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THE INFLUENCE OF AN ORGANIZED PHYSICAL
EDUCATION PROGRAM ON THE SOCIAL AND PERSONAL
ADJUSTMENT OF SOME STUDENTS AT J. W. RAY
PRIMARY SCHOOL, DALLAS, TEXAS



HODGE

1968

**THE INFLUENCE OF AN ORGANIZED PHYSICAL EDUCATION PROGRAM
ON THE SOCIAL AND PERSONAL ADJUSTMENT OF SOME
STUDENTS AT J. W. RAY PRIMARY
SCHOOL, DALLAS, TEXAS**

213495

A Thesis

Presented to

**the faculty of the School of Physical Education
Prairie View Agricultural and Mechanical College**

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**In Partial Fulfillment
of the Requirements for the Degree
Master of Science**

by

Erma Jean Barbara Hodge

August 1968

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Date

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DEDICATION

This thesis is dedicated to my beloved family and my friends for their consistent efforts and encouragements have enabled me to achieve thus far, and by the grace of God, I shall progress on to greater heights.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The Problem	2
Statement of the problem	2
Importance of the study	3
Limitations of the Study	4
Definitions of Terms Used	5
II. REVIEW OF THE LITERATURE	7
III. PREPARATIONS AND TECHNIQUES	17
Preparations	18
Techniques	20
IV. ANALYSIS OF DATA	24
Group A, Test 1	24
Group A, Test 2	33
Summary of Data, Group A, Test 1 and 2 . .	43
Group B, Test 1	46
Group B, Test 2	56
Summary of Data, Group B, Test 1 and 2 . .	65
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS . .	69
Summary	69
Conclusions	70
Recommendations	71
BIBLIOGRAPHICAL ENTRIES	72
APPENDIX A. Communication	75
B. Selection Criteria	76
C. Definitions of Sub-test	77
D. Reading Marker	81

LIST OF TABLES

TABLE	PAGE
I. Personal Adjustment, Group A, Test 1	25
II. Social Adjustment, Group A, Test 1	31
III. Personal Adjustment, Group A, Test 2	36
IV. Social Adjustment, Group A, Test 2	40
V. Personal Adjustment, Group B, Test 1	48
VI. Social Adjustment, Group B, Test 1	53
VII. Personal Adjustment, Group B, Test 2	57
VIII. Social Adjustment, Group B, Test 2	63

CHAPTER I

INTRODUCTION

The American educational system is based on the needs and desires of the pupils and society. Physical education being an integral part of the total educational system has a responsibility of aiding in preparing the child to take his place in an organized and complexed society.

Modern physical education programs introduced into the elementary school in recent years have been especially interested in the development of the physical, social, and personal adjustment of children. These educators recognize the importance of careful and systematic development of a sense of personal worth, self-reliance, sense of personal freedom, feeling of belonging, social standards, family relations, school relations, community relations, which will be significant in his future life.

Physical education is no longer considered a recess period, wherein there is free play without supervision, or merely a time given to mass exercise under the direction of a teacher of physical education. The program today includes

all of the directed and purposeful techniques of teaching during the instructional class time allotted or extra class activities which stress the development of skills in the physical, social, and emotional disciplines. The movement, care and use of the total body, are affected when an organized program of physical education is in operation.

This evolutionary progress of the program's expansion has increased opportunities for total child development and demands careful and detailed planning. It affords a rich opportunity for some specific desirable personality trait development within the elementary schools.

The possible contribution to some of the personality traits that need adjusting are believed to be considerable. Teachers of physical education with required preparation for certification should be able to improve some unacceptable personality traits. The teacher of physical education should also recognize his limitations and the limitations of his program.

I. THE PROBLEM

Statement of the problem. The investigation of some personality traits of some primary children in the J. W. Bay Primary School was undertaken for the following purposes:

(1) To collect data that would demonstrate the influence that

an organized program of physical education would have on the personal and social adjustment of its students over a four and one-half month period; (2) to determine if an organized physical education program had a greater influence on the social adjustment of these children than on their personal adjustment within the same period of time.

Importance of the study. This approach to adjustment emphasizes that processes where children play together will lead them to learn to live in a world based on the culture in which he finds himself. This same play activity will also cause children to develop personal concepts of themselves even though play is not directed. The above statement is an accepted fact by psychologists and physical educators.

One of the primary objectives of an organized physical education program on any level is to develop the child socially. The physical education classes are so designed that children experience activities that call for (1) endurance, (2) courage, (3) self-control, (4) alertness, (5) initiative, (6) good sportsmanship, (7) fair play, (8) tolerance of the less skillful, (9) observations of rules, (10) acceptance of decisions, and (11) taking terms in play. All of the above aids in developing a socially adjusted individual.

It is wholly impossible to accomplish social adjustment and omit personal adjustment. The way in which the child

sees himself will have a definite bearing on how he accepts others. Physical education helps him to accept his limitations and gives him a feeling of importance; by providing activities all children can receive a degree of respect and success.

This study is an attempt to find out the influence of an organized physical education program at the primary level and its manifestation on the social and personal adjustments of its students.

It is understandable that directed physical activity would manifest even greater personality adjustment. Then it would seem apparent that the school should and is capable of reaching greater personality adjustment in a short period of time through its organized physical education program. This is also emphasized through the school's specially trained personnel in the area of child development and physical education.

Upon the basis of this study, it is hoped that physical educators will re-evaluate themselves and their curriculum for the purpose of upgrading their program to meet the needs of the "whole" child.

II. LIMITATIONS OF THE STUDY

This study is limited to (1) one hundred and fifty

students selected at random from the total enrollment of four hundred and seventy-five students at the J. W. Ray Primary School, Dallas, Texas; (2) Seventy-five of the one hundred and fifty students were first graders; the remaining seventy-five were in second and third grade; (3) Personality traits used in this study were limited to the two categories, personal adjustment and social adjustment, measured by the California Test of Personality; (4) Time limitations did not permit the use of more than one instrument to measure personality traits; (5) Students absent from any testing session were excluded from this study.

By virtue of profession, physical educators are primarily interested in developing the child; mentally, physically, emotionally, socially and personally. This paper will deal mainly with the influence of an organized physical education program on the social and personal development of primary children.

III. DEFINITIONS OF TERMS USED

The writer is accepting the following definitions to express the terms that are significant in this study:

Adjustment. Adjustment is the ability to accept all preceptions, including those about himself, his environment, and others into his personality organization.

Social adjustment. Social adjustment is the ability to accept others in a wholesome, realistic relationship.

Personal adjustment. Personal adjustment is the ability to accept oneself realistically.

Self adjustment. Self adjustment is being able to adapt oneself to the situations as they occur.

CHAPTER II

REVIEW OF THE LITERATURE

Physical education has, along with other curriculums, progressed to a more advanced stage. Each day new plans and new methods are being made available for the physical and social well-being of the child. Therefore the problem for the teacher is not to keep abreast of all of the new developments, but to develop as one of his professional skills, the ability to find and use what he needs.

In the final analysis, the professional problem of keeping up with the children and aiding them in solving their most intricate social and personal problems to the best of their advantage is the responsibility of all educators.

A study of relationships and personality traits was made by Tillman. As a result of the study, the following conclusion was suggested:

1. Boys who participated in extensive physical activities scored higher than non-participants on the personality test administered.

2. It was found that the physical activities participants revealed personality traits that were also more socially oriented than those of non-participants.

3. The participants in activities were found to be more interested in people and group interactions.¹

Using a rating scale for measuring character and personality of persons in physical education classes, Blanchard found that desirable character and personality traits are stimulated by participation in physical education activities.²

Jones, in his study of physical ability in relationship to social adjustment, found that subjects with high physical strength, scores were rated high in popularity and social prestige. They were rated as well as adjusted, whereas subjects with low physical strength, scores inferred social difficulties, inferiority feelings and personality maladjustment.³

Socially and physically, children grow from year to year and in doing so they develop greater complexities of social behavior, greater skills in doing things, getting along with people and gaining self-control. Social and personal development is a natural process in all children, but

¹Kenneth Tillman, "Relationship Between Physical Fitness and Selected Personality Traits," Research Quarterly, Vol. 36, (December, 1965), p. 488.

²B. Everard Blanchard, "A Comparative Analysis of Secondary School Boy's and Girl's Character and Personality Traits in Physical Education Classes," Research Quarterly, Vol. 17, (March, 1946), pp. 33-39.

³H. E. Jones, "Physical Ability As A Factor in Social Adjustment in Adolescence," Journal of Educational Research, Vol. 40, (December, 1946), pp. 287-301.

all children do not follow the same pattern. Some are faster than others, and some are slower. In most instances, it depends upon the responses and the quality of experience to which the child is exposed.

In a study made by McKinney, a relationship between athletic achievement and social adjustment was revealed. It was found that well adjusted students tended to be more athletic, more interested in the opposite sex, participated more in extracurricular activities, and had more of a social nature.⁴

A further study involving relationship of personality traits to motor ability conducted by Merriman, indicated participation in athletics is a pertinent factor in the development of personality traits.⁵

Many authorities in various areas of education have voiced their opinion on the dynamic influence of an organized physical education program within the total school situation. A few of these many authoritative opinions will be presented in this section.

⁴T. M. McKinney, "Comcomitants of Adjustment and Maladjustment Among Students," Journal of Abnormal and Social Psychology, Vol. 31, (May, 1960), p. 175.

⁵J. Burton Merriman, "Relationship of Personality Traits to Motor Ability," Research Quarterly, Vol. 31, (May, 1960), p. 173.

