A STUDY OF EARLY CHANGES IN SELECTED PERSONALITY COMPONENTS OF STUDENTS IN AN INSTITUTIONAL HOME AND SCHOOL

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A STUDY OF EARLY CHANGES IN SELECTED PERSONALITY COMPONENTS OF STUDENTS IN AN INSTITUTIONAL HOME AND SCHOOL

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>LIST OF TABLES</th>
<th>v</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapter</strong></td>
<td></td>
</tr>
<tr>
<td><strong>I. INTRODUCTION.</strong></td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td></td>
</tr>
<tr>
<td>Purpose</td>
<td></td>
</tr>
<tr>
<td>Hypotheses</td>
<td></td>
</tr>
<tr>
<td>Definition of Terms</td>
<td></td>
</tr>
<tr>
<td>Limitations</td>
<td></td>
</tr>
<tr>
<td>Basic Assumption</td>
<td></td>
</tr>
<tr>
<td>Description of the Population and Setting</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td><strong>II. PROCEDURES FOR COLLECTION AND TREATMENT OF DATA.</strong></td>
<td>11</td>
</tr>
<tr>
<td>Instrument of Measurement</td>
<td></td>
</tr>
<tr>
<td>Collection of Data</td>
<td></td>
</tr>
<tr>
<td>Treatment of Data</td>
<td></td>
</tr>
<tr>
<td><strong>III. RELATED RESEARCH AND BACKGROUND.</strong></td>
<td>29</td>
</tr>
<tr>
<td><strong>IV. PRESENTATION AND ANALYSIS OF THE DATA.</strong></td>
<td>38</td>
</tr>
<tr>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Hypothesis One</td>
<td></td>
</tr>
<tr>
<td>Hypothesis Two</td>
<td></td>
</tr>
<tr>
<td>Hypothesis Three</td>
<td></td>
</tr>
<tr>
<td>Hypothesis Four</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td><strong>V. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS.</strong></td>
<td>65</td>
</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td>Findings</td>
<td></td>
</tr>
<tr>
<td>Conclusions</td>
<td></td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Levels of Significance of the Difference Between the Obtained Adjustment Means and the Normative Adjustment Means for the Total Population on Initial Measurement</td>
<td>41</td>
</tr>
<tr>
<td>II. Levels of Significance of the Difference Between the Mean U Values of the Primary and Elementary Groups of Subjects on Initial Measurement</td>
<td>46</td>
</tr>
<tr>
<td>III. Levels of Significance of the Difference Between Mean T Values of the Total Group of Subjects on Test and Re-Test Measurement</td>
<td>51</td>
</tr>
<tr>
<td>IV. Levels of Significance of the Difference Between Mean U Values of the Primary Group of Subjects on Test and Re-Test Measurement</td>
<td>56</td>
</tr>
<tr>
<td>V. Levels of Significance of the Difference Between Mean U Values of the Elementary Group of Subjects on Test and Re-Test Measurement</td>
<td>60</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

It is accepted that the best environment for a child is a normal home life in a well-adjusted family group (7, p. 4). Certainly, there is general recognition of the significance of family life and the need to preserve and strengthen it. When, however, family relationships are disturbed, for whatever reason, and children are involved, alternative forms of care for the children are often necessary. One of the alternative forms of care is the institutional group care home. Broten (1) points out that although this form of child care has, for many years, met a vital need in society and has undergone some significant changes, there still remain many unanswered questions regarding the institutional group care home and the children who are its residents. There is particular need for answers to questions regarding the education, mental health, and social adjustment of residents of group care homes for children (8, pp. 65-70). These questions most certainly involve concern regarding the personalities of children upon their admission to the institutional setting and what is happening in the personality development of these children in the early period of their residency in the group
living environment. If these questions are answered through adequate research, the alternative home, in the form of the institutional group care home, can provide more than a roof over a child's head and the requisite number of meals each day; it can also include the primary requisites for healthy personality development without which a child may be so seriously harmed that he may become a permanent liability to the society of which he is a citizen.

Although some studies have been conducted concerning the effect of parent-child separation (7, p. 11) on children, there is a lack of research of children, of institutional group care homes, to show the personality traits of individuals of this group. Educators, sociologists, psychologists, and professional staffs in institutional children's homes can perform a vital professional service by determining, through research, the traits, characteristics, and needs of the children who are residents of institutional group care homes.

Statement of the Problem

The problem of this study was to specify personality changes of children during their first five months of residence in an institutional home and school, as measured by the California Test of Personality.
Purpose

It was the purpose of the study to determine the early change which occurs in the personality components of children who are residents of an institutional home and school as measured by the California Test of Personality in order to give direction in improving the educational program of the institution.

Hypotheses

The following hypotheses were tested:

1. Upon initial testing of the subjects, their mean score for each of the personality components measured by the California Test of Personality will be significantly below the norm.

2. Upon initial testing, there will be no significant difference in the mean scores of a primary age group and an elementary age group on each of the personality components as measured by the California Test of Personality.

3. Upon re-testing at the end of five months, there will be a significant difference in the mean scores of the subjects on each of the personality components as measured by the California Test of Personality.

4. Upon re-testing at the end of five months, the primary age group will make a significantly greater mean change than the elementary age group on each of the personality components as measured by the California Test of Personality.
Definition of Terms

1. **Primary age group.**—This refers to students in kindergarten and grades one, two, and three because the California Test of Personality (5) includes these grades in the grade range for the primary level of this personality inventory. Therefore, the term, primary group, applies to the students to whom the primary level of the test was administered.

2. **Elementary age group.**—This refers to students in grades four, five, six, seven and eight because the California Test of Personality (4) includes these grades in the grade range for the elementary level of this personality inventory. Therefore, the term elementary group applies to the students to whom the elementary level of the test was administered.

3. **Personality adjustment.**—The personality adjustment of students in the institutional home and school environment is defined in terms of the normative data presented in the California Test of Personality Manual (6) based on the components of measurement of the California Test of Personality.

4. **Test.**—The California Test of Personality, primary and elementary forms AA (4, 5), administered September 5, 1969.

5. **Re-test.**—The California Test of Personality, primary and elementary forms BB (4, 5), administered January 29, 1970.
Limitations

This study was limited to a single institutional children's home which maintains its own accredited twelve grade school system and receives students who are normal physically and have at least normal intelligence. Therefore, the findings and conclusions of this study were necessarily limited to those students who comprised the population for the study and can be applied to other students and settings only insofar as they are comparable.

Basic Assumption

It is assumed that the change which is effected in the selected personality components of the subjects can be attributed, basically, to the institutional setting since the subjects resided in the institutional home environment and were involved in its total program during the course of the study.

Description of the Population and Setting

The population of this study included the total number of students, within the grade range specified for the primary and elementary groups (kindergarten through eighth grade), who were enrolled for their initial year of residence in the institutional home and school setting utilized for this study and who were still enrolled at the conclusion of the five month period of the study.

The children admitted to the institutional home and school from which the population for this study was selected
are admitted under the auspices of a fraternal order. However, admission of children to this particular institutional home is limited to individuals who have a specific connection with the fraternal order in the State of Texas.

A child is generally granted admission to the home as a result of the death of either or both parents or possibly because of separation or divorce of the parents. The home and school enrolls both boys and girls and it is the function of the institution to rear and educate normal children. Children who are below average intelligence or who have physical abnormalities are not eligible for admission.

The financial ability of a family is not necessarily a matter of consideration since the sponsoring body totally supports the program of the home and school and admission is, fundamentally, on the basis of individual need which may be the result of a variety of considerations other than the need for financial assistance.

Although the legal custody or guardianship of a child enrolled in the institution involved in this study is retained by the parent or relative who seeks admission for the child and this individual may withdraw the child at any time, the enrollment of an individual in the home and school is not considered to be temporary. It is assumed that the child will remain in the home and school until completion of his high school education.
The institution operates on its campus a twelve grade Independent School District which is fully accredited under the Central Education Agency of the State of Texas. The boundaries of the school district are coterminous with the boundaries of the institutional campus, and all students in the school district are also residents of the home.

Within the residential units of the home, children live together in small groups with the normal group size ranging from eight to ten. The groups are made up of children of the same sex and same approximate age. One houseparent serves each of these groups of children and it is the houseparent's responsibility to meet the day to day needs of the children within a given group.

The specific admission procedures followed by the home and school organization from which the subjects for this study were selected are essentially as follows (2, 3):

1. Application for admission of children into the home and school must be made by the appropriate fraternal affiliate of which the father or grandfather is, or was at the time of his death, a member in good standing.

2. Children whose mother is deceased and whose father is living will be admitted provided financial and home conditions merit special consideration.

3. It is possible for children to be admitted as a result of broken home situations if the individual case merits need.
4. A child must be within the age range of three through twelve to qualify for admission.

