

School Adjustment – Parent

Grade 7 /Year 8

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 7 /Year 8* (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: P8Z

Scored: SAP8

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 the child has entered a new *kind* of school, 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 8. The data include a high-risk control sample (n=155) and a normative sample (n = 387) for a total N = 463, including overlap. Ninety-three of the 463 are missing responses for the entire School Adjustment – Parent questionnaire, including 68 from the normative group (10 from Durham, 19 from Washington, 13 from Pennsylvania, and 26 from Nashville), and 25 from the control group (including 3 from Durham, 10 from Nashville, 5 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 subscale including Academics, Friends, and General Concerns (containing items 1 through 15 and 18), and a Parent-Teacher Contact subscale (containing 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	0.91	0.90
Parent-Teacher Contact	0.63	0.68

IV. Differences Between Groups

T-tests of means for scored questions in the normative sample and the 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	0.68	3.08	0.75	384	-7.25	<.0001
Parent-Teacher Contact	3.88	0.75	3.93	0.78	384	0.73	0.4662

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)	62 47.69	143 55.64	205 52.97
Entered new school (1)	68 52.31	114 44.36	182 47.03
Total	130 33.59	257 66.41	387 100.00
Frequency Missing = 76			

For the NEWSCH variable (Did your child enter a new school?), with $\chi^2 (1, N = 387) = 2.19, p < 0.13$, the hypothesis of independence between risk category (Normative or Control) and entering a new school cannot be rejected for Year 8 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. Sixty-two 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)	46 35.38	106 41.25	152 39.28
New type of school (1)	84 64.62	151 58.75	235 60.72
Total	130 33.59	257 66.41	387 100.00
Frequency Missing = 76			

For the TYPSCHE variable (Was it a new kind of school?), with $\chi^2 (1, N = 387) = 1.24, p < 0.26$, the hypothesis of independence between risk category (Normative or Control) and entering a new type of school cannot be rejected for Year 8.

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 adequate internal consistency; however, 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.

Year 8 data also indicates that more normative than control students entered a new school, and that more normative than control students entered a new type of school. However, chi-square results do not allow the rejection of the null hypothesis; namely, that entering either a new school or a 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 8, Cohort 1

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
rp8z1	School year difficult for child	3.35	319	1.29	1.00	5.00
P8Z2	Child had easy time handling academic demands	3.18	319	1.15	1.00	5.00
P8Z3	Child got along with friends	3.87	319	0.92	1.00	5.00
P8Z4	Child stayed out of trouble	3.59	319	1.19	1.00	5.00
P8Z5	Child had a good year at school	3.59	319	1.15	1.00	5.00
rp8z6	School work was really hard for child	3.25	319	1.10	1.00	5.00
rp8z7	Other kids tried to make child do bad things	3.59	319	1.06	1.00	5.00
rp8z8	Child got into trouble by breaking rules	3.52	319	1.27	1.00	5.00
P8Z9	Child liked the new things about school	3.59	319	0.90	1.00	5.00
rp8z10	Child did not do well in academics	3.06	319	1.33	1.00	5.00
rp8z11	Child did not have many friends	3.85	319	0.94	1.00	5.00
rp8z12	Teachers were on child because child broke rules	3.77	319	1.17	1.00	5.00
rp8z13	Hard for me [parent] to adjust to school situation	3.71	319	1.15	1.00	5.00
P8Z14	I [parent] adjusted well to changes at school	3.72	319	0.94	1.00	5.00
rp8z15	School caused me [parent] hassles	3.84	319	1.06	1.00	5.00
P8Z16	I [parent] keep up with what is going on at school	4.13	319	0.72	1.00	5.00
P8Z17	I [parent] have a lot of contact with teachers	3.66	319	1.04	1.00	5.00
rp8z18	I [parent] worry about bad things child could get into at school	2.75	319	1.29	1.00	5.00

Item Means and Standard Deviations – School Adjustment Questionnaire - Parent Control, Year 8, Cohort 1

