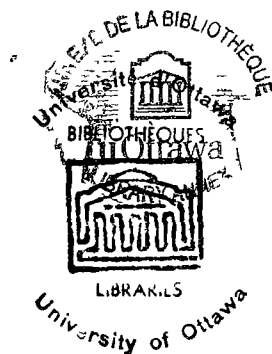


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ADJUSTMENT PROBLEMS OF ABILITY AND TOURNAMENTS OF  
OUR RELIGIOUS EDUCATION

by Sister Cary Constantia (Fudall), O.S.A.

Thesis presented to the School of  
Psychology and Education of the  
University of Ottawa as partial  
fulfillment of the requirements for  
the degree of Doctor of Philosophy.



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Finally, sincere appreciation is expressed to all those without whose cooperation this study could not have been done.

RESUME OF WORK

Sister Mary Constantia (McDonnell), C.S.C., was born in Chicago, Illinois, November 30, 1903. In 1922, she received the Bachelor of Science degree from Holy Cross College, Toledo, Ohio. In 1927, she received the Master of Science degree in Mathematics from the University of Notre Dame, Notre Dame, Indiana. The title of her thesis was An Axiomatic Set: Theoretical Foundation of the Logic Postulates.

In the interim, 1925-1936, she did graduate work in the following institutions: Fordham University, the Catholic University of America, University of Minnesota, and Columbia State College of Education. In 1936-1937, she studied theology at the Pontifical Institute of Sacred Sciences, via Lancia, Rome, Italy.

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## INTRODUCTION

This study endeavors to tap the adjustment problems of aspirants and/or postulants of one religious congregation in the hope of better meeting the personality needs of these groups through a systematic approach to them. That aspirants and postulants meet many problems of adjustment during their formative period of religious training is an accepted fact as attested by the concern of Holy Mother Church, expressed in the Code of Canon Law in 1922 and at the General Congress of the States of Perfection in 1950.

This study includes a background of the problem as well as a review of pertinent literature.

The survey itself was divided into two phases. In the first, the problems of two hundred aspirants and/or postulants within the ten-year period, 1950-1960, were collected and categorized in a problem check list, an adaptation of the Mooney Problem Check Lists. In the second, the constructed check list was administered to the same two hundred subjects to ascertain its validity according to set criteria; namely, that the aspirants and/or postulants recognize their own problems; that they find these problems listed in the check list; and that they are willing to record them. The check list was administered also to determine the difference, if any, in the

problems of the groups studied.

The results obtained are presented and analysed, and the implications of this study for further research are indicated.

## CHAPTER I

### PERSPECTIVES OF THE PROBLEM

As in every phase of life so in the life of the Church we are living in a period of change. This change affects individuals and institutions in society and in the Church itself. The Holy Father, Pope Pius XI, saw clearly that religious institutes in particular need to adapt to the changing circumstances of modern living.

In his Apostolic Letter of March 19, 1924, "Unigenitus Dei Filius,"<sup>1</sup> the Holy Father gave directives for the training of aspirants to the priesthood to assure their proper formation. He advised that minor seminaries should be established, that the Roman Catechism should be taught, that a qualified staff should be provided for the training of the young prospective members and that in the formation, faith and humility should be stressed. All these counsels could well be extended to aspirants and postulants in religious communities of women.

Though the Apostolic Letter cited above does not contain the term as such, there can be no doubt that Pius XI was implicitly appealing for renovation and accommodation of religious institutes to the exigencies of modern living. The

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<sup>1</sup> Pius XI, "Unigenitus Dei Filius," Acta Apostolicae Sedes, Vol. 16, Roma, Typis Polyglottis Vaticanis, 1924, p. 133-148.

letters and allocutions of the late Holy Father, Pius XII, are explicit on this point. There is found in them a constant plea for a renewal of the interior spirit and for adaptation to the needs of the present time.

In 1950, under the auspices of the Sacred Congregation for Religious, the Congress of the States of Perfection<sup>2</sup> was convened in Rome to consider how adaptation to circumstances of modern life could be effected without weakening the pristine spirit of religious institutes. This Congress laid the groundwork and established the basic principles to be followed in achieving the desired renovation and accommodation.

The application of these principles was left to each individual institute. For example, in 1956, the Franciscan Educational Conference which met at Santa Barbara, California, considered them in relation to the Franciscan way of life; its deliberations resulted in the Report of the Thirty-Seventh Annual Meeting of the Franciscan Educational Conference.<sup>3</sup>

Four years earlier, many religious institutes of women were already seriously considering the directives of the General Congress, and at the 1952 session of the NCIA in

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<sup>2</sup> Pius XII, "Generalis Capituli," Acta et Documenta Congressus Generalis de Statibus Perfectionis, Roma, Libreria Intercasale, 1950, p. 3-4.

<sup>3</sup> Report of the Thirty-Seventh Annual Meeting of the Franciscan Educational Conference, Franciscan Life Today, The Franciscan Educational Conference, Capuchin College, Washington, D.C., 1956, 111-326 p.

Kansas City initiated the Sister Formation Movement. Later, Sister Formation Conferences in six geographical areas were organized; their object was to bring religious institutes of women into close working contacts with one another, so that by incorporating the basic principles of the General Congress of 1950 and the relevant canons of the Code<sup>4</sup> for seminaries and teaching institutes of men, they could cooperatively effect a Sister Formation Program for their members.

Since its inception, the Sister Formation Movement has inspired such activities as the Sverett<sup>5</sup> and the Marquette<sup>6</sup> Workshops for curriculum planning of postulancies, novitiates, and juniorates. It publishes a quarterly Bulletin to promote the re-examination of programs of formation in aspirancies, postulantes, novitiates, and juniorates in religious institutes.

The writer's active participation in Sister Formation Meetings, Franciscan Educational Conferences and Institutes of Spirituality, and also her responsibilities as mistress of aspirants and postulants in a Franciscan Congregation, resulted in her keen awareness of the importance of spiritual renovation

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<sup>4</sup> Sacred Congregation of Religious, "The Program of Training," The Apostolic Constitution "Aedae Sapientiae and the General Statutes, Washington, D.C., Catholic University Press, 1957, p. 21-28.

<sup>5</sup> Keeler, Sister Mary Jerome, "Letter from Sverett," Sister Formation Bulletin, Vol. 3, No. 1, Autumn 1956, p. 10-11.

<sup>6</sup> Sister Mary James, S.B.L., "A Letter from Marquette," Sister Formation Bulletin, Vol. 5, No. 3, Spring 1959, p. 9-10.

and adaptation in the beginning years of the formation of a religious.

To understand the young women of today, one must be aware of the complex milieu in which she exists in comparison with that in which the girl of the past two decades lived. The world of the 1930's was faced with shaking off the disillusion of a "war for democracy" and re-establishing the spiritual and economic solidarity of the family and of society at large. The world of the forties had to cope with another war crisis and its aftermath. And while the two World Wars were in themselves tragic, they served to advance woman's search for status which had reached a peak of intensity at the end of the nineteenth century and is still proceeding with vigor. They gave her the opportunity to taste economic independence which, once achieved, she was loathe to relinquish.<sup>7</sup>

Caught in this tide, the American family endeavored to serve as a stabilizing force in the lives of its children. The home of the thirties was in many respects still patriarchal. Young girls respected and obeyed their parents, appreciating the material advantages given them without regarding these as indispensable to their happiness. Touched by the Great

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<sup>7</sup> One observes that the major period of woman's advance coincides with that initiated by herum novum and terminating with Quadragesimo Anno. While the encyclicals dealt with improving the social and economic status of the working class as a whole, women took advantage of the general ferment to advance their own cause, as it were.

Depression, they knew the meaning of work and of sacrifice. In general, therefore, the girl of the thirties came into the convent with values, attitudes, and appreciations which helped her to adjust to religious life.

The girl of the forties was in turn affected by World War II which, however, was followed by a period of prosperity and remarkable technological advances. Due to the flux in modern life of which she was a part, she entered the convent with less defined attitudes, values, and appreciations, a marked spirit of self-independence and a greater dependence on material things and comforts. Her adjustment to religious life required a re-training in many habits of intellect, will, and sense appetites.

The girl of the 1950's and 1960's stands out in contrast with her predecessors even more sharply than did the girl of the 1940's. She comes from a home for the most part lacking in traditional family customs which are rooted in faith; a home where there is more independence and less parental authority than formerly; where her mother has many interests outside the home; where family living is less organized and children have fewer responsibilities than formerly; where there are creature comforts and much consciousness about material things, especially money.

The typical modern girl is less conscious of spiritual values and more aware of the material. She takes luxuries

almost for granted and has unprecedented leisure for recreational activities. She has less respect for tradition and convention; she is more independent than ever before and she exercises her freedom at home and outside of it because of her membership in the new-type society which is our modern world.

In the words of Cardinal Suenens:

She does not passively accept her fate, she takes charge of it. Freed from her former shackles, she evolves in an atmosphere that allows her to deploy her natural gifts. [...] The culture available to her is wider and she has more leisure. All these new factors affect her position and her activities in the world and open them to almost unlimited expression.

A kind of feminine passivity, with life spent in retreat, has now given place to an ever more well-defined activity. Our industrial civilization has torn woman from her hearth and opened the doors of factories and offices to her.<sup>6</sup>

This girl has to be understood if her adjustment to convent life is to be a reality. Her characteristic

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<sup>6</sup> Leon Joseph Cardinal Suenens, The Nun in the World, Westminster, Maryland, The Newman Press, 1963, p. 13.

Earlier, he shows this change in woman as part of a more general world transformation, saying: "The man of today has seen everything, read everything, heard everything; he is determined to explore everything, greedy of experience, anxious to set foot in unexplored fields. [...] It is not only in the field of technical progress that our world has become a 'new' world in comparison with that of twenty, thirty, or forty years ago; men in our times have acquired new standards. The old values have been devalued and new ones have taken their place. [...] This materialism, whether it be admitted or remain under cover, does its best to rivet man to earth, to deprive him of his soul and to block his spiritual horizon. These are evil times for the disinterested vocations where money is not the supreme criterion of success. Everything conspires to rob man of his sense of perspective and proportion." (p.4-7).

Independence, love of creature comforts, and little respect for tradition and discipline must be recognized and she must be led to direct herself according to the ideals of the Beatitudes and Counsels.

It may be said in summary that the factors leading to the present research problem are two-fold: 1) a lack of awareness of the Church's views on the need of renovating an adaptation in present-day religious institutions; 2) a total awareness of the character of the convent of the subject in relation to life by comparison with the convents of the 1930's and 1940's. Therefore, the research problem is solved a solution by an empirical method to identify the adjustment problems of aspirants and residents of one religious community; this is a statistical study to determine the differences in these problems among various groups of the subjects in their developmental stages, scholastic level, and length of time in the convent.

## CHAPTER II

### REVIEW OF LITERATURE PERTINENT TO THE STUDY

There is a vast amount of literature available on adolescents and their problems. Since, however, current literature incorporates the most significant facts contained in earlier records of psychological research, it was decided at the outset of this study to limit the review undertaken here to the publications of the last twenty-five years.

Because of the nature of the present study, this review is divided into three sections. The first is concerned with research related to the study itself; the second reviews literature on the Mooney Problem Check Lists of which the constructed tool used in this study is an adaptation; the third surveys writings on adolescent adjustment problems. The review as a whole may appear rather extensive, but this is vital to an understanding of the development of the study. It helps one to focus on the particular adolescent problems considered here and on the tool used to determine them.

#### 1. Related Studies.

As far as can be ascertained, no study similar to the present one has ever been made. There are four studies, all doctoral theses, which deal with the personality adjustments of seminarians and religious women under certain conditions.

Three of these were done by Sister M. Odella Urschaltz,<sup>1</sup> Reverend R. Mehr,<sup>2</sup> and Sister M. Martina Mastoj<sup>3</sup> at Fordham University, and the fourth by Paul Beer<sup>4</sup> at Chicago University.

Sister Martina's thesis is related to the present study more closely than the others. She investigates the effects of religious life on the personality of religious women among groups of aspirants, postulants, novices, and professed Sisters of several congregations. Her interest is in personality adjustments already made, while the present writer's purpose is focused on problems requiring personality adjustment, and this among two groups, aspirants and postulants, of a single religious congregation.

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1 Sister M. Odella Urschaltz, I.S.M., Selected areas of Personal Adjustment as Related to Length of Community Membership and Vocation Values among Religious Women Educators, a doctoral thesis presented to Fordham University, Fordham, N.Y., 1956, iii-123 p.

2 Reverend R. Mehr, An Inventory and Projective Personality Study of a Religious and a Lay Group, a doctoral thesis presented to Fordham University, Fordham, N.Y., 1957, iii-101 p.

3 Sister M. Martina Mastoj, A Study of the Influence of Religious Life on the Personality Adjustment of Religious Women as Measured by a Modified Form of the Minnesota Multiphasic Personality Inventory, a doctoral thesis presented to Fordham University, Fordham, N.Y., 1953, i-713 p.

4 Paul Beer, Potential Stress and Individual Adaptation: A Study of a Seminary, a doctoral thesis presented to Chicago University, Chicago, Illinois, 1953, ii-190 p.

## 2. Literature on the tool.

In order to say the adjustment problems encountered by aspirants and scholars, one must have a workable tool. The Hooney Problem Check Lists proved to be highly adaptable for the present research.

Ross Hooney, the senior author of the Problem Check Lists, was an administrator and an educational and psychological counselor. In his work with students he recognized the need for group methods of identifying the problems of young people. In an article written in 1930 he expressed the conviction that "to date surprisingly few instruments have been developed which will quickly and simply bring these problems into focus for students, counselors, teachers, and administrators."<sup>5</sup> At this time he and his collaborators at Ohio State University had already explored the possibilities of a check list or a systematic approach in surveying problems of students in schools and of young people in the community. Their study resulted in the first published editions of three educational forms of the Hooney Problem Check Lists in 1941 and 1942. Two other forms, for students in business and for rural youth, were published in 1947-1948.

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<sup>5</sup> Ross L. Hooney, "Exploratory Research on Students' Problems," Journal of Educational Research, Vol. 37, no. 3, November 1933, p. 273.

Among the sources used by Mooney and his collaborators in their exploratory study were: the experience of the authors, an analysis of case records and counseling interviews, review of literature on student problems, an analysis of paragraphs written by 1000 high school students on their personal problems, intensive analyses of problems reported by 250 students in grades seven through twelve, a review of 5000 cards examining the personal needs expressed by 700 students in grades six, nine, and twelve, and other miscellaneous sources. In producing the 1950 revisions, they use the following in addition: frequency counts of problems included on the original list by various samples of students in grades five through twelve, out-of-statement forms on student check lists, and data in response to a preliminary edition of the adult form.<sup>6</sup>

Mooney had this to say about the data obtained from the check lists: "The results are to be used only primarily to counselors, teachers, and school administrators, if they can be directed toward long time and consistent behavior."<sup>7</sup> Further, he points out more explicitly in the same report that the use of the list by high school students is covering

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<sup>6</sup> Ross L. Mooney and Leonard L. Gordon, "The Student Problem Check List," *Journal of Educational Psychology*, 41, 1949, p. 11.

<sup>7</sup> Mooney, "Exploratory Study of Student Problems," p. 215.

those students who most want and need counsel; personnel administrators, in planning and operating a coordinated guidance program; curricular committees, in getting leads to needed revisions in curriculum; home room group guidance and orientation teachers, in discovering the kinds of activities which would be most helpful to their groups; regular classroom teachers, in individualizing and personalizing their instruction; administrators, in discovering student dissatisfaction with various elements in the school program and in tracing the sources of this dissatisfaction; research workers, in discovering patterns of problems which tend to be associated with given problems or particular factors.<sup>8</sup>

In his review of The Mooney Problem Check Lists, Morris Krugman says: "It is refreshing to find authors of a psychological instrument whose claims are modest to the point of understatement."<sup>9</sup> He had reference to this remark of the authors:

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<sup>8</sup> Mooney, "Exploratory Research on Students' Problems," p. 220.

<sup>9</sup> Morris Krugman, "Review on Mooney Problem Check Lists," Fourth Mental Measurement Yearbook, New Brunswick, N.J., Rutgers University, The Gryphon Press, 1953, p. 133.

At all times the counselor must keep in mind that the Problem Check List is not a test. It does not yield scores on traits or permit any direct statements about the adjustment status of the persons who made the responses. Rather, the Problem Check List is a form of simple communication between the counselee and counselor designed to accelerate the process of understanding the student and his real problem.<sup>10</sup>

Since the check list is not a test, it does not produce scores, or normative or correlational data; therefore, it is not assessed by the usual concepts of reliability and validity. If the Hooney Problem Check Lists were personality tests designed to predict patterns of behavior, the process of validation would be simply that of determining the extent to which the predicted behavior patterns correspond with actual behavior as judged by other criteria. But they are not tests and so "a single over-all index of the validity of the check lists would be quite meaningless."<sup>11</sup> Nevertheless, it is assumed that such lists are valid if they meet at least three requirements: that students use their own problems; that they find less errors in the check lists; and that they are willing to record them. McIntyre<sup>12</sup> further assumed that if these three criteria are met by the Hooney Problem Check List (the High School Form), it should be possible to

10 Hooney and Corbin, op. cit., p. 6.

11 ibid., p. 7.

12 Charles McIntyre, "The Validity of the Hooney Problem Check List," Journal of Applied Psychology, Vol. 37, No. 4, August, 1953, p. 270-271.

predict the relative number of problems marked by particular groups of students in specific areas. He formulated seven hypotheses, six of which were verified in the study. Therefore, McIntyre concluded that his findings presented prima facie evidence for the validity of the high school form of the Mooney Problem Check List.<sup>13</sup>

In like manner, the reliability of a tool like the Mooney Problem Check List differs from that of tests for which scores are obtained. Such well-known methods of estimating reliability as the test-retest, split-half, and Kuder-Richardson formulas work on the assumption that scores on the whole test or on half-tests are meaningful measures reflecting the standing or the competence of the individual in the area measured. On the lists, however, the count of the number of items checked does not reflect the various intensities of the problems marked by the student. It is not a score in the usual sense of the word. And yet, for survey purposes there must be some assurance that the data obtained through the use of this tool remains reasonably stable over a period of time. There is evidence from two sources that such is the case. Leonard Gordon<sup>14</sup> scrutinized the responses of 116 college students made in the College Form Irregular Check List of the

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<sup>13</sup> McIntyre, Op. Cit., p. 272.

<sup>14</sup> Mooney and Gordon, Op. Cit., p. 9.

pre-1950 revision, and he recorded his findings in an unpublished study. Somewhat later in the form twice to the same group, he found that the correlation coefficient was .3 when the frequency of each item was correlated with the frequency of the same item as scored a second time.

Further evidence comes from a study of four educational groups to whom the problem check lists were administered. A second administration followed the first to test retest after a period of time.

The rank order of the problem check lists as arranged by size of mean score for each item in the group varied virtually no more from the administration to the retest for each of the groups. The rank order correlation coefficients varied from .90 to .93.<sup>15</sup>

Therefore, the above studies provide evidence that the results obtained from the problem check lists are reasonably stable over a period of time.

Harold Jones<sup>16</sup> said "If the problem check list is of genuine value in counseling, it is legitimate to hope that the data which it furnishes will improve the quality of our serious research processes." He further stated as follows,

<sup>15</sup> Harold Jones, Journal of Educational Psychology, 1951, 42, 1-10.

<sup>16</sup> Harold Jones, "Review on Agency Problem Check Lists," Fourth Annual Measurement Institute, New York, 1951, 1-10. University of Chicago, The Psychologist, 1951, 1, 1-10.

ness Mooney<sup>17</sup> gave specific suggestions in the form of questions concerning areas in which research could be done using the check lists. Moreover, he said that the check lists are designed to help fill this need, and that they provide opportunities for advanced and vital research on how problems develop and how they influence human behavior.<sup>18</sup>

That such research has been done in recent years is verified in theses and in journals reporting studies.

Some recent theses in the study of problems of students with the use of this instrument were written by Carr,<sup>19</sup> Paquin,<sup>20</sup> and Breadcraft.<sup>21</sup> Studies made since 1952 were

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17 Mooney, "Exploratory Research in Students' Problems," p. 223.

18 Ibid., p. 224.

19 James E. Carr, Jr., The Problem Areas of a Selected Group of Students at Florida State University as Indicated by the Mooney Problem Check List, a doctoral thesis presented to Indiana University, Bloomington, Indiana, 1955, 1-175 p.

20 Laurence J. Paquin, A Plan for the Improvement of a Secondary School Program Based on an Analysis of Certain Problems of Pupils as Revealed by the Mooney Problem Check List, a doctoral thesis presented to New York University, New York, 1956, 1-162 p.

21 Mattie H. Breadcraft, A Comparative Study of Problems of Adolescent Boys and Girls as Measured by the Mooney Problem Check List in the Arlington Vocational High School, Arlington, Georgia, master's thesis presented to Atlanta University, Georgia, 1953, 160 p.

reported by Barnes<sup>22</sup> and Tan,<sup>23</sup> among others.

Since one objective of the present study is to identify the personality needs of postulants and aspirants, an instrument which provides a systematic method of identifying adjustment problems in areas of personality needs had to be selected. The survey of literature made on The Mooney Check Lists demonstrates that an adaptation of this tool furnishes this systematic method of discovering postulant personality needs. The fact that a check list is not a test, a claim made by Mooney and Gordon, makes it unnecessary to assess this new tool by the usual concepts of reliability and validity. The fact that The Mooney Problem Check Lists were used and are being used for serious research purposes assures prospects of further research projects with this new check list also. For these reasons the decision was made to adapt the Mooney Lists for use in the present study.

In order to determine how to classify and analyze the problems of postulants and aspirants once they are tapped, it

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<sup>22</sup> James H.A. Barnes, A Critical Study of the Results of the Mooney Problem Check List and the Cornell Index as a Means of Identifying Possible Cases of Psychosomatic Illness Among 400 North Carolina College Students, master's thesis presented to North Carolina College, Durham, North Carolina, 1953, 46 p.

<sup>23</sup> Hanson Tan, A Survey of Student Problems with the Mooney Problem Check List in a Secondary School in Istanbul, Turkey, master's thesis presented to the University of Maryland, College Park, Maryland, 1953, 1-158 p.

is useful to survey the literature on adjustment problems of adolescents.

### 3. Literature on Adolescent Problems.

The review of literature on adolescent problems, as indicated earlier, is limited to the writings of the period 1937-1963. Its particular focus is the needs, adjustment, and types of adolescent problems.

