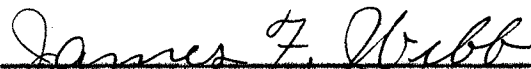




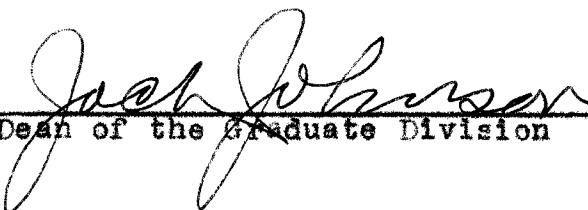
RELATIONSHIP OF CHILDREN'S ATTITUDES TOWARD SOME  
SOCIAL PROBLEMS AND PERSONALITY ADJUSTMENT

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## CHAPTER I

### INTRODUCTION

In this dynamic world the teacher must note the present significance of attitudes, interests, emotional adjustment, and total personality. Every means possible must be used to help develop well rounded citizens. The future development of this country depends in a large measure upon the wholesome attitudes toward social issues of well adjusted people. Social issues are part of the environment of every individual. How well he meets these issues is determined to a great extent by the school. H. A. Green says:

The school seeks to improve the adjustment of its pupils by furnishing them important learning opportunities and experiences. However, it must go beyond learning in the subject matter sense and attempt to bring about the best possible form of adjustment between the individual and his environment in terms of his total personality.<sup>1</sup>

If no provision is made by the school for experience in meeting problems and guiding attitudes along these lines of social problems the full development of the child is hampered. This study is an attempt to show how some school children meet certain social issues and the relation to their personality adjustment.

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<sup>1</sup>H. A. Greene, A. N. Jorgensen, and J. R. Gerberich, Measurement and Evaluation in the Elementary School, p. 258.

### The Problem

The problem chosen for investigation was to attempt to determine the relationship of children's attitude toward some social problems and their personality adjustment.

### Source of Data

Two hundred children in the eighth grade of three public schools in Texas were given tests to help determine this relationship. The Pupils in the eighth grades of the Richardson Public School, Richardson, Texas; Coppell Common School District, Dallas County, Coppell, Texas; and Sherman Public School, Sherman, Texas were tested.

To ascertain the standing in personality adjustment the California Test of Personality--Elementary Series<sup>2</sup> was used. Twelve tests on attitudes toward social problems were constructed as a part of this study and given to the pupils.

The social problems chosen for tests on attitudes were The Negro, War, Natural Resources, Helping European Countries, Communism, United Nations, Use of the Atomic Bomb, Housing Conditions, Government Help for the Needy in the United States, Peace-time Draft, Juvenile Delinquency, and Treatment of Criminals. These issues were chosen because of their importance in our national life, and the belief that our future development

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<sup>2</sup>Louis P. Thorpe, Willis W. Clark, and Ernest W. Siegs, California Test of Personality--Elementary Series.

depends to a great extent upon the attitude of our citizens in the future to these questions.

#### Treatment of Data

The first part of the study was spent in reading on the subject of children's attitude and personality. The second step was the construction of the social attitudes tests. Statements from articles, books, conversations, and other tests were selected. Fifteen items in each test were chosen, and expressed in terms that upper elementary grade school children could understand. About one-half of the statements were worded so that a strongly agree response indicated a favorable reaction to the issue in question. The other half of the statements were worded so that a strongly agree response showed an unfavorable reaction. The tests were scored so that a high score meant a favorable attitude toward the issue. A low score represented an antagonistic or unfavorable attitude. The third phase was the administration of the two tests previously mentioned. The fourth step was the assimilation and organization of the results from these tests as shown in this study.

#### Plan of the Study

The first chapter is devoted to the introduction of the study by giving the statement of the problem, source of data, treatment of data, and plan of the study. A general outline of the study is also given.

The second chapter shows the standing made on the attitude tests, the range and median of the total test, and the range and median of each of the twelve parts of the test. A comparison of the standing, and the range and the median, made by the boys and by the girls for each test is also given.

The third chapter shows the standing made on the California Personality Test, the range and median of the total test, the social adjustment section and the personal adjustment section. A comparison of the standing, the range and the median made by the boys and by the girls for each test is given.

In the fourth chapter the conclusions and recommendations are set forth.



## CHAPTER II

### ATTITUDES TOWARD SOME SOCIAL PROBLEMS

#### Attitudes

Many investigations have been made concerning attitudes. Perhaps there has been more research work done in attitudes than in any other field of education. It is certain that a person's attitudes affect his entire life. An attitude is:

An attitude is an emotionally colored predisposition to behave antagonistically or protagonistically, sympathetically or unsympathetically with respect to any referent whether it be a group of persons, a person, an institution, a practice, an object, or an idea. Those referents with respect to which our attitudes are protagonistic are values. When our attitudes toward certain referents are antagonistic, those referents are aversions. We tend to have positive or negative attitudes toward almost everything we experience, but the intensity of the attitude, in many cases, is so mild as to make us relatively unaware of any feeling about the referent.<sup>1</sup>

The importance of attitudes cannot be minimized. W. W.

