

SCHOOL ADJUSTMENT AND PERSONAL-SOCIAL ADJUSTMENT
OF JUNIOR HIGH SCHOOL PUPILS

by

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INTRODUCTION

It has been generally recognized that during the adolescent period the individual is less well adjusted to every day living than at any other time during his life.

Some of the problems of the adolescent individual lend themselves to a qualitative and quantitative inventorial analysis. In this investigation, a form of inventorial analysis was employed to measure the adjustment of junior high school pupils to their home, health, social, emotional and school life, and to investigate their attitudes toward their home, health, social, emotional and school life. The adjustment of the individual to his home, health, social and emotional life has herein been termed "personal-social" adjustment. This study was made to determine: the degree of relationship between school adjustment and personal-social adjustment, the relative adjustments to their personal-social and school life of seventh, eighth and ninth grade pupils and of junior high school boys and girls, and the nature and extent of school and personal-social problems of the junior high school pupil.

The purpose of this investigation was to obtain information which might be utilized by those adults who are concerned with assisting the adolescent individual in the making of choices and adjusting to significant situations. Many adoles-

cents need this guidance in order that maladjustment may be prevented, thus precluding serious social and emotional, as well as academic and vocational problems.

Some of the problems which the adolescent individual encounters have been summarized by Love (1) who included the following quotation from Menninger:

There are problems of athletic ambition and disappointment. There are problems of love affairs dealt with in the immature fashion to be expected at this age, but with an intensity which the unsympathetic adult may easily underestimate. There are problems of jealousies and envies inside and outside the family, conflicts with parents, special antipathies to subjects and instructors, religious problems, curriculum problems, physical problems real and imaginary, life-work problems, racial problems, sexual problems, economic problems, -- in fact, all the problems that older people have plus a great many more.

Furthermore, Love suggests that prevention of maladjustment should become the duty of the school when this function is not adequately performed by the home and church. Hence, the influence of teachers and administrators on the adolescent individual may be of considerable importance. However, the role of the parent in providing for the needs of the adolescent individual must not be underestimated. Thompson (2) has pointed out that there is considerable guidance talent available in the form of the pupil's parents and that this talent is not always fully utilized.

Thus, it becomes apparent that understanding and guidance of the adolescent individual is, indeed, a complex process and it was felt that any information which might be added to the

existing knowledge of the adolescent individual would be of advantage in the field of guidance.

Specifically, the answers to the following questions were sought.

1. What is the relationship between the school adjustment and the personal-social adjustment of the junior high school pupil?
2. Are junior high school boys or girls better adjusted to school?
3. Are seventh, eighth or ninth grade pupils better adjusted to school?
4. What is the nature of school adjustment problems which are most disturbing to junior high school pupils?
5. Are junior high school boys or girls better adjusted to their personal-social life?
6. Are junior high school boys or girls better adjusted to each of the component areas (home, health, social, emotional) which make up their personal-social life?
7. Are the seventh, eighth or ninth grade pupils better adjusted to their personal-social life?
8. Are the seventh, eighth or ninth grade pupils better adjusted to each of the component areas (home, health, social, emotional) which make up their personal-social life?
9. What is the nature of personal-social adjustment problems which are most disturbing to junior high school pupils?

MATERIAL AND METHODS

Material

The School Inventory. The School Inventory was constructed by Hugh M. Bell and consists of seventy-six questions concerning school administration, teaching, staff, curriculum, plant, classmates, activities and study habits. This inventory seeks to describe quantitatively the feeling which pupils have toward their school and toward activities associated with their school. In general, it has been found that students who make low scores on The School Inventory tend to be well adapted to the school environment; they like the subjects they study, are proud of the physical plant, enjoy their classmates and school activities, like their teachers, feel that the administration is just, and are able to master their classwork. Pupils who make high scores on The School Inventory tend to be poorly adapted to the school environment; they dislike the subjects they study, do not feel that the plant is adequate, dislike their classmates and school activities, dislike their teachers and do not feel that the school is run fairly.

Bell (3) determined the coefficient of reliability of The School Inventory as follows:

The coefficient of reliability was determined by correlating the odd-even items and applying the Spearman-Brown formula. The subjects were two hundred and forty-two high-school freshmen, sophomores, juniors, and

seniors. The reliability coefficient for the Inventory is .94 with a probable error of .004.

Bell also validated The School Inventory. The methods used and results obtained are as follows:

The School Inventory has been validated in two ways: First, the original list of one hundred and fourteen items was given to three hundred and fifty-four high-school students. Then each question was analyzed to determine how effectively it differentiated between the upper and lower fifteen per cent of the individuals in this distribution of scores. Only those items which clearly differentiated between these two extreme groups are included in the Inventory as published.

Second, the faculty members in Chico High School, Oroville High School, Durham High School, and Yuba City High School.....all in California.....were asked to write on cards the names of students in their classes who were poorly adjusted and those who were well adjusted to the school environment. In the poorly adjusted group they were instructed to include students who disliked school, who were frequently a source of trouble to the teacher, and who did not get along well with their fellow-students. For the well-adjusted group, they were asked to include students who liked school, who got along well with students and teachers, and who seldom if ever caused the teachers and principal any trouble. Seventy-one students were selected for the well-adjusted group and fifty-nine for the poorly adjusted group. The Inventory was then administered to these two groups. The mean for the well-adjusted group is 32.25, the standard deviation is 16.45, and the standard error of the mean is 2.14. The difference between the means is 17.43 with a standard error of 2.50. A comparison of this difference with its standard error yields a critical ratio of 6.97. From this it appears that there is a significant agreement between the judgment of these teachers and the results of the Inventory with respect to the school-adjustment status of these high-school students.

Norms for The School Inventory with respect to junior high school pupils were not established since the purpose of this investigation was a comparative group study and item

analysis, rather than an investigation necessitating the use of absolute values of adjustment scores; however, tentative norms for high school pupils were compiled by the author of The School Inventory. These norms may be found in the Manual for The School Inventory by Hugh M. Bell (3).

The Adjustment Inventory (Student Form). The Adjustment Inventory, consisting of one hundred and forty questions, was also constructed by Hugh M. Bell, and provides four separate measures of personal and social adjustment. In general, it has been found that the scores of students taking The Adjustment Inventory are in inverse proportion to the degree of adjustment of their home surroundings, health conditions, social contacts and emotional outlook. The Adjustment Inventory is divided into four separate areas so that separate measures may be obtained for home, health, social and emotional adjustment. As previously mentioned, scores from The Adjustment Inventory are referred to, in this study, as a measure of personal-social adjustment.

Bell (4) gives the following information regarding reliability, validity and intercorrelations of The Adjustment Inventory.

The coefficients of reliability for each of the four sections of the Inventory and for its total score are reported in Table II. These were determined by correlating the odd-even items and applying the Spearman-Brown prophecy formula. The subjects were college freshmen and juniors.

TABLE II.--COEFFICIENTS OF RELIABILITY (N=258)

a. Home Adjustment...	.89	c. Social Adjustment....	.89
b. Health Adjustment.	.80	d. Emotional Adjustment.	.85
Total Score.....		.93	

The Inventory has been validated in the following ways:

First, the items for each of the sections in the Inventory were selected in terms of the degree to which they differentiated between the upper and lower fifteen per cent of the individuals in a distribution of scores. Only those items which clearly differentiated between these extreme groups are included in the present form of the Inventory.

Second, the results of the various sections of the Inventory were checked during interviews with four hundred college students over a period of two years.

Third, the Social Adjustment section, the Emotional Adjustment section, and the total score of the Inventory were validated by correlating the Social Adjustment section with the Allport Ascendance-Submission test and the Bernreuter Personality Inventory, B4-D, and by correlating the Emotional Adjustment section and the total similarly with the Thurstone Personality Schedule. These coefficients are reported in Table III.

TABLE III.--COEFFICIENTS OF VALIDITY

	N	Uncorr.	Corr.
Allport and Social Adjustment (Men)	46	.58	.72
Allport and Social Adjustment (Wmn)	50	.67	.81
Thurstone Schedule and Emotional	96	.83	.93
Thurstone Schedule and Total Score	96	.89	.94
Bernreuter B4-D and Social	39	.79	.90

Fourth, the Inventory has also been validated through the selection of "Very well" and "Very poorly" adjusted groups of students by counselors and school administrators in California and New Jersey and a determination of the degree to which the Inventory differentiates among them.

The groups used to validate the Home Adjustment section were selected by the counselors in the high schools at Chico, California, and Hasbrouck Heights, New Jersey.

The groups used to validate the Health Adjustment section were selected in the high schools at Chico and Redwood City, California, and at Hasbrouck Heights, New Jersey. Students who had been absent from school three or more times during the school year on account of illness were included in the "Poorly adjusted" group. Students who had not been absent during the school year because of illness were included in the "Well adjusted" group.

The Social Adjustment section was validated by groups selected in the junior college at Sacramento, California. Students who had been leaders in school activities during their freshman and sophomore years were included in the "Well adjusted" group, and students who had participated in few or no school activities during these years were included in the "Poorly adjusted" group.

The Emotional Adjustment validating groups were selected by the counselors in the junior college at Pasadena, California. In Table IV..... are summarized the means, the differences between the means, and the standard errors of the mean differences of all the groups used for validation purposes.

TABLE IV.--VALIDATING GROUPS SELECTED BY COUNSELORS

	Mean: "Well Adjusted" Group	Mean: "Poorly Adjusted" Group	Diff.	Sigma of Diff.
Home Adjustment (51 students in each group)	4.65	10.27	5.62	.80
Health Adjustment (42 students in each group)	5.40	11.53	6.13	.93
Social Adjustment (24 students in each group)	8.40	16.80	8.40	1.52
Emotional Adjustment (36 students in each group)	8.28	15.78	7.50	1.41

In Table V are listed the probable errors of measurement of the four types of adjustment measured and for the total score of the Inventory for all high-school and college students of both sexes.

