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Arthur Lynch

OCCURRING IN THE ECOLOGICAL AREA  
LEAVING HOME TO LIVE AT COLLEGE

Arthur Lynch

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for the degree of Doctor of Social Welfare  
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I

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## ABSTRACT

### THE DYNAMICS OF THE "DIVESTMENT-INVESTMENT" PROCESS: AN INVESTIGATION OF THE PROCESS OF ADAPTATION OCCURRING IN THE ECOLOGICAL TRANSITION OF LEAVING HOME TO LIVE AT COLLEGE

ARTHUR LYNCH

The overall focus of this study was to investigate the initial adaptation process to college. The adaptation process was viewed as embedded within the ecological transition of leaving home to live at college. The primary psychosocial tasks which provided the process criterion for adaptation were contained in the "divestment-investment" process. The study was divided into 2 phases which used a cross-sectional design. The major hypotheses of Phase I predicted a relationship between perceived adjustment and perceived family characteristics, as well as between perceived adjustment and separation feelings. For Phase II the hypotheses predicted a relationship between perceived adjustment and four adaptation criterion variables: information processing, autonomy, motivation, self-esteem.

The Ss for Phase I of the study consisted of 105 male freshmen from Columbia College and the School of Engineering. The Ss were administered the Bell Adjustment Inventory which determined perceived adjustment; the Family Adaptation and Cohesion Evaluation Scale which enabled assessment of perceived family cohesion and perceived family adaptation; a Separation scale which yielded scores on separation

affect; and a demographic questionnaire which measured environmental variables.

In Phase II, adjustment scores derived from Phase I were compared with the four adaptation criterion variables. The four criterion variables for adaptation were determined by four judges using a content analysis of taped interviews with Ss from a subgroup (N=30) of the sample population.

A multivariate analysis of variance, Eta and Oneway analyses were used to obtain results from the data of Phase I. A univariate analysis of variance, and Eta analysis were used to analyze Phase II data.

The major findings of Phase I were that relationships were found to exist between the Perceived Family Cohesion scores and the perceived adjustment scores, as well as between Perceived Family Cohesion scores and the Separation scores. The major findings of Phase II were that relationships were found to exist between the adaptation criterion variables of Motivation, Autonomy, and Self-esteem on the 3 Bell Adjustment groups for the two content areas of separation issues, and academic issues.

On the basis of the information which this exploratory study has provided, it seems reasonable to suggest that the individual's perceived level of family cohesion was instrumental in his initial adaptation to college.

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## CHAPTER I

## INTRODUCTION AND STATEMENT OF THE PROBLEM

Introduction

Contemporary social work has become "more interdisciplinary in character and reflects a concern with broad issues of social welfare" (Fanshel, 1980, p. 7). Included in these issues is a new concern with the strengths and adaptive capacities of people when facing difficult situations. What is meant by adaptive capacities or adaptation is still unclear. Synonyms such as competence, autonomy, and adjustment have been used by writers in various fields in an attempt to define the concept. The purpose of this study was to investigate the adaptation of college freshmen to their new situation. The "difficult situation" facing the subjects, in this study, was the ecological transition of moving to college. The process, of adapting to life at college, was studied as it was effected by personal, familial and environmental factors.

A brief description of the study is presented here so that the readers may orient themselves to its design, measurement, and goals. This will be elaborated upon further in the Review of the Literature and Method sections. The study fell into the broad category of "Quantitative-Descriptive" research (Tripodi, Fellin, and Meyer, 1969). It was a two-phase survey study which used a cross-sectional design.

In the first phase of the study the population (N=105) was given three rating scales. The Bell Adjustment Inventory (BAI) was administered to determine the level of personal adjustment. The Family Adaptation and Cohesion Evaluation Scale (FACES) was administered to establish the subjects' (Ss) family characteristics. A Separation scale, which was embedded in the FACES, was administered to tap the Ss feelings about leaving home.

In the second phase of the study the experimenter (E) established a subpopulation (N=30) from the larger sample population. This group was interviewed indepth pertaining to their transactions in the various environmental subsystems. The interview (See Appendix A) took approximately 1½ to 2 hours and was independently rated based on selected criterion for adaptation (See Appendix A, Adaptation Interview Scoring Manual, and the Literature Review - subsection on Adaptation for the theoretical underpinnings of the criterion selected). A questionnaire was also sent to the Ss parents (See Appendix A, Parent Questionnaire). Multivariate and univariate analyses of variance, an Eta analysis, and Oneway ANOVA's were used to obtain results from the Phase I data. Univariate analysis of variance and Eta analysis were used to analyze the Phase II data.

The two phase study was designed to investigate the ecological transition and the complex forces which effected the Ss adaptation to it. The aim of the first phase was to collect general information about how the individual saw himself in his present circumstance in light of his perception of his family and his psychosocial self. The aim of the second phase of the study was to focus more closely on the

phenomena of what the Ss did to adapt to their circumstances, and according to independent judges how adaptive the Ss alternatives were.

Before spelling out the remaining goals of the study a brief review of the changing conceptual frameworks in the field of social work practice is necessary. This will help put the goals of this study into a clearer perspective.

Social work for most of its professional history has traditionally relied on the medical or disease model to organize and understand the complex issues of social welfare. Since the late 1960's a new framework has been developed which has changed and added to the use of the medical model by making it part of a new perspective. Whereas the disease model relied on a linear cause-effect focus to organize and interpret phenomena the new framework does not. By combining the principles of ecology and General Systems Theory it has obtained a systemic and transactional nature. It is called the Eco-systems perspective (Auerswald, 1968; Germain, 1973; Janchil, 1969; and Meyer, 1976). The perspective focuses attention on the 'interface' (Gordon, 1969) where people interact with their environments. Thus, it emphasizes the adaptive transactions which occur among systems.

Adaptation, a general tenet of ecology, describes how systems "fit" together. Hartmann has defined the adaptation process as "primarily a reciprocal relationship between the organism and its environment" (1958, p. 24). The process of adaptation brings about the "state of adaptedness." The state of adaptedness is the end result of the process of adaptation. The duration of the process of adaptation and the outcome of the final state of adaptedness will



differ for each individual. Because of these variations we are not concerned here with the students total college adaptation, or, even his adaptation to the freshmen year. Instead, the study focuses on the state of adaptedness the student reaches in response to the ecological transition. This initial phase of adaptation has been described as the "divestment-investment" process by Medalie, (1981).

Separation is a crucial part of this divestment process. Resolution of issues in the old environment help the individual not only in making the transition but in adapting to the new situation. Separation is a developmental concept which is also reflected by experiences in the person's psychological, familial and social-environmental subsystems, both past and present. Because of the importance of the separation dynamic it has been decided to include it as part of the environmental subsystems of the ecological transition being studied. This is in contrast to other studies which view the separation process (Blos, 1979; A. Freud, 1968; Hansburg, 1972; Sternschein, 1978; and Sullivan and Sullivan, 1980) and the adaptation process (Jackson, 1979; Bumstead, 1975; Hood, 1975; Lynch, 1972; and Vaillant, 1977) as separate and unrelated processes. The importance of the separation phenomena to life transitions has been highlighted in the research on foster care.

The application of this study to the field of social work varies. Primarily, it is a study of adaptation. Recently, in social work, a lot of attention has been paid to adaptation (Germain, 1981; Germain and Gitterman, 1980; Meyer, 1976). Most authors have focused on the highly individualized nature of adaptation, so as to accent its use-

fulness to client services. Following Stierlin's work, however, this study investigates the commonalities that groups of people share when adapting to a life transition. The need for this type of research, which focuses on peoples adaptive capacities, has been pointed out by Fanshel (1980) and Hill (1980). This specific point was used as one of the reasons for selecting the population group to be studied. It is believed that much can be learned about the adaptive capacities and criterion of people when they are studied in a situation: which is new and uncertain; where there is a likelihood of both success and failure; and where the major task of the situation is to adapt. From this vantage point we are allowed, not only to study different criterion of adaptation but also, to compare these criterion with different environmental subsystems. Bronfenbrenner captured this notion succinctly when he wrote:

The ecology of human development involves the scientific study of the progressive, mutual accomodation between an active, growing human being and the changing properties of the immediate setting in which the developing person lives, as this process is affected by relations between these settings, and by the larger contexts in which the settings are embedded (1979, p. 21).

To capture the essence of this mutual accommodation he suggests the use of "ecological transitions." He defined this transition as occurring "...whenever a person's position in the ecological environment is altered as the result of a change in role, setting, or both" (1979, p. 26).

The ecological transition from home to college is a complex process which reflects the person and his environmental subsystems with regards to both the past and the present. The emotional and

behavioral responses by each student to their new environment are varied. If we combine the diversity of the possible emotional and behavioral responses and add to these the available environmental facilities we begin to grasp the numerous variations of adaptation available to the population. To attempt to categorize these variations under the rubric of "strategies of adaptation" which includes the use of defense, mastery, and coping mechanisms (White, 1974, pp. 47-48), however, would be an injustice to the study. This injustice lies not only in the complexity and definitional vagueness of these mechanisms but, also, because the status or definition of the mechanisms are subjectively determined from the subjects behavior and/or affect. What may be deemed as a defensive behavior for one S may be considered a form of mastery for another. The difference would lie in an incalculable range of variables which impinge upon the situation where the behavior and/or affect occur. To complicate this issue the mechanisms may be mobilized simultaneously by the individual in the same behavioral unit and/or affect being studied. Hence, what the person does and/or feels may be in the service of any combination of these mechanisms. This presents a difficult situation for research with regards to defining and differentiating these mechanisms as variables. By designing a criterion which acts as a necessary condition for adaptation, however, we will be able to rate adaptive behavior including significant factors from the past and present. Four criterion variables of adaptation were chosen from the literature. To collect information relevant to these variables it was necessary to inquire about the individual's systemic

relationships (i.e., psychological, familial, and social-environmental).

In studying the present effects one needs to consider not only the individual, and dyadic, interaction but also second-order effects.

The second-order effects "take into account the indirect influences of third parties on the interaction between members of a dyad" (Bronfenbrenner, 1979, p. 63). These second-order effects will account for changes in the family that in studying the student alone would be missed. For example, if a student's parents were having problems adapting to their son's departure from the home this may add an extra burden to the son's adapting to school life. However, for another student the same type of situation may act as an incentive to get very involved.

Bronfenbrenner (1979) has emphasized the use of the ecological transition because they are real life settings which occur throughout the life span. Furthermore, he noted, that the ecological transitions are excellent examples for studying the "mutual accommodations" or adaptation process that occurs among the organism and its surroundings. Thus, he sees ecological transitions as both the consequence and antecedent of human development, as well as, an important naturalistic situation for study.

The field of social work to which this specific ecological transition belongs is school social work. The contributions that the study will attempt to make to the field of school social work will be developed in the Statement of the Problem section. The importance of this specific ecological transition is reflected in both the recent literature (Richards & Willis, 1980; Medalie, 1981;

Sullivan & Sullivan, 1980; and Farley, 1979) and recent directed attention by the profession. For instance, The Smith College, School of Social Work dedicated their 50th Anniversary Celebration of their continuing education program to the topic of leaving home. At this conference papers were read on such topics as: leaving home, psychological and psychoanalytic aspects (A.K. Richards); leaving home and the family (F.W. Walsh); leaving home and the larger community (H.J. Zee); leaving home and minorities (D.D. Bowles) and leaving home and social policy (C.K. Riessman).

#### The Statement of the Problem

In the following section the author conveys the rationale for the study. The rationale for the study consists of an explanation of the need for the study and an explanation of the strategy used to investigate the problem.

The purpose of the present study was to investigate the adaptation process to the ecological transition, of leaving home to live at college. When an individual leaves home to live at college there is a drastic change in his social environment. Medalie (1981) calls this initial adaptation period the "divestment-investment" process. First, the student must respond to the environment he left behind. Secondly, he must make a new life for himself at college. Regardless of what "adaptation alternatives" the individual uses (e.g., alloplastic, autoplatic or leaving the environment - Hartmann, 1958) or what "adaptive strategies" he employs (e.g., defence, coping and/or

mastery mechanisms - R. White, 1974) the individual must achieve an acceptable compromise between the two basic demands - divestment and investment.

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The study was undertaken with the intention of contributing primarily to two areas of the professional knowledge base used by social work practitioners. The first area, the study aimed to contribute to, was the concept of adaptation as presently used in the social work literature. The second area, the study sought to contribute to, was to the knowledge base for the field of school social work. School social work provides services for all levels of education from nursery school through university. The objectives of school social work center upon "...helping pupils attain a sense of competence, readiness for continued learning, and an ability to adapt to change" (Costin, 1977, p. 1242). School social work, however, has focused primarily upon the elementary and high school grades. "Social work has been slow to recognize university campuses as opportunities for service - as opportunities to prevent and/or intervene in student/campus problems" (Steiner and Moore, 1979).

Costin (1971) in her analysis of how school social workers defined the context of their work found that most social workers viewed their roles from a "residual conception of social welfare." This conception "focused primarily upon the individual child in relation to his emotional problem and his personal adjustment" (Costin, 1971, p. 277). Anderson (1974) noted that: "This (focus) resulted in a clinical orientation to the personality needs of children, or other kinds of school social work with which most people are familiar"

(p. ). Costin (1972) notes that a new direction for school social work was being sought. Meares (1977) conducted a study similar to Costin's 1971 study. From this study she concluded that school social work practice was in a transition, broadening its boundaries from the clinical casework approach to an approach which included home-school-community liaison interventions. Peltier (1979) notes that even with this expansion the focus of school social work practice remained individualistic. Gitterman (1977) and Arevalo and Brown (1979) urged an even broader conceptual framework. As social work slowly broadens its practice in the field of school social work it will need, among other things, to include defined services to university campuses, and therefore to students entering college. This study focuses on the initial adaptation to college for those students who are living away from home. In viewing this adaptation as a "divestment-investment" process the study contributes information that will be helpful to school social workers in both high school and university settings.

As mentioned in the introduction the strategy the study employed, to investigate the complex forces of the "divestment-investment" process, was a two phase design. It should be remembered that this process encompasses the concept of the initial adaptation to the ecological transition of leaving home to live at college. In the first phase of the study the main concepts examined were those of: perceived family characteristics, personal adjustment, amount of separation feelings from home, and environmental variables. The perceived family characteristics were measured by scores obtained from

the Family Adaptation and Cohesion Evaluation Scale (FACES) (Olson, Bell, and Portner, 1978). This instrument offered three dimensions of the individual's perception of his family's characteristics.

These were: an index of how emotionally close he saw his family (the family cohesion score), an index of how he saw his family characteristically cope with change (the family adaptation score), and an overall score reflecting a combination of the two scores which created a family typology. These scores will be elaborated upon in the Method Section under a description of the Instruments. This instrument was chosen because of the significant impact the family has on the individual's development. Much of the basis for the individual's self, or who he feels he is, was developed through his familial relationships. Understanding the individual's perceived family typology, as well as, the attitudes and abilities the individual perceived his family had on the themes of closeness and change (i.e., cohesion and adaptability offered some data on the perception of the familial environment the individual felt he left behind.

The individual's adjustment score was obtained from the Bell Adjustment Inventory (BAI), Revised Student Edition (Bell, 1962). This score reflected the individual's life adjustments as they have been experienced by him. Hence, the score provided information about the individual's perceived strengths and weaknesses in certain life areas. Adjustment, as derived from the measurement, was synonymous with the study's definition of adaptation. It focused on what the person "... thinks and feels about his family relationship (home



adjustment score); his functioning body (health adjustment score); his friends and acquaintances outside of the home (hostility-friendliness score), including how aggressive or retiring he is around them and how much he feels he can trust people (submissiveness-self assertion score); ... how well he has come to play the roles that society expects of him (masculinity-femininity score);" and finally how well "...he has learned to live with his feelings (the emotionality score)" (Bell, 1962, p. 3). These scores will be elaborated upon in the Method Section under the description of the Instruments.

The amount of separation the individual experienced from his home environment was determined by a Separation scale. This questionnaire was constructed for the study and yielded a Separation score. This score reflected how much the individual missed the things, places, and people from the social environment he left behind. This score will, also, be elaborated upon in the Method Section.

An attempt was made to obtain information on other environmental variables. These included the student's size of family, ordinal position within the family, type of home and community environment, distance of home from school, number of children still at home, number of children who have left home before him. This information was collected from a fact sheet which was attached to the questionnaires (See Fact Sheet, Appendix A).

Combined, these three instruments (FACES, BAI, Separation Scale) provided general information about how the individual saw his personal adjustment (i.e., a concept of his psychosocial self as determined by the BAI scores) in light of the familial and social environments

that he left behind, as well as, the new social environment he was engaging.

It needs to be stressed, once again, that this information was based solely on the individual's perception. Hence, Phase I did not seek to provide information about the individual's adaptation, to the ecological transition, which stemmed from an external source, or that was of an objective nature. The reason that this information was excluded from the first phase was because of the study's complex view of adaptation. Adaptation was regarded as an interdependent process in which the self mediated changes in the subsystems of the individual's environment. These self-mediations sought to bring about and maintain an acceptable compromise within the individual-environmental relationship.

To obtain data that was more objective in nature Phase II was implemented. In Phase II four judges were asked to rate how adaptive they thought the individual Ss were. The Ss used in Phase II consisted of a subsample (N=30) from the sample population. This sample was chosen through a stratified random sampling procedure. The judges were asked to listen to tape recorded interviews and then to rate them. The criterion used to rate adaptation consisted of four variables. These were: Information Processing, Motivation, Autonomy, and Self-Esteem. Collectively these four variables are referred to as the "adaptation criterion." Before elaborating on the content of the interview an explanation of each of the four variables will be offered.

The adaptation criterion variables were chosen because they

covered the necessary condition for an individual to accomplish successful transactions with their environment (i.e., adaptation).

The Information Processing variable sought to measure the individual's capacity to secure adequate information about specific tasks he was engaged in. This information needed to be qualitatively relevant and quantitatively sufficient. This variable produced a score which rated how well the individual was able to differentiate his interest(s) and/or activity based on adequate information.

The Autonomy variable sought to measure the individual's ability to maintain a level of independence, or freedom of action, to choose among a variety of alternatives in trying to negotiate specific tasks and/or the ability to change direction from an alternative chosen if necessary. This variable produced a score which rated how independent the individual appeared in making decisions and taking responsibility for this decision.

The Self-Esteem variable sought to measure the individual's ability to maintain satisfactory internal conditions when engaged in specific tasks. This variable produced a score which rated how the individual felt about himself in regards to the tasks he was engaged in.

The three variables mentioned so far were derived from the work of Robert White (1974). The fourth variable, Motivation, was obtained from the work of David Mechanic (1974). This variable was added, to those described by White, because it accounted for a missing dimension - involvement. The Motivation variable sought to measure the degree to which the individual was invested in specific tasks. This

variable produced a score which rated how internally involved the individual was with the specific tasks (For operational definitions of the scores for these four variables see the Adaptation Interview Scoring Manual, Appendix A).

At this point it may be helpful to briefly clarify the concept of "task." This study uses Bartlett's definition of task because this definition has the conceptual ability to separate and capture the life situation which presents problems for people. Bartlett defined tasks as those "...demanding and critical situations which confront people" (Bartlett, 1979, p. 95). In this definition, tasks are not viewed as behavioral. Instead, the life situations are seen as arising from roles, transitions, crises, maturation, and interpersonal or environmental events. To focus on the specific phenomena of the tasks (the behavioral and affectual components of the tasks) a measurement was needed which would add a more powerful lens to the investigation. An interview was designed for this purpose. The interview provided an in-depth inquiry into the students functioning (i.e., their behavior, attitudes and affect) in their new environment. To obtain data relevant to their perception of the environmental transaction the interview was divided into eight subsystems which represented the "specific tasks." These were: 1) separation aspects of leaving home; 2) academic activities; 3) college activities; 4) social-peer relationships; 5) religious attitudes; 6) political attitudes; 7) sexual attitudes; 8) attitudes on drugs and alcohol. In each subsystem the student was asked questions concerning their: feelings, beliefs, involvement, peer influence and family influence. (The

interview questions are presented in the Adaptation Interview, Appendix A). All of the interviews were taped recorded. The data collected from these interviews was then scored by a content analysis on the four variables of adaptation criteria. For more information on the scoring and judges see the Procedure under the Method Section. The interview was given to 30 Ss who were chosen from the sample population based upon their overall BAI scores. Hence, the purpose of the second phase was two fold. First, to obtain data which was more objective in nature than the data from the first phase. The second purpose was to collect data which pertained to what the Ss did to adapt to their circumstances. Since the literature on the late adolescent's ecological transition is sparse the present survey will serve more the purpose of an exploratory study.

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CHAPTER II

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REVIEW OF THE LITERATURE

The ecological transition for the late adolescent is a varied and complex process. It can best be understood by studying the transactions of the person-in-his-situation. That is, it is necessary to look at the various systems which impinge upon the student. It is due to these systemic transactions that the path, along which the transition occurs, will vary for each individual. This makes it difficult to organize what knowledge has already become accumulated about this ecological transition because different systems have different theoretical conceptualizations. To make the task more manageable and to organize the diverse theoretical perspectives and empirical data we will use the concept of hierarchy to structure the literature review. This concept, taken from General Systems Theory, states that systems are organized like concentric circles - smaller systems lie nested in larger ones and have even smaller systems within themselves. In an example of this we see how the family lies within the social and/or community system and has the individual system lying within it. Before developing the literature around the different systems, however, we must first delineate the concepts of adaptation, separation, the self and self-esteem.

Adaptation

Adaptation is an interdependent process in which the self mediates changes in the subsystems of a person's ecological environment. Boulding defines adaptation as the ability to expand one's niche or seek out new ones (1978). The concept of adaptation is seen in ecology as the continual process of change in order to survive or improve in one's environment. It is a mutual process where both the individual species and the environment may change or be changed with the overriding goal being the "goodness-of-fit" that is achieved. When applying the concept to man we are not as concerned with the biological view of adaptation (i.e., evolutionary survival) as we are with the psychological view (i.e., adjustment) (Bevan, 1965). Hamburg, Coelho and Adams, quoting Simpson, however, remind us that these two issues of adaptation are not always clear cut:

Adaptation in general may be regarded as a complex of processes (and results of processes) bringing about and maintaining an organism-environmental relationship useful to individual organisms and populations (1974, p. 403).

Adaptation processes occur throughout the life cycle. Bell, who views adjustment as the psycho-social component of adaptation, sees the self as a "central exchange station" where the adaptation processes occur. These processes occur "between the demands of the organism on the one hand and the influence of the physical and social environment on the other" (Bell, 1963, p. 3).

These processes have become particularly important in the last few decades as the "average expectable environment" has lost its

expectability (Waelder, 1961). Contemporary man faces challenges to his adaptive development that are unprecedented. Sociocultural standards, which have always provided the ideological base for adaptation, are less stable than in the past. This has been due to rapid technological changes. As a result many of the once well defined modes of adaptation to life crises have become dysfunctional. As a consequence the individual must create new "adaptive strategies" (i.e., coping, defense and mastery patterns) which effectively engage the new stressful and challenging circumstances in an adaptive manner.

In the adaptation process there are three basic alternatives a person faces, in a new situation. These were outlined by Sullivan (1953). The person can: (1) leave the situation, (2) handle the situation satisfactorily, or (3) he can call for adequate help. The first alternative requires no real elaboration. The person either stays and attempts to handle the situation or he leaves it. If he stays he again has choices to consider. He may decide to change himself to fit the situation. Piaget pointed out the necessity of this function in human development. He emphasized the equilibrium of assimilation and accommodation as essential processes in the development of cognitive structures (schemas) which help the individual to organize and adapt to the environment (Wadsworth, 1971). This notion is also similar to Hartmann's (1958) concept of autoplasmic adaptation. Another choice the person needs to consider, in attempting to handle the situation, is to create changes in the environment to enhance the fit. Modifying or restructuring the environment, so



that it provides the necessary environmental releasers, facilitates the maturational process and is seen as essential to human growth by Winnicott (1974). Hartmann, too, considered this alternative and called it alloplastic adaptation (1958). The final adaptive choice for Sullivan was seeking adequate help. This highlights the important point that man rarely adapts in one particular way. Instead he usually blends the adaptive choices to fit the demands of the situation. Furthermore, and of equal importance, Sullivan implies that although adaptation is an individualistic process it is not an isolated one. It requires a reciprocity with one's ecological environment.

Robert White's work on adaptation (1960, 1963) has focused primarily upon competence. White defines competence as a "Person's existing capacity to interact effectively with his environment" (1963, p. 39). The powerful feedback of effectively handling the situation leads to the gradual building up of a "sense of competence." This sense of competence then provides the individual with enough emotional courage or security and diverse behavioral repertoire to enter and fit into new situations successfully. For White adaptive behavior implies change: "Adaptive behavior does not literally repeat earlier patterns: it includes an accommodation to the present circumstances" (White, 1963, p. 15). In his unique contribution he shows how the transaction of all activity creates the underpinnings of man's relationship to his world and his sense of self. He classifies these transactions in a superordinate category of adaptation called "strategies of adaptation." This category includes

the concepts of defense, mastery and coping. For effective adaptation to occur the individual's strategy of adaptation must meet and coordinate three necessary conditions: (1) obtain adequate information, this must be quantitatively enough but not too much to be useful and qualitatively relevant; (2) maintain satisfactory internal conditions, this includes the regulation of self-esteem and physiological functions; (3) maintain freedom of action or autonomy so that the individual is flexible to choose among a variety of alternatives and change direction if necessary (1974). To the first condition, obtaining adequate information, we must add the additional element of motivation. Mechanic (1974) writes, for successful personal adaptation on the individual level the individual "must be motivated to meet the demands that become evident in their environment" (p. 33). When the individual's strategy of adaptation coordinate and fulfill the three conditions adaptation occurs. But, White stresses: "that adaptation does not mean either a total triumph over the environment or total surrender to it, but rather a striving toward acceptable compromise" (1974, p. 52).

Separation - Within the context of this study the change which requires adaptation is initiated by the student leaving home to live at college. The separation process which is partly responsible for the adaptation process must, therefore, be included in the way the individual adapts.

Like adaptation, separation is a reoccurring phenomena of the life cycle. The vast majority of this literature, however, is focused on infancy and has been written about primarily from a

psychoanalytic point of view (Bowlby, 1973; Freud, 1926; Mahler, 1968; Mahler, Pine and Bergman, 1975; Ainsworth, 1967; Rutter, 1979; among others).

Shirley and Paynts (1941) suggested, that the child's ability to separate is related to the mother's response to the separation. Early studies on primary school adjustment focused on this variable. Gottemoller (1939) in her study on children's adjustment to kindergarten found a strong relationship between the mother's attitude toward her child and the child's adjustment to kindergarten. Undergraff (1939) in a survey of five studies, found that infantile withdrawing types of behavior in school were related to over attentiveness, in the home environment, while aggressive school behavior was related to inadequate home attention.

Latter studies found similar results but attributed them to a more complex process. Ainsworth, et al., (1971, 1972 and Mahler, Pine and Bergman (1975) found that for infants and toddlers if separation was gradual and supported than adaptation flowed more smoothly. The children would use their mothers as a base from which to explore the unfamiliar environment. Abrupt separations have been found to result in anxious or insecure attachments, ambivalence, anger and superficial forms of independence, called pseudo and hollow independence (Ainsworth, 1967; Bowlby, 1960; 1973). Mahler (1963) showed the reciprocal nature of separation by pointing out how the mothers involved in her study were effected by the separation from their children. Some mothers, for instance, facilitated the separation process while others inhibited it (Mahler, Pine and

Bergman (1975). The inhibiting mothers would either cling to and/or reject the child. Children have been found to respond to this by ~~either clinging to their mothers or resisting contact with them~~ (Ainsworth and Wittig, 1969; Ainsworth, et al., 1971). Ainsworth and Wittig (1969) described the resistive behavior as the beginnings of future detachment behavior.

Robertson and Robertson (1971) have pointed out that the effects separation has on the individual are determined to a great extent by the level of development. Sullivan (1978) has noted other phases in the life cycle that are being studied with regards to the separation process. He cited as examples: school phobia (Berecass, 1961; Berlin, 1965; Bowlby, 1973; Mendelbaum, 1962), adolescence (Strierlin, Levi and Savard, 1971) to this must be added (Blos, 1962, 1967, 1979; Masterson, 1972; Sullivan and Sullivan, 1980), motherhood (Mahler and Furer, 1963), the aged (Savitsky and Sharky, 1972; Zetzel, 1965), and death (Anthony, 1968; Pollack, 1961; Rheingold, 1967; and Saul, 1959).

The Concept of the Self - As mentioned the self is the mediating structure which facilitates adaptation by organizing the demands between the organism and the environment. That is, the self organizes and processes the necessary information about the demands maintains an adequate level of self-esteem to cope with the stress of the demands; and devises and deploys an adaptive strategy from its behavioral repertoire. For this study the self is defined as the infrastructure which unites or organizes the individual's personality. This infrastructure has come under various names in

the literature including "identity" (Erikson, 1959, 1968); "self" (Jacobson, 1964; Jung, 1965; Sullivan, 1958); "character" (Blos, 1962, 1979; Giovacchini, 1973).

The self has its origins in the parent-infant relationship and is not completed until the resolution of adolescence (Erikson, 1968; Davidson, 1974; Blos, 1979). Within the parent-infant dyad environmental response to biological needs shape the infant's mode of relatedness to the world. This notion of "good enough mothering" (Winnicott, 1974) provides the infant with the element of "basic trust" essential for all future relationships (Erikson, 1959). Mahler (1968) and Jacobson (1964) have stressed the effect that this early relationship has on psychic differentiation and the establishment of object relations, from an instinctual framework. Piaget (1963), Sullivan (1953), Winnicott (1974), Erikson (1959), and Rutter, (1979), Sours (1980), on the other hand, view the biological substrate as playing a dominant role in early infancy but quickly replace this role with interpersonal and psychosocial relations. As soon as the biological needs are satisfied the child seeks new ways to adapt to its environment. He explores his environment acting on stimuli, assimilating and accomodating to its consequences (Piaget, 1963). Through these interactions the child learns to highly individualize and qualify both his environment and feelings about himself within this environment (Kernberg, 1975, 1980; Jacobson, 1964; Guntrip, 1973; Sullivan, 1953). From an ecosystems perspective the qualification of these experiences are influenced or colored by transmissions, through feedback, of socio-

cultural mores (Bronfenbrenner, 1979; Goldschmidt, 1974). These mores are initially transmitted by the person's family. Later they are continued by other agents in the person's social network such as: peers, neighbors, educational institutions, etc. (Mechanic, 1974). The qualifications of experiences are further enhanced by familial dynamics, group effects, and the individual's effect on the environment.

The self is the accumulation and organization of the person's total transaction with the environment. It provides a basis for the continuity of the subjective experience of "sameness" through time, while allowing one, at the same time, to respond differently to different situations; for the purpose of adaptation, efficacy and gratification.

Self-Esteem - Hamburg, Coelho and Adams (1974); Goldschmidt (1974); Mechanic (1974); White (1974); Murphy (1974); Janis (1974); Adams and Lindemann (1974); and George (1974) have all emphasized the great importance of maintaining self-esteem in the adaptation process. This can best be summed up by a quote from White: "No adaptive strategy that is careless of the level of self-esteem is likely to be of any good" (1974, p. 61).

Ziller, Hagey, Smith and Long (1969) defined self-esteem as the individual's perception of his worth. Fontana (1966) defines it as the set of evaluative attitudes that a person applies to himself. Erikson (1959) refers to Freud's "occasional references to the ego's attitudes toward the self and to fluctuating cathexes bestowed upon this self in labile states" (p. 147). Finally, self-esteem or self-

acceptance has been especially identified with Roger's theory of personality (Crowne and Stephens, 1961). Rogers (in Wylie, 1961) has defined the self-concept as an organized configuration of the perceptions of the self which are admissible to awareness.

It is composed of such elements as the perceptions of one's characteristics and abilities; the percepts and concepts of the self in relation to others and to the environment; the value qualities which are perceived as associated with experiences and objects; and goals and ideals which are perceived as having positive or negative valence (p. 7).

Ziller, et al., (1969) have looked at the social context of self-esteem. They see self-esteem as varying correspondingly with environmental changes. They propose that a person's reaction to the social environment is a function of self-esteem. "Self-esteem mediates social stimuli and response (Social stimuli-Self-esteem-Response)" (p. 84). They also suggest (in Mossman & Ziller, 1968) that self-esteem is a part of the self-system which controls the extent to which the self-system is sustained during strenuous situations, like in the processing of new material regarding the self (e.g., ecological transitions).

In a review of the theory of the self-concept, Epstein (1973) writes about the theoretical views of Cooley, Mead, Sullivan, and Snygg and Coombs; who saw the self as arising out of social interaction. Epstein also posits Sabin's view of the structure of the self: "Among the substructures of the self are empirical selves, including a somatic self and a social self" (p. 407). This helps us to bridge the gap between the concepts of self-esteem and role. Bronfenbrenner defines role as "a set of activities and relations

expected of a person occupying a particular position in society, and of others in relation to that person" (p. 85). Thus we see the intricate interconnections between what a person feels about themselves and the role he is accepting or assigned in the environmental transaction.

The study of adaptation as a process cannot be underestimated. As Hartmann has suggested: "The concept of adaptation though it appears simple, implies...a great many problems of normal and abnormal psychology, among them our conception of mental health" (1958, p. 28).

#### The Individual - Adolescence

The student begins the adaptation process by preparing for the transition. He may wonder about how to say good-bye to those he is close with. He may begin planning what to take with him to school. He may also spend time forming expectations, aspirations and preconceptions about the situation he will soon enter (Feldman & Newcomb, 1969). Like all tasks these can be avoided or dealt with. In preparing his psychological system for the transition and adaptation he faces, he must rely on his present developmental state.

Chronologically our subjects are in the phase of late adolescence. Most theorists believe that in general by this phase the crisis of adolescence is over (Coons, 1971). During adolescence the psychic structure has been changed and reorganized due to biological alterations and changes in the interpersonal sphere.



In viewing the biological maturation of the sex organs psychoanalytic theorists have postulated, as one of the hallmarks of early adolescence, an increase in drive tension: both sexual (Freud, 1958) and aggressive (Blos, 1979). Due to this surge in the drives, psychoanalytic theory states, the adolescent must reject his infantile love objects (i.e., parents and siblings) for two reasons: (1) to avoid cathecting them with the new upsurge of genital urges; and (2) because they are something that he rejects inside himself as they are equated with his childhood conscience. This conscience is largely made up of parental prohibitions. As he shifts this instinctual investment he comes to rely on his peer group for much of the emotional support and gratification he previously sought from his family. Freud (1958, 1969) and Blos (1979) have pointed out that the adolescent's separation from his family is an integral part of the developmental process. Blos further points out that the nature of the separation process is different for adolescents than for infants.

What in infancy becomes a 'hatching from the symbiotic membrane to become an individuated toddler' (Mahler, 1963), becomes in adolescence the shedding of family dependencies, the loosening of infantile object ties in order to become a member of society at large or, simply, of the adult world (Blos, 1979, p. 142)

This separation is usually seen as a difficult period within which the adolescent vacillates between being helplessly dependent and openly rebellious in his relationship with his parents. It is a period of individuation (Blos, 1962, 1979) and of sorting out one's own way. Erikson (1968) has emphasized that this is a time of

choosing what kind of person the adolescent will become. He sees the central issue of adolescence as the search for identity. The consequences of this process brings about constancy of self-esteem and a greater independence from external sources.

In coping with these maturational changes the psychic structure must modify its defensive and adaptive functions. These must be reorganized to achieve a new homeostasis (Blos, 1962; Giovacchini, 1973). This transformation is not a static process. It employs a combination of progressive, regressive, and holding patterns (Blos, 1962, 1979) all of which are a necessary condition for growth.

During this time the primary mechanisms attributed to the alteration of the psychic structure are the processes of identification (Jacobson, 1964; Miller, 1973), and the role of exploration, experimentation, and the sense of competence (White, 1963). Matteson highlights the connection of these latter mechanisms to the self. He believes that the parent-child separation in adolescence is due to the: "Increased consciousness the youth now has of his own private self" (1975, p. 109). This sense of self gets reinforced through the exercise of autonomous decision making which reassures: "The adolescents that they do not need their parents' advice" (Matteson, 1975, p. 108). The reorganization of the self in late adolescence holds importance for the adolescent, not only because it has accommodated the surge of the drives, but because it has provided the individual with a second chance to correct for earlier developmental difficulties (Blos, 1962, 1979; Erikson, 1956, 1968; Giovacchini, 1973; Sullivan, 1953).

Another change occurring with the psychic restructuring is the development in intellectual capacity. Piaget (1963) notes the transition in adolescence from concrete thinking, which is tied to present time and present objects, to formal thinking. Formal thinking introduces the ability for abstraction. It allows the adolescent to understand relationships in the realm of the theoretical and hypothetical. Thus it enables him to plan and to dream into the future.

#### The Adolescent - Social and Environmental Systems

How the separation, from family to peer group, effects the psychic restructuring process depends on the "models, roles, and transactions available in the interpersonal world" (Miller, 1973, p. 209). Levinson, et al., (1978) has reasoned that the transition to the peer group is not an abrupt change, but a steady process. This process began when the child first begins to expand his social world beyond the family. This wider peer group begins with exploration and experiences in the neighborhood and school systems.

The peer group, for adolescents, holds several functions. It allows the adolescent to disengage from his infantile object relations, as mentioned. Thus he is able to channel the increased drive tensions into new relationships (Blos, 1979). The group also provides a training ground for the developing sense of self, self-regulation, and competition. It does this by providing a set of standards and behavioral controls which the adolescent conforms to and identifies with. Traditionally it has been believed that the

standards of the group become the adolescents' own standards and are different from his families. But the research on this issue has found mixed results. Brittain (1963) in a study of high school girls found that conformity to a group, whether family group or peer group, varied as a function of decisions to be made by the adolescent. For some issues the adolescents turned to their parents while for other issues they turned to their peers. Yet, identification to the group remains an important developmental task. It produces group cohesion and loyalty. As the group moves from gender homogeneity to heterogeneity the relationships first established on loyalty transcend into intimacy (Thornburg, 1975). Factors which effect this transition, however, remain obscure (Douvan & Gold, 1966).

Beyond the interpersonal realm other changes which effect the reorganization process in adolescence comes from the environment and culture. Blos wrote about the role of the environment on the adaptive patterns (1979) and as a psychotoxic agent to the developing personality (1969). Waelder (1961) has warned that the rapid rate of scientific and technological changes are producing an overtaxing effect on our adaptive capacities. Fansworth (1973) relates how this has produced a lessened certainty in parental definition and values. This in turn inhibits the development of an "average expectable environment" from which the adolescent can measure impulses and appropriate behavior.

### The Individual - Late Adolescence

Late adolescence begins the end of adolescence. During the phase of late adolescence the defensive and adaptive mechanisms are once again organized and return to the tasks of inhibiting the impulses and adapting to the environment. These reorganized functions are still unseasoned and uncertain. In the restructuring of the self five areas of the psyche have been elaborated. They are:

(1) a highly idiosyncratic and stable arrangement of ego functions and interests; (2) an extension of the conflict free ego sphere of the ego (secondary autonomy); (3) an irreversible sexual position (identity constancy), summarized as genital primacy; (4) a relatively constant cathexis of object- and self-representations; (5) the stabilization of mental apparatuses which automatically safeguard the integrity of the psychic organism...these components influence each other in terms of a feedback system (Blos, 1962, p. 129).

As late adolescence is a time of consolidation it is also a time of crisis. The term crisis, Erikson notes, "no longer connotes impending catastrophe" (1968, p. 16). It has been broadened to include "... a necessary turning point, a crucial moment, when development must move one way or another, marshalling resources of growth, recovery, and further differentiation" (1968, p. 16). The end of adolescence is a stage of overt identity crisis. The most crucial developmental task of late adolescence may be seen as the achievement of individual identity. Many psychoanalytic and developmental theorists believe that the attainment of identity marks the resolution of adolescence. This attainment comes about as the "result of the summation and interplay of the processes of

character formation and identification (Davidson, 1974, p. 264).

