A COMPARISON OF GRADE POINT AVERAGE AND PERSONAL ADJUSTMENT FOR TWO SELECTED GROUPS OF FRESHMAN HOME ECONOMICS STUDENTS AT AN OKLAHOMA HIGH SCHOOL

By

NICOLE RAY WEAVER

Bachelor of Science

Oklahoma State University

Stillwater, Oklahoma

1969

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
May, 1975

A COMPARISON OF GRADE POINT AVERAGE AND PERSONAL ADJUSTMENT FOR TWO SELECTED GROUPS OF FRESHMAN HOME ECONOMICS STUDENTS AT AN OKLAHOMA HIGH SCHOOL

Thesis Approved:

Lora Ozcy
Thesis Adviser

Ruth Pestle

Elaine Jorgenson

N N Durham
Dean of the Graduate College

PREFACE

This study is concerned with the comparison of grade point averages and personal adjustment scores of a sample of disadvantaged students and a random sample of their classmates. The main objective is to determine if being economically "disadvantaged" is detrimental to the academic achievement and personal adjustment of a student. The Bell Adjustment Inventory with six areas of adjustment is used to identify the personal adjustment. A further aspect of the study is to determine if higher grade point averages correspond with better personal adjustment scores and if lower grade point averages correspond with poor personal adjustment.

The author expresses her appreciation for the assistance, time, and consideration provided by Dr. Lora Cacy, the major advisor for the study. Appreciation is also expressed to Dr. Elaine Jorgenson, Dr. Ruth Pestle, and Dr. Elizabeth Hillier for their valuable suggestions throughout this study.

A note of thanks is given to the Consulting Psychologist Press, Palo Alto, California, for allowing the Bell Adjustment Inventory to be utilized in this study. Thanks to Mrs. Carolyn Hansen for her typing of the final copy in the acceptable form.

Special praise is given to God, who provided me with the ability, endurance, and abundance of friends, who have supplied many words of encouragement and support.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

> Every child needs and craves a form of guidance and direction, ample examples of behavior he should emulate, explanations for why, how, and when, to determine the proper behavior that he himself wants to be his own (35, p. 34).

Unfortunately, the disadvantaged adolescent perhaps does not receive guidance or examples of acceptable behavior in his day by day contacts with his parents, his teachers, or his peers.

"Parents of disadvantaged adolescents do not hold high educational aspirations for their children" (32, p. 2). Since the goals which children strive for are derived from their parents, these children do not view education as a valuable goal.

Teachers "pay attention to bright children ten times more frequently than to dumb children and pay attention to the dumb ones only when they are misbehaving" (43, p. 6). Disadvantaged adolescents are generally looked upon as "dumb" due to their lack of middle class experiences which teach children things which "everyone" aught to know. The disadvantaged students resort to misbehaving to obtain the recognition they need. The teacher needs to respond to this cue by understanding the student's need rather than repeatedly punishing the student.

Duvall (14, p. 43) states, "the children from lower class families are less often wanted as friends (even by children from their own

social class)." This rejection of peers eliminates the feedback which is necessary to guide the student to improve or alter his behavior.

There is virtually no one to furnish the child with the support he needs to develop a healthy concept of himself. Roth and Puri (37, p. 279) conclude, "as a result, the disadvantaged adolescent views himself as less acceptable and less adequate than his friends and this leads to the adoption of values which prevent him from utilizing his potential." It is assumed that this is manifested by the disadvantaged adolescent's lower grades, major adjustment problems, less participation and initiative in class projects, as well as insufficient motivation to improve his position in society.

Statement of the Problem

The problem of this study was: (1) to identify the overall grade point average and personal adjustment of disadvantaged adolescents and a sample of their classmates, (2) to compare the grade point averages of the two groups and the personal adjustment of the two groups, (3) to determine for both groups whether those with grade point averages above 2.5 are better adjusted than those with grade point averages below 2.5, and (4) to make recommendations for further study.

Objectives

1. To review literature regarding disadvantaged adolescents and information concerning the Bell Adjustment Inventory (Revised 1962 Student Form).

2. To identify the academic achievement of disadvantaged adolescents and a random sample of the remaining class members.

3. To examine the personal adjustment of the disadvantaged adolescent and the random sample.

4. To compare the grade point average of the disadvantaged adolescents to the random sample and to compare the personal adjustment of the disadvantaged adolescents to the random sample.

5. To determine for both groups whether those with grade point averages above 2.5 are better adjusted, as indicated by scores below average on the adjustment inventory, than those with grade point averages below 2.5 who scored above average on the adjustment inventory.

6. To make recommendations for further study.

Procedures

Objective I. To review literature regarding disadvantaged adolescents and information concerning the Bell Adjustment Inventory (Revised 1962 Student Form).

Procedure A. Reviewed literature regarding the disadvantaged adolescent and information concerning the Bell Adjustment Inventory.

Procedure B. Determined criteria for defining disadvantaged adolescents to be studied.

Objective II. To identify the academic achievement of the disadvantaged sample and a random sample of the remaining class members.

Procedure A. Identified criteria for the random sample.

Procedure B. Recorded the total Grade Point Average (GPA) for the freshman year for each member of the study.

Procedure C. Analyzed the GPA's of all participants in the study to determine the academic achievement.

Objective III. To examine the personal adjustment of the disadvantaged adolescents and the random sample.

Procedure A. Administered, scored, and recorded the results of the Bell Adjustment Inventory.

Procedure B. Analyzed the adjustment scores according to the norm for high school girls found inside the back cover of the Bell Adjustment Inventory Manual.

Objective IV. To compare the GPA's of the disadvantaged adolescents to the random sample and to compare the personal adjustment of the disadvantaged adolescents to the random sample.

Procedure A. Analyzed the GPA's for the disadvantaged group and the random sample.

Procedure B. Analyzed each of the six adjustment scales of the adjustment inventory for both groups.

Procedure C. Noted the differences and similarities between the two groups for GPA's and each adjustment category.

Objective V. To determine for both groups whether those with GPA's above 2.5 are better adjusted, as indicated by scores below average on the adjustment inventory, than those with GPA's below 2.5 who scored above average on the adjustment inventory.

Procedure A. Compared the GPA's and adjustment scores for the disadvantaged group.

Procedure B. Compared the GPA's and adjustment scores for the random sample.

Objective VI. To make recommendations for further research.

Procedure A. Drew conclusions from the data indicating the areas in which the disadvantaged students were maladjusted.

Procedure B. Made recommendations for teachers to increase their support of disadvantaged students.

Procedure C. Made suggestions for further research.

Limitations

1. The study was limited to female, freshman Home Economics I students in a selected public school setting over a two year period (1972-74).

2. Ten classes of freshmen were taught during the two year period. One of the classes contained only two disadvantaged students and was not used in the study. Some students from each of the remaining nine classes were selected as subjects.

3. The economically disadvantaged were chosen according to the Free Lunch Program.

Definitions

Academic Achievement - The term refers to the overall grade point average of the student at the end of the freshman year.

Disadvantaged - The term culturally deprived or disadvantaged refers to the student who is "poorly fed, inadequately clothed, housed in substandard dwellings, and often given little or no equipment for play or learning" (29, p. 324). The term indicates a "need rather than a handicap" (35, p. 50). Federal funds, in the form of the Free Lunch Program (FLP) have been provided for families who have the characteristics mentioned above. Therefore, those on the FLP will be

considered as disadvantaged in this study.

Free Lunch Program - This program allows students whose parents earn less than a predetermined amount of yearly income to obtain free lunches at school. (See Appendix A).

Personal Adjustment - The ability of the individual to adapt to various aspects of his environment as identified by the Bell Adjustment Inventory.

Summary

Chapter I has included the statement of the problem, the objectives, the procedures, the limitations of the study, and the definitions of terms. Chapter II will present the review of literature.

CHAPTER II

REVIEW OF LITERATURE

The review of literature consists of four main sections: (1) the background from which the disadvantaged adolescent comes and how it effects his achievement and self-concept; (2) the influence of significant others on the adjustment and achievement of the disadvantaged; (3) guidance provided by significant others; and (4) information concerning the Bell Adjustment Inventory (Revised 1962 Student Form).

Background of Disadvantaged Adolescents

The reviewed literature concurs with McDowell's (29, p. 324) statement that disadvantaged students are those who are "poorly fed, inadequately clothed, housed in substandard dwellings, and often given little or no equipment for play or learning." Birch and Gusson (3, p. 266) report among disadvantaged children,

> . . . illness is more frequent, more persistent, more severe, eating is irregular, health care is almost totally inadequate, housing is substandard, income is low, subsistence on public assistance is high, and family disorganization is common.

The National Conference on Educational Objectives for Culturally Disadvantaged (32, p. 2) in 1967 indicated that the correlates of poverty are:

1. A restricted language is used in the home.
2. A low level of education of the parents and a general lack of reading habits, reading skills, reading material in the possession of the parents.

3. Parents do not hold high educational aspirations for their children.
4. The residential neighborhood is mainly occupied by people who are like their parents in socioeconomic characteristics.
5. Poor health and inadequate health services, reduced attitude and reduced vigor of the child.

Each researcher used a different terminology for describing the background in which the disadvantaged student lives. However, the different views all indicate that these conditions are far from desirable. One student replied, "If I don't write in my diary every day, it is because some days are too terrible" (42, p. 141). The questions then is, how do these background conditions effect the disadvantaged student's academic achievement? Christensen (7, p.1) states that the "disadvantaged student is unable to make satisfactory academic progress due to ability, preparation, psychological factors, or cultural deprivation."

Ausubel (47, p. 161) says that children from a disadvantaged environment,

> do not possess the necessary background of knowledge or sophistication required for efficient learning, they typically fail, lose self-confidence in their ability to learn, become thoroughly demoralized in the school situation and disinvolve themselves from it.

Gottlieb's (47, p. 134) research with children from low socio-economic backgrounds, shows that these children have "markedly lower aspirations." Consequently, "they do not read, they do not study, they do not take lessons, they do not get instruction in any of the things that interest many children at these ages."

William Glasser (17, p. 27) reports,

> In high schools in depressed areas, as few as five percent of the students believe they are successful. I don't think those who consider themselves failures came to school feeling that way. They learned they were failures as they moved

> through school. Once they feel they're failures, they reinforce this belief by doing nothing.

From Glasser's viewpoint, the background itself is not the main cause for failure. Perhaps, the adjustment from his own background to the environment of his middle class classmates, who have had educational experiences before entering school, is too great for the disadvantaged.

