years of high school.

It will be seen in Table 12 that the grade averages of these students are high in light of their I.Q.'s. Only ten percent of the students ranked 110 or above in I.Q.; however, fifty-four percent averaged A and B in grades for the four years in high school. On the other hand twenty-six percent of the students scored eighty-nine or less in I.Q., and only nine percent made D grades.

30. National Industrial Conference Board, "The Conference Board Business Fact Book," The Conference Board, New York City, N. Y., 1949, page 24. Adult males and females are those fifteen years of age and over.

Table 12. Grade Averages for the Seventy Seniors for Four Years of High School

Grade Average	Percent of Student		
	Boys	Girls	Total
A and B	35.3	72.2	54.3
C	50.0	25.0	37.1
D	14.7	2.8	8.6
Total Number of Subjects	34	36	70

Judging from the grade averages, the girls were significantly better students for their ability than were the boys. Of the girls, seventy-two percent averaged A or B for the four years of high school as compared to thirty-five percent of the boys. On the other hand only eleven percent of the girls scored 110 or above on the Otis I.Q. test as compared to nine percent of the boys.

Table 13. Grade Averages of Seventy Seniors in Relation to I.Q.

Students	Grade Averages			I.Q.'s			Total Number of Students
	A & B Percent	C Percent	D Percent	110 & over Percent	90-109 Percent	89 or less Percent	
Boys	35.3	50.0	14.7	8.8	67.7	23.5	34
Girls	72.2	25.0	2.8	11.1	61.1	27.8	36

$$X^2 = 11.0$$

$$P = < .01$$

These sex differences in scholastic achievement are in keeping with generally accepted belief, but they are difficult to explain. It is questionable whether they can be explained on the basis of difference in intelligence. It is generally accepted that girls tend to be slightly superior to boys in intelligence during the earlier years, especially in preschool ages, but that as the student reaches high school these differences are insignificant. Stoddard and Wellman³¹ state, "Girls tend to be slightly superior to boys in tests of general intelligence, but the differences during the school age range may be considered insignificant. However, at the preschool age the girls are clearly in advance of the boys on present day developmental scales." Certain psychologists explain this sex difference in scholastic achievement on the basis of better emotional and social development, facts associated with the high school organization, and on the more rapid rate of maturation of girls.^{32,33}

31. Stoddard, I. D. and Wellman, B. L., Child Psychology, McMillan Co., New York, 1934, page 156.

32. Merry, F.K. and Merry, R.V. "The First Two Decades of Life," Harper and Bros., New York, 1950, page 302.

"It should be remembered, however, that school success is not a matter of learning ability alone. Social and emotional adjustment also are vital factors in normal educational progress, and these undoubtedly are influenced profoundly by differences in anatomical and physiological development."

33. Norris, Ruth, "Personality Ratings of High School Pupils in Relation to Their Success in School," School Review, 1944, pages 33-40.

In this study by Norris it was found that there is a tendency for a faculty of women to favor girls. In 1948, eighty-one percent of the teachers in the U. S. were women and nineteen percent of the teachers were men. (The World Almanac and Book of Facts, 1951, New York World Telegram Cor.) page 580.

Attitudes Toward Parents and Progress in School

Will the child who is happier with his parents make the better progress in school? If these data are representative, no positive association exists between these two factors. In Table 14 and Chart I, it will be noted that the grade averages of the students who had the best attitudes toward their parents were similar to those of the group with the poorest attitudes toward parents. The average group in attitude toward parents had the best grades.

Table 14. Students' Attitudes Toward Parents and Progress in School

Attitude Toward Parents	Grade Averages of Seventy Seniors				Total Number of Students
	A Percent	B Percent	C Percent	D Percent	
Best Attitude Toward Parents	10.0	40.0	45.0	5.0	20
Average Attitude Toward Parents	22.2	44.4	29.6	3.7	27
Poorest Attitude Toward Parents	8.7	34.7	39.1	17.4	23
Total Number of Students	14.3	40.0	37.1	8.6	70

$$\chi^2 = 6.1$$

$$P = >.30$$

When the grade averages are equated for the three attitude-groups of students on the basis of I.Q. the trend indicated in Table 15 and Chart I becomes increasingly significant. In Table 15