TABLE V.--PROBABLE ERRORS OF MEASUREMENT

	High School		College	
	Men	Women	Men	Women
Home	1.11	1.43	1.08	1.24
Health	1.26	1.47	1.30	1.40
Social	1.44	1.65	1.48	1.74
Emotional	1.36	1.70	1.44	1.69
Total Score	2.50	3.11	2.43	3.18

In Table VI are reported the coefficients of intercorrelation of the four sections of the Inventory.

TABLE VI.--COEFFICIENTS OF INTERCORRELATION (N=197)

Home and Health	.43	Health and Social	.24
Home and Social	.04	Health and Emotional	.53
Home and Emotional	.38	Social and Emotional	.47

Norms for The Adjustment Inventory with respect to junior high school pupils were not established since the purpose of this investigation was a comparative group study and item analysis, rather than an investigation necessitating the use of absolute values of adjustment scores; however, tentative norms for high school and college students were compiled by the author of The Adjustment Inventory. These norms may be found in the Manual for The Adjustment Inventory, Student Form, by Hugh M. Bell (4).

Methods

The School Inventory and The Adjustment Inventory (Student Form) were administered to four hundred and thirty-eight pupils of the Manhattan Junior High School at Manhattan,

Kansas. Each pupil had been in attendance at Manhattan Junior High School for at least three months. The inventories were administered to the pupils in their individual class rooms by their class-room teachers. The pupils were not allowed to converse while marking the inventories. The inventories are self-administering; however, the examiners read the instructions aloud to the pupils while they read them silently. No time limit was set and the pupils were allowed to work at their own speed. Each individual being tested interpreted the questions for himself, although the examiners defined any words about which the pupil was doubtful. The pupils were told that the inventories would be used in connection with a study which was being made by a student at Kansas State College. They did not put their names on their papers and were assured that any information obtained would be treated with confidence.

After the inventories had been administered they were scored and the scores recorded. From this record of scores the coefficients of correlation and the significance ratios were computed. During the scoring a record was made as to what answer each student gave to each question. From this information there was compiled a tabulation of pupil attitudes toward each specific question in each of the inventories.

To determine the degree of relationship between scores obtained from The School Inventory and scores obtained from The Adjustment Inventory, the Pearson product-moment coefficient of

correlation formula was employed as follows:

$$1. \quad r_{xy} = \frac{a}{\sqrt{b \cdot c}}$$

WHERE:

$$a = \frac{\sum f_{xy}x'y' - (\sum fx')(\sum fy')}{N}$$

$$b = \frac{\sum fx'^2 - (\sum fx')^2}{N}$$

$$c = \frac{\sum fy'^2 - (\sum fy')^2}{N}$$

$\sum fx'$, $\sum fy'$, etc. = from scatter diagrams
 N = number of sample

The standard error of the coefficient of correlation was computed according to the following formula:

$$2. \quad \sigma_r = \frac{1 - r^2}{\sqrt{N}}$$

(Symbols as defined above)

Formulas 1 and 2, given above, were also used to determine the following relationships:

- (a) School adjustment to home adjustment
- (b) School adjustment to health adjustment
- (c) School adjustment to social adjustment
- (d) School adjustment to emotional adjustment

To determine whether boys or girls were better readjusted

to school the following formulas were used:

The mean school adjustment score for each sex was computed by use of

$$3. \quad M = A.R. + \frac{\sum fd}{N}$$

WHERE:

A.R. = arbitrary reference point or assumed mean

f = frequency within a unit interval

d = deviation from A. R.

N = as above

The standard deviation for each sex was computed by use of

$$4. \quad S.D. = \sqrt{\frac{\sum fd^2}{N} - \left(\frac{\sum fd}{N}\right)^2}$$

The standard error of obtained mean for each sex was computed by use of

$$5. \quad \sigma_M = \frac{\sigma_{\text{SAMPLE}}}{\sqrt{N-1}}$$

The estimated standard error of difference between the two sexes was computed by use of

$$6. \quad \sigma_{M_B - M_G} = \sqrt{(\sigma_{M_B})^2 + (\sigma_{M_G})^2}$$

The significance ratio between the two sexes was computed by use of

$$7. \quad S.R. = \frac{M_B - M_G}{\sigma_{M_B - M_G}}$$

Formulas 3, 4, 5, 6 and 7, given above, were also used to determine the following relative adjustments:

(a) Are seventh, eighth or ninth grade pupils better adjusted to school?

(b) Are junior high school boys or girls better adjusted to their personal-social life?

(c) Are junior high school boys or girls better adjusted to each of the component areas (home, health, social, emotional) which make up their personal-social life?

(d) Are the seventh, eighth or ninth grade pupils better adjusted to their personal-social life?

(e) Are the seventh, eighth or ninth grade pupils better adjusted to each of the component areas (home, health, social, emotional) which make up their personal-social life?

Throughout this study the two per cent level of confidence was employed; that is, the significance ratio must exceed 2.33 before a difference can be declared statistically significant.

As was mentioned above, a record was kept showing the nature of the response by each pupil to each question in the inventories. It was then possible to determine the response

of the entire student body to each question, and present this material in tabular form.

A REVIEW OF RELATED LITERATURE

School adjustment and personal-social adjustment of the adolescent individual have been the focus of a number of studies. Dale (5) concluded that it was impossible to predict personality adjustment from teachers' ratings, although pupils judged maladjusted by teachers did tend to be below average in I.Q. and school achievement. Lowell and Sargent (6) concluded that physical disabilities, feelings of inferiority, and family and social maladjustment were causes of school maladjustment most frequently overlooked by teachers. McGehee and Lewis (7) found that pupils of superior intelligence enjoy better personality development than pupils of inferior intelligence. Barker (8) studied adolescents and found that social-emotional differences existed between those individuals well-adjusted and those poorly-adjusted to school. Smith (9) reported that participation in extra-curricular activities was associated with better social adjustment, while non-participation often accompanied social maladjustment; however, his findings indicated that participation may have been a result of good social adjustment, economic status or both. Hurlock (10), in her book "Adolescent Development", has summarized the recent studies of various aspects of adolescent

behavior, interests and attitudes, as well as earlier studies that help one to understand the adolescent individual. The conclusions from some of these studies are referred to in a latter section of this investigation.

FINDINGS

In the following tables are given the results obtained from this study of school adjustment and personal-social adjustment of junior high school pupils.

Relationship Between School Adjustment and Personal-Social Adjustment

Table 1. Coefficients of correlation and their standard errors obtained from school adjustment and personal-social adjustment scores of 438 junior high school pupils.

	Corr. coeff.	Stand. errors
School Adjustment with Personal-Social Adjustment	.50	.04
School Adjustment with Home Adjustment	.47	.04
School Adjustment with Health Adjustment	.35	.04
School Adjustment with Social Adjustment	.30	.00
School Adjustment with Emotional Adjustment	.44	.04

School Adjustment of Junior High School Boys and Girls

Table 2. Means, standard deviations, standard errors of obtained means, estimated standard errors of differences and significance ratios from school adjustment scores of 438 junior high school boys and girls.

	Boys	Girls	Boys- Girls
Mean	25.03	25.20	
N	227	210	
Standard Deviation	14.78	14.25	
Standard Error Obtained Mean	.98	.99	
Estimated Standard Error of Difference			1.39
Significance Ratio			.38

School Adjustment of Seventh, Eighth and Ninth Grade Pupils

Table 3. Means, standard deviations, standard errors of obtained means, estimated standard errors of differences and significance ratios from school adjustment scores of 438 seventh, eighth and ninth grade pupils.

	7th	8th	9th	7-8	8-9	7-9
Mean	28.41	28.36	25.06			
N	132	150	156			
Standard Deviation	14.31	14.03	13.80			
Standard Error Obtained Mean	1.25	1.15	1.11			
Est. Standard Error Diff.				1.70	1.60	1.70
Significance Ratio				.03	2.06	1.97

School Adjustment Problems of Junior High School Pupils

Table 4. Attitudes of 438 junior high school pupils toward specific school problems.

Between sixty and seventy per cent of the pupils felt that:

(Staff)

Some of the teachers showed partiality toward certain pupils.

Between fifty and sixty per cent of the pupils felt that:

(Staff)

Some of their teachers were easily upset over "trifles".

(Classroom Difficulties)

Some of their courses were very boring to them.
Some of their teachers assigned too long lessons.
Some of their classes were very monotonous.

(Plant)

The ventilation was frequently poor in some classrooms.

Between forty and fifty per cent of the pupils felt that:

(Staff)

Some of their teachers felt that they were superior to their pupils.
Some of their teachers allowed themselves to become too familiar with some pupils.
They disliked intensely certain teachers in their school.
Some of their teachers lacked a sense of humor.
Some of their teachers are very "bossy".
Some of their teachers gave the impression of being unconcerned as to whether or not their pupils learned anything.
Not all of their teachers were cheerful and pleasant to meet.

(Classwork Difficulties)

They did not like all of the subjects they were taking in school.
They had difficulty in keeping their mind on what they were studying.
Some of their teachers expected too much of them.

Table 4. (contd.).

They had experienced considerable difficulty preparing their lessons for their classes.
 Their teachers required too much work to be done outside the regular class period.

