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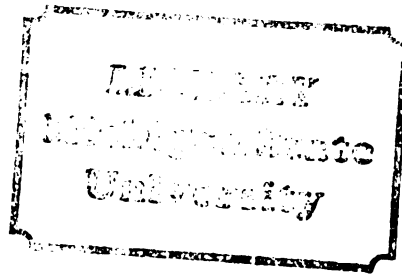
A STUDY OF SOCIAL ADJUSTMENT  
IN A SCHOOL SETTING OF CHILDREN  
FROM FATHER AND  
FATHERLESS FAMILIES

By

Mildred Price  
Terrie Marks  
Lorretta Wisti  
Pam Fry



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ABSTRACT OF  
RESEARCH PROJECT

Submitted to  
Michigan State University  
in partial fulfillment of the requirements  
for the degree of

MASTER OF SOCIAL WORK

School of Social Work

1969

THESIS

ABSTRACT

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The research study was designed to study the degree of social adjustment in children from ADC families in which no fathers were present and children from ADCU families in which fathers were present. It was our opinion that there would be a significant correlation between the father's permanent presence in the child's home and the adequacy of social adjustment the child manifests within a school setting. Hypotheses were:

H<sub>1</sub> Inadequate social adjustment within a school setting will be more prevalent for children from "fatherless families" than for children from "father families."

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- H<sub>2</sub> Inadequate social adjustment within a school setting will be more prevalent for boys than girls, across both groups.
- H<sub>3</sub> Inadequate social adjustment within a school setting will be greater for boys from "fatherless families" than for boys from "father families."
- H<sub>4</sub> Inadequate social adjustment within a school setting will be more prevalent for Negro children than for Caucasian children, across both groups.
- H<sub>5</sub> Aggressive behavior will be more prevalent for boys from "fatherless families" than for boys from "father families."

The sample was taken from the Public Welfare Records of Ingham County and included thirty ADC families and thirty ADCU families. Children of each family falling in grades ranging from kindergarten to sixth were rated by their teachers on a "Rating Scale for Pupil Adjustment." Out of 109 questionnaires distributed, 104 were returned. The questionnaires rated the children on three variables, including total adjustment, aggression, and withdrawal.

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Scores for the first two variables ranged from 4 to 20, and scores for withdrawal ranged from 1 to 5.

The mean of the scores was determined, and a T-test for independent studies was run between the two groups involved on any particular hypothesis. All hypotheses were confirmed at the .05 level.



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Finally, we wish to thank Mr. Bill Kime for his guidance in this research, as well as expressing our appreciation to Dr. Gwen Andrew for suggesting the specific questionnaire used in this study and for her permission to reproduce it.

Pamela Fry  
Terrie Marks  
Lorretta Wisti  
Mildred Price

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## I. INTRODUCTION

In December, 1965, it was estimated that 4.46 million persons were receiving assistance under the Aid to Dependent Children's program. This figure included 3.36 million children plus their caretakers, usually their mothers. This program is by far the largest public welfare program in the United States affecting children, as about 20% of all the children in the United States have been helped by ADC at one time or another. It is perhaps the only public welfare program affecting children that is available in every county of the United States.

The precursor of the ADC program was the Mother's Pension program, which was a public assistance rather than a true pension program. The movement for aid to dependent children received great impetus from the first resolution adopted by the First White House Conference on Children in 1909:

Children should not be deprived of home life except for urgent and compelling reasons. Children of parents of worthy character, suffering from temporary misfortune, and children of reasonably efficient and deserving mothers, who are without the support of the normal breadwinner, should, as a rule, be kept with their parents, such aid being given as may be necessary to maintain suitable homes for the rearing of children.

Except in unusual circumstances, the home should not be broken up for reasons of poverty but only for considerations of efficiency or immorality.<sup>1</sup>

Provisions for the formal establishment of federal grants to the states for Aid to Dependent Children as one of three categories of public assistance were established in Title IV of the Social Security Act of 1935. It was set up "to aid needy children under eighteen years of age who have been deprived of parental support or care by reasons of the death, continued absence from the home, or physical or mental incapacity of the parents."<sup>2</sup> At this time eligibility required the father to be absent from the home or to be incapacitated.

The Social Security Act for Aid to Dependent Children was amended in 1958 to provide federal funds through state programs "for the purpose of encouraging the care of dependent children in their own homes or in the homes of relatives by enabling each state to furnish financial assistance and other services, as far as practicable under the conditions in such states, to needy dependent children and the parents or relatives with whom they are living; to help maintain and strengthen family life; and to help such parents or relatives to attain the maximum self support and personal

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<sup>1</sup> Alfred Kadushin, Child Welfare Services (New York: The Macmillian Co., 1967), p. 124.

<sup>2</sup> Ibid., p. 128.

independence consistent with the maintenance of continuing parental care and protection."<sup>3</sup> Means of achieving the above purposes were to be through a monthly payment to cover basic maintenance, social services to help achieve self-sufficiency and maximum parental care and protection, payments for medical care, and community planning on behalf of children and parents.

