The relationship between aspects of social adjustment and the academic performance of selected elementary students in a private Islamic oriented school

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THE RELATIONSHIP BETWEEN ASPECTS OF SOCIAL
ADJUSTMENT AND THE ACADEMIC PERFORMANCE
OF SELECTED ELEMENTARY STUDENTS IN A
PRIVATE ISLAMIC ORIENTED SCHOOL

AN ABSTRACT
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION,
ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
SPECIALIST IN EDUCATION

BY
THERESA MUWWAKKIL

ATLANTA UNIVERSITY
ATLANTA, GEORGIA
MAY, 1984
ABSTRACT

Purpose

The purpose of this study was to determine the relationship between aspects of social adjustment and academic performance, academic achievement and religious orientation of selected elementary school students in a private school setting.

Significance of the Study

The study is significant in that the findings have the potential for sensitizing educators and parents to the impact which students' attitudes can have on academic achievement and performance.

Hypotheses

The seven null hypotheses were presented. The first three indicated that there was no statistically significant relationship (1) between social adjustment and academic performance, (2) between academic performance and social-adjustment of males and females, (3) between academic performance and social-adjustment of younger and older students, (4) between social-adjustment and academic achievement, (5) between academic achievement and social-adjustment
of males and females, (5) between academic achievement and social-adjustment of younger and older students, and (7) between social-adjustment of Islamic and non-Islamic students.

Method and Procedure

The research design was correlational involving sets of scores on a sample population. Sixty elementary school students were randomly chosen and administered two instruments: Bristol Social-Adjustment Guides and Stanford Achievement Test Series.

Conclusions

1) When male students were considered as a group and female were considered a group, as well as, when they were considered as a whole, the more socially well adjusted they were the lower tended to be their performance in class.

2) Below average performing younger students tended to be relatively well adjusted socially, however, the more socially adjusted these younger students were, the higher was their level of achievement (their test scores).

3) Female students tended to exhibit high levels of achievement when considered as a separate group.

4) When considered with males or when males were considered as a separate group social adjustment and academic achievement were only randomly related.

5) Islamic students showed no higher level of social adjustment than did non-Islamic ones.
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The writer dedicates this thesis to her husband, Yusuf and their children, Reginald, Rondell and Saudia, whose faith, understanding and encouragement in her made this project possible.
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CHAPTER I

INTRODUCTION

The problem of improving academic performance is as old as education. Educators and researchers have long been concerned with the impact that a student's attitude can have on his or her academic achievement and school performance. The researcher has had an opportunity to objectively observe elementary school students develop for nearly two decades while acting in the capacity of a teacher and administrator. The investigator's involvement has been with students from diverse geographical locations as well as varied socioeconomic levels.

There are numerous explanations for the level of success in the academic performance of students. Studies have shown that the outcome of prior academic experiences can affect the development of a student's attitude toward performance in school. Authorities have also noted that children with prior positive learning experiences were more positive in their attitudes toward school and school performance. Malloy stated that the academic preparation and the establishment of goals in the early years will contribute
and influence the academic pursuit of the student.\(^1\) Bloom stressed the importance of academic preparation and specific readiness for current tasks.\(^2\) The achievement pattern that is encouraged by parents has an impact on the child's academic success and attitude. The attitude of parents and significant others toward learning and the role models that they provide play a vital role in the development of the attitudes of children. They are also influenced by the relationship that the parents have with the school and community. The availability of learning materials in the home and immediate community is also considered contributing factors.

Throughout the nation, many studies have been conducted relative to the existing problems inherent in students' attitudes toward school and learning. It is generally recognized that attitudes of students toward academic performance can no longer be viewed solely in terms of interference with intellectual functioning. It is felt that many of those students have been deprived of cognitive stimulation as well as other social benefits derived from the involvement with their schoolmates, other children and adults who play a prominent role in their everyday lives.

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\(^1\)Marjorie Baumer-Malloy, "A Study of the Relationship of Certain Home Environmental Factors to High or Low Achievement in Reading Among Black Primary Age Pupils of Low Socioeconomic Status" (Ph.D. dissertation, University of Maryland, 1977), p. 82.

They have been prevented from developing intellectual skills and the motivational characteristics and patterns of behavior that permit persons to become successful, productive, and contributing members of our society. Among these characteristics are the skills acquired in working cooperatively with others in an environment, the development of a sense of control over an environment, and patterns of socially responsible behavior. Unless students are given the opportunity to develop these qualities along with cognitive competencies, they may become and remain economic and social burdens. These qualities are essential for a child to be able to learn in school or to use and further develop the cognitive abilities and skills that he already possesses.

The research question as perceived by this researcher was: Is there a relationship between selected aspects of in-school social adjustment and the academic performance of elementary school children in a private school setting?

Statement of Purpose

The purpose of this study was to determine the relationship between aspects of social adjustment and academic performance, academic achievement and religious orientation of selected elementary school students in a private school setting.

Hypotheses

The following null hypotheses were tested in carrying out the purpose:

\( \text{H}_0^1: \) There will be no statistically significant relationship between social-adjustment and academic performance.

\( \text{H}_0^2: \) There will be no statistically significant relationship between academic performance and social-adjustment of male and female students.

\( \text{H}_0^3: \) There will be no statistically significant relationship between academic performance and social-adjustment of younger and older students.

\( \text{H}_0^4: \) There will be no statistically significant relationship between social-adjustment and academic achievement.

\( \text{H}_0^5: \) There will be no statistically significant relationship between social-adjustment and academic achievement of male and female students.

\( \text{H}_0^6: \) There will be no statistically significant relationship between social-adjustment and academic achievement of younger and older students.

\( \text{H}_0^7: \) There will be no statistically significant difference between social-adjustment of Islamic and non-Islamic students.

Significance of Study

The literature strongly indicated that a child's attitudes are related to his or her social and academic progress. This suggested that attitudes and attitude measurements should be critical components of teaching and learning; thus, the educator should collect as much relevant data about the process as possible. Much in the literature
supports the fact that attitude can be a serious problem in that it can negatively affect some students' academic performance.

Specifically, the study is expected to be significant on a number of levels. The findings have the potential:

1. To sensitize administrators, teachers, psychologists, counselors, and parents to the impact which students' attitude have on academic achievement and learning.

2. To serve as a catalyst for emphasizing and promoting positive attitudes toward school and learning among school children.

3. To provide the basis for the development of means of effectively working with students who have poor school attitudes.

Assumptions

The following assumptions were made in carrying out this study. It was assumed:

1. that an array of factors may influence students' performance in school, with attitude being a significant one.

2. that a student's attitude can have a significant impact on his/her academic performance.

Limitations

Limitations pertinent to this study were as follows:

1. The research was conducted in one private elementary school. For this reason, it is suggested that the findings and interpretations should not be generalized to other situations that differ significantly.

2. The data used in this study were of a self-report nature and, therefore, dependent on the memory and honesty of the respondents.
Definition of Terms

The following terms were operationally defined for the purpose of this study:

1. **Academic Performance**—the students' fall semester 1982-83 grade point average (GPA).

2. **Attitude**—the students' measurable opinions as assessed by the Bristol Social-Adjustment Guides.

3. **Social-adjustment**—the students' scores obtained on the Bristol Social-Adjustment Guides in the areas of attitude toward teacher, school work, self, and environment.

4. **Academic Achievement**—the students' scores obtained on the Stanford Achievement Test.

5. **Relationship**—the correlation between variables.

6. **Islamic students**—those students whose family orientation was that of Al-Islam.

7. **Non-Islamic students**—students whose family orientation was Baptist, Rastafarian, Methodist, and Episcopalian.

Evolution of the Problem

Entry into an academic setting marks a major life change experienced by all American students. Many students find themselves undergoing formal and informal evaluations as they matriculate. These students often encounter various academic pressures, such as: social, personal, and scholastic. The educational experiences of a student and his interaction with others are likely to have an important impact on nearly every dimension of his development. While the primary function of schools may be to teach academic
skills, school experiences unquestionably also affect students' development on both academic and non-academic dimensions.