The elements which effect the developmental task, however, arise from various sources. They may be from: the pressures of the cultural and societal process on the individual (which are interpreted through and sanctioned by the family, peer group, and other societal institutions), the values, aspirations and desires of the individual, and from physical maturation (Baittle, 1971, p. 154).

Matteson (1974) using his own research and that of Bandura (1964) and Bealer, Willits and Maida (1964) concludes that the time and quality of the major conflict in adolescence is identity but not as the psychoanalytic perspective has viewed it. The conflict is not found in the early and middle stages of adolescence. Nor is the conflict directed at the struggle between teens and their parents. For Matteson the major crisis occurs in late adolescence and develops between the adolescent and the impersonal authority of society. The conflict is not centered around the rejection of infantile objects to achieve identity. Rather, "...the major identity conflict is between self and society, (which is) precipitated by the move out of the home into the world" (Matteson, 1975, p. 239).

Factors for an ideal resolution of adolescence have been presented by the 1968 Group for the Advancement of Psychiatry report on normal adolescence. They presented six characteristics of the resolution:

- (1) the attainment of separation and independence from the parents;
- (2) the establishment of sexual identity;
- (3) the commitment to work;
- (4) the development of a personal

moral value system; (5) the capacity for lasting relationships and for both tender and genital love in heterosexual relationships; and (6) a return to the parents in a new relationship based upon a relative equality (G.A.P., 1968, p. 94).

Much experimental work has been done on understanding the resolution of adolescence and especially the identity crisis (Marcia, 1966, 1967; Marcia & Friedman, 1970; Schenkel & Marcia, 1972; Orlofsky, Marcia & Lesser, 1973; Cross & Allen, 1970; Waterman & Waterman, 1970, 1971, 1972; Waterman, Guary & Waterman, 1974; Constantinople, 1969; and Randell, 1979). Marcia basing his work on Erikson's developmental theory has been in the forefront of the research on identity status. By investigating the individual's degree of commitment and crisis in areas of occupation and ideology (political and religious) he has found a continuum of resolution alternatives to the identity crisis. These range from identity achievement to identity diffusion with two intermediate statuses of moratorium and foreclosure.

This research, as we shall see, seems to integrate the different developmental views (i.e., Matteson vs. Psychoanalytic). It does this by displaying that there are several types of resolutions to the identity crisis. Each resolution has a different solution to the developmental demands. Here we will briefly outline the findings on the different "identity statuses."

The identity achievement status refers to individuals who have experienced a crisis period and emerged with a commitment to an occupation and ideology. He has attained his chosen commitments after a decision making process which has included a search among

several alternative choices. This individual in studies comparing the four statuses, has scored highest on independent ego measures (Marcia, 1966; Randell, 1979), showed a low dependency on authority (Marcia, 1967), and was least susceptible to self-esteem manipulation (Marcia, 1967). The individual's self-concept seems based on internal frames of reference and sudden shifts in the environment do not create disruptive effects (Marcia, 1966, 1967; Matteson, 1975). This group demonstrated reflective decision making (Waterman & Waterman, 1971) and the most realistic goal setting (Marcia, 1966). They are likely to achieve higher grades, be task oriented and find their work more meaningful (Cross & Allen, 1970; Randell, 1979). Finally, these subjects along with moratorium status subjects were found to score significantly higher on intimacy subscales than the two other groups.

The moratorium status characterized the individuals who appear to be in the midst of their identity crisis. The student is conflicted between parental and societal demands. Although actively engaged in his struggle to define himself through searching his alternatives, the issues and commitments remain vague. This group has been found to be highly active and exploratory (Matteson, 1975) and like the identity achievement group they possess a stable self-esteem and internal locus of control (Marcia, 1967; Orlofsky, Marcia & Lesser, 1973). Where these individuals, along with the identity achievers, showed less dependence upon authority (Marcia, 1966, 1967) they demonstrated a strong affinity for wanting faculty to treat them as peers and showed a greater dissatisfaction with faculty,



administrators, and fellow students (Waterman & Waterman, 1970). Finally this group changed their major or withdrew from the school at a level significantly greater than the three other groups. Academic performance was not found to be a mediating variable (Waterman & Waterman, 1972).

The foreclosure status identifies individuals who have adopted their parents expectation of them and their parents ideology as well. They also appear to retain more dependence upon their parents than students in other statuses (Marcia, 1966; Waterman & Waterman, 1970; Waterman, Geary & Waterman, 1974). Although they are committed to both an occupational choice and ideology they have not experienced the crisis which facilitates an independent commitment to occupation or ideology. They express a certain rigidity in character, but demonstrate a strong self-concept and adjustment. In spite of this, however, they have a higher need for social approval (Orlofsky, Marcia, and Lesser, 1973) and scored highest on the California F scales of authoritarian submission and conventionality (Marcia, 1966, 1967). These students are more impulsive (Waterman & Waterman, 1971), under stress conditions performed poorly on a cognitive task (Marcia, 1966) and scored lowest on levels of cultural sophistication (Waterman & Waterman, 1971). Finally it was found that sudden situational changes created a disruption in their ability to adapt (Marcia, 1966; Orlofsky, Marcia & Lesser, 1973; Matteson, 1975).

Identity diffusion status refers to individuals who are uncommitted to occupation and ideology. He may or may not have passed through a crisis but this is often unclear. They shun demanding

situations and may adapt a "playboy" or "schizoid" life style. These students are lower than the foreclosure students on the authoritarian scales but higher than the other two groups (Marcia, 1966). This group was also more impulsive than reflective in their decision making (Waterman & Waterman, 1970) and tended to withdraw from personal contact (Orlofsky, Marcia, & Lesser, 1973).

#### Individual Adaptation - Moving Out and "Divestment"

Before entering college the student's task is to begin some preparations for his transition. This is a time when he will form expectation, aspirations, and preconceptions about the environment he is about to enter. As previously mentioned the individual, in preparing his psychological system for the transition, must rely on his present developmental state. As Erikson (1959) has pointed out the developmental task for this group is the achievement of ego identity. This achievement is necessary to obtain a consolidated sense of self. As we have shown there is evidence that indicates that the type of resolution to the identity crisis at the time of the ecological transition does effect the adaptational process.

The separation issues which we will address here can not be fully delineated without considering the transactional relationship of the adolescent and his family and peer group. As the adolescent struggles for autonomy he may vascillate between wanting to be dependent and to be independent (Frankl and Hellman, 1963; Freud, 1958; Lamplede Groot, 1960; Lidz, 1969). Coping patterns designed to deal with the separation are a consequence of the adolescent-

family transactions. Special defenses may be employed depending on the situation (Freud, 1946, 1958; Hansburg, 1972) but these are also dependent upon the family style (Steirlin, et al., 1971, 1973). The two extreme forms of reactions found in families are similar to results found in young children. These are an increase in attachment or detachment behavior.

The adolescent is not, in general, a passive recipient but an active participant in the separation process. The adolescents' greater involvement with his peers and lessened involvement with his family, plus previous separation experiences (i.e., camp, vacations with relatives, etc.) have provided practice for this transition. In these practicing situations he has begun to cope with homesickness, dependency and autonomous decision making.

Even with these preparations there is a normal mourning period which the student must face (Medalie, 1981). If the mourning does not occur or is insufficiently expressed the grief may appear as symptoms or in other disguised forms (Paul, 1967). The results of appropriate mourning should be a freeing of emotional investments which can be reinvested in new relationships (Lindenman, 1944). Mourning as a phase specific and essential affect to the loss of the internal object in adolescence has been described by Blos (1979), Freud (1958), Lample-de Groot (1960), Root (1957), and Sternschein (1973).

As one might suspect separation from home has many different paths. Silber, et al., (1961) found in their study, which measured autonomous behavior and patterns of interactions with parents, that

some students had to decrease their home involvement and interaction with their parents to gain independence; while others needed to maintain or increase feelings of closeness to the family to become more autonomous. Offer, Marcus and Offer, (1970), and Sullivan and Sullivan (1980) found in their respective studies that male freshmen's relationships to their parents, for the majority, were as good or better than when they had lived at home. The study by Offer, Marcus and Offer supports the earlier contention made by Matteson that the relationship between adolescents and their parents is essentially non-disruptive. These authors concluded that although the high school students were shifting away from their parents it was not by open rebellion or disregard to their parent's values. The second study makes no such claim but does report that there is an increase in affection and communication between parents and their freshman sons who lived away from home.

Silber, et al. (1961) further found that the students that they studied participated in a number of activities to develop suitable self-images for the perceived demands of college (e.g., referred to previous successes, rehearsed perceived college like behavior, increased behavior associated with autonomy and responsibility). These results were seen by the authors as adaptive means of dealing with the future events they would face. They also served, however, to help the adolescent to cope with separation anxiety.

#### Individual Adaptation - Fitting In and "Investment"

When the freshman arrives on campus he takes on the status of a

beginner. He finds himself confronted with the values, norms, role structures and demands of a new social system and various new subsystems which he is unfamiliar with. Adapting to his new environment often requires a desocialization and resocialization period where the student gives up some previous modes of social functioning and adapts new ones more acceptable to his environment. This is a time of uncertainty, frustration and challenge for the student. He must face a variety of expected and unexpected demands which confront his intellectual and social skills as well as his sense of identity. The dynamic structure of the students' family, his sense of identity, his expectations and aspirations, the social networks he engages, and his previous and present environment will all be decisive factors in how he adapts to his new situation.

Many studies have investigated the maturation and adjustment of the student throughout his four years at college. For a review of these studies up to 1966 the reader is referred to Feldman and Newcomb (1969). Constantinople (1969) found that as students move through college they showed an increase in identity and a decrease in identity diffusion. Waterman, Geary and Waterman (1974) corroborated this finding. They found that over the four years of college there was a significant increase in the frequency of students in the identity achiever category and that almost all of the students who remained at the school had resolved their identity crisis. Like previous studies the identity achievers were found to have the most stable identities.

Marcia and others, using his technique, have found that students

entering their freshman year vary in their identity status. Further they have reported fairly consistent differences between these groups, which we have mentioned. These differences do not appear related to intellectual ability (Marcia, 1966; Marcia & Friedman, 1970; Cross and Allen, 1970). Waterman and Waterman (1971) found some further evidence to support Erikson's notion of developmental progression. However, the overall conclusions of their study could be interpreted to support Blos' (1979) notion that development occurs through a mixture of progressive, regressive and holding patterns.

Beit-Hallahmi (1972) found that students who dropped out of their freshman year reflected self-criticism and doubt about their preparations and abilities for college work. He also found that financial worries and family problems were prominent in this group. The family problems reported included both dependency on the parents and difficulties in communication with them. Timmons (1977) in a study comparing dropouts with persisters found that the dropouts reported lack of interest and no definite career plans. He also found that persisters reported significantly more problems than the dropout groups. He attributes the role of commitment to these differences. Kipnis (1968) in a study found that social immaturity played a strong role in underachievement and academic irresponsibility. This has been corroborated by other studies. Cross and Allen (1970) found that identity achievers had a significantly higher G.P.A. Fekrat (1969) and Beene (1979) also found direct correlations between self-concept and G.P.A. Finally Randell (1979) found that the level of identity status was significantly associated with coping with

the psychosocial demands of college life. Taking a somewhat different approach Hummel-Rossi (1976) studied intellectual commitment. She found that the patterns for this commitment was established earlier in the student's life, either in childhood or adolescence. This supports the notion that the family dynamic structure has an effect on the student's academic adjustment.

Feldman and Newcomb (1969) have described studies which concluded that freshman peer groups are in general superficial and indiscriminately made. These groups serve to combat loneliness through affiliation and acceptance. The group also acts as an information center about the new environment. Friendships are usually made quickly and within a close proximity to the student's dormitory (Martin, 1974). Mirande (1968) and Schulz (1977) have found that the college peer group has a large impact on the student's sexual behavior. Hummel-Rossi (1976) reports that peer choice exerted a strong influence on the student's intellectual commitment in the first semester of their freshman year.

The physical environment provides the structure and activities for students to adapt. Feldman and Newcomb (1969) citing works by Kysar (1966a, 1966b) and Lane (1960) noted that change among students will be greater for those whose previous environment is discontinuous with that of the college. Continuity and discontinuity is based on certain demographic indicators (e.g., size and type of home community, and high school, and social class background). They suggested from the data that the more incongruent the student and college are the greater is the tendency to withdraw from that college.

Evidence on the impact of the college environment on those who persist in spite of incongruences is inconsistent and inconclusive.

In regards to the persisters Feldman and Newcomb (1969) found that the student's openness to change and the influence of others had a greater impact than the physical environment. Holahan (1978), however, found these factors were related. In a study of low-rise dormitories and megadorms settings he found that the residents of the low-rise dorms were significantly more satisfied, and established more dormitory based friendships than the comparison group.

### The Family

Another system that must prepare for the ecological transition is the family. The essential dynamic structure of the family depends upon the parents ability to form a cohesive unit, maintain boundaries between generations, and to adhere to appropriate social, familial and sex linked roles. Lidz (1963) has pointed out that a requisite function of the family is to transmit the cultures basic adaptive techniques.

The family developmental approach (Duvall, 1971; Hill, 1971; Hill and Rogers, 1969 and Levinson, 1978) conceptualizes the family as changing in its image, composition, roles and governing rules, within a developmental framework. Periods of transition confront the family with normal crises to which they need to adapt (Rappoport, 1962). Hence while each family member is going through an individual developmental phase with a specific task to accomplish, the family, too, is going through a life cycle phase.



As the family travels through these phases they form, expand and contract. Similar to the Eriksonian (1968) model of development the family life cycle's phases have particular developmental tasks to be met. How these tasks are managed, successfully or not, determines the facilitation or difficulties with future tasks. One of the demands that the family consistently faces as the result of the various family tasks will be the need to "reorganize their constructs of themselves and the world" (Hughes, Berger, & Wright, 1978). The transition from one phase to another requires a change in the system itself or what Watzlawick, et al., has identified as "second-order changes" (Hughes, et al., 1978, p. 36).

To understand the family's transaction in coping with the various developmental tasks two concepts of family dynamics are necessary. The first is cohesion. Family cohesion is a concept which attempts to capture integration or unity of the family unit. It seeks to define the nature or quality of interpersonal relations within the family and their effects on individual autonomy. It is a relative concept in that the degree of cohesion for any family is based on a continuum from high to low and is specific to time. A high degree of family cohesion represents a family that is tightly held together by family pressure (Stierlin, et al., 1973). On the spectrum being used in the circumplex model (see diagram 1) a high degree of family cohesion is called enmeshed. Other related terms found in the literature by Olson, Sprenkle and Russell, (1979) which represent this "high degree of cohesion" are: undifferentiated ego mass, or emotion fusion (Bowen, 1960); enmeshment (Minuchin, 1974);

consensus-sensitive (Reiss, 1971a); binding or centripetal force (Stierlin, 1971); and pseudomutuality or rubber fence (Wynne, 1958).

High family cohesion is an emotional oneness (Bowen, 1960) that results in an overidentification with the family. This inhibits subsystem differentiation or the development of personal autonomy (Minuchin, 1974; Bowen, 1960; Stierlin, et al., 1973).

In succumbing to his parents' separation-blocking strategies and perceptions, he (the adolescent) can be expected to more or less lose the will to separate (Stierlin, et al., 1973, p. 215).

Dynamically a high degree of cohesion makes it difficult for the adolescent to leave home because the family serves as the individual's major way of relating to, and coping with, the world.

Families with a low degree of family cohesion have a marked absence of intimacy and there is a marked emotional distance between family members (Bowen, 1960). There is a high independence of family members. Conflict resolution is usually achieved by methods of scapegoating (Vogel and Bell, 1960). These families have a tendency to expect the adolescent "...to move (or be expelled) into the outside world early and forcefully. In separating himself from his family, he appears pushed by a vis a tergo" (Stierlin, et al., 1973, p. 222). Richards and Willis have concisely reported on the difficulty that this phenomena presents to the individuals when they are trying to separate from their families: "You can't leave home unless there's a home to leave. You can't separate unless there is someone to separate from....Kids who think that their parents have left them or pushed them out of the house don't rush off into the world" (1980, p. 10).

In canvassing the literature on the phenomena of low cohesion Olson, Sprenkle, and Russell (1979) have found the following related concepts: disengagement (Minuchin, 1974); emotional divorce, or cut off (Bowen, 1960); pseudo-hostility (Wynne, 1958); centrifugal force (Stierlin, 1974); schism, or skew (Lidz, 1957).

It has been suggested that families lying in the middle range of the spectrum function the most effectively and provide the best conducive atmosphere for individual development. For these families the family environment is a place where the members can: (1) share their different interests (Wynne, 1958), (2) have their individuality respected (Bowen, 1960), (3) expect to understand and master difficult situations (Reiss, 1971a).

Olson, Sprenkle, and Russell have defined the concept of cohesion as: "the emotional bonding members have with one another and the degree of individual autonomy a person experiences in the family system" (1979, p. 5).

The second concept necessary to understand the family's transactions in coping with the various individual and family developmental tasks is "adaptability." Family adaptability refers to the family's ability to shift its power structure, role relationships, and rule regulations, as well as reorganize if necessary, as it engages situational and developmental stress. Similar to cohesion adaptability is a relative concept. It, too, is based on a continuum from high to low and is specific, to every family, only at a given time period. This continuum represents families which attempt to handle situational and developmental crises in a chaotic (high) through rigid (low)

manner. The continuum was built on the feedback principles of General Systems Theory.<sup>1</sup>

When applied to the adaptability continuum families functioning on the high dimension primarily use positive feedback processes. As Olson, Sprenkle and Russell (1979) have found, these families are erratic and chaotic. Discipline occurs in an erratic passive and/or aggressive manner. There is little or short duration of leadership in the family due to the ever shifting definitions of rules and roles. The roles and rules seem arbitrarily chosen. This results in poor problem solving abilities and chaos.

Families that function on the low dimension of the adaptability

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<sup>1</sup>Feedback is a type of informational input found in all open systems, (Katz & Kahn, 1966). There are two types of feedback - positive and negative. Bateson believed that: "Whatever the system, adaptive change depends upon feedback loops..." (Bateson, 1972, p. 274). The feedback loops may have both a negative or a positive consequences for the system (Hill, Reuben, 1971, p. 14).

Negative feedback tells the system it has deviated from its course enabling the system to correct itself. As a regulating device it serves to maintain the system's steady state and boundaries (i.e., system morphostasis - stability). If the negative feedback process is not complemented by the positive feedback process then the system tries to maintain the same steady state regardless of the changing environment, or the changing pressures in the environment. If this rigid state were to occur the system would diminish with each environmental change, and eventually be unable to function.

Positive feedback "triggers behavior that is more discrepant from the basic system values and is considered to be essential to the morphogenic process through which systems grow and change" (Zimmerman, S.L., 1980, p. 199). If only positive feedback exists the system will take in or put out too much energy. If this occurs the system loses both its steady state and boundaries which results in the system's entropy (Katz & Kahn, 1978, p. 26).

continuum show no change and are rigid. In these families there is an authoritarian type of leadership that hands out strict discipline in an authoritarian manner. This manner of assertiveness may be either passive or aggressive but does not fluctuate like in the chaotic families. The family roles are rigidly stereotyped and supported by a strict set of explicit rules that are strictly enforced. This family heavily relies on negative feedback loops. As a result it functions with the use of poor problem solving methods.

The families which are most adapt in adapting to crises, whether situational or developmental, are those families which best balance the two types of feedback. In doing this they allow for stability and change.<sup>1</sup> In the middle realm of adaptability a family is marked by characteristics that are either flexible (high to moderate) or structured (moderate to low). The flexible family style asserts control in an egalitarian manner. There is a fluidity of roles and role sharing which provides for good negotiations. This is supported by explicit rules which at times change. Rules are often enforced providing for negative feedback processes but there is a greater use of the positive feedback processes. This promotes change and results in good problem solving behavior.

The structured family style provides discipline and control in a democratic fashion. Rules are explicit, usually enforced, although there are some rule changes. Similarly, roles are clearly defined

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<sup>1</sup>In Systems Theory this concept is known as Negative Entropy. It is the successful use of available energy resulting in a healthy maintenance of the system.

with some role sharing. This enables the use of positive feedback in a system which predominantly uses negative feedback processes. The results of this system also produces good problem solving behavior.

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Olson, Sprenkle, and Russell have defined the concept of adaptability as "the ability of a marital/family system to change its power structure, role relationships, and relationship rules in response to situational and developmental stress" (1979, p. 12).

Using the two dimensions of cohesion and adaptability Olson, Sprenkle, and Russell (1979) have developed a circumplex model of marital and family systems. This model reflects 16 types of families (See diagram 1, p. 76). The four families in the center area represent moderate levels of adaptability and cohesion. These are considered the most functional to development, in both the family and the individual. The four types of families in the extreme areas represent those families which are very high or very low on the continuums of cohesion and adaptability. These are considered the most dysfunctional families to the development of the family and individual.

Within the family's life cycle we are concerned with the particular phase of the adolescent leaving home. Duvall (1971) has aptly named this the "launching stage."

#### Family Changes - The Launching Stage

The period of the family life cycle when children leave home has been called: "The Launching Period" (Duvall, 1971), weaning parents from children (Haley, 1973), separating parents and teenagers (Stierlin, 1973). This stage begins with the first child leaving

home. This creates the "empty nest." As the young adult leaves for their own independent life the family's task is to reorganize itself "into a continuing unity while releasing matured and maturing young people into lives of their own" (Duvall, 1971, p. 336). The continuing unity is necessary to maintain a home base where the siblings and the parents can continue to meet and accomplish their own developmental tasks.

Like Sullivan and Sullivan (1980) we take the position that leaving home to live at college is, for most adolescents and their families, a clear symbolic signal of the premenancy of the event. The reaction that the family has to this event depends upon the situational circumstances of the family. Many factors create this situational state. The two major family factors of cohesion and adaptability have already been discussed. Another family factor may be the ordinal position of the departing son, in the family. If he is the oldest, middle, or youngest the family reaction to his leaving will vary within the different types of families. A rigidly enmeshed family, for example, may have difficulty letting go of all of their children but the first and the last may have particular symbolic meaning. Whereas a chaotically disengaged family which pushes the children out the door may have an opposite reaction. They are, however, still likely to react differently to the various members leaving.

In general there is a need for changes in the family's relationship as the members leave. In the parent-son triad the parents need to accept the changing role of autonomy in their son. For the

adolescent this means taking on new responsibilities and challenges (e.g., college, work, intimate relationships, etc.) in which he becomes the major decision maker. While the relationship with the parents becomes less intense and more distant in terms of dependency and interaction, increased affection and communication are necessary for support (Sullivan & Sullivan, 1980).

While the adolescent is becoming more involved with his developmental and situational tasks (at school), so too, must his parents attend to their own developmental and situational tasks. As the demands on parental roles decrease the roles of husband and wife; peer; child; and individual are intensified. Any marital difficulties put aside during the child rearing years may return to be faced again (Haley, 1973). At this point in their lives the couple are older and more experienced so the outcomes of these difficulties may be positive as well as negative in nature (Fulmer, Medalie, & Lord, 1981). The parents reinvolvement with their own parents is another developmental task at this time (Murphy, L., 1974). This not only allows them the opportunity to renegotiate their earlier relationship, but spend the extra time in a significantly related way. That is, this relationship cannot be seen as a replacement for the absent child but may help as a supportive substitute. Similarly the roles of the peer and individual may be increased in areas within, and other than, the family. For instance, a renewed interest or greater investment in old or current hobbies, taking on a part time job, an increase in recreational and social activities. Enjoyments in these areas which may have been postponed during the child rearing years



may now be pursued more intensely. These changes serve a dual function of separating and adapting to the ecological transition.

Siblings will also be affected by the transition (Richards & Willis, 1980). This will depend upon: their ordinal position, sex and role in the family; whether or not they still live at home; and the type of family system they come from. Siblings are further affected depending on the types of relationships they have with one another and other family members. For those left home the effect of their brother leaving may be of a positive and/or negative nature. With the brother out of the home there will be more time available with the parents. There will also be more room in the home and the younger sibling will possibly inherit or get use of material that his brother could not bring to school (i.e., clothing records, the family car, or stereo, etc.). With the brother leaving he also takes with him the role he played in the sibling relationship. If the siblings were close there is a conscious loss. If they were not close the loss will be mixed. This mixture or ambivalence is due to two factors. There will be relief in not having their antagonistic sibling around but at the same time his leaving represents the vulnerability of the family to change. This is a signal to the younger that he/she too will be leaving the family one day.

#### Family and the Process of Adaptation

The dynamic structure of the family or the family typology plays a crucial role in the adaptation process. The family's task during the launching period is to have prepared the student to leave home

and help him with the transition (Duvall, 1971). Medalie (1980), Haley (1973), and Richards and Willis (1980) have all pointed out that the ability to separate from the family is dependent on the family's ability to support the student's independence. Evidence supporting this notion comes from three studies. Henton, et al., (1980) in exploring the relationship between family support system availability and crisis reaction of entering college students, found an inverse correlation between the availability of the student's family and his/her crisis score. Whiting (1980) in a study of first semester freshmen dropouts reported that the major characteristics of these students' families was enmeshment. Woulff (1975) in a study of freshmen homesickness found that the students who were homesick, compared to students who were not, displayed a high level of intimacy with their parents and a greater amount of verbal disclosure to their parents. Three other studies related aspects of the supportive role of the family by studying its relationship with the families expectation for the student's self-regulation (Bordin, et al., 1970), adaptive behavior (Wiegand, 1957), and self-esteem (Nachtwey, 1978). Wiegand (1957) in an early study found that students whose adaptive behavior was supported by parental attitudes were more successful scholastically than those whose parents were unsupportive. Nachtwey (1978) found that freshmen's self-esteem was related to parental emancipation. Further findings which support the importance of the family have been gathered from studies with children (Mahler, Pine & Bergman, 1975; Ainsworth & Wittig, 1969; Bowlby, 1960, 1973) and by family theorists (Haley, 1973; Minuchin,

1974; Bowen, 1960; Olson, Sprenkle and Russell, 1979; 1980; Russell, 1979; and Stierlin, et al., 1973).

The family must also help with the transition. Several studies have found that the relationship between freshmen and their parents improves with the move to school (Sullivan & Sullivan, 1980; Greenhouse, 1977; Offer, Marcus and Offer, 1970; and Musgrove, 1967). Greenhouse (1977) studied what families and students expect and later experience when the student leaves the family to attend a residential college. Gathering data on student-mother pairs, Greenhouse found that the amount of closeness experienced was greater than expected. In terms of communication, letters were received less frequently than expected but phone calls were more frequent. Sullivan and Sullivan (1980) studying boarders versus commuters found that boarders reported a significantly greater increase in affection in their relationship with their parents than did the commuter group. Reference to the Offer, Marcus and Offer study has already been made. Musgrove (1967) in a study investigating parental importance as reference persons in the student's early college adaptation reported that only 4 percent of his population (N=600) reported perceiving their parents as unsupportive (1967, p. 80).

### Hypotheses

#### Phase I

1. The individual's personal adjustment would be significantly related to the characteristics the Ss attributed to their family's

ability to cope with change due to situational or developmental stress.

2. The individual's personal adjustment would be significantly related to the amount of emotional bonding which he perceived occurred between his family members, as well as, the degree of individual autonomy the S experienced in his family.

3. The individual's personal adjustment would be significantly related to the type of family he perceived his family to be.

4. The individual's personal adjustment would significantly related to how strongly he missed home.

5. How strongly the individual missed home would be significantly related to the type of family he perceived his family to be.

6. How strongly the individual missed home would be significantly related to the Ss perception of his family's ability to cope with change due to situational or developmental stress.

7. How strongly the individual missed home would be significantly related to the amount of emotional bonding he perceived occurred between his family members, as well as, the degree of individual autonomy the S experienced in his family.

8. The individual's personal adjustment would be significantly related to the type of dormitory he lived in.

9. The individual's personal adjustment would be significantly related to the type of environment his home was situated in.

#### Phase II

1. The individual's personal adjustment would be significantly related to his ability to collect and process adequate information

about the situation he has encountered.

2. The individual's personal adjustment would be significantly related to his level of involvement in the situations he encounters.

3. The individual's personal adjustment would be significantly related to his level of situational independence.

4. The individual's personal adjustment would be significantly related to his level of self-esteem.

5. The individual's personal adjustment would be significantly related to his parent's attitude toward his transition to college.

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## CHAPTER III

### METHOD

#### Subjects

The subjects (Ss) for the study consisted of 105 males. The Ss were selected from the freshman class at Columbia College and Columbia School of Engineering in the Fall of 1981. The Ss ranged in age from 16 to 19. In the second phase of the study the Ss were allocated into three groups depending on the total score they obtained from the Bell Adjustment Inventory.

In Phase II 30 Ss were randomly chosen from three stratified groups. Group 1 consisted of 10 Ss who fell within the high range on the Total Bell scores within the sample population. Group 2 consisted of 10 Ss who fell within the middle range on the Total Bell scores for the sample population.

#### Instruments

The Bell Adjustment Inventory - Revised Student Form, Research edition (Bell, 1962). The BAI consists of 200 questions which must be answered by a choice of "yes," "no," or "?." Scores determine the level of adjustment on six scales. These are: Home Adjustment, Health Adjustment, Submissiveness-Self-assertion, Emotionality, Friendliness-Hostility, and Masculinity-Femininity.

The Home Adjustment Scale attempts to obtain information about

what an individual thinks and feels about his family. A low score usually indicates that the individual "...is getting along well at home and that this phase of his adjustment is satisfactory to him" (Bell, 1962, p. 7). High scores, on the other hand, indicate that the individual tends to find their home adjustment unsatisfactory. Examples of questions given on this scale are as follows: 1) Have you frequently had to keep quiet or leave the house in order to have peace at home? 2) Have you felt that your friends have had a happier home life than you?

The Health Adjustment Scale attempts to obtain information about what an individual thinks and feels about his health. This scale covers eleven common health problems. They are:

- 1) frequent colds, nose and throat discharge
  - 2) diseases, operations, or accidents with residual effects
  - 3) visual difficulties
  - 4) fatigue
  - 5) sleeplessness
  - 6) weight problems
  - 7) digestion and elimination difficulties
  - 8) headaches and pains
  - 9) a history of medical attention
  - 10) a history of absences from school, and
  - 11) skin diseases
- (Bell, 1962, p. 7)

A low score usually indicates that the individual tends to be satisfied with his health; "...he has not had a history of physical illness and

and that the physical ailments he may have had have not bothered him sufficiently to cause discomfort or that he has developed an accepting attitude toward them" (Bell, 1962, p. 7). A high score, on the other hand, may reflect either an excessive preoccupation with one's body or a personal history of health problems, or a combination of both. Examples of questions asked on this scale are as follows:

- 1) Have you ever had a surgical operation?
- 2) Do you feel tired most of the time?
- 3) Are you troubled much with constipation?

The Submissive-Self-Assertion Scale attempts to obtain information about the individual's sense of self-confidence. The individual is asked how he thinks and feels in 10 social situations or roles.

These are:

- 1) meeting people in groups or introducing one person to another
- 2) conversing easily with different types of people
- 3) taking the initiative in social situations
- 4) speaking before groups
- 5) accepting leadership roles
- 6) reciting orally in class
- 7) entering groups by oneself
- 8) having the social spotlight turned on them
- 9) making friends easily
- 10) avoiding feelings of self-consciousness and shyness  
(Bell, 1962, p. 8)

A low score tends to indicate individuals who are self-confident and assertive. Students with a high score tend to lack self-confidence



in several of the social areas and roles. Examples of questions given on this scale are as follows:

- 1) Do you find it easy to ask others for help?
- 2) Do you hesitate to enter a room by yourself when a group of people are sitting around the room talking together?

The Emotionality Scale attempts to ascertain the individual's sense of emotional comfort or discomfort. It obtains information about the individual's feelings and thoughts which "carry a heavy load of emotion." The scale covers seven areas of emotion. These are:

- 1) a tendency to live in a world of daydreams and to imagine things
  - 2) volatile feelings such as fear, anger, and excitement
  - 3) depressive feelings coming from isolation and from feelings of inferiority
  - 4) the feeling that one is the victim of fate and misfortune
  - 5) feelings of guilt
  - 6) feelings of self-consciousness and easily hurt feelings
  - 7) worry, anxiety, and nervousness
- (Bell, 1962, p. 9)

The majority of the feelings tapped by these questions are associated with negative feelings about the self. For example:

- 1) Do things often go wrong for you from no fault of your own?
- 2) Do you sometimes envy the happiness that others seem to enjoy?
- 3) Are you ever bothered by the feeling that things are not real?

Low scores on this scale tend to indicate emotional security.

High scores tend to indicate individuals who are emotionally unstable

The Hostility-Friendliness Scale indicates how the individual

feels towards others in his environment. The scale attempts to obtain information about the individual's attitudes towards relationships he has with others. The individual is asked about 11 attitudes towards others. These are:

- 1) the feeling that people, in general, are stupid, dull, boresome, trite, gullible, and irrational
- 2) the belief that you can't afford to trust people even your friends lest they make a "sucker" of you
- 3) the feeling that others are unfriendly toward you, don't understand you
- 4) that it is foolish to tell the truth, it's better to cover up a bit
- 5) belief that you should not hesitate to tell people off and criticize them openly
- 6) belief that others feel you are critical of them and dislike them
- 7) the belief that the fear of being punished is all that restrains most people from doing wrong and that everyone has his price
- 8) belief that if you don't look out for yourself no one else will
- 9) that altruism is basically selfish and that good deeds are useless
- 10) that our convictions and moral practices are stupid, and
- 11) a feeling of superior isolation from the mass of mankind (Bell, 1962, p. 10)

Individuals with low scores tend to be friendly and accepting. High scoring individuals tend to show hostility and criticism in social

relationships. An example of the kinds of questions presented on this scale are as follows:

- 1) Do you believe in being "brutally frank" most of the time?
- 2) Have you had the experience of being "chiseled" out of something by a supposed friend?

The Masculinity-Femininity Scale attempts to obtain information about how identified the individual is with his/her gender. The questions in this scale are based on seven areas in which "...there is a marked difference between the answers of men and women" (Bell, 1962, p. 11) These seven are:

- 1) items which refer to fear-arousing experiences, e.g., fires earthquakes, insane persons, and burglaries
- 2) leisure time activities such as sports, reading, dancing and dramatics
- 3) uncouth and vulgar activities which arouse feelings of disgust
- 4) occupations which are particularly masculine or feminine
- 5) interests and taste in clothing and jewelry
- 6) vocabulary habits
- 7) cruelty to animals

(Bell, 1962, p. 11)

Low scores for males tend to indicate feminine interests and a tendency to identify with persons "...whose tastes and preferences are for activities more typical of women than men" (Bell, 1962, p. 11). High scores for males indicates that the individual has made an identification with male during his infancy and/or in childhood. An example of the kinds of questions presented on this scale are as follows:

- 1) Are you afraid of insane people?
- 2) Does the strong odor of perspiration disgust you?
- 3) Do you enjoy preparing food or doing housework?

Data has supported that the BAI can differentiate well between groups identified as high and low on the various scales. Concurrent validity has been established between the BAI and other inventories. The ranges found for concurrent validity are from .72 (found for the Submissiveness-Self-assertion scale and Allport's Ascendance-submissive Scale) to .93 (found for the Emotionality Scale and a related scale on the Thurstone Personality Schedule). High reliability coefficients were also reported on all scales. Using the Spearman-Brown prophecy formula and correlating the odd-even items all coefficients were found to be above .80. (See the Results section for a report of the reliability coefficients run for this study).

The Family Adaptability and Cohesion Evaluation Scales (FACES).

This self-report instrument consists of 111 items which measure an individual family member's perception of family functioning on the levels of family cohesion and family adaptability. In addition to these overall scores there are seven subscales of family adaptability and nine subscales of family cohesion. The subscales of family adaptability are: family assertiveness, control, discipline, negotiations, roles, rules, system feedback. The subscales of family cohesion are: independence, family boundaries, coalitions, time, space, friends, decision making, interests, and recreation.

Family Cohesion is defined by the authors as: "The emotional bonding which members have toward one another and the individual

autonomy that a person has in the family system" (Olson, Bell & Portner, 1978, p. 1). Cohesion is measured on a scale from low to high. At the low end of the scale cohesion is characterized by high autonomy and low bonding. At the high end of the family cohesion scale there is extreme bonding, or an over-identification with the family, and a low sense of individual autonomy. The mid-range of family cohesion is thought to be the most conducive to facilitate individual development and effective family functioning. Examples of questions are given on this scale are as follows:

- 1) Family members are concerned with each other's welfare.
- 2) Family members make visitors feel at home
- 3) Certain individuals seem to cause most of our family problems
- 4) We know very little about the friends of other family members

Each question was answered from a four-point scale. This scale ranged from always true (4) to never true (1).

Family Adaptability was defined as: "...the ability of a marital/family system to change its power structure, role relationship and relationship rules in response to situational and developmental stress" (Olson, Bell, & Portner, 1978, p. 1). Like family cohesion, family adaptation is measured on a scale from low to high. The mid-range of family adaptability is thought to present the most adaptive system providing a balance between change and stability. Examples of the kinds of questions presented on this scale are as follows:

- 1) Family members speak their minds without considering how it will affect others
- 2) It is hard to know who the leader is in our family

3) If one way doesn't work in our family, we try another.

~~4) Family members feel the family will never change.~~

Each question on this scale, like family cohesion, is answered on a four-point scale from always true (4) to never true (1).

The 111 items appear to have a high degree of clinical and empirical validity. Validity was established by using two separate populations to pilot the items during the test construction. In the first population 35 marriage and family counselors were asked to rate, on a scale from 1 - 9 (1 = low, 9 = high) 204 statements which tapped levels of family cohesion and family adaptability. In the second population 410 college students were asked to answer each item in relation to their family of origin, on a four point scale (always true to never true). In their first analysis of the results the authors (Olson, Bell & Portner) selected items from the student data that had a good distribution of responses. From the counselors data they selected items that had good ranked agreement (low, moderate, high). Next they computed a factor analysis (varimax orthogonal rotation option) from the 410 students. "Analysis of the items within each factor revealed that the factors corresponded very closely with the response strength of the items: Chaotic, moderate, and rigid, for the adaptability dimension, and disengaged, moderate, and enmeshed for the family cohesion." Items were selected for the instrument based on three criteria: 1) a mean and mode score that fell within the appropriate range using the counselors rankings; 2) the lowest possible standard deviation, indicating high consensus among counselors on the item ranking; 3) the highest factor score on the data

from the student data. From this criteria 96 items, six for each subscale (2 items representing high, moderate and low levels) were chosen. In addition to these, a modified version of the Edwards Social Desirability Scale, 15 items, was included. In conclusion the authors state: "The clinical validity was demonstrated by the fact that the counselors had a high level of agreement in that the items fell at either a high, moderate or low level for each subscale. The empirical or construct validity was demonstrated by the fact that the items had high factor loadings on different factors which were related to the three levels of the dimensions - high, moderate, and low" (Olson, Bell & Portner, 1978, p. 4).

Reliability coefficients have been established for internal consistency reliability for the total scores of family adaptability ( $r = .75$ ) and family cohesion ( $r = .83$ ). Split-half reliability for the subscales, however, was low. Further, the authors also reported that the family cohesion score was vulnerable to social desirability responses. They found that the total score for family cohesion was highly correlated with a modified version of the Edward's Desirability Scale ( $r = .45$ ). The adaptability score, on the other hand, showed a low correlation to this scale ( $r = .03$ ). The manual recommends considering scores higher than 40 to have a: "Strong tendency to be 'idealistic' whereas those with a score of 30 or lower are responding more honestly while taking FACES" (Olson, Bell & Portner, 1978, p. 3). This recommendation was based on their data in which the family cohesion score had a mean of 35 and a standard deviation of 5.

Separation Scores.<sup>1</sup> Questions on the aspects of separation from home were added to the FACES Questionnaire. The seven questions were developed to tap the subjects feelings about separation. Six of these questions were developed around the concept that separation leads to a missing of the things, places and people, the S is separated from. The seventh question was developed to tap how the Ss perceived their parents attitudes toward their leaving home. These questions were structurally developed to be inserted throughout the FACES Questionnaire. The purpose of adding this scale was to account for the phenomena of separation as a separate variable in the general population.