Charters has said

That attitudes toward significant objects in social life are important and even crucial needs little elaboration . . . . No social enterprise can succeed unless the community attitude is favorable. . . . It is, in short, a truism that as a man feels in his heart so will he behave. Our attitudes are powerful determinants of our actions.<sup>2</sup>

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<sup>1</sup>Stephen M. Corey, "Measuring Attitudes in the Classroom," Elementary School Journal, XLIII (April, 1943), 457.

<sup>2</sup>W. W. Charters, "Developing the Attitudes of Children," Education, LIII (February, 1933), 353-357.

All education is concerned about the development of social attitudes. Murphy says "so important are social attitudes that education is often defined primarily in terms of the building up of attitudes toward work and play, toward our own and other nations, toward public policies and private standards."<sup>3</sup>

Attitudes toward social problems are important because the democratic way of life is based on the actions and beliefs of the citizens of the country. Prescott says, "the preservation of our democracy as well as the amelioration of our social problems depend upon the thought that the development of desirable social attitudes is necessary in furthering democracy."<sup>5</sup>

The child from infancy is subjected to many contacts with social issues. Children come to school with attitudes formed on many social issues. They hear them discussed at home, church, over the radio, and see them in the newspapers. The school must help the child to mould sound attitudes toward current political, economic and social issues which affect the lives of our citizens of this country.

The very existence of social problems is a challenge to education since faulty education is mostly responsible for them and their decrease can come about only as a result

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<sup>3</sup>Gardner Murphy, General Psychology, p. 582.

<sup>4</sup>Daniel A. Prescott, "The Attitudes of Children, the Primary Concern of Education," Vital Speeches, IV (August 1, 1938), 628.

<sup>5</sup>A. D. Hollingshead, Guidance in Democratic Living, p. 216.

of a more wholesome and efficient use of the opportunity the schools provide to direct social progress.<sup>6</sup>

The teacher must be aware of social problems. According to Wesley and Adams

No teacher can escape the responsibility of being an alert student of social developments. She cannot select wisely, teach effectively, or plan with foresight unless she keeps abreast of social changes. This obligation rests with peculiar weight upon the elementary social studies teacher, because what she selects or neglects has a cumulative effect upon the pupil as they advance to the upper grades.<sup>7</sup>

Few investigations of the age when attitudes toward social problems begin to form have been made. Practically all research has been done with high school students. Murphy says "on the basis of experience and questionnaire data on religious, ethical, political, economic, racial and international issues, it seems quite safe to say that most attitudes are determined in a large measure in the period before adolescence and for the most part by irrational methods."<sup>8</sup>

Indeed, the practicalability of measuring attitudes is not in complete agreement by social psychologists. Few instruments which are valid, reliable and objective have been devised with which one may measure attitudes. L. L. Thurstone has probably done more research work in the entire field of attitudes than any other person. H. H. Remmers at Purdue University has done

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<sup>6</sup>Ernest R. Groves, Social Problems and Education, p. 111.

<sup>7</sup>Edgar B. Wesley and Mary A. Adams, Teaching Social Studies in Elementary Schools, p. 122.

<sup>8</sup>Murphy, op. cit., p. 585.

much work on measuring attitudes. J. Wayne Wrightstone has devised numerous tests on measuring attitudes toward social problems. There is still much work to be done before the problem of measurement of attitudes is on an equal basis with measurement of skills and knowledges.

#### Explanation of Attitude Tests

In order to determine the attitudes of the two hundred eighth grade children to the twelve social problems selected, more than two hundred children were given tests. Numbers of papers had to be discarded because of incomplete responses, failure to take all sections of the tests and other reasons. Attitudes of an individual could best be measured through a study of his actions through personal observation. That was difficult to do. Hence his stated opinion as shown by his response to the test was regarded as his true attitude of the subject for the purpose of this study.

Appearing in the form of a test there were fifteen statements given each on attitudes toward the Negro, war, natural resources, helping European countries, communism, United Nations, use of the atomic bomb, housing conditions, government help for the needy in the United States, the peace-time draft, juvenile delinquency and treatment of criminals. In each test approximately one-half of the statements were worded so as to appear to be favorable to the issue, while the remaining ones were antagonistic toward the issue.

The students marked the statements by using

a I strongly agree

b= I agree  
 c= I am undecided  
 d= I disagree  
 e= I strongly disagree

In scoring, the statements favorable to the issue values of a= 5, b= 4, c= 3, d= 2, and e= 1 were used. Those statements opposing the issue were scored in just the opposite fashion, as follows: a= 1, b= 2, c= 3, d= 4, and e= 5. A high score meant a favorable attitude toward the practice, while a low score represented an antagonistic or unfavorable attitude. Scores in the mid-range indicated either an undecided attitude or one of indifference. The highest possible score was 75 and the lowest was 15. A score indicating indecision or indifference was around 45.

Examples of the statements in the twelve areas of social attitudes follow:

**The Negro:**

Negroes are sneaking and untruthful.  
 Negroes are honest.

**Against War:**

Disputes between nations should be settled without war.  
 War is a good way to settle disputes between nations.