One aspect of social adjustment was focused on, namely those related to attitudes toward school--more specifically, attitudes toward the teacher, self, school work, and environment. These attitudinal variables are believed to be affected by school experiences which, in turn, affect students' behaviors in academic situations. Because of the assumed character of these attitudinal variables, they are also sometimes considered motivational.

This researcher has been an educator for eighteen years in the capacities of classroom teacher, counselor and principal. In all three capacities, it was assumed through observation that attitude has a paramount affect on students' performance.

Such an assumption was derived when students with ability who seemed to differ in attitude were observed to perform in widely varying manners. More precisely, students having a positive attitude tended to do well academically; while those having a negative attitude tended to do poorly. These phenomena gravely perplexed many of the educators in the school. The center of their concern was toward obtaining an answer to exactly how and why social adjustment focusing on attitude seemingly influenced students' performance.
As the principal, several educators consistently consulted this researcher to the point that finding an answer to this "how and why" became a dominating thought. A review of the literature was undertaken to gain additional insights into the inquiries. That cursory look into the literature was the impetus for further study. The researcher's interest and concern were toward concentrating on determining the degree to which the aforementioned social motivational variables affect the performance of the students under the researcher's principalship.
CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The review of the literature was comprised of six sections: (1) history of child development relative to attitude, (2) characteristics of the middle-year child, (3) attitude and the learner, (4) self-concept relative to academic performance, (5) attitude toward teachers relative to academic performance, (6) attitude toward school setting relative to academic performance, and (7) attitude toward religion.

The first three sections provided background information. Section one briefly traced the history of child development relative to attitudes. Section two described the characteristics of those subjects under study—the middle-year child—suggested to be between the ages of seven and thirteen. Section three discussed the attitude of the child as a learner, supported by research which attempted to measure attitude as it related to learning. The last four sections focused on the factors under study: section four, self-concept; section five, teacher/student attitudes; section six, attitude toward school setting; and section seven, attitude toward religion. In each of the
sections, three aspects were emphasized: (1) the description of the factors as reported in the literature; (2) the manner in which the factor tended to affect achievement; and (3) the findings of studies pertaining to the factor and academic performance.

History of Child Development
Relative to Attitude

Child psychology focuses on the development of the child from conception through adolescence. This field is recognized as one of the important specialized branches of psychological research. Its interest in the scientific study of the child has come from many other sources: medicine, education, psychiatry, mental hygiene, sociology, and religion. Each has contributed its share of information to enable the child psychologist to draw from in order to develop his own technical studies; and thus to identify and explain the typical development of the child.

Past records indicate that a specific attitude toward the child prevailed among the ancient civilizations. In Greece and Rome, for example, the attitude was to mold the child according to the pattern of an ideal citizen. Attention was concentrated on the child's education as a preparation for citizenship responsibilities which would someday be his. The female's citizenship role was considered solely that of motherhood: to populate and to nurture; while, the male citizenship role was thought to be broader, encompassing social, political, and economic
affairs. Little thought was given to the nature of the child or to the development of him as an individual.¹

According to historians, from ancient times until around the 1800s, the attitude was that the child's prime purpose in life was to be of service to his parents. The child was brought up to believe that when he reached adulthood he would supply his parents with food, clothing, shelter; take care of them in sickness and old age; and care for the family property. Instead of allowing the child to develop on his own, adults attempted to mold each child according to those standards. Freedom for individual development was unheard of. Further, the child who would not conform to the standards was considered a disgrace to the family.²

Over time, attitudes toward the child have been modified. From the late 1800s to the early 1900s is a significant period in child development in that childhood was scientifically studied. From this has resulted a clearer understanding and exchange of information relative to childhood being a unique and important developmental stage.³


Today, psychologists are in a position to study children with great confidence in the accuracy of their results. Because of the interest in obtaining information about child development, as well as the practical need for this information in the field of education, the psychologist has strong motivation to pursue his studies of the child from every possible angle. Much information about child development has been obtained in the last decades as a result of this. There are three important advantages to be derived from knowing this information: (1) It enables one to know what to expect of the child at every age and at what age different forms of behavior will emerge into more mature forms. (2) Because the pattern of development is approximately the same for all children, it is possible to judge each child in terms of the norms for that age. (3) Since all development requires guidance, knowledge of the normal development of the child enables those in charge of the child to guide his development into desired channels.¹

To summarize, child psychology has resulted from the study of attitudes toward the child. The attitudes have evolved from the molding of the child into an ideal citizen to consideration of him as a unique individual.

Middle Years: Characteristics of the Child

Studies of children have shown that at different ages certain general forms of development are taking place which distinguish that age group from others. As the child moves from one developmental period to another, there is a gradual shift in the dominant form of development taking place. On the basis of evidence derived from studies of children, there are major developmental stages, each characterized by its own specific form of development.

Of marked interest is the literature pertaining to the middle years. Authorities indicate that the middle years extend from age seven through thirteen. It is suggested that different forms of development occur at different times within this period.

Cognitively, in the middle years, the child's growing mastery of symbols and his/her overbroadening fund of general knowledge permit him/her to think more rationally. In this period, the child's thinking on matters of personal concern is likely to be affected by emotionalism, confusion, superstition, and misinformation. This child builds on a framework of expectations which enables him/her to marvel, to wonder, to be curious, and to organize—though sometimes primitively—the facts he accumulates. He locates himself in time and begins to recognize that the world exists apart from him—it existed before him and will after him. He
meditates upon what it means to be at his/her age. He ponders the mysteries of life, birth, and death. He becomes aware of the processes of his own body—respiration, circulation, digestion, and the senses. Further, the child is interested in causal sequences to the extent that he wants to know how to do things.¹

In the middle years physical growth progresses at basically a uniform rate, with the child gradually acquiring control over his body. Thus, the repertoire of skills depends to a large extent upon physical growth which varies from one child to another. The paramount physical uniqueness of the middle-year child is his awkwardness and clumsiness. During this period, the child experiences a spurt in physical growth accompanied by an unevenness which throws the muscular system out of coordination. This awkwardness and clumsiness is often more pronounced in boys than in girls.

Socialization is of paramount importance during the middle years. Specifically, this child becomes socially conscious. He/she has emerged into a transition period, between childhood and maturity, where he/she learns to react to the social group. He/she has become aware that he is a part of a social organization and soon is extremely

susceptible to the approval and disapproval of his social
group.\(^1\) To avoid criticism and ridicule, often the
child tries to be like the group in dress, behavior, and
mannerisms. It is suggested that his conformity to group
standards is a means of escape from embarrassment and self-
consciousness. It seems that in making himself a part of
the group, he eliminates the probabilities of conflict.
Likewise, this child looks upon his interaction within the
group as of greater importance than interaction with his
parents or the adults with whom he comes in contact. The
tendency to conform to the group is especially pronounced
in girls over boys: Boys seem more independent and more
apt to question a suggestion before accepting it; while, the
girls appear more docile.\(^2\)

In regard to morals, authorities suggest that the
middle-year child can understand the underlying principles
and reasons for rules, has the ability to make moral judg-
ements, and has learned concepts of right and wrong as they
relates to different situations.\(^3\) It is further suggested
that this child lacks true morality in that he is unable
to judge for himself whether an act is right or wrong but

\(^1\)F. Heider and M. Simmel, "An Experimental Study of
Apparent Behavior," \textit{American Journal of Psychology} \textit{57} (1944):
243-259.

\(^2\)L. Joseph Stone and Joseph Church, \textit{Childhood and

\(^3\)L. Kohlberg and E. Turiel, \textit{Research in Moral Develop-
ment: The Cognitive-Development Approach} (New York: Holt,
tends to rely on what he has learned in regard to it. The overwhelming evidence is that the child believes it is wrong to lie, to gossip, to behave cowardly, to steal, to abuse the small or weak, or to betray friends. Often, this child will strongly condemn anyone whose behavior falls below the aforementioned standards, and his contempt is openly expressed. The child's moral attitude toward the law was studied by Solomon. The findings indicated that attitude gradually approached the adult attitude over time; and further that lawless attitude was a problem of the child and has little to do with his social, economic, or intellectual level.