According to Royce,<sup>24</sup> adolescent problems have their basis in a need or drive. "Need" is a controversial term in psychology; the controversy is about need activity--whether it is physical or psychological; about the origins of needs--whether these are remote or acquired; and about their number--whether this is small or large. Murphy<sup>25</sup> defines a need as a lack of something which, if present, would give satisfaction. Krech and Crutchfield<sup>26</sup> refer to needs as a special case of "psychological tensions." Murray<sup>27</sup> speaks of "forces in the brain region which organize perception, apperception,

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<sup>24</sup> James Royce, S.J., Personality and Mental Health, Milwaukee, Bruce Publishing Co., 1955, p. 186.

<sup>25</sup> G. Murphy, Personality: An Approach to Origins and Structure, New York, Harpers, 1947, p. 992.

<sup>26</sup> D. Krech and R.S. Crutchfield, Theory and Problems of Social Psychology, New York, McGraw-Hill, 1948, p. 48-42.

<sup>27</sup> H. Murray et al., Exploration of Personality, New York, Oxford University Press, 1938, p. 124.

intellection, conation, and action in such a way as to transform in a certain direction an existing, unsatisfying situation." Murray mentions well over thirty such needs.

Despite this lack of agreement, the fact remains that problems are related to needs. Pikunas<sup>28</sup> says that "certain psychological and social needs greatly affect the adolescent and have far-reaching effects on his behavior and personality." Garrison<sup>29</sup> points out that "when the attainment of a need is thwarted or progress toward a goal is blocked, an adjustment appears."

The concept of adjustment is also a controversial one. Allport<sup>30</sup> claims that it has no significance without reference to the "person." Royce<sup>31</sup> defines it as "the state or act of being fitted to a need." Cowley<sup>32</sup> likens it to the Jabberwock, a bird which has very interesting but not very definitive properties. He says that since the term implies modification of the organism to meet the demands of the environment, whereas

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28 Justin Pikunas, Psychology of Human Development, New York, Holt-Rinehart, 1961, p. 198.

29 Karl Garrison, Growth and Development, New York, Longmans, Green and Co., 1957, p. 420.

30 Gordon W. Allport, Personality: A Psychological Interpretation, New York, Henry Holt, 1960, p. 551.

31 Royce, Op. Cit., p. 30.

32 W. L. Cowley, "Jabberwocky versus Naturality" in Trends in Student Personnel Work, Minneapolis, University of Minnesota Press, 1949, p. 342-350.

the very essence of civilization demands a modification of the environment to fit the needs of the organism, the concept should be dropped. He suggests that maturation be used instead. Schneiders<sup>33</sup> says:

The concept of adjustment itself is not easy to define partly because it has several meanings and partly because of the difficulty in determining the criteria for evaluating it. Also, adjustments and maladjustments have common boundaries which means that human behavior can be arranged on a continuum extending from the extreme of good adjustment to the other extreme of the most serious maladjustment.

Here again, despite the controversy about the concept of adjustment, there is general accord that needs require satisfaction and that adjustment consists in satisfying them. There is agreement also that problems arise in the process of satisfying the need.

According to Hurlock<sup>34</sup> the basic determinant of the adolescent period is adolescence. The period in itself is a problem age, the nature of the problems varying with the culture in which the adolescent develops.

At least two helpful investigations on adolescent problems are available. Through analysis of a questionnaire answered by three thousand girls in twenty states, Sister

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<sup>33</sup> Alexander Schneiders, Personality Development and Adjustment in Adolescence, Milwaukee, Bruce Publishing Co., 1960, p. 45.

<sup>34</sup> Elizabeth B. Hurlock, Adolescent Development, New York, McGraw-Hill, 1955, p. 7.

Mildred Knoebber<sup>35</sup> showed that the following are significant to the adolescent girl: her future vocation; being only partially understood by older people; a lack of social privileges; and heterosexual relationships. By means of a questionnaire administered to two thousand adolescent boys on some two hundred vital questions, Dr. Fleege<sup>36</sup> found that teenage boys have the same four significant problem areas as teenage girls.

From other studies like those of Kuhlén and Bretsch,<sup>37</sup> Hunter and Norman,<sup>38</sup> Stone,<sup>39</sup> Williams,<sup>40</sup> and in particular that of Jesell,<sup>41</sup> it is clear that problems which trouble the

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<sup>35</sup> Sister M. Mildred Knoebber, O.S.B., The Self-Revelation of the Adolescent Girl, Milwaukee, Bruce Publishing Co., 1937, p. 171-172.

<sup>36</sup> Urban E. Fleege, Self-Revelation of the Adolescent Boy, Milwaukee, Bruce Publishing Co., 1945, p. 359-361.

<sup>37</sup> A. J. Kuhlén and H. L. Bretsch, "Sociometric Status and Personal Problems of Adolescents," Sociometry, Vol. 10, No. 2, May 1947, p. 122-132.

<sup>38</sup> H. A. Hunter and D. M. Norman, "Problems of College Students," Journal of Educational Psychology, Vol. 40, No. 2, February 1949, p. 79-88.

<sup>39</sup> L. G. Stone, "Student Problems in a Teachers College," Journal of Educational Psychology, Vol. 39, No. 7, November 1945, p. 404-408.

<sup>40</sup> I. D. Williams, "Problems of California High School Seniors," California Journal of Secondary Education, Vol. 2, No. 2, February 1945, p. 73-78.

<sup>41</sup> Arnold Jesell et al., Youth: The Years from Ten to Sixteen, New York, Harpers, 1956, xi-542 p.

average adolescent of both sexes are problems arising in relation to 1) the family, 2) associates, and 3) self. Gesell's long-term project on adolescence upholds this classification. To obtain data for his study, undoubtedly the most extensive one yet made, Gesell and his collaborators employed observations of teenagers in realistic situations; objective and projective tests; measurements in physical growth; interviews with adolescents, parents, and teachers.

Within this framework of sources there are certain elements which generate specific problems. Strang,<sup>42</sup> Cole,<sup>43</sup> Jersild<sup>44</sup> and others indicate that problems arising in the family are centered about relationships with parents, brothers and sisters, and financial status. On the strength of authorities, particularly Jersild,<sup>45</sup> Cole,<sup>46</sup> and Knoebber,<sup>47</sup> it is clear that the problems arising from the adolescent's associates relate to his peers, teachers, classmates, and adults. In agreement with any authority whose approach is

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<sup>42</sup> Ruth Strang, The Adolescent Views Himself, New York, McGraw-Hill, 1957, p. 356-365.

<sup>43</sup> Luella Cole, Psychology of Adolescence, New York, Hinehart and Co., 1957, p. 321-327.

<sup>44</sup> Arthur Jersild, The Psychology of Adolescence, New York, Macmillan Company, 1958, p. 257-271.

<sup>45</sup> Ibid., p. 272-276.

<sup>46</sup> Fleegs, Op. Cit., p. 160-220; 107-116.

<sup>47</sup> Knoebber, Op. Cit., p. 79-130.

development<sup>48</sup>, Cole,<sup>48</sup> Goodenough and Tyler,<sup>49</sup> and Piomas<sup>50</sup> give evidence that the problems arising in dealing with self are physical, emotional, motivational, social, and spiritual.

For purposes of study, the specific problems may be classified according to kind or category. One intensive research of this type is that of Mooney<sup>51</sup> and his collaborators. In the college and high school forms of the Check Lists cited earlier in this chapter, there are 330 items divided into ten areas with thirty items in each. The areas are: health and physical development; finances, living conditions and employment; social and recreational activities; social-psychological relations; courtship, sex, and marriage; adjustment to college (school) work; the future, vocational, and educational; curriculum and teaching procedure.

Many studies use Mooney's classification; for example, those of Kuhlén and Bretsch<sup>52</sup> and Glyn Morris.<sup>53</sup> Others set

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<sup>48</sup> Cole, Op. Cit., p. 3-36; 111-155; 415-447.

<sup>49</sup> Florence Goodenough and Leona Tyler, Developmental Psychology, New York, Appleton-Century-Crofts, Inc., 1959, p. 385-405.

<sup>50</sup> Piomas, Op. Cit., . . . 214-232.

<sup>51</sup> Mooney and Gordon, The Mooney Problem Check Lists, Manual, p. 3-15.

<sup>52</sup> Kuhlén and Bretsch, Op. Cit., . . . 122-137.

<sup>53</sup> Glyn Morris, "How Five Schools Made Plans for Pupil Needs," The Clearing House, Vol. 29, No. 3, November 1954, p. 131-134.

up their own categories; for instance, Leath and Gregory,<sup>54</sup> Hunter and Morgan,<sup>55</sup> and Williams.<sup>56</sup>

A composite list of adolescent problems compiled from studies such as the above is found in Cole,<sup>57</sup> who classifies them as: health; personality; home and family; social status; heterosexual relationships; religion and morals; school and study; and of being a teenager.

Reviewing the major problems and adjustment roles of adolescents, one might next to collect some significant observations and conclusions that have been made in regard to them.

Psychologists agree that the adolescent's home environment may create specific problems. They see that parent-child conflicts in adolescence develop over the struggle for independence. Josselyn<sup>58</sup> points out that:

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54 C.W. Leath and L.G. Gregory, "Problems of adolescence and their solution," School and Society, vol. 63, no. 1638, May 1946, p. 35-38.

55 Hunter and Morgan, op. cit., p. 75-77.

56 Williams, op. cit., p. 73-78.

57 Cole, op. cit., p. 244-257.

58 Irene Josselyn, "Psychological aspects of adolescence," American Journal of Orthopsychiatry, vol. 2, no. 3, July 1956, p. 457-464.

During adolescence every individual goes from childhood, by way of a complicated path toward the outlet of a maze, to become an adult. [...] In the past, faced with a confusing situation, he had allowed himself to be dependent upon others. [...] he knows that any pathway characterized by dependency will only lead him back to the entrance not to the exit of the maze. [...] He struggles to be independent.

His efforts to achieve independence either enhance his total growth as a person or they become obstacles to such development.

The home and family may exert other pressures on the teenager which subsequently give rise to problems. Strang<sup>59</sup> says, for instance:

Where there is no father, where the mother is employed outside the home, where there are dislocations due to war or divorce, the children are more likely to become involved in truancy, lying, stealing and other delinquent behavior. A home base seems to be a psychological as well as a biological necessity.

Allport<sup>60</sup> agrees that parents' attitudes, values, and behavior are of prime importance in helping the adolescent attain maturity and, with it, security. Cole<sup>61</sup> adds that types of parental control exercised over children create conflicts which may result in undesirable behavior patterns.

When the adolescent emerges from his home and family surroundings, he finds it necessary to adjust to his peers, classmates, teachers, and adults.

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59 Strang, Op. Cit., p. 360-361.

60 Allport, Op. Cit., p. 186.

61 Cole, Op. Cit., p. 318.

For adequate social growth, the child needs both parents and age mates; without the close influence of parents the child cannot identify the way he must act in early years; without the close influence of peers he cannot achieve the psychological weaning essential for eventual emotional and social maturity. [...] he must learn the give-and-take involved in getting along with those of his same age and relative developmental level [...].<sup>62</sup>

At school the adolescent also faces problems. Glyn Morris<sup>63</sup> and Lucille Williams<sup>64</sup> both report that, according to their studies, the greatest number of problems arise in the area of adjustment to school work. Schaffer and Shaben<sup>65</sup> claim that maladjusted teachers may create new school problems or intensify existing ones.

In the transition from childhood to adulthood, the adolescent must face the problems of the working world. According to Hollingshead,<sup>66</sup> some of these call for adjustments in social relations with employer and employees as well as for adjustments to the work itself and to the pay.

As he deals with self, the adolescent must cope with physical and physiological change; with self-concept and

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<sup>62</sup> Walter Wilkins, "Social Peers and Parents," Education, Vol. 73, No. 4, December 1952, p. 234-237.

<sup>63</sup> Glyn Morris, Op. Cit., p. 131-134.

<sup>64</sup> L.H. Williams, Op. Cit., p. 73-78.

<sup>65</sup> L.F. Schaffer and E.J. Shaben, Jr., The Psychology of Adjustment, Boston, Houghton Mifflin Co., 1956, p. 566-554.

<sup>66</sup> A. Hollingshead, Elmtown's Youth, New York, John Wiley and Sons, 1961, p. 360-388.

self-identification; with emotional, moral, and spiritual maturity. Much is said on these areas.

Cole<sup>67</sup> underscores that adolescence is basically a period of physical and physiological change. Hurlock<sup>68</sup> refers to the body change as one that has psychological overtones. Jones and Mussen<sup>69</sup> report that late returning girls show particular evidence of negative self-concepts, prolonged dependency needs, feelings of rejection by others, rebellious attitudes toward parents, and strong affiliative needs. Allport<sup>70</sup> describes the particular difficulties of sexual adjustment during this period of change.

The shaping of the body and the emotions to complement the process of maturation is accompanied by a new concept of self and efforts at self-identification. Goodenough<sup>71</sup> affirms: "In a very real sense, identity is the crucial problem of

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67 Cole, Op. Cit., p. 10.

68 Hurlock, Op. Cit., p. 19-72.

69 Mary Jones and Paul Mussen, "Self-Concepts, Motivations, and Interpersonal Attitudes of Early and Late Maturing Girls," Child Development, Vol. 29, no. 4, December 1958, p. 491-500.

70 G. Allport, "Religion and Adolescence," in Religion in the Developing Personality: Proceedings of the Second Academy Symposium, New York, New York University Press, 1960, p. 21.

71 Goodenough, Op. Cit., p. 404.

adolescence." Sister Alexandra<sup>72</sup> makes the observation that members of the leader group have a more adequate self-concept and self-identification and a higher level of aspiration than members of the non-leader group. Sorenson<sup>73</sup> maintains that this sense of adequacy or inadequacy is allied to one's general concept of security.

Closely related to problems of personal security are those precipitated by learning experiences in morality and religion. The adolescent's moral beliefs are an integral part of all phases of his life and influence his physical, emotional, and motivational well-being. It also appears that most adolescents want to find something tangible in religion, but frequently fail to do so. Schneiders<sup>74</sup> stresses that:

Interests and attitudes, values and ideals, touch many phases of a person's life, but none more deeply than his moral and religious conduct. If the natural goal of adolescent development is maturity, we can say with equal certainty that the goal of education is formation of character, and without character there is no maturity. By the same rule, without morality there is no character.

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<sup>72</sup> Sister M. Alexandra, "Personality Adjustment and Leadership," Education, Vol. 66, No. 9, May 1946, p. 504-590.

<sup>73</sup> Herbert Sorenson, "On Being Secure," Education, Vol. 73, No. 4, December 1952, p. 235-240.

<sup>74</sup> Schneiders, Op. Cit., p. 309.

Studies of Hurlock,<sup>75</sup> Beckman,<sup>76</sup> Kuhlen and Arnold,<sup>77</sup> Geaney,<sup>78</sup> and Margaret<sup>79</sup> point up more definite problems of adolescents as they build their values. Some of these are: doubts, disillusion; a dislike of church services; wanting to know the meaning of heaven and hell, and of the conflict between religion and science; and wondering about life after death. Allport<sup>80</sup> reports that seven out of every ten college students feel the need for religion to achieve a fully mature philosophy of life and that, as a group, women are more religious than men. Smith<sup>81</sup> holds that there are wide individual differences among adolescents in their attitudes toward religion and morality generally, just as there are in other areas

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<sup>75</sup> Hurlock, Op.Cit., p. 299.

<sup>76</sup> E. Beckman, "What High School Seniors Think of Religion," Religious Education, Vol. 65, No. 6, November-December, 1947, p. 333-337.

<sup>77</sup> R.O. Kuhlen and M. Arnold, "Age Differences in Religious Beliefs and Problems during Adolescence," Journal of Genetic Psychology, Vol. 65, 1944, p. 291-300.

<sup>78</sup> D.J. Geaney, "Spiritual Needs of Teenagers," Ave Maria, Vol. 86, No. 10, September 1957, p. 12-14.

<sup>79</sup> M. Margaret, "Young People Starving for God," America, Vol. 95, No. 24, September 1956, p. 558-560.

<sup>80</sup> G.W. Allport et al., "Religion of the Post-War College Student," Journal of Psychology, Vol. 25, First Half, January 1948, p. 3-33.

<sup>81</sup> W.J. Smith, "Religious and Moral Development in Adolescents," Catholic Educational Review, Vol. 56, No. 9, December 1958, p. 591-597.

of personality.

The results of a nation-wide survey are stated thus:

All in all, then, religion holds before the growing person the concept of God, [...] all-loving, who knows altogether the strengths and weaknesses of His human child, and in the doing of whose will there may be achieved the only true and satisfying integration of personality.<sup>82</sup>

This is in agreement with Schneiders' statement<sup>83</sup> that religion "is not the whole adjustment, nor can it guarantee peace of soul or mental tranquility, but it stands out as one of the most important factors in man's attempts to live the good life."

Among the needs of the adolescent in his relation to self is the need for leisure time. Menninger<sup>84</sup> maintains that the teenager has more responsibilities, frustrations, and conflicts than he had as a child, and so it becomes important to him to work off his tensions through leisure time activities. What he does with his leisure time may aid his total development or it may retard it and even change the course of development into undesirable behavior patterns.

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<sup>82</sup> H.L. Witmer, ed., Personality in the Making, The Fact-Finding Report of the Mid-Century White House Conference on Children and Youth, New York, Harpers, 1952, p. 219.

<sup>83</sup> A.A. Schneiders, "Psychology as a Normative Science," in Magda B. Arnold and John A. Mason, P.D. et al., The Human Person: An Approach to an Integral Theory of Personality, New York, Ronald Press, 1954, p. 354.

<sup>84</sup> W.C. Menninger, "Recreation and Mental Health," Recreation, Vol. 42, No. 8, November 1948, p. 347-346.

As the studies of Wrenn and Marie,<sup>85</sup> H. H. Wrenn,<sup>86</sup> and H. H. Wrenn,<sup>87</sup> and Hollingshead<sup>88</sup> testify, the problems in this area are many, varied, and characteristic of the age group, social class, and family socio-economic status. However, reports of authorities that these problems are due to too much involvement in leisure activities, too little or no involvement in them, or improper selection of them. In this connection, H. H. Wrenn<sup>89</sup> says:

It is abnormal to spend too much time in movies, reading novels, participating in sports, extended vacations. On the other hand, not to set some time aside for relaxation is bad also, even though too much work is better than too much leisure.

It is necessary that the individual, especially in school, in church, in community centers, and elsewhere be encouraged to the maximum of involvement in leisure time activities and the selection of them, that is, that is a goal and end as regards leisure.

<sup>85</sup> O. J. Wrenn and J. Marie, Time on Their Hands: A Report on Leisure, Recreation and Young People, Washington, D.C., American Council on Education, 1941, v-264.

<sup>86</sup> H. H. Wrenn, "A Research on Adolescence: The Social World of the Adolescent," Child Development, Vol. 6, No. 4, December 1935, p. 285-302.

<sup>87</sup> H. H. Wrenn, "Television and the Family," Sociology and Social Research, Vol. 35, No. 2, November-December 1950, p. 113-122.

<sup>88</sup> Hollingshead, op. cit., p. 82-120; 29-325.

<sup>89</sup> Gustave Gail, Christian Culture, Holt, Rinehart and Company, 1961, p. 112.

Studies like those of Bibb,<sup>90</sup> Shalter,<sup>91</sup> Kitty,<sup>92</sup> and Bender and Laurie<sup>93</sup> indicate that adolescents favor hobbies of many kinds, and also comics, movies, television, dancing, parties, reading, games, sports, and just talking and day-dreaming as leisure activities.

William<sup>94</sup> feels that it is incumbent on schools to provide opportunities for some leisure time during the school day and says that home and school training for leisure must be supported by religious values, and that in the community at large there should be opportunities for recreational and cultural leisure. Hurlock<sup>95</sup> says that all those involved in helping youth cultivate a worthy use of leisure time should provide the opportunities that the adolescents of today need.

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90 F. A. Bibb, A Study of the 1042 Sophomores, Juniors, and Seniors of a Midwest High School, unpublished master's thesis, Indiana, Indiana State Teachers College, 1949, p. 50-51.

91 E. Shalter, "A Survey of Student Reading," English Journal, Vol. 40, No. 5, May 1951, p. 271-273.

92 F. A. Kitty, "Children's Interests in Comics, Radio, Motion Pictures and TV," Educational Administration and Supervision, Vol. 38, No. 3, March 1952, p. 138.

93 L. Bender and A. Laurie, "The Effect of Comic Books on the Personality of Children," American Journal of Orthopsychiatry, Vol. 11, No. 3, 1941, p. 570.

94 Reverend William, C. S. S., "Leisure," Spiritual Life, Vol. 5, No. 2, June 1960, p. 107.

95 Hurlock, op. cit., p. 219.

The above observations concerning problems of adolescents do not isolate the problems from the personality of the individual. For it is in his relations with his family, associates, and himself that he molds his personality. Basically, every problem confronting the adolescent is related to his personality, and therefore his physical, intellectual, volitional, emotional, social, and spiritual problems are considered as personality problems.

As indicated at the beginning of this chapter, the review of literature here made is essential background material for the present problem. This survey points up that adolescent adjustment problems generally relate to the family, to associates, and to oneself; hence the basic divisions of the present study. It shows that a check list is a valid device for ascertaining adolescent problems; hence the adaptation here of the Mooney Problem Check Lists. Finally, it justifies the present research since it shows that no study exactly like it has been undertaken before this time.

### CHAPTER III

#### FIRST ASPECT OF SURVEY: EMPIRICAL FOUNDATIONS OF THE STUDY

To determine the problems of aspirants and postulants, it was decided to develop a check list in which the items are classified according to the sources of adolescent problems as recognized by the authorities cited in the last chapter: namely, problems arising from the adolescent's relation with his family, with his associates, and with self. Specific problems arising from these sources can be further subdivided, and the classification used here is one of nine areas of adjustment:

- 1) Physical
- 2) Personality
- 3) Social--relation to one another
- 4) Social--relation to authority
- 5) Social--relation to family
- 6) Religious-moral
- 7) Vocational
- 8) Leisure time
- 9) Educational

Because of the complexity of the adolescent personality, some problems will ultimately be listed in more than one area.

As a first step in developing this check list, a survey was undertaken to determine the problems of young girls in the environment of the aspirancy and postulancy of a religious congregation of Sisters in Ohio.

The aspirants are girls who think that they have a religious vocation. They attend an academy founded exclusively

for them and live in the aspirancy of the religious community. The way of life in the aspirancy is an adaptation of the rule and constitutions of the institute to the maturity of this group. It is outlined in a handbook drawn up for the group.