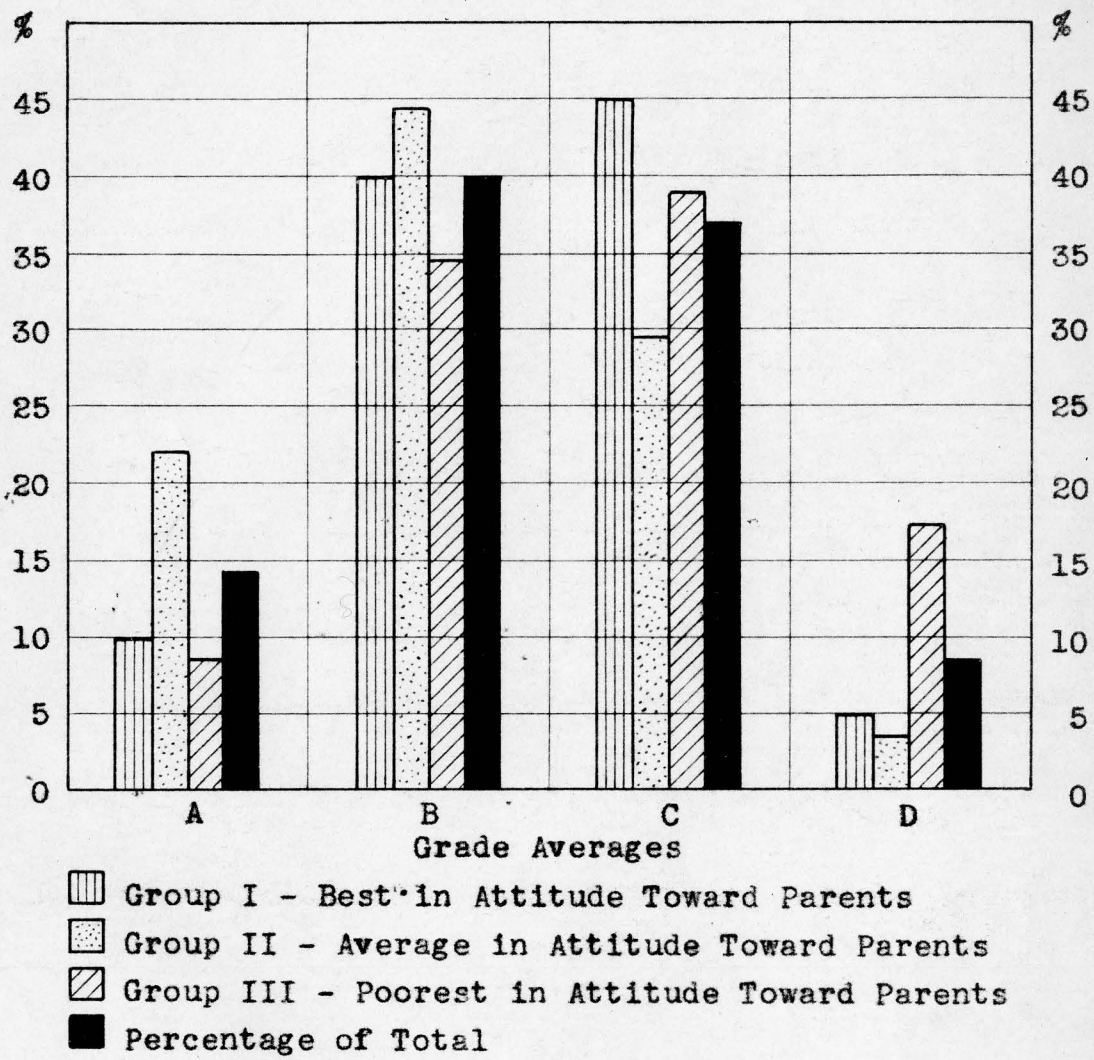


CHART I. GRADE AVERAGES OF STUDENTS IN RELATION TO ATTITUDES TOWARD PARENTS

and Chart II the percentage of students in each attitude group with I.Q.'s of A, B, C, and D and the percentage of students in each group who averaged these school grades are shown.

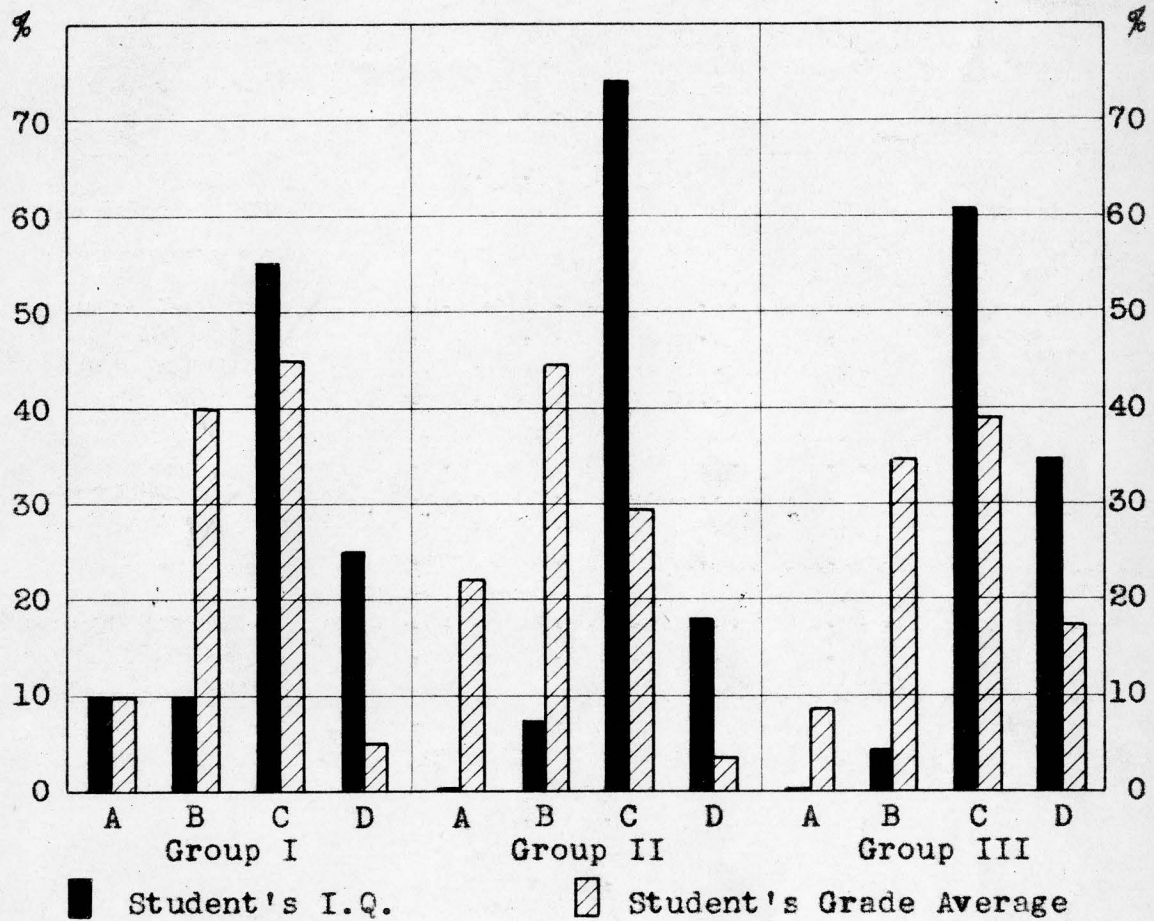
Table 15. Attitudes Toward Parents in Relation to School Progress and I. Q.

Attitudes Toward Parents	I. Q. of Students				Total Number of Students
	A Percent	B Percent	C Percent	D Percent	
Best in Attitude Toward Parents	A I.Q. 10.0 A Grade 10.0	B I.Q. 10.0 B Grade 40.0	C I.Q. 55.0 C Grade 45.0	D I.Q. 25.0 D Grade 5.0	20
Average in Attitude Toward Parents	A I.Q. 0.0 A Grade 22.2	B I.Q. 7.4 B Grade 44.5	C I.Q. 74.1 C Grade 29.6	D I.Q. 18.0 D Grade 3.7	27
Poorest in Attitude Toward Parents	A I.Q. 0.0 A Grade 8.7	B I.Q. 4.3 B Grade 34.8	C I.Q. 60.8 C Grade 39.1	D I.Q. 34.8 D Grade 17.4	23

$$X^2 = 65.0$$

$$P = < .01$$

The students who were average in attitude toward parents made significantly higher grades for their I.Q. than did the students who had the most wholesome attitudes toward parents. On the other hand, the students who had the poorest attitudes toward their parents made slightly better school progress for their ability than did those who had the best attitudes toward parents. This relationship is difficult to explain. Could this mean that the students who fell in the middle group relative to attitude toward parents are more objective



Group I - Best in Attitude Toward Parents
 Group II - Average in Attitude Toward Parents
 Group III - Poorest in Attitude Toward Parents

CHART II. SCHOOL PROGRESS AND I.Q. OF STUDENTS IN RELATION TO ATTITUDES TOWARD PARENTS

and analytical than those who completely accepted their parents, or were very critical of them, and that this same ability to be objective and analytical is reflected in their better grades?

Home Adjustment and Progress in School

The Bell Adjustment Inventory³⁴ was used to secure the home-adjustment scores on the student. Of the seventy students, forty-four percent scored "excellent" and "good" in home adjustment, thirty-one percent scored "average," while twenty-four percent scored "unsatisfactory" or "very unsatisfactory" in home adjustment.