The Act was further amended in 1962.

This measure embodies a new approach--stressing services in addition to support, rehabilitation instead of relief, and training for useful work instead of prolonged dependency. This important legislation will assist our state and local public welfare agencies to redirect the incentives and services they offer to needy families and children. Our objective is to prevent or reduce dependency and to encourage self-care and self-support; to maintain family life where it is adequate and to restore it where it is deficient. . . . Public welfare, in short, must be more than a salvage operation picking up the debris of human life.<sup>4</sup>

The amendment provided for ADCU, which adds to the condition of eligibility the dependency of children owing to the unemployment of the father. It permits the father to remain in the home while his children receive aid as his unemployment is considered to be only temporary and he is able to work when a job is available. The applications for ADCU are growing, thus allowing for more

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<sup>3</sup>American Public Welfare Association, Public Welfare Services and Aid to Dependent Children (New York), pp. 3-4.

<sup>4</sup>Kadushin, p. 127.



homes to be able to receive aid when the father is present. However, in most of the cases, the ADC family is still a one-parent, fatherless family. There are numerous reasons for this fact including unwed mothers, death, divorce, separation, desertion, imprisonment, or illness. In some cases, the father may be in the home but mentally or physically incapacitated.

Thus, the purposes of the ADC program are now "to encourage the care of the children in their own homes or with relatives, to strengthen family life through prevention of breakdown, to help attain maximum self-support and services necessary for health and development, to help children receive an education which will promote and develop their full potentials, to help ADC children share and participate in the life of the neighborhood and the community, and to contribute in important ways to the general welfare of the nation."<sup>5</sup>

The above purposes were made with good intentions, but the members of this research group question the actual achievement of the purposes. We are especially interested in the effect of a fatherless home on a child and if the father's presence or absence contributes to the personality and social adjustment of a child.

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<sup>5</sup>Public Welfare Services and Aid to Dependent Children,  
pp. 4-10.

The effects of a fatherless and husbandless home are many. The primary effect is the necessity of adjusting to living on a reduced income. But the far-reaching consequences include emotional deprivations for both the mother and her children. The mother is denied emotional support, socially sanctioned sexual satisfaction, a companion for leisure-time activities, help in caring for a home, help in the routine care of the children and help in sharing the burden of responsibility for making significant decisions regarding the children and the home. The denial of these basic needs can cause many different consequences in the mother. She may feel burdened with the responsibility of taking care of the children. She may desert the children, if not physically, then emotionally. Thus, these conditions and attitudes arising from a woman's loss of physical and emotional support from her husband can also have harmful effects on the children.

The children themselves also face some direct consequences of their father's absence. They are denied a source of male sex role identification, perhaps producing feminine-aggressive behavior in some boys. The fatherless child also loses a source of discipline and socialization, the emotional support of another parent, and the companionship of a father. These are but a few drawbacks to children who are reared in fatherless homes.

Several studies have been done concerning the effects of children in a fatherless home environment. Lois Hoffman, in a study of 445 elementary school children, found that for boys a "warm companionship with the father is clearly related to peer group adjustment and to self-confidence, assertiveness, and skills in the peer group."<sup>6</sup> This is supported by David Lynn and William Sawry's finding that fatherless boys demonstrate poorer peer adjustment than boys whose father is in the home. In another study, William Stephens found that, at a significant level, boys in the father-absent families had more anxiety about sex and were more effeminate, and mothers in the father-absent families were more jealous of the son's girlfriends. In general, studies have shown that ADC families have multiple problems--child-care, personal and family, health, economic, home management, housing, and many more. The fatherless environment is but one of their problems.

Although it might be suggested that for many children father-substitutes are available in the extended family and the community, in an interview study with ADC mothers in Chicago, 70% of the mothers said that no man did things with, or for, their children that were usually done by a father. Another study of a sample of 515 families with 1280 children in Maine found that in only about a

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<sup>6</sup>Kadushin, p. 148.

third of the homes some male is participating in caring for the children and in recreational activities with them. Thus we see that the father is manifestly much more than a meal ticket. He is a source of companionship, is confidant and friend to the mother and children. He provides security against crises, supplies intimate masculine response to all members and is particularly necessary to keep the mother normal and happy.

Because of the above conclusions it is the opinion of the researchers that a study comparing ADC children who live in a fatherless environment to ADCU children who have fathers in the homes would be beneficial. By examining and comparing adjustment in school, we feel that we will be able to draw some conclusions about the effects of the father's presence or absence.

There is some discrepancy in the literature concerning ADC children and their adjustment in the school setting. Much of the literature states that the children are given an opportunity to gain more education than their parents, which might not be saying much. The other general statement is that by and large, the social functions of ADC families are surprisingly good, given the amount of stress under which they live, with little evidence of delinquency. We would like to look into this situation further and see exactly how well adjusted the children are and what the contributing factors might be, both for adjustment and maladjustment.

