

A PRELIMINARY VALIDATION STUDY OF THE
WEISS FOCUS FORM I

A THESIS
SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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BY
LYNN SMITH BUSCH, B.A.

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TABLE OF CONTENTS

	<u>Page</u>
Acknowledgments	iii
List of Tables	vi
CHAPTER I	
INTRODUCTION	1
Statement of the Problem	
Hypotheses and Basic Assumptions	
Definition of Terms	
CHAPTER II	
REVIEW OF THE LITERATURE	5
History of Developmental Theory	
Weiss's Model	
Parental Influence	
The Child as a Unique Individual	
The Need for Nurturing	
Importance of Successful	
Stage Completion	
CHAPTER III	
METHOD	14
Introduction	
Sample	
Instruments	
Procedure	
CHAPTER IV	
RESULTS.	18
CHAPTER V	
SUMMARY.	27
CHAPTER VI	
CONCLUSIONS AND RECOMMENDATIONS.	29

APPENDICES. 32
REFERENCES. 57
REFERENCE NOTES 59

LIST OF TABLES

<u>Table</u>		<u>Page</u>
1	Q Factor Analysis of the Male and Female Participants.	19
2	Correlation Among Items.	20
3	Factor Analysis: Factor Loadings of 37 Items on the Weiss Focus Form I.	22
4	Scatter Plot of the Correlation Among Items.	25
5	Item Analysis of 37 Items on the Weiss Focus Form I	26

CHAPTER I

Introduction

Many theories of child development have been stated and certain of these include interrelationships between personality development in general and trait acquisition in particular. Although the theories are related, the terminology varies markedly precluding the easy development of measurement scales and reliable investigation.

Knowledge of the stages of personality development of a given individual will define application of specific therapeutic methodology.

There is a clear need for an instrument which will incorporate the measurement of personality development and trait acquisition with reliable and valid applicability.

Statement of the Problem

In 1978, Dr. Lynn Weiss, a psychologist, designed an instrument, the Focus Form I (See Appendix A), which purports to measure the sequential stage formation of personality development. The instrument appears to be useful in determining at which stage the individual is functioning, and if developmental arrest has occurred it may show at what level.

Dr. Weiss has given this instrument to 83 clients in private practice, 11 YWCA staff members, 12 employees in a real estate office, 18 staff members at the Child Study Center and 40 students at Southern Methodist University.

Hypothesis and Basic Assumption

The purpose of this study was to validate the Weiss Focus Form I. The model on which the Weiss instrument is based assumes that developmental stages are sequential and build upon one another during early childhood. The stages, Trust (T), Identity-Self Esteem (I-SE), Identity-Separation (I-S), Competence (C), Powerfulness (P), Self Control-Impulse Control (SC-IC), Self Control-Letting Go (SC-LG), and Self Control-Value System (SC-VS) occur so that T———> I-SE———> I-S———> C———> P———> SC-IC———> SC-LG———> SC-VS. This study investigated the above assumption. In addition, the study examined the internal independence of the items in the instrument and tested the hypothesis that each trait is a separate and distinct factor

Definition of Terms

Child-rearing practices are the methods by which the significant child-care person disciplined, cared for,

loved and guided the subject. (Weiss, Note 1)

Competence will be defined as the belief that the individual can perform a specific task. The individual thinks that he can do anything that he wants to do. He says, "I can do it." (Weiss, Note 1)

Family of origin refers to the social network into which the child was born. (Weiss, Note 1)

Identity is an awareness of self. (Weiss, Note 1)

Identity-self esteem is the value that the individual places upon his identified self. (Weiss, Note 1)

Identity-separation is a perceptual awareness of separateness from the main caregiver. (Weiss, Note 1)

Powerfulness is the sense that one has the capability to meet his own needs and can take the responsibility for meeting them. (Weiss, Note 1)

Self-control is the identification of the individual as a separate entity who has the capacity to control his own thoughts, feelings and actions rather than being controlled by others. (Weiss, Note 1)

Self-control impulse control is characteristic of the individual who uses good judgment according to the circumstances and is reliable and responsible in order to meet his own needs without inordinate self-sacrifice or at

the expense of others. (Weiss, Note 1)

Self-control letting-go is operationalized when the individual chooses rationally and deliberately to let go of the exigencies of a situation in order to meet more basic needs. (Weiss, Note 1)

Self-control value system is a descriptor for the behavior of the individual who acts according to his own internalized code of ethics, rather than in reaction to external influences. (Weiss, Note 1)

CHAPTER II

Review of the Literature

The present chapter surveys the relevant literature on the history of child development, an overview of Weiss's model and some theories which pertain to Dr. Weiss's model.

History of Developmental Theory

In the late nineteenth century, as awareness of social responsibility increased, the interest in the child and his development, both physical and emotional, escalated dramatically. Many disciplines united and brought about a union of theoretical and applied science giving an impetus of the new field of child development. With the introduction of Freud's theory, a whole field of study was introduced, opening a door into a hitherto unknown area: that of the mind and its mysteries. In addition to this, there were social factors which were significantly changing the milieu in which the young discipline of developmental psychology was growing.

The significant discoveries of Pasteur in the 1870's set the stage for chemical therapeutics in the practice of

medicine with the consequent benefit of immensely improving the treatment of disease, and this contributed significantly to the belief in the power of science. Education was undergoing changes stimulated by the introduction of child labor laws, compulsory education laws, and the influx of European children who had language barriers and emotional problems consequent to cultural displacement. Parallel with these movements in the United States were several social and political reforms dealing with the welfare of children and increased concern with women. As a result, there was an increase in the dissemination of information on the effective care and rearing of children (Sears, 1975). Preyer, considered by some to be the "father" of child psychology, recorded in diary form the behavior of his own infant, beginning the systematic observation and research exemplified in many later studies.