Between thirty and forty per cent of the pupils felt that:

(Staff)

- Not all of their teachers were "up to date" in their ideas and actions.
- Some of their teachers refused to change their attitude toward the pupil, once they had made up their minds that he was "no good".
- Some of the teachers "talked over the heads" of their pupils.
- Some of their teachers were nervous and easily excited.
- Some of the women instructors in the school showed favoritism toward boys in their classes.
- The speaking voice of some teachers was irritating.
- Some of the teachers held themselves aloof from the pupils and did not mix freely.
- It was rather difficult to get well acquainted with their teachers.
- They were often frightened by the way the teachers called on them in class.
- Most of their teachers did not have confidence in the pupil's ability to succeed.
- Some of the teachers failed to stimulate a desire in the pupil to do his best work.
- Some of the teachers apparently took delight in making the pupil feel embarrassed before the class.

Between thirty and forty per cent of the pupils felt that:

(Classwork Difficulties)

- They would like to take a different group of courses than those in which they were enrolled.
- The school was not providing the kind of preparation that they wanted for their chosen occupation.
- They had not been able to choose the subjects they liked.

Between twenty and thirty per cent of the pupils felt that:

(Staff)

- Some of their teachers held a "grudge" against them.
- Some of their teachers were very hard to get acquainted with.
- Some of their teachers were very sarcastic.
- Some of their teachers were narrow-minded.
- Most of their teachers were not very interesting to know personally.
- Some of their teachers lacked force of character.
- The principal and teachers lacked patience when dealing with pupils.

Table 4. (cont.).

The principal and teachers in the school tended to act as if they were always right and the pupil always wrong.

Some of the teachers acted as if they were bored with their work.

Disciplinary cases were not handled fairly.

Some of their teachers had criticized them unjustly.

They did not like the teacher who had been designated as their counselor.

Some of the men teachers showed partiality toward girls in their classes.

Some of their teachers were susceptible to "apple polishing".

Some of their teachers treated the pupil as a small child.

Some of their teachers showed a lack of interest in school activities.

Teachers were not always ready to help the pupil individually with his school work.

The principal of their school did not allow the student sufficient opportunity to participate in the administration of the school.

(Classwork Difficulties)

Most of the subjects they were taking were not very interesting.

Most of their teachers were not systematic and orderly in the way they conducted their classes.

Their school work was dull and uninteresting.

(Group Relationships)

The school placed too much emphasis upon grades.

Too much importance was attached to the possession of money and good clothes.

Between twenty and thirty per cent of the pupils felt that:

(Group Relationships)

The pupils in their school were "snobbish".

Had they been able they would have liked to attend some other school than the one they were attending.

School activities were controlled by too small a group of pupils.

There were too many social cliques in their school.

They had not been able to get into the school activities in which they were interested.

Table 4. (concl.).

Between ten and twenty per cent of the pupils felt that:

(Staff)

Some of their teachers lacked physical strength to do their best work.

Some of their teachers were lazy.

The principal of the school was too strict with pupils.

The school was run as if it were a prison.

Some of the teachers produced a feeling of fear in the pupils.

Some of the teachers disliked their jobs.

Some teachers were not honest and straightforward in dealing with the pupil.

Some of the teachers lacked enthusiasm for their work.

(Classwork Difficulties)

Most of the teachers did not make their lesson assignments definite and clear.

Most teachers were not successful in putting across their subject matter.

The school made a mistake when it sent home, without the pupil's permission, a report of scholarship.

(Group Relationships)

The pupils were not friendly and willing to meet others "half-way".

The school did not provide adequate opportunity for the pupil to meet and make friends.

(General Dissatisfaction)

They would have liked to quit school and gone to work.

School tended to make them unhappy.

Personal-Social Adjustment of Junior High
School Boys and Girls

Table 5. Means, standard deviations, standard errors of obtained means, estimated standard errors of differences and significance ratios from personal-social adjustment scores of 438 junior high school boys and girls.

	Boys	Girls	Boys- Girls
Mean	35.73	42.31	
N	227	211	
Standard Deviation	19.55	19.55	
Standard Error Obtained Mean	1.30	1.35	
Estimated Standard Error of Difference			1.87
Significance Ratio			3.52

Home Adjustment of Junior High School Boys and Girls.

Table 6. Means, standard deviations, standard errors of obtained means, estimated standard errors of differences and significance ratios from home adjustment scores of 438 junior high school boys and girls.

	Boys	Girls	Boys- Girls
Mean	9.07	9.78	
N	227	211	
Standard Deviation	5.70	7.00	
Standard Error Obtained Mean	.38	.48	
Estimated Standard Error of Difference			.61
Significance Ratio			1.16

Health Adjustment of Junior High School Boys and Girls.

Table 7. Means, standard deviations, standard errors of obtained means, estimated standard errors of differences and significance ratios from health adjustment scores of 438 junior high school boys and girls.

	Boys	Girls	Boys- Girls
Mean	8.98	9.30	
N	227	211	
Standard Deviation	5.00	5.00	
Standard Error Obtained Mean	.33	.35	
Estimated Standard Error of Difference			.48
Significance Ratio			.67

Social Adjustment of Junior High School Boys and Girls.

Table 8. Means, standard deviations, standard errors of obtained means, estimated standard errors of differences and significance ratios from social adjustment scores of 438 junior high school boys and girls.

	Boys	Girls	Boys- Girls
Mean	15.16	15.82	
N	227	211	
Standard Deviation	6.40	7.10	
Standard Error Obtained Mean	.43	.49	
Estimated Standard Error of Difference			1.02
Significance Ratio			.65

Emotional Adjustment of Junior High School Boys and Girls.

Table 9. Means, standard deviations, standard errors of obtained means, estimated standard errors of differences and significance ratios from emotional adjustment scores of 438 junior high school boys and girls.

	Boys	Girls	Boys-Girls
Mean	11.17	16.47	
N	227	211	
Standard Deviation	6.70	7.74	
Standard Error Obtained Mean	.45	.53	
Estimated Standard Error of Difference			.70
Significance Ratio			7.57

Personal-Social Adjustment
of Seventh, Eighth and Ninth Grade Pupils

Table 10. Means, standard deviations, standard errors of obtained means, estimated standard errors of differences and significance ratios from personal-social adjustment scores of 438 seventh, eighth and ninth grade pupils.

	7th	8th	9th	7-8	8-9	7-9
Mean	42.17	36.65	42.16			
N	132	150	156			
Standard Deviation	20.65	18.13	20.16			
Standard Error Obtained Mean	1.80	1.49	1.62			
Est. Standard Error Diff.				2.34	2.20	2.42
Significance Ratio				2.61	2.78	0.00

Home Adjustment of Seventh, Eighth and Ninth Grade Pupils.

Table 11. Means, standard deviations, standard errors of obtained means, estimated standard errors of differences and significance ratios from home adjustment scores of 438 seventh, eighth and ninth grade pupils.

	7th	8th	9th	7-8	8-9	7-9
Mean	9.82	9.23	9.76			
N	132	150	156			
Standard Deviation	6.76	6.12	6.54			
Standard Error Obtained Mean	.59	.50	.53			
Est. Standard Error Diff.				.77	.73	.79
Significance Ratio				.77	.73	.08

Health Adjustment of Seventh, Eighth and Ninth Grade Pupils.

Table 12. Means, standard deviations, standard errors of obtained means, estimated standard errors of differences and significance ratios from health adjustment scores of 438 seventh, eighth and ninth grade pupils.

	7th	8th	9th	7-8	8-9	7-9
Mean	8.48	8.05	9.91			
N	132	150	156			
Standard Deviation	5.24	4.54	5.08			
Standard Error Obtained Mean	.46	.37	.41			
Est. Standard Error Diff.				.59	.55	.62
Significance Ratio				.73	1.56	.69

Social Adjustment of Seventh, Eighth and Ninth Grade Pupils.

Table 13. Means, standard deviations, standard errors of obtained means, estimated standard errors of differences and significance ratios from social adjustment scores of 438 seventh, eighth and ninth grade pupils.

	7th	8th	9th	7-8	8-9	7-9
Mean	13.45	13.75	12.73			
N	.32	150	156			
Standard Deviation	6.58	6.76	7.34			
Standard Error Obtained Mean	.58	.55	.59			
Est. Standard Error Diff.				.80	.81	.83
Significance Ratio				.38	1.26	.87

Emotional Adjustment of Seventh, Eighth and Ninth Grade Pupils.

Table 14. Means, standard deviations, standard errors of obtained means, estimated standard errors of differences and significance ratios from emotional adjustment scores of 438 seventh, eighth and ninth grade pupils.

	7th	8th	9th	7-8	8-9	7-9
Mean	12.60	11.93	11.17			
N	132	150	156			
Standard Deviation	8.07	7.04	7.22			
Standard Error Obtained Mean	.70	.58	.58			
Est. Standard Error Diff.				.91	.92	.91
Significance Ratio				.74	.93	1.57

Personal-Social Adjustment Problems of
Junior High School Pupils

Table 15. Attitudes of 438 junior high school pupils
toward specific personal-social problems.

Between seventy and eighty per cent of the pupils studied:

(Emotional)

Were often sorry for the things they did.

Between sixty and seventy per cent of the pupils studied:

(Social)

Were not often the center of favorable attention at a party.

Between fifty and sixty per cent of the pupils studied:

(Home)

Had frequently quarreled with their brothers and sisters. Sometimes felt that their parents were disappointed in them.

(Social)

Did not seek to meet the important person present at a reception or tea.

Often had much difficulty in thinking of an appropriate remark to make in group conversation.

Never took the lead to enliven a dull party.

Felt embarrassed when they had to enter a public assembly after everyone else had been seated.

