THE RELATIONSHIPS BETWEEN PERSONALITY ADJUSTMENT AND
PERCEIVED BEHAVIOR OF TEENAGE BOYS AT
BOYS RANCH, TEXAS

APPROVED:

Graduate Committee:

Charles J. Goss
Major Professor

Ray W. Johnson
Minor Professor

Jule Plunkett
Committee Member

Harold D. Sandburg
Committee Member

Jaeene Kineary
Dean of the School of Education

Robert D. Toulouze
Dean of the Graduate School
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PERCEIVED BEHAVIOR OF TEENAGE BOYS AT
BOYS RANCH, TEXAS

DISSERTATION

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By

Louis D. Pippin, B.S., M.Ed.
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CHAPTER I
INTRODUCTION

Boys Ranch, Texas lies along the north bank of the Canadian River, forty miles from Amarillo, Texas, at the site of the ghost cattle town of Tascosa. It is here that a remarkable experiment in human salvage is being conducted.

After twenty years' operation, Boys Ranch claims 96 percent success in rehabilitating homeless and delinquent boys (4). Officials of Boys Ranch estimate that without ranch care, 60 percent of these boys would already be on their way from juvenile courts to reformatories and federal penitentiaries.

Boys Ranch is not a penal institution. There are no gates, no fences. The young Ranchers, the majority of whom came from environments of deprivation, have never known a settled, harmonious, calm personal life.

Fifteen hundred boys have lived there and gone on to rejoin society as responsible citizens. These have been boys who came with records that ranged from minor theft to murder.

A review of the literature revealed some research done in the area of personality development of children who did not live with their natural parents, but there was no
appreciable amount of literature on this subject, and almost none regarding personality traits of delinquent boys who had been placed in an institution other than one which was penal in nature.

Because the boys of Boys Ranch live and attend school on the ranch grounds, they represented a unique population in that there was little distinction between their home (dormitory) and school life.

Statement of the Problem

The problem of this study was an investigation into the relationships between personality adjustment and perceived behavior in school and dormitory life of the residents of Boys Ranch, Texas.

Purposes of the Study

The purposes of this study were

1. To determine the relationship, if any, between certain personality factors and behavior of the subjects as it was perceived by their supervisors who dealt with them daily.

2. To determine the percentage of cases of the top one-third and lower one-third in which good behavior occurred in the presence of patterns of good personality adjustment and in which poor behavior occurred in the presence of patterns of poor personality adjustment.
Hypotheses

To carry out the purposes of this study, the following hypotheses were formulated:

I. There will be a significant positive correlation between the score of each of the following personality characteristics, as measured by the California Test of Personality, and the supervisors' rating of the boys as behaving in a good or poor manner:
   A. Self-reliance,
   B. Sense of Personal Worth,
   C. Sense of Personal Freedom,
   D. Feeling of Belonging,
   E. Social Standards,
   F. Social Skills,
   G. Family Relations,
   H. School Relations,
   I. Community Relations.

II. There will be a significant positive correlation between the score of each of the following personality characteristics, as measured by the California Test of Personality, and the supervisors' rating of the boys as behaving in a good or poor manner. (This hypothesis was made separate from Hypothesis I since the California Test of Personality scores on these traits are indicated as freedom from these traits. It was felt that by hypothesizing them separately the study could be presented more clearly.)
A. Withdrawing Tendencies,
B. Nervous Symptoms,
C. Anti-Social Tendencies.

III. The mean raw score of the total group of boys will be significantly lower than the mean raw score of the national norms supplied by the publishers of the California Test of Personality in
A. Personal Adjustment,
B. Social Adjustment,
C. Total Adjustment.

IV. There will be a significant difference between the percentage of boys who are rated as behaving in a good manner and who score high on Personal-Social Adjustment and the percentage of boys who are rated as behaving in a poor manner and who score low on Personal-Social Adjustment.

Background and Significance of the Study

An investigation into the study of personality development as it related to the behavior patterns established by adolescents was significant for several reasons. All adolescents are faced with certain developmental tasks which, even in normal environments and with good interpersonal relationships with the significant others in their lives, are difficult to achieve. If, for some reason, such as separation from the person or persons upon whom the child was emotionally dependent, this development was not achieved,
it has been found to be deeply disturbing to the child, with long range effects alleged in his cognitive capacities (1). On the other hand, other investigators take an altogether different view of the broken home syndrome. Bonney (3) and Linde (6) reported that although the broken home can and does frequently create a condition of extreme seriousness in the personality development of some children, this factor was often overplayed because of centering attention entirely on children from broken homes who had failed in some conspicuous way. It was important to note that there was research to support both of these points of view.

Little, if any, consideration of the deep psychological disturbance upon the personalities of institutionalized children was reported by researchers prior to 1920 (5). This condition may be attributed to the fact that adequate measurements of the various personality factors had not been developed. Since the 1920's, however, there have arisen many questions regarding the welfare of the child whose family relationships are inadequate. Many of these questions related directly to personality development. One study, a doctoral dissertation by Reinbold (7), using normal classroom conditions with tenth-grade students, found statistically significant relationships between pupil level of social adjustment and the quality of his school citizenship.
Bodman (2), using an experimental group of children who had spent three years or more in institutions and a control group of children reared in their own families, reported that children reared in institutional environments were less mature socially than those in the control group. He attributed his findings to the restricted opportunity for social development which was associated with the institutional life. With this restricted life style, the child often compensated for his inability to relate in a positive interpersonal manner with others by resorting to deviate behavior. Once he has adopted acting-out behavior or even delinquent patterns as coping mechanisms, he has often reached the stage of unreasoning hatred for all figures of authority. When the child has convinced himself that he really does not care about others in his life, he is less likely to adapt to an institutional environment.

The study of Reinbold (7), alluding to the importance of good citizenship, stated that the school problem in the area of citizenship was an urgent one. Workers in the field of education and a large proportion of our population considered desirable citizenship an important goal in the growth process.

In none of the current literature was there a study of the behavior and personality of the boy in our society whose home, for one reason or another, had fallen apart and the guidance, supervision, and love that was so necessary in the
formative years had been missing. This was the boy whom Cal Farley called one of the "bottom 10 percent of America's youth" (4). These boys represented a population of adolescents whose personalities had not been tested other than by personal interview. They are young men who have committed offenses ranging from minor theft to murder (4). Theirs was a background of cultural deprivation, crime, divorce, rejection, and often brutality. There was little research on the consequences of these kinds of factors on the developing personality of the delinquent adolescent who had been lifted out of the back alley and placed in an environment where all of the basic necessities of life were supplied, including a chance for a new life.

Most studies do not include information on the personal-social adjustment of boys. Such a study should contribute to institutions such as Boys Ranch, children's homes, adolescent penal institutions, schools, and to parents of adolescents.

Definition of Terms

For the purpose of this study the following operational definitions were adopted:

1. Ranch—Cal Farley Boys Ranch at Boys Ranch, Texas.
2. Ranchers—boys who were residents of Cal Farley's Boys Ranch.
3. Adjustment—Personal and Social Adjustment was defined in terms of the measures obtained by the twelve scales of the California Test of Personality.

4. Good behavior—described the boy who accepted authority, conformed to order and routine, and who made the expected application to prescribed behavior.

5. Poor behavior—described the boy who was antagonistic to authority, did not conform to order and routine, and who did not make the expected application to prescribed behavior.

6. Supervisor—any adult employee of Boys Ranch who worked directly with the ranchers.

7. Staff—any employee of Boys Ranch who worked in a supervisory capacity.

8. Special education—a special class for boys who were unable to perform normal class work due to severe emotional disturbance or below-average mental ability.

Limitations of the Study

The basic limitations of this study were as follows:

1. This study was subject to the various limitations concomitant to research data collected from test respondents, such as the possibility of dishonest responses.

2. The study was limited to 150 high-school-age boys who were permanent residents of Boys Ranch, Texas.
Basic Assumptions

The following basic assumptions are evident in this study:

1. It was assumed that the possibility of bias on the part of any single rater in determining the supervisors' estimates of the boys' behavior would be negated by the use of multiple ratings.