In the early twentieth century, the child guidance clinic movement developed and spawned much research and interest. World War I gave the impetus for more research due to the necessity for army selection tests, and this subsequently evolved into the Iowa Child Research Station. As a result of this, the Rockefeller Memorial later funded numerous research projects in the field during the 1930's (Ebel, 1960).

G. Stanley Hall was one of the first investigators to use questionnaires in his work with children; and even though the methods he used were primitive, it was the beginning. Soon, the statistical methods required for massive studies were developed in England; Thorndike laid out the procedures for testing and data analysis in his Educational Psychology. By the mid twenties, the test construction expertise that had been developed in intelligence and achievement tests could be turned to the measurement of personality variables. Once again, however, the questionnaire was not accepted due to the growing knowledge of questionable trait assumption and to the new awareness of the influence of response set. Because of this, individualized projective tests began to develop in the 1930s, such as the Thematic Apperception Test and the Rorschach. Maturation and learning were studied by Gessell and others at the Yale Clinic of Child Development; language, cognitive, and moral development were described by such people as Vygotsky, Piaget, and Kohlberg.

As all this was happening, the study of personality through psychoanalytic methods was becoming popular. Melanie Klein, Anna Freud, and Erik Erikson were the forerunners of this research which contributed so much to the study of personality development (Sears, 1975).

Weiss's Model

Some of the most recent writing has focused on child rearing practices and their effect on personality development. Weiss, in Emotionally Yours, outlines her framework as follows:

1. Parents have primary influence on the growth processes of children, and the interaction between child and primary caregiver is influential in developing the following: trust, self-awareness, competence, powerfulness in meeting his needs, and self control
2. Each child has a unique set of characteristics: activity level, disposition, and potential for intellectual and physical development.
3. Children need careful nurturing and care during their early years; most crucial is from birth to six years.
4. Physical, cognitive and emotional development move from one stage to another, each building in a logical sequence upon the previous stage.

To the extent that these are not accomplished, mental health as an adult will be affected (Weiss, 1979). The remainder of the review of the literature will present the ideas of

other child development theorists whose ideas pertain to these five aspects of Weiss's framework.

Parental Influence

Theorists, studying child development have traditionally emphasized the role of the parent in influencing the unfolding of the personality. Mead (1976) supports the influence of parenting as culturally imposed by religious groups, government bodies, and informal peer groups. He considers socialization to be a lifelong process beginning at birth through the interaction with the parents. Some theorists like Freud (1938) heavily emphasize the biological drives and consider parental influence to be present as the manner in which the caregiver reacts to and copes with these urges. Gesell (1949) stresses the biological influences upon the child's natural progression. However, he also views parental influence as important, even though he sees it as a response to the child's basic genetic inheritance. Adler defines parental influence as part of the child's outer environment which becomes a factor as soon as the child is born. He describes a process by which the child uses his inner environment, or innate capabilities, in conjunction with his outer environment to reduce his sense of inferiority. None of these theorists appear to negate the role of parental influence, although they vary in the

emphasis placed upon it. Erikson (1963) says parents aid in the development of self control when they provide the child with freedom to act on individual initiative within safe boundaries, which simultaneously serves to protect the rights of others. Crandall (1960) observed that parental reinforcement encouraged the development of independence and achievement behaviors in their children, while Clapp (1967) observed that nurturing parents tended to have highly competent sons, and rigid, restrictive parents had sons who were classified as dependent.

One of the traits that Weiss believes is developed through parental influence is internalized self control. Heilbrun (1968) describes subjects who reported their mothers as less loving. These subjects tended to exhibit externally controlled behavior, rather than behavior based on an internalized code of ethics. Adler, too, prescribed encouragement in the belief that this would help children develop self-control (Dreikurs, 1964).

The Child as a Unique Individual

Weiss regards each child as having a unique set of characteristics, and Hilgard (1971) concurs in his discussion of children passing through the same stages in about the same order, but at different times because of individual differences in capability. Montessori (1967) built her

theory around a consideration of a child's individual potential. She believed that each child was born with his own predetermined model for psychic development. Brown (Thomas, 1979) addresses the individual differences in cognitive development when he describes the process of learning a language. He believes that what he calls "general intelligence" determines the rate at which grammar and other language skills are learned.

The Need for Nurturing

Weiss agrees with Erikson (1963) that trust is the first developmental stage to be observed. They believe that this is acquired by the child during infancy first as his physical needs are met by his mother or major caregiver. As time passes, emotional needs become evident, and these are also met. Thus, the child comes to believe or trust that this will continue to happen. The belief that his needs will be met then extends from the mother to other human beings within the child's experience. The interaction between mother and child will influence his later attitudes and will determine whether he views the world with trust or mistrust.

Freud (1938) believed that early childhood experiences are critical, particularly those from which fearful memories are likely to persist. It is the parent's job to

aid the child in resolving his fears within the real world and not within his fantasies. A nurturing parental relationship is essential in achieving this. If these negative attitudes are not reconciled in early childhood, they may recur during adulthood at times of stress.

Adler (1964) regards the child as being born powerless into a world of seemingly omnipotent beings, and the early caregiving received by the child is an important impetus to the reduction of his sense of inferiority. It is through interaction with the parents that the child learns social interest, instead of being overly concerned with his own inferiority. Siegelman and Siegelman (1965) reported on the effects of nurturing when they studied college students. Extroverted students reported loving parents, while introverted, anxious students reported rejecting parental behaviors.

