The Relation Between Group Participation and Personality Adjustment of High School Students in Piute and Kane Counties, Utah

John R. Christiansen

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THE RELATION BETWEEN GROUP PARTICIPATION
AND PERSONALITY ADJUSTMENT OF HIGH SCHOOL STUDENTS
IN PIUTE AND KANE COUNTIES, UTAH

by

John R. Christiansen

A thesis submitted in partial fulfillment
of the requirements for the degree
of
MASTER OF SCIENCE
in
Sociology
1952

UTAH STATE AGRICULTURAL COLLEGE
Logan, Utah
ACKNOWLEDGMENT

I wish to acknowledge the helpful consideration that the chairman of my thesis committee, Dr. Therel R. Black, has given me.

Acknowledgments are also made to the members of my thesis committee for their valuable suggestions, and to my wife, Lucile Kartchner Christiansen, for her devoted help.

John R. Christiansen
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INTRODUCTION

Statement of Problem

The emergence of modern concepts of personality and the study of processes involved in personality formation are relatively recent developments (14, p. 65). From these concepts and studies of personality has developed the theory that personality emerges out of the contact the individual has with his society and his culture. This theory does not discredit the importance of biological or hereditary background as an important condition or prerequisite for personality development, but it does hold that the social and cultural forces provide the stimulus and arranges the general patterns for personality formation.

The social and cultural forces operate in close conjunction with each other in affecting personality. The social force is that which is resident within the group. It is a product of the size of the group, the stability of the group, the values of the group, and other distinguishable group attributes. The cultural force is a combination of the values, ideas, and attitudes which the group conveys to its members.

The social force is present when an individual's actions are modified by or not completed without the intercession of another human being (24, p. 5). The social force is more important in the small, relatively permanent, intimate, and unspecialized primary group like the family or
child play-group (5, p. 56). The influence of this kind of
group is relatively permanent. It is important at early
stages of development when perhaps the mother alone interacts
on an intimate level with the child, and it is important at
later stages in the family, play-group, neighborhood, and
other organizational groupings.

The cultural influence upon personality begins early
when the mother superimposes on the child accepted standards
of nursing, feeding, sleeping, and toilet control. It con-
tinues as the child learns the "do's" and "don'ts" of the
family and standards of other groupings in the society.

Though the social and the cultural influences are
analytically distinguishable and though neither of these
influences is reducible to the other one (19, p. 6), they
are more meaningfully understood in the problem of persona-
lity development if viewed as forces working together.

Personality develops through cultural and social
influences in three overlapping stages. First, as a baby,
the individual is almost unrestricted. Through the in-
fluence of others he becomes more restricted through learn-
ing the cultural values. For instance, children in our
society are usually kept from sucking their thumbs. Secondly,
as he matures, he learns to consider others before he acts
to fulfill his own desires. He considers himself in relation
to others and the rules laid down by the culture. Thus, he
develops a "role" or a view of himself for each situation.
Thirdly, becoming more mature, he is able to generalize all of the views of himself into a single picture or "generalized role." His view of himself is a social and cultural product in that his view of himself as a person is a reflection of how he has interpreted how others in his group have felt about him, and how they have treated him. He can only come to see himself as a person of acceptable worth if he is so regarded by those of his group who are most important to him.

It is generally accepted by social scientists that the first few years of the individual's life are crucial for the establishment of the deeper levels of personality (14, p. 141). It is during childhood that one learns roles for various situations and begins to establish his "generalized role." The early personality, however, is not established in an irrevocable form. There is no reason for a fatalistic view concerning man's ability to break the mold of his childhood learning. This learning, admittedly, often sets the pattern for many later responses to people; even for one's lifelong estimate of oneself. But, new situations and new stimuli will change not only a man's behavior--they will change his belief in himself (8, p. 813).

In harmony with the theory that one's personality and behavior patterns change and are modified by the totality of one's experiences, the stage of adolescence in our society is recognized as an exceptionally acute phase of self-development. The adolescent faces as a major role the necessity of
defining his self and his personality in relation to new
groups, experiences, and expectations. This role is vastly
influenced in development by the nature of the person's
associations, whether they are satisfying and relatively
free from conflict, and whether he is accepted and wanted as
an individual (3, p. 336).

Whether the individual is accepted or not is to some
extent a product of his group affiliations. The group can
extend an accepting attitude to the individual by such means
as (1) giving him membership, (2) applauding his efforts, and
(3) excusing his mistakes. Thus, the individual is given
through the accepting group a means of developing his per-
sonality that minimizes failures.

It is upon the theoretical basis that the group is an
important social and cultural influence upon the personality
of the individual that the present study is undertaken. It
seems appropriate that certain aspects of this theory need to
be examined in a specific area. Therefore, it is the purpose
of this study to investigate the following questions: "Is
group participation among Kane and Piute County, Utah high
school students related to personality adjustment for the
school year 1961-1962?" and "Is there a relation between
participation in either the family, the school, the church,
or dating and dancing groups and personality adjustment?"

The answers to the questions of this study might be
of great interest to leaders of the school, church, and
family groups. These groups make a large expenditure of time, effort, and finance for programs designed to develop wholesome personalities in adolescents. Activities like car-riding, "family-nights," and reunions are sponsored by the family. The schools promote a large variety of activities involving participation such as debating, intramural sports, and clubs. The church promotes participation in prayer-meetings, suppers, and summer-camps. These programs are supported in the belief that participation in them will be of value to the adolescent's personality. The validity of this belief will be tested, in part at least, through answering the questions posed by the study.

When consideration is given to competition that frequently arises between groups for the time and loyalty of the adolescent (12, p. 152), the answers to the questions in the study might prove of further worth. Competition develops when those responsible for a program become "sold" on their group as the one of greatest worth to the adolescent. For instance, a church whose leaders are opposed to dancing might schedule prayer meetings on nights that the school sponsors dances. Such rivalry may lower the confidence of the student in the conflicting programs as well as in other adult-sponsored programs designed for his benefit. When the relative worth of programs purporting to develop wholesome personalities in adolescents is known, leaders should be in a better position to judge the emphasis that should be placed
on each of them.

**The Hypotheses**

This study is concerned with two major hypotheses, which will be designated as the primary and secondary hypotheses.

**The primary hypothesis**, in the null form, states that no association exists between group participation and personality adjustment among high school students in Kane and Piute Counties, Utah, during the school year of 1951-1952.

**The secondary hypothesis**, in the null form, states, furthermore, that there is no association between participation in either the family, the school, the church, or dating and dancing groups and personality adjustment.

Kane and Piute Counties were chosen as the scene of the study and for that reason the hypotheses are limited to these counties.

**Setting**

Kane and Piute Counties are located in the south-central section of Utah. Agricultural pursuits provide the main means of livelihood in both counties. In recent years a uranium mine in Marysvale has given an additional source of income to Piute County. Kane County has also found other sources of income. The scenic attractions of Kane County have drawn a large tourist trade and several motion picture companies have used the area for filming outdoor movies in
recent years.

Kane County has an area of 4,105 square miles and a population of 2,299 persons according to the 1960 Census (23, p. 44-11). Piute County is smaller in size and population with an area of 753 square miles and a population of 1,673 (23, p. 44-11).

The arid climate and topographically rough section of southern Utah in which these counties are located have proven to be a major factor in limiting the population.

These counties were settled by members of the Church of Jesus Christ of Latter-day Saints, or "Mormons" as they are commonly called, under the direction of Brigham Young, then president of the church. The majority of the people in the counties are members of the same church today, as shown in Table 1.

It is interesting to note that Orderville in Kane County, where Valley High School is located, was settled by "poor, broken-up settlers from Muddy Creek in 1877" (2, p. 428). They began the new settlement by living under the "United Order" (1), or system of common stock. This system was followed quite successfully until the settlers became fairly prosperous, at which time the system was abandoned (2, p. 428).

Scope of the Study

The scope of this study is limited in terms of
Table 1: Church Affiliation of Sample Students by number and percentage

<table>
<thead>
<tr>
<th>Church Affiliation</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Church of Jesus Christ of Latter-day Saints</td>
<td>296</td>
<td>93.4</td>
</tr>
<tr>
<td>None</td>
<td>10</td>
<td>3.2</td>
</tr>
<tr>
<td>Protestant</td>
<td>4</td>
<td>1.3</td>
</tr>
<tr>
<td>Catholic</td>
<td>3</td>
<td>.9</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>.3</td>
</tr>
<tr>
<td>No Answer</td>
<td>3</td>
<td>.9</td>
</tr>
<tr>
<td></td>
<td>317</td>
<td>100.0</td>
</tr>
</tbody>
</table>
practicability, time, and finance.

The study is designed as more of a statistical rather than a theoretical proposition. This involves analysis through the use of tables in determining significant findings.

Objective consequences will be analyzed in the study more than subjective dispositions (16, p. 50). In this regard the study analyses the personality adjustment of individuals involved in group participation, rather than the motivational factors prompting them to participate.

The sample was intended to include all of the high school students of Kane and Piute Counties. The small size of the sample, 317 students, is understandable when one considers the relatively low population of the two counties, as discussed under Setting in this chapter.

Two other factors affecting the size of the sample were (1) the number of absences on the days the data were collected and (2), the number of students in school who failed to complete the test and questionnaire. Table 2 indicates that a high percentage of the students enrolled were in attendance on the days that the data were collected. Only three students who began completion of the test and questionnaire failed to finish them.

In order that this study may be related to others in the field a review of the literature is considered.
### Table 2: The number and percentage of students enrolled who completed questionnaires and personality tests

<table>
<thead>
<tr>
<th>School</th>
<th>No. Students Enrolled</th>
<th>No. Completing Questionnaire and Test</th>
<th>% Completing Questionnaire and Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Piute H.S.</td>
<td>101</td>
<td>93</td>
<td>92</td>
</tr>
<tr>
<td>Marysvale H.S.</td>
<td>53</td>
<td>47</td>
<td>89</td>
</tr>
<tr>
<td>Kanab H.S.</td>
<td>106</td>
<td>104</td>
<td>98</td>
</tr>
<tr>
<td>Valley H.S.</td>
<td>76</td>
<td>73</td>
<td>96</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>336</strong></td>
<td><strong>317</strong></td>
<td><strong>94</strong></td>
</tr>
</tbody>
</table>
Review of Literature

As far as can be determined, no studies have been made that are directly comparable to the present one. In 1949, Navighurt and Taba (10) reported that a definite though low correlation was found to exist between character reputation and personality adjustment. Character reputation being, in part, a product of family, school, church, and social participation; there are some similarities.

Crew and Crew (6), in 1945, stated that their study indicated that adolescents need to be guided toward participation in planned programs. They did not give, however, the effect of such participation upon personality adjustment.

In 1940, James and Moore (13) studied developmental aspects of adolescent activities by means of diary records. Several of the changes noted were (1) an increase in leisure time with age, especially in amount of time spent in dancing and talking; (2) a rather abrupt change from childish play forms to play with members of the same sex when they joined the group of workers; (3) after the age of sixteen, an increase in heterosexual leisure activities.

Healey and Bronner, (11) in a 1926 study of three thousand cases, reported that undesirable group associations are at least important contributing factors, if not a cause, of crime.

Monroe (18), in 1929, reported that the participation
of students in high school extra-curriculum activities appeared to be beneficial to scholastic standing. Scholastic standing by definition is a part of personality, therefore in Monroe's study it was found that participation in after-school activities is beneficial to one phase of personality.

While studies have been made that are somewhat related to the present one, there is justification for this study as no others have examined the same aspects of the social theory.
Selection of Sample

The sample was selected in conjunction with the long range plan of the Sociology Department at Utah State Agricultural College. Under the auspices of the Extension Service, the Sociology Department is conducting a study of factors affecting personality adjustment of adolescents in Utah Counties. The writer contributed to this departmental study the section dealing with participation, which has been enlarged for this analysis.