2. It was assumed that the subjects participating in this study responded to the instruments honestly and accurately.
CHAPTER BIBLIOGRAPHY


CHAPTER II

REVIEW OF THE LITERATURE

The Effects of a Changed Environment on Self-Concept and Personality

Studies of the effects of a change to a better environment on personality have revealed that the change from the narrow, restricted environment of early childhood to a broader, more varied environment tended to change the concept of self, and by so doing changed the personality, since the self was the individual's basic frame of reference, the central core around which the personality developed. The adolescent changed to a less deprived environment was less dependent, more autonomous, and his self-concept reflected this change in status. When the adolescent assumed important social roles, when he was able to compete satisfactorily with his classmates in athletics and academic work, and when he found himself capable of being autonomous, he was able to improve his self-concept and enjoy a better integrated personality (18). Douvan (24) stated that every adolescent knew there was prestige attached to being independent. Therefore, he wanted to impress upon others that he was capable of handling his own affairs and was not dependent upon others. This independence added to a positive development of the self-concept. Snygg and Combs (18) referred to
this self-reliance or independence as autonomy. They stated that the adequate personality utilized himself and his experience as the frame of reference from which to observe and judge other events. Further, a change in the environment which enabled the adolescent to come more nearly into focus with his ideal self would result inevitably in an improvement in the personality structure, principally in the self-concept. If given status symbols that won the attention, admiration, and envy of his peers, the adolescent was more likely to gain the ability to make his real self-concept more closely approximate his ideal self (65).

If, however, the adolescent had missed the emphasis being placed on these important influences of his life and had become delinquent, but had been fortunate enough to have been placed in a favorable environment, change toward a more positive personality integration occurred (65). To enable the adolescent to handle effectively his significant life experiences and to learn about others' experiences as a basis for insight into his own personality, he must have been given new environmental opportunities. If these changes were to be in the direction of improvement, the new environment must have enabled the individual to view more realistically his own problems and to reevaluate his aspirations so as to set more realistic goals (27).

By changing the environmental conditions, improvement in the personality is not necessarily guaranteed.
Cartwright (12) found that such a change may have quite the opposite effect. A changed environment did not lead to improvement in the self-concept if the conditions of the new environment led to feelings of personal inadequacy. Another study by Thompson (58) reported that to insure an improvement in the self-concept of the adolescent, any change in the environment did two things: first, it must have resulted in an improvement in his status, and second, it must have helped him to be more in balance with his environment. If, for instance, his status was worsened instead of being improved by the changed environment, or if he just couldn't adapt to his new environment, the change in his self-concept was for the worse. As a result, the change in personality was for the worse rather than for the better.

Tuddenham (62) found that a change in environment enabled the adolescent to approximate more closely his ideal self and inevitably improved his self-concept. He found also that improvement in the environment brought about greater optimism and a more wholesome outlook on life. If the conditions of the environment were changed by placing the adolescent in an institution where the parents were absent, the personality of the individual was affected. If the environment with the family was less than adequate, there was no guarantee that changing the conditions would bring about an improvement in the personality.
Toman (59) found that those who lived with the adolescent longest had the greatest influence on him. His family became the "looking glass" in which he saw himself through the eyes of the other members of his family. It was, he found, in this manner that the self-concept developed. The personality developed in the way the individual related to others, whether they were members of his immediate family, or simply others who had lived in close proximity to him. We learn to like ourselves or dislike ourselves in direct relation to the way we think others feel about us" (18). Many studies have reported that the adolescent with an adequate personality who feels secure has set realistic goals for himself, and that this setting and attainment of realistic goals was a contributing factor in the development of personality (18, 22, 43). When the adolescent came to realize that the goal which he had set was unrealistically high and that this was the reason for his failure to reach it, he had no guilt feelings, nor did it affect his confidence in future goal attainment. However, the individual who was insecure and lacked self-confidence was continually striving to reach goals which were beyond his capacity; he was not satisfied unless he was number one. Because he had set his goals too high and had achieved only failure, his anxiety level was raised, he became apprehensive, and his feeling of insecurity was increased. He was driven to make a good impression on others, but felt guilty because he had fallen
below others' expectations. This failure resulted in damage to the self and thus to the personality. McClelland (43) found that this type of individual was likely to set his future levels of aspiration as unrealistically low as they formerly were unrealistically high. This enabled him to succeed without undue pressure and to present a favorable picture in the eyes of others.

Davids and White (22) reported the more anxious the individual was, the more he overemphasized his poor performances in the past and the less optimistic he was about his future achievements. This outlook was in sharp contrast to that of the less anxious adolescent, who was more influenced by his successes than by his failures. As a result he set his goals higher, often unrealistically high, after he had achieved a success in some activity. Often, with repeated successes, the less anxious adolescent developed an optimistic attitude about his abilities. The highly anxious adolescent who came from the broken home was much more likely to suffer disintegration of his personality than was his more fortunate counterpart, the less anxious adolescent from an intact family.

The depreciation of the self-concept and disintegration of the personality was discussed by Elkins (26) in his reports of alienation syndromes. The first such syndrome was the recessive, characterized by quiet, listless, reserved, withdrawn, and socially disinterested behavior. The
second, the socially disinterested syndrome, characterized by self-bound, selfish behavior. The adolescent was concerned with his own interests and welfare, showing little interest in others or their activities. These two syndromes were found in the voluntary isolates and neglectees. The first was more characteristic of the neglectee, and the second of the voluntary isolate. The third type of alienation syndrome was termed the socially ineffective and was found to lead to a situation of social rejection. Socially ineffective behavior took different forms, such as being noisy and silly, causing trouble for others, being sneaky, cheating, resisting all adult authority, reflecting group mores about appearance and manners, showing off, trying to be sophisticated, and engaging in horseplay. The adolescent was aware of his unusual behavior but had little opportunity to change it, since it had become autonomous, and he had no knowledge of the underlying reasons for his actions. These qualities tended to cause the individual's self-concept to depreciate. Cronbach brought this point into focus by writing that the more dissatisfied the individual is with himself, the higher and more unrealistic his level of aspiration is likely to be. "Many cases of excessive ambition are cloaks for self-dissatisfaction" (21, p. 429). The individual with an inadequate self-concept sets goals relatively high in relation to his past performance, and he is uncertain about how realistic his goal is. The same is true with the
individual who has a favorable opinion of himself. He, too, tends to set goals high in relation to the past (21).

According to Steiner (56), the individual with an adequate self-image differed from the one with an unfavorable self-image in that when his performance fell below his expectations he avoided the intropunitive explanations which the individual with a poor opinion of himself used so freely.

The change of environment, then, may or may not bring about positive gain in the personality development of the individual. It is possible, however, to measure those traits which the individual possesses in determining the degree to which the personality has been affected by poor background or the change to a richer environment.

Trait Syndrome

A personality trait is one single aspect of the individual's personality. It is some quality, some ability which he shares with many, perhaps with all human beings. It is possible to measure some performance believed to be indicative of this quality or ability. This step is taken to facilitate the adequate statement in quantitative terms how the individual's performance compares with that of a large population of other people (57). Traits will fall into patterns of traits. These patterns may be called syndromes, and through the syndrome approach to the study of personality a way of identifying a pattern of measured
characteristics is provided. There are two major divisions of personality adjustment, personal and social. Each of these major divisions have within them smaller components which can also be measured.

The Maladjustment Syndrome

When the adolescent was maladjusted, these traits fell into a particular pattern or syndrome of behavior. When this syndrome began to appear, it was necessary that immediate action begin if the individual was to be saved from delinquency (63). The traits which most commonly fit the syndrome of the maladjusted adolescent were irresponsibility, aggressiveness, feelings of insecurity, homesickness, excessive daydreaming, regression, rationalization, clowning, excessive worry and anxiety, hypersensitivity to real or imagined slights, a perfectionistic attitude toward everything undertaken, excessive concern or lack of concern about appearance, hostility toward all in authority, accident-proneness, sour-grapes attitudes, indecisiveness even in minor choices, imaginary invalidism, and displacement of aggressiveness against those incapable of defending themselves (5, 6). No matter how the maladjustive behavior of the adolescent developed, its fundamental purpose for development was the protection of the ego (29). Lane (40) explained the maladjustment syndrome:

The human personality, as well as the body is subject to malnutrition. Lacking essential
nutrients and conditions for growth, the personality develops crookedly. The greater number of malnourished personalities become dull. These cause us little trouble, they simply grow up to do work we do not like to do. Others become neurotic. They don't think straight, are unpredictable and undependable and are bothersome principally to their families and immediate neighbors. A smaller portion of the malnourished become aggressive. They strike out, rarely back, in response to deprivation. They are the disorderly ones (40, p. 214).

Most adolescents experience unhappiness to some degree. The maladjusted adolescent experiences it more often. Bossare (9) found that the problems the maladjusted adolescent faced were not appreciably different from those of the well-adjusted adolescent, but his unhappiness stemmed mainly from the poor adjustments he made to his problems. Combs (19) reported, in a study involving the adolescent self-concept, that the adolescent who saw himself as liked, wanted, acceptable, and fundamentally worthy, who played his role satisfactorily and derived satisfaction from it, and who was willing to see himself accurately and realistically, could accept himself. This led to behavior that was regarded as well adjusted and stable. Brownfain (11) found that with subjects classified as "stable" or "unstable" on the Guilford-Martin Inventory of Factors, the stable group rated themselves more highly than the unstable group and that they had a lower score on the social conflict index. He reported that there was less discrepancy between their self-ratings and the way they thought others would rate them. They were
better liked, better adjusted socially, less situation dominated, and showed less defensive behavior. This information adds support to the trait or syndrome approach to personality development and suggests that the more unstable the personality, the more conflict with society will develop.