**Natural Resources:**

We make sure that the fire is out when we leave after a weiner roast.  
 There will always be enough fuel, such as coal and oil.

**Helping European Countries:**

The United States should help these countries because it is the Christian thing to do.

Helping European countries will only make them less able to help themselves.

**Against Communism:**

The common man has a greater chance to get his rights under communism than under other systems of government.

Communism seeks to destroy the democratic way of life in the United States.

**United Nations:**

Nations are so dependent upon each other that it is necessary to have an organization of all nations to settle world problems.

The United Nations must be discarded at once because it is not doing what it was established to do.

**Use of the Atomic Bomb:**

The formula for making the bomb should be destroyed.

The United Nations should control the use of the bomb.

**Housing Conditions:**

Everyone is entitled to a clean, airy, pleasant place to live.

Poor housing, known as slum districts, cannot be prevented or destroyed.

**Government Help for the Needy in the United States:**

The unemployed, when given a job, is generally a sincere and good worker.

Workers should take of themselves during unemployment and old age.

**The Peace-time Draft:**

The draft is necessary in order to be prepared for anything.

The draft is an enemy of freedom in this country.

**Juvenile Delinquency:**

There would be less juvenile delinquency if there were more parks, playgrounds, etc.

A juvenile delinquent should be punished severely at his first offense.

### Treatment of Criminals:

Criminals should have some worth-while work to do while serving their punishment.  
Most criminals are treated well while in prison.

### Facts Revealed by the Attitude Tests

From Table 1 it is seen that eighty-four or forty-two per cent of the pupils had a high score which indicates a favorable attitude to the total test. Fifty-seven and five-tenths per cent or one hundred and fifteen pupils were undecided, neutral, or had no definite convictions. One half of one per cent were antagonistic to the social problems presented.

The large number (57.5 per cent) of pupils who showed that they had no clear convictions on the issues may be caused by the immaturity of the students or the environment had been such that they had never thought about the matter. Evidently current issues had not been discussed to a great extent in the classroom or at home.

In seven of the twelve parts of the total test, the greater percentage of each test was in the undecided column. (These tests were on attitudes toward the Negro, against war, use of the atomic bomb, government help for the needy in the United States, the peace-time draft, juvenile delinquency and treatment of criminals. This is an indication that attitudes on social problems are not clear or crystallized. Here is an opportunity for development of attitudes during the high school years.

TABLE 1

ATTITUDES OF 200 EIGHTH GRADE PUPILS  
TOWARD TWELVE SOCIAL PROBLEMS

Test	Favorable to the Test		Undecided		Antagonistic	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
The Negro	75	37.5	102	51.0	23	11.5
Against War	92	46.0	95	47.5	13	6.5
Natural Resources	125	62.5	71	35.5	4	2.0
Help to European Countries	105	52.5	81	40.5	14	7.0
Against Communism	137	68.5	61	30.5	2	1.0
United Nations	116	58.0	83	41.5	1	.5
Use of Atomic Bomb	36	23.0	147	73.5	7	3.5
Housing Conditions	137	68.5	59	29.5	4	2.0
Help for Needy in U. S.	97	48.5	102	51.0	1	.5
Peace-time Draft	96	48.0	100	50.0	4	2.0
Juvenile Delinquency	88	44.0	108	54.0	4	2.0
Treatment of Criminals	79	39.5	119	59.5	2	1.0
Total Test	84	42.0	115	57.5	1	.5

In the five remaining tests of attitude toward natural resources, aid to European countries, communism, United Nations



and housing conditions the pupils showed a larger percentage in the favorable or high score group. Perhaps these problems have been brought more to their attention than the other problems named. Immaturity of the students and the lack of interest most of them have in these problems may be a factor also.

The issues showing the highest percentage of favorable attitudes are the ones on housing conditions and against communism. Sixty-eight and five-tenths per cent of the children marked their papers in favor of better housing and against communism. Conservation of natural resources came second with 62.5 per cent of the pupils showing a favorable attitude toward conservation measures. The lowest percentage, 23 per cent, was that of the attitude toward the use of the atomic bomb.

Analyzing the parts of the total test further it is seen that on the test showing attitude toward the Negro seventy-five or 37.5 per cent of the 200 pupils had a favorable attitude. Over one-half or fifty-one per cent were neutral or undecided, while 11.5 per cent were decidedly antagonistic. This is the highest percentage of antagonism to any test. The percentage of unfavorable attitude might be expected to be higher since the children tested are residents of the southern part of the United States.

Since the statements concerning war were partly urging the necessity of war and the other half were about the futility of war, the results show that ninety-two or forty-six per cent of the children showed a favorable attitude against war. However, 47.5 per cent were neutral and 6.5 per cent not against war.

There are many attitudes which our citizens must hold in common if our civilization is to progress. The conservation of natural resources depend upon the spread of similar attitudes throughout the population. The fact that 62.5 per cent of the children showed they have a favorable attitude toward conservation of natural resources is an indication that the schools have been inculcating this attitude in the minds of their students.

