

School Adjustment – Parent

Grade 8 /Year 9

Fast Track Project Technical Report

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July 29, 2003

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Citation

Instrument

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

Reports

Corrigan, A. (2003). *School Adjustment – Parent, Grade 8 /Year 9* (Fast Track Project Technical Report). Available from the Fast Track Project Web site, <http://www.fasttrackproject.org/>¹

Maumary-Gremaud, A. (2000). *School Adjustment – Parent, Grade 6 /Year 7* (Fast Track Technical Report). Available from the Fast Track Project Web site, <http://www.fasttrackproject.org/>²

Data Sources

Unscored: P9Z

Scored: SAP9

I. Scale Description

The School Adjustment – Parent questionnaire is an 18-item scale that evaluates a parent's perceptions of a child's current adjustment to school, and the parent's own adjustment to the school situation. The questionnaire also asks if the child has changed schools, and if so, whether the new school is a new *type* of school for the child, such as middle school. The School Adjustment – Parent questionnaire was created for the Fast Track Project.

Questionnaire items contain statements about school experiences; for example, "My child stayed out of trouble with teachers and the staff at school." The parent selects the response that estimates how true each statement is for the past school year for his/her child. Questionnaire items include statements about the child's academic performance, discipline problems, and interactions with other students and staff. Items also contain statements about the parent's adjustment to the child's school situation and the parent's contact with teachers; for example, "I keep up on what is going on with my child at school." Response choices include: "Strongly Disagree" (1), "Disagree" (2), "Unsure" (3), "Agree" (4), and "Strongly Agree" (5).

A child version of the School Adjustment questionnaire was also administered to children involved in the Fast Track Project. (See the separate technical report for School Adjustment – Child.) The parent version and the child version have 12 items in common.

¹ This report.

² The Year 7 report.

II. Report Sample

This report contains data collected on Cohort 1, Year 9. The data include a high-risk control sample (n=155) and a normative sample (n = 387) for a total N = 463, including overlap. One hundred eleven of the 463 are missing responses for the entire School Adjustment – Parent questionnaire, including 82 from the normative group (15 from Durham, 20 from Washington, 17 from Pennsylvania, and 30 from Nashville), and 29 from the control group (including 5 from Durham, 9 from Nashville, 7 from Pennsylvania, and 8 from Washington), with overlap between the normative and control groups. These measures are not included in the analyses.

III. Scaling

A previous study of the School Adjustment – Parent questionnaire (Maumary-Gremaud, 2000) identified two subscales: a Total score including Academics, Friends, and General Concerns (containing items 1 through 15 and 18), and Parent-Teacher Contact (items 16 and 17). The ordering of responses in items 1, 6, 7, 8, 10, 11, 12, 13, 15 and 18 was reversed before scoring to provide consistency among all the item responses. Higher scores indicate better school adjustment; lower scores indicate poorer adjustment.

The alpha coefficients for the normative sample and control sample are:

	Normative Sample	Control Sample
Total: Academics, Friends, and General Concerns	0.90	0.88
Parent-Teacher Contact	0.61	0.72

IV. Differences Between Groups

T-tests of means for the normative sample and the high-risk control sample yielded the following results:

	Normative Sample		Control Sample		DF	t Value	Pr > t
	Mean	SD	Mean	SD			
Total: Academics, Friends, and General Concerns	3.62	0.71	3.13	0.69	363	-6.26	<.0001
Parent-Teacher Contact	3.92	0.74	3.87	0.86	365	-0.62	0.5363

A summary of response frequencies for the question “Did your child enter a new school?” (NEWSCH) is in the table:

“Did Your Child Enter a New School?” (NEWSCH) by Group			
Entered new school Yes=1 No=0	Sample		
Frequency Col Pct	Control	Normative	Total
Did not enter new school (0)	85 69.67	202 84.52	287 79.50
Entered new school (1)	37 30.33	37 15.48	74 20.50
Total	122	239	361
Frequency Missing = 95*			

* “na” (not applicable) answers to this item were also excluded from the analysis.

More normative than control students stayed in the same school in Year 9. For the NEWSCH variable (Did your child enter a new school?), with $\chi^2(1, N = 361) = 10.92, p = 0.0009$, the hypothesis of independence between risk category (Normative or Control) and entering a new school can be rejected for Year 9 data.