The postulants are girls who have been received by the community as prospective novices and who, according to canon law, are spending six months or a year in preparation for their vocational goal, the novitiate. They are high school graduates and attend a junior college established solely for educating postulants, novices, and junior professed sisters. They pursue courses in a liberal arts curriculum and work towards an Associate in Arts degree. The way of life in the postulancy is based on the rule and constitutions of the congregation in preparation for the novitiate.

Both aspirants and postulants receive training and formation directed toward the objective of being a Sister of Saint Francis. The entire program is an integrated one and includes the training and formation of the whole woman. In the spiritual phase there is emphasis on Franciscan spirituality.

Experience has shown that the adjustment problems of young women in the aspirancy and postulancy are many and varied. The present study is an attempt to identify these problems at all stages of the girls' stay in the aspirancy and postulancy, a range of six months to four years.

### 1. Identification of Problems.

The check list for identifying adjustment problems of aspirants and postulants was constructed with the collaboration of a group of aspirants and postulants in the ten-year span from 1950 to 1960. Two hundred subjects were included in this survey. Seventy of these were aspirants and postulants in the year 1959-1960, and thirty were novices, one or two years removed from their postulancy year. The other hundred were professed Sisters who had to go back in retrospect to their days in the aspirancy or postulancy or both. The survey was conducted during the summer of 1960 when a large number of the Sisters who were subjects in the survey were located at the Motherhouse.

Items for the proposed check list were obtained from the following sources: freely written reflections on the topic, My Problems in the Aspirancy and Postulancy; or My Problems in the Postulancy; personal interviews with the subjects of the survey on their problems while in the aspirancy and postulancy; interviews with former mistresses and their assistants on problems encountered during their period of service; written reports of mistresses and their assistants of problems met in their work with the subjects; a review of literature on problem areas of adolescents and their personality needs; and the writer's experience as mistress of postulants during the ten-year span of the survey, 1950-1960.

The majority of the items included in the check list derive from the personal recall of the persons involved in the survey. A problem is defined as anything that gave the subjects trouble or that they found difficult to do. Following the example of the Olson<sup>1</sup> study which showed that symptoms were more freely reported on the Woodworth-Matthews Personal Data when the questionnaire was left unsigned, it was decided to keep these freely written personal documents anonymous. On the recommendations of eclectics<sup>2</sup> in counseling and guidance that a client should feel the need and have the desire for an interview, personal discussion of problems was left to the choice of the individual subject. The mistresses were contacted, however, and they graciously acquiesced to discuss problems encountered while working with the aspirants and postulants.

A tentative check list was developed from the data thus obtained with problems classified according to the nine areas of adjustment mentioned earlier. An item was included in the check list when it satisfied the definition of a problem; that is, when it was something that gave the subject trouble or that she found difficult to do.

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1 W.C. Olson, "The Omission of Signatures in Personal Data Reports," Journal of Applied Psychology, Vol. 20, 1935, p. 442-450.

2 For example, Frederick C. Thorne, Principles of Personality Counseling, An Eclectic Viewpoint, Brandon, Vermont, Journal of Clinical Psychology, 1950, xv-491 p.

Even after a first list was compiled, personal documents continued to be submitted and interviews to be scheduled. Therefore, the check list was not finally completed until problem items ceased to come in from both subjects and mistresses. Four hundred fifty-four items were submitted by two hundred subjects and ten mistresses. They came from analyses of two hundred personal documents, one hundred interviews of subjects, ten interviews and ten reports of mistresses, and also from numerous jottings by mistresses on difficulties encountered in the aspirancy and postulancy and entered in the individual cumulative folders of the subjects.

The next step was to refine the statement of the items in each area for clarity, brevity, and pattern of expression. This done, the completed check list was ready for use in the second phase of the survey of personality needs of aspirants and postulants.

The completed check list may be found in Appendix A.

## 2. The Check List.

This new tool, The Check List for Aspirants and Postulants, consists of 154 problems or items classified in nine areas of adjustment.

### 1) The Area of Physical Adjustment.

The area of physical adjustment comprises fifty-one items among which the major concerns are: aspirant and postulant appearance; health; food habits; physical aspects of convent routine of cleaning after meals, sleeping in dormitories, the early morning rush; lack of certain recreational activities; and prescribed apparel. All the items in this list reflect that physical and physiological changes of adolescents are generally a source of problems to them.

### 2) The Area of Personality Adjustment.

The area of personality adjustment consists of seventy-two items. The problems that arise in this area are those related to dealings with oneself. They are centered in the effort to achieve an adequate self-concept and self-identification. They include various attitudes, values, aspirations, emotions, and habits; for example, the disorderly care of personal belongings; the complex of being different; distrust of others; a comfort-seeking attitude; fear of criticism; mannerisms irritating to others; the tendency to be noisy; stubbornness; rigid demands of the daily schedule; and uncontrolled emotions when with someone especially liked.

### 3) The Area of Social Adjustment--Relation to One Another.

The area of social adjustment (relation to one another) includes sixty-five items. The problems are those which arise from association with one's peers. The list shows that in a convent environment where one cannot choose some friends to the exclusion of others, where there are close contacts with one's peers all day long both in the school and the home environment, the difficulties of getting along with others are many. Some of these are: awkwardness in meeting people; uneasiness in a group; the habit of arguing; meanness; selfishness; inability to work well with others; obstinate behavior; a desire to be better liked; acceptance of criticism; inability to take teasing; the fact of getting along with one's associates all the time.

### 4) The Area of Social Adjustment--Relation to Authority.

The area of social adjustment (relation to authority) consists of only twenty-three items. This small number may lead one to the conclusion that aspirants and postulants do not have the normal struggle for independence of adolescents in general. This is not the case, however, as items such as these indicate: reluctance in obeying superiors; the habit of criticising authority; the tendency to excuse oneself when corrected; the tendency to resist reprimands; inability to get along with teachers; and a desire to be entrusted with

responsibility as a grown-up.

5) The Area of Social Adjustment--relation to family.

The area of social adjustment (relation to family) comprises thirty-six items. Some of these problems belong to the adolescents' normal relations with their families; for example, misunderstanding on the part of parents; possessiveness of parents; parents' marital problems; criticisms given by parents; clashes of opinion between members of the family; and a desire for greater love and affection from parents. Others are peculiar to the convent environment. Being away from home makes convent girls too preoccupied about home affairs at times, as these problems show: the fact of parents sacrificing too much for them; need for adjustment after visiting Sundays; homesickness; concern for a member of the family; desire for more frequent letters from home; and attachment for mother or father, or a particular brother or sister.

6) The Area of Religious-Moral Adjustment.

The area of religious-moral adjustment totals seventy-six problems, none of which reflects the characteristic adolescent difficulties of doubts and disillusionments about religion and moral values. The reason for this is most likely the convent environment itself, where emphasis is on the supernatural. But this very emphasis gives rise to problems such as:

a desire for feeling close to God; the inability to meditate; lack of devotion; cultivation of a love of silence; lack of prompt and cheerful obedience; and a desire for more time for prayer and recollection. The problems include a concern about moral values; for example, matters concerning purity; a troubled conscience; and confusion over particular moral questions.

#### 7) The Area of Vocational Adjustment.

The area of vocational adjustment includes thirty-four items, all of which are related to the aspirant's or the postulant's decision to become a Sister or the preparation for the Sisterhood. Some of these problems are: doubts about the wisdom of her vocational choice; uncertainty as to future success in life; lack of will to accept the training given; lack of self-preparation for the novitiate; fear of failure to reach one's vocational goals; desire to be certain of one's vocational abilities; and constant talk about returning home.

#### 8) The Area of Leisure Time Adjustment.

The area of leisure time adjustment contains twenty-four items reflecting two kinds of difficulties, those arising from inability to participate in leisure time activities enjoyed before entering the convent, and those deriving from inability to adjust to convent leisure time activities. Examples of the first type are: little opportunity to enjoy

radio or television; reluctance in giving up popular games; no prolonged vacation for interlocking things to be done; lack of time to go; and inability to engage in one's favorite sports. Many less of the second type are: not enough time for recreation; little opportunity to select one's recreational activities; insufficient time to read the daily paper and watch television; and insufficient relaxation from community recreation.

9) The Area of Educational Adjustment.

The area of educational adjustment consists of seventy-three items. This large number confirms the fact that this is a major problem area for the adolescent. The problems result from relationships with teachers, classmates, and self. Some problems relating to teachers are: difficulty in understanding teachers; teacher's lack of interest in students; lack of friendliness; and dislike for one's teacher. Among problems relating to classmates are the following: lack of cooperation in school activities; lack of study time because others asked for help in particular subjects; and frustration because others are far ahead in their studies. Some of the problems relating to self are: disinterested attitude toward school work; inability to grasp certain subjects; feeling of restlessness in class; lack of interest in books; too limited vocabulary; uneasiness experienced in giving oral reports; habit of not getting assignments done on time; and poor background in

some subjects.

### 3. Possibilities of Use.

This check list can be used effectively for women's personality needs in many ways. It can be used to indicate what the problems of aspirants and/or postulants are; which are most prevalent and which most pressing at any particular time. It can be used to identify the area of adjustment which has most problems and that which has the fewest in a particular group of subjects. The analysis of results obtained through the check list may be useful for determining problems to be dealt with through group guidance in the form of instructions, convocations, and other group activities. It may be a way of helping a postulant recognize her problems more quickly so as to obtain a solution. It may also be a source of encouragement to the aspirant or postulant who finds that she has no problems in some areas.

The check list may likewise serve as a source of communication which helps the mistress understand the aspirant or postulant and her problems. It may help the mistress to locate and analyze postulants and aspirants who are otherwise hard to reach. Lastly, the check list may serve as a basis of criteria for further research on the problems of aspirants and postulants.

This study is concerned with only certain definite possibilities of the check list. These are taken up in the following chapter.

## CHAPTER IV

### SECOND ASPECT OF SURVEY; USE OF CHECK LIST AND ANALYSIS OF RESULTS

The constructed check list described in the preceding chapter is considered valid on the basis of the three criteria: that the aspirants and/or postulants recognize their own problems; that they find these problems listed; and that they are willing to record them. It is used in this study in the attempt to realize three specific objectives: 1) to find whether the problems of the groups of the same age and scholastic level differ according to the time spent in the aspirancy and/or postulancy; 2) to determine whether the problems diminish as the time in the aspirancy and/or postulancy increases; and 3) to note whether there are problems characteristic of specific groups. For these purposes the following null hypothesis is formulated: There is no significant difference in problems of adjustment between the groups of aspirants and postulants studied.

To achieve these specific objectives, the check list was administered to the same two hundred subjects who participated in the first phase of the survey. For purposes of the present discussion, the subjects are divided into four groups according to scholastic levels--freshmen, juniors,

seniors, and college students.<sup>1</sup> They are further subdivided into a total of seven groups according to their scholastic level at the time of entrance into the convent. For convenience in tabulating results in this study, the groups are designated as F, J, S, C, J<sub>1</sub>, S<sub>1</sub>, and C<sub>1</sub>. The four letters F, J, S, and C refer to the same group of subjects--girls entering the convent as freshmen in high school and progressing through the junior, senior, and college levels before entering the novitiate; thus J designates the group at the junior level and in the second year of convent life; S, at the senior level and in the third year of convent life; C, at the college level and in the fourth year of convent life. The symbol J<sub>1</sub> indicates entrance into the convent at the junior level; S<sub>1</sub> at the senior level; and C<sub>1</sub> at the college level.<sup>2</sup>

These two hundred subjects were given mimeographed copies of the newly devised Problem Check List for Aspirants and Postulants. They were asked to check the items on the check list after reading the directions very carefully; they were told to take as much time as they needed for doing so.

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1 The sophomore classification is deleted since in the accelerated program of the academy attended by the subjects, four summer sessions constitute the equivalent of the sophomore year.

2 The J<sub>1</sub> and S<sub>1</sub> groups were not followed in this study as they progressed to the college year because the N in these groups was consistently smaller than 15 and so did not assure accurate statistical results.

From the data obtained in the administration of the Check List, frequencies were tabulated for each item for each of the separate groups. The results are recorded in Tables I to IX in Appendix B.

### 1. Validation of Tool.

The data compiled in Appendix B establish a certain measure of validity for the instrument since the subjects not only recognized and recorded their problems but found no new ones to add to the list. It is important to keep in mind, however, that this tool is valid only for the groups involved; that is for the sampling of aspirants and/or postulants of the religious congregation in question. The present study proposes to achieve no greater degree of validity since its purpose is limited to the identification of problems of aspirants and/or postulants of one religious congregation of Sisters.

### 2. Verification of Need of the New Tool.

The compilation of a problem check list for aspirants and/or postulants was undertaken on the assumption that there is need for one since in many respects the Mooney Problem Check Lists fail to identify the problems of such groups. The survey shows this to be the case. On the one hand, there are problems listed in the constructed tool characteristic of the

specific environment in which they arise. On the other hand, there are problems on the Mooney Problem Check Lists which are not found in the constructed one precisely because they do not arise in the specific environment here studied; for example, problems concerning a job, boy and girl relations, courtship, economic security, and some aspects of social-psychological relations. Therefore, the assumption made is upheld by the results of the first phase of the survey which was discussed in Chapter III.

### 3. Results of Item Analysis.

By means of the Chi-Square Test, Tables<sup>3</sup> were prepared which were used in making an item analysis to test the null hypothesis formulated earlier in order to achieve the objectives indicated at the outset of this chapter.

The following Formula was applied in the construction of the Tables:

$$\chi^2 = \frac{\sum (f_o - f_t)^2}{f_t}$$

In this Formula  $f_o$  is the given frequency and  $f_t$  the theoretical frequency. (See Appendix C for Tables and directions for use of them).

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<sup>3</sup> The writer is deeply indebted for the preparation of these Tables to Professor Lawrence-T. Dayhaw, Ph.D., of the School of Psychology and Education of the University of Ottawa.

The Table on page 162 indicates that if  $f_o = 5$  when  $N_1 = 15$ , then for significant differences to occur at either the .05 or .01 level, the  $f_o$  for the group  $N_2 = 48$  must be no greater than 5 or 3. This implies that  $f_o$  for  $N_2 = 48$  can have the values 2.4 but not 6 for significance to occur at one or both levels of probability.

The following illustrations show that this inference is based on the Chi-Square Test. For example: Is a particular item significant if  $f_o = 5$  when  $N_1 = 15$  and  $f_o = 6$  when  $N_2 = 48$ ? To determine whether the given frequencies are significant or not in the comparison of the groups, a table is set up thus:

	$N_1=15$			$N_2=48$			
	$f_o$	$f_t^A$	$f_o - f_t$	$f_o$	$f_t$	$f_o - f_t$	T
Yes	5	2.6	2.4	6	8.4	2.4	11
No	10	12.4	2.4	42	39.6	2.4	52
Marginal Total:	15			48			63

$A f_t = N_1 (t_y \text{ or } t_n) / (N_1 + N_2)$  where  $N_1$  and  $N_2$  are the number of

number of subjects in the respective groups;  $t_y$  is the total number of Yes responses and  $t_n$  of the No responses.

Then  $\chi^2 = \frac{(2.4)^2}{2.6} + \frac{(2.4)^2}{8.4} + \frac{(2.4)^2}{12.4} + \frac{(2.4)^2}{39.6} = 2.2 + .7 + .5 + .1 = 3.5$ .

But  $\chi^2 .05 = 3.841$  and  $\chi^2 .01 = 6.635$  for  $df = 1$ .

Here  $df$  means degrees of freedom obtained by using the formula  $(n-1)$  where  $n$  is the number of categories. Therefore, there is no significant difference between the two groups at records this particular item of the check list since,

$$3.5 < \chi^2 .05 \quad \text{and} \quad 3.5 < \chi^2 .01 .$$

In a similar way the Chi-Square Test results show that if  $f_o = 5$  when  $N_1 = 15$  and  $f_o = 2$  when  $N_2 = 48$  then  $\chi^2 = 9.3$ . In this case, for the particular item, there is a significant difference between the groups at both levels since,

$$9.4 > \chi^2 .05 \quad \text{and} \quad 9.4 > \chi^2 .01 .$$

Lastly, if  $f_o = 5$  when  $N_1 = 15$  and  $f_o = 4$  when  $N_2 = 48$ , then the Chi-Square Test results show that there is a significant difference between the groups for the particular item at the .05 level but not at the .01 level of probability. Here  $\chi^2 = 6.1$ .

These Tables based on the Chi-Square Test simplified the work of the item analysis. The results of the item analysis are discussed according to the nine areas of adjustment considered; they prove that the objectives set up for this study have been achieved.

These results are presented in Tables I to IX inclusive, each Table giving the results of the item analysis in one of the nine areas of adjustment. Each is analyzed separately and accompanied by an enumeration of the problems significant at the .01 and .05 levels of probability in the comparisons

made, and by a specification of problems common to adolescents in general on the one hand and those peculiar to the convent environment on the other.

### 1) The Area of Physical Adjustment.

The results of the item analysis in this area are found in Tables Ia and Ib. In these, and in all the Tables that follow, each of the seven groups is compared with the remaining groups, item by item, to determine the significance of the problems in the comparisons. For any particular item, a comparison of frequencies of the two groups produces a significance or non-significance. It is important to note throughout this study that significance consistently means a comparison of frequencies within the groups. An example may help to read the results indicated in the Tables. Item one in Table Ia, for instance, is significant for the freshman group only when compared with the junior and senior groups. Similarly, item twenty-three is significant for the junior group only when compared with the freshman group.

Further study leads to the examination of these significant problems with a view to determining which are common to adolescents in general and which are peculiar to the convent environment.

Table Ia.—Significance between groups J, J<sub>1</sub>, S, S<sub>1</sub>, C, C<sub>1</sub> of Items in the Area of Physical Adjustment at the .01 Level of Probability.

Items <sup>A</sup>	F N:122 <sup>B</sup>	J N:122	J <sub>1</sub> N:15	S N:122	S <sub>1</sub> N:15	C N:24	C <sub>1</sub> N:48
1	J, S	F	--	F	--	--	--
2	S <sub>1</sub>	--	--	--	S	--	--
3	J, S	F	--	F	--	--	--
4	J, S	F	--	F	C	S <sub>1</sub>	--
5	--	S <sub>1</sub>	--	--	J	--	--
6	S	--	--	F	--	--	--
7	J	F, S <sub>1</sub>	--	--	J	--	--
10	--	S <sub>1</sub>	--	--	J	--	--
15	--	S <sub>1</sub>	--	--	J, C	S <sub>1</sub>	--
18	J, S	F	--	F	--	--	--
20	S	--	--	F	--	--	--
21	J	F, S <sub>1</sub>	--	--	J	--	--
23	J, S	F	--	--	--	F	--
24	--	--	--	S <sub>1</sub>	S	--	--
44	J, S	F	--	F	--	--	--
45	S	--	--	F	--	--	--
47	S, C	--	--	F	--	F	--
50	S	--	--	F	--	--	--

A The numbers in the items column correspond to the numbers of the respective problems in the check list which is found in Appendix A.

B N:122 in the F column means that the Freshman group consists of 122 members.

Table Ib.—Significance between groups F, J, J<sub>1</sub>, S, S<sub>1</sub>, C, C<sub>1</sub> of Items in the Area of Physical Adjustment at the .05 Level of probability.

Items <sup>A</sup>	F N:122 <sup>B</sup>	J N:122	J <sub>1</sub> N:15	S N:122	S <sub>1</sub> N:15	C N:54	C <sub>1</sub> N:48
1	C	--	--	S <sub>1</sub>	S	F	--
2	--	S <sub>1</sub>	--	--	J	--	--
3	--	--	--	--	C, C <sub>1</sub>	S <sub>1</sub>	S <sub>1</sub>
4	--	--	--	--	C <sub>1</sub>	--	S <sub>1</sub>
5	F	F, S	--	J	--	--	--
6	F, C <sub>1</sub>	F	--	--	--	--	F
7	S, S <sub>1</sub>	--	--	F, S <sub>1</sub>	F, C	--	--
8	F, C, C <sub>1</sub>	--	--	F	--	F	F
9	S	S <sub>1</sub>	--	F	J	--	--
10	S <sub>1</sub>	--	--	S <sub>1</sub>	F, S	--	--
11	S	--	--	F	--	--	--
14	S	--	--	F	--	--	--
15	S	--	S <sub>1</sub>	F	J <sub>1</sub>	--	--
18	C, C <sub>1</sub>	--	--	--	--	F	F
20	F, C <sub>1</sub>	F	--	--	--	--	F
21	F, C	C <sub>1</sub>	--	F	C <sub>1</sub>	F	F, S <sub>1</sub>
23	S	--	C <sub>1</sub>	F	J <sub>1</sub> , C <sub>1</sub>	C <sub>1</sub>	S <sub>1</sub> , C
25	J	F, S	--	J	--	--	--
30	J	F	--	--	--	--	--

Table Ib.—Significance between Groups F, J, J<sub>1</sub>, S, S<sub>1</sub>, C, C<sub>1</sub> of Items in the Area of Physical Adjustment at the .05 Level of Probability (Continued).

Items <sup>A</sup>	F N:122 <sup>B</sup>	J N:122	J <sub>1</sub> N:15	S N:122	S <sub>1</sub> N:15	C N:50	C <sub>1</sub> N:40
31	J	F	--	--	--	--	--
35	--	S	--	J	--	--	--
36	J,S	F	--	F	--	--	--
41	S	--	--	F	--	--	--
43	J,S	F	--	F	--	--	--
44	C	--	--	--	--	F	--
45	J,C	F,S <sub>1</sub>	--	--	J	F	--
46	J	F	--	--	--	--	--
47	J	F,S	--	J	--	--	--
48	S,C	--	--	F	--	F	--
50	J,C	F	--	--	--	F	--
51	S	S	--	F,J	--	--	--

A See footnote Table Ia, p. 53.

B See footnote Table Ia, p. 53.

The large conclusions deducible from the tables are summarized in the following list which is explained as follows: The complete list includes all the different problems significant in this particular area of adjustment. Those marked with an asterisk (\*) are significant at the .01 level of probability; the others, at the .05 level. Furthermore the items prefixed by a "/" sign are judged to be peculiar to the convent environment, whereas those not so marked are considered by most authorities to be common to adolescents in general.