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
rp8z1	School year difficult for child	2.89	130	1.31	1.00	5.00
P8Z2	Child had easy time handling academic demands	2.68	130	1.12	1.00	5.00
P8Z3	Child got along with friends	3.45	130	1.09	1.00	5.00
P8Z4	Child stayed out of trouble	2.95	130	1.23	1.00	5.00
P8Z5	Child had a good year at school	3.02	130	1.25	1.00	5.00
rp8z6	School work was really hard for child	2.88	130	1.12	1.00	5.00
rp8z7	Other kids tried to make child do bad things	3.25	130	1.12	1.00	5.00
rp8z8	Child got into trouble by breaking rules	2.84	130	1.29	1.00	5.00
P8Z9	Child liked the new things about school	3.48	130	0.99	1.00	5.00
rp8z10	Child did not do well in academics	2.58	130	1.30	1.00	5.00
rp8z11	Child did not have many friends	3.52	130	1.04	1.00	5.00
rp8z12	Teachers were on child because child broke rules	3.16	130	1.24	1.00	5.00
rp8z13	Hard for me [parent] to adjust to school situation	3.21	130	1.29	1.00	5.00
P8Z14	I [parent] adjusted well to changes at school	3.35	130	1.09	1.00	5.00
rp8z15	School caused me [parent] hassles	3.56	130	1.15	1.00	5.00
P8Z16	I [parent] keep up with what is going on at school	4.11	130	0.76	1.00	5.00
P8Z17	I [parent] have a lot of contact with teachers	3.76	130	1.01	2.00	5.00
rp8z18	I [parent] worry about bad things child could get into at school	2.41	130	1.23	1.00	5.00

Subscale Means and Standard Deviations – School Adjustment Questionnaire - Parent Normative Sample, Year 8, Cohort 1

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
sap8tot	Total: Academics, Friends, and General Concerns, Year 8	3.51	319	0.74	1.19	5.00
sap8con	Parent-Teacher Contact, Year 8	3.89	319	0.77	1.50	5.00

Subscale Means and Standard Deviations – School Adjustment Questionnaire - Parent Control Sample, Year 8, Cohort 1

Variable	Label	Mean	N	Std Dev	Minimum	Maximum
sap8tot	Total: Academics, Friends, and General Concerns, Year 8	3.08	130	0.75	1.19	4.75
sap8con	Parent-Teacher Contact, Year 8	3.93	130	0.78	1.50	5.00

VII. Item and Scale Correlations

**All Subscales
Combined Normative and Control Samples**

Pearson Correlation Coefficients, N = 386 Prob > r under H0: Rho=0		
	sap8con	sap8tot
sap8con Parent-Teacher Contact Yr 8	1.000	-0.015 0.764
sap8tot Total: Academics, Friends, and General Concerns Yr 8	-0.015 0.764	1.000

**Item Correlations
Combined Normative and Control Samples**

Pearson Correlation Coefficients, N = 386 Prob > r under H0: Rho=0												
	rp8z1	P8Z2	P8Z3	P8Z4	P8Z5	rp8z6	rp8z7	rp8z8	P8Z9	rp8z10	rp8z11	rp8z12
rp8z1 School year difficult for child	1.000	0.467 0.000	0.394 0.000	0.484 0.000	0.647 0.000	0.511 0.000	0.295 0.000	0.469 0.000	0.417 0.000	0.495 0.000	0.335 0.000	0.547 0.000
P8Z2 Child had easy time handling academic demands	0.467 0.000	1.000	0.298 0.000	0.380 0.000	0.480 0.000	0.490 0.000	0.248 0.000	0.387 0.000	0.289 0.000	0.444 0.000	0.205 0.000	0.443 0.000
P8Z3 Child got along with friends	0.394 0.000	0.298 0.000	1.000	0.498 0.000	0.560 0.000	0.190 0.000	0.383 0.000	0.438 0.000	0.414 0.000	0.245 0.000	0.458 0.000	0.494 0.000
P8Z4 Child stayed out of trouble	0.484 0.000	0.380 0.000	0.498 0.000	1.000	0.643 0.000	0.292 0.000	0.422 0.000	0.649 0.000	0.395 0.000	0.435 0.000	0.254 0.000	0.652 0.000
P8Z5 Child had a good year at school	0.647 0.000	0.480 0.000	0.560 0.000	0.643 0.000	1.000	0.407 0.000	0.338 0.000	0.513 0.000	0.538 0.000	0.567 0.000	0.335 0.000	0.620 0.000
rp8z6 School work was really hard for child	0.511 0.000	0.490 0.000	0.190 0.000	0.292 0.000	0.407 0.000	1.000	0.227 0.000	0.264 0.000	0.258 0.000	0.351 0.000	0.216 0.000	0.319 0.000
rp8z7 Other kids tried to make child do bad things	0.295 0.000	0.248 0.000	0.383 0.000	0.422 0.000	0.338 0.000	0.227 0.000	1.000	0.474 0.000	0.218 0.000	0.255 0.000	0.270 0.000	0.442 0.000
rp8z8 Child got into trouble by breaking rules	0.469 0.000	0.387 0.000	0.438 0.000	0.649 0.000	0.513 0.000	0.264 0.000	0.474 0.000	1.000	0.290 0.000	0.437 0.000	0.296 0.000	0.644 0.000
P8Z9 Child liked the new things about school	0.417 0.000	0.289 0.000	0.414 0.000	0.395 0.000	0.538 0.000	0.258 0.000	0.218 0.000	0.290 0.000	1.000	0.275 0.000	0.208 0.000	0.394 0.000
rp8z10 Child did not do well in academics	0.495 0.000	0.444 0.000	0.245 0.000	0.435 0.000	0.567 0.000	0.351 0.000	0.255 0.000	0.437 0.000	0.275 0.000	1.000	0.265 0.000	0.502 0.000
rp8z11 Child did not have many friends	0.335 0.000	0.205 0.000	0.458 0.000	0.254 0.000	0.335 0.000	0.216 0.000	0.270 0.000	0.296 0.000	0.208 0.000	0.265 0.000	1.000	0.324 0.000
rp8z12 Teachers were on child because child broke rules	0.547 0.000	0.443 0.000	0.494 0.000	0.652 0.000	0.620 0.000	0.319 0.000	0.442 0.000	0.644 0.000	0.394 0.000	0.502 0.000	0.324 0.000	1.000