Importance of Successful Stage Completion

Although Weiss addresses primarily emotional development, Piaget states that a child's physical, cognitive, and emotional development are inseparable. Weiss agrees with Piaget that they progress through definite stages which occur in a predetermined order. Even though the order is the same, the ages at which they occur may differ (Thomas, 1979; Weiss, 1979). Erikson sees human development as a

series of stages or crises. Each crisis involves a confrontation with the environment and a resolution, either positive or negative. Only with a positive resolution is it possible to proceed to the next stage of development (1963). Kagan and Moss (1960) observed that dependent behavior exhibited by adults was a character trait that had its origins in early childhood. Kohlberg's (1975) concept of stages includes the idea that stages are "structured wholes" or organized systems of thought; they form an unchanging sequence, and under all conditions except extreme trauma, movement is always to the next stage.

CHAPTER III

Method

Introduction

Since there had been no previous efforts at validation of the Weiss Focus Form I, the present study was designed to provide a preliminary validation procedure in which construct validity could be examined later. This study examined reliability data and the specific areas of investigation were internal independence of each item and the distinctiveness of each factor.

There were three analyses done: a Q factor analysis, an item analysis, and a factor analysis of the eight traits described by Weiss.

Sample

A total of 105 females and 54 males, ranging in age from 18 to 73, participated in this study. The sample was drawn on the basis of availability from students enrolled at Texas Woman's University, Denton, Texas, Texas Christian University, Fort Worth, Texas, employees of several firms in Fort Worth, Texas, employees of St. Joseph's Hospital,

Fort Worth, Texas, and the members of All Saints Episcopal Church, Fort Worth, Texas.

The sample was comprised of 131 caucasian and 28 black participants. There were numerous occupational groups represented including bankers, physicians, nurses, secretaries, businessmen, construction workers, homemakers, ministers, and students. A cross-section of socio-economic groups were represented with slightly more representation toward the upper end of the continuum.

A complete table describing the demographic information from the sample population is presented in Appendix A.

Instruments

1. Weiss Focus Form I

The instrument used in this study was the Weiss Focus Form I. This is a 37 item, or question, self-report inventory using a multiple choice response format. Weiss (1979) describes several traits which are presumed to correspond to eight stages of development. These traits are trust, identity-self esteem, identity-separation, competence, powerfulness, self control-impulse control, self control-letting go, self control-value system. Of the 37 items on the inventory, 10 assess trust, 5 assess self esteem, 6 assess separation, 5 assess competence, 6 assess powerfulness,

4 assess impulse control, 4 assess letting go, and 4 assess value system. This instrument is presented in Appendix B.

2. Demographic Information Questionnaire

This questionnaire was designed for this study. It was used to obtain information about the participant's age, sex, educational level, and occupation. This questionnaire is presented in Appendix C.

Procedure

A total of 230 questionnaires were distributed. Of that total, 123 were mailed and 107 were handed out by the investigator. A follow up by phone was done after the initial distribution. The number of questionnaires returned was 159, all of which were usable. The questionnaires that were mailed were sent to persons chosen from the directory of All Saints Episcopal Church. The other questionnaires were distributed to persons known directly or indirectly by the investigator.

Each participant was asked to fill out a Focus Form I and a demographic information questionnaire. A cover letter stated that the study was being conducted as a partial requirement for the Master of Science in Marriage and Family Counseling at Texas Woman's University. It stated

that the purpose of the study was to validate a test which had been designed to measure the developmental level of personality. It stated that confidentiality would be maintained, that participation was voluntary, and that the return of the questionnaire constituted their informal consent to act as a subject in this study. It stated that there were no risks or discomforts involved in participating in this study. It also stated that an abstract of this study would be mailed upon request after the study was completed.

The application to the Human Research Review Committee is presented in Appendix D.

Since the design required no variation of treatment, the use of a control group was not necessary.

CHAPTER IV

Results

An exploratory data analytic approach was employed in the present study. After the Focus Form I questionnaires were collected and scored (See Appendix B) a Q-factor analysis was done to investigate the question of homogeneity of variance among the male and female participants.

A Q-factor analysis is a form of factor analysis in which the roles of subjects and measures are reversed. In other words, the analysis was done on an intercorrelated matrix containing correlations between subjects. The correlations were based on the subjects' response to the Weiss (1979) Focus Form I. A homogeneous group of subjects should result in a single factor accounting for most of the the variance. The Q-factor revealed that Factor I accounted for 32% of the total variance with the remaining factors accounting for 8%, 7%, 6%, 5%, and 5% respectively (See Table 1). These results indicate that the male and female participants in this study were homogeneous.

Table 2 presents the correlation among the items on the inventory. This table contains information concerning

Table 1.

Q Factor Analysis of the Male and Female Participants

Participant Numbers	Factors							PVR *
	F1	F2	F3	F4	F5	F6	F7	
13	0.82					-0.24	-0.26	0.85
104	0.78			-0.33				0.79
35	0.77		-0.20		-0.36			0.81
144	0.75						0.25	0.69
27	0.74		-0.22	0.22				0.66
32	0.73		-0.20		0.31			0.73
103	0.71	-0.22				-0.30		0.75
48	0.66			-0.48				0.75
158	0.64	-0.23		0.19		0.29		0.60
5	0.63	0.47			-0.33			0.82
137	0.63					0.30	-0.32	0.61
93	0.61		-0.33		0.21	0.33		0.67
1	0.58	0.36		0.31			0.28	0.70
24	0.57			0.44	0.24			0.64
14	0.56	-0.27		-0.42		0.25		0.65
53	0.55			-0.19	-0.38		0.52	0.80
38	0.53		-0.65				-0.26	0.80
16	0.53					-0.31		0.43
62	0.50	-0.55			-0.38	-0.19		0.77
149	0.50					-0.65		0.70
8	0.49			-0.22	-0.20		0.34	0.46
126	0.48	0.60						0.66
129	0.46	-0.29			0.57	-0.34		0.77
81	0.40	0.55	0.41				0.36	0.76
151	0.34	-0.39			0.54	-0.20		0.65
95	0.28		0.72				-0.26	0.73
106	0.25	-0.30	-0.23	0.56			0.42	0.76
11	0.23		0.39	0.66		0.33	-0.24	0.84
3		0.26	0.53	0.20				0.43
92		-0.69	0.26				0.26	0.64
*PVR	0.32	0.08	0.07	0.06	0.06	0.05	0.05	
**CPV	0.32	0.40	0.48	0.54	0.60	0.65	0.70	

* Proportion of Variance

** Cumulative Proportion of Variance

Table 2.