5. It is the function of the home and school organization to rear and educate normal children. Therefore, children who are below average mentally or who have physical handicaps are not eligible for admission.

6. Children are not admitted for pay or on a temporary basis and children who have sufficient financial support for their maintenance and education will not be admitted.

As can be determined from the above essential qualifying requirements, the subjects involved in this study were normal physically and mentally. In more specific terms this implies that a child with a physical handicap is not accepted for admission. Further, it signifies that a child who falls below the lower limit of the generally accepted normal intelligence quotient range of 90 through 110 is not approved for admission. Each child, before being considered for admission, must be evaluated both physically and mentally by a licensed physician and this evaluation is reported as a standard part of the total application. The evaluation of the examining physician, as to the physical normality of the student, is accepted by the home and school organization in processing applications. If evidence is noted by the physician indicating the applicant would not fit into a normal classroom setting but would require the educational services available through a special education program, the applicant would be
rejected for admission since special education is not included in the educational program of the school district. On the basis of physicians' evaluations, children have been rejected for admission to the home and school for such physical abnormalities as epilepsy, crippling conditions, absence of one or more limbs, spastic paralysis, and congenital birth defects. In addition to the physician's report, previous school records are useful in the pre-admission evaluation to determine abnormalities of a physical or mental nature.

Summary

The problem and its purpose along with the hypotheses, definition of terms, limitations, basic assumption, and description of the population and setting have been presented in Chapter I. Following this introductory chapter, subsequent chapters present procedures for collection and treatment of data, related research, presentation and analysis of data, and summary, findings, conclusions, and recommendations.
CHAPTER BIBLIOGRAPHY


CHAPTER II

PROCEDURES FOR COLLECTION AND TREATMENT OF DATA

Instrument of Measurement

The measuring instrument utilized in this study was the California Test of Personality (9, 10). Both the primary and elementary levels of this test were used. According to the Manual (11) for this instrument, it 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 the personal adjustment scale and the interpretation placed upon them 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 place of business.

1E. WITHDRAWING TENDENCIES--The individual who is said to withdraw is the one who substitutes the joy 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.

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. ANTI-SOCIAL TENDENCIES--An individual would normally 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 satisfactions in ways that are damaging and unfair to others. Normal adjustment is characterized by reasonable freedom from these tendencies.

2D. 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 relations also include parental control that is neither too strict nor too lenient.

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 adjustments in his community is the one whomingles 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 (11, pp. 2-3).

Along with measures on each of the twelve component parts, measures are also obtainable for each of the two major divisions of the test, personal and social adjustment, and for total adjustment. Therefore, a total of fifteen measures are provided by the California Test of Personality. The primary level of the test contains 96 items and with the exception of one item, which has a reliability coefficient of .68, the manual reports coefficients ranging from .82 to .92. The elementary level of the test contains 144 items
with coefficients ranging from .74 to .97 (11). The Manual (11) 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 Form 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.

The Fifth Mental Measurement Yearbook reports that as personality inventories go, the California Test of Personality would appear to be among the better ones available (2, p. 103), and an earlier edition states that it would appear to be one of the most carefully prepared inventories of its type (1, p. 1214). Also, the Mental Measurement Yearbook points out that in research where specific traits or social adjustments are being investigated, its value is definite (1, p. 1213).

The Sixth Mental Measurement Yearbook reveals that through 1963, 166 research studies have been completed in which the California Test of Personality was utilized (3, pp. 73-74), while the Manual for the Inventory states that one of the three primary purposes for which it was designed is to serve as an instrument of research (11, p. 7).

In view of the above information and the fact that it is adaptable for test, re-test situations, the California Test of Personality was chosen as an appropriate and adequate data gathering instrument for this study.
Collection of Data

The subjects included in this study were children who began their first year in an institutional home and school environment and who were between the ages of five and twelve years of age when the study was initiated. Within the age limits prescribed for this study, the average number of first year students to be admitted to the institutional setting involved in this study over five years before the study was made was between forty and fifty. Therefore, in order to insure that a minimum of thirty subjects were included in this study, it was proposed that the entire group of first year students in the institutional setting, who met the prescribed conditions, comprise the population for the study.

At the time for the initial administration of the instrument of measurement, a total of thirty-one subjects, who met the qualification for the study, had been admitted to the institution. Eleven of this number were categorized in the primary age group and ranged in grade level from kindergarten through the third grade. The remaining twenty subjects ranged in grade level from four through eight and were categorized in the elementary age group for testing and research purposes in accordance with the research design. The subjects that comprised the population for this study were admitted to the institutional home and school setting during the last week of August, 1969. Since the total program
of the environmental setting of the home and school organization provided the basis upon which change in the selected personality components of the subjects was predicated, it was significant to administer the initial test to the subjects at the earliest practical time after their admission. Therefore, with the opening of the school term for the independent school district on September 2, 1969, and the desirability of having the instrument of measurement administered through the school program by the professional school counselor, the initial test was given on September 4, 1969. The re-test date was January 29, 1970.

On September 4, 1969, the appropriate level of the California Test of Personality (9, 10), Form AA, was administered to the subjects included in the study. Following this initial test administration, the data were properly recorded on an individual data sheet (Appendix I) and a consolidated data sheet (Appendix II) for ease in utilization of the data for statistical analysis. At the conclusion of the five-month period prescribed for the study, the appropriate level of the alternate form of the California Test of Personality (9, 10), Form BB, was administered to the subjects by the school counselor. These data are also recorded on the individual and consolidated data sheets (Appendices I and II).
in order that the data could be conveniently used in computing the selected procedures for statistical analysis.

Treatment of Data

The objective of this study was to discover the early change which occurs in selected personality components of children who are residents of an institutional home and school environment through utilization of a standardized instrument of measurement in test and re-test situations. All data collected from these two measuring periods were recorded on the individual (Appendix I) and consolidated (Appendix II) data sheets. The data were quantified in accordance with the Manual (11) for the instrument utilizing raw scores, percentiles, and standard scores. Mean values and other statistical computations on each component of the test and re-test were computed with the aid of a calculator for each of the group comparisons. Following collection and quantification, the data were used to test the research hypotheses by determining the obtained level of significance for each. The decision as to the level below which each of the hypotheses were rejected was arbitrarily set at the five percent level. The significant statistical data for each hypothesis were arranged in tabular form and presented along with the discussion of the hypotheses for ease of reference.

Each hypothesis was stated as a null hypothesis for testing purposes. This necessitated restating hypotheses
1. Upon initial testing, subjects' mean scores for each of the personality components measured by the *California Test of Personality* will not be significantly below the norm.

Hypothesis one, involving mean scores obtained through the administration of the initial test, was tested by use of the $t$ value for a single mean. This procedure was used to test the significance of the obtained means as a deviation from the hypothesized mean values which were taken from the standardized scores presented in the normative data of the *Manual* (11) for the measuring instrument. The significance of the obtained means as a deviation from the hypothesized means for the total group of subjects on each of the twelve components of the instrument of measurement was statistically tested by the Fisher $t$ technique for a single mean (6, p. 101),

$$ t = \frac{M - M_h}{S_M} $$

$M$ - Obtained mean

$M_h$ - Hypothesized mean

$S_M$ - Standard error of mean

as follows:
(a) Upon initial testing, subjects' mean score for self-reliance (component 1A) will not be significantly below the norm;

(b) Upon initial testing, subjects' mean score for sense of personal worth (component 1B) will not be significantly below the norm;

(c) Upon initial testing, subjects' mean score for sense of personal freedom (component 1C) will not be significantly below the norm;

(d) Upon initial testing, subjects' mean score for feeling of belonging (component 1D) will not be significantly below the norm;

(e) Upon initial testing, subjects' mean score for withdrawing tendencies (component 1E) will not be significantly below the norm;

(f) Upon initial testing, subjects' mean score for previous symptoms (component 1F) will not be significantly below the norm;

(g) Upon initial testing, subjects' mean score for social standards (component 2A) will not be significantly below the norm;

(h) Upon initial testing, subjects' mean score for social skills (component 2B) will not be significantly below the norm;

(i) Upon initial testing, subjects' mean score for anti-social tendencies (component 2C) will not be significantly below the norm;
(j) Upon initial testing, subjects' mean score for family relations (component 2D) will not be significantly below the norm;

(k) Upon initial testing, subjects' mean score for school relations (component 2E) will not be significantly below the norm;

(l) Upon initial testing, subjects' mean score for community relations (component 2F) will not be significantly below the norm.

2. Upon initial testing, there will be no significant difference in the mean scores of a primary age group and an elementary age group on each of the personality components measured by the California Test of Personality.