In voicing their opinion, Salt, Fox and Stevens state that, "Physical education has for its purpose the development of the child's total personality."⁶

Physical education activities were characterized by Fait as offering unique opportunities for social learning and the development of emotional maturity.⁷

He further states that there are numerous situations in play which call for the type of conduct and emotional control commonly characterized as "good sportsmanship" which offers unique opportunities for social and emotional development.⁸

According to Halsey and Porter, activities in physical education may be the child's first experience with self-discipline, which then becomes a step in social adjustment, includes the indispensable ability to get along with other persons and is one of the most important lines of development to which physical education makes a significant contribution.⁹

⁶E. Benton Salt, Grace I. Fox, and B. K. Stevens, Teaching Physical Education in the Elementary School (New York: Ronald Press Company, 1942), p. 9.

⁷Hollis F. Fait, Physical Education for the Elementary School Child (Philadelphia: W. B. Sanders Co., 1965), p. 6.

⁸Ibid., p. 6.

⁹Elizabeth Halsey and Lorena Porter, Physical Education for Children (New York: Holt, Rinehart and Winston, 1967), p. 16.

Nixon and co-writers report that:

One important function of education is to further in every possible way the social development of the student from the individual "I" consciousness of early childhood into the broad "we" consciousness so essential in a democratic society. Physical education can assist tremendously in this undertaking by presenting programs of group activities appropriate to the stages of social development represented by the particular group under consideration.¹⁰

Evans, Bacon, and Stapleton recognize that:

There are physical education activities which help children to recognize their own abilities, to set standards, to play cooperatively, to compete fairly, and to improve skills. Through physical education, children may receive much fundamental education which is conducive to satisfactory total adjustment to their environment.¹¹

Cowell infers that personality involves both negative changes such as withdrawal tendencies, social incapacities, anxieties, or frustrations, and positive changes such as discovery of self and the realization of one's strengths. Improvement in the capacity for self-direction, and better social adjustment are realistic products of the physical education experiences.¹²

¹⁰Eugene W. Nixon and others, An Introduction to Physical Education (Philadelphia: W. B. Saunders Company, 1963), p. 104.

¹¹Ruth Evans and others, Physical Education for Elementary Schools (New York: McGraw-Hill Book Company, 1958), p. 104.

¹²Charles C. Cowell, Scientific Foundations of Physical Education (New York: Harper and Brothers, 1953), p. 50.

The third specific objective of physical education is listed by Cowell and Schwen as personal-social attitudes and adjustment. We attempt to place students in situations that encourage individual self-confidence, sociability, initiative, self-direction, and feeling of belonging.¹³

According to a study made by Johnson and Hutton, it was found that success in any or all of the physical activities which is a part of the physical education program showed that sports do influence personality development.¹⁴

Cowell stated in an article on physical education as an applied social science that:

Teachers must study each child as a member of a group if we expect a complete account of him. For this purpose, no better laboratory exists than the playground.

In games and sports the child learns to control nerve muscle coordination. He becomes more skilled and graceful. In the same situations and in a similar manner he learns to be less clumsy in his social relationships. He becomes more skilled and socially graceful in dealing with other personalities. Play life is a highly significant link in the chain of events preparing the child for communal adaption.¹⁵

¹³Charles C. Cowell and Hilda M. Schwen, Modern Principles and Methods in High School Physical Education (Boston: Allyn and Bacon, Inc., 1958), p. 17.

¹⁴Warren R. Johnson and Daniel C. Hutton, "Effects of A Combative Sport Upon Personality Dynamics As Measured by A Projective Test," Research Quarterly, (March, 1955), p.53.

¹⁵Charles C. Cowell, "Physical Education As Applied Social Science," Educational Research Bulletin, (September, 1937), pp. 147-155.

LaSalle emphasized that:

The potentialities for personality development inherent in physical education activities have been recognized. The play period itself makes possible relaxation and the release of tension; organized games provide an opportunity for developing cooperation and team play; and intramural sports encourage a wider socialization in terms of the community culture. In some instances, an individual child's difficulties can be diagnosed and a solution suggested in the physical education period.¹⁶

Carter and Shannon observed that while no reliable differences measured by the tests administered could be observed between various groups, the score indicated that participation in organized physical activity tend to enhance favorable adjustment to other situations.¹⁷

In a book authored by them, Davis and Lawther stated that physical education activities can aid in personality development. Further, that acceptance in social groups and success in social situations is, to a large degree, dependent upon the skills of the individual. In this light, they cited one psychologist (not identified by name), as having found that participation in games and sports is usually accompanied

¹⁶ Dorothy LaSalle, Guidance of Children Through Physical Education (New York: A. S. Barnes and Company, Inc., 1946), p. 45.

¹⁷ Gerald C. Carter and J. R. Shannon, "Adjustment and Personality Traits of Athletes and Non-Athletes," School Review, XLVII (February, 1940), pp. 127-130.

by desirable personality development.¹⁸

Seymour found that participants in little league baseball scored slightly higher than non-participants on general personality traits, and likewise received higher acceptance ratings from their peers.¹⁹

Coswell made a study to determine the possible relationship between physical and social measures. Conclusions drawn from his findings, though stated in assumptive and general terms, revealed that boys who scored high on physical measures are likely to have leadership potentialities and are likely to be accepted at closer personal distance than those engaged in more individual programs of motor fitness.²⁰

According to a study made by Thomas, it was revealed that, although not significantly evidenced in this study, there appears to be measurable differences in the personality traits between athletes and non-athletes attending the same

¹⁸Elwood C. Davis and John D. Lawther, Successful Teaching in Physical Education (New York: Prentice-Hall, 1948), p. 372.

¹⁹Emery W. Seymour, "Comparative Study of Certain Behavior Characteristics of Participants and Non-Participants Boys in Little League Baseball," Research Quarterly, Vol. XXVII (July, 1956), p. 21.

²⁰Charles C. Coswell, "Relationships Between Selected Social Physical Factors," Research Quarterly of the American Association for Health, Physical Education and Recreation, XXVIII, No. 1, (March, 1962), pp. 16-24.

school, and measurable differences between the same subjects when combined to comprise the two study groups without regard for school attendance.²¹

Sperling conducted a study on intramural athlete groups and non-athlete groups and obtained a critical ratio for differences in mean scores between the groups. In both cases, the difference in mean scores on personality adjustment favored the varsity athlete and intramural athlete groups.²²

Sperling further implies that individuals that are associated with athletic activities seem to offer a trend toward the improvement of general personality adjustment as measured by the scores on the total Human Behavior Inventory and its subsections.²³

According to a study by Tillman on physical fitness and some personality traits, a marked difference was indicated between the physical fit and the non-physical fit. It

²¹Johnnie Thomas, "Differences in Personality Characteristics Between Athletes and Non-athletes at Four Selected High Schools in Louisiana." (unpublished Master's thesis, Prairie View A & M College, Prairie View, Texas), p. 36.

²²Abraham P. Sperling, "The Relationship Between Personality Adjustment and Achievement in Physical Education Activities," (unpublished Master's thesis, New York University, 1941), p. 47.

²³Ibid., p. 68.

was theorized that ultimate effects of the physical fitness change would probably not be visible in personality trait measurements until a period of time elapsed.²⁴

A study made by Ryan showed improvement in social and emotional adjustment of persons who participated in intramural sports in comparison to non-participants. The Washburne Social Adjustment Inventory was administered to all subjects at the slant of the school year and at the end of a twelve week period.²⁵

Dr. Menzi made a study using 275 girls enrolled in physical education classes in the Adrian Public School System. The instruments used were Iowa Motor Fitness Test--Physical Fitness level and Cowell Social Behavior Trend Index to determine the degree of social adjustment. Her findings revealed the physically fit girls rated as better adjusted socially and were more closely accepted boys and girls in class.²⁶

²⁴Kenneth Gene Tillman, "The Relationship Between Physical Fitness and Selected Personality Traits," (unpublished Master's thesis, University of New Mexico, 1964).

²⁵Robert Ryan, "The Effects of Participants in Selected Intramural Sports Upon Physical Fitness, Social and Emotional Adjustment of College Fraternity Men," (unpublished Master's thesis, Colorado State College, 1963).

²⁶Elizabeth Ann Menzi, Ph.D., "Physical Fitness, Its Relation to Social Adjustment, Social Acceptability and Prestige, and Its Place in the Value Systems," (unpublished Master's thesis, Ann Arbor, Michigan, 1964).

CHAPTER III

PREPARATIONS AND TECHNIQUES

The Department of Physical Education at J. W. Ray Primary School is comprised of three teachers. One female instructor is responsible for all indoor activities. Outdoor activities are conducted by two teachers; male and female.

The school schedule is so designed that every student enrolled in the school will have one hour of physical education at sometime during the school day. The one hour period is divided into two thirty minute sessions--one session for indoor activities and one session for outdoor activities.

In order to give a clearer picture of this department there should be some distinction between indoor and outdoor activities. Some indoor activities are:

1. Dance
 - a. Folk
 - b. Interpretative
 - c. Modern
2. Games
 - a. Jacks
 - b. Bean Bag (all types)

Some outdoor activities used are:

1. Calisthenics

- a. Side-straddle hop
- b. Four count toe touch
- c. Criss-cross toe touch
- d. Toe touch
- e. Deep knee bend
- f. Push-ups
- g. Arm rotation
- i. Running in place

At least four or five of the above calisthenics are used for the first five minutes of class period daily.

2. Competitive activities

- a. Relays (all types)
- b. Kickball
- c. Dodgeball
- d. Four square

3. Intramural

- a. Track

Preparation. The writer upon choosing this study, employed the following preparational procedures:

1. Conference was conducted with Mrs. P. Garland, Principal of the J. W. Ray Primary School, Dallas, Texas.

The primary aim of this conference was to explain the purpose and nature of the study in order to obtain permission (a) to use the students enrolled in the school, (b) to use the school facilities, and (c) to administer a special standardized test. This conference was held in May, 1967. The conference was concluded with the principal's permission providing the measurement to be used was approved by the testing service.