Found it difficult to give an oral report before the class in school.

Had not experience in making plans for and directing the actions of other people.

Had difficulty in starting conversation with a person to whom they had just been introduced.

Had a limited number of experiences in appearing before public gatherings.

Found it difficult to speak in public.

Were never the leader at a social affair.

Found it difficult to start a conversation with a stranger.

(Emotional)

Day-dreamed frequently.

Table 15. (cont.).

Between forty and fifty per cent of the pupils studied:

(Home)

Occasionally had conflicting moods of love and hate for members of their family.

Had often felt that one of their parents did not understand them.

(Health)

Sometimes had difficulty getting to sleep even when there were no noises to disturb them.

Frequently felt very tired toward the end of the day.

Frequently came to meals without really being hungry.

Had teeth that they knew needed dental attention.

Have had skin diseases or skin eruptions, such as athlete's foot, carbuncles, or boils.

(Social)

Did not take responsibility for introducing people at a party.

Did not find it easy to ask others for help.

Felt very self-conscious if they had to volunteer an idea to start a discussion among a group of people.

Felt very self-conscious in the presence of people whom they greatly admired, but with whom they were not well acquainted.

Crossed the street to avoid meeting somebody.

Found that they tended to have a few very close friends rather than many casual acquaintances.

Felt self-conscious when they recited in class.

Hesitated to volunteer in a class recitation.

Hesitated to enter a room by themselves when a group of people were sitting around the room talking together.

(Emotional)

Were frightened by the thought of an earthquake or fire.

Often had things go wrong from no fault of their own.

Became angered easily.

Often felt self-conscious because of their personal appearance.

Often had ideas run through their head so they could not sleep.

Between thirty and forty per cent of the pupils studied:

(Home)

Had parents who frequently found fault with their conduct.

Had parents who frequently objected to the kind of companions with whom they associated.

Table 15. (cont.).

Thought their parents failed to recognize that they were a mature person and hence treated them as if they were still a child.

Had parents who became angry easily.

(Health)

Had had a surgical operation.

Often felt fatigued when they got up in the morning.

Found it necessary to watch their health carefully.

Had difficulty in getting rid of a cold.

(Social)

When riding on a train or bus never engaged fellow-travelers in conversation.

Were troubled with shyness.

Frequently knew the answer to a question in class, but failed when called upon because they were afraid to speak out before the class.

Found it difficult to make friendly contacts with members of the opposite sex.

Would have done without something rather than ask to have it passed to them, if they had been a guest at an important dinner.

Felt embarrassed if they had to ask permission to leave a group of people.

Kept in the background on social occasions.

Were considerably upset if a teacher called on them unexpectedly.

(Emotional)

Were frightened when they had to see a doctor about some illness.

Frequently felt lonesome, even when they were with people.

Frequently had spells of the "blues".

Were easily moved to tears.

Dreaded the sight of a snake.

Had frequently been depressed because of low marks in school.

Sometimes envied the happiness others seemed to enjoy.

Got discouraged easily.

Often felt just miserable.

Blushed easily.

Had feelings that were easily hurt.

Were often in a state of excitement.

Were bothered by some particular useless thought that kept coming to their mind.

Had been extremely afraid of something they knew could do them no harm.

Had ups and downs in mood without apparent cause.

Table 15. (cont.).

Between twenty and thirty per cent of the pupils studied:

(Home)

- Had had a strong desire to run away from home.
- Felt that their mother tended to dominate their home.
- Had frequently been criticized unjustly by one of their parents.
- Had had one of their parents insist on obedience regardless of whether the request was reasonable or not.
- Had had frequently family quarrels among their near relatives.
- Were irritated by certain personal habits of one of their parents.
- Loved their mother more than their father.
- Had frequently had to keep quiet or leave the house in order to have peace at home.
- Had had a feeling of great fear aroused in them by the actions of one of their parents.
- Did not consider their father their ideal of manhood.
- Had disagreed with their parents about their life's work.
- Felt that one of their parents was very nervous.
- Had felt that their friends have had a happier home life than they.

(Health)

- Took cold rather easily from other people.
- Had eyes (which) were very sensitive to light.
- Had had scarlet fever or diphtheria.
- Had many headaches.
- Had many colds.
- Had had considerable illness during the last ten years.
- Were subject to eye strain.
- Frequently had difficulty in breathing through their noses.

(Social)

- Did not enjoy social gathering just to be with people.
- Did not enjoy social dancing a great deal.
- Preferred to write a note or letter to an individual when they wanted something from a person with whom they were but slightly acquainted, rather than to go and see him personally.
- Would rather stand or leave, than take a front seat when they came late to a meeting.
- Did not make friends easily.

Table 15. (cont.).

(Emotional)

- Had felt that someone was hypnotizing them or making them act against their will.
- Had been afraid that they might jump off when they were on a high place.
- Were bothered by feelings that things were not real.
- Worried over possible misfortunes.
- Were bothered by the feeling that people were reading their thoughts.
- Were troubled by the idea that people were watching them on the street.
- Were greatly disturbed by criticism.
- Were easily upset.
- Worried too long over humiliating experiences.
- Were frightened when in the dark.

Between ten and twenty per cent of the pupils studied:

(Home)

- Felt a lack of love and real affection in their home.
- Felt that their relationships with their father had not always been pleasant.
- Felt that illness or death in their immediate family had tended to make home life unhappy for them.
- Felt that lack of money had tended to make home life unhappy for them.
- Felt that their parents had been unduly strict with them.
- Felt that their relationships with their mother had not usually been pleasant.
- Felt that their home was not always supplied with the common necessities of life.
- Had been made unhappy by one of their parents criticizing their personal appearance.
- Had parents that were permanently separated.
- Were frequently punished by their parents when they were between ten and fifteen years of age.

(Health)

- Were subject to hay fever and asthma.
- Had lost weight recently.
- Had been seriously injured in an accident.
- Frequently suffered discomfort from gas in the stomach or intestines.
- Frequently had spells of dizziness.
- Had found it necessary to have frequent medical attention.
- Felt tired most of the time.
- Were subject to tonsillitis or laryngitis.
- Were ill much of the time during childhood.
- Sometimes had shooting pains in the head.

Table 15. (concl.).

Were considerably underweight.
 Wore eye-glasses.
 Had frequently been absent from school because of illness.
 Had had trouble with heart, kidneys or lungs.

(Social)

Did not like to participate in festival gatherings and lively parties.

(Emotional)

Were frightened by lightning.
 Were troubled with feelings of inferiority.
 Considered themselves rather a nervous person.

Between zero and ten per cent of the pupils studied:

(Home)

Had been embarrassed by the type of work their father did in order to support the family.
 Had been dominated too much by one of their parents.

(Health)

Were subject to attacks of influenza.
 Were subject to attacks of indigestion.
 Frequently experienced nausea, vomiting or diarrhea.
 Were much troubled with constipation.

DISCUSSION

Relationship Between School Adjustment and
 Personal-Social Adjustment

Data, based on Table 1, indicated that a correlation of 0.5 exists between the school adjustment scores and personal-social scores of junior high school pupils. When the four areas; health, home, social and emotional, were considered separately, it was found that home adjustment was most closely

related to school adjustment with a correlation of 0.47, while social adjustment was least closely related to school adjustment with a correlation value of 0.30. Inasmuch as a plus 1.00 value of correlation indicates a perfect and positive relationship between two variables and a 0.00 value of correlation indicates that no relationship exists, the results of this study have been interpreted to indicate that a definite, positive relationship existed between school adjustment scores and personal-social scores, since all correlation values were between 0.30 and 0.50.

These results were in accord with the findings of Barker (8) in her study of adolescents over a seven year period. She found that there was a relationship of social-emotional characteristics to school adjustment in high school. Statistically significant differences were revealed between the social-emotional characteristics of those well adjusted and poorly adjusted in school. She presented data relative to ability, achievement, anthropometry, physiological maturity and personality from records collected in connection with A University of California Adolescent Study.

School Adjustment of Junior High School Boys and Girls

Data, shown in Table 2, indicated that there was no statistically significant differences between the school adjustment of junior high school boys and junior high school girls. The

significance ratio was .38.

Although the above results did not indicate a statistically significant difference in the school adjustment of boys and girls, Jones (11) investigated junior and senior high school pupils and found that boys were inclined to show more resentment than were girls to too strict marking of examinations, too much homework, and getting low grades. Girls, by contrast, were more resentful than boys when school affairs were dominated by a clique.

School Adjustment of Seventh, Eighth and Ninth Grade Pupils

Data, shown in Table 3, indicated that there was no statistically significant difference among the adjustments of seventh, eighth and ninth grade pupils to their school life. Table 3 shows that the significance ratio between the scores of the seventh grade pupils and ninth grade pupils was 1.97 and between the eighth grade pupils and the ninth grade pupils was 2.06. The significance ratio between the seventh grade pupils and the eighth grade pupils was .03.

School Adjustment Problems of Junior High School Pupils

Table 4 shows that between sixth and seventy per cent of the pupils studied stated they felt that some of their teachers

showed partiality toward certain pupils. Between fifty and sixty per cent of the pupils felt that some of their teachers were easily upset over "trifles", some of their courses were very boring to them, some of their teachers assigned lessons that were too long, some of their classes were very monotonous and the ventilation was frequently poor in some classrooms.

Although the specific problems listed above were based on the criterion that they were mentioned by more than fifty per cent of the pupils studied it must be remembered that the remaining problems do have a significant relationship to the school adjustment of the pupils. Reference may be made to Table 4 for the complete listing of responses. In the Appendix are given the responses to specific problems, differentiated as to grade.