The sample consists of boys and girls attending Piute High School at G Clarenceville, Utah; Marysvale High School at Marysvale, Utah; Kanab High School at Kanab, Utah; and Valley High School at Orderville, Utah.

The questionnaire and test were administered to all students present at Piute High School and Marysvale High School on November 28, 1951, and to all students present at Kanab and Valley High Schools on November 29, 1951. The total sample, made up of those who completed the questionnaire and test, consists of 317 students from these four schools.

The students tested were freshmen, sophomores, juniors and seniors. Their ages ranged from fourteen through eighteen, with fifty-one percent being girls and forty-nine percent boys. Twenty-seven percent of the students were freshmen; twenty-three percent sophomores; twenty-nine percent
juniors; and twenty-one percent were seniors.

The population of the two counties form, generally, a homogenous group. The occupations of the parents of these students were largely agricultural in nature. Over ninety-three percent of the sample are members of The Church of Jesus Christ of Latter-day Saints, indicating a fairly common religious background. Over ninety-nine percent of the sample belonged to the same race. And the recreational activities are largely limited in both counties to those sponsored by church and school, with the communities providing motion pictures and summer dances.

The Questionnaire and Test

Information was obtained from the students by means of two instruments, the California Test of Personality and a questionnaire, both of which are presented in the Appendix.

The California Test of Personality (4, p. 26) was devised by Louis P. Thorpe, Ernest W. Tiesg, and Willis W. Clark. The major purpose of the test is to reveal the extent to which the student is adjusting to the problems and conditions confronting him, and to which he is developing a normal, happy, and socially effective personality (28, pp. 1-2).

*The test is divided into two sections. The purpose of section 1 is to indicate how the student feels and thinks about himself, his self-reliance, his estimate of his own worth, his sense of personal freedom, and his feeling of belonging. In this section the student also reveals certain withdrawing
and nervous tendencies which he may possess. Section 2 consists of social adjustment components. Its purpose is to show how the student functions as a social being, his knowledge of social standards, his social skills, his freedom from anti-social tendencies, and his family, school, and community relationships.

An evaluation of these components discloses whether or not the student's basic needs are being met in an atmosphere of security and whether he is developing a balanced sense of self-realization and social acceptance.

The California Test of Personality does not suffer by comparison with many widely used tests of mental ability and school achievement. The following correlations were obtained with 558 cases by the split-halves method corrected by the Spearman-Brown formula" (22, p. 2);

<table>
<thead>
<tr>
<th></th>
<th>S.D. dist.</th>
<th>P.E. est. Score</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Adjustment</td>
<td>.931 19.9</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td>Sec. 1. Self Adj.</td>
<td>.904 11.5</td>
<td>2.4</td>
<td></td>
</tr>
<tr>
<td>Sec. 2. Social Adj.</td>
<td>.893 10.0</td>
<td>2.0</td>
<td></td>
</tr>
</tbody>
</table>

The reliabilities of the component tests vary from .60 to .87, and are thus sufficiently high to locate more restricted areas of personality difficulty. After these areas have been located, specific adjustment difficulties may be identified (22, p. 4).

The personality adjustment test score used in this study is the total adjustment score, which consists of the self adjustment score (section 1) and the social adjustment score (section 2).

The questionnaire was devised by members of the Sociology Department Staff of Utah State Agricultural College and by students enrolled in the class "Methods of Social Research." The members of the Sociology Department Staff
who helped formulate the questionnaire were Don C. Carter, Therel R. Black, C. Jay Skidmore, and William A. DeHart. Students who helped devise the questionnaire were Robert Myers, Champ Moore, Leon West, and the writer.

The main purpose of the questionnaire was to gain information considered by the authors to be related to personality adjustment.

The questions from the questionnaire used in this analysis are:

Number 3, indicating the highest grade of school completed by the parents.

Number 4, indicating the occupation of the head of the family.

Number 6, indicating the number of children in the family.

Number 9, which shows the marital status of the parents.

Number 13, which shows the mobility of the family.

Number 14, which indicates the race or nationality of the student.

Number 16, which indicates factors which might prevent the student from participating in after-school activities.

Number 19, indicating how frequently the parents expect too much from the child.

Number 26 and 45, which indicate whether the student dates and attends various kinds of dances. From these
questions the social participation score is derived.

Number 34, which indicates the degree of participation in family activities listed as possibilities. From this question the family participation score is derived.

Number 41, indicates the degree of participation in school activities listed as possibilities. From this question the school participation score is derived.

Number 42, which indicates the degree of participation in church activities listed as possibilities. From this question the church participation score is derived.

Number 43, which indicates the church the student belongs to, if any.

Number 48, which indicates the availability of a car to the student.

General information about the student, including sex, school attended, and grade, was submitted by the student apart from the questions.

The sections on Scouting and Participation were enlarged by the two graduate students, Robert Myers and the writer, for the purpose of obtaining information suitable for thesis publications.

**Testing the Questionnaire**

The questionnaire was never formally tested before the present study. However, each question was analysed many times for possible misinterpretations. A few minor changes were deemed necessary after the questionnaire was
first administered at Piute High School.

Some limitations found in the questionnaire were difficulties in terms and inconsistency in type of answer called for, and whether it was to be written or checked.

Administration of the Questionnaire and Test

The questionnaires and tests were administered to the students of the four high schools involved, with the cooperation of the school authorities.

Approximately two hours time was made available in each school for the testing period. In order to secure maximum rapport with the students and so that unfamiliarity with surroundings and companions would be reduced, where possible, the tests were given in regularly scheduled classes.

In all of the schools except Marysvale High School, one administrator was present with each group; at Marysvale there were two. There were four administrators of the test: Don C. Carter, William A. DeHart, Robert Myers and the writer.

Before the students began the test and questionnaire, they were given a brief orientation as to its purpose, the confidentiality of the answers, and the problems that might be encountered. There were very few of those tested who were not able to finish in the amount of time provided.

Analysis of Data

The null hypotheses are formulated in this study in
order that chance might be ruled out through statistical methods, and thus establish the generalisation that relationships exists.

The Chi Square ($X^2$) Statistical Technique (5, pp. 198-204) is used to determine the significance of the difference found in the observed distribution of personality scores by amount of group participation and that which would be found in a random distribution. The five percent level is used to indicate significance of difference. Association, if present, is measured by using the coefficient of contingency ($c$) (15, pp. 203-208).

Information gathered in the questionnaire and personality test was transferred to International Business Machine (I.B.M.) cards to facilitate running of tables and to keep the information for further use. The I.B.M. sorter was used in making distributions for the tables which were developed.

**Use of Statistical Technique**

The statistical steps used to determine the validity of the primary hypothesis are threefold:

1. It will be determined whether or not association exists between total group participation and personality adjustment. If a significant association is not found to exist at this point, the hypotheses do not apply. If a significant association is found to exist, the next steps will be considered.

2. Other factors that have a general relationship
to personality adjustment will be determined. This step is needed in order that the results may be utilized for step three. Factors to be tested for association with personality adjustment are drawn from knowledge in the field. For instance, the high school attended is tested for significances in relation to personality adjustment of the student. This is done because a difference in the high school attended may be indicative of different methods of training the student or of cultural differences of varying importance to personality adjustment. Factors tested for association with personality adjustment in this study are:

A. Sex
B. School grade
C. Occupation of the head of the family
D. Marriage status of the student's parents
E. Mobility of the family
F. Availability of a car to the student
G. Factors preventing participation in after-school activities
H. Frequency on the part of the parents in expecting too much of the student
I. Grade of school completed by the father
J. Grade of school completed by the mother
K. Number of children in the family.
L. Related factors other than group participation will be held constant while the relationship of group
participation to personality adjustment is tested. By this means, the factor of group participation can be isolated from several other factors that are associated with personality adjustment. A more valid measure of relationship between group participation and personality adjustment can be determined.

The secondary hypothesis will be analyzed by testing each of the components of the total participation score for association. These components are family participation, church participation, school participation, and dating and dancing participation. The amount of association, if present, will be studied by means of the coefficient of contingency. A comparison of the difference in participation among family, school, church, and dating and dancing groups is not made due to the small sample.

Definitions of Terms

Some of the terms used in this study are defined in order to facilitate the standardization of the analysis.

A group refers to "...any number of human beings in reciprocal communication" (7, p. 299). The groups included in this study are the family, school, church, and those in which the student interacts at dances and in dating.

Participation refers to activities shared in common with others; and group participation refers to activities shared in common with others that are sponsored or supported by groups.
High School students are considered *adolescents*. They are individuals in the period of life "...when the society in which they function has ceased to regard them as children and has not yet accorded them full adult status, roles, and functions" (12, p. 6).

The *personality* of the individual refers to the manner and effectiveness with which he meets his personal and social problems, and indirectly to the manner in which he impresses his fellows (22, p. 1). The *personality adjustment* of the student refers to the extent to which he is adjusting to the problems and conditions confronting him, and to which he is developing a normal, happy, and socially effective personality in terms of a norm. (22, p. 2)

The *personality adjustment score* refers to the score that the student receives from taking The California Test of Personality (22, p. 3).

The *total participation score* is the total number of times that the student has participated in the activities sponsored by the family, church, and school as listed in the questionnaire, and in dating and attending dances.

The *family participation score* is determined by the number of family sponsored activities that the student is or has engaged in since entering high school as listed in item 54 of the questionnaire.

The *church participation score* is determined by the number of church sponsored activities that the student is or
has engaged in since entering high school as listed in item 42 of the questionnaire.

The **school participation score** is determined by the total number of school sponsored activities that the student is or has engaged in since entering high school as listed in item 41 of the questionnaire.

The **social participation score** is determined by whether or not the student has or does attend school, church, or publicly sponsored dances; and whether or not he has dated since entering high school.
PRESENTATION AND ANALYSIS OF DATA

Method of Presentation

This section of the study consists of three major subdivisions, (1) Analysis of tables, part A, (2) Analysis of tables, part B, and (3) Summary.

Consideration of the primary hypothesis will be given under Analysis of tables, part A. The secondary hypothesis will be considered under Analysis of tables, part B. The Summary will give the findings of the two preceding subdivisions.

Analysis of Tables, Part A

Step 1:

Total Participation scores of sample students and personality adjustment scores. Table 3 shows the distribution of sample students by total participation scores and by personality adjustment scores. This table tests the primary hypothesis of the study. The Chi Square test of this distribution indicates that these variables are associated. The Chi Square value is 27.59 with two degrees of freedom. This value reveals that chance could account for the difference between the actual and theoretical frequencies less than one time in 100. The amount of association as measured by the coefficient of contingency is .40. Interpreted statistically, this result means that some positive correlation exists (20, p. 26). The null hypothesis that association between total
Table 3: The distribution of sample students by total participation scores and by personality adjustment scores

<table>
<thead>
<tr>
<th>Total Participation Scores</th>
<th>Low (under 130)</th>
<th>Medium (130 to 150)</th>
<th>High (150 &amp; over)</th>
<th>TOTAL</th>
<th>No.</th>
<th>%</th>
<th>No.</th>
<th>%</th>
<th>No.</th>
<th>%</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low (under 24)</td>
<td>80</td>
<td>.49</td>
<td>60</td>
<td>.37</td>
<td>23</td>
<td>.14</td>
<td>163</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High (24 &amp; over)</td>
<td>35</td>
<td>.23</td>
<td>70</td>
<td>.45</td>
<td>49</td>
<td>.32</td>
<td>154</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>115</td>
<td>.56</td>
<td>130</td>
<td>.41</td>
<td>72</td>
<td>.23</td>
<td>317</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$X^2$ is 27.52, 2 degrees freedom, $P$ is less than .01, $\delta$ is .40.
participation scores and personality adjustment scores does not exist, therefore, must be rejected. The distribution shows that students who have higher participation scores, have higher personality adjustment scores up to a certain point, after which higher participation scores do not seem related to higher personality adjustment scores. In statistical terms, this relationship is not straight line. It will be observed from the table that the numbers in the low participation score row become consistently lower as they move to the right into the higher personality adjustment score section of the row. In the second or high participation score row, the numbers are small on the outside of the row and large on the inside.