We have seen how the ADC program has been amended to include a responsibility to help maintain and strengthen family life. The new trends now recognize that income maintenance is only one aspect of the father's role and that the absence or prolonged illness of the father results in many other kinds of deprivations for the children. This is bringing about more programs for ADC families.

We have also seen a trend toward liberalization of the program in regards to the extensions of coverage to new groups. Originally only children were included in the grant. Then, the adult who makes a home for the needy child, usually the mother, was included too. But if the father was home, although ill or disabled, he was not included in the grant. The latest amendments provide for including the father in the grant if he were living in the home and if family dependency was a result of the father's physical or mental incapacity or unemployment. In doing our research study we hope to be able to bring out additional data to support the latest amendments to the ADC program by looking at the school adjustment of children who are receiving either ADC or ADCU.

## II. HYPOTHESES AND OPERATIONAL DEFINITIONS

This study attempts to provide some clarification in the area of social adjustment of children whose parent(s) receive either ADC or ADCU. It is our belief that there is a significant association between (1) whether or not a father is permanently present in the child's home, and (2) the adequacy of social adjustment the child manifests within a school setting. The specific hypotheses we are attempting to examine are as follows:

- H<sub>1</sub>    Inadequate social adjustment within a school setting will be more prevalent for children from "fatherless families" than for children from "father families."
- H<sub>2</sub>    Inadequate social adjustment within a school setting will be more prevalent for boys than girls, across both groups.
- H<sub>3</sub>    Inadequate social adjustment within a school setting will be more prevalent for boys from "fatherless families" than for boys from "father families."

H<sub>4</sub> Inadequate social adjustment within a school setting will be more prevalent for Negro children than for Caucasian children, across both groups.

H<sub>5</sub> Aggressive behavior will be more prevalent for boys from "fatherless families" than for boys from "father families."

For the purpose of this study, the following definitions will be used:

1. Father family: A structurally intact family which includes children, mother, and father (or stepfather) who makes his permanent home with the former persons. The family, because of the father's physical or mental incapacity to work or because of the father's lack of full-time employment, is supported by the ADC or ADCU programs respectively.
2. Fatherless family: A family that structurally includes only the mother and her children who receive ADC. The father, for whatever reason, has been continuously absent from the family for a minimum of six months. There are no substitute adult father figure(s) living in the home.
3. Social adjustment in a school setting: This is defined as any given child's total score on the Total Emotional

Adjustment scale (questionnaire items I, II, VI and VIII) of the "Rating Scale for Pupil Adjustment." Any given rating, made by a child's teacher, can range from 4 to 20 (inclusive). The lower the score, the more inadequate we consider a child's social adjustment to be in a school setting.

4. Aggressive behavior in a school setting: This is defined as any given child's total score on the Aggressive Behavior scale (questionnaire items IV, VIII, IX and XI) of the "Rating Scale for Pupil Adjustment." The lower the score within range 4 to 20 (inclusive), the more aggressive we consider a child's behavior to be within a school setting.
5. Withdrawn behavior in a school setting: The lower a child's total score on the Introversive-Extroversive scale (item V) of the "Rating Scale for Pupil Adjustment," the more withdrawn we consider his behavior to be. The range of possible scores is 1 to 5 (inclusive).

Definitions 3, 4 and 5 are adapted from the "Manual for the Rating Scale for Pupil Adjustment," published by Science Research Association, 1953. For the specific items comprising each scale (Total Emotional Adjustment, Aggressive Behavior, and Introversive-Extroversive), see Appendix I.



### III. METHODOLOGY AND PROCEDURE

#### A. Preliminary Steps

Permission was obtained from the Research Division of the Department of Social Services to utilize their case records of ADC and ADCU families for the sample in our research study project. Permission from the Curriculum Committee of the Lansing School District Board of Education was obtained for two complementary purposes: (1) generally to obtain permission to enter the schools within the Lansing School District and (2) specifically to obtain permission to have the teachers of the children involved in our research project evaluate these children with the Rating Scale for Pupil Adjustment questionnaire.

#### B. Sampling Procedure

Our research study project group elected to use a systematic method of sampling. We elected to use a total sample of sixty families drawn from the case records of the Department of Social Services. The total sample was divided into two groups: (1) thirty families without fathers in the home, which we designated as

"no-father families" and (2) thirty families with fathers, which we designated as "father families." Both groups had to meet the following criteria: (1) they had to reside within the area designated as the Lansing School District; (2) they had to be included within the ADC or ADCU public assistance programs--we were not concerned about which program the two groups were receiving financial assistance from; and (3) there had to be at least one child within each family who was either within the age range of six to twelve years or within the grade range of first through sixth grades. The age and grade level had to have occurred within the last six months.

Within the ADC and ADCU programs of families receiving public assistance, there is a total of 477 families without fathers in the home and a total of 52 families with fathers in the home. From the total of 477 families without fathers in the home, every fifteenth case was selected, which resulted in obtaining a sample of thirty for the "no-father families" group. From the total of 52 "father families," every other case was selected, which provided 26 cases of the required thirty. Four additional cases were selected by taking every sixth case of the remaining 26 "father families," which gave us the thirty families needed for the "father families" group.

