

School Adjustment - Parent
Grade 6 /Year 7

Fast Track Project Technical Report
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SAS program to create derived variable dataset

Citation

Instrument

Conduct Problems Prevention Research Group (CPPRG). (1997). *School Adjustment - Parent*. Available from the Fast Track Project Web site, <http://www.fasttrackproject.org>

Report

Maumary-Gremaud, A. (2000). *School Adjustment - Parent Grade 6/Year 7* (Fast Track Project Technical Report) [On-line]. Available: <http://www.fasttrackproject.org/>

Data Sources

Raw: p7z

Scored: sap7

I. Scale Description:

The School Adjustment - Parent Report measure is an 18-item instrument created by the Fast Track project. This measure was designed to evaluate the transition from elementary to middle school. The parent is asked to evaluate his/her child's past school year with respect to academic performances, disciplinary problems and contact with other students and staff as well as how he/she as parent handled the transition. The questions are rated on a 5-point scale (never true, seldom true, sometimes true, usually true, always true). 10 items were recoded for consistency of interpretation. The parent and the child version of the measure have 12 common items. This instrument was first administered in the spring of 1997 to cohort 1.

II. Report sample:

Primary analyses were conducted on the normative and high-risk control students (total sample: 463, normative: 387, high-risk control: 155, overlap: 79). 63 subjects (14%) had missing data on all the items, including 54 (14%) from the normative sample and 17 from the control sample (11%). The non-respondent included 13 students from the Durham site, 14 from Nashville, 12 from Pennstate and 24 from Seattle. 29 of the students were white and 27 where black. 26 girls and 37 boys were missing the entire measure.

III. Scaling:

The analyses were conducted on the normative sample for year 7, cohort 1. Examination of frequency tables showed that with the exception of a few, the items were skewed towards the positive end of the scale. The items were subjected to a principal factor analyses with varimax rotation. Five eigenvalues greater than the commonly used cutoff of 1.0 were found. Examination of the rotated factor loadings showed a clean two factor solution: items 1 to 15 and 18 loaded high on the first factor, and items 16 and 17 on the second factor. The first factor described the academic aspect, contact with friends and general worries about school, the second factor treated with the direct contact that the parent has with his/her child's school and teachers. The internal consistency were high (0.89 and 0.76 respectively) and the intersubcales correlation was 0.05

IV. Differences between groups:

T-tests for comparisons of means were conducted for the items and the derived scales between the high-risk control group and the normative (non-high-risk) group. All were found significant at the .05 level except for 2 items (“keep up with school”, “contact with teachers”) and the scale combining the two items (“contact with school”). As expected, the students in the normative (non-high-risk) sample had higher score on the positive items pertaining to good adjustment and lower score on the negative items pertaining to having troubles.

V. Recommendations for Use:

It is recommended that the two subscales described above be used for analyses. The computation of two subscales, one of which has only two items is justified by the fact that these items showed high factor loading on the second factor and a high internal consistency coefficient. Furthermore, they had a very low correlation with the remaining of the items.

VI. Subscale Means and SD's

Normative sample:

Variable	Label	<u>Item means:</u>		
		N	Mean	Std Dev
P7Z1	Past year difficult for child	333	2.7057057	1.3456301
P7Z2	Easy time handling academic demands	333	3.1861862	1.1751140
P7Z3	Got along with friends	333	3.8768769	0.9473361
P7Z4	Stayed out of trouble	333	3.5975976	1.2419355
P7Z5	Child had a good year at school	333	3.8288288	1.1210516
P7Z6	School work was hard for child	333	2.6696697	1.1994774
P7Z7	Other kids tried to make child do bad th	333	2.5345345	1.1470928
P7Z8	Child got into trouble this year	333	2.5405405	1.3629154
P7Z9	Child liked the new things about school	333	3.7357357	0.9454150
P7Z10	Child did not do well in academics	333	2.7987988	1.3505014
P7Z11	Child did not have as many friends	333	2.0810811	0.9581779
P7Z12	Teachers were on my child for breaking r	333	2.1231231	1.1406402
P7Z13	Hard for me to adjust to school situatio	333	2.3753754	1.2587980
P7Z14	I adjusted well to the changes in school	333	3.6936937	1.0931836
P7Z15	School caused me hassles	333	2.1351351	1.1833673
P7Z16	I keep up with the school	333	4.2222222	0.7791630
P7Z17	I have contact with teachers	333	3.8138138	1.1307004
P7Z18	I worry about bad things at school	333	3.2072072	1.3826623

Scale means:

Variable	Label	N	Mean	Std Dev
SAP7CON	School adj parent: contact w school Yr 7	333	4.0180180	0.8597280
SAP7TOT	School adj parent:total Yr 7	333	3.5467342	0.7263529

Control sample:

<u>Item means:</u>				
Variable	Label	N	Mean	Std Dev
P7Z1	Past year difficult for child	138	3.2826087	1.3881097
P7Z2	Easy time handling academic demands	138	2.8043478	1.1705554
P7Z3	Got along with friends	138	3.4710145	1.1086391
P7Z4	Stayed out of trouble	138	3.0797101	1.3072599
P7Z5	Child had a good year at school	138	3.3478261	1.2181844
P7Z6	School work was hard for child	138	3.0144928	1.2081566
P7Z7	Other kids tried to make child do bad th	138	2.9057971	1.1644847
P7Z8	Child got into trouble this year	138	3.3115942	1.3224658
P7Z9	Child liked the new things about school	138	3.5000000	0.9684814
P7Z10	Child did not do well in academics	138	3.2391304	1.3645905
P7Z11	Child did not have as many friends	138	2.2898551	0.9978290
P7Z12	Teachers were on my child for breaking r	138	2.8043478	1.3282923
P7Z13	Hard for me to adjust to school situatio	138	2.8405797	1.3789151
P7Z14	I adjusted well to the changes in school	138	3.3405797	1.1366257
P7Z15	School caused me hassles	138	2.4420290	1.2381887
P7Z16	I keep up with the school	138	4.2246377	0.7832006
P7Z17	I have contact with teachers	138	3.8985507	1.0826424
P7Z18	I worry about bad things at school	138	3.6304348	1.2734005

<u>Scale means:</u>				
Variable	Label	N	Mean	Std Dev
SAP7CON	School adj parent: contact w school Yr 7	138	4.0615942	0.8424263
SAP7TOT	School adj parent:total Yr 7	138	3.1114130	0.7269394

VII. Inter-item correlations:

Control sample:

	SAP7CON	SAP7TOT
SAP7CON	1.00000	-0.12042
School adj parent: contact w school Yr 7		0.1595
SAP7TOT	-0.12042	1.00000
School adj parent:total Yr 7	0.1595	

Normative sample:

	SAP7CON	SAP7TOT
SAP7CON	1.00000	0.05125
School adj parent: contact w school Yr 7		0.3511
SAP7TOT	0.05125	1.00000
School adj parent:total Yr 7	0.3511	