The Delinquent Syndrome

This conflict with society eventually led to behavior which could not be regarded as well adjusted and stable. This behavior is termed "delinquent" in our society. According to Resnick (54), a delinquent was a minor who had committed an unlawful act for which he would have been sent to prison had he been an adult. This definition is not universal by any means. Actually, most states have defined a delinquent as an adolescent who was deemed to be in need of care or protection, or who had proved to be beyond the control of his parents as well as having been found guilty of committing an offense (33).

At one time, it was believed that delinquency was a hereditary trait. This was seen in the saying, "That boy came from a family of bad blood"; the implication was that the boy had unquestionably inherited criminal tendencies from his family (44). "Delinquent type," was the term that had been applied to juveniles, as one who was predisposed to delinquency. No delinquent "type" has been found. There is no "criminal personality," although there was found by
many researchers to exist a syndrome of personality traits which tended to produce criminal behavior. There have been found criminals and delinquents and each had a personality, normal or abnormal, but all attempts to establish a distinctive delinquent or criminal type have come to naught. The boy found to be delinquent was an ordinary boy who was a product of his environment, including his family relationships and his home training, his school, and associates, and some peculiarity in himself, such as poor intelligence or unhappiness. The adolescent takes the patterns of delinquency either because of some inadequacy in himself or in his relationship to his environment or because his environment encouraged deviant behavior (33, 38, 47).

Several studies found that although delinquency began in childhood, the peak was usually reached in the period of late adolescence. According to Dresher, "The seeds of delinquency grew in the soil of poor social relationships, unsolved personal problems, and frustration, and rooted in social inadequacy, social disorganization, and moral and social deprivation, that resulted in social abandonment and delinquency" (25, p. 598). These studies found that the delinquent could make friends, but he could not make friends with the society in which he found himself. The literature indicated that major emphasis should be placed in the home, school, and community on ways in which the individual could, with social approval, give vent to his energies. He must
have felt that he was loved by the significant others in his life, and was accepted by his peers.

According to Mussen and Young (49) it was found that the influence of father-son relations to the delinquent syndrome was of primary importance. Where there was inadequate or no affection from their fathers, adolescent boys were less relaxed, less secure, less calm, less self-confident, and less happy than when they felt their need for approval and affection had been adequately met. If the needs were not met, the adolescents made poor social adjustments. This lack further affected their already unfavorable self-concept.

Remmers (53) stated that, regardless of the personality pattern of the delinquent, every delinquent had an unfavorable self-concept. He liked himself much less than did the non-delinquent. Remmers also found that when inadequacies in one area became general and when the adolescent developed an inferiority complex, it broke down his resistance to pressures from a delinquent peer group and a delinquent subculture. This observation is reinforced by Epstein (28), who found in a study involving delinquent adolescent girls, that feelings of inadequacy and inferiority caused the adolescent to perceive herself as lonely, rejected, and persecuted, and to have negative attitudes toward her future goals. She often defended herself against these attitudes
by hitting back, stealing, or acting-out in a manner which was unacceptable to society.

Among both sexes, however, there were certain symptoms which could be used to determine whether the individual was making such poor adjustments that he was headed for delinquency. Institutions handling adolescents must be particularly sensitive to the poorly adjusted child. These symptoms often include behavior problems which are not characteristic of a particular age, such as enuresis or temper tantrums; if he does unsatisfactory work at school and often engages in truancy; if he makes poor social adjustments not only to the peer group but to adults and older people, and if he has a poor self-concept, characterized by feelings of inadequacy, of inferiority, and of rejection, there is ample evidence that he is headed for delinquency unless remedial steps are taken to correct these patterns of poor adjustment (34, 41, 45, 66). Feelings of inadequacy and inferiority were found by Epstein (28) to cause the adolescent to perceive himself as lonely, rejected, persecuted, and to have negative attitudes toward his future goals. He was often found to defend himself against these attitudes by hitting back in any manner that he found convenient.

Bonney (8) found that in the institutional setting, it was frequent that the supervisors strove for a binding type of conformity. Bonney called it "slavish conformity." Maslow (42) referred to this type of person as being
"over-socialized," and stated that he lacked "psychological freedom." Maslow further stated that insecurity was the basis for this restriction. His study showed that socialization of the wrong type, rather than the lack of socialization, leads to delinquency.

Central in the delinquent syndrome seemed to be a conflict in values, competing cultural values, vaguely defined values, and adherence to amoral values (61). The adolescent who had a stronger emotional attachment for his peers rejected adult values in favor of those of his peer group (37).

All of the studies cited in this chapter which relate to the formation of the delinquent syndrome have found delinquency to be learned behavior, not an overnight development. During their pre-adolescent years most delinquents have committed many acts of deviant behavior, often misdemeanors which were of a serious nature. Many showed signs of poor personal and social adjustment even in their preschool years (60, 64). Robins and O'Neal (55), in a study of adults who had been categorized as problem children years earlier, pointed out that all of the subjects showed signs of having had a "disturbed life pattern." They maintained that this suggested that childhood behavior problems signal high probability of adult difficulties. There were many signals which told when the child was on the path that led to delinquency. The most important of these was the way the individual felt about himself and the significant others in
his life (52). There were predisposing causes which alone could be adequate for setting the stage for delinquent behavior (13, 15). Resnick (54) also made this point by stating that many factors operate to produce the antisocial personality. Boys were found to be more group oriented than girls. Consequently, identity with a delinquent gang and pressures from gang members were more important predispositions to delinquency in boys than in girls. Unfavorable home conditions, by contrast, played a more important role in the predisposition of girls to delinquency than boys (47). Newspapers have reported that prior to the age of eleven years, delinquent boys outnumbered delinquent girls ten to one (50). This ratio could have been explained by the fact that the girls were, as a rule, much more closely supervised and were not allowed as much freedom at that age as were the boys. Delinquency involving both boys and girls was found to be greater in the larger cities, and the rate of increase was found to be greater (3, 14, 20, 48). There was found to be a greater increase in juvenile delinquency among school dropouts. These youth found it difficult to get jobs. The greater the unemployment ratio among adolescents, the greater the increase in the rate of juvenile delinquency (2). It was found by researchers from different parts of the country that the greatest number of arrests were of those individuals between the ages of seventeen and nineteen years (31, 64).
The extent to which juvenile delinquency has been increasing in the United States over the past half-century is alarming (4). J. Edgar Hoover, in his prefacing remarks to Beth Day's book about Boys Ranch, *A Shirttail to Hang to* (23), wrote:

All of us talk about the tragedy which we have labeled "juvenile delinquency." Few of us do more than talk, yet negative criticism can accomplish little. It is positive action which counts.

We adults are responsible for the present day scourge of delinquency. We have created the moral climate which enables it to thrive. Indeed, if we are honest, we must plead guilty to many charges. Among these is a growing neglect of the basic traditions of discipline and work-fundamentals upon which our nation was founded. We have begun to place the principle of pleasure before that of duty and the result is the establishment of a cult of self-indulgence.

Undisciplined, irresponsible, and self-indulgent parents are a major factor in the present alarming rate of juvenile crime. Homeless children, both in the literal and figurative sense, are sinned-against recruits in the growing army of crime (23, p. xvii).

Summary

This chapter has reported some of the more recent and pertinent studies which are related to personality and behavior, the two major correlates of this study. None of the material cited includes a problem which closely resembles the nature of this study. Some of them, however, present the implication that a relationship exists between emotional adjustment and behavior. The results of studies of the relationships between personality integration and
deviant behavior have indicated that the possibility of improvement in the personality toward normalcy exists, but that the gain is small and in no way guaranteed.

The question to which many of the investigators alluded is the one which is central to this study: can the deviant personality be appreciably changed in a positive direction by offering the individual those necessities of which he was deprived in his earlier life?