Publicity given to the Marshall Plan and the establishing of the European Recovery Program is reflected in the test on attitude toward helping European countries. Fifty-two and five-tenths per cent of those tested indicated a favorable attitude, while 40.5 per cent were neutral and seven per cent were opposed to European aid.

As might be expected with so much emphasis in the press and on the radio on democracy and the American way of life as opposed to communism, the attitude of the children on that part of the test showed 68.5 per cent were against communism, with 30.5 per cent neutral and one per cent in favor of it.

Over one-half of the children, fifty-eight per cent, were in favor of the United Nations as an organization for world peace. However, forty-one per cent were neutral and one-half of one per cent were opposed.

Apparently the use of the atomic bomb has not made a definite impression on the children tested, since 73.5 per cent scored neutral or undecided. Twenty-three per cent made high scores indicating they favored the use of the bomb by all nations.

and not the United States alone. Three and five-tenths per cent were opposed to other nations having the bomb.

The desire for adequate housing for all was clearly shown by the response to statements on housing conditions. Sixty-eight and five-tenths per cent expressed themselves as favorable to clearance of slum areas and provision for adequate housing.

The issue of government help for the needy in the United States was not clearly understood by the pupils, since forty-one per cent were neutral or undecided. Forty-eight and five-tenths per cent were in favor of it and one-half of one per cent against the attitude.

The question of a peace-time draft was not before the public at the time the tests were taken; hence, fifty per cent of the pupils had no clear opinions. Forty-eight per cent expressed themselves as being in favor of the draft and two per cent were opposed to such action.

The main tenor of thought brought out in the statements on juvenile delinquency was that environment plays a large part in causing juveniles to be delinquent. Fifty-four per cent of the pupils tested were neutral on the subject, while forty-four per cent agreed with the statements and two per cent disagreed.

Fifty-nine and five-tenths of the students tested were not familiar with the treatment of the criminal in prison, since they gave neutral responses. Thirty-nine and five-tenths per cent were in favor of the statements indicating need for reform in penitentiaries. One per cent of those tested were opposed.

Table 2 shows the range of scores and median score made on each of the parts of the attitude test. The possible range of scores is from fifteen to seventy-five. The greatest spread or range of scores is seen to be in two tests on government help

TABLE 2

RANGE OF SCORES AND MEDIAN SCORES MADE BY 200 EIGHTH GRADE PUPILS ON TESTS SHOWING ATTITUDE TOWARD TWELVE SOCIAL PROBLEMS

Attitude Tests	Range of Scores	Median
The Negro	19-73	48.9
Against War	24-66	52.8
Natural Resources	40-72	57.2
Helping European Countries	21-71	52.28
Against Communism	19-75	59.75
United Nations	24-75	56.99
Use of Atomic Bomb	33-04	48.09
Housing Conditions	29-73	54.77
Government Help for the Needy	15-75	53.97
Peace-time Draft	15-75	53.78
Juvenile Delinquency	38-71	50.92
Treatment of Criminals	29-70	51.86
Total Test	34-67	53.68

for the needy in the United States and the peace-time draft. The closest range in scores was on the test on the use of the atomic bomb. The test on the attitude against communism had the highest median score of all the tests, 59.75. The test on the atomic bomb had the lowest median score, 48.09.

In a study of the relation of social attitudes to school achievement Bingham found that sex is of little importance in determining the social attitudes of secondary school students.<sup>9</sup> Investigation in the study shows that this is apparently true in regard to upper elementary grade boys and girls as well since there was no great difference in their scores. A greater percentage of girls appeared more favorable in their attitude as a whole, with forty-five per cent of them showing favorable attitudes. Only thirty-nine per cent of the boys showed favorable attitudes. Table 3 shows that percentages were close in the undecided column, with sixty-one per cent of the boys and fifty-five per cent of the girls being neutral. The girls had a higher percentage of favorable scores on all sections of the test, although the percentages on the test concerning European countries were only one per cent apart. There was no appreciable difference in the percentages made by boys and girls on attitudes favoring causes of juvenile delinquency, help for European countries, the peace-time draft, use of the atomic bomb and communism. The attitude between the sexes varied widely in the percentages

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<sup>9</sup>Harold Jaynes Bingham, The Relation of Certain Social Attitudes to School Achievement, p. 190.

TABLE 3

DISTRIBUTION OF PERCENTAGE SCORES BY SEX  
ON TWELVE ATTITUDE TESTS

Test	Percentage Favorable to the Test		Percentage Undecided		Percentage Unfavorable to the Test	
	Boy	Girl	Boy	Girl	Boy	Girl
The Negro	28	50	54	48	18	2
Against War	31	65	59	33	10	2
Natural Resource	54	74	43	26	3	-
Help to European Countries	52	53	40	41	8	6
Against Communism	67	71	33	27	-	2
United Nations	46	73	53	27	1	-
Use of Atomic Bomb	25	21	71	77	4	2
Housing Conditions	64	74	33	25	3	1
Help for Needy in U. S.	32	69	67	31	1	-
Peace-time Draft	44	52	63	47	3	1
Juvenile Delinquency	42	47	56	51	3	2
Treatment of Criminals	34	47	65	52	1	1
Total Test	39	45	60	55	1	-

favoring attitude against war, help for the needy in the United States, natural resources and the United Nations. Not much variation was found in the attitudes on housing conditions, treatment of criminals and toward the Negro. Boys had a greater percentage of neutrality or indifference on all tests except on help for European countries (which was negligible), and the use of the atomic bomb. Boys also had a greater percentage of antagonism to all the issues except to the ones against communism, juvenile delinquency and treatment of criminals.