Premature sexual feelings often arise in the middle years. It is not surprising to find ill-feelings toward members of the opposite sex. As a result, girls show shyness in the presence of boys and men and shun any gathering in which they are present. It is not uncommon for girls who formerly regarded their fathers as the favorite parent to take an antagonistic attitude toward them just because they are men. Boys, on the other hand, experience an attitude of displeasure of a similar sort, but much less pronounced than in the case of girls. Studies suggest that probably


this is due partly to the fact that boys are better prepared for the physiological changes that are taking place in them than are girls. The fact that boys are better prepared for the physiological changes have never been surrounded by shame or social aversion. Boys continue to form their attitude toward the female sex on the basis of their play interests and activities rather than on the basis of sex behavior. While the previous statement pertained specifically to the initial middle-year stage, studies indicate that upon concluding the stage, often sexual interest emerge in the form of crushes. Usually, the crushes are directed toward individuals for whom the child has great admiration, with teachers and older schoolmates being the recipients. Such is possibly reflective of the fact that the energy and attention of girls focus on academia and school; while the boys' attention and energy tend to focus away from these—often toward his game, ball games, etc. This difference frequently results in a greater demonstration of positive academic performance on the part of girls than boys.

In summary, the middle-year period, suggested to be between the ages of seven and thirteen, focuses on specific

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1 Johnson, Love and Sex in Plain Language, pp. 160-164.
2 A. McCreary-Juhasz, "How Accurate are Students' Evaluations of the Extent of Their Knowledge of Human Sexuality?," Journal of School Health 37 (1967): 409-412; and Stone and Church, Childhood and Adolescence: A Psychology of the Growing Person, p. 79.
characteristics--characteristics which are cognitive, physical, social, moral, and sexual in nature.

**Attitude of Child as Learner**

A great deal of attention has been devoted to the problem of measuring a specific aspect of the child, namely, attitude. Attitude has been the central focus of several child theorists and researchers. In fact, some authorities believe that attitude is probably the most widely studied single variable in all of child psychology.

Zimbardo and Ebbesen say that the child is not born with an attitude; but rather, he learns it through his experiences in the world and through his interaction with other people.\(^1\) Zimbardo's and Ebbesen's study also implies that indeed as the child grows and interacts with his surroundings he begins to internalize and stabilize sets of attitudes.

What is attitude? Before attitude is studied, one must identify what the term means. Many have found attitude to be a difficult concept primarily because of its many lay uses and connotations. One of the earliest and most accepted definitions of attitude was proposed by Thomas and Znaniecki. They defined attitude as follows:

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A mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related.¹

Additional information which enables one to better understand attitudes has been supplied by Fleming and Levie. They indicate that while attitudes are latent and not directly observable in themselves, attitudes do act to organize, or to provide direction to, actions and behaviors that are observable.² Further, they indicate that attitudes vary in direction, either positive or negative; in degree, the amount of positiveness or negativeness; and in intensity, the amount of commitment with which a position is held.

In the literature, attitudes are thought to have three primary components: (1) affective, (2) cognitive, and (3) behavioral. The affective component is thought to consist of a child's evaluation of, liking of, or emotional response to some object or person. The cognitive component is conceptualized as a child's beliefs about, or factual knowledge of, the object or person. The behavioral component involves the child's overt behavior directed toward the object or person.³

³Zimbardo and Ebbesen, Influencing Attitudes and Changing Behavior, pp. 1-43.
Educators have been tremendously interested in effective procedures for measuring the attitude of the child as a learner. Attitudes and their components are critical in teaching and learning. Therefore, it has become apparent through teachers' observation and research findings that students who demonstrate average to above average performance in school work also seem to exhibit greater positive attitude than those students who perform below average in school work. Educators deem it important to collect as much relevant data about that process as possible. It is important to study the attitudes of the child in order to demonstrate attitude/achievement relationships, promote attitudinal position, reduce attitudinal influence, and to assess the impact of specific instruction. Accordingly, the following should be adhered to: Attitude measurement should be valid, reliable, replicable, and fairly simple to administer, explain, and understand. Categories for collecting attitude information should include self-reports, reports of others, sociometric procedures, and records. To insure effective attitude measurement, the construct to be measured must be identified and an instrument found that will measure the relevant construct. If no existing measure is available, a test should be constructed recognizing the critical importance of reliability and validity of information. A pilot study should be conducted in order to revise tests for actual use. When testing is completed,
resulting data should be summarized, analyzed, and displayed for interested persons—especially, teachers and parents.¹

Educators emphasize several reasons why the child's attitude as a learner should be important. The literature consistently suggested at least five reasons: (1) There are cases when it is legitimate, and important, to urge the child to accept the truth of certain ideas so as to promote an attitudinal position. (2) While the strength of the relationship between attitudes and achievement is unclear, it is thought to make common sense that students are more likely to remember information, seek new ideas, and continue studying, when attitudes are favorable. (3) There are some instances when influencing the attitudes of the child is not desirable, so educators should be aware of what techniques do affect attitudes and thereby possible bias can be recognized and eliminated. (4) Attitudes toward instruction felt by the child can tell the educator a great deal about the impact of that instruction on the learning process. Lastly, (5) there is a need to assess the attitudes of the child toward the learning activities he is being subjected to, if for no other reason than to improve the quality of the procedures.²


²Ibid.
Summarily, attitude has been focused on by child theorists and researchers and thus clear information has been made available. Attitude is thought to be a learned state which influences responses to objects, situations and persons. Components of attitude are affective, cognitive, and behavioral in nature. Educators are presently measuring attitudes and their components in order to determine their impact on learning.

**Self-Concept Relative to Academic Performance**

A self-concept is defined as a person's perception of himself/herself. This perception is multidimensional, hierarchical, fairly stable, and evaluative: (1) Multidimensionally, self-concept includes many subparts, and even these subparts may have more than one dimension. For example, one subpart may be labeled physical self-concept. But the physical self-concept can be further divided into perceptions of physical appearance, ability, etc. (2) Hierarchically, certain descriptions and evaluations form the core of self-concept. That is, they are closer to the essence of self. For instance, image as "teacher" may be more central to being than image as "golfer." (3) The fairly stable core perceptions develop early and change little through time. A long history of inconsistent perceptions is needed before these "selves" change. However, as one descends the self-concept hierarchy--that is, move
away from the core image--the self-concept is set early and maintains a certain stability, but perceptions of physical appearance or agility, for example, change fairly easily with time, growth, and events. (4) Evaluatively, not only does one develop a description of self, but also formulates evaluations of this description. These evaluations placed in the context of the previous three features suggest that the core evaluations are developed early in life and are resistant to change. Other less significant evaluations are constantly being developed, modified, discarded, and replaced by others.

Most sources within the literature agree as to how self-concept arises. It is suggested that the child develops his self-concept through socialization processes which begin in the home, then the school, and gradually the larger society, arising in part from expectations, attitudes, significant others, observations, impersonal sources, and specific experiences.

The development of self-concept has been detailed by Gergen. He indicates that self development begins at birth. The child is not aware of being a separate being, but within seconds after birth, the child begins to interact with his/her environment. Gradually, the infant begins to develop simple patterns of perception and action followed

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by more complex ones, and within a few weeks begins to become aware of his/her existence as a separate entity.