There is a significant association present between total group participation and personality adjustment. The relationship will now be tested when other factors associated with personality adjustment are determined in step 2 and held constant in step 3. These factors are held constant in order that a test of relationship between participation and personality adjustment may be made that is free from interfering factors.

Factors to be tested for association in step 2 are:

(1) sex, (2) school grade, (3) occupation of the head of the family, (4) marriage status of parents, (5) mobility of the family, (6) availability of a car to the student, (7) factors preventing participation in after-school activities, (8)
attitude of the child as to degree of parental expectation, (9) grade of school completed by the father, (10) grade of school completed by the mother, and (11) number of children in the family. These factors will be tested by means of sub-hypotheses in the null form.

Step 2:  
Sex in relation to personality adjustment scores. 
Table 4 shows the distribution of the sample students by the variables of sex and personality adjustment scores. This table is included because if a difference in sex means a corresponding difference of acceptance of the child the personality adjustment may be affected. If a difference in sex is significantly related to personality adjustment, then this factor will be held constant. The difference between this distribution and that which could occur by chance is insignificant. The Chi Square value of .62 with two degrees of freedom shows that such a difference could occur 70 to 80 times in 100 by chance. This result does not permit rejection of the null sub-hypothesis that no association exists between the sex of the student and personality adjustment. This finding tends to indicate that difference in sex is not an important factor affecting personality adjustment scores.

School grade in relation to personality adjustment scores. Table 5 shows the distribution of sample students by the variables of school grade and personality adjustment.
<table>
<thead>
<tr>
<th>Sex</th>
<th>Personality Adjustment Scores</th>
<th>Low (under 130)</th>
<th>Medium (130 to 150)</th>
<th>High (150 &amp; over)</th>
<th>TOTAL No.</th>
<th>%</th>
<th>No.</th>
<th>%</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td>56</td>
<td>.35</td>
<td>70</td>
<td>.43</td>
<td>36</td>
<td>.22</td>
<td>162</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td>58</td>
<td>.38</td>
<td>60</td>
<td>.39</td>
<td>36</td>
<td>.23</td>
<td>154</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>114</td>
<td>.36</td>
<td>130</td>
<td>.41</td>
<td>72</td>
<td>.23</td>
<td>316</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

$X^2$ is .62, 2 degrees freedom, P. is .70 to .80, G not calculated.
Table 5: The distribution of sample students by school grade and personality adjustment scores

<table>
<thead>
<tr>
<th>School Grade</th>
<th>Personality Adjustment Scores</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (under 130)</td>
<td>Medium (130 to 150)</td>
<td>High (150 &amp; over)</td>
<td>TOTAL</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Freshmen</td>
<td>32</td>
<td>.38</td>
<td>31</td>
<td>.37</td>
<td>21</td>
<td>.25</td>
<td>84</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomores</td>
<td>28</td>
<td>.38</td>
<td>33</td>
<td>.45</td>
<td>12</td>
<td>.17</td>
<td>73</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Juniors</td>
<td>36</td>
<td>.39</td>
<td>36</td>
<td>.39</td>
<td>21</td>
<td>.22</td>
<td>93</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seniors</td>
<td>19</td>
<td>.28</td>
<td>30</td>
<td>.45</td>
<td>18</td>
<td>.27</td>
<td>67</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>115</td>
<td>.36</td>
<td>130</td>
<td>.41</td>
<td>72</td>
<td>.23</td>
<td>317</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$x^2$ is 4.70, 6 degrees freedom, P. is .60-.70, $\delta$ not calculated
scores. This table is included because the school grade is somewhat indicative of developmental stages in the individual. Older thought has held that each stage in the development of the adolescent produced stresses which affected their personality adjustment (9, p. 842). If school grade is significantly related to personality adjustment, then this relationship will be held constant. The difference between this distribution and that which could occur by chance is insignificant. The Chi Square value of 4.70 with six degrees of freedom shows that such a difference could occur by chance 40 to 70 times in 100. This result does not permit rejection of the null sub-hypothesis that no association exists between school grade and personality adjustment scores. This finding tends to indicate that school grade is not an important factor affecting personality adjustment.

School attended in relation to personality adjustment scores. Table 6 shows the distribution of sample students by the variables of school attended and personality adjustment scores. This table is included because there may be different environments affecting personality adjustment in the different schools. The difference might be that of administration of the school, capability of teachers, facilities, folkways, etc. If school attended is significantly related to personality adjustment, then this relationship will be held constant. The difference between this distribution and that which could occur by chance is not significant. The
Table 6: The distribution of sample students by school attended and personality adjustment scores

<table>
<thead>
<tr>
<th>School Attended</th>
<th>Personality Adjustment Scores</th>
<th></th>
<th></th>
<th></th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (under 130)</td>
<td>Medium (130 to 150)</td>
<td>High (150 &amp; over)</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Valley H.S.</td>
<td>28</td>
<td>28</td>
<td>.38</td>
<td>17</td>
<td>.24</td>
</tr>
<tr>
<td>Piute H.S.</td>
<td>40</td>
<td>41</td>
<td>.39</td>
<td>22</td>
<td>.21</td>
</tr>
<tr>
<td>Marysvale H.S.</td>
<td>12</td>
<td>17</td>
<td>.26</td>
<td>18</td>
<td>.38</td>
</tr>
<tr>
<td>Kanab H.S.</td>
<td>45</td>
<td>44</td>
<td>.43</td>
<td>15</td>
<td>.15</td>
</tr>
<tr>
<td>TOTAL</td>
<td>115</td>
<td>130</td>
<td></td>
<td>72</td>
<td>.23</td>
</tr>
</tbody>
</table>

$X^2$ is 10.64, 6 degrees freedom, P. .10-.20, C not calculated
Chi Square value of 10.64 with six degrees of freedom shows that such a difference could occur by chance 10 to 20 times in 100. This result does not permit rejection of the null sub-hypothesis that no association exists between school attended and personality adjustment scores. This finding tends to indicate that the school attended is not an important factor affecting personality adjustment.

**Occupation of head of family in relation to personality adjustment scores.** Table 7 shows the distribution of sample students by the variables of occupation of the head of the family and personality adjustment scores. This table is included because the occupation of the head of the family may determine the prestige, stability, and security of the family, which may be reflected in the personality adjustment of the child. If the occupation of the head of the family is significantly related to personality adjustment, then this relationship will be held constant. The Chi Square test of this distribution indicates that these variables are associated. The Chi Square value is 9.46 with two degrees of freedom. This value reveals that chance could account for the difference between the actual and theoretical frequencies less than one time in 100. The amount of association as measured by $\bar{C}$ is .26. Interpreted statistically, this means that a very low positive correlation exists. The null sub-hypothesis that no association exists between occupation of the head of the family and personality adjustment scores of the students
Table 7: The distribution of sample students by occupation of family head and personality adjustment scores

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Personality Adjustment Scores</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (under 130)</td>
<td>Medium (130 to 150)</td>
<td>High (150 &amp; over)</td>
<td>TOTAL No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Farm</td>
<td>42</td>
<td>.28</td>
<td>63</td>
<td>.43</td>
<td>43</td>
<td>.29</td>
<td>148</td>
</tr>
<tr>
<td>Non-farm</td>
<td>59</td>
<td>.42</td>
<td>59</td>
<td>.42</td>
<td>22</td>
<td>.16</td>
<td>140</td>
</tr>
<tr>
<td>TOTAL</td>
<td>101</td>
<td>.35</td>
<td>122</td>
<td>.42</td>
<td>65</td>
<td>.23</td>
<td>288</td>
</tr>
</tbody>
</table>

$X^2$ is 9.46, 2 degrees freedom, $P$ is less than .01, $\sigma$ is .26
must therefore be rejected. The distribution shows that students whose head of the family are farmers are in the medium column in personality adjustment about as frequently as students whose head of the family are not farmers. However, students whose head of the family are not farmers have many more of their number in the low personality adjustment column than in the high personality adjustment score column; while the students whose head of the family are farmers have approximately the same number in each column. The distribution then is not straight line. In order to further prove the validity of the primary hypothesis the relationship of the occupation of the head of the family will be held constant later in step 3.

Marriage status of parents in relation to personality adjustment scores. Table 8 shows the distribution of students by the variables of marriage status of parents and personality adjustment scores. This table is included because a family divided by death, divorce, separation, or other reasons, might result in stress capable of affecting the personality adjustment of the child. If marriage status of parents is significantly related to personality adjustment this relationship will be held constant. The difference between this distribution and that which could occur by chance is insignificant. The Chi Square value of .25 with two degrees of freedom shows that such a difference could occur by chance 80 to 90 times in 100. This result does not permit rejection of the
Table 8: The distribution of sample students by marriage status of parents and personality adjustment scores

<table>
<thead>
<tr>
<th>Marriage Status</th>
<th>Low (under 130)</th>
<th>Medium (130 to 150)</th>
<th>High (150 &amp; over)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Live together</td>
<td>94</td>
<td>.35</td>
<td>109</td>
<td>.42</td>
</tr>
<tr>
<td>Separated</td>
<td>21</td>
<td>.39</td>
<td>21</td>
<td>.39</td>
</tr>
<tr>
<td>TOTAL</td>
<td>115</td>
<td>.36</td>
<td>130</td>
<td>.42</td>
</tr>
</tbody>
</table>

\( \chi^2 \) is .25, 2 degrees freedom, \( P \) is .80-.90, \( \delta \) not calculated
null sub-hypothesis that no association exists between marriage status of parents and personality adjustment scores. This finding tends to indicate that marriage status of parents is not an important factor affecting personality adjustment of the child.

Mobility in relation to personality adjustment scores. Table 9 shows the distribution of students by the variables of mobility and personality adjustment scores. This table is included because it is thought that if the student's family moved frequently from one locality to another he might be at a disadvantage because of unfamiliarity with the school's methods, teachers, etc. He might miss secure friendship experiences outside of the family that more permanent residence provides. This factor might affect his personality adjustment. If mobility is significantly related to personality adjustment, this relationship will be held constant. The difference between this distribution and that which could occur by chance is insignificant. The Chi Square value of 1.78 with two degrees of freedom shows that such a difference could occur by chance 30 to 50 times in 100. This result does not permit rejection of the null sub-hypothesis that no association exists between mobility and personality adjustment scores. As analyzed in this study mobility is not an important factor affecting personality adjustment.

Use of ear in relation to personality adjustment scores. Table 10 shows the distribution of sample students
Table 9: The distribution of sample students by mobility and personality adjustment scores

<table>
<thead>
<tr>
<th>Mobility</th>
<th>Personality Adjustment Scores</th>
<th></th>
<th></th>
<th></th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (under 130)</td>
<td>Medium (130 to 150)</td>
<td>High (150 &amp; over)</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Never moved</td>
<td>51 .34</td>
<td>61 .41</td>
<td>37 .25</td>
<td>149</td>
<td>100</td>
</tr>
<tr>
<td>Moved one or more times</td>
<td>54 .39</td>
<td>56 .41</td>
<td>27 .20</td>
<td>137</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL</td>
<td>105 .37</td>
<td>117 .41</td>
<td>64 .22</td>
<td>286</td>
<td>100</td>
</tr>
</tbody>
</table>

X^2, is 1.78, 2 degrees freedom, P. is .30-.50, \( \chi \) not calculated
Table 10: The distribution of sample students by use of car and by personality adjustment scores

<table>
<thead>
<tr>
<th>Use of Car</th>
<th>Personality Adjustment Scores</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(under 130)</td>
<td>(130 to 150)</td>
<td>(150 &amp; over)</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Once in a while</td>
<td>37</td>
<td>.36</td>
<td>40</td>
<td>.38</td>
<td>27</td>
<td>.26</td>
<td>104</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td>31</td>
<td>.35</td>
<td>33</td>
<td>.38</td>
<td>24</td>
<td>.27</td>
<td>88</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>31</td>
<td>.46</td>
<td>26</td>
<td>.39</td>
<td>10</td>
<td>.15</td>
<td>67</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anytime</td>
<td>14</td>
<td>.27</td>
<td>28</td>
<td>.54</td>
<td>10</td>
<td>.19</td>
<td>52</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>115</td>
<td>.36</td>
<td>127</td>
<td>.41</td>
<td>71</td>
<td>.23</td>
<td>311</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

X² is 9.97, 6 degrees freedom, P is .10-.20, d not calculated
by the variables of use of car and personality adjustment scores. This table is included because the degree to which a student is able to use a car might be indicative of parental control, poverty, or ability to attend functions of the community institutions any of which might affect personality adjustment. The difference between this distribution and that which could occur by chance is insignificant. The Chi Square value of 9.97 with six degrees of freedom shows that such a difference could occur by chance 10 to 20 times in 100. This result does not permit rejection of the null sub-hypothesis that no association exists between use of a car by students and personality adjustment. This finding tends to indicate that the use of a car by students is not an important factor affecting personality adjustment.