2. A written communication was sent to Mr. C. C. Miller, Superintendent of Testing Service for the Dallas Independent School District. This communication is shown in Appendix A.

Permission was granted in the form of a written communication to administer the California Test of Personality during the 1967-68 school year.

3. Conference was conducted with the members of the department of physical education and homeroom teachers. The reason for this conference was to explain the purpose and nature of the study in order to solicit their cooperation. After the conference, all members promised complete cooperation and offered any assistance needed. This conference was also held in May, 1967.

4. The test materials were secured through and by the principal's office.

5. A second conference was called by the principal

upon receiving the test materials. The aim of the meeting was to clarify the method to be used in administering the test and how the data would be used.

6. Professional assistance was obtained in understanding the method used in administering the test. This involved a number of conferences with the counselors at Washington High School in Dallas, Texas.

7. Criteria were formulated to select prospective participants. These criteria are shown in Appendix B.

8. Prospective participants were selected from the total enrollment randomly.

9. The students were then placed in two groups; which were called Group A and Group B. The students placed in Group A were the 89 first graders. Group B consisted of both the 50 second graders and the 35 third graders, making a total of 85 students in Group B.

10. The groups were formed at the end of the second week in September, 1967; the first graders had been administered the Metropolitan Readiness Test and scores obtained.

Techniques. Group sessions on Monday, September 17, 1967, were to inform the students that they would be administered the California Test of Personality. The writer explained why they would be administered the test and asked if they would like to take part in the study. All agreed they

would, except four third graders. These were omitted and this cut the number in Group B to 81 students. Group A and Group B met in separate sessions.

Group A was told they would have a "game" on Tuesday. The purpose for this is because the word "test" is not used in referring to a "test" with the first graders in this school.

Tuesday through Thursday of the third week in September the groups were administered the California Test of Personality Primary Form AA in groups of 14 to 20. These tests were taken during the regular physical education period. The test was chosen because of its simplicity to administer and grade. It was also, felt that this test would measure what was being sought in this study.

The California Test of Personality consisted of two sections with six sub-test in each section. The first was personal adjustment based on feelings of personal security, and second, social adjustment based on feelings of social security. The definitions of the sub-test under personal adjustment and social adjustment given by the manual of directions are shown in Appendix C.

When the students arrived in the classroom the test booklets, pencils and erasers were on the table. After students were settled and relaxed the test began. Group B was

instructed to read silently as the writer read aloud. Group A was to follow the reading with their reading marker. A picture of this instrument is shown in Appendix D.

The directions for administering the test were taken from the second section of the test manual. The complete test was read aloud and the students circled their response either "yes" or "no." This method was used with both groups.

After all students had been tested the booklets were taken up and counted to be sure all booklets were returned. The test booklets were taken to the counselors at Washington High School for assistance in scoring and completing profile sheets.

For a period of four and one-half months, the groups participated in the regular physical education classes. They followed the regular schedule taking part in the same activities as all students enrolled in the school. They were observed by the homeroom teachers and physical education teachers.

The observation period was divided into six three-week periods. At the end of each period conference was conducted with the staff to see what changes, if any had been observed. Also, to see if they had any suggestions that would better facilitate the study. When the observation period was terminated, both groups were retested using the same method

and instrument.

The analysis and interpretation of this data will be reviewed in the next chapter of this study.

CHAPTER IV

ANALYSIS OF DATA

GROUP A (TEST I)

Personal Adjustment

Of the groups studied, Group A was composed of seventy-five students at the first grade level. These students were administered the California Test of Personality in as near a normal situation as possible. The first section of the test dealt with six sub-areas related to personal adjustment. They were Self-Reliance, Sense of Personal Worth, Sense of Personal Freedom, Feeling of Belonging, Withdrawing Tendencies, and Nervous Symptoms. As a result of the testing, the following was found to be true.

Self-reliance. Two students score fell within the ninetieth to ninety-ninth percentiles, three scored within the eightieth to the eighty-ninth percentile and seventeen students scored within the sixtieth to sixty-ninth percentiles. Fourteen of the students scored within the fortieth to forty-ninth percentiles, sixteen scored within the twentieth to the

twenty-ninth percentiles, and fourteen scored within the tenth to the nineteenth percentiles. Scores ranging within the zero to the ninth percentile were eleven in number. In area one, self-reliance, fifty-three or seventy percent of the first grade group was at or below the fiftieth percentile. This would seem to indicate that most of the first graders tested were below the national norm in this area of personal adjustment. (See Table I).

TABLE I
PERSONAL ADJUSTMENT - GROUP A - TEST 1

Percentile Rank	Self Reliance	Sense of Personal Worth	Sense of Personal Freedom	Feeling of Belonging	Withdrawal Tendencies	Nervous Symptoms
90-99	2	1	7	2		3
80-89	3	10			3	8
70-79			7	9		
60-69	17				5	5
50-59		12	6	12		1
40-49	14			1	12	12
30-39		23	2	19	17	15
20-29	16	8	19	17	8	14
10-19	14	15	16	10	13	3
0-9	9	6	10	5	17	13
TOTAL	75	75	75	75	75	75

Sense of personal worth. In area two, Sense of Personal worth, the data revealed that one student's score fell within the ninetieth to ninety-ninth percentile, ten within the fiftieth to the fifty-ninth percentile, and twenty-three scored within the thirtieth to thirty-ninth percentiles. Eight students scored within twentieth to twenty-ninth percentiles, fifteen scored within the tenth to nineteenth percentiles, and six scored within the zero to the ninth percentiles. Sixty-nine percent of the group tested in this area had scored which fell at or below the fiftieth percentiles. As was true in area one, better than fifty percent of the first grade pupils appeared to be below average in this area also. (See Table I).

Sense of personal freedom. In area three, Sense of Personal Freedom, seven students scored within the ninetieth to ninety-ninth percentile, seven scored within the seventieth to seventy-ninth percentiles, six scored within the fiftieth to fifty-ninth percentiles, and two scored within the thirtieth to thirty-ninth percentiles. Scores ranging within the twentieth to twenty-ninth percentiles were nineteen in number; sixteen students scores fell within the tenth to nineteenth percentiles, and ten students scored within the zero to ninth percentiles. Of the seventy-five students tested, seventy-three percent fell at or below the fiftieth percentile,

indicating that fifty-five of the first grade pupils were below average in area three. (See Table I).

Feeling of belonging. The data in area four, Feeling of Belonging, showed two scores ranging within the ninetieth to ninety-ninth percentiles, nine scores fell within seventieth to seventy-ninth percentiles, and twelve scored within the fiftieth to fifty-ninth percentiles. There was a single score within the fortieth to forty-ninth percentile, nineteen scored within the thirtieth to thirty-ninth percentiles, and seventeen scored within twentieth to twenty-ninth percentiles. Ten students scores fell within the tenth to nineteenth percentiles, while only five scored within zero to the ninth percentile. It might be noted that of the group tested, sixty-nine percent were at or below the fiftieth percentile in this area of feeling of belonging. (See Table I).

Withdrawing Tendencies. In checking area five, Withdrawing tendencies, the score fell in this manner; three with in the eightieth to eighty-ninth percentiles, and five students scored within the sixtieth to sixty-ninth percentiles. Scores ranging within the fortieth to forty-ninth percentile were twelve in number. Seventeen scores fell within the thirtieth to thirty-ninth percentiles, eight scores fell within

twentieth to twenty-ninth percentiles, thirteen scores fell within tenth to nineteenth percentiles, and seventeen scores fell within the zero to the ninth percentile. It is interesting to note here that eighty-nine percent of Group A were below average in this area. (See Table I).

Nervous symptoms. From the distribution of scores reported for Group A in this area, we have three students who scored within the ninetieth to ninety-ninth percentiles, eight scored within the eightieth to eighty-ninth percentiles, and five scored within the sixtieth to sixty-ninth percentiles. A single student scored within fiftieth to fifty-ninth percentiles and fifteen scored within thirtieth to thirty-ninth percentiles. Scores ranging within the twentieth to twenty-ninth percentiles were fourteen in number, scores ranging within tenth to nineteenth percentiles were three in number, and scores ranging from zero to the ninth percentiles were thirteen in number. In area six, seventy percent of the group tested at or below the fiftieth percentile. As was true in areas one, two, three, four, and five, the majority of Group A appeared to be below average in the area of personal adjustment.

Social Adjustment

The second section of the California Test of

Personality dealt with six sub-areas related to Social Adjustment. They were Social Standards, Social Skills, Anti-Social Tendencies, Family Relations, School Relations and Community Relations. As a result of the testing, the following was found to be true.

Social standards. In area one, Social Standards, nine students fell within the eightieth to eighty-ninth percentiles, five students scored within the sixtieth to sixty-ninth percentiles, and one student's score fell within fiftieth to fifty-ninth percentiles. Within the fortieth to forty-ninth percentiles, thirteen scores were recorded. Sixteen scores fell within the thirtieth to thirty-ninth percentiles, seventeen scores fell within twentieth to twenty-ninth percentiles, and fourteen scores fell within zero to ninth percentiles. According to the data presented here, sixty of the students tested at the first grade level fell at or below fiftieth percentile. It is apparent that the majority of this group was below average in the area of social adjustment. (See Table II).