Pearson Correlation Coefficients, N = 386 Prob > r under H0: Rho=0												
	rp8z1	P8Z2	P8Z3	P8Z4	P8Z5	rp8z6	rp8z7	rp8z8	P8Z9	rp8z10	rp8z11	rp8z12
rp8z13 Hard for me [parent] to adjust to school situation	0.530 0.000	0.437 0.000	0.387 0.000	0.461 0.000	0.590 0.000	0.420 0.000	0.360 0.000	0.434 0.000	0.388 0.000	0.449 0.000	0.313 0.000	0.589 0.000
P8Z14 I [parent] adjusted well to changes at school	0.346 0.000	0.387 0.000	0.347 0.000	0.387 0.000	0.519 0.000	0.273 0.000	0.279 0.000	0.315 0.000	0.397 0.000	0.346 0.000	0.223 0.000	0.480 0.000
rp8z15 School caused me [parent] hassles	0.471 0.000	0.409 0.000	0.345 0.000	0.488 0.000	0.587 0.000	0.326 0.000	0.411 0.000	0.450 0.000	0.399 0.000	0.440 0.000	0.227 0.000	0.591 0.000
P8Z16 I [parent] keep up with what is going on at school	0.050 0.325	0.102 0.045	0.194 0.000	0.074 0.147	0.113 0.026	0.029 0.564	0.046 0.362	0.061 0.235	0.162 0.001	0.094 0.064	0.118 0.020	0.129 0.011
P8Z17 I [parent] have a lot of contact with teachers	-0.096 0.059	-0.042 0.408	-0.016 0.756	-0.063 0.218	-0.068 0.185	-0.075 0.139	-0.036 0.479	-0.102 0.046	0.010 0.848	-0.021 0.687	0.009 0.853	-0.154 0.002
rp8z18 I [parent] worry about bad things child could get into at school	0.301 0.000	0.167 0.001	0.271 0.000	0.339 0.000	0.254 0.000	0.225 0.000	0.352 0.000	0.315 0.000	0.172 0.001	0.194 0.000	0.166 0.001	0.343 0.000
sap8tot Total: Academics, Friends, and General Concerns, Year 8	0.745 0.000	0.627 0.000	0.628 0.000	0.751 0.000	0.821 0.000	0.553 0.000	0.568 0.000	0.717 0.000	0.561 0.000	0.655 0.000	0.472 0.000	0.806 0.000
sap8con Parent-Teacher Contact, Year 8	-0.042 0.406	0.018 0.717	0.079 0.121	-0.009 0.865	0.006 0.903	-0.038 0.457	-0.003 0.951	-0.041 0.417	0.081 0.110	0.030 0.562	0.061 0.230	-0.045 0.375