Gnagey (18, p. 50) suggests that educators,

> Look at the preschool home environment . . . crayons, pencils, papers, picture books were not available to him . . . eye-hand coordination and learning-how-to-learn skills were immature in the first grade. He could not learn what was there for him to learn, even though he was smart enough. By the time he matured, skills for reading no longer were taught, so they remained unlearned or mislearned.

The background of the disadvantaged student is void of educational prerequisites: encouragement to learn, equipment for learning, and appropriate environment for learning. Without these prerequisites, the disadvantaged adolescent begins school far behind his classmates, forcing him to remain behind throughout his education.

Storen, (45, p. 5) in her review of research, found data which shows, "children placed in a better environment frequently have raised their mental ability test scores ten points or more." This would support the conclusion that the background of disadvantaged adolescents has a tremendous influence on their academic achievement.

What effect does the background of the disadvantaged adolescent have on his self-concept? The National Conference on Educational Objectives for Culturally Disadvantaged found that the disadvantaged background "contributes to the belief that they are unable, unliked, unwanted, unacceptable, undignified, or unworthy" (32, p. 40). These beliefs coincide with Martin Luther King's (23, p. 84) statement that the "culturally deprived child has a sense of nobodyness." This

'nobodyness' fosters a negative self-concept within the child.

Deutsch (10, p. 89) suggests that the disadvantaged adolescent has a "concept of himself as less able than the other children around him." This is a mild form of a negative self-concept, which even those who have adequate food, shelter, and clothing sometimes experience. The disadvantaged adolescent needs to learn that this feeling is not limited to those with the same background as himself.

The disadvantaged adolescent feels that "society has looked down upon him as undesirable from the moment of his birth," according to Emily Alman, Assistant Professor of Sociology, at Douglas College (10, p. 9). Even though this concept is negative, it could be overcome by pointing out to the student some of the members of his social class who have overcome the background to become successful.

A more seriously negative self-concept which the disadvantaged have shown is the philosophy of "fatalism . . . which involves the view that the individual has and can have little control over his own affairs" (10, p. 49). The fatalistic philosophy has been handed down from generation to generation by parents who have not been able to improve their social status and who are, consequently, controlled by welfare agencies.

Perhaps the most severe form of negative self-concept is indicated in the autobiography of Rose Browne, Love My Children. Dr. Browne (5, p. 221) states, "many Negroes, even small Negro children show self-hatred, apathy, and despair." Since the disadvantaged adolescent cannot accept himself, the people who are important to him may also reject him. "Lack of support, of personal interest, and of help at hand will too often negate satisfactory fulfillment and destroy the child's

self-picture" (35, p. 42). Although this may be true, it should be pointed out that the children from disadvantaged environments have some strengths: "a greater ability to assume individual responsibility at an early age, greater independence, superior ability to deal in the world of practical things and the like" (10, p. 84). If the disadvantaged adolescent can be shown that these strengths are socially desirable, then, possibly he can begin to perceive himself as a person of worth.

The review of literature has indicated that the disadvantaged adolescent basically has a negative self-concept as a result of his background. Since the self-concept "serves as a guide to future behavior, aims toward an idealized self-image, and provides him with a reference," (11, p. 25) the self-concept is of extreme importance. The negative self-concept was shown by the review of literature to have a direct negative bearing on the academic achievement and on the personal adjustment of the adolescent.

The Influence of Significant Others on the Adjustment and Achievement of the Disadvantaged

The effects of significant others on the disadvantaged adolescent's self-concept in relation to his adjustment and to his achievement or nonachievement in academic areas has been a major emphasis during the past decade. Charles McDonald (43, p. 5) points out, "thoughts, feelings, language, and behavior, . . . are constantly under the reciprocal influence of other significant people." The influence of parents, peers, and teachers as significant others in the environment of

the disadvantaged will be considered in this section.

"The relation and interaction of the mother and father is one of the greatest influential factors on how a child learns to think, or feel, or hope, or act" (43, p. 5). For the disadvantaged child, this interaction is inadequate for him to develop a positive self concept. Warden reports, (50, p. 97) "by school age, the sociocultural, disadvantaged child is apt to experience comparatively little concern, attention, or support from his parents."

Parental concern and support are necessary for the child to determine whether or not his behavior is acceptable. Without feedback from his parents, the child is unsure which prohibits successful personal adjustment.

> Fundamentally, all people, . . . have the same basic needs. They need to love and be loved. They need to respect and like themselves, to be respected and to respect others. They have to try to understnad their situation in the world around them in a realistic way to acquire skills which will enable them to cope with the task of daily living (28, p. 320).

The lack of attention from his parents is detrimental to the personal adjustment of the disadvantaged adolescent. The child feels unwanted and unworthy because his basic needs are not fulfilled.

The disinterest of parents is continued throughout the education of the child. Parents of disadvantaged students:

> . . . do not hold high educational aspirations for their children, they do not accept such school centered things as books, formal language, and many other aspects of the educational system (32, p. 2).

Christopher's (8, p. 924) article on parental relationships points out:

> Parental values continue to be acknowledged and to serve as referents for the male achievement orientation . . . Female achievement is significantly related to the perceived

> strength of the parent-child relationship . . . The lack of a close mother-daughter relationship in the low intelligence classification is associated with low achievement.

The lack of parental encouragement to pursue a formal education may also be directly tied to the "parental belief that higher education is useless for their children and would not result in achievement, but, rather lead to frustration and humiliation" (20, p. 25). This belief is fostered by the parent's experiences with the educational system. The frustrations of not accomplishing educational requirements were too demanding upon him, consequently, he dropped out of school.

Gnagey (18, p. 49) states that "disadvantaged parents have taught their children indirectly to value more highly the day they can quit school than to value school itself." Parents may encourage their children to drop out of school to help support the family. The longer the child remains in school, the fewer opportunities he will have to assist in providing the essential needs of the family.

Satisfactory personal adjustment and academic achievement is heavily dependent on parental attitudes. The attitudes of despair and frustration are passed from generation to generation in the families of disadvantaged adolescents.

Parents are primarily the significant influence in the lives of the disadvantaged adolescent. One of the secondary influences is the peer group. Warden (50, p. 17) states, "a child's social acceptance by his peers is an extremely important influence in directing and modifying his value orientation and his behavior."

Disadvantaged adolescents "typically express low self-esteem, drawing unfavorable comparisons between themselves and their school mates" (47, p. 140). Educators, who separate the disadvantaged children

from their school mates in class projects, help to maintain the low self-esteem. Warden (50, p. 180) suggests,

> Compensatory programs should not separate the Left-outs from their age-mates, but, should be designed to utilize the more advantaged children as role models, for social influence, and as instructors for the value orientation and behavior expectations required for an acceptable social status in the heterogeneous school situation.

Taba and Elkins (46, p. 68) have found that important skills are received from the "responsibility to and contact with peers, and both are necessary ingredients for receiving from peers the support for effort and ego fulfillment these students fail to receive elsewhere."

Empey's (15, p. 458) research with socially deprived youth concurs,

> Only through effective group membership, can a person be more effective as an individual. Motivation to change can be enhanced if the problem person is involved in reciprocal endeavors of helping as well as being helped, of exercising power as well as being the recipient of it.

Glasser (17, p. 27) suggests that friendships with their more advantaged classmates is essential to becoming successful.

> Being friendly with a person reinforces his role as a successful human being. When he feels accepted and worthwhile in another's eyes, effective communication begins to take place and constructive things begin to happen.

Research has revealed that through working with their peers, the self-esteem of the disadvantaged can be improved. When the self-esteem is improved, the personal adjustment and academic achievement is more positive. Robinson (34, p. 129) found, "even in cases where adolescents are suffering from a disturbed home life, enriched school experiences do much to compensate for this lack of family security." Experiences with the peer group should be encouraged.

Along with the peer group, teachers are usually a secondary influence in the lives of disadvantaged adolescents. Warden (50, p. 15)

states,

> If there is acceptance of the teacher as a significant other by the child, contingent on the teacher's acceptance of him, and if he finds the learning situation a rewarding one, then he learns.

Virginia Schneider, (38, p. 69) in her Master's thesis, found a significant relationship between the "child's self-perception and his perception of the teacher toward him." Generally, the teacher's perception of the disadvantaged student is one of the student being apathetic concerning academic achievement. The teacher may receive this impression from the other teachers, or she, herself, may contribute to the apathetic attitude by failing to fulfill the student's need for attention.

The attitude of the teacher, that the disadvantaged student is apathetic has a damaging influence on the academic achievement of the student. Charles McDonald, (43, p. 6) of the State Agency Program for Handicapped, Delinquent, and Neglected Children, states, "You never get anymore out of someone that what you expect." A student who is looked upon as apathetic is expected to do nothing, which he learns to do quite well to obtain the attention he craves.

Teachers can have a positive influence on the academic achievement of the disadvantaged student as reported by Gnagey (18, p. 51) "Frequently, a warm, enthusiastic teacher who offers such children an abundance of support and encouragement can make adequate levels of learning in school possible for them." Shuman and Sublett (42, p. 144) agree in their statement,

> . . . Teachers should be aware of the frustration, but also of the fact that the student's self-respect develops only if called on to produce, both in school and on their own through out of school assignments. The out of school experience is

> more important because beyond the school walls is where he has to develop and cultivate his independence to survive.

Glasser (17, p. 27) suggests that teachers can help to produce successful, achieving people,

> . . . only if we concern ourselves with the children with whom we work, letting them know that we like them as individuals-as people-that we do feel their humanity is of primary importance, that we want to know them as friends, and that we want to work with them to help all of us grow toward our maximum potential as human beings.

When the students are accepted as people by their teachers, the student's perception of the teacher will improve and the student will be encouraged to learn. Robinson (34, p. 126) relates,

> The adolescent, who perceives the school environment as a place where he experiences achievement in learning and social satisfaction by wholesome contacts with his classmates and teachers, will be highly motivated toward intellectual goals and will be receptive to group participation which leads to maturity.

From the entrance of the student into the school system, the teacher has an important influence on the personal adjustment of the student. Warden (50, p. 119) suggests,

> The classroom teacher is apt to be a significant other for elementary age children, not only because the teacher is in close contact with the child and possesses the power to reward him academically, but, because she may also reward him socially (by accepting him).

According to Long (27, p. 50), trust is one of the social rewards of the student,

> The children said that learning the teacher and being learned by him for the purpose of reasonable prediction of behavior led to mutual trust. That was what mattered to them, not techniques, not books, not equipment, not anything, but being able to trust each other. Then, real learning takes place. If the child could not learn the teacher . . . they would be too busy using energy to second guess the teacher to learn about the subject.