Data gathered indicated that there were a great many pupil dissatisfactions. However, Hurlock (10) points out that there are few junior and senior high schools, colleges, or universities wherein there is not a great deal of criticism and grumbling. Through the force of group suggestion, criticism spreads through a class or institution in a short time. Often the pupils protest loudly against their schools, to their parents and to members of the staff of the institutions. Hicks and Hays (12), in a study of junior high school children, found that schoolwork was the most frequent cause of their worries. Those whose schoolwork was not so satisfactory worried more about it than those whose work was better and there was

special concern about tests and examinations. Hertzler (13) asked 2,000 adolescent girls what problems bothered them. The one most listed was "Lack of interest in schoolwork".

Even though some of the complaints of pupils may seem unjust, it must be remembered that during adolescence the pupil must find acceptance and understanding in his teachers and parents, or he will turn to those who do give him approval, even though this transfer may place him under undesirable influences.

Personal-Social Adjustment of Junior High School Boys and Girls

Data, shown in Table 5, indicated that boys were significantly better adjusted to their personal-social life than girls. It can be stated, at the 0.03 per cent level of confidence, that boys are better adjusted to their personal-social life than girls, since the significance ratio was 3.52. These findings are in accordance with results of other research on the personal-social adjustment of high school pupils and college students.

Hurlock (1) found that high school girls gave more maladjusted responses than did high school boys on the Bell Adjustment Inventory. The Thurstone Personality Schedule, given to a group of high school pupils by Remmers, Whisler and Duwald (14) also indicated that high school girls were more maladjusted

than boys. Bridges (15), after giving the Woodworth test for emotional instability, the Pressey X-O Test, Form A, and the Kent-Rosanoff test to students at the University of Toronto, found that women were more unstable than men.

Thus, it has been indicated that during the period between entrance into junior high school and college graduation, boys or men seem to be better adjusted to their personal-social life than girls or women.

Home Adjustment of Junior High School Boys and Girls. Data, shown in Table 6, indicated that there was no significant difference between the home adjustment of boys and girls. The significance ratio was 1.16.

Similarly Bell (16), after giving his Adjustment Inventory to representative groups of high school and college students, did not report a statistically significant difference between the home adjustment of boys and girls. However, he did mention certain tendencies toward home maladjustment, which have been reported in a subsequent section of this investigation.

Health Adjustment of Junior High School Boys and Girls. Data, shown in Table 7, indicated that there was no statistically significant difference between the adjustment of boys and girls to their health situation. The significance ratio was .67.

Bell (16) did not report a statistically significant difference between the health adjustment of boys and girls of high school and college age.

Social Adjustment of Junior High School Boys and Girls.

Data, reported in Table 8, indicated that there was no statistically significant difference between the adjustment of boys and girls of junior high school age to their social life. The significance ratio was 1.02.

Bell (16) reported that high school boys were significantly better adjusted to their social life than were girls, although sex differences in response to social adjustment questions practically disappeared for college students tested. The difference, between the sexes, in rate of maturation may explain the above noted variance in social adjustment of different age groups.

Emotional Adjustment of Junior High School Boys and Girls.

Data, as shown in Table 9, indicated that boys are significantly better adjusted to their emotional life than are girls. It can be stated, at a level of confidence between 0.00 per cent and 0.01 per cent, that boys are better adjusted to their emotional life than girls, since the significance ratio was 7.57.

Similar results were obtained for the high school pupils and college students tested by Bell (16), who reported that the girls tested gave evidence of being significantly maladjusted as compared with the boys.

Personal-Social Adjustment
of Seventh, Eighth and Ninth Grade Pupils

Data, reported in Table 10, indicated that while there were no statistically significant differences among the personal-social adjustment scores of seventh grade pupils and ninth grade pupils, it can be stated at the 0.9 per cent level of confidence that the personal-social adjustment of the eighth grade pupils was better than that of the seventh grade pupils, and at the 0.54 per cent level of confidence that the personal-social adjustment of eighth grade pupils was better than that of the ninth grade pupils. The significance ratio, reported in Table 10, between the seventh and eighth graders was 2.61, and between the eighth and ninth graders was 2.78, and between the seventh and ninth graders was 0.00.

Home Adjustment of Seventh, Eighth and Ninth Grade Pupils.

Data, as shown in Table 11, indicated that no statistically significant differences existed among the home adjustment of seventh, eighth and ninth grade pupils. The significance ratio between the seventh and eighth grade pupils was .77, between the eighth and ninth grade pupils was .73 and between the seventh and ninth grade pupils was .08.

Health Adjustment of Seventh, Eighth and Ninth Grade Pupils. Data, as shown in Table 12, indicated that there were no statistically significant differences among the health adjustment of seventh, eighth and ninth grade pupils. The

significance ratio between the seventh and eighth grade pupils was .73, between the eighth and ninth grade pupils was 1.56 and between the seventh and ninth grade pupils was .69.

Social Adjustment of Seventh, Eighth and Ninth Grade Pupils. Data, as shown in Table 13, indicated that there were no statistically significant differences among the social adjustments of seventh, eighth and ninth grade pupils. The significance ratio between the seventh and eighth grade pupils was .38, between the eighth and ninth grade pupils was 1.26 and between the seventh and ninth grade pupils was .87.

Emotional Adjustment of Seventh, Eighth and Ninth Grade Pupils. Data, as shown in Table 14, indicated that there were no statistically significant differences among the emotional adjustments of seventh, eighth and ninth grade pupils. The significance ratio between the seventh and eighth grade pupils was .74, between the eighth and ninth grade pupils was .93 and between the seventh and ninth grade pupils was 1.57.

Personal-Social Adjustment Problems of Junior High School Pupils

Table 15 shows that problems of home adjustment named by more than fifty per cent of the junior high school pupils studied were frequent quarreling with siblings and feeling that their parents are disappointed in them. The fact that a large percentage of pupils felt that their parents were dis-

appointed in them may be a result of the fact that the adolescent feels socially insecure and is experiencing physical and emotional maturation, a fact that may not be taken into account or recognized by many parents.

Bell (16) found that in home adjustments high school boys had experienced a desire to run away from home more often than high school girls, while girls were more irritated than the boys by their parents' personal habits, favoritism among parents, feeling of fear toward their parents, conflicting love and hate for parents, parents with violent tempers and parents criticizing their appearance. Hurlock (10) states that sibling quarrels are often a result of a feeling that the individual is not receiving as much attention or as many privileges as his brothers and sisters. Anger, resulting from this feeling, leads to a quarrel with the person responsible for arousing the anger. Quarrels may also occur as a direct result of adolescent jealousy and envy. The adolescent usually maintains hurt feelings and grudges for a much longer time than does the child or adult.

In the health area junior high school pupils studied were most disturbed by the feeling that they need dental attention, have skin eruptions and skin diseases, had difficulty getting to sleep even when there were no noises to disturb them, frequently felt very tired toward the end of the day, and frequently came to meals without really being hungry. All of these problems, except that of lack of dental attention,

may be partially caused by the maturation and rapid growth which these individuals are experiencing.

In the study made by Bell (16), which was mentioned previously, it was determined that high school boys were more troubled with skin diseases than were high school girls.

Insofar as social and emotional problems were concerned, more than fifty per cent of the pupils studied often were sorry for the things they did, day-dreamed frequently, were not often the center of favorable attention at a party, did not seek to meet the important person present at a reception or tea, often had much difficulty in thinking of an appropriate remark to make in group conversation, never took the lead to enliven a dull party, felt embarrassed when they had to enter a public assembly after everyone else had been seated, found it difficult to give an oral report before the class in school, had not had experience in making plans for and directing the actions of other people, had difficulty in starting conversation with a person to whom they had just been introduced, had a limited number of experiences in appearing before public gatherings, found it difficult to speak in public, were never the leader at a social affair, and found it difficult to start a conversation with a stranger.

Hurlock (10) points out that at every age, adjustment is difficult and is accompanied by some emotional tension. Because there are so many new and varied social adjustments to be made during adolescence, this emotional tension is height-

ened. This causes the adolescent to be anxious, to worry, to feel insecure, and to be sensitive about and suspicious of others. In whatever sphere of social life the individual encounters adjustment difficulties, the emotional tension will be greatest. Because of the new problems of social adjustment that arise in adolescence it is most important that social experiences during this period be as pleasant as they were during childhood. The social development of the individual will be largely affected by the social experiences he has and the people with whom he comes in contact. Thus, when the adolescent is embarrassed in a social situation, owing to clumsiness, awkwardness, lack of knowledge of what to do or say, or ridicule from his contemporaries, he may be so unfavorably conditioned that he will shun any social situation in which the unpleasant experience might be repeated. Since feelings of insecurity are intensified by the maturational process the adolescent will go to any length to avoid doing anything that might lower the opinion others hold of him. Rose (17) collected autobiographic material covering the ages of twelve to seventeen years from students at Smith College. In addition to this material she used scores from the Thurstone Personality Schedule and the Bell Adjustment Inventory for each girl. She found that they tended to withdraw self-consciously from social situations in which they did not feel secure. Over half of the girls found it difficult to speak in public, were self-conscious in the presence of superiors, had stage fright and

were bothered when watched at work. They would rather leave or stand than take a front seat when they came late to a meeting and did not attempt to meet the important person at a public gathering.