When the grade averages of the students were studied with relation to home adjustment (Table 16), there was a tendency for those who were better adjusted in their homes to make the better grades; however, the trend was not great enough to be statistically significant.

Table 16. Students' Home Adjustment, as Measured by Bell, and School Progress

Home Adjustment	Grade Averages of Students				Total Number of Students
	A Percent	B Percent	C Percent	D Percent	
Excellent & Good	25.8	41.9	29.0	3.2	31
Average	4.5	31.8	50.0	13.6	22
Unsatisfactory & very Unsatisfactory	5.9	47.0	35.3	11.8	17
Total Number of Students	10	28	26	6	70

$$X^2 = 9.2$$

$$P = > .10$$

34. For discussion of Bell Adjustment Inventory see page 17.

When the grade averages are equated for I.Q. the relationship between home adjustment, as measured by Bell, and school progress becomes highly significant, but the relationship is not in a straight line. This is shown in Table 17, and Chart III.

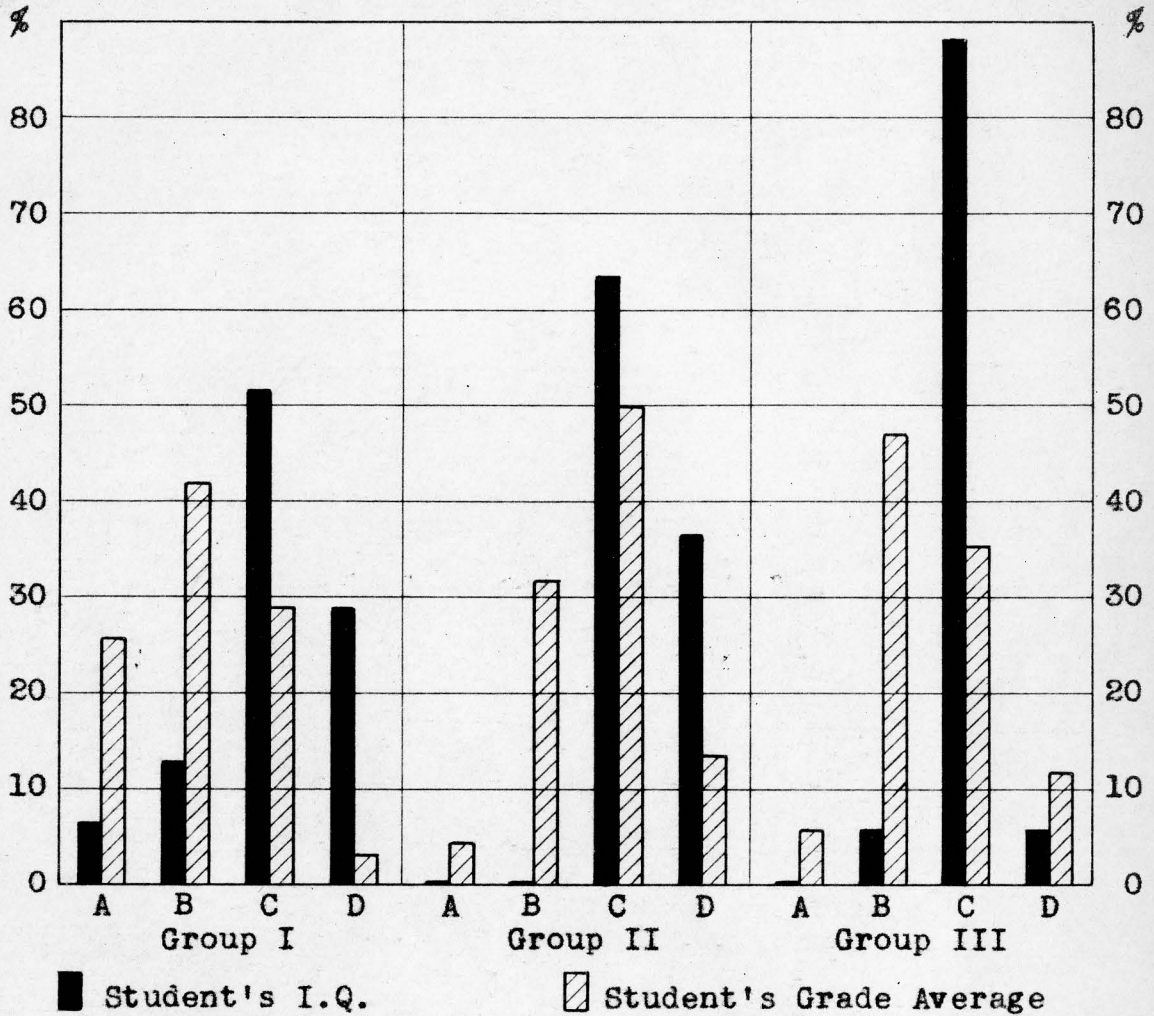
Table 17. The Home Adjustment of Seventy Seniors as Measured by Bell and Grade Averages in Relation to I.Q.

Home Adjustment	A Percent	B Percent	C Percent	D Percent	Total Number of Students
Excellent and Good	A I.Q. 6.5 A Grade 25.8	B I.Q. 12.9 B Grade 41.9	C I.Q. 51.6 C Grade 29.0	D I.Q. 29.0 D Grade 3.2	31
Average	A I.Q. 0.0 A Grade 4.5	B I.Q. 0.0 B Grade 31.8	C I.Q. 63.6 C Grade 50.0	D I.Q. 36.4 D Grade 13.6	22
Unsatisfactory Very Unsatisfactory	A. I.Q. 0.0 A Grade 5.9	B I.Q. 5.9 B Grade 47.0	C I.Q. 88.2 C Grade 35.3	D I.Q. 5.9 D Grade 11.8	17

$$\chi^2 = 145.8$$

$$P = < .01$$

The students with the best home adjustment did not make as good a showing in relation to school progress for their ability



Group I - Home Adjustment Excellent or Good (0 - 5)
 Group II - Home Adjustment Average (5 - 13)
 Group III - Home Adjustment Unsatisfactory or Very Unsatisfactory (10 - 20)

CHART III. SCHOOL PROGRESS AND I.Q. OF STUDENTS IN RELATION TO HOME ADJUSTMENT

as did those in the average group. For example, the best adjusted students averaged 3.5 times as many A and B grades as I.Q. would warrant, and .56 times as many C's, and .11 times as many D's. Of the students with average home adjustment, thirty-six percent made A and B grades, and none had A and B I.Q.'s. Only .79 times as many made C's as had C I.Q.'s and .37 times as many made D's as had D I.Q.'s. The group poorest in home adjustment made 9 times as many A and B grades as I.Q. would warrant, .4 times as many C's, and 2 times as many D's as I.Q. would warrant.