Myers (31, p. 131) relates that there is "an increased awareness

that teachers must become a significant and real agent for a positive change of behavior." The teacher is influential in the emotional development as well as the social development of her students.

Brown (4, p. 48) suggests,

> The teacher can play a significant role in preventing emotional illness in children and in identifying early signs of its existence. A healthy classroom environment holds the potential for enhancing the child's ability to develop humanness, skill in decision making, empathy with and concern for other people, self understanding, and a sense of responsibility.

Research has shown the teacher to be an important influence on the academic achievement and personal development of students. Support and encouragement from teachers are necessary for students to reach their academic and personal potential. However, (25, p. 311)

> The most helpful teacher does not probe into the very personal problems which are revealed to him. Rather, he looks for opportunities to help the child find greater satisfaction and better adjustment - in the school experience - trusting this in itself to be therapeutic, as it is.

The research reviewed for this section has related that the parents, peers, and teachers of disadvantaged adolescents have a significant and lasting effect on their personal adjustment and academic achievement. The ways in which these influences can serve as guides for the disadvantaged adolescent to utilize more of his potential will be considered in the next part.

Guidance Provided by Significant Others

Research has indicated that the basic self-concept of the disadvantaged adolescent is a negative one. It has also shown that a positive self-concept is necessary to achieve. Fredrich (16, p. 4) stresses, "the need for a child to have a strong self-esteem is all the more urgent when it is well known that to change an established negative

self-image is exceedingly difficult."

Although they are below the middle class prerequisites for learning, disadvantaged adolescents are not lacking in potential. "It would be accurate to say . . . that the potential for individual success is present in the world of the poor as well as in the larger society" (10, p. 9).

This fact, that there is potential for success among the disadvantaged, should be made known to the parents of disadvantaged students. When the parents view education as a way of obtaining success, then, possibly, they will encourage their children to strive in school. Duncan (13, p. 3415) found parental encouragement to be extremely important.

> The establishment of a parent-counselor relationship prior to the child's entrance into junior high school has a positive effect on his school adjustment. For these children, the percentage of attendance was higher, the dropout rate was lower, the grade point average was higher, and disciplinary referrals were fewer, than for children in a control group.

Parents may have high educational aspirations for their children, but, may be unable to give them the support necessary for success. Valentine (48, p. 8) reports,

> The structural conditions of poverty, discrimination, and segregation prevent people from achieving many main stream middle class values, aspirations, and role models to which they, nevertheless give psychologically deeprooted allegience.

Warden (50, p. 167) suggests that the schools have "parental orientation sessions." These sessions would be "informal open house periods, partially social and recreational in character, which familiarize parents with classroom procedures, subject matter, teaching facilities, and format." The understanding of what is expected of their children will enable the parents to assist them through encouragement.

Clements and Oelke's data (9) suggest that increased efforts to counsel with the children of parents who have not completed high school would help eliminate the problem of so many of their children dropping out. If the counseling helps, it will be doubly valuable because it would increase the probability of success for the potential dropout and reduce the potential problems of the next generation.

Parental attitudes toward education greatly influence the child's valuing of education. When the parents hold high educational aspirations for their children or are shown the value of achieving an education, then, the parents often begin to guide their children to value education and to increase effort to achieve potential.

The peer group can influence and guide the disadvantaged in developing a positive self-concept. Through acceptance of, interaction with, and respect for the disadvantaged student, his peers indicate that he is worthwhile and important. A child's self-concept is,

> . . . shaped in terms of the image he sees of himself in the mirror of other people's attitudes toward him; if he feels loved, he sees himself as lovable; being disliked or considered inadequate lets him know he is not worth much (10, p. 159).

The background of the disadvantaged should not be allowed to be a handicap, as explained by Helen Rees (35, p. 9),

> The child should, regardless of his age, have the opportunity to begin at the point where deprivation started, with the simple experiences, followed by a sense of success, with pressures removed, with the element of competition omitted.

Peer group guidance depends to a great extent on the structuring of the class by the teacher.

> A structured, well-planned class meeting each day is a good starter . . . a meeting which involves everyone in the room --one in which kids learn to care for and respect each other and where meaningful participation takes precedence over the teacher's right answer (17, p. 27).

By sharing experiences, giving instructions for accomplishing tasks, and working with the disadvantaged in a noncompetitive way, their advantaged classmates assume a guiding role for the disadvantaged student. The group becomes responsible for what happens, taking the pressure for success away from the disadvantaged.

Starr (47, p. 139) agrees that, "participation and interaction with significant others in an organized way helps shape personality and sensitizes the participants to each other's needs and inclinations."

Warden (50, p. 179) too, indicates,

> Social acceptance should be fostered if the Leftouts can obtain help in developing some talent or special skill which is valued by his more advantaged mates . . . The Leftouts should be especially encouraged to participate as equals with their more advantaged age mates in school sponsored extra-curricular activities, such as: sporting events, clubs, safety patrol, work groups that aid the teacher in clean up, rearranging, and so on.

In order for the peer group to be effective in guiding the disadvantaged, they will have to accept him for what he is, a person with needs like their own. They will have to provide encouragement and praise for a task successfully accomplished and provide alternatives and support when a task is not accomplished. Since, at this age, the group is more important to the adolescent than either his parents or his teachers, peer group guidance is extremely important.

The review of literature suggests that the teacher's influence over the disadvantaged adolescent is mainly one of guidance. Myers (31, p. 135) indicates that "Education can be deeply motivating to both the teacher and the learner, if the learner is given the responsibility for the success of the experience, with expert guidance from professional teachers."

Myers statement places the responsibility for success on the

student. This would imply that the student has the potential for success within himself. However, the opportunities and experiences necessary to obtain the knowledge for success, must be supplied by another individual who has the ability to help the pupil discover his potential.

The environment of the disadvantaged student is lacking in many experiences necessary for success. Schneiders (39, p. 372) suggests,

> Sometimes, there is absolutely nothing a teacher can do about changing a pupil's environment and sometimes, changing the environment is not the best solution even if it is possible. In such cases, the only feasible course is to help the pupil understand his situation, as well as his attitudes, feelings, and other personal factors which may be contributing to it, with the hope that as he achieves greater insight, he will effect changes in himself which will result in a more satisfactory adjustment to his exigency.

Within the formal classroom setting, a teacher is usually unable to fully understand the total personality of the student and his situation. Therefore, the acquiring of other pertinent information, such as the cumulative records, the home background, and the grade point average is necessary. Other devices also provide the teacher with greater insight into the personal adjustment problems of the individual student. Among these are attitude scales, personal preference records, rating scales, check lists, and personal inventories.

Knowledge of the student will not, by itself, provide the solution to the student's problems, but, will enable the teacher to develop empathy for the student. It will allow the teacher to view the child as he is and to determine the areas in which more support and encouragement are needed.

If, as Plato stated, "the direction in which education starts a man will determine his future life," (33, p. 354) then, the teacher must

guide the student toward values which will enable him to "see himself as a creature of worth, who can achieve mastery over self and fate" (40, p. 308).

Schneiders (39, p. 45) reports, "Teenagers don't want answers; they want experiences. They are not satisfied with answers that are given to them; they want conclusions that they themselves find." The teacher is responsible for providing opportunities and experiences for the students to find their own conclusions and solutions to problems.

Guiding a person requires genuineness, acceptance, empathy, and the ability to listen. The teacher "can do a great deal to help children learn that they do have value somewhere - for these people, in this classroom" (26, p. 283).

Rogers (36, p. 19) says that through, "genuineness, acceptance of the other as a person of worth, and empathic understanding - the learner begins to think, 'He understands how I feel.'" When the teacher is willing to accept the student as he is, and when he has respect for the student as an individual, then the teacher becomes an effective guide.

Another of the qualities in guidance which an efficient teacher must emulate is the ability to communicate and to listen. "When the teacher listens carefully to a youngster, he is less likely to underestimate his capabilities to assume responsibility" (30, p. 53). The teacher through communication, knows what the student can do and what the student will need help to accomplish. Without this communication, the teacher's judgments about student's needs are often incorrect.

Griffith (19, p. 46) states that the teacher has

> unique opportunities and responsibilities for guidance. In some ways, he can do more for the pupil in the way of guidance than a counselor. Why? He meets the student for a longer period of time than the counselor.

Since the teacher has the greater opportunity, he should not overlook the possibilities for reaching more of the troubled students, whom the typical school counselor does not know.

Guidance by parents, peers, and teachers is essential for the development of a positive self-concept in the disadvantaged adolescent. Through guidance, the student learns to value himself, others, and education. When he values these, his personal adjustment and academic achievement should improve.

Bell Adjustment Inventory

Allen (1, p. 92), Buros (6, p. 42), and Kleinmuntz (24, p. 188) concur that the Bell Adjustment Inventory is a highly reliable, valid, and useful instrument for understanding individuals.

The Bell Adjustment Inventory is an individual's report of his feelings in regard to his life experiences. His feelings may result from ignorance, fantasy, or wishful thinking, however, he still responds to his environment based on these feelings.

The feelings and attitudes which the Inventory seeks further information about are: his family relationships, his body, his emotions, his friends, and his role in society.

The Bell Adjustment Inventory

> Endeavors to discover to what extent he is the master or slave of his feelings. By asking questions about tension-arousing situations, it seeks to gain information about the extent of the individual's deviation from the group average in his personal and social relationships (2, p. 3).

The purpose of the Bell Adjustment Inventory is to supplement the information which is already known about the student. It helps to identify the student who is having trouble adjusting to his emotions and

to his feelings toward others. Adjustment problems that are prohibiting the student from achieving his fullest potential are uncovered by analyzing the personal adjustment scores. High scores indicate that the student is poorly adjusted, while low scores indicate that the student is better adjusted.

The Bell Adjustment Inventory consists of six different scales. Each scale and its subsequent meaning is described in the following paragraphs.

Home Adjustment

> High scores on the Home Adjustment tend to be associated with one or more of these conditions in the family: (1) inability to live up to the expectations of one or both parents, (2) role reversals of parents, (3) feelings of parental rejection, (4) persistent tensions in the home, (5) arbitrary restrictions and non-affectionate discipline, (6) sibling rivalries, (7) inability to identify with or relate to one or both parents, (8) divorce or separation in the home, (9) possessive parents, (10) fear of parents (2, p. 6).

Low scores on home adjustment mean that the student views his home life as satisfactory. Sometimes, it indicates that the student is unwilling to break away from the security of his home. A low score may be related to the student's desire to have a happy home. His inability to face reality causes him to respond with a lower score on the Bell Adjustment Inventory.