Table 4 shows the range of scores and median scores of boys and girls on the twelve social attitude tests. In only one test did the girls have a wider range of scores than the boys. This test was on juvenile delinquency and there was only one point difference in the range of scores. There was a wide variation in the range of scores for the two tests, help to the needy in the United States and the peace-time draft. The range of scores for the boys was much wider than that of the girls. Boys had a greater range of scores on the tests, showing attitude toward the Negro, war, natural resources, communism, United Nations, the use of the atomic bomb, housing conditions and treatment of criminals. The range of scores for both boys and girls on the test pertaining to help for European countries was practically the same. The wide variation in the range of scores between boys and girls seems to indicate that the girls tend to be closer together in their thinking than the boys.

TABLE 4

RANGE OF SCORES AND MEDIAN SCORES MADE  
BY BOYS AND GIRLS ON THE TWELVE  
SOCIAL ATTITUDES TESTS

Name of Test	Range of Scores		Median Scores	
	Boys	Girls	Boys	Girls
The Negro	19-73	32-69	47.50	50.50
Against War	24-66	37-64	52.65	52.36
Natural Resources	40-72	41-71	58.25	56.39
Helping European Countries	21-71	23-71	51.90	53.40
United Nations	24-75	35-75	55.63	57.41
Against Communism	19-75	31-75	61.00	57.81
Use of Atomic Bomb	33-64	37-58	48.15	48.77
Housing Conditions	29-73	35-70	54.90	54.86
Government Help for the Needy	15-71	45-75	53.33	53.83
Peace-time Draft	15-75	38-75	54.20	52.50
Juvenile Delinquency	38-69	39-71	52.00	50.50
Treatment of Crimi- nals	29-70	37-67	53.20	51.56
Total Tests	34-67	44-64	53.60	53.69

Differences in median scores, as shown in Table 4, are so negligible that no comment is necessary. According to the data given in Table 3 and Table 4, sex is of little importance in determining social attitudes of eighth grade school children.



In conclusion, this chapter has attempted to show the attitudes of two hundred eighth grade children to twelve social problems, and how sex is a factor in determining social attitudes.

## CHAPTER III

### PERSONALITY ADJUSTMENT

Like the term "attitudes" the word "personality" has as many interpretations as there are those to use the word. Personality is something which everyone possesses, but which is not easy to define. "Personality has been said to be the total combination of the effects which an individual has upon other people and upon himself."<sup>1</sup> "Personality is the composite of an individual's emotional tendencies, attitudes, and behavior patterns,"<sup>2</sup> William Healey expresses the meaning of personality in this manner:

Personality is an integrated system of habitual adjustments to the environment, particularly to the social environment. Personality is the individual's specific and ordinarily exhibited attitudes, characteristics, and behavior tendencies.<sup>3</sup>

Thus it is seen that attitudes are parts of personality. The two are so closely interwoven that it is difficult to separate them.

While no sharp line of demarcation can be drawn between attitudes and personality traits, the latter should in general be distinguished as denoting the

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<sup>1</sup>Willis Uhl, and Francis Powers, Personal and Social Adjustment, p. 355.

<sup>2</sup>Personality Adjustment of the Elementary-School Child, Fifteenth Yearbook of The National Elementary Principal, p. 234.

<sup>3</sup>William Healey, Personality in Formation and Action, p. 4.

characteristic forms of behavior, whereas attitudes are more frequently regarded as sets for certain kinds of verbal response expressing value.<sup>4</sup>

An individual's personality is colored by his attitudes, and his attitudes, in turn, are affected by the manner in which he meets his personal and social problems.

Personality development has been emphasized a great deal in recent years. The modern teacher cannot help but be aware of the problems of pupil adjustment. That personality should be in harmonious relation with other aspects of the individual is a well recognized fact. Since childhood offers the greatest opportunity for personality guidance, the elementary school should emphasize the study of the problem of child adjustment.

Healey says:

No one can escape the conclusion that a wide diffusion of knowledge concerning personality characteristics as they determine attitudes, beliefs, and behavior is a prime requisite for the orderly progress of our civilization and even for safeguarding its present status. The individual in his widening relationships has to cope with his world, and society has to cope with him as an individual, and, most importantly, with his personality.<sup>5</sup>

Since the school exists to help pupils to live successfully, the school must employ all means at its disposal to guide the child. The way in which personality characteristics and social attitudes are related is a factor in knowing the child better. Then, only after learning all information possible about the child, is the school able to guide him.

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<sup>4</sup>Daniel Katz, and Floyd H. Allport, Student's Attitudes, pp. 354-355.

<sup>5</sup>Healey, op. cit., p. 188.