Social Skills. In area two, Social Skills, data revealed four scored within the ninetieth to ninety-ninth percentiles, one student scored within the eightieth to eighty-ninth percentiles, and eleven students scored within the seventieth to seventy-ninth percentiles. Eighteen scores

fell within the fiftieth to fifty-ninth percentiles, one score fell within the fortieth to forty-ninth percentiles, one score fell within the thirtieth to thirty-ninth percentiles, and sixteen scores fell between the twentieth and twenty-ninth percentiles. Fifteen scores ranged within zero to ninth percentile. It might be noted here that fifty-five percent of the first graders tested fell at or below the fiftieth percentile. The available data suggest that of the seventy-five students, forty-one appear to be maladjusted in the area of social adjustment.

Anti-social tendencies. The scores in area three, Anti-Social Tendencies, fell in this manner. Six fell within the ninetieth to ninety-ninth percentiles, four scores ranged in the seventieth to seventy-ninth percentiles, and five fell within the fiftieth to fifty-ninth percentiles. Two students scored within the fortieth to forty-ninth percentiles, twelve fell within the thirtieth to thirty-ninth percentiles and eighteen scored within the twentieth to twenty-ninth percentiles. Twenty-eight scores were recorded within zero to the ninth percentile. Of the first graders tested, eighty percent scored at or below the fiftieth percentiles. This seems to indicate that a vast majority of of Group A was below average in the area of social adjustment. (See Table II).

TABLE II
SOCIAL ADJUSTMENT - GROUP A - TEST I

Percentile Rank	Social Standards	Social Skills	Anti-Social Tendencies	Family Relations	School Relations	Community Relations
90-99		4	6	3	1	3
80-89	9	1		9	4	2
70-79		11	4			11
60-69	5					
50-59	1	18	5	9	9	
40-49	13	1	2	1	11	16
30-39	16	9	12	17	17	14
20-29	17	16	18	6	9	13
10-19				20	13	5
0-9	14	15	28	10	11	12
TOTAL	75	75	75	75	75	75

Family relations. The data in area four, Family Relations, revealed the following. Ranging within the ninetieth and ninety-ninth percentiles were three scores, within eightieth to eighty-ninth percentiles were nine, scores ranging within the fiftieth to fifty-ninth percentiles were

nine scores in number. One student scored within the fortieth to forty-ninth percentiles, seventeen scored within the thirtieth to thirty-ninth percentiles, and six students scored within twentieth to twenty-ninth percentiles. The scores ranging within the tenth to nineteenth percentiles were ten, and ten students scored within the zero to the ninth percentiles. A noteworthy feature here is, of the seventy-five students tested, fifty-four fell at or below the fiftieth percentile. This indicates that seventy-two percent of the first graders in Group A were below the national norm in area four of social adjustment. (See Table II.)

School relations. From the distribution of scores reported for Group A in area five, School Relations, the following was disclosed. One student scored within the ninetieth to ninety-ninth percentiles, four scored within the eightieth to eighty-ninth percentiles, and nine within the fiftieth to fifty-ninth percentiles. Eleven students' score fell with the fortieth to forty-ninth percentiles and seventeen scores fell within the thirtieth to thirty-ninth percentiles. Scores ranging within twentieth to twenty-ninth percentiles were nine in number. Thirteen students scored with in the tenth to nineteenth percentiles and eleven students scored between zero and the ninth percentiles. It is

interesting to note here that of the seventy-five students tested at the first grade level, sixty-three of them scored at or below the fiftieth percentile. This reveals the fact that eighty-four percent of Group A appeared to be maladjusted in this area also. (See Table II).

Community relations. In area six, Community Relations, the score ranged as follows. Three scores fell within the ninetieth to ninety-ninth percentiles, two fell within the eightieth to eighty-ninth percentiles, and eleven scores within the fiftieth to fifty-ninth percentiles. Sixteen students scored within the fortieth to forty-ninth percentiles, fourteen scored within the thirtieth to thirty-ninth percentiles, and thirteen scored within the twentieth to twenty-ninth percentiles. Scores ranging within the tenth to nineteenth percentiles were five in number. Twelve students scored within the zero to ninth percentiles. Of the seventy-five students tested, sixty fell at or below the fiftieth percentile. The data suggested that eighty percent of the group were below average in this area of social adjustment. (See Table II).

GROUP A - TEST 2

Personal Adjustment

Of the groups studied, Group A was composed of

seventy-five students at the first grade level. These students were administered the California Test of Personality in as near a normal situation as possible. The first section of the test dealt with six sub-areas related to personal adjustment. They were Self-Reliance, Sense of Personal Worth, Sense of Personal Freedom, Feeling of Belonging, Withdrawal Tendencies, and Nervous Symptoms. As a result of the testing, the following was found to be true.

Self-reliance. As a result of the retesting, the following was found to be true. Students scoring within the ninetieth to ninety-ninth percentiles and eightieth to eighty-ninth percentiles were five each in number. Eleven students scored within the sixtieth and sixty-ninth percentiles, seventeen students scored within fortieth to forty-ninth percentiles, two students scored within thirtieth to thirty-ninth percentiles, and fourteen scored within twentieth to twenty-ninth percentiles. Twelve students scored within the tenth to nineteenth percentiles and nine students scored within zero to ninth percentiles. It might be noted that in area one, Self Reliance, that fifty-six students on Test II scored below the national norm, whereas, five scored above the national norm. This seems to indicate that seventy-four percent of Group A were still exhibiting maladjustment on the second test in this area of personal adjustment. (See

Table III.

Sense of Personal Worth. In area two, Sense of Personal Worth, data reveal four students scored within the ninetieth to ninety-ninth percentiles, sixteen students fell within the eightieth to eighty-ninth percentiles, and two students scored within sixtieth to sixty-ninth percentiles. Twenty-one students' scores ranged within the fiftieth to fifty-ninth percentiles, fourteen students ranged within thirtieth to thirty-ninth percentiles and eight students scored within the twentieth to twenty-ninth percentiles. The tenth to nineteenth percentiles, and the zero to ninth percentiles recorded an equal number of scores, five each. It might be noted that on Test II, there were seventeen less students scoring at or below the fiftieth percentile than on Test I of this same group. This data also indicated that only forty-five percent of the Group A revealed some tendencies of maladjustment in this area of personal adjustment. (See Table III).

Sense of Personal Freedom. In area three, Sense of Personal Freedom, the scores fell in this manner. Seven students' scores fell within ninetieth to ninety-ninth percentiles, ten students scored within seventieth to seventy-ninth percentiles, and three students scored sixtieth to sixty-ninth percentiles. The fiftieth to fifty-ninth

Feeling of Belonging. The data in area four, Feeling of Belonging, recorded eleven scoring within the ninetieth to ninety-ninth, fiftieth to fifty-ninth, and twentieth to twenty-ninth percentiles. Within the ranges of the fortieth to forty-ninth percentiles, sixtieth to sixty-ninth percentiles, and eightieth to eighty-ninth percentiles, one score each was recorded. Eighteen scores were tabulated for the seventieth to seventy-ninth percentiles, fourteen scores for thirtieth to thirty-ninth percentiles, and three scores within tenth to nineteenth percentiles. Zero to ninth percentiles recorded five students in number. The data suggest that thirty-three of the group tested fell at or below the fiftieth percentiles. This would seem to indicate that less than half of Group A on the retest needs to adjust to this area.

Withdrawal Tendencies. From the tabulation of scores reported for this group in area five, Withdrawing tendencies, the following findings were exhibited. Seven students made scores that fell within the ninetieth to ninety-ninth percentiles, seven scored within eightieth to eighty-ninth percentiles and three students scored within seventieth to seventy-ninth percentiles. Scores ranging within sixtieth to sixty-ninth percentiles were five in number. Thirteen scores fell within fortieth to forty-ninth percentiles,

eighteen scores fell within thirtieth to thirty-ninth percentiles, and twelve scores fell within twentieth to twenty-ninth percentiles. Six scores were recorded within tenth to ninetieth percentiles and five within zero to ninth percentiles. As was true in one, two, three, and four, the majority of the students in Group A appeared to be maladjusted in this area also. (See Table III).

Nervous Symptoms. In reviewing the distribution in area six, Nervous Symptoms, data revealed the following. Students who made scores ranging within the ninetieth to the ninety-ninth percentiles were five in number. Five students scored within the eightieth to eighty-ninth percentiles, one scored within seventieth to seventy-ninth percentiles, and seven scored within sixtieth to sixty-ninth percentiles. The fortieth to forty-ninth percentiles recorded fifteen students. Sixteen students scored within thirtieth to thirty-ninth percentiles, seventeen within the twentieth to twenty-ninth percentiles, and five within tenth to nineteenth percentiles. Zero to ninth percentiles scored four students in number. A noteworthy feature here is that sixty-seven of Group A scored at or below the fiftieth percentile. This area exhibited the highest number of students scoring at or below the fiftieth percentile in the area of personal adjustment. (See Table III).

Social Adjustment

The second section of the California Test of Personality dealt with six sub areas related with social adjustment. They were Social Standards, Social Skills, Anti-Social Tendencies, Family Relations, School Relations and Community Relations. As the results of the testing, the following was found to be true.

Social Standards. As a result of the retesting the following was revealed. In area one, Social Standards, fifteen students scored within the eightieth to eighty-ninth percentiles, one scored within the seventieth to seventy-ninth percentiles, and eighteen scored within the sixtieth to sixty-ninth percentiles. There were sixteen students who made scores which fell within fortieth to forty-ninth percentiles, and eight made scores which fell within thirtieth to thirty-ninth percentiles. Nine students scored within the twentieth to twenty-ninth percentiles, two scored within tenth to nineteenth percentiles, while six ranged from zero to ninth percentiles. Forty, or fifty-four percent of the group studied scored at or below the fiftieth percentiles on retests. This would seem to indicate that over half of Group A was below average in this area of social adjustment. (See Table IV).