Health Adjustment

A student who has had problems with his health or is concerned with his physical development will make a very high score in this area. A high score may indicate that the student is so concerned with his own physical problems that his relationships with others suffer. A low

score is interpreted that physical illness has not produced any problems for the student in accepting his development or in adjusting to others.

Submissiveness

High scores reflect a lack of confidence in himself as an individual or in dealing with society. Students who score high do not participate in class or in extra-curricular activities. Low scores show that the student is confident in himself and is unconcerned with what anothers opinion of him might be.

Emotionality

> High scores on Emotionality suggest that the student has concerns in one or more of the following areas: (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 (2, p. 9).

High scores suggest that the student has been unable to adjust to his emotions. Poor adjustment may result from social pressures indicating that the student may not have learned to express his emotions in a way that is acceptable to society. Low scores indicate that he is adjusted to his environment.

Hostility

A high score on the Hostility scale expresses the hostile and critical nature of the student in interpersonal relationships. A low score reflects a protected child or a child who has had a variety of

social contacts which enable him to relate effectively to others.

Masculinity-Femininity

> For either sex, the high scores on this scale indicate greater preference for masculine activities than is typical of that sex while low scores indicate greater preference for typically feminine activities and roles (2, p. 11).

The Bell Student Inventory is administered to students of both sexes in high school and college. It is self-administering, requiring approximately thirty minutes to complete the two hundred questions, although no time limit has been established. The questions are interpreted by the person being tested.

Scoring the test may be either by the IBM 805 test scoring machine or by hand scoring using stencils and counting the marks that show through the holes on the answer sheet.

Profiling the scores can be accomplished by one of two methods. On page 24 of the manual are the descriptive norms: Excellent, Average, Unsatisfactory, etc., by which the scores can be evaluated. On the inside of the back cover, are the percentile norms which were taken from high schools and colleges throughout the country. The individual scores can be rated according to these profiles as either above or below average.

The Bell Adjustment Inventory is a form of gaining further insight into the adjustment problems which are indicated by the student. These adjustment problems influence the academic achievement of the student. Therefore, they should be recognized. Recognition of the adjustment problems will provide a basis for the teacher to give the support and guidance which the student needs to accomplish satisfactory interpersonal relationships and satisfactory academic achievement.

Summary

The review of literature has considered the background of the disadvantaged adolescent, its effect on his personal adjustment and academic achievement; the influence of significant others on the adjustment and achievement of the disadvantaged adolescent; guidance provided by significant others; and information concerning the Bell Adjustment Inventory. The following chapter will describe how this information was utilized in this study.

CHAPTER III

METHODS AND PROCEDURES

The major portion of the review of literature was presented in Chapter II. Chapter III will include the selection of the sample, the selection and administration of the instrument, and the method for reporting the data.

Selection of the Sample

In selecting the sample, the definition of disadvantaged was of primary importance. Research revealed several different areas in which a child may be disadvantaged. The child may be physically disadvantaged by having sight, speech, or hearing difficulties, or the inability to utilize his arms or legs. He may be emotionally disadvantaged because of undesirable family conditions; poor reputation of the family members, or loss of parents through death or divorce. A socially disadvantaged child is immature for his age or is self conscious and unable to make friends. The child may be economically disadvantaged in that his family lives on an inadequate standard of living. The inadequate standard of living prevents the child from obtaining his basic needs for food, shelter, and clothing. It is from the last area, economically disadvantaged, that the disadvantaged subjects for this study were chosen.

At the beginning of each school year, the administrators in the selected school sends out questionnaires to acquire information

concerning the income level of the parents. From the responses to the questionnaire, the students whose families are earning below a predetermined income are identified and permitted to participate in the Free Lunch Program at school.

In 1972-73, sixteen members of the Home Economics I classes were participants in the Free Lunch Program. In 1973-74, the number increased to twenty. By combining the two years, a total of thirty-six subjects were identified for the disadvantaged group, for this study. Since these students were enrolled in the researcher's classes, it was easy to collect the data without calling the students out of other classes.

The same classes were used to identify the random selection for the second group. Names of those not already chosen from the 1972-73 classes were placed in a box and sixteen names were drawn. The same procedure was used with the 1973-74 group and twenty names were drawn. This provided a random sample group of equal proportion as those in the disadvantaged group. This group also totaled thirty-six. No consideration was given to the economic situation of the random sample.

Selection of the Measurement of Academic Achievement

Since the personal adjustment was to be measured at the beginning of the freshman year, it was decided that the academic achievement would also be measured for the freshman year. Daniel and Keith (10, p. 227) state the "self-concept plays a large part in the motivation of the individual." If this is true, the self-concept which is currently effecting the academic achievement of the student should be utilized as

a part of this study. The measurement of academic achievement selected was the overall grade point averages for the entire freshman year. The grades for each subject that the student was enrolled in were obtained from the semester grade sheets for both semesters and averaged together to arrive at the grade point average for the year. A grade point average of 2.5 was selected to be the determinant between high and low academic achievement.

Selection of the Instrument to Measure Personal Adjustment

The instrument for this study was selected to meet the following criteria. (1) Did it measure personal adjustment as defined in the definition of terms? (2) Was it appropriate for freshman students? (3) Was the vocabulary easy enough for the student to understand? (4) Were the institutions clear, so that the administration was not difficult? (5) Was it of a nature that the researcher could score and interpret the results? (6) Could it provide insight into the adjustment areas in which the student needs more support?

The Bell Adjustment Inventory (Revised 1962 Student Form) was selected primarily because it involves the student's own perception of his adjustment to his environment. This corresponds to the definition of self-concept as the "degree to which a person perceives himself in terms of what he and the persons important to him consider socially desirable" (16, p. 3).

There are two forms of the Bell Adjustment Inventory, one for adults and the other for students. The student form is used for high school and college, grades 9-16, as reported by Buros (6, p. 17).

Therefore, it was considered suitable for the sample of ninth grade students.

The Bell Adjustment Inventory measures six adjustment areas and provides a "means of locating areas of difficulty as perceived by the testee" (1, p. 91). The researcher felt that information from six areas would provide greater insight than a measure of only one area as provided by many of the other instruments. A small a, b, c, d, e, or f, placed in front of each question provided easy reference as to which area of adjustment the question pertained. The questions can be used to stimulate further conversation with the students as to the specific adjustment problem.

Administration of the Instrument

The Bell Adjustment Inventory was administered as part of the personality unit of the Home Economics I classes during the school years 1972-73 and 1973-74. Since one of the classes contained only two students who were disadvantaged, it was not included. The instrument was administered to the other nine of the ten classes.

All one hundred and forty-four of the instruments were hand scored and recorded on profile sheets, according to the raw scores and percentile scores indicated on the inside back cover of the Bell Adjustment Inventory manual. The profiles for the disadvantaged were isolated and assigned numbers from one to thirty-six for the two year period. The random sample groups were assigned numbers by the same method.

Administration of the instrument was simple. Responses to the questions were made by darkening the area under "Yes", "No", or "?", on the answer sheet. Responses were made to all two hundred questions of

the instrument in less than the fifty-five minutes of the class period.

The vocabulary of the instrument was such that when it was given, only a few words needed to be defined and only for a few students. The students were free to ask the meaning of words, but, were expected to interpret the questions for themselves.

Scoring of the instrument did not require special training. Templates for the scoring of each adjustment area were provided with the instrument. The scorer was required only to count the darkened circles showing through the template. Scores are interpreted on a percentile basis or by descriptive terms: Excellent, Average, Unsatisfactory, etc. The Bell Adjustment Inventory manual suggests methods for aiding those students who are maladjusted in any of the areas of the inventory.

Procedure for Reporting the Data

For objectives two and three, data in Appendix B (see p. 65) were used to identify the GPA and the personal adjustment percentile scores of the disadvantaged group. Data in Appendix C (see p. 67) were used to identify the GPA and personal adjustment percentile scores of the random sample.

For objective four, the comparison of the GPA's of the disadvantaged and the random sample was reported by stating the two median GPA's. Figure 1 (see p. 37) was used to report the comparison of the median percent of each of the six adjustment scores for the disadvantaged group and for the random sample. The fiftieth percentile was used as a dividing point between poor and better adjustment.

In reporting objective five, Tables II through VIII (see pp. 39, 41, 43, 45, 47, 49, and 51 respectively) were used. A separate table was

used for each of the six adjustment areas to record the data for both the disadvantaged sample and the random sample. Each table was divided into two separate presentations, one for the disadvantaged sample and the other for the random sample. Each presentation was then divided according to the GPA's and the median percentile adjustment scores.

Data were then combined for all six personal adjustment areas. The percentages of the total possible responses above and below the fiftieth percentile and above and below the 2.5 grade point average were recorded in Table VIII (see p. 51).

CHAPTER IV

ANALYSIS OF DATA

Chapter III included the methods and procedures for collecting the data for this study. Chapter IV will describe the analysis of the grade point average and personal adjustment for the disadvantaged and random samples. All of the basic data used for the analysis in relation to the objectives stated are shown in Appendixes B and C.

Objective two: To identify the academic achievement of disadvantaged adolescents and a random sample of the ramaining class members. In identifying the academic achievement, grade point averages for the freshman year were used. Data in Appendix B (see p. 64) show that GPA's for the disadvantaged group ranged from 0.0 to 3.8 with a median of 2.2. Data in Appendix C (see p. 66) show that the GPA's for the random sample ranged from 1.6 to 4.0 with a median of 3.0. The data show that the range in GPA's (2.4) for the random sample was less than the range in GPA's (3.8) for the disadvantaged sample.

Objective three: To examine the personal adjustment of the disadvantaged adolescent and the random sample. Data recorded in Appendixes B and C (see pp. 64-67) were also used to identify the personal adjustment scores of the samples. Low percentages in any of the six adjustment areas indicated that the subject was considered fairly well adjusted. High percentages in any of the six areas indicate that the subject was considered less well adjusted in that area. The range of

personal adjustment percentile scores for each area of adjustment for both groups is identified in Table I.

TABLE I

RANGE OF PERSONAL ADJUSTMENT PERCENTILE SCORES ON BELL ADJUSTMENT INVENTORY OF DISADVANTAGED AND RANDOM SAMPLES

	Disadvantaged Sample		Random Sample	
Adjustment Area	Percentage Scores	Range	Percentage Scores	Range
Home	9-99	90	2-99	97
Health	8-99	91	1-98	97
Submissive-ness	1-99	98	6-97	91
Emotionality	4-98	94	18-98	80
Hostility	33-99	66	21-99	78
Masculinity-Femininity	2-99	97	2-98	96

The widest range of percentile scores among the disadvantaged sample was from 1 to 99 in the area of Submissiveness, a range of ninety-eight points. The narrowest range for this group was from 33 to 99 in the area of Hostility, a range of sixty-six points. The widest range among the random sample was 2 to 99 or 1 to 98 in the areas of Home and Health, each with a range of ninety-seven points. The

narrowest range for this group was from 21 to 99 in the area of Hostility, a range of seventy-eight points.