### Explanation of California Personality Test

The California Personality Test makes possible a diagnostic profile for each child. One section of the profile tries to indicate how the child feels about himself, while the other section consists of components of social adjustment. There are six sub-divisions in the first or self-adjustment section: (a) self-reliance, (b) sense of personal worth, (c) sense of personal freedom, (d) feeling of belonging, (e) freedom from withdrawing tendencies, (f) freedom from nervous symptoms. The social adjustment section has six components, as follows: (a) social standards, (b) social skills, (c) freedom from anti-social tendencies, (d) family relations, (e) school relations, (f) community relations. The average of the two parts of the test is considered a measure of the child's total personality adjustment. Each child who took the attitudes test also took the personality test.

### Facts Revealed by the California Personality Test

The results of the personality test were somewhat disappointing since the children tested were found to be below the average in personality adjustment. The median total adjustment was at the twenty-seventh percentile. This low score may indicate that the school and home environment failed to provide stimulating experiences that might act as important factors in the processes of pupil adjustment. Other factors might be the stress of the war years, in which the pupils were subjected to

much strain, insecurity, and frequent change of teachers and schools. The results of the personality test indicate a need for investigating possible changes in the objectives, materials, and procedures of the curriculum.

Table 5 shows that the pupils made a much higher median percentile score in self-adjustment (39.97) than in social adjustment (17.53).

TABLE 5

ACTUAL RANGE SCORES, MEDIAN, AND THE  
PERCENTILE RANGE, MEDIAN, AND NORM  
OF SELF-ADJUSTMENT, SOCIAL AD-  
JUSTMENT, AND TOTAL ADJUSTMENT  
OF 200 EIGHTH GRADE PUPILS

Section of Test	Actual Range Scores	Score Median	Percentile		
			Range	Median	Norm
Self-Adjustment	32-58	45.5	15-65	39.97	50
Social Adjustment	25-50	43.33	1-25	17.53	50
Total Adjustment	58-102	88.62	5-40	27.62	50

This indicates that the pupils are nearer the average in thinking about themselves than they are in relation to other people. The actual range of scores for the two parts of the test was much wider in the self-adjustment section. With a possible score of seventy-two for each section, the median for self-adjustment was 45.5, and the median for social adjustment was 43.33. This was a negligible difference in the two sections.

However, in the median scores on the percentile basis with a norm of fifty, there was a wide variation. The self-adjustment section median score was much larger, 39.97, as compared to the median of the social adjustment section, 17.53. These low self-adjustment scores may indicate that the schools have been too formal or traditional, and that more informal activities should be undertaken. The even lower social adjustment scores show that the pupils do not know how to get along with other people successfully.

Table 6 shows the six components of the self-adjustment section of the test with the range of actual scores, medians, medians and range, and norm of percentile scores.

TABLE 6

RANGE OF SCORES AND THE RANGE, MEDIAN,  
AND NORM IN PERCENTILE SCORES MADE  
BY TWO HUNDRED EIGHTH GRADE PUPILS  
ON THE SELF-ADJUSTMENT SECTION OF  
THE CALIFORNIA PERSONALITY TEST

Item	Range of Actual Scores	Actual Score Median	Percentile		
			Range	Median	Norm
Self-reliance	3-10	6	5-90	37.15	50
Sense of Personal Worth	3-10	7	5-80	38.2	50
Sense of Personal Freedom	2-10	8	1-45	29.5	50
Feeling of Belonging	4-11	8	1-65	18	50
Freedom from Withdrawing Tendencies	0-12	7	0-95	44	50
Freedom from Nervous Symptoms	1-12	9	1-95	41.6	50

The widest range of scores was in the section on freedom from withdrawing tendencies. The range was as wide as possible, 0-12. The median percentile score was forty-four on this section also, making it the section with the highest median. These children do not, as a whole, then, retire into a world of fantasy, but are about average in meeting every-day life. Freedom from nervous symptoms which was 41.6 was not far from the norm of 50. The "feeling of belonging" item showed a very low median percentile score of eighteen. This indicates a very real feeling of insecurity. The relatively high median score of the section on self-reliance may be explained by the fact that it was necessary for the children to rely upon themselves because of the lack of feeling of belonging.

Table 7 shows the sub-sections of the social adjustment part of the test. On one section, freedom from anti-social tendencies, the pupils were well above the norm, with a median percentile score of 65.6. The low score, 5.35, made on the social standards sub-division of the test, indicates that the pupils have not come to understand the rights of others and do not appreciate the need for subordinating certain desires to the needs of the group. The somewhat higher median score, 30.3, made on the social skills test shows that the pupils have a liking for people, and are better trained in dealing with people, although they have little standards on which to base their behavior. More emphasis on aspects of social training, etiquette, character, and attitude building are indicated by the low scores on social standards and skills.

