

## **School Adjustment – Parent**

*Grade 9 /Year 10*

### **Fast Track Project Technical Report**

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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 9 /Year 10* (Fast Track Project Technical Report). Available from the Fast Track Project Web site, <http://www.fasttrackproject.org/><sup>1</sup>

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/><sup>2</sup>

#### **Data Sources**

*Unscored:* P10Z

*Scored:* SAP10

#### **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 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).

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<sup>1</sup> This report.

<sup>2</sup> The Year 7 report.

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.

## II. Report Sample

This report contains data collected on Cohort 1, Year 10. 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 nineteen of the 463 are missing responses for the entire School Adjustment – Parent questionnaire, including 86 from the normative group (12 from Durham, 20 from Washington, 23 from Pennsylvania, and 31 from Nashville), and 33 from the control group (including 4 from Durham, 12 from Nashville, 10 from Pennsylvania, and 7 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	0.89
Parent-Teacher Contact	0.52	0.62

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

<b>“Did Your Child Enter a New School?” by Group</b>			
<b>Entered new school Yes=1 No=0</b>	<b>Sample</b>		
<b>Frequency Col Pct</b>	<b>Control</b>	<b>Normative</b>	<b>Total</b>
<b>Did not enter new school (0)</b>	53 43.80	86 36.29	139 38.83
<b>Entered new school (1)</b>	68 56.20	151 63.71	219 61.17
<b>Total</b>	121	237	358
<b>Frequency Missing = 97 *</b>			

- “na” (not applicable) and “dk” (don’t know) answers to this item were also excluded from the analysis.

More normative than control students stayed in the same school in Year 10. For the NEWSCH variable (Did your child enter a new school?), with  $\chi^2(1, N = 358) = 1.90, p = 0.17$ , the hypothesis of independence between risk category (Normative or Control) and entering a new school cannot be rejected for Year 10 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. Seven 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.

<b>“New Kind of School, e.g., middle school?” by Group</b>			
<b>New type of school Yes=1 No=0</b>	<b>Sample</b>		
<b>Frequency Col Pct</b>	<b>Control</b>	<b>Normative</b>	<b>Total</b>
<b>Not a new type of school (0)</b>	57 47.11	107 44.77	164 45.56
<b>New type of school (1)</b>	64 52.89	132 55.23	196 54.44
<b>Total</b>	121	239	360
<b>Frequency Missing = 97*</b>			

- “na” (not applicable) and ‘dk’ (don’t know) answers to this item were also excluded from the analysis

For the TYPSCHE variable (Was it a new kind of school?), with  $\chi^2(1, N = 360) = 0.18, p = 0.67$ , the hypothesis of independence between risk category (Normative or Control) and entering a new type of school cannot be rejected for Year 10.

#### **IV. Differences Between Groups**

T-tests of means for the normative sample and the high-risk control sample are in the following table. Results show a significant difference between the normative and control groups for the Total subscale.

	<b>Normative Sample</b>		<b>Control Sample</b>		<b>DF</b>	<b>t Value</b>	<b>Pr &gt;  t </b>
	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>			
Total: Academics, Friends, and General Concerns	3.76	0.66	3.27	0.71	359	-6.50	<.0001
Parent-Teacher Contact	3.89	0.72	3.93	0.82	360	0.44	0.66

#### **V. Recommendations for Use**

The Total: Academics, Friends, and General Concerns subscale has good internal consistency and is correlated with the Parent-Teacher Contact subscale. T-tests of means for the Total subscale in Year 10 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 low internal consistency. T-tests of means do not suggest that it discriminates well between normative and control samples. Researchers also should keep in mind that this subscale includes only two items.