- / \* 1. Practice of eating all food served.
- / \* 2. Daily breakfast as a "must".
- \* 3. Early rising.
- / \* 4. Swimming not included in leisure time activities.
- / \* 5. Sleeping in a dormitory.
- \* 6. Too few hours of sleep.
- \* 7. Insufficient time for favorite sport.
- 8. Overweight.
- 9. Underweight.
- \* 10. Poor eyesight.
- 11. Poor hearing.
- 12. Frequent sick spells.
- \* 15. Lack of graceful posture.
- / \* 18. No knack for sewing buttons, zippers, etc.
- \* 20. Ways of acquiring a well-groomed look.
- / \* 21. Cultivation of a subdued voice.
- \* 23. Awkwardness in action.
- \* 24. Frequent headaches.
- 25. Frequent lack of appetite at meal time.
- 30. Nose or sinus infection.
- 31. Allergies (hay fever, hives, etc.)
- 35. Soisterousness.
- 36. Frequent dental cavities.
- / 41. Desire for Mother's cooking.
- 43. Indifferent attitude while doing house duties.
- \* 44. Non-acquaintance with surroundings.
- / \* 45. Wearing hose daily.
- / 46. Convent footwear.
- / \* 47. Time limit for dressing.
- / 48. Early morning rush.
- / \* 50. Drinking coffee for breakfast.
- 51. Habit of budgeting time.

In summary, the results indicate that for the comparisons made the total number of significant problems is forty-nine, of which thirty-one are specifically different. It is notable that eighteen of these are significant at the .01 level. The problems reflect a concern not only about physical and physiological changes which characterize the adolescent period generally, but also about the physical aspects of the convent environment, such as sleeping accommodations, bathing facilities for dressing, and others.

There is evidence also that the freshmen have more significant problems than any other group and that the number diminishes as the group matures, that is, during the junior, senior, and college years. The characteristic problems of the freshmen are all those significant at the .01 level of probability in the comparisons made. No such pattern emerges for the other groups. The girls who enter the convent as juniors or collegians, that is the  $J_1$  and  $C_1$  groups, show few significant problems; this may mean either that their problems are all of equal difficulty or that the girls face them with greater confidence and cope with them adequately.

It will be noted that the forms for the analysis of the remaining eight areas of adjustment will be presented in the same manner as that here given.

One can observe further that any account of the inferences drawn from a study of the data derived from a use of the

constructed check list is necessarily limited. One can hardly hope to record all the findings indicated in Tables I to IX. For this study this is not required. The objective of this investigation is to demonstrate that there are differences in problems among the groups considered, not to account for all the differences. Hence, the method of selective interpretation here begun is pursued through the remainder of this study.

## 2) Area of Personality Adjustment.

The data of the item analysis in the area of personality adjustment are recorded in Tables IIa and IIb.

As in Table I, so here and in all the Tables that follow, one can observe exactly where significance occurs in the comparisons. For example, when  $S_1$  is compared with the other groups, item six is significant at the .01 level only when it is compared with the F, J, and C groups, while at the .05 level the same item is significant only in comparison with the  $J_1$  and  $G_1$  groups.

A further study of these results points up the following facts. At the .01 level of probability there are twenty-seven significant items. There are forty-two different significant problems at both the .01 and .05 levels combined, and only six of these are peculiar to the convent environment.

Table IIIa.—Significance between Groups F, J, J<sub>1</sub>, S, S<sub>1</sub>, C, C<sub>1</sub> of Items in the Area of Personality Adjustment at the .01 Level of Probability.

Items <sup>A</sup>	F N:122 <sup>B</sup>	J N:122	J <sub>1</sub> N:15	S N:122	S <sub>1</sub> N:15	C N:54	C <sub>1</sub> N:48
1	F, S	F	S	F, J <sub>1</sub>	--	--	--
2	S	--	--	F	--	--	--
3	S	--	--	F	--	--	--
4	--	--	--	S <sub>1</sub>	S	--	--
5	--	S <sub>1</sub>	--	S <sub>1</sub>	J, S	--	--
6	S <sub>1</sub>	S <sub>1</sub>	--	S <sub>1</sub>	F, J, S	--	--
7	--	S <sub>1</sub>	--	S <sub>1</sub>	J, S, C	S <sub>1</sub>	--
8	--	--	S <sub>1</sub>	--	S <sub>1</sub>	--	--
9	J, C	F	--	--	--	F, C <sub>1</sub>	C
10	--	S <sub>1</sub>	S <sub>1</sub>	S <sub>1</sub>	J, J <sub>1</sub> , S	--	--
11	C <sub>1</sub>	--	--	--	--	--	F
17	S	--	--	F	--	--	--
19	S	S <sub>1</sub>	--	F, S <sub>1</sub>	J, S	--	--
20	C <sub>1</sub>	--	--	--	--	--	F
21	C	--	--	--	--	F	--
22	C <sub>1</sub>	--	--	S <sub>1</sub>	S	--	F
24	J	F	--	--	--	--	--
25	--	--	--	S <sub>1</sub>	S	--	--
27	S, C	S <sub>1</sub>	--	F, S <sub>1</sub>	J, S	F	--
28	C <sub>1</sub>	--	--	--	--	--	F

Table IIa.—Significance between Groups  $F$ ,  $J$ ,  $J_1$ ,  $S$ ,  $S_1$ ,  $C$ ,  $C_1$  of Items in the Area of Personality Adjustment at the .01 Level of Probability (Continued).

Items <sup>A</sup>	$F$ N:122 <sup>B</sup>	$J$ N:122	$J_1$ N:15	$S$ N:122	$S_1$ N:15	$C$ N:54	$C_1$ N:48
30	$C, C_1$	--	--	--	--	$F$	$F$
34	$S$	--	--	$F$	--	--	--
36	--	--	--	$S_1$	$S$	--	--
46	$S_1$	$S_1$	--	--	$F, J$	--	--
47	$S_1$	$S_1$	--	--	$F, J$	--	--
52	$S$	--	--	$F$	--	--	--
70	--	$S_1$	--	--	$J$	--	--

A See footnote Table Ia, p. 53.

B See footnote Table Ia, p. 53.

Table IIb.—Significances between groups P, J, J<sub>1</sub>, S, S<sub>1</sub>, C, C<sub>1</sub> of Items in the Area of Personality Adjustment at the .05 Level of Probability.

Items <sup>A</sup>	P N:122 <sup>B</sup>	J N:122	J <sub>1</sub> N:15	S N:122	S <sub>1</sub> N:15	C N:54	C <sub>1</sub> N:46
1	C <sub>1</sub>	J <sub>1</sub>	J	--	--	--	F
2	J	F	--	--	--	--	--
3	J,C	F	--	--	--	F	--
4	S <sub>1</sub>	--	--	--	F	--	--
5	J,S	F	--	F	--	--	--
6	--	--	S <sub>1</sub>	--	J <sub>1</sub> ,C <sub>1</sub>	--	C <sub>1</sub>
7	S <sub>1</sub>	--	--	--	F	--	--
8	--	S <sub>1</sub>	C <sub>1</sub>	S <sub>1</sub>	J,S	--	J <sub>1</sub>
9	S	C <sub>1</sub>	--	F,C <sub>1</sub>	--	--	J,S
10	S,C	--	--	F	C <sub>1</sub>	F	S <sub>1</sub>
11	J,J <sub>1</sub>	F,S <sub>1</sub>	F,S <sub>1</sub>	S <sub>1</sub>	J,J <sub>1</sub> ,S	--	--
12	J,C,C,C <sub>1</sub> /F	--	--	F	--	F	F
13	C	--	--	--	--	F	--
14	--	S <sub>1</sub>	--	S <sub>1</sub>	J,S	--	--
15	C <sub>1</sub>	--	--	S <sub>1</sub>	S	--	F
16	--	--	--	S <sub>1</sub>	S	--	--
17	J	F	--	S <sub>1</sub>	S	--	--
19	C <sub>1</sub>	--	S <sub>1</sub>	--	J <sub>1</sub> ,C	S <sub>1</sub>	S
20	J,S,C	F	--	F	--	F	--
21	S,C <sub>1</sub>	--	S <sub>1</sub>	F,S <sub>1</sub>	J <sub>1</sub> ,C	--	F
22	S	--	S <sub>1</sub>	F	J <sub>1</sub> ,C	S <sub>1</sub>	--

Table IIb.—Significance between Groups F, J, J<sub>1</sub>, S, S<sub>1</sub>, C, C<sub>1</sub> of Items in the Area of Personality Adjustment at the .05 Level of Probability (Continued).

Items <sup>A</sup>	F N:122 <sup>B</sup>	J N:122	J <sub>1</sub> N:15	S N:122	S <sub>1</sub> N:15	C N:54	C <sub>1</sub> N:48
24	C <sub>1</sub>	--	--	--	--	--	F
25	S, C	--	--	F	--	F	--
26	--	--	--	S <sub>1</sub>	S	--	--
27	J, C <sub>1</sub>	F	S <sub>1</sub>	--	S <sub>1</sub>	--	F
28	J <sub>1</sub> , S	--	F	F	--	--	--
30	J	F	--	--	C <sub>1</sub>	--	S <sub>1</sub>
32	--	--	--	S <sub>1</sub>	S	--	--
34	J	F	--	--	--	--	--
36	S	S <sub>1</sub>	--	F	J	--	--
40	--	C <sub>1</sub> , S <sub>1</sub> , C	C, S	J <sub>1</sub> , S <sub>1</sub>	J <sub>1</sub> , S	J	--
42	J, S	F, S <sub>1</sub>	--	F, S <sub>1</sub>	J, S	--	--
44	S <sub>1</sub>	S <sub>1</sub>	--	S <sub>1</sub>	F, J, S	--	--
45	C <sub>1</sub>	--	--	--	--	--	F
46	--	--	S <sub>1</sub>	--	S <sub>1</sub>	--	--
47	--	--	S <sub>1</sub>	--	S <sub>1</sub>	--	--
48	J, S	F	--	F	--	--	--
52	C <sub>1</sub>	--	--	--	--	C <sub>1</sub>	F, C
54	--	J <sub>1</sub>	J	--	--	--	--
63	S	--	--	F	--	--	--
66	S	--	--	F	--	--	--
70	S <sub>1</sub>	--	--	--	F	--	--

A and B See footnote Table Ia, p. 53.

The following listing presents these facts in summary form.

- \* 1. Disorderly in care of personal belongings.
- \* 2. Disorganization in any task.
- ✓ \* 3. Rigid demands of the daily schedule.
- \* 4. Complex of being different.
- \* 5. Nervous behavior.
- \* 6. Mannerisms irritating to others.
- \* 7. Excitable nature.
- \* 8. Attitude of taking some things too seriously.
- ✓ \* 9. Need for learning how to use things sparingly and carefully.
- \* 10. Habit of worrying.
- \* 11. Improvement of personality.
- 12. Anxiety about impressions made on others.
- 13. Lack of ability to lead others.
- 14. Tendency to be easily led by others.
- 15. Habit of daydreaming.
- 16. Careless attitude about too many things.
- \* 17. Tendency to forget things.
- \* 19. Shyness in the presence of others.
- \* 20. Complex of being "inferior," "good-for-nothing," etc.
- \* 21. Lack of self-confidence.
- \* 22. Feelings of embarrassment.
- \* 24. Feelings of being left out of things.
- ✓ \* 25. Feelings of extreme loneliness.
- 26. Desire for greater improvement.
- \* 27. Childish behavior.
- ✓ \* 28. No one to confide in.
- \* 30. Fear of making mistakes.
- 32. Fear of being left alone.
- \* 34. Fear of thunder and lightning.
- \* 36. Tendency to exaggerate.
- 40. Tendency to expect perfection in others.
- ✓ 42. Challenges of give and take too great at times.
- 44. Shiftless attitude toward duties.
- 45. Mistrust of others.
- \* 46. Stubbornness.
- \* 47. Self-consciousness.
- 48. Desire for love and attention.
- \* 52. Thoughts of being misunderstood.
- 54. Lack of self-control.
- 63. Easy-going attitude.
- ✓ 66. Tendency to be noisy.
- \* 70. Boastful attitude.

Since the area of personality is a catch-all, problems included here are those having a direct relation to the person

in all circumstances. They reflect the personality problems of adolescents while achieving self-concept and self-identification, and they concern their attitudes, values, appreciations, emotions, aspirations, and habits. The number and types of problems in this area seem to indicate that aspirants and/or postulants have the same difficulties which are common to adolescents as a whole.

Once more the results show that freshmen have the most problems and that these diminish with their stay in the convent. The  $J_1$  and  $G_1$  groups exhibit the same patterns as in the area of Physical adjustment. When the  $S_1$  group is used as a reference, however, the same item is more often significant in relation to more than one group than to a single group. For example, item ten is significant at the .01 level when the  $G_1$  group is compared with the  $J$ ,  $J_1$ , and  $S$  groups. Similarly, items 5, 6, 7, 19, 27, 46, and 47 are significant at this level in comparisons with more than one group, while only 4, 8, 22, 25, 36, and 70 are significant in a single comparison.

### 3) Area of Social Adjustment--relation to the Another.

In the item analysis made in the area of social adjustment, many significant problems were uncovered in comparisons among the groups. These are given in tables IIIa and IIIb. A reading of Table IIIa shows, for instance, that for item thirty-eight there is significance at the .01 level of probability

Table IIIa. Significance between Groups J, J<sub>1</sub>, S, S<sub>1</sub>, C, C<sub>1</sub> of Items in the Area of Social Adjustment—Relation to One Another at the .01 Level of Probability.

Items	J N:122	J <sub>1</sub> N:122	J <sub>1</sub> N:15	S N:122	S <sub>1</sub> N:15	C N:54	C <sub>1</sub> N:18
1	J, S, C	F	--	F	--	F	--
2	S	S <sub>1</sub>	--	F	J	--	--
3	S, C <sub>1</sub>	S <sub>1</sub>	--	F	J	--	F
4	S	--	S	S, C <sub>1</sub> , S <sub>1</sub>	S	--	--
6	S	--	--	F	--	--	--
7	S	--	--	F	--	--	--
9	S, C	--	--	F	--	F	--
12	S, C, C <sub>1</sub>	--	--	F	--	F	F
13	S	--	--	F	--	--	--
16	--	--	--	S <sub>1</sub>	S	--	--
17	J, S	F	--	F	--	--	--
18	S	--	--	S, S <sub>1</sub>	S	--	--
20	S	--	--	F	--	--	--
21	C	--	--	--	--	F	--
22	--	--	--	S <sub>1</sub>	S	--	--
23	--	--	--	S <sub>1</sub>	S	--	--
24	S, C	--	--	F	--	F	--
27	S	C <sub>1</sub>	--	F	--	--	J
32	S	--	--	F	--	--	--
33	S, C, C <sub>1</sub>	--	--	F	--	F	F
34	J, S	F	--	F	--	--	--

Table IIIa.—Significance between Groups P, J, J<sub>1</sub>, S, S<sub>1</sub>, C, C<sub>1</sub> of Items in the Area of Social Adjustment—relation to One Another at the .01 Level of Probability (Continued).

Items	P N:122	J N:122	J <sub>1</sub> N:15	S N:122	S <sub>1</sub> N:15	C N:54	C <sub>1</sub> N:48
38	J, S, C <sub>1</sub>	P	--	P, S <sub>1</sub>	J, S	--	P
39	S, C	--	--	P	--	P	--
40	S, C	--	--	P	--	P	--
45	S	--	--	P	--	--	--
47	S	--	--	P	--	--	--
48	C <sub>1</sub>	--	--	--	--	--	P
63	--	--	--	S <sub>1</sub>	S	--	--

Table IIIb.-Significance between Groups F, J, J<sub>1</sub>, S, S<sub>1</sub>, C, C<sub>1</sub> of Items in the Area of Social Adjustment--relation to One Another at the .05 Level of Probability.

Items	F N:122	J N:122	J <sub>1</sub> N:15	S N:122	S <sub>1</sub> N:15	C N:54	C <sub>1</sub> N:48
2	J,C	F,S	--	J	--	F	--
3	J,C	F,S	S	J,J <sub>1</sub>	C	F,S <sub>1</sub>	--
4	J,C,C <sub>1</sub>	F,S <sub>1</sub>	--	--	J	F	F
5	J,S,C,C <sub>1</sub>	F	--	F	--	S	F
6	J,C	F	S,C	J <sub>1</sub> ,C	--	F,J <sub>1</sub> ,S	--
7	J,J <sub>1</sub> ,C	F,S	F	J	--	F	--
9	J	F	--	--	--	--	--
10	S	--	--	F,S <sub>1</sub>	S	--	--
11	J,S,C	F,S <sub>1</sub>	--	F	J	F	--
12	J	F,S,C	S	J,J <sub>1</sub>	--	J	--
13	C,C <sub>1</sub>	S,C	S	J,J <sub>1</sub>	--	F,J	F
14	J,C,C <sub>1</sub>	F,S <sub>1</sub>	S	F,J <sub>1</sub>	J	--	F
15	J	F,S <sub>1</sub>	--	J	J	--	--
16	S <sub>1</sub> ,C	S,C	--	J	F	F,J	--
17	--	C <sub>1</sub>	--	--	--	--	J
18	J	F	--	C <sub>1</sub>	C	S <sub>1</sub>	S
20	J	F	--	--	--	--	--
22	J,S,C	F	--	F	--	F	--
23	--	--	--	--	C,C <sub>1</sub>	C <sub>1</sub>	S <sub>1</sub>
24	C <sub>1</sub>	S,S <sub>1</sub> ,C	--	S	J	J	F
25	J,S	F	--	F	--	--	--

Table IIIB.--Significance between Groups F, J, J<sub>1</sub>, S, S<sub>1</sub>, C, C<sub>1</sub> of Items in the Area of Social Adjustment--Relation to one Another at the .05 Level of Probability (Continued).

Items	F N:122	J N:122	J <sub>1</sub> N:115	S N:122	S <sub>1</sub> N:115	C N:54	C <sub>1</sub> N:118
26	--	--	S <sub>1</sub>	--	J <sub>1</sub>	--	--
27	J,C	F	--	--	--	F,C <sub>1</sub>	C
29	J	F	--	--	--	--	--
30	J	F	--	--	--	--	--
31	--	F	--	J	--	--	--
32	J,C <sub>1</sub>	F	S <sub>1</sub> ,C <sub>1</sub>	S <sub>1</sub>	J <sub>1</sub> ,C	--	F,J <sub>1</sub>
33	J,J <sub>1</sub>	F,S,C	F	J,S <sub>1</sub>	S	J	--
34	S <sub>1</sub>	--	--	--	F	--	--
36	J,S	F	--	F	--	--	--
39	J,C <sub>1</sub>	F,S,C	--	J	--	J	F
40	J	F,S	S <sub>1</sub>	J	J <sub>1</sub>	--	--
41	J,S	F	--	F	--	--	--
43	S	--	--	F	--	--	--
45	J,C	F,S	--	J	--	F	--
47	J,C,C <sub>1</sub>	F,S,C <sub>1</sub>	--	J	--	F	F,J
48	J,S	F	--	F	--	--	--
49	J,S	F	--	F	--	--	--
52	--	--	C <sub>1</sub>	--	J <sub>1</sub>	--	--
53	J,S	F	--	F	--	--	--
55	--	--	--	--	--	C <sub>1</sub>	C
56	J,S	F	--	F	--	--	--

Table IIIb.—Significance between groups  $J$ ,  $J_1$ ,  $S$ ,  $S_1$ ,  $C$ ,  $C_1$  of Items in the Area of Social Adjustment—Relation to One Another at the .05 Level of Probability (Continued).

Items	$J$ N:122	$J_1$ N:122	$J_1$ N:115	$S$ N:122	$S_1$ N:115	$C$ N:56	$C_1$ N:48
57	--	S	$S_1$	J	$J_1$	--	--
58	--	--	$S_1$	--	$J_1$	--	--
62	J, S	J	--	P	--	--	--
63	--	S	--	J	--	--	--
64	J, S, C	P	--	P	--	P	--

only when the  $S'$  group is compared with the J, I, and  $C_1$  groups; when the S group is compared with the I and  $C_1$  groups; when the  $S_1$  group is compared with the J and I groups; and when the  $C_1$  group is compared with the K group.

The results indicate twenty-seven significant problems at the .01 level of probability and forty-nine at the .05 level. Of the forty-nine different specific problems significant at both the .01 and the .05 levels of probability, only ten, or about one-fifth of the total, are peculiar to experiments and/or postulates. The following list shows these specific problems and their characteristics.

- \* 1. Lack of table manners.
- \* 2. Unawareness of many points of social etiquette.
- \* 3. Hesitancy in making new acquaintances.
- \* 4. Awkwardness in meeting people.
- 5. Uneasiness in a group.
- \* 6. Lack of conversational ability.
- \* 7. Habit of arguing with others.
- \* 9. An attitude of superiority.
- 10. Habit of losing one's temper.
- 11. Tendency to trust others too much.
- \* 12. Inclination to seek out particular companions.
- \* 13. Lack of ability to make friends.
- 14. Moodiness.
- 15. Tendency toward jealousy and envy.
- \* 16. Obstinate behavior.
- \* 17. Habit of sneaking and acting without thinking.
- \* 18. Avoidance of someone disliked.
- \* 20. Habit of selfishness.
- \* 21. Oversensitive nature--cries easily.
- \* 22. Oversensitive nature--feelings easily hurt.
- \* 23. Reluctance to forget unpleasant experiences.
- \* 24. Fear of not being liked by associates.
- 25. Inability to work well with others.
- 26. Uncooperative nature in group problems.
- \* 27. Tendency to denigrate others.
- 28. Acceptance of nagging from one's associates.
- \* 29. Lack of opinions upon working in groups.
- 31. Resentment of attitudes of a leader in a group.



The senior group seem to have more difficulty than they had in their junior year. The  $J_1$  and  $T_1$  groups show a consistent pattern of reporting very few significant problems.

4) Area of Social Adjustment--relation to Authority.

This area of adjustment shows fewer problems than the preceding ones, as Tables IVa and IVb illustrate.

Here there are fifteen different specific problems which are significant at one or other level of probability in the comparisons made. Of these, nine are peculiar to the convent environment. At the .01 level there are six significant problems, while at the .05 level there are more than twice as many. The following listing summarizes the above observations.

- 1. Concern over not being understood by the mistress.
- 2. Lack of control in showing preference for one teacher to the exclusion of others.
- 3. Inability to get along with teachers.
- \* 4. Reluctance to obey superiors.
- 7. Tendency to excuse oneself when corrected.
- \* 8. Tendency to resist reprimands.
- \* 9. Inability to see superiors as God's representatives.
- 10. Tendency to like superiors for natural reasons.
- \* 11. Inability to confide in superiors.
- 12. Perplexity about consulting one's superior about personal problems; not knowing where to start.
- 13. Fear of penances.
- 14. Fear of rebukes.
- \* 16. Fear of not being trusted by superiors.
- \* 19. Inability to adapt to mistress's way of doing things.
- 20. Reading of outgoing mail by the mistress.

This list verifies the observations about the need for independence. It shows that in the convent atmosphere, where obedience is naturally stressed, the struggle is particularly

Table IVa.—Significances between groups V, J, S, P, C, U, of Items in the Area of Social Adjustment—relation to Authority at the .01 Level of Probability.