TABLE IV
SOCIAL ADJUSTMENT - GROUP A - TEST 2

Percentile Rank	Social Standards	Social Skills	Anti-Social Tendencies	Family Relations	School Relations	Community Relations
90-99		6	7	11		
80-89	15			13	19	7
70-79	1	25	13	1		
60-69	18				12	12
50-59		17	13	15	2	14
40-49	16	1		1	18	18
30-39	8	9	18	17	13	13
20-29	9	11	12	9	4	4
10-19	2	2	8	3	6	6
0-9	6	4	5	5	1	1
TOTAL	75	75	75	75	75	75

Social Skills. In area two, Social Skills, the data revealed six students scored within the ninetieth to ninety-ninth percentiles, and twenty-five, a majority, scored within a seventieth to seventy-ninth percentile, and seventeen scored within fiftieth to fifty-ninth percentiles. A single score was recorded within the fortieth to forty-ninth

percentiles. Nine students scored within thirtieth to thirty-ninth percentiles, eleven scored between twentieth to twenty-ninth percentiles, and two scored within tenth to nineteenth percentiles. The remaining four scores were recorded within zero to ninth percentile. It is important to note here that twenty-seven of the seventy-five students retested in Group A fell at or below the fiftieth percentile. It is also important to recognize that as a whole, Group A in this area, scored nine and five-tenths above the national norm. This indicates that a very low percentage of thirty-six percent of the first graders were below average in social adjustment. (See Table IV).

Anti-Social Tendencies. In area three, Anti-Social Tendencies, the following was found to be true. Seven scores ranged within ninetieth to ninety-ninth percentiles, thirteen scores ranged within seventieth to seventy-ninth percentiles, and thirteen scores fell within fiftieth to fifty-ninth percentiles. There were eighteen scores which fell within the thirtieth to thirty-ninth percentiles and twelve scores fell within the twentieth to twenty-ninth percentiles. There were eight scores which fell within the tenth to nineteenth percentiles, and five scores fell within zero to ninth percentiles. Of the seventy-five students tested, thirty-five of Group A scored at or below the fiftieth percentile; which was

less than one-half of the group. This would seem to indicate that a small percentage appeared to be maladjusted in this area of social adjustment. (See Table IV).

School Relations. From the distribution of scores reported for Group A in retests, School Relations, the following was found to be true. Nineteen scores fell within eightieth to eighty-ninth percentiles, twelve scores fell within sixtieth to sixty-ninth percentiles, and two scores fell within the fiftieth to fifty-ninth percentiles. Eighteen students within the fortieth to forty-ninth percentiles scored, thirteen scored within the thirtieth to thirty-ninth percentiles, and four scored within twentieth to twenty-ninth percentiles. Six students out of seventy-five scored within the tenth to nineteenth percentiles, whereas, a single score was recorded between zero to ninth percentile. This indicated that forty-two, or approximately fifty-five percent of the group appeared to exhibit tendencies of maladjustment in the category of social adjustment. (See Table IV).

Community Relations. According to the tabulation of scores reported from this group in area six, Community Relations, data revealed that, seven students' scores ranged with in the eightieth to eighty-ninth percentiles, twelve students' scores ranged within the sixtieth to sixty-ninth percentiles,

and fourteen ranged from fiftieth to fifty-ninth percentiles. Eighteen scores were recorded within fortieth to forty-ninth percentiles, thirteen recorded within thirtieth to thirty-ninth percentiles, and four between twentieth to twenty-ninth percentiles. Six students made scores within tenth to nineteenth percentiles, leaving the remainder of one student scoring in zero to ninth percentile. Of the seventy-five students retested, forty-five remained at or below the fiftieth percentile. It appeared that approximately fifty-five percent of the group was below average in social adjustment. (See Table IV.)

SUMMARY OF DATA - GROUP A - TEST 1 AND 2

In comparing the scores of Group A on Test 1 and Test 2 in Personal Adjustment, the data appeared to reveal the following in the first half of the test. Of the seventy-five students tested at first grade level, in Self Reliance, on a whole, they fell approximately five-tenths below the national norms on Test 1. On Test 2, seventy-four percent of the group appeared to indicate tendencies of maladjustment. This indicates that the majority of the group on each test is below average and there was no gains of improvement.

In area three, Sense of Personal Freedom, of the seventy-five students tested, fifty-five percent of the group

fell at or below the fiftieth percentile on Test 1. On Test 2 in the area of Personal Adjustment, thirty-five students scored at or below the fiftieth percentile. This suggests that the students showed a marked improvement in this area.

In the area, Sense of Personal Worth, sixty-nine percent of the group scored below the fiftieth percentiles on Test 1. The data for Test 2 indicated forty-five percent of the students fell at or below the fiftieth percentile in this area on retests. This indicates that there were slight gains of improvement in this area.

In area four, Feeling of Belonging, sixty-nine percent of the first grade students scored at or below the fiftieth percentile on Test 1. The data suggest that thirty-three members of the group retested fell at or below the fiftieth percentile. This indicates a noticeable degree of improvement over Test 1.

In area five, Withdrawing Tendencies, of the students in Group A, eighty-nine percent of them scored below average or fiftieth percentile, in this area on Test 1. While a very slight improvement was exhibited on retest, signs of some maladjustment are indicated.

Area six, Nervous Tendencies, indicated that seventy percent of the seventy-five students were at or below the fiftieth percentile on Test 1. The highest number of students

scored below the fiftieth percentile in this area of Personal Adjustment according to Test 2. This suggests there were no improvement, but it inferred increased maladjustment according to retests.

From the second section of the test, Social Adjustment, the following was found to be true in comparing scores on Test 1 and Test 2 for Group A.

In area one, Social Standards, sixty percent of the students tested in Group A fell at or below the fiftieth percentile on Test 1. On Test 2, forty-one, or fifty-four percent of the group studied scored at or below the fiftieth percentile on retest. This inferred that there were some improvements in this area according to retest.

Area two, Social Skills, recorded that fifty-five percent of the group were at or below the fifty percent percentile on Test 1. Thirty-six percent of the group on Test 2 tabulated scores at or below the fiftieth percentile when retested. There appeared to be slight improvement in this area upon retesting the students.

Area three, Anti-Social Tendencies, according to Test 1, indicated that eighty percent of the group scored at or below the fiftieth percentile. Data on Test 2 revealed that forty-five students of the group scored at or below the fiftieth percentile on Text 2. This indicates that there

was a definite improvement in this area.

In area four, Family Relations, it was indicated that seventy percent of the first graders in Group A on Test 1 made scores which fell at or below the fiftieth percentile. Thirty-five members of the group scored at or below the fiftieth percentile on Test 2. This indicates that there was some improvements in this area.

In area five, School Relations, it was noted on Test 1 that sixty-three students scored at or below the fiftieth percentile on Test 1. The data on Test 2 indicated that forty two students scored at or below the fiftieth percentile. This seem to indicate a definite improvement in this area.

In area six, Community Relations, sixty-three students fell at or below the fiftieth percentile tabulated from the scores on Test 1. Forty-five students of the group remained at or below the fiftieth percentile on retest. A definite improvement appeared to be indicated according to the tabulation of scores for Test 2.

GROUP B - TEST 1

Personal Adjustment

Of the groups studied, Group B was composed of seventy-five students at the second and third grade levels. These students were administered the California Test of Personality

in as near a normal situation as possible. The first section of the test dealt with six sub areas related to personal adjustment. They were Self Reliance, Sense of Personal Freedom, Feeling of Belonging, Withdrawing Tendencies, and Nervous Symptoms. As a result of the testing, the following was found to be true.

Self Reliance. In area one, Self Reliance, three students scored within the eightieth to eighty-ninth percentiles, twelve students' scores ranged within the sixtieth to sixty-ninth percentiles, and fourteen students scored within fortieth to forty-ninth percentiles. The majority of the group scored within twentieth to twenty-ninth percentiles, which was eighteen in number. Of the seventy-five students tested, fourteen ranged within the tenth to nineteenth percentiles, and fourteen occupied the ranks within zero to ninth percentiles. This indicated that fifty-nine of the students tested fell at or below the fiftieth percentiles, which inferred tendencies of maladjustment in this area of Personal Adjustment. (See Table V).

Sense of Personal Worth. In area two, Sense of Personal Worth, the data disclosed that four scores fell within the ninetieth to ninety-ninth percentiles, thirteen scores fell within eightieth to eighty-ninth percentiles, and fifteen scores fell within fiftieth to fifty-ninth percentiles.

A single score fell within fortieth to forty-ninth percentiles, thirteen scores fell within thirtieth to thirty-ninth percentiles, and ten scores fell within the twentieth to twenty-ninth percentiles. Seven scores fell within tenth to nineteenth percentiles, scores ranging within zero to ninth percentiles were twelve in number. It is important to note here that of the seventy-five students tested, forty-three members of the group scored at or below the fiftieth percentile. It is indicated that slightly less than half of the members in Group B. were below average in this area of personal adjustment. (See Table V).