Objective four: To compare the grade point average of the disadvantaged adolescents to the random sample and to compare the personal adjustment of the disadvantaged adolescents to the random sample. In comparing the GPA's of the disadvantaged to the random sample, the median GPA's were derived from Appendixes B and C (see pp. 64-67). The median GPA for the disadvantaged sample was 2.2 and the median GPA for the random sample was 3.0. One third of the disadvantaged sample achieved GPA's above 2.5 and two thirds of the random sample achieved GPA's above 2.5. The data indicates that the disadvantaged sample achieved less than average (2.5) and the random sample achieved above average.

When the median GPA's of the two groups were compared, the random sample was shown to have greater academic achievement, eight tenths of a point (.8) higher than the disadvantaged group. However, when studied on an individual basis, some disadvantaged subjects achieved as well or better than their more advantaged classmates.

For comparison, the median percentile score in each of the six adjustment areas was calculated independently for both groups. Figure 1 indicates that the random sample, as a group, was better adjusted in the area of Home Adjustment by scoring sixty-five percent than the disadvantaged group which scored eight-one percent. In the Health Adjustment area, the random sample was better adjusted scoring fifty-six percent compared to sixty-eight percent for the disadvantaged sample. The random sample was also better adjusted in the Submissiveness Adjustment area, scoring seventy-five percent compared to the eighty-two percent

for the disadvantaged group. In the area of Emotional Adjustment, however, the disadvantaged group was better adjusted, scoring sixty-one percent compared to the seventy-eight percent scored by the random sample. In the areas of Hostility and Masculinity-Femininity the scores were identical for both groups, seventy-nine for Hostility and sixty-five for Masculinity-Femininity.

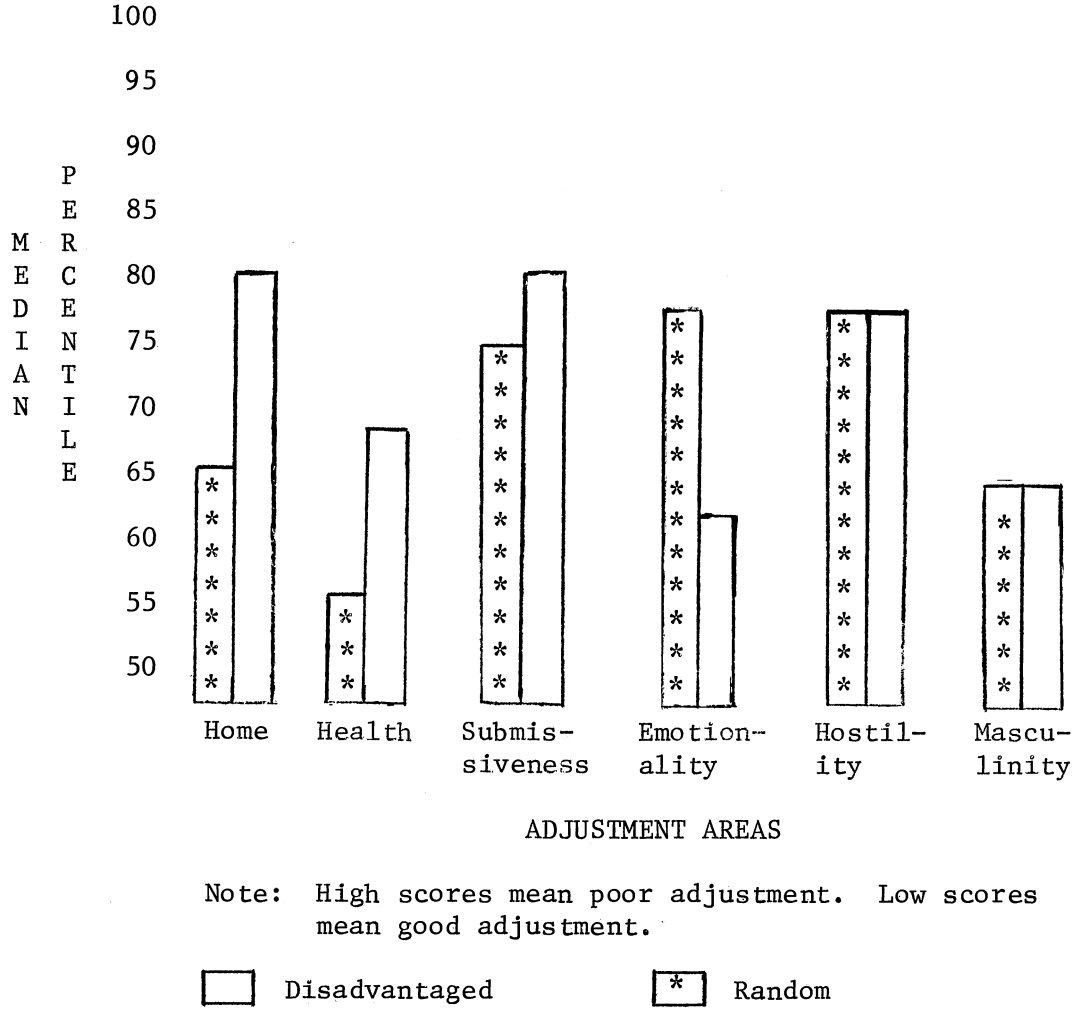

Figure 1. Comparison of Disadvantaged Sample and Random Sample on Bell Adjustment Inventory in Median Percentile Scores

In the areas of Home, Health, and Submissiveness, the random sample was better adjusted than the disadvantaged sample. Only in the area of Emotionality was the disadvantaged sample the better adjusted.

There were no median percentile scores below fifty-six percent. This indicates that the majority of the two groups were poorly adjusted in all six adjustment areas, according to the criteria used for this study. The fiftieth percentile was used as the base to determine well adjusted and poorly adjusted.

These results were for the groups. Individually, some of the disadvantaged students were as well or better adjusted than the random sample.

Objective five: To determine for both groups whether those with grade point averages above 2.5 are better adjusted, as indicated by scores below the fiftieth percentile on the adjustment inventory, than those with grade point averages below 2.5 who scored above the fiftieth percentile on the adjustment inventory. To achieve this objective, tables were constructed to record the data. A separate table was used in each area for both groups. Percentile scores of less than fifty were considered better adjusted, as interpreted from the manual which accompanied the instrument used in this study.

The first part of the adjustment inventory relates to Home Adjustment. The data are recorded in Table II. Of the thirty-six individuals in the disadvantaged group, twenty-four made GPA's of below 2.5. Twelve had GPA's of 2.5 or above. Of the twenty-four with low GPA's, twenty showed poor home adjustment while four showed better adjustment. Of the twelve with higher GPA's, eight showed poor home adjustment and four showed better adjustment. Of the total group, twenty (55.5%) showed low

TABLE II

NUMBER* AND PERCENTAGE OF RESPONDENTS WITH SCORES ABOVE AND BELOW THE 50TH PERCENTILE AND ABOVE AND BELOW THE 2.5 GRADE POINT AVERAGE RELATED TO HOME ADJUSTMENT

	Disadvantaged Sample				Random Sample			
	GPA Below 2.5		GPA 2.5 or Above		GPA Below 2.5		GPA 2.5 or Above	
	Number	%	Number	%	Number	%	Number	%
Above 50th Percentile (Poorly Adjusted)	20	55.5	8	22.2	10	27.7	11	30.5
	Number	%	Number	%	Number	%	Number	%
Below 50th Percentile (Better Adjusted)	4	11.1	4	11.1	2	5.5	13	36.1
Total	24	66.6	12	33.3	12	33.2	24	66.6

*Total possible responses in each group is thirty-six.

GPA's and poor home adjustment. Only four (11.1%) showed GPA's of 2.5 or above and better home adjustment.

Twelve of the thirty-six individuals in the random sample made GPA's below 2.5. Twenty-four had GPA's of 2.5 or above. Of the twelve with low GPA's, ten showed poor home adjustment, while two showed better adjustment. Of the twenty-four with higher GPA's, eleven showed poor home adjustment and thirteen showed better adjustment. Of the total group, ten (27.7%) showed low GPA's and poor home adjustment, while thirteen (36.1%) showed GPA's of 2.5 or above and better home adjustment.

According to these data, more low GPA's and poor home adjustment are evident in the disadvantaged sample than in the random sample. While this is true, the data also show that eight (22.2%) of the disadvantaged group had 2.5 or above GPA's, but were still poorly adjusted. This was more evident in the random sample, with eleven (30.5%) showing 2.5 or above GPA's and poor home adjustment. There were also those in both groups with GPA's below 2.5 who scored in the better adjustment category. Four (11.1%) of the disadvantaged sample and two (5.5%) of the random sample were in this category.

The second part of the adjustment inventory relates to Health adjustment. The data are recorded in Table III. In the disadvantaged group, twenty of the twenty-four students with low GPA's showed poor health adjustment while four showed better adjustment. Of the twelve with higher GPA's, five showed poor health adjustment and seven showed better adjustment. Of the total group, twenty (55.5%) showed low GPA's and poor health adjustment. Seven (19.4%) showed GPA's of 2.5 or above and better health adjustment.

In the random sample, of the twelve with low GPA's, ten showed

TABLE III

NUMBER* AND PERCENTAGE OF RESPONDENTS WITH SCORES ABOVE AND BELOW THE 50TH PERCENTILE AND ABOVE AND BELOW THE 2.5 GRADE POINT AVERAGE RELATED TO HEALTH ADJUSTMENT

	Disadvantaged Sample				Random Sample			
	GPA Below 2.5		GPA 2.5 or Above		GPA Below 2.5		GPA 2.5 or Above	
	Number	%	Number	%	Number	%	Number	%
Above 50th Percentile (Poorly Adjusted)	20	55.5	5	13.8	10	27.7	10	27.7
	Number	%	Number	%	Number	%	Number	%
Below 50th Percentile (Better Adjusted)	4	11.1	7	19.4	2	5.5	14	38.8
Total	24	66.6	12	33.2	12	33.2	24	66.5

*Total possible responses in each group is thirty-six.

poor health adjustment, while two showed better adjustment. Of the twenty-four with higher GPA's, ten showed poor health adjustment and fourteen showed better adjustment. Of the total group, ten (27.7%) showed low GPA's and poor health adjustment, while fourteen (38.8%) showed GPA's of 2.5 or above and better health adjustment.