TABLE 7

RANGE OF SCORES AND THE RANGE, MEDIAN,  
AND NORM IN PERCENTILE SCORES MADE  
BY TWO HUNDRED EIGHTH GRADE PUPILS  
ON THE SOCIAL ADJUSTMENT SECTION  
OF THE CALIFORNIA PERSONALITY TEST

Item	Actual Range of Scores	Actual Score Median	Percentile		
			Range	Median	Norm
Social Standards	2-9	6	1-20	5.35	50
Social Skills	3-11	8	1-80	30.3	50
Freedom from Anti- Social Tendencies	2.12	11	1-90	65.6	50
Family Relations	3.10	6	1-40	11.2	50
School Relations	1.10	5	1-50	5.67	50
Community Relations	4.11	7	1-55	8.3	50

The low scores on the three aspects of environmental conditions, family, school, and community, indicate a feeling of insecurity. In family relations no pupil made higher than the forty percentile score. Only one pupil made the norm or fiftieth percentile on school and community relations. The results may indicate too little stress on school-community relations and suggest the need for emphasis on teaching the activities of the community.

There was no significant differences in the actual median score or median percentile scores of boys and girls, as shown in Table 8. The girls averaged slightly higher than the boys on self-adjustment, social adjustment and the total adjustment scores. The boys made a wider range of actual scores than the



TABLE 8

ACTUAL RANGE SCORES, MEDIANS, AND THE PERCENTILE RANGE, MEDIAN, AND NORM OF SELF-ADJUSTMENT SECTION AND SIX SUB-DIVISIONS, SOCIAL ADJUSTMENT AND SIX SUB-DIVISIONS, AND TOTAL ADJUSTMENT OF 112 BOYS AND 68 GIRLS

Sub-Divisions	Actual Range of Scores		Median Range of Scores		Percentile					
	B	G	B	G	Range		Median		Norm	
					B	G	B	G		
Self-Adjustment	35-38	32-56	45.6	46.1	15-65	15-60	39.7	40.4	50	
Self-Reliance	3-9	3-10	6.0	6.6	5-80	5-80	40.3	55.5	50	
Sense of Personal Worth	3-10	3-10	6.3	6.7	5-80	5-80	37.7	35.6	50	
Sense of Personal Freedom	5-10	2-10	8.4	8.4	5-45	1-45	23.3	30.6	50	
Feeling of Belonging	4-11	5-11	8.1	8.4	1-65	1-65	16.4	18.7	50	
Freedom From Withdrawing Tendencies	1-12	9-12	7.3	7.3	1-95	0-95	49.5	47.7	50	
Freedom From Nervous Symptoms	3-12	1-12	9.1	8.6	5-95	1-95	41.4	40.4	50	
Social Adjustment	25-50	33-49	42.4	44.0	1-25	5-25	17.3	18.7	50	
Social Standards	2-9	1-8	6.4	6.5	1-20	1-10	4.8	3.3	50	
Social Skills	3-10	4-11	7.5	8.1	1-65	5-80	19.2	34.2	50	
Freedom From Anti-Social Tendencies	2-12	6-12	10.3	11.2	1-90	10-80	47.7	52.3	50	
Family Relations	3-10	3-9	6.6	5.9	1-40	1-20	10.9	12.7	50	
School Relations	1-9	2-10	4.6	4.7	1-35	1-50	5.0	6.3	50	
Community Relations	4-11	1-9	7.2	7.2	1-55	1-20	8.3	8.5	50	
Total Adjustment	58-101	68-102	69.5	68.5	5-40	10-40	27.1	28.7	50	

girls on each of the two parts, and the total test, but the difference was slight. The boys made a much wider range of scores than the girls on the social adjustment section which indicates a greater difficulty in relations with other people. The differences between the sexes were not great in the twelve components of the tests. The boys made a wider range of actual scores on the sub-divisions of feeling of belonging, freedom from anti-social tendencies, and family relations. The girl's scores were of greater variety or were the same range as the boys on all the other sections of the test. The girls had a higher median actual score than the boys on six of the sub-divisions, and were equal to the boys on three of the parts of the test. In the range of percentile scores, the girls had a wider range on five of the sub-divisions, while the boys had a wider range on four of the sections. In eight sub-divisions of the test, the girls made a higher median percentile score, but only three of these scores were significant. In the self-reliance section the girls made a median percentile score of 55.5 as compared to the score of 40.3 for the boys. In the section on a sense of personal freedom the girl's score was 30.6 per cent to 23.3 for the boys. In the social skills section 34.2 per cent was made by the girls and 19.2 was made by the boys. On the whole there was no significant difference in the sexes in the self-adjustment, social adjustment, or total personality adjustment phases of the test.

Relationship of Attitude to Social Prob-  
lems and Personality Adjustment

From the facts revealed by the two test, there does seem to be a slight relationship between attitude to social problems and personality adjustment. Table 9 shows a comparison of the possible scores, class median, and range of scores made by the pupils on the two tests.

TABLE 9

THE POSSIBLE SCORE ON EACH TEST AND THE  
CLASS MEDIAN AND RANGE OF SCORES MADE  
BY THE TWO HUNDRED PUPILS

Name of Test	Possible Score	Class Median	Range of Scores
California Personality Test	144	68.62	58-102
Attitude Toward Social Problems	75	52.68	34-67

There was a higher median score on the attitude test and a wider range of scores on the personality test. These scores seem to indicate a poor standing of personality adjustment but a better standing on social attitudes.