Hypothesis two involved comparing the mean scores of two groups and the significance of the difference for each of the twelve components of the measuring instrument was statistically tested for the significance of the difference of the mean scores of the group on the initial test by the Mann-Whitney U Test (8, p. 212)

\[ z = \frac{U_1 - U_E}{\sigma_u} \]

- \( U_1 \) - Obtained mean value
- \( U_E \) - Expected mean value
- \( \sigma_E \) - Standard deviation of \( U \)

as follows:
(a) Upon initial testing, there will be no significant difference in the mean scores on self-reliance (component 1A);

(b) Upon initial testing, there will be no significant difference in the mean scores on sense of personal worth (component 1B);

(c) Upon initial testing, there will be no significant difference in the mean scores on sense of personal freedom (component 1C);

(d) Upon initial testing, there will be no significant difference in the mean scores on feeling of belonging (component 1D);

(e) Upon initial testing, there will be no significant difference in the mean scores on withdrawing tendencies (component 1E);

(f) Upon initial testing, there will be no significant difference in the mean scores on nervous symptoms (component 1F);

(g) Upon initial testing, there will be no significant difference in the mean scores on social standards (component 2A);

(h) Upon initial testing, there will be no significant difference in the mean scores on social skills (component 2B);

(i) Upon initial testing, there will be no significant difference in the mean scores on anti-social tendencies (component 2C);
(j) Upon initial testing, there will be no significant difference in the mean scores on family relations (component 2D);

(k) Upon initial testing, there will be no significant difference in the mean scores on school relations (component 2E);

(l) Upon initial testing, there will be no significant difference in the mean scores on community relations (component 2F).

3. Upon re-testing at the end of five months, there will not be a significant difference in the mean scores of the subjects on each of the personality components as measured by the California Test of Personality.

Hypothesis three, involving mean change between the test and re-test scores for the total population of the study, was tested for significance of the difference of the mean scores for each of the twelve components of the instrument of measurement by utilization of the Wilcoxon Matched-Pairs Signed-Ranks Test (8, pp. 216-218)

\[ z = \frac{T - T_E}{\sigma_T} \]

\( T \) - Obtained mean value

\( T_E \) - Expected mean value

\( \sigma_T \) - Standard deviation of T

as follows:
(a) Upon re-testing at the end of five months, there will not be a significant difference in the mean scores on self-reliance (component 1A);

(b) Upon re-testing at the end of five months, there will not be a significant difference in the mean scores on sense of personal worth (component 1B);

(c) Upon re-testing at the end of five months, there will not be a significant difference in the mean scores on sense of personal freedom (component 1C);

(d) Upon re-testing at the end of five months, there will not be a significant difference in the mean scores on feeling of belonging (component 1D);

(e) Upon re-testing at the end of five months, there will not be a significant difference in the mean scores on withdrawing tendencies (component 1E);

(f) Upon re-testing at the end of five months, there will not be a significant difference in the mean scores on nervous symptoms (component 1F);

(g) Upon re-testing at the end of five months, there will not be a significant difference in the mean scores on social standards (component 2A);

(h) Upon re-testing at the end of five months, there will not be a significant difference in the mean scores on social skills (component 2B);

(i) Upon re-testing at the end of five months, there will not be a significant difference in the mean scores on anti-social tendencies (component 2C);
(j) Upon re-testing at the end of five months, there will not be a significant difference in the mean scores on family relations (component 2D);

(k) Upon re-testing at the end of five months, there will not be a significant difference in the mean scores on school relations (component 2E);

(l) Upon re-testing at the end of five months, there will not be a significant difference in the mean scores on community relations (component 2F).

4. Upon re-testing at the end of five months, the primary age group will not make a significantly greater mean change than will the elementary age group on each of the personality components as measured by the California Test of Personality.

Hypothesis four involved comparing the mean scores of two groups and the significance of the difference of the mean scores for each of the twelve components of the measuring instrument was statistically tested by using the Mann-Whitney U Test (8, p. 212)

\[ z = \frac{U_1 - U_E}{\sigma_U} \]

- \( U_1 \) - Obtained mean value
- \( U_E \) - Expected mean value
- \( \sigma_U \) - Standard deviation of U

as follows:
(a) Upon re-testing at the end of five months, the primary age group will not make a significantly greater mean change than the elementary age group on self-reliance (component 1A);

(b) Upon re-testing at the end of five months, the primary age group will not make a significantly greater mean change than the elementary age group on sense of personal worth (component 1B);

(c) Upon re-testing at the end of five months, the primary age group will not make a significantly greater mean change than the elementary age group on sense of personal freedom (component 1C);

(d) Upon re-testing at the end of five months, the primary age group will not make a significantly greater mean change than the elementary age group on feeling of belonging (component 1D);

(e) Upon re-testing at the end of five months, the primary age group will not make a significantly greater mean change than the elementary age group on withdrawing tendencies (component 1E);

(f) Upon re-testing at the end of five months, the primary age group will not make a significantly greater mean change than the elementary age group on nervous symptoms (component 1F);

(g) Upon re-testing at the end of five months, the primary age group will not make a significantly greater
mean change than the elementary age group on social standards (component 2A);

(h) Upon re-testing at the end of five months, the primary age group will not make a significantly greater mean change than the elementary age group on social skills (component 2B);

(i) Upon re-testing at the end of five months, the primary age group will not make a significantly greater mean change than the elementary age group on anti-social tendencies (component 2C);

(j) Upon re-testing at the end of five months, the primary age group will not make a significantly greater mean change than the elementary age group on family relations (component 2D);

(k) Upon re-testing at the end of five months, the primary age group will not make a significantly greater mean change than the elementary age group on school relations (component 2E);

(l) Upon re-testing at the end of five months, the primary age group will not make a significantly greater mean change than the elementary age group on community relations (component 2F).
CHAPTER BIBLIOGRAPHY


CHAPTER III

RELATED RESEARCH AND BACKGROUND OF THE STUDY

The concept of institutional homes for dependent and neglected children was initiated in the United States in the eighteenth century by religious groups, charitable societies, and certain public bodies to meet the needs of large numbers of children who were without parents (3, p. 17). However, Hopkirk (9) found in his study that the early institutional homes, with their congregate type of care, gave little consideration to the individual personalities and needs of children, and this lack of recognition of and/or concern for the individuality of institutionalized children prevailed until the nineteen twenties. But even though some recognition of the problem came some fifty years ago, a limited amount of research has been conducted to give insight into the effect that institutionalization has on the personalities of those children who are institutional residents (15, p. 22). Additionally, in a personal conversation in June, 1968, with Alan Keith-Lucas of the University of North Carolina (10), an authority in the field of institutional child care, it was pointed out by Keith-Lucas that research in institutional child care is limited and many areas need to be investigated
to give scientific bases for making decisions relative to institutional child care programs. This is a matter of significant concern, as was emphasized in a study by the Department of Social Affairs of the United Nations, which concluded that a child deprived of a normal home life may be affected not only in respect to his physical health, but also in regard to his mental health and personal adjustment (19). This same study also emphasizes that every child should be reared in an environment in which love and sympathetic understanding contribute to the feeling of "belonging" which is the primary requisite for the development of a child's sense of emotional security (19). The environment in which children are reared should also provide each child with the possibility of healthy physical growth and of developing his own personality and talents, helping him to grow up to stable, mature adulthood, capable of normal relationships with others and of exercising his responsibilities as an adult member of his particular society (13, 14, 16, 20). The institutional setting in which children are reared should convey to each child the cultures and values of their society in order to enable them, in their turn, to develop this culture further (5).

There have been many questions concerning children's problems as a result of deprivation and/or inadequate family relationships. Some of these questions have been focused around personality development. It has been assumed by some
writers that the emotional and intellectual deprivation resulting from the absence of parental figures produces a series of distinctive personality traits. They further state that these traits are different from those noted and expressed by children reared within a close family environment. Some have revealed in their studies that the emotional deprivation arising from a child spending his early years in an institution may produce a definite distortion and variation from the traits and patterns seen in the well-adjusted personality.

Goldfarb (6) found that the deprived infancy of the institutional child resulted in a dramatic arrest in all aspects of his development and in the formation of a characteristically atypical personality.

It was concluded by Feinberg (4) that children living away from home are in an atypical situation regardless of the type of substitute home in which they are placed, that they lack the immediate presence of concerned and loving parents to appraise their successes, that they are ever under tension to secure the proper kind of attention from those who serve as substitute parents, and that they never are fully able to know if they have accomplished their goal or, if they have, what it means to them.

Bodman (1), 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, related that
children reared in institutional environments were less mature socially than those in the control group. He attributed this to the restricted opportunity for social development that is associated with institutional life. This study is further substantiated by Stagner (17, p. 95) who concluded that the child who lacks security in his earliest years and who encounters an excess of unpleasant experiences will develop a conception of his environment as threatening and cold and his behavior will tend toward protective, but socially unfortunate patterns which causes him to elicit unfriendly behavior from associates and exhibit a pessimistic attitude. Gray emphasizes the constant development of an individual's personality and the fact that the adult pattern of personality is usually fixed by the age of ten (8). Studies by Woodworth (21) and Kuhlen and Lee (11) confirm the significance of early childhood experiences in the formation of personality traits.