Unquestionably, in the light of reported research, self-concept was the most persistent trait of the personality. Other traits, those associated with intelligence, physical development, and control have been found by such investigators as Allport (1) and Kelly (36) to be quite persistent, while those related to social situations, such as introversion or extroversion, values, and attitudes, have been reported to be less persistent. Cole and Hall (17) reported that the personality was not fixed by heredity; it grew, shed some traits, acquired others, was sometimes supported by environment and pressures and sometimes warped by them, but was quickly affected by illness, disease, or unusual emotional strain. Landis (39) supported the view that changes in personality were more frequent and more pronounced in early childhood than during late childhood or adolescence, and fundamental reason for persistence in the personality was found in the stability of the self-concept, based on persisting ways in which the individual saw himself.
Illustrations of this were seen in the feelings of inadequacy, inferiority, and martyrdom that developed as a result of constant exposure to prejudice and discrimination.
CHAPTER BIBLIOGRAPHY


CHAPTER III

PROCEDURES

Description of the Population

Boys Ranch, located at Tascosa, Texas, was the institution selected for use in this study. Of the 450 boys at the ranch, approximately 60 percent have been in some sort of difficulty with the law, while the others are the products of broken homes. The boys, once accepted at the ranch, are assigned to one of eleven dormitories. Each dormitory accommodates thirty-six boys and has two apartments in which two families, or dormitory parents live. These staff couples are in complete charge of the boys in their dormitories. They are responsible for the discipline of those boys who are assigned to their dormitory.

With adult supervision and instruction, the boys themselves handle much of the running of the ranch, from sweeping floors to the construction of buildings. The boys are taught such things as carpentry, painting, stone masonry, plumbing, electricity, tending stock, serving and cooking meals, driving heavy equipment, and landscaping the grounds.

The boys attend their own fully-accredited, twelve-year school, which provides a full schedule of sports and recreation.
The Boys Ranch dining hall is designed for family-style meals. Staff families and the boys eat together at every meal, with the younger boys taking turns acting as servers for assigned tables.

Every boy has an assigned chore for which he is responsible, and he earns a small salary combined with a clothing allowance, for his work. With this money deposited in the Boys Ranch Bank, he can buy his own clothing and personal effects from the ranch store, which stocks everything from candy through fishing rods to a complete suit of clothing.

No transaction is made with actual cash. The boys are not allowed to have actual money of any kind. Any money a boy may receive in any way is placed in the ranch bank and credited to his account. He then can write checks on his account to buy what he needs. All transactions are by check regardless of the amount involved.

Most boys remain at the ranch until they graduate from high school, then serve their required time in the Armed Forces. Occasionally a boy decides to go to college, and he is provided some assistance in this endeavor.

Permission to administer the California Test of Personality and to obtain supervisors' ratings of the behavior of the boys used in this study was obtained from the director of Cal Farley's Boys Ranch and from the superintendent of schools at the ranch.
Nine staff members representing virtually every part of ranch activity were interviewed to determine their cooperative-ness and availability to participate in the study. These interviews were conducted two days prior to the scheduled testing dates. All twelve staff members who were interviewed cooperated in the study.

There were 162 boys enrolled in grades 9, 10, 11, 12, and special education. Eleven cases were eliminated from the study on the basis of the boys having spent less than six months at the ranch. It was felt that their supervisors could not make an effective evaluation of their behavior. One case was eliminated because the boy failed to complete the California Test of Personality.

The class distribution of the grade levels used in this study appears in the following table.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>46</td>
</tr>
<tr>
<td>10</td>
<td>52</td>
</tr>
<tr>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>Special Education</td>
<td>15</td>
</tr>
</tbody>
</table>

The California Test of Personality was administered to the freshman and sophomore classes separately and to the
junior and senior classes combined. The freshman class was
tested on November 4, 1969, the sophomore class on November 6,
1969, and the junior and senior classes on November 7, 1969.
The test was administered during school time. The subjects
were dismissed from regularly scheduled classes in order to
participate in the study.

In order to maintain uniformity in the administration
of the California Test of Personality, the same individual
administered all the tests and was cognizant of the impor-
tance of proceeding with the standardized directions. The
answer sheet as well as the instrument was standardized.

Upon receiving copies of the California Test of Person-
ality and appropriate answer sheets, the boys were asked to
read silently the directions for taking the test as the
test administrator read the directions aloud. The provisions
for taking the test were stipulated by the administrator of
the test as follows:

1. Fill in the data requested on the answer
sheet.
2. Indicate your answers which relate to
the opposite sex as you might if you lived in a
community where girls were present.
3. Your answers are to be held in strict
confidence and no one will see your answers to
the items other than the individual who ad-
ministers the test.
4. No time limit has been set for the
test. You may use as much time as you wish,
but answer all of the items.
Description of the Instruments

The measuring instrument for personality utilized in this study was the California Test of Personality. The appropriate form (Secondary) of the test was used for the grade level of the population. This test is designed to identify and measure the status of certain highly important factors in personal and social adjustment by breaking each of these two major divisions into six component parts. The component parts of personal adjustment and the interpretation of each are

1A. SELF-RELIANCE--An individual may be said to be self-reliant when his overt actions indicate that he can do things independently of others, depend upon himself in various situations, and direct his own activities. The self-reliant person is also characteristically stable emotionally, and responsible in his behavior.

1B. SENSE OF PERSONAL WORTH--An individual possesses a sense of being worthy when he feels he is well regarded by others, when he feels that others have faith in his future success, and when he believes that he has average or better than average ability. To feel worthy means to feel capable and reasonably attractive.

1C. SENSE OF PERSONAL FREEDOM--An individual enjoys a sense of freedom when he is permitted to have a reasonable share in the determination of his conduct and in setting the general policies that shall govern his life. Desirable freedom includes permission to choose one's own friends and to have at least a little spending money.

1D. FEELING OF BELONGING--An individual feels that he belongs when he enjoys the love of his family, the well-wishes of good friends, and a cordial relationship with people in general. Such a person will as a rule get along well with his teachers or employers and usually feels proud of his school or business.
1E. WITHDRAWING TENDENCIES--The individual who is said to withdraw is the one who substitutes the joys of a fantasy world for actual successes in real life. Such a person is characteristically sensitive, lonely, and given to self-concern. Normal adjustment is characterized by reasonable freedom from these tendencies.

1F. NERVOUS SYMPTOMS--The individual who is classified as having nervous symptoms is the one who suffers from one or more of a variety of physical symptoms such as loss of appetite, frequent eye strain, inability to sleep, or a tendency to be chronically tired (1).

The component parts of the social adjustment scale and the interpretation placed upon them are

2A. SOCIAL STANDARDS--The individual who recognizes desirable social standards is the one who has come to understand the rights of others and who appreciates the necessity of subordinating certain desires to the needs of the group. Such an individual understands what is regarded as being right or wrong.

2B. SOCIAL SKILLS--An individual may be said to be socially skillful or effective when he shows a liking for people, when he inconveniences himself to be of assistance to them, and when he is diplomatic in his dealings with both friends and strangers. The socially skillful person subordinates his or her egoistic tendencies in favor of interest in the problems and activities of his associates.

2C. FAMILY RELATIONS--The individual who exhibits desirable family relationships is the one who feels that he is loved and well-treated at home, and who has a sense of security and self-respect in connection with the various members of his family. Superior family relationships also include parental control that is neither too strict nor too lenient.

2D. ANTI-SOCIAL TENDENCIES--An individual would be regarded as anti-social when he is given to bullying, frequent quarreling, disobedience, and destructiveness to property. The anti-social person is the one who endeavors to get his satisfaction in ways that are damaging and unfair to others.
2E. SCHOOL RELATIONS--The student who is satisfactorily adjusted to his school is the one who feels that his teachers like him, who enjoys being with other students, and who finds the school work adapted to his level of interest and maturity. Good school relations involve the feeling on the part of the student that he counts for something in the life of the institution.

2F. COMMUNITY RELATIONS--The individual who may be said to be making good adjustment in his community is the one who mingles happily with his neighbors, who takes pride in community improvements, and who is tolerant in dealing with both strangers and foreigners. Satisfactory community relations include as well the disposition to be respectful of laws and of regulations pertaining to the general welfare (1).

Measures were made on each of these twelve component parts. Measures were also obtained for each of the two major divisions of the test, personal and social adjustment, and for total adjustment. Therefore, a total of fifteen measures were provided by use of the California Test of Personality. The secondary level of the test contains 180 items and the Manual reports coefficients of reliability ranging from .70 to .93 (1). The Manual of the test also reports that for all levels of the inventory, form BB has been made equivalent to form AA by the process of having each item of form AA matched with an equivalent item of from BB as to difficulty, discriminative power, and internal consistency. Therefore, the means and standard deviations are identical and the reliability data apply equally to both forms and both sexes.

A behavior scale which dichotomously separated those boys perceived by their supervisors as behaving in a manner
designated as "good" or "poor" was constructed. It was assumed that since this study was concerned with only behavior which was perceived by the supervisors, that perception had already been formed and needed only to be recorded. A simple majority of the nine raters was used to determine the dichotomous rating of each boy. The behavior scale appears as Appendix A at the end of this study.