The following table indicates the total number and sex of the children in the "father families" and the "no-father families."

TABLE I  
SAMPLING BREAKDOWN FOR EACH GROUP  
BEFORE DISTRIBUTING QUESTIONNAIRES

	Girls	Boys	Total
30 "father families"	31	29	60
30 "no-father families"	21	28	49
Total	52	57	109

All children except one meet both criteria of being within the age range of six and twelve years and having been within grade levels one through six, within the past six months. The one child is repeating kindergarten, but was included because he was six years of age within the past six months.

### C. Design of Test

The Rating Scale for Pupil Adjustment was developed by the Research Division of the Michigan Department of Mental Health. It was copyrighted in 1950 and 1953 under the Internal Copyright Union (for complete details see Appendix I).

This scale is a multiple choice questionnaire. It was selected because it has been validated and provides an objective method for classifying children in terms of personal and social adjustment in the classroom.

#### D. Method of Testing

After identifying our sample, we consulted the Child Accounting Department of the Lansing Board of Education to determine the school and grade of each child included. A total of twenty-nine schools were involved.

Research group members distributed 109 questionnaires (Rating Scale for Pupil Adjustment) to the various schools for completion by the teachers of the children included in our sample. One week after distribution, the questionnaires were picked up at the schools for scoring and evaluation. Of the 109 questionnaires distributed, 104 were returned. Breakdown of the sample after this failure to return all the questionnaires is as follows:

TABLE II  
SAMPLING BREAKDOWN FOR EACH GROUP  
AFTER DISTRIBUTING QUESTIONNAIRE

	Girls	Boys	Total
30 "father families"	31	27	58
30 "no-father families"	20	26	46
Total	51	53	104

E. Scoring

The following formulas were used in determining (I) Total Emotional Adjustment, (II) Aggressive Behavior, and (III) Withdrawn Behavior for each child in our sample (see Appendix I for item references):

## (I) Total Emotional Adjustment

No. of A ratings for items I, II, VI, and VIII	multiplied by 5	_____
No. of B ratings for items I, II, VI, and VIII	multiplied by 4	_____
No. of C ratings for items I, II, VI, and VIII	multiplied by 3	_____
No. of D ratings for items I, II, VI, and VIII	multiplied by 2	_____
No. of E ratings for items I, II, VI, and VIII	multiplied by 1	_____
<u>Total Score</u>		_____

## (II) Aggressive Behavior

No. of A ratings for items IV, VIII, IX, and XI	multiplied by 5	_____
No. of B ratings for items IV, VIII, IX, and XI	multiplied by 4	_____
No. of C ratings for items IV, VIII, IX, and XI	multiplied by 3	_____
No. of D ratings for items IV, VIII, IX, and XI	multiplied by 2	_____
No. of E ratings for items IV, VIII, IX, and XI	multiplied by 1	_____
<u>Total Score</u>		_____

## (III) Withdrawn Behavior

No. of A ratings for item V multiplied by 5	_____
No. of B ratings for item V multiplied by 4	_____
No. of C ratings for item V multiplied by 3	_____
No. of D ratings for item V multiplied by 2	_____
No. of E ratings for item V multiplied by 1	_____
<u>Total Score</u>	_____

The T-test for independent samples was the statistical measure used to determine the significant differences, if any, between the two groups. The level of significance was set at .05.

F. Additional Data

Public assistance case records of the families involved in our study were examined for important variables which might be relevant to our findings. In both groups of families we looked to see how many times they had moved since the date of their application for assistance. In both groups we looked at the mother's strengths as evidenced by her ability to manage her home and income and to find employment. In both groups we noted the number of natural fathers. In those families where natural fathers were present, we noted whether deprivation was based on physical incapacity, mental incapacity or unemployment of the natural father or on the absence

of the natural father with a stepfather present in the home. In the "no-father families" we noted whether substitute-father figures were available. We looked at these other variables as possibly affecting the child's adjustment in the school setting.

#### IV. DATA ANALYSIS AND RESULTS

The statistical measure used to test all five hypotheses was the T-test for significance of the difference between the means of two independent samples. Each hypothesis was confirmed as predicted at the .05 level. Relevant data is presented in the following Tables III through IX.

Hypothesis 1: Inadequate social adjustment in a school setting will be more prevalent for children from "fatherless families" than for children from "father families."

TABLE III  
DATA PERTAINING TO HYPOTHESIS ONE

	N	$\bar{X}$
Children from "fatherless families"	46	10.89
Children from "father families"	58	12.43

$$t = 2.37, 102 \text{ df, Sig. } p < .01$$

$$(t_{.01} (102) = 2.36)$$



According to our pre-determined level of significance ( $p < .05$ ), we can reject the null hypothesis and accept the alternative hypothesis.

Hypothesis 2: Inadequate social adjustment within a school setting will be more prevalent for boys than girls, across both groups.