Items	V N:122	J N:122	S N:115	P N:122	C N:115	U N:54		
4	S <sub>1</sub>	--	--	--	V	--	--	--
8	S <sub>1</sub>	S <sub>1</sub>	--	S <sub>1</sub>	P, J, C	--	--	--
9	--	S <sub>1</sub>	--	S <sub>1</sub>	J, C	--	--	--
11	S, C	--	--	V	U	S <sub>1</sub>	P	--
16	S <sub>1</sub>	S <sub>1</sub>	--	--	P, J	--	--	--
19	S	--	--	V	--	--	--	--

Table IVb.--Significance between Groups F, J, J<sub>1</sub>, S, S<sub>1</sub>, C, C<sub>1</sub> of Items in the Area of Social Adjustment--Relation to Authority at the .05 Level of Probability.

Items	F N:122	J N:122	J <sub>1</sub> N:115	S N:122	S <sub>1</sub> N:115	C N:94	C <sub>1</sub> N:140
1	J, C <sub>1</sub>	F	--	--	--	C <sub>1</sub>	F, C
2	S	S <sub>1</sub>	--	F	J	--	--
3	C	S	--	J	--	F	--
4	S	S <sub>1</sub>	--	F	J	--	--
7	--	C <sub>1</sub>	C	C <sub>1</sub>	--	S <sub>1</sub>	J, S
8	--	--	--	--	C	S <sub>1</sub>	--
9	S <sub>1</sub>	--	--	--	F	--	--
10	C	--	--	--	--	F, C <sub>1</sub>	C
11	J, S	F, J <sub>1</sub>	J	F	C <sub>1</sub>	--	S <sub>1</sub>
12	C <sub>1</sub>	--	--	--	--	C <sub>1</sub>	F, C
13	C, C <sub>1</sub>	S <sub>1</sub>	--	S <sub>1</sub>	J, S	F	F
14	--	S <sub>1</sub>	--	S <sub>1</sub>	J, S	--	--
16	S	S	--	F, J	--	--	--
19	C	--	--	F	--	--	--
20	S	--	--	F	--	--	--

manifest in problems such as the reluctance to clay solutions and the inability to recognize the significance of differences.

From Table IVa it is evident that when group 1 is used as a reference, it shows a greater number of significant comparisons per item than do the other reference groups. In other words, a problem that is significant for the 1 group is also significant for two, or three, or four groups.

One notes also a typical pattern of comparisons in these Tables. This can be seen in item seven in Table IVb where there is significance only when group J is compared with one other group, that is, the C<sub>1</sub> group.

Studying the Tables further, we observe certain similarities in the comparisons of the frequencies of significance. Items 7 and 11, for instance, show the same number of occurrences at the .01 level, while the J and C<sub>1</sub> groups are the same at the .05 level. This indicates that the J and C<sub>1</sub> groups have almost the same difficulties at the .01 level, while at the .05 level the pattern is reversed for the J and C<sub>1</sub> groups.

Table IVa reveals that the J<sub>1</sub> group reports no significant comparisons and C<sub>1</sub> shows only one. This pattern is typical for these two groups thus far.

## 5) Area of Social Adjustment--Relation to Family.

For the area of social adjustment--relation to family, the significant problems in the comparisons of groups are presented in Tables Va and Vb. As indicated, there are only five significant problems at the .01 level and eleven at the .05 level of probability.

A recurring pattern of results is evident in the comparisons made for both, items eight and eighteen. At the .01 level of probability, these items are significant for group S only when it is compared with the F and S<sub>1</sub> groups.

Table Vb shows that when any group is used as a reference group, there are more significant items in single than in multiple comparisons. This indicates a scattering of significant problems in the comparisons. For example, group F shows seven significant items in single comparisons, but only one in a double comparison.

The significant problems in this area are listed below:

- 2. Misunderstanding on the part of parents.
- \* 4. Concern for a member of the family.
- 6. Financial affairs of the family.
- /\* 7. Need for adjustment after visiting Sunday.
- /\* 8. Homesickness.
- \* 18. Attachment to a particular brother or sister.
- 20. Worry over past disrespect to parents.
- \* 23. Desire for love and affection from parents.
- /\* 30. Fear of not having enough to talk about with parents during visiting hours.
- /\* 34. A longing that the family experience the happiness found in the convent.
- 35. Anxiety about family relationships with in-laws.

Table Va.—Significance between Groups  $F$ ,  $J$ ,  $J_1$ ,  $S$ ,  $S_1$ ,  $C$ ,  $C_1$  of Items in the Area of Social Adjustment—Relation to Family at the .01 Level of Probability.

Items	$F$ N:122	$J$ N:122	$J_1$ N:115	$S$ N:122	$S_1$ N:115	$C$ N:154	$C_1$ N:140
4	--	--	$C_1$	--	$J_1$	--	--
7	$S, C$	--	--	$F$	--	$F$	--
8	$J, S$	$F$	--	$F, S_1$	$B$	--	--
10	$S, C$	$S_1$	--	$F, S_1$	$J, S$	$F$	--
23	$S_1$	$S_1$	--	--	$F, J$	--	--

Table Vb.-Significance between Groups F, J, J<sub>1</sub>, S, S<sub>1</sub>, C, C<sub>1</sub> of Items in the Area of Social Adjustment-Relation to Socially at the .05 Level of Probability.

Items	F N:122	J N:122	J <sub>1</sub> N:15	S N:122	S <sub>1</sub> N:15	C N:54	C <sub>1</sub> N:48
2	J <sub>1</sub> , S <sub>1</sub>	--	F	--	F	--	--
4	S <sub>1</sub>	S <sub>1</sub>	--	S <sub>1</sub>	F, J, S C, C <sub>1</sub>	S <sub>1</sub>	S <sub>1</sub>
6	--	--	--	--	--	C <sub>1</sub>	C
7	--	--	--	S <sub>1</sub>	S	--	--
8	C	S <sub>1</sub>	--	--	J	F	--
18	J	F	--	--	--	--	--
20	S <sub>1</sub>	--	--	--	F	--	--
23	S	--	S <sub>1</sub>	F, S <sub>1</sub>	J <sub>1</sub> , S <sub>1</sub>	--	--
30	S	--	--	F	--	--	--
34	S	--	--	F	--	--	--
35	--	--	--	S <sub>1</sub>	S	C <sub>1</sub>	C

This area of adjustment seems to show that the girl in the convent is often preoccupied about her family. Problems seven, eight, and thirty-four in particular warrant this conclusion. Our notes also show that only eleven problems are significant in the comparison of the groups, and of these only four are peculiar to the convent environment.

#### 6) Area of Religious-Moral Adjustment.

Tables VIa and VIb sum up the data of the t-test analysis in the area of religious-moral adjustment. There are nineteen problems as significant in the comparisons made at the .01 level and thirty-six at the .05 level of probability.

Seventeen of the thirty-six are peculiar to the convent environment, as the following list shows:-

Table VIa.—Significance between Groups P, J, J<sub>1</sub>, S, S<sub>1</sub>, O, C<sub>1</sub> of Items in the Area of Religious-Moral Adjustment at the .01 Level of Probability.

Items	P N:122	J N:122	J <sub>1</sub> N:15	S N:122	S <sub>1</sub> N:15	O N:54	C <sub>1</sub> N:48
5	--	S <sub>1</sub>	--	--	J	--	--
6	--	S <sub>1</sub>	--	--	J	--	--
7	S	S <sub>1</sub>	--	P	J	--	--
9	--	--	S <sub>1</sub>	--	J <sub>1</sub>	--	--
10	--	S <sub>1</sub>	--	--	J	--	--
12	--	S <sub>1</sub>	--	S <sub>1</sub>	J, S	--	--
14	S	--	--	P	--	--	--
15	--	S <sub>1</sub>	S <sub>1</sub>	--	J, J <sub>1</sub>	--	--
17	S	--	--	P	--	--	--
18	J, S	P, S <sub>1</sub>	--	P, S <sub>1</sub>	J, S	--	--
26	--	--	--	S <sub>1</sub>	S, C	S <sub>1</sub>	--
39	S	--	--	P	--	--	--
42	J, S	P	--	P	--	--	--
48	S	--	--	P	--	--	--
52	S	--	--	P	--	--	--
55	S	--	--	P	--	--	--
62	S	--	--	P	--	--	--
73	S	--	--	P	--	--	--
74	S	--	--	P	--	--	--

Table VIIb.—Significance between Groups F, J, J<sub>1</sub>, S, S<sub>1</sub>, C, C<sub>1</sub> of Items in the Area of Religious-Moral Adjustment at the .05 Level of Probability.

Items	F N:122	J N:122	J <sub>1</sub> N:115	S N:122	S <sub>1</sub> N:115	C N:54	C <sub>1</sub> N:48
1	J	F	--	--	--	--	--
5	J,S	F	--	F,S <sub>1</sub>	S	--	--
6	J	F	--	--	--	--	--
7	J	F	--	--	--	--	--
8	J,S	F	--	F	--	--	--
9	J,S	F,S <sub>1</sub> ,C <sub>1</sub>	--	F,S <sub>1</sub>	J,S	--	J
10	J	F	S <sub>1</sub>	--	J <sub>1</sub> ,C	S <sub>1</sub>	--
11	--	--	S <sub>1</sub>	--	J <sub>1</sub> ,C,C <sub>1</sub>	S <sub>1</sub>	S <sub>1</sub>
12	--	--	S <sub>1</sub>	--	J <sub>1</sub> ,C,C <sub>1</sub>	S <sub>1</sub>	S <sub>1</sub>
14	J	F	--	--	--	--	--
15	J,J <sub>1</sub> ,C <sub>1</sub>	F	F	--	F,C <sub>1</sub>	--	S <sub>1</sub>
16	J,S	F	--	F	--	--	--
17	J,C	F	--	--	--	F	--
18	--	--	S <sub>1</sub> ,S <sub>1</sub>	--	J <sub>1</sub> ,C	S <sub>1</sub>	J <sub>1</sub>
20	J,S	F	--	F	--	--	--
23	--	S <sub>1</sub>	--	--	J	--	--
26	J,S,S <sub>1</sub>	F	--	F	F,C <sub>1</sub>	--	S <sub>1</sub>
27	J	F,S <sub>1</sub>	--	--	J	--	--
28	J,C	F	--	--	--	F	--
30	J,S	F	--	F	--	--	--
33	--	S <sub>1</sub>	--	S <sub>1</sub>	J,S	--	--

Table VIIb.—Significance between Groups F, J, J<sub>1</sub>, S, S<sub>1</sub>, C, C<sub>1</sub> of Items in the Area of Religious-Moral Adjustment at the .05 Level of Probability (Continued).

Items	F N:122	J N:122	J <sub>1</sub> N:15	S N:122	S <sub>1</sub> N:15	C N:54	C <sub>1</sub> N:48
38	S	---	---	F	---	---	---
39	J	F, S <sub>1</sub>	---	---	J	---	---
42	---	S <sub>1</sub>	---	---	J	---	---
43	J, S, S <sub>1</sub>	F	---	J	F	---	---
48	---	---	S	J <sub>1</sub>	---	---	---
52	J	F	---	---	---	---	---
55	J	F	---	---	---	---	---
57	J	F, S	---	J	---	---	---
60	---	---	---	C <sub>1</sub>	---	---	C
62	J	F	---	---	---	---	---
67	S	---	---	F	---	---	---
68	S	---	---	F	---	---	---
73	J	F	---	---	---	---	---
74	C	S	---	J	---	F	---
76	S	---	---	F	---	---	---

1. Distaste for manual labor.
- \* 5. Attitude of being too conscientious.
- \* 6. Goals or ideals not being realized.
- ✓ \* 7. Failure to understand the religious ideal as stressed by superiors.
8. The habit of laziness.
- \* 9. Desire to feel close to God.
- ✓ \* 10. Unsuccessful attempts at recollection.
11. Inability to meditate.
- \* 12. Distractions during prayers.
- ✓ \* 14. Inability to remain in chapel for a whole hour.
- \* 15. Concern over the lack of charity in others.
16. Unkind treatment on the part of one's companions.
- ✓ \* 17. Keeping the great silence.
- ✓ \* 18. Cultivation of a love for silence.
- ✓ 20. Inability to see the relation between obedience and a proper independence.
23. Matters concerning purity.
- ✓ \* 26. Reluctance to ask for permissions.
27. Desire for more time for prayer and recollection.
28. Confusion over moral questions.
30. Inability to break a bad habit.
33. Intemperance in satisfying desires.
36. Weak will power to keep resolutions made.
- ✓ \* 39. Listening to reading during meals.
- ✓ \* 42. Desire to loiter before responding to bells.
- ✓ 43. Inability to select a spiritual reading book.
- ✓ \* 48. Silence during meals.
- ✓ \* 52. Attention to instructions without making application to self.
- ✓ \* 55. Discouragement due to wanting to be a saint overnight.
57. New awareness of facts of life.
- ✓ 60. Difficulty in keeping silence in dormitories.
- ✓ \* 62. Difficulty asking for penance.
67. Finding religious family less closely knit than anticipated.
68. Discovery among associates of jealousy rather than of joy over another's accomplishments, etc.
- ✓ \* 73. Observance of the rules of silence.
- \* 74. Concentration on the faults of others rather than one's own.
76. Practice of charity without any returns.

From the patterns of comparisons observed in Table VIa, these conclusions seem to follow. The F group has more religious-moral problems than the J group but fewer than the S group. When the S<sub>1</sub> group is used as a reference, it shows

several items significant in double comparisons. The C and G<sub>1</sub> groups have almost no significant problems.

In Table VIIb, the F group shows many significant problems which persist in the J group and diminish in the S group. The S<sub>1</sub> group has the same pattern as in Table VIa. The C and G<sub>1</sub> groups indicate few significant problems.

These findings verify the conclusions of authorities cited in Chapter II, namely that this is a major area of adjustment for the adolescent. But they deviate from the consensus that there are fewer problems of this kind in early adolescence and more after the fifteenth or sixteenth year. This is very likely due to the moral-religious security of the convent girl trained in supernatural values.

#### 7) Area of Vocational Adjustment.

It seems clear that in the area of vocational adjustment there are fewer significant problems than in some of those considered earlier. Tables VIIa and VIIb are proof of this generalization. Only six problems are significant at the .01 level of probability, while nineteen, or three times as many, are significant at the .05 level. The total number of different specific problems is nineteen, of which fourteen are peculiar to the convent environment. The following list of problems shows these specific difficulties and identifies them as common to adolescents or as peculiar to the convent environment.

Table VIIa.—Significance between Groups F, J, J<sub>1</sub>, S, S<sub>1</sub>, C, C<sub>1</sub> of Items in the Area of Vocational Adjustment at the .01 Level of Probability.

Items	F N:122	J N:122	J <sub>1</sub> N:15	S N:122	S <sub>1</sub> N:15	C N:54	C <sub>1</sub> N:48
1	S	--	--	F	--	--	--
2	J, S	F	--	F	--	--	--
3	--	S <sub>1</sub>	S	J <sub>1</sub> , S <sub>1</sub>	J, S	--	--
6	--	S <sub>1</sub>	--	S <sub>1</sub>	J, S	--	--
11	J	F	--	--	--	--	--
33	S	--	--	F	--	--	--

Table VIIb.—Significance between Groups F, J, J<sub>1</sub>, S, S<sub>1</sub>, C, C<sub>1</sub> of Items in the Area of Vocational Adjustment at the .05 Level of Probability.

Items	F N:122	J N:122	J <sub>1</sub> N:15	S N:122	S <sub>1</sub> N:15	C N:54	C <sub>1</sub> N:40
1	C <sub>1</sub>	--	--	--	--	--	F
2	--	--	--	--	--	C <sub>1</sub>	C
3	S <sub>1</sub> , C <sub>1</sub>	--	--	--	F, C	S <sub>1</sub>	F
5	J	F	--	--	--	--	--
8	S <sub>1</sub>	--	--	--	F, C	S <sub>1</sub>	--
10	--	--	--	--	--	C <sub>1</sub>	C
11	S	--	--	F	--	--	--
12	S, C	--	--	F	--	F	--
13	--	--	--	S <sub>1</sub>	S	--	--
14	--	S <sub>1</sub>	--	S <sub>1</sub>	J, S	--	--
15	--	S <sub>1</sub>	C	J <sub>1</sub>	J	--	--
16	J, S	F	--	F	--	--	--
21	S <sub>1</sub>	C <sub>1</sub>	--	--	F, J	C <sub>1</sub>	C
23	--	J <sub>1</sub>	J	--	--	--	--
24	S <sub>1</sub>	S <sub>1</sub>	--	S <sub>1</sub>	F, J, S	--	--
28	--	--	--	--	--	C <sub>1</sub>	C
30	J, S, C	F	--	F	--	F	--
33	C	S	--	J	--	F	--
34	C <sub>1</sub>	--	--	--	--	--	F

- ✓ \* 1. Doubts about the wisdom of one's vocational choice.
- \* 2. Family opposition to choice of religious life.
- \* 3. Uncertainty as to future success in life.
- ✓ 4. Lack of self-preparation for the novitiate.
- ✓ \* 5. Questioning attitude about the great role of study in the life of a Sister.
- ✓ \* 10. Thoughts about never having one's own children.
- \* 11. Desire to know one's vocational abilities.
- ✓ \* 12. Need of learning more about the Franciscan way of life.
- ✓ 13. Inability to visit home often.
- 14. Failure to reach one's vocational goals.
- ✓ 15. Feelings of "not belonging" in the religious life.
- ✓ 16. Vocational doubts accompanying frequent spells of homesickness.
- ✓ 21. Vocational doubts arising from thoughts of parties, dances, etc.
- ✓ 23. Questioning of religious regulations when they limit one's time for such things as leisurely reading of the newspaper, etc.
- ✓ 24. Thoughts about entering a cloistered order to have more time for prayer and recollection.
- 28. Misconceptions about perfection; e.g., expecting an infraction of a rule to bring on an "explosion."
- ✓ 30. Need for a positive proof of one's vocation.
- ✓ \* 33. Fear of being asked to leave the convent.
- ✓ 34. Observing a lack of vocational ideals in companions who entered the aspirancy as freshmen.

The results indicate that the aspirants and/or postulants are more definite in their choice of vocation than most adolescents of their age. The fact that fourteen of nineteen problems are peculiar to the convent environment follows from the evidence of concern expressed about the decision made or about the ability to meet the standards of the training.

### 8) Area of Leisure Time Adjustment.

Significant items in the area of leisure time adjustment are indicated in Tables VIIIa and VIIIb. They show that there are only twelve specific problems significant at the

Table VIIIa.—Significance between Groups F, J, J<sub>1</sub>, S, S<sub>1</sub>, C, C<sub>1</sub> of Items in the Area of Leisure Time Adjustment at the .01 Level of Probability.

Items	F N:122	J N:122	J <sub>1</sub> N:115	S N:122	S <sub>1</sub> N:115	C N:54	C <sub>1</sub> N:48
6	--	S <sub>1</sub>	--	--	J	--	--
9	S <sub>1</sub>	--	--	--	F	--	--
14	S, C <sub>1</sub>	--	--	F	--	--	F
17	--	J <sub>1</sub>	J	--	--	--	--

Table VIIIb.—Significance between Groups P, J, J<sub>1</sub>, S, S<sub>1</sub>, C, C<sub>1</sub> of Items in the Area of Leisure Time Adjustment at the .05 Level of Probability.

Items	P N:122	J N:122	J <sub>1</sub> N:15	S N:122	S <sub>1</sub> N:15	C N:54	C <sub>1</sub> N:28
2	S,C	--	S	P,J <sub>1</sub> ,S <sub>1</sub>	S	P	--
4	--	S <sub>1</sub>	--	S <sub>1</sub>	J,S	--	--
6	S	--	--	P,C <sub>1</sub>	S	--	--
7	S	--	--	P	--	--	--
8	S	--	--	P	--	--	--
9	--	S <sub>1</sub>	--	S <sub>1</sub>	J,S,C	S <sub>1</sub>	--
10	S	--	--	P	--	--	--
13	S	--	--	P	--	--	--
14	C	--	--	--	--	P	--
17	C	--	J	P,J <sub>1</sub> ,S <sub>1</sub>	S	--	--
18	C <sub>1</sub>	--	--	--	--	--	P
23	S	--	--	P	--	--	--

.01 and .05 levels of probability; of these, 31 are peculiar to the convent environment. The following list shows the problems which are significant at either or both levels of probability and distinguishes between those common to students and those peculiar to the convent environment.

- 2. Inability to enjoy the things others enjoy.
- 4. Wish for more time for oneself.
- \* 6. Little opportunity to do what one wishes.
- \* 7. Insufficient time to read the daily newspaper and to watch television.
- 8. Reluctance to give up popular songs.
- \* 9. Too little time to pursue a hobby.
- \* 10. Little opportunity to enjoy radio and television.
- 13. Participation in too few student activities.
- \* 14. Lack of skill in sports and games.
- \* 17. Insufficient relaxation derived from planned community recreation.
- 18. Desire to learn how to entertain others.
- \* 23. Inability to wear sports clothing.

A comparison of the number of significant problems at each level of probability shows that there are also 14 problems as many problems at the .05 level, or twelve problems as against the four at the .01 level. Also, the pattern of the number of significant problems for the groups is similar at both levels of probability, that is, the 2 and 6 groups have two problems at the .01 level and ten at the .05 level, and the J and J<sub>1</sub> groups have two problems at the .05 level, and the J and J<sub>1</sub> groups have two problems each at the .01 level. The remaining groups show variety in the number of significant problems for each successive group.

From the kinds of problems recorded as significant, it follows that problems in this area are of the type that

aspirants and/or postulants do not engage in all the forms of recreation that are permitted them before their entrance into the convent, and also from the need to adjust to recreastional pursuits peculiar to the convent. Examples of both situations are: limited opportunity to enjoy radio and television, and deriving insufficient relaxation from planned community recreation.

9) Area of Educational Adjustment.

The results in this area are presented in Tables IXa and IXb. Examining these, one finds fifteen significant problems at the .01 level of probability and forty-seven at the .05 level. Among these only four are peculiar to the convent environment, as the following list shows:-

Table IXa.- Significance between groups F, J, J<sub>1</sub>, S, S<sub>1</sub>, C, C<sub>1</sub> of Items in the area of Educational Adjustment at the .01 Level of Probability.