A summary of response frequencies for the question “Was it a new *kind* of school, like middle school?” (TYPSCHE) is in the table below. Twenty-one respondents who answered “No” to “Did your child enter a new school?” answered “Yes” to “Was it a new kind of school?” These responses are included in the analysis, since some individual school facilities may house different kinds of schools such as elementary and middle.

“New Kind of School, e.g., middle school?” (TYPSCHE) by Group			
New type of school Yes=1 No=0	Sample		
Frequency Col Pct	Control	Normative	Total
Not a new type of school (0)	92 73.02	186 78.48	278 76.58
New type of school (1)	34 26.98	51 21.52	85 23.42
Total	126	237	363
Frequency Missing = 95*			

* “na” (not applicable) answers to this item were also excluded from the analysis

For the TYPSCHE variable (Was it a new kind of school?), with $\chi^2(1, N = 363) = 1.37, p = 0.24$, the hypothesis of independence between risk category (Normative or Control) and entering a new type of school cannot be rejected for Year 9.

V. Recommendations for Use

The Total: Academics, Friends, and General Concerns subscale has high internal consistency. T-tests of means for the Total subscale also show a significant difference between the normative and control groups. Depending on the construct of interest, this subscale should be useful to analysts.

The Parent-Teacher Contact subscale has moderate internal consistency; however, t-tests of means do not indicate that it discriminates well between normative and control samples for Year 9 data. Researchers also should keep in mind that this subscale includes only two items.

More normative than control students stayed in the same school in Year 9, and chi-square results for this distinction are significant. For those who entered a new *type* of school, the chi-square results do not allow rejection of the null hypothesis; namely, that new school *type* is independent of risk category. These two questions (“Did your child enter a new school?” and “Was this new school a new kind of school?”) may be more apropos for Year 10 (high school) or Year 7 (middle school) students.

VI. Item and Scale Means and SDs

Item Means and Standard Deviations – School Adjustment Questionnaire - Parent Normative Sample, Year 9, Cohort 1

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
rp9z1	School year difficult for child	3.34	305	1.32	1.00	5.00
P9Z2	Child had easy time handling academic demands	3.20	305	1.20	1.00	5.00
P9Z3	Child got along with friends	3.87	303	0.93	1.00	5.00
P9Z4	Child stayed out of trouble	3.56	304	1.23	1.00	5.00
P9Z5	Child had a good year at school	3.62	305	1.18	1.00	5.00
rp9z6	School work was really hard for child	3.37	305	1.10	1.00	5.00
rp9z7	Other kids tried to make child do bad things	3.63	304	1.03	1.00	5.00
rp9z8	Child got into trouble by breaking rules	3.45	304	1.37	1.00	5.00
P9Z9	Child liked the new things about school	3.54	305	0.92	1.00	5.00
rp9z10	Child did not do well in academics	2.90	305	1.35	1.00	5.00
rp9z11	Child did not have many friends	3.86	304	0.96	1.00	5.00
rp9z12	Teachers were on child because child broke rules	3.73	304	1.20	1.00	5.00
rp9z13	Hard for me [parent] to adjust to school situation	3.66	305	1.22	1.00	5.00
P9Z14	I [parent] adjusted well to changes at school	3.64	303	1.06	1.00	5.00
rp9z15	School caused me [parent] hassles	3.93	304	1.04	1.00	5.00
P9Z16	I [parent] keep up with what is going on at school	4.19	304	0.69	1.00	5.00
P9Z17	I [parent] have a lot of contact with teachers	3.62	304	1.11	1.00	5.00
rp9z18	I [parent] worry about bad things child could get into at school	2.70	304	1.38	1.00	5.00

Item Means and Standard Deviations – School Adjustment Questionnaire - Parent Control, Year 9, Cohort 1