A reliability analysis for the Separation scale was run. The reliability coefficient was equal to .61. Examples of the kinds of questions asked on this scale are as follows:

- 1) Sometimes I miss my high school friends and wish I could talk to them.
- 2) I call or write home at least on a weekly basis.
- 3) Now that I am living away from my family I get homesick.

The questions of the Separation scale were embedded in the FACES Questionnaire. Each question, like the FACES questions, was answered on a four-point scale from always true (4) to never true (1).

Interview. A semi-structured interview was used in Phase II of this study. The structure of the interview fell somewhere between a

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<sup>1</sup> The Separation score, which was obtained from information embedded in FACES, was one of two measures used to collect information about affects of separation.



clinical interview, which encourages the S to talk freely, and a structured interview, which has a more rigid type and order of questions. The semi-structured interview is similar in design to the one used in the Authoritarian Personality (1950). The interview provided an in-depth inquiry into the Ss functioning (i.e., their behavior, attitudes and affect) in their new environment. To obtain data relevant to their perception of their environmental transactions the interview was divided into eight subsystems. These were: 1) separation aspects of leaving home,<sup>1</sup> 2) academic activities, 3) college activities, 4) social-peer relationships, 5) religious attitudes, 6) political attitudes, 7) sexual attitudes, 8) attitudes on drugs and alcohol. In each of the subsystems the S was asked questions concerning their: feelings, beliefs, involvement, peer influence and family influence. (For examples of the interview questions the reader is referred to the "Adaptation Interview," Appendix A). All of the interviews were taped recorded. The data collected from these interviews was then scored by four judges on the adaptation criterion variables. These were: Information Processing, Motivation, Autonomy, and Self-Esteem. The Information Processing variable sought to measure the individual's capacity to secure adequate information about specific tasks he was engaged in. This information needed to be qualitatively relevant and quantitatively sufficient.

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<sup>1</sup> This was the other measure of separation (See footnote, p. 67). The scores obtained from this measure were determined by the judges scores. This differs from the first measure because those scores were obtained from the Ss direct experience. Once again these scores should not be confused.

The score produced on this variable determined how well the individual was able to differentiate his interest(s) and/or activity based on adequate information.

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The Autonomy variable sought to measure the individual's ability to maintain a level of independence, or freedom of action, to choose among a variety of alternatives in trying to negotiate specific tasks and/or the ability to change direction from an alternative chosen if necessary. The score produced on this variable determined how independent the individual appeared in making decisions and taking responsibility for this decision.

The Self-Esteem variable sought to measure the individual's ability to maintain satisfactory internal conditions when engaged in specific tasks. The score produced on this variable determined how the individual felt about himself in regards to the tasks he was engaged in.

The Motivation variable sought to measure the degree to which the individual was invested in specific tasks. The score produced on this variable determined how internally involved the individual was with the specific tasks.

The Interrater reliability was  $r = .95$  (See Results section - Reliability Analysis, for the details of this coefficient.)

Parent Questionnaire. The Parent Questionnaire consisted of 25 questions with multiple choice answers. This questionnaire had been constructed to explore the families attitudes about their son's departure and what changes had occurred since he left home. The areas included in the questionnaire were as follows: 1) parents feelings

about their son's departure; 2) changes that had occurred in the household, work place, and/or social life since the son's departure; 3) parents relationship to their son now as compared with when he was living in the home; 4) changes in the family relationships.

#### Procedure

A total of 105 Ss were recruited from the 1981 freshmen class at Columbia College and Columbia School of Engineering. Collecting the sample population did not pose a problem as Columbia University had approximately 900 freshmen living in the dormitories. The population was secured in the first two weeks of November, 1981. The population was developed in the following manner.

Prior to the data collection period the E was introduced to a freshmen dormitory counselor. The counselor explained that the freshmen population was housed, primarily, in two dormitories - Carmen Hall and John Jay Hall. The counselor gave the E a list of names of other freshmen counselors in Carmen Hall plus a list of the names of the freshmen on his floor. The E then went to the other freshmen counselors and introduced himself. The E told these counselors that he was a doctoral student doing his dissertation and that the first counselor had recommended them as being people who could help the E. The study was explained to these counselors and all agreed to help. The E then collected from these counselors the names and room numbers of all freshmen on their floors. The E then contacted a counselor in the John Jay Hall and followed the same procedure. The total sample population was derived from 10 separate floors in these two dormitories.

All but two students agreed to participate. The E went to the dormitories every evening after 9:00 p.m. This time was suggested by many of the counselors as being the time when the E would find the greatest concentration of freshmen in their rooms. The data collection period for Phase I to approximately one week.

During the data collecting phase the E went to each of the dormitories seeking Ss. He told each S that he was recommended by his floor counselor and asked to participate in the study. A brief standard statement about the study was made to all the Ss (See standard statement, Appendix B). In the statement the Ss were told that their participation in the study would require filling out two questionnaires. This would take about one and one half hours and could be done in their dormitory rooms. A \$2.00 bill was offered to all participants as an honorarium. The Ss were informed that the honorarium was being given as an incentive for the S to read each question and give an honest answer. Finally, the Ss were told that a small group would be chosen from the total population and asked to participate in an interview which would explore their experience at Columbia. Upon agreement the S was given the material. The E mentioned that he would be back the following evening to collect the material. If the S had any questions he should circle the question on the questionnaire and continue. The E would clear up any questions when he returned to pick up the material. If the S could not be in the following evening he was instructed to leave his material with his floor counselor. This alternative collection procedure had been prearranged with the counselors. If the S was not in the following

evening and did not leave the material with his floor counselor then the counselor was asked to relay a message that the E would be back the next night to pick up the material.

Once all of the material was collected the two measurements were scored. The scoring process was computed by hand using templates provided in the test packages. The scoring process was checked by a second scorer. If differences arose between the two scores then the test was rescored and rechecked. The questions constructed on the separation scale were removed from the FACES before the scoring and scored separately.

After the scoring was complete a Total BAI score for each S was obtained. This Total Bell score was computed in the following manner for each S: As mentioned the BAI consisted of six scales. Each scale score was divided by the number of items in the scale. This produced a score for each scale between 0 and 1. This new score was then multiplied by 10. This was done for each of the six scales. The new, equally weighted, scores were then added on five of the six scales and this created the Total Bell score. The Masculinity-Femininity scale was dropped from the total because it was inversely correlated with the other five scales. The procedure of equally weighting standardized for the fact that there was a different number of items per/scale. Next the range of the Total Bell scores, from the lowest to the highest, was determined and divided into thirds. Finally, 30 Ss were chosen using a stratified random sampling procedure. That is 10 Ss from each third of the larger sample population were randomly chosen. As a result the subpopulation represented a continuum of the

sample population overall scores from low to high.

Once the Ss for the subpopulation had been selected they were approached by the E. Each S was introduced to the interview in a standard way (See Standard Statement to the Ss of Phase II, Appendix B). Of the 30 Ss approached all accepted to participate. The interviews were tape-recorded. These recordings were then rated by independent raters in a content analysis. The content analysis was based on a scoring manual developed for the interview by the E (See Scoring Manual for the Adaptation Interview, Appendix A).

Questionnaires were also sent to the parents of the Ss participating in the second phase of the study. To increase the "return rate" each S was asked to write or call his parents and inform them that he was participating in the study, and that they would be receiving a short questionnaire to fill out jointly (when appropriate) and return. Enclosed with the questionnaire was a school addressed stamped envelope, care of the E, for the return mail, and a letter of introduction to the Study (See the Letter to Parents, Appendix B).

### Statistics

A multivariate analysis of variance was used to analyze the data from Phase I. The MANOVA is a statistical procedure used to test hypotheses about population means. Unlike a simple analysis of variance (ANOVA), which tests only one observation across groups, the MANOVA tests hypotheses for two or more different variables.

In this study the multivariate analysis of variance analyzes several dependent variables (i.e., the five BAI scales) for a series

of groups on the independent variable (e.g., groups of family cohesion). This analysis produces a "critical value" called the multivariate  $F$ . This value like any critical value (e.g.,  $t$ ,  $z$ , etc.) is translated into a probability statement by finding the appropriate  $P$  value on the  $F$  Table. The  $P$  value is the probability of getting an  $F$  this large if the procedure was repeated 100 times. Hence, the question the MANOVA asks in this study is: Is the set of means of the five scales (the multiple dependent variables) significantly different between the groups of the independent variable (e.g., in one the family type was the independent variable and it had four different groups), or from group to group, or at least are some subset of groups significantly different. The significance level (the  $P$  value) tells us how confident we can be that this finding (i.e., the discrepancy in the means) would occur in our given population (e.g.,  $P=.05$  is read that the present finding would occur 95 times out of 100 if we took 100 samples of our total population).

The MANOVA produced an optimally weighted Total score and a significance level for this score. It also produced six univariate results, one for each BAI scale. The results from the univariate data, however, depended upon the Multivariate  $P$ . This was true for five of the six Bell scales. It was not true for the Masculinity-Femininity Scale. This scale was left out of the Multivariate test because it was negatively correlated with the other scales. If the multivariate  $P$  was statistically significant, then, the univariate results could be interpreted as statistically valid. If the  $P$  did not achieve statistical significance then the univariate data could

not be strictly interpreted. The reason the univariate data depended upon the Multivariate P was because the Multivariate test respected the fact that the five BAI scales were intercorrelated and it adjusted for these correlations.

Canonical Correlation. The MANOVA also generates a canonical correlation coefficient. This coefficient tells us the strength or degree that the means are discrepant among the groups. The difference between the canonical coefficient and a simpler coefficient (e.g., Pearson's  $r$ , or  $\eta$ ) is the number of dependent variables that are taken into account. The canonical  $r$  measures multiple dependent variables. It asks: What is the relationship between group membership and the scores on the five scales. Group membership is represented by using one fewer dummy variables than the number of categories in the group membership. The canonical  $r$  runs between 0 and 1. The larger the coefficient the stronger the correlation.

Univariate Analysis of Variance. Univariate ANOVAs were generated from the MANOVA. The univariate ANOVAs analyzed the differences in the means of one dependent measure (i.e., an individual BAI scale) across three or more groups. The univariate ANOVA also produced a critical  $f$  value which was used to obtain the probability  $p$  value. Unlike univariate ANOVAs which are run independently, the univariate generated by the MANOVA is dependent upon the multivariate P. That is, the univariate P values are only considered significant if:

- 1) they have a P value which is equal to or less than .05, and 2) the multivariate P value is also equal to or less than .05 level of confidence.



Eta, a correlation coefficient, was run to determine how discrepant the means were between the groups. That is, the strength or degree in which the group means are different. This correlation asks: What is the relationship between group membership and the dependent variable? Eta was chosen over the Pearson's  $r$  because the latter only measures linear correlations.

Oneway Analysis of Variance. The oneway ANOVA analyzes one dependent variable across the groups of one independent variable. It seeks to find the significance for the differences in the means across the groups (i.e., it tells us which groups on a dependent variable are significantly different from on another).

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 CHAPTER IV
 

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## RESULTS

Reliability Analysis

An item reliability analysis was run for both instruments plus six of the seven separation questions which were inserted in the F.A.C.E.S. questionnaire. Since both the independent scales for the Bell and a composite score of these scales were to be used as the dependent variables reliability analyses were run for both scale and composite scale scores. The reliability coefficients for the Bell are reported below:

Reliability Analysis for the Bell Scales

Home Adjustment	Lambda 3* = .88
Health Adjustment	Lambda 3 = .73
Submissiveness/Self-assertion	Lambda 3 = .88
Emotionality	Lambda 3 = .85
Hostility/Friendliness	Lambda 3 = .79
Masculinity/Femininity	Lambda 3 = .66
Composite Scale **	Lambda 3 = .73

The reliability analysis for FACES was run for the three major

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\* The Lambda 3 coefficient was computed by using Cronback's Alpha.

\*\*The Total Bell Adjustment Score was made up of the home, health, submissive, emotionality, and friendliness subscales. The masculinity-femininity scale was deleted from the scale because it was negatively correlated with each of the other five scales.

scales which combined defined the family typology. These scale reliability coefficients are reported below:

Reliability Analysis for FACES

Family Adaptation	Lambda 3 = .60
Family Cohesion	Lambda 3 = .70
Social Desirability	Lambda 3 = .86

The reliability analysis for the items developing the separation scale was also run. The reliability coefficient was Lambda 3 = .61

Interrater Agreement

In Phase II the four judges were asked to rate how adaptive they thought the Ss were based upon the four adaptation criterion variables. The judges consisted of two social workers and two clinical psychologists. To obtain an interrater agreement the judges were all asked to rate six Ss' total interviews. As a result there were 32 scores per S. These consisted of the four sets of judges scores, i.e., one for each adaptation criterion variable, which were multiplied by the eight content areas. The judges scores were then summed for each S producing four total scores, i.e., one for each adaptation criterion variable, per S. This produced 24 scores, i.e. the judges four total adaptation criterion variables for each of the six Ss. These 24 scores were calculated to determine the interrater agreement. An interrater agreement was used instead of an interrater reliability. The interrater reliability seeks to determine the consistency of the judges rank order for the Ss. The interrater agreement was used instead because it seeks to determine the similarities between the raw scores that the judges assign to the Ss. Hence, it appears to be a

better measure of agreement between the judges. A two way analysis of variance was run which produced an interrater agreement of .95. The data for this analysis is presented below:

Two way Analysis of Variance

<u>Source of Variation</u>	<u>SS</u>	<u>Df</u>	<u>Mean Square</u>	<u>F</u>	<u>Probability</u>
Between People	3638.875	5	727.775		
Within People	135.75	18	7.542		
Between Measures	42.458	3	14.153	2.28	0.12160
Residual	93.292	15	6.219		
Total	3774.625	23	164.114		

$$\frac{727.775 - 7.54167}{727.775 + (4-1)7.54167 + 4(14.15278 - 6.21944)/4} = \frac{720.2333}{758.3333} = .95 = \text{I.A.}$$

Glossary of Family Characteristics

The dimension of Family Cohesion. This dimension has been defined as "...the emotional bonding members have with one another and the degree of individual autonomy a person experiences in the family system" (Olson, Sprenkle, and Russell, 1979, p. 5). This is a relative dimension in that the degree of cohesion for any family is based on a continuum from low to high and is specific to time. There are four degrees of cohesion: Disengaged, Mild, Moderate, and Enmeshed.

Degrees of Family Cohesion

1) Disengaged Cohesion (low) - involves poor marital and sibling relations with blurred generational lines. The use of private time and space is preferred and maximized. Activities and friends are primarily kept apart from the family interaction. There is a marked emotional separateness which results in isolation and a lack of family loyalty. This leaves the family members to depend upon their own

resources.

2) Mild Cohesion - Stable marital and sibling relationships exist with fluid generational lines. Time and space are utilized both alone and with the family. Friends and activities are mostly individual but also shared with the family. Decision making is mostly an individual task. Emotional separateness and independence are encouraged. Emotional support and time limited dependence, however, are situationally permitted.

3) Moderate Cohesion - Strong marital and sibling relationships exist with stable generational lines. Time and space are used individually as well as shared with the family. Likewise, friends and activities are both individual and family based. Decisions, although, made individually keep the family's welfare in mind. Emotional closeness and dependence are encouraged and preferred. However, separateness is respected, and independence is acceptable at times.

4) Enmeshed Cohesion (high) - Weak marital coalitions and blurred generational lines exist. There are, however, strong parent-child coalitions. The use of private time and space is very limited and discouraged. The engagement of extrafamilial friends, activities or influences are also discouraged. All decisions require family consideration and sanction. In short these families discourage any emotional separateness which results in the family members being highly dependent upon one another.

The dimension of Family Adaptability - This dimension has been defined as "...the ability of a marital/family system to change its power structure, role relationships, and relationship rules in response

to situational and developmental stress" (Olson, Sprenkle, & Russell, 1979, p. 12). This, too, is a relative concept based upon a continuum from low to high and specific, to every family, only at a given time.

1) Rigid Adaptation (low) - This involves an authoritarian type of leadership. Family rules are rigid and maintained by strictly enforced discipline. Roles are rigidly stereotyped. There is poor problem solving with limited negotiations and imposed solutions.

2) Mild Adaptation - This involves a stable but kindly imposed leadership. Family rules and discipline have predictable consequences, are firmly enforced, and are generally of a democratic nature. The family roles are clearly defined, stable, and sometimes shared among family members. The families act assertively and sometimes aggressively. Good problem solving techniques are developed with structured negotiations and reasonable solutions.

3) Moderate Adaptation - This involves equalitarian leadership. Rules and discipline are of a democratic nature and fairly enforced. Family roles have a fluid quality as they are mutually defined and shared. There is rare aggression in these families as they are mutually assertive when engaging tasks. There is the development of good problem solving techniques with flexible negotiations and solutions by consensus.

4) Chaotic Adaptation (high) - This involves an unpredictable pattern of assertiveness ranging from passive to aggressive. Rules, discipline and leadership are all erratic, limited and arbitrarily enforced. Dramatic role shifts and role reversals may occur. There is poor problem solving with impulsive solutions and endless

negotiations.

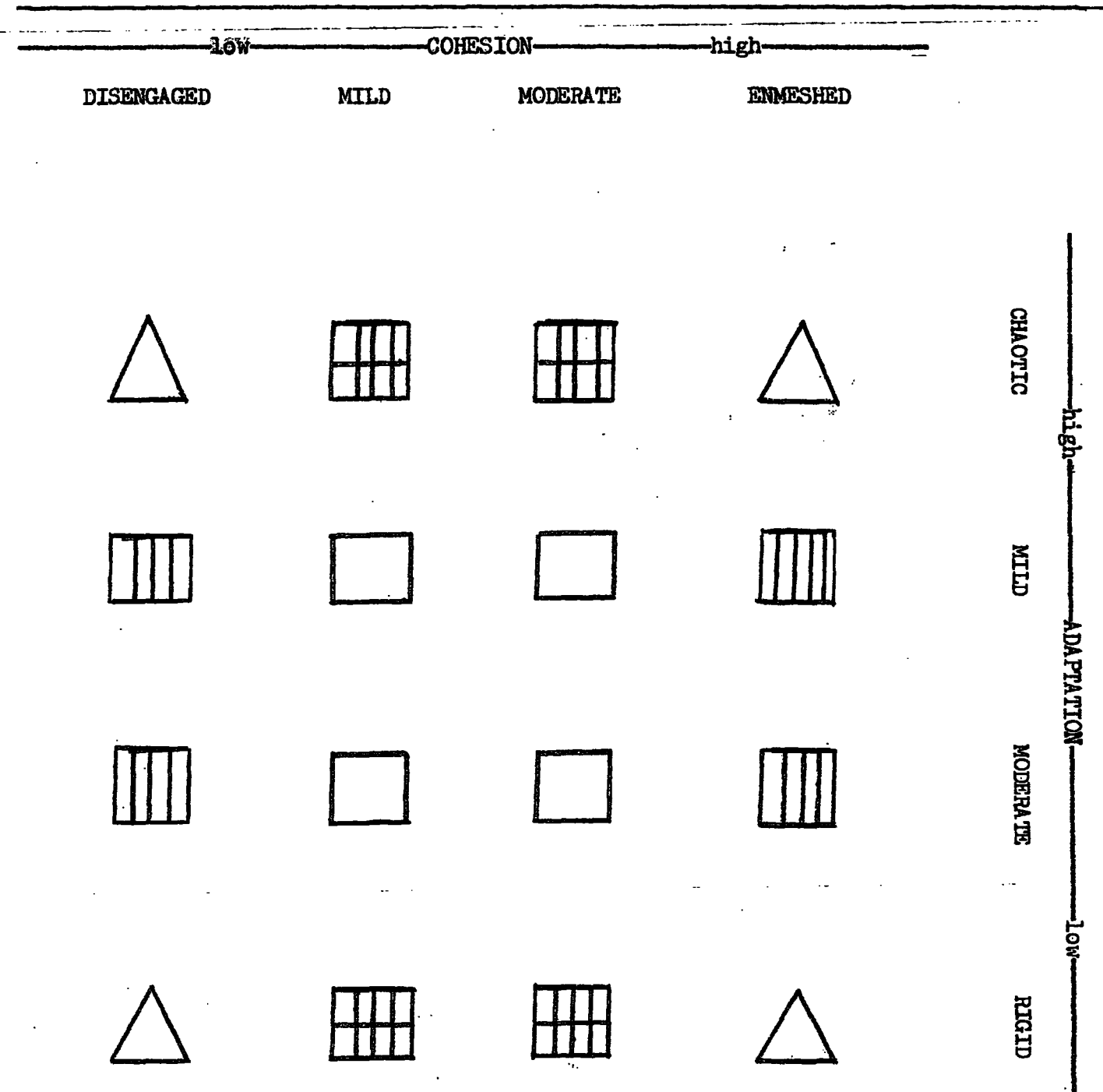
Family Type Category - The two dimensions of Adaptation and Cohesion are placed into a circumplex model, or a 4 by 4 design (See Model in Figure 1), that create 16 types of family systems. These 16 types are then clustered into four categories. These categories are created on the basis of whether one or both of the dimensions are considered as functional or dysfunctional, by the authors of the instrument.

1) Dysfunctional - This category consists of Ss who fell in the Adaptive and Cohesive range of dysfunction. Four types of families fell into this category. They were families who were seen as: low on both adaptability and cohesion, high on adaptation and cohesion, low on adaptation and high on cohesion, and high on adaptation and low on cohesion. These families represent the extreme range of the model and are considered the most dysfunctional type.

2) Adaptively Functional - This category consists of Ss who fell in the adaptively functional range but were seen as cohesively dysfunctional. Four types of families fell into this category. They were families who were seen as having: mild adaptation but low cohesion, mild adaptation but high cohesion, moderate adaptation but low cohesion, or moderate adaptation and high cohesion. These families represent a functional range on adaptation but a dysfunctional range on cohesion.

3) Cohesively Functional - This category consists of Ss who fell in the cohesively functional range but were dysfunctional on adaptation. Four types of families fell into this category. They were

Figure 1: Sixteen Possible Types of Marital and Family Systems Derived from the Circumplex Model\*



\*This Model was adopted from Olson, Sprenkle, & Russell (1979)

= Dysfunctional Family Types

= Cohesively Functional Family Types

= Adaptively Functional Family Types

= Functional Family Types.



families who were seen as having: mild cohesion but low adaptation, mild cohesion but high adaptation, moderate cohesion but low adaptation, and moderate cohesion but high adaptation.

4) Functional - This category consists of Ss who fell in the Adaptive and Cohesive range of functional. Four types of families fell into this category. They were families who were seen as having mild adaptation and cohesion, mild adaptation and moderate cohesion, moderate adaptation and mild cohesion, and moderate adaptation and cohesion. These four families represent the middle range of the model and are considered the most functional.

#### Multivariate Analysis of Variance

A multivariate analysis of variance was run to determine the relationships between the dependent and independent variables. This analysis generated results which include: descriptive statistics, a univariate analysis of variance for each dependent variable, a correlation coefficient for the univariate data, a multivariate analysis of variance which combined the dependent measures and looked at their interrelated relationship to the independent variables, and a correlation coefficient for the multivariate data. The results of these analyses are reported below for those variables which found a relationship to exist. Those variables whose analyses which yielded little or no relationship are found in Appendix D.

#### Set 1 - The Relationship Between the Bell Adjustment Scores and the Family Type Scores

The relationship between the adjustment scores (BAI) and the

family type scores (FACES) was investigated. The Ss were divided into four groups according to their family type score which was obtained from FACES. This score was obtained by combining the perceived family adaptation score and the perceived family cohesion scores. The combination of these scores, for each S, led to the designation of one of 16 types of family constellations (see Figure 1). These 16 types of family constellations were consolidated into four groups. Each group contained four of the family types.

The first group consisted of Ss who considered their families to be the most dysfunctional family types with regards to perceived family adaptation and perceived family cohesion. This group was called the Dysfunctional group. These Ss scores fell in the extreme high or low ends of the adaptation and cohesion dimensions. (See Glossary of Family Characteristics under Family Type Category for a more detailed explanation, p. 79).

The second group consisted of Ss who considered their families to be adaptively functional but cohesively dysfunctional. This group was called the Adaptively Functional group. These Ss scored in the mild and moderate range (the functional range) on perceived family adaptation but extremely high or low on perceived family cohesion (the dysfunctional ranges) (see Glossary of Family Characteristics for more details, p. 79).

The third group consisted of Ss who considered their families to be cohesively functional but adaptively dysfunctional. This group was called the Cohesively Functional group. These Ss scored in the mild and moderate range (the functional range) on perceived family

cohesion but extremely high or low on perceived family adaptation (the dysfunctional ranges) (See Glossary of Family Characteristics for more details, p. 79).

The final group consisted of Ss who considered their families to be the most functional family types. This group was called the Functional group. The Ss in this group scored in the mild and moderate range on both perceived family dimensions of adaptation and cohesion (see Glossary). Table 1A presents the results of the analysis.

A MANOVA analyzed the relationship between the family type groups with the total adjustment score. The results indicated a non-significant relationship with a significance level of  $P=.20$  and a canonical correlation of .36. As a result of the finding on the MANOVA the univariate data could not be accepted as statistically significant.

This analysis was reviewed to see if the multivariate  $P$  might not be "masking" and/or affected by certain aspects of the data. In reviewing the descriptive data it became apparent that the Dysfunctional group had the best adjustment scores on four of the six adjustment scales: Home, Health, Emotionality, Friendliness-Hostility. It also became apparent that the Functional group had the second best adjustment scores on four of the six adjustment scales: Home, Health, Emotionality, and Masculinity/Femininity. It seemed unlikely that Ss from both the most Dysfunctional and the most Functional groups would report the highest adjustment scores for four of the six adjustment scales. After being alerted to the unexpected results an explanation was sought. In reviewing the immediate data and the descriptive

statistics for FACES it became clear that the groups were unevenly distributed (See Table 1A) and that a major portion of the sample population was in the Functional group. In seeking a reason for this it became clear that a major portion of the sample population had, also, received very high scores on the Social Desirability scale of FACES (See Table 1B, Appendix C). It may be recalled that the Social Desirability scale was included in the FACES measurement by the authors to determine the subjects tendency to answer the questions more "idealistically" or more "honestly." Scores falling below 30 were identified as responding more honestly (see p. 66 this text). Only 17 Ss could be considered to be reporting their answers with relative honesty according to this criterion (see Table 1B, Appendix C).

As a result of the findings in Tables 1A and 1B it was hypothesized that the tendency to respond more idealistically to the questions in FACES had produced a distortion in the data. An evaluation procedure was then implemented to verify the hypothesis and a correction procedure developed to counteract for some of the distortion.

Here the procedure for the evaluation and correction of the data will be summarized. For a detailed explanation of the steps involved in these procedures see "Evaluation and Correction of the Data by Regression" (Appendix C).

A regression model was fit to predict Family Adaptation scores and Family Cohesion scores based on their Social Desirability score. This produced two separate regression lines. One indicated a

predicted mean value for family adaptability based on the social desirability scores. This regression line consisted of two halves falling above and below the sample populations grand mean for family adaptability. It was constructed in this manner to appreciate the curvilinear nature of this scale (for more details see Appendix C, Steps 1-3). The other regression line indicated a predicted mean value for family cohesion based on the social desirability scores (see Appendix C, Steps 4-5). Once the regression lines and predicted mean scores were established for both family adaptation and family cohesion a correction procedure was implemented. This procedure consisted of simply correcting for those scores on both family adaptation and family cohesion which were, based on the predicted mean value, the results of the social desirability effect (See Appendix C, Steps 6-7).

The difference between the original data and the corrected data was then determined. On the average the difference between the original scores and the corrected scores were: 5.63 for Family Adaptation, and 7.66 for Family Cohesion. Fifty-seven percent of the whole population was changed on the Family Adaptation dimension, while 54 percent of the sample population was changed on the Cohesion dimension. When the original data and the corrected data were correlated it was found that the rank order, of the subjects on each scale, was not too disrupted. These correlations, for both the Family Adaptation and Family Cohesion scales, were equal to .95. This indicated that the reliability analysis run on the FACES instrument for this sample population, if rerun, would generally yield similar

results. Likewise, the means of the original data and the corrected data remained similar, but the standard deviations got larger (see Appendix C, Step 8, as well as, Table 1C for complete data).

The original data of the family type category was then compared with the corrected data of the family type category based on the Bell Adjustment scores. (For a detailed explanation of these differences see Appendix C, Step 9 plus Tables 1D and 1E).

Table 1F presents the results of the analysis using the corrected data. The multivariate  $P = .12$ . This indicates that the univariate results may not be interpreted as statistically significant. Since, then, no relationship was found to exist between these variables the elaboration of the results will be found in Appendix D under Table 1G. The purpose the data (Tables 1A and 1F) was presented here was to alert the reader to the correction procedure. This procedure effected the independent variables which used FACES to obtain their data.

#### Set 2 - The Relationship Between the BAI Scores and the Perceived Family Cohesion Scores

The relationship between the BAI Adjustment scores and the Family Cohesion scores from FACES was investigated. The Ss were divided into four groups based on their family cohesion scores. Group 1 consisted of those cases who perceived their family as Cohesively Disengaged. These Ss achieved a family cohesion score range of 162-230. The second group consisted of those cases who perceived their family as Mildly Cohesive. These Ss achieved a range of family cohesion scores between 231-250. The third group consisted of those cases who perceived their

family as Moderately Cohesive. These Ss achieved a range of cohesion scores between 251-270. The final group consisted of those cases who perceived their family as Cohesively Enmeshed. These Ss achieved a range of family cohesion scores between 271-303.

Table 2 presents the results of the analysis. The multivariate ANOVA of the total Bell adjustment scores and the perceived family cohesion groups reported a strong statistically significant relationship. The canonical correlation was equal to .49, and the significance level was  $P = .01$ . A univariate ANOVA of the separate BAI scales and the perceived family cohesion groups found one significant relationship. This was between the Home Adjustment scale and the Family Cohesion groups. The data reported an Eta coefficient equal to .42. and a significance level of  $P = .001$ . This indicates that a significant relationship exists between Home Adjustment and the Family Cohesion groups. The Family Cohesion Group Means for Home Adjustment reveal a nonlinear pattern. This pattern shows that the Disengaged group had the poorest home adjustment, while, the Enmeshed group had the best Home Adjustment score. The pattern, however, was nonlinear because the Mildly Cohesive group scored better (Mean = 9.21) on Home Adjustment than the Moderately Cohesive group (Mean = 11.68). This difference, however, was not statistically significant as reported by the Oneway ANOVA. The Oneway ANOVA reported a significant difference at the .05 level, between the following Family Cohesion groups: Disengaged and Enmeshed, Mildly Cohesive and Enmeshed, Moderately Cohesive and Enmeshed, and Disengaged and Mildly Cohesive. The Ss who scored on the Enmeshed level scored significantly better on

Home Adjustment than the three other groups. The Ss who scored on the Mildly Cohesive level, also, scored significantly better on Home Adjustment than the Disengaged group.

The Family Cohesion Group standard deviations showed no gross differences, which would indicate that the dispersion of the Ss scores could not account for the patterns in the Family Cohesion means. When compared to the normative data (see Appendix E, Tables 1 & 2) the mean scores for the Mildly Cohesive, Moderately Cohesive, and Enmeshed groups fell within the average range. The mean score for the disengaged group fell in the poor range of the normative data.

### Set 3 - The Relationship Between the BAI Scores and the Separation Scores

The relationship between the BAI scores and the Separation score was investigated. The Ss were divided into three groups based upon their Separation score. This score was derived from the six separation questions. The first group consisted of those Ss with a low level of feelings about separation. That is, they would answer the questions "never" or "sometimes" with regards to missing various aspects of home. The second group consisted of Ss who responded with a moderate level of separation feelings. These individuals responded in general to missing various aspects of their home environment either "sometimes" or "most of the time." The third consisted of those Ss who responded with a high level of feeling about their separation. These individuals responded, in general, to missing various aspects of their home environment either "most of the time" or "all the time."

Table 3 presents the results of this analysis. The number of



cases by group shows a fairly even distribution among the three groups. The multivariate ANOVA of the total Bell adjustment scores and the Separation score reported a strong statistically significant relationship. The canonical correlation was equal to .46 and the significance level was  $P = .00$ . A univariate ANOVA of the separate BAI scales found two significant relationships between the scales and the separation groups. The first relationship was between the Home Adjustment scale and the Separation score. The data for this relationship reported an Eta of .52 and a significance level of  $P = .02$ . This indicates that a moderate and statistically significant relationship existed among the variables. The Separation Group Means for Home Adjustment reveal a positive linear pattern. This pattern shows that those Ss who reported the highest feelings of separation also reported the best home adjustment. While, those Ss who reported the lowest level of separation feelings also reported the poorest home adjustment. A Oneway ANOVA revealed a significant difference between the Low and High groups. The Ss who scored on the High level of separation scored significantly better on Home Adjustment than the Ss in the Low group.

The Separation Group Standard Deviations showed no gross differences which would indicate that the dispersion of the Ss scores could not account for the patterns in the Separation Group Means. When compared to the normative data (see Appendix E, Tables 1 & 2) the Low group falls in the poor range of normative scores while, the Moderate and High groups fall within the average range.

The other relationship reported was between the Submissive-Self-

assertion scale and the separation groups. This data reported an Eta of .49 and a significance level of  $p = .04$ . This indicates that a statistically significant relationship existed among the variables. The Separation Group Means for the Submissiveness-Self-assertion scale reveal a negative linear relationship. This pattern shows that those Ss who reported the lowest feelings of separation also reported to be the most assertive. While, those Ss who reported the highest level of separation feelings reported to be more submissive. A One-way ANOVA revealed a significant difference between the following groups: low-high, and moderate-high. This means that the Ss who scored in the High separation group scored significantly more submissive than the High or Moderate groups.

The Separation Group Standard Deviations showed some large differences on this scale. The differences between the Low group and the High group was 3.65. This may account for the strong relationship that appears in the univariate ANOVA. When compared to the normative data, the Separation Group Mean scores for this scale, fall within the average range.

#### Set 4 - The Relationship Between the Separation Score and the Family Cohesion Scores

The relationship between the dependent variable - the Separation Score - and the independent variable - Family Cohesion groups - was investigated. The Ss were divided into four groups based upon their family cohesion scores. These groups were defined in Set 2.

Table 4 presents the results of the analysis. The number of cases by the Family Cohesion groups shows a fairly uneven distribution

TABLE 4

A UNIVARIATE ANALYSIS OF VARIANCE OF  
SEPARATION SCORES AND PERCEIVED FAMILY COHESION

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<u>Number of Cases by Group</u>				
<u>Group Name</u>	<u>Cases</u>	<u>Percent</u>	<u>Designated Label for Groups</u>	
Cohesively Disengaged	12	11	Disengaged	
Mildly Cohesive	42	40	Mild	
Moderately Cohesive	19	18	Moderate	
Cohesively Enmeshed	32	31	Enmeshed	

<u>Family Cohesion Group Means</u>				
<u>Separation Score</u>	<u>Disengaged</u>	<u>Mild</u>	<u>Moderate</u>	<u>Enmeshed</u>
	2.15	2.36	2.62	2.84

<u>Family Cohesion Standard Deviations</u>				
	.28	.41	.41	.46

<u>Univariate ANOVA</u>	
<u>Eta</u>	<u>Significance</u>
.51	P = .00

<u>Oneway ANOVA</u>	
<u>Groups</u>	<u>Significance</u>
Disengaged-Moderate	P = .05
Disengaged-Enmeshed	P = .05
Mild-Moderate	P = .05
Mild-Enmeshed	P = .05
Disengaged-Mild	No significance found
Moderate-Enmeshed	No significance found

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among the four groups. A univariate ANOVA found a statistically significant relationship to exist between the two variables. The data for this relationship reported an Eta of .51 and a significance level of .00. The Family Cohesion Group Means for Separation revealed a positive linear pattern. This pattern shows that those Ss who reported the least amount of family cohesion also reported the lowest level of separation feelings. While, those Ss who reported the highest amount of family cohesion (Enmeshed), also, reported the highest level of separation feelings from home. A Oneway ANOVA revealed significant differences at the .05 level for the following groups: Disengaged and Moderately Cohesive, Disengaged and Enmeshed, Mildly Cohesive and Moderately Cohesive, Mildly Cohesive and Enmeshed. This indicates that those Ss who perceived their family's level of cohesiveness to be disengaged reported a significantly lower level of separation feelings, than Ss from the Moderate and Enmeshed groups. Likewise, those Ss in the Mildly Cohesive group reported a significantly lower level of separation than the Ss from the Moderately Cohesive and Enmeshed groups.

The standard deviations show no gross differences which might account for the trend in the Family Cohesion Group Means.

#### Set 5 - The Relationship Between The BAI Scores and the Test Order

The relationship between the adjustment scores and the order of the tests when presented to the subjects was investigated. The Ss were divided into two groups. The first group consisted of those Ss who received the Bell Adjustment Inventory first and the FACES second. The

other group consisted of those Ss the tests in the reverse order. The multivariate ANOVA reported no statistically significant relationship between the BAI scores and the order in which the tests were presented. This indicates that the order in which the tests were presented did not act as a factor in the Ss answering of the test questions.

### Phase II - The Interview Data

#### Univariate Analysis of Variance

The relationship between the judges scores, on the four adaptation variables,\* and the three Bell Adjustment Groups was investigated for the eight content areas. The judges consisted of two social workers and two clinical psychologists. Each judge was familiarized with the interview schedule plus the scoring manual. The manual provided the judges with operational definitions for the four adaptation variables: Information Processing,\*\* Motivation, Autonomy, and Self-esteem. The judges were asked to rate each S by these four adaptation variables for each of the eight content areas. As a result each S, of the sub-sample population (N=30), was given 32 scores. The interrater reliability, established in the Results Section under the Reliability Analysis, was found to be high,  $r = .95$ .

The Ss were divided into three groups based upon their Total Bell Adjustment score. The Total Bell score was computed from five of the

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\* These variables were discussed on p. 63 and will be reviewed again on pp. 124-125.

\*\*The analysis of the data on the Information Processing variable can be found in Appendix D, Table 7. It yielded no significant results.

TABLE 5

MULTIVARIATE ANALYSIS OF VARIANCE  
OF BELL SCORES AND TEST ORDER

Number of Cases by Group

<u>Group Name</u>	<u>Cases</u>	<u>Percent</u>	<u>Designated Label for Group</u>
Bell Adjustment Inventory	48	46	BAI
Family Adaptability and Cohesion Evaluation Scale	57	54	FACES

Test Order Group Means

<u>Scales</u>	<u>BAI</u>	<u>FACES</u>
Home	9.25	8.77
Health	7.97	8.19
Submissive	11.31	12.33
Emotionality	9.95	10.89
Hostility	13.14	13.05
Masc./Fem.	19.79	19.33

Test Order Group Standard Deviations

<u>Scales</u>	<u>BAI</u>	<u>FACES</u>
Home	6.08	6.37
Health	4.10	4.51
Submissive	6.83	7.53
Emotionality	5.16	7.29
Hostility	5.37	5.31
Mas./Fem.	3.43	4.24

Univariate ANOVA

	<u>Wilks Lambda</u>	<u>Significance</u>
Home	.99	P = .77
Health	.99	P = .80
Submissive	.99	P = .47
Emotionality	.99	P = .46
Hostility	.99	P = .93
Masc./Fem.	.99	P = .55

Multivariate ANOVA

Canonical Correlation

.11

Significance

P = .95

six Bell scales. - The Masculinity-Femininity scale was deleted because it was negatively correlated with each of the other five scales. The five scales used to obtain the Total Bell score varied in the number of items they asked the S. Due to this variation the scales had to be equally weighted. To equally weight the scales each scale score was divided by the number of items in that scale. This procedure produced a score for each scale from 0 to 1. The new score was then multiplied by 10. The new, equally weighted, scores were then added up, for each S, the sum of which equalled the Total Bell score. As mentioned, this procedure standardized for the fact that there was a different number of items per/scale. Next, the range of the Total scores was determined. The range was divided into thirds. From each third 10 Ss were randomly chosen. This created three equal groups. Group 1 consisted of those Ss who achieved a low Total Bell score. These individuals were considered to be the best adjusted because the Bell scores were an inverse measure of adjustment. That is, the higher the Bell scale score, for the five scales used in the total, the poorer the adjustment. Group 2 consisted of those Ss who achieved a middle range of the Total Bell score. Group 3 consisted of the Ss who achieved high Total Bell scores. These individuals were considered to be the worst adjusted. The purpose of establishing the three groups was, in part, to obtain source of the Ss adaptation. That could be correlated with the Ss perception of their environment (i.e., the Ss BAI and FACES).\*

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\*For a review of the interview and scoring manual see Appendix A.