Why this relationship exists is not known. Perhaps the students who are well adjusted at home do not feel they need grades for personal satisfaction. Those in the average home adjustment may feel that the school program is more of a challenge to them and therefore work harder.

Attitudes Toward Teachers and Progress in School

When attempting to study factors associated with students' school progress the student's relationship with his teachers usually comes into consideration. In this study there was no significant association found between attitude of students toward their teachers and grade averages. This is shown in Table 18.

Table 18. Attitudes of Seventy High School Seniors Toward Teachers and Progress in School

Attitudes Toward Teachers	Grade Averages				Total Number of Students
	A Percent	B Percent	C Percent	D Percent	
Best Attitudes Toward Teachers	18.5	44.4	29.6	7.4	27
Average Attitudes Toward Teachers	23.5	29.4	35.3	11.8	17
Poorest Attitudes Toward Teachers	3.8	42.3	46.1	7.7	26
Total Number of Students	10	28	26	6	70

$$\chi^2 = 5.2$$

$$P = < .50$$

On the other hand when grade averages are equated for I.Q., the progress of the student, i.e. the student's grade average in relation to his ability, is highly associated with attitude toward teachers. (See Table 19 and Chart IV).

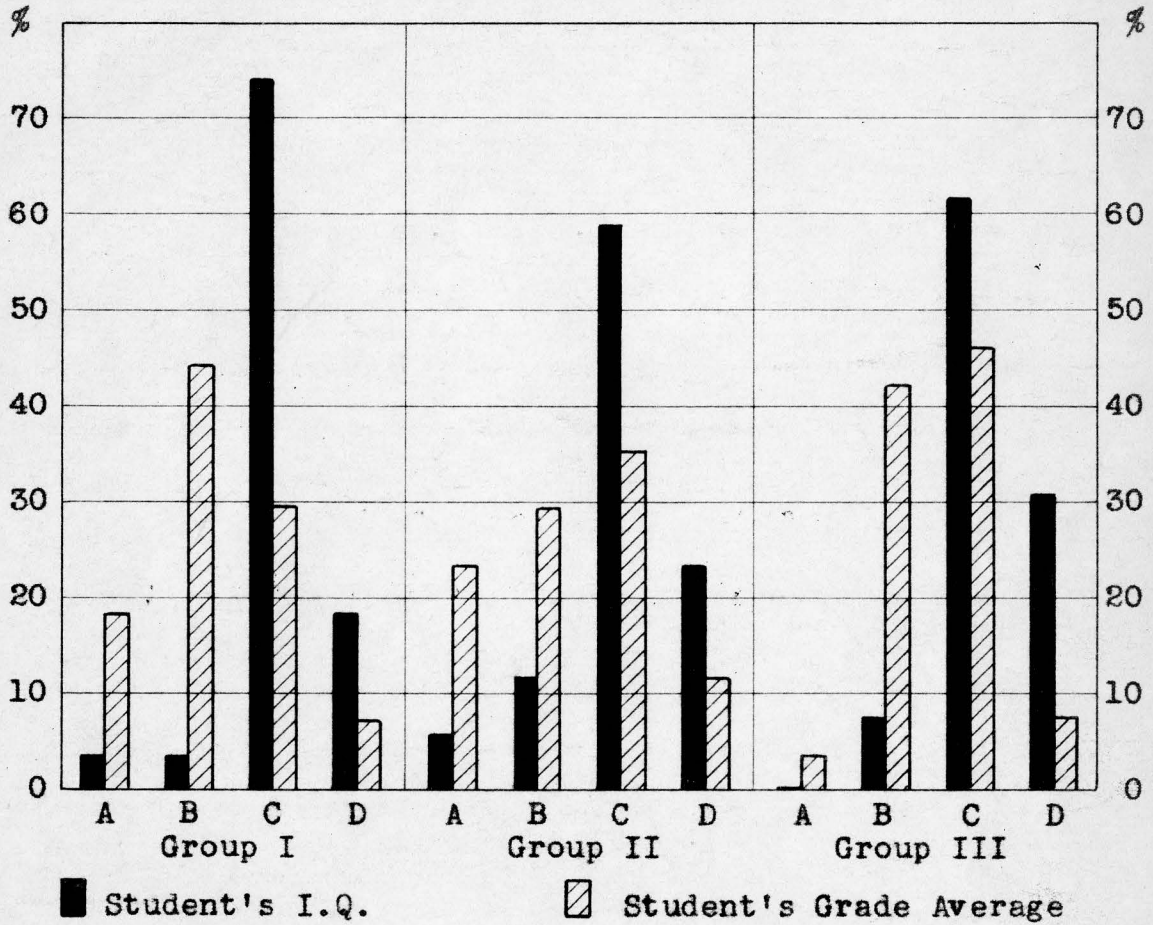
Table 19. Attitudes of Seventy High School Seniors Toward Teachers and Progress in School in Relation to I.Q.

Attitude Toward Teachers	Percentage of Students With Grade Averages and I.Q.'s of				Total Number of Students
	A	B	C	D	
Best Attitude Toward Teachers	A I.Q. 3.7 A Grade 18.5	B I.Q. 3.7 B Grade 44.4	C I.Q. 74.0 C Grade 29.6	D I.Q. 18.5 D Grade 7.4	27
Average Attitude Toward Teachers	A I.Q. 5.9 A Grade 23.5	B I.Q. 11.8 B Grade 29.4	C I.Q. 58.8 C Grade 35.3	D I.Q. 23.5 D Grade 11.8	17
Poorest Attitude Toward Teachers	A I.Q. 0.0 A Grade 3.8	B I.Q. 7.7 B Grade 42.3	C I.Q. 61.5 C Grade 46.1	D I.Q. 30.8 D Grade 7.7	26

$$\chi^2 = 74.6$$

$$P = < .01$$

The relationship here is not in a straight line. The students who made the better grades for their ability either liked their teachers or disliked them. Those in the average group with reference to attitude toward teachers showed the least school progress for their ability. For example, the students who were most positive toward their teachers averaged 8.5 times as many A and B grades as I.Q. would warrant, .39 as many C's, and .40 as many D's. Those



Group I - Best in Attitude Toward Teachers
 Group II - Average in Attitude Toward Teachers
 Group III - Poorest in Attitude Toward Teachers

CHART IV. SCHOOL PROGRESS AND I.Q. OF STUDENTS IN RELATION TO ATTITUDES TOWARD TEACHERS

falling in the average group so far as attitude toward teachers go averaged 2.9 times as many A and B grades as I.Q. would warrant, .60 as many C's, and .5 as many D's. Those with the poorest attitude toward teachers averaged 6.2 times as many A and B grades as I.Q. would warrant, .73 as many C's, and only .25 times as many D's. Why should the students who like or dislike their teachers make better progress for their ability than the middle group? Perhaps those who liked their teachers were stimulated to work and please their teachers and those who disliked the teachers were afraid not to work.