Correlation Among Items on Focus Form I
Showing Degree of Relationship Between Items

		ITEMS ON FOCUS FORM I																																	
ITEMS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32			
1																																			
2																																			
3																																			
4																																			
5																																			
6		0.19**																																	
7						0.19**																													
8																																			
9				-0.19**																															
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31																																			
32																																			
33																																			
34																																			
35		0.21*																																	

*p < .01 **p < .05

the degree of relationship between two items. Inspection of this Table reveals that 14 of the 37 items are significantly correlated. This means that either the items ask the same question or that the items are identifying the same trait.

Next, exploratory factor analysis, as described by Amick and Walberg (1974), was used to investigate the eight factors hypothesized by Weiss. Factor analysis is a method for analyzing sets of intercorrelated data so as to eliminate redundant information. It may also be used to find factors of theoretical import. This study investigated the possibility of eight factors purporting to relate to stages of development.

Table 3 presents a factor analysis of these eight traits described by Weiss (trust, self esteem, separation, competence, powerfulness, self-control-impulse control, self control-letting go, and self control-value system). The factor analysis revealed that none of these eight traits were strongly represented, but that what emerged were 12 factors, none of which are identifiable at this time. Therefore, it would appear that because of the inadequate representation of the described traits, more items should be added to the scale thereby increasing the possibility of

Table 3.
Factor Analysis: Factor Loadings of 37 Items on the Weiss Focus Form I

ITEM NUMBER	FACTORS												PROPORTION OF VARIANCE	
	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10	F11	F12		
4	0.52		-0.32											0.44
7	0.50				0.24					0.32				0.55
11	0.44				0.27					-0.26	0.19			0.42
12	0.34					-0.20	-0.32	-0.34				-0.32		0.57
5	0.32				-0.37	0.25		0.32	-0.20					0.52
37	0.26	-0.50			-0.27			0.24						0.54
15	0.26			0.26				0.23	-0.29		0.25	0.31		0.52
23	0.25	-0.35	0.25		0.24	0.20	0.33	-0.30						0.60
22	0.24	-0.27		0.34				0.27	0.41			-0.26		0.64
28	0.22	0.23	-0.38	0.27			0.20		0.23			0.20		0.55
35	0.19	0.33	0.30					0.30	0.32		-0.32	-0.20		0.63
6			-0.60						0.23					0.53
2			-0.47				-0.27			-0.26		-0.19		0.51
14		-0.44	-0.20	0.25		0.22		0.24			0.36	-0.22		0.62
8		0.32	-0.29		0.39							0.20		0.46
25			0.20	0.47								0.22		0.46
21				0.40				-0.33			0.55			0.66
16		0.19		0.26	-0.31	0.33	0.21		0.23					0.47
3		0.20	0.27			0.30	-0.26		0.41					0.53
29		0.26		0.39		-0.23					0.38	-0.27		0.59
24		-0.27			-0.26		0.32			-0.42		-0.24		0.54
26			0.35	0.48		0.33		-0.21						0.62
33		-0.47		-0.30		-0.27	-0.22	-0.23						0.54
36				0.30	0.38									0.31
31		0.31				-0.44		0.35	-0.19	-0.31		-0.20		0.61
34			0.27				0.43				-0.39			0.52
13					-0.34				0.20	0.54		0.29		0.62
9				-0.26	0.27	0.25		0.33						0.43
32		0.54		-0.27	-0.30							-0.28		0.60
18					0.34		0.32			0.41	-0.20	-0.28		0.58
30			-0.43		-0.23	0.21								0.33
27	-0.20				-0.27	0.23	-0.26	-0.22	-0.21	0.22				0.42
17	-0.28		-0.24			0.54	0.19					-0.32		0.63
20	-0.30		-0.32						0.56		0.21			0.64
1	-0.33	-0.27			0.21	0.22	-0.34	0.28	-0.21					0.55
19	-0.37			0.21	0.25		0.41							0.49
10	-0.53													0.42
*PVR	0.06	0.06	0.05	0.05	0.05	0.04	0.04	0.04	0.04	0.04	0.03	0.03		
**CPV	0.06	0.12	0.17	0.22	0.27	0.32	0.35	0.39	0.43	0.46	0.50	0.53		



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these traits showing up on a factor analysis.

The scatter plot of the correlation (See Table 4) among items shows that the items on the inventory are not substantially intercorrelated. If the items were substantially intercorrelated, the scatter plot would form an ellipse centered at the origin and tilted at roughly a 45 degree angle.

Given the lack of intercorrelation among the items and the dispersed nature of the traits according to the factor analysis, an item analysis was used to determine the nature of the items. In other words, an item analysis was conducted to find the item-total correlation and distribution of subjects' responses for each item. The item-total correlation ranged from $r = .16$ to $r = -.15$. This finding indicates no significant item-total correlation. In addition, most of the items tend to highly skewed. The coefficient alpha (which is a test for the internal consistency or reliability of a measure) was $-.01$. This suggests that the Weiss Focus Form I may not be a very reliable measure, and that the items do not discriminate well. These data are presented in Table 5.

Table 4.