Motivation

The relationship between the judges scores, on motivation, and the three Bell Adjustment Groups was investigated for the eight content areas. Table 6 presents the results of this analysis. The univariate ANOVA of the raters scores on Motivation for the eight content areas reported two statistically significant relationships, as well as, one weak relationship which approached significance.

The first relationship was that found between the raters score on Motivation for the Separation content area. The data reported a significance level of  $P = .01$ . The data shows a positive linear pattern to exist among the group means. The Ss who were considered the best adjusted, according to their BAI score (group 1), were also rated as the most involved with issues of separation from home. This group's mean score was 3.2 which placed it just above the raters motivational level of "moderately involved." Group 2, those who obtained middle scores on the Total Bell score scored the second highest involvement with separation issues. This group's mean was 2.5. This mean value placed this group midway between the raters score of "low to moderate involvement." The group that obtained the worst Total Bell score (group 3) was rated as being the least involved with separation issues. This group mean score was 1.8. This mean value placed this group in the "low level of involvement with issues of separation from home. The group standard deviations for this content area show no gross differences which would indicate that the dispersion of the Ss scores does not account for the positive linear pattern found among the means.



The second relationship that was found to be statistically significant was between the raters score on Motivation for the Academic content area. The data reported a significance level of  $P = .02$ . The finding shows a positive linear relationship to exist among the group means. Group 1 had the highest group mean for motivation on academic activities. The mean score value was 3.4. This placed group 1 just below the midway point between high and moderate involvement on the scoring manual's motivational levels. Group 2 scored the next highest group mean value of 3.2 which placed it just above the moderate level of involvement on the scoring manual's motivational levels. Group 3 obtained the lowest group mean score - 2.7. This score fell just below the moderate level of motivation on the scoring manual's motivational levels. The group standard deviations for this content area show no gross differences which would indicate that the dispersion of the Ss scores does not account for the positive linear pattern found among the means.

A third relationship was found between the judges scores on Motivation for the Social-Peer Relationship content area. The data reported a significance level of  $P = .07$ . This indicates a weak relationship between these variables which is not significant but which approaches significance. The group means show a positive linear relationship between the involvement in social-peer relationships and the Bell groups. Group 1 obtained the most involved rating on this variable. Group 2 scored the second highest rating. Both groups 1 and 2 scores group means that fell within the moderately involved range on the scoring manual's motivational levels. Group 3

scored the lowest involvement obtaining a score of 2.4. This score fell in the low level of involvement, for social-peer relationships, on the scoring manual's motivational levels. The group standard deviations for this content area show no gross differences which would indicate that the dispersion of the Ss scores does not account for the positive linear pattern found among the means.

#### Autonomy

The relationship between the judges scores, on Autonomy, and the three Bell Adjustment Groups was investigated for the eight content areas. Table 7 presents the results of this analysis. The Univariate ANOVA of the raters scores on Autonomy, for the eight content areas, reported two statistically significant relationships.

The first relationship found was between the raters Autonomy score for the Separation content area. The data reported a significance level of  $P = .00$ . The data shows that a positive linear relationship existed between the three Bell groups and the raters score. Group 1 scored the highest level of autonomy with a group mean of 3.1. This mean falls in the moderate range of autonomy on the scoring manual. Group 2 had the second highest group mean on autonomy with a mean score of 2.0. This mean is in the low/moderate range of autonomy, on the scoring manual. Group 3 scored the lowest on separation autonomy with a group mean of 1.3. This mean fell in the low level of autonomy on the scoring manual.

The second statistically significant relationship found was between the raters Autonomy score for the Academic content area. The

- TABLE 6

UNIVARIATE ANALYSIS OF VARIANCE OF  
MOTIVATION SCORES AND ADJUSTMENT COMPOSITE GROUPS

<u>Number of Cases by Group*</u>							
<u>Group</u>	<u>Number of Cases</u>		<u>Cumulative Frequencies</u>		<u>Label</u>		
1	10		10		High Adjustment		
2	10		10		Moderate Adjustment		
3	10		10		Low Adjustment		

<u>Group Means</u>							
<u>Categories/Groups</u>	<u>1</u>		<u>2</u>		<u>3</u>		<u>Level of Significance</u>
	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	
Separation	3.2	.78	2.5	.97	1.8	1.0	.01
Academic	3.4	.69	3.2	.42	2.7	.48	.02
Activities	2.7	1.1	3.1	.99	2.6	.96	.53
Social-Peer	3.1	.87	3.0	.66	2.4	.51	.07
Religion	2.0	1.1	2.6	1.26	1.9	.73	.31
Political Att.	1.8	.42	1.8	.78	2.0	.94	.79
Drug & Alcohol	2.7	.94	2.0	1.05	2.8	1.03	.18
Sexual Att.	2.3	.67	2.1	.99	2.4	.84	.73

\*The Number of Cases by Group are the same for all four tables.

TABLE 7

UNIVARIATE ANALYSIS OF VARIANCE OF AUTONOMY  
SCORES AND ADJUSTMENT COMPOSITE GROUPS

<u>Categories/Groups</u>	<u>Group Means</u>						<u>Level of Significance</u>
	<u>1</u>		<u>2</u>		<u>3</u>		
	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	
Separation	3.1	1.10	2.0	.81	1.3	.48	.00
Academics	3.2	.91	2.2	.78	2.2	.63	.01
Activities	3.0	.94	2.3	1.05	2.1	.73	.09
Social-Peer	6.2	9.10	1.9	1.10	2.0	.66	.14
Religious Att.	1.9	1.23	1.7	.94	2.5	.90	.28
Political Att.	1.9	.99	2.4	1.26	2.1	.56	.53
Drugs & Alcohol	3.0	1.33	2.1	.99	2.5	1.17	.25
Sexual Att.	2.9	.99	1.9	.99	2.1	1.19	.10

data reported a significance level of  $P = .01$ . The data reveals a relationship between the three Bell groups and the raters scores. Group 1 scored the highest level of Academic Autonomy with a mean of 3.2. This mean is slightly above the moderate range of scores for Autonomy on the scoring manual. Groups 2 and 3 achieve the next highest group mean score for Academic Autonomy with a mean score of 2.2. The means for these two groups fell slightly above the low/moderate range of Autonomy scores on the scoring manual.

The group standard deviations for these two relationships show no gross differences. This would indicate that the dispersion of the Ss scores does not account for the positive linear patterns found among the group means.

Self-Esteem

The relationship between the raters scores, on Self-Esteem, and the three Bell Adjustment groups was investigated for the eight content areas. Table 8 presents the results of this analysis. The univariate ANOVA of the raters scores on self-esteem for the eight content areas reported two statistically significant relationships, as well as, one weak relationship which approached statistical significance.

The first statistically significant relationship found was between the raters Self-Esteem score for the Separation content area. The data reported a significance level of  $P = .00$ . The data shows that a positive linear relationship existed between the three Bell groups and the raters scores. Group 1 obtained the highest group means for self-esteem on the separation aspects with a score of 2.4. This score fell about midway between the moderate and high levels of self-esteem. Group 2 scored the next highest group mean for self-esteem on this variable with a score of 1.9. This mean score value fell slightly under the moderate range of scores on the scoring manual. Group 3 obtained the lowest group mean on self-esteem with a mean score of 1.3. This mean fell below the midpoint between the low and moderate scores for self-esteem on the scoring manual.

The second significant relationship found was between the academic content area and the judges scores on Self-Esteem. The data reported a significance level of  $P = .03$ . The data shows that a positive linear relationship existed between the three Bell groups and the raters scores. Group 1 obtained the highest group mean on academic

self-esteem with a score of 2.7. This score fell just below the high level of self-esteem on the scoring manual. Group 2 scored the next highest group mean on this variable with a mean score of 2.3. This score falls just below the midpoint between the moderate to high levels of self-esteem on the scoring manual. Group 3 obtained the lowest group means on academic self-esteem with a mean score of 2.0. This score fell in the moderate level of self-esteem on the scoring manual.

The group standard deviations for these two relationships show no gross differences. This would indicate that the dispersion of the Ss scores does not account for the positive linear patterns found among the group means.

The third relationship found was between the judges scores on Self-Esteem for the Social-Peer Relationship content area. The data reported a significance level of  $P = .08$ . This indicates a weak relationship between these variables which is not significant but which approaches significance. The group means show a positive linear relationship between the level of self-esteem in social-peer relationships and the three Bell groups. Group 1 had the highest group mean score for Self-Esteem in social-peer relationships. This score was 2.5 and fell midway between the moderate and high levels of self-esteem on the scoring manual. Group 2 obtained the second highest group mean for this variable with a mean score of 2.2. This mean fell just above the moderate level of self-esteem on the scoring manual. Group 3 obtained the lowest self-esteem score in the content area of social-peer relationships. This mean score was 1.8 and fell

under the moderate level for Self-Esteem in social-peer relationships on the scoring manual.

The group standard deviations for this content area showed no gross differences. This would indicate that the dispersion of the Ss scores does not account for the positive linear pattern found among the means.

#### Total Raters Adaptation Scores

The relationship between the Total Raters Adaptation Scores obtained for the four Adaptation Variables and the three Bell Groups was investigated. Table 9 presents the results of this analysis. The univariate ANOVA of the raters total scores reported three statistically significant relationships.

The first statistically significant relationship found was between the Total Motivation scores and the three Bell groups. The data reported a positive linear relationship between the group means and the raters scores. Group 1 obtained the highest group mean for overall or Total Motivation with a mean score of 12.4. Group 2 was second on overall or Total Motivation with a mean score of 11.8. Group 3 obtained the lowest overall or Total Motivation score with a mean score of 9.9.

The next relationship found was between the overall of Total Autonomy scores and the three Bell group. The data reported a significance level of  $P = .02$ . The data reported a positive linear relationship between the group means and the raters scores. Group 1 obtained the highest group mean for the overall or Total Autonomy

with a mean score of 15.5. Group 2 was the next highest on the overall or Total Autonomy variable with a mean score of 8.6. Group 3 obtained the lowest overall or Total Autonomy score with a mean value of 7.6.

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The third relationship found was between the overall or Total Self-Esteem scores and the three Bell groups. The data reported a significance level of  $P = .00$ . The data reported a positive linear relationship between the group means and the raters scores. Group 1 scored the highest group mean for Total Self-Esteem with a mean score of 10.2. Group 2 scored the second highest on this variable with a group mean score of 8.9. Group 3 obtained the lowest Total Self-Esteem score with a mean of 7.1.

The group standard deviations for these three relationships show no gross differences. This would indicate that the dispersion of the  $S_s$  scores does not account for the positive linear relationships found.

#### Answers on the Parent Questionnaire

The relationship between the parents answers to the questionnaire and the three Bell Adjustment Groups was investigated. Table 10 presents the results of this analysis. The univariate ANOVA of the parents answers on the questionnaire for the three Bell groups reported two statistically significant relationships.

The first relationship was found between the parents scores on the second question. This multiple choice statement read: "My son asks me for advice: 1) much more when my son was a senior in high school, 2) somewhat more when my son was a senior in high school,



TABLE 8

UNIVARIATE ANALYSIS OF VARIANCE OF  
SELF-ESTEEM SCORES AND ADJUSTMENT COMPOSITE GROUPS

<u>Categories/Groups</u>	<u>Group Means</u>						<u>Level of Significance</u>
	<u>1</u>		<u>2</u>		<u>3</u>		
	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	
Separation	2.4	.52	1.9	.57	1.3	.48	.00
Academics	2.7	.48	2.3	.48	2.0	.67	.03
Activities	2.6	.67	2.4	.52	2.2	.79	.43
Social-Peer	2.5	.53	2.2	.79	1.8	.63	.08
Religious Att.	2.1	.88	2.2	1.03	2.2	.79	.96
Political Att.	2.0	.82	2.1	.89	1.8	.92	.74
Drugs & Alcohol	2.8	.42	2.2	.92	2.4	.84	.21
Sexual Att.	2.4	.84	2.0	.94	1.6	.70	.12

TABLE 9

UNIVARIATE ANALYSIS OF VARIANCE OF  
TOTAL SCORES AND ADJUSTMENT GROUPS

<u>Variables/Groups</u>	<u>1</u>		<u>2</u>		<u>3</u>		<u>Level of Significance</u>
	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	
Total Information	13.8	1.48	14.1	1.19	13.9	2.18	.92
Total Motivation	12.4	1.51	11.8	.91	9.9	1.35	.00
Total Autonomy	15.5	9.31	8.6	2.50	7.6	1.50	.02
Total Self-Esteem	10.2	1.03	8.9	1.69	7.1	2.03	.00

3) about the same now as when my son was a high school senior, 4) somewhat more now, 5) much more now." The data reported a significance level of  $P = .05$ . The data shows a non-linear pattern to exist among the group means. The parents of the Ss who were in the Moderate Bell group received a mean score of 3.88 with a standard deviation of .83. This suggests that these parents felt their sons asked for advice somewhat more now that they were in college. The parents of the Ss who were in the High Bell group received a mean score of 3.13 and a standard deviation of .99. This suggests that these parents felt that their sons had asked for advice about the same amount as when they were high school seniors. The parents of the Ss who were in the Low Bell group received a mean score of 2.67 and a standard deviation of 1.00. This suggests that these parents felt that their sons had asked for advice about the same or somewhat more when they were in high school.

The second relationship that was found to be statistically significant was between the parents scores on the 19th question. This multiple choice statement read: "Since my son graduated from high school work I do around the house has: 1) increased, 2) remained the same, 3) decreased." The data reported a significance level of  $P = .01$ . The data shows a negative linear relationship to exist among the group means. The parents of the Ss who were in the High Bell group received a mean score of 1.75 and a standard deviation of .46. This suggests that these parents felt that the work they did around the house increased or remained the same. The parents of the Ss who were in the Moderate Bell group received a mean score

of 2.25 and a standard deviation of .71. This suggests that these parents felt that the work they did around the house mostly remained the same since their son had graduated from high school. The parents of the Ss who were in the Low Bell group received a mean score of 2.67 and a standard deviation of .50. This suggests that these parents felt that since their sons left the work they did around the house had mostly decreased.

The group standard deviations for these scores showed no gross differences in either questions 19 or 2. This would indicate that the dispersion of the Ss scores on either question did not account for the patterns found among the means.

A review of the other 23 questions on the Parent Questionnaire can be found in the rear of this text in the Appendix A.

TABLE 10

UNIVARIATE ANALYSIS OF VARIANCE OF THE PARENT  
QUESTIONS AND THE BELL ADJUSTMENT GROUPS

<u>Number of Cases by Group</u>						
<u>Groups</u>	<u>Number of Cases</u>		<u>Percent</u>		<u>Label</u>	
1	8		32		High Adjustment	
2	8		32		Moderate Adjustment	
3	9		36		Low Adjustment	

<u>The Means of Parent Answers</u>							
<u>Question/Groups</u>	<u>Group 1</u>		<u>Group 2</u>		<u>Group 3</u>		<u>Eta &amp; Univariate</u>
	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	
Question 1	3.13	1.13	3.63	.74	3.44	.88	P=.56/4=.23
Question 2	3.13	.99	3.88	.83	2.67	1.00	P=.05/r=.13
Question 3	4.25	.87	4.38	.74	4.11	.93	P=.82/r=.13
Question 4	4.38	.52	4.38	.92	3.89	1.45	P=.55/r=.23
Question 5	3.50	.76	3.63	.74	3.89	.93	P=.61/r=.21
Question 6	2.50	.93	2.50	.76	3.00	.50	P=.29/r=.33
Question 7	2.88	.83	3.25	.89	3.11	1.05	P=.72/r=.17
Question 8	2.63	.74	2.38	.74	3.11	1.76	P=.46/r=.26
Question 9	3.71	.76	3.29	.49	4.11	1.17	P=.21/r=.38
Question 10	3.43	.79	3.00	.00	3.67	1.00	P=.25/r=.36
Question 11	3.86	.69	3.57	.98	4.00	1.00	P=.65/r=.21
Question 12	3.43	.79	3.57	.79	4.00	1.32	P=.52/r=.25
Question 13	3.43	.53	3.29	.49	3.89	1.05	P=.28/r=.34
Question 14	1.00	.00	1.13	.35	1.00	.00	P=.38/r=.29
Question 15	3.25	1.17	2.50	1.31	3.33	1.22	P=.34/r=.31
Question 16	1.38	.52	1.50	.53	1.33	.71	P=.84/r=.13
Question 17	1.75	.46	1.63	.74	1.67	.50	P=.91/r=.09
Question 18	2.63	.52	2.50	.76	2.67	.71	P=.87/r=.11
Question 19	1.75	.46	2.25	.71	2.67	.50	P=.01/r=.58
Question 20	1.88	.35	2.00	.76	2.44	.53	P=.11/r=.42
Question 21	1.00	.00	1.00	.00	1.00	.00	P=no variance
Question 22	2.13	.35	1.63	.52	2.00	.50	P=.10/r=.43
Question 23	2.00	.00	2.00	.53	2.22	.44	P=.43/r=.27
Question 24	1.88	.35	1.88	.35	1.89	.60	P=.99/r=.02
Question 25	3.56	2.60	3.10	2.60	2.20	2.10	P=.47/r=.24

## CHAPTER V

DIFFERENCES BETWEEN FAMILY CHARACTERISTICS  
AND ADJUSTMENT SCORES

Total Adjustment. The major finding on total adjustment was a significant relationship found between the 4 levels of perceived family cohesion and the total adjustment score ( $P=.0034$ , Table 3). This finding is, however, empirically tricky as to what the differences actually mean. The difficulty of this finding stems from a source of distortion in the data. When the component scales of the total adjustment by cohesion are reviewed (Table 3) it becomes clear that there is one very strong effect; the home adjustment finding. This was determined by a Discriminant Analysis. Furthermore, when the discriminant analysis was run for the adjustment variables on the other 2 perceived family levels - family adaptation and collapsed family type - the standardized canonical discriminant function coefficients revealed that the home adjustment scale had the highest correlation and was approximately twice as big as the next highest scale on all 3 levels of the perceived family variables.<sup>1</sup> This

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<sup>1</sup>The Standardized Canonical Discriminant Function Coefficients

	<u>Cohesion</u>	<u>Adaptation</u>	<u>Collapsed Type</u>
Home	1.14	.57	.94
Health	.50	.00	.54
Submissive	.15	.09	.06
Emotionality	.07	.28	.10
Friendliness	.05	.39	.29

Since the Home scale is significantly greater than the other scale the results mitigate against using an equally weighted system to derive a total score. Hence, the total score is not a good measure.

indicates that for this population the home adjustment scale is most clearly reflected in the total score, even though the other scales contributed on an equally weighted basis. The total adjustment finding, then, must be seen as the consequence of a "swamping effect." The problem with the "swamping effect" is that it reflects predominantly one dimension. As a result the total aggregates lose a meaningful distinction which does not have to be lost if we focus on the individual scales. Hence, when this source of distortion created by the "swamping effect" is taken into consideration it outweighs attempting to interpret the total scores as a reflection of overall adjustment.

Bell Adjustment Scales. As was reported in the previous section the Home Adjustment dimension had the greatest relative strength to differentiate the perceived Family Cohension characteristics. The major findings in Phase 1 of this study are: 1) that a relationship was found to exist between the Perceived Family Cohension groups and the Home Adjustment scale; 2) That a relationship was found to exist between the Perceived Family Cohension groups and the Separation scale. Two secondary findings were also reported. These were: 1) that a relationship was found to exist between the Separation groups and the Home Adjustment scale. 2) That a relationship was found to exist between the Separation groups and the Submissiveness-Self-assertion scale.

The Home Adjustment scale attempted to obtain information about what an individual thought and felt about his family. A low score usually indicated that the individual "...is getting along well at

home and that this phase of his adjustment is satisfactory to him" (Bell, 1962, p. 7). High scores, on the other hand, indicated that the individual tended to find his home relationships unsatisfactory.

The results reported a significant relationship between the Perceived Family Cohesion groups and the Home Adjustment scores. This relationship was statistically significant at the .00 probability level (Table 2). Family Cohesion was defined as: "The emotional bonding which members have toward one another and the individual autonomy that a person has in the family system" (Olson, Bell, & Protner, 1978, p. 1). The group that perceived their family's cohesion as Emmeshed achieved the best Home Adjustment score with a mean value of 5.53 (Table 2). The Mildly Cohesive group scored the second highest Home Adjustment score with a mean value of 9.21 (Table 2). Both of the above groups fell within the average normative range (See Tables 1 & 2, Appendix E). The groups that saw their family's as either Moderately Cohesive (Mean = 11.68, Table 2) or Cohesively Disengaged (Mean = 13.67, Table 2) scored the worse on Home Adjustment and fell within the poor normative range.

In an overview of these findings it can be said that the adolescent in his initial adjustment to college, consciously or unconsciously, is preoccupied with the notions of home and being away from home. This preoccupation has been cited as an aspect of mourning in the divestment phase of the "divestment-investment" process (Medalie, 1981). Whether home has good or bad connotations the adolescent must contend with the fact that he is no longer living there. Simultaneously, he must attempt to make a new life for himself

at college. As one might expect separation from home and adaptation to college has many different paths. What these paths have in common is that they all require the individual's "Self" to mediate the tasks of adaptation to the transition. The individual must rely upon his present developmental level of self-organization, or identity formation, to accomplish these adaptive tasks. Most of what the student knows by the time he goes to college and most of the important issues in his life, up to this time, have largely been filtered through the family. The individual's sense of identity then is largely based upon his familial relations, in one way or another, for better or worse. The present findings of this study are consistent with this notion and they will be interpreted in this light.

In the major finding those individuals who saw their families as Cohesively Enmeshed scored the best on home adjustment. This group consisted of 32 Ss (Table 2). The Cohesively Enmeshed family characteristics involved weak marital coalitions and blurred generational lines. There are, however, strong parent-child coalitions. The use of private time and space is very limited and discouraged. All decisions require family consideration and sanction. In short, these families discourage any emotional separateness which results in the family members being highly dependent upon one another. Hence, emotional closeness, depended upon conformity to the family which in turn stifled the development of the individual's sense of autonomy.



It is contended that the Ss in the Enmeshed group have not experienced an emotional separation from their parents. Instead they have adopted their parents expectations for them as a substitute structure for independent decision making. Two findings from the present study support this contention. First, in looking at the home adjustment scores this group scored the lowest. Bell notes that a low score on Home Adjustment may indicate that the student is too dependent upon his home. Next, a Oneway ANOVA found that the Enmeshed group (Table 2) obtained a Home adjustment score that was statistically significant (i.e., more adjusted) when compared to the 3 other groups at the .05 probability level. In not emotionally separating from their parents this group can be seen as not initially engaging the "Divestment-Investment" process. Instead, they postpone the first psychosocial task of adaptation, which in this case is separation, and put themselves in a "holding-pattern" (Blos, 1979). Evidence consistent with this notion was found in the analysis revealed of Family Cohesion levels of Separation levels (Table 4). This analysis revealed a significant relationship among the cohesion groups. The Enmeshed group missed home more than the other 3 groups, and significantly more than the Disengaged and Mild groups. This "holding-pattern" may allow these Ss to partially engage their new environment, or at least those aspects of the environment which are compatible with their family's dynamics, while staying partially disengaged from the new environment. Work by Bowen (1960) and Stierlin, et al., (1973) offer a possible rationale for this groups' need to maintain a high sense of familial-esteem. Bowen's work has

described individuals in enmeshed families as developing an undifferentiated self. He describes these families as sharing an emotional oneness which inhibits the sense of personal autonomy.

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Stierlin, et al., notes that these individuals lose the will to separate.

Empirical studies done on Identity Statuses, by Marcia and others, provides some support for these conclusions. In the literature on Identity Statuses four different resolutions for coping with the identity crisis were identified. These are: Identity Achievement, Foreclosure, Identity Diffusion and Moratorium. For a review of the literature on this concept see pages 34 through 37 of this text.

In comparing the results from the present study to those found by Marcia and others several similarities appear. With regards to the present finding the Identity Status research has identified a similar group of individuals. These individuals have obtained a coping status called "Foreclosure." Individuals in the Foreclosure status have been found to be more dependent on their parents than the other status groups (Waterman & Waterman, 1970; Waterman, Geary & Waterman, 1974), and they have higher need for social approval (Orlofsky, Marcia, and Lesser, 1973). They are committed to occupational and ideological goals but have not experienced the crisis which facilitates an independent commitment. Instead, they have made their commitment based on an unconflicted oedipal position (Marcia, 1980), i.e., they have made their commitment based upon parental expectations.

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Those individuals who saw their families as Mildly Cohesive achieved the second best Home Adjustment score. This group had a

mean score of 9.2 (Table 2) and consisted of 42 Ss. The family cohesion level called Mild involved the following characteristics. Stable marital and sibling relationships existed with fluid generational lines. Time and space was utilized both alone and with the family. Friends and activities are mostly individual but also shared with the family. Decision making is mostly an individual task. Emotional separateness and independence are encouraged. Emotional support and time limited dependence, however, are situationally permitted.

It is contended that the Ss in this group, having been encouraged to make individual decisions and pursue individual activities, have developed a high degree of autonomy. This may be interpreted from the individuals Home Adjustment and Separation scores. The Ss from the Mild group saw themselves as having satisfactory relationships with their families (Table 2). They also, saw themselves as missing home significantly less than the two groups which saw their families as more cohesive, i.e., the Moderate and the Enmeshed groups. From this finding it may be conjectured that these individuals were able to maintain positive relationships with their families, while at the same time not overly miss them, because they have developed a high degree of autonomy and personal security from their families. Winnicott notes that individuals who have obtained a human attachment throughout their development develop a sense of "ego-relatedness." This provides them with a sense of security in their interpersonal relationships and personal abilities which facilitates the development of autonomy. Similarly, Bowen (1960) notes, that to obtain inde-

pendence the individual child/adolescent must have experienced a degree of respect for their individuality. Reiss (1971a) adds to this that autonomous individuals must have come from homes where they were expected to understand and master difficult situations. It is perhaps these ingredients which allow these individuals to engage in the separation process, mourn their losses and invest in the new environment.

The empirical studies on Identity Status also provides some support for these conclusions. With regards to the above finding the Identity Status research has identified a group similar to the individual in the Mid Cohesive group. This group has been called the Identity Achievement Status. Individuals in this status have achieved the highest level of independence (Marcia, 1966; Randell, 1979), with a low dependency on authority (Marcia, 1967). These individuals' self-esteem reflects an internal frame of reference so that shifts in the environment are not disruptive (Marcia, 1966, 1967; Matteson, 1975). These individuals were found to achieve higher grades, and find their work in college more meaningful (Cross & Allen, 1970; Randell, 1979). From this research it may be hypothesized that these individuals would achieve the best overall adjustment to college.

The Ss who saw their families as Moderately Cohesive scored third on the Home Adjustment scale (mean = 11.68, Table 2). The group consisted of 19 Ss. The family characteristics that were perceived as Moderately Cohesive involved strong marital and sibling relationships, with stable generational lines. Time and space were used individually as well as shared with the family. Likewise, friends

and activities were both individual and family based. Decisions, although made individually kept the family's welfare in mind. Emotional closeness and dependency were encouraged and preferred. However, separateness was respected, and independence was acceptable at times.

It is contended that the Ss in this group, having come from emotionally close families which encouraged dependency, are in the midst of a struggle to achieve a sense of autonomy. This struggle can be characterized as ambivalence. The findings from Tables 2 and 4 seem to support this contention. The Ss in the Moderate group achieved a Home Adjustment score which reflected their dissatisfaction with their home conditions (Mean = 11.68, Table 2). On the Separation scale, however, these Ss obtained a score which reflected a high level of separation feelings from home. These findings may reflect the coexistence of both positive and negative feelings towards the family and an accompanying set of positive and negative mental representations of the family and self. Bell points out that some tension in the home is a "normal accompaniment of adolescent growth" (Bell, 1962, p. 6), and therefore not necessarily maladaptive. Olson, Bell and Portner (1978) further point out that the Moderate level of family cohesion reflects a healthier atmosphere for individual development than either of the extreme levels of family cohesion (i.e., disengaged or enmeshed). These two points allow us to view ambivalence as an adaptive conflict which is dynamically relevant to mourning. The components of this ambivalence can be seen as: 1) the resurgence of dependency wishes, stimulated by the act of leaving home; and, 2) the continued development of the

family's dynamics, which for this group, involves a continued struggle for individual independence. The coexisting positive and negative mental representations of the family may allow these Ss to slowly give up the dependency wishes and mourn the loss of the family. Simultaneously, these internal familial images, which have their base in the individuals representational world, i.e., their psychic life, may provide support from the encouraging aspects of the family which permitted and encouraged the individual to become somewhat independent and secure in his abilities and interpersonal relationships.

The empirical studies on Identity Status also provides some support for these conclusions. With regards to the above finding the Identity research has identified a group similar to the individuals in the Moderately Cohesive group. This group has been called the "Mortorium" Identity Status. Individuals in this status appear to be in the midst of an identity crisis. These students are often conflicted between parental and societal demands (Matteson, 1975). These individuals possess a stable self-esteem and have an internal locus of control (Marcia, 1967; Orlofsky, Marcia, and Lesser, 1973). Where these individuals showed a less dependence on authority (Marcia, 1966, 1967) and demonstrated a strong affinity for wanting authority figures (e.g., faculty) to treat them as peers, they also showed a greater dissatisfaction with faculty, administrators, and fellow students (Waterman & Waterman, 1970). These ambivalent struggles were also found in the parental relationships. Donovan (Marcia, 1980) found the state of object relations for these individuals reflected a struggle with oedipal issues as they struggled

to emancipate themselves from their parental introjects. Ambivalence was also found in these individuals interpersonal relationships with their parents by Jordan (Marcia, 1980). Both Jordan and Donovan noted the oedipal quality of this ambivalence.

The final group on the Home Adjustment Scale consisted of those individuals who saw their families as Cohesively Disengaged (Mean = 13.67, Table 2). This group consisted of 12 Ss (Table 2). The family characteristics that were perceived as Disengaged involved poor marital and sibling relations with blurred generational lines. The use of private time and space was preferred and maximized. Activities and friends were primarily kept apart from the family interaction. There was a marked emotional separateness which resulted in isolation and a lack of family loyalty. This left the family members to depend upon their own resources.

It is contended that the Ss in this group, having come from emotionally disconnected or cut off families, have experienced a premature separation from their families which interferes with initial adaptation. The major explanation given for this interference is the group's inability to engage the task of mourning the loss of the familial environment and divest the familial dependencies. The findings from Tables 2 and 4 support this contention. The Home Adjustment score obtained by this group indicated that they perceived their home life as poor. Bell (1962) notes that if the adolescent reports a negative feeling about his home life and if these feelings are intense and persistent over a considerable period of time they may have a seriously disturbing influence on his overall adjustment.

These Ss, also, reported the lowest feeling of separation from home (Table 4). This score was significantly lower than 2 of the 3 more cohesive groups (i.e., the Moderate and Enmeshed groups). This

finding may be interpreted as this group attempt to cope with their present demanding situation (i.e., adapting to their new environment) by denying the issues of separation and mourning. Hence, they may be seen as "shunning" the first psychoocial task of Divestment. Bowen (1960) notes that families with a low degree of family cohesion have a marked absence of intimacy and there is marked emotional distance between family members. These families have a tendency to expect the adolescent "...to move (or be expelled) into the outside world early and forcefully. In separating himself from his family, he appears pushed by a vis a tergo" (Stierlin, et al., 1973, p. 222). It can be speculated that in experiencing their families as disengaged, the problems of separating from them may have become enhanced and the development of their future relationships complicated. This speculation is derived from the literature on human attachment. Winnicott notes that problems in human attachment, especially early attachment, gives rise to difficulties in later interpersonal relationships. He believes this is due to a fixation or arrest in the potential for human relatedness and has called this "ego-unrelatedness."<sup>1</sup>

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<sup>1</sup>So far the data has been explained from a framework which considered the intrapsychic and interpersonal determinants of psychosocial development. An alternative explanation for this data may be interpreted from learning theory. Dollard and Miller based their theory of the learning process on a simplified version of Hull's theory. Briefly put, this theory relies upon 4 factors: drive (something must be wanted by the learner), cue (somethings must be noticed), response (something must be done), and reward (something



### The Perceived Family Adaptation

The data for the Perceived Family Adaptation variables was found to be non-significant (Table 7, Appendix D). This finding seemed

must be obtained).

What follows is an explanation of how learning theory fits the assumption derived from the data: that the Ss adjustment scores reflect the amount of closeness the individuals felt toward their families. First, the initial adaptation to the transition of living at college can be seen to rest upon 2 primary tasks. These are the development of social skills (making friends) and the satisfaction of academic requirements (study habits). Both of these tasks can be seen as having their organizations, of the habit formation, in the early development of the individual. This development depends upon the individual's interactions with his family.

In regards to the first task, the acquisition of social skills needed to create friendships, the learning process can be formulated along the 4 factors in the following manner. To make friends an individual must have access to certain behaviors which will enhance communication and facilitate warm or positive affects. He must, also, be able to respond to situations (cues) where these behaviors will be responded to appreciatively (rewards). The reason that this is a task of initial adaptation is because it is based upon needs (drives), i.e., the need for affiliation, and a need to reduce tension created by loneliness. The development of the habit formation which envelopes these factors can be seen as originating in the family. If the family offers the S, as a child, a sound field for learning the process then the habit formation may begin to develop. As the S develops he may transfer this learning (via learning generalizations) to his peer group. An essential ingredient in learning this task would be being able to "make friends" with his family members which would necessitate seeing his family as emotionally close.

This same learning process may be applied to the other task - the satisfaction of academic requirements or the formation of study habits. It is assumed that the development of the "study habit" occurs throughout the individual's career as a student. The drive may be to accomplish recognition or avoid anxiety or fear. This drive may initially be connected to the parents and/or teacher. Later, it may shift to peers and/o be internalized as one's own expectation. The cues for studying may initially be structured by the parents. For example, one cue may be the element of time. Initially parents may set limits on the S (e.g., when to do homework). The student eventually begins to gauge how much time is necessary for particular assignments. These cues may later be transferred into "scheduling" oneself based upon the work load given. Studying then becomes the response and recognition (by oneself and/or by others) or the avoidance of fear or anxiety, the reward. Like the first task the transfer of the old learning from one situation to the next would occur through the generalization of the 4 factors: drive, cues, response, and reward.

Although this explanation gives a certain rationale for the findings it was not used as the major theoretical stance. The reason it was not used was, in the authors opinion, it failed to describe the depth of the adaptation experience.

inconsistent with regards to the other findings, in that, the families cohesion was found to be important to the Ss initial adaptation to college but the families perceived ability to cope with situational and developmental stress was not. There are some possible explanations for the non-significance when related to the concept of validity.

The concept of item validity questions whether the items, asked on a scale, in fact, measure what they say they measure. In this particular scale the items may be considered either completely irrelevant, or measuring another aspect of adaptation. If the items are seen as irrelevant then they are not measuring the family's adaptation skills. An alternative explanation that might account for the items being irrelevant is that the individual learns the family's behavioral adaptation patterns early in life and these are transferred to his own, more situationally effective, means or style of coping. This was alluded to in the finding on the Perceived Family Cohesion groups and the Bell Adjustment scores.

On the other hand if the item were measuring another aspect of dimension of Perceived Family Adaptation then they may not appear relevant to the individual's immediate adaptation, but, in fact, be relevant to his continuing adaptation. That is, the score may reflect a "sleeper effect". For example, initial adaptation to college may heavily rely upon certain institutional determinants, i.e., heavy academic requirements and ready made social communities in the dormitory. These determinants may not require the individual to initially draw upon his personal patterns of coping. These patterns, derived from the family, however, may be essential later for continued adaptation.

Speculation on Non-Significant Data

Orienting oneself to time and space are two major functions of the person's ego. These functions are used to organize and maintain organization of the ego. Once the students arrive at college, routine and spatial involvement differ. The dormitory variable compared students living in two separate and structurally different dormitories. Group 1 lived in Carmen Hall. This dormitory was designed so that each floor had a center hallway with living suites on both sides. Each suite consisted of two bedrooms and a bathroom. Each bedroom was shared by two students. There were two student counselors per floor and a television lounge at the end of each hallway. Group 2 lived in John Jay Hall. This dormitory was designed with single rooms which bordered a U-shaped hallway. Each floor consisted of approximately 50 students who shared bathroom and lounge facilities.

A consistent trend in the data indicates that the individuals from Carmen Hall scored better on all 6 adjustment scales than those from John Jay Hall. There was a significant relationship found, at the univariate level of analysis, between the two groups and the subscale of Hostility. The multivariate  $f$ , however, was not significant. The individuals from Carmen Hall scored significantly more friendly than the individuals from John Jay Hall.

It may be argued that this difference is due to the environmental structure in which these two groups of students live. Carmen Hall individuals were placed from the first day of college in a situation where they had one roommate and two suitemates. This formed a

readily available peer network. Likewise, when they visited other students on the floor where they lived or in the building, they visited not only the individual student but his roommate and suitemates. The individuals in John Jay, unlike those in Carmen Hall, had to overcome certain obstacles in making friendships. Having spent quite a few hours on these hallways it may be helpful to note a few observations. Those who lived in the suites did seem to form their friendships around the suites or someone else's suite. Hallway activity although present in Carmen Hall, was not the major center of activity. The lounges in this dorm were also rarely in use. Those who lived in John Jay, on the other hand, had multiple friends throughout the hall and were not geographically restricted. These individuals spent a great deal of their free late evening time socializing in the hallway, lounge, and rooms. Hallway doors to the rooms were often left open, whereas, hallway doors in the suites were more often closed. It may be speculated that the individuals in Carmen Hall were able to develop a more limited but more intense peer network than the individuals in John Jay. These limited but more intense relationships may have served to combat the students' sense of loneliness more effectively. Reducing the situational stress of loneliness may have resulted in the higher scores obtained by these individuals on the adjustment subscales.

This data is consistent with a study done by Martin (1974) and Holahan & Wilcox (1978). Martin (1974) looked at friendship choices and their relationship to the proximity of the individual's resident hall. He found that friendships are usually made quickly and within

close proximity to the student's dormitory. Halahan and Wilcox in a study of the effects of low versus high-rise dormitories on friendship formation found those from the low-rise dorms were significantly more satisfied, and established more dormitory based friendships than the comparison group. This data is consistent with the earlier contention that the architectural structure of the dorm may effect the intensity of early friendship formation and its ability to combat loneliness.

An alternative explanation for these observations would consider the predisposition of the Ss personality. Selection of the dorm rooms was based, by the University, upon preferences made by the students before they arrived. As a result of this procedure the formation of S relationships, observed the E may not have been due to the environmental setting, but instead, created by a psychological bias due to the individual's personality. That is, the Ss who were generally more gregarious probably chose to live with roommates. While the more withdrawn Ss probably chose to live alone.

#### Summary for Phase I

The total adjustment scores were critically questioned. It was found that these scores did not reflect a total picture of adjustment because the Home Adjustment scale differentiated the Perceived Family Characteristics to a significantly greater degree than the other adjustment subscales. This resulted in a "swamping effect" in the results of the total score values which created a distortion in the value's meaning.

The major findings of this phase were that relationships were found to exist between the Perceived Family Cohesion scores and the Home Adjustment and Separation scores. Furthermore, relationships

were found to exist between: the Separation scores and the Home Adjustment scores; and, the Submissiveness-Self-assertion scores and the Separation scores.

From the major findings it was suggested that the individual's perception of their family's closeness reflected how well they would adapt to the initial phase of college. It was further suggested that the way the individual perceived his family's level of cohesion was consistent with findings from the Identity Status research. From this it can be speculated that initial adjustment may be related to the type of resolution the individual chooses to cope with the identity crisis.