It has also been pointed out in various studies that children who are "dreamers" and introverts may later develop schizophrenia. Although it is true that all adolescents engage in daydreaming to some extent, excessive daydreaming is indicative of personality maladjustment. Excessive daydreaming is often used as an escape mechanism and the individual withdraws to his daydream world rather than risk ridicule, embarrassment and unpleasantness from his external environment. Walcott (18), in a study of thirty-five children who had received treatment for their tendencies toward daydreaming, found that the treatment was only successful for those children who had a source of affection within the family. When environmental factors continued to be unfavorable there was a continued use of this mechanism. This would indicate that there must be a feeling of warmth and security from some individual close to the child in order for daydreaming to be overcome.

McLaughlin (19) has commented on the widespread nature of personality maladjustment in adolescence as follows: "From surveys made of high-school and college students, it is evident that not only are there a number of students in imminent need of psychiatric service, but there is also a large group

of incipient cases of maladjustment which sooner or later must have recourse to clinical help if they are to be saved from more serious mental disorders." It would seem that any remedial measures which could be taken in early adolescence would greatly benefit the individual.

Due to the fact that some limitation must be recognized, only those specific problems encountered by a relatively large percentage of the pupils studied have been herein discussed. Reference may be made to Table 28 for a tabulation of other problems which disturbed lesser percentages of the pupils studied. An applicable, comprehensive discussion of many of the problems which were found to beset junior high school pupils may be found in Hurlock (10) and other books dealing with adolescent development.

Should it be desirable to use this study as an aid to homeroom and extra-classroom activity programs for the improvement of pupil personal-social adjustment, the tabulation of problems for each grade, which is given in the Appendix, may be of value.

CONCLUSIONS

From the results of this investigation of adjustments, as indicated by the Bell Inventories, the following conclusions were reached. There was a positive relationship between the school adjustment and the personal-social adjustment of junior

high school pupils. It was also concluded that there was a positive relationship between school adjustment and home, health, social and emotional adjustment.

There were found to be no statistically significant differences between the school adjustment of junior high school boys and girls, nor were any such differences found between the school adjustment of the seventh, eighth and ninth grade pupils.

More than fifty per cent of the pupils studied were disturbed by the feeling that their teachers were emotionally unstable and partial to certain pupils, that their classes were long, monotonous, and boring and that the classroom ventilation was frequently poor.

In the area of overall personal-social adjustment, it was concluded that boys were significantly better adjusted than girls. With reference to the several phases of the pupil's personal-social life, the only statistically significant difference was in the emotional area, where it was found that boys were better adjusted than girls. No statistically significant difference was noted in the home, health, and social areas.

In the area of overall personal social adjustment, it was concluded that the eighth grade pupils were significantly better adjusted to their personal-social life than were the seventh and ninth grade pupils; however, when the four areas were considered separately, it was found that there was no

statistically significant difference in the adjustments of seventh, eighth and ninth grade pupils to their home, health, social and emotional life.

Those problems in the personal-social area which were disturbing to more than fifty per cent of the pupils were impulsiveness, unpopularity, quarreling with siblings, lack of parental approval, poor conversational ability, self-consciousness, social insecurity, bashfulness, stage-fright and daydreaming.

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APPENDIX

THE SCHOOL INVENTORY

By HUGH M. BELL

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NAME		SCHOOL
SEX	DATE	SCHOOL CLASS

DIRECTIONS TO STUDENT

On the following pages you will find a list of questions concerning things about this school which may or may not be satisfactory to you. We should like to know what things about this school you like and what you dislike. *Your answers will be treated with the strictest confidence and in no case will they be used to cause you any embarrassment.* If you will answer these questions honestly and thoughtfully, the school will endeavor to improve the conditions which your answers indicate need improvement.

There are no right or wrong answers. Indicate your answer by drawing a circle around "Yes," "No," or "?" Try to answer all questions either "Yes" or "No." If you are certain that you cannot answer "Yes" or "No," then use the question mark.

There is no time limit, but work rapidly.

SCORE	DESCRIPTION	REMARKS

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STANFORD, CALIFORNIA

- 1 Yes No ? Do you like all of the subjects you are now taking in this school?
- 2 Yes No ? Have you found the students in this school friendly and willing to "meet you halfway"?
- 3 Yes No ? Do you think this school places too much emphasis upon grades?
- 4 Yes No ? Do you think that too much importance is attached to the possession of money and good clothes in this school?
- 5 Yes No ? Do you find that most of the subjects which you are taking are very interesting?
- 6 Yes No ? Have you found that some of your teachers are easily "upset" over trifles?
- 7 Yes No ? Do you think that the students in this school are "snobbish"?
- 8 Yes No ? Do you think that all of your teachers are "up to date" in their ideas and actions?
- 9 Yes No ? If you were able to do so, would you like to attend some other school than the one you are now attending?
- 10 Yes No ? Do you find that some of your teachers refuse to change their attitude toward you once they have made up their minds that you are "no good"?
- 11 Yes No ? Do you think that your school activities are controlled by too small a group of students?
- 12 Yes No ? Do most of your teachers make their lesson assignments definite and clear?
- 13 Yes No ? Do you feel that some of your teachers hold a "grudge" against you?
- 14 Yes No ? Would you like to take a different group of courses than those in which you are now enrolled?
- 15 Yes No ? Do you think that there are too many social cliques in this school?
- 16 Yes No ? Do you find that some of your teachers are very hard to get acquainted with?
- 17 Yes No ? Is this school providing the kind of preparation that you want for your chosen occupation?
- 18 Yes No ? Do you think that some of your teachers feel that they are superior to their students?
- 19 Yes No ? Do some of your teachers "talk over the heads" of their students?
- 20 Yes No ? Have you been able to get into the school activities in which you are interested?
- 21 Yes No ? Would you like to quit school and go to work?
- 22 Yes No ? Do you think that some of your teachers lack physical strength to do their best work?
- 23 Yes No ? Are some of your teachers nervous and easily excited?
- 24 Yes No ? Does this school provide adequate opportunity for you to meet and make friends?
- 25 Yes No ? Are some of your courses very boring to you?
- 26 Yes No ? Are some of your teachers very sarcastic?
- 27 Yes No ? Do you have difficulty in keeping your mind on what you are studying?
- 28 Yes No ? Do you find that most of your teachers are systematic and orderly in the way they conduct their classes?
- 29 Yes No ? Do you think that some of your teachers are narrow-minded?
- 30 Yes No ? Have you frequently found the ventilation poor in some of your classrooms?
- 31 Yes No ? Do you think that some of the women instructors in this school show favoritism toward boys in their classes?
- 32 Yes No ? Are most of your teachers successful in putting across their subject matter?
- 33 Yes No ? Do you think that some of your teachers expect too much of you?
- 34 Yes No ? Do you find that most of your teachers are very interesting to know personally?
- 35 Yes No ? Do you find that this school tends to make you unhappy?
- 36 Yes No ? Have you experienced considerable difficulty preparing your lessons for your classes?
- 37 Yes No ? Have you found that the speaking voice of some of your teachers is irritating to you?
- 38 Yes No ? Do you think that some of your teachers are lazy?
- 39 Yes No ? Do you find your school work dull and uninteresting?
- 40 Yes No ? Do you think that some of your teachers lack force of character?
- 41 Yes No ? Do you think that the disciplinary cases are handled fairly in this school?
- 42 Yes No ? Do you think that the principal and teachers in this school lack patience when dealing with students?
- 43 Yes No ? Do you think that some of your teachers allow themselves to become too familiar with some students?
- 44 Yes No ? Do you find that some of your teachers hold themselves aloof from the students and do not mix freely?
- 45 Yes No ? Do you think that the principal of this school is too strict with students?
- 46 Yes No ? Have you found that principal and teachers in this school tend to act as if they were always right and you were always wrong?
- 47 Yes No ? Do you find that some of your teachers assign too long lessons?
- 48 Yes No ? Do you think that this school is run as if it were a prison?
- 49 Yes No ? Have you been able to choose the subjects you like in this school?
- 50 Yes No ? Do you think that some of your teachers act as if they were bored with their work?
- 51 Yes No ? Do some of your teachers produce a feeling of fear in you?
- 52 Yes No ? Do you find it rather easy to get well acquainted with your teachers?
- 53 Yes No ? Do you think that your school makes a mistake when it sends home without your permission a report of your scholarship?
- 54 Yes No ? Are you often frightened by the way some of your teachers call on you in class?
- 55 Yes No ? Have some of your teachers criticized you unjustly?
- 56 Yes No ? Do you like the teacher who has been designated as your counselor?
- 57 Yes No ? Do you dislike intensely certain teachers in this school?
- 58 Yes No ? Do you think that some of your teachers show partiality toward certain students?
- 59 Yes No ? Do you think that your teachers require too much work to be done outside the regular class period?
- 60 Yes No ? Do you think that some of the men teachers in this school show partiality toward girls in their classes?
- 61 Yes No ? Do you think that some of your teachers are susceptible to "apple polishing"?

- 62 Yes No ? Do you think that some of your teachers lack a sense of humor?
- 63 Yes No ? Do you think that some of your teachers treat you as if you were a small child?
- 64 Yes No ? Do you feel that most of your teachers have confidence in your ability to succeed?
- 65 Yes No ? Have you found that some of your teachers are very "bossy"?
- 66 Yes No ? Do you find that some of your teachers make you feel as if you did not care whether you learned anything in their classes or not?
- 67 Yes No ? Do you find that all of the teachers in this school are cheerful and pleasant to meet?
- 68 Yes No ? Do you find that some of your classes are very monotonous?
- 69 Yes No ? Do you think that the principal of this school allows the students sufficient opportunity to participate in the administration of the school?
- 70 Yes No ? Do you find that some of your teachers fail to stimulate in you the desire to do your best work?
- 71 Yes No ? Do you find that some of your teachers apparently take delight in making you feel embarrassed before the class?
- 72 Yes No ? Do you have the feeling that some of your teachers dislike their jobs?
- 73 Yes No ? Do you find that your teachers are honest and straightforward in their dealing with you?
- 74 Yes No ? Do you think that some of your teachers show a lack of interest in school activities?
- 75 Yes No ? Do you think that some of your teachers lack enthusiasm for their work?
- 76 Yes No ? Do you find that your teachers are always ready to help you individually with your school work?