Factors preventing participation in after-school activities in relation to personality adjustment scores.

Table 11 shows the distribution of students by the variables of factors preventing student's participation in after-school activities and personality adjustment scores. This table is included because if the student could not stay to participate in after-school activities, it might show a tendency towards strictness on the part of the parents, or it might indicate other problems regarding distance from the school, which may affect personality adjustment. If participation in after-school activities is significantly related to personality adjustment this relationship will be held constant. The
## Table 11: The distribution of sample students by factors which prevent participation in after school activities and personality adjustment scores

<table>
<thead>
<tr>
<th>Factors Preventing Participation in After School Activities</th>
<th>Personality Adjustment Scores</th>
<th>Low (under 130)</th>
<th>No.</th>
<th>%</th>
<th>Medium (130 to 150)</th>
<th>No.</th>
<th>%</th>
<th>High (150 &amp; over)</th>
<th>No.</th>
<th>%</th>
<th>TOTAL</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>chores</td>
<td></td>
<td></td>
<td>39</td>
<td></td>
<td>54</td>
<td>.38</td>
<td></td>
<td>18</td>
<td>.18</td>
<td></td>
<td>91</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>having to catch school-bus</td>
<td></td>
<td></td>
<td>26</td>
<td></td>
<td>31</td>
<td>.44</td>
<td></td>
<td>15</td>
<td>.19</td>
<td></td>
<td>70</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>other</td>
<td></td>
<td></td>
<td>21</td>
<td></td>
<td>21</td>
<td>.42</td>
<td></td>
<td>8</td>
<td>.16</td>
<td></td>
<td>50</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>total</td>
<td></td>
<td></td>
<td>86</td>
<td></td>
<td>86</td>
<td>.41</td>
<td></td>
<td>39</td>
<td>.18</td>
<td></td>
<td>211</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

$x^2$ is 1.11, 2 degrees freedom, P. is .80-.90, 5 not calculated
Chi Square value of 1.11 with four degrees of freedom shows that such a difference could occur by chance 80 to 90 times in 100. This result does not permit rejection of the null sub-hypothesis that no association exists between factors preventing participation in after-school activities and personality adjustment scores. This finding tends to indicate that factors preventing participation in after-school activities are not important in affecting personality adjustment.

**Attitude of the child as to degree of parental expectation in relation to personality adjustment scores.**

Table 12 shows the distribution of students by the variables of the opinion of the student as to how often their parents expect too much of them and personality adjustment scores. This table is included because most authorities agree that strictness on the part of parents affects personality adjustment of the child. If the attitude of the student as to how often parents expect too much of them is significantly related to personality adjustment, then this relationship will be held constant. The Chi Square test of this distribution indicates that these variables are associated. The Chi Square value is 24.78 with two degrees of freedom. This value reveals that chance could account for the difference between the actual and theoretical frequencies in the Chi Square test less than one time in 100. The amount of association as measured by $\delta$ is .39. Interpreted statistically, this means that a low, but positive correlation exists. The
Table 12: The distribution of sample students by attitude of child as to degree parental expectation and personality adjustment scores

<table>
<thead>
<tr>
<th>Frequency of Parents Expecting Too Much of Student</th>
<th>Personality Adjustment Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (under 130)</td>
</tr>
<tr>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>Usually or sometimes</td>
<td>65</td>
</tr>
<tr>
<td>Seldom or never</td>
<td>50</td>
</tr>
<tr>
<td>TOTAL</td>
<td>115</td>
</tr>
</tbody>
</table>

X² is 24.78, 2 degrees freedom, P, is less than .01, C is .39
null sub-hypothesis that association between the opinion of the students as to the frequency of their parent's expecting too much of them and personality adjustment scores does not exist, therefore, must be rejected. The distribution shows that students who are of the opinion that their parents expect too much from them usually, or sometimes, have most of their number in the low personality adjustment score column, with their numbers progressively diminishing in the higher personality adjustment score columns. Students who are of the opinion that their parents seldom or never expect too much from them have most of their number in the medium personality adjustment score column as compared to the rest of the number which is about equally divided in the two other columns. These data tend to show that students with parents who, in their opinion, expect too much from them frequently have lower personality adjustment scores, with the reverse being true up to a point. This point is in the medium personality adjustment score column and probably indicates that too much permissiveness on the part of parents can be as detrimental as too much rigidity. The relationship is therefore not straight line. In order to further validate the primary hypothesis this factor will be held constant later in Step 3.

School grade completed by father in relation to personality adjustment scores. Table 13 shows the distribution of students by the variables of school grade completed
Table 13: The distribution of sample students by grade of school completed by father and personality adjustment scores

<table>
<thead>
<tr>
<th>Grade of School</th>
<th>Personality Adjustment Scores</th>
<th>Low (under 130)</th>
<th>Medium (130 to 150)</th>
<th>High (150 &amp; over)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Under 12th Grade</td>
<td>46</td>
<td>.33</td>
<td>70</td>
<td>.50</td>
<td>25</td>
</tr>
<tr>
<td>12th grade</td>
<td>31</td>
<td>.34</td>
<td>36</td>
<td>.40</td>
<td>23</td>
</tr>
<tr>
<td>Over 12th grade</td>
<td>16</td>
<td>.30</td>
<td>22</td>
<td>.42</td>
<td>15</td>
</tr>
<tr>
<td>TOTAL</td>
<td>93</td>
<td>.33</td>
<td>128</td>
<td>.45</td>
<td>63</td>
</tr>
</tbody>
</table>

X² is 4.13, 2 degrees freedom, P is .50-.70, g not calculated
by the father and personality adjustment scores. This table is included because a difference in the education of the father might give the child a sufficiently different growth environment to affect his personality adjustment. If the school grade completed by the father is significantly related to personality adjustment, then this relationship will be held constant. The difference between this distribution and that which could occur by chance is insignificant. The Chi Square value of 4.13 with two degrees of freedom shows that such a difference could occur by chance 50 to 70 times in 100. This result does not permit rejection of the null hypothesis that no association exists between school grade completed by the father and the student's personality adjustment scores. This finding tends to indicate that the school grade completed by the father is not an important factor in affecting personality adjustment.

School grade completed by mother in relation to personality adjustment scores. Table 14 shows the distribution of students by the variables of school grade completed by the mothers and the students' personality adjustment scores. This table is included because a difference in education on the part of the mother might give the child a sufficiently different growth environment to affect the personality adjustment. If the school grade completed by the mother is significantly related to personality adjustment, then this relationship will be held constant. The difference
Table 14: The distribution of sample students by grade of school completed by mother and personality adjustment scores

<table>
<thead>
<tr>
<th>Grade of School</th>
<th>Personality Adjustment Scores</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (under 130)</td>
<td>Medium (130 to 150)</td>
<td>High (150 &amp; over)</td>
<td>TOTAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td></td>
</tr>
<tr>
<td>Under 12th grade</td>
<td>41 .40</td>
<td>43 .42</td>
<td>19 .18</td>
<td>103 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12th grade</td>
<td>40 .33</td>
<td>52 .43</td>
<td>29 .24</td>
<td>121 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Over 12th grade</td>
<td>13 .24</td>
<td>25 .46</td>
<td>16 .30</td>
<td>54 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>94 .34</td>
<td>120 .43</td>
<td>64 .23</td>
<td>278 100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[X^2 = 5.06, 4\text{ degrees freedom}, P = .30-.50, \bar{D} \text{ not calculated}\]
between this distribution and that which could occur by chance is insignificant. The Chi Square value of 5.06 with two degrees of freedom shows that such a difference could occur by chance 30 to 40 times in 100. This result does not permit rejection of the null sub-hypothesis that no association exists between school grade completed by the mother and the student's personality adjustment scores. This finding tends to indicate that school grade completed by the mother is not an important factor affecting the personality adjustment of the student.

**Number of children in family in relation to personality adjustment scores.** Table 15 shows the distribution of students by the variables of number of children in the family and personality adjustment scores. This table is included because it has been considered that an "only child" will have a different personality adjustment than a child in a family where there are other children. Too, the parents attitude towards wanting children may be felt through this means, which may affect personality adjustment. If the number of children in the family is significantly related to personality adjustment, then this relationship will be held constant. The difference between this distribution and that which could occur by chance is insignificant. The Chi Square value of 4.63 with four degrees of freedom shows that such a difference could occur by chance 30 to 40 times in 100. This result does not permit rejection of the null sub-hypothesis
Table 16: The distribution of sample students by number of children in family and personality adjustment scores

<table>
<thead>
<tr>
<th>Number of Children in Family</th>
<th>Personality Adjustment Scores</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (under 130)</td>
<td>Medium (130 to 150)</td>
</tr>
<tr>
<td>1 to 4</td>
<td>32</td>
<td>.42</td>
</tr>
<tr>
<td>4 to 6</td>
<td>48</td>
<td>.36</td>
</tr>
<tr>
<td>6 and over</td>
<td>33</td>
<td>.32</td>
</tr>
<tr>
<td>TOTAL</td>
<td>113</td>
<td>.36</td>
</tr>
</tbody>
</table>

\[ X^2 \text{ is } 4.63, \text{ 4 degrees freedom, } P \text{ is } .30-.50 \text{ 0 not calculated } \]
that no association exists between the number of children in the family and the student's personality adjustment scores. This finding tends to indicate that the number of children in the family is not an important factor in affecting personality adjustment.

**Step 2 Summary:** Out of the twelve factors tested for association with personality adjustment in Step 2, only two were found to be significantly associated. These two factors are the occupation of the head of the family as to farm or non-farm and the attitude of the child as to degree of parental expectation. In order that the relationship between group participation and personality adjustment can be tested with more reliability, these two factors will be held constant in Step 3.

**Step 3:**

*Participation of students whose head of the family are farmers in relation to personality adjustment scores.* Table 16 shows the distribution of sample students whose head of the family are farmers by the variables of total participation scores and personality adjustment scores. This table is included in order that the factor of occupation may be held constant. The Chi Square test of this distribution indicates that these variables are associated. The Chi Square value is 11.92 with two degrees of freedom. This value reveals that chance could account for the difference between the actual
Table 16: The distribution of sample students whose family-heads are farmers by participation scores and personality adjustment scores

<table>
<thead>
<tr>
<th>Participation of Students with Farm Family-head</th>
<th>Personality Adjustment Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (under 130)</td>
</tr>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Low (under 24)</td>
<td>28</td>
</tr>
<tr>
<td>High (24 &amp; over)</td>
<td>14</td>
</tr>
<tr>
<td>TOTAL</td>
<td>42</td>
</tr>
</tbody>
</table>

\( \chi^2 \) is 11.92, 2 degrees freedom, \( P \) is less than .01, \( \delta \) is .40
and theoretical frequencies less than one time in 100. The amount of association as measured by the coefficient of contingency is .40. Interpreted statistically, this coefficient indicates that some positive correlation exists. The null sub-hypothesis that association between total participation scores of students whose head of the family are farmers and personality adjustment scores does not exist, therefore, must be rejected. The distribution shows that students with low participation scores have more of their number in the low personality adjustment score column than in the medium or high column. The numbers decrease as the personality adjustment scores increase. Students with high participation scores are most frequently found in the medium personality adjustment score column, with the next highest number in the high personality adjustment score column, and the least number in the low. The distribution is not then, straight line; however, it does show that the relationship between participation and personality adjustment is still significant in the group of students whose head of the family are farmers.