The first signs of separation from the mother begin in the third or fourth month after birth. Quickly, the child begins to see himself as separate from other people and within a few months begins to assign a perception of himself.\(^1\) Once the self is perceived and language acquisition begins, the core dimensions of self-concept begin to formulate quickly. The first few years being crucial in a child's development, physically, socially, and intellectually. The environment the child interacts with early in life establishes the core self-concept. The care received in the early years plays a significant role in defining the child's self image. A supportive environment, with many stimuli and visible love and care on the part of parents, teachers, relatives, and friends will enhance the development of a psychologically sound and stable self-concept. An opposite environment will tend to contribute to the development of children who are psychologically crippled.\(^2\)

In the context of education, the description and development of self-concept help to make educators mindful of the tremendous task before them and help them to


provide answers to such questions as: How can strategies be developed that will effectively enhance a child's self-concept? How is the self-concept of the child enhanced, each one having a self-concept that is fairly well defined by the time he reaches the school?

The self-concept is being emphasized in education. It has been hypothesized that if a child is thought to adopt a self perception in accordance with how significant others behave toward him/her it stands to reason that a teacher's cues about the child's personhood will significantly affect his self perception, particularly as it pertains to his capacity for academic performance. These self perceptions come to influence a child's willingness to attend, to respond, and to continue trying—all behaviors which are reflected in learner outcome on standardized achievement tests.¹

Many educational researchers have attempted to determine if indeed there is a connection between self-concept and academic performance as regard elementary school children. The findings of the studies undertaken tend to be supportive.

In a 1978 study, 159 academic underachievers in self-contained classrooms were tested. It was found that when

"within" classroom achievement standing was examined, reading achievement was not significantly related to self-concept, but mathematics achievement was. When "with" classroom achievement standing was examined, both reading and math achievement were found to be significantly related to self-concept.¹

The findings of the study done by Williams and Cole in 1968, showed that unfavorable self-concepts of some children were directly related to low aspiration and academic failures.²

The findings of studies by Covington, Morse, Combs and Caplin indicate that the child with a poor concept of self tends to have adjustment problems, lower aspirations, and more academic failures.³

Coopersmith suggests that the child with a poor self-concept seems not to be able to cope with his educational


environment, has limited curiosity, high anxiety, and difficulty making adequate adjustments to peer relations.¹

Purkey found that self-concept affects the quality of performance in that often through an expectation of low performance and possibly through a desire not to risk the disapproval of high status, the child will not try to equal or surpass others.²

A study by Kifer focused on the child's self-concept as to whether the child is in control of his world (internal) or whether situations or fate determines events (external). The findings suggest that the child who perceives himself to be in control also was more successful in school.³

Some studies went further to compare the self-concept of low achievers with that of high achievers. The results of these studies were best summarized by Cohen. He stated that underachievers differed from overachievers in the following manners: Underachievers saw themselves as less adequate, less acceptable to others; they saw their peers as less acceptable and adults as less acceptable. They showed an inefficient and less effective approach to

problems and showed less freedom and adequacy of emotional expression.1

To summarize, self-concept is an important aspect of attitude. It has been found to have a great impact upon academic performance of a child, with studies indicating both positive and negative connections.

**Attitude Toward Teachers Relative to Academic Performance**

Many children tend to start with favorable attitudes toward their teachers but become progressively unenthusiastic. The rationale for the decline in enthusiasm centers around the amount of interest a teacher has and projects while teaching. The "teacher effect", in other words, may influence the student's attitude and consequently his academic performance. Success in school is presumably thought to be a function of both internal and external teacher stimuli that impinge upon the student and shape his attitude. If a teacher is to create a situation or environment that facilitates learning, the development of internal and external attitudinal conditions of the child should be of major concern.

Specifically, the presence of or lack of enthusiasm, knowledge, and interest a teacher has and thus conveys toward the student is influential in the development of a

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student's attitude. Although teachers have developed their own interests and attitudes, elementary aged children are still in the process of developing theirs.

Litwiller indicates that regardless of the subject matter being taught, if the teacher has little knowledge, interest, or enthusiasm toward that subject, a negative attitude may easily be conveyed to the student. This in turn may cause the student to lose interest in the subject, thereby inhibiting the learning process. Conversely, those teachers illustrating a high interest for a particular subject area may affect the student's attitude toward that subject in a positive manner, thus facilitating the learning process.¹

Amatora and Hogan are in agreement with the preceding. They say that the various traits exhibited by the teacher in the classroom have a very definite effect and influence upon the academic development of the student. This influence may have a positive and facilitating effect or act as an inhibiting factor in the student's learning.²

Considering what the experts present in the literature, it becomes apparent that authorities, most especially


educators, should be alert for the developing attitudes of students, realizing that attitudes are not innate, they are learned, they develop, and they are organized through experience.

The role that the teacher plays in affecting positively or negatively the success or failure of children and their learning attempts is becoming a major focus of research. Some very central variables that explain at least partially why some children learn better than other children are emerging along distinct lines relating to the interactions of teachers and children while involved in formal and informal educational situations.

There is much in the literature which supports the premise that a teacher's attitude reflected in teaching methods has a direct bearing on the student's attitude and his eventual academic performance.

Bandura presumes that the student's attitude toward his teacher will influence how he accepts the information and values which the teacher presents in the classroom. The attitude will determine the direction of his behavior; and the intensity of the attitude will determine the degree of positive or negative behavior, with the modeling theory showing that if a student has a positive attitude toward the teacher, he is more inclined to learn and model the behavior presented.¹

Research implemented by Felman and others enable them to imply that a student's attitude toward his teacher affects the adequacy of the performance of the teacher and this, in turn, is transmitted back to the student in terms of either positive or negative nonverbal behavior which has some later bearing on academic performance. ¹

Callopy maintains that teacher attitude affects students' attitude and, thereby, forms a potential mode for academic performance. His research showed that students having positive attitudes perceived their teachers as having positive attitudes; and a significant number of these students was labeled bright. ²

From Openshaw's findings, he concluded that it is the method of teaching rather than the material taught that is central in the development of student's attitude toward teacher and eventual performance in school. ³

In Williams' study, 106 females and males were drawn from the first, third, fifth, and ninth grades of an urban midwestern school district. The mean ages of the children in each respective grade were 83.0 months, 107.9 months,


131.1 months, and 177.9 months. All subjects participated on a voluntary basis and were assured of confidentiality. The results obtained supported the proposition that academic success and teacher identification are related by demonstrating that of the low and high achieving groups, the high achievers identified more often with liked teachers.\(^1\)

Stedman and Breen suggest that the student's attitude toward the teacher in many ways determine what is learned and retained. Further, that this development may either hinder or facilitate overall school performance. Their research results support the hypothesis that a positive correlation exists between interests and attitudes teachers possess and the attitudes their pupils acquire.\(^2\)

A research study undertaken in 1975 sought to determine the extent of the relationship between teacher characteristics and student outcomes and to provide an indication of the order of importance among the teacher characteristics. A stratified random sample was selected of teachers and students. Results showed that the selected teacher characteristics accounted for one-fifth to one-third of the total variance in selected student scores.

\(^{1}\)Peter Williams, "Role-Model Identification and School Achievement: A Development Study," paper presented at the Annual Convention of the American Psychological Association, Canada, 1980, pp. 30-33, 54.

It was also indicated that the attitude variable seemed to be the most consistent predictor for student outcomes.¹

Student/teacher attitudinal relationships on performance were reflected in a study by Davidson and Lang. The results showed that the rated adequacy of performance of the subjects differed significantly according to the nonverbal behavior of their teacher. Subjects in the positive condition were rated by the judges as being significantly more partial toward adequate teachers in terms of attitudes than subjects in the negative condition. Thus, as predicted, the teacher’s nonverbal behavior seemed to have been reflected in differential students’ performance.²

A study implemented by Nummela and Avila focused upon teacher effectiveness as it affects student attitudes. Of the 104, third, fourth, and fifth graders who participated in the workshop, all were used as models throughout the school year. The remaining fifty-six students served as a control group. In September, during the second and third weeks of classes all subjects were given the Battle Student Attitude Scale (BSAS) which consists of

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¹Frances Lawrenz, "The Relationship Between Teacher Characteristics and Student Achievement and Attitude," Research Paper Number 8, Minnesota University, Minneapolis College of Education, National Science Foundation, Washington, 1975, p. 67.

sixty items measuring attitudes toward self, other students, teachers, school administrators, and the school as a whole. Posttests data on the BSAS were collected in March of the following year. Results obtained from the analysis of the pretest and posttest showed that students of teachers who molded a positive attitude in the classroom experienced an increase in positive attitudes toward school as a whole and toward their teachers in particular.¹

In summary, the teacher's attitude has a direct bearing on the child's attitude and eventual academic performance. Studies indicate that attitudes of the child toward his teacher evolve often from his perception of the teacher: If the teacher's attitude is negative, the child's attitude toward the teacher becomes thus, often resulting in academic failure. While, if the teacher's attitude is positive, the child's attitude toward the teacher mirrors this, often resulting in academic success.