On the space below please list specific suggestions which you may have for the improvement of your school.

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Table 16. Responses* given by 438 junior high school pupils to questions from The School Inventory by Hugh M. Bell.

Quest. No.	7th Grade		8th Grade		9th Grade		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
1		41%		39%		43%		41%
2		14		20		17		17
3	17%		25%		25%		22%	
4	20		21		32		24	
5		27		27		31		28
6	43		55		56		51	
7	18		25		27		23	
8		35		39		44		39
9	14		25		24		21	
10	26		31		40		32	
11	19		23		31		24	
12		14		16		26		19
13	21		33		33		29	
14	35		40		40		38	
15	37		18		22		26	
16	15		27		31		24	
17		42		31		35		36
18	34		41		51		42	
19	24		33		33		30	
20		23		30		23		25
21	9		12		9		10	
22	14		17		12		17	
23	26		32		42		33	
24		14		17		23		18
25	64		56		58		60	
26	24		25		25		25	
27	45		46		58		50	
28		21		17		25		21
29	22		28		31		27	
30	55		56		62		58	
31	24		39		47		37	
32		15		15		12		14
33	36		51		60		49	
34		25		25		23		24
35	6		17		11		11	
36	42		35		43		40	
37	39		43		32		33	
38	18		23		15		16	
39	24		29		27		24	
40	21		27		30		23	
41		35		20		29		28
42		23		19		22		21

Table 16. (concl.).

Quest. No.	7th Grade		8th Grade		9th Grade		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
43	40%		40%		56%		45%	
44	26		33		33		31	
45	16		13		14		14	
46	27		22		24		24	
47	45		53		69		56	
48	16		8		11		17	
49		55%		27%		26%		36%
50	25		25		23		24	
51	18		20		22		20	
52		25		38		34		32
53	20		17		12		17	
54	35		33		35		34	
55	24		22		29		25	
56		30		22		28		27
57	36		37		51		41	
58	45		64		76		62	
59	40		37		50		40	
60	31		23		31		29	
61	16		27		37		28	
62	41		41		50		44	
63	34		29		26		30	
64		36		27		29		31
65	40		47		46		44	
66	31		36		47		48	
67		43		40		44		42
68	48		47		62		52	
69		31		21		20		24
70	26		33		43		34	
71	36		33		29		33	
72	17		13		16		15	
73		20		19		21		18
74	25		21		22		22	
75	15		15		18		16	
76		32		25		33		29

* Numbers refer to the percentage of pupils that answered the given questions in a manner indicating maladjustment.

THE ADJUSTMENT INVENTORY

STUDENT FORM

(For students of high school and college age)

By HUGH M. BELL

Published by

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Stanford University, California

NAME	AGE	SEX
NAME OF SCHOOL	SCHOOL CLASS	

DIRECTIONS

Are you interested in knowing more about your own personality? If you will answer *honestly* and *thoughtfully* all of the questions on the pages that follow, it will be possible for you to obtain a better understanding of yourself.

There are *no right* or *wrong* answers. Indicate your answer to each question by drawing a circle around the "Yes," the "No," or the "?". Use the question mark only when you are certain that you cannot answer "Yes" or "No." There is no time limit, but work rapidly.

If you have *not* been living with your parents, answer certain of the questions with regard to the people with whom you have been living.

NO.	SCORE	DESCRIPTION	REMARKS
a			
b			
c			
d			

- 1^a Yes No ? Do you day-dream frequently?
- 2^b Yes No ? Do you take cold rather easily from other people?
- 3^c Yes No ? Do you enjoy social gatherings just to be with people?
- 4^d Yes No ? Does it frighten you when you have to see a doctor about some illness?
- 5^c Yes No ? At a reception or tea do you seek to meet the important person present?
- 6^b Yes No ? Do you frequently experience vomiting or diarrhea or nausea?
- 7^a Yes No ? Did you ever have a strong desire to run away from home?
- 8^c Yes No ? Do you take responsibility for introducing people at a party?
- 9^a Yes No ? Do you sometimes feel that your parents are disappointed in you?
- 10^d Yes No ? Do you frequently have spells of the "blues"?
- 11^b Yes No ? Are you subject to hay fever or asthma?
- 12^c Yes No ? Do you often have much difficulty in thinking of an appropriate remark to make in group conversation?
- 13^a Yes No ? Have you been embarrassed because of the type of work your father does in order to support the family?
- 14^b Yes No ? Do you frequently suffer discomfort from gas in the stomach or intestines?
- 15^c Yes No ? Did you ever take the lead to enliven a dull party?
- 16^a Yes No ? Is (was) your mother the dominant member of the family?
- 17^d Yes No ? Have you ever felt that someone was hypnotizing you and making you act against your will?
- 18^a Yes No ? Has either of your parents frequently criticized you unjustly?
- 19^c Yes No ? Do you feel embarrassed when you have to enter a public assembly after everyone else has been seated?
- 20^d Yes No ? Do you often feel lonesome, even when you are with people?
- 21^a Yes No ? Do you feel there has been a lack of real affection and love in your home?
- 22^c Yes No ? In school is it difficult for you to give an oral report before the class?
- 23^b Yes No ? Do you have many headaches?
- 24^a Yes No ? Have your relationships with your father usually been pleasant?
- 25^b Yes No ? Do you sometimes have difficulty getting to sleep even when there are no noises to disturb you?
- 26^c Yes No ? When riding on a train or a bus do you sometimes engage fellow-travelers in conversation?
- 27^b Yes No ? Do you frequently feel very tired toward the end of the day?
- 28^d Yes No ? Does the thought of an earthquake or a fire frighten you?
- 29^b Yes No ? Have you lost weight recently?
- 30^a Yes No ? Has either of your parents insisted on your obeying him or her regardless of whether or not the request was reasonable?
- 31^c Yes No ? Do you find it easy to ask others for help?
- 32^a Yes No ? Has illness or death among your immediate family tended to make home life unhappy for you?
- 33^b Yes No ? Have you ever been seriously injured in any kind of an accident?
- 34^a Yes No ? Has lack of money tended to make home unhappy for you?
- 35^d Yes No ? Are you easily moved to tears?
- 36^c Yes No ? Are you troubled with shyness?
- 37^a Yes No ? Has either of your parents frequently found fault with your conduct?
- 38^b Yes No ? Have you ever had a surgical operation?
- 39^c Yes No ? Would you feel very self-conscious if you had to volunteer an idea to start a discussion among a group of people?
- 40^d Yes No ? Do you dread the sight of a snake?
- 41^a Yes No ? Have your parents frequently objected to the kind of companions that you go around with?
- 42^d Yes No ? Do things often go wrong for you from no fault of your own?
- 43^b Yes No ? Do you have many colds?
- 44^c Yes No ? Have you had experience in making plans for and directing the actions of other people?
- 45^d Yes No ? Are you frightened by lightning?
- 46^a Yes No ? Is either of your parents very easily irritated?
- 47^b Yes No ? Are you subject to attacks of influenza?

- 48^d Yes No ? Have you frequently been depressed because of low marks in school?
- 49^c Yes No ? Do you have difficulty in starting conversation with a person to whom you have just been introduced?
- 50^b Yes No ? Have you had considerable illness during the last ten years?
- 51^a Yes No ? Have you frequently disagreed with either of your parents about the way in which the work about the home should be done?
- 52^d Yes No ? Do you sometimes envy the happiness that others seem to enjoy?
- 53^c Yes No ? Have you frequently known the answer to a question in class but failed when called upon because you were afraid to speak out before the class?
- 54^b Yes No ? Do you have considerable catarrhal discharge from your nose or throat?
- 55^a Yes No ? Have there been frequent family quarrels among your near relatives?
- 56^c Yes No ? Do you find it easy to make friendly contacts with members of the opposite sex?
- 57^d Yes No ? Do you get discouraged easily?
- 58^b Yes No ? Do you frequently have spells of dizziness?
- 59^a Yes No ? Have you frequently quarreled with your brothers or sisters?
- 60^d Yes No ? Are you often sorry for the things you do?
- 61^c Yes No ? If you were a guest at an important dinner would you do without something rather than ask to have it passed to you?
- 62^a Yes No ? Do you think your parents fail to recognize that you are a mature person and hence treat you as if you were still a child?
- 63^b Yes No ? Are you subject to eye strain?
- 64^d Yes No ? Have you ever been afraid that you might jump off when you were on a high place?
- 65^c Yes No ? Have you had a number of experiences in appearing before public gatherings?
- 66^b Yes No ? Do you often feel fatigued when you get up in the morning?
- 67^a Yes No ? Do you feel that your parents have been unduly strict with you?
- 68^d Yes No ? Do you get angry easily?
- 69^b Yes No ? Has it been necessary for you to have frequent medical attention?
- 70^c Yes No ? Do you find it very difficult to speak in public?
- 71^d Yes No ? Do you often feel just miserable?
- 72^a Yes No ? Has either of your parents certain personal habits which irritate you?
- 73^d Yes No ? Are you troubled with feelings of inferiority?
- 74^b Yes No ? Do you feel tired most of the time?
- 75^d Yes No ? Do you consider yourself rather a nervous person?
- 76^c Yes No ? Do you enjoy social dancing a great deal?
- 77^d Yes No ? Do you often feel self-conscious because of your personal appearance?
- 78^a Yes No ? Do you love your mother more than your father?
- 79^b Yes No ? Are you subject to attacks of indigestion?
- 80^c Yes No ? When you want something from a person with whom you are not very well acquainted, would you rather write a note or letter to the individual than go and ask him or her personally?
- 81^d Yes No ? Do you blush easily?
- 82^a Yes No ? Have you frequently had to keep quiet or leave the house in order to have peace at home?
- 83^c Yes No ? Do you feel very self-conscious in the presence of people whom you greatly admire, but with whom you are not well acquainted?
- 84^b Yes No ? Are you subject to tonsillitis or laryngitis?
- 85^d Yes No ? Are you ever bothered by the feeling that things are not real?
- 86^a Yes No ? Have the actions of either of your parents aroused a feeling of great fear in you at times?
- 87^b Yes No ? Are your eyes very sensitive to light?
- 88^c Yes No ? Are you sometimes the leader at a social affair?
- 89^d Yes No ? Are your feelings easily hurt?
- 90^b Yes No ? Are you troubled much with constipation?
- 91^c Yes No ? Do you ever cross the street to avoid meeting somebody?
- 92^a Yes No ? Do you occasionally have conflicting moods of love and hate for members of your family?