TABLE V

PERSONAL ADJUSTMENT - GROUP B - TEST 1

Percentile	Rank	Self Reliance	Sense of Personal Worth	Sense of Personal Freedom	Feeling of Belonging	With- drawing Tendencies	Nervous Symptoms
90-99			4	5	15	4	3
80-89	3		13			2	4
70-79				11	16		
60-69	12					3	7
50-59			15	10	10		
40-49	14		1	11		15	10
30-39			13		6	11	20
20-29	18		10	15	10	11	16
10-19	14		7	9	8	11	4
0-9	14		12	14	10	18	11
TOTAL	75		75	75	75	75	75

Sense of Personal Freedom. In area three, Sense of Personal Freedom, five students scored within the ninetieth to the ninety-ninth percentiles, eleven scored within the seventieth to the seventy-ninth percentiles. There were ten students having scores ranging between the fiftieth to the fifty-ninth percentiles. Eleven students had scores ranging between the fortieth to the forty-ninth percentiles. Ten students made scores that fell within the ninetieth to the ninety-ninth percentiles, two scored within the eightieth to eighty-ninth percentiles, and three students scored within the sixtieth to sixty-ninth percentiles. Ranging within the fiftieth to fifty-ninth percentiles were two in number. Fifteen members of Group B scored within the fortieth to the forty-ninth percentiles, eleven scored within thirtieth and thirty-ninth percentiles, and eleven scored within the twentieth and twenty-ninth percentiles. The tenth to nineteenth percentiles recorded eleven students, and zero to the ninth percentiles recorded eighteen students. The majority of the students in Group B, or eighty-eight percent made scores at or below the fiftieth percentile in this area of personal adjustment. (See Table V).

Nervous Symptoms. From the distribution of scores reported in Group B in this area, we have three students who

scored within the ninetieth to ninety-ninth percentiles, four scored within eightieth to the eighty-ninth percentiles, and seven within the sixtieth to the sixty-ninth percentiles. Ten scored within the fortieth to forty-ninth percentiles, and twenty scored within the thirtieth to the thirty-ninth percentiles. Ten scored within the fortieth to forty-ninth percentiles, and twenty scored within the thirtieth to the thirty-ninth percentiles. Scores ranging within the twentieth to twenty-ninth percentiles were sixteen in number. Fifteen scored within the twentieth to the twenty-ninth percentiles, nine scored within the tenth to the nineteenth percentiles and fourteen scored within zero to the ninth percentiles. This seems to indicate that sixty-five percent of Group B scored at or below the fiftieth percentiles in this area of Sense of Personal Freedom. (See Table V).

Feeling of Belonging. The data in area four recorded fifteen scoring within ninetieth to ninety-ninth percentiles, and sixteen scoring within seventieth to seventy-ninth percentiles. Ten scored within the fiftieth to fifty-ninth percentile. Six students scored in both the thirtieth to thirty-ninth percentiles and ten scored within the twentieth to the twenty-ninth percentiles. Eight students' scores ranged within the tenth to the nineteenth percentiles and

ten students scored within zero to the ninth percentiles. Forty-five percent of the students in Group B scored at or below the fiftieth percentiles in this area of personal adjustment. (See Table V).

Withdrawing Tendencies. From the tabulation of the scores reported for this group in area five, the following findings were exhibited. Four in number, had scores ranging within the tenth to the nineteenth percentiles, and scores ranging from zero to the ninth percentiles were eleven in number. In area six, there are approximately eighty-one percent of the group who tested at or below the fiftieth percentile. As was true in areas one, two, three, four and five, sixty-one of the seventy-five fell below the fiftieth percentile in this area of personal adjustment. (See Table IV).

Social Adjustment

The second section of the California Test of Personality dealt with six sub areas related with social adjustment. They were Social Standards, Social Skills, Anti-Social Tendencies, Family Relations, School Relations and Community Relations. As a result of the testing, the following was found to be true.

Social Standards. Observations of scores in the area

revealed that eleven students scored within the eightieth to eighty-ninth percentiles, eleven within the sixtieth to sixty-ninth percentiles, and seventeen within the fortieth to the forty-ninth percentiles. The scores ranging within the thirtieth to the thirty-ninth percentiles were fourteen in number. Six students scored within the twentieth to the twenty-ninth percentiles, five within the tenth to the nineteenth percentiles, and eleven within zero to ninth percentile. More than half of the seventy-five students in Group B appeared to be maladjusted or fifty-three percent, on this area of social adjustment. (See Table VI).

Social Skills. The tabulation of scores for the area, Social Skills, indicated that four students scored within the ninetieth to the ninety-ninth percentiles, while eighteen scored within the seventieth to the seventy-ninth percentiles. The remaining students scored for the fiftieth percentile to zero. These scores ranged from sixteen within the fiftieth to the fifty-ninth percentiles, one within the fortieth to the forty-ninth percentiles, and eleven each within the thirtieth to the thirty-ninth and the twentieth to the twenty-ninth percentiles. Students scores fell within the tenth to the nineteenth percentiles were four in number. Ten students scored within zero to the ninth percentile. It appears that

less than half scored at or below the fiftieth percentile in this area of social adjustment. (See Table VI).

TABLE VI

SOCIAL ADJUSTMENT - GROUP B - TEST 1

Percentile Rank	Social Standards	Social Skills	Anti-Social Tendencies	Family Relations	School Relations	Community Relations
90-99		4	2	16	1	15
80-89	11			17	13	1
70-79		18	5	1		
60-69	11				15	12
50-59		16	17	9	2	
40-49	17	1			14	22
30-39	14	11	15	12	11	10
20-29	6	11	15	6	11	9
10-19	5	4	10	6	4	2
0-9	11	10	11	8	4	4
TOTAL	75	75	75	75	75	75

Anti-Social Tendencies. In the area, Anti-Social Tendencies, two scores ranged within the ninetieth to ninety-ninth percentile, five within the seventieth to seventy-ninth

percentiles and ten within the fiftieth to the fifty-ninth percentiles. Students scoring within the thirtieth to the thirty-ninth percentiles were fifteen in number, and the twentieth to the twenty-ninth percentiles recorded fifteen scores. Ten students ranked within the tenth to the nineteenth percentiles and eleven within the zero to the ninth percentiles. This area of social adjustment recorded fifty-three of the seventy-five students in Group B scoring at or below the fiftieth percentile.

Family Relations. In this area, Family Relations, less students scored below the fiftieth percentiles with more students scoring in the upper percentiles. Sixteen students scored within the ninetieth to the ninety-ninth percentiles, seventeen within the eightieth to eighty-ninth percentiles and a single student scored within the seventieth to seventy-ninth percentiles. Nine students scored within the fiftieth to the fifty-ninth percentiles. The thirtieth to the thirty-ninth percentiles showed twelve students, twentieth to twenty-ninth revealed six students and six scored also within the tenth to the nineteenth percentiles. Eight students scored within zero to the ninth percentiles. The indications in this area of social adjustment appear to be fairly adjusted as a whole with only thirty-two of the seventy-five students scoring at or below the fiftieth percentile.

School Relations. In area five, School Relations, one student scored within the ninetieth to the ninety-ninth percentiles, thirteen within the eightieth to the eighty-ninth percentiles and fifteen within the sixtieth to sixty-ninth percentiles. The remaining scores clustered within the tenth to the fifty-ninth percentiles, yielding a total of forty-two students. Only four students out of seventy-five in Group B appeared to be maladjusted in this area of social adjustment. (See Table VI).

Community Relations. In this area, Community Relations, fifteen students scored between the ninetieth to the ninety-ninth percentile and one between the eightieth to the eighty-ninth percentiles. The sixtieth to the sixty-ninth percentiles had twelve students in number. Twenty-two students scored within the fortieth to the forty-ninth percentiles, ten within the thirtieth to the thirty-ninth and nine within the twentieth to the twenty-ninth percentiles. The tenth to the nineteenth percentiles had two scores and four scored within the zero to the ninth percentiles. The scores indicate that sixty-two percent of the seventy-five students in Group B scored at or below the fiftieth percentile in this area of social adjustment. (See Table VI).

GROUP B- TEST 2

Personal Adjustment

Of the groups studied, Group B was composed of seventy-five students at the second and third grade levels. These students were administered the California Test of Personality in as near a normal situation as possible. The first section of the test dealt with six sub areas related to personal adjustment. They were Self Reliance, Sense of Personal Worth, Sense of Personal Freedom, Feeling of Belonging, Withdrawing Tendencies, and Nervous Symptoms. As a result of the testing, the following was found to be true.

Self Reliance. According to the distribution of scores in the area, Self Reliance, three scores fell within the ninetieth to the ninety-ninth percentiles, nine scores fell within the eightieth to the eighty-ninth percentiles, and twelve scores fell within the sixtieth to the sixty-ninth percentiles. The percentile recording the largest number of scores was the fortieth to the forty-ninth, with nineteen in number. Eleven scored within the twentieth to the twenty-ninth percentiles, thirteen scored within the tenth to the nineteenth percentiles, and eight scored within the zero to the ninth percentiles. The group on retest showed a slight improvement over Text 1 in this area of personal adjustment. (See Table VII).

TABLE VII

PERSONAL ADJUSTMENT - GROUP B - TEST 2

Percentile Rank	Self Reliance	Sense of Personal Worth	Sense of Personal Freedom	Feeling of Belonging	Withdrawing Tendencies	Nervous Symptoms
90-99	3	7	3	26	11	8
80-89	9	16		2	5	8
70-79			14	12		
60-69	12		1		9	8
50-59		25	23	12	2	
40-49	19	1	15		12	9
30-39		12		8	15	14
20-29	11	5	11	8	8	13
10-19	13	7	6	4	8	9
0-9	8	2	2	3	5	6
TOTAL	75	75	75	75	75	75

Sense of Personal Worth. In this area, Sense of Personal Worth, the scores were: Seven scores between the ninth to ninth-ninth percentiles and sixteen scores between eighth to eighth-ninth percentiles. The majority of the seventy-five students in Group B scored within the fiftieth

to the fifty-ninth percentiles; while only one student scored within the fortieth to the forty-ninth percentiles. Twelve students fell within the thirtieth to the thirty-ninth percentiles, five fell within the twentieth to the twenty-ninth percentiles, seven fell between the tenth to the nineteenth percentiles, seven scored within the zero to the ninth percentiles. In this area of personal adjustment, only twenty-seven students out of the seventy-five tested the second time made scores at or below the fiftieth percentiles. This seems to indicate definite improvement over Test 1 for the same group in this area of personal adjustment.