Items	F N:122	J N:122	J <sub>1</sub> N:15	S N:122	S <sub>1</sub> N:15	C N:54	C <sub>1</sub> N:48
3	--	--	--	--	C	1	--
10	J,S	F	--	F	--	--	--
20	--	S <sub>1</sub>	--	S <sub>1</sub>	J,S	--	--
27	F	--	--	F	--	--	--
29	J,S,C	F	--	F,S <sub>1</sub>	S	F	--
36	S	--	--	F	--	--	--
38	S	S	--	F,J	--	--	--
41	S	--	--	F	--	--	--
46	C	--	--	F,C <sub>1</sub>	S	--	--
47	C	S <sub>1</sub>	--	F,S <sub>1</sub>	J,S	--	--
48	--	S <sub>1</sub>	--	S <sub>1</sub>	J,S	--	--
49	S <sub>1</sub>	--	--	C <sub>1</sub>	F	--	J
52	S <sub>1</sub>	--	--	S <sub>1</sub>	F,S	--	--
67	S,S <sub>1</sub>	S <sub>1</sub>	--	F	F,J	--	--
70	S	--	--	F	--	--	--

Table 13b. -- Significance between Groups K, J, J<sub>1</sub>, S, S<sub>1</sub>, C, C<sub>1</sub> of Items in the Area of Educational Adjustment at the .05 Level of Probability.

Items	K N:122	J N:122	J <sub>1</sub> N:15	S N:122	S <sub>1</sub> N:15	C N:54	C <sub>1</sub> N:48
2	S	--	--	F	--	--	--
3	--	C <sub>1</sub>	--	--	--	--	J
5	J, S	K	--	F	--	--	--
7	--	S <sub>1</sub>	--	--	J, C	C <sub>1</sub>	--
8	S	--	--	F, S <sub>1</sub>	S, C	S <sub>1</sub> , C <sub>1</sub>	C
10	S, C	S <sub>1</sub>	--	F	J	F	--
13	J	F	--	--	--	--	--
14	J	F	--	--	--	--	--
15	--	S <sub>1</sub>	--	--	J	--	--
16	--	S <sub>1</sub>	--	S <sub>1</sub>	J, C	--	--
17	--	S <sub>1</sub>	--	S <sub>1</sub>	J, S	--	--
20	--	S <sub>1</sub>	--	S <sub>1</sub>	J, S	--	--
22	S <sub>1</sub>	--	--	S <sub>1</sub>	K, S	--	--
24	S	--	--	F	--	--	--
26	C <sub>1</sub>	--	--	--	--	--	F
27	J, C	K	--	--	--	K	--
29	C <sub>1</sub>	S <sub>1</sub>	--	--	J	--	F
30	--	--	C	--	--	J <sub>1</sub>	--
31	--	S <sub>1</sub>	--	--	J	--	--
32	--	C <sub>1</sub>	--	S <sub>1</sub>	J, S	--	--
35	--	--	--	S <sub>1</sub>	S	--	--

Table IXb.—Significance between Groups  $S$ ,  $J$ ,  $J_1$ ,  $S_1$ ,  $C$ ,  $C_1$  of Items in the Area of Educational Adjustment at the .05 Level of Probability (Continued).

Items	$S$ N:122	$J$ N:122	$J_1$ N:115	$S$ N:122	$S_1$ N:115	$C$ N:54	$C_1$ N:48
36	$S$	--	--	$F$	--	--	--
37	$J_1$	--	$F$	--	--	--	--
38	$S$	$S$	--	$F, J$	--	--	--
39	--	--	--	$S_1, C_1$	$S$	--	$S$
40	$S$	--	--	$F$	--	--	--
41	$C$	$C$	--	--	--	$F, J$	--
42	$J, S$	$F, S_1$	--	$F, S_1$	$J, S$	--	--
43	$C_1$	$C_1$	--	--	--	--	$F, J$
44	--	--	--	$S_1$	$S$	--	--
45	$J$	$F$	--	--	--	--	--
46	$S$	--	--	$F, S$	$S$	--	--
47	--	--	--	$C_1$	--	--	$S$
48	$S$	--	--	$F$	--	--	--
49	$C_1$	$C_1$	$S_1$	--	$J_1$	--	$F, J$
51	$J$	$F, S_1$	--	--	$J$	--	--
52	$S$	--	--	$S_1$	$F, S$	--	--
53	$J, S, C_1$	$F$	--	$F$	--	--	$F$
54	--	--	$S_1$	--	$J_1, C$	$S_1$	--
55	$J, S$	$F$	--	$F, S_1$	$S$	--	--
57	--	--	--	$C_1$	$C$	--	--
62	$S$	--	--	$F$	--	--	--

3. In 1965 - sufficient time was not given to the  
of the 1st in the 4th or 5th in the 1st. Just a few days before  
of probability (Computation).

It	#	J	J <sub>1</sub>	J <sub>2</sub>	S <sub>1</sub>	S <sub>2</sub>	S <sub>3</sub>
	W1122	S1122	W111	W112	W115	W114	W113
47	--	*	--	J	--	--	--
62	S	--	--	*	--	--	--
69	S <sub>1</sub>	W <sub>1</sub>	--	--	J	--	--
70	S	--	--	--	--	--	--
72	J	*	--	--	--	--	--

2. Subjects unrelated to everyday life.
- \* 3. Assignments too heavy for time allotted to study.
- \* 4. Inability to say what one wishes in class.
7. Uneasiness experienced in giving oral reports.
8. Fear of speaking up in class discussion.
- \* 10. Teachers too hard to understand.
13. Not enough discussion in class.
14. Too much work in some subjects.
15. Classes too dull.
16. Teachers lacking personality.
17. Teachers lacking interest in students.
- \* 20. Teachers lacking consideration for students' feelings.
22. Unfair tests.
24. Lack of school spirit.
26. Low grades in some subjects.
- \* 27. Inability to get some subjects.
- \* 29. Fear of examinations.
30. Dislike of one's teacher.
31. Lack of cooperation in school activities.
32. Disinterested attitude toward school work.
35. Inability to read with sufficient speed.
- \* 36. Dislike for studying.
37. Inability to learn mathematics.
- \* 38. Inability to learn chemistry.
39. Lack of proper method in outlining and note taking.
40. Weakness in written expression.
- \* 41. No aptitude for the study of Latin.
42. Deficiency in grammar.
43. Lack of spelling skill.
44. Inefficiency in organizing a paper.
45. Inability to concentrate while studying.
- \* 46. Lack of techniques for effective study--having the "know how" of study.
- \* 47. Frequent distractions during studying.
- \* 48. Inability to concentrate well.
- \* 49. Poor background in some subjects.
51. Poor memory.
- \* 52. Fear of failure in college work.
53. Inability to think well.
54. Misuse of study time.
55. Lack of opportunity to talk to teachers.
57. Neglect of assignments due to vocational indecision.
62. Need for alertness during boring classes.
- \* 67. Carelessness while doing household duties during the time allotted for study.
- +68. Acceptance of the fact that only essentials can be done in regard to study, while at home there was much time for projects, etc.
69. Lack of study time because others asked for help in
- \* 70. Fear of reading orally. certain subjects.
72. Lack of enthusiasm on the part of teachers.

The number of significant problems at both levels of probability indicates that this is another major area of adjustment for aspirants and postulants. This is in agreement with the findings of many studies on school adjustment problems.

The Tables show that the pattern of occurrences of significant problems is quite similar for groups J and S, and also for groups J and S<sub>1</sub>. At the .01 level, the J and S groups show twelve and fourteen significant problems, while at the .05 level the J and S<sub>1</sub> groups show seven and nine significant problems respectively.

The J<sub>1</sub> and C<sub>1</sub> groups show few significant problems at either level of probability. This is in keeping with the pattern exhibited in other areas of adjustment.

The specific problems of aspirants and postulants in this area express concerns arising from relations with teachers and with self.

Summary reports of the findings presented above are recorded in Tables X to XIII; these give a composite picture of the major inferences of this study. Tables Xa and Xb present in brief the contents of Tables I to IX inclusive. In the comparison of each group with the others, certain problems occur in more than one comparison. The number of different significant problems is tabulated in Tables XIa and XIb. From these last tabulations, the per cent of significance in the comparisons of groups for each area of adjustment is recorded in

**Table 2a.—Distribution of Significance in Problems at the .01 Level of Probability in the Comparisons of the Groups Studied.**

Area of Adjustment	Number of Times Significance Occurs for Specific Group Comparisons						
	P	J	J <sub>1</sub>	S	S <sub>1</sub>	C	C <sub>1</sub>
Physical	21	13	0	11	9	4	0
Personality	23	12	3	19	25	6	6
Social--Relation to:							
One Another	36	6	1	28	8	8	5
Authority	6	3	0	4	9	1	1
Family	7	3	1	5	6	2	0
Religious-Moral	4	9	2	15	13	1	0
Vocational	5	4	1	6	4	0	0
Leisure Time	3	2	1	1	2	0	1
Educational	16	7	0	18	14	2	1

**Table Ab.--Distribution of Significance in Problems at the .05 Level of Probability in the Comparisons of the groups studied.**

Area of Adjustment	Number of Times Significance Occurs for Specific Group Comparisons						
	F	J	J <sub>1</sub>	S	S <sub>1</sub>	U	U <sub>1</sub>
Physical	39	21	2	21	15	10	10
Personality	47	24	15	27	36	10	15
Social--Relation to:							
One Another	72	60	15	40	20	27	15
Authority	15	10	2	11	9	8	9
Family	9	3	2	7	12	4	3
Religious--Moral	42	32	7	19	24	7	7
Vocational	17	9	2	9	13	9	7
Leisure Time	11	2	2	15	3	3	1
Educational	38	28	6	31	34	9	11

**Table X1a.--Distribution of Different<sup>A</sup> Significant Problems at the .01 Level of Probability in Comparisons of the Groups.**

Area of Adjustment	Different Significant Problems for Specific Group Comparisons							Total
	P	S	J <sub>1</sub>	C	S <sub>1</sub>	A	G <sub>1</sub>	
Physical	14	3	0	1	0	0	0	18
Personality	19	4	1	3	0	0	0	27
Social--Relation to:								
One Another	23	0	0	4	0	0	0	27
Authority	5	1	0	0	0	0	0	6
Family	4	0	1	0	0	0	0	5
Religious--Moral	12	5	1	1	0	0	0	19
Vocational	4	2	0	0	0	0	0	6
Leisure Time	2	2	0	0	0	0	0	4
Educational	12	2	0	0	1	0	0	15

<sup>A</sup> Different significant problems are those which exclude recurrences of the same problem in several comparisons.

**Table Xib.--Distribution of Different Significant Problems at the .05 Level of Probability in Comparisons of the Groups.**

Area of Adjustment	Different Significant Problems for Specific Group Comparisons							Total
	P	J	J <sub>1</sub>	S	S <sub>1</sub>	C	C <sub>1</sub>	
Physical	27	2	0	1	2	0	0	32
Personality	32	4	3	3	0	0	0	42
Social--Relation to:								
One Another	40	4	3	0	1	1	0	49
Authority	12	2	0	0	1	0	0	15
Family	8	0	0	2	0	1	0	11
Religious-Moral	20	3	4	1	0	0	0	36
Vocational	12	3	0	1	0	3	0	19
Leisure Time	10	2	0	0	0	0	0	12
Educational	31	9	2	5	0	0	0	47

Table XIIIa.—Comparison of Significant Problems at the .01 Level of Probability with Total Number of Problems in Areas of Adjust-

Area of Adjustment	Significant Problems	Total Problems	Per Cent Significance
Physical	18	51	35.3
Personality	27	72	37.5
Social--Relation to:			
One Another	27	65	41.5
Authority	6	23	26.1
Family	5	36	13.9
Religious-Moral	19	76	25.0
Vocational	6	34	17.6
Leisure Time	4	24	16.6
Educational	15	73	20.5

**Table XIib.--Comparison of Significant Problems at the .05 Level of Probability with Total Number of Problems in Areas of Adjust-**

Area of Adjustment	Significant Problems	Total Problems	Per Cent Significance
Physical	32	51	62.7
Personality	42	72	58.3
Social--Relation to: One Another	49	65	75.4
Authority	15	23	65.2
Family	11	36	30.6
Religious-Moral	36	76	46.4
Vocational	19	34	55.9
Leisure Time	12	24	50.0
Educational	47	73	61.6

**Table XIII.—Comparison between Significant Problems Characteristic of Specific Environment Studied and Those Common to Adolescents in General.**

Area	Significant Problems in Specific Environment		Significant Problems Common to Adolescents	
	at: .01	.05	at: .01	.05
Physical	9	2	9	12
Personality	4	2	23	13
Social--Relation to:				
One Another	3	7	24	15
Authority	4	5	2	4
Family	2	2	3	4
Religious--Moral	14	3	6	13
Vocational	5	9	3	2
Leisure	2	4	2	4
Educational	2	2	12	31

Tables XIIa and XIIb. Finally, the varying proportions between problems peculiar to the specific environment studied and those common to all adolescents are shown in Table XIII.

As was stated at the outset of the present chapter, the check list devised for this study was used: to find whether the problems of the groups of the same age and scholastic level differ according to the time spent in the aspirancy and/or postulancy; to determine whether the problems diminish with time; and to note whether there are problems characteristic of specific groups. These three objectives are realized because:

1. Study of the groups of the same age and scholastic level but differing in time spent in the convent shows that their problems are different. The J, S, and C groups report significant problems in each of the nine areas of adjustment, whereas the J<sub>1</sub>, S<sub>1</sub>, and C<sub>1</sub> groups are not definite in identifying significant problems.

2. The significant problems diminish in all areas of adjustment for groups F, J, S, and C, as Tables I to IX indicate.

3. The characteristic problems for the F group are found in the following areas of adjustment: physical, personality, social (relation to one another), religious-moral, and educational. The J, S, and C groups retain some of the characteristic problems of the F group.

## SUMMARY AND CONCLUSIONS

The problem of this study was by an empirical method to establish the adjustment problems of aspirants and/or postulants of one religious congregation and by a statistical method to determine the differences in adjustment problems of the groups in their developmental setting (age, scholastic level, and time spent in the convent).

A survey divided into two phases consisted in: first, developing a tool, A Problem Check List for Aspirants and Postulants, for systematically spotting problems in nine areas of adjustment; and second, rejecting the null hypothesis, that there are no significant differences in adjustment problems for the groups studied. This was done in the strength of an item analysis that was made by using the Chi-Square Test. Significant problems at the .01 and .05 levels of probability were found for the groups studied, thus establishing that the null hypothesis did not hold.

The following conclusions were drawn from a careful consideration of the results obtained:

1. The check list is a valid instrument for the groups involved in the study. Results from the administration of it to the subjects show that the selected criteria for validity were satisfied.

2. The clustering of significant problems is about the following areas: physical, personality, social (relation

to one another), religious-moral, and educational. This is in agreement with the views of authorities presented in Chapter II concerning adolescent problems in these areas.

3. The areas with fewest significant problems are the social (relation to authority) and leisure time. This may be due to the training which aspirants and postulants receive which stresses both obedience and the proper use of leisure time. At the same time, however, it is necessary to note the interrelations between the areas of adjustment being considered. For example, difficulties with teachers listed in the section on educational adjustment are also social problems of relation to authority. Hence, the present conclusion must be viewed as modified by number two above.

4. The check list reveals both problems that are common to all adolescents and problems peculiar to the convent environment.

5. The F or freshman group has the most problems. This is in agreement with authorities who find that the early adolescent period is characterized by problems, since it is the transition period from childhood to adulthood.

6. The J, S, and C groups show a decrease of significant problems. This is what one would expect. The J group learned from experience and special training how to handle some of their problems and gained in maturity through the year, and hence are confronted with fewer difficulties. For the

same reasons, the S group has fewer problems, even though the results show a slight increase over the junior year. The C group appears to show the advantage of experience and maturity by a more realistic facing of problems. Studies of adolescents of college age confirm this judgment.

7. The  $J_1$ ,  $S_1$ , and  $C_1$  groups manifest very similar patterns. This may mean that they have very few problems or that their problems are of equal difficulty. The scattering of significant problems reported seems to indicate that the convent environment and change of school call for adjustments in resolving the problems of these groups. However, since in these cases the N is small, the results are not so conclusive as they might be if N were large.

The contribution this study makes is a constructed tool, A Problem Check List for Aspirants and Postulants, with recommendations for its use in the hope of better meeting the personality needs of these groups. This study specifies the problems of the aspirants and postulants of a particular religious congregation and verifies that there are significant differences in the problems for the groups studied.

The present study, limited to the aspirants and/or postulants of one religious congregation, suggests others:

1. The instrument drawn up might be cross-validated within the said congregation.

2. The instrument might be validated for any aspirancy and/or postulancy by sampling the aspirants and postulants of several congregations.

3. On the strength of the findings of problems of subjects in a particular environment, features of a guidance and counseling program for the group can be recommended.

4. Problems in a particular area can be identified for the purpose of recommending guidance and/or counseling techniques to help solve them.

5. Problems of servant girls and girls in general (same as before) can be studied to determine the differences in problems for the two groups.

This attempt to identify the problems of aspirants and postulants was made in order to understand and help the girl of the present day in the environment of a religious community. For it is the conviction of the writer that the "positive and negative impressions made on the personalities of aspirants to religious life by American society today are fertile materials which should not be crushed but extended and transformed into facets of life." A proper understanding of these girls will enable the priest to estimate and lead her to capitulation on the general, God will, initiative, generosity, vigor,

flexibility, and resiliency of these young women in assisting them to develop their capabilities into adult womanhood in religious life.<sup>1</sup>

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<sup>1</sup> Sister Maureen O'Keefe, C.S.N.P., The Convent in the Modern World, Chicago, Henry Regnery Company, 1963, p. 42-43.

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## APPENDIX A

### A CHECK LIST FOR ASPIRANTS AND POSTULANTS

#### Directions

1. You have been given a list of problems with which aspirants and postulants are often faced. Read them through slowly and select those statements that represent your own problems--things that you find (or found) difficult to do. Make your selection honestly and sincerely so that an inventory of your problems may be made. Underline those statements that represent your problems; e.g., 3. Early rising.

2. After you have underlined an item, indicate when you had the problem. If it was in your freshman year, write F after the statement; if in your junior year and the second year in the convent, write J2; if in your junior year and the first year in the convent, write J1, etc.. Use the following code: F, J2, S3, C4; J1, S2, C3; S1, C2; C1.

3. After going through the list, look them over the problems you underlined and circle the numbers in front of those problems that were of most concern to you; e.g.,

③ Early rising.

4. On the last sheet, add any problems that you are having or have had.

#### I. Physical

1. Practice of eating all foods served.
2. Daily breakfast as a "must".
3. Early rising.
4. Swimming not included in leisure time activities.
5. Experience of sleeping in a dormitory.
6. Too few hours of sleep.
7. Insufficient time for favorite sport.
8. Overweight.
9. Underweight.
10. Poor eyesight.
11. Poor hearing.
12. Height.
13. Tiring too soon.
14. Frequent sick spells.

15. Lack of graceful posture.
16. Not enough skill in ironing.
17. Not enough physical activity.
18. No knack for sewing buttons, snaps, etc.
19. Close living with many people.
20. Ways of acquiring a well-groomed look.
21. Cultivation of a subdued voice.
22. Poor complexion or skin blemishes.
23. Awkwardness in action.
24. Frequent headaches.
25. Frequent lack of appetite at meal time.
26. Loss of appetite when upset.
27. Frequent colds.
28. Spells of indigestion and lack of proper habit of elimination.
29. Menstrual disorders.
30. Nose or sinus infections.
31. Allergies (hay fever, hives, etc.).
32. Sensitiveness about physical build.
33. Fingernail biting.
34. Speech defects--liaping, stuttering, nasal twang, etc.
35. Boisterousness.
36. Frequent dental cavities.
37. Inability to sleep at night.
38. Sleep walking.
39. Duty of cleaning after each meal.
40. Necessity of sharing lavatories, bathtubs, showers.
41. Desire for Mother's cooking.
42. Proper care of clothes.
43. Non-acquaintance with surroundings.
44. Indifference about doing home duties.
45. Wearing hose daily.
46. Convent footwear.
47. Time limit for dressing.
48. Early morning rush.
49. Self-consciousness because of structure of teeth.
50. Drinking coffee for breakfast.
51. Habit of budgeting time.

## II. Personality

1. Disorderly in care of personal belongings.
2. Disorganization in any task.
3. Rigid demands of the daily schedule.
4. Complex of being different.
5. Nervous behavior.
6. Mannerisms irritating to others.
7. Excitable nature.
8. Attitude of taking some things too seriously.

9. Learning how to use things sparingly and carefully.
10. Habit of worrying.
11. Improvement of personality.
12. Anxiousness about impressions made on others.
13. Lack of ability to lead others.
14. Tendency to be easily led by others.
15. Habit of daydreaming.
16. Careless attitude about too many things.
17. Tendency to forget things.
18. Too little seriousness about important things.
19. Shyness in the presence of others.
20. Complex of being "inferior," "low" or "other," etc.
21. Lack of self-confidence.
22. Feelings of embarrassment.
23. Fear of criticism.
24. Feelings of "being left out" of things.
25. Feelings of extreme loneliness.
26. Desire for greater improvement.
27. Childish behavior.
28. No one to confide in.
29. Making decisions too slowly.
30. Fear of making mistakes.
31. Feelings of discouragement.
32. Fear of being left alone.
33. Fear of the dark.
34. Fear of thunder and lightning.
35. Tendency to be unhappy too often.
36. Tendency to exaggerate.
37. Upsetting thoughts due to bad dreams.
38. Habit of criticizing too much.
39. Hypercritical attitude--"putting on a front."
40. Tendency to expect perfection in others.
41. Uncontrolled emotions when with someone especially liked.
42. Challenges of give and take too great at times.
43. Indifferent attitude about things.
44. Shiftless attitude toward duties.
45. Distrust of others.
46. Stubbornness.
47. Self-consciousness.
48. Desire for attention and love.
49. Tormenting fears.
50. Bitter thoughts of injustices.
51. Habit of brooding over all his receives.
52. Thoughts of being misunderstood.
53. Lack of sense of responsibility.
54. Lack of self-control.
55. Inability to make practical judgments.
56. Disquietude over not seeing the immediate results of one's
57. Reluctance to accept seeming injustice. work.
58. Inability to finish work in time allowed.

59. Fickleness.
60. Lack of sense of humor.
61. Unwillingness to cope with everyday problems.
62. Lack of effort to associate with all in the postulancy.
63. Easy-going attitude.
64. Jiddiness.
65. Tendency to be talkative.
66. Tendency to be noisy.
67. Fears about the opinions of others.
68. Insecurity due to lack of success.
69. Habit of complaining about problems.
70. Boastful attitude.
71. Comfort-seeking attitude.
72. Desire to draw attention to oneself.