From the major findings the following conclusions were drawn. The Ss that perceived their families as Cohesively Enmeshed achieved the best initial adaptation. It was conjectured that the reason this group scored the best was because they had not yet emotionally separated from their parents. This assumption was consistent with the BAI Home Adjustment score, for this group in relation to the three other groups (Table 2); and the Enmeshed group's scores on the separation scale (Table 4). It was further suggested that this group relied upon their parents' expectations of them to guide them. Because this group needed the sense of a strong attachment to their families they needed to maintain a high familial esteem.

The Ss that perceived their families as Cohesively Mild achieved the second highest score. It was conjectured that this group scored

well on home adjustment because they had developed a high degree of autonomy. This enabled them to be less dependent upon their parents for direction and guidance. This assumption was consistent with the groups BAI Home Adjustment score (Table 2) and the Mild group's scores on the Separation scale (Table 4).

The Ss that perceived their families as Cohesively Moderate achieved the third best score. It was conjectured that this group reflected a struggle to emancipate themselves from their parents on an intrapsychic and interpersonal level. This struggle reflected an ambivalence in the parental relationship. In light of the groups family dynamics, as presented in their descriptive cohesion characteristics this ambivalence was considered adaptive because it seemed to facilitate separation from a family that encouraged dependence. This assumption was consistent with the groups' BAI Home Adjustment score (Table 1), and the Moderate group's scores on the Separation scores.

The Ss that perceived their families as Cohesively disengaged scored the poorest initial adaptation. It was conjectured that these individuals, who saw their families as emotionally rejecting and detached, had difficulty in coping with demanding situations. It was thought that the findings, on Home Adjustment (Table 2) and Separation (Table 4), may have reflected a defensive position by the Ss which could be used to avoid feeling completely isolated in their new environment by denying any feelings of separation. As long as the denial was maintained the Ss could make some gains in the "investment" or adaptation process. However, it was also speculated that these

new attempts at adaptation would be complicated by the denied separation feelings.

#### Speculations on Non-Significant Findings

A factor which may have been influential in coping with the stress of loneliness was the type of dormitory the Ss lived in. Although this variable produced only a weak relationship to the adjustment scale it was believed that the scale of Hostility-Friendliness did have some consistency with the E's observation. It was suggested that the difference on this scale may have been due to the environmental structure in which these two groups of students lived. It was furthermore suggested that these environmental structures may have influenced the kind of friendships that were formed between the students (i.e., a limited but more intense relationship developed between the students in Carmen Hall). This was consistent with the groups scores. Finally it was posited that the limited but more intense friendships may have been more effective in reducing the initial sense of loneliness and that this may have resulted in this groups scoring on the "more friendly" level of this scale.

An alternative interpretation which considered the individual's personality prior to his college entrance was offered.

#### Phase II - Interview Findings

The results of the Phase II data from the interview revealed six significant relationships. The content area which investigated "issues of separation from home" revealed 3 of the statistically significant findings. These were between the adaptation variables



of motivation, autonomy and self-esteem and the 3 composite groups. (An explanation on the development of this group was presented on page 73). An investigation of the "academic issues," also, revealed 3 statistically significant findings. These were between the adaptation variables of motivation, autonomy, and self-esteem and the 3 adjustment composite groups. Two weak relationships were, also, reported in an investigation of the content area of "social-peer relationships." These relationships were between the adaptation variables of motivation and self-esteem and the 3 adjustment composite groups.

#### Adaptation Variables

Before entering into a discussion about the findings of this phase a description of the judges ratings for the adaptation variables is necessary. In determining their ratings the judges were asked to consider both behavioral characteristics and emotional involvement, as determined by the interview data. The behavioral characteristics were based upon questions about what the individual thought and did in certain situations. These situations differed from one content area to the next and will be clarified with the specific findings. The emotional involvement of the individual was based upon two sources of data. The first source were questions about the individuals feelings about the certain situations he was involved in. These, too, will be clarified in the specific findings. The other source was the emotional tone the individual communicated with regard to the area of concern. This was one of the benefits of rating the taped interview

as opposed to the typewritten transcripts of the interview.

The judges were directed to listen to one full playing of the interview tape. They were then instructed to replay the tape as many times as necessary to make their ratings. It was explained that although the judges were asked to rate the 8 content areas there would be some spill over of content from one area to another. Also, the judges were alerted to the possibility that important themes for the individual would be likely to reappear throughout the interview.

Motivation. In this section the basic question most inquires of motivation attempt to answer was not pursued. This question succinctly stated by Benesh and Weiner (1982) is: "How should the relative contribution of person versus situational determinants of action be conceived?" (p. 890). Instead the judges were asked to rate the product of motivation. This was defined as the individuals level of involvement in the 8 content areas. To determine the level of involvement the judges were directed to base their ratings on 4 considerations: (1) the verbal enthusiasm displayed by the individual, (2) whether the individual's involvement was primarily based upon internal satisfaction or external rewards, (3) whether the central interests represent a theme in the individual's life, and, (4) whether the central interests are integrated into the individual's other areas of activity. At the high end of the scale the individual appears to have a stable pattern of interests which has a thematic relation to other areas of his life and is part of his self-concept. He is motivated mostly by internal satisfaction. At the low end of the rating scale the individual appears to be disinterested or had

no involvement in the area of concern.

Autonomy, defined as "freedom of action", is a tendency in the individual to resist external influences by subordinating the environmental forces to the individual's own sphere of influence. In the present study the autonomy score sought to rate how well the individual was able to maintain his sense of independence in each of the 8 content areas. At the high end of the rating scale the individual appears to behave in a highly independent manner. He is neither covertly dependent nor defensively counter-dependent but seems to have achieved a reciprocal relationship between the environmental demands and personal interests. In making decisions he is not dependent solely on either internal or external forces. He is able to consider all impinging forces and is capable of accepting responsibility for his decisions once made. At the low end of the rating scale the individual appears either highly dependent upon external sources for decisions, involvement or gratification, or grossly counterdependent. The dependent individual does not distinguish between external demands and personal interests and he may comfortably accept the role of obedience. The counterdependent individual may appear to have a gross sense isolation which he substitutes for dependence. This individual will use detachment as a means of not coping or avoiding environmental tasks which demand his attention.

Self-Esteem was imply defined as the individual's perception of his self-worth. In the present study the self-esteem score sought to rate how well the individual was able to present his self-esteem in the 8 content areas. The judges were asked to base their ratings on

3 considerations: (1) How did the individual perceive his role, his characteristics and abilities, in relation with others or with a specific activity (e.g., studying). (2) The degree to which the individual held a positive or negative attitude toward this role. (3) The degree to which the individual felt secure and competent in his role. At the high end of the scale are individuals who appear to have a positive self-image in relationships with their family, friends and/or activities in which they engage. They view their roles positively and are satisfied with their actions. These individuals demonstrate a sense of security and competence about their life style. At the low end of the spectrum the individual presents one of two sets of characteristics. In the first set the individual may appear to have a negative self-image in relationship with his family, friends or specific activities. He appears unsatisfied with his role and with his actions. He presents doubts about his sense of competence and security. In the other set of characteristics the individual may appear to have an isolated self-image. He may appear as either isolated or exaggerated in his relationships with his family, friends, and/or activities. His attitudes toward the perception of his role, as well as the sense of security he demonstrates, may be positive but will appear related to his isolated or exaggerated style of relating.

### Separation

The judges were asked to rate how the individual perceived leaving home and how did he adapt to this task. These ratings were based on the adaptation variables, and determined by the behavioral

and emotional content derived from the interview. The behavioral characteristics in this content area included the following: First, a description of the individual's relationship to his family was sought. These descriptions included the status of the relationship both prior to going away to college and at the time of the interview. The interviewer attempted to capture the quality of these relationships. He, also, explored in detail what it was like for the individual to leave these relationships and how they attempted to cope with this separation. A description of the individual's high school years and any preparation he may have consciously made for college was also sought. The emotional involvement for this content area was determined by what the individual felt about his relationships and his experiences, as well as, the manner in which he reported them.

A univariate ANOVA reported three significant findings in this content area. The first finding was between the judges Motivation score for separation and the three adjustment groups, ( $p = .01$ ). The next finding was between the judges Autonomy score for separation and the three adjustment groups, ( $p = .00$ ). The final finding was between the judges Self-esteem score for separation and the three adjustment groups, ( $p = .00$ ).

#### The Relationship Between the Judges Motivation Score for Separation and the Three Adjustment Groups

In the content area of separation the judges were asked to rate how involved the individual appeared in the separation process. The data reported a significant relationship between the 3 Bell

Adjustment groups and the Motivational rating ( $p = .01$ ). Of particular interest in this finding is the positive linear pattern between the group means and the 3 Bell groups.

Group 1, obtained the best Bell Adjustment score. This group was rated as a little bit more than moderately involved in the separation process (Mean = 3.2). Group 2 obtained a moderate Bell Adjustment score. This group appeared less involved than Group 1. The mean score for Group 2 (Mean = 2.5) fell midway between the low and moderate ratings. Group 3 obtained the worst Bell Adjustment scores. This group showed the least amount of involvement in the separation process (Mean = 1.8). This group mean score fell below the low level of involvement. As mentioned there were no gross differences in the standard deviations for these 3 groups. Hence, the results cannot be attributed to skewed scores.

This finding indicates that the level of motivation with the separation issues, as determined by the judges, is highly associated with the Ss perception of their initial adaptation to college, as determined by the Bell Adjustment score. This finding offers some validation to the accuracy of the Ss perception of their adjustment scores in the Phase I data.

Initial adaptation to college has been conceptualized as consisting of a 2 phase process. This has been called the "divestment-investment" process (Medalie, 1981). The major task for the separation, or divestment, phase of initial adaptation is mourning. The college freshman, having restructured his world by leaving his friends, family and the academic demands of high school behind, has entered into a

new and unfamiliar setting. The ties he maintained to the high school years must to some extent be given up so that new investments can be made. This entails mourning these losses. The mourning process is thought to endure, though to successively lesser degrees, throughout the freshmen year. By the beginning of November, when the interviews occurred, involvement with the separation-mourning process was still evident and seemed necessary for initial adaptation. This was demonstrated by Groups 1 and 2. The reasons that the level of involvement for these groups was not rated as high is probably because the issues of separation and the task of mourning have already been partially dealt with during the previous two months. A high involvement with the separation issues, at the point in time of the interview (November), would seem nonadaptive due to the other environmental and situational tasks which demanded the individual's involvement. These "other tasks" can be considered as the tasks of the investment phase. Group 3 reveals that a mean score below the low level of involvement was strongly associated with poor initial adjustment, as measured by the BAI. One way to view this finding is to consider that Groups 1 & 2 may have had a higher involvement with the separation/mourning process at the beginning of the adjustment period (i.e., September/October). As the Ss in these groups found various ways of coping with their feelings about being away from home the demands to be involved in the mourning process may have lessened. (Woulff (1975) in her study on homesickness in college freshmen, supports this conclusion by noting that homesickness usually decreases as the Ss develop friendships in their new environment. Homesickness can be

considered, in one sense, an overinvolvement with the separation process. Whiting (1980), in his study of freshmen dropouts, also offers this conclusion some support. He notes that the interactional patterns of the dropouts' families were primarily characteristic of enmeshment. Group 3, on the other hand, may have never been involved in trying to engage the separation process. That is, they may have tried to avoid the painful aspects of mourning which accompany separation. Or, they may have engaged in the process at first but then detached from it.

Descriptions of the familial relationships given by the Ss in the 3-Bell groups indicates that the issues of separation to be contended and coped with may have been more difficult for the Ss in Group 3 than the Ss in either of the two other groups. Although, there was no systematic data on this point one could formulate the opinion, after careful examination of the interviews, that the Ss who had achieved high or moderate Bell scores (i.e., Groups 1 & 2) related experiencing less familial difficulties than the Ss in the poor adjustment group (Group 3). Seven of the 10 Ss in Group 3 described their parental relationships as either openly hostile or indifferent. The remaining 3 Ss described parental relationships that were conflicted but which also maintained a high degree of parental concern and support. This supportive but conflicted kind of relationship was typical of the majority of Ss in Groups 1 & 2. The possible avoidance or premature detachment from the separation process by the Group 3 Ss may have been facilitated by the stress created from their family dynamics. Viewing their families as hostile



or indifferent may have aborted their ability to mourn and subsequently inhibited the giving up of their previous familial ties to engage in new relationships. In attempting to continually cope with these difficulties the Ss may have found it more difficult to competently engage and cope with the other investment demands and tasks of the initial adaptation period.

This data is consistent with and supportive of the data found in Phase I on the Home Adjustment scale. That is, the Ss that saw themselves as highly adjusted, moderately adjusted, or poorly adjusted, from the Bell scores, were also seen by the judges as progressively less involved with the divestment task.

The Relationship Between the Judges  
Autonomy Score for Separation and  
the Three Bell Adjustment Groups

The judges were asked to distinguish the individual's level of Autonomy for separation. That is, how free the individual felt to leave home. Because of the complexity involved in rating the behavioral and emotional indices the judges were told to consider the five ratings of Autonomy as psychological representations rather than literal definitions and to rely on their clinical inferences when in doubt. The data reports a significant level of  $p = .00$  among the 3 Bell groups for the autonomy rating on the content area of separation. Once again, the pattern of the groups means is striking. This pattern reveals a positive linear relationship between the 3 Bell groups and the Autonomy means.

Group I, considered the most adjusted group, obtained the highest group mean for Autonomy (Mean = 3.1). It fell in the moderate range

of autonomy ratings. This range is characterized by the individual who is actively engaged in a struggle over independence both internally and externally. Group 2, who scored in the moderate range on adjustment, scored in the low/moderate range of autonomy with a group mean of 2.0. This range is characterized by the individual who is fairly dependent on, as well as, identified with the external sources for decision making and guidance. Those individuals present a low level of conflict and concern about being more independent. Group 3, the worst adjusted group, scored in the low level range of autonomy with a group mean of 1.3. This range is characterized by the individual who is either highly dependent upon external sources or counterdependent and detached, avoiding the environmental task.

This finding indicates that the level of Autonomy with the separation issues, as determined by the judges, is highly associated with the Ss perception of their initial adaptation to college, as determined by the Bell Adjustment scores. This finding offers further validation to the accuracy of the Ss perception of their adjustment scores in the Phase I data.

This is the first time that the majority of these Ss have left home for what would be a long period of time. Richards (1981), Medalie (1981), and Sullivan and Sullivan (1980), have all noted the immense psychological meaning the move has for the students and their families. It signals: the first step in leaving home permanently, facing one's abilities and limitations, and the end of childhood. At the same time Erikson (1968) has pointed out that at

this age these individuals are grappling with the developmental task of identity formation. That Group 1 showed the highest autonomy group mean and fell within the moderate range of autonomy suggests that their present struggle to independently cope with the issues of separation are highly associated with their initial adjustment to college. That this group was viewed as being moderately independent in the separation process indicates that these Ss most clearly typify what A. Freud (1958), Lample-de Groot (1960), Lidz (1969), and others have described as the adolescents' developmental struggle for autonomy. That is, his vacillations and attempts to cope with wishes to be dependent and to be independent. Once again, this may reflect the internal struggle that occurs in the mourning process.

Group 2 scored "fairly dependent" on some external source. This indicates that the individuals need not be substantially concerned with autonomy to acquire a moderate initial adjustment to college. Instead, they may at times substitute satisfying external demands, from either home or their current situation, for making internal decisions about the demands. The substitution of satisfying external demands for independent decision making and independent action may reflect this groups way of coping with the "divestment-investment" process. At times, these Ss may be seen as coping with the need to be independent. This necessitates coping with the fact that they are basically alone. At other times, however, they may shift their concerns to what is being required of them by the environment. This shift may occur from either an increase in the demands made by the environment (e.g., assignments due, other deadlines to meet, etc.).

This shift may also occur when the weight of being alone becomes too great. Hence the shifting from a independent decision-making mode of coping to a more dependent mode of coping (i.e., satisfying external demands) may reflect the use of mastery, coping and/or defense mechanisms. Regardless, the shift is viewed as an adaptive means of engaging the various "divestment-investment" tasks.

Group 3 attained a high dependent or counterdependent score. This group was strongly associated with poor initial adjustment to college. Unlike Group 2 this group may have either substituted most personal decision-making in order to satisfy external demands, or avoided the decision-making process entirely. By doing this the Ss would avoid the painful tasks of mourning which are created by the separation. It has been suggested, in the previous finding, that the issues of separation may have been qualitatively different and more painful to cope with due to familial dynamics, for the individuals in Group 3.

Two case vignettes will be offered following the next section to illustrate the differences on the Adaptation variables.

The Relationship Between the Judges' Self-esteem Score for Separation and the Three Bell Adjustment Groups

The judges were asked to rate the level of Self-esteem the Ss displayed with regards to the separation process. The data reported a significant difference among the groups ( $p = .00$ ). Once again, the group means revealed a positive linear pattern in their relationship with the 3 groups.

Group 1 had a group mean score which fell just under the midpoint between the moderate and high levels of self-esteem. Group 2 fell just below the moderate level. Group 3 had the lowest level of self-esteem falling slightly above the low level of self-esteem.

This finding indicates that the level of Self-esteem during the separation process, as determined by the judges, is highly associated with the Ss perception of their initial adaptation to college, as determined by the Bell Adjustment scores. This finding also offers further validation to the accuracy of the Ss perception of their adjustment scores in the Phase I data. Those Ss who felt best about themselves in relation to others and/or a related activity in the separation process, also, had the best Bell adjustment score. In general, these Ss were judged as satisfied, although, somewhat ambivalent with the way they left home. They were, also, judged as mostly satisfied, although somewhat ambivalent, in their present relationships with their friends, and with their families. That is, they reported a sense of self-worth from these relationships.

That ambivalence appeared in the groups associated with the highest and middle adjustment may indicate that this conflicted affect is necessary in coping with the tasks of separation. Medalie (1981) following Levinson's human 'life cycle model' sees the separation task as follows: "Young people are engaged in leaving childhood ties behind and forming a new life structure suitable for adulthood" (p. ). In achieving this task ambivalence may play a major dynamic role. Ambivalence is defined as: "The coexistence of two opposite.

drives, desires, feelings, or emotions toward the same person, object, or goal." (Frazier, S.H., et al., 1975, p. 13). With regards to the judges rating ambivalence is the coexistence of positive and negative self-images, and accompanying affect. Dynamically, ambivalence may be understood as adaptive. The negative self-images in Groups 1 & 2 may be used by the Ss to detach from relationships with people, objects, and/or activities associated with childhood dependencies. In the same way the positive self-images in Groups 1 & 2 may be used to maintain attachments, to these same people, objects and/or activities which may also be associated with adult independence. These attachments are necessary for the individual to draw support from. This seems to be an important element of the mourning process. By giving up individuals, objects and activities which are related to childhood dependencies the student can give up some of the negative self-images affectively connected with them. By doing so he is capable of maintaining a sense of support. This support may be either from an internal source (e.g., a sense of competence from previous acquired mastery, or the thought of someone who is positively regarded) or an external source (e.g., success in the present activity, communication with someone of high positive regard). The importance of the role of the positive qualities in the parents relationship with the student facilitates freshmen adaptation. This has been noted by Sullivan and Sullivan (1980), Greenhouse (1976), Musgrove (1967) Heilbrun (1962), and Weigand (1957). It has also been suggested by Sullivan and Sullivan (1980 and Greenhouse (1976) that the relationship between most residential freshmen and their parents undergoes

a change which is characterized by an increase of affection, communication, and independence. This may indicate that in facilitating the freshmen's initial adaptation the family's level of emotional closeness (i.e., cohesion) may supercede its ability to change (i.e., adapt). This assumption may be indicated from the two studies' findings mentioned above, because the qualities of affection, communication, and autonomy which their subjects drew upon to adapt to school are qualities which help to make up family cohesion.

Ss who are primarily lacking in positive self-images, like those in Group 3, may be seen as lacking in the positive internal and external supports. This may be a factor which deters their capacity to mourn. If an individual does not have a sufficient sense of internal and external emotional support engaging a sense of loss could threaten their ability to function in the present environment. In meeting the demands of their environment these Ss may need to consider other adaptive strategies. In short, ambivalence may be a key psychodynamic factor in the working through of mourning, and therefore may facilitate the initial adaptation (divestment-investment) process.

The data from these three findings is consistent with and supportive of the data found on the Home Adjustment scale. That is, the Ss that saw themselves as highly adjusted, moderately adjusted, and poorly adjusted, from the Bell Adjustment scores, were seen by the judges, reciprocally, as: less involved, less independent, and lower on self-esteem.

Two case vignettes will be offered to illustrate the type of cases in the 3-Bell Adjustment groups.

One student (Bill from Group 1) reported that the two things that helped him to settle in the most, at the beginning of the school year, were (1) friendships he had made in his dormitory, and (2) his connection to his friends and family at home. Bill described his relationship with his parents before he went to school as "okay." Both of his parents were well educated and his father was an influential person in the community. He went on to say that he and his father had had a very difficult relationship in the past few years. They fought consistently. In his last year at home, however, he believed that they had both made an effort to get along better and were able to work out some of the problems. "The trouble is," said Bill, "that my father and I are too much alike. We are both stubborn, strong willed, and intelligent. So there was always a personality conflict. One of us always felt threatened. Don't get me wrong. I like my father and I am proud of him.... He came from a very poor family and is a self-made man. He put himself through medical school .... But sometimes he can be a real pain..."

Bill got along well with his mother and sister. His mother was a housewife who sang as a hobby. Bill felt that she could have been famous but stated that she gave up her singing for her husband's career. He felt that she might have some regrets about that decision. One of the major roles that she played in the family was as a referee between Bill and his father. "She usually ended up being really caught in the middle. Because, she would have to defend me and she would also have to enforce my father's point of view. But there were also good times as well as conflict."

Bill pointed out that his sister was also a source of family conflict. They got along well, in part because of this. Bill felt that his sister was less sensitive and a little more extreme than he. "She just says or does anything, right now, to get attention, to make them angry." He was optimistic, however, about her outcome and stated: "...it'll take some time but she'll straighten out alright."

Bill reported that high school had been "excellent" for him. He had many close friends and knew many others. He also had a girlfriend whom he had dated for 10 months. This relationship was serious but Bill did not see it eventuating in marriage.



Leaving home had been difficult for Bill. When asked about leaving his friends he stated: "I had never cried with guys before until I left for college which is kind of a wierd thing to do. Its not bad. Its kind of neat. It was just beyond my realm of experience before I came here. Yeah, I liked it but it was hard as hell." He kept in touch with his friends by mail. He also felt sad about leaving his family. He found himself missing them more than he thought he would. He kept in contact with them by calling on a weekly basis. He felt his parents were "concerned" about his going away but also very proud. Most of all he missed his girlfriend. He called her every other night for the first two months but recently had to reduce his calls to twice a week because of the phone bills. Bill's home is in the southwest portion of the U.S. Bill reported feeling homesick at times. This occurs less frequently now than at the beginning of the year but he reminded the interviewer: "I left a major portion of my life down there. I left my girlfriend and my best friends who are more important to me than anything else I have. My parents too, my family I guess, but I don't appreciate them as much. Well I don't think of them as much."

When asked how his friends and family have helped him to settle in Bill said: "It really helps to know that someone still loves you when things seem to be going wrong." Bill also felt that the friendships he had made at college also helped him to settle in.

Bill felt determined about his success at college. In describing himself he said: "Well I'm a little lazy, but I do keep things under control. I don't think I have realized my potential. Yet I still do well with grades. Overall I'm a pretty neat guy."

## Case II

A second student (Ron from Group 3) reported that the two things that helped him to settle in the most were: 1) his ability to organize himself around his studies, and 2) his interests in New York City. Ron's parents drove him to school from their midwest community. When asked what it was like for them to leave Ron replied: "Nothing. Not much at all. Even when I was living home I always kept to myself. I've always been independent. I never wanted to go out at night. So I dind't have conflicts with my parents. When I got here it wasn't like I was liberated like the other students. I have been preparing for college

all my life. I've always been thinking about it. Two years ago I started looking through college catalogues. From the information I read it seemed that Columbia College was one of the more serious intellectual institutions.

In describing what his family felt about his being at this school he said: "They are not intellectually oriented. I think they are proud of the fact that I am going to Columbia. But I don't think they understand the implications behind that. They don't really know what the Ivy League is. They don't know what higher education means. Apart from that I don't know." The first few days for Ron were not easy; he reported feeling nervous and confused.

Ron's father had a high school education and worked as a manager of a high technology firm. His mother graduated high school and studied business for two additional years. She worked in a customer relations position. Ron described his relationship with his parents as "okay". He went on to describe them in the following manner: "Well they are all very different than I am. They are what you would say...average people. They go to work and come home. Life away from work is more important to them than life at work. I think in opposite terms. It has always been my experience that my parents have told me what I should do: "its not good that you are not mingling with people' .... and that sort of thing. I've always found out that I've been right, at least, I think I've been right. Things have worked out approximately as I have wanted them to. So it kind of makes me angry. But then I think: 'now that they see that I was right it really is okay!'"

"My sister is very different but we have a lot of fun together. We have a good relationship. She is two years younger". When asked what it was like to leave her Ron replied: "Nothing. We have been gravitating away from one another for over 10 years. Something which I could perceive. So it wasn't sudden."

"Father and I are curious to each other. But we don't understand one another. When he was in high school he was in sports, going out and what not. I don't think he understands my objectives, my values."

Ron did not enjoy high school. "I feel I was deprived of something because I come here and see kids, who seem not to know so much more but, who seem to have been exposed to so much more. They have developed different ideas than I have and that bothers me. I think people should get what

they deserve. If someone works for something they should get a fair return on it. I don't believe in spreading wealth. Its another experience from coming from my high school. It bothered me that I had to sacrifice some of my abilities in order for everyone to get an education. I don't know if that's bad.... I spent most of my time with a small group of 20 students in an eccelerated program. We went through high school together but I worked mostly on my own."

When asked how his organizing ability had helped him settle in, Ron said: "I sat down and thought out my objectives, my goals and how I'd like to project to students and to teachers. Because I wanted to change my image somewhat. That was important to me. See that's the way I work, I always sit down and think things out before I go ahead. I think how am I going to manipulate the people, I don't like to say that. But how am I going to influence them. What kind of image do I want to project." I asked Ron what kind of image he wanted to project. "Well I want them to think of me as being intellectual. I want people to respect me for my intellectual abilities. That's the most important thing. And I also decided that I want to be more open, more friendly with people. Because I had learned in the last two years that friendships can be fun and constructive too. So I want to be more open and more serious. I think the two images are almost incompatable. I can't seem to separate the two: the scholar and the outgoing college boy. People don't know what to expect. What role you are playing."

Ron was asked if he would explain how his interests in New York helped him to settle in. "New York City as a linguistic resource, linguistic facility and as a cultural resource appeal to me. Because I came from a cultural desert. I just had to get into a city... I wanted to shed my provinciality and secularize myself. ... I also want to explore New York. Play different roles, go to different areas, do different things, be different people. Try to understand how other people live and how they think. Just temporarily and then go back to being me.

When asked about his overall experience at school Ron stated: "I didn't and don't want college to be fun. I want an indoctrination into the real world. I don't like living in the dorm, but I don't think about it. I really don't like Columbia or New York, if I think about it, but I don't. The environment, the dorm and outside, is ugly and abrasive. But I realize it's making me stronger and building my character. So I can handle situations with a lot more deftness than I could before."

Finally, Ron was asked to describe himself: "I don't know. I think I have something going for me. If I keep doing what I'm doing at some point I will excel in the academic community. Right now I'm very confused and disoriented. Not because I'm in New York or at Columbia, just because I'm a part of humanity and I don't know what to think about that. I don't know where I belong or how to react to that. It may be several years before I find my place. I may never find my place. I'm always searching for things and trying to define myself. I can't say I'm a person because I'm trying to develop. I'm in a transition."

### Academics

The judges were asked to rate how the individual's perceived their academic pursuits and how they adapted to them. These ratings were based on the four adaptation variables, and determined by the behavioral and emotional content derived from the interview.

The behavioral characteristics in this content area included the following: (1) This included whether a major had been chosen or not. (2) If the S had chosen a major the interviewer sought to determine: a) when this major was chosen, b) what other areas were considered, c) what the S would like to do when he finished college, d) what was the highest degree the S sought, and e) what his family and friends thought about these matters. (3) If the S had not chosen a major the interviewer sought to determine: a) if any areas were presently being considered, b) if the S had any notion of what he might like to do when he finished college, c) what was the highest degree he hoped to obtain, and d) what his friends and family thought about these matters. The emotional involvement in this content area was determined by an inquiry into: a) how the S got interested in these areas, or how he felt about not having an area of interest; b) and what had attracted him to the area of study. The combined indices

of this area sought to provide the raters with information that would help them to determine if the S was pursuing some plan of study and how that plan was integrated into their lives.

The second area of inquiry, in the content area of academics, involved a description of the S's present study habits and present ambitions. The behavioral characteristics included: a) the amount of time the S spent studying per day; b) how much time they spent, besides class and studying, thinking about their work, c) what their family and friends thought about their study habits. The emotional involvement in this content area was determined by an inquiry into: The S's concerns about his work and about his grades, b) what his expectations of himself were, c) how he would feel if he did not realize these expectations and how he would cope with those feelings, d) and what were some of the things that might worry him. The combined indices of this area sought to provide the raters with information that would help them to determine the S's present functioning with regards to academic tasks and how well that served him in his initial adaptation.

The data reported 3 significant findings in this content area. The first finding was between the judges' scores for Motivation in academic work and the 3 Bell Adjustment groups, ( $p = .02$ ). The next finding was between the judges' Autonomy score for academic work and the 3 Bell Adjustment groups ( $p = .01$ ). The final finding was between the judges' scores on Self-esteem in academic work and the 3 Bell Adjustment groups, ( $p = .03$ ).

The Relationship Between the Judges'  
Motivation Score for Academic Work  
and the 3 Bell Adjustment Groups

In the content area of academics the judges were asked to rate how involved the individual appeared in the academic tasks which confronted him. The data reported a significant relationship among the Bell adjustment groups and the judges motivational ratings of  $p = .02$ . The group means in this finding form a positive linear pattern between the group means and the 3 Bell groups.

Group 1, considered the most adjusted group, obtained the highest group mean = 3.4. This mean falls just below the midway point between the moderate and high levels of involvement. The individuals in this group could be characterized as being moderate to highly involved with their studies. They appear enthusiastic, and able to maintain their work based upon either an internally motivated source or an external reward. Their academics make up an integral part of their self-concept and has some thematic relationship to other areas in the individual's life.

Group 2 scored in the middle range of adjustment, obtained the next highest group mean = 3.2. This mean falls slightly above the moderate level of involvement. The individuals in this group could be categorized as being less involved in their academics than the Group 1 Ss but still moderately involved. They are also self-directed and enthusiastic, but again, to a slightly lesser degree than Group 1. Academics may be related to other areas of their lives and is somewhat integrated into their self-concepts.

Group 3, scored the worse on adjustment, obtained the lowest group mean score - 2.7. This mean falls slightly above the mid-point between the low and moderate levels of involvement. These individuals could be characterized as the least involved with their studies but they still were somewhat involved. They show less enthusiasm about their work and feel it has little or no thematic relationship to themselves or their lives. These individuals could be characterized as the least involved with their studies but they still were somewhat involved. They show less enthusiasm about their work and feel it has little or no thematic relationship to themselves or their lives. These individuals appear to need extrinsic rewards to help maintain a sustained level of activity. As mentioned in the results section there were no gross differences in the standard deviations for these 3 groups. Hence, the results cannot be attributed to skewed scores.

This finding indicates that the level of involvement with academic activities, as determined by the judges, is highly associated with the Ss perception of their initial adaptation to college, as determined by the Bell Adjustment score. All 3 groups showed an involvement with their academic pursuits and activities. The 3 groups were seen by the judges as giving evidence of trying to cope with the second task of the investment phase. Medalie(1981) has specified this as the "coping with the academic aspects of the student role" (p. Groups 1 & 2 seem to have developed a sense of self-discipline and consistency in their work habits. They appear to have worked at a leveled of involvement which has allowed them to face and master the anxiety generated by the academic demands while obtaining an acceptable

level of adjustment. Group 3 showed a lower level of involvement and/or enthusiasm about their work. Based on the previous findings in the content area of separation, plus the self-esteem finding in this content area, it may be conjectured that this group may be defending against present separation issues.

The level of energy or psychic investment necessary to maintain these defenses may be interfering with: the individual's studying strategies, which they have relied upon in the past, or; with any attempt to establish a work strategy. Medalie (1981) cites two defenses often employed by students to cope with the challenge of the freshmen academic task. One group of students may avoid and deny that their work is a challenge and put off their work until the last minute. Another group of students may become very compulsive in their work habits leaving little time or energy for other activities. The compulsive worker not only maintains his fragile self-esteem through this activity but also his sense of Autonomy. He does this by countering his anxiety about dependency fears.

The Relationship Between the Judges' Autonomy Scores for Academic Work and the 3 Bell Adjustment Groups

The judges were asked to distinguish the level of autonomy for the Ss on academic activities. The data reported a significance level of  $p = .01$  among the 3 groups for the autonomy rating. The group means revealed that Group 1 was considered significantly more autonomous than Groups 2 & 3.



Group 1 obtained a mean of 3.2 which placed it slightly above the moderate level of independence. These Ss could be characterized as involved in an active struggle over independence both internally and with their environments.

Groups 2 and 3 obtained a mean of 2.2 which placed these groups slightly above the low/moderate level of independence. These Ss could be characterized as being fairly dependent upon some external source for decision-making and guidance. They are somewhat identified with these sources and have a low level of conflict about being more independent.

This finding indicates that the level of autonomy for academic activities, as determined by the judges, is somewhat associated with the Ss perception of their initial adaptation to college, as determined by their Bell scores. The Ss in Group 1 may be seen as having less of a need for external supervision and guidance. When faced with the new, and at first impersonal, academic standards they may feel less threatened about performing adequately but more anxious about managing this task and satisfying their other needs, as well as, other environmental demands. This may be interpreted from their present struggle over independence. Groups 2 and 3 were seen in the previous finding as being respectively moderately involved and slightly less than moderately involved in their academic activities. The present finding reveals that these two groups may rely upon some external source to satisfy the demands of the tasks. This may represent these Ss attempt to cope with both the academic demands and the separation demands. It has been suggested that the Ss in

Groups 2 and 3 may have substituted external demands for dealing with separation issues and thereby delaying the need to cope with these issues. The present finding could indicate that one of these external demands may be dependence upon the academic tasks. An all consuming approach to work or a denial of the importance of the work assignments until the last possible moment could both act as a permanent or temporary solution or defense in warding off the painful sense of loss which accompanies mourning.

The Relationship Between the Judges' Scores of Self-Esteem and the 3 Bell Adjustment Groups

In the content area of academic pursuits and activities the judges were asked to rate the level of self-esteem the individual displayed when discussing his academic activities. The data reported a significant relationship among the ratings and the 3 Bell groups,  $p = .03$ . Once again, the pattern of a positive linear relationship between the 3 Bell groups and the group means was revealed.

Group 1 obtained the highest group mean = 2.7. This mean falls a little below the high level of self-esteem. This group could be characterized by the individual who demonstrates a positive self-image in relationship to his academic activities. He views his role as a student positively and is satisfied with his actions and their environmental consequences. He demonstrates personal security and sees problems as solvable.

Group 2 scored above the moderate range of self-esteem with a group mean of = 2.3. Group 3 scored on the moderate level of self-esteem with a group mean of = 2.0. The moderate range of self-esteem

was characterized by the individual who demonstrated ambivalence in his self-image with regards to his academic activities. He views his student role as containing both positive and negative aspects. He is uncertain about his actions and their consequences. He relates some degree of security in his own ability to meet the academic challenges but also presents some indecisiveness or impulsiveness in decision-making around problems.

This finding indicates that the level of self-esteem related to academic activities, as determined by the judges, is highly associated with the Ss perception of their initial adaptation to college, as determined by their Bell scores. Those Ss who felt best about their academic work also had the best Bell scores. In general, these Ss appear satisfied with their role as a student and their academic work. Groups 2 and 3, on the other hand, are more ambivalent but maintain some sense of security and satisfaction. The overall scores for the 3 groups are positive. This can be attributed to the students previous investment in academic activities. In all probability these students have strived throughout their high school careers to: do well academically, and gain entrance into an academically prestigious institution. The time and effort spent in this endeavor can be seen as a source of positive feedback. This feedback was probably initiated by teachers, family and perhaps peers. The results of their previous involvement and interaction coupled with the positive feedback they most probably obtained for their endeavor would offer an explanation of how academic success could become intricately involved in their self-concepts.

Horrocks and Benimoff (1966) have found that when an adolescent becomes capable in a given role he may frequently transfer his newly discovered knowledge from one group to another.

The difference between the groups, especially between Groups 1 and Groups 2 and 3, can be understood as the results of two inter-playing forces. First, are the forces from the immediate environment. The individuals in Group 1 are more involved and more autonomous with regards to their academic pursuits and activities. As a result their self-esteem is less dependent upon the short range effects of peer competitions and anxiety over first term grades. In short, they may have developed a more autonomous functioning ego which may help them to regulate their performance anxiety and maintain a disciplined and self-directed pattern of study habits. Groups 2 and 3 having displayed a greater need for supervision and guidance are more sensitive to the opinion of these external sources in their evaluations of themselves. The sensitivity to the feedback from others leave these individuals in the struggle to attain some sort of acceptable standing among them. The ambivalence which is characteristic of Groups 2 and 3 can be seen as an attempt to resolve the conflict created by the two separate roles, one as a competent high school student, the other as an uncertain college freshman. In short, these individuals may be seen as having difficulty in forming a consistent and acceptable self-concept, for he is trying to juggle incongruent roles for different reference groups.

The data from these three findings is consistent with the support of the assumption made in the first Phase. It will be

recalled that the Home Adjustment scale was the only Bell scale which differentiated the Perceived Family Cohesion groups. It was assumed that this finding could be partially explained as reflective of the power of the divestment phase. That is, the first task of the initial adaptation was to separate from home. This is where the Ss differed the most. It was concluded that this difference was due to a preoccupation with home. It was further assumed that, since this preoccupation from home reflected a phase-specific aspect of the adaptation phase, then the Home Adjustment scores would reflect a picture of the students' overall initial adaptation. The findings on the judges ratings for the academic content area are consistent with the Bell groups (i.e., they report a positive linear relationship between the group means and the 3 Bell groups) for two of the three findings (i.e., Motivation and Self-Esteem). This supports the assumption that the Ss perception of their family life or home adjustment reflected a major portion of their overall initial adaptation.

The Relationship Between the Parent  
Questionnaire Answers and the 3 Bell  
Groups

The parent questionnaire was developed to see if the parents of the Ss in the 3 Bell groups differed with regards to: 1) the parents' feelings about their son going away to college; 2) changes which occurred in the household, work place, and/or social life since the son's departure; 3) the parents' present relationship with their son; 4) changes in the other familial relationships.

Two significant findings were reported from this questionnaire. The first had to do with changes which occurred in the household. From the results it appeared that, with regards to work around the house, the parents of the Ss in the 3 Bell groups showed a positive linear pattern among the means. The parents of the Ss in the group that obtained a high Bell score indicated that their work around the house, as a group, had slightly increased. The parents of the Ss in the middle Bell group reported that their work had remained more or less the same. While the parents of the Ss in the low Bell group reported that their work around the house had more or less decreased.

The other finding had to do with how much the parents felt their sons turned to them for advice. From the results it appears that the parents of the Ss from the middle Bell group thought that their sons turned to them somewhat more now than when they were in high school. The parents of the Ss in the high Bell group thought that their sons asked for advice at about the same rate as when they were in high school. While the parents of the Ss in the low Bell groups thought that their sons asked for advice more when they were in high school than now that they were away at college.