A card sort technique of determining the upper and lower thirds of the population was used. Three supervisors, one dormitory parent, one teacher, and the principal of the high school were asked to sort all names into three stacks which were to have been equal in number. The stacks were numbered 1, 2, and 3, with 1 being boys whose behavior was perceived to have been better, and 2 and 3 representing boys whose behavior was increasingly perceived as being poorer. The results of the card sorting was similar in all three sorting cases. In only two cases did a rating conflict arise where raters placed the same boy at opposite extremes; that is, one rater having given the boy a rating in stack 1 and one of the other raters having placed him in stack 3. In both of these cases the boy was finally placed in stack 2 and not used in determining the percentages found for Hypothesis IV.
Procedures for Treating the Data

After the data were collected, the tenability of the hypotheses of this study was tested by the following statistical treatment:

The research hypotheses were tested in the null form for statistical treatment. Each of the personality variables included in Hypotheses I and II were tested by the utilization of biserial coefficient of correlation. An appropriate table was consulted to determine the significance of the difference of \( r_b \) from \( .00 \). Hypothesis III was tested by the utilization of the significance of the difference between two means. Thereafter, Fisher's \( t \) test was used to ascertain the degree of confidence which could be placed in the difference between the means. The findings were arbitrarily accepted or rejected at the \( .05 \) level of confidence. Hypothesis IV was tested by the utilization of the significance of the difference between two percentages.

The results of the statistical treatment are reported in detail in Chapter IV. Formulation of conclusions, implications, and recommendations are found in Chapter V.
CHAPTER BIBLIOGRAPHY


CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

This was a study of the relationships between personality adjustment and behavior of adolescent boys at Boys Ranch, Texas. The basic purpose of the study was (1) to determine the relationship, if any, between personality factors measured by the California Test of Personality and behavior of the subjects as it was perceived by supervisory figures who worked with the subjects daily, and (2) to determine the percentage of cases of the top one-third and lower one-third in which good behavior occurred in the presence of patterns of good personality adjustment and in which poor behavior occurred in the presence of patterns of poor personality adjustment. The California Test of Personality was administered to 150 boys in grades 9, 10, 11, 12, and special education who were enrolled in the Boys Ranch 12-grade school system during the fall semester, 1969. Two days prior to the administration of the California Test of Personality, perceived behavior ratings by nine different raters were obtained for each of the 150 subjects. The data obtained from these instruments were the basis for the findings of the study.
To test the hypotheses of this study, the biserial coefficient of correlation ($r_b$) was utilized to test the first two hypotheses. Hypothesis III was tested by using the significance of the difference between two means. Fisher's $t$ test was used to ascertain whether a significant difference existed between the resultant mean scores of Personal Adjustment, Social Adjustment, and Total Adjustment of the personalities of the boys as determined by the California Test of Personality.

The formulae used in the computation of $r_b$ and Fisher's $t$ were the standard formulae used at the North Texas State University computer center. The data were punched on IBM cards and all the statistical analyses were computed at the center. The research hypotheses were restated in the null form for statistical treatment. The .05 level of significance was arbitrarily established as the level at which the hypotheses would be accepted. The obtained values of the $r_b$'s were tested for statistical significance in accordance with Fisher's table of values for $r_b$ at the .05 level and the .01 level of significance.

Data Related to Hypothesis I-A

Hypothesis I-A stated that there would be a significant positive correlation between the score of 1A (Self-Reliance), the first characteristic measured by the California Test of Personality, and the supervisors' rating of the boys as they perceived their behavior as being good or poor.
The means and standard deviations of each of the two dichotomous groups, plus the mean and standard deviation of the total group, value of $r_b$, and level of significance between the scores on 1A (Self-Reliance) of the California Test of Personality and the dichotomous ratings of the supervisors are presented in Table II.

**TABLE II**

**COMPARISON OF SCORES OF SELF-RELIANCE ON THE CALIFORNIA TEST OF PERSONALITY AND RATINGS BY SUPERVISORS**

(N = 150)

<table>
<thead>
<tr>
<th>Poor Group</th>
<th>Good Group</th>
<th>Total Group</th>
<th>$r_b$</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>9.00</td>
<td>2.43</td>
<td>9.63</td>
<td>2.71</td>
<td>9.33</td>
</tr>
</tbody>
</table>

*Not significant at the .05 level.

Hypothesis I-A was tested using 148 degrees of freedom. A $t$ test was used, and the $r_b$ value must have reached a magnitude of .159 to be acceptable for the research hypothesis (1). One hundred fifty boys were included in the computation of the correlation related to Hypothesis I-A.

Examination of Table II indicates that there was no significant relationship between scores made on the Self-Reliance characteristic as measured by the California Test of Personality and the supervisors' rating of the boys as behaving in a manner described as "good" or "poor." Therefore, the hypothesis was rejected.
Data Related to Hypothesis I-B

It was stated in Hypothesis I-B that there would be a significant positive correlation between the score of personality characteristic IB (Sense of Personal Worth) as measured by the California Test of Personality, and the supervisors' ratings of the boys as they perceived their behavior as good or poor.

The means and standard deviations of each of the two dichotomous groups, plus the mean and standard deviation of the total group, value of $r_b$, and level of significance between the scores on IB (Sense of Personal Worth) of the California Test of Personality and the dichotomous ratings of the supervisors are presented in Table III.

TABLE III

Comparison of Scores of Sense of Personal Worth on the California Test of Personality and Ratings by Supervisors (N = 150)

<table>
<thead>
<tr>
<th>Poor Group</th>
<th>Good Group</th>
<th>Total Group</th>
<th>$r_b$</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>9.50</td>
<td>3.08</td>
<td>9.63</td>
<td>2.71</td>
<td>10.14</td>
</tr>
</tbody>
</table>

Hypothesis I-B was tested using 148 degrees of freedom. A $t$ test was used, and the $r_b$ value must have reached a magnitude of .159 to be acceptable for the research hypothesis (1). One hundred fifty boys were included in the computation of the correlation related to Hypothesis I-B.
Examination of Table III indicates that there was a significant relationship between the personality characteristic Sense of Personal Worth, as measured by the California Test of Personality, and the supervisors' ratings of the boys as behaving in a manner described as "good" or "poor." Therefore, the hypothesis was accepted.

Data Related to Hypothesis I-C

It was stated in Hypothesis I-C that there would be a significant positive correlation between the score of the personality characteristic IC (Sense of Personal Freedom), as measured by the California Test of Personality, and the supervisors' ratings of the boys as they perceived their behavior to have been good or poor.

The means and standard deviations of each of the two dichotomous groups, plus the mean and standard deviation of the total group, value of \( r_b \), and level of significance between the scores on IC (Sense of Personal Freedom) of the California Test of Personality and the ratings by the supervisors are presented in Table IV.

Hypothesis I-C was tested using 148 degrees of freedom. A \( t \) test was used, and the \( r_b \) value must have reached a magnitude of .159 to have been acceptable for the hypothesis (1). One hundred fifty boys were included in the computation of the correlation related to Hypothesis I-C.
TABLE IV

COMPARISON OF SCORES OF SENSE OF PERSONAL FREEDOM ON THE CALIFORNIA TEST OF PERSONALITY AND RATINGS BY SUPERVISORS (N = 150)

<table>
<thead>
<tr>
<th>Poor Group</th>
<th>Good Group</th>
<th>Total Group</th>
<th>( r_b )</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean 6.70</td>
<td>Mean 7.00</td>
<td>Mean 6.86</td>
<td>SD 3.22</td>
<td>SD 3.09</td>
</tr>
</tbody>
</table>

*Not significant at the .05 level.

Examination of Table IV indicates that there was no significant relationship between scores made on the Sense of Personal Freedom characteristic, as measured by the California Test of Personality, and the supervisors' ratings of the boys as behaving in a manner described as "good" or "poor." Therefore, the research hypothesis was rejected.

Data Related to Hypothesis I-D

It was stated in Hypothesis I-D that there would be a significant positive correlation between the score of personality characteristic 1D (Feeling of Belonging), as measured by the California Test of Personality, and the supervisors' ratings of the boys as they perceived their behavior to have been good or poor.

The means and standard deviations of the groups, plus the mean and standard deviation of the total group, value of \( r_b \), and level of significance between the scores on 1D of
the California Test of Personality and the ratings by the supervisors are presented in Table V.

### TABLE V

**COMPARISON OF SCORES OF FEELING OF BELONGING ON THE CALIFORNIA TEST OF PERSONALITY AND RATINGS BY SUPERVISORS (N = 150)**

<table>
<thead>
<tr>
<th>Poor Group</th>
<th>Good Group</th>
<th>Total Group</th>
<th>( r_b )</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>8.90</td>
<td>3.59</td>
<td>10.35</td>
<td>2.95</td>
<td>9.66</td>
</tr>
</tbody>
</table>

Hypothesis I-D was tested using 148 degrees of freedom. A \( t \) test was used, and the \( r_b \) value must have reached a magnitude of \( .159 \) to be acceptable for the hypothesis (1). One hundred fifty boys were included in the computation of the correlation related to Hypothesis I-D.