**Participation of students whose family-heads are non-farmers in relation to personality adjustment scores.** Table 17 shows the distribution of sample student whose head of the family are non-farmers by the variables of total participation scores and personality adjustment scores. This table is included in order that the factor of occupation of the head of the family might be held constant while testing the primary
Table 17: The distribution of sample students whose family-heads are non-farmers by participation scores and personality adjustment scores

<table>
<thead>
<tr>
<th>Participation of Students with Non-farm Family-heads</th>
<th>Personality Adjustment Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (under 150)</td>
</tr>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Low (under 24)</td>
<td>50</td>
</tr>
<tr>
<td>High (24 &amp; over)</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL</td>
<td>70</td>
</tr>
</tbody>
</table>

\[ X^2 \text{ is } 12.73, \ 2 \text{ degrees freedom, } P \text{ is less than .01, } \delta \text{ is .39 } \]
hypothesis. The Chi Square test of this distribution indicates that these variables are associated. The Chi Square value is 12.73 with two degrees of freedom. This value reveals that chance could account for the difference between the actual and theoretical frequencies less than one time in 100. The amount of association as measured by the coefficient of contingency is .39. Interpreted statistically, the coefficient indicates that a low positive correlation exists. The null sub-hypothesis that association between total participation scores of students whose head of the family are non-farmers and personality adjustment scores does not exist, therefore, must be rejected. The distribution shows that students with low participation scores grow progressively fewer in number as higher personality adjustment scores are found. Students with higher participation scores have their largest number in the medium personality adjustment score column with about the same numbers in the low and high columns. The distribution is therefore not straight line. This finding tends to indicate that when the relationship between participation and personality adjustment of students with non-farm head of the family is tested, the results are significant.

Total participation scores of students who think their parents usually or sometimes expect too much of them and personality adjustment scores. Table 18 shows the distribution of sample students who think that their parents
Table 18: The distribution of sample students who think their parents usually or sometimes expect too much from them by total participation scores and personality adjustment scores

<table>
<thead>
<tr>
<th>Participation of Students Who Feel</th>
<th>Personality Adjustment Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents Expect (under 130) (130 to 150) (150 &amp; over) TOTAL</td>
<td>Low</td>
</tr>
<tr>
<td>Too Much From Them</td>
<td>No.</td>
</tr>
<tr>
<td>Low (under 24)</td>
<td>50</td>
</tr>
<tr>
<td>High (24 &amp; over)</td>
<td>15</td>
</tr>
<tr>
<td>TOTAL</td>
<td>65</td>
</tr>
</tbody>
</table>

$x^2$ is 13.36, 2 degrees freedom, P. is less than .01, $\phi$ is .46
sometimes or usually expect too much from them by the variables of total participation scores and personality adjustment scores. This table is included in order that the factor of the student's attitude towards the parents expectancy of him may be held constant while testing the primary hypothesis. The Chi Square test of this distribution indicates that these variables are associated. The Chi Square value is 13.56 with two degrees of freedom. This value reveals that chance could account for the difference between the actual and theoretical frequencies less than one time in 100. The amount of association as measured by the coefficient of contingency is .46. Interpreted statistically, the coefficient indicates that there is some positive correlation. The null sub-hypothesis that association between total participation scores of students who think that their parents sometimes or usually expect too much of them and personality adjustment scores does not exist, therefore, must be rejected. The distribution shows that students with low participation scores are in the low personality adjustment score column more than in the medium or high, and that the numbers get progressively lower as higher personality adjustment scores are attained. Students with high participation scores are in the medium personality adjustment score column more than in the low and high. This distribution shows that the relationship between participation and personality adjustment is still significant for students who feel that their parents
frequently expect too much of them.

Total participation scores of students who think their parents very seldom or never expect too much of them and personality adjustment scores. Table 19 shows the distribution of sample students who think that their parents very seldom or never expect too much of them by the variables of total participation scores and personality adjustment scores. This table is included in order that the factor of the student's attitude as to the parents' expectancy of him may be held constant while testing the primary hypothesis. The Chi Square test of this distribution indicates that these variables are associated. The Chi Square value is 8.55 with two degrees of freedom. This value reveals that chance could account for the difference between the actual and theoretical frequencies one to two times in 100. The amount of association as measured by the coefficient of contingency is .30. Interpreted statistically, this means that a low positive correlation exists.

The null sub-hypothesis that association between total participation scores of students who think that their parents very seldom or never expect too much of them and personality adjustment scores does not exist, therefore, must be rejected. The students with low participation scores have the majority of their numbers in the medium personality adjustment score column. The students with high participation scores also have more of their number in the medium personality adjustment score column than in others, but the high column contains the
Table 19: The distribution of sample students who think their parents very seldomly or never expect too much from them by total participation scores and personality adjustment scores

<table>
<thead>
<tr>
<th>Participation of Students Who Feel Parents Seldom-</th>
<th>Low (under 24)</th>
<th>Medium (130 to 150)</th>
<th>High (150 &amp; over)</th>
<th>TOTAL</th>
<th>Expected Too Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. %</td>
<td>30 .34</td>
<td>41 .47</td>
<td>17 .19</td>
<td>88</td>
<td>100</td>
</tr>
<tr>
<td>High (24 &amp; over)</td>
<td>20 .19</td>
<td>51 .47</td>
<td>37 .54</td>
<td>108</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50 .26</td>
<td>92 .47</td>
<td>54 .27</td>
<td>196</td>
<td>100</td>
</tr>
</tbody>
</table>

$x^2$ is 8.55, 2 degrees freedom, P. is .01-.02, c is .50
next highest number. The distribution is not straight line.

**Step 3 Summary:** The relationship of group participation to personality adjustment continues to be significant when the occupation of the head of the family and the attitude of the child as to degree of parental expectation are held constant.

**Analysis of Tables, Part B**

**Association between participation in the family, the school, the church, and dating and dancing groups and personality adjustment.**

The secondary hypothesis states that participation either in the family, the school, the church, or dating and dancing groups is not significantly associated with personality adjustment of high school students in Kane and Piute Counties in Utah. Participation in each of these groups will now be tested for association with personality adjustment to validate the secondary hypothesis.

**Family participation scores in relation to personality adjustment scores.** Table 20 shows the distribution of students by the variables of family participation scores and personality adjustment scores. The Chi Square test of this distribution indicates that these variables are associated. The Chi Square value is 13.28 with two degrees of freedom. This value reveals that chance could account for the difference between the actual and theoretical frequencies in the Chi Square test less than one time in 100. The amount of association as measured by $\gamma$ is .29. Interpreted statistically this coefficient shows that
Table 20: The distribution of sample students by family participation scores and personality adjustment scores

<table>
<thead>
<tr>
<th>Family Participation</th>
<th>Personality Adjustment Scores</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
<td>TOTAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(under 130)</td>
<td>(130 to 150)</td>
<td>(150 &amp; over)</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Low (under 9)</td>
<td>62</td>
<td>.46</td>
<td>52</td>
<td>.39</td>
<td>20</td>
<td>.15</td>
</tr>
<tr>
<td>High (9 &amp; over)</td>
<td>52</td>
<td>.29</td>
<td>77</td>
<td>.42</td>
<td>52</td>
<td>.29</td>
</tr>
<tr>
<td>TOTAL</td>
<td>114</td>
<td>.36</td>
<td>129</td>
<td>.41</td>
<td>72</td>
<td>.23</td>
</tr>
</tbody>
</table>

\[ x^2 \text{ is } 13.28, \text{ 2 degrees freedom, } P. \text{ is less than } .01, \phi \text{ is } .29 \]
a very low positive correlation exists. The null sub-hypothesis that association between family participation scores and personality adjustment scores does not exist, therefore, must be rejected.

School participation scores in relation to personality adjustment scores. Table 21 shows the distribution of students by the variables of school participation scores and personality adjustment scores. The Chi Square test of this distribution indicates that these variables are associated. The Chi Square value is 14.68 with four degrees of freedom. This value reveals that chance could account for the difference between the actual and theoretical frequencies less than one time in 100. The amount of association as measured by $\phi$ is .29. Interpreted statistically, this means that a very low, positive correlation exists. The null sub-hypothesis that no association exists between school participation scores and personality adjustment scores must therefore be rejected.

Church participation scores in relation to personality adjustment scores. Table 22 shows the distribution of students by the variables of church participation scores and personality adjustment scores. The Chi Square test of this distribution indicates that these variables are associated. The Chi Square value is 10.18 with four degrees of freedom. This value reveals that chance could account for the difference between the actual and theoretical frequencies less than one time
Table 21: The distribution of sample students by school participation scores and personality adjustment scores

<table>
<thead>
<tr>
<th>School Participation</th>
<th>Low (under 130)</th>
<th>Medium (130 to 150)</th>
<th>High (150 &amp; over)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Low (under 3)</td>
<td>37</td>
<td>.47</td>
<td>32</td>
<td>.41</td>
</tr>
<tr>
<td>Medium (3 to 7)</td>
<td>45</td>
<td>.38</td>
<td>47</td>
<td>.40</td>
</tr>
<tr>
<td>High (7 &amp; over)</td>
<td>28</td>
<td>.25</td>
<td>50</td>
<td>.44</td>
</tr>
<tr>
<td>TOTAL</td>
<td>110</td>
<td>.35</td>
<td>129</td>
<td>.42</td>
</tr>
</tbody>
</table>

$X^2$ is 14.66, 4 degrees freedom, P is less than .01, $\bar{o}$ is .29
Table 22: The distribution of sample students by church participation scores and personality adjustment scores

<table>
<thead>
<tr>
<th>Church Participation</th>
<th>Personality Adjustment Scores</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (under 150)</td>
<td>Medium (130 to 150)</td>
<td>High (150 &amp; over)</td>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Low (under 4)</td>
<td>32</td>
<td>.50</td>
<td>20</td>
<td>.31</td>
<td>12</td>
<td>.19</td>
<td>64</td>
</tr>
<tr>
<td>Medium (4 to 9)</td>
<td>57</td>
<td>.35</td>
<td>64</td>
<td>.39</td>
<td>43</td>
<td>.26</td>
<td>164</td>
</tr>
<tr>
<td>High (9 &amp; over)</td>
<td>25</td>
<td>.29</td>
<td>44</td>
<td>.51</td>
<td>17</td>
<td>.20</td>
<td>86</td>
</tr>
<tr>
<td>TOTAL</td>
<td>114</td>
<td>.36</td>
<td>128</td>
<td>.41</td>
<td>72</td>
<td>.23</td>
<td>314</td>
</tr>
</tbody>
</table>

X² is 10.12, 4 degrees freedom, P. is .02-.05, $\delta$ is .24
in 100. The amount of association as measured by \( \hat{\theta} \) is .24. Interpreted statistically, this means that a very low positive correlation exists. The null sub-hypothesis that no association between church participation scores and personality adjustment scores must therefore be rejected.

**Social participation scores in relation to personality adjustment scores.** Table 23 shows the distribution of students by the variables of social participation scores and personality adjustment scores. This table is included because social participation is a component of the total participation score. The Chi Square test of this distribution indicates that these variables are associated. The Chi Square value is 12.88 with two degrees of freedom. This value reveals that chance could account for the difference between the actual and theoretical frequencies less than one time in 100. The amount of association as measured by \( \hat{\theta} \) is .29. Interpreted statistically, this means that a very low positive correlation exists. The null sub-hypothesis that no association exists between social participation scores and personality adjustment scores must therefore be rejected.