Scatter Plot of the Correlation Among Items

N = 159

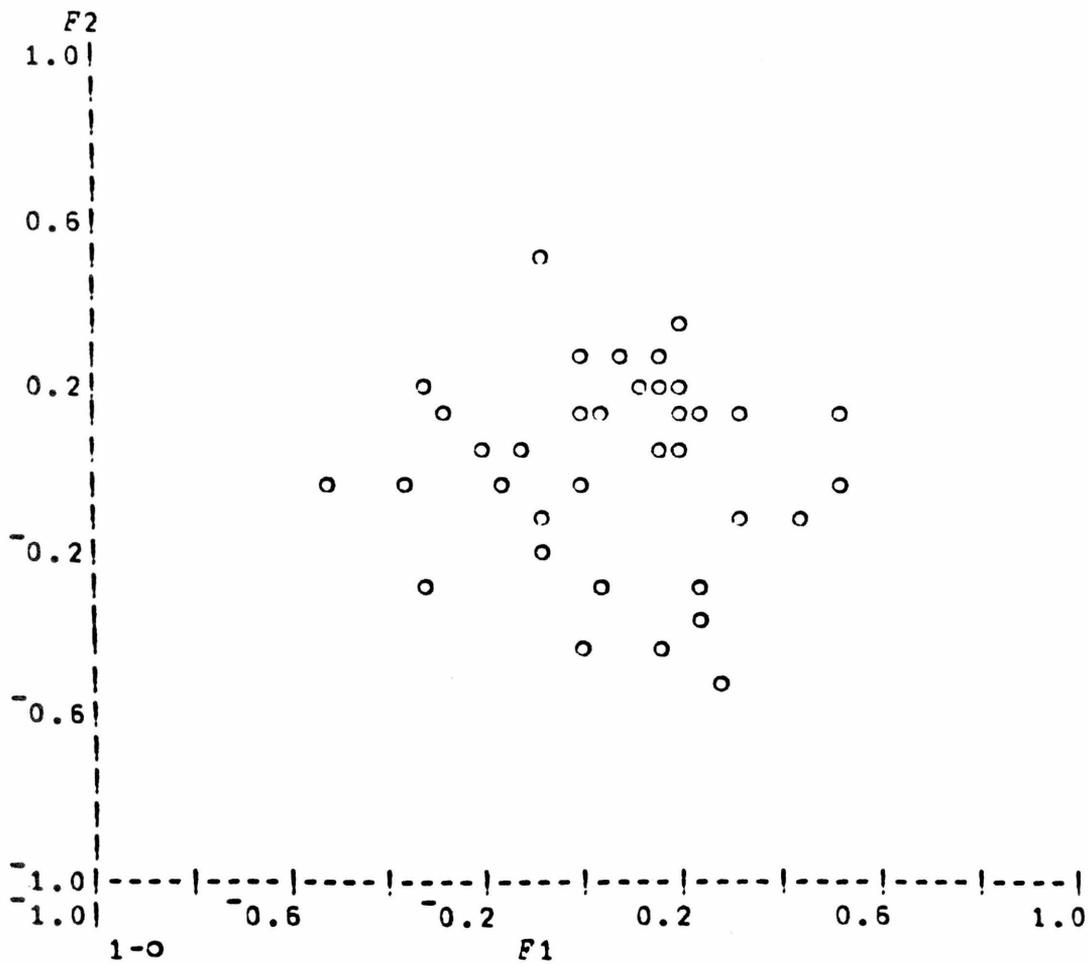


Table 5.

Item Analysis of 37 Items on the Weiss Focus Form I

Coefficient Alpha -0.01

Item No.	Item Total Correlation	Percentage of Choice				N
		1	2	3	4	
7	0.16	45	21	24	11	159
16	0.15	46	6	42	6	159
5	0.13	4	45	37	14	159
22	0.12	3	70	4	23	159
14	0.12	59	26	4	11	159
15	0.12	82	7	8	3	159
17	0.11		8	8	85	159
28	0.09	14	28	41	18	159
23	0.09	81	14	4	1	159
35	0.07	21	16	58	4	159
6	0.06	10	67	18	5	159
25	0.06	4	34	2	60	159
4	0.06	2	62	32	4	159
11	0.05	82	11	3	5	159
26	0.02	31	16	1	52	159
18	0.01	14	6	77	3	159
29	0.01	30	27	33	10	159
37	0.00	75	9	14	1	159
8	0.00	19	6	74	1	159
2	0.00	20	30	5	45	159
3	-0.01	13	27	53	7	159
12	-0.01	14	67	17	3	159
30	-0.02	35	1	12	53	159
27	-0.04	38	8	11	43	159
20	-0.04	4	9	17	70	159
24	-0.05	42	2	36	21	159
36	-0.06	26	37	24	13	159
31	-0.06	3	26	10	61	159
9	-0.08	5	57	8	31	159
10	-0.09	25	16	50	9	159
21	-0.09	45	8	22	25	159
32	-0.11	8	9	64	20	159
13	-0.12	6	81	11	1	159
19	-0.13	1	11	5	84	159
33	-0.14	19	48	23	10	159
34	-0.15	14	3	26	57	159
1	-0.15	10	28	48	13	159

CHAPTER V

Summary

The primary objective of this study was to examine the validity of the Weiss Focus Form I. However, the present investigation failed to show that the Weiss Focus Form I was a valid scale. The proposition that this instrument has face validity is not supported by the present study. In addition, the proposition that each item on the instrument has internal independence is not supported by the findings. The lack of significant findings may be attributed to several possible reasons.

One possible reason may be that the participants were responding to items on the inventory in a socially desirable manner. In other words, the participants may have been trying to give the investigator a favorable impression of themselves (Edwards, 1957). Another reason may be that the participants answered the questions with a "response set" which is a tendency to agree or disagree with items without regard to their content (Cronbach, 1950).

