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THE IOWA STATE STUDENT ADJUSTMENT INVENTORY: A FILIAL RELATIONS SCALE FOR PERSONAL PROCEDURES

EARLE E. EMME AND LYLE K. HENRY

This is the third of a series of papers on the Filial Affection Inventory to be presented to the Iowa Academy of Science. Two years ago the reader (Dr. Emme) reported how the scale was constructed and how it could be used as a tool in personnel work.¹ Last year, Henry made a validation study in which he compared the scale to the home adjustment section of the Bell Adjustment Inventory.²

The purpose of the present paper is to present the type of data which may be obtained when the inventory is administered to groups of students. Further evidence of validity was sought by studying the relation of home adjustment scores to scholastic difficulties and to maladjustment in general.

PROCEDURE AND RESULTS

The inventory was administered to some 500 freshmen and sophomore students in a small number of colleges in Iowa. In the majority of cases the scale was administered during classes in psychology and treated as a part of the regular discussion. The various types of analysis of the data are evident from the tables which follow.

Of first concern is the amount of affection or dislike students really have for their parents. The answer is shown in Table I. Probably the most significant fact shown in the table is that more

Table I—The Per Cent of Men and Women Showing Various Degrees of Affection for Their Parents

	269 MEN			232 WOMEN		
	Father	Mother	Both	Father	Mother	Both
Intense Affection	8.93%	10.4	8.9	18.9	28.0	21.5
Considerable Affection	56.8	56.5	56.5	53.0	48.3	51.7
Some Affection	17.8	20.8	19.7	18.5	17.7	20.2
Mild Variation	7.8	6.7	8.5	7.3	3.4	4.3
Some Dislike	7.1	5.2	5.9	1.3	1.7	1.3
Considerable Dislike	1.5	0.4	0.4	0.9	0.9	0.9

¹ Emme, Earle E., "Do University and College Students have Dislike or Affection for their Parents?" *An Attitude Scale for Personnel Procedures*. Proceedings, Iowa Academy of Science, Vol. 44, 167-173.

² Henry, Lyle K., "A Preliminary Investigation of the Validity of the Emme Home Adjustment Scale." Proceedings, Iowa Academy of Science, Vol. 45.

women students than men have intense affection for their parents. About 9 per cent of the men have intense affection for both parents while 21.5 per cent of the women have intense affection for the parents. Another fact which the writers feel is significant is that a greater percentage of both men and women have intense affection for the mother. This bit of evidence seems contrary to the usual interpretation of the Freudian school to the effect that daughters love their fathers and dislike their mothers and vice versa. Conversely, a greater percentage of men than women show some dislike for their parents. It is significant that no student tested showed intense dislike for the parents and only one per cent indicated considerable dislike.

One of the most interesting parts of the study was an item analysis based upon the responses of a sampling of 140 men students and 132 women students. Time will not permit any detailed consideration of these responses but a few generalizations can be made:

1. Every item was responded to by at least one individual. For example, one man student hoped that he would never see his mother again. At the other extreme, another man got so homesick to see his mother that he was despondent for days.
2. Practically none of the students disliked their parents be-

Table II—Statements Showing Sex Differences

Item No.	Statement	Percent Agreeing	
		Men	Women
4	There is a complete understanding between my parents and myself.	71	39
7	I chose a particular school so I could be near my parents.	4	11
12	I am friendly and cooperative with my parents but not very much dependent upon their wishes.	26	16
16	I am completely devoted to my parents.	41	50
17	I get a great deal more out of life than some young people because by parents joke with me and have a good sense of humor.	44	60
19	In making my decisions I feel encouraged by the help of my parents.	61	75
32	I look forward to receiving word from my parents.	59	77
33	I think I am very appreciative of my parents because I go home to see them many times during the semester.	13	8
35	I want to amount to something because my parents expect me to.	55	69
41	I cater to my parents quite a bit because they like me to do it.	10	4

cause they were narrow-minded or because they failed to inform them on important sex matters.

3. Important sex differences were noted in the answers given to certain items. Seventy-one per cent of the men stated that there was a complete understanding between their parents and themselves while only 39 per cent of the women checked this statement. Other differences of this type are presented in Table II. These figures seem to indicate that college women are more dependent upon their parents than the college men and more subject to their wishes. Item 33 is interesting in that the factor of hitch-hiking may be the real difference in the situation.

The evidence concerning the relation of affection for parents to scholarship difficulties and behavior maladjustments is presented in Table III.

Table III—Relation of Home Adjustment Scores to Maladjustment and Probation

Degree of Affection	N	Maladjustment		N	Probation	
		No.	%		No.*	%
Intense	31	1	3.22	47	7.5	15.95
Considerable	205	8	3.90	83	17.5	21.10
Some	91	3	3.30			
Variation	28	2	7.14			
Some dislike	16	2	12.44			
Considerable dislike	3	2	66.66	62	5.5	8.87

* Average for two quarters.

The data indicate two generalizations: first, maladjustment, apart from scholastic difficulties, increases as affection for parents decreases. Second, students who have the least affection for their parents are also on scholarship probation in the smallest percentage. Furthermore, students having intense affection for the parents have less difficulty with low grades than the middle group. Just why this situation should prevail is not exactly clear. Possibly those students who are somewhat alienated from their parents have developed initiative and independence and are in college on their own responsibility. At the other extreme, the students may do well because they do not wish to disappoint the parents of whom they are so fond. The writers realize that the number of cases is small and that sweeping generalizations cannot be made from the present data.

Scores on home adjustment seem to have no relation to grades in psychology courses or to study habits as indicated by the Wrenn Inventory. A slight relation between affection for parents and

introversion-extroversion index was noted. Students who rated as ambiverts and introverts on the Neyman-Kolstedt scale had less affection for their parents than the extroverts.

Case studies are being accumulated to show the value and relation of the home adjustment inventory to personnel work. While it would not be good diplomacy at the present time to describe accurately and vividly any large number of cases the following samples will indicate the nature of the results.

Case 1. Girl, score indicates intense affection for parents. Grades above average; an outstanding student in many ways. Inclined to dictate and is very determined. Very fond of father and writes him long, affectionate letters. Father, in turn, writes letters to college concerning his daughter.

Case 2. Boy, rates considerable affection for parents. Only son who has been somewhat spoiled. Father writes many letters to the college asking that the boy be given special attention.

Case 3. Boy, the lowest score yet obtained on affection for parents. Badly spoiled in childhood. Indifferent in high school: Belligerent towards parents: Did poorly in college the first two years. Ran away from home on one or more occasions.

SUMMARY AND CONCLUSION

The purpose of this paper was to present data on the degree of affection which students have for their parents, are obtained by use of the Filial Affection Inventory. The following conclusions are drawn from the data:

1. More women than men have intense affection for their parents.
2. Both men and women have more intense affection for the mother than for the father.
3. A wide range in affection for parents is indicated.
4. Women seem more dependent upon their parents' wishes than the men.
5. A greater per cent of "problem students" was found among those who were inclined to dislike their parents.
6. Students who have intense affection for their parents or some dislike are on scholarship probation in a smaller percentage of cases than the considerable affection group.
7. Case studies indicate that the home adjustment scores are valid.

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