Total Personality Adjustment and School Progress

The Bell Inventory³⁵ was used to obtain total personality scores of the student.

Of the seventy students thirty-two percent scored "excellent" and "good" on total personality, forty-six percent scored "average," and twenty-three percent scored "unsatisfactory" and "very unsatisfactory" on total personality. There was no relationship found in this study between total personality and grade averages of the students.

35. See footnote page 18

Table 20. Students' Total Personality Adjustment as Measured by Bell as Related to School Progress

Total Personality Adjustment	Percent of Students with Grade Averages				Total Number of Students
	A	B	C	D	
Excellent and Good	22.7	40.9	31.8	4.5	22
Average	15.6	43.8	31.3	9.4	32
Unsatisfactory & Very Unsatisfactory	0.0	31.3	56.3	12.5	16
Total Number of Students	10	28	26	6	

$$K^2 = 6.8$$

$$P = > .50$$

If these data are any criteria, total personality adjustment is not closely associated with students' grade average, but school progress and I.Q. are closely associated.

Table 21. Total Personality of Seventy High School Seniors as Measured by Bell and Grade Averages in Relation to I. Q.

Total Personality Adjustment	Percent of Students with I.Q. And Grade Averages				Total Number of Students
	A	B	C	D	
Excellent and Good	A I.Q.	B I.Q.	C I.Q.	D I.Q.	22
	9.1	9.1	63.6	18.2	
Average	A Grade	B Grade	C Grade	D Grade	32
	22.7	40.9	31.8	4.5	
Unsatisfactory Very Unsatisfactory	A I.Q.	B I.Q.	C I.Q.	D I.Q.	16
	0.0	6.3	56.2	37.5	
	A Grade	B Grade	C Grade	D Grade	
	15.6	43.8	31.3	9.4	
	A I.Q.	B I.Q.	C I.Q.	D I.Q.	
	0.0	6.2	81.3	12.5	
	A Grade	B Grade	C Grade	D Grade	
	0.0	31.3	56.3	12.5	

$$K^2 = 11.8$$

$$P = < .05$$

The students who scored average in personality adjustment made significantly better grades with respect to ability than did those with the best or poorest adjustment. Those average in personality adjustment averaged 9.4 as many A and B grades, .55 as many C's, and .29 as many D's as I.Q.'s would warrant. Those who scored "excellent or good" in adjustment averaged 3.4 times as many A and B grades as I.Q. would warrant, .5 times as many C's, and .24 times as many D's. The students who were unsatisfactory, or very unsatisfactory in adjustment averaged 5 times as many A's and B's, .59 times as many C's, and just as many D's as I.Q.'s would warrant.

In the previous discussion, it was shown that the students who were average on home adjustment made the best school grades for their ability and the students who scored average on total personality adjustment made the best grades for their ability. In Table 22 the relationship between Total Personality Adjustment and Home Adjustment of students is shown.

Table 22. The Relationship Between Total Personality Adjustment and Home Adjustment of Seventy High School Seniors as Measured by Bell

Total Personality Adjustment	Home Adjustment			Total Number of Students
	Excellent & Good	Average	Unsatisfactory Very Unsatisfactory	
	Percent	Percent	Percent	
Excellent and Good	81.8	18.2	0.0	22
Average	40.6	43.8	15.6	32
Unsatisfactory and Very Unsatisfactory	0.0	25.0	75.0	16
Total Number of Students	31	22	17	70

$$\chi^2 = 40.4$$

$$P = < .01$$

Although there is a relationship between total personality adjustment and home adjustment, this is not the same for all students. Of the students who scored excellent and good on the total adjustment, eighty-two percent scored excellent and good on the home adjustment, only forty-four percent of those who scored average on total adjustment scored average on home adjustment, and seventy-five percent of those who scored unsatisfactory and very unsatisfactory on total adjustment so scored on home adjustment. While this is not perfect association, the association is sufficient to be significant statistically. This seems to be in agreement with the beliefs of some psychologists. For instance, Merry and Merry³⁶ state, "The family group has greater influence upon personality than any other cultural agency."

Summary

From the data given in Chapter IV the following conclusions seem evident:

1. The students in this study were slightly below the national average in I.Q.'s as measured by the Otis Gamma Quick-Scoring Intelligence Test.
2. The four-year high school grade-averages of these students were higher than would have been expected on the basis of I.Q. The girls had better grades for their I.Q. than did the boys.

36. Merry, K.M., and Merry, R.V., The First Two Decades of Life, Harper and Brothers, New York, 1950, page 465.

3. There was a relationship between students' attitudes toward parents and school progress; however, it was not in the direction which may have been expected. The students who were average in their attitude toward their parents made the best grades for their ability.

4. The students who were average in home adjustment made better grades for their ability than did those who were less well adjusted or were better adjusted in their homes.

5. When attitudes toward teachers were considered, students who had the best attitudes toward teachers were also those students who made better grades for their ability; however, they had only slightly better work for their ability than those who had the poorest attitudes toward teachers. The students who scored average in attitude toward teachers made the poorest grades in relation to ability.

6. If these data are any criteria, total personality adjustment of students is not closely associated with student grade averages, although it is significantly associated with school progress in relation to I.Q. The students who scored average on personality adjustment made significantly better grades with respect to their ability than those who were the best adjusted and those who were the poorest in adjustment.

7. The students who were better adjusted in total personality adjustment usually had the best home adjustment.

CHAPTER V

ACCEPTANCE OF STUDENTS BY ASSOCIATES

In securing data on the social acceptability of the students by their classmates, the class acceptability questionnaire designed by H. Edmund Bullis³⁷ was used.

This questionnaire required the pupils to answer a series of questions concerning their preference for members of their class as to leaders, social companions, helpers in school activities and other social contacts. This scale is so arranged that the student who receives a greater number of votes would be considered most socially acceptable by his associates.

On the whole the girls were slightly more socially acceptable than were the boys. Of the girls twenty-two percent were in the most socially acceptable group in comparison to fifteen percent of the boys. When one looks at the lower percentage of votes received, eighty-five percent of the boys fell in the least acceptable group while seventy-eight percent of the girls fell in the same category. Although the percentage of students falling in the low group for social acceptability is high these findings are in keeping with the belief of certain psychologists. For instance, Hurlock³⁸ states, "Many adolescents are not popular." The writer might add here that the students who received the highest social acceptability scores on

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37. Bullis, H. Edmund and O'Malley, Edmily, Human Relations in the Classroom, Delaware State Society for Mental Hygiene, Wilmington, Delaware, 1947, pages 9-10. Copy of questionnaire in Appendix.
38. Hurlock, E. B., Adolescent Development, McGraw-Hill Book Co., Inc., New York, 1949, page 201.

this questionnaire were the same students who were chosen as the class leaders several months after these data had been collected.