These two findings may reflect a divestment-investment process that is similar to the one that the Ss were passing through. This process, although not termed divestment-investment, has been described by Duvall (1971), Haley (1973), Stierlin (1971) and Sullivan & Sullivan (1980). Duvall noted that during the "launching phase" the task of the family is to reorganize itself "...into a continuing unity while releasing mature and maturing young people into lives of

their own" (Duvall, 1971, p. 336). The dynamics of a divestment-investment process may be necessary to provide this "continuing unity" as the family reorganizes. The findings in this section might be interpreted to suggest that the parents of the S in the low Bell group may have experienced the loss of their son to a greater extent than the other two groups. That is, they may have felt that their sons need or reliance on them for advice has lessened now that they are away at school, and likewise, that work or activities around the house have also decreased. The parents of the Ss in the high Bell group reported feeling no difference in their son's rate of asking for advice but did report feeling that the work they did around the house had increased. Their attachment to their sons may be seen as the same but their investment in home activities has increased. The parents of the Ss in the middle Bell group reported feeling a greater attachment to their sons, than before, in that they felt that their sons were asking for more advice from them now than when they were in high school. These parents also felt that little change if any had occurred in the work they did around the house.

It is important to emphasize here that this conjecture has been put forth because it is the most consistent explanation in light of the other findings. The conjecture is, however, based on very weak inference and many other explanations could serve equally well in discussing this data. The most probable explanation for the significant findings on these two questions, with regards to the total 25 questions, would be due to the operation of chance created by the small sub-sample population (N=25). It is, also, believed that some

of the problems with this particular set of data arises from the construction of the questionnaire. The problems of this measurement will be discussed in the last chapter for this text.

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#### Some Speculations on Non-Significant Data

The judges were asked to rate how the individuals perceived their social-peer relationships and how they adapted to them. These ratings were based on the four adaptation variables, and determined by the behavioral and emotional content derived from the interview.

The behavioral characteristics in this content area included the following. First, a description of how the individual perceived living in the dormitory was sought. What activities and relationships did he participate in. The interviewer attempted to capture the quality of these relationships and activities. A description of the importance or value of friendships for the individual was, also sought. Did the individual have any friends. How did he meet these friends. How did they spend their free time together and how did he spend his free time alone. The emotional involvement for this content was determined by what the individual felt about his living space, his relationships, his experiences and his activities, as well as, the manner in which he reported them.

Second, a description of the individual's dating patterns was sought. The behavioral characteristics for this material was determined by: whether the individual dated or not; if the individual had a girlfriend and, if so, how long they had dated; how much time the individual spent dating, and; how much time the individual spent



thinking about girls and his girlfriend. The emotional involvement for this material was determined by how the individual felt about his situation.

Finally, the interviewer sought to determine if the individual had made any friendships with the faculty or staff members at the college. If the individual had made such friendships, an attempt was made to capture the quality of this relationship. The emotional involvement in this area was determined by how the individual felt about this relationship or about not having made such a relationship.

The data reported two weak relationships in this content area. The first was between the social peer relationships and the level of motivation  $p = .08$ . The other finding was between the social peer relationships and the level of self-esteem  $p = .07$ . The group means in this finding form a positive linear pattern between the group means and the 3 groups.

Group 1, considered the most adjusted group, obtained the highest group mean - 3.1. Group 2, considered the moderately adjusted group, obtained the next highest score - 3.0. These means fell within the modest level of involvement. The individual in these groups could be characterized as being moderately involved in making and maintaining social-peer relationships. They would appear as being somewhat enthusiastic about making these relationships and appeared capable of sustaining this enthusiasm with sustained activity from others.

Group 3, considered the worst adjustment group, obtained the lowest group mean score - 2.4. This mean falls slightly below the

midpoint between the low and moderate levels of involvement. The individuals in this group could be characterized as the least involved in social peer relationships but not uninvolved. They would appear to have a low level of involvement and/or enthusiasm about these relationships.

As mentioned in the results section there were no gross differences in the standard deviations for these 3 groups. Hence the results cannot be attributed to a skewing of individual scores.

This finding indicates that the level of involvement with social peer relationships is associated with the initial adaptation to college. Like academic work, forming social relationships in college provides the student with a resource of adapting to his environment. Medalie (1981) notes that forming relationships in the college environment satisfies the second aspect of the freshman's primary psychosocial task. It is the engagement of others that makes up the investment criteria in the "divestment-investment" process. These new attachments help the individual to: cushion the sense of loss (Medalie, 1981; Blos, 1979), while simultaneously minimizing the individual's reliance and feeling of dependency on home (Richards, 1981). They further help the student to combat loneliness through affiliation and acceptance and act as an information center for the new environment (Feldman & Newcomb, 1969). The reasons that groups 1 and 2 received only a moderate rating on involvement with social peer relationships cannot, however, be interpreted as their lack of enthusiasm. Instead, it is suggested that the moderate scores for these groups represent not only the positive aspects of the social

relationship, as mentioned above, but also the negative aspects. The transition to college often leaves the student feeling vulnerable. Because of the competitive nature of the environment he often finds himself comparing and being compared to other students. The task of attending to this pressure while trying to both develop new friendships and let go of old ones requires a considerable degree of frustration, tolerance and ego-strength. Group 3 may not have been able to endure this frustration. These individuals low/moderate level of involvement may be seen as a reflection of their apprehensiveness of investing themselves in a situation that is both competitive and judgmental, as well as, their apprehensiveness of divesting themselves of their home relationships.

#### Social Peer Relationships/Self-Esteem

In the content area of social peer relationships the judges were asked to rate the level of self-esteem the individual displayed when discussing this area. The data reported a weak relationship among the 3 adjustment composite groups for the self-esteem rating ( $p = .08$ ). The group means in this finding also form a positive linear pattern between the group means and the 3 adjustment groups.

Group 1 obtained the highest group mean - 2.5. This mean falls midway between the moderate and high levels of self-esteem. The individual in this group could be characterized by a person who feels satisfied, although still somewhat ambivalent, about his actions and role in his new found relationships. He presents a comfortable sense of security in engaging and maintaining these

relationships but may also appear slightly apprehensive.

Group 2 obtained a score slightly above the moderate level of self-esteem - 2.2. Group 3 scored slightly below the moderate level of self-esteem - 1.8. The individuals in Group 2 could be seen as having acquired slightly better self-esteem characteristics than the moderate level. Whereas Group 3 could be seen as acquiring slightly poorer self-esteem characteristics than the moderate level. The individual who falls in the moderate range of self-esteem demonstrates an ambivalence in his self-image with regards to social peer relationships. He views his role as a friend or potential friend as containing both positive and negative aspects. This results in an uncertainty in his behavior and an apprehensiveness in engaging others. This may be displayed as an indecisiveness or approach-avoidance behavior, or, in an impulsiveness to engage others which falters in a commitment.

This finding may indicate that the level of self-esteem in social peer relationships is associated with the initial adjustment to college. Those individuals who felt best about themselves while making friendships also had the best initial adjustment. If this finding is viewed in conjunction with the finding on Motivation in social peer relationships it becomes evident that although Groups 1 and 2 had moderate involvement rating they showed a greater difference on self-esteem. One may speculate that the quality and meaning of these relationships may differ due to the difference found on self-esteem. When taking into consideration the scores for Groups 3, however, it seems more reasonable to view the differences, of the

3 groups on self-esteem, as part of the initial adaptation process. By making this assumption one may conclude that the vulnerability a student feels in social peer relationships may be related to how involved the student is with the tasks of separation/mourning and how they felt about themselves in this process. This assumption appears to be supported by the findings on separation. On the two variables of Motivation and Self-Esteem for the content area of separation a significant and positively linear relationship was found between the group means and the 3 groups. This indicated that Group 1 was more involved in the separation process and felt best about themselves in this process. While group 3 was the least involved with the process and had the lowest self-esteem rating.

This conclusion supposes that self-esteem, although somewhat regulated by feedback in the immediate situation is also based on previous experiences the individual had in similar situations. The differences between the groups on self-esteem in social peer relationships is, on the one hand, related to how much the individuals have engaged the separation mourning process, which left them more or less free to engage in new relationships and activities. While, on the other hand, the differences between the groups on self-esteem must also be seen as related to the psycho-social development of the individual's self, or his level of identity formation, and what feelings about themselves they bring to the new situation.

### Summary of Phase II

The major finding of the Phase II data revealed six significant relationships. The content area which investigated the "issues of separation from home" revealed 3 of the 6 statistically significant findings. These were between the adaptation criterion variables of Motivation, Autonomy, and Self-esteem. An investigation of the "academic issues" revealed the remaining 3 statistically significant findings. These findings were between the adaptation criterion variables of Motivation, Autonomy and Self-esteem. Two weak relationships were, also, reported from an investigation of the content area of "social-peer relationships." These relationships were between the adaptation criterion variables of Motivation and Self-esteem.

### Separation Summary

The individuals in Group 1 obtained higher scores than the Ss in Groups 2 or 3 for Motivation, Autonomy and Self-esteem while engaged in the separation process. It was concluded that the Ss from Group 1 were more engaged with the intrapsychic and interpersonal changes necessary for initial adaptation to college. These changes were related to the Ss need to engage in a mourning process. This process was not clear cut but was marked by a struggle for autonomy, in which the Ss coped with a need to be both dependent and independent. The Ss in Group 1 seemed able to accommodate this struggle more successfully than the Ss in Groups 2 & 3. The Ss in these latter groups seemed to rely more heavily upon satisfying external demands as substitutes for engaging the separation process and thereby delaying

the painful aspect of mourning. It was suggested that Group 3 had a higher avoidance than the two other groups, of the mourning process. This was attributed to the notion that these Ss may have come from families with more interpersonal difficulties. The struggle for independence was also related to the Ss self-esteem. The individuals in Groups 1 & 2 manifested an ambivalence in their self-esteem. This ambivalence was described as a possible psychodynamic factor in successfully working through the mourning process. Case illustrations were provided.

#### Academic Summary

The Ss in Group 1 obtained higher scores for Motivation, Autonomy and Self-esteem while engaged in their academic activities than the Ss in Groups 2 & 3. It was concluded that the individuals from Group 1 might be more involved with their academic work due to their personal adaptive work strategy. More specifically it was suggested that these individuals might be more involved because: a) their study habits or patterns of coping with the academic demands may have been more conducive for satisfying these demands and therefore less anxiety provoking, and; b) this Group was more actively engaged in working through the mourning process and by doing so were able to make a greater investment in their present situation. The involvement of Group 1 Ss, however, was not without conflict. These Ss showed a greater sense of Autonomy than Groups 2 or 3. The level of Autonomy, however, reflected that where this Group was less threatened when engaging academic demands they were more anxious about fitting these academic demands into a life style which also accounted for the

satisfaction of their personal needs and other environmental demands.

The level of autonomy for the Ss in Groups 2 and 3 indicated a greater dependence upon some external source. It was suggested that the source might be the academic tasks themselves or some other source. It was pointed out how this dependency might manifest itself as a defense to cope with the academic challenges. It was suggested that these mechanisms might also serve as defensive strategies whose primary aim would be to avoid the subjective, or conscious, engagement of the mourning process.

Finally the sense of the Ss self-esteem was reported. Group 1 revealed a relatively high level of self-esteem. It was suggested that this score represented a more autonomous level of ego-functioning for the Ss in this group. This level of ego-functioning allowed the Ss to maintain a self-directed and disciplined work pattern, as well as, an ability to regulate performance anxiety which was inherent in the nature of the environment. Ss in Groups 2 and 3, on the other hand, had a greater need for supervision and guidance. It was suggested that these Ss were more sensitive to the opinions of others which interfered with their ability to integrate a self-concept which was consistent and acceptable to the demands they faced.

#### Summary on the non-significant findings of Social-Peer Relationships

The Ss in Groups 1 and 2 obtained higher scores than the Ss in Group 3 for Motivation and Self-esteem in the content area of "social-peer relationships." It was suggested that the individuals



from Groups 1 and 2 obtained a score which reflected a moderate level of involvement, while Group 3 fell between the low/moderate level. It was conjectured that the scores for Groups 1 and 2 reflected these groups attempts to cope with both the positive and negative aspects of social relationships while, simultaneously trying to work through aspects of the "divestment" process. It was, furthermore, suggested that Group 3's low score may reflect these Ss inability to endure this frustration. Groups 1 and 2, also, showed a more positive level of self-esteem on social-peer relationships than did Group 3. This was consistent with the above stated suggestion.

#### Conclusion

When the findings for Motivation and Self-esteem on "social-peer relationships" are compared with the findings on "issues of separation from home" and "academic issues" a consistency in the data appears. It may be concluded that there is a positive correlation between how involved the student is with the tasks of separation, or the divestment process, and his sense of autonomy and self-esteem. It appears that the more genuinely involved the S was with the "divestment" process the more comfortable he was about his separation and the better he felt about himself and being away from home. Likewise, the more involved he was with his separation the more positively involved he seemed with his academic pursuits and self-esteem. It may be speculated that these results could include the social-peer relationship findings, however, these were not statistically significant.

It may be concluded that the data of Phase II is consistent with the findings from Phase I if one assumes that "identity formation" reflects the relationship between the Ss home environment and his "self" maturation. It may be speculated that the Ss who perceived themselves as coming from families which respected their individuality, and expected them to understand and master difficult situations, are most prepared to cope with the "divestment-investment" process of early adaptation of living at college. Whereas, the Ss from the other types of perceived family cohesion groups may find the "divestment-investment" process more difficult, they also appear to use different "adaptive strategies" (While, 1974) to engage this process.

CHAPTER VI  
SUMMARY AND CONCLUSION

Summary

The overall focus of this study was to investigate the initial adaptation process to college. The adaptation process was viewed as embedded within the ecological transition of leaving home to live at college. The primary psychosocial tasks which provided the process criterion for adaptation were contained in the "divestment-investment" process. To study this two fold process the study was divided into two phases which used a cross-sectional design. The purpose of Phase I was to investigate the relationship of perceived adjustment to perceived family characteristics, separation feelings, and environmental variables. Adjustment was determined by the Ss' scores on the BAI (Bell, 1962). The perceived family characteristics were determined by the Ss' scores on the FACES (Olson, Bell, and Portner, 1978). The feelings of separation were determined by a separation scale which was designed for the study and embedded in FACES. The environmental variables consisted of data collected on a face sheet. The purpose of Phase II of the study was to obtain data that was more objective in nature, to compare to the Phase I data, as well as, to focus more closely on the relationship of the adaptation criterion variables to adjustment. Adjustment was determined by the summation of the Ss'

scores on the five BAI scales, after these scales were equally weighted. The four criterion variables for adaptation were determined by a content analysis of taped interviews with Ss from a sub-group (N=30) of the sample population. This sub-group was created using a stratified random sampling procedure. The content analysis was performed by four judges who determined their scores based upon a content analysis manual. The taped interviews were semi-structured and divided into eight content areas: separation aspects of leaving home, academic factors, political attitudes, sexual attitudes, college activities, social-peer relationships, religious attitudes, and attitudes towards drugs and alcohol.

The Ss in the study were male undergraduates at Columbia College and Columbia School of Engineering, between the ages of 16 and 19, who volunteered. The sample population consisted of 105 Ss in Phase I and a sub-group of 30 Ss in Phase II.

A multivariate analysis of variance, Eta and Oneway analyses were used to obtain results from the data of Phase I. A univariate analysis of variance, and Eta analysis were used to analyze Phase II data.

The major findings of Phase I were that the relationships were found to exist between the Perceived Family Cohesion scores and the Home Adjustment and Separation scores. Furthermore, relationships were found to exist between: the Separation scores and the Home Adjustment scores; and, the Submissiveness-Self-assertion scores and the Separation scores. The major findings of Phase II were that relationships were found to exist between the adaptation criterion

variables of Motivation, Autonomy, and Self-esteem on the three Bell Adjustment groups for the two content areas of separation issues, and academic issues.

On the basis of the information which this exploratory study has provided; it seems reasonable to suggest that the individual's perception of their family's closeness reflected how well they would adapt to the initial phase of college. This assumption was based upon the findings. It was further suggested that the way the individual perceived his family's level of cohesion was consistent with findings from the identity status research. From this it was speculated that initial adjustment may be related to the type of resolution the individual chooses to cope with the identity crisis.

In Phase I there appeared to be a relationship between the Perceived Family Cohesion groups and the level of Home adjustment. From this finding it was assumed that the level of home adjustment reflected, to a large extent, the Ss perception of his overall adjustment. This assumption was partially validated by the judges findings, in the Phase II part of the study, on Motivation, Autonomy and Self-esteem for the content areas of separation aspects of leaving home, and academic issues. These findings showed, for the most part,<sup>1</sup> a positive linear relationship or pattern between the means on these variables and the three Bell groups. Those Ss who saw

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<sup>1</sup>There was one exception to the positive linear relationships between the adaptation criterion variables and the three Bell groups. This exception was between the judges findings for Autonomy in Academic Activities and the three Bell groups. This finding found the Moderate and Poor Bell groups to have an identical score.

themselves as most adjusted were rated, by the judges, as the most involved, the most independent, and able to maintain the highest self-esteem while engaging the tasks of separating from home and satisfying academic demands. The group that saw themselves as least adjusted were rated, by the judges, as the least involved, less independent than the best adjusted group, and maintained the lowest self-esteem while engaging the tasks of separating from home and satisfying academic demands. It was concluded that the Ss who saw themselves as the most adjusted were, also, seen by the judges as the most adjusted. While those Ss who saw themselves as the least adapted were, also, seen by the judges as the least adapted.

#### Weaknesses of the Study

The results of the study were fragmentary. A number of uncontrolled variables probably caused this. First, the Ss for the sample population were not randomly selected, but volunteered with the support of their floor counselors. The population was chosen from an arbitrarily selected group of floors in the two major dormitories for freshmen.

Use of FACES, also, probably had uncontrolled social desirability effects. There tended to be a majority of Ss who obtained high social desirability scores (See Table 1b, Appendix B). Although, an attempt was made to correct for this distortion in the data the full effect of this bias cannot be determined.

The Bell Adjustment variables seemed over simplified in their conception. Their relationship to the specific situations facing

the students in 1981 was not considered. Furthermore, they were defined primarily for high school and undergraduate students rather than for the interactional transition that these students were going through. Further observational study and analysis of the Bell scales to other psychological and social dimensions of the high school to college transition is needed.

Finally, it needs to be noted that the Bell instrument was a measure of self-perceived adjustment and, as such, was unable to capture the transactional nature of the adaptation process. For example, it failed to measure alloplastic adaptation, or the individual's attempts to change the environment, completely.

Both of these measurements (FACES and BAI) were self-report inventories, the scales measured only self-perception, not behavioral phenomena. Although there was some confirmation on the Bell scores from the judges ratings, in Phase II, this was only an indirect confirmation.

The Parent Questionnaire variables, in Phase II, also seemed over simplified in their conception. The questions, in retrospect, did not appear sensitive enough to make the fine distinctions within the familial relationships that the E had hoped to obtain. It also seemed likely that the answers to the Parent Questionnaire statements were biased by a social desirability effect.

The experimental procedure, through its use of the test distribution, test conditions, and collection procedure, in no way guaranteed that the Ss did not influence one another in answering the test items. A \$2.00 honorarium was offered in the hopes of curbing any

interaction but the effect was still not controlled for.

### Professional Implications

The study did demonstrate the usefulness of the semi-structured interview in confirming more standardized tests and for obtaining data that was more relevant to the study's aims. The study, also, integrated a number of theoretical perspectives applied to adaptation within the framework of a quantitative-descriptive social psychological study. Finally, as a naturalistic study it attempted to study the ecological transition in a real life setting. The procedure did not require any direct manipulation of the Ss' responses such as, through the use of a confederate or of deception as to the purpose of the study.

From the findings it was concluded that the individuals who saw their families as Cohesively Enmeshed or Cohesively Mild had the best overall adjustment and the best home adjustment. While the individuals who saw their families as Cohesively Moderate or Cohesively Disengaged had the poorest overall adjustment and home adjustment. The differences these groups attained on adjustment was attributed to their Identity Status.

These findings imply the need for social work services designed to provide clinical and supportive skills for those individuals having difficulty with this specific ecological transition. These services would, ideally, be located in both the high school and university settings. A major aim of these services would depend upon their setting.



For those social workers who are situated in high school settings the services would aim to provide graduating seniors with information about the emotional struggles of the "divestment-investment" process. A good method for the delivery of this service would be discussion groups for seniors leaving home. This study could contribute to the development of these kinds of services, in that, it provides the practitioners with a theoretical orientation which would allow him/her to help the group members explore the problems that they think they might face, as well as, those problems that they do not think of with regards to going away to college. The exploration of these problems would be enhanced by the practitioners assessment of the individual's identity status and perception of his/her family's level of cohesion. If for example, an individual in a discussion group displayed characteristics of a diffuse identity formation and portrayed his family as cohesively disengaged the practitioner could design his intervention strategy accordingly. From the above example the practitioner could design his interventions to bolster the individual's self-esteem, work to prepare him/her for the initial period of loneliness and isolation, and work to develop a better relationship with a family member or perhaps a friend that the student could communicate with during the first few months he/she is away.

Whereas these services focus primarily on the aspects of separation other services could focus on the eventual investment period. As Silber, et al. (1961) have pointed out in their study there are a number of activities students can engage in which will help them develop suitable self-images for the demands of college. These would

involve: helping students to draw upon their previous successes when facing new challenges; having students discuss and role play what they perceive to be college like behavior; and engaging in behaviors associated with autonomy and responsibility. Here the worker could be particularly helpful by intervening in the school and community systems to develop structures (i.e., programs-work, volunteer and other kinds) in these systems which would encourage, facilitate, and reward behaviors associated with autonomy and responsibility.

For the social work practitioners in a university setting the services could aim to provide freshmen with the necessary supportive relationship(s) to overcome any difficulties in the "divestment-investment" process. Traditional individual and group methods could be used in the delivery of this service. The findings in this study could contribute to the development of these services, in that, the practitioner could add to his/her, understanding of the presenting problems, knowledge of the "divestment-investment" process during the ecological transition and the special roles played by the individual's Identity Status and perception of his/her family's level of cohesion. As well as the traditional clinic services special outreach projects could be set up on campus (e.g., dormitory floor discussions, training of dormitory floor counselors to identify and work with students having difficulties, and setting up dormitory discussion groups which would run continuously for the first few months).

In conclusion if high school and university social work services became involved in this ecological transition they would be

in the position to ameliorate and/or prevent many of the situational problems created, or exacerbated, by the transition. This would not only aid students through a difficult situation but further help to prevent later more complex problems which accumulate from the beginning of the freshman year. It is by focusing on the individual's sense of competence that the practitioner would most convincingly help the student through the initial adaptational period. This study makes it clear that to focus on the individual's sense of competence means to have a full understanding, not only of the individual's psychosocial self, but how she/he uses that self to mediate or transact with her/his environment.

Further research into the initial adaptation to college which indicates personality, family characteristics, and social dimensions such as the effects of environmental demands may benefit from this study. The significant findings of this study will need to be validated. Most important subsequent studies need to define adaptation variables as transactional to be studied longitudinally rather than cross-sectionally. This will enable a further methodological and theoretical synthesis of the various perspectives in adaptational research.

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# THE ADJUSTMENT INVENTORY

REVISED (1962) STUDENT FORM

By HUGH M. BELL, PH.D.

## DIRECTIONS

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

There are *no right or wrong* answers. Indicate your answer to each question by making a mark in the appropriate space on the answer sheet for "Yes," "No," or "?". Use the question mark only when you are certain you cannot answer "Yes" or "No." **DO NOT MAKE ANY MARKS ON THE TEST BOOKLET.** There is no time limit for these questions, but work rapidly.

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



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- 1<sup>a</sup> Do you daydream frequently?
- 2<sup>b</sup> Do you take cold rather easily from other people?
- 3<sup>c</sup> Do you like dramatics very much?
- 4<sup>a</sup> Do you think that the conversation of many people is pretty trite and silly?
- 5<sup>a</sup> Does it frighten you when you have to see a doctor about some illness?
- 6<sup>c</sup> At a reception or tea do you seek to meet the important person present?
- 7<sup>b</sup> Are your eyes very sensitive to light?
- 8<sup>a</sup> Did you ever have a strong desire to run away from home?
- 9<sup>c</sup> Do colors greatly interest you?
- 10<sup>a</sup> Do you think it will ever be possible for all the peoples of the earth to live together peacefully?
- 11<sup>c</sup> Do you take responsibility for introducing people at a party?
- 12<sup>a</sup> Do you sometimes feel that your parents are disappointed in you?
- 13<sup>a</sup> Do you frequently have spells of the "blues"?
- 14<sup>b</sup> Are you subject to hay fever or asthma?
- 15<sup>a</sup> Have you found that there are many persons in this world whom you just can't afford to trust?
- 16<sup>c</sup> Do you like to wear colorful clothes?
- 17<sup>c</sup> Do you often have much difficulty in thinking of an appropriate remark to make in group conversation?
- 18<sup>b</sup> Have you ever had scarlet fever or diphtheria?
- 19<sup>c</sup> Do you prefer a shower bath to a tub bath?
- 20<sup>a</sup> Do you think that it is a pretty good plan to "cover up" a bit rather than to put yourself in an embarrassing position by telling the whole truth?
- 21<sup>c</sup> Did you ever take the lead to enliven a dull party?
- 22<sup>a</sup> Does your mother tend to dominate your home?
- 23<sup>c</sup> Would you like to be a social worker?
- 24<sup>c</sup> Do you enjoy social gatherings just to be with people?
- 25<sup>c</sup> Have a number of people acted unfriendly toward you?
- 26<sup>a</sup> Has either of your parents frequently criticized you unjustly?
- 27<sup>c</sup> Do you feel embarrassed when you have to enter a public assembly after everyone else has been seated?
- 28<sup>a</sup> Do you often feel lonesome, even when you are with people?
- 29<sup>c</sup> Would you like to be an interior decorator?
- 30<sup>b</sup> Have you ever been seriously injured in any kind of an accident?
- 31<sup>a</sup> Do you feel there has been a lack of real affection and love in your home?
- 32<sup>c</sup> In school is it difficult for you to give an oral report before the class?
- 33<sup>b</sup> Do you have many headaches?
- 34<sup>a</sup> Have you ever felt that someone was trying to do you harm?
- 35<sup>c</sup> Would you like to be a private secretary?
- 36<sup>c</sup> Do you often feel that people do not understand you?
- 37<sup>a</sup> Have your relationships with your father usually been pleasant?
- 38<sup>b</sup> Do you sometimes have difficulty getting to sleep even when there are no noises to disturb you?
- 39<sup>c</sup> When riding on a train or a bus do you sometimes engage fellow travelers in conversation?
- 40<sup>b</sup> Do you frequently feel very tired toward the end of the day?
- 41<sup>a</sup> Does the thought of an earthquake or a fire frighten you?
- 42<sup>c</sup> Do you believe in being "brutally frank" most of the time?
- 43<sup>c</sup> Do you often use the word "cute" in describing people or things?
- 44<sup>c</sup> Does the thought of having burglars in your house at night frighten you?
- 45<sup>b</sup> Have you lost weight recently?
- 46<sup>a</sup> Has either of your parents insisted on your obeying him or her regardless of whether or not the request was reasonable?
- 47<sup>c</sup> Do you find it easy to ask others for help?
- 48<sup>c</sup> Do you often read such magazines as *Good Housekeeping* and *Ladies' Home Journal*?
- 49<sup>a</sup> Has illness or death among your immediate family tended to make home life unhappy for you?
- 50<sup>b</sup> Do you frequently have spells of dizziness?
- 51<sup>c</sup> Have people ever accused you of being too critical of them?
- 52<sup>a</sup> Has lack of money tended to make home unhappy for you?
- 53<sup>a</sup> Are you easily moved to tears?
- 54<sup>c</sup> Are you troubled with shyness?
- 55<sup>c</sup> Does a big fire scare you?
- 56<sup>c</sup> When you want something from a person with whom you are not very well acquainted, would you rather write a note or letter to the individual than go and ask him or her personally?
- 57<sup>a</sup> Has either of your parents frequently found fault with your conduct?
- 58<sup>b</sup> Have you ever had a surgical operation?
- 59<sup>c</sup> Would you feel very self-conscious if you had to volunteer an idea to start a discussion among a group of people?
- 60<sup>a</sup> Do you dread the sight of a snake?
- 61<sup>c</sup> Do you sometimes feel that there are an "awful lot of saps" in this world?
- 62<sup>c</sup> Are you afraid of insane persons?
- 63<sup>a</sup> Have your parents frequently objected to the kind of companions that you go around with?
- 64<sup>a</sup> Do things often go wrong for you from no fault of your own?
- 65<sup>b</sup> Do you have many colds?
- 66<sup>c</sup> Have you had experience in making plans for and directing the actions of other people?
- 67<sup>a</sup> Have you been embarrassed because of the type of work your father does in order to support the family?
- 68<sup>c</sup> Have you frequently had the experience of having a friend "double-cross" you?

- 69<sup>e</sup> Do you usually read the sport section of your newspaper?
- 70<sup>b</sup> Are you subject to tonsillitis or laryngitis?
- 71<sup>d</sup> Are you frightened by lightning?
- 72<sup>a</sup> Is either of your parents very easily irritated?
- 73<sup>b</sup> Are you subject to attacks of influenza?
- 74<sup>d</sup> Have you frequently been depressed because of low marks in school?
- 75<sup>e</sup> Do you have difficulty in starting conversation with a person to whom you have just been introduced?
- 76<sup>e</sup> Do you think that you can usually trust women to "play fair" with you?
- 77<sup>f</sup> Does it disgust you to hear someone use foul language?
- 78<sup>d</sup> Have you ever felt that someone was hypnotizing you and making you act against your will?
- 79<sup>b</sup> Have you had considerable illness during the last ten years?
- 80<sup>a</sup> Have you frequently disagreed with either of your parents about the way in which the work about the home should be done?
- 81<sup>d</sup> Do you sometimes envy the happiness that others seem to enjoy?
- 82<sup>e</sup> Have you frequently known the answer to a question in class but failed when called upon because you were afraid to speak out before the class?
- 83<sup>b</sup> Do you frequently suffer discomfort from gas in the stomach or intestines?
- 84<sup>e</sup> Does the extremely naïve and gullible person irritate you a good bit?
- 85<sup>f</sup> Do you dislike the words "belly" and "guts"?
- 86<sup>d</sup> Have you ever been afraid that you might jump off when you were on a high place?
- 87<sup>a</sup> Have there been frequent family quarrels among your near relatives?
- 88<sup>e</sup> Do you find it easy to make friendly contacts with members of the opposite sex?
- 89<sup>d</sup> Do you get discouraged easily?
- 90<sup>a</sup> Have you frequently quarreled with your brothers or sisters?
- 91<sup>e</sup> Have you met a number of people whom you disliked rather intensely?
- 92<sup>f</sup> Does it disgust you to see someone spitting tobacco juice?
- 93<sup>a</sup> Have the actions of either of your parents aroused a feeling of fear in you at times?
- 94<sup>d</sup> Are you often sorry for the things you do?
- 95<sup>e</sup> If you were a guest at an important dinner would you do without something rather than ask to have it passed to you?
- 96<sup>a</sup> Do you think your parents fail to recognize that you are a mature person and hence treat you as if you were still a child?
- 97<sup>b</sup> Are you subject to eyestrain?
- 98<sup>e</sup> Do you think that the majority of people would be crooked if it weren't for their fear of being caught and punished?
- 99<sup>f</sup> Does the strong odor of perspiration disgust you?
- 100<sup>d</sup> Are you bothered by the feeling that people are reading your thoughts?
- 101<sup>e</sup> Have you had a number of experiences in appearing before public gatherings?
- 102<sup>b</sup> Do you often feel fatigued when you get up in the morning?
- 103<sup>a</sup> Do you feel that your parents have been unusually strict with you?
- 104<sup>d</sup> Do you get angry easily?
- 105<sup>b</sup> Has it been necessary for you to have frequent medical attention?
- 106<sup>e</sup> Do you often call attention to "dumb remarks" made by some of your associates?
- 107<sup>f</sup> Does a drunken man disgust you?
- 108<sup>e</sup> Do you find it very difficult to speak in public?
- 109<sup>d</sup> Do you often feel just miserable?
- 110<sup>a</sup> Has either of your parents certain personal habits which irritate you?
- 111<sup>a</sup> Was your home always supplied with the common necessities of life?
- 112<sup>e</sup> Do you think that most people will take advantage of you if they get a chance?
- 113<sup>f</sup> Do you like to read about new styles in clothing?
- 114<sup>d</sup> Are you troubled with feelings of inferiority?
- 115<sup>b</sup> Do you feel tired most of the time?
- 116<sup>f</sup> Do you like to spend considerable time caring for your hands and your complexion?
- 117<sup>e</sup> Do you think it is true that the only way to get ahead in life is to look out for yourself first?
- 118<sup>d</sup> Do you consider yourself rather a nervous person?
- 119<sup>e</sup> Do you enjoy social dancing a great deal?
- 120<sup>d</sup> Do you often feel self-conscious because of your personal appearance?
- 121<sup>a</sup> Do you love your mother more than your father?
- 122<sup>b</sup> Are you subject to attacks of indigestion?
- 123<sup>f</sup> Do you enjoy arranging flowers?
- 124<sup>e</sup> Have you ever felt that people were talking about you "behind your back"?
- 125<sup>e</sup> Do you think that a lot of our social customs and moral practices are "pretty dumb"?
- 126<sup>d</sup> Do you blush easily?
- 127<sup>a</sup> Have you frequently had to keep quiet or leave the house in order to have peace at home?
- 128<sup>e</sup> Do you feel very self-conscious in the presence of people whom you greatly admire, but with whom you are not well acquainted?
- 129<sup>b</sup> Do you sometimes have shooting pains in the head?
- 130<sup>f</sup> Do you enjoy dancing with a member of your own sex?
- 131<sup>d</sup> Are you ever bothered by the feeling that things are not real?
- 132<sup>b</sup> Do you frequently experience nausea or vomiting or diarrhea?
- 133<sup>e</sup> Are you sometimes the leader at a social affair?

*Turn the page and continue.*

- 134<sup>d</sup> Are your feelings easily hurt?
- 135<sup>e</sup> Do you find that many of the people you meet are very unreasonable?
- 136<sup>f</sup> Do you like to wear jewelry?
- 137<sup>e</sup> Do you ever cross the street to avoid meeting somebody?
- 138<sup>a</sup> Do you occasionally have conflicting moods of love and hate for members of your family?
- 139<sup>a</sup> Was your father what you would consider your ideal of manhood?
- 140<sup>e</sup> Do you think it is a good idea to point out other people's faults to them?
- 141<sup>e</sup> If you come late to a meeting, would you rather stand or leave than take a front seat?
- 142<sup>b</sup> Were you ill much of the time during childhood?
- 143<sup>d</sup> Do you worry over possible misfortunes?
- 144<sup>e</sup> Do you make friends readily?
- 145<sup>f</sup> Do you like to read about the construction of airplanes and battleships?
- 146<sup>a</sup> Did your parents frequently punish you when you were between 10 and 15 years of age?
- 147<sup>a</sup> Have you had the experience of being "chiseled" out of something by a supposed friend?
- 148<sup>b</sup> Do you frequently have difficulty in breathing through your nose?
- 149<sup>e</sup> Are you often the center of favorable attention at a party?
- 150<sup>a</sup> Does either of your parents become angry easily?
- 151<sup>e</sup> Do you find that you tend to have a few very close friends rather than many casual acquaintances?
- 152<sup>d</sup> Are you troubled with the idea that people are watching you on the street?
- 153<sup>f</sup> Do you like to do handcraft work such as knitting, sewing, or crocheting?
- 154<sup>f</sup> Do you think it is wrong to shoot rabbits just for fun?
- 155<sup>b</sup> Do you have difficulty getting rid of a cold?
- 156<sup>a</sup> Has either of your parents made you unhappy by criticizing your personal appearance?
- 157<sup>d</sup> Does criticism disturb you greatly?
- 158<sup>e</sup> Do you feel embarrassed if you have to ask permission to leave a group of people?
- 159<sup>e</sup> Do you think people honestly enjoy the time and effort they put into doing a favor for someone else?
- 160<sup>f</sup> Do you know what the world record is for either the 100-yard dash, the pole-vault, or the mile race?
- 161<sup>b</sup> Are you considerably underweight?
- 162<sup>b</sup> Do you frequently come to your meals without really being hungry?
- 163<sup>a</sup> Are your parents permanently separated?
- 164<sup>d</sup> Are you often in a state of excitement?
- 165<sup>e</sup> Do you keep in the background on social occasions?
- 166<sup>b</sup> Do you wear eyeglasses?
- 167<sup>a</sup> Do you feel that many of the so-called "good deeds" we try to do for people often turn out to do them more harm than good?
- 168<sup>a</sup> Is either of your parents very nervous?
- 169<sup>d</sup> Does some particular, useless thought keep coming into your mind to bother you?
- 170<sup>e</sup> Does it upset you considerably to have a teacher ( ) on you unexpectedly?
- 171<sup>b</sup> Do you find it necessary to watch your health carefully?
- 172<sup>d</sup> Do you get upset easily?
- 173<sup>a</sup> Have you disagreed with your parents about your work?
- 174<sup>e</sup> Do you like to participate in festive gatherings and lively parties?
- 175<sup>e</sup> Have you found that you have to "watch your step" around many people or they will take advantage of you?
- 176<sup>d</sup> Do you have ups and downs in mood without apparent cause?
- 177<sup>e</sup> Do you find it difficult to start a conversation with a stranger?
- 178<sup>d</sup> Do you worry too long over humiliating experiences?
- 179<sup>b</sup> Have you frequently been absent from school because of illness?
- 180<sup>d</sup> Have you ever been extremely afraid of something that you knew could do you no harm?
- 181<sup>b</sup> Are you troubled much with constipation?
- 182<sup>a</sup> Have you felt that your friends have had a happier home life than you?
- 183<sup>f</sup> Do you enjoy preparing food and doing housework?
- 184<sup>a</sup> Have your relationships with your mother usually been pleasant?
- 185<sup>f</sup> Are you afraid of black widow spiders?
- 186<sup>b</sup> Do you have teeth that you know need dental attention?
- 187<sup>e</sup> Do you feel self-conscious when you recite in class?
- 188<sup>a</sup> Has either of your parents dominated you too much?
- 189<sup>e</sup> Have you often felt superior in some way to those around you?
- 190<sup>a</sup> Do you occasionally find it necessary to "tell off" nose people?
- 191<sup>b</sup> Have you had any trouble with your heart or your kidneys or your lungs?
- 192<sup>a</sup> Do you agree with the statement: "Most people will change their minds if you offer them enough"?
- 193<sup>d</sup> Do ideas often run through your head so that you cannot sleep?
- 194<sup>a</sup> Have you often felt that either of your parents did not understand you?
- 195<sup>f</sup> Are you interested in interpretive dancing?
- 196<sup>d</sup> Does it frighten you to be alone in the dark?
- 197<sup>e</sup> Do you agree with the statement that there is no such thing as an absolutely unselfish act?
- 198<sup>f</sup> Do you hesitate to volunteer in a class recitation?
- 199<sup>b</sup> Have you ever had a skin disease or skin eruption such as athlete's foot, carbuncles, or boils?
- 200<sup>e</sup> Do you hesitate to enter a room by yourself when a group of people are sitting around the room talking together?