Pearson Correlation Coefficients, N = 386 Prob > r under H0: Rho=0									
	rp8z13	P8Z14	rp8z15	P8Z16	P8Z17	rp8z18	sap8tot	sap8con	
rp8z1 School year difficult for child	0.530 0.000	0.346 0.000	0.471 0.000	0.050 0.325	-0.096 0.059	0.301 0.000	0.745 0.000	-0.042 0.406	
P8Z2 Child had easy time handling academic demands	0.437 0.000	0.387 0.000	0.409 0.000	0.102 0.045	-0.042 0.408	0.167 0.001	0.627 0.000	0.018 0.717	
P8Z3 Child got along with friends	0.387 0.000	0.347 0.000	0.345 0.000	0.194 0.000	-0.016 0.756	0.271 0.000	0.628 0.000	0.079 0.121	
P8Z4 Child stayed out of trouble	0.461 0.000	0.387 0.000	0.488 0.000	0.074 0.147	-0.063 0.218	0.339 0.000	0.751 0.000	-0.009 0.865	
P8Z5 Child had a good year at school	0.590 0.000	0.519 0.000	0.587 0.000	0.113 0.026	-0.068 0.185	0.254 0.000	0.821 0.000	0.006 0.903	
rp8z6 School work was really hard for child	0.420 0.000	0.273 0.000	0.326 0.000	0.029 0.564	-0.075 0.139	0.225 0.000	0.553 0.000	-0.038 0.457	
rp8z7 Other kids tried to make child do bad things	0.360 0.000	0.279 0.000	0.411 0.000	0.046 0.362	-0.036 0.479	0.352 0.000	0.568 0.000	-0.003 0.951	
rp8z8 Child got into trouble by breaking rules	0.434 0.000	0.315 0.000	0.450 0.000	0.061 0.235	-0.102 0.046	0.315 0.000	0.717 0.000	-0.041 0.417	
P8Z9 Child liked the new things about school	0.388 0.000	0.397 0.000	0.399 0.000	0.162 0.001	0.010 0.848	0.172 0.001	0.561 0.000	0.081 0.110	
rp8z10 Child did not do well in academics	0.449 0.000	0.346 0.000	0.440 0.000	0.094 0.064	-0.021 0.687	0.194 0.000	0.655 0.000	0.030 0.562	
rp8z11 Child did not have many friends	0.313 0.000	0.223 0.000	0.227 0.000	0.118 0.020	0.009 0.853	0.166 0.001	0.472 0.000	0.061 0.230	
rp8z12 Teachers were on child because child broke rules	0.589 0.000	0.480 0.000	0.591 0.000	0.129 0.011	-0.154 0.002	0.343 0.000	0.806 0.000	-0.045 0.375	
rp8z13 Hard for me [parent] to adjust to school situation	1.000	0.569 0.000	0.577 0.000	0.068 0.182	-0.078 0.128	0.283 0.000	0.743 0.000	-0.022 0.673	
P8Z14 I [parent] adjusted well to changes at school	0.569 0.000	1.000	0.481 0.000	0.163 0.001	0.014 0.790	0.188 0.000	0.611 0.000	0.085 0.097	

Pearson Correlation Coefficients, N = 386 Prob > r under H0: Rho=0								
	rp8z13	P8Z14	rp8z15	P8Z16	P8Z17	rp8z18	sap8tot	sap8con
rp8z15 School caused me [parent] hassles	0.577 0.000	0.481 0.000	1.000	0.099 0.051	-0.111 0.030	0.293 0.000	0.714 0.000	-0.029 0.564
P8Z16 I [parent] keep up with what is going on at school	0.068 0.182	0.163 0.001	0.099 0.051	1.000	0.503 0.000	-0.143 0.005	0.121 0.017	0.807 0.000
P8Z17 I [parent] have a lot of contact with teachers	-0.078 0.128	0.014 0.790	-0.111 0.030	0.503 0.000	1.000	-0.203 0.000	-0.105 0.040	0.916 0.000
rp8z18 I [parent] worry about bad things child could get into at school	0.283 0.000	0.188 0.000	0.293 0.000	-0.143 0.005	-0.203 0.000	1.000	0.475 0.000	-0.205 0.000
sap8tot Total: Academics, Friends, and General Concerns, Year 8	0.743 0.000	0.611 0.000	0.714 0.000	0.121 0.017	-0.105 0.040	0.475 0.000	1.000	-0.015 0.764
sap8con Parent-Teacher Contact, Year 8	-0.022 0.673	0.085 0.097	-0.029 0.564	0.807 0.000	0.916 0.000	-0.205 0.000	-0.015 0.764	1.000