Table 23. Social Acceptability By Associates of the Seventy Seniors

Students	Percentage of Students Receiving Specified Number of Votes				Total Number of Students
	Number of Votes				
	20 or more	10 -20	5-10	0-5	
Boys	11.7	2.9	32.3	52.9	34
Girls	13.8	8.3	13.8	63.9	36

The social acceptability of the student by his associates appears to be unrelated to his attitude toward his parents. (see Table 24) These findings seem contrary to accepted opinion.

Table 24. Social Acceptability of Seniors in Relation to Attitude Toward Parents

Attitude Toward Parents	Percentage of Students Receiving a Specified Number of Votes				Total Number of Students
	Number of Votes				
	20 or more	10 -20	5-10	0-5	
Best Attitude Toward Parents	15.0	5.0	30.0	50.0	20
Average Attitude Toward Parents	18.5	7.4	25.8	48.1	27
Poorest Attitude Toward Parents	4.4	4.4	21.7	69.5	23
Total Number of Students	9	4	18	39	70

$$\chi^2 = 3.8$$

$$P = < .70$$

It is generally assumed that the child who, for one reason or another, feels insecure in the home environment carries into his school a feeling of insecurity which retards or opposes successful social adjustments with his teachers and classmates. Hurlock³⁹ states, of the adolescent, "He is keenly aware of the other children's attitudes toward him, and is anxious to have these attitudes as favorable as possible. When the standards of behavior of the group differ from those of the home, the child identifies himself with the group, and is influenced more by it than by the family."

The student's attitude toward his teachers appears to be significantly associated with social acceptability of associates.

Table 25. Social Acceptability of Seniors in Relation to Attitude Toward Teachers

Attitude Toward Teachers	Percentage of Students Receiving a Specified Number of Votes				Total Number of Students
	Number of Votes				
	20 or more	10-20	5-10	0-5	
Best Attitude Toward Teachers	22.2	7.4	33.3	37.0	27
Average Attitude Toward Teachers	17.6	0.0	23.5	58.8	17
Poorest Attitude Toward Teachers	0.0	7.7	19.2	73.1	26
Total number of Students	9	4	18	39	70

$$X^2 = 13.3$$

$$P = < .05$$

39. Hurlock, E. B., Adolescent Development, McGraw-Hill Book Co., New York, 1949, page 156.

It is seen from the above table that of those students with the best attitude toward teachers twenty-two percent were in the highest group for social acceptability, and thirty-seven percent were in the lowest; of those with an average attitude toward teachers eighteen percent were in the highest group, and fifty-nine percent were in the lowest; and of those with the poorest attitude toward teachers none were in the high group for social acceptability, and seventy-three percent were in the lowest.

Nothing was found in the published literature which answers the question as to why the student's social acceptability should be closely related to his attitude toward his teachers, and not related to his attitude toward parents. Perhaps the situations in which the student finds himself with his associates and with his teachers are quite similar, and tend to elicit similar behaviors from him.

Factors Associated With Social Acceptability

It is generally assumed that the most socially acceptable students are not only the leaders, but usually are more intelligent than those who are unacceptable. Hurlock⁴⁰ states that investigators "agree that the relationship between academic grades and leadership is great enough to be considered reliable."

40. Hurlock, E. B., Ph.D., Adolescent Development, McGraw-Hill Book Co., Inc., New York, 1949, page 198.

In addition to Hurlock, Cole⁴¹ substantiates this in saying, "They (the socially acceptable) are usually more intelligent than the average, they get better marks. They are taller and heavier, they are in better health, they are a bit older than the average, they come from a slightly higher socio-economic background, their athletic abilities are higher, and their social adjustment is better."

The findings of this study bear out this relationship between social acceptability and intelligence and academic progress. In Tables 26 and 27 it will be noted that the social acceptability of these seniors by their associates is in direct relationship to the I.Q. and academic standing of the student.

Table 26. Social Acceptability of Seniors in Relation to School Progress

Grade Averages	Percentage of Students Receiving Specified Number of Votes				Total Number of Students
	Number of Votes				
	20 or more	10-20	5-10	0-5	
A	60.0	20.0	10.0	10.0	10
B	7.1	7.1	25.0	60.8	28
C	3.8	0.0	38.4	57.6	26
D	0.0	0.0	0.0	100.0	6
Total Number of Students	9	4	18	39	70

$$X^2 = 35.6$$

$$P = < .01$$

41. Cole, Luella, Ph.D., Psychology of Adolescence, Rinehart and Co., New York, 1949, page 234.

Table 27. Social Acceptability of Seniors in Relation to I.Q.

I.Q.	Percentage of Students Receiving Specified Numbers of Votes				Total Number of Students
	Number of Votes				
	20 or more	10-20	5-10	0-5	
A. I.Q.	100.00	0.0	0.0	0.0	2
B. I.Q.	20.00	20.0	20.0	40.0	5
C. I.Q.	13.3	4.1	26.7	55.5	45
D. I. Q.	0.0	5.6	27.8	66.7	18
Total Number of Students	9	4	18	39	70

$$X^2 = 18.5$$

$$P = < .02$$

Although the student's I.Q. and academic progress were significantly associated with social acceptability by associates, this same relation was not found in the home adjustment and total personality adjustment of the students. In Tables 28 and 29 it will be seen that there is a tendency for the student who is well adjusted in his home and who has better general adjustment to be more socially acceptable, but the association is not great enough to be statistically significant.

Table 28. Social Acceptability of Seniors in Relation to the Students' Home Adjustment as Measured by Bell

Measure of Home Adjustment	Percentage of Students Receiving Specified Number of Votes				Total Number
	Number of Votes				
	20 or more	10-20	5-10	0-5	
Excellent and Good	22.6	9.7	25.8	41.9	31
Average	4.5	0.0	31.8	63.6	22
Unsatisfactory and Very Unsatisfactory	5.9	5.9	17.6	70.6	17
Total Number of Students	9	4	18	39	70

$$\chi^2 = 9.0$$

$$P = < .10$$

Table 29. Percentage of Students Receiving Social Acceptability Votes in Relation to Total Personality Adjustment as Measured by Bell.

Total Personality Measures	Percentage of Students Receiving a Specified Number of Votes				Total Number of Students
	Number of Votes				
	20 or more	10-20	5-10	0-5	
Excellent and Good	22.2	7.4	33.3	37.1	27
Average	17.6	0.0	23.5	58.8	17
Unsatisfactory and Very Unsatisfactory	0.0	7.7	19.2	73.1	26
Total Number of Students	9	4	18	39	70

$$\chi^2 = 10.9$$

$$P = < .10$$

This tendency for the more acceptable student to be better adjusted agrees with the view of Hurlock⁴² who states, when speaking of adolescents, that the socially acceptable individual was active, socially aggressive, and extroverted, while the unpopular ones rated very high in surgent traits such as moodiness, unreliability, etc.