**Summary**

The primary hypothesis which states, in the null form, that no association exists between group participation and personality adjustment among high school students in Kane and Piute Counties, Utah, during the school year of 1951-1952 must be rejected. Therefore, group participation is signifi-
Table 23: The distribution of sample students by social participation scores and personality adjustment scores

<table>
<thead>
<tr>
<th>Social Participation</th>
<th>Personality Adjustment Scores</th>
<th></th>
<th></th>
<th></th>
<th>TOTAL</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low (under 130)</td>
<td>Medium (130 to 150)</td>
<td>High (150 &amp; over)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Low (under 4)</td>
<td>55</td>
<td>47</td>
<td>45</td>
<td>39</td>
<td>16</td>
<td>14</td>
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<tr>
<td>High (4 &amp; over)</td>
<td>60</td>
<td>30</td>
<td>85</td>
<td>42</td>
<td>56</td>
<td>28</td>
</tr>
<tr>
<td>TOTAL</td>
<td>115</td>
<td>36</td>
<td>130</td>
<td>41</td>
<td>72</td>
<td>23</td>
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</tbody>
</table>

X² is 12.88, 2 degrees freedom, P. is less than .01, ō is .29
significantly related to personality adjustment in the given sample.

The secondary hypothesis which states, in the null form, that there is no association between participation in either the family, the school, the church, or dating and dancing groups and personality adjustment must be rejected. Therefore, participation in each of the groups indicated is significantly related to personality adjustment in this sample.

Two other factors besides total group participation and the participation in the family, school, church and dating and dancing groups were found to be significantly related to personality adjustment. The factors were (1) the occupation of the head of the family and (2) the attitude of the child as to degree of parental expectation. These factors were held constant but this procedure did not significantly change the original finding that group participation is related to personality adjustment.
SUMMARY AND CONCLUSIONS

The Problem

The problem of this study is involved in the following questions: "Is group participation among Kane and Piute County, Utah, high school students related to personality adjustment for the school year 1951-1952?" and "Is there a relation between participation in either the family, the school, the church, or dating and dancing groups and personality adjustment?"

The Hypotheses

This study is concerned with two major hypotheses, designated as the primary and secondary hypotheses. The primary hypothesis states, in the null form, that no association exists between group participation and personality adjustment among high school students in Kane and Piute Counties, Utah, during the school year of 1951-1952.

The secondary hypothesis states, in the null form, that there is no association between participation in either the family, the school, the church, or dating and dancing groups and personality adjustment.

The Setting

Kane and Piute Counties in Utah were selected for the study. They are located in the southcentral section of Utah. The two counties have homogeneity in regard to population, major occupation of inhabitants, standard of
living, religion, race, and other factors. The similarities existing in the setting simplifies the analysis of data.

Method of Procedure

All high school students in Kane and Piute Counties were considered eligible for the study.

Cooperation with school officials for the study was obtained through the Extension Service at Utah State Agricultural College.

Data were collected by using the California Test of Personality and a questionnaire designed by students and staff members of the Sociology Department at Utah State Agricultural College.

The statistical steps used to determine validity of the primary hypothesis are threefold:

1. It is first determined whether or not association exists between group participation and personality adjustment.

2. Other factors having a relationship with personality adjustment are found.

3. Related factors discovered in step 2 are held constant while testing the relationship of group participation to personality adjustment.

The validity of the secondary hypothesis is determined by testing the relation of participation in the family, the school, the church, and dating and dancing groups individually to personality adjustment.
The Chi Square statistical technique is used to determine the significance of differences between the observed and theoretical frequency distributions. The coefficient of contingency is used to measure the amount of association, if present. The statistical level of five percent is adopted to indicate significance of difference.

Findings and Their Interpretation

The primary hypothesis must be rejected in the null form. The secondary hypothesis must be rejected in the null form. Thus, there is evidence from this study that group participation is related to personality adjustment, and that participation in the family, school, church, and dating and dancing groups is each significantly related to personality adjustment.

Two other factors besides total group participation and participation in the family, school, church, and dating and dancing groups were found to be significantly related to personality adjustment. The factors were: (1) the occupation of the head of the family and (2) the attitude on the part of the child that parents expect too much of him.

These components, the occupation of the head of the family and the frequency on the part of parents in expecting too much were held constant. The results of the analysis did not significantly change the original finding that group participation is related to personality adjustment.
**Value of the Study**

Social theory maintains that personality emerges out of the contact the individual has with his society and culture. The individual's personality can change throughout life with new experience and stimuli received through social and cultural influences. The stage of adolescence is an exceptionally acute phase of self-development, because the whole impact of the larger social world beyond the family is so important. This study tends to support an aspect of social theory. In this study it is shown that group participation is associated with personality adjustment of adolescents. Group participation involves social contact with others, which may be associated positively or negatively with the personality adjustment of the individual, depending upon the nature of the experience, and its meaning to the individual.

Association found to exist between personality adjustment and participation in each of the groups considered: the family, school, church, and dating and dancing. This finding supports the theory that the adolescent is enlarging his social world outside the family, and is influenced by contacts with the social institutions with which he comes in contact. To the extent that association is found to exist between personality adjustment and group participation, we interpret the data to indicate that through constructive participation in the family, school, church, and dating groups, the individual is aided in the development of social skills which
promote further ease and success in continuing social relationships. This acceptance by others promotes a feeling of confidence and acceptance of the self, which is reflected in the higher scores of those students who have enjoyed favorable social participation experiences.

Participation in groups, however, has varied meanings for the students just as all experiences have individual meanings for those who are involved in them. The study indicates that a higher participation score tends to be associated with a higher personality adjustment score. This relationship is true, however, only up to a certain degree of participation. There seems to be a point beyond which participation is not associated with a higher personality score. As the participation score increases beyond this point, the personality score declines. The reasons for this are not suggested by the study, but conjecture holds that students whose participation and personality adjustment are in this category may be compulsively seeking achievement through participation.

These findings may tend to encourage those individuals who have made an expenditure of time, effort, or money in the belief that the family, school, church, and social groups exert a beneficial influence to the wholesome personality adjustment of the adolescent. While no causal effect is suggested in the study, it is shown that a significant relationship exists between participation in these groups and personality adjustment of the individual. This relationship is
positive, indicating that those who participate more than others tend to have a more wholesome personality than those who participate less frequently, up to a point where what might be excessive participation begins. The study thus indicates that there may be potential value of group participation for adolescents. It is recognised, of course, that the nature of the group, as well as the nature of the individual's experiences in the group would be conditioning factors to influence the benefits coming from participation.

Suggestions for further study

The relation between participation and personality adjustment needs testing in other areas. Furthermore, factors other than those controlled in this study need to be held constant. This suggests the importance of larger samples in future studies.

Future studies might try to solve more definitely to what extent group participation has an effect upon personality adjustment and to what extent personality adjustment has an effect upon group participation. Group participation should also be studied as to its relationship to personality adjustment at other age levels.
BIBLIOGRAPHY


Appendix A

U.S.A.G. Extension Service
Questionnaire for High School Students

(Check the blank that is appropriate)

1. How do you get to school?
   1. _______ bus
   2. _______ private car
   3. _______ walk
   4. _______ bicycle
   5. _______ other ways (specify) ________________________

2. How far is your home from the center of town? __________

3. (A) What is the highest grade in school that your mother completed?
   (B) What is the highest grade in school that your father completed? __________

4. What does your father, or head of family, do for a living?
   (a) If a farmer:
      1. _______ owns own farm
      2. _______ rents a farm
      3. _______ works for wages
      4. _______ works part time on farm
      5. _______ other (specify) ________________________

5. Has your mother been employed at a job away from home or farm during the past year?
   1. _______ yes
      2. _______ no

6. How many living children are there in your family? ________

7. How many of the living children in your family are older than you? ________

8. How many of the living children in your family are boys? ________

9. Do your parents live together?
   1. _______ yes
      2. _______ no

10. If your parents do not live together, how were they separated?
    1. _______ Divorce
       2. _______ Separation by Death
       3. _______ Just left home
       4. _______ For Employment
       5. _______ Other (specify) ________________________
11. If parents are separated, with whom do you live?
   1. Father
   2. Mother
   3. Other (specify)

12. If parents are separated, has either remarried?
   1. Mother has
   2. Father has
   3. Neither has

13. Have you ever moved or changed residence, either within this community or from other communities during your lifetime?
   1. Yes
   2. No

(if your answer is no, do not answer A, B, C, & D.)

A. List the total number of moves from one community to another during your life

B. How many times have you moved within the community or town in which you now live?

C. How many elementary and Jr. High schools have you attended during your life?

D. How many high schools have you attended, including the one now attending?

14. To what race or nationality do you belong?
   1. White
   2. Indian
   3. Spanish American
   4. Other (Specify)

15. What do you do for summer employment?
   1. Work on family farm
   2. Other farm work
   3. Other (Specify)

16. Check any of the following which keep you from participating in after-school activities:
   1. Chores at home
   2. Have to catch bus
   3. Work away from family farm, business or home
   4. Parents objections
   5. Other (Specify)

17. Do you think your parents are too strict?
   1. Yes
   2. No
18. Do your parents nag you too much?
   1. _______ Yes
   2. _______ No

19. Do your parents expect too much of you?
   1. _______ Usually
   2. _______ Sometimes
   3. _______ Very seldom
   4. _______ Never

20. Do your parents seem to like other children in the family better than they like you?
   1. _______ Yes
   2. _______ No
   3. _______ No other children in the family

21. After high school graduation where do you want to live?
   1. _______ Own home town
   2. _______ Elsewhere in Utah
   3. _______ Outside Utah
   4. _______ It doesn't matter

22. Do you think that in trying to find the job you want, you will have to leave your home town?
   1. _______ Yes
   2. _______ No

   Why? ____________________________________________________________
   __________________________________________________________________

23. At what age would you like to get married? ___________

24. How old do you think your marriage partner should be at time of marriage? ___________

25. How many children would you like to have in your family?
   1. _______ Number
   2. _______ As many as possible

26. Have you started dating?
   1. _______ Yes
   2. _______ No

27. If answer is yes, how old were you when you started dating? ___________

28. How many different persons have you dated? ___________

29. Have you had a "steady" boy friend or girl friend?
   1. _______ Yes
   2. _______ No
30. If answer is yes, how old were you when you started "going steady"?

31. Are you now dating about:
   1. _______ Once or twice a month
   2. _______ Once a week
   3. _______ Twice a week
   4. _______ Three or more times a week
   5. _______ Not at all

32. Are you having dates as frequently as you would like?
   1. _______ Yes
   2. _______ No

33. Are you now engaged?
   1. _______ Yes
   2. _______ No

   If answer is yes, when do you plan to get married?

34. Do you, or have you participated with most of your family members as a group in the following activities: (check one frequency for each activity)

<table>
<thead>
<tr>
<th></th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>Family reunions</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td>&quot;Home or family night&quot;</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>Shopping or trade trips</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>Recreational pursuits</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>Hunting</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td>Fishing</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td>Camping</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td>Travel</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td>Movies</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td>Attend Church</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td>Car riding</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td>Other (specify)</td>
</tr>
</tbody>
</table>

35. Which two of the following groups, in your opinion, have had the strongest influence upon the character and ideals you now have? (Check two)
   1. _______ Your School
   2. _______ Your Family
   3. _______ Your Church
   4. _______ Your Companions

36. Do you plan to attend college after you graduate from high school?
   1. _______ Yes
   2. _______ No
   Why? ____________________________________________
   _____________________________
37. If you were free to live where you want, would you want most to live:
1. ________ In the home of one of your friends
2. ________ In your parents home
3. ________ In the home of one of your relatives
4. ________ In some other home (specify)

38. Which four of the following do you want most to be like when you are older? (check FOUR)
1. ________ One of your teachers
2. ________ One of your relatives
3. ________ Your father
4. ________ A parent of one of your friends
5. ________ A movie star
6. ________ Your mother
7. ________ One of your club leaders (which club: _____)
8. ________ One of your church leaders
9. ________ Other (specify)

39. What occupation, or career, would you like your husband or wife to have?

40. Have you decided yet what occupation you intend to follow later in life?
1. ________ Yes
2. ________ No
If yes is your answer, what occupation have you selected?