The data indicate more low GPA's and poor health adjustment are evident in the disadvantaged group than in the random sample. The data also show that five (13.8%) of the disadvantaged group had 2.5 or above GPA's, but, were still poorly adjusted. This was more evident in the random sample with ten (27.7%) showing 2.5 or above GPA's and poor health adjustment. There were also those in both groups with GPA's below 2.5 who scored in the better adjustment category. Four (11.1%) of the disadvantaged group and two (5.5%) of the random sample were in this category.

The third part of the adjustment inventory related to submissiveness. The data recorded in Table IV. In the disadvantaged group, twenty of the twenty-four students with GPA's below 2.5, showed poor submissive adjustment, while four showed better adjustment. Of the twelve with higher GPA's eleven showed poor submissive adjustment and one showed better adjustment. Of the total group, twenty (55.5%) showed low GPA's and poor submissiveness. Only one (2.7%) showed GPA of 2.5 or above and better submissive adjustment.

In the random sample, eleven of the twelve with GPA's below 2.5, showed poor submissive adjustment, while one showed better adjustment. Of the twenty-four with higher GPA's, eighteen showed poor submissive adjustment and six showed better adjustment. Of the total group, eleven (30.5%) showed low GPA's and poor submissive adjustment, while six

TABLE IV

NUMBER* AND PERCENTAGE OF RESPONDENTS WITH SCORES ABOVE AND BELOW THE 50TH PERCENTILE AND ABOVE AND BELOW THE 2.5 GRADE POINT AVERAGE RELATED TO SUBMISSIVE ADJUSTMENT

	Disadvantaged Sample				Random Sample			
	GPA Below 2.5		GPA 2.5 or Above		GPA Below 2.5		GPA 2.5 or Above	
	Number	%	Number	%	Number	%	Number	%
Above 50th Percentile (Poorly Adjusted)	20	55.5	11	30.5	11	30.5	18	50.0
	Number	%	Number	%	Number	%	Number	%
Below 50th Percentile (Better Adjusted)	4	11.1	1	2.7	1	2.7	6	16.6
Total	24	66.6	12	33.2	12	33.2	24	66.6

*Total possible responses in each group is thirty-six.

(16.6%) showed GPA's of 2.5 or above and better submissive adjustment.

The data indicate more low GPA's and poor submissive adjustment are evident in the disadvantaged group than in the random sample. The data also show that eleven (30.5%) of the disadvantaged group had 2.5 or above GPA's, but were still poorly adjusted. This was more evident in the random sample with eighteen (50.0%) showing 2.5 or above GPA's and poor submissive adjustment. There were also those in both groups with GPA's below 2.5 who scored in the better adjustment category. Four (11.1%) of the disadvantaged group and one (2.7%) of the random sample were in this category.

The fourth part of the adjustment inventory relates to emotionality. The data are recorded in Table V. In the disadvantaged group, sixteen of the twenty-four students with GPA's below 2.5, showed poor emotional adjustment and eight showed better adjustment. Of the twelve with higher GPA's, seven showed poor emotional adjustment and five showed better adjustment. Of the total group, sixteen (44.4%) showed low GPA's and poor emotional adjustment. Five (13.8%) showed GPA's of 2.5 or above and better emotional adjustment.

In the random sample, ten of the twelve with GPA's below 2.5 showed poor emotional adjustment, while two showed better adjustment. Of the twenty-four with higher GPA's, sixteen showed poor emotional adjustment and eight showed better adjustment. Of the total group, ten (27.7%) showed low GPA's and poor emotional adjustment, while eight (22.2%) showed GPA's of 2.5 or above and better emotional adjustment.

The data indicate more low GPA's and poor emotional adjustment are evident in the disadvantaged group than in the random sample. The data also show that seven (19.4%) of the disadvantaged group had 2.5 or

TABLE V

NUMBER* AND PERCENTAGE OF RESPONDENTS WITH SCORES ABOVE AND BELOW THE 50TH PERCENTILE AND ABOVE AND BELOW THE 2.5 GRADE POINT AVERAGE RELATED TO EMOTIONAL ADJUSTMENT

	Disadvantaged Sample				Random Sample			
	GPA Below 2.5		GPA 2.5 or Above		GPA Below 2.5		GPA 2.5 or Above	
	Number	%	Number	%	Number	%	Number	%
Above 50th Percentile (Poorly Adjusted)	16	44.4	7	19.4	10	27.7	16	44.4
	Number	%	Number	%	Number	%	Number	%
Below 50th Percentile (Better Adjusted)	8	22.2	5	13.8	2	5.5	8	22.2
Total	24	66.6	12	33.2	12	33.2	24	66.6

*Total possible responses in each group is thirty-six.

above GPA's, but were still poorly adjusted. This was more evident in the random sample with sixteen (44.4%) showing 2.5 or above GPA's and poor emotional adjustment. There were also those in both groups with GPA's below 2.5 who scored in the better adjustment category. Eight (22.2%) of the disadvantaged group and two (5.5%) of the random sample were in this category.

The fifth part of the adjustment inventory relates to hostility. The data are recorded in Table VI. In the disadvantaged group, twenty-two of the twenty-four students with GPA's below 2.5, showed poor hostility adjustment and two showed better adjustment. Of the twelve with higher GPA's, eleven showed poor hostility adjustment and one showed better adjustment. Of the total group, twenty-two (61.1%) showed low GPA's and poor hostility adjustment. One (2.7%) showed a GPA above 2.5 and better adjustment in this area.

In the random sample all twelve of the students with GPA's below 2.5 showed poor hostility adjustment. Of the twenty-four with higher GPA's, seventeen showed poor hostility adjustment and seven showed better adjustment. Of the total group, twelve (33.3%) showed low GPA's and poor hostility adjustment, while seven (19.4%) showed GPA's of 2.5 or above and better hostility adjustment.

The data indicate more low GPA's and poor hostility adjustment are evident in the disadvantaged group than in the random sample. The data also show that eleven (30.5%) of the disadvantaged group had 2.5 or above GPA's, but were still poorly adjusted. This was more evident in the random sample with seventeen (47.2%) showing 2.5 or above GPA's and poor hostility adjustment. In the disadvantaged group there were two (5.5%) who had GPA's below 2.5 who were better adjusted. None of the

TABLE VI

NUMBER* AND PERCENTAGE OF RESPONDENTS WITH SCORES ABOVE AND BELOW THE 50TH PERCENTILE AND ABOVE AND BELOW THE 2.5 GRADE POINT AVERAGE RELATED TO HOSTILITY ADJUSTMENT

	Disadvantaged Sample				Random Sample			
	GPA Below 2.5		GPA 2.5 or Above		GPA Below 2.5		GPA 2.5 or Above	
	Number	%	Number	%	Number	%	Number	%
Above 50th Percentile (Poorly Adjusted)	22	61.1	11	30.5	12	33.3	17	47.2
	Number	%	Number	%	Number	%	Number	%
Below 50th Percentile (Poorly Adjusted)	2	5.5	1	2.7	0	0.0	7	19.4
Total	24	66.6	12	33.2	12	33.3	24	66.6

*Total possible responses in each group is thirty-six.

random sample scored in this category.

The final part of the adjustment inventory relates to masculinity-femininity adjustment. The data are recorded in Table VII. In the disadvantaged group, eleven of the twenty-four students with GPA's below 2.5, showed poor masculinity-femininity adjustment and thirteen showed better adjustment. Of the twelve with higher GPA's, eight showed poor masculinity-femininity adjustment and four showed better adjustment. Of the total group, eleven (30.5%) showed low GPA's and poor masculinity-femininity adjustment. Four (11.1%) showed GPA's above and better masculinity-femininity adjustment.

In the random sample, seven of the twelve students with GPA's below 2.5 showed poor masculinity-femininity adjustment and five showed better adjustment. Of the twenty-four with higher GPA's, eleven showed poor masculinity-femininity adjustment and thirteen showed better adjustment. Of the total group, seven (19.4%) showed low GPA's and poor masculinity-femininity adjustment, while thirteen (36.1%) showed GPA's of 2.5 or above and better masculinity-femininity adjustment.

The data indicate more low GPA's and poor masculinity-femininity adjustment are evident in the disadvantaged group than in the random sample. The data also show that eight (22.2%) of the disadvantaged group had 2.5 or above GPA's but were still poorly adjusted. This was more evident in the random sample with eleven (30.5%) showing 2.5 or above GPA's and poor masculinity-femininity adjustment. In the disadvantaged group there were thirteen (36.1%) who had GPA's below 2.5 who were better adjusted for the random sample, there were five (13.8%) in this category.

In order to summarize the data from all six of the adjustment

TABLE VII

NUMBER* AND PERCENTAGE OF RESPONDENTS WITH SCORES ABOVE AND BELOW THE 50TH PERCENTILE AND ABOVE AND BELOW THE 2.5 GRADE POINT AVERAGE RELATED TO MASCULINITY-FEMININITY ADJUSTMENT

	Disadvantaged Sample				Random Sample			
	GPA Below 2.5		GPA 2.5 or Above		GPA Below 2.5		GPA 2.5 or Above	
	Number	%	Number	%	Number	%	Number	%
Above 50th Percentile (Poorly Adjusted)	11	30.5	8	22.2	7	19.4	11	30.5
	Number	%	Number	%	Number	%	Number	%
Below 50th Percentile (Better Adjusted)	13	36.1	4	11.1	5	13.8	13	36.1
Total	24	66.6	12	33.3	12	33.2	24	66.6

*Total possible responses in each group is thirty-six.

areas, Table VIII was constructed. Of the two hundred and sixteen responses given by the disadvantaged group, one hundred and forty-four were made by students with GPA's below 2.5 and seventy-two were made by students with GPA's of 2.5 or above.

Of those in the disadvantaged group with GPA's below 2.5, one hundred and nine of the one hundred and forty-four responses showed poor adjustment and thirty-five showed better adjustment. Of the students with GPA's above 2.5, fifty responses showed poor adjustment and twenty-two showed better adjustment. Of the total responses, one hundred and nine (50.4%) showed low GPA's and poor adjustment in all six adjustment areas while twenty-two (10.2%) showed higher GPA's and better adjustment.

Of the two hundred and sixteen responses given by the random sample, seventy-two were made by students with GPA's below 2.5 and one hundred forty-four were made by students with GPA's of 2.5 or above. Of those in the random sample with GPA's below 2.5, sixty of the seventy-two responses showed poor adjustment and twelve showed better adjustment. Of the responses by students with GPA's above 2.5, eighty-three showed poor adjustment and sixty-one showed better adjustment. Of the total responses, sixty (27.7%) showed low GPA's and poor adjustment in all six adjustment areas, while sixty-one (28.2%) showed higher GPA's and better adjustment.