Sense of Personal Freedom. In area three, Sense of Personal Freedom, the scores fell in this manner. Three students scored within the ninetieth to ninety-ninth percentiles, fourteen in the seventieth to seventy-ninth percentiles, one within the sixtieth to sixty-ninth percentiles, and twenty-three within the fiftieth to fifty-ninth percentiles. Fifteen scored within the fortieth to forty-ninth percentiles, eleven scored within the twentieth to twenty-ninth percentiles, six scored within the tenth to nineteenth percentiles and two scored within the zero to ninth percentile. Forty-five per cent of the group tested in this area had scores which fell at or below the fiftieth percentiles, indicating that fifty-five of the second and third grade pupils were below average

in area three. (See Table VII).

Feeling of Belonging. The data in area four, Feeling of Belonging, showed twenty-six scores ranging within the ninetieth to the ninety-ninth percentiles, two scores fell within the eightieth to eighty-ninth percentiles, and twelve scored within the seventieth to the seventy-ninth percentiles. There were twelve scores ranging within the fiftieth to the fifty-ninth percentiles, eight scored within the thirtieth to the thirty-ninth, and eight scored within the twentieth to twenty-ninth percentiles. Four students scored within zero to the ninth percentile. It might be noted that of the group tested, thirty percent were at or below the fifty percent percentiles in this area of Feeling of Belonging. (See Table VII).

Withdrawing Tendencies. In checking area five, Withdrawing Tendencies, the scores fell in this manner. Eleven scores fell within the ninetieth to ninety-ninth percentiles, and five students scored within the eightieth to the eighty-ninth percentiles. Nine students scored within the sixtieth to sixty-ninth percentiles. Scores ranging within the fiftieth to fifty-ninth percentiles were two in number. Twelve scores fell within the thirtieth to the thirty-ninth percentiles, fifteen scores fell within the thirtieth to the thirty-ninth percentiles, eight scores fell within the twentieth to

twenty-ninth percentiles, eight scores fell within the tenth and nineteenth percentiles, and five scores fell within the zero to the ninth percentile. It is interesting to note here that thirty percent of Group B were below average in this area of personal adjustment. (See Table VII).

Nervous Symptoms. From the distribution of scores reported for Group B in this area, eight students scored within the ninetieth to ninety-ninth percentiles, eight scored within the eightieth to eighty-ninth percentiles, and eight scored within the sixtieth to sixty-ninth percentiles. Nine students scored within the fortieth to the forty-ninth percentiles, and fourteen scored within thirtieth to the thirty-ninth percentiles. Scores ranging within the twentieth to twenty-ninth were thirteen in number, scores ranging within the tenth to nineteenth percentiles were nine in number, and scores ranging from zero to the ninth percentiles were six in number. In area six, sixty-eight percent of the group tested at or below the fiftieth percentile. As was true in areas one, two, three, four and five, the majority of Group B appeared to be below the average in this area of personal adjustment also. (See Table VII).

Social Adjustment

The second section of the California Test of Personality

dealt with six sub-areas related with social adjustment. They were Social Standards, Social Skills, Anti-Social Tendencies, Family Relations, School Relations and Community Relations. As a result of the retest, the following was found to be true.

Social Standards. Observations of the range of scores made by the students in Group B revealed that eight scores fell within the eightieth to the eighty-ninth percentiles, twenty within the sixtieth to the sixty-ninth percentiles, and eighteen within the fortieth to the forty-ninth percentiles. Eighteen of the students scored within the thirtieth to the thirty-ninth percentiles, eight scored within the twentieth to twenty-ninth percentile, and two scored within the tenth to the nineteenth percentiles. A single score was recorded within the percentiles zero to the ninth. In this area of social adjustment, forty-one of the seventy-five students scored at or below the fiftieth percentile giving a percentage of fifty-four, which indicates maladjustment tendencies. (See Table VIII).

Social Skills. In area two, Social Skills, data revealed six scores ranged within the ninetieth to the ninety-ninth percentiles, twenty-two scores within the seventieth to the seventy-ninth percentiles, and a single score within the sixtieth to the sixty-ninth percentiles. Scores ranging

within the fiftieth to the fifty-ninth percentiles were twenty-one in number, while a single score occurred within the fortieth to the forty-ninth percentiles. Sixteen students made scores within the range of the thirtieth to the thirty-ninth percentiles, five scores within the twentieth to the twenty-ninth percentiles, five scores within the tenth to nineteenth percentiles. This was the first area on Test 1 or Test 2 where no students scored below the tenth percentile. In this area of social adjustment, the group as a unit scored plus nine and five-tenths above national norms with a smaller percentage scoring at or below the fiftieth percentile. (See Table VIII).

Anti-Social Tendencies. The distribution of scores on this section indicated a wide spread of scores and clustering around the ninth percentile to the thirtieth percentile. Reviewing the scores, nine ranged between the ninetieth and the ninety-ninth percentile, fifteen scored within the confines of the seventieth to the seventy-ninth percentiles, and eighteen students scored within the fiftieth to the fifty-ninth percentiles. The thirtieth to the thirty-ninth percentiles embodied eleven scores, the twentieth to the twenty-ninth percentiles embodied a total of six scores; while six persons scored within the tenth to the nineteenth percentiles. The remainder of eight scores fell within the zero to the

ninth percentile. More than half of these students seem to indicate maladjustment in this area. (See Table VIII).

TABLE VIII
SOCIAL ADJUSTMENT - GROUP B - TEST 2

Percentile Rank	Social Standards	Social Skills	Anti-Social Tendencies	Family Relations	School Relations	Community Relations
90-99		6	9	17	2	14
80-89	8			20	22	
70-79		22	15	1		
60-69	20	1			18	19
50-59		21	18	13	1	
40-49	18	1	12		12	16
30-39	18	16	11	11	8	12
20-29	8	5	8	11	8	6
10-19	2	2	6	2	2	6
0-9	1		8		2	2
TOTAL	75	75	75	75	75	75

Family Relations. The tabulations of scores for area four, Family Relations, recorded the following scores. Seventeen students scored within the ninetieth to the ninety-ninth

percentiles, twenty scored within the eightieth to eighty-ninth percentiles; with a single score within the seventieth to the seventy-ninth percentile. There were thirteen scores ranging within the fiftieth to the fifty-ninth percentiles. Eleven students scored within the fortieth to the forty-ninth percentiles and the thirtieth to thirty-ninth percentiles, respectively. Only two scores ranged between the tenth and the nineteenth percentiles. This area showed definite improvement over Test 2 for Group B. The group boasted only thirty-five students scoring at or below the fiftieth percentile. This group reveals a plus nineteen and five-tenths scoring above the national norms.

School Relations. In area five, School Relations, these findings were true. Two students made scores within the ninetieth to the ninety-ninth percentiles; while twenty-two scored between the eightieth and eighty-ninth percentiles, and eighteen scored within the sixtieth to the sixty ninth percentiles. Twelve students scored within the fortieth to the forty-ninth percentiles, eight ranged within both the thirtieth to the thirty-ninth and twentieth to the twenty-ninth percentiles. The only two students scoring within the tenth to the nineteenth percentiles did likewise in the zero to ninth percentiles. Observation of the data for area five seem to indicate that more than half of the students tested

in Group B revealed some signs of maladjustment in this area of social adjustment. (See Table VIII).

Community Relations. Reviewing the tabulated data for the area, Community Relations, the retest indicated fourteen students scored between the ninetieth to the ninety-ninth percentiles, nineteen scored within the sixtieth to the sixty-ninth percentiles, and sixteen within the fortieth to the forty-ninth percentiles. Students scoring within the thirtieth to the thirty-ninth percentiles were twelve in number. Percentiles tenth to the nineteenth and twentieth to the twenty-ninth recorded six scores each; with two persons scoring within the ranks of zero to the ninth percentiles. Forty-four of the seventy-five students retested in this area appeared to show tendencies of maladjustment. About fifty-nine percent scored at or below the fiftieth percentile. (See Table VIII).

SUMMARY OF DATA - GROUP B - TEST 1 AND 2

In comparing the scores of Group B on Test 1 and Test 2 in Personal Adjustment, the data appeared to indicate the following in the first half of the test. Of the seventy-five students tested at the second and third grade levels in Self Reliance, as a whole they fell approximately minus forty and

five-tenths below the national norms on Test 1. On Test 2, a slight improvement was indicated over Test 1 of this area but a majority of the group on each test is below average.

In area two, Sense of Personal Worth, about one-half showed tendencies of maladjustment on Test 1. On Test 2, the majority of the scores centered within the fiftieth to the fifty-ninth percentiles and only twenty-seven students of the number tested made below the fiftieth percentile. This was a definite improvement over Test 1 in this area.

Sense of Personal Freedom showed a large percentage of students scoring in the lower percentiles. This seems to indicate definite maladjustment on Test 1. Approximately seventy-three percent of students in Group B scored low on the second test or fifty-five students made scores that fell at or below the fiftieth percentile. This seems to have revealed little or no improvement.

In the area, Feeling of Belonging, forty-five percent of the students scored at or below the fiftieth percentile. Test 2 indicated thirty percent of the seventy-five students composing Group B scored at or below the fiftieth percentile. Extreme scoring seemed not to have appeared on Test 1, and Test 2 revealed even less maladjustment in this area.

Withdrawing Tendencies seemed to indicate that eighty-one percent of the students in Group B showed tendencies of

maladjustment. Test 2 showed a definite improvement in this area with only thirty percent scoring below the fiftieth percentile.