## VI. Item and Scale Means and SDs

### Item Means and Standard Deviations – School Adjustment Questionnaire - Parent Normative Sample, Year 10, Cohort 1

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
rp10z1	School year difficult for child	3.39	301	1.28	1.00	5.00
p10z2	Child had easy time handling academic demands	3.35	301	1.13	1.00	5.00
p10z3	Child got along with friends	4.01	301	0.85	1.00	5.00
p10z4	Child stayed out of trouble	3.81	301	1.17	1.00	5.00
p10z5	Child had a good year at school	3.72	301	1.11	1.00	5.00
rp10z6	School work was really hard for child	3.41	301	1.13	1.00	5.00
rp10z7	Other kids tried to make child do bad things	3.86	301	0.98	1.00	5.00
rp10z8	Child got into trouble by breaking rules	3.64	301	1.28	1.00	5.00
p10z9	Child liked the new things about school	3.77	300	0.86	1.00	5.00
rp10z10	Child did not do well in academics	2.93	301	1.34	1.00	5.00
rp10z11	Child did not have many friends	3.94	301	0.92	1.00	5.00
rp10z12	Teachers were on child because child broke rules	4.02	301	1.01	1.00	5.00
rp10z13	Hard for me [parent] to adjust to school situation	3.83	301	1.11	1.00	5.00
p10z14	I [parent] adjusted well to changes at school	3.90	300	0.87	1.00	5.00
rp10z15	School caused me [parent] hassles	4.07	301	0.97	1.00	5.00
p10z16	I [parent] keep up with what is going on at school	4.24	300	0.63	2.00	5.00
p10z17	I [parent] have a lot of contact with teachers	3.58	300	1.12	1.00	5.00
rp10z18	I [parent] worry about bad things child could get into at school	2.93	301	1.34	1.00	5.00

### Item Means and Standard Deviations – School Adjustment Questionnaire - Parent Control, Year 10, Cohort 1

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
rp10z1	School year difficult for child	2.87	122	1.32	1.00	5.00
p10z2	Child had easy time handling academic demands	3.19	122	1.15	1.00	5.00
p10z3	Child got along with friends	3.74	122	0.89	2.00	5.00
p10z4	Child stayed out of trouble	3.25	122	1.31	1.00	5.00
p10z5	Child had a good year at school	3.20	122	1.26	1.00	5.00
rp10z6	School work was really hard for child	3.07	122	1.11	1.00	5.00
rp10z7	Other kids tried to make child do bad things	3.65	122	1.00	1.00	5.00
rp10z8	Child got into trouble by breaking rules	3.08	122	1.33	1.00	5.00
p10z9	Child liked the new things about school	3.40	122	0.93	1.00	5.00
rp10z10	Child did not do well in academics	2.64	122	1.24	1.00	5.00
rp10z11	Child did not have many friends	3.73	122	0.89	1.00	5.00
rp10z12	Teachers were on child because child broke rules	3.48	122	1.16	1.00	5.00
rp10z13	Hard for me [parent] to adjust to school situation	3.46	122	1.18	1.00	5.00
p10z14	I [parent] adjusted well to changes at school	3.48	122	1.05	1.00	5.00
rp10z15	School caused me [parent] hassles	3.63	122	1.14	1.00	5.00
p10z16	I [parent] keep up with what is going on at school	4.18	122	0.72	2.00	5.00
p10z17	I [parent] have a lot of contact with teachers	3.67	122	1.16	1.00	5.00
rp10z18	I [parent] worry about bad things child could get into at school	2.50	122	1.20	1.00	5.00

**Subscale Means and Standard Deviations – School Adjustment Questionnaire - Parent Normative Sample, Year 10, Cohort 1**

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
sap10tot	Total: Academics, Friends, and General Concerns, Year 10	3.67	299	0.69	1.81	5.00
sap10con	Parent-Teacher Contact, Year 10	3.91	300	0.74	1.50	5.00

**Subscale Means and Standard Deviations – School Adjustment Questionnaire - Parent Control Sample, Year 10, Cohort 1**

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
sap10tot	Total: Academics, Friends, and General Concerns, Year 10	3.27	122	0.71	1.88	4.56
sap10con	Parent-Teacher Contact, Year 10	3.93	122	0.82	2.00	5.00

**VII. Item and Scale Correlations**

**All Subscales  
Combined Normative and Control Samples**

Pearson Correlation Coefficients, N = 361 Prob >  r  under H0: Rho=0		
	sap10con	sap10tot
sap10con Parent-Teacher Contact Yr 10	1.000	-0.005 0.923
sap10tot Total: Academics, Friends, and General Concerns Yr 10	-0.005 0.923	1.000