- 93^c Yes No ? If you come late to a meeting would you rather stand or leave than take a front seat?
- 94^b Yes No ? Were you ill much of the time during childhood?
- 95^d Yes No ? Do you worry over possible misfortunes?
- 96^c Yes No ? Do you make friends readily?
- 97^a Yes No ? Have your relationships with your mother usually been pleasant?
- 98^d Yes No ? Are you bothered by the feeling that people are reading your thoughts?
- 99^b Yes No ? Do you frequently have difficulty in breathing through your nose?
- 100^c Yes No ? Are you often the center of favorable attention at a party?
- 101^a Yes No ? Does either of your parents become angry easily?
- 102^b Yes No ? Do you sometimes have shooting pains in the head?
- 103^a Yes No ? Was your home always supplied with the common necessities of life?
- 104^c Yes No ? Do you find that you tend to have a few very close friends rather than many casual acquaintances?
- 105^a Yes No ? Was your father what you would consider your ideal of manhood?
- 106^d Yes No ? Are you troubled with the idea that people are watching you on the street?
- 107^b Yes No ? Are you considerably underweight?
- 108^a Yes No ? Has either of your parents made you unhappy by criticizing your personal appearance?
- 109^d Yes No ? Does criticism disturb you greatly?
- 110^c Yes No ? Do you feel embarrassed if you have to ask permission to leave a group of people?
- 111^b Yes No ? Do you frequently come to your meals without really being hungry?
- 112^a Yes No ? Are your parents permanently separated?
- 113^d Yes No ? Are you often in a state of excitement?
- 114^c Yes No ? Do you keep in the background on social occasions?
- 115^b Yes No ? Do you wear eyeglasses?
- 116^d Yes No ? Does some particular useless thought keep coming into your mind to bother you?
- 117^a Yes No ? Did your parents frequently punish you when you were between 10 and 15 years of age?
- 118^c Yes No ? Does it upset you considerably to have a teacher call on you unexpectedly?
- 119^b Yes No ? Do you find it necessary to watch your health carefully?
- 120^d Yes No ? Do you get upset easily?
- 121^a Yes No ? Have you disagreed with your parents about your life work?
- 122^c Yes No ? Do you find it difficult to start a conversation with a stranger?
- 123^d Yes No ? Do you worry too long over humiliating experiences?
- 124^b Yes No ? Have you frequently been absent from school because of illness?
- 125^d Yes No ? Have you ever been extremely afraid of something that you knew could do you no harm?
- 126^a Yes No ? Is either of your parents very nervous?
- 127^c Yes No ? Do you like to participate in festival gatherings and make "whoopie"?
- 128^d Yes No ? Do you have ups and downs in mood without apparent cause?
- 129^b Yes No ? Do you have teeth that you know need dental attention?
- 130^c Yes No ? Do you feel self-conscious when you recite in class?
- 131^a Yes No ? Has either of your parents dominated you too much?
- 132^d Yes No ? Do ideas often run through your head so that you cannot sleep?
- 133^b Yes No ? Have you had any trouble with your heart or your kidneys or your lungs?
- 134^a Yes No ? Have you often felt that either of your parents did not understand you?
- 135^c Yes No ? Do you hesitate to volunteer in a class recitation?
- 136^d Yes No ? Does it frighten you to be alone in the dark?
- 137^b Yes No ? Have you ever had a skin disease or skin eruption, such as athlete's foot, carbuncles, or boils?
- 138^a Yes No ? Have you felt that your friends have had a happier home life than you?
- 139^b Yes No ? Do you have difficulty in getting rid of a cold?
- 140^c Yes No ? Do you hesitate to enter a room by yourself when a group of people are sitting around the room talking together?

Table 17. Responses* given by 438 junior high school pupils to questions from The Adjustment Inventory by Hugh M. Bell.

Quest. No.	7th Grade		8th Grade		9th Grade		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
1d	50%		57%		60%		56%	
2b	24		22		20		22	
3c		32%		32%		28%		30%
4d	24		35		31		30	
5c		44		54		54		51
6b	31		27		22		26	
7a	29		19		19		22	
8c		43		49		49		46
9a	63		47		53		54	
10d	33		35		36		35	
11b	16		13		15		15	
12c	49		45		59		51	
13a	11		7		6		7	
14bb	17		19		24		20	
15c		55		55		52		54
16a	19		23		15		20	
17d	24		18		19		20	
18a	24		21		36		27	
19c	52		52		47		50	
20d	40		36		42		40	
21a	18		13		19		17	
22c	62		60		49		50	
23b	20		22		19		20	
24a		19		20		17		19
25b	52		48		46		48	
26c		26		35		36		33
27b	46		40		41		42	
28d	39		42		40		40	
29b	15		12		16		14	
30a	24		36		53		28	
31c		51		52		46		50
32a	23		13		13		16	
33b	17		15		6		12	
34a	15		8		11		11	
35d	30		33		27		30	
36c	32		32		35		33	
37a	39		32		40		37	
38b	50		32		31		37	
39c	37		41		42		40	
40d	37		39		41		39	
41a	39		35		38		38	
42d	49		40		55		47	
43b	27		25		28		26	

Table 17. (cont.).

Quest. No.	7th Grade		8th Grade		9th Grade		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
44c		64%		54%		58%		58%
45d	20%		14%		16%		16%	
46a	31		31		34		32	
47b	11		1		6		6	
48d	32		31		33		32	
49c	49		54		68		57	
50b	27		24		22		24	
51a	31		27		37		32	
52d	42		33		39		38	
53c	28		30		40		36	
54d	23		17		16		18	
55a	24		27		19		23	
56c		36		41		42		39
57d	27		34		35		33	
58b	15		9		15		13	
59a	59		53		55		55	
60d	80		70		80		76	
61c	30		42		37		35	
62a	33		23		37		30	
63b	28		23		26		26	
64d	28		23		21		24	
65c		52		56		49		53
66b	33		30		38		34	
67a	15		13		16		14	
68d	35		41		44		40	
69b	20		13		10		14	
70c	52		55		61		56	
71d	33		37		33		34	
72a	27		19		26		23	
73d	17		9		19		15	
74b	11		13		12		12	
75d	15		22		18		19	
76c		27		35		28		30
77d	43		45		48		45	
78a	18		25		26		23	
79b	10		8		11		10	
80c	18		26		24		23	
81d	33		40		39		38	
82a	26		21		23		23	
83c	36		41		47		42	
84b	11		9		11		10	
85d	24		23		22		23	
86a	25		18		22		22	
87b	6		6		3		5	
88c		49		60		54		54

Table 17. (cont.).

Quest. No.	7th Grade		8th Grade		9th Grade		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
89d	36%		39%		41%		39%	
90b	9		7		6		8	
91c	40		42		49		44	
92a	55		27		47		44	
93c	23		32		31		29	
94b	15		13		17		15	
95d	23		23		20		22	
96c		25%		27%		28%		27%
97a		14		19		5		12
98d	22		19		23		21	
99b	24		29		19		24	
100c		62		63		64		63
101a	28		27		35		30	
102b	24		19		15		19	
103a		19		17		15		17
104c	37		49		46		44	
105a		24		25		26		25
106d	20		27		28		25	
107b		8		10		11		10
108a	18		19		21		19	
109d	23		27		30		27	
110c	35		35		30		33	
111b	45		36		46		42	
112a	14		11		10		10	
113d	41		44		32		39	
114c	33		32		31		32	
115b	15		19		16		17	
116d	31		30		33		31	
117a	15		14		19		16	
118c	41		42		38		39	
119b	36		33		26		32	
120d	17		24		21		21	
121a	24		20		22		22	
122c	52		45		55		51	
123d	22		23		26		24	
124b	19		16		16		17	
125d	31		34		35		33	
126a	18		21		23		21	
127c		19		16		15		17
128d	27		29		36		31	
129b	37		47		41		43	
130c	52		45		48		48	
131a	10		8		10		9	
132d	43		39		46		43	
133b	16		16		10		14	
134a	43		39		49		44	

Table 17. (concl.).

Quest. No.	7th Grade		8th Grade		9th Grade		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
135c	40%		47%		52%		47%	
136d	31		27		18		24	
137b	39		49		53		47	
138a	27		23		31		26	
139b	27		35		28		30	
140c	36		42		42		40	

* Numbers refer to the percentage of pupils answering the given questions in a manner indicating maladjustment.