A study was conducted by Goldfarb (7) of the effects of institutionalization on the adolescent personality as revealed through Rorschach data. The subjects for this research included eight boys and seven girls whose ages ranged from ten to fourteen and whose early life had been spent in an institutional environment. This group was compared with a control group of children whose total life experiences had been outside an institution. It was concluded that the institutional group of children was inferior
to the control group in accuracy of perception. Goldfarb also drew the conclusion from this study that deviation from the normal in behavior and general adjustment and less conscious drive to social conformity was indicated by the institutional group.

Other writers take a different view to the effect of institutionalization on children. Linde (12) relates that whereas a child at home has known two parents, in an institution he must adjust to several parent substitutes and concludes that this can become a beneficial experience rather than adding to confusion because a foundation in personal relationships has already been laid for him in the atmosphere created by harmonious relations among members of the staff.

Stern points out that in spite of the fact that variance in personalities of children entering institutional care is very wide and ranges from personalities that are slightly affected by the experience that has necessitated their admission to personalities that have been seriously injured because of a severe deprivation of love and secure family life before their admission to the group care setting, most children can be assisted to develop healthy personalities and thus become useful citizens in the society of which they are part (18).

After investigating the effects of separation from parents on children, Bowlby (2, 3) concluded that statements implying that children brought up in institutions or those
who suffer other forms of serious deprivation in early life commonly develop psychopathic or affectionless characters are wrong. He found that the outcome is varied and of those damaged, only a small minority develop very serious disabilities of personality as a result of separation and institutionalization.

Summary

The effects of institutionalization relative to individuals who have been reared within such a setting have been reviewed as a background for investigating the relationships of this study. Since it is evident that conflicting conclusions have been drawn from the limited research conducted regarding the effect of institutional living upon the personality of the child and that most of these studies primarily have been made in connection with children during the infancy period of life, it seems that more research is needed relative to this problem. The literature indicated on one hand that the institutionalization of children results in a series of distinctive personality traits which are different from those found in children reared within a normal family relationship and that problems of personal and social adjustment are prevalent in children reared in an institution. On the other hand, conflicting views were expressed in which it was related that institutionalization does not necessarily impair children's personal and social relations, but can
give an individual a strong foundation for healthy relationships in life. The role of the institutional home and school in providing opportunities for children, and the effect it is having upon the personality of the child who becomes its resident after the infancy period of his life, cannot be overlooked. It seemed appropriate therefore, that this area of concern be investigated from the standpoint of what personality changes occurred in these children during the early months of their residency in an institutional home and school setting and this is the question upon which this study was focused.
CHAPTER BIBLIOGRAPHY


CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

In Chapter I, four hypotheses, based on selected personality components, were stated regarding the personal and social adjustment of an experimental group of students upon their entrance into an institutional home and school setting and the change that was evidenced in these components after the students had resided in the institutional environment for a period of five months.

There were, essentially, four concerns of this study. The first was to ascertain whether or not there were significant differences between the obtained scores of the subjects selected for the study and the normative scores for the instrument of measurement upon the admission of the subjects into an institutional home and school environment. The second concern of the study was to determine if there were significant differences in the scores obtained on initial testing between the primary and elementary age groups. The third concern of the study was to ascertain if there was change in the selected personality components of the subjects during their first five months of institutional residence.
based on test and re-test data to determine significance. A fourth concern was to ascertain if there was significant change in the selected personality components of each of the two groups of students between the initial testing and re-testing periods.

It should be emphasized that in addition to the above concerns, ascertained through statistical analysis, was the underlying, fundamental concern for utilizing the findings and conclusions as a basis for program improvement for the institutional home and school setting involved in the study for the benefit of those for whom the institution exists, namely the students.

The California Test of Personality (1, 2) was the instrument used for investigative purposes regarding the status of the personality components of the subjects at the beginning and ending of the study. This instrument was administered to all subjects of the population for the study on September 4, 1969, and January 29, 1970. Findings concerning the tenability of the major research hypotheses were determined by the findings from the analysis made in regard to each of the twelve components which make up the personal and social adjustment divisions of the instrument of measurement.

The computations for the statistical analyses presented in this chapter for each of the hypotheses were calculated through the utilization of standard scores which were derived from converting the subjects' raw score test data into
standard score data in accordance with the relative material found in the Manual (3) for the measuring instrument. In every instance, higher standard score values are indicative of better subject scores on the test and re-test situations. Therefore, the higher mean values, which were obtained from the subjects’ standard score data and which were used in arriving at levels of significance in dealing with all the hypotheses, indicate, in all cases, better scoring on the instrument of measurement.

Hypothesis One

Hypothesis one stated that upon initial testing of the subjects, their mean score for each of the personality components measured by the California Test of Personality (1, 2) will be significantly below the norm. The hypothesis was restated in null form for each of the twelve components for the purpose of statistical testing of the significance of the difference. The statistical data relating to the components for hypothesis one are presented in Table I.

The null hypothesis for hypothesis one, as it related to each of the twelve personality components, stated that there will be no significant difference between the initial test scores of the subjects and the normative scores from the standardized data of the instrument of measurement for each of the components.
<table>
<thead>
<tr>
<th>Component</th>
<th>Hypothesized Mean</th>
<th>Obtained Mean</th>
<th>Mean Difference</th>
<th>Standard Deviation</th>
<th>Standard Error of the Mean</th>
<th>Z Score</th>
<th>Level of Significance</th>
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</tr>
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<td>9.03</td>
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The difference was significant at the .05 level for component 1C, sense of personal freedom. Therefore, the null hypothesis was rejected, and the research hypothesis, which stated that the subjects would score significantly below the norm on this component, was accepted. The obtained mean score for this component was 47.32, which was statistically tested against the normative score of 50.00. The t score obtained was 2.14, which yielded a significance of the difference at the .05 level.

For component 1E, withdrawing tendencies, the difference was significant at the .05 level. The null hypothesis was rejected and the research hypothesis, which stated that the subjects would score significantly below the norm, was accepted. An obtained mean score of 46.45 for this component was tested against the normative score of 50.00. This resulted in a t score of 2.15 and a significance of the difference at the .05 level.

The difference was also significant for component 1F, nervous symptoms. A t score of 2.88 was obtained through the statistical analysis of this component, which gave a level of significance at the .01 level. The null hypothesis was rejected and the research hypothesis of subjects scoring significantly below the norm was accepted. An obtained mean value of 44.55 for component 1E was tested against the norm mean value of 50.00, which resulted in a level of significance at the .01 level.
Component 2C, anti-social tendencies, yielded a significance of the difference at the .001 level. The null hypothesis was rejected and the research hypothesis that the subjects would score significantly below the norm on initial testing was accepted. An obtained mean of 41.03 was tested against the normative mean of 50.00. This resulted in a $t$ value of 4.15 and a level of significance at the .001 level.

The difference was significant at the .001 level for component 2E, school relations. Therefore, the null hypothesis of no difference was rejected, and the research hypothesis, which stated that the subjects would score significantly below the norm on school relations, was accepted. The obtained mean score for this component was 43.00, which was statistically tested against the normative mean score of 50.00. The $t$ score resulting was 4.09, which yielded a significance of the difference at the .001 level.

For component 2F, community relations, the difference was significant at the .001 level. The null hypothesis was therefore rejected and the research hypothesis of population mean scores significantly below the norm was accepted. An obtained mean score of 43.23 was tested against the normative score of 50.00. This resulted in a $t$ score of 3.58 and a .001 significance of the difference level.

From examining the data contained in Table I, it can be determined that none of the remaining six components reached
the $t$ score of 1.96 required for significance. Hence, the null hypotheses stated for each of the six remaining components of self-reliance, sense of personal worth, feeling of belonging, social standards, social skills, and family relations were not rejected and the research hypotheses were therefore rejected for each.

It is significant to observe that the $t$ scores for two of the components approached the 1.96 level required for significance. One of these was component ID, feeling of belonging. The $t$ score computed was 1.84, which was derived from testing an obtained group mean of 46.87 against the normative score of 50.00. The other component approaching the level of significance necessary to reject the null hypothesis was 2B, social skills. An obtained mean of 46.35 was tested against the normative mean of 50.00 from which a $t$ score of 1.94 was yielded.

On one component, self-reliance, the obtained mean of 50.55 for the population actually exceeded the normative mean of 50.00, although it resulted in a very low $t$ score of .37.

The obtained means for each of the three remaining components for which the null hypothesis was not rejected were all below the hypothesized mean and therefore yielded $t$ scores which pointed toward significance as hypothesized in the research hypothesis.
Hypothesis Two

Hypothesis two stated that upon initial testing, there would be no significant difference in the mean scores of a primary age group and an elementary age group on each of the personality components as measured by the California Test of Personality (1, 2).