Summary

When considering the social acceptability of the seventy seniors in this study, it may be concluded that:

1. High school seniors agree on the whole as to the acceptability of their classmates.
2. The student's attitude toward his parents and his acceptability by classmates are not closely associated, while his attitude toward his teachers appears to be closely associated with his degree of social acceptability.
3. The students who were more intelligent and had the best grade-averages were more acceptable to their associates than were those with less ability or with poorer grades.
4. There was a tendency for the students who were better adjusted in their homes and in total personality to be more acceptable socially, but the association was not great enough to be significant statistically.

42. Hurlock, E. B., Ph. D., Adolescent Development, McGraw-Hill Book Co., Inc., New York, 1949, pages 203 and 209.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Purpose of the Study

Very little information was found in the published literature on the attitude of high school students toward their teachers and parents, and less on the effect of these attitudes on school progress or social acceptance by associates. The few studies dealing with the influence of certain home and parental factors on the general adjustment of students only indirectly concerned themselves with the problems set up for study in this thesis.

The objective for this study was to determine the association between the student's general adjustment and his attitudes toward his parents and teachers and his school progress and the degree to which he was accepted by associates in social situations.

Procedures used:

Seventy high school senior girls and boys living in a small town and the surrounding area furnished the data for this study. The data on these students were secured from five sources. Information on attitudes toward parents and teachers, social acceptability, and socio-economic factors was obtained by the questionnaire method. The questionnaires were completed by the students during their home-room periods. Information on personality adjustment was obtained by the use of the Bell Adjustment Inventory which was completed by the

students during their home-room periods, and was augmented by the combined ratings of three teachers. Rating of I.Q. was obtained by the Otis Quick-Scoring Gamma Test. Information on school progress was obtained from the permanent school records.

Significant Findings:

The students in this study ranged from fifteen to twenty years in age, and their parents represented a wide range of occupational levels. Of the fathers, thirty percent represented professional occupations, forty-three percent represented the semi-professional occupations, twenty percent were skilled or semi-skilled, and seven percent were unemployed or deceased.

The education of the parents ranged from practically no formal education to PH.D and M.D. degrees, with the median point of education for parents being the eighth grade.

These students on the whole were fairly well adjusted. Of the total group, thirty-one percent scored above average and twenty-three percent scored below average in personality adjustment. The data indicated that the location of the family, the size of the family, and the father's occupation had little, if any, association with the degree of adjustment of the student.

The teachers did not rate individual students on adjustment as did the Bell Adjustment Inventory. Although there was a tendency for the teachers to rank more of the students considered well adjusted by the Bell Inventory in the upper third for adjustment, the similarity between the teachers' ratings for individual students and those of the Bell Inventory were not sufficiently close to be signi-

ficant statistically.

When the separate measures for home, health, emotional, and social areas as determined by Bell were studied, it was found that the girls' poorest adjustment was in the areas of health and emotion, while the poorest adjustment for the boys was health. The best adjustment score for the girls was in the home, and the best score for the boys was in the emotional area. In total personality adjustment, as measured by Bell, the boys seemed slightly better adjusted than did the girls. The teachers' ratings placed more boys than girls in the upper third of the class for adjustment; however, the teachers also placed a slightly larger proportion of boys than of girls in the lowest third.

These data suggest that, on the whole, high school seniors like their parents and their teachers; however, they appear to be less critical of their parents than of their teachers. The boys seemed to approve of their parents to a larger degree than did the girls, while the girls approved of their teachers more frequently than did the boys. This is interesting in the light of the fact that the teachers placed a larger proportion of the boys in the better adjusted group than they did of the girls.

There appeared to be little similarity in the students' attitudes toward their parents and toward their teachers. The students who liked their parents were just as apt to dislike their teachers as they were to like them, and vice versa.

These high school seniors were slightly below the national average for the adult population in I.Q.'s as measured by the Otis Gamma Quick-Scoring Intelligence test. Only nine percent of the students were above average in I.Q. as compared to twenty percent of the adult population of the nation. When the I.Q.'s and grade averages of these students were compared, the students' grade averages were significantly higher than the I.Q.'s would warrant. The girls on the whole, made better grades for their abilities than did the boys.

Statistically there was a relationship between students' attitudes toward parents and school progress; however, the relationship was not in a straight line. The students who were average in their attitudes towards parents made the best grades for their I.Q.

When the home adjustment was taken into consideration, a similar picture was found. The students who were in the average group for home adjustment made better grades for their I.Q. than those who were less well or better adjusted.

Attitudes toward teachers appear to be a factor in school progress. The students who had the best attitudes toward their teachers made significantly better grades for their abilities than those with poorer attitudes; however, they had only slightly better academic grades than did those who had the poorest attitudes toward

teachers. The student who was average in attitudes toward teachers made the poorest grades in relation to ability.

The total personality adjustment of the student was not closely associated with the student's grade average, although it was significantly associated with school progress in relation to I.Q. The students who scored in the average group on personality adjustment made significantly better grades for their abilities than did those who were the best or poorest in adjustment.

These findings indicate that a student's attitudes toward his parents do not affect his acceptability by his school associates, but that his attitudes toward his teachers are closely associated. Furthermore the more socially acceptable student is more intelligent and has better grades than the less well accepted one. There was a tendency for the student who was better adjusted in his home and total personality to be more acceptable to his associates, but this relationship was not great enough to be statistically significant.

If these seniors represent a cross section of high school students, it may be concluded that the student who makes the best grades for his ability will fall into the average group in attitudes toward the parents; that is, he does not completely approve or disapprove of his parents; he will be in the average group for home adjustment; he will

fall into the group of students who have the best attitudes toward teachers; he will be average in personality adjustment as measured by a standard personality test; he will be more acceptable to his associates socially; and he is more apt to be a girl than a boy.

The student who is most acceptable to his associates will like his teachers, be more intelligent, and make better grades than the less acceptable one.

CHAPTER VII
RECOMMENDATIONS

In view of the findings in this study, the following recommendations are made:

1. The general adjustment of high school senior students as seen by three high school teachers who knew the students well and that of a standard personality inventory were not significantly similar. This raises the question as to why these ratings differ and which rating is the more reliable. With the emphasis being placed today on personality ratings for placement and promotion, research needs to be done to ascertain the reliability of these ratings, and why the ratings on a standardized test would differ from the ratings of trained teachers in a daily contact with students over a period of time.

2. There appeared to be no association between the attitudes toward their parents and the attitudes toward their teachers on the part of the students. Since it is assumed by many that attitudes toward authority become patterned, i.e. the individual tends to react toward all in authority in a similar manner, additional research is needed to ascertain whether these findings are peculiar to this group of students or typical of students in general. It appears that for the students in this study, the attitude is toward the person in authority and not authority itself.