According to these data more responses were given in the low GPA and poor adjustment category for the disadvantaged group than for the random sample. The data show that of the disadvantaged group with GPA's of 2.5 or above, twenty-two (10.2%) of the responses indicated better adjustment. In the random sample sixty-one (28.2%) of the responses of those with GPA's of 2.5 or above indicate better adjustment in all six

TABLE VIII

NUMBER* AND PERCENTAGE OF THE TOTAL POSSIBLE RESPONSES SHOWING SCORES ABOVE AND BELOW THE 50TH PERCENTILE AND ABOVE AND BELOW THE 2.5 GRADE POINT AVERAGE AS RELATED TO ALL SIX AREAS OF THE BELL ADJUSTMENT INVENTORY

	Disadvantaged Sample				Random Sample			
	GPA Below 2.5		GPA 2.5 or Above		GPA Below 2.5		GPA 2.5 or Above	
	Number	%	Number	%	Number	%	Number	%
Above 50th Percentile (Poorly Adjusted)	109	50.4	50	23.1	60	27.7	83	38.4
	Number	%	Number	%	Number	%	Number	%
Below 50th Percentile (Better Adjusted)	35	16.2	22	10.2	12	5.5	61	28.2
Total	144	66.6	72	33.3	72	33.2	144	66.6

*Total possible responses in each group is 216.

of the adjustment areas. There were also those in both groups who responded in the better adjustment category who had GPA's below 2.5. Thirty-five (16.2%) of the responses in the disadvantaged group and twelve (5.5%) of the responses in the random sample were in this category.

In the disadvantaged group, only in the area of health were there more students with GPA's above 2.5 who were also better adjusted. Only in the area of masculinity-femininity were there more students that were better adjusted with GPA's below 2.5.

In the areas of Home, Health, and Masculinity-Femininity, there were more students with GPA's above 2.5 in the random sample who were better adjusted. In none of the six adjustment areas were there more students with GPA's below 2.5 in the random sample who were better adjusted.

The highest percentages of poorly adjusted students regardless of GPA's or group were in the area of hostility. The highest percentages of better adjusted students, regardless of GPA or group were in the area of masculinity-femininity.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

In the preceeding chapter, an analysis of the data was presented. A summary of the problem, a summary and conclusions from the data, and recommendations resulting from the study will be included in this chapter.

Summary of the Problem

The problem for this study was: (1) to identify the overall grade point average and personal adjustment of disadvantaged adolescents and a sample of their classmates, (2) to compare the grade point average of the two groups and the personal adjustment of the two groups, (3) to determine for both groups whether those with grade point averages above 2.5 are better adjusted, as indicated by scores below average on the adjustment inventory, than those with grade point averages below 2.5 who scored above average on the adjustment inventory, and (4) to make recommendations for teachers to increase their support of disadvantaged adolescents.

Summary and Conclusions from the Data

The data shows that the disadvantaged sample achieved GPA's at all grade levels (0.0 to 3.8), except for the highest level (4.0). The median GPA for the disadvantaged sample was 2.2, which indicates low

academic achievement according to the criteria which was used in this study.

The random sample maintained GPA's at all grade levels (1.6-4.0) except the lowest grade level (0.0 to 1.0). The median GPA for the random sample was 3.0, designated as high academic achievement according to the criteria cited above.

The disadvantaged were found to be poorly adjusted in all six of the personal adjustment areas. The areas of adjustment are ranked from most poorly adjusted to least poorly adjusted according to median percentile scores as follows: Submissiveness, 82%; Home, 81%; Hostility, 79%; Health, 68%; Masculinity-Femininity, 65%; and Emotionality, 61%.

The random sample was also found to be poorly adjusted in all six of the personal adjustment areas. The areas of adjustment according to median percentile adjustment scores ranged from most poorly adjusted to least poorly adjusted as follows: Hostility, 79%; Emotionality, 78%; Submissiveness, 75%; Masculinity-Femininity and Home, 65%; and Health, 56%.

The data indicate that the random sample maintained higher academic achievement than the disadvantaged sample. Two thirds (24) of the random sample achieved GPA's above 2.5 with a median of 3.0, while only one third (12) of the disadvantaged sample achieved GPA's above 2.5 with a median of 2.2. The difference between the median GPA's of the two groups was only eight tenths (.8) of a point, indicating that the disadvantaged student is not as far behind in academic achievement as the review of literature suggested. In fact, some of the disadvantaged students maintained higher academic achievement than their classmates who were not classified as disadvantaged.

In comparing the personal adjustment of the disadvantaged sample to the random sample, the data reveals that both groups were poorly adjusted in all six personal adjustment areas of the Bell Adjustment Inventory. Using median percentile scores, the random sample was shown to be better adjusted in the areas of home, hostility, and submissiveness, the disadvantaged sample was found to be better adjusted in the area of emotionality, and the median percentile scores were the same for both groups in the areas of hostility and masculinity-femininity.

Data used in reporting the personal adjustment of the participants in this study indicates that while it is true that the disadvantaged students are more poorly adjusted in some areas than the random sample, there are areas in which the random sample were more poorly adjusted. The difference in personal adjustment for this particular group is not as severe as suggested in the review of literature. In fact, some of the disadvantaged students were better adjusted than their more advantaged classmates in all six of the adjustment areas.

The data show that the students with GPA's above 2.5 are slightly better adjusted in the area of Health for both the disadvantaged sample and the random sample, with the addition of the areas of home and masculinity-femininity for the random sample. It is also shown that students with GPA's below 2.5 are poorly adjusted in all six adjustment areas for both groups.

From this study, it is concluded that better personal adjustment does not imply better GPA's, nor does a better GPA imply better personal adjustment.

Another conclusion is that disadvantaged students may show some signs of academic weakness and poor adjustment, but it cannot be

generalized to all individuals.

Recommendations

1. Teachers should evaluate their students according to their individual academic ability and personal adjustment, rather than labeling students as "disadvantaged" and regarding them as incapable of achieving.
2. The addition of a course for understanding people with special needs is also suggested for those individuals planning to become teachers.
3. Teachers should take courses involving methods of counseling with students so that they may be of more aid to those needing help.
4. Teachers should be notified of specific personal adjustment problems that other teachers have discovered.
5. Greater opportunities to work more closely with students should be provided for teachers at pre-service and inservice levels.
6. Further research into methods of helping all students benefit more from their educational experiences, regardless of their personal adjustment would be helpful.

SELECTED BIBLIOGRAPHY

(1) Allen, Robert M. Personality Assessment Procedures. New York: Harper and Brothers, Publishers, 1958, pp. 91-94.

(2) Bell, Hugh M. The Bell Adjustment Inventory Manual. (Revised Student Form 1962). Palo Alto, California: Consulting Psychologists Press, Inc., 1962, pp. 1-24.

(3) Birch, Herbert G. and Joan Dye Gusson. Disadvantaged Children. New York: Harcourt, Brace, and World Inc., 1970, pp. 5-272.

(4) Brown, Betram S. "Stress." Today's Education, Vol. 61 (September, 1972), pp. 48-50.

(5) Browne, Rose B. and James W. English. Love My Children. New York: Meredith Press, 1969, pp. 221-242.

(6) Buros, Oscar Krisen. Tests In Print. Highland Park, New Jersey: Gryphon Press, 1961, pp. 17-42.

(7) Christensen, Frank A. "The Development of an Academic Support System For Educationally Disadvantaged Students." (Paper presented to the American Personnel and Guidance Association, 20th Annual Convention, Atlantic City, New Jersey, April 4-8, 1971, pp. 1-8).

(8) Christopher, Samuel A. "Parental Relationships and Value Orientation as Factors in Academic Achievement." Personnel and Guidance Journal, XLV (September, 1967), pp. 921-925.

(9) Clements, Hubert M. and Merritt C. Oelke. "Factors Related to Reported Problems of Adolescents." Personnel and Guidance Journal, XLV (March, 1967), pp. 697-702.

(10) Cowles, Milly, and others. Perspectives in the Education of Disadvantaged Children. Cleveland: World Publishing Co., 1967, pp. 9-222.

(11) Crow, Lester D. et. al. Educating the Culturally Disadvantaged Child. New York: David McKay Co., Inc., 1966, p. 25.

(12) Davis, Allison. "Changing The Culture of the Disadvantaged Student." Working with Low-Income Families. Washington, D. C.: American Home Economics Association, 1965, p. 25.

(13) Duncan, Lucis W. "Parent-Counselor Conferences and Parent-Child Communications." Dissertation Abstracts, XXIX (1969), p. 3415.

(14) Duvall, Evelyn M. Family Development, 4th ed. New York: J. B. Lippincott Co., 1971, p. 43.

(15) Empey, Lamar T. "Sociological Perspectives and Small-Group Work With Socially Deprival Youth." Social Service Review, XLII (December, 1968), pp. 448-463.

(16) Fredrichs, Allen H. "Relation of the Self-esteem of the Disadvantaged to School Success." (A shorter version of a paper at the annual meeting of the American Education Research Association, March 1970, Minneapolis, Minnesota, pp. 1-7).

(17) Glasser, William. "Roles, Goals, and Failure." Education Digest, XXXVII (December, 1971), pp. 25-27.

(18) Gnagey, Tom. "The Myth of Underachievement." The Education Digest, XXXV (March, 1970), pp. 49-52.

(19) Griffith, Francis. "Pitfalls A Guidance Counselor Should Avoid." Clearing House, XLVI (October, 1971), p. 105.

(20) Heller, Celia S. "Mexican American Youth: Forgotten Youth At the Crossroads." ed. David Gottlieb and Anne L. Heinsohn. America's Other Youth. Englewood Cliffs: Prentice Hall, 1971, p. 63.

(21) Hunter, Carolyn. "Self-concept as a Determinant in Academic Performance." (M. S. Texas Women's University, 1971.)

(22) Johnson, Dorothy and Mary J. Vestermark. Barriers and Hazards in Counseling. Boston: Houghton Mifflin Co., 1970, p. 38.

(23) King, M. L. Why We Can't Wait. New York: Harper and Row, Publishers, Inc., 1964, p. 84.

(24) Kleinmuntz, Benjamin. Personality Measurement: An Introduction. Homewood, Illinois: The Dorsey Press, 1967, p. 188.

(25) Lee, Grace. Helping the Troubled School Child. New York: National Association of Social Workers, 1959, pp. 19-466.