Examination of Table V indicates that there was a significant relationship between the personality characteristic Feeling of Belonging, as measured by the California Test of Personality, and the supervisors' ratings of the boys as having behaved in a manner described as "good" or "poor." Therefore, the hypothesis was accepted.

**Data Related to Hypothesis I-E**

It was stated in Hypothesis I-E that there would be a significant positive correlation between the score of the personality characteristic 2A (Social Standards), as measured
by the *California Test of Personality*, and the supervisors' ratings of the boys as they perceived their behavior to have been good or poor.

The means and standard deviations of each of the two dichotomous groups, plus the mean and standard deviation of the total group, value of \( r_b \), and level of significance between the scores on 2A (Social Standards) of the *California Test of Personality* and the dichotomous ratings by the supervisors are presented in Table VI.

**TABLE VI**

**COMPARISON OF SCORES OF SOCIAL STANDARDS ON THE CALIFORNIA TEST OF PERSONALITY AND RATINGS BY THE SUPERVISORS (N = 150)**

<table>
<thead>
<tr>
<th>Poor Group</th>
<th>Good Group</th>
<th>Total Group</th>
<th>( r_b )</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>11.83</td>
<td>2.88</td>
<td>12.08</td>
<td>2.95</td>
<td>11.96</td>
</tr>
</tbody>
</table>

*Not significant at the .05 level.*

Hypothesis I-E was tested using 148 degrees of freedom. A *t* test was used, and the \( r_b \) value must have reached a magnitude of .159 to have been acceptable for the hypothesis (1). One hundred fifty boys were included in the computation of the correlation related to Hypothesis I-E.

Examination of Table VI indicates that there was no significant relationship between scores made on the Social Standards characteristic, as measured by the *California Test*
of Personality, and the supervisors' ratings of the boys as behaving in a manner described as "good" or "poor." Therefore, the hypothesis was rejected.

Data Related to Hypothesis I-F

It was stated in Hypothesis I-F that there would be a significant positive correlation between the score of personality characteristic 2B (Social Skills), as measured by the California Test of Personality, and the supervisors' ratings of the boys as they perceived their behavior to have been good or poor.

The means and standard deviations of each of the two dichotomous groups, plus the mean and standard deviation of the total group, value of \( r_b \), and level of significance between the scores on 2B (Social Skills) of the California Test of Personality and the dichotomous ratings by the supervisors are presented in Table VII.

**TABLE VII**

<table>
<thead>
<tr>
<th>Poor Group</th>
<th>Good Group</th>
<th>Total Group</th>
<th>( r_b )</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean 9.63</td>
<td>Mean 9.34</td>
<td>Mean 9.48</td>
<td>2.05</td>
<td>-.05</td>
</tr>
<tr>
<td>SD 3.03</td>
<td>SD 2.70</td>
<td>SD 2.86</td>
<td></td>
<td>NS*</td>
</tr>
</tbody>
</table>

*Not significant at the .05 level.
Hypothesis I-F was tested using 148 degrees of freedom. A t test was used, and the \( r_b \) value must have reached a magnitude of .159 to have been acceptable for the hypothesis (1). One hundred fifty boys were included in the computation of the correlation related to Hypothesis I-F.

Examination of Table VII indicates that there was a negative relationship between the personality characteristic Social Skills, as measured by the California Test of Personality, and the supervisors' ratings of the boys as having behaved in a manner described as "good" or "poor." Therefore, the hypothesis was rejected.

Data Related to Hypothesis I-G

It was stated in Hypothesis I-G that there would be a significant positive correlation between the score of the personality characteristic 2C (Family Relations) as measured by the California Test of Personality, and the supervisors' ratings of the boys as they perceived their behavior to have been good or poor.

The means and standard deviations of each of the two dichotomous groups, plus the mean and standard deviation of the total group, value of \( r_b \), and level of significance between the scores on 2C (Family Relations) of the California Test of Personality and the dichotomous ratings by the supervisors are presented in Table VIII.
TABLE VIII
COMPARISON OF SCORES OF FAMILY RELATIONS ON THE CALIFORNIA TEST OF PERSONALITY AND RATINGS BY THE SUPERVISORS (N = 150)

<table>
<thead>
<tr>
<th>Poor Group</th>
<th>Good Group</th>
<th>Total Group</th>
<th>r_b</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean 7.90</td>
<td>SD 3.97</td>
<td>Mean 9.10</td>
<td>SD 3.49</td>
<td>Mean 9.00</td>
</tr>
</tbody>
</table>

Hypothesis I-G was tested using 148 degrees of freedom. A t test was used, and the r_b value must have reached a magnitude of .159 to have been acceptable for the hypothesis (1). One hundred fifty boys were included in the computation of the correlation related to Hypothesis I-G.

Examination of Table VIII indicates that there was a significant relationship between the personality characteristic Family Relations, as measured by the California Test of Personality, and the supervisors' ratings of the boys as having behaved in a manner described as "good" or "poor." Therefore, the hypothesis was accepted.

Data Related to Hypothesis I-H

It was stated in Hypothesis I-H that there would be a significant positive correlation between the score of personality characteristic 2E (School Relations), as measured by the California Test of Personality, and the supervisors' ratings of the boys as they perceived their behavior to have been good or poor.
The means and standard deviations of each of the two dichotomous groups, plus the mean and standard deviation of the total group, value of $r_b$, and level of significance between the scores on 2E (School Relations) of the California Test of Personality and the dichotomous rating by the supervisors are presented in Table IX.

**TABLE IX**

**COMPARISON OF SCORES OF SCHOOL RELATIONS ON THE CALIFORNIA TEST OF PERSONALITY AND RATINGS BY THE SUPERVISORS**

(N = 150)

<table>
<thead>
<tr>
<th>Poor Group</th>
<th>Good Group</th>
<th>Total Group</th>
<th>$r_b$</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>8.80</td>
<td>2.85</td>
<td>9.17</td>
<td>2.49</td>
<td>9.00</td>
</tr>
</tbody>
</table>

*Not significant at the .05 level.

Hypothesis I-H was tested using 148 degrees of freedom. A $t$ test was used, and the $r_b$ value must have reached a magnitude of .159 to have been acceptable for the hypothesis (1). One hundred fifty boys were included in the computation of the correlation related to Hypothesis I-H.

Examination of Table IX indicated that there was no significant relationship between the personality characteristic School Relations, as measured by the California Test of Personality, and the supervisors' ratings of the boys as having behaved in a manner described as good or poor. Therefore, the hypothesis was rejected.
Data Related to Hypothesis I-I

It was stated in Hypothesis I-I that there would be a significant positive correlation between the score of personality characteristic 2F (Community Relations), as measured by the California Test of Personality, and the supervisors' ratings of the boys as they perceived their behavior to have been good or poor.

The means and standard deviations of each of the two dichotomous groups, plus the mean and standard deviation of the total group, value of $r_b$, and level of significance between the scores on 2F (Community Relations) of the California Test of Personality and the dichotomous ratings by the supervisors are presented in Table X.

**TABLE X**

<table>
<thead>
<tr>
<th>Poor Group</th>
<th>Good Group</th>
<th>Total Group</th>
<th>$r_b$</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>9.21</td>
<td>3.02</td>
<td>9.34</td>
<td>2.98</td>
<td>9.28</td>
</tr>
</tbody>
</table>

*Not significant at the .05 level.

Hypothesis I-I was tested using 148 degrees of freedom. A $t$ test was used, and the $r_b$ value must have reached a magnitude of .159 to have been acceptable for the hypothesis (1). One hundred fifty boys were included in the computation of the correlation related to Hypothesis I-I.
Examination of Table X indicates that there was no significant relationship between the personality characteristic Community Relations, as measured by the California Test of Personality, and the supervisors' ratings of the boys as having behaved in a manner described as "good" or "poor." Therefore, the hypothesis was rejected.

Data Related to Hypothesis II-A

It was stated in Hypothesis II-A that there would be a significant positive correlation between the score of the personality characteristic IE (Withdrawing Tendencies), as measured by the California Test of Personality, and the supervisors' ratings of the boys as they perceived their behavior to have been good or poor.

The means and standard deviations of each of the two dichotomous groups, plus the mean and standard deviation of the total group, value of $r_b$, and level of significance between the scores on IE (Withdrawing Tendencies) of the California Test of Personality and the dichotomous ratings by the supervisors are presented in Table XI.