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
rp9z1	School year difficult for child	2.85	126	1.33	1.00	5.00
P9Z2	Child had easy time handling academic demands	3.01	126	1.11	1.00	5.00
P9Z3	Child got along with friends	3.66	125	0.95	1.00	5.00
P9Z4	Child stayed out of trouble	2.84	125	1.27	1.00	5.00
P9Z5	Child had a good year at school	3.23	126	1.23	1.00	5.00
rp9z6	School work was really hard for child	3.14	126	1.05	1.00	5.00
rp9z7	Other kids tried to make child do bad things	3.29	125	1.05	1.00	5.00
rp9z8	Child got into trouble by breaking rules	2.70	125	1.30	1.00	5.00
P9Z9	Child liked the new things about school	3.33	126	1.00	1.00	5.00
rp9z10	Child did not do well in academics	2.56	126	1.20	1.00	5.00
rp9z11	Child did not have many friends	3.63	125	1.03	1.00	5.00
rp9z12	Teachers were on child because child broke rules	3.16	125	1.30	1.00	5.00
rp9z13	Hard for me [parent] to adjust to school situation	3.21	126	1.20	1.00	5.00
P9Z14	I [parent] adjusted well to changes at school	3.47	124	1.02	1.00	5.00
rp9z15	School caused me [parent] hassles	3.65	125	1.09	1.00	5.00
P9Z16	I [parent] keep up with what is going on at school	4.14	125	0.74	1.00	5.00
P9Z17	I [parent] have a lot of contact with teachers	3.60	125	1.16	1.00	5.00
rp9z18	I [parent] worry about bad things child could get into at school	2.37	125	1.20	1.00	5.00

Subscale Means and Standard Deviations – School Adjustment Questionnaire - Parent Normative Sample, Year 9, Cohort 1

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
sap9tot	Total: Academics, Friends, and General Concerns, Year 9	3.50	303	0.75	1.44	5.00
sap9con	Parent-Teacher Contact, Year 9	3.91	304	0.78	1.00	5.00

Subscale Means and Standard Deviations – School Adjustment Questionnaire - Parent Control Sample, Year 9, Cohort 1

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
sap9tot	Total: Academics, Friends, and General Concerns, Year 9	3.13	124	0.69	1.44	4.69
sap9con	Parent-Teacher Contact, Year 9	3.87	125	0.86	1.00	5.00

VII. Item and Scale Correlations

**All Subscales
Combined Normative and Control Samples**

Pearson Correlation Coefficients, N = 365 Prob > r under H0: Rho=0		
	sap9con	sap9tot
sap9con Parent-Teacher Contact Yr 9	1.000	0.047 0.369
sap9tot Total: Academics, Friends, and General Concerns Yr 9	0.047 0.369	1.000

**Item Correlations
Combined Normative and Control Samples**

Pearson Correlation Coefficients, N = 365 Prob > r under H0: Rho=0													
	rp9z1	P9Z2	P9Z3	P9Z4	P9Z5	rp9z6	rp9z7	rp9z8	P9Z9	rp9z10	rp9z11	rp9z12	rp9z13
rp9z1 School year difficult for child	1.000	0.466 0.000	0.415 0.000	0.565 0.000	0.697 0.000	0.459 0.000	0.330 0.000	0.455 0.000	0.414 0.000	0.575 0.000	0.368 0.000	0.583 0.000	0.665 0.000
P9Z2 Child had easy time handling academic demands	0.466 0.000	1.000	0.231 0.000	0.306 0.000	0.418 0.000	0.384 0.000	0.117 0.025	0.226 0.000	0.418 0.000	0.376 0.000	0.090 0.088	0.235 0.000	0.399 0.000
P9Z3 Child got along with friends	0.415 0.000	0.231 0.000	1.000	0.445 0.000	0.521 0.000	0.114 0.029	0.335 0.000	0.400 0.000	0.344 0.000	0.231 0.000	0.385 0.000	0.415 0.000	0.398 0.000
P9Z4 Child stayed out of trouble	0.565 0.000	0.306 0.000	0.445 0.000	1.000	0.654 0.000	0.222 0.000	0.405 0.000	0.674 0.000	0.421 0.000	0.439 0.000	0.274 0.000	0.727 0.000	0.552 0.000
P9Z5 Child had a good year at school	0.697 0.000	0.418 0.000	0.521 0.000	0.654 0.000	1.000	0.276 0.000	0.295 0.000	0.552 0.000	0.510 0.000	0.521 0.000	0.237 0.000	0.602 0.000	0.658 0.000
rp9z6 School work was really hard for child	0.459 0.000	0.384 0.000	0.114 0.029	0.222 0.000	0.276 0.000	1.000	0.206 0.000	0.203 0.000	0.221 0.000	0.403 0.000	0.262 0.000	0.265 0.000	0.266 0.000
rp9z7 Other kids tried to make child do bad things	0.330 0.000	0.117 0.025	0.335 0.000	0.405 0.000	0.295 0.000	0.206 0.000	1.000	0.409 0.000	0.207 0.000	0.313 0.000	0.347 0.000	0.432 0.000	0.350 0.000
rp9z8 Child got into trouble by breaking rules	0.455 0.000	0.226 0.000	0.400 0.000	0.674 0.000	0.552 0.000	0.203 0.000	0.409 0.000	1.000	0.348 0.000	0.350 0.000	0.257 0.000	0.637 0.000	0.468 0.000
P9Z9 Child liked the new things about school	0.414 0.000	0.418 0.000	0.344 0.000	0.421 0.000	0.510 0.000	0.221 0.000	0.207 0.000	0.348 0.000	1.000	0.290 0.000	0.246 0.000	0.370 0.000	0.408 0.000
rp9z10 Child did not do well in academics	0.575 0.000	0.376 0.000	0.231 0.000	0.439 0.000	0.521 0.000	0.403 0.000	0.313 0.000	0.350 0.000	0.290 0.000	1.000	0.226 0.000	0.452 0.000	0.504 0.000
rp9z11 Child did not have many friends	0.368 0.000	0.090 0.088	0.385 0.000	0.274 0.000	0.237 0.000	0.262 0.000	0.347 0.000	0.257 0.000	0.246 0.000	0.226 0.000	1.000	0.337 0.000	0.331 0.000