Still other possible reasons may be that the inventory was inappropriate for the population. Since the

inventory has been primarily used in therapeutic situations, it may be inappropriate to use the same measure on the general population. This may contribute to the skewness of the responses.

Another possibility may be that the inventory is assessing traits other than those described by Weiss (1979), or that these traits are not firmly established entities of development.

CHAPTER VI

Conclusions and Recommendations

The main objective of this study was to initiate validation procedures which would investigate internal independence of items and distinctiveness of factors. In the course of this investigation, it was found that a major problem with this scale seems to be the difficulty in determining childhood developmental processes by using an adult population because recall is imperfect. The reason that this instrument may be inaccurate is that the population has already been socialized. Even in the event of a developmental arrest, it is possible that the individual may have compensated for this in a number of ways and, as a consequence, these stages of development may have been reorganized so that they no longer follow a distinctive pattern. It is recommended that a longitudinal study examining the developmental process from early childhood on through adulthood be done. Only in this way can the difficulty inherent in self-report in retrospect be dealt with.

A second recommendation is that persons interviewed for further development of this instrument be taken from the general population rather than from those persons in

therapy since in this way the test will be applicable for use in the general population.

A third recommendation would be to develop the items so that the social desirability and acquiescence set responses are controlled. This may be done by correlating the Weiss inventory with a social desirability inventory and by reverse keying the items to control for acquiescence.

A fourth recommendation would be to use language and statements that are more understandable and applicable to the general population. This is necessary to insure that the participants answer the items appropriately.

A fifth recommendation would be to establish reliability for the measure before attempting to use the inventory in future research studies. In order to establish reliability, preliminary test construction techniques should be employed. For instance, the number of items should be increased because reliability increases as a function of the number of items (Nunnally, 1978). Also, measurement problems such as the commonality of items should be addressed. A satisfactory level of reliability depends on how the measures will be used. In the early stages of research on predictor tests or hypothesized measures of a construct, a reliability of .70 or higher is recommended. For basic

research, increasing reliability beyond .80 is often unnecessary. However, in many applied situations a great deal may depend on an exact score made by an individual on a test and in such instances as little measurement error as possible should be permitted. In those situations, a reliability coefficient of .90 is the minimum that should be tolerated, and .95 is more desirable (Nunnally, 1978).

In summary, it is recommended that the author of the inventory establish a high degree of reliability and item appropriateness before attempting to use this inventory for data collection.

One of the real strengths of the Weiss Focus Form I, apart from its obvious value to clinicians and researchers in the area of developmental psychology, is the way the participants related to it in such a positive manner. They all seemed to genuinely enjoy taking the test and taking part in the study.

APPENDICES

APPENDIX A

CHARACTERISTICS OF SAMPLE POPULATION*

Characteristics	N	%
<u>Age</u>		
65-80	7	4
49-64	32	20
33-48	58	36
17-32	62	39
<u>Sex</u>		
Male	54	34
Female	105	66
<u>Race</u>		
Caucasian	131	82
Black	28	19
<u>Occupation</u>		
Professional	34	21
Nursing & Medical Technology	39	25
Managerial	7	4
Sales	21	13
Clerical	21	13
Crafts	5	3
Technical	2	1
Household	18	11
Labor	6	4
Student	6	4

*Total N = 159

APPENDIX B

Weiss Focus Form I

1. Relationships with close friends can have their ups and downs. Remember a time when you might have been rejected by a close friend and indicate which of the following responses most closely matches your feelings at that time:
 - a. I had no strong feelings about the incident.
 - b. I felt totally crushed by the experience.
 - c. I was very sad.
 - d. I became quite angry.

2. If you were forced to make radical changes in your life style, perhaps because of a divorce or a job change, do you think that you would:
 - a. always be able to depend upon others for help?
 - b. usually be able to depend upon others?
 - c. never be able to depend upon others because they are too busy with their own concerns?
 - d. occasionally be able to depend on help from others?

3. Some people express and experience a wide range of emotions comfortably. Other people tend to feel uncomfortable and prefer to avoid displays of emotion. In thinking about emotions, do you find that you:
 - a. feel comfortable and safe around all kinds of emotions?
 - b. feel comfortable and safe only around some emotions?
 - c. feel comfortable and safe around most emotions?
 - d. prefer to avoid any display of emotions, since some are unsafe to be around?

4. Indicate which of the following most closely matches your experience:
- a. I find that people always follow through when they tell me they will do something.
 - b. People usually follow through on their commitments.
 - c. I often find that people fail to live up to their expressed intentions.
 - d. I am rarely able to expect people to do what they say they will do.
5. Some people have no trouble in accepting favors from an acquaintance. Others find it easier to give rather than receive assistance. How do you feel about accepting favors from someone you know?
- a. I am unable to accept favors from others.
 - b. I am very comfortable about accepting favors.
 - c. It requires a slight effort for me to accept favors.
 - d. I usually accept favors with an apology and some discomfort.
6. If you received two job offers, one with a new firm that pays less but promises to pay off well when established, and the other with a firm with larger starting pay but fewer future benefits promised, would you:
- a. choose the new company and wait for the greater long range gains?
 - b. consider both carefully, but probably choose the new company and wait for the long range gains?
 - c. probably choose the older company, so as not to have to wait so long for a pay-off?
 - d. definitely choose the older, established company, because one needs to get a pay-off right away?