### III. Social--Relation to One Another

1. Lack of table manners.
2. Unawareness of many points of social etiquette.
3. Hesitancy in making new acquaintances.
4. Awkwardness in meeting people.
5. Uneasiness in a group.
6. Lack of conversational ability.
7. Habit of arguing with others.
8. Tendency to hurt people's feelings.
9. An attitude of superiority in the presence of some people.
10. Habit of losing one's temper.
11. Tendency to trust others too much.
12. Inclination to seek out particular companions.
13. Lack of ability to make friends.
14. Moodiness.
15. Tendency towards jealousy and envy.
16. Obstinate behavior.
17. Habit of speaking and acting without thinking.
18. Avoidance of someone disliked.
19. Trait of being self-centered.
20. Habit of selfishness.
21. Over-sensitive nature--crying easily.
22. Over-sensitive nature--feeling hurt easily.
23. Reluctance to forget unpleasant experiences.
24. Fear of not being better liked by someone.
25. Inability to work well with others.
26. Uncooperative manner in work projects.
27. Tendency to dominate others.
28. Insincerity with others.
29. Acceptance of nagging from one's companions.
30. Clash of opinion when working in groups.

31. Resentment of attitude of a leader in a group.
32. Feeling of being alone and left in a large group.
33. Timidity in approaching older girls.
34. Inability to adjust to many different personalities.
35. Disrespect for others' opinions.
36. Non-acceptance of an appointed girl's help in adjusting to routine.
37. Conflicts created by excessive fondness for someone.
38. Accepting criticism.
39. Forming attachments for certain girls.
40. Undesirable attitude toward overbearing girls.
41. Inability to take teasing.
42. Detestation of a "better than thou" attitude in some girls.
43. Imitation of those especially liked.
44. Bragging attitude to win attention of others.
45. Feelings of "nobody likes me."
46. Little opportunity for leadership.
47. Desire for better relations with girls of other groups.
48. Fear of being talked about.
49. Feelings of being misunderstood by others.
50. Desire to be better liked.
51. Poor memory for names of so many girls.
52. Resentment felt because older girls who were in the convent a shorter while received the holy habit first.
53. The fact of being with people all the time.
54. Tales told by older girls just to see the frightened reactions of beginners.
55. Dislike for unduly curious girls.
56. Older girls expecting too much of a beginner.
57. Annoyance with girls who use and neglect to return one's things.
58. Impatience with others' oddities.
59. Acceptance of curt remarks.
60. Missing the company of one's brothers.
61. Non-acceptance by a group.
62. Adjustment to living with girls only.
63. Being criticized in spite of having done a right.
64. Hurt feelings over being eluded by a favorite girl.
65. Duty to be done in an area supervised by a sister not especially liked.

#### IV. Social--Relation Towards Authority

1. Concern over not being understood by the mistress.
2. Lack of control in showing preference for one teacher to the exclusion of others.
3. Inability to get along with teachers.
4. Reluctance to obey superiors.
5. Attitude of resentment in receiving corrections.

6. Habit of criticizing authority.
7. Tendency to excuse oneself when corrected.
8. Tendency to resist reprimands.
9. Inability to see superiors as God's representatives.
10. Tendency to like superiors for natural reasons.
11. Inability to confide in superiors.
12. Perplexity about consulting one's superiors about personal problems--not knowing where to start.
13. Fear of penances.
14. Fear of rebukes.
15. Desire to be trusted with responsibility as a grown-up.
16. Fear of not being trusted by superiors.
17. Too much supervision.
18. Fulfillment of demands of the mistress.
19. Inability to adapt to mistress's way of doing things.
20. Herding of outgoing mail by mistress.
21. Lack of attention from superior when ill.
22. Fear of displeasing superiors.
23. Fear of superiors.

#### V. Social--Family Relationships

1. Parents sacrificial too much.
2. Misunderstanding by parents.
3. Parents being too possessive.
4. Concern for a member of the family.
5. Sickness in the family.
6. Financial affairs of the family.
7. Need for adjustment after visiting home.
8. Homesickness.
9. Parents' marital troubles.
10. Memories of conditions at home and a desire to improve them.
11. Feeling of not really having a home.
12. Criticisms given by parents.
13. Death in the family.
14. Obstacles arising from being an only child.
15. Obstacles arising from being the oldest child.
16. Obstacles arising from being the youngest child.
17. Fact of not getting along with brothers and sisters.
18. Attachment for a particular brother or sister.
19. Clash of opinions between members of family.
20. Worry over past disrespect to parents.
21. Former disrespect for parents.
22. Past disobedience to parents.
23. Desire for greater love and affection from parents.
24. Frequent wish for a different family background.
25. Quarrels of family.
26. Thoughts of unhappy childhood.

27. Desire for more frequent letters from home.
28. Family writing too often.
29. Fear of outcome when family comes to visit at a time other than visiting Sunday.
30. Fear of not having enough to talk about with parents during visiting hours.
31. Regulation of writing home only twice a month.
32. Change from home routine.
33. Desire to say good-night to the family each evening.
34. Longing that the family experience the happiness found in the convent.
35. Anxiety about the in-law relationships in the family.
36. Wish for home, especially for Mother and Dad and the family fun.

#### VI. Religious-Moral

1. Distaste for manual labor.
2. Doing tasks well only when supervised.
3. Attitude of getting away with as much as possible.
4. Being too meticulous.
5. Being too conscientious.
6. Goals or ideals not being realized.
7. Failure to understand the religious ideal as stressed by superiors.
8. Habit of laziness.
9. Desire to feel close to God.
10. Unsuccessful attempts at recollection.
11. Inability to meditate.
12. Distractions during prayers.
13. Lack of devotion.
14. Inability to remain in chapel for a whole hour.
15. Concern over the lack of charity in others.
16. Unkind treatment by the girls.
17. Importance of keeping the great silence.
18. Cultivation of love of silence.
19. Lack of prompt and cheerful obedience.
20. Inability to see relation between obedience and development of proper independence.
21. Distinction between feeling and consent with regard to an emotion such as jealousy, etc..
22. Evaluation of moral life--virtues and acts of virtue.
23. Matters concerning purity.
24. Inability to discover predominant fault.
25. Lack of love for neighbor.
26. Reluctance in asking for permissions.
27. Desire for more time for prayer and recollection.
28. Confusion over moral questions.
29. Certain bad habits.

30. Inability to break a bad habit.
31. Troubled conscience.
32. Lack of self-control.
33. Intemperance in satisfying desires.
34. Inability to forget mistakes made.
35. Oversensitiveness about corrections received.
36. Too much introspection leading to scrupulosity.
37. Fear of inability to learn to read and understand the Latin  
of the Little Office.
38. Weak will power to keep resolutions made.
39. Listening to reading during meals.
40. Tendency towards particular friendship.
41. Desire not to heed the bell.
42. Desire to loiter before responding to bells.
43. Inability to select a spiritual reading book.
44. Realization that charity is hard to practice when living  
with so many girls.
45. Reluctance in refusing to do a favor when asked even if  
pressure of time and work prohibit it.
46. Prayer life just a chapel exercise with no carry-over to  
daily living.
47. Seeming unreasonableness of reporting about an errand.
48. Silence during meals.
49. Lack of understanding certain prayers, in particular,  
cross prayers.
50. Inability to chant prayers.
51. Adjustment to frequent changing of assistant mistresses.
52. Attention to instructions without making application to self.
53. Dishonesty with self.
54. Aversion for girls who are reporters.
55. Discouragement due to wanting to be a saint overnight.
56. Preference for private prayers.
57. New awareness of facts of life.
58. Desire for more time for praying in quiet and peace in chapel.
59. Temptations against being a religious.
60. Difficulty keeping silence in the dormitory.
61. Doubts concerning obedience in a religious after being  
trained to think for oneself, to stand on one's own feet, to  
to be independent.
62. Difficulty asking for penance.
63. Difficulty knowing whom to obey; having too many superiors  
in mistresses, teachers, etc.
64. Disturbed state of mind and conscience due to recurring  
scruples.
65. Lack of spiritual progress.
66. Difficulty asking for things needed.
67. Finding religious family less closely knit than one had  
anticipated.
68. Discovery among associates of jealousy rather than joy over  
one another's accomplishments.

69. Conviction that one's duties were heavier than those of other girls.
70. Failure to accept the daily graces God sends for every occasion and need.
71. Strong will needing control.
72. Lack of thought while reading spiritual books.
73. Observance of the rules of silence.
74. Concentration on others' faults rather than one's own.
75. Failure to understand that a public correction is good for cultivating the virtue of humility.
76. Practice of charity without any returns.

### VII. Vocational

1. Doubts about the wisdom of one's vocational choice.
2. Family opposition to choice of religious life.
3. Uncertainty as to future success in life.
4. Lack of will to accept the training given.
5. Lack of self-preparation for the novitiate.
6. Desire to know the meaning and obligations of religious life better before entering the novitiate.
7. Lack of generosity about giving oneself completely to God.
8. Questioning attitude about the great role of study in the life of a Sister.
9. Renouncement of one's will for the rest of one's life.
10. Thoughts of never having one's own children.
11. Desire to know one's vocational abilities.
12. Need of learning more about the Franciscan way of life.
13. Inability to visit home often.
14. Fear of failure to reach one's vocational goals.
15. Feeling of "not belonging" in religious life.
16. Doubts accompanying frequent spells of homesickness.
17. Frequent thoughts about going home.
18. Constant talk about returning home.
19. Thoughts of going home when discouraged or troubled.
20. Instability experienced in the past.
21. Vocational doubts arising from thoughts of parties, dances, etc.
22. Severe doubts about being a Sister awakened by nearness of reception day and entrance into the novitiate.
23. Questioning of religious regulations when they limit one's time for such things as leisurely reading of the newspaper, etc.
24. Thoughts about going to a cloistered order so as to have more time for prayer and recollection.
25. Conviction that God gave the religious vocation accompanied by a hesitancy in accepting His gift.

26. Uncertainty about whether it is God's will that one return home to help the family after the death of a loved one.
27. Impressions that the religious life is a tedious routine, accompanied by a desire to return home.
28. Misconceptions of perfection; e.g., expecting an introduction of a rule to bring on an explosion.
29. Decision to "try it for six months" affecting all one does and causing a disturbed state of mind.
30. Need for a positive proof of one's vocation.
31. Inability to get along with a teacher resulting in doubts about becoming a religious teacher.
32. No opportunity to go home to test one's vocation before entering the novitiate.
33. Fear of being asked to leave the convent.
34. Observing lack of vocational ideals in company of those who entered the spirituality as freshmen.

#### VIII. Leisure Time

1. Not enough time for recreation.
2. Inability to enjoy the things others enjoy.
3. Too little chance to read what one likes.
4. Wish for more time for oneself.
5. Nothing interesting to do during one's spare time.
6. Little opportunity to enjoy radio or television.
7. Insufficient time to read the daily paper and watch television.
8. Reluctance to give up popular sports.
9. Too little time to pursue a hobby.
10. Little opportunity to select one's recreational activities.
11. No vacation time for interesting things to do and places to go.
12. No opportunity to go around with just the girls one likes.
13. Participation in too few student activities.
14. Lack of skill in sports and games.
15. Inability to engage in one's favorite sports, especially swimming.
16. Dread of recreation as a group activity.
17. Insufficient relaxation from community recreation.
18. Desire to learn how to entertain others.
19. Inadequate use of leisure time.
20. No hobby to fall back on during free time.
21. More organization in leisure activities.
22. School activities overlapping leisure time.
23. Inability to wear sport clothes.
24. Lack of participation in sports due to a desire for time to study; being too studious.

## IX. Educational

1. No choice in subjects one takes.
2. Subjects unrelated to everyday life.
3. Assignments too heavy for time allotted to study.
4. Lack of interest in books.
5. Inability to say what one wishes in class.
6. Vocabulary too limited.
7. Uneasiness experienced in giving oral reports.
8. Fear of speaking up in class discussions.
9. Textbooks too hard to understand.
10. Teachers too hard to understand.
11. Feeling of restlessness in class.
12. Too little freedom in class.
13. Not enough discussion in class.
14. Too much work in some subjects.
15. Classes too dull.
16. Teachers lacking personality.
17. Teachers lacking interest in students.
18. Lack of friendliness on the part of teachers.
19. Lack of personal help from teachers.
20. Teachers' lack of consideration of students' feelings.
21. Teachers not practicing what is preached.
22. Unfair tests.
23. Students not sufficiently entrusted with responsibility.
24. Lack of school spirit.
25. Lack of organization and coordination of school activities.
26. Low grades in some subjects.
27. Inability to grasp certain subjects.
28. Lack of ability along scholastic lines.
29. Fear of examinations.
30. Dislike for one's teacher.
31. Lack of cooperation in school activities.
32. Disinterested attitude toward school work.
33. Adjustment from high school to college work.
34. College schedule too heavy.
35. Inability to read with sufficient speed.
36. Dislike for studying.
37. Inability to learn mathematics.
38. Inability to learn chemistry.
39. Lack of proper method in outlining work and note taking.
40. Weakness in written expression.
41. No aptitude for the study of Latin.
42. Inefficiency in grammar.
43. Lack of spelling skill.
44. Inefficiency in organizing a paper.
45. Inability to concentrate while studying.
46. Lack of techniques for studying effectively--having the "know how" of study.

47. Frequent distractions during study.
48. Inability to concentrate well.
49. Poor background in some subjects.
50. Habit of not getting assignments done on time.
51. Poor memory.
52. Fear of failure in college work.
53. Inability to think well.
54. Unprofitable use of study time.
55. Lack of opportunity to talk to teachers.
56. Frustration because others are far ahead in their studies.
57. Defect of assignments due to vocational education.
58. Lack of clarity among faculty members.
59. Dislike for school.
60. Fear of teachers.
61. Discouragement at the thought of school.
62. Need for alertness during boring classes.
63. Being in classes with teachers whose personality clashes with students.
64. Inability to develop a "habit" one thought to be had.
65. Some abilities are equal to all else.
66. Teachers not understanding students.
67. The stress while using school work during the time allotted for study.
68. Acceptance of the fact that only essentials count, none in regard to study, while at home there was delusion for project, etc.
69. Lack of study time because hours were needed for school in certain subjects.
70. Fear of reading orally.
71. Dislike of favoritism showed by certain teachers.
72. Lack of enthusiasm on the part of teachers.
73. Failure to understand the disciplinary measure of having convent girls report to the principal's office for the infraction of some minor rule.

APPENDIX B

TABLE OF FREQUENCIES

Table I.—Frequencies of Problems in the Physical Area of Adjustment for the Different Grade Level Groups.

Items	F N:122	J N:122	J <sub>1</sub> N:115	S N:122	S <sub>1</sub> N:115	C N:120	C <sub>1</sub> N:140
1	18	1	1	2	4	2	3
2	4	3	1	8	5	2	1
3	30	12	1	11	6	7	7
4	30	13	2	12	6	8	7
5	9	2	--	9	3	3	--
6	23	11	1	13	3	7	3
7	8	4	1	2	4	--	2
8	19	12	--	9	3	2	2
9	7	2	--	1	2	--	--
10	6	3	--	2	3	2	2
11	8	4	--	2	--	--	--
12	5	2	--	1	--	--	--
13	12	7	2	9	2	5	6
14	6	2	--	1	1	1	1
15	27	16	--	12	6	6	5
16	5	1	--	1	1	1	2
17	7	1	--	2	--	--	--
18	13	2	--	2	1	1	--

Table I.—Frequencies of Problems in the Physical Area of Adjustment for the Different Grade Level Groups. (Continued).

Items	P N:122	J N:122	J <sub>1</sub> N:15	S N:122	S <sub>1</sub> N:15	O N:54	C <sub>1</sub> N:48
19	18	10	2	9	2	5	5
20	12	3	1	2	--	1	--
21	23	7	1	10	5	2	8
22	19	13	--	13	3	6	4
23	22	4	1	2	6	1	10
24	7	8	1	4	3	4	3
25	8	2	--	10	1	1	1
26	15	16	1	16	--	4	5
27	7	5	1	7	2	5	6
28	9	8	--	8	1	4	1
29	17	10	1	11	1	7	5
30	15	6	--	8	1	4	4
31	8	1	--	3	2	1	1
32	6	4	1	4	--	--	1
33	17	15	1	12	3	6	2
34	6	6	--	4	1	1	3
35	3	7	1	--	2	2	3
36	5	--	--	--	1	1	--
37	3	2	1	4	--	1	--
38	1	3	1	2	1	--	3
39	3	1	1	--	--	--	--

Table I.—Frequencies of Problems in the Physical Area of Adjustment for the Different Grade Level Groups. (Continued).

Items	P N:122	J N:122	J <sub>1</sub> N:15	S N:122	S <sub>1</sub> N:15	O N:54	O <sub>1</sub> N:48
40	7	4	1	2	--	1	3
41	13	6	1	3	2	1	3
42	6	2	--	2	--	1	--
43	6	1	2	--	--	1	--
44	14	2	1	--	--	--	5
45	9	3	1	--	2	--	3
46	8	2	1	4	1	--	2
47	22	10	1	3	--	1	4
48	10	4	1	3	--	--	3
49	8	6	1	5	--	2	--
50	10	3	1	--	1	--	5
51	14	11	2	4	--	5	5

APPENDIX I

Table II.--Frequencies of Problems in the Personality Inventory of Adjustment for the Different Grade Level Groups.

Items	2 N:122	3 N:127	4 N:117	5 N:122	6 N:115	7 N:104	8 N:110
1	29	13	5	9	7	2	4
2	8	2	--	--	--	--	2
3	18	7	1	3	1	2	4
4	11	12	1	5	4	3	3
5	22	10	--	10	5	7	3
6	12	7	--	6	5	4	5
7	14	6	1	7	5	4	2
8	36	27	--	23	7	7	11
9	13	5	--	7	--	--	7
10	24	11	--	12	7	4	8
11	30	15	--	20	6	5	3
12	3	17	1	15	1	7	7
13	15	15	--	13	5	2	4
14	9	5	--	6	3	4	3
15	21	12	--	11	4	5	2
16	11	9	--	6	3	4	2
17	31	16	--	12	4	8	6
18	12	6	--	6	1	3	6
19	24	12	--	6	4	5	3

Table II. Parameters of models in the "Correctability" test  
 Adjustment for the different trials level groups. (Continued).

Items	1 N:122	2 N:122	3 N:115	4 N:122	5 N:115	6 N:122	7 N:115
20	33	22	--	19	4	7	5
21	34	25	--	20	6	6	5
22	25	18	--	13	5	6	2
23	14	12	--	1	1	2	4
24	21	8	--	12	3	5	2
25	20	12	--	9	4	2	3
26	18	15	--	17	4	5	4
27	19	7	--	3	5	1	2
28	24	14	--	13	3	2	2
29	16	10	--	7	3	5	4
30	39	22	3	26	5	4	5
31	19	15	1	10	4	5	1
32	8	1	--	2	2	1	--
33	9	6	--	5	1	1	1
34	8	2	--	--	1	--	--
35	11	5	--	6	1	3	--
36	11	6	--	3	3	2	6
37	6	2	--	2	--	1	2
38	4	5	1	2	--	1	--
39	2	3	--	1	--	1	1
40	14	7	3	7	3	9	4

Table II.-Frequencies of Problems in the Personality Area of Adjustment for the Different Grade Level Groups. (Continued).

Items	F N:122	J N:122	J <sub>1</sub> N:115	S N:122	S <sub>1</sub> N:115	G N:122	G <sub>1</sub> N:116
41	8	3	--	--	1	--	1
42	9	3	--	3	2	3	--
43	6	4	--	5	--	1	--
44	2	2	--	3	2	1	--
45	10	10	1	9	1	5	--
46	11	11	--	5	5	3	3
47	11	11	--	5	5	4	3
48	17	6	--	6	2	3	2
49	7	4	1	6	1	3	3
50	6	2	1	3	1	3	3
51	5	7	1	4	--	1	3
52	18	12	1	9	1	9	1
53	8	4	2	4	--	3	1
54	5	3	2	1	--	--	--
55	5	3	1	1	--	1	1
56	6	5	1	3	1	2	3
57	3	2	1	2	--	2	4
58	14	8	1	9	1	7	7
59	5	2	1	3	--	2	--
60	5	4	1	5	--	--	2
61	2	2	1	1	--	--	1

Table II.—Frequencies of Problems in the Reasoning Area of Adjustment for the Different Grade Level Groups. (Continued).

Items	P N:122	J N:122	J <sub>1</sub> N:115	S N:122	C <sub>1</sub> N:115	C N:122	C <sub>1</sub> N:115
62	5	3	1	1	1	1	1
63	6	2	1	1	--	--	1
64	1	1	1	1	1	2	1
65	9	5	1	1	--	1	1
66	6	4	1	1	1	1	2
67	20	14	3	10	1	4	2
68	5	5	2	4	--	1	2
69	1	2	1	--	1	1	3
70	6	3	1	--	3	1	2
71	12	10	1	--	3	3	3
72	6	6	1	4	--	4	--

APPENDIX B

Table III.--Frequencies of Problems in Social Relations Towards One Another Area for the Different Grade Level Groups.

Items	P N:122	J N:122	J <sub>1</sub> N:15	S N:122	S <sub>1</sub> N:15	C N:54	C <sub>1</sub> N:48
1	15	1	--	1	4	--	3
2	14	7	--	1	4	1	2
3	28	16	2	6	6	5	3
4	28	14	3	12	5	4	4
5	18	7	1	8	1	1	1
6	47	30	7	25	6	12	12
7	29	20	--	9	3	4	6
8	12	8	1	9	3	7	6
9	14	5	--	3	--	--	3
10	19	11	1	7	3	3	8
11	18	7	1	8	3	2	5
12	17	9	2	3	1	--	--
13	13	9	2	3	1	--	--
14	18	7	2	8	3	3	1
15	11	3	--	5	2	2	1
16	10	12	--	4	4	--	1
17	21	8	2	6	5	4	8
18	32	18	2	11	5	12	10
19	15	12	2	12	1	4	9
20	16	5	--	4	--	2	4

Table III.—Frequencies of Problems in Social Relations Toward  
One Another Area for the Different Grade Level Groups.  
(Continued).

Items	F N:122	J N:120	J <sub>1</sub> N:15	S N:122	S <sub>1</sub> N:15	C N:54	C <sub>1</sub> N:48
21	27	20	2	16	3	3	7
22	17	8	1	7	4	2	3
23	24	15	2	16	6	7	7
24	33	26	3	14	7	4	5
25	10	3	--	2	--	1	1
26	5	3	--	2	--	--	1
27	16	5	--	4	1	1	7
28	5	3	--	2	--	--	1
29	10	3	3	5	1	1	2
30	25	12	2	15	2	6	5
31	13	19	--	9	3	2	3
32	19	7	1	6	3	4	16
33	26	13	--	3	2	1	1
34	13	1	2	--	2	2	1
35	3	1	1	1	--	2	1
36	5	--	--	--	1	1	2
37	8	10	--	10	--	6	4
38	15	6	--	6	4	4	--
39	22	10	--	3	--	--	2
40	21	18	--	8	2	5	11
41	6	1	--	--	--	--	1

Table III.-- frequencies of Problems in Social Relations towards One Another Area for the Different Grade Level Groups.  
(Continued).