Pearson Correlation Coefficients, N = 365 Prob > r under H0: Rho=0													
	rp9z1	P9Z2	P9Z3	P9Z4	P9Z5	rp9z6	rp9z7	rp9z8	P9Z9	rp9z10	rp9z11	rp9z12	rp9z13
rp9z12 Teachers were on child because child broke rules	0.583 0.000	0.235 0.000	0.415 0.000	0.727 0.000	0.602 0.000	0.265 0.000	0.432 0.000	0.637 0.000	0.370 0.000	0.452 0.000	0.337 0.000	1.000	0.605 0.000
rp9z13 Hard for me [parent] to adjust to school situation	0.665 0.000	0.399 0.000	0.398 0.000	0.552 0.000	0.658 0.000	0.266 0.000	0.350 0.000	0.468 0.000	0.408 0.000	0.504 0.000	0.331 0.000	0.605 0.000	1.000
P9Z14 I [parent] adjusted well to changes at school	0.437 0.000	0.267 0.000	0.223 0.000	0.328 0.000	0.422 0.000	0.185 0.000	0.244 0.000	0.270 0.000	0.309 0.000	0.271 0.000	0.246 0.000	0.340 0.000	0.507 0.000
rp9z15 School caused me [parent] hassles	0.571 0.000	0.224 0.000	0.330 0.000	0.522 0.000	0.605 0.000	0.180 0.001	0.315 0.000	0.446 0.000	0.380 0.000	0.377 0.000	0.247 0.000	0.576 0.000	0.602 0.000
P9Z16 I [parent] keep up with what is going on at school	0.071 0.178	0.080 0.129	0.138 0.008	0.079 0.132	0.083 0.113	0.082 0.117	-0.027 0.605	0.098 0.061	0.096 0.067	0.095 0.069	0.067 0.204	-0.011 0.836	0.032 0.541
P9Z17 I [parent] have a lot of contact with teachers	0.063 0.231	0.037 0.483	0.036 0.494	-0.020 0.707	0.032 0.539	0.057 0.273	-0.084 0.109	0.005 0.922	0.106 0.043	0.040 0.451	0.046 0.386	-0.033 0.528	0.000 0.993
rp9z18 I [parent] worry about bad things child could get into at school	0.200 0.000	0.066 0.205	0.200 0.000	0.314 0.000	0.227 0.000	0.145 0.005	0.266 0.000	0.246 0.000	0.118 0.024	0.217 0.000	0.158 0.002	0.327 0.000	0.242 0.000
sap9tot Total: Academics, Friends, and General Concerns, Year 9	0.813 0.000	0.514 0.000	0.574 0.000	0.782 0.000	0.810 0.000	0.471 0.000	0.541 0.000	0.695 0.000	0.575 0.000	0.658 0.000	0.474 0.000	0.786 0.000	0.786 0.000
sap9con Parent-Teacher Contact, Year 9	0.075 0.151	0.061 0.247	0.085 0.104	0.020 0.702	0.059 0.261	0.077 0.144	-0.072 0.171	0.046 0.379	0.117 0.025	0.070 0.185	0.061 0.243	-0.028 0.589	0.014 0.787