### Attitude Toward School Setting Relative to Performance

A review of the literature reveals that there exists a growing body of research concerned with what students perceive and how they perform in different classroom settings. Aspects of the classroom environment such as course content, competitive versus noncompetitive structures, teacher type,

¹Benate Nummela and Donald Avila, "Teacher Effectiveness Training and Pupil Attitude," 1960, p. 11.
and open versus self-contained practices have all been shown to affect student perceptions of the learning environment and reflect upon his academic performance.

According to Epstein, a school's environment can be thought of as a complex set of stimuli that exerts some degree of influence on its student population. The school environment may maintain, enhance, or even develop certain kinds of student feelings, attitudes, and behaviors. He further says that although it is hoped that these are positive and consistent with the educational goals of the school, it would be unrealistic to think that the school's environment only enhances, maintains, and develops the positive. To the contrary, he maintains that sometimes schools do more harm than good. In short, they often cause negative attitudes to form in students with the attitudes eventually resulting in poor academic performance.¹

His premise is that the young child is impressed with those persons in the school setting, and therefore, makes a conscience effort to please them; thus indirectly often promoting his academic performance. However, as this student moves up in grade levels, he tends to become less impressed; and his academic performance indirectly suffers accordingly.

The interest in the school setting has a direct bearing upon that which Hoffman indicates. In essence, he says that children who are provided a positive learning environment during their early learning years tend to have a greater chance to reach their optimum potential. He further says that the learner must act upon the environment more than the environment acts upon the learner, that learning must be meaningful to the learner, and that the total environment must be accepting and supportive of the integrative transaction of what the learner already knows and what is to be learned.¹

Supporting Hoffman's claim are numerous research studies which identifies a relationship between attitudes and school performance.

The general finding of a study done by Hughes, in 1978, maintains that the children's perceptions about themselves have a relationship to their school performance. The participants in the study were 1800 students from the United States, Europe, and Latin America. Reading and mathematics achievement scores, grade point averages, and the results of the Views of Life Scale were collected for each student. The particular findings were these: (1) attitudinal patterns, or ways that children view their

world, are culturally conditioned and not universal; and
(2) though world view is related to success in school, the
way these phenomena are related differs among students.¹

Findings reflect the above. The suggestion is
that students who perceive themselves to be more in control
of their environment are more successful in school than are
students who feel less in control of their environment.

Attitudes toward school and three personality charac-
teristics (introversion, impulsivity, and emotional stabil-
ity) were measured in students from 60 sixth grade classes.
The School and We Questionnaire (SAW) was completed by 1319
students. Data analysis was conducted at two levels of
aggregation: pupils within classes, and differences
between classes. These factors were found at both levels:
(1) attitude toward school and school work; (2) attitude
toward teacher; (3) relations with classmates; and (4)
social relations in the entire class. At the two levels
of data analysis, these factors accounted for different
amounts of variance. At the class level, factors reflecting
school attitudes were strong. Academic performance was also
positively correlated with school setting which includes school
and school work, teacher, classmates and socialization.²

¹R. Hughes, et al., "Attributions and Achievement:
An International Study," Texas University, Research and

²Jan-Eric Gustafsson, "Attitudes Towards the School,
the Teacher and the Classmates at the Class Level and the
Individual," Gothenburg University (Sweden): Institute of
Education, January 1979, Resources in Education, ED 169 081.
Coleman did a study which resulted in substantial data supporting the previous findings. The data suggested that perceptions of the school contribute significantly to variations in performance. Specifically, the student's sense of control as well as his perception of the nature of the school seemed to contribute significantly to the variations.¹

Another study by Kifer supports Coleman's findings. Kifer similarly found that the way the child views his school world related to his success in that world.²

In a study undertaken in 1972, Smith discovered that beliefs and attitudes of students correlated positively with academic performance—specifically, when the child likes his school setting, he tends to do well academically; conversely, when he dislikes it, he tends to do poorly.³

In another study by Amatora, the results demonstrated that atmosphere promotes significant learning. When attitudes of realness, respect for the individual, understanding of the student's private world are present, much happens. The pay-off is not only grades and performance, but also in more elusive qualities such as increased creativity,


and more liking for subject. More precisely, such a classroom leads to positive, unified learning by the student.¹

An investigation was initiated by Michael Breen in 1977, in hopes of offering a partial, credible explanation as to why students progressively become uninterested in school. A random sample technique was employed in obtaining fifty-nine teachers and 295 students in grades one through five that participated in this study. Teachers took the Strong Vocational Interest Bland and were rank ordered according to standard scores from the math, science, social science, and writing scales. These were compared to comparable scales from the Survey of School Attitudes. Data analysis indicate that a significant relationship exists between teacher interest in subject matter taught and their students' attitude toward that subject.²

Based upon the study done by Jordan, it was suggested that two categories of learning take place: (1) cognitive goals, and (2) attitudes.³

To summarize, the available research in the literature indicates that in terms of attitude and performance, the

relationship is often reciprocal; as academic performance increases, the student's assessment of the school setting tends to become more positive. Contrastingly, as performance decreases the student's attitude toward the school setting tends to be more toward the negative.

**Summary of Related Literature**

The review of literature suggested that self-concept is a pertinent aspect of attitude. Available studies indicated that self-concept has a great impact upon that segment of attitude which affects academic performance, especially as it relates to the elementary school child. It was revealed that a child having a negative self-concept tends to have more adjustment problems, lower aspirations, and more academic failures than the child having a positive self-concept. Further, the literature indicated that the child's attitudes toward self and school are greatly influenced by the attitude his/her teacher exhibits. Specifically, if the teacher's attitude is negative, the child's attitude becomes such; while, if the teacher's attitude is positive, the child's attitude mirrors this. Additionally, the research indicated that in terms of a child's attitude and academic performance, the relationship is often a reciprocal one: as academic performance increases the student's assessment of self, school, and teacher tends to become more positive; contrastingly, as performance decreases, the student's attitude moves toward the negative.
CHAPTER III

METHOD AND PROCEDURE

This section introduces the research design, sample, selection procedures, school environment, instruments, procedure for implementation, analysis of data, collection of data, and statistical procedure.

**Research Design**

The research design employed was correlational, which is a form of the descriptive method. The correlational study involved the collection of two or more sets of scores on a sample of subjects and the determination of the relationship between these sets of scores. The purpose of the design was exploratory, concerned with determining the relationship between variables. The relationship in this study was between dependent and independent variables. The dependent variables were academic performance and academic achievement. The independent variables were: attitude toward school work, teacher, environment, attitude toward self and religious orientation.
Sample

The sample of this study consisted of sixty students representatively selected from the pool of 169 in the school year, 1982-83 second through seventh grade classes.

Selection Procedures

The student roster for each participating class was consulted to develop an alphabetical listing of boys and girls per class. The subjects were divided into two groups; consisting of Islamic and non-Islamic students. Each group was divided by sex and grade levels. From each list, every fourth student was selected for participation in the study until the designated number of boys and girls were obtained.