3. When the relationship between attitudes toward teachers and school progress of students is considered, the findings of this study indicate that the students who are in the best group for attitudes toward teachers made the best grades in school for their I.Q. These relationships need further study to answer two questions: what was it in the relationship between teachers and students which made students feel kindly toward the teachers, and why did the students who feel the most kindly toward the teachers make better progress in school for their mental ability. This cannot be explained on the basis of grades for there was no relationship between grade averages of students and attitude toward teachers.

4. Contrary to generally accepted belief, it was not the best adjusted student in this study who made the best grades for the I.Q., but the student who scored average in adjustment. This poses several questions: do standardized personality tests reliably measure adjustment, are the traits in personality usually considered good of such nature as to discourage a student from working to capacity in school, or are the school situations so designed that they are better suited to the child who is only average in adjustment. A thorough study of these questions should offer much to the understanding of the why and wherefore of students' school progress.

5. In view of the fact that there is very little in the published literature concerning the questions raised in this study, it is recommended that a similar study be carried out on a statistically

adequate sample of high school seniors throughout the State. Such data should determine the extent to which the findings of this study are typical or atypical for high school seniors generally.

APPENDIX

APPENDIX

Defining Probability

When calculating the probability that the association between the qualities or the instances of the degrees of qualities of two or more factors may or may not be due to chance alone, the method of X^2 or the sum of relative differences is used. In doing this it is necessary to compare the actual frequencies of the degrees of the factors with the distribution expected if the factors were independent and unrelated.

After the observed values are inserted in a table, the first step is to find the independence value for each cell. In the example these values (m) represent the number of students in each of the grade-average classes for three attitude-groups, which one should expect to find in the absence of any actual association between the grade averages of the students and attitude-group.

For example, the actual number of students with A grades in the first group in the sample of seventy was 2. If there were no association between grades and attitude toward parents, one should expect to find $\frac{6 \times 13}{70}$ or 1.1 students with A grades. The independence values are found for each cell by multiplying together the totals of the row and column in which the cell lies and dividing the product by the total number of instances.

Table 3. Comparison of Students Adjustment as Measured by Three High School Teachers and Bell Adjustment Inventory

Teachers Ratings of Personality	Measures of Adjustment by Bell Inventory					Total Number of Students
	Excellent	Good	Average	Unsatisfactory	Very Unsatisfactory	
Best in Adjustment	obs 1 m 1.1 d .1 d ² .009 rd 7.7	obs 6 m 3 d 3 d ² 3 rd 46.1	obs 6 m 5.9 d .1 d ² .002 rd 46.1	obs 0 m 2.04 d 2.04 d ² 2.04 rd 0.0	obs 0 m 10.9 d 10.9 d ² 10.9 rd 0.0	13
Average in Adjustment	obs 4 m 3.9 d .1 d ² .003 rd 8.8	obs 9 m 10.3 d 1.3 d ² .2 rd 20.0	obs 22 m 20.6 d 1.6 d ² .1 rd 48.9	obs 8 m 7.1 d .9 d ² .1 rd 17.8	obs 2 m 3.2 d 1.2 d ² .5 rd 4.4	45
Poorest in Adjustment	obs 1 m 1 d 0 d ² 0 rd 8.3	obs 1 m 2.7 d 1.7 d ² 1.0 rd 8.3	obs 4 m 5.5 d 1.5 d ² .4 rd 33.3	obs 3 m 1.9 d 1.1 d ² .6 rd 25.0	obs 3 m .9 d 2.1 d ² 4.9 rd 25.0	12
Total Number Students	6	16	32	11	5	70

$$\chi^2 = 13.7$$

$$P = > .10$$

When the independence values have been calculated for each cell, the next step is to find the difference (d in table) between the (obs) actual value, and independence values (m). Each particular difference (d) is then squared (d^2 in table) and the squares divided by each particular independent value, (d^2 divided by m). These quotients are called the relative differences. The sum of relative differences is called X^2 .

The probability that X^2 in the sample table (13.7 for a 4 x 2 table) could be due to chance alone is $> .10$. This means that there are 10 chances in a 100 that the association could be due to chance alone. For X^2 to be significant the probability must be ($<$) less than .05.

ATTITUDES OF SENIOR STUDENTS

Age_____ Number of brothers_____ Number of sisters_____

Where do you live: In the country_____

In Blacksburg or some other town_____

Who lives with you in your home: Your father_____

Your mother_____

Grandfather_____

Grandmother_____

Others_____

If you had a free choice of places to live, what would be your choice

How much money do you think your family has:

More than most students in the senior class_____

About as much as most students in the senior class_____

Less than most students in the senior class_____

How much schooling have your parents had:

	Seven years or less	High School	Beyond High School
Mother			
Father			

Please check the column which most nearly expresses your attitude

		Always or Very Much	Usually or Much	Sometimes or Medium	Seldom or Little	Never or None
1.	(a) Do you like your mother?					
	(b) Do you like your father?					
2.	(a) Do you enjoy working with your mother?					
	(b) Do you enjoy working with your father?					
3.	(a) Are you afraid of your mother?					
	(b) Are you afraid of your father?					
4.	(a) Do you like to go places with your mother?					
	(b) Do you like to go places with your father?					
5.	(a) Is your mother fair in her treatment of you?					
	(b) Is your father fair in his treatment of you?					
6.	Do your parents show favoritism?					
7.	Do you wish you had different parents?					

		Always or Very Much	Usually or Much	Sometimes or Medium	Seldom or Little	Never or None
8.	Do you think your teachers are fair to you?					
9.	Do you like the teachers you have had in school?					
10.	Do your teachers show favoritism?					
11.	Are you afraid of your teachers?					

Social Acceptibility Test

I am very much interested in seeing what you think of each other or how you would rate your classmates. Today you are going to have a chance to vote for members of our class only. You may vote for boys and girls alike. Write carefully the first, last name of those for whom you vote. If you do not know how to spell their names, write them as best you can. You may vote for the same person more than once if you wish. Remember, vote for seniors only.

1. If you were electing a class president, whom do you think should be elected?
2. If your mother asks you to invite one senior to your birthday party, whom would you ask?
3. Suppose that person could not accept; whom would you then invite?
4. Suppose you had to select a third choice; whom would you then like to ask?
5. Suppose you needed help on your class work and the teacher told you to get help from some senior; whom would you ask?
6. Suppose your class had some money. Someone must take care of it. Whom would you choose to be your class treasurer?
7. Suppose you had a difficult and dangerous job to do. You needed help to do it. What senior would you depend upon to help you?
8. What girl in the senior class gets along best with her classmates?
9. What boy in the senior class gets along best with his classmates?
10. Name the student in the senior class whom you think is most likely to succeed in life? Why?

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