TABLE IV  
DATA PERTAINING TO HYPOTHESIS TWO

	N	$\bar{X}$
Boys	53	11.21
Girls	51	12.31

$t = 1.69$ , 102 df, Sig.  $p < .05$

$(t_{.05} (102) = 1.66)$

According to our pre-determined level of significance ( $p < .05$ ), we can reject the null hypothesis and accept the alternative hypothesis.

Hypothesis 3: Inadequate social adjustment within a school setting will be more prevalent for boys from "fatherless families" than for boys from "father families."

TABLE V  
DATA PERTAINING TO HYPOTHESIS THREE

	N	$\bar{X}$
Boys from "fatherless families"	26	10.31
Boys from "father families"	27	12.07

$$t = 1.84, 51 \text{ df, Sig. } p < .05$$

$$(t_{.05} (51) = 1.67)$$

According to our pre-determined level of significance ( $p < .05$ ), we can reject the null hypothesis and accept the alternative hypothesis.

We did not incorporate within the original list of hypotheses a prediction that inadequate social adjustment within a school setting would be more prevalent for girls from "fatherless families" than for girls from "father families." Nevertheless, a T-test for independent samples was done for these two cells which revealed no significant differences between the means. (See Table VI on the following page.)

In this instance we cannot reject the null hypothesis, and fail to confirm the alternative.

TABLE VI

DATA PERTAINING TO SOCIAL ADJUSTMENT  
OF GIRLS FROM "FATHERLESS FAMILIES"  
AND "FATHER FAMILIES"

	N	$\bar{X}$
Girls from "fatherless families"	20	11.65
Girls from "father families"	31	12.74

$t = 1.23, 49 \text{ df}, \text{Sig. } p > .05$

$(t_{.05} (49) = 1.67)$

Hypothesis 4: Inadequate social adjustment within a school setting  
will be more prevalent for Negro children than for Cau-  
casian children, across both groups.

TABLE VII

DATA PERTAINING TO HYPOTHESIS FOUR

	N	$\bar{X}$
Negro children	41	10.66
Caucasian children	63	12.43

$t = 2.71, 102 \text{ df}, \text{Sig. } p < .005$

$(t_{.005} (102) = 2.63)$

According to our pre-determined level of significance ( $p < .05$ ), we can reject the null hypothesis and accept the alternative hypothesis.

Hypothesis 5: Aggressive behavior will be more prevalent for boys from "fatherless families" than for boys from "father families."

TABLE VIII  
DATA PERTAINING TO HYPOTHESIS FIVE

	N	$\bar{X}$
Boys from "fatherless families"	26	11.08
Boys from "father families"	27	13.07

$$t = 1.77, 51 \text{ df, Sig. } p < .05$$

$$(t_{.05} (51) = 1.67)$$

According to our pre-determined level of significance ( $p < .05$ ), we can reject the null hypothesis and accept the alternative hypothesis.

Comparison of the difference between the means for aggressive behavior of boys and girls, both from "fatherless families," also reveals significant results.

TABLE IX  
DATA PERTAINING TO AGGRESSIVE BEHAVIOR  
OF BOYS AND GIRLS FROM  
"FATHERLESS FAMILIES"

	N	$\bar{X}$
Boys from "fatherless families"	26	11.08
Girls from "fatherless families"	20	13.40

$t = 2.09, 44 \text{ df}, \text{Sig. } p < .025$

$(t_{.025} (44) = 2.02)$

According to our pre-determined level of significance ( $p < .05$ ), we can reject the null hypothesis and accept the alternative hypothesis that aggressive behavior will be more prevalent for boys from "fatherless families" than for girls from "fatherless families."

In summary, our five hypotheses are supported by the results of this study. All were significant at the .05 level. Of these, Hypotheses 1, 3, and 4 were also significant at the .01 level, the .025 level, and the .005 level, respectively.

For the frequency distributions of scores on the three dimensions (inadequate vs. adequate social adjustment, aggressive

vs. non-aggressive behavior, withdrawn behavior) used in this study,  
see Appendix II.

## V. CONCLUSIONS AND IMPLICATIONS

This study demonstrates that the presence or absence of a father figure is a significant variable in the psychosocial adjustment of the child in a school setting. We looked at the child's behavior in only one context, but believe it to be generalizable because the school environment is a major socializing experience involving a large portion of the child's time. Future studies might be made to more closely examine the behavior of the tested children in their homes.

Further data collected from case histories indicate it is the continuing presence of a father figure in the home which is beneficial to the total emotional adjustment of the child. The difference in adjustment between the father and fatherless groups was found to be significant although the father group was actually composed of three categories: 12 physically incapacitated fathers, seven unemployed fathers, and 11 stepfathers. The number of natural fathers per family apparently bore no relationship as there were 48 known natural fathers of the children present in fatherless households and 46 known natural fathers of the children in homes where a father was

present. Only four case histories in the fatherless group revealed some interaction of the children with adult male figures. In one an uncle lived across the street, in another a grandfather was present in the community, in a third a Big Brother provided services for a time and in the fourth the male child made frequent visits to the father.