School Environment

The school was located in a commercial district in the southern area of the United States. The student enrollment was 169, made up of predominantly Afro-American students and a small percentage of Nigerians and Iranians. The staff was composed of nine full-time teachers, two aides, and three administrators. The enrollment accommodated students from grade levels preschool through seventh. Preschoolers began at the age of four years, depending upon their maturity. Those students living with both parents comprised 83.4 percent of the population, while 16.6 percent lived with one parent. Fifty percent of the
students came from the southeast area of Atlanta; whereas, the remaining 50 percent came from surrounding metropolitan areas.

The school was among the first established in America to have an Islamic foundation. The religion of Al-Islam was the basis of all classroom subjects, and its communicative language—Arabic—was taught at all levels.

The uniqueness of the school’s program was that the religious orientation was taught as a total way of life for the students—religiously, culturally, educationally, and socially—with the orientation rooted in the Afro-American social experience.

The teachers possessed degrees in elementary education, received from accredited American institutions; and they also were required to undergo extensive study relative to the Islamic Religion, which included knowledge of the religious tenets and practices.

**Instruments**

Two instruments were used in carrying out this study: (1) Stanford Achievement Test Series, and (2) Bristol Social-Adjustment Guides.

**Stanford Achievement Test (SAT) Series**

The SAT series consists of batteries which measure achievement of content and skills. The primary and high level batteries include tests of vocabulary, reading, word
study skills, mathematics, spelling, social science, science, and listening comprehension. The reading battery measures both word reading and reading comprehension. The word study skill battery is based upon decoding, thus contributing to a diagnosis of reading ability. The mathematics battery is composed of three tests: concepts, computation, and applications. The spelling battery requires knowledge of prefixes, root words, and suffixes. The social science and the science batteries are read orally to the students by the teacher in order to test knowledge of these subjects' independent of reading ability.

Testing time varies by level—with the highest level requiring the greatest time. The time span extends from two hours and fifty minutes to five hours and twenty minutes.

Two types of scores per battery can be obtained: (1) raw scores—the number of items correct—is obtained directly by totaling the number of questions answered correctly on all subtests; and (2) derived scores—obtained from the raw scores.

The norming population for the series was comprised of 61,000 pupils in 1,445 classrooms in forty-seven school systems throughout the country.

The validity and reliability for the series are judged to be positive. Validity was substantiated not on statistical indices but on test content. Efforts were made to assure that the content of the test constituted a
representative sample of skills, knowledge and understandings that are the goals of instruction in a contemporary school. Two types of reliability coefficients were estimated: (1) split-half correlation based on odd-even scores corrected by Spearman-Brown Prophecy Formula and (2) estimates of equivalence based on the Kuder-Richardson Formula, 21. All reliability subtests estimate coefficients ranging from high .80s to low .90s.

The SAT Series has been employed in a number of studies. Many of the investigators utilizing the series considered it to be useful and its results substantial.¹

Bristol Social-Adjustment Guides (BSAG)

To be used with students between the ages of 5 to 16, the Bristol Social-Adjustment Guides (BSAG) are comprised of two sections: (1) the child in school and (2) the child in residential care. The purpose of the BSAG is to detect behavior disturbance and to diagnose its type and extent. Behavior is dealt with as it can be observed rather than with inferences based on projective techniques or statements from the subject about how he thinks he behaves.

Administration and scoring are as follows: Both guides consist of short phrases descriptive of the student's

behavior in a specified situation or type of activity. The teacher or other adult in charge is required to underline those behaviors which the student often exhibits. The Guides' method of assessment aims at providing a statement about the social adjustment of a student, free as possible from the unreliability of personal judgement. Scores are easily obtained by adding the number of indications of behavior disturbance.

The interpretation procedure employs two stages. The first stage is that of coding the observed behavior; while the second stage requires the decoding of results into words, using as a guide the phrases contained in the Diagnostic Form.

The Guides are based upon substantial norming, reliability, and validity data or procedures. The specific norming population was not indicated in the manual; however, there was the suggestion that at least 10,963 British students were utilized. Bristol is also widely used in this country. The test-retest method was employed in determining reliability; its estimation was favorable, designating .80. A statistical index was not estimated to determine the degree of validity; rather 10,963 students were employed to assess the kinds of behavior disturbances.

In the Mental Measurement Yearbook and Tests in Print there are several references recorded for BSAG. In most cases these references rated the instrument highly.
They thought it provided accurate and useful measures of existing behaviors and attitudes possessed by the subjects whom they studied.¹

**Procedure for Implementation**

The procedural steps to be employed in executing this study were as follows:

1. Permission and authorization to conduct the study was secured from the appropriate authorities.

2. The related literature and research findings pertinent to this study were reviewed and incorporated into the document.

3. The schedule for testing was developed and the location selected.

4. Letters requesting permission from parents of students to allow participation in the study were mailed.

5. A follow-up letter was forwarded to non-respondents to the first mailing.

6. The instruments were administered to the students.

7. The data were collected, analyzed, and interpreted.

8. The summary, conclusions, implications, and recommendations derived were incorporated into the final document.

**Data Analysis**

This section describes the data collection, statistical procedures, and presentation of data.

Data Collection

1. Appropriate demographic data were collected on each student.

2. Stanford Achievement Test was administered to students in grades 2-7 as a part of the school's regular testing program. The scores were used with permission of parents.

3. Bristol Social-Adjustment Guides were completed by the second through seventh grade teachers, under the supervision of the researcher.

Statistical Procedure

The Pearson $r$ (Pearson Product Moment Coefficient of Correlation) was used to determine the extent to which each of the variables related to performance and achievement. The $Pr$ yielded correlation coefficients which indicated both the direction and strength of the relationship between variables.

The Fisher $t$ test of significance was used to determine if the correlation coefficients were significant. If significant relationships were found between the variables and academic performance, null hypotheses one, two, three, four, five and six were rejected. The researcher then concluded that the variables were significantly related to academic performance and achievement. The .05 level of significance served as the criterion for rejecting the null hypotheses.
CHAPTER IV

RESULTS AND DISCUSSION

This chapter presents the statistical analysis and discussion of research findings relative to the basic purposes of this investigation as stated in chapter one.

Statistical Analysis

The first three null hypotheses were concerned with a comparison of the relationship between social-adjustment and academic performance. Null hypothesis one was formulated to determine the relationship relative to the students in the sample population. Null hypothesis two was formulated to determine the relationship of male and female students. Null hypothesis three was formulated to determine the relationship with respect to younger and older students.

Relationship Between Social-Adjustment and Academic Performance

$H_0$: There will be no statistical significant relationship between social-adjustment and academic performance.

The results of the statistical analysis employing Pr in testing null hypothesis one are presented in table 1.
TABLE 1

RELATIONSHIP BETWEEN ACADEMIC PERFORMANCE (GPA) AND SOCIAL-ADJUSTMENT (BSAG) FOR SIXTY STUDENTS

<table>
<thead>
<tr>
<th>Factors</th>
<th>Mean</th>
<th>S.D.</th>
<th>df</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSAG</td>
<td>56.08</td>
<td>97.94</td>
<td>58</td>
<td>-.40*</td>
</tr>
<tr>
<td>GPA</td>
<td>1.71</td>
<td>.67</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant beyond the .05 level

Table 1 shows the statistical analysis pertinent to social-adjustment and academic performance. The correlation coefficient exceeded the value of .255 for a two-tailed test indicating a significant inverse relationship between the two variables beyond the .05 level. On the basis of the data analysis, null hypothesis one was rejected indicating that well adjusted students tended to exhibit low academic performance as indicated by grade point average.

Relationship Between Academic Performance and Social-Adjustment of Male and Female

2H0: There will be no statistically significant relationship between academic performance and social-adjustment of male and female students.