**Item Correlations**  
**Combined Normative and Control Samples**

Pearson Correlation Coefficients, N = 361 Prob >  r  under H0: Rho=0											
	rp10z1	p10z2	p10z3	p10z4	p10z5	rp10z6	rp10z7	rp10z8	p10z9	rp10z10	rp10z11
rp10z1 School year difficult for child	1.000	0.531 0.000	0.351 0.000	0.417 0.000	0.597 0.000	0.514 0.000	0.254 0.000	0.472 0.000	0.452 0.000	0.529 0.000	0.301 0.000
p10z2 Child had easy time handling academic demands	0.531 0.000	1.000	0.330 0.000	0.355 0.000	0.518 0.000	0.514 0.000	0.225 0.000	0.361 0.000	0.395 0.000	0.503 0.000	0.243 0.000
p10z3 Child got along with friends	0.351 0.000	0.330 0.000	1.000	0.495 0.000	0.512 0.000	0.233 0.000	0.308 0.000	0.465 0.000	0.396 0.000	0.261 0.000	0.442 0.000
p10z4 Child stayed out of trouble	0.417 0.000	0.355 0.000	0.495 0.000	1.000	0.624 0.000	0.186 0.000	0.276 0.000	0.675 0.000	0.469 0.000	0.430 0.000	0.243 0.000
p10z5 Child had a good year at school	0.597 0.000	0.518 0.000	0.512 0.000	0.624 0.000	1.000	0.421 0.000	0.225 0.000	0.536 0.000	0.563 0.000	0.606 0.000	0.310 0.000
rp10z6 School work was really hard for child	0.514 0.000	0.514 0.000	0.233 0.000	0.186 0.000	0.421 0.000	1.000	0.177 0.001	0.238 0.000	0.288 0.000	0.466 0.000	0.227 0.000
rp10z7 Other kids tried to make child do bad things	0.254 0.000	0.225 0.000	0.308 0.000	0.276 0.000	0.225 0.000	0.177 0.001	1.000	0.338 0.000	0.175 0.001	0.154 0.003	0.263 0.000
rp10z8 Child got into trouble by breaking rules	0.472 0.000	0.361 0.000	0.465 0.000	0.675 0.000	0.536 0.000	0.238 0.000	0.338 0.000	1.000	0.422 0.000	0.435 0.000	0.268 0.000
p10z9 Child liked the new things about school	0.452 0.000	0.395 0.000	0.396 0.000	0.469 0.000	0.563 0.000	0.288 0.000	0.175 0.001	0.422 0.000	1.000	0.350 0.000	0.279 0.000
rp10z10 Child did not do well in academics	0.529 0.000	0.503 0.000	0.261 0.000	0.430 0.000	0.606 0.000	0.466 0.000	0.154 0.003	0.435 0.000	0.350 0.000	1.000	0.189 0.000
rp10z11 Child did not have many friends	0.301 0.000	0.243 0.000	0.442 0.000	0.243 0.000	0.310 0.000	0.227 0.000	0.263 0.000	0.268 0.000	0.279 0.000	0.189 0.000	1.000
rp10z12 Teachers were on child because child broke rules	0.486 0.000	0.333 0.000	0.439 0.000	0.614 0.000	0.554 0.000	0.345 0.000	0.368 0.000	0.623 0.000	0.469 0.000	0.384 0.000	0.264 0.000
rp10z13 Hard for me [parent] to adjust to school situation	0.510 0.000	0.403 0.000	0.484 0.000	0.514 0.000	0.566 0.000	0.325 0.000	0.336 0.000	0.492 0.000	0.440 0.000	0.404 0.000	0.362 0.000
p10z14 I [parent] adjusted well to changes at school	0.372 0.000	0.327 0.000	0.314 0.000	0.435 0.000	0.449 0.000	0.271 0.000	0.271 0.000	0.373 0.000	0.433 0.000	0.311 0.000	0.290 0.000
rp10z15 School caused me [parent] hassles	0.390 0.000	0.337 0.000	0.353 0.000	0.440 0.000	0.444 0.000	0.212 0.000	0.333 0.000	0.401 0.000	0.425 0.000	0.306 0.000	0.286 0.000
p10z16 I [parent] keep up with what is going on at school	0.033 0.527	0.148 0.005	0.130 0.014	0.101 0.055	0.099 0.061	0.078 0.138	0.130 0.014	0.118 0.025	0.174 0.001	0.101 0.055	0.083 0.114
p10z17 I [parent] have a lot of contact with teachers	-0.147 0.005	-0.096 0.069	-0.083 0.114	-0.113 0.031	-0.059 0.262	0.017 0.752	-0.037 0.479	-0.114 0.031	-0.024 0.643	-0.039 0.459	-0.056 0.289
rp10z18 I [parent] worry about bad things child could get into at school	0.234 0.000	0.184 0.000	0.198 0.000	0.296 0.000	0.306 0.000	0.247 0.000	0.246 0.000	0.298 0.000	0.222 0.000	0.271 0.000	0.176 0.001