Boys from fatherless homes were found not only to have less adequate emotional adjustment, but to be significantly more aggressive than boys from homes in which the father was present. We would expect this to be true because of anger at the father's desertion, reaction to insecurity, lack of a male figure with whom to identify and the need to escape domination by the mother.

Because of the above findings, we believe that social services which include interaction with healthy adult males for these children from fatherless homes might be helpful in improving emotional adjustment. Although girls are less aggressive than boys, we do not mean to exclude them from the need for this interaction as well.

Data from case histories revealed that fatherless households changed place of residence on an average of once each 16 months while father households moved on an average of every nine years and one month. As frequent moving about may be one reason why children in fatherless homes are less adequately adjusted, this is another



area in which casework services would be helpful. Ego support to control impulsive moving could be given until treatment produced growth and maturity in the mother with resultant stability for the children.

Negro children were found to have significantly less adequate emotional adjustment than Caucasian children, indicating a need for more intensive social services in these families. We realize the scoring of Negro children may be influenced by different cultural backgrounds and middle-class values of teachers; nonetheless a commonality of standards is desirable for an integrated community.

In general, girls from both groups were found to have more adequate emotional adjustment than boys, which may be partially explained by the finding that boys are more aggressive than girls, an attribute not well accepted in the classroom. Girls may also be more mature, and the mother figures with whom they identify may be more dominant in father homes as well as in fatherless homes, particularly if the father is incapacitated. This finding would seem to indicate that more interaction with healthy adult males would be helpful in father homes as well as in fatherless homes.

In looking at the mothers' ego strengths as measured by employment since application for public assistance, housekeeping standards and money management, we found no difference between

father and fatherless groups. In each group 14 mothers had found some employment since applying for public assistance. In each group there were six poor housekeepers. In eight father homes records indicated poor money management; in nine fatherless homes records indicated poor money management. This last evaluation was somewhat subjective as information regarding actual expenditure of funds was not available. Although there was no appreciable difference between the two groups, we looked at the total emotional adjustment of children in homes from both groups where there was indication of poor physical standards and poor financial management. There were 18 families across both groups which fell in one or both of the two categories. Thirty-three children were tested from these homes, 19 of whom were found to have adequate emotional adjustment, 14 to have inadequate emotional adjustment. Although the percentage of children having inadequate emotional adjustment in these 18 families was much higher than for the total population studied, additional tests would need to be made in this area to establish the significance of these findings.

In general this study demonstrates that a father figure is important to the development of children. Many additional sub-hypotheses might have been examined with interesting findings had our time not been limited. Future researchers may profitably

look further into the emotional problems of children from deprived homes.

## APPENDICES

## APPENDIX I

### RATING SCALE FOR PUPIL ADJUSTMENT

# APPENDIX I

## RATING SCALE FOR PUPIL ADJUSTMENT

How to use the scale: Read carefully each of the definitions and descriptions of the items listed on the scale. Be sure to compare the pupil you are rating with all pupils of his own age and not merely with other pupils in his class. Rate each item without considering any other item and complete the entire Scale for each pupil before beginning the next child's rating. Mark the appropriate box for each item.

Pupil's age \_\_\_\_\_ SEX \_\_\_\_\_ RACE \_\_\_\_\_ GRADE \_\_\_\_\_ SCHOOL \_\_\_\_\_

### I. Over-all Emotional Adjustment

(Definition: Total emotional adequacy in meeting the daily problems of living as shown in school.)

- ☐ A. Very well adjusted
- ☐ B. Well adjusted
- ☐ C. Moderately adequate adjustment
- ☐ D. Poorly adjusted
- ☐ E. Very poorly adjusted

### II. Social Maturity

(Definition: Ability to deal with social responsibilities in school, in the community, and at home, appropriate to his age.)

- ☐ A. Very superior social maturity
- ☐ B. Slightly superior social maturity
- ☐ C. Average social maturity
- ☐ D. Slightly inferior social maturity
- ☐ E. Very inferior social maturity

### III. Tendency Toward Depression

(Definition: Tendency toward pervasive unhappiness.)

- ☐ A. Generally very happy
- ☐ B. Moderately happy
- ☐ C. Occasionally unhappy
- ☐ D. Tendency toward depression
- ☐ E. Generally depressed

### IV. Tendency Toward Aggressive Behavior

(Definition: Overt evidence of hostility and/or aggression toward other children and/or adults.)

- ☐ A. Rarely aggressive
- ☐ B. Occasionally aggressive
- ☐ C. Fairly aggressive
- ☐ D. Frequently aggressive
- ☐ E. Extremely aggressive

V. Extroversion-Introversion

(Definition: Tendency toward living outwardly and expressing his emotions spontaneously vs. tendency toward living inwardly and keeping emotions to himself.)