The summary of statistical analysis in testing null hypothesis two is presented in table 2.
TABLE 2

ACADEMIC PERFORMANCE AND SOCIAL-ADJUSTMENT OF MALE AND FEMALE STUDENTS

<table>
<thead>
<tr>
<th>Group</th>
<th>M BSAG Mean</th>
<th>S.D.</th>
<th>GPA Mean</th>
<th>S.D.</th>
<th>df</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>59.62</td>
<td>99.32</td>
<td>1.59</td>
<td>.61</td>
<td>35</td>
<td>- .35*</td>
</tr>
<tr>
<td>Male</td>
<td>50.48</td>
<td>97.66</td>
<td>1.89</td>
<td>.74</td>
<td>21</td>
<td>- .50*</td>
</tr>
</tbody>
</table>

*Significant at the .05 level

Table 2 includes the statistical analysis related to academic performance and social-adjustment of males and females. The correlation coefficients for both female and male students relative to the relationship between academic performance and social-adjustment exceeded the .05 table values (.325 females and .413 males), indicating significant inverse relationships. Thus, null hypothesis two was rejected.

Relationship Between Academic Performance and Social-Adjustment of Younger and Older Students

\[ H_0: \text{There will be no statistically significant relationship between academic performance and social-adjustment of younger and older students.} \]

The statistical findings using Pr in testing null hypothesis three are presented in table 3.
TABLE 3
ACADEMIC PERFORMANCE AND SOCIAL-ADJUSTMENT
OF YOUNGER AND OLDER STUDENTS

<table>
<thead>
<tr>
<th>Group</th>
<th>BSAG Mean</th>
<th>S.D.</th>
<th>GPA Mean</th>
<th>S.D.</th>
<th>df</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Younger</td>
<td>54.68</td>
<td>1.63</td>
<td>.56</td>
<td></td>
<td>38</td>
<td>-.33*</td>
</tr>
<tr>
<td>N=40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Older</td>
<td>58.9</td>
<td>1.93</td>
<td>.85</td>
<td></td>
<td>18</td>
<td>-.72*</td>
</tr>
<tr>
<td>N=20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at the .05 level

Table 3 shows the results of the statistical analysis germane to social-adjustment and academic performance of younger and older students. The correlation coefficient for younger students concerning the relationship between social-adjustment and academic performance met the .05 value of .312 necessary to indicate a significant inverse relationship. The correlation coefficient for older students concerning the relationship between social-adjustment and academic performance, exceeded the .05 value of .444 indicating a significant inverse relationship. Based on the data analysis, null hypothesis three was rejected.

Null hypotheses 4, 5, and 6 were concerned with a comparison of the relationships between social-adjustment and academic achievement. Null hypothesis four was formulated to determine the relationship between social-adjustment and academic achievement relative to the sample
population. Null hypothesis five was formulated to determine the relationship between the two variables relative to males and females. Null hypothesis six was formulated to determine the relationship of the variables as related to younger and older students.

Relationship Between Social-Adjustment and Academic Achievement

$H_0^4$: There will be no statistically significant relationship between social-adjustment and academic achievement.

The statistical analysis utilizing Pr in testing null hypothesis four is presented in table 4.

**TABLE 4**

RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT (SAT) AND SOCIAL-ADJUSTMENT (BSAG) FOR SIXTY STUDENTS

<table>
<thead>
<tr>
<th>Factors</th>
<th>Mean</th>
<th>S.D.</th>
<th>df</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSAG</td>
<td>56.08</td>
<td>97.94</td>
<td>58</td>
<td>.17</td>
</tr>
<tr>
<td>SAT</td>
<td>342.13</td>
<td>60.05</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4 consists of the statistical findings relative to social-adjustment and academic achievement. The correlation coefficient did not meet the .05 table value of .250, indicating a significant relationship between the two variables. Based on the data analysis, null hypothesis four was accepted. It was therefore concluded that there
was no significant relationship between social-adjustment and academic achievement for this group.

Relationship Between Social-Adjustment and Academic Achievement of Males and Females

$H_0$: There will be no statistically significant relationship between social-adjustment and academic achievement of male and female students.

The statistical findings employing Pr in testing null hypothesis five are presented in table 5.

### TABLE 5

SOCIAL-ADJUSTMENT AND ACADEMIC ACHIEVEMENT OF MALE AND FEMALE STUDENTS

<table>
<thead>
<tr>
<th>Group</th>
<th>BSAG Mean</th>
<th>S.D.</th>
<th>S.A.T. Mean</th>
<th>S.D.</th>
<th>df</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females N=40</td>
<td>59.62</td>
<td>99.32</td>
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<td>59.31</td>
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<td>.38*</td>
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<td>351.74</td>
<td>61.30</td>
<td>18</td>
<td>.03</td>
</tr>
</tbody>
</table>

*Significant at the .05 level

Table 5 consists of the statistical findings relative to academic achievement and social-adjustment of male and female subjects. The correlation coefficients for female students concerning the relationship between academic achievement and social-adjustment exceeded the .05 table value of .312. The correlation coefficient for male subjects
Relationship Between Social-Adjustment and Academic Achievement of Younger and Older Students

6Hₐ: There will be no statistically significant relationship between social-adjustment and academic achievement of younger and older students.

The summary of the statistical analysis employing Pr in testing null hypothesis six is presented in table 6.

**TABLE 6**

SOCIAL-ADJUSTMENT AND ACADEMIC ACHIEVEMENT OF YOUNGER AND OLDER STUDENTS

<table>
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<th>Group</th>
<th>BSAG</th>
<th>S.A.T</th>
<th>df</th>
<th>r</th>
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<td>Mean</td>
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<td>Younger Students</td>
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<td>N=40</td>
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</tr>
</tbody>
</table>

*Significant at the .05 level

Table 6 includes the statistical findings relevant to social-adjustment and academic achievement of younger and older students. The Pearson r coefficient indicated a significant positive correlation for the younger students.
The data supported the hypothesis for the older students which stated that there will be no significant relationship between social-adjustment and academic achievement. The data did not support the hypothesis concerning the younger students. Social-adjustment was significantly related to academic achievement for the younger students.

**Difference Between Social-Adjustment of Islamic and Non-Islamic Students**

**$H_0$: There will be no statistically significant difference between the social-adjustment of Islamic and Non-Islamic students.**

The statistical results employing the $t$-test in analyzing null hypothesis seven are presented in table 7.

**TABLE 7**

**SOCIAL-ADJUSTMENT OF ISLAMIC AND NON-ISLAMIC STUDENTS**

<table>
<thead>
<tr>
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<th>S.D.</th>
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<th>$t$</th>
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</table>

Table 7 contains the statistical analysis specific to Islamic and non-Islamic students in the sample population. The results of the $t$ test with 58 degrees of freedom was not significant at the .05 level. Hypothesis seven was therefore accepted.
The research findings are discussed relative to the literature reviewed.

The discussions focused on four areas: Social-adjustment and academic performance, social-adjustment and academic performance of males and females, social-adjustment and academic performance of younger and older students, social-adjustment and academic achievement of younger and older students and social adjustment of Islamic and non-Islamic students.

Social-Adjustment and Academic Performance/
Social-Adjustment and Academic Achievement

The literature indicated that the relationship between social-adjustment and academic achievement tended to be positive: that students who demonstrated average to above average performance in school work also seemed to exhibit greater positive attitudes than those students who performed below average in school work.

The findings of this study partially concurred with the literature reports in that social-adjustment and academic achievement (achievement test) were found to be significantly related, however, the relationship was an inverse one, suggesting that as students' social-adjustment tended to increase their academic achievement decreased.
When the relationship between academic performance (GPA) for the same group of students was correlated with their social-adjustment the result was not found to be significant (r=.17).

The researcher speculates that the difference in variability in the two sets of scores (social-adjustment/ academic achievement; social-adjustment/academic performance) influenced the size of the correlation coefficients.

Social-Adjustment and Academic Performance/
Social-Adjustment and Academic Achievement of Males
and Females

The relationship between social-adjustment and academic performance/academic achievement relative to sex identity showed a difference as regard male and female school age students. When examined collectively, the findings in the literature pointed toward a positive relationship between the variables for males. Specifically, it indicated that the energy and attention of females focused on academics and school; while the males' attention and energy tended to focus away from those--often toward games, etc. This difference frequently resulted in a greater demonstration of positive academic performance on the part of females than males.