Hypothesis II-A was tested using 148 degrees of freedom. A $t$ test was used, and the $r_b$ value must have reached a magnitude of .159 to have been acceptable for the hypothesis (1). One hundred fifty boys were included in the computation of the correlation related to Hypothesis II-A.
TABLE XI
COMPARISON OF SCORES OF WITHDRAWING TENDENCIES ON THE CALIFORNIA TEST OF PERSONALITY AND RATINGS BY SUPERVISORS (N = 150)

<table>
<thead>
<tr>
<th>Poor Group</th>
<th>Good Group</th>
<th>Total Group</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>7.33</td>
<td>3.20</td>
<td>7.98</td>
<td>3.23</td>
</tr>
</tbody>
</table>

*Not significant at the .05 level.

Examination of Table XI indicates that there is no significant relationship between the personality characteristic (Freedom from) Withdrawing Tendencies as measured by the California Test of Personality, and the supervisors' ratings of the boys as having behaved in a manner described as "good" or "poor." Therefore, the hypothesis was rejected.

Data Related to Hypothesis II-B

It was stated in Hypothesis II-B that there would be a significant positive correlation between the score of the personality characteristic IF (Freedom from) Nervous Symptoms, as measured by the California Test of Personality, and the supervisors' ratings of the boys as they perceived their behavior to have been good or poor.

The means and standard deviations of each of the two dichotomous groups, plus the mean and standard deviation of the total group, value of r_b, and level of significance between the scores on IF (Freedom from) Nervous Symptoms of
the California Test of Personality and the dichotomous ratings by the supervisors are presented in Table XII.

### TABLE XII

**COMPARISON OF SCORES OF NERVOUS SYMPTOMS ON THE CALIFORNIA TEST OF PERSONALITY AND RATINGS BY SUPERVISORS**

(N = 150)

<table>
<thead>
<tr>
<th>Poor Group</th>
<th>Good Group</th>
<th>Total Group</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>7.38</td>
<td>3.31</td>
<td>8.16</td>
<td>3.49</td>
</tr>
</tbody>
</table>

*Not significant at the .05 level.

Hypothesis II-B was tested using 148 degrees of freedom. A *t* test was used, and the *r_b* value must have reached a magnitude of .159 to have been acceptable for the hypothesis (1). One hundred fifty boys were included in the computation of the correlation related to Hypothesis II-A.

Examination of Table XII indicates that there is no significant relationship between the personality characteristic (Freedom from) Nervous Symptoms, as measured by the California Test of Personality, and the supervisors' ratings of the boys as having behaved in a manner described as good or poor. Therefore, the hypothesis was rejected.

Data Related to Hypothesis II-C

It was stated in Hypothesis II-C that there would be a significant positive correlation between the scores of the personality characteristic 2C (Freedom from) Anti-Social
Tendencies, as measured by the California Test of Personality, and the supervisors' ratings of the boys as they perceived their behavior to have been good or poor.

The means and standard deviations of each of the two dichotomous groups, plus the mean and standard deviation of the total group, value of \( r_b \), and level of significance between the scores on 2C (Freedom from) Anti-Social Tendencies of the California Test of Personality and the dichotomous ratings by the supervisors are presented in Table XIII.

**TABLE XIII**

**COMPARISON OF SCORES OF ANTI-SOCIAL TENDENCIES ON THE CALIFORNIA TEST OF PERSONALITY AND RATINGS BY SUPERVISORS (N = 150)**

<table>
<thead>
<tr>
<th></th>
<th>Poor Group</th>
<th>Good Group</th>
<th>Total Group</th>
<th>( r_b )</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>6.92</td>
<td>7.67</td>
<td>7.32</td>
<td>.131</td>
<td>NS*</td>
</tr>
<tr>
<td>SD</td>
<td>3.30</td>
<td>3.66</td>
<td>3.52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of Significance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Not significant at the .05 level.

Hypothesis II-C was tested using 148 degrees of freedom. A \( t \) test was used, and the \( r_b \) value must have reached a magnitude of .159 to have been acceptable for the research hypothesis (1). One hundred fifty boys were included in the computation of the correlation related to Hypothesis II-C.

Examination of Table XIII indicates that there is no significant relationship between the personality characteristic (Freedom from) Anti-Social Tendencies, as measured by
the California Test of Personality, and the supervisors' ratings of the boys as having behaved in a manner described as good or poor. Therefore, the research hypothesis was rejected.

Data Related to Hypothesis III-A

It was stated in Hypothesis III-A that the mean raw score of the total group of boys would be significantly lower than the mean raw score of the national norms supplied by the publishers of the California Test of Personality in Personal Adjustment.

The means, standard deviations, Fisher's t value, and level of significance between mean scores of total group in Personal Adjustment of the subjects of this study and the norm group of the California Test of Personality are presented in Table XIV.

**TABLE XIV**

<table>
<thead>
<tr>
<th>Mean Raw Score of the Subjects Used in the Study</th>
<th>Mean Raw Score of Norm Group</th>
<th>Fisher's t Value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>51.52</td>
<td>71.00</td>
<td>17.5</td>
<td>.001*</td>
</tr>
</tbody>
</table>

*Highly significant at better than the .001 level.
An analysis of Table XIV indicates that there is a highly significant difference between the mean score of the population of this study and the mean score computed for the norm population, as reported in the Manual for the California Test of Personality (1). Therefore, the hypothesis is accepted.

Data Related to Hypothesis III-B

It was stated in Hypothesis III-B that the mean raw score of the total group of boys would be significantly lower than the mean raw score of the national norms supplied by the publishers of the California Test of Personality in Social Adjustment.

The means, standard deviations, Fisher's $t$ value, and level of significance between the mean scores of total group in Social Adjustment of the subjects of the study and the norm group of the California Test of Personality are presented in Table XV.

**TABLE XV**

<table>
<thead>
<tr>
<th>Mean Raw Score of the Subjects Used in the Study</th>
<th>Mean Raw Score of Norm Group</th>
<th>Fisher's $t$ Value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.6</td>
<td>75.0</td>
<td>17.5</td>
<td>.001*</td>
</tr>
</tbody>
</table>

*Highly significant at greater than the .001 level.*
An analysis of Table XV indicates that there is a highly significant difference between the mean score of the population of this study and the mean score computed for the norm population, as reported in the Manual for the California Test of Personality (1). Therefore, the hypothesis is accepted.

Data Related to Hypothesis III-C

It was stated in Hypothesis III-C that the mean raw score in Total Adjustment of the total group of boys would be significantly lower than the mean raw score of the national norms supplied by the publishers of the California Test of Personality.

The means, standard deviations, Fisher's $t$ value, and level of significance between the mean scores of total group in Total Adjustment of the subjects of the study and the norm group of the California Test of Personality are presented in Table XVI.

**TABLE XVI**

**MEAN RAW SCORE OF SUBJECTS, MEAN RAW SCORE OF NORM GROUP, FISHER'S $t$ VALUE, AND LEVEL OF SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEANS OF THE RAW SCORES IN TOTAL ADJUSTMENT**

<table>
<thead>
<tr>
<th>Mean Raw Score of the Subjects Used in the Study</th>
<th>Mean Raw Score of Norm Group</th>
<th>Fisher's $t$ Value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>107.10</td>
<td>145.00</td>
<td>30.8</td>
<td>.001*</td>
</tr>
</tbody>
</table>

*Highly significant at greater than the .001 level.
An analysis of Table XVI indicates that there is a highly significant difference between the mean score of the population of this study and the mean raw score computed for the national norm population, as reported in the Manual for the California Test of Personality (1). Therefore, the hypothesis is accepted.

Data Related to Hypothesis IV

It was stated in Hypothesis IV that there would be a significant difference between the percentage of boys who were rated as good and who scored high on Personal-Social Adjustment and the percentage of boys who were rated as poor and who scored low on Personal-Social Adjustment.

The percentages, t score, and level of significance between the two percentages are presented in Table XVII.

TABLE XVII

PERCENTAGES, t VALUE AND LEVEL OF SIGNIFICANCE BETWEEN THE PERCENTAGES OF BOYS RATED AS GOOD AND WHO SCORED HIGH ON PERSONAL-SOCIAL ADJUSTMENT AND PERCENTAGE OF BOYS RATED AS POOR AND WHO SCORED LOW ON PERSONAL-SOCIAL ADJUSTMENT

<table>
<thead>
<tr>
<th>Percentage of Boys Rated Good Who Scored High on the Personal-Social Adjustment Scale</th>
<th>Percentage of Boys Rated Poor Who Scored Low on the Personal-Social Adjustment Scale</th>
<th>t</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>60%</td>
<td>64%</td>
<td>2.40</td>
<td>.05</td>
</tr>
</tbody>
</table>
An analysis of Table XVII indicates that there is a significant difference between the percentages measured; therefore, the hypothesis is accepted.
CHAPTER BIBLIOGRAPHY

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Summary

The present study was an investigation of the relationships between personality adjustment and perceived behavior in both school and dormitory of the residents of Boys Ranch, Texas, who were enrolled in grades nine, ten, eleven, twelve, and special education. In seeking a solution to the problem, the study was designed to test the following hypotheses:

I. There will be a significant positive correlation between the score of each of the following personality characteristics, as measured by the California Test of Personality, and the supervisors' ratings of the boys as having behaved in a poor or good manner.