Since this hypothesis was stated in the null in its research form, it was tested in its original null form for the purpose of testing the significance of the difference for each of the twelve components involved. Table II presents the statistical data which relates to the analysis discussion of hypothesis two.

The test for significance of the difference for component 1A, self-reliance, yielded a z score of 1.30, which resulted in a level of significance below .05. Since the statistical hypothesis of no difference was not rejected, the research hypothesis of no significant difference in the two groups was accepted. Obtained mean values of 78.5 for the primary group and 141.5 for the elementary group were tested against an expected mean value of 110.0, resulting in the z score of 1.30.

For component 1B, sense of personal worth, a z score of .62 was obtained from testing mean values of 125.0 for the primary group and 95.0 for the elementary group against the expected mean value of 110.0. This resulted in a level of significance below the .05 level and therefore the null
TABLE II
LEVELS OF SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEAN U VALUES OF THE PRIMARY AND ELEMENTARY GROUPS ON INITIAL MEASUREMENT

<table>
<thead>
<tr>
<th>Component</th>
<th>Mean of Expected U Value</th>
<th>Mean of U Value</th>
<th>Mean Difference</th>
<th>Standard Deviation of U</th>
<th>z Score</th>
<th>Level of Significance</th>
</tr>
</thead>
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<td></td>
<td></td>
<td>Primary</td>
<td>Elementary</td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td>141.5</td>
<td>31.5</td>
<td>24.22</td>
<td>1.30</td>
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<td>125.0</td>
<td>95.0</td>
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<td>.62</td>
</tr>
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<td>.41</td>
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<tr>
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<td>97.0</td>
<td>13.0</td>
<td>24.22</td>
<td>.54</td>
</tr>
</tbody>
</table>
hypothesis was not rejected and the research hypothesis of no significant difference for this component was accepted.

A z score of .41 was obtained for component 1C, sense of personal freedom. This score was calculated by testing the obtained means of 100.0 for the primary group and 120.0 for the elementary group against the expected mean value of 110.0. Since the z score of .41 was below the required value of 1.96 necessary to reject the null hypothesis at the .05 level, the research hypothesis of no significant difference was accepted.

Mean scores of 133.0 for the primary group and 87.0 for the elementary group, when tested against the expected mean value of 110.0, resulted in a z score of .95 for component 1D, feeling of belonging. The .95 z score was below the .05 level of significance and was of insufficient statistical significance to reject the tested null hypothesis. Therefore, the research hypothesis of no significant difference in the two groups for feeling of belonging was accepted.

The test of significance of the difference for component 1E, withdrawing tendencies, yielded a z score of .35. Since the tested hypothesis of no significant difference was not rejected, the research hypothesis of no significant difference between the primary and elementary groups was accepted. Obtained mean values of 118.5 for the primary group and 101.5 for the elementary group were tested against
an expected mean value of 110.0, which resulted in a z score of .35 for withdrawing tendencies.

A z score of .47 was obtained for component IF, nervous symptoms. This score was calculated by testing the computed means of 121.5 for the primary group and 98.5 for the elementary group against the expected mean value of 110.0. Since the z score of .47 is below the required value of 1.96 to reject the null hypothesis at the .05 level, the research hypothesis of no significant difference was accepted.

For component 2A, social standards, a z score of .62 was computed from testing mean values of 133.0 for the primary group and 87.0 for the elementary group against the expected mean value of 110.0. This resulted in a level of significance below the .05 level, and therefore the null hypothesis was not rejected and the research hypothesis of no significant difference for this component was accepted.

When the mean values of 105.0 for the primary group and 115.0 for the elementary group were tested against the expected mean value of 110.0, the result was a z score of .21 for component 2B, social skills. Since .21 failed to reach the necessary .05 level for rejecting the statistical null hypothesis, the research hypothesis of no significant difference between the two groups was accepted for this component.

Mean values of 131.0 for the primary group and 89.0 for the elementary group, when tested against the expected mean
value of 110.0, resulted in a z score of .87 for component 2D, family relations. The z score of .87 was below the .05 level of significance and was of insufficient statistical significance to reject the tested null hypothesis. Therefore, the research hypothesis of no significant difference in the two groups was accepted.

The test for significance of the difference for component 2E, school relations, yielded a z score of .64, which resulted in a level of significance below .05. Since the statistical hypothesis of no difference was not rejected, the research hypothesis of no significant difference was accepted. Obtained mean values of 125.5 for the primary group and 94.5 for the elementary group were tested against an expected mean value of 110.0, resulting in the z score of .64.

A z score of .54 was obtained for component 2F, community relations. This score was calculated by testing the obtained means of 123.0 for the primary group and 97.0 for the elementary group against the expected mean of 110.0. Since the z score of .54 was below the required value of 1.96 necessary to reject the null hypothesis at the .05 level, the research hypothesis of no significant difference between the two groups was accepted.

An examination of Table II will reveal that the data for the remaining component, anti-social tendencies, 2C, yielded a z score of 2.27, which was sufficient to reject the
null hypothesis at the .05 level. Therefore, the research hypothesis, which stated no significant difference between the two groups for anti-social tendencies, was rejected. The obtained mean values of 165.0 for the primary group and 55.0 for the elementary group were tested against the expected mean of 110.0 in calculating the statistical level of significance for this component.

Hypothesis Three

Hypothesis three stated that upon re-testing at the end of five months, there would be a significant difference in the mean scores of the subjects on each of the personality components as measured by the California Test of Personality (1, 2). The hypothesis was restated in null form for each of the twelve components for the purpose of statistical testing of the significance of the difference. The statistical data relating to the components for hypothesis three are presented in Table III.

The null hypothesis for hypothesis three, as it related to each of the twelve personality components, stated that there would be no significant difference between the test and re-test scores of the subjects for each of the components.

The difference was significant at the .05 level for component 1C, sense of personal freedom. Therefore, the null hypothesis was rejected and the research hypothesis, which stated that a significant difference would exist
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<th>Component</th>
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<th>Mean of T Value Test</th>
<th>Mean of T Value Re-Test</th>
<th>Mean Difference</th>
<th>Standard Deviation of T</th>
<th>z Score</th>
<th>Level of Significance</th>
</tr>
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<tr>
<td>2C</td>
<td>189.0</td>
<td>145.0</td>
<td>233.0</td>
<td>44.0</td>
<td>41.62</td>
<td>1.06</td>
<td>Below .05</td>
</tr>
<tr>
<td>2D</td>
<td>162.5</td>
<td>167.5</td>
<td>157.5</td>
<td>5.0</td>
<td>37.16</td>
<td>.13</td>
<td>Below .05</td>
</tr>
<tr>
<td>2E</td>
<td>217.5</td>
<td>129.0</td>
<td>306.0</td>
<td>88.5</td>
<td>46.24</td>
<td>1.91</td>
<td>Below .05</td>
</tr>
<tr>
<td>2F</td>
<td>138.0</td>
<td>58.0</td>
<td>218.0</td>
<td>80.0</td>
<td>32.87</td>
<td>2.43</td>
<td>Above .05</td>
</tr>
</tbody>
</table>
between the mean scores for the test and re-test, was accepted. An expected mean value of 162.5 was computed and tested against the mean values of 238.0 for the test and 87.0 for the re-test. This statistical result indicates that the subjects did significantly better on the initial test for the component of sense of personal freedom.

The test for significance of the difference for component IF, withdrawing tendencies, yielded a z score of 2.68, which resulted in a level of significance at the .02 level. The null hypothesis was therefore rejected and the research hypothesis of significant difference was accepted. Obtained mean values of 77.5 for the test and 296.5 for the re-test were tested against an expected mean value of 189.0. This resulted in a z score of 2.68, which is indicative of the fact that better scores were made by the population on the re-test.

For component 2F, community relations, a significance of the difference was obtained at the .05 level from a z score of 2.43. A z score of 2.07 was required for significance on this component. Mean values of 58.0 for the test and 218.0 for the re-test were tested against an expected mean value of 138.0, resulting in a significant difference and indicating better scores were made by the subjects on the re-test.

Examination of the levels of significance column for Table III reveals that none of the z scores for the nine
remaining components reached the .05 level of significance. The null hypothesis stated for each of the nine remaining components of self-reliance, sense of personal worth, feeling of belonging, nervous symptoms, social standards, social skills, anti-social tendencies, family relations, and school relations was accepted and the research hypothesis was therefore rejected for each.

On four of the above components, as presented in the following paragraphs, the re-test mean value was less than that for the initial test resulting in z scores, pointing in the direction of better scores for the population on the initial test.

The z score for component 1A, self-reliance, was .99. A level of 2.06 was required for significance on this component. The obtained z score was computed from mean scores of 184.5 on the test and 115.5 on the re-test, which were tested against an expected mean of 150.0.