The findings of this study partially concurred relative to males in that a significant inverse relationship resulted (-.50); it differed, however, relative to
the female subjects in that the correlation coefficient was also an inverse one.

When the same comparisons were made relative to academic achievement and social-adjustment; both correlation coefficients were positive (females \( r = .38 \) and males \( r = .03 \)) but only the correlation for females was found to be significant at the .05 level.

One may conclude that as the academic performance of students (males and females) increased their social-adjustment decreased; as the academic achievement of females increased, their social-adjustment increased.

Social-Adjustment and Academic Performance/
Social-Adjustment and Academic Achievement of Younger and Older Students

As proposed in the literature, social-adjustment and academic performance and social-adjustment and academic achievement, relative to age identity reflected at times a direct relationship and at other times an inverse relationship. Direct relationship--the young child is impressed with those persons in the school setting and therefore, makes a conscience effort to please them; thus, indirectly often promoting his academic performance. Inverse relationship--as this student moves up in grade levels, he tends to become less impressed and his academic performance reflected the change in attitude and performance.

The findings of this study partially concurred relative to the older in that a significant inverse
relationship resulted (-.72); it differed, however, relative to the younger subjects in that the correlation coefficient was also an inverse one.

When the same comparisons were made relative to academic achievement and social-adjustment; both correlation coefficients were positive (younger r=.33 and older r=.04) but only the correlation for younger subjects was found to be significant at the .05 level.

One may conclude that as the academic performance of students relative to age (younger and older) increased their social-adjustment decreased; as the academic achievement of younger students increased; their social-adjustment increased.

Social-Adjustment of Islamic and Non-Islamic Students

The literature reviewed by this researcher, did not address itself directly to the relationship relative to social-adjustment of Islamic and non-Islamic students. There was, however, information supplied in the literature, which indirectly implied a relationship between the variables. It indicated that there was a positive relationship between social-adjustment and one's faith, belief and values. The researcher is of the opinion that the latter three factors are at least partially influenced by one's religious faith.
The findings of this study did not correspond with the implications in the literature. There was found to be no significant difference relative to social-adjustment of Islamic and non-Islamic students.
CHAPTER V

FINDINGS, CONCLUSIONS, IMPLICATIONS
AND RECOMMENDATIONS

This section presents a recapitulation of this study, followed by the findings, conclusions, implications, and recommendations.

Purpose

The purpose of this study was to determine the relationship between aspects of social-adjustment and academic performance, academic achievement and religious orientation of selected elementary school students in a private school setting.

Significance of Study

The study was significant on a number of levels. The findings have the potential for sensitizing administrators, teachers, psychologists, counselors and parents to the impact which students' attitudes can have on their academic achievement and learning. Further, the findings could serve as a catalyst for emphasizing and promoting the development of positive attitudes toward school and learning among school children. Also, the study might be

-62-
used as a basis for the development of means of effectively working with students who have poor attitudes toward school and learning.

Hypotheses

Seven null hypotheses were tested. The first three indicated that there will be no statistically significant relationship (a) between social-adjustment and academic performance, (b) between academic performance and social-adjustment of male and female students, and (c) between academic performance and social-adjustment of younger and older students. The last three indicated that there will be no statistically significant relationship (a) between social-adjustment and academic achievement, (b) between academic achievement and social-adjustment of male and female students, and (c) between academic achievement and social-adjustment of younger and older students. Hypothesis seven indicated that there will be no statistically significant difference between social-adjustment of Islamic and non-Islamic students.

Definition of Terms

1. **Academic Performance**—the students' fall semester 1982-83 grade point average

2. **Attitude**—the students' measurable opinion as assessed by the Bristol Social-Adjustment Guides.

3. **Social-Adjustment**—the students' scores obtained on the Bristol Social-Adjustment Guides in the areas of attitude toward teacher, school work, self, and environment.
4. **Academic Achievement**—the students' scores obtained on the Stanford Achievement Test.

5. **Relationship**—the correlation between variables.

6. **Islamic Students**—those students whose family orientation was that of Al-Islam.

7. **Non-Islamic Students**—students whose family orientation was Baptist, Rastafarian, Methodist, and Episcopalian.

**Review of Literature**

The review of literature consisted of six sections. The first three sections described the literature with regard to the history of child development relative to attitudes, characteristics of the middle-year child, and attitude of the learner. Sections four through six focused on the literature pertaining to self-concept, attitude toward teachers, and attitude toward elements in the school setting—all relative to their impact on academic performance.

**Research Design**

The research design utilized was correlational, involving the collection of sets of scores on two samples of subjects and the determination of the correlation between those sets of scores. The sets of scores were derived from the measures from the Bristol Social-Adjustment Guides, Stanford Achievement Test and from the 1982-83 GPA of each subject.
Statistical Procedure

The Pearson Product-Moment Coefficient (Pr) was used to determine the extent to which social-adjustment related to academic performance and achievement. The Fisher t test was used to determine the difference between the level of social-adjustment of Islamic and non-Islamic students.

A summary of the statistical results revealed varying correlation coefficients—ranging from .03 to -.72. No statistically significant correlations at the .05 level were found between: social-adjustment and academic achievement, social-adjustment and academic achievement of males, and social-adjustment and academic achievement of older students. A statistically significant relationship at the .05 level was found between: social-adjustment and academic performance, social-adjustment and academic achievement of female students, social-adjustment and academic performance of younger and older students, social-adjustment and academic achievement of younger and female students, and social-adjustment of Islamic students. On this basis, null hypothesis four was accepted and null hypotheses one, two, three, five, six, and seven were rejected.

Findings

The findings suggested that social-adjustment varied in relationship to academic performance and academic
achievement, and in most cases the varied relationships partially concurred with the literature findings.

Conclusions

Based on the findings, the following conclusions were warranted:

1. When male students were considered as a group and females were considered a group, as well as, when they were considered as a whole, the more socially well adjusted they were the lower tended to be their performance in class.

2. Below average performing younger students tended to be relatively well adjusted socially, however, the more socially adjusted these younger students were, the higher was their level of achievement.

3. Female students tended to exhibit high levels of achievement when considered as a separate group.

4. When considered with males or when males were considered as a separate group, social-adjustment and academic achievement were only randomly related.

5. Islamic students showed no higher level of social-adjustment than did non-Islamic students.

Implications

The following implications seemed to be justified:

1. That there was no significant relationship between either academic achievement and social-adjustment of male students or between academic achievement and social-adjustment of older students might suggest that the male and older students when taken collectively were more alike than different relative to the factors.
2. That the indication of "no significance" might suggest that other factors along with social-adjustment were operative in influencing students' academic achievement.

**Recommendations**

The following recommendations were drawn from the findings and implications on this study:

1. That a continuous comprehensive study be made of objective measurements other than those used in this study to identify and appraise specific factors of social-adjustment that may influence academic performance and academic achievement.

2. That conscientious evaluation of the school's environment relative to development of social-adjustment and academic performance be undertaken. Only by such evaluation will it be possible for the administration and faculty to determine whether or not the curriculum and educational environment are meeting the academic needs and adjustment requirements of its students.

3. Future research should involve different types of subjects.

4. Future research should involve different types of instruments in evaluating social-adjustment.
Appendix A

Charts
**DATA CHART**

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Appendix B

Correspondence
Dear Parents:

Your child has been selected to participate in a project concerning the attitudes and performance of elementary school children.

It is understood that the names of all students in the study will remain anonymous and all information given in the study will be handled in a confidential manner.

Please indicate your approval by signing the permission slip below.

Your child's participation in this project will contribute much to its success.

Sincerely,

Theresa Muwwakkil

---

PERMISSION TO PARTICIPATE IN PROJECT

____ Yes, __________________ will participate in the project.

____ No, __________________ will not participate in the project.

Parents' Signature ___________________ Date ___________________
Appendix C

Table
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