41. Check the high school organizations in which you have participated:

<table>
<thead>
<tr>
<th>Class officer</th>
<th>Now</th>
<th>In past</th>
<th>Football Team</th>
<th>Now</th>
<th>In past</th>
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</thead>
<tbody>
<tr>
<td>Student Body officer</td>
<td></td>
<td></td>
<td>Basketball Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Room officer</td>
<td></td>
<td></td>
<td>Track Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team Captain</td>
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<td>Intramurals</td>
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<tr>
<td>Jr. Prom Queen</td>
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<td></td>
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<tr>
<td>Other activity Queen</td>
<td></td>
<td></td>
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<tr>
<td>Other officer</td>
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<td>Other committees (Specify)</td>
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<td>Awards (Specify), or Honors</td>
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</tbody>
</table>
42. Check if you have been or are now a participant in the following church activities or organisations.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Did You Participate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.I.A.</td>
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<tr>
<td>Scouts</td>
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<tr>
<td>Explorers</td>
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<td>Sunday School</td>
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<tr>
<td>Sacrament Meeting</td>
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<td>Prayer Meeting</td>
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<tr>
<td>Mass</td>
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<tr>
<td>Other Religious Service</td>
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</table>

Church Sponsored Activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Did You Participate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explorer Basketball</td>
<td></td>
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<tr>
<td>Scout Basketball</td>
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</tr>
<tr>
<td>Girls Softball</td>
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<td>Boys Softball</td>
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<tr>
<td>Camping Trips</td>
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</tr>
<tr>
<td>Summer Camps</td>
<td></td>
</tr>
<tr>
<td>Other Church Sponsored activities (Specify)</td>
<td></td>
</tr>
</tbody>
</table>

43. To which church do you belong?

1. __________ Protestant
2. __________ Catholic
3. __________ L.D.S.
4. __________ Other (Specify): _____________________
5. __________ None

44. Do you attend dances?

1. __________ Yes
2. __________ No

45. If you go to dances, check those which you do attend:
   (Check as many as apply)

1. __________ School dances
2. __________ Church dances
3. __________ Public dances
46. A. What courses in high school do you think are the most important?


B. What courses in high school do you think are the least important?


C. Are there any subjects or courses which you think should be added but which are not now being taught in your high school? Yes No If your answer is Yes, what courses would you like to add?


D. Do you think a class in courtship and marriage, covering youth dating problems should be added?

1. Yes
2. No
Why?


E. Do you think the average boy or girl should graduate from high school?

1. Yes
2. No
Why?


F. Where would you prefer to work for a living when you are an adult?

1. On a farm
2. On a job other than a farm


G. In what size community would you like to live, as an adult?

1. a community of 500
2. a community of 1000
3. a community of 5000
4. a community of 10,000
5. a community of 25,000
6. a community of 100,000
7. a community of 500,000
8. undecided


47. If you do not attend dances, check the reasons why you do not:

1. Do not enjoy being with persons of opposite sex
2. Too far to travel to dances
3. Do not have access to a car
48. Do you have a car you can use?
1. _____ Once in a while
2. _____ Sometimes
3. _____ Never
4. _____ Anytime I want it

49. If you attend dances, which do you enjoy the most
1. _____ School dances
2. _____ Church dances
3. _____ Public dances
(B) Why? ________________________________

THE REMAINING QUESTIONS ARE FOR BOYS ONLY....DEALING WITH THE
BOY SCOUT PROGRAM

50. Do you belong to the Boy Scouts of America, or its
division of scouting, the Explorers?
1. _____ Yes
2. _____ No

51. Have you ever belonged to the Boy Scouts, or to the
Explorers?
1. _____ Yes
2. _____ No

52. If you have never belonged to either of the two preceding
organisations, check the main reasons from the following
list:
1. _____ Lack of transportation to meeting place,
   and lived too far away.
2. _____ Parents disapproved of the scout program
3. _____ No scout troop available
4. _____ Could not afford the expense
5. _____ Other (Specify) ________________________________

53. How long have you been a Boy Scout?
1. _____ Have never been a member
2. _____ Indicated the number of years or months
   you have been a scout.
54. How long have you been an Explorer?
   1. _____ Have never been a member
   2. _____ Indicate the number of years or months you have been an Explorer.

55. What was your last rank achieved as Explorer?
   1. _____ Apprentice
   2. _____ Bronze
   3. _____ Gold
   4. _____ Silver

56. What was your last rank achieved as a Scout?
   1. _____ Tenderfoot
   2. _____ Second Class
   3. _____ First Class
   4. _____ Star
   5. _____ Life
   6. _____ Eagle

57. In how many scout troops have you been a member?_______

58. In how many Explorer Troops have you been a member?_______

59. How many Scoutmasters have you had during your scouting career?________

60. If you have become inactive in your scout or explorer program, please state the reason why:

61. What were the attitudes of your scoutmasters generally?
   1. _____ Had great interest in the scout troop.
   2. _____ Had sufficient interest but did not seem to know how to make the troop function well.
   3. _____ Appeared to have little interest in the troop.
   4. _____ Seemed to be serving as scoutmaster only because they felt they had to.

62. What are your parents feelings towards the scout program?
   1. _____ They feel that it is a good program for you and encourage you to attend.
   2. _____ Doesn't matter to them whether you attend or not.
   3. _____ They feel that the program is a waste of time.
   4. _____ They are opposed to the scout program.
63. If you had a son of scouting age, how would you feel about his being a scout?
   1. ______ Insist that he become a scout.
   2. ______ Encourage him to become a scout.
   3. ______ Let him make up his own mind.
   4. ______ Prefer that he not become a member.
   5. ______ Insist that he not be a scout.

64. Check the one of the following that best describes the friendliness of your troop: (or your past troop if not now a member)
   1. ______ I have many friends in the scout troop.
   2. ______ Most of the scouts in the troop are friendly.
   3. ______ Did you feel out of place in your scout troop?
   4. ______ Most of the scouts in the troop are unfriendly.

65. If you have become inactive in the scout program, please state the reasons why.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________
## APPENDIX B

### Secondary Series

#### Grades 9-College

**CALIFORNIA TEST OF PERSONALITY—SECONDARY, FORM A**

A PROFILE OF PERSONAL AND SOCIAL ADJUSTMENT

Devised by Ernest W. Tiegs, Willis W. Clark, and Louis P. Thorpe

---

**Name**

**Grade**

**Sex**: Male—Female

**School**

**Age**

**Birthday**

**Teacher**

**Date**

---

**COMPONENTS**

<table>
<thead>
<tr>
<th>1. SF. ADJ.</th>
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<th>Student's Score</th>
<th>Percentile Rank</th>
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<td></td>
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</tr>
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<tr>
<td>B. Per. Wth.</td>
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<td></td>
</tr>
<tr>
<td>C. Per. Fdm.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>D. Belg.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>E. Wd. Td.</td>
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<td></td>
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<tr>
<td></td>
<td>(Freedom from)</td>
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<tr>
<td>F. Ne. S.</td>
<td>15</td>
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<td></td>
</tr>
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</table>

<table>
<thead>
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<th>Student's Score</th>
<th>Percentile Rank</th>
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</thead>
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</tr>
<tr>
<td>B. Soc. Sk.</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>15</td>
<td></td>
<td></td>
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<td>(Freedom from)</td>
<td></td>
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</tr>
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<td>D. Fm. Rel.</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Sc. Rel.</td>
<td>15</td>
<td></td>
<td></td>
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<tr>
<td>F. Cm. Rel.</td>
<td>15</td>
<td></td>
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**TOTAL ADJ.**

| 180 | 1 10 20 30 40 50 60 70 80 90 99 |

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**PERCENTILE**

(Chart student's percentile rank here)

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First look at each thing in this test. Make a circle around the L for each thing that you like or would very much like to do. Then make a circle around the D for things you really do.

1. L D Play the radio
2. L D Read stories
3. L D Go to movies
4. L D Read comic strips
5. L D Work problems
6. L D Study history
7. L D Study science
8. L D Study literature
9. L D Do cross-word puzzles
10. L D Study trees
11. L D Study birds
12. L D Study animals
13. L D Study butterflies
14. L D Draw or paint
15. L D Work in laboratory
16. L D Model or design
17. L D Do housework
18. L D Sing
19. L D Play piano
20. L D Make a scrapbook
21. L D Keep a diary
22. L D Write poems
23. L D Speak pieces
24. L D Play an instrument
25. L D Visit museums
26. L D Collects stamps
27. L D Collect coins
28. L D Collect autographs
29. L D Collect pictures
30. L D Use a camera
31. L D Sew or knit
32. L D Repair things
33. L D Make boats
34. L D Make airplanes
35. L D Make a radio
36. L D Work with tools
37. L D Have a garden
38. L D Drive an automobile
39. L D Play with pets
40. L D Raise animals
41. L D Go fishing
42. L D Climb or hike
43. L D Skate
44. L D Ride a bicycle
45. L D Ride a horse
46. L D Practice first aid
47. L D Play cards
48. L D Play dominoes
49. L D Play checkers
50. L D Play chess
51. L D Go to church
52. L D Go to Sunday School
53. L D Belong to a club
54. L D Belong to YMCA or YWCA
55. L D Go to parks
56. L D Engage in sports
57. L D Go to a circus
58. L D Sing in a chorus
59. L D Sing in a glee club
60. L D Belong to a gang
61. L D Play ping pong
62. L D Play croquet
63. L D Play baseball
64. L D Play tennis
65. L D Go hunting
66. L D Go riding with others
67. L D Play in band
68. L D Play in an orchestra
69. L D Go to church socials
70. L D Go to parties
71. L D Go to dances
72. L D Be an officer of a club
73. L D Be a class officer
74. L D Go camping
SECTION 1 A

1. Do you usually do something about it if someone steps in front of you in line? YES NO
2. Is it easy for you to introduce or be introduced to people? YES NO
3. Do you find it hard to keep from being bossed by people? YES NO
4. Is it hard for you to continue with your work when it becomes difficult? YES NO
5. Do you give considerable thought to your future work or career? YES NO
6. Do you usually get upset when things go wrong? YES NO
7. Is it hard for you to go on with your work if you do not get enough encouragement? YES NO
8. Do you usually do things that are good for you even if you do not like them? YES NO
9. Is it hard for you to admit it when you are in the wrong? YES NO
10. Is it easier to do things that your friends propose than to make your own plans? YES NO

SECTION 1 B

16. Are you usually considered brave or courageous? YES NO
17. Do you feel that you are not very good at handling money? YES NO
18. Do people seem to think that you are dependable? YES NO
19. Do you feel that people often treat you rather badly? YES NO
20. Are you often invited to mixed social parties? YES NO
21. Do most of your friends and classmates do nice things for you? YES NO
22. Do your folks seem to think that you are going to amount to something? YES NO
23. Do people seem to think well of your family's social standing? YES NO
24. Do your friends seem to think you have likeable traits? YES NO
25. Do members of the opposite sex seem to like you? YES NO
26. Do people usually seem interested in the things you are doing? YES NO
27. Do your friends seem to think that your ideas are usually poor? YES NO
28. Do you feel that people recognize your social standing as they should? YES NO
29. Are you usually given credit for the good judgment you show? YES NO
30. Are you considered a failure in many of the things you do? YES NO
SECTION 1 C

31. Do you have enough time for play or recreation? YES NO
32. Do you have to do what other people tell you to do most of the time? YES NO
33. Do you work to earn part or all of your spending money? YES NO
34. Do your folks give you a reasonable amount of spending money? YES NO
35. Are you scolded for many little things that do not amount to much? YES NO
36. Do you feel that you are given enough liberty in doing what you want to do? YES NO
37. Do you sometimes go out with members of the opposite sex? YES NO
38. Are you allowed to say what you believe about things? YES NO
39. Do your folks often try to stop you from going around with your friends? YES NO
40. Do your parents cause you embarrassment when you associate with the opposite sex? YES NO
41. Do you feel that you are bossed around too much by your folks? YES NO
42. Are you usually allowed freedom to attend the socials or shows that you like? YES NO
43. Are you usually allowed to bring your friends to your home when you wish? YES NO
44. Are you encouraged to help plan your future vocation or career? YES NO
45. Are you free to go to interesting places during your spare time? YES NO