For component 1B, sense of personal worth, the obtained z score of 1.12 failed to reach the required 1.96 for significance at the .05 level. The z score for this component resulted from testing the means of 235.5 for the test and 142.5 for the re-test against an expected mean of 189.0.

The test for significance of the difference for component 1D, feeling of belonging, resulted in a z score of .99. It was necessary to reach 2.08 for significance at the
.05 level on this component. Obtained mean values of 144.0 for the test and 87.0 for the re-test were tested against an expected mean of 115.5 for this component.

Family relations, component 2D, resulted in having a z score of .13 computed from testing mean values of 167.5 for the test and 157.5 for the re-test against an expected mean value of 162.5.

For the remaining five components for which the null hypothesis was accepted, the higher mean scores for the population were derived from the re-test. This resulted in z scores, although below the .05 level of significance, that pointed in the direction of better scores for the total group of subjects on the re-test.

The test for significance of the difference for component 1F, nervous symptoms, resulted in a z score of .13. A mean value of 183.5 for the test and one of 194.5 for the re-test were calculated for this component and tested against an expected mean of 189.0.

A z score of .65 was computed for component 2A, social standards. It was necessary to obtain a z score of 2.07 on this component for significance at the .05 level. The mean values utilized to arrive at the computed z score for this component were 116.5 for the test and 159.5 for the re-test. These were tested against an expected mean value of 138.0.

On component 2B, social skills, a very slight difference resulted in a z score of .01. This was computed
utilizing the obtained mean values of 188.5 for the test and 189.5 for the re-test. An expected mean value of 189.0 was used for this component.

Anti-social tendencies, component 2C, produced a z score of 1.06, which was derived from the obtained mean values of 145.0 for the test and 233.0 for the re-test. The expected mean value was 189.0.

A z score of 1.91 for component 2E, school relations, approached the 1.96 level required for significance. This z score of 1.91 was derived from test and re-test means of 129.0 and 306.0, which were tested against an expected mean of 217.5.

Hypothesis Four

Hypothesis four stated that upon re-testing at the end of five months, the primary age group would make a greater mean change than the elementary age group on each of the personality components as measured by the California Test of Personality (1, 2). The hypothesis was restated in null form for each of the twelve components for both the primary and elementary groups for purpose of the statistical testing of the significance of the difference. The statistical data relative to the primary group for hypothesis four are presented in Table IV, while data relating to the elementary group for this hypothesis are contained in Table V.
# Table IV

Levels of Significance of the Difference Between Mean U Values of the Primary Group of Subjects on Test and Re-Test Measurement

<table>
<thead>
<tr>
<th>Component</th>
<th>Mean of Expected U Value</th>
<th>Mean of U Value Test</th>
<th>Mean of U Value Re-Test</th>
<th>Mean Difference</th>
<th>Standard Deviation of U</th>
<th>z Score</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A</td>
<td>60.5</td>
<td>42.5</td>
<td>78.5</td>
<td>18.0</td>
<td>15.22</td>
<td>1.18</td>
<td>Below .05</td>
</tr>
<tr>
<td>1B</td>
<td>60.5</td>
<td>61.5</td>
<td>39.5</td>
<td>21.0</td>
<td>15.22</td>
<td>1.38</td>
<td>Below .05</td>
</tr>
<tr>
<td>1C</td>
<td>60.5</td>
<td>65.0</td>
<td>56.0</td>
<td>4.5</td>
<td>15.22</td>
<td>0.30</td>
<td>Below .05</td>
</tr>
<tr>
<td>1D</td>
<td>60.5</td>
<td>55.0</td>
<td>66.0</td>
<td>5.5</td>
<td>15.22</td>
<td>0.36</td>
<td>Below .05</td>
</tr>
<tr>
<td>1E</td>
<td>60.5</td>
<td>45.0</td>
<td>76.0</td>
<td>15.5</td>
<td>15.22</td>
<td>1.02</td>
<td>Below .05</td>
</tr>
<tr>
<td>1F</td>
<td>60.5</td>
<td>57.5</td>
<td>63.5</td>
<td>3.0</td>
<td>15.22</td>
<td>0.20</td>
<td>Below .05</td>
</tr>
<tr>
<td>2A</td>
<td>60.5</td>
<td>77.0</td>
<td>41.0</td>
<td>16.5</td>
<td>15.22</td>
<td>1.08</td>
<td>Below .05</td>
</tr>
<tr>
<td>2B</td>
<td>60.5</td>
<td>58.0</td>
<td>63.0</td>
<td>2.5</td>
<td>15.22</td>
<td>0.16</td>
<td>Below .05</td>
</tr>
<tr>
<td>2C</td>
<td>60.5</td>
<td>40.5</td>
<td>80.5</td>
<td>20.0</td>
<td>15.22</td>
<td>1.31</td>
<td>Below .05</td>
</tr>
<tr>
<td>2D</td>
<td>60.5</td>
<td>59.0</td>
<td>62.0</td>
<td>1.5</td>
<td>15.22</td>
<td>0.10</td>
<td>Below .05</td>
</tr>
<tr>
<td>2E</td>
<td>60.5</td>
<td>50.0</td>
<td>71.0</td>
<td>10.5</td>
<td>15.22</td>
<td>0.69</td>
<td>Below .05</td>
</tr>
<tr>
<td>2F</td>
<td>60.5</td>
<td>63.0</td>
<td>58.0</td>
<td>2.5</td>
<td>15.22</td>
<td>0.16</td>
<td>Below .05</td>
</tr>
</tbody>
</table>
The null hypothesis for the primary group, as it related to each of the twelve personality components, stated that there would be no significant difference between the initial test and re-test scores on each of the components of the instrument of measurement.

From an examination of Table IV, it is revealed that no component reached the z score of 1.96 required for significance at the .05 level, and the null hypothesis of no significant difference was accepted for each of the twelve components. Therefore, the original research hypothesis was rejected, indicating that there was no significant change on each of the components for the primary group of subjects.

Higher mean values were made on the initial test for four components, which therefore resulted in z scores which were in the direction of better scores for the subjects upon initial testing. An analysis of each of these four is presented in the succeeding discussion.

Sense of personal worth, component 1B, produced a z score of 1.38 from mean values of 81.5 and 39.5 on the test and re-test, which were tested against an expected mean of 60.5 to determine the z score result. For component 1C, sense of personal freedom, a mean value of 65.0 for the test and one of 56.0 for the re-test were tested against the expected mean of 60.5, from which was derived a z score of .30. The z score for component 2A, social standards, was
derived from mean values of 77.0 for the test and 44.0 for the re-test, statistically tested against an expected mean of 60.5. A z score of .16 was computed for component 2F, community relations. This level derived from testing the obtained mean values of 63.0 for the test and 58.0 for the re-test against the expected mean of 60.5.

The remaining eight components for the primary group resulted in higher mean values on the re-test. Therefore, the z scores derived for each, although statistically insignificant, were in the direction of better scores for this group on the re-testing period.

The obtained z score for component 1A, self-reliance, was 1.18. This was computed through testing the initial test mean value of 42.5 and the re-test mean value of 78.5 against an expected mean value of 60.5. A z score of .36 was derived from component 1D, feeling of belonging. Obtained mean values of 55.0 for the test and 66.0 for the re-test were tested against the expected mean of 60.5. Component 1E, withdrawing tendencies, resulted in a z score of 1.02, computed from test, re-test, and expected mean values of 45.0, 76.0, and 60.5, respectively. A low z score of .16 was computed for component 2B, social skills. Test and re-test mean values of 58.0 and 63.0 were obtained and tested against the expected mean value of 60.5 for this component. A z score of 1.31 was derived for anti-social tendencies, component 2C. Mean values of 40.5 and 80.5 were computed
for the test and re-test and these were tested against an expected mean of 60.5. Family relations, component 2D, resulted in a low z score of .10. Test and re-test mean values of 59.0 and 62.0 respectively were tested against an expected mean value of 60.5 for this component. For component 2E, school relations, mean values of 50.0 for the test and 71.0 for the re-test were tested against the expected mean of 60.5, resulting in a z score of .69.

The null hypothesis for the elementary group, as it related to each of the twelve personality components stated that there would be no significant difference between the initial test and re-test scores on each of the components of the instrument of measurement.

Statistical data relevant to the elementary group for hypothesis four are presented in Table V.