Pearson Correlation Coefficients, N = 365 Prob > r under H0: Rho=0								
	P9Z14	rp9z15	P9Z16	P9Z17	rp9z18	sap9tot	sap9con	
rp9z1 School year difficult for child	0.437 0.000	0.571 0.000	0.071 0.178	0.063 0.231	0.200 0.000	0.813 0.000	0.075 0.151	
P9Z2 Child had easy time handling academic demands	0.267 0.000	0.224 0.000	0.080 0.129	0.037 0.483	0.066 0.205	0.514 0.000	0.061 0.247	
P9Z3 Child got along with friends	0.223 0.000	0.330 0.000	0.138 0.008	0.036 0.494	0.200 0.000	0.574 0.000	0.085 0.104	
P9Z4 Child stayed out of trouble	0.328 0.000	0.522 0.000	0.079 0.132	-0.020 0.707	0.314 0.000	0.782 0.000	0.020 0.702	
P9Z5 Child had a good year at school	0.422 0.000	0.605 0.000	0.083 0.113	0.032 0.539	0.227 0.000	0.810 0.000	0.059 0.261	
rp9z6 School work was really hard for child	0.185 0.000	0.180 0.001	0.082 0.117	0.057 0.273	0.145 0.005	0.471 0.000	0.077 0.144	
rp9z7 Other kids tried to make child do bad things	0.244 0.000	0.315 0.000	-0.027 0.605	-0.084 0.109	0.266 0.000	0.541 0.000	-0.072 0.171	
rp9z8 Child got into trouble by breaking rules	0.270 0.000	0.446 0.000	0.098 0.061	0.005 0.922	0.246 0.000	0.695 0.000	0.046 0.379	
P9Z9 Child liked the new things about school	0.309 0.000	0.380 0.000	0.096 0.067	0.106 0.043	0.118 0.024	0.575 0.000	0.117 0.025	
rp9z10 Child did not do well in academics	0.271 0.000	0.377 0.000	0.095 0.069	0.040 0.451	0.217 0.000	0.658 0.000	0.070 0.185	
rp9z11 Child did not have many friends	0.246 0.000	0.247 0.000	0.067 0.204	0.046 0.386	0.158 0.002	0.474 0.000	0.061 0.243	
rp9z12 Teachers were on child because child broke rules	0.340 0.000	0.576 0.000	-0.011 0.836	-0.033 0.528	0.327 0.000	0.786 0.000	-0.028 0.589	
rp9z13 Hard for me [parent] to adjust to school situation	0.507 0.000	0.602 0.000	0.032 0.541	0.000 0.993	0.242 0.000	0.786 0.000	0.014 0.787	

Pearson Correlation Coefficients, N = 365 Prob > r under H0: Rho=0							
	P9Z14	rp9z15	P9Z16	P9Z17	rp9z18	sap9tot	sap9con
P9Z14 I [parent] adjusted well to changes at school	1.000 0.000	0.462 0.000	0.134 0.011	0.052 0.319	0.155 0.003	0.548 0.000	0.095 0.070
rp9z15 School caused me [parent] hassles	0.462 0.000	1.000 0.857	-0.009 0.857	0.033 0.525	0.208 0.000	0.691 0.000	0.020 0.707
P9Z16 I [parent] keep up with what is going on at school	0.134 0.011	-0.009 0.857	1.000 0.000	0.492 0.000	-0.110 0.036	0.084 0.108	0.783 0.000
P9Z17 I [parent] have a lot of contact with teachers	0.052 0.319	0.033 0.525	0.492 0.000	1.000 0.000	-0.166 0.001	0.015 0.775	0.926 0.000
rp9z18 I [parent] worry about bad things child could get into at school	0.155 0.003	0.208 0.000	-0.110 0.036	-0.166 0.001	1.000 0.000	0.417 0.000	-0.166 0.001
sap9tot Total: Academics, Friends, and General Concerns, Year 9	0.548 0.000	0.691 0.000	0.084 0.108	0.015 0.775	0.417 0.000	1.000 0.000	0.047 0.369
sap9con Parent-Teacher Contact, Year 9	0.095 0.070	0.020 0.707	0.783 0.000	0.926 0.000	-0.166 0.001	0.047 0.369	1.000 0.000