Score Section 1 C

SECTION 1 D

46. Do you feel that you are an important part of your school? YES NO
47. Do your teachers seem to want you in their classes? YES NO
48. Do you feel that your relatives are as attractive and successful as those of your friends? YES NO
49. Do your friends and acquaintances seem to have a better time at home than you do? YES NO
50. Do the people at home make you feel that you are an important part of the family? YES NO
51. Are you regarded as being as healthy and strong as most of your friends and classmates? YES NO
52. Have you often wished that you had different parents than you have? YES NO
53. If you are a young man, are you liked by the young women? If you are a young woman, do the young men like you? YES NO
54. Have you found it difficult to make as many friends as you wish? YES NO
55. Are you well enough liked at home so that you feel happy there? YES NO
56. Are you invited to groups in which both young men and women are present? YES NO
57. Do you have enough friends to make you feel good? YES NO
58. Do you feel that you fit well into the community in which you live? YES NO
59. Do you feel that your classmates are glad to have you as a member of their school? YES NO
60. Do you feel that people usually think well of you? YES NO

Score Section 1 D
SECTION 1 E

61. Are certain people so unreasonable that you can't help but hate them? YES NO
62. Do you find it more pleasant to think about desired successes than to work for them? YES NO
63. Do you find that many people seem perfectly willing to take advantage of you? YES NO
64. Do you have many problems that cause you a great deal of worry? YES NO
65. Do you find it hard to meet people at social affairs? YES NO
66. Are your responsibilities and problems often such that you cannot help but get discouraged? YES NO
67. Do you often feel lonesome even when you are with people? YES NO
68. Do you think that most people are out to cheat or "put it over" their associates? YES NO
69. Do you find many people inclined to say and do things that hurt your feelings? YES NO
70. Are you sorry that you are continually growing older? YES NO
71. Do you find it difficult to overcome the feeling that you are inferior to others? YES NO
72. Do you find it difficult to associate with the opposite sex? YES NO
73. Does it seem to you that younger persons have an easier and more enjoyable life than you do? YES NO
74. Do you often feel that people do not appreciate you or treat you as they should? YES NO
75. Are people frequently so unkind or unfair to you that you feel like crying? YES NO

Score Section 1 E

SECTION 1 F

76. Are you likely to stutter when you get worried or excited? YES NO
77. Do your muscles twitch some of the time? YES NO
78. Do you have the habit of biting your fingernails often? YES NO
79. Do you sometimes have nightmares? YES NO
80. Do you sometimes walk or talk in your sleep? YES NO
81. Do you suffer often from annoying eyestrain? YES NO
82. Is it hard for you to sit still? YES NO
83. Are you more restless than most people? YES NO
84. Are you inclined to drum restlessly with your fingers on tables, desks, and chairs? YES NO
85. Do people frequently speak so indistinctly that you have to ask them to repeat their questions? YES NO
86. Do you frequently find that you read several sentences without realizing what they are about? YES NO
87. Do you find that you are tired a great deal of the time? YES NO
88. Do you often have considerable difficulty in going to sleep? YES NO
89. Do you have frequent headaches for which there seems to be no cause? YES NO
90. Are you bothered by periodic dizzy spells? YES NO

Score Section 1 F
SECTION 2 A

91. Is it right to create a scene in order to get your own way? YES NO
92. Is it all right to avoid responsibility or work if you are not required to do it? YES NO
93. Is it necessary to be especially friendly to new students? YES NO
94. If they look funny enough, is it all right to laugh at people who are in trouble? YES NO
95. Should students follow their parents' instructions even though their friends advise differently? YES NO
96. Is it always necessary to express appreciation for help or favors? YES NO
97. Does finding an article give a person the right to keep or sell it? YES NO
98. Is it all right to ignore teachers' requests if they appear to be unfair? YES NO
99. If you need something badly enough and cannot buy it, are there times when it is all right to take it? YES NO
100. Is it all right to cheat in a game when you will not get caught? YES NO
101. Do rich people deserve better treatment than poor ones? YES NO
102. Should a person be courteous to disagreeable people? YES NO
103. Are the beliefs of some people so absurd that it is all right to make fun of them? YES NO
104. Do older or elderly people deserve any special help not given others? YES NO
105. Is it necessary to obey "No Trespassing" signs? YES NO

Score Section 2 A

SECTION 2 B

106. Do you often introduce people to each other? YES NO
107. Is it hard for you to lead in enlivening a dull party? YES NO
108. Is it easy for you to talk with people as soon as you meet them? YES NO
109. Is it difficult for you to compliment people when they do something well? YES NO
110. Do you often assist in planning parties? YES NO
111. Do you usually remember the names of people you meet? YES NO
112. Do you keep from letting people know when they irritate you? YES NO
113. Do you frequently find it necessary to interrupt a conversation? YES NO
114. Do you find that it causes you trouble when you help others? YES NO
115. Do you attempt new games at parties even when you haven't played them before? YES NO
116. Do you have many friends rather than just a few? YES NO
117. Do you find that members of the opposite sex appear at ease when chatting with you? YES NO
118. Do you like to have parties at your home? YES NO
119. Do you find it hard to help others have a good time at parties? YES NO
120. Do you find that many people are easily offended by you? YES NO

Score Section 2 B
**SECTION 2 C**

121. Are you justified in taking things that are denied you by unreasonable people?  **YES NO**

122. Do you have to stand up for your rights?  **YES NO**

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

124. Do you often have to make your classmates do things that they don’t want to do?  **YES NO**

125. Are people often so stubborn that you have to call them bad names?  **YES NO**

126. Do you find it easy to get out of troubles by telling “white lies”?  **YES NO**

127. Do you sometimes think that it serves the school right if you break a few of their things?  **YES NO**

128. Do you have to talk about yourself and your abilities in order to get recognition?  **YES NO**

129. Are things frequently so bad at school that you just naturally stay away?  **YES NO**

130. Are teachers and other people often so unfair that you do not obey them?  **YES NO**

131. Do you often have to fight or quarrel in order to get your rights?  **YES NO**

132. Are people often so thoughtless of you that you have a right to be spiteful to them?  **YES NO**

133. Do little “kids” often get in your way so that you have to push or frighten them?  **YES NO**

134. Are people at home or at school always bothering you so that you just have to quarrel?  **YES NO**

135. Have things been so bad at home that you have had to run away?  **YES NO**

**Score Section 2 C...........................................**

**SECTION 2 D**

136. Are you troubled because your parents are not congenial?  **YES NO**

137. Do the members of your family frequently have good times together?  **YES NO**

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

139. Are there things about one or both of your folks that annoy you?  **YES NO**

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

141. Are you troubled because your folks differ from you regarding the things you like?  **YES NO**

142. Do your folks appear to doubt whether you will be successful?  **YES NO**

143. Does someone at your home quarrel with you too much of the time?  **YES NO**

144. Do you like your parents about equally?  **YES NO**

145. Do the members of your family seem to criticize you a lot?  **YES NO**

146. Do you usually like to be somewhere else than at home?  **YES NO**

147. Do you avoid inviting others to your home because it is not as nice as theirs?  **YES NO**

148. Do some of those at home seem to think they are better than you?  **YES NO**

149. Are your folks reasonable to you when they demand obedience?  **YES NO**

150. Do you sometimes feel like leaving your home for good?  **YES NO**

**Score Section 2 D...........................................**
SECTION 2 E

151. Are some of your subjects so difficult that you may be in danger of failing?  YES NO

152. Do you find that you can confide in at least one of your teachers?  YES NO

153. Would you like to be chosen more often to take part in games and other activities?  YES NO

154. If it were right would you stay away from school as often as possible?  YES NO

155. Would you and your classmates like school better if teachers were not so strict?  YES NO

156. Would you be happier if your classmates liked you better?  YES NO

157. Does it seem to you that many of your teachers are nervous?  YES NO

158. Do many of the teachers seem to be unfair or unreasonable to their students?  YES NO

159. Do you like to go to school affairs with members of the opposite sex?  YES NO

160. Do you find that classmates of the opposite sex are as nice as those of your own sex?  YES NO

161. Do you enjoy being alone more than being with your classmates?  YES NO

162. Are your classmates usually friendly to you?  YES NO

163. Do your classmates seem to approve of the way you treat them?  YES NO

164. Are many of your classmates so unkind or unfriendly that you avoid them?  YES NO

165. Does your school discourage young men and women from enjoying each other's company?  YES NO

Score Section 2 E

SECTION 2 F

166. Do you dislike to take responsibility for the welfare or safety of children or old persons?  YES NO

167. Do you like to take care of your own or some neighborhood's pets?  YES NO

168. Are there any attractive members of the opposite sex in your neighborhood?  YES NO

169. Do you know people who are so annoying that you would like to molest them?  YES NO

170. Do you often play games with friends in your neighborhood?  YES NO

171. Does it make you happy to know that your neighbors are getting along well?  YES NO

172. Are there people of certain races that one should not be expected to tolerate?  YES NO

173. Do you live in a rather uninteresting neighborhood?  YES NO

174. Are the police officers of such a character that you would like to help them?  YES NO

175. Do you visit with several young men and women in your neighborhood?  YES NO

176. Do you sometimes go to neighborhood affairs with members of the opposite sex?  YES NO

177. Do you ever do anything to improve the appearance of your home surroundings?  YES NO

178. Are many of your neighbors the kind of people you dislike?  YES NO

179. Do you usually speak to both young men and young women in your neighborhood?  YES NO

180. Are most of the people in your community the kind you refrain from visiting?  YES NO

Score Section 2 F
CALIFORNIA TEST OF PERSONALITY
DEVISED BY LOUIS P. THORPE, WILLIS W. CLARK AND ERNEST W. TIEGS

DIRECTIONS: In this test, each question is to be answered by YES or NO. First, read the question. Then mark YES or NO on this answer sheet. Make your mark under the YES or NO between the pair of lines. Move your pencil up and down firmly to make a heavy black line. If you change your mind, erase your first mark completely.

SAMPLE:

A. Do you have a dog at home?  
   | Yes | No |
   ---|-----|----|

B. Can you drive an automobile?  
   | Yes | No |
   ---|-----|----|

(Check One) INTERMEDIATE _____ SECONDARY _____ ADULT _____

(Check One) FORM A _____ B _____
INTERESTS AND ACTIVITIES

First look at each thing in this test. Make a mark under the L for each thing that you like or would very much like to do. Then make a mark under the D for things you really do.

Sometimes you will mark both the L and the D.

L D
1. Play the radio
2. Read stories
3. Go to movies
4. Read comic strips
5. Work problems
6. Study history
7. Study science
8. Study literature
9. Do cross-word puzzles
10. Study trees
11. Study birds
12. Study animals
13. Study butterflies
14. Draw or paint
15. Work in laboratory
16. Model or design
17. Do housework
18. Sing
19. Play piano
20. Make a scrapbook
21. Keep a diary
22. Write poems
23. Speak pieces
24. Play instrument
25. Visit museums
26. Collect stamps
27. Collect coins
28. Collect autographs
29. Collect pictures
30. Use a camera
31. Sew or knit
32. Repair things
33. Make boats
34. Make airplanes
35. Make radio
36. Work with tools
37. Have a garden
38. Drive automobile
39. Play with pets
40. Raise animals
41. Go fishing
42. Climb or hike
43. Skate
44. Ride a bicycle
45. Ride a horse
46. Practice first aid
47. Play cards
48. Play dominoes
49. Play checkers
50. Play chess
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52. Go to Sunday School
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73. Be a class officer
74. Go camping