A. Self-Reliance,
B. Sense of Personal Worth,
C. Sense of Personal Freedom,
D. Feeling of Belonging,
E. Social Standards,
F. Social Skills,
G. Family Relations,
H. School Relations,
I. Community Relations.

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II. There will be a significant positive correlation between the score of each of the following personality characteristics, as measured by the California Test of Personality, and the supervisors' ratings of the boys as having behaved in a poor or good manner.

A. Withdrawing Tendencies,
B. Nervous Symptoms,
C. Anti-Social Tendencies.

III. The mean raw score of the total group of boys will be significantly lower than the mean raw score of the national norms supplied by the publishers of the California Test of Personality in

A. Personal Adjustment,
B. Social Adjustment,
C. Total Adjustment.

IV. There will be a significant difference between the percentage of boys who are rated as behaving in a good manner and who score high on Personal-Social Adjustment and the percentage of boys who are rated as behaving in a poor manner and who score low on Personal-Social Adjustment.

To test the hypotheses, subjects for the investigation consisted of 150 boys who were enrolled in grades 9, 10, 11, 12, and special education at Boys Ranch, Texas. There were 46 ninth graders, 52 tenth graders, 17 eleventh graders, 20 twelfth graders, and 15 boys enrolled in special education who represented all 4 of the other classes.
The instrument used to measure personality was form AA of the *California Test of Personality*, devised by Willis W. Clark, Ernest W. Tiegs, and Louis P. Thorpe. This test consisted of 180 items which dealt with 12 different personality traits. Each trait was measured by 15 items; therefore, perfect score on any single trait was 15. A perfect score on the total personality was 180.

A behavior scale which dichotomously separated those boys perceived by their supervisors as behaving in a manner described as good or poor was constructed. A copy of this instrument appears as Appendix A. It was assumed that since this study was concerned only with behavior which was perceived by the supervisors, perception had already been formed and only needed to be recorded. A simple majority of the nine raters was used to determine the dichotomous rating of each boy. Three of the raters were asked to separate all 150 cards, each bearing the name of a different boy used in this study, into three stacks of equal number. Stack 1 contained the boys perceived to behave in a manner described as good, and stack 3 contained the boys perceived to behave in a manner described as poor, with stack 2 containing all others.

The *California Test of Personality* was administered to the freshman and sophomore classes separately and to the junior and senior classes combined. The freshman class was tested November 4, 1969, the sophomore class November 6, 1969, and the junior and senior classes November 7, 1969.
After the data were collected, the tenability of the hypotheses of the study was tested by the following statistical treatment:

1. The research hypotheses were rested in the null form.

2. The nine sub-hypotheses of Hypothesis I were tested by the utilization of biserial coefficient of correlation. An appropriate table was consulted to determine the significance of the difference of $r_b$ from .00.

3. The three sub-hypotheses of Hypothesis II were tested by the utilization of biserial coefficient of correlation. An appropriate table was consulted to determine the significance of the difference of $r_b$ from .00.

4. Hypothesis III was tested by the utilization of the significance of the difference between two means. Fisher's $t$ test was used to determine the degree of confidence which could be placed in the difference between the means.

5. Hypothesis IV was tested by the utilization of the significance of the difference between two proportions.

6. The findings were arbitrarily accepted or rejected at the .05 level of significance.

Findings

In compiling and analyzing the data for this study, the findings showed no significant relationship between the trait Self-Reliance when correlated with perceived good or
poor behavior. However, the trait Sense of Personal Worth was found to be significantly related to perceived behavior at the .01 level of significance. There was no significant relationship found between Sense of Personal Freedom and perceived good or poor behavior, but the trait Feeling of Belonging was found to be related to perceived good or poor behavior at a level of significance which exceeded the .001 level. The trait Social Standards was not found to be significantly related to the perceived behavior. The trait Family Relations was found to correlate with perceived behavior at the .05 level of significance. No significant relationship was found between the traits School Relations and Community Relations and the dichotomous behavior rating with which they each were correlated.

Hypothesis II was deliberately separated from Hypothesis I to insure clarity. The California Test of Personality lists these traits as "freedom from," but when included in the list of traits the words "freedom from" are omitted. This could cause some confusion and would lead some readers to think the relationship should have been hypothesized as a negative one. The California Test of Personality however, uses the same type of elevations in scoring these traits as it does for the others, because they measure freedom from these kinds of personality traits. When tested, there was found to be no significant relationship between freedom from Withdrawing Tendencies and perceived behavior, nor was there
found a significant relationship to exist between freedom from Nervous Symptoms and perceived behavior. The final personality trait tested in Hypothesis II was also found to bear no significant relationship when correlated with dichotomously classified behavior.

When the mean score on the Personal Adjustment scale of the California Test of Personality earned by the Boys Ranch students was compared with the mean of Personal Adjustment earned by the norm group as reported in the Manual of the California Test of Personality, a $t$ value of 17.54 was found to exist. The necessary magnitude for a significance at the .001 level using 120 degrees of freedom was $t = 3.37$. Thus the level of significance found between these two means was highly significant at better than the .001 level.

When the mean score on the Social Adjustment scale of the California Test of Personality earned by the Boys Ranch students was compared with the mean of Social Adjustment earned by the norm group as reported in the Manual of the California Test of Personality, a $t$ value of 17.52 was found to exist. This level of significance between the two means is also highly significant at better than the .001 level.

There was an even greater difference between the means of the boys' scores and the norm scores in Total Adjustment. The mean raw score earned by the boys was 107.10, while the mean norm score reported in the Manual of the California Test of Personality was 145.00. This yields a $t$ score of
30.8. This difference was highly significant at much better than the .001 level. However, the findings of an extreme difference were expected in all three parts of this hypothesis because of the atypical population with which the comparisons were made. Here is ample reinforcement for other findings which were made on populations in which personality measurements have been made on subjects from deprived backgrounds.

Conclusions

The following conclusions were formulated from an analysis of the data:

1. Other factors, such as individual counseling therapy or group counseling, are needed in addition to changing the environment of deprived children in order to significantly increase positive development of their personalities.

2. Institutions which deal with individuals who have experienced deprivation at an early period in their lives should develop methods of working with the children to insure that they develop a strong feeling of belonging.

3. If children are to develop a strong sense of belonging, their parent models must have positive attitudes of acceptance toward them.

4. Persons who work with individuals who have experienced deprivation at an early period in their lives should
develop methods of working with the children to insure that they develop a strong sense of personal worth or self-concept.

Implications

As a result of this study, the following implications are formulated:

1. Increased emphasis should be placed on the need for improvement of the emotional development of boys at Boys Ranch.

2. Instruments similar to the California Test of Personality should be used for pretesting entering residents at the Ranch to determine the level of personality development, and a posttest for determining individual development at regular intervals.

3. The school at Boys Ranch might use the results of this study to justify the structuring of a highly functional psychological counseling program within the school.

Recommendations

1. It is recommended that special emphasis be placed in the dormitories upon individual development of the boy's personality as he deals with the dormitory supervisors.

2. It is recommended that further research be done which would reveal sound methods and appropriate objectives for the improvement of personality development of the boys at Boys Ranch.
3. It is recommended that studies be made which are concerned with the personality evaluation of other institutionalized boys such as those in penal institutions and orphanages.

4. It is recommended that a study be made regarding the perceptions of the boys toward their supervisors who represent substitute parents.

5. It is recommended that a longitudinal study be made relating to the psychological development of the boys' mental health and personal-social adjustment in all facets of his involvement at Boys Ranch.
APPENDIX A

PERCEIVED CITIZENSHIP SCALE

Name of Rancher

Indicate rating by circling the appropriate description:

<table>
<thead>
<tr>
<th>Very Good Behavior</th>
<th>Good Behavior</th>
<th>Poor Behavior</th>
<th>Very Poor Behavior</th>
</tr>
</thead>
</table>

To the Supervisor

Please rate the above named rancher on the basis of your daily dealings with him according to the definitions of behavior found below.

Good Behavior—indicates that the boys accepts authority, conforms to order and routine, and makes the expected application to prescribed behavior.

Poor Behavior—indicates that the boy is antagonistic to authority, does not conform to order and routine and does not make the expected application to prescribed behavior.
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