THE BELL INVENTORIES by HUGH M. BELL  
 Consulting Psychologists Press, Inc., Palo Alto, Calif.

a \_\_\_\_\_ b \_\_\_\_\_ c \_\_\_\_\_

d \_\_\_\_\_ e \_\_\_\_\_ f \_\_\_\_\_

NAME \_\_\_\_\_ SEX \_\_\_\_\_  
LAST FIRST MIDDLE

SCHOOL \_\_\_\_\_ CLASS \_\_\_\_\_ AGE \_\_\_\_\_ DATE \_\_\_\_\_

1	YES	NO	?	26	YES	NO	?	51	YES	NO	?	76	YES	NO	?	101	YES	NO	?	126	YES	NO	?	151	YES	NO	?	176	YES	NO	?
2	YES	NO	?	27	YES	NO	?	52	YES	NO	?	77	YES	NO	?	102	YES	NO	?	127	YES	NO	?	152	YES	NO	?	177	YES	NO	?
3	YES	NO	?	28	YES	NO	?	53	YES	NO	?	78	YES	NO	?	103	YES	NO	?	128	YES	NO	?	153	YES	NO	?	178	YES	NO	?
4	YES	NO	?	29	YES	NO	?	54	YES	NO	?	79	YES	NO	?	104	YES	NO	?	129	YES	NO	?	154	YES	NO	?	179	YES	NO	?
5	YES	NO	?	30	YES	NO	?	55	YES	NO	?	80	YES	NO	?	105	YES	NO	?	130	YES	NO	?	155	YES	NO	?	180	YES	NO	?
6	YES	NO	?	31	YES	NO	?	56	YES	NO	?	81	YES	NO	?	106	YES	NO	?	131	YES	NO	?	156	YES	NO	?	181	YES	NO	?
7	YES	NO	?	32	YES	NO	?	57	YES	NO	?	82	YES	NO	?	107	YES	NO	?	132	YES	NO	?	157	YES	NO	?	182	YES	NO	?
8	YES	NO	?	33	YES	NO	?	58	YES	NO	?	83	YES	NO	?	108	YES	NO	?	133	YES	NO	?	158	YES	NO	?	183	YES	NO	?
9	YES	NO	?	34	YES	NO	?	59	YES	NO	?	84	YES	NO	?	109	YES	NO	?	134	YES	NO	?	159	YES	NO	?	184	YES	NO	?
10	YES	NO	?	35	YES	NO	?	60	YES	NO	?	85	YES	NO	?	110	YES	NO	?	135	YES	NO	?	160	YES	NO	?	185	YES	NO	?
11	YES	NO	?	36	YES	NO	?	61	YES	NO	?	86	YES	NO	?	111	YES	NO	?	136	YES	NO	?	161	YES	NO	?	186	YES	NO	?
12	YES	NO	?	37	YES	NO	?	62	YES	NO	?	87	YES	NO	?	112	YES	NO	?	137	YES	NO	?	162	YES	NO	?	187	YES	NO	?
13	YES	NO	?	38	YES	NO	?	63	YES	NO	?	88	YES	NO	?	113	YES	NO	?	138	YES	NO	?	163	YES	NO	?	188	YES	NO	?
14	YES	NO	?	39	YES	NO	?	64	YES	NO	?	89	YES	NO	?	114	YES	NO	?	139	YES	NO	?	164	YES	NO	?	189	YES	NO	?
15	YES	NO	?	40	YES	NO	?	65	YES	NO	?	90	YES	NO	?	115	YES	NO	?	140	YES	NO	?	165	YES	NO	?	190	YES	NO	?
16	YES	NO	?	41	YES	NO	?	66	YES	NO	?	91	YES	NO	?	116	YES	NO	?	141	YES	NO	?	166	YES	NO	?	191	YES	NO	?
17	YES	NO	?	42	YES	NO	?	67	YES	NO	?	92	YES	NO	?	117	YES	NO	?	142	YES	NO	?	167	YES	NO	?	192	YES	NO	?
18	YES	NO	?	43	YES	NO	?	68	YES	NO	?	93	YES	NO	?	118	YES	NO	?	143	YES	NO	?	168	YES	NO	?	193	YES	NO	?
19	YES	NO	?	44	YES	NO	?	69	YES	NO	?	94	YES	NO	?	119	YES	NO	?	144	YES	NO	?	169	YES	NO	?	194	YES	NO	?
20	YES	NO	?	45	YES	NO	?	70	YES	NO	?	95	YES	NO	?	120	YES	NO	?	145	YES	NO	?	170	YES	NO	?	195	YES	NO	?
21	YES	NO	?	46	YES	NO	?	71	YES	NO	?	96	YES	NO	?	121	YES	NO	?	146	YES	NO	?	171	YES	NO	?	196	YES	NO	?
22	YES	NO	?	47	YES	NO	?	72	YES	NO	?	97	YES	NO	?	122	YES	NO	?	147	YES	NO	?	172	YES	NO	?	197	YES	NO	?
23	YES	NO	?	48	YES	NO	?	73	YES	NO	?	98	YES	NO	?	123	YES	NO	?	148	YES	NO	?	173	YES	NO	?	198	YES	NO	?
24	YES	NO	?	49	YES	NO	?	74	YES	NO	?	99	YES	NO	?	124	YES	NO	?	149	YES	NO	?	174	YES	NO	?	199	YES	NO	?
25	YES	NO	?	50	YES	NO	?	75	YES	NO	?	100	YES	NO	?	125	YES	NO	?	150	YES	NO	?	175	YES	NO	?	200	YES	NO	?

# **FACES**

## **ITEM BOOKLET**

By  
David H. Olson  
Richard Bell  
Joyce Portner

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4= true all the time  
3= true most of the time

2= true some of the time  
1= true none of the time

207

1. Family members are concerned with each other's welfare. \_\_\_\_\_
2. Family members feel free to say what's on their mind. \_\_\_\_\_
3. We don't have spur of the moment guests at mealtime. \_\_\_\_\_
4. It is hard to know who the leader is in our family. \_\_\_\_\_
5. It's difficult for family members to take time away from the family. \_\_\_\_\_
6. Family members are afraid to tell the truth because of how harsh the punishment will be. \_\_\_\_\_
7. Most personal friends are not family friends. \_\_\_\_\_
8. Family members talk a lot but nothing ever gets done. \_\_\_\_\_
9. Family members feel guilty if they want to spend some time alone. \_\_\_\_\_
0. There are times when other family members do things that make me unhappy. \_\_\_\_\_
1. In our family we know where all family members are at all times. \_\_\_\_\_
2. Family members have some say in what is required of them. \_\_\_\_\_
3. The parents in our family stick together. \_\_\_\_\_
4. I have some needs that are not being met by family members. \_\_\_\_\_
5. Family members make the rules together. \_\_\_\_\_
6. It seems like there is never any place to be alone in our house. \_\_\_\_\_
7. It is difficult to keep track of what other family members are doing. \_\_\_\_\_
8. Family members do not check with each other when making decisions. \_\_\_\_\_
9. I had to struggle with the decision to leave home to live at college. \_\_\_\_\_
0. Family ties are more important to us than any friendship could possibly be. \_\_\_\_\_
1. My family completely understands and sympathizes with my every mood. \_\_\_\_\_
2. When our family has an argument, family members just keep to themselves. \_\_\_\_\_
3. Family members often answer questions that were addressed to another person. \_\_\_\_\_
4. The parents check with the children before making important decisions in our family. \_\_\_\_\_
5. Family members like to spend some of their free time with each other. \_\_\_\_\_
6. Punishment is usually pretty fair in our family. \_\_\_\_\_
7. Family members are encouraged to have friends of their own as well as family friends. \_\_\_\_\_

4= true all the time  
3= true most of the time

2= true some of the time  
1= true none of the time

208

28. Family members discuss problems and usually feel good about the solutions. \_\_\_\_\_
29. Family members share almost all interests and hobbies with each other. \_\_\_\_\_
30. Our family is not a perfect success. \_\_\_\_\_
31. Family members are extremely independent. \_\_\_\_\_
32. No one in our family seems to be able to keep track of what their duties are. \_\_\_\_\_
33. Family members feel it's "everyone for themselves." \_\_\_\_\_
34. Every new thing I've learned about my family has pleased me. \_\_\_\_\_
35. Our family has a rule for almost every possible situation. \_\_\_\_\_
36. Now that I am living away from my family I get homesick. \_\_\_\_\_
37. We respect each other's privacy (in the family). \_\_\_\_\_
38. Once our family has planned to do something, it's difficult to to change it. \_\_\_\_\_
39. In our family we are on our own when there is a problem to solve. \_\_\_\_\_
40. I have never regretted being with my family, not even for a moment. \_\_\_\_\_
41. Family members do not turn to each other when they need help. \_\_\_\_\_
42. It is hard to know what other family members are thinking. \_\_\_\_\_
43. Family members make visitors feel at home.
44. Parents make all of the important decisions in our family. \_\_\_\_\_
45. Even when everyone is home, family members spend their time separately \_\_\_\_\_
46. Parents and children in our family discuss together the method of punishment. \_\_\_\_\_
47. Family members have little need for friends because the family is so close. \_\_\_\_\_
48. We feel good about our ability to solve problems. \_\_\_\_\_
49. Although family members have individual interests, they still participate in family activities. \_\_\_\_\_
50. My family has all the qualities I've always wanted in a family. \_\_\_\_\_
51. Family members are totally on their own in developing their ideas. \_\_\_\_\_
52. There are times when I do not feel a great deal of love and affection for my family. \_\_\_\_\_
53. Once a task is assigned to a family member, there is no changing it, \_\_\_\_\_

4= true all the time  
3= true most of the time

2= true some of the time  
1= true none of the time

209

54. I feel that my parents wanted me to go away to college. \_\_\_\_\_
55. Family members seldom take sides against other members. \_\_\_\_\_
56. When rules are broken, family members are treated fairly. \_\_\_\_\_
57. Family members don't enter each other's areas or activities. \_\_\_\_\_
58. Family members encourage each other's efforts to find new ways of doing things. \_\_\_\_\_
59. Family members discuss important decisions with each other, but usually make their own choices. \_\_\_\_\_
60. If I could be part of any family in the world, I could not have a better match. \_\_\_\_\_
61. Home is one of the loneliest places to be. \_\_\_\_\_
62. In our family, it's important for everyone to express their opinion. \_\_\_\_\_
63. Family members find it easier to discuss things with persons outside the family. \_\_\_\_\_
64. There is no leadership in our family. \_\_\_\_\_
65. We try to plan some things during the week so we can all be together. \_\_\_\_\_
66. Family members are not punished or reprimanded when they do something wrong. \_\_\_\_\_
67. In our family we know each other's close friends. \_\_\_\_\_
68. Our family does not discuss its problems. \_\_\_\_\_
69. Our family doesn't do things together. \_\_\_\_\_
70. If my family has any faults, I am not aware of them. \_\_\_\_\_
71. Family members enjoy doing things alone as well as together. \_\_\_\_\_
72. I enjoy calling home and talking to my parents. \_\_\_\_\_
73. In our family, everyone shares responsibilities. \_\_\_\_\_
74. Parents agree on how to handle the children. \_\_\_\_\_
75. I don't think anyone could possibly be happier than my family and I when we are together. \_\_\_\_\_
76. It is unclear what will happen when rules are broken in our family. \_\_\_\_\_
77. When the bedroom door is shut, family members will knock before entering. \_\_\_\_\_
78. If one way doesn't work in our family, we try another. \_\_\_\_\_
79. Family members are expected to have the approval of others before making decisions. \_\_\_\_\_

4= true all the time

2= true some of the time

3= true most of the time

1= true none of the time

210

80. Family members are totally involved in each other's lives. \_\_\_\_\_
81. Family members speak their mind without considering how it will affect others. \_\_\_\_\_
82. Family members feel comfortable inviting their friends along on family activities. \_\_\_\_\_
83. Each family member has at least some say in major family decisions. \_\_\_\_\_
84. Family members feel pressured to spend most free time together. \_\_\_\_\_
85. Members of our family can get away with almost anything. \_\_\_\_\_
86. Family members share the same friends. \_\_\_\_\_
87. When trying to solve problems, family members jump from one attempted solution to another without giving any of them time to work. \_\_\_\_\_
88. We have difficulty thinking of things to do as a family. \_\_\_\_\_
89. Family members understand each other completely. \_\_\_\_\_
90. I never miss being away from home. \_\_\_\_\_
91. It seems as if we agree on everything. \_\_\_\_\_
92. It seems as if males and females never do the same chores in our family. \_\_\_\_\_
93. Family members know who will agree and who will disagree with them on most family matters. \_\_\_\_\_
94. My family could be happier than it is. \_\_\_\_\_
95. There is strict punishment for breaking rules in our family. \_\_\_\_\_
96. Family members seem to avoid contact with each other when at home. \_\_\_\_\_
97. For no apparent reason, family members seem to change their minds. \_\_\_\_\_
98. We decide together on family matters and separately on personal matters. \_\_\_\_\_
99. Our family has a balance of closeness and separateness. \_\_\_\_\_
100. Family members rarely say what they want. \_\_\_\_\_
101. It seems there are always people around home who are not members of the family. \_\_\_\_\_
102. Certain family members order everyone else around. \_\_\_\_\_
103. It seems as if family members can never find time to be together. \_\_\_\_\_
104. Family members are severely punished for anything they do wrong. \_\_\_\_\_
105. We know very little about the friends of other family members. \_\_\_\_\_
106. Family members feel they have no say in solving problems. \_\_\_\_\_

4= true all the time  
3= true most of the time

2= true some of the time  
1= true none of the time

107. Members of our family share many interests. \_\_\_\_\_ 211
108. Sometimes I miss my high school friends and wish I could talk with them. \_\_\_\_\_
109. Our family is as well adjusted as any family in this world can be. \_\_\_\_\_
110. Family members are encouraged to do their own thing. \_\_\_\_\_
111. Family members never know how others are going to act. \_\_\_\_\_
112. Certain individuals seem to cause most of our family problems. \_\_\_\_\_
113. I don't think any family could live together with greater harmony than my family. \_\_\_\_\_
114. It is hard to know what the rules are in our family because they always change. \_\_\_\_\_
115. Family members find it hard to get away from each other.
116. I call or write home at least on a weekly basis. \_\_\_\_\_
117. Family members feel that the family will never change. \_\_\_\_\_
118. Family members feel they have to go along with what the family decides to do. \_\_\_\_\_



# FACES

## ANSWER SHEET

1.	<input type="checkbox"/>	20.	<input type="checkbox"/>	39.	<input type="checkbox"/>	58.	<input type="checkbox"/>	76.	<input type="checkbox"/>	94.	<input type="checkbox"/>
2.	<input type="checkbox"/>	21.	<input type="checkbox"/>	40.	<input type="checkbox"/>	59.	<input type="checkbox"/>	77.	<input type="checkbox"/>	95.	<input type="checkbox"/>
3.	<input type="checkbox"/>	22.	<input type="checkbox"/>	41.	<input type="checkbox"/>	60.	<input type="checkbox"/>	78.	<input type="checkbox"/>	96.	<input type="checkbox"/>
4.	<input type="checkbox"/>	23.	<input type="checkbox"/>	42.	<input type="checkbox"/>	61.	<input type="checkbox"/>	79.	<input type="checkbox"/>	97.	<input type="checkbox"/>
5.	<input type="checkbox"/>	24.	<input type="checkbox"/>	43.	<input type="checkbox"/>	62.	<input type="checkbox"/>	80.	<input type="checkbox"/>	98.	<input type="checkbox"/>
6.	<input type="checkbox"/>	25.	<input type="checkbox"/>	44.	<input type="checkbox"/>	63.	<input type="checkbox"/>	81.	<input type="checkbox"/>	99.	<input type="checkbox"/>
7.	<input type="checkbox"/>	26.	<input type="checkbox"/>	45.	<input type="checkbox"/>	64.	<input type="checkbox"/>	82.	<input type="checkbox"/>	100.	<input type="checkbox"/>
8.	<input type="checkbox"/>	27.	<input type="checkbox"/>	46.	<input type="checkbox"/>	65.	<input type="checkbox"/>	83.	<input type="checkbox"/>	101.	<input type="checkbox"/>
9.	<input type="checkbox"/>	28.	<input type="checkbox"/>	47.	<input type="checkbox"/>	66.	<input type="checkbox"/>	84.	<input type="checkbox"/>	102.	<input type="checkbox"/>
10.	<input type="checkbox"/>	29.	<input type="checkbox"/>	48.	<input type="checkbox"/>	67.	<input type="checkbox"/>	85.	<input type="checkbox"/>	103.	<input type="checkbox"/>
11.	<input type="checkbox"/>	30.	<input type="checkbox"/>	49.	<input type="checkbox"/>	68.	<input type="checkbox"/>	86.	<input type="checkbox"/>	104.	<input type="checkbox"/>
12.	<input type="checkbox"/>	31.	<input type="checkbox"/>	50.	<input type="checkbox"/>	69.	<input type="checkbox"/>	87.	<input type="checkbox"/>	105.	<input type="checkbox"/>
13.	<input type="checkbox"/>	32.	<input type="checkbox"/>	51.	<input type="checkbox"/>	70.	<input type="checkbox"/>	88.	<input type="checkbox"/>	106.	<input type="checkbox"/>
14.	<input type="checkbox"/>	33.	<input type="checkbox"/>	52.	<input type="checkbox"/>	71.	<input type="checkbox"/>	89.	<input type="checkbox"/>	107.	<input type="checkbox"/>
15.	<input type="checkbox"/>	34.	<input type="checkbox"/>	53.	<input type="checkbox"/>	72.	<input type="checkbox"/>	90.	<input type="checkbox"/>	108.	<input type="checkbox"/>
16.	<input type="checkbox"/>	35.	<input type="checkbox"/>	54.	<input type="checkbox"/>	73.	<input type="checkbox"/>	91.	<input type="checkbox"/>	109.	<input type="checkbox"/>
17.	<input type="checkbox"/>	36.	<input type="checkbox"/>	55.	<input type="checkbox"/>	74.	<input type="checkbox"/>	92.	<input type="checkbox"/>	110.	<input type="checkbox"/>
18.	<input type="checkbox"/>	37.	<input type="checkbox"/>	56.	<input type="checkbox"/>	75.	<input type="checkbox"/>	93.	<input type="checkbox"/>	111.	<input type="checkbox"/>
19.	<input type="checkbox"/>	38.	<input type="checkbox"/>	57.	<input type="checkbox"/>						

DO NOT WRITE  
 IN THIS SPACE

<input type="checkbox"/>	EB
<input type="checkbox"/>	AST
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<input type="checkbox"/>	RO
<input type="checkbox"/>	COA
<input type="checkbox"/>	SD
<input type="checkbox"/>	RU
<input type="checkbox"/>	S
<input type="checkbox"/>	SF
<input type="checkbox"/>	DM
<input type="checkbox"/>	SD

Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Place of Birth \_\_\_\_\_

Home Town: \_\_\_\_\_

City State

Dorm: \_\_\_\_\_

Room \_\_\_\_\_

Telephone: \_\_\_\_\_

How would you classify the location of your home?

\_\_\_ City \_\_\_ Suburb \_\_\_ Country

Approximately how far is your home from New York City? \_\_\_\_\_ miles

Please list yourself and your brothers and sisters in the order of age. Put the oldest first

First Name	Age	Gender (M-F)
1) _____	_____	_____
2) _____	_____	_____
3) _____	_____	_____
4) _____	_____	_____
5) _____	_____	_____
6) _____	_____	_____

Please put a check (✓) after those siblings who have moved out of the home.

Please check your parents' marital status:

Married \_\_\_\_\_ Separated \_\_\_\_\_ Divorced \_\_\_\_\_ Widowed \_\_\_\_\_

If your Parents are separated, divorced or widowed which parent do you live with?

Mother \_\_\_\_\_ Father \_\_\_\_\_

INTERVIEWIntroduction:

Where are you from?  
How did you happen to come to Columbia?  
What other schools did you apply to?  
Did your father go to college? Where? What does he do now?  
Did your mother go to college? Where? What does she do now?  
Do you have any brothers or sisters? Where do you fit in the birth order?  
Do any of your brothers or sisters live away from home?

Separation Aspects:

What kind of high school did you go to?... How did you like it?  
Did you have many friends?... What was it like to leave them?  
Do you stay in touch with them?... How much?... Has this increased or decreased since the beginning of the school year?... Do you think about them much?... Do you think you'll remain friends during the school break?

How did you get along with your family before you came to college?  
What was it like for you to leave them?... How did your family feel about your going away?... How much contact do you have with them?  
How much do you think about them?... How do you get along with them now?... Does anything worry you about being away from home?

Did you do anything to prepare yourself for college?... How did you spend this past summer?... Have you felt homesick at all? (If yes) Who or what do you miss most?

Academic Factors:

Have you chosen a major?

(If yes)

When did you decide upon it?... Have you considered other areas?... How did you get interested in this area?... What seems attractive about this area?... What would you like to do when you are finished?... What is the highest degree you would like to obtain?... What about your family (friends)? What do they think?



(If no)

Have you thought about what areas you might consider?... How did you get interested in these areas?... What seems attractive about these areas to you?... Do you have any thoughts about what you would like to do when you are finished with your education?... What is the highest degree you would like to obtain? (Friends/family)?

About how much time do you spend studying per/day?... Is that a lot for you compared to high school?... How many classes are you taking? Besides studying and class how much time do you spend thinking about your work?... What are your concerns about grades?... How well do you think you will do?... If you don't do that well how will you feel? What will worry you?... What about your family? What do they think? Friends?... Is there pressure from the school?... Tell me about it?

#### College Activities:

Do you belong to any clubs, sports, teams, or organizations or do you work?

(If yes)

How much time do you spend involved with the \_\_\_\_\_? (Actual time and how time spent thinking about it)... What do you do in this \_\_\_\_\_? How did you get interested in \_\_\_\_\_?... What do you get out of being a member of \_\_\_\_\_?... Are many of your friends involved in activities?... What about your family?... What do they think?... Friends?... Are you worried about this area at all?

(If no)

Do you have any plans to get involved?... (if no) Are there any reasons that you will not be involved?... (if yes to 1st question) Which ones? Why do you want to be involved in that particular activity?... What about your family? What do they think?... Friends...?

#### Social-Peer Relations:

How do you like living in the dormitory?... What is it like?

Are having friends important to you?... Have you made any friends here? Is it easy or difficult to make friends here?... What makes this so? In general how did you meet your friends?... How do you and your friends spend your free time together?... How do you spend your free time when alone?

Do you date?... (if no) are there any reasons for not dating?... (If yes to 1st question) Do you have a girlfriend here or at home right now?

(If yes) how long have you been going out?... Is this an important relationship to you?... How much time do you spend dating?... How much time do you spend thinking about dating and or your girlfriend (if appropriate)?

Have you made any friendships or felt close to any faculty or staff members at the college?... Can you tell me about it?... What about your family?... What do they think?

### Religion:

Do you have any particular religious affiliation or preference?... How about your folks?... Ever very active in church/temple?... How about now?... Do you get into many religious discussions?... What about your friends?... Do you discuss your ideas with them?... How do your parents feel about your beliefs now?... Was there ever a time when you came to doubt any of your religious beliefs?... When?... How did it happen?... How did you resolve your questions?... How are things for you now?... How much do you think about your beliefs?... Have your beliefs changed since you came here?

### Politics:

Do you have any particular political preference/ideology?... Ever get involved in any political activities?... Any issues you feel pretty strongly about?... Was there any particular time when you decided on your political beliefs?... How about your parents?... How do they feel about your beliefs?... Do you discuss your ideas with them?... How about your friends?... What do they think?... Do you discuss your ideas with them?... About how much time do you spend thinking about politics?... What did you think of the past election?... Have these ideas changed since you have been here?

### Drugs:

What are your attitudes concerning the use of drugs and alcohol? When do you think its alright?... When not?... How do these ideas apply to yourself?... Does it make a difference in what you do?... How? Have you always felt this way?... If not, how have your ideas changed? How about your friends?... What do they think?... Do you discuss your ideas with them?... How about your parents?... What do they think?... Do you discuss your ideas with them?... About how often do you use drugs? Alcohol?... About how much time do you spend thinking about them?

### Sexual Behavior:

Finally, I'd like to ask you about your beliefs regarding your own sexual

behavior. What are your attitudes concerning sexual intercourse? When do you think its alright?... When not?... How do these ideas apply to yourself?... Does it make a difference in what you do?... How?... Have you always felt this way?... If not how have your ideas changed?... How about your friends?... What do they think?... Do you discuss your ideas with them?... How about your parents?... What do they think?... Do you discuss your ideas with them?

Conclusion:

Well you have told me quite a lot about yourself and I only have three final questions:

Do you feel your time here has been a pleasurable one or an unpleasurable one?... Do you think this will change?

What was the person, thing or things which helped you most in adjusting to college life?

Is there any area that you feel has been left out in helping us to understand what is important for a student who moves away from home to live at college?

Finally, I'd like to ask you to rate these eight areas in terms of their importance in your life. After you have rated them please assign each one a weight from 1-5. This weight will tell us how important each area is to you.

ManualAdaptation Interview

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Instructions

In this manual you are asked to rate the eight content areas contained in the interview before you. Please look over the interview carefully before listening to the tapes. You will be asked to make four ratings on each content area. The ratings you make will be based on: Information processing, Autonomy, Motivation, and Self-Esteem. Each variable will be defined for you to make a judgment in each of these eight content areas. Please listen to one full playing of the interview tape before beginning to make your ratings. You may replay the tape as many times as is necessary to arrive at a rating.

Once again, you are asked to listen to the total tape first. This is important because as you will find will add content from one content area to another, or elaborate on material from one content area while discussing, seemingly, unrelated material. Use both behavioral and emotional characteristics to determine your rating.

Information Processing

In the area below the aim is to establish the degree to which the S is able to obtain and maintain adequate information about his environment. Of central importance is the amount and quality of the adequate information that the S has gathered as a basis for his activity or lack of activity. To determine this you are asked to judge the degree to which the S has differentiated his interests.

Differentiation is a cognitive dimension; it refers to how clearly the S is able to spell out the nature of his interests. This includes both the nature of the object of his interest and its meaning and value for him. At the high end of the scale, the S is able to be relatively differentiated about his interests and to speak spontaneously about them without much prodding from the interviewer. At the low end the S has no clearly differentiated interests. He may appear very diffuse and unable to say much about what ever tenuous interests he might have. He may, also, show a misconception about the content area, due to inadequate information.

#### Scores

4 - High. Highly differentiated interest(s) based on sound adequate information; spontaneously elaborates and clarifies for the interviewer: is able to both characterize the nature of the interest as to the activities involved in it and the meaning and value for S:

3 - Moderate. S mentions an interest and shows moderate knowledge of what it involves but no indication of its inner meaning and value for S; or talks about the meaning and value but doesn't specify the content of the interest -- is somewhat vague about what he is interested in, or the area itself.

2 - Low. Very vague, diffuse; may be oriented to a particular object or activity but can't indicate what is is, what S does, or what parts of himself are invested in it.

1 - No concern, knowledge of, or differentiation about the area, even with probing by the E.

Motivation

In the area below the aim is to establish the degree to which the S a quantitative and qualitative involvement in the nine areas of concern.

Qualitative Involvement - To what degree is the S invested in the area of concern. Although differentiation partially overlaps with this rating, for one is tempted to judge involvement in part by the degree to which S speaks of his interests in a differentiated manner, this rating should weight other variables more heavily. One should note: (1) the enthusiasm with which S speaks of his interests; (2) The degree to which the central interests represent a theme in his life and enter into his varied activities; and (3) the degree to which he integrates the interests in his studies and other areas of activities, outside and inside of college. Above all one should be aware of the intrinsicness of the involvement: is S in it primarily for intrinsic or extrinsic rewards?

4 - High. Highly involved; shows enthusiasm, sustained striving in an area, fairly stable pattern of interest which has thematic relation to other aspects of S's life; is active apart from situations where he is forced to be involved. The interest is clearly part of S's self-concept. Internal satisfaction rather than extrinsic rewards largely motivate his interests.

3 - Moderate. Moderately involved, less enthusiasm, stability and self-direction; enthusiasm without sustained activity; or enthusiasm with sustained activity in a largely extrinsic area.

2 - Low. Low level of involvement or enthusiasm about the area of

concern.

1 - No involvement or disinterest in the area of concern.

### Autonomy

In the area below the aim is to establish the extent to which the S manifests genuine as opposed to dependence or counterdependence in his current relationship to: his parents, his friends, and the specific activities in the eight content areas.

5 - High. Appears to behave in a highly independent manner in most activities and relationships in the area of concern; neither definitively counterdependent nor covertly dependent. Makes his own decisions and seems ready to take responsibility for them; is not engaged in struggles over independence but seems to have achieved a reciprocal relationship between the environmental demands and his interests.

4 - High/Moderate. Behaves quite independently but shows some concern over being independent thus indicating some underlying conflict in this area. However, the S makes major life decisions on his own without evidence of gross counterdependence and appears to be handling the issue without severe conflict either internally or with his environment.

3 - Moderate. The S is actively engaged in a struggle over independence both internally and to some extent with his environment; maybe manifest in the S being at odds between his own preferred choice and the demands of the environment.

2 - Moderate/low. The S is fairly dependent upon some external

source for decision making and guidance; is somewhat identified with this source; low-level conflict and concern about being more independent but S does not appear to be doing much about it.

1 - Low. Highly dependent upon an external source or sources (parents, friends, or activities or drugs, or religion are some examples); does not really distinguish between external demands and his own interests; may comfortably accept the role of obedience; relies on environmental feedback for, decisions, involvement, and gratification

#### Self-Esteem

In the area below the aim is to establish the extent to which the S manifests feelings about himself with regards to the role that he assumes in his current relationships. These relationships may be between himself and his: parents, friends, or activities.

3 - High. The S demonstrates a positive self-image in the relationship he has with his friends, family and/or activity. He views his role positively and is satisfied with his actions and their environmental consequences. Relates a sense of security in the relationship and sees problems as solvable.

2 - Moderate. The S demonstrates ambivalence in his self-image with regards to the relationship he has with his, friends, family and/or activity. He views his role as containing both positive and negative aspects or a general ambivalence about his feeling of himself in the role. He presents an uncertainty about his actions and their environmental consequences. Relates some degree of security in the relationship and presents some indecisiveness or impulsiveness in his decision



making when faced with problems.

1 - Low. The S demonstrates a negative self-image in the relationships he has with his friends, family and/or activity. He views aspects of himself negatively in his assumed role and is unsatisfied with his actions and their environmental consequences. Relates a sense of insecurity in the relationship and sees problems as insolvable. Or: the S demonstrates an isolated self-image that is detached from, or exaggerated in, the relationship he has with his friends, family and/or activity. He views aspects of himself, in his assumed role with either detachment or exaggeration and responds likewise to his actions and their environmental consequences. A sense of security may be demonstrated but appears related to his isolated or exaggerated style of relating.

SCORING SHEET

	<u>Information</u>	<u>Motivation</u>	<u>Autonomy</u>	<u>Self-esteem</u>
<b>Separation Aspects</b>				
<b>Academic Factors</b>				
<b>College Activity</b>				
<b>Social-Peer Relations</b>				
<b>Religious Attitudes</b>				
<b>Political Attitudes</b>				
<b>Drug and Alcohol Attitudes &amp; Behavior</b>				
<b>Sexual Attitudes &amp; Behavior</b>				

Open

Random

Closed

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 FAMILY COHESION
 

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 FAMILY ADAPTATION
 

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PARENT QUESTIONNAIRE

Please answer questions 1-8 from the five phrases (a,b,c,d,e) listed below.

- a) much more when my son was a senior in high school
- b) somewhat more when my son was a high school senior
- c) about the same now as when my son was a high school senior
- d) somewhat more now
- e) much more now

1) I enjoy talking with my son:

- a b c d e

2) My son asks me for advice:

- a b c d e

3) My son makes decisions without my help:

- a b c d e

4) I encourage my son to make his own decisions:

- a b c d e

5) My son's ability to withstand frustration is/was greater

- a b c d e

6) My son and I argue over little things:

- a b c d e

7) My son and I argue over important issues:

- a b c d e

8) I give my son advice about his clothes and hairstyle:

- a b c d e

Please answer questions 9-13 from the five phrases (a,b,c,d,e) listed below.

- a) much less
- b) a little less
- c) as we do now
- d) a little more
- e) much more

I wish my spouse and I would do this activity:

9) Talk together:

- a b c d e

10) Tell each other about our day:

- a b c d e

- 11) Enjoy working on projects together:  
a b c d e
- 12) Have heart to heart talks:  
a b c d e
- 13) Have things in common:  
a b c d e
- 14) I feel that my son:  
a) should have gone away to college.  
b) should have gone away to college but chosen a school closer to home.  
c) should have gone to a local college for at least one year.  
d) should have gone to a local college.
- 15) When my son left for college I:  
a) felt mostly worried.  
b) felt mostly sad.  
c) felt mostly proud.  
d) felt mostly relieved.  
e) had no strong emotions.  
f) felt something else (please specify) \_\_\_\_\_.
- 16) I think about how my son is living at college:  
a) often  
b) sometimes.  
c) rarely.
- 17) Since my son has graduated from high school my free time has:  
a) increased.  
b) remained the same.  
c) decreased.
- 18) My son depends on my to help him make decisions with:  
a) most things.  
b) some things.  
c) few things.  
d) nothing.
- 19) Since my son graduated from high school work I do around the house has:  
a) increased.  
b) remained the same.  
c) decreased.
- 20) Since my son graduated from high school my work seems to be:  
a) more demanding.  
b) about the same.  
c) less demanding.

- 21) When advising my son I feel, in general:
- a) confident.
  - b) convinced what is right but hesitant to tell him.
  - c) uncertain.
  - d) that it is better not to interfere.
- 22) Since my son has graduated from high school my life has
- a) become more interesting.
  - b) remained the same.
  - c) become less interesting.
- 23) Since my son has graduated from high school our social life has:
- a) increased.
  - b) remained the same.
  - c) decreased
- 24) Since my son has graduated from high school my involvement with my hobbies or pet projects has:
- a) increased.
  - b) remained the same.
  - c) decreased.
- 25) Which of the following statements most correctly states how you feel about your son:
- a) he is independent and can handle all problems that he faces.
  - b) he can manage most problems on his own.
  - c) he is beginning to try his wings.
  - d) he will always be my little boy.

APPENDIX BLetter Requesting Columbia College's Participation in the Study.

Dean

Dean of Students  
Columbia College  
New York, N.Y. 10027

Dear Dean \_\_\_\_\_:

I would like to invite Columbia College to participate in a study of freshmen adaptation to the college environment. This study is part of my doctoral dissertation in the School of Social Work at Columbia University.

The transition from high school to a college environment is a major developmental achievement demanded of many adolescents. A student's ability to perform up to his intellectual potential in college is significantly related to the manner in which he adapts to the collegiate environment. Furthermore, the effect of parents' attitudes toward their child's venturing out of the home cannot be underestimated.

The present study will survey the immediate impact of the college environment and the parental attitudes, on the student's adaptation to college. I believe that an investigation of this phenomena will be of assistance to educators who share the responsibility of aiding young men and women in their transition to college living.

The study will be carried out as follows: A group of 100 randomly selected college freshmen will be asked to fill out two questionnaires in the fall of 1981. This procedure will require approximately one hour and will be scheduled at the student's convenience. From the results of one of these questionnaires three groups will be defined. A subpopulation of 30 students will be chosen from these three groups and further interviewed. The interview will focus on the student's adaptation to school. A \$3.00 honorarium will be offered to these students for their participation. A short questionnaire will be sent to the parents of these students with a letter of introduction asking them to participate in the study.

All data will be analyzed only with respect to the entire group of students surveyed. No analysis will be carried out with respect to individual students. Thus, complete anonymity and confidentiality will be assured. A report on the results of the data will be sent to the college by April, 1982. Furthermore, a briefing session will be held for the students interested in learning about the results. This session will serve as an educative experience.

I would appreciate an opportunity to meet with you and answer any questions you might have about this project. My telephone number is \_\_\_\_\_. I look forward to meeting with you.

Thank you.

Sincerely,

Arthur Lynch

Dear Mr. and Mrs.

I would like to invite you to participate in a study of freshmen adaptation to the college environment. This study is part of my doctoral dissertation in the School of Social Work at Columbia University. Recently your son participated in our study and our aim is to match as many parents as possible with the student participants.

The transition from high school to college is a challenging step in the lives of many young men and women. With the assistance of college counselors, and personnel, students adjust to the collegiate environment. In order for college educators to assist students, it is necessary that they understand as fully as possible the effects that college entrance has upon students. These effects are the main focus of our research. As you are well aware, a student's relationship with his family can have a strong influence on his work. Your cooperation in this project would be greatly appreciated and enable college educators to more fully understand and assist students.

Participation in this study is quite simple. You are asked to fill out the enclosed questionnaire. This questionnaire is not a test. There are no right or wrong answers. Please understand, however, that your responses are helpful only to the extent that they reflect your real feelings. In order that you will feel free to express yourself, all questionnaires are coded. This is to assure you that the results will remain anonymous and confidential. Furthermore, our data will be analyzed only with respect to the entire group of students and parents surveyed. No analysis will be carried out with respect to individual questionnaires.

Please fill out your questionnaire without consulting the other family members. We are interested in your feelings. When you are finished return the form to me in the enclosed stamped envelope. Please return the questionnaire as soon as possible.

Once again your cooperation is appreciated. It is through your efforts that the needs of students can be understood and acted upon.

Thank you very much.

Sincerely,

Arthur Lynch



Standard Explanation of the Research to the Student

I am a doctoral student at the University and am conducting a study on how students adapt to college for my dissertation. The main focus of the study is to see how people adapt to major transition in their lives. The research task is really quite simple. The study has two phases. In the first phase a large number of students will be asked to fill out two questionnaires. These will take about an hour to complete and can be done at the students convenience. In the second phase a smaller number of students will be interviewed on what they perceive as some of the important issues involved in the transition from living at home to living at college. We don't know who these students will be yet because they will be randomly selected from the larger group.

Would you help me in this study? Fine, let's set up a time when you can answer the questionnaire.

Instructions Prior to Taking the Questionnaires

In front of you are two questionnaires to be filled out. These are not tests. There are no right or wrong answers. Please understand, however, that your responses are helpful only to the extent that they reflect your real feelings. In order that you will feel free to express yourself, each questionnaire is identified by code. Furthermore, the data will be analyzed only with respect to the entire group of students. No analysis will be carried out with respect to individual students. This is to assure you of complete anonymity and confidentiality.

On the first questionnaire indicate your answer to each question by making a mark in the appropriate space on the answer sheet for "Yes," "No," or "?." Use the question mark only when you are certain you cannot answer "Yes" or "No."

On the second questionnaire indicate your answer to each question by filling in the blank at the end of each question. Indicate your answers by placing the number equivalent to the statement which most closely resembles your feelings.

Standard Statement to Subjects in Phase II of the Study

In this interview I would like to explore with you the nature of your interests and involvements, the things that really matter in your life. The overall question of this research is: What issues are important for a student leaving home to live at college? I am interested in learning, then, about the relationship of your main areas of involvement to your experiences in college: do the things that matter most to you have any relationship at all to your college life.

You have taken two tests which have attempted in a limited way to approach a few of these questions. But, because of the necessity for structuring it and for limited responses, it had to remain fairly general. Here we can cover these issues more freely and with greater depth.

## APPENDIX C

The Evaluation and Correction Procedures

Step 1. It was hypothesized that both the Adaptation and Cohesion Scales were affected by the Social Desirability scores. The authors of FACES found a low correlation between Social Desirability and Adaptation ( $r=.03$ ). They also found a high correlation between S.D. and Cohesion ( $r=.45$ ) (See p. 47).

Step 2. The authors of FACES approach in determining their correlation for adaptability was critically questioned because it was believed that these authors failed to appreciate the curvilinear construction of their scale.

The desirable scores for adaptation fell in the middle range of the scores given for each question pertaining to adaptability and not on one of the ends, as is true in a linear scale. Based on this it was expected that higher Social Desirability (S.D.) scores would travel towards the middle range of the scale.

TABLE 1B  
 FREQUENCIES OF SOCIAL DESIRABILITY

SD Score	Frequency	Cumulative Frequency	SD Score	Frequency	Cumulative Frequency
8	1	1	37	3	43
21	1	1	38	3	46
24	3	5	39	6	51
25	1	5	40	6	57
26	4	9	41	6	62
27	5	14	42	8	69
28	3	16	43	8	77
30	1	17	44	1	77
31	1	18	45	5	82
32	1	19	46	3	85
33	9	27	47	6	90
34	4	31	48	3	93
35	4	34	49	1	94
36	7	41	50	5	98

As the SD scores increased, if they were below the population's mean for adaptation (Grand Mean = 186), it was expected that their adaptation scores would also increase towards the Grand Mean. That is, a positive relationship was postulated between SD and Adaptation scores for those Ss who fell below the Grand Mean.

Because of the curvilinear nature of the scale it was also expected that those scores that fell above the Grand Mean would reflect a mirror image of those scores below the Grand Mean, or a negative relationship. That is, for those Ss who report very high adaptation scores it was hypothesized that they would also have very low SD scores. Or, as SD scores increase the Ss Adaptation scores start traveling down toward the Grand Mean (See Chart 1).

Step 3. In this step the above stated hypothesis was tested. The Ss were divided into two groups depending on which side of the Grand Mean their Adaptation scores fell. A regression model was then fit to predict the Adaptation scores based on their SD scores. This produced a regression line which indicates a predicted mean value for adaptability based on the SD score. As hypothesized, the regression coefficient for those cases less than the Grand Mean was positive  $r = .29$ .