A z score of 2.14, significant at the .05 level, was obtained for sense of personal freedom, component 1C. Therefore, the null hypothesis was rejected and the research hypothesis, which stated a significant difference in test and re-test scores was accepted. Mean values of 279 on the test and 121 on the re-test reveal that the elementary group scored significantly higher on the initial test for this component. The test for significance of the difference for component 2F, school relations, yielded a z score of 2.04, which was significant at the .05 level. This z score was computed from test, re-test and expected mean values of
<table>
<thead>
<tr>
<th>Component</th>
<th>Mean of Expected U Value</th>
<th>Mean of U Value</th>
<th>Mean Difference</th>
<th>Standard Deviation of U</th>
<th>z Score</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A</td>
<td>200.0</td>
<td>239.5</td>
<td>160.5</td>
<td>39.5</td>
<td>36.96</td>
<td>1.07</td>
</tr>
<tr>
<td>1B</td>
<td>200.0</td>
<td>193.0</td>
<td>207.0</td>
<td>7.0</td>
<td>36.96</td>
<td>.16</td>
</tr>
<tr>
<td>1C</td>
<td>200.0</td>
<td>279.0</td>
<td>121.0</td>
<td>79.0</td>
<td>36.96</td>
<td>2.14</td>
</tr>
<tr>
<td>1D</td>
<td>200.0</td>
<td>226.5</td>
<td>173.5</td>
<td>26.5</td>
<td>36.96</td>
<td>.72</td>
</tr>
<tr>
<td>1E</td>
<td>200.0</td>
<td>151.5</td>
<td>248.5</td>
<td>48.5</td>
<td>36.96</td>
<td>1.31</td>
</tr>
<tr>
<td>1F</td>
<td>200.0</td>
<td>194.0</td>
<td>206.0</td>
<td>6.0</td>
<td>36.96</td>
<td>.16</td>
</tr>
<tr>
<td>2A</td>
<td>200.0</td>
<td>135.0</td>
<td>265.0</td>
<td>65.0</td>
<td>36.96</td>
<td>1.76</td>
</tr>
<tr>
<td>2B</td>
<td>200.0</td>
<td>185.0</td>
<td>215.0</td>
<td>15.0</td>
<td>36.96</td>
<td>.41</td>
</tr>
<tr>
<td>2C</td>
<td>200.0</td>
<td>193.5</td>
<td>206.5</td>
<td>6.5</td>
<td>36.96</td>
<td>.18</td>
</tr>
<tr>
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<td>2.0</td>
<td>36.96</td>
<td>.05</td>
</tr>
<tr>
<td>2E</td>
<td>200.0</td>
<td>124.5</td>
<td>275.5</td>
<td>75.5</td>
<td>36.96</td>
<td>2.04</td>
</tr>
<tr>
<td>2F</td>
<td>200.0</td>
<td>113.0</td>
<td>287.0</td>
<td>77.0</td>
<td>36.96</td>
<td>2.35</td>
</tr>
</tbody>
</table>
124.5, 275.5, and 200.0, respectively, and is indicative of higher scores on the re-test. The null hypothesis for school relations was rejected and the original hypothesis of no significant difference was accepted.

The difference was significant at the .05 level for component 2F, community relations. Therefore, the null hypothesis was rejected, and the research hypothesis was accepted. Mean values of 287.0 for the test and 87.0 for the re-test when tested against an expected mean of 200.0, resulted in a z score of 2.35. The higher re-test mean value indicated that better scores resulted for this component on the re-test measurement.

An examination of the data contained in Table V will reveal that no other component reached the z score of 1.96 required for significance; so the null hypothesis of no difference was accepted and the research hypothesis was rejected for each of the remaining nine components.

Although insignificant, the z score for one of the nine components, self-reliance, was indicative of better scores for the elementary group on the re-test. As can be determined from Table V, the z score for the other eight components ranged from a low of .05 on family relations to a high of 1.76 on social standards.

From a comparison of the z scores from Table IV and V, it can be determined that greater mean change resulted in the components of self-reliance, sense of personal worth,
nervous symptoms, anti-social tendencies, and family relations for the primary group, while greater change occurred in the components of sense of personal freedom, feeling of belonging, withdrawing tendencies, social standards, social skills, school relations, and community relations for the elementary group.

Summary

An analysis of the data relative to each of the four hypotheses regarding personal and social adjustment of a selected group of institutional home and school students has been presented in this chapter.

For hypothesis one, which stated that upon initial testing of the subjects, their mean score for each of the personality components of the instrument would be significantly below the norm, the statistical analysis indicated significance for six of twelve personality components. Those for which statistical significance was obtained were sense of personal freedom, withdrawing tendencies, nervous symptoms, anti-social tendencies, school relations, and community relations. The components of self-reliance, sense of personal worth, feeling of belonging, social standards, social skills, and family relations each had an obtained t score that was insignificant. Statistical data for hypothesis one are presented in Table I.

Hypothesis two stated that upon initial testing, there would be no significant difference in the mean scores of
primary and elementary age groups for each of the components of the measuring instrument. From the statistical analysis of the data, only one component, anti-social tendencies, reached the .05 level required for significance. Since the research hypothesis was stated in null form, it was accepted for each of the remaining eleven components. The data for hypothesis two are presented in Table II.

Hypothesis three stated that upon re-testing at the end of five months, there would be a significant difference in the mean scores of the subjects on each of the components of the instrument of measurement. This hypothesis was accepted for the three components of sense of personal freedom, withdrawing tendencies, and community relations. Statistical data for hypothesis three are presented in Table III.

Hypothesis four was concerned with the change which occurred in each of two groups between the test and re-test periods on the twelve components of measurement. The analysis of the data for the primary group resulted in no significant differences. Analysis of the data for the elementary group resulted in significant statistical results for the three components of sense of personal freedom, school relations, and community relations. The data for hypothesis four are presented in Tables IV and V.
CHAPTER BIBLIOGRAPHY


CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study was an investigation to specify the personality status of children, during their first five months of residence in an institutional home and school, based on selected personality components. The children were in kindergarten through grade eight and measurement of the personality components was made upon their admission and five months later with any changes that occurred during this period of time noted.

The population for this study consisted of thirty-one students in an institutional home and school located on a two hundred acre campus within the boundaries of a large southwestern city. Eleven of the students were categorized in a primary age group and twenty-one were categorized in an elementary age group. The primary age group was comprised of all students in kindergarten through grade three and the elementary age group included all students who were in grades four through eight. The intelligence quotient level for the subjects reached at least ninety, or the minimum
level for the commonly accepted normal range of intelligence.

To secure data concerning the selected components upon which findings could be presented and conclusions stated, the California Test of Personality (2, 3) was administered to all students of the population in September, 1969, using Form AA, and again in January, 1970, utilizing Form BB. Both the primary and elementary levels of the instrument of measurement were appropriately used in securing data for the study. These data were statistically analyzed relative to the hypotheses and findings, conclusions, and recommendations were derived.

Findings

1. Hypothesis one stated that, upon initial testing of the subjects, their mean score for each of the personality components measured by the California Test of Personality (2, 3) would be significantly below the norm. It was accepted for the following components: sense of personal freedom (1C), withdrawing tendencies (1E), nervous symptoms (1F), anti-social tendencies (2C), school relations (2E), and community relations (2F).

The subjects were significantly different from the normative data for component 1C of the test. The mean score for the normative data was 50.00 and the mean score for the population was 47.32. The t score obtained was 2.14 which
yielded a significance of the difference at the .05 level. A mean score below the norm was the result of low raw scores for the subjects on the test. Lower scores for the subjects were indicative of a restrictive attitude resulting from not being permitted to have a reasonable share in the determination of their conduct and in setting the general policies governing their lives, thereby affecting their sense of personal freedom (4, p. 3).

According to the analysis of component IE of the test, the population was significantly different from the norm. The subjects had a mean value of 46.45 on this component and the normative mean value was 50.00. The $t$ score obtained was 2.15, which yielded a significance of the difference at the .05 level. The lower scores on withdrawing tendencies indicated individuals who may substitute the joys of a fantasy world for the actual successes in real life. Generally, it appears that low scores characterize individuals as sensitive, lonely, and inclined to self-concern (4, p. 3).

The subjects were significantly different from the normative data for component IF of the test. The normative mean score was 50.00 and the population mean score was 44.55. The obtained $t$ score of 2.88 yielded a level of significance of the difference at the .01 level. Individuals classified as having nervous symptoms are those who may have one or more of several physical symptoms such as loss of appetite, frequent eye strain, inability to sleep, or a tendency to be
chronically tired which may be physical expressions of emotional conflicts (4, p. 3).

The subjects were significantly different from the normative data for component 2C of the test. The mean score for the norm was 50.00 and the population mean score was 41.03, which yielded a $t$ score of 4.15 with a significance of the difference at the .001 level. Lower scores for the subjects on anti-social tendencies point toward the specific characteristics of bullying, frequent quarreling, disobedience, and destructiveness to property and generally toward individuals who endeavor to get their satisfactions in ways that are damaging and unfair to others (4, p. 3).

The subjects were significantly different from the normative data for component 2E of the test. The normative mean score of 50.00 and the population mean of 43.00 resulted in a $t$ score of 4.09, which was significant at the .001 level. A population mean below the norm was the result of a low subject score on the component of school relations. Lower scores were indicative of individuals who did not find the school work adapted to their level of interest and maturity and did not feel that they were a significant part in the life of the institution.