- ☐ A. Extremely extroverted
- ☐ B. Characteristically extroverted
- ☐ C. About equally extroverted and introverted
- ☐ D. Moderately introverted
- ☐ E. Extremely introverted

VI. Emotional Security

(Definition: Feeling of being accepted by and friendly toward one's environment and the people in it.)

- ☐ A. Extremely secure
- ☐ B. Moderately secure
- ☐ C. Only fairly secure
- ☐ D. Moderately insecure and apprehensive
- ☐ E. Extremely insecure and apprehensive

VII. Motor Control and Stability

(Definition: Capacity for effective coordination and control of motor activity of the entire body.)

- ☐ A. Extremely good motor control and stability
- ☐ B. Moderately good motor control and stability
- ☐ C. Fair motor control and stability
- ☐ D. Moderately poor motor control and stability---restless, hyperfinetic
- ☐ E. Extremely poor motor control---markedly restless, hyperfinetic

VIII. Impulsiveness

(Definition: Tendency toward sudden or marked changes of mood.)

- ☐ A. Extremely stable in mood
- ☐ B. Stable in mood
- ☐ C. Usually stable---only infrequent and minor mood changes
- ☐ D. Unstable in mood---shows marked mood changes on occasion
- ☐ E. Extreme changes in mood---shows marded or sudden mood

IX. Emotional Irritability

(Definition: Tendency to become angry, irritated, or upset.)

- ☐ A. Unusually good-natured
- ☐ B. Good-natured---rarely irritable
- ☐ C. Fairly good-natured---occasionally irritable
- ☐ D. Moderately irritable---frequently shows moderate irritation
- ☐ E. Extremely irritable---frequently shows marked irritation

X. School Achievement

(Definition: Over-all evaluation of pupil's competency in school subjects, relative to his own age group.)

- ☐ A. Very superior
- ☐ B. Slightly superior
- ☐ C. Average
- ☐ D. Slightly inferior
- ☐ E. Inferior

XI. School Conduct

(Definition: Conduct in the classroom situation as evidence of his ability to accept the rules and regulations of the school community.)

- ☐ A. Exceptionally good conduct
- ☐ B. Superior conduct
- ☐ C. Average conduct
- ☐ D. Somewhat inadequate conduct---troublesome disciplinary problem
- ☐ E. Very inadequate conduct---very serious disciplinary problem.

XII. Below are listed a number of physical conditions which may handicap the child in some or all phases of his adjustment to school life. Place a cross in the parentheses to the right to indicate which conditions apply to this child. Feel free to add any relevant comments in the space labeled "Comments".

- |  |                                   |
|--|-----------------------------------|
| 1. Unusually tall for his age ( )                | 8. Seriously impaired vision ( )  |
| 2. Unusually short for his age ( )               | 9. Seriously impaired hearing ( ) |
| 3. Markedly overweight ( )                       | 10. Poor heart condition ( )      |
| 4. Unusually underweight or anemic ( )           | 11. Diseased lung condition ( )   |
| 5. Physical disfigurement ( )                    | 12. Speech handicap ( )           |
| 6/ Limitations in the movement of his arm(s) ( ) |                                   |
| 7. Limitations in the movement of his leg(s) ( ) |                                   |

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

For scoring purposes only: please do not write below this line.

No. of A ratings for items I, II, VI, & VIII multiplied by 5	_____
No. of B ratings for items I, II, VI, & VIII multiplied by 4	_____
No. of C ratings for items I, II, VI, & VIII multiplied by 3	_____
No. of D ratings for items I, II, VI, & VIII multiplied by 2	_____
No. of E Ratings for items I, II, VI, & VIII multiplied by 1	_____
TOTAL SCORE	_____



## APPENDIX II

### FREQUENCY OF SCORES

## APPENDIX II

### FREQUENCY OF SCORES

In examining the following frequency tables, the following definitions should be kept in mind by the reader.

1. Adequate social adjustment in a school setting: any child's total score between 10 and 20 (inclusive) on the Total Emotional Adjustment scale.
2. Inadequate social adjustment in a school setting: any child's total score between 4 and 9 (inclusive) on the Total Emotional Adjustment scale.
3. Non-problematic aggression in a school setting: any child's total score between 10 and 20 (inclusive) on the Aggressive Behavior scale.
4. Problematic aggression in a school setting: any total score between 4 and 9 (inclusive) on the Aggressive Behavior scale.
5. Withdrawn behavior (Introversion) in a school setting: any total score on the Introversive-Extroversive scale that is

2 or below is considered to be withdrawn behavior that might interfere with a child's social adjustment within a school setting.

6. Extroversion: any total score on the Introversive-Extroversive scale that is 3 or higher.

The level at which scores indicate inadequate or adequate social adjustment, problematic or non-problematic aggressive behavior, and withdrawn behavior (introversion) or extroversion has been arbitrarily set by this research group.