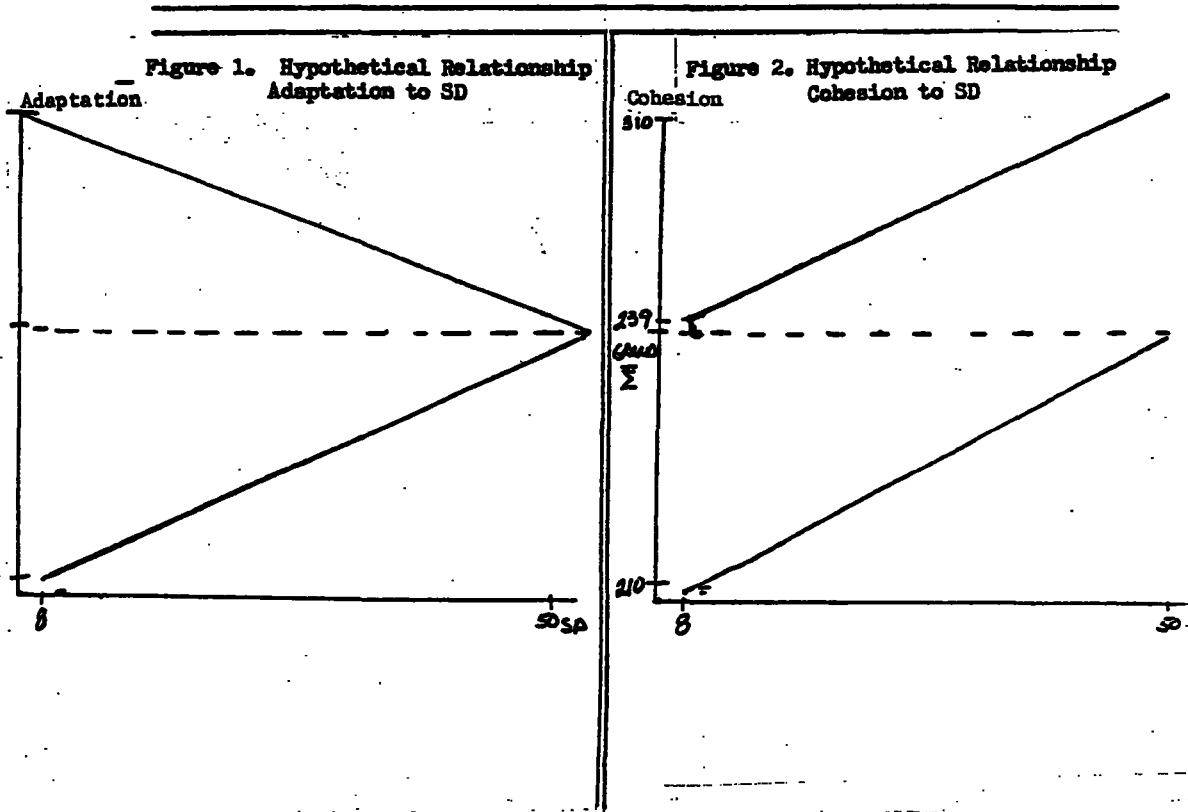
A regression line was also fit for those cases greater than or equal to the Grand Mean for Adaptation. As hypothesized the regression coefficient indicated a negative relationship  $r = -.20$ .

This indicates that the authors of FACES probably assumed a linear relationship between SD and Adaptation scores. Due to the curvilinear nature of the Adaptation Scale, which was confirmed by the regression

model, their correlation coefficient,  $r=.03$ , and their assumption that the Adaptation scores were not effected by Social Desirability were rejected.

Step 4. The Ss were then divided once again into two groups depending upon whether they fell above or below the Grand Mean for cohesion (Grand Mean = 239). A regression model was then used to predict the Cohesion Scale is linear and has the desirable scores falling at the high end of the scale. Two separate regression coefficients were estimated for those cases which were: 1) less than the Grand Mean and 2) equal to or greater than the Grand Mean. A positive relationship was predicted for all cases (See Chart 2).

Step 5. It was determined through regression analysis that these positive relationships existed. For those cases below the Grand Mean the Cohesion and SD correlation was  $r=.36$ . For those cases above or equal to the Grand Mean the Cohesion and SD correlations was  $r=.39$ .



### Correction Procedure

Step 6. Once a regression line and the predicted mean scores were established for Adaptation a correction procedure was implemented. The correction procedure consisted of the following operations. For



those cases which fell below the Grand Mean (186) the steps were as follows: 1) If an individual's reported Adaptation score was above the predicted mean value, on the regression line (i.e., closer to the Grand Mean than the average would have predicted), the S's score was pushed back away from the Grand Mean to the predicted mean value, which for this group was the lower adaptation score, (See Chart 1). 2) If the S's score was below the predicted mean value (i.e., further away from the Grand Mean than the predicted mean value), the S's score was left alone. For those cases which fell equal to or above the Grand Mean the correction operations were the same. Because the data reflected an opposite or mirror image relationship the steps will be spelled out. 1) If an individual's reported adaptation score was below the predicted mean value, on the regression line (i.e., closer to the Grand Mean than the average would have predicted), the S's score was pushed back away from the Grand Mean to the predicted mean value, which for this group was the higher adaptation score (See Chart 1). 2) If the S's score was below the predicted mean value (i.e., further away from the Grand Mean than the predicted mean value), the S's score was left alone. The reason for leaving the scores at their original value, in both groups, was based upon the belief that these scores were more honestly reported than what was expected from the predicted scores on the regression line. As a result of the corrections those Ss who were more idealistic were corrected for, while those Ss who were more honest than would have been expected were left intact.

Step 7. Once a regression line and predicted mean scores were established for cohesion the data was corrected linearly. This

correction procedure consisted of the following operations: 1) If an individual's reported Cohesion score was above the predicted-mean value on the regression line the S's score was pushed back to the predicted value. 2) If the S's score was below the predicted mean value it was left alone. This was based upon the reasoning that since the Cohesion scale was linear, those reporting scores higher than the predicted meanscores were responding more idealistically than those reporting scores that were lower than the predicted mean scores.

Step 8. Having reallocated the cases, the next step was to determine the difference between the original and corrected data (see Table 1C). On the average the difference between the original and corrected scores were: 5.63 for adaptation, and 7.66 for cohesion. Fifty-seven percent of the whole population was changed on the adaptation dimension and 54 percent of the population was changed on the cohesion dimension. The original and corrected data were then correlated to see if there was a difference in the rank ordering of the Ss on each scale. The correlations were equal to .95 for the data on both the adaptation and the cohesion scales. This indicates that the rank order of the data was not too disrupted. It also indicates that the reliability analysis run on FACES for this population, if rerun, should generally yield similar results. Likewise the means of the original and corrected data remained similar, but the standard deviations got larger due to the correction procedure (see Table 1C).

Step 9. The original means of the collapsed family type were then compared with the corrected means of the collapsed family type based on the adjustment scales (see Table 1D). In this table it becomes

Adjustment Variable Broken Down by Original  
and Corrected Collapsed Family Type

<u>Home Adj.</u>	<u>Group Mean</u>	<u>Group Sd</u>	<u>N</u>	<u>Group Mean</u>	<u>Group Sd</u>	<u>N</u>	<u>Label</u>
Group 1	7.30	6.60	111	9.40	7.67	15	Dysfunctional
Group 2	9.04	7.50	24	6.89	6.13	29	Adaptive Functional
Group 3	11.00	7.35	19	12.39	6.79	23	Cohesive Functional
Group 4	8.66	5.70	51	8.53	5.59	38	Functional
Total	9.00	6.78	105	9.05	6.54	105	
<u>Health Adj.</u>							
Group 1	6.90	3.66		7.80	3.90		Dysfunctional
Group 2	9.56	5.04		8.96	4.77		Adaptive Functional
Group 3	9.52	4.28		9.33	4.33		Cohesive Functional
Group 4	7.07	3.27		6.92	3.92		Functional
	8.26	4.06		8.10	4.31		
<u>Submissiveness-Self-assertiveness</u>							
Group 1	12.00	5.01		11.80	5.85		Dysfunctional
Group 2	11.72	7.47		12.83	8.67		Adaptive Functional
Group 3	11.68	7.35		12.70	6.68		Cohesive Functional
Group 4	11.98	7.55		10.66	6.84		Functional
Total	11.84	6.84		11.87	7.20		
<u>Emotionality</u>							
Group 1	7.50	4.46		9.07	5.69		Dysfunctional
Group 2	11.28	6.23		11.10	5.91		Adaptive Functional
Group 3	13.32	7.10		13.34	6.99		Cohesive Functional
Group 4	9.58	6.22		8.79	6.17		Functional
Total	10.42	6.00		10.47	6.40		
<u>Friendliness-Hostility</u>							
Group 1	12.30	5.25		12.53	4.75		Dysfunctional
Group 2	12.52	6.41		12.17	6.47		Adaptive Functional
Group 3	15.32	4.79		15.00	4.91		Cohesive Functional
Group 4	12.71	4.84		12.87	4.66		Functional
Total	13.21	5.32		13.10	5.31		
<u>Masculinity - Femininity</u>							
Group 1	20.10	4.50		19.27	3.88		Dysfunctional
Group 2	19.12	3.58		19.37	3.34		Adaptive Functional
Group 3	19.89	3.85		19.30	4.45		Cohesive Functional
Group 4	19.50	3.99		19.92	3.71		Functional
Total	19.54	3.98		19.54	3.88		

Group 1 = Adaptive & Cohesive Dysfunctional  
 Group 2 = Adaptive Functional but Cohesive Dysfunctional  
 Group 3 = Adaptive Dysfunctional but Cohesive Functional

clear that when the data is corrected there is a distinctive shift in the data's patterns. In considering the total data picture, the dysfunctional group no longer maintained the lowest mean values on the four adjustment scales. The mean values for the dysfunctional group increased in four of the adjustment scales and only slightly decreased in the remaining two scales. The mean values for the functional group on the other hand, have decreased on four of the adjustment scales and increased slightly (i.e., no more than .26) on the remaining two scales. These changes have made the functional group more consistently lower than the dysfunctional group. These changes occurred in the expected direction. They have also brought the dysfunctional group's mean score values closer to the adaptive functional group's mean score values on all of the adjustment scales. The adaptively functional and cohesively functional groups also showed notable although not consistent changes. The mean scores for three of the four groups fell within the average range for all six adjustment scales. Group three fell in a below average range on three of the six scales. These were: Home, Emotionality, and Friendliness-Hostility. The group standard deviation show no gross differences. This would indicate that any of the relationships found could not be accounted for by the differences in the dispersion of the group scores.

A univariate ANOVA of the separate six adjustment scales and the family composite groups plus a multivariate ANOVA of the family composite groups by the composite adjustment score were rerun (see Table 1E). The univariate ANOVA of the six separate scales reported two statistically significant relationships. These, however, were not

valid because the MANOVA  $P$  was not significant. The first relationship was between the Home Adjustment scale and the Family composite groups. The data reported an  $\eta^2 = .30$ , and a significance level of  $p = .02$ . This indicates that a moderate and significant relationship exists between the home adjustment scores and the perceived family types. A Oneway ANOVA revealed significant differences at the .05 levels, between the adaptively functional and cohesive groups and between the cohesively functional and functional groups. These findings indicate that the subjects who perceived their families as flexibly or structurally adaptive and cohesively disengaged or enmeshed scored the best on home adjustment. The group that perceived their families as the most functionally adaptive and cohesive (Group 4) scored the second best on home adjustment. The third highest group were those who perceived their families as the most dysfunctional on adaptation and cohesion. These three groups all scored within the average range of scores (see Appendix E, Table 1 and 2). Groups two and four also scored significantly better on home adjustment than the subjects who perceived their families as cohesively connected or separated and adaptively rigid or chaotic (Group 3). These subjects (Group 3) scored in the poor normative area of home adjustment.

The second relationship found to be statistically significant was between the adjustment scale of Emotionality and the family composite groups. The data reported the Wilks Lambda = .92, an  $\eta^2 = .28$ , and a significance level of  $p = .03$ . This indicates that a low moderate but significant relationship exists between the adjustment scores for Emotionality and the perceived family groups. A oneway

ANOVA revealed significant differences, at the .05 level, for Groups 1 and 3 and Groups 3 and 4. These findings indicate that the individuals who saw their families as adaptively functional but cohesively dysfunctional (Group 2), dysfunctional on both adaptation and cohesion (Group 1), and functional on both adaptation and cohesion (Group 4), consecutively scored better on the scale for Emotionality. These groups all stayed within the average range of normative scores (see

TABLE 1E

MULTIVARIATE ANALYSIS OF VARIANCE OF  
ORIGINAL AND CORRECTED SCORES

Scale	Univariate ANOVA				
	Wilks Lambda		Significance Level		Eta
	<u>Original</u>	<u>Corrected</u>	<u>Original</u>	<u>Corrected</u>	<u>Corrected</u>
Home	.9752	.90942	.4670	.0219	.3010
Health	.9175	.94811	.0329	.1442	.2278
Submissiveness	.9996	.98180	.9981	.6011	.1349
Emotionality	.9299	.92032	.0609	.0380	.2823
Friendliness	.9605	.96090	.2519	.2563	.1977
Masc./Fem.	.9936	.99447	.8851	.9048	.0744

Oneway Analysis

Home = Significance difference between Groups 2-3 and Groups 3-4 at the .05 level, Emotionality = Significant difference between Groups 1-3 and Groups 3-4 at the .05 level of statistical confidence.

Multivariate ANOVA

	Canonical Correlation	Significance Level
Original data	.3630	.2013
Corrected data	.3341	.1216

---

Appendix E, Table 1 and 2). The group who saw their families as cohesively functional but adaptively dysfunctional (Group 3) scored the worst on this scale. When compared with the normative data this group fell within the poor range of Emotionality. This group was also statistically lower than both Groups 4 and 1.

A multivariate analysis of variance of the composite adjustment scores by the family composite groups reported a weak relationship. The canonical correlation = .3341. The multivariate  $p = .1216$  and indicated that the results were not statistically significant.

## APPENDIX D

Set 1

The relationship between the adjustment scores and the distance the subjects' homes were from the university was investigated. The Ss were divided into two groups. Group 1 consisted of those Ss who lived within a 150 mile radius of Columbia. Group 2 consisted of those Ss who lived 150 miles or more from Columbia.

Table 1 presents the results of the analysis. The group means for this data show a consistent trend. The Ss in group 2 consistently receive lower scores on the adjustment subscales. The group standard deviations showed no gross differences which would indicate that the dispersion of the Ss scores might account for the group mean patterns. Normative data in the univariate analysis of variance of the separate adjustment scales by groups no strong correlations were reported. The lowest probability level found from this analysis was for the Hostility-Friendliness scale  $p = .2183$ . Likewise the ANOVA also produced a very weak correlation of probability level.



TABLE 1  
ADJUSTMENT BY MILES FROM HOME

		<u>Number of Cases by Group</u>					
<u>Miles</u>		<u>Number of Cases</u>				<u>Cumulative Frequencies</u>	
Group 1		59				56%	
Group 2		46				44%	
		<u>Group Means</u>					
<u>Group</u>	<u>Home</u>	<u>Health</u>	<u>Sub</u>	<u>Emotion.</u>	<u>Friendly</u>	<u>Masc/Fem</u>	
1	9.31	8.39	12.20	10.97	13.66	19.88	
2	8.72	7.12	11.43	9.85	12.37	19.11	
		<u>Group Standard Deviation</u>					
1	6.59	4.62	7.69	6.99	5.41	3.76	
2	6.54	3.90	6.58	5.54	5.15	4.03	
		<u>Univariate ANOVA</u>					
		<u>Wilks Lambda</u>			<u>Probability</u>		
Home		.99800			p=.6502		
Health		.99395			p=.4304		
Submissiveness		.99717			p=.5899		
Emotionality		.99210			p=.3674		
Friendliness		.98532			p=.2183		
Masculinity		.99015			p=.3137		
		<u>Multivariate ANOVA</u>					
p = .8770							

Set 2

The relationship between the adjustment scores and the Ss home environment was investigated. The Ss were divided into three groups

- based on their home environment type. Group 1 consists of Ss whose homes were in a city environment. Group 2 consisted of Ss whose homes were in a suburban environment. Group 3 consisted of Ss whose homes were in a country environment.

Table 2 presents the results of the analysis. The distribution of cases were uneven in these three groups. The Ss whose homes were in a suburban environment made up approximately 68 percent of the Ss population. Whereas the city and country Ss respectively made up approximately 23 percent and 9 percent of the population.

The group means reported no strong or consistent patterns or trends among the three groups and their adjustment scores. When compared to the normative data the mean scores fall within the average range for the six adjustment scales. A univariate ANOVA of the six separate adjustment scales found no strong relationships between the adjustment scores and the home environment types. Probability levels where  $p > .61$  existed for all subscales. The MANOVA also reported a weak probability level between the composite adjustment scores and the home environment type  $p = .8911$ . The Canonical Correlation also indicated a weak relationship  $r = .1671$ .

TABLE 2

MULTIVARIATE ANALYSIS OF VARIANCE OF  
ADJUSTMENT SCORES AND HOME ENVIRONMENT

---

<u>Number of Cases by Group</u>			
<u>Group</u>	<u>Number of Cases</u>	<u>Cumulative Frequencies</u>	<u>Lable</u>
1	25	25	City
2	71	71	Suburb
3	9	09	Country

<u>Group Means</u>						
<u>Group</u>	<u>Home</u>	<u>Health</u>	<u>Sub.</u>	<u>Emotional</u>	<u>Friendly</u>	<u>Masc./Fem.</u>
1	9.72	8.24	13.04	11.36	12.68	19.64
2	8.65	8.15	11.41	10.32	13.18	19.36
3	10.33	7.22	12.22	9.11	13.55	20.66

<u>Group Standard Deviations</u>						
<u>Group</u>	<u>Home</u>	<u>Health</u>	<u>Sub.</u>	<u>Emotional</u>	<u>Friendly</u>	<u>Masc./Fem.</u>
1	6.24	4.36	9.15	7.22	5.26	3.76
2	6.56	4.39	6.60	6.14	5.43	3.98
3	7.68	3.83	5.91	6.35	5.03	3.57

<u>Univariate ANOVA</u>		
	<u>Wilks Lambda</u>	<u>Significance</u>
Home	.99158	.6496
Health	.99605	.8172
Submissiveness	.99064	.6192
Emotionality	.99108	.6333
Friendliness	.99770	.8890
Masc./Fem.	.99118	.6364

---

<u>Multivariate ANOVA</u>	
<u>Cononical Correlation</u>	<u>Significance</u>
167077	.8911

Sets 3 and 4

~~The relationship between the adjustment scores and the number of older (Set 3) and younger (Set 4) siblings the Ss had was investigated in separate MANOVAs. In the first analysis the Ss were divided into four groups depending on the amount of older siblings they had. The range was from 0 older siblings to three or more older siblings. In the second analysis three groups of Ss were constructed based on the amount of younger siblings. The range was from 0 younger siblings to two or more younger siblings. These analyses produced little in the way of results. (See Table 3).~~

The number of cases for the older sibling variable shows that the largest group had no older siblings. The largest group for the younger sibling variable, however, was the group with one younger sibling.

The group means reported no strong or consistent trends or patterns for either of the the independent variables among the separate adjustment scales. The group standard deviations for both variables showed no gross differences. When compared to the normative data the group mean scores, for both variables, fell within the average range for the six adjustment scales.

A univariate ANOVA on each of the six subscales found no strong relationships for either of the sibling variables. Both MANOVAs also reported weak probability levels between the composit adjustment scores and the two independent variabls.

TABLE 3

MULTIVARIATE ANALYSIS OF VARIANCE  
OF ADJUSTMENT SCORES AND SIBLING ORDER

<u>Number of Cases</u>			
<u>Group</u>	<u>Number of Cases</u>	<u>Cumulative Frequencies</u>	<u>Label</u>
1	43	41	No older siblings
2	24	23	1 older sibling
3	22	21	2 older siblings
4	16	15	3 or more siblings

<u>Number of Cases for Younger Siblings</u>			
<u>Group</u>	<u>Number of Cases</u>	<u>Cumulative Frequencies</u>	<u>Label</u>
1	40	38	0 younger siblings
2	43	41	1 younger sibling
3	22	21	2 or more siblings

<u>Group Means</u>						
<u>Older Group</u>	<u>Home</u>	<u>Health</u>	<u>Sub.</u>	<u>Emotion</u>	<u>Friendly</u>	<u>Masc./Fem.</u>
1	9.42	8.19	12.12	10.81	13.35	10.07
2	10.13	7.87	9.79	9.79	13.25	19.42
3	8.32	7.32	12.45	11.09	12.50	19.36
4	7.44	9.25	13.50	9.69	13.00	18.56
Total	9.04	8.09	11.87	10.47	13.09	19.54

<u>Younger</u>						
	<u>Home</u>	<u>Health</u>	<u>Sub.</u>	<u>Emotion</u>	<u>Friendly</u>	<u>Masc./Fem.</u>
1	8.58	7.73	11.58	9.65	12.43	19.68
2	9.74	8.19	11.02	10.60	14.16	18.95
3	8.54	8.59	14.05	11.68	12.23	20.45
Total	9.04	8.09	11.87	10.47	13.09	19.54

Group Standard DeviationsOlder

1	— 6.73	3.91	8.10	6.93	5.28	3.76
2	7.07	4.14	5.31	6.07	5.51	4.01
3	6.70	4.63	7.07	6.18	5.80	4.04
4	4.97	5.23	7.24	6.09	4.82	3.92

Younger

1	6.82	4.98	6.41	6.70	5.46	4.35
2	6.85	3.79	7.81	6.35	5.60	3.52
3	5.51	4.09	7.21	5.98	4.22	3.61

Univariate ANOVA

	<u>Wilks Lambda</u>		<u>Significance</u>	
	<u>Older</u>	<u>Younger</u>	<u>Older</u>	<u>Younger</u>
Home	.98048	.99207	.5722	.6661
Health	.98131	.99418	.5901	.7427
Submissiveness	.97102	.97434	.3940	.2656
Emotionality	.99191	.98590	.8437	.4847
Friendliness	.99616	.97155	.9422	.2295
Masc./Fem.	.98186	.97834	.6024	.3273

Multivariate ANOVA

	<u>Cononical Correlation</u>	<u>Significance</u>
Older Sibs group	.2818344	.6417
Younger Sibs group	.2331131	.7386

Set 5

The relationship between the adjustment scores and the Ss belief that their parents wanted them to go away to college was investigated. The Ss were divided into four groups based upon their response to the following statement: I believe that my parents wanted me to go away to college. Group 1 responded with the answer - true all of the time. Group 2 responded with the answer - true most of the time. Group 3 responded with the answer - true some of the time. Group 4 consisted of Ss who responded with the answer - true none of the time.

Table 4 presents the results of the analysis of the data. The number of cases by group are fairly evenly distributed. The group means reveal a trend among the groups with Group 4 consistently maintaining the smallest means through five of the six adjustment scales. The group standard deviations did show some large differences on the home adjustment scale. This may account for the strong relationship that appears in the univariate ANOVA below. The other group standard deviations were similar in size. When compared to the normative data, the mean scores for all scales fall within the average range.

A univariate ANOVA of the separate adjustment scales found two fairly weak relationships between the home and friendliness-hostility scales and the groups. Those Ss who scored the most adjusted on the home scale and higher on the friendliness aspect of the Hostility scale had a tendency to believe that their parents wanted them to go away to school. The data reported for the relationship between the Home Adjustment scale and the groups had a Wilks Lambda of .94984

and a significance level of  $p=.1561$ . The data reported for the relationship between the Hostility scale and the groups had a significance level of  $p=.17$ .

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The multivariate ANOVA which analyzed the groups by the composite scale score yielded no significant findings. The canonical correlation was  $=.3107$ , and the multivariate  $f$  had a significance level of  $p=.2523$ . This indicates that no relationship was found to exist at the multivariate level which invalidates the univariate findings.



MULTIVARIATE ANALYSIS OF VARIANCE OF ADJUSTMENT  
SCORES AND SEPARATION QUESTION ABOUT PARENTS BELIEFS

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<u>Number of Cases by Groups</u>			
<u>Group</u>	<u>Number of Cases</u>	<u>Cumulative Frequencies</u>	<u>Label</u>
1	31	30	true always
2	22	21	true mostly
3	21	19	true sometimes
4	31	30	true never

<u>Group Standard Deviations</u>						
<u>Group</u>	<u>Home</u>	<u>Health</u>	<u>Sub.</u>	<u>Emotion</u>	<u>Friendly</u>	<u>Masc./Fem.</u>
1	5.23	4.12	8.93	7.01	5.57	3.72
2	5.61	5.26	6.78	5.20	5.10	3.83
3	9.55	4.38	5.92	7.46	6.61	3.56
4	5.53	3.69	6.37	5.62	4.78	4.23
Total	6.55	4.31	7.20	6.39	5.31	3.88

<u>Group Means</u>						
1	8.83	8.64	13.25	10.58	13.64	19.94
2	8.63	8.90	12.09	12.04	12.13	19.13
3	11.80	7.76	11.57	11.09	14.95	18.57
4	7.67	7.19	10.51	8.81	11.96	20.10
Total	9.04	8.09	11.86	10.47	13.09	19.54

Univariate ANOVA

	<u>Wilks Lambda</u>	<u>ETA</u>	<u>Significance</u>
Home	.94984	.2240	.1561
Health	.97337	.1632	.4335
Submissiveness	.97785	.1488	.5176
Emotionality	.96498	.1871	.3058
Friendliness	.95184	.2194	.1711
Mas./Fem.	.97590	.1552	.4796

Multivariate ANOVA

<u>Conanical Correlation</u>	<u>Significance</u>
.3107103	.2521

TABLE 5

A UNIVARIATE ANALYSIS OF VARIANCE OF SEPARATION  
COMPOSITE SCORES AND FAMILY ADAPTATION

<u>Number of Cases by Group</u>			
<u>Group</u>	<u>Number of Cases</u>	<u>Cumulative Percent</u>	<u>Label</u>
1	8	8	Rigid
2	45	50	Structured
3	22	71	Flexible
4	30	100	Chaotic

<u>Group</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Significance</u>
1	2.54	.45	p=.5321
2	2.54	.50	
3	2.64	.41	<u>Eta</u>
4	2.44	.49	.1464

TABLE 6

A UNIVARIATE ANALYSIS OF VARIANCE OF SEPARATION  
COMPOSITE SCORES AND FAMILY TYPE

<u>Group</u>	<u>Number of Cases</u>	<u>Cumulative Percent</u>	<u>Label</u>
1	15	14	Dysfunctional (A&C)
2	29	28	Adaptive Functional
3	23	22	Cohesive Functional
4	38	36	Functional (A&C)

<u>Group</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>Significance</u>
1	2.600	.5375	p=.0963
2	2.6839	.5124	
3	2.3696	.4263	<u>Eta</u>
4	2.4868	.4252	.2460

Set 6

The relationship between the Adjustment scores and the Dormitory residence was investigated. The Ss were divided into two groups based upon which dormitory they lived in. Group 1 lived in Carmen Hall. This dormitory was designed so that each floor had a center hallway with living suites on both sides. Each suite consisted of two bedrooms and a bathroom. Each bedroom was shared by two students. There were two student counselors per floor and a television lounge at the end of each hallway. Group 2 lived in John Jay Hall. This dormitory was designed to accommodate individuals in single rooms off of a U-shaped hallway. Each floor, in this dormitory, had common bath and lounge facilities. There was one student counselor per floor.

Table 6 presents the results of the analysis. The number of cases by group indicate that the greater portion of the population was from Carmen Hall..

TABLE 6

MULTIVARIATE ANALYSIS OF VARIANCE  
ADJUSTMENT SCORES AND DORMITORY

<u>Number of Cases</u>						
<u>Group</u>	<u>Number of Cases</u>	<u>Cumulative Percent</u>				<u>Label</u>
1	68	65				Carmen Hall
2	37	35				John Jay Hall
	105	100				
<u>Group Means</u>						
<u>Group</u>	<u>Home</u>	<u>Health</u>	<u>Sub.</u>	<u>Emotion</u>	<u>Friendly</u>	<u>Masc./Fem.</u>
1) Carmen	8.25	7.55	11.77	10.10	12.26	19.79
2) John Jay	10.51	9.08	12.02	11.13	14.62	19.08
<u>Group Standard Deviations</u>						
1) Carmen	6.66	4.04	6.71	6.76	5.27	3.93
2) John Jay	6.14	4.66	8.12	5.67	5.11	3.79
<u>Univariate ANOVA</u>						
<u>Scale</u>	<u>Wilks Lambda</u>		<u>EĒa</u>		<u>Significance</u>	
Home	.97244		.1660		.0906	
Health	.97128		.1695		.0839	
Submissiveness	.99973		.0165		.8373	
Emotionality	.99400		.0775		.4322	
Friendly	.95468		.2129		.0292	
Masc./Fem.	.99222		.0882		.3709	
<u>Multivariate ANOVA</u>						
<u>Canonical Correlation</u>			<u>Significance</u>			
.26696			.1906			

The group means show a fairly consistent trend for this group in that they scored lower on five of the six adjustment scales. The group standard deviations show no gross differences which might account for this trend. When compared to the normative data the mean scores fall within the average range for the six adjustment scales. A univariate ANOVA indicates three scales with relationships to the dormitory groups. The first relationship was between the Home adjustment scale and the type of dormitory lived in. The data reported the Wilks Lambda = .97244, an Eta = .1660, and the significance level of  $p = .0906$ . This indicates a weak relationship between the two variables. Those Ss who lived in Carmen scored slightly but consistently better on Home adjustment.

The second relationship was between the Health adjustment scale and the type of dormitory lived in. The data reported the Wilks Lambda = .97128, an Eta of .1695, and the significance level of  $p = .0893$ . This also indicates a weak relationship between the two variables. Once again Ss living in Carmen Hall scored better on Health adjustment than the Ss who lived in John Jay.

The final relationship was between the Hostility-Friendliness adjustment scale and the dormitory the Ss lived in. This data reported the Wilks Lambda = .95486, an Eta = .2129, and a significance level of  $p = .0292$ . This indicates a moderately weak but significant relationship between the two variables. Ss living in Carmen Hall scored significantly more friendly than the Ss in John Jay Hall.

Finally the multivariate ANOVA which analyzed the composite adjustment score with the dormitory the Ss lived in reported a weak

relationship. The cononical correlation was = .26696 and the  
significance level was  $p = .1906$ .

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TABLE 7

MULTIVARIATE ANALYSIS OF VARIANCE OF  
ADJUSTMENT SCORES AND ADAPTATION GROUPS

<u>Number of Cases by Group</u>						
<u>Group</u>	<u>Number of Cases</u>	<u>Cumulative Percent</u>			<u>Label</u>	
1	8	8			Rigid	
2	45	42			Structured	
3	22	21			Flexible	
4	30	29			Chaotic	
Total	105	100				

<u>Group Means</u>						
	<u>Home</u>	<u>Health</u>	<u>Sub.</u>	<u>Emot.</u>	<u>Friendly</u>	<u>Masc./Fem.</u>
1) Rigid	10.63	7.25	11.50	8.83	11.75	21.50
2) Structured	8.96	8.42	12.27	10.89	13.58	19.22
3) Flexible	5.50	6.54	10.23	7.55	10.50	20.64
4) Chaotic	11.37	8.97	12.57	12.40	14.63	18.70
Total	9.05	8.09	11.87	10.47	13.09	19.54

<u>Group Standard Deviations</u>						
	<u>Home</u>	<u>Health</u>	<u>Sub.</u>	<u>Emot.</u>	<u>Friendly</u>	<u>Masc./Fem.</u>
1) Rigid	7.03	4.89	8.91	8.37	2.61	3.89
2) Structured	6.28	4.82	7.74	6.39	5.83	3.58
3) Flexible	4.04	3.09	7.59	4.93	4.05	3.33
4) Chaotic	7.36	3.96	5.58	6.23	5.26	4.47
Total	6.55	4.31	7.20	6.39	5.31	3.88

<u>Univariate ANOVA</u>				
	<u>Wilks Lambda</u>	<u>Eta</u>	<u>Significance</u>	<u>Oneway</u>
Home	.89707	.3208	.0116	Groups 2-3/3-4
Health	.95543	.2111	.2012	
Submissiveness	.98478	.1234	.6692	
Emotionality	.92286	.2777	.0431	Groups 2-3/3-4
Hostility-Friend.	.91689	.2883	.0320	Groups 2-3/3-4
Masc./Fem.	.94707	.2301	.1375	

<u>Multivariate ANOVA</u>	
<u>Canonical Correlation</u>	<u>Significance</u>
.3637	.3024

TABLE 8

UNIVARIATE ANALYSIS OF VARIANCE OF  
INFORMATION PROCESSING SCORES AND  
ADJUSTMENT COMPOSITE GROUPS

<u>Number of Cases by Group</u>							
<u>Group</u>	<u>Number of Cases</u>		<u>Frequencies</u>		<u>Label</u>		
1	10		10		High Adjustment		
2	10		10		Moderate Adjustment		
3	10		10		Low Adjustment		

<u>Group Means</u>							
<u>Categories/Groups</u>	<u>1</u>		<u>2</u>		<u>3</u>		<u>Level of Significance</u>
	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	
Separation	3.50	.527	3.60	.699	3.20	1.030	.5010
Academics	3.70	.483	3.60	.516	3.40	.699	.5016
Activities	3.00	.943	3.40	.966	3.50	1.080	.5041
Social-Peer	3.60	.516	3.50	.707	3.80	.422	.4860
Religious Att.	2.90	1.101	3.10	1.197	2.60	1.265	.6438
Political Att.	2.60	.843	2.70	1.159	3.20	.789	.3293
Drugs & Alcohol	3.90	.316	3.40	.699	3.60	.516	.1280
Sexual Att.	3.50	.707	3.50	.707	3.60	.516	.9243

Information Processing

The relationship between the raters scores on information processing and the adjustment composite groups was investigated. The group means showed no consistent patterns among the groups. All three groups reveal a range of moderate to high mean scores on six of the eight scales (range = 1-4). This indicates that all groups obtained sound



and adequate information about these areas. The group means for the two remaining content areas, religious and political attitudes, reveal a low to moderate range of information for all three groups. The group standard deviations show no gross differences which would indicate that the dispersion of the Ss scores might account for the lack of group mean patterns. A univariate ANOVA for each content area by the three groups revealed no statistically significant correlations.

**Appendix E-Table 1**

**PERCENTILE NORMS\***

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Percentiles for High School Boys (N = 295)							Percentiles for High School Girls (N = 372)						
RAW SCORE	a	b	c	d	e	f	a	b	c	d	e	f	RAW SCORE
	Home Adjustment	Health Adjustment	Submissiveness	Emotionality	Hostility	Masculinity-femininity	Home Adjustment	Health Adjustment	Submissiveness	Emotionality	Hostility	Masculinity-femininity	
32-33			99						99	99			32-33
30-31			98				99		99	98			30-31
28-29	99		97	99			99		97	97			28-29
26-27	98		95	99	99	98	98		96	95			26-27
24-25	97	99	92	98	98	92	96		92	91	99		24-25
22-23	96	99	89	96	97	78	93	99	87	86	98		22-23
20-21	94	99	84	94	95	59	90	98	82	81	96	99	20-21
18-19	91	98	77	91	89	38	85	96	75	73	92	98	18-19
16-17	83	97	71	88	81	18	81	93	68	61	86	95	16-17
14-15	75	94	62	84	70	08	74	87	59	52	79	85	14-15
12-13	68	90	51	75	55	04	65	80	51	44	70	81	12-13
10-11	59	82	41	61	42	02	54	68	43	33	59	65	10-11
8-9	48	68	29	49	31	01	42	56	33	26	45	45	8-9
6-7	34	49	17	37	20		32	41	23	18	33	25	6-7
4-5	23	28	09	25	11		21	22	14	10	21	09	4-5
2-3	10	11	04	14	05		09	08	06	04	09	02	2-3
0-1	02	02	01	04	01		02	01	01	01	02	01	0-1

Percentiles for College Males (N = 316)							Percentiles for College Females (N = 347)						
RAW SCORE	a	b	c	d	e	f	a	b	c	d	e	f	RAW SCORE
	Home Adjustment	Health Adjustment	Submissiveness	Emotionality	Hostility	Masculinity-femininity	Home Adjustment	Health Adjustment	Submissiveness	Emotionality	Hostility	Masculinity-femininity	
30-31			99						99				30-31
28-29			98			99			98				28-29
26-27			97			97	99		96	99			26-27
24-25			96	99	99	85	98		94	97			24-25
22-23	99		93	98	98	66	97		90	95			22-23
20-21	97	99	90	97	96	47	95		85	92		99	20-21
18-19	95	98	85	95	92	31	93	99	78	86	99	97	18-19
16-17	92	97	79	91	86	17	89	97	71	79	97	93	16-17
14-15	87	95	72	86	79	08	83	94	63	71	93	84	14-15
12-13	81	91	63	77	71	03	76	90	55	60	87	68	12-13
10-11	74	84	54	66	58	01	68	81	45	46	80	49	10-11
8-9	64	71	45	56	46		58	67	32	33	66	29	8-9
6-7	52	52	34	46	33		45	48	23	23	46	13	6-7
4-5	39	31	20	30	19		31	26	13	13	28	05	4-5
2-3	22	13	09	16	08		17	09	06	06	13	01	2-3
0-1	06	02	02	05	02		05	01	01	01	03		0-1

\* High school students included sophomores, juniors, and seniors from Theodore Roosevelt High School (Chicago), Ashtabula High School (Ohio), Rockford High School (Texas), and Red Bluff, Portola, Chico, and Sacramento High Schools in California. The college scores were secured from freshmen, sophomores, and juniors at Rochester Junior College (Minnesota), Willamette University (Salem, Oregon), Trinity University (San Antonio, Texas), Colorado State College (Greeley), and Oregon College of Education (Monmouth).

Scales	HIGH SCHOOL Raw Score Ranges		Description	COLLEGE Raw Score Ranges	
	Boys	Girls		Men	Women
a. Home Adjustment	0- 1	0- 1	Excellent	0- 1	0- 1
	2- 4	2- 5	Good	2- 3	2- 4
	5-12	6-14	Average	4-10	5-12
	13-17	15-19	Poor	11-14	13-16
	Over 17	Over 19	Unsatisfactory	Over 14	Over 16
b. Health Adjustment	0- 1	0- 1	Excellent	0- 1	0- 1
	2- 3	2- 4	Good	2- 3	2- 4
	4- 9	5-11	Average	4-10	5-10
	10-14	12-15	Poor	11-13	11-14
	Over 14	Over 15	Unsatisfactory	Over 13	Over 14
c. Submissiveness- Self-assertion	0- 2	0- 2	Very Assertive	0- 2	0- 2
	3- 5	3- 5	Assertive	3- 6	3- 7
	6-17	6-16	Average	7-16	8-18
	18-21	17-21	Submissive	17-20	19-23
	Over 21	Over 21	Very Submissive	Over 20	Over 23
d. Emotionality	0- 1	0- 3	Excellent	0- 1	0- 2
	2- 4	4- 8	Good	2- 4	3- 6
	5-13	9-18	Average	5-12	7-15
	14-17	19-22	Poor	13-16	16-20
	Over 17	Over 22	Unsatisfactory	Over 16	Over 20
e. Hostility- Friendliness	0- 3	0- 1	Very Friendly	0- 2	0- 1
	4- 7	2- 4	Friendly	3- 5	2- 4
	8-15	5-13	Average	6-14	5-11
	16-18	14-17	Somewhat Critical	15-18	12-14
	Over 18	Over 17	Hostile	Over 18	Over 14
f. Masculinity- Femininity	0-13	0- 3	Strongly Feminine	0-13	0- 4
	14-16	4- 6	Feminine	14-17	5- 7
	17-21	7-12	Average	18-22	8-14
	22-25	13-15	Masculine	23-25	15-17
	Over 25	Over 15	Strongly Masculine	Over 25	Over 17

Raw Scores:      a      b      c      d      e      f

\_\_\_\_\_