The subjects were significantly different from the normative data for component 2F of the test. The mean score for the norm was 50.00 and the population mean score was 43.23, which yielded a $t$ score of 3.58 with a significance
of the difference at the .001 level. The lower scores for the subjects on community relations were indicative of individuals who may have the characteristic of being unable to associate happily with neighbors, who do not take pride in community improvements, who are not tolerant in relationships with others and who are not inclined to be respectful of laws and of regulations pertaining to the general good of those around them (4, p. 4).

Although not statistically significant, the difference on the measure of feeling of belonging (1D) approached the .05 level, with an obtained $t$ score of 1.84, as did the difference on the measure of social skills (2B), with an obtained $t$ score of 1.94. The obtained $t$ scores on the other components ranged to a low of .37 on self-reliance, component 1A. The $t$ score for self-reliance, although low, was derived from an obtained mean value which was greater than the normative mean. This was indicative that the subjects scored above the normative data on this component.

2. Hypothesis two stated that, upon initial testing of the subjects, there would be no significant difference in the mean scores of a primary age group and an elementary age group on each of the personality components as measured by the California Test of Personality (2, 3). It was accepted for the following components: self-reliance (1A), sense of personal worth (1B), sense of personal freedom (1C), feeling of belonging (1D), withdrawing tendencies (1E),
nervous symptoms (1F), social standards (2A), social skills (2B), family relations (2D), school relations (2E), and community relations (2F). These components comprised eleven of the twelve component measurements.

The only statistically significant difference between the two groups was obtained for the component of anti-social tendencies (2C). The z score for this component was 2.27, which was significant at the .05 level and indicated a significantly higher score on this component for the primary group.

Although insignificant statistically, the mean values computed for eight of the remaining eleven components were greater for the primary age group while three were greater for the elementary age group.

3. Hypothesis three stated that, upon re-testing of subjects at the end of five months, there would be a significant difference in the mean scores of the subjects on each of the personality components as measured by the California Test of Personality. It was accepted for sense of personal freedom (1C), withdrawing tendencies (1E), and community relations (2F).

The statistical comparison of the test and re-test data resulted in a significant difference for component 1C. The z score obtained was 2.03, which was derived from a mean test score of 236.0 and a mean re-test score of 67.0, and was significant at the .05 level. The higher mean score for
the test over the re-test, which resulted in a statistically significant difference was indicative of lower scores for the subjects on the re-test. This indicated the subjects regressed in their status for this component and made significantly lower scores on the re-test for the component of sense of personal freedom. The lower scores on this component are indicative of individuals who are not permitted to have a reasonable part in determination of their conduct, in setting the general rules that govern their lives, and in choosing the people with whom they will associate (4, p. 3).

The mean score on component IE for the test was 77.5 and on the re-test was 296.5. The z score obtained was 2.68, which yielded a significance of the difference at the .02 level. This was indicative of better performance on the re-test for withdrawing tendencies. Lower scores for this component indicated individuals who substituted the joys of a fantasy world for actual successes in real life (4, p. 3). Low scores are also associated with the characteristics of sensitivity, loneliness, and self-concern. Higher scores indicated reasonable freedom from these tendencies and generally normal adjustment for this area of personal adjustment (4, p. 3).

The mean score on component 2F for the test was 58.0 and on the re-test was 218.0. The z score obtained was 2.43, which yielded a significance of the difference at the .05
level. A z score of 2.07 was the required level for significance on this component. Better scores on community relations were indicative of individuals who have the characteristics of making good adjustments in their community, associating happily with others, taking pride in community improvements, being tolerant in relationships with others, and being respectful of laws and regulations pertaining to the general good of those around them (4, p. 4).

4. Hypothesis four stated that, upon re-testing at the end of five months, the primary age group would make greater mean change than the elementary age group. This hypothesis was rejected for all components. Although some changes did occur in mean score values for the primary age group between the test and re-test periods, none was statistically significant. Significant changes did occur between the test and re-test periods for the elementary age group for three components. Mean score values on the test and re-test of 279.0 and 121.0, respectively, resulted in a z score of 2.14 for sense of personal worth. This score was indicative that the group made better scores for this component on the test and that there was actually a regression in the change between the test and re-test periods. On the component of school relations, the significance of the difference between the test and re-test resulted in a z score of 2.04, which was computed from mean values of 124.5 for the test and 275.5 for the re-test. This result was indicative of better scores on the
re-test. For community relations, a z score of 2.35 was computed from a test mean value of 113.0 and a re-test mean value of 287.0, which indicated better scores for the re-test.

The indications from the test, re-test data were that the elementary age group made more significant change than the primary age group for the components of personal and social adjustment.

Conclusions

The conclusions drawn from the data presented in this study would apply only to other populations and situations as they are similar to those of this investigation. It appears that the following conclusions may be drawn from the analysis of these data:

1. Students entering the institutional home and school are likely to be maladjusted in personal and social adjustment.

2. No significant differences are likely to occur in the levels of personal and social adjustment between kindergarten through third grade students and fourth through eighth grade students upon initial admission to the institutional home and school.

3. It is more likely that students in the fourth through eighth grade age group will exhibit anti-social tendencies upon entering the institutional home and school environment than will the kindergarten through third grade age group.
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ificant changes are likely to occur in the
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ade age group during the first five months
the institutional home and school.
8. Significant change, during the first five months of residency in the institutional home and school, is likely to occur in the social adjustment component of school relations for fourth through eighth grade students in the direction of feeling that teachers like them, that school work is adapted to their level of interest and maturity and that they are, as individuals, an important part of the school.

Implications

Implications for other institutions, that are relatively similar to the one from which the population for this study was selected, are as follows:

1. While the findings and conclusions of this study apply specifically to the home and school setting from which the population for this study was drawn, it is implied that the findings and conclusions would also be valid and relevant to other settings that are comparable in organizational structure.

2. It is implied from the findings of this study that the regressive change in the personal adjustment component of sense of personal freedom for fourth through eighth grade students during the early months of institutional residency would be typical of individuals residing in other institutional settings. A further implication applicable to the regressive effect institutionalization has on its residents relative to sense of personal freedom is that this effect
would most likely remain significant and perhaps become more significant with the length of residence in an institution.

3. It is implied from the findings of this study, which indicated no significant changes occurred in the personal and social adjustment components for the kindergarten through third grade students during their first five months of residence in the institutional setting of this study, that younger children are more readily adaptable in their adjustment to an institutional environment.

4. An implication of this study is that further, continuing investigation be conducted, in cooperation with a number of institutions, into the changes that occur in individuals at selected intervals during their total period of residence in institutions to ascertain the personal and social adjustment characteristics of institutional children on a longitudinal basis. This can perhaps be best implemented and directed by state and/or national organizations that are connected with the programs of institutional children's homes.

Recommendations

Recommendations for further study and planning for children within the institutional home and school include the following

1. Investigation should be made, utilizing the case study approach, into the changes that occur in individuals
at selected intervals during their total period of residence in the institutional home and school setting to ascertain the adjustment characteristics of students on a longitudinal basis.

2. A program of classification for the newly admitted child into the institutional home and school should be implemented not only with the objective of orientation in mind, but to attempt to identify individual personal, social, and emotional problems upon entrance into the institutional setting.

3. Investigation, through sociometrics, should be made into the problems within the institutional home and school setting in order to give each child the feeling of choice and self-direction, and to give teachers, houseparents, and other staff members information from which can be derived more effective teaching and learning.

4. Investigation should be made into the variables involved in the dropout problems of students in the institutional home and school relative to different age groups and length of enrollment in the environment to ascertain more effective methods of identifying potential problem areas.

5. Investigation should be made into the achievement and personality of selected students who are residents of institutional homes that conduct school programs on campus, and those who are residents of institutional homes and
attend public schools to ascertain sound bases for decisions regarding the formal education of institutional residents.

6. Investigation should be made into the educational status of students who are admitted to the institutional home and school to ascertain what, if any, educational deficiencies are prevalent.

7. Investigation should be made regarding segregation of groups by age within the dormitory living quarters, to ascertain if there is a tendency to hinder positive identification of masculine and feminine roles and further to determine if there is a reduction in the adaptiveness of the individual to associate with people of other age groups as a result of segregation.

8. Investigation should be made into the organizational and administrative structure of institutional settings, to ascertain requisites for adequate staffing and programming.

9. Investigation should be made into the factors affecting recruiting and retaining qualified houseparents for the institutional home, to ascertain sound bases for developing educational programs, both prior to service and in-service.
CHAPTER BIBLIOGRAPHY


# APPENDIX I

## INDIVIDUAL DATA SHEET

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<td>Sense of Vision of</td>
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<td>1C Personal Freedom</td>
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## APPENDIX II

### CONSOLIDATED DATA SHEET

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R = Raw Score
P = Percentile
S = Standard Score
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