Items	F N:122	J N:122	J <sub>1</sub> N:115	S N:122	S <sub>1</sub> N:115	G N:54	G <sub>1</sub> N:48
42	17	13	--	12	1	6	5
43	12	6	--	4	--	1	1
44	2	--	--	--	--	--	1
45	19	8	--	3	--	2	1
46	6	3	--	4	--	1	--
47	13	10	--	3	--	1	--
48	16	6	--	7	--	3	--
49	9	3	--	2	--	3	1
50	--	--	--	--	--	--	--
51	3	1	--	--	--	--	1
52	--	--	--	--	1	--	2
53	8	2	--	2	--	1	3
54	3	--	1	--	--	--	--
55	3	2	--	--	--	--	5
56	9	2	--	2	--	1	2
57	14	19	1	9	1	7	3
58	5	5	1	5	1	1	4
59	5	1	--	2	1	1	3
60	2	3	1	1	--	--	2
61	4	2	--	1	--	--	--
62	5	--	--	--	--	--	1
63	7	9	--	3	2	2	3
64	9	2	1	2	--	--	--

APPENDIX B

Table IV.—Frequencies of Problems in the Social Relation to Authority Area for the Different Grade Level Groups.

Items	F N:122	J N:122	J <sub>1</sub> N:115	S N:122	S <sub>1</sub> N:115	G N:54	G <sub>1</sub> N:48
1	13	4	1	0	--	5	--
2	8	3	--	1	2	--	--
3	13	6	--	6	2	1	3
4	5	2	--	--	4	--	--
5	4	6	1	10	--	2	2
6	5	5	--	7	5	--	4
7	19	14	6	14	1	4	12
8	8	4	--	4	4	4	1
9	10	6	--	7	4	2	2
10	4	4	1	6	1	7	1
11	51	33	--	32	6	16	7
12	14	8	--	7	1	6	--
13	12	6	2	5	3	--	--
14	25	19	2	17	6	9	8
15	3	2	1	3	--	1	1
16	5	5	1	--	5	1	1
17	4	2	--	1	--	--	--
18	3	3	--	3	--	1	1
19	11	6	1	2	--	5	2
20	5	2	1	--	--	--	2

**Table IV.--Frequencies of Problems in the Social Relation to Authority Area for the Different Grade Level Groups. (Continued)**

Items	F N:122	J N:122	J <sub>1</sub> N:15	S N:122	S <sub>1</sub> N:15	C N:154	C <sub>1</sub> N:48
21	3	1	--	--	1	--	2
22	14	11	--	6	1	3	4
23	7	8	1	4	--	2	2

APPENDIX B

Table V.-Frequencies of Problems in the Social Family Relationships Area for the Different Grade Level Groups.

Items	F N:122	J N:122	J <sub>1</sub> N:15	S N:122	S <sub>1</sub> N:15	C N:54	C <sub>1</sub> N:48
1	13	7	--	6	1	3	3
2	2	--	2	--	3	2	5
3	1	2	--	1	2	1	3
4	28	25	1	27	9	9	12
5	7	12	--	7	2	4	4
6	6	6	1	4	--	1	7
7	15	7	--	3	2	--	3
8	24	9	2	7	4	3	10
9	3	2	1	2	1	2	1
10	4	4	2	5	4	3	2
11	4	3	--	4	--	--	1
12	--	--	--	--	--	3	--
13	5	5	--	4	--	2	--
14	--	--	--	--	--	--	--
15	9	6	--	5	1	1	2
16	5	3	--	2	--	--	2
17	3	1	--	--	--	--	--
18	17	6	--	4	5	--	2
19	2	--	--	--	4	1	4
20	2	--	--	--	2	--	1

**Table V.—Frequencies of Problems in the Social Family Relationships Area for the Different Grade Level Groups. (Continued).**

Items	F N:122	J N:122	J <sub>1</sub> N:15	S N:122	S <sub>1</sub> N:15	C N:54	C <sub>1</sub> N:18
21	--	--	1	--	--	--	--
22	1	--	--	--	1	--	--
23	10	6	--	3	6	4	2
24	4	3	--	3	--	1	3
25	6	5	--	6	2	2	1
26	9	5	--	4	2	1	2
27	4	4	1	2	--	2	--
28	3	2	--	1	--	1	--
29	1	1	--	--	--	--	--
30	11	7	1	4	--	3	--
31	3	1	--	--	--	--	2
32	2	1	--	--	--	--	2
33	3	--	--	--	--	--	--
34	4	1	--	--	--	--	2
35	8	5	1	3	2	--	6
36	4	4	--	1	--	2	1
37	12	10	--	5	--	4	5

APPENDIX B

Table VI.--Frequencies of problems in the religious and moral area for the Different Grade Level Groups.

Items	P N:122	J N:122	S <sub>1</sub> N:115	S N:122	S <sub>2</sub> N:115	C N:54	C <sub>1</sub> N:110
1	2	2	--	1	1	2	1
2	9	2	--	--	1	--	1
3	3	1	--	--	--	--	1
4	9	5	?	6	1	5	--
5	9	3	--	2	3	4	1
6	19	9	1	12	3	6	0
7	13	5	1	3	5	--	2
8	14	5	1	5	1	5	1
9	30	25	1	25	10	5	3
10	21	10	--	8	6	7	3
11	14	43	3	33	10	17	19
12	12	7	--	5	5	6	5
13	13	12	--	13	1	6	6
14	9	3	--	3	1	3	4
15	28	16	--	11	10	6	17
16	1	--	--	--	--	--	1
17	35	19	1	17	3	8	9
18	22	7	--	6	2	5	12
19	7	4	1	8	1	8	1
20	4	--	--	--	--	--	--

Table VI.—Frequencies of Problems in the Religious and Moral Area for the Different Grade Level Groups. (Continued).

Items	F N:122	J N:122	J <sub>1</sub> N:15	S N:122	S <sub>1</sub> N:15	C N:54	C <sub>1</sub> N:48
21	--	--	--	--	--	--	1
22	1	--	1	--	--	--	--
23	17	11	1	14	6	5	4
24	15	8	2	6	3	1	7
25	2	14	--	--	--	--	--
26	26	3	2	12	6	8	8
27	9	3	--	5	2	4	1
28	13	5	--	6	--	--	2
29	18	13	--	10	1	5	2
30	18	8	--	8	2	5	2
31	9	5	1	7	2	5	3
32	11	6	2	6	2	3	1
33	6	3	--	2	2	2	--
34	9	4	--	4	2	3	2
35	5	1	--	1	--	--	--
36	5	5	--	5	--	1	1
37	6	4	--	10	3	4	2
38	13	7	--	5	2	2	1
39	9	2	1	1	3	1	--
40	13	14	--	13	1	5	1
41	3	1	--	1	--	--	--

Table VI.—Frequencies of Problems in the Religious and Moral Area for the Different Grade Level Groups. (Continued).

Items	F N:122	J N:122	J <sub>1</sub> N:15	S N:122	S <sub>1</sub> N:15	C N:54	C <sub>1</sub> N:48
42	13	2	--	2	6	--	1
43	15	6	1	5	1	1	7
44	4	1	--	1	--	1	--
45	9	9	1	6	1	2	4
46	3	2	1	1	--	1	1
47	2	--	1	--	1	--	5
48	12	5	2	2	1	1	5
49	3	--	--	--	--	--	4
50	9	2	1	1	1	1	4
51	6	7	--	5	1	1	--
52	1	1	--	--	--	--	--
53	4	2	--	1	--	3	1
54	8	8	1	6	--	1	3
55	16	7	--	2	1	2	6
56	1	2	--	--	--	--	1
57	2	8	--	1	--	--	--
58	6	7	2	4	--	3	4
59	14	15	1	10	1	3	5
60	15	10	2	10	2	5	10
61	--	--	--	--	--	--	4
62	22	11	--	7	1	4	5

Table VI.—Frequencies of Problems in the Religious and Moral Area for the Different Grade Level Groups. (Continued).

Items	F N:122	J N:122	J <sub>1</sub> N:15	S N:122	S <sub>1</sub> N:15	C N:54	C <sub>1</sub> N:48
63	9	8	--	5	--	3	2
64	7	5	--	4	--	3	--
65	13	10	--	9	1	7	2
66	8	5	--	3	1	1	6
67	8	4	--	2	1	3	4
68	16	9	1	6	1	3	6
69	1	2	--	2	--	1	1
70	6	4	--	3	--	2	3
71	8	5	1	3	--	2	--
72	1	1	--	--	--	--	1
73	22	11	1	8	3	6	8
74	10	6	1	--	2	--	3
75	7	6	--	5	1	4	5
76	4	2	--	--	--	--	4
77	4	2	--	2	1	--	2

APPENDIX 3

Table VII.—Frequencies of Problems in the Vocational Area for the Different Grade Level Groups.

Items	F N:122	J N:122	J <sub>1</sub> N:15	S N:122	S <sub>1</sub> N:15	C N:54	C <sub>1</sub> N:48
1	20	10	--	7	2	4	1
2	9	1	--	--	3	2	8
3	15	11	3	12	5	5	1
4	4	3	--	3	--	4	2
5	4	--	1	2	--	3	1
6	5	2	--	1	1	3	4
7	3	--	1	2	1	2	1
8	10	5	--	7	4	5	2
9	8	5	1	5	2	4	3
10	4	4	1	4	1	1	4
11	11	2	--	4	--	3	1
12	14	10	--	5	1	1	2
13	14	9	--	6	3	5	3
14	13	11	1	11	4	3	3
15	11	7	2	5	3	4	1
16	9	3	--	2	1	1	1
17	1	--	--	--	--	--	--
18	2	1	--	--	--	--	--
19	6	6	--	5	1	4	3
20	2	--	--	--	1	--	1

Table VII.—Frequencies of Problems in the Vocational Area for the Different Grade Level Groups. (Continued).

Items	F N:122	J N:122	I <sub>1</sub> N:15	S N:122	S <sub>1</sub> N:15	G N:54	C <sub>1</sub> N:48
21	3	3	1	--	2	--	3
22	3	--	1	2	--	8	3
23	5	3	2	1	--	1	1
24	3	2	--	2	2	2	2
25	7	5	1	4	1	1	3
26	3	1	--	1	1	1	1
27	2	1	1	--	--	--	--
28	2	--	--	--	1	--	1
29	--	--	--	--	--	--	--
30	10	3	--	3	1	--	2
31	4	2	--	1	--	1	--
32	1	1	--	1	--	--	--
33	21	16	--	7	1	3	3
34	4	3	--	4	1	4	6
35	--	--	--	--	--	--	--

APPENDIX B

Table VIII.—Frequencies of Problems in the Leisure Time Area for the Different Grade Level Groups.

Items	P N:122	J N:122	J <sub>1</sub> N:115	S N:122	S <sub>1</sub> N:115	C N:54	C <sub>1</sub> N:48
1	16	15	--	12	3	4	4
2	9	5	3	2	2	--	1
3	18	13	1	11	4	6	5
4	14	7	--	7	3	4	5
5	5	1	1	2	1	--	1
6	8	4	1	2	3	--	1
7	7	4	1	1	--	1	3
8	5	3	1	--	1	--	4
9	8	9	--	10	4	4	2
10	10	6	--	3	1	1	2
11	2	1	--	3	1	1	--
12	3	2	--	3	--	--	--
13	7	5	--	1	1	--	--
14	22	12	1	6	2	3	1
15	5	3	--	3	1	1	3
16	3	3	1	3	--	3	1
17	10	4	3	2	2	1	2
18	12	3	1	6	1	3	--
19	3	1	--	1	--	--	--
20	20	1	1	1	--	--	3

Table VIII.—Frequencies of Problems in the Leisure Time Area for the Different grade Level Groups. (Continued).

Items	F N:122	J N:122	J <sub>1</sub> N:115	S N:122	S <sub>1</sub> N:115	C N:54	G N:48
21	3	2	--	1	--	--	3
22	9	9	--	12	1	6	3
23	5	3	1	--	1	--	1
24	4	4	1	3	1	--	2

APPENDIX B

Table IX.--Frequencies of Problems in the School Area for the Different Grade Level Groups.

Items	F N:122	J N:122	J <sub>1</sub> N:15	S N:122	S <sub>1</sub> N:15	C N:54	C <sub>1</sub> N:48
1	10	5	--	4	2	2	2
2	7	4	--	1	--	--	--
3	17	8	1	9	3	11	8
4	7	2	1	2	1	5	1
5	40	25	1	24	3	6	4
6	26	23	3	20	2	13	9
7	23	14	2	16	5	6	7
8	30	19	2	15	5	11	3
9	4	1	--	1	1	--	2
10	13	2	--	4	2	1	2
11	17	9	--	8	2	4	4
12	3	--	--	2	--	1	--
13	4	--	--	1	1	--	2
14	21	10	2	12	3	9	4
15	13	2	--	3	2	4	2
16	6	2	--	2	2	--	--
17	7	2	--	2	2	1	--
18	8	5	--	5	1	--	1
19	8	4	1	4	--	1	--
20	16	8	--	8	4	3	2

Table IX.—Frequencies of Problems in the School Area for the Different Grade Level Groups. (Continued).

Items	F N:122	J N:122	J <sub>1</sub> N:15	S N:122	S <sub>1</sub> N:15	C N:54	C <sub>1</sub> N:48
21	12	8	1	8	1	5	2
22	2	1	--	2	2	1	--
23	3	2	1	5	--	1	--
24	11	8	--	3	1	1	2
25	3	1	--	2	--	--	1
26	23	13	2	13	1	8	2
27	19	9	1	6	2	2	6
28	16	9	1	10	2	5	5
29	27	9	1	6	4	1	3
30	25	20	--	22	1	15	6
31	6	3	1	4	2	1	--
32	4	3	--	2	2	1	--
33	6	2	--	2	1	1	1
34	--	--	--	--	--	3	2
35	19	13	1	11	4	6	5
36	19	13	--	6	1	7	4
37	30	21	1	19	4	14	9
38	--	1	1	9	3	1	--
39	13	8	--	7	3	6	7
40	18	10	--	8	--	4	5
41	23	21	2	4	2	3	8

Table IX.—Frequencies of Problems in the School Area for the Different Grade Level Groups. (Continued).

Items	F N:122	J N:122	J <sub>1</sub> N:15	S N:122	S <sub>1</sub> N:15	C N:54	C <sub>1</sub> N:48
42	20	9	1	9	4	7	8
43	11	10	--	15	--	7	10
44	6	4	--	2	2	1	3
45	15	5	1	7	2	2	2
46	17	9	--	4	3	2	7
47	21	7	--	8	5	3	8
48	18	6	2	7	5	6	3
49	23	11	1	8	7	5	12
50	15	11	--	11	2	5	4
51	15	6	1	10	3	2	6
52	7	2	--	7	4	7	2
53	11	4	--	4	2	2	1
54	28	19	--	17	5	6	8
55	9	3	--	2	2	2	--
56	14	13	1	13	3	8	2
57	6	4	--	3	2	--	1
58	1	2	--	4	--	1	1
59	5	3	--	2	--	2	3
60	3	2	1	--	--	1	2
61	10	6	--	9	--	3	3
62	19	13	1	8	--	5	6

Table IX.--Frequencies of Problems in the School area for the Different Grade Level Groups. (Continued).

Items	P N:122	J U:122	J <sub>1</sub> N:115	S U:122	S <sub>1</sub> N:115	C U:54	C <sub>1</sub> U:118
63	0	7	1	7	--	4	1
64	5	6	--	3	1	2	4
65	--	--	--	1	--	2	1
66	3	3	--	3	--	--	2
67	9	6	1	--	5	3	3
68	7	3	1	1	--	1	1
69	3	2	1	--	2	1	1
70	22	13	--	8	--	4	4
71	13	11	1	10	1	2	2
72	4	--	1	2	--	2	1

## APPENDIX C

### DIRECTIONS FOR USE OF TABLES

The group with the smaller  $N$  is represented in its various frequencies in the first column of the Table. The other group to be compared is identified by its total  $N$ , expressed across the top of the table. For this reference group of the comparison, the smaller of the two cell entries is used as the frequency to be located in the first column of the table. Where frequencies are shown, interpolations can be made. For a significant chi square, a frequency for this reference group in the cell corresponding to the chosen one for the other groups must be either  $\geq$  the  $MIR$  value or above the  $MIR$  value shown at the proper intersection.

#### EXAMPLE:-

For the fourfold Table, if a comparison is to be made between groups with  $N=15$  and  $N=122$ , and the frequency in group  $N=15$  is 6 (which is the smaller of the two for that group), then looking at the table, we see that for the cell entry of 6, the corresponding cell entry for a group of  $N=122$  must be either greater than 31 or smaller than 22 for a chi square significant at  $P=.05$  or either greater than 9 or smaller than 16 for a chi square significant at  $P=.01$ .

Table C.-Maximum and Minimum Cell Frequencies Required to Achieve Significant Chi Squares at the .05 Point and at the .01 Point. Smallest Cell Frequency in Variables  $N=18$  and  $N=24$ .

Corresponding Cell Frequency in Variable with		Smallest Cell Frequency in Variable $N=18$				Smallest Cell Frequency in Variable $N=24$	
		$N = 18$		$N = 122$		$N = 122$	
		.05	.01	.05	.01	.05	.01
0	Min	5	7	10	16	9	14
	Max	--	--	--	--	--	--
2	Min	9	12	19	25	17	23
	Max	--	--	0	--	0	--
4	Min	13	16	26	33	24	30
	Max	0	--	2	1	1	0
6	Min	16	19	33	39	30	36
	Max	1	0	5	3	4	2
8	Min	19	23	39	46	35	42
	Max	2	1	6	6	7	4
10	Min	21	25	41	49	41	47
	Max	4	2	11	7	9	6
12	Min	24	27	51	57	46	52
	Max	5	3	15	11	12	10
14	Min	26	30	56	63	51	57
	Max	7	5	19	15	16	13
16	Min	29	32	61	68	56	62
	Max	8	7	23	19	20	16
18	Min	31	36	67	73	61	67
	Max	10	6	27	22	24	19
20	Min	33	37	72	77	67	71
	Max	12	9	32	24	27	23
22	Min	36	39	77	82	70	76
	Max	14	11	36	31	31	26
24	Min	38	41	81	87	71	80
	Max	16	13	41	35	35	30
26	Min	--	--	--	--	76	84
	Max	--	--	--	--	39	34

Table .--Maximum and Minimum Cell Frequencies Required to Achieve Significant Chi Squares at the .05 Point and at the .01 Point, Smallest Cell Frequency in Variable =122.

Corresponding Cell Frequency  
in Variable with

$k = 122$   
.05 .01

0	Min	4	7	
	Max	--	--	
5	Min	13	17	
	Max	--	--	
10	Min	21	24	
	Max	--	--	
15	Min	27	31	
	Max	--	--	
20	Min	33	36	
	Max	--	--	
25	Min	39	44	
	Max	--	--	
30	Min	45	49	
	Max	--	--	
35	Min	50	55	
	Max	--	--	
40	Min	55	60	
	Max	--	--	
45	Min	61	66	
	Max	--	--	
50	Min	66	71	
	Max	--	--	
55	Min	71	76	
	Max	--	--	
60	Min	76	80	
	Max	--	--	

Table .-Maximum and Minimum Cell Frequencies Required to Achieve Significant Chi Squares at the .05 Point and at the .01 Point, Smallest Cell Frequency in Variable =15.

Corresponding Cell Frequency in Variable with		N = 15		N = 48		N = 94		N = 122	
		.05	.01	.05	.01	.05	.01	.05	.01
0	Min	5	7	11	16	12	18	26	39
	Max	--	--	--	--	--	--	--	--
1	Min	7	9	16	21	18	23	38	50
	Max	--	--	--	--	--	--	--	--
2	Min	9	10	20	25	27	28	48	59
	Max	--	--	--	--	--	0	3	1
3	Min	10	11	24	28	26	32	57	68
	Max	--	--	2	0	2	1	7	4
4	Min	11	12	27	31	30	35	66	75
	Max	--	--	3	1	4	2	11	8
5	Min	12	13	30	34	34	38	73	82
	Max	--	--	5	3	6	4	16	12
6	Min	13	14	33	37	37	41	81	89
	Max	--	--	7	5	8	6	22	16
7	Min	14	15	36	37	40	44	88	95
	Max	--	--	10	7	11	8	28	21

## APPENDIX D

### ABSTRACT OF

#### Adjustment Problems of Aspirants and Postulants of One Religious Congregation<sup>1</sup>

The present research was prompted by the conviction that a systematic spotting of the adjustment problems of the modern girl would help her to meet her personality needs in the atmosphere of a religious community; by an awareness of the mind of the Church on renovation and accommodation of religious life to the exigencies of modern living; and by the recent efforts of the Sister Formation Program to initiate some necessary adaptations in the training of potential religious. The problem of this study is: by an empirical method to establish the adjustment problems of aspirants and/or postulants of one religious congregation, and by a statistical method to determine the differences in adjustment problems of the groups in the same developmental setting (age, scholastic level, length of time in the convent).

A review of literature is made within the framework of three sources of adolescent problems, namely, those arising from his relations with his family, his associates, and himself; this review focuses on the publications of the last twenty-five

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<sup>1</sup> Sister Mary Constantia (Fudeli), doctoral thesis presented to the School of Psychology of the University of Ottawa, Ontario, 1964, viii-164 p.

years.

The core of the present study consists of a survey in two phases. The first includes the collection and classification in a check list of the problems of two hundred aspirants and postulants according to nine areas of personality needs: physical, personality, social (in relation to one another, to family, and to authority), religious-moral, vocational, leisure time, and educational. The check list is an adaptation of the Neasey Problem Check List. The second phase of the survey concerns itself with validating the tool by administering it to the same two hundred subjects used in the first phase, and then disproving the hypothesis that there is no significant difference in problems of adjustment for the groups of aspirants and postulants studied.

The present study of the problems of aspirants and postulants of one religious congregation suggests others that can be made; the tool can be cross-validated within the said congregation; it can be validated for any aspirancy and/or postulancy; on the strength of findings about problems of subjects in a particular environment, a guidance and counseling program can be recommended; problems in a particular area can be studied for the purpose of recommending techniques of counseling and guidance to help solve them; and problems of convent girls and girls in general (of the same age level) in a particular area can be studied to determine differences in problems for the groups.