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A PRELIMINARY INVESTIGATION OF THE VALIDITY OF THE EMME HOME ADJUSTMENT SCALE

LYLE K. HENRY

THE PRESENT STATUS OF ADJUSTMENT INVENTORIES

There is a great deal of interest at present in personality and adjustment inventories. They are looked upon by educators as a very promising technique both in counseling and in vocational guidance.

Probably the present interest in personality tests has been stimulated by the comparatively recent appearance and use of two particular tests, namely the Bernreuter Personality Inventory and the Bell Adjustment Inventory. Each of these tests measures four attributes of the individual and provides weighted scoring of the items.

There are several difficulties, however, in regard to the use and interpretation of personality tests. For one thing there is considerable disagreement in regard to the value of the various tests. A prominent psychologist from a midwestern university recently stated that he was abandoning the Bernreuter in favor of the Bell, while a counselor in another midwestern institution told the writer that the Bell was unsatisfactory because everyone turned out to be perfectly adjusted. Another matter requiring investigation is the system of scoring. For example, Bell has a weighted scoring but the correlation with the unweighted is so high that its use is not recommended except for experimental purposes.

The present study encounters a problem similar to these, namely the validation of a home adjustment scale.

DESCRIPTION OF THE EMME HOME ADJUSTMENT SCALE

The Emme Home Adjustment Scale is built on the same principle as the Thurstone Attitude Scales. The test consists of 45 statements in regard to the student's relationship with his parents. Following are three sample statements:

F 9 M 9 I am not on very good terms with my parents.

F16 M16 I am completely devoted to my parents.

F20 M20 Often I feel like running away from home because I hate my
parents.

The student marks only those items with which he agrees and no other. There is a column relating to each parent. If the statement applies to both parents both columns are checked. Otherwise the one column which applies is checked. Each statement has a score value from 1 to 30 and the score is the total of these score values divided by the number of statements checked. The reliability of the scale in preliminary form is reported by the author of the test as $.93 \pm .004$.

The scores are interpreted as follows:

- 1-5 Intense dislike
- 6-9 Considerable dislike
- 10-13 Some dislike
- 14-17 Variation between mild affection and mild dislike
- 18-21 Some affection
- 22-25 Considerable affection
- 26-30 Intense affection

PROCEDURE FOR VALIDATING THE EMME SCALE

Two common ways of validating adjustment inventories are:
1. To compare scores of maladjusted and normal students; 2. To correlate the scores with some other standardized criterion.

The present study is a preliminary investigation of the validity of the Emme Scale, using the latter technique. The Bell Inventory and the Emme Scale were administered to 105 psychology students at Iowa State College.

Since the Bell Inventory contains 35 items on home adjustment, the scores on these items offered an opportunity for comparison with the Emme Scale. The score on the Bell is simply the number of statements checked.

Following are the norms for the Home Adjustment section of the Bell Inventory:

- 0-1 Excellent
- 2-4 Good
- 5-9 Average
- 10-16 Unsatisfactory
- 17-up Very unsatisfactory

The nature of the Emme scores do not lend themselves to the correlation technique since extreme scores at either end of the distribution presumably indicate unsatisfactory adjustment. Their relationship was therefore sought by the scatter-diagram.

Answers were sought to these questions:

1. What are the scores on the Bell Inventory (H.A.¹) of those who in-

¹ Home Adjustment Section.

dicating various degrees of affection or dislike for their parents according to the Emme scale?

2. Conversely, what are the scores on the Emme Scale of those who show the various degrees of adjustment on the Bell (H.A.)?

RESULTS

Averages for these groups are shown in Tables I and II.

Table I—Relation of the Emme Categories to the Bell Scores

Emme Category	Bell (H.A.)
Considerable Dislike	26.00
Some Dislike	10.75
Mild Variation	10.17
Some Affection	9.52
Considerable Affection	6.15
Intense Affection	6.64

These differences in Table I are significant when the Analysis of Variance technique is applied. There is one chance in 100 that the difference could be accounted for by chance.

The converse relation is shown in Table II.

Table II—Relation of the Bell Categories to the Emme Scores

Bell Home Adjustment Category	Emme Scores
Very unsatisfactory	19.75
Unsatisfactory	20.50
Average	22.00
Good	23.10
Excellent	23.60

The chances here are 95 to 100 that the differences are not due to chance.

CONCLUSION

If we are willing to accept the statistical basis² upon which the Bell Inventory is built it appears that we have respectable validity for the Emme Scale.

DISCUSSION

It seems to the writer that an attitude scale has greater chances of being valid than does a personality or an adjustment scale. If the attitude scale has high reliability and provides a range of scores on relevant items, does it not signify validity?

The writer sees in the Emme scale the possibilities of diagnos-

² Bell, H. M., *The Theory and Practice of Student Counseling*. Stanford University Press, 1935.

ing types of maladjustment not provided by the Bell (H.A.), namely, dislike or affection and the relationship to each parent.

This problem is being extended using further criteria of validity.

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