No pupil ranked above the norm on the personality adjustment test, but eighteen pupils, or nine per cent of the total pupils, made high scores on the attitude tests. These scores were sixty points or above which indicated a highly favorable attitude to the social problems under discussion.

Table 10 shows the scores made by the eighteen high-scoring pupils on the attitude test and their standing on

TABLE 10

SELF-ADJUSTMENT, SOCIAL ADJUSTMENT, AND  
TOTAL ADJUSTMENT PERCENTILE SCORES OF  
EIGHTEEN HIGH-RANKING PUPILS ON  
THE SOCIAL ATTITUDES TEST

Pupil	Self Adjust- ment Percentile Score	Social Adjust- ment Percentile Score	Total Adjust- ment Percentile Score
1.	35	15	25
2.	45	20	30
3.	45	15	30
4.	45	15	30
5.	35	10	20
6.	50	20	35
7.	30	15	25
8.	40	15	30
9.	40	15	25
10.	40	15	25
11.	15	10	15
12.	45	20	30
13.	40	20	30
14.	25	10	20
15.	40	20	30
16.	60	20	40
17.	50	15	30
18.	45	20	30

the personality test. Only one of the pupils, Number 16, was in the highest ranking group in the personality test, which was in the fortieth percentile group. There was one pupil, Number 6, who was in the second highest ranking group in the personality test scores. The lowest percentile groups of the personality test was not represented in the highest group of attitude test scores, so there is a relationship in that no low-ranking test scores of one test are found in the high-ranking group of the other test.

Table 11 is offered as a further explanation of the relationship of the high and low scores on the tests. Eleven or

TABLE 11

EXTREME CASES OF ATTITUDE AND PERSONALITY  
TEST SCORES WITH PER CENT ABOVE  
AND BELOW MEDIAN SCORES

Test	Number of Pupils	Above Median on Personality Test		Below Median on Personality Test	
		Number	Per Cent	Number	Per Cent
Attitude Toward Social Problems					
High Score	18	11	61.2	7	38.8
Low Score	1	--	----	1	100.0
Test	Number of Pupils	Above Median on Attitude Test		Below Median on Attitude Test	
		Number	Per Cent	Number	Per Cent
California Per- sonality					
High Score	8	6	75.0	2	25.0
Low Score	3	1	33.3	2	66.7

61.2 per cent of the eighteen high-ranking attitude test scores were above the median on the total personality test. Seven or 38.8 per cent of the high-ranking eighteen scores were below the median score of 27.62 made on the personality test. Six or seventy-five per cent of the eight high-ranking personality test scores were above the median attitude test scores, but were not in the top bracket of the attitude test scores. The small number of cases in the extremely low attitude and personality test scores distorts the true picture, but it can be seen that the low attitude test score is also below the median on the personality test. Of the three extremely low personality scores, one is above the median on the attitude test and two are below the median. Thus, it is seen that there appears to be a relationship between high attitude test scores and the highest group of personality scores. Pupils making low attitude test scores also made low personality test scores.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### Conclusions

As a result of the analysis of the data presented in this study, it is concluded that:

1. More than one-half, or 57.5 per cent, of the two hundred pupils tested in this study had no clear convictions on the social issues presented. This neutral attitude may be due to immaturity on the part of the students and poor environmental conditions for developing interests in social problems.

2. Forty-two per cent of the pupils had definite opinions favoring the social attitudes in question. Nine per cent had extremely high scores showing a definite agreement with the social attitudes under study.

3. Only the one student or .5 per cent of the total group had a total score of unfavorable attitudes.

4. It was found that sex made no significant difference in eighth grade children's attitude on certain social problems.

5. The two hundred eighth grade children made a low personality adjustment rating which may be due to insecurity in the home, school, and community. This insecurity may be a result of the war period or frequent changes of schools and teachers.

6. The self-adjustment rating of the pupils was much higher than the social adjustment scores, indicating a greater feeling

of insecurity in dealing with other people than with themselves.

7. There was no appreciable difference in sex on the personality adjustment test, although the girls ranked slightly higher than the boys.

8. There seems to be a relationship in high attitude test scores, and the highest ranking group of the personality scores. Pupils making low attitude test scores also made low personality test scores.

#### Recommendations

As a result of the findings of this study, the following recommendations are made:

1. This study shows that eighth grade children are not greatly interested in social problems; therefore, the school should not stress these issues, but leave them to the high school years when the pupils are more capable of understanding the issues.

2. If these two hundred children are typical Texas eighth grade school children, (and there seems to be no reason why they should not be typical), then there should be a careful examination of the objectives, materials, and procedures of the curriculum, in order to help the pupils become better adjusted to their environment.

3. The poor social adjustment scores made by the pupils indicate a need for placing greater emphasis on the relationship of children to other people by the school and the home.



4. A need for more emphasis on aspects of social training, etiquette, character, and attitude building is indicated by the low scores on social standards and skills.

5. Environmental conditions in home and school conducive to developing a feeling of security in children should be developed.

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