7. Suppose you have been looking forward all week to attending a special one day showing of a new movie starring your favorite actor. Your friends decide at the last minute that they would rather attend a concert. In this situation, are you most likely to:
- a. decide to go to the concert and have a good time since the majority is in favor of this?
 - b. try to convince your friends to see the movie with you?
 - c. go to the movie alone while your friends go to the concert?
 - d. go to the concert but feel resentful because you would rather be at the movie?
8. As a new member of a large service organization, you are required to mark a ballot to select officers for the coming year. You know absolutely nothing about the two candidates nominated for president. How do you think you will make your choice?
- a. Rely on the recommendations of a friend who is already a member of the organization.
 - b. Select the candidate who has the most impressive credentials.
 - c. Study both candidates' qualifications and make up your own mind.
 - d. Even though you have selected a candidate, find that you are likely to change your mind when someone suggests that you vote for their choice.
9. In decorating your new home or apartment, you decide to buy a painting to hang over the mantel. You find a painting that is exactly what you want, but you do not have enough money to pay for it. Do you think you would:
- a. choose a less expensive painting that you do not like quite as well so that you can complete your decorating?
 - b. leave the space over the mantel bare and wait until you save enough money to buy the painting you really want?
 - c. ask an interior decorator to help you select a similar painting that is within your budget?
 - d. try to make credit arrangements to buy the painting you really want?

10. The world needs good leaders and good followers. Do you feel that you:
- a. follow others better than you lead them?
 - b. lead others better than you follow others?
 - c. lead and follow others equally well?
 - d. prefer not to think about leading and following?
11. When participating in a group discussion, do you believe that you should:
- a. readily share your ideas and thoughts with the group?
 - b. offer your opinions only when asked?
 - c. rarely display your thoughts and ideas?
 - d. hesitate to share ideas with others?
12. Variety is said to be the spice of life, but sometimes differences can be interpreted negatively. When you consider the ways that you are different from others in a particular group, do you find that you:
- a. make an attempt to conceal your differences?
 - b. feel that your differences add an important dimension to the group?
 - c. find that your differences make you feel very uncomfortable with the group?
 - d. would feel uneasy if the group were aware of your differences?
13. An often-quoted adage says that "Clothes make the man." How do you personally feel about your dress?
- a. I keep up with fashion trends and prefer to dress in the latest styles.
 - b. I feel it is necessary to be well groomed and tastefully dressed, even though I may not subscribe to fashion trends.
 - c. I can feel good about myself, even though I am frequently less well groomed than the average person.
 - d. I think clothes are unimportant and I do not worry about my appearance.

14. Choose the statement which most closely reflects your own assessment of your job:
- a. I perform a valuable service in my job.
 - b. I sometimes feel that I am making a valuable contribution.
 - c. Anyone could perform my job.
 - d. No one can perform my particular job better than I.
15. Most people feel that some competition is healthy, but in any contest there must be both a winner and a loser. In thinking about competition, whether in business or recreation, do you find that you:
- a. do not mind losing occasionally?
 - b. can become very upset about losing?
 - c. are usually embarrassed by losing?
 - d. refuse to accept defeat?
16. If you had never been on a pair of skis before, but you won an all expenses paid trip to a ski resort, do you think you would:
- a. be very excited and eager about the chance to learn a new sport?
 - b. hesitate to take the trip, because you know how easily one can be injured while skiing?
 - c. go on the trip and try to learn to ski, even though you have some reservations about your ability?
 - d. give the trip to a friend who skis, because you are not eager to attempt something new?
17. Mistakes are said to be a valuable part of the learning process. How do you, personally, feel when you make a mistake?
- a. I feel that I must attempt to hide my mistakes.
 - b. I generally fear making mistakes.
 - c. I feel comfortable making mistakes.
 - d. I feel that mistakes truly are a valuable learning opportunity, but they still make me uncomfortable.

18. If a recent diet or new hair style greatly improved your appearance, how do you think you would react to compliments from your friends and co-workers?
- a. I would feel slightly embarrassed by the attention.
 - b. I would brush the compliments aside, because I don't want to seem conceited.
 - c. I would happily accept the compliments.
 - d. I would probably blush and feel extremely embarrassed by the compliments.
19. Suppose your boss has spent a good deal of time explaining a new assignment to you. In beginning work on the project, you find that some things are still unclear. Do you think that you would:
- a. refuse to ask questions now because your boss might think you are unable to carry out the assignment?
 - b. hesitate to ask more questions because your boss has already spent a great deal of time with you?
 - c. ask only a few questions because you don't want to appear incompetent?
 - d. comfortably ask all the questions necessary for successfully completing the job?
20. Most people would probably prefer to be called "determined" rather than "stubborn." In thinking about situations where these terms might apply, do you feel that you:
- a. would almost never give in once your mind is made up?
 - b. would only give in with much reluctance?
 - c. would find it easy to give in at times?
 - d. would hesitate before giving in, but would do so when necessary?

21. Co-workers frequently need help with projects. If you are very busy on your own particular job and another worker asks for help, do you:
- a. experience some difficulty in refusing to help at the moment?
 - b. readily refuse the request because you are involved in your own project?
 - c. seem unable to refuse the request for help?
 - d. refuse to say "no" to the request, and end up having to work overtime on your own project?
22. All people experience stress from time to time on the job or in their personal lives. During times of stress, do you find that you tend to be:
- a. completely overwhelmed by the stressful situation?
 - b. generally capable of recovering from stress on your own?
 - c. able to overcome stress with a great deal of help?
 - d. somewhat shaken by the stress and in need of some support?
23. Occasionally, companies make decisions that are unpopular with large numbers of their employees. Suppose, as supervisor of a large group of employees, you are required to reduce lunch breaks to 30 minutes. Most of your employees are outraged. Do you feel that you would:
- a. be able to accomplish the necessary acceptance, even though the decision is most unpopular?
 - b. hesitate to even try to accomplish something so unpopular?
 - c. expect the employees to accept the new decision because you demand it?
 - d. never be able to make the new policy acceptable?