In the area, Nervous Symptoms, Group B, Test 1, indicated more than half scored at or below the fiftieth percentile; while on Test 2, the same percentage prevailed, with about sixty-eight percent making scores at or below the fiftieth percentiles.

From the second section of the test, Social Adjustment, the following was found to be true in comparing scores on Test 1 and Test 2 for Group B.

In area one, Social Standards, fifty-three students seemed to show maladjustment tendencies on Test 1. This area revealed also that one-half of the students in Group B on Test 1 and Test 2 appeared to indicate definite signs of maladjustments; with the majority of the students scoring at or below the fiftieth percentiles.

Social Skills, area two, appeared to imply the same implications on Test 1 and Test 2. Definite low scores by the majority of the group indicated maladjustment. Even though plus nine and five tenths scored above the national norms on the retest of this section, there is still need for improvement in this area.

Anti-Social Tendencies data revealed more than half

of the seventy-five students tested scored at or below the fiftieth percentile on Test 1 and Test 2. This seems to indicate an area for improvement.

In area four, Family Relations, less than half showed tendencies of maladjustment on Test 1. On Test 2, the majority of the students scored within the eightieth to eighty-ninth percentiles, and only twenty-four of the number tested made below the fiftieth percentile. This was a definite improvement over Test 1 in this area.

Data for area five, School Relations, imply that Group B, Test 1, showed that over half, or fifty-four students out of the seventy-five tested appeared to be maladjusted in this area. In Group B, Test 2, the majority of the students' scores centered within the eightieth to the eighty-ninth percentiles and only twenty-one of the number retested made below the fiftieth percentile. This was a definite improvement over Test 1 in this area of social adjustment.

Data in area six, Community Relations, imply that Group B on Test 1 had sixty-two percent of the seventy-five scoring at or below the fiftieth percentile. On Test 2, Group B, the majority of the students' scores centered within the sixtieth to sixty-ninth percentiles, and only forty-two of the seventy-five retested made below the fiftieth percentile. This showed no improvement over Test 1 for this area.

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

SUMMARY

In the process of growing and developing socially and personally, children need many varied experiences in living. Some of these needs are: an opportunity to make friends their own age, to learn consideration of others, to feel that they, themselves, are loved and that they have something worth giving others.

Of the one hundred and fifty students that made up the experimental groups tested, a vast majority of both groups scored at or below the fiftieth percentile on both parts of the California Test of Personality. Upon retest, these groups appeared to show slight improvement on some of the components, mainly under the area of social adjustment. Social adjustment was the second part of the test. These components appearing to indicate improvement were school relations and family relations.

CONCLUSION

The purpose of this investigation was to collect data that would demonstrate the influence that an organized program of physical education would possibly have on the personal and social adjustment of children on the primary level. It was, also, to determine if this kind of program had possibly greater influence on the personal adjustment of the children than on their social adjustment within a short period of time; but not isolated from the total educational process.

On the basis of the facts revealed in this study, the following conclusions may be stated:

1. The majority of the members of Group A and Group B tested, fell at or below the fiftieth percentile in the areas comprising personal and social adjustment.
2. There appeared to be some improvement in both of the areas upon retest, however, the data indicated certain factors may still exist which are preventing maximum development in personal and social adjustment.
3. There is some degree of maladjustment in each area of personal and social adjustment in Group A and Group B.
4. Group A and Group B seem somewhat lacking in the areas of sense of personal worth and personal freedom.
5. Both groups seem to lack a sense of security and respect of their community.

7. Both groups appeared to have fairly "good" school adjustment and family relations.

8. Both groups according to the data, appeared to show a high degree of maladjustment in the area of community relations.

RECOMMENDATIONS

As a result of the evidence secured from this study, the writer recommends that further research be done in the following areas:

1. A study should be made in a similar situation of the present study as a means of verifying the findings.

2. A study should be done to evaluate the physical education programs on all grade levels, to formulate recommendations to up-grade activities to meet the personal and social needs of the children.

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APPENDIX

Appendix A.

Erma J. Hodge
2211 Caddo Street
Dallas, Texas
September 5, 1967

Mr. C. C. Miller
Asst. Superintendent-Testing Service
3700 Ross Avenue
Dallas, Texas 75204

Dear Mr. Miller:

I am writing to you to ask your permission to administer tests to the first, second, and third grade pupils of J. W. Ray School, where I am a teacher in the Physical Education Department.

This request is for the purpose of gathering pertinent information in an attempt to measure the extent to which pupils advance socially and personally as an outgrowth of their activities in physical education.

The information gathered will be used for supporting facts in writing my thesis toward fulfilling the requirements for a Master's degree in Physical Education at Prairie View State College.

Thank you very much for your kind and immediate consideration.

Respectfully yours,

Appendix B.

Criteria Used In Selecting Participants

First Graders

1. Entering school for the first time
2. Ability to follow directions
3. Homeroom teacher's suggestion
4. High scorers on the Metropolitan Readiness

Test

Second and Third Graders

1. Cumulative Record
2. Attendance Record
3. Ability to follow directions
4. Prior knowledge of the student's ability
5. Previous test scores--California Mini
Maturity Test and California Achievement Test

Appendix C.

CALIFORNIA TEST OF PERSONALITY

According to the information published in The Fifth Mental Measurements Yearbook, of the evaluation of this test by five competent persons, are summarized as follows:

Evidence on the validity of personality inventories will, generally speaking, be indirect. The reviewers are convinced that as a measure of self concept in, as of now; vaguely defined areas called adjustment, this test is as valid as most such instruments. Also, the validity of this test will vary with the degree of rapport established with the testee.

The norms on this edition are considerably better than those for the earlier test. The samples are much larger and, if one can assume that the cases are fairly distributed among the states from which they were drawn, are geographically more representative. All in all, in spite of criticisms, as personality inventories go, the California Test would appear to be among the better ones available. The norms fall between the sixtieth and seventieth percentiles.

The following components are not names for so-called general traits. They are, rather, names for groupings of more or less specific tendencies to feel, think, and act.

PERSONAL ADJUSTMENT

1A. SELF-RELIANCE. An individual may be said to be self-reliant when his overt actions indicate that he can do things independently of others, depend upon himself in various situations, and direct his own activities. The self-reliant person is also characteristically stable emotionally, and responsible in his behavior.

1B. SENSE OF PERSONAL WORTH. An individual possesses a sense of being worthy when he feels he is well regarded by others, when he feels that others have faith in his future success, and when he believes that he has average or better traits than average ability. To feel worth means to feel capable and reasonably attractive.

1C. SENSE OF PERSONAL FREEDOM. An individual enjoys a sense of freedom when he is permitted to have a reasonable share in the determination of his conduct and in the general policies that shall govern his life. Desirable freedom includes permission to choose one's own friends and to have at least a little spending money.

1D. FEELING OF BELONGING. An individual feels that he belongs when he enjoys the love of his family, the well-wishes of good friends, and a cordial relationship with people in general. Such a person will as a rule, get along well with his teachers or employers and usually feels proud of his school or place of business.

1E. WITHDRAWING TENDENCIES. The individual who is to withdraw is the one who substitutes the joys of a fantasy world for actual successes in real life. Such a person is characteristically sensitive, lonely, and given to self-concern. Normal adjustment is characterized by reasonable freedom from these tendencies.

1F. NERVOUS SYMPTOMS. The individual who is classified as having nervous symptoms is the physical symptoms, such as loss of appetite, frequent eye strain, inability to sleep, or a tendency to be chronically tired. People of this kind may be exhibiting physical expressions of emotional conflicts.

SOCIAL ADJUSTMENT

2A. SOCIAL STANDARDS. The individual who recognizes desirable social standards is the one who has come to understand the rights of others and who appreciates the necessity of subordinating certain desires to the needs of the group. Such an individual understands what is regarded as being right or wrong.

2B. SOCIAL SKILLS. An individual may be said to be socially skillful or effective when he shows a liking for people, when he inconveniences himself to be of assistance to them, and when he is diplomatic in his dealings with both friends and strangers. The socially skillful person subordinates his or her egotistic tendencies in favor of interest in the problems and activities of his associates.

2C. ANTI-SOCIAL TENDENCIES. An individual would normally be regarded as anti-social when he is given to bullying, frequent quarreling, disobedience, and destructiveness to property. The anti-social person is the one who endeavors to get his satisfactions in ways that are damaging and unfair to others. Normal adjustment is characterized by reasonable freedom from these tendencies.

2D. FAMILY RELATIONS. The individual who exhibits desirable family relationships is the one who feels that he is loved and well-treated at home, and who has a sense of security and self-respect in connection with the various members of his family. Superior family relations also include parental control that is neither too strict nor too lenient.

2E. SCHOOL RELATIONS. The student who is satisfactorily adjusted to his school is the one who feels that his teachers like him, who enjoys being with other students, and who finds the school work adapted to his level of interest and maturity. Good school relations involve the feeling on the part of the student that he counts for something in the life of the institution.

2F. OCCUPATION RELATION. On the adult level of the test only, the above component (School Relations) is called Occupation Relations and is defined thus. An individual has desirable vocational relations or adjustment when he is happy in his job because he is assigned to work which fits his capacities and interests; also, when he has developed

interest, sense of worth, and efficiency in a previously deemed uncongenial. He feels that his contribution is important and essential.

2F. COMMUNITY RELATIONS. The individual who may be said to be making good adjustments in his community is the one who mingles happily with neighbors, who takes pride in community improvements, and who is tolerant in dealing with both strangers and foreigners. Satisfactory community relations include as well the disposition to be respectful of laws and of regulations pertaining to the general welfare of others.

Appendix D. Reading Marker

This part of the instrument is open in order to see the sentence.