(26) Leib, Jere W. and William U. Snyder. "Effect of Group Discussion on Under-achievement and Self-actualization." Journal of Counseling Psychology, XIV (1967), pp. 282-285.

(27) Long, Barbara Ellis. "A Climate for Learning." Today's Education, LXI (September, 1972), pp. 50-52.

(28) Mac Lennan, Beryce W. "Understanding Human Behavior." Journal of Home Economics, LXIII (May, 1971), p. 320.

(29) McDowell, Ruth A. "A Commentary." Journal of Home Economics, LXIII (May, 1971), p. 324.

(30) Morse, William C. "The Crisis Teacher." Today's Education, LXI (September, 1972), pp. 52-54.

(31) Myers, Kent E. "Teaching: An Educational Adventure." Clearing House, XLVI (November, 1971), pp. 131-135.

(32) National Conference on Educational Objectives for Culturally Disadvantaged. Education for the Culturally Disadvantaged. Hot Springs, Arkansas: South Central Region Laboratory, 1967, pp. 2-53.

(33) Oklahoma State Board of Vocational and Technical Education. Human Development and the Family: A Curriculum Guide. Stillwater, Oklahoma, 1970, p. 354.

(34) Psychological Counseling of Adolescents. Ed. Raymond J. Steinel, Washington, D. C.: Catholic University of America Press, 1962, pp. 17-129.

(35) Rees, Helen E. Deprivation and Compensatory Education. Boston: Houghton Mifflin Co., 1968, pp. 39-50.

(36) Rogers, Carl. "Forget You Are A Teacher." Education Digest, XXXVII (November, 1971), pp. 17-19.

(37) Roth, Robert M. and Prabha Puri. "Agression and Non-achievement Syndrome." Journal of Counseling Psycho-therapy, XIV (1967), pp. 227-288.

(38) Schneider, Virginia Dee Kirk. "The Relation Between Children's Perception of Their Teachers Feelings Toward Them, Children's Self-perception, and Academic Achievement of Advantaged and Disadvantaged Population." (M. S. Washington State University, 1971.)

(39) Schneiders, Alexander A. Counseling the Adolescent. San Francisco: Chandler Publishing Co., 1967, pp. 45-374.

(40) Semmens, James P. and Kermit E. Krantz. The Adolescent Experience: A Counseling Guide to Social and Sexual Behavior. New York: MacMillian Co., 1970, pp. 303-322.

(41) Shoben, Edward J. "The Counseling Experience as Personal Development." Personnel and Guidance Journal, XLIV (November, 1965), pp. 224-230.

(42) Shuman, R. Gaird and Henry L. Sublett, Jr. "A Realistic View of Home Work for Ghetto Children." Clearing House, XLV (November, 1970), pp. 140-145.

(43) State Agency Program for Handicapped, Delinquent, and Neglected Children. Columbia, Ohio: Ohio State Department of Education, 1970, pp. 5-45.

(44) Stevenson, Harold, Rachel Keen, and Robert M. Knight. "Parents and Strangers as Reinforcing Agents for Children's Performance." Journal of Abnormal and Social Psychology, LXVII (1963), pp. 183-186.

(45) Storen, Helen F. The Disadvantaged Early Adolescent: More Effective Teaching. New York: McGraw-Hill Book Co., (1968), pp. 34-61.

(46) Taba, Hilda and Deborah Elkins. Teaching Strategies for the Culturally Disadvantaged. Chicago: Rand McNally and Co., 1966, p. 68.

(47) The Psychology of School Adjustment. Ed. Bernard D. Starr. New York: Random House, 1970, pp. 134-174.

(48) Valentine, Charles A. "Deficit, Difference, and Biocultural Models of Afro-American Behavior." Challenging the Myths. Cambridge: Harvard Educational Review, (1972), p. 8.

(49) Vance, Barbara. "The Counselor - An Agent of What Change." Journal of Personnel and Guidance, XLV (June, 1967), pp. 1014-1016.

(50) Warden, Sandra. The Leftouts. New York: Holt, Rinehart, Inc., 1968, pp. 17-186.

APPENDIXES

APPENDIX A

ELIGIBILITY STANDARDS FOR FREE LUNCHES

ELIGIBILITY STANDARDS FOR FREE LUNCHES

FAMILY SIZE	FREE LUNCHES	NUMBER OF CHILDREN IN SCHOOL, PRESCHOOL, OR DAY CARE CENTERS
		1 2 3 4 5 6 7 8 9 10
1	$0-2790	Free
2	2790-3450	Free
3	3450-4110	FreeFree
4	4110-4720	FreeFreeFree
5	4720-5330	FreeFreeFreeFree
6	5330-5880	FreeFreeFreeFreeFree
7	5880-6430	FreeFreeFreeFreeFreeFree
8	6430-6930	FreeFreeFreeFreeFreeFreeFree
9	6930-7430	FreeFreeFreeFreeFreeFreeFreeFree
10	7430-7930	FreeFreeFreeFreeFreeFreeFreeFreeFree
11	7930-8430	FreeFreeFreeFreeFreeFreeFreeFreeFreeFree
12	8430-8930	FreeFreeFreeFreeFreeFreeFreeFreeFreeFree

FOR EACH ADDITIONAL FAMILY MEMBER, ADD: $500.00 PER YEAR TO THE INCOME LEVEL.

Eligibility determinations are made on a family basis, that is, all the children in the same family, attending schools under the jurisdiction of the same school food authority are to receive the same benefits, not some free lunch and other members of the family having to pay.

Lunches: High School and Junior High 35¢

Elementary Schools 30¢

APPENDIX B

GRADE POINT AVERAGE AND PERCENTILE SCORE ON BELL ADJUSTMENT INVENTORY FOR DISADVANTAGED GROUP

		Bell Adjustment Percentile Scores					
	GPA 4.0 High	Home	Health	Submis-siveness	Emotion-ality	Hostil-ity	Mascu-linity
1.	1.5	74	41	68	33	70	99
2.	0.9	81	56	43	44	96	85
3.	2.5	81	43	51	44	86	95
4.	2.1	93	96	43	81	79	98
5.	1.4	09	68	59	33	33	25
6.	2.2	85	93	82	86	96	81
7.	2.5	74	68	96	97	92	45
8.	2.4	96	80	87	91	98	85
9.	1.5	93	68	92	95	79	81
10.	2.8	42	56	87	61	70	25
11.	0.0	74	68	68	73	79	65
12.	0.0	96	22	23	33	59	25
13.	1.9	09	22	87	44	96	81
14.	1.8	98	93	87	98	92	25
15.	1.7	93	68	87	98	79	25
16.	3.8	93	56	99	52	92	98
17.	2.5	74	08	82	26	70	65
18.	2.5	32	08	75	26	59	65
19.	2.4	32	68	33	26	70	85
20.	2.8	21	41	51	04	70	99
21.	2.9	85	41	92	97	70	65
22.	2.2	81	68	87	81	92	25
23.	1.3	54	56	82	95	92	45
24.	2.4	93	56	99	86	79	25
25.	2.4	81	68	82	61	79	45
26.	3.8	32	41	59	33	70	25
27.	3.6	99	68	01	61	33	45
28.	2.3	96	68	51	61	92	98
29.	1.6	81	41	51	44	45	45
30.	2.2	93	99	92	98	98	02
31.	1.6	90	80	82	73	70	02
32.	1.4	85	93	97	98	99	25
33.	2.8	93	22	87	91	59	65
34.	1.7	21	56	51	26	59	25
35.	1.4	65	68	75	81	86	95
36.	2.9	85	87	87	97	79	65

APPENDIX C

GRADE POINT AVERAGE AND PERCENTILE SCORE ON BELL ADJUSTMENT INVENTORY FOR RANDOM SAMPLE

		Bell Adjustment Percentile Scores					
	GPA 4.0 High	Home	Health	Submis-siveness	Emotion-ality	Hostil-ity	Mascu-linity
1.	2.1	85	56	68	44	79	98
2.	2.6	96	85	87	95	79	85
3.	3.8	65	56	75	26	21	81
4.	3.3	65	80	43	81	70	65
5.	3.4	74	22	43	52	45	65
6.	3.5	42	56	43	61	99	45
7.	1.6	93	80	87	98	99	25
8.	3.6	74	56	97	97	96	25
9.	3.0	32	01	75	18	21	85
10.	2.8	32	41	96	97	92	81
11.	3.0	32	22	59	73	92	25
12.	1.8	54	68	92	91	92	85
13.	3.3	42	41	51	26	76	81
14.	2.4	65	08	51	52	92	02
15.	3.5	21	22	59	44	79	09
16.	1.9	99	98	82	95	96	09
17.	3.3	32	22	06	18	45	85
18.	2.5	98	68	97	95	92	81
19.	2.9	54	22	87	81	70	09
20.	2.7	85	41	75	52	70	81
21.	2.9	74	41	82	73	86	25
22.	2.0	32	80	97	81	96	81
23.	3.5	02	22	68	33	70	45
24.	1.6	93	96	82	98	92	85
25.	3.2	85	80	59	95	79	45
26.	3.0	32	56	82	86	33	45
27.	3.0	54	41	75	61	79	09
28.	2.3	02	41	14	33	70	02
29.	4.0	42	87	82	91	59	09
30.	3.3	21	22	06	44	45	02
31.	3.3	21	56	23	33	79	95
32.	1.8	90	56	82	97	98	25
33.	1.8	74	56	92	78	96	98
34.	1.9	90	98	75	98	96	65
35.	3.7	42	41	51	86	45	45
36.	2.4	65	80	68	86	96	85

VITA

Nicole Ray Weaver

Candidate for the Degree of

Master of Science

Thesis: A COMPARISON OF GRADE POINT AVERAGE AND PERSONAL ADJUSTMENT FOR TWO SELECTED GROUPS OF FRESHMAN HOME ECONOMICS STUDENTS AT AN OKLAHOMA HIGH SCHOOL

Major Field: Home Economics Education

Biographical:

Personal Data: Born in Fort Smith, Arkansas, August 14, 1946. She is the daughter of Mrs. Bobby Sue Davis, Woodward, Oklahoma.

Education: Graduated from Woodward High School, Woodward, Oklahoma, in May, 1964; received Bachelor of Science degree in Home Economics Education from Oklahoma State University in January, 1969.

Professional Experience: Vocational Home Economics Teacher, Tommie Spear Junior High School, Sallisaw, Oklahoma, 1969-75; member American Home Economics Association, 1969-75; member American Vocational Association, 1969-75; member Home Economics Division of the National Education Association, 1974-75; and member Oklahoma Education Association, 1969-75.