Pearson Correlation Coefficients, N = 361 Prob >  r  under H0: Rho=0							
	rp10z12	rp10z13	p10z14	rp10z15	p10z16	p10z17	rp10z18
<b>rp10z1</b> School year difficult for child	0.486 0.000	0.510 0.000	0.372 0.000	0.390 0.000	0.033 0.527	-0.147 0.005	0.234 0.000
<b>p10z2</b> Child had easy time handling academic demands	0.333 0.000	0.403 0.000	0.327 0.000	0.337 0.000	0.148 0.005	-0.096 0.069	0.184 0.000
<b>p10z3</b> Child got along with friends	0.439 0.000	0.484 0.000	0.314 0.000	0.353 0.000	0.130 0.014	-0.083 0.114	0.198 0.000
<b>p10z4</b> Child stayed out of trouble	0.614 0.000	0.514 0.000	0.435 0.000	0.440 0.000	0.101 0.055	-0.113 0.031	0.296 0.000
<b>p10z5</b> Child had a good year at school	0.554 0.000	0.566 0.000	0.449 0.000	0.444 0.000	0.099 0.061	-0.059 0.262	0.306 0.000
<b>rp10z6</b> School work was really hard for child	0.345 0.000	0.325 0.000	0.271 0.000	0.212 0.000	0.078 0.138	0.017 0.752	0.247 0.000
<b>rp10z7</b> Other kids tried to make child do bad things	0.368 0.000	0.336 0.000	0.271 0.000	0.333 0.000	0.130 0.014	-0.037 0.479	0.246 0.000
<b>rp10z8</b> Child got into trouble by breaking rules	0.623 0.000	0.492 0.000	0.373 0.000	0.401 0.000	0.118 0.025	-0.114 0.031	0.298 0.000
<b>p10z9</b> Child liked the new things about school	0.469 0.000	0.440 0.000	0.433 0.000	0.425 0.000	0.174 0.001	-0.024 0.643	0.222 0.000
<b>rp10z10</b> Child did not do well in academics	0.384 0.000	0.404 0.000	0.311 0.000	0.306 0.000	0.101 0.055	-0.039 0.459	0.271 0.000
<b>rp10z11</b> Child did not have many friends	0.264 0.000	0.362 0.000	0.290 0.000	0.286 0.000	0.083 0.114	-0.056 0.289	0.176 0.001
<b>rp10z12</b> Teachers were on child because child broke rules	1.000	0.589 0.000	0.429 0.000	0.537 0.000	0.173 0.001	-0.033 0.536	0.262 0.000
<b>rp10z13</b> Hard for me [parent] to adjust to school situation	0.589 0.000	1.000	0.502 0.000	0.557 0.000	0.107 0.043	-0.022 0.680	0.319 0.000
<b>p10z14</b> I [parent] adjusted well to changes at school	0.429 0.000	0.502 0.000	1.000	0.504 0.000	0.245 0.000	0.027 0.610	0.249 0.000
<b>rp10z15</b> School caused me [parent] hassles	0.537 0.000	0.557 0.000	0.504 0.000	1.000	0.109 0.039	-0.068 0.200	0.256 0.000
<b>p10z16</b> I [parent] keep up with what is going on at school	0.173 0.001	0.107 0.043	0.245 0.000	0.109 0.039	1.000	0.420 0.000	-0.062 0.237
<b>p10z17</b> I [parent] have a lot of contact with teachers	-0.033 0.536	-0.022 0.680	0.027 0.610	-0.068 0.200	0.420 0.000	1.000	-0.111 0.035
<b>rp10z18</b> I [parent] worry about bad things child could get into at school	0.262 0.000	0.319 0.000	0.249 0.000	0.256 0.000	-0.062 0.237	-0.111 0.035	1.000