TABLE X  
FREQUENCY OF ADEQUATE AND INADEQUATE SOCIAL ADJUSTMENT SCORES FOR GIRLS  
AND BOYS FROM FATHERLESS FAMILIES AND GIRLS AND BOYS FROM FATHER FAMILIES

	Father family				Fatherless family				Total	
	Girls		Boys		Girls		Boys		N	Percent
	N	Percent	N	Percent	N	Percent	N	Percent		
Inadequate social adjustment	7	22.6	6	22.2	4	20.0	14	53.9	31	29.8
Adequate social adjustment	24	27.4	21	77.8	16	80.0	12	46.1	73	70.2
Total	31	100.0	27	100.0	20	100.0	26	100.0	104	100.0

TABLE XI

FREQUENCY OF PROBLEMATIC AND NON-PROBLEMATIC AGGRESSION SCORES FOR GIRLS AND BOYS FROM FATHERLESS FAMILIES AND GIRLS AND BOYS FROM FATHER FAMILIES

	Father family		Fatherless family		Total	
	Girls		Boys		Girls	
	N	Percent	N	Percent	N	Percent
Problematic aggression	2	6.5	5	18.5	3	15.0
Non-problematic aggression	29	93.5	22	81.5	17	85.0
Total	31	100.0	27	100.0	20	100.0
					26	100.0
					104	100.0

TABLE XII

FREQUENCY OF INTROVERSIVE (WITHDRAWN) AND EXTROVERSIVE SCORES FOR GIRLS AND BOYS FROM FATHERLESS FAMILIES AND GIRLS AND BOYS FROM FATHER FAMILIES

	Father family		Fatherless family		Total	
	Girls		Boys		Girls	
	N	Percent	N	Percent	N	Percent
Introversive (withdrawn)	11	35.5	11	40.8	8	40.0
					9	34.8
Extroversive	20	64.5	16	59.2	12	60.0
					17	65.2
Total	31	100.0	27	100.0	20	100.0
					26	100.0
					104	100.0

TABLE XIII

FREQUENCY OF INADEQUATE AND ADEQUATE SOCIAL  
ADJUSTMENT SCORES FOR GIRLS AND BOYS, ACROSS BOTH  
FATHER AND FATHERLESS FAMILIES

	Girls		Boys		Total	
	N	Percent	N	Percent	N	Percent
Inadequate social adjustment	11	21.6	20	37.8	31	29.8
Adequate social adjustment	40	78.4	33	62.2	73	70.2
Total	51	100.0	53	100.0	104	100.0

TABLE XIV

FREQUENCY OF PROBLEMATIC AND NON-PROBLEMATIC  
AGGRESSION SCORES FOR GIRLS AND BOYS, ACROSS  
BOTH FATHER AND FATHERLESS FAMILIES

	Girls		Boys		Total	
	N	Percent	N	Percent	N	Percent
Problematic aggression	5	9.8	17	32.0	22	21.2
Non-problematic aggression	46	90.2	36	68.0	82	78.8
Total	51	100.0	53	100.0	104	100.0

TABLE XV

FREQUENCY OF INTROVERSIVE AND EXTROVERSIVE SCORES  
FOR GIRLS AND BOYS, ACROSS  
BOTH FATHER AND FATHERLESS FAMILIES

	Girls		Boys		Total	
	N	Percent	N	Percent	N	Percent
Introversive (withdrawn)	19	37.2	20	37.7	39	37.5
Extroversive	32	62.8	33	62.3	65	62.5
Total	51	100.0	53	100.0	104	100.0

TABLE XVI

FREQUENCY OF ADEQUATE AND INADEQUATE SCORES  
FOR CHILDREN FROM FATHER FAMILIES AND  
FOR CHILDREN FROM FATHERLESS FAMILIES

	Children from father families		Children from fatherless families		Total	
	N	Percent	N	Percent	N	Percent
Inadequate social adjustment	13	22.4	18	39.2	31	29.8
Adequate social adjustment	45	77.6	28	60.8	73	70.2
Total	58	100.0	46	100.0	104	100.0



TABLE XVII

FREQUENCY OF PROBLEMATIC AND NON-PROBLEMATIC  
AGGRESSION SCORES FOR CHILDREN FROM FATHER FAMILIES  
AND FOR CHILDREN FROM FATHERLESS FAMILIES

	Children from father families		Children from fatherless families		Total	
	N	Percent	N	Percent	N	Percent
Problematic aggression	7	12.1	15	32.6	22	21.2
Non-problematic aggression	51	87.9	31	67.4	82	78.8
Total	58	100.0	46	100.0	104	100.0

TABLE XVIII

FREQUENCY OF INTROVERSIVE (WITHDRAWN) AND  
EXTROVERSIVE SCORES FOR CHILDREN FROM FATHER  
FAMILIES AND FOR CHILDREN FROM FATHERLESS FAMILIES

	Children from father families		Children from fatherless families		Total	
	N	Percent	N	Percent	N	Percent
Introversive (withdrawn)	22	37.9	17	37.0	39	37.5
Extroversive	36	62.1	29	63.0	65	62.5
Total	58	100.0	46	100.0	104	100.0

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