24. If someone at work unjustly accused you of making a mistake that cost the company a great deal of money, how do you think you would react?
- a. I would defend myself in a most aggressive manner.
 - b. I would be completely unable to stand up for myself in this situation.
 - c. I would calmly stand up for myself.
 - d. I would be very uncomfortable about standing up for myself, but, under this pressure, would feel compelled to do so.
25. Suppose that in trying to organize a business project obstacles and conflicts keep multiplying that require you to spend more time than you feel necessary on trivial details. In this situation are you most likely to:
- a. become distracted and find it difficult to get back to the original plan?
 - b. persist in following through on the job in spite of everything?
 - c. become confused by so many bothersome details?
 - d. become temporarily distracted and annoyed, but then persist in your efforts?
26. When shopping, do you generally:
- a. know what you are going to buy and rarely deviate from your plan?
 - b. wait until you get to the store and then make your decisions?
 - c. end up buying things you really should not?
 - d. know what you intend to buy, but allow yourself to buy something else that strikes your fancy?

27. Suppose you are planning a weekend trip to another town. The afternoon you are to leave a severe ice storm begins moving into the area making driving hazardous. Do you think that you would:
- a. postpone your trip until better weather conditions prevail?
 - b. proceed with your original plan and go on the trip despite the weather?
 - c. equip your car with the necessary emergency gear so that you can proceed on your trip?
 - d. wait until morning and check with authorities to determine road conditions?
28. After a really exhausting day, are you most likely to:
- a. put yourself to bed to recuperate.
 - b. push yourself to follow through on demands or commitments you made before you knew you would be so exhausted?
 - c. begin to relax, but soon feel you must get up and get things done.
 - d. plan a playful evening that will allow you a relaxing change of pace?
29. When you are ill, are you most comfortable when you?
- a. see a doctor before you become even more seriously ill?
 - b. deny the illness and continue with your normal duties?
 - c. go to bed and/or pamper yourself until you feel really well again?
 - d. accept the "tender loving care" your friends or relatives offer?

30. While at work, if you learned that a very close friend had been involved in a serious accident, would you expect to:
- a. easily let go and express your grief by crying?
 - b. go completely to pieces and be unable to regain control easily?
 - c. refuse to express any obvious signs of grief?
 - d. go to another room where you could shed your tears in private?
31. Pretend that you are driving alone on a deserted street at 2:00a.m. As you approach a traffic light, it turns red. There is clearly no other traffic on the streets at the intersection. Do you think you would:
- a. proceed through the intersection without stopping?
 - b. stop; check for traffic; proceed through?
 - c. stop for the red light because a patrol car might be able to spot you, even though you can't see one?
 - d. stop for the red light and wait for it to turn green?
32. In thinking about the things in life that you have learned that you "should do," do you find that you:
- a. Frequently do things, under pressure from others, that you should not?
 - b. attempt to have others do the things you feel are right?
 - c. comfortably allow yourself to reevaluate the things you should do in light of new evidence?
 - d. usually refuse to do the things you were taught you should not?

33. Economic conditions in our country have necessitated the development of a welfare system to administer relief for families unable to meet their basic needs. Do you find that you:
- a. resent the fact that others are given what you are required to earn?
 - b. feel real compassion for the people who are forced to rely on outside help in having their needs met?
 - c. usually pay little attention to this issue because you have no direct association with it?
 - d. prefer not to risk feeling concern because there is really nothing you can do to help?
34. It is generally impossible for a person to go through life without violating some of their most deeply held convictions. Consider a time when you felt you failed to do the right thing. Choose the statement below that most closely matches your feelings at that time:
- a. I felt very fearful about the consequences of my wrongdoing.
 - b. I felt no real sense of guilt because of doing wrong.
 - c. I was overwhelmed by a deep sense of guilt after doing the wrong thing.
 - d. I experienced some guilt in failing to do the right thing.
35. Probably everyone has had the experience that is often referred to as "putting your foot in your mouth," but, in general, do you find that you:
- a. almost always think before you speak.
 - b. frequently say things you later regret.
 - c. may tend to say things you would rather not when tired or under stress.
 - d. prefer to say whatever comes into your mind without apologies later.

36. Dieting sometimes appears to have become a major obsession in the United States. Do you usually:
- a. eat balanced meals that are satisfying and rarely snack in between?
 - b. plan to eat balanced and nutritious meals, but frequently end up snacking between meals.
 - c. eat things you really like even when you are really not hungry.
 - d. plan to eat whatever you desire because you really want it.
37. Choose the statement below which most closely matches your attitude while answering this questionnaire.
- a. I am usually open with my thoughts and feelings.
 - b. I have nothing to hide.
 - c. I am a rather private person who prefers not to reveal some things.
 - d. I generally feel it is best to be rather secretive.

SCORING SHEET FOR WEISS FOCUS FORM I

1	a 1 c 0 b 1 d 2							
2	a 1 c 0 b 2 d 1							
3	a 2 c 2 b 1 d 0							
4	a 1 c 1 b 2 d 0							
5	a 0 c 1 b 2 d 1		a 0 c 1 b 2 d 1					
6	a 1 c 1 b 2 d 0							
7		a 0 c 2 b 1 d 0						
8		a 1 c 2 b 1 d 0						
9		a 0 c 1 b 2 d 2						
10		a 1 c 2 b 2 d 0						
11		a 2 c 0 b 1 d 1						
12		a 1 c 0 b 2 d 1						
13			a 1 c 1 b 2 d 0					
14			a 2 c 0 b 1 d 1					
15			a 2 c 1 b 0 d 0	a 2 c 1 b 0 d 0				
16				a 2 c 1 b 1 d 0				
17				a 0 c 2 b 0 d 1				
18			a 1 c 2 b 0 d 0	a 1 c 2 b 0 d 0				
19				a 0 c 1 b 1 d 2				
20					a 0 c 2 b 1 d 1			
21					a 1 c 1 b 2 d 0			
22	a 0 c 2 b 2 c 2				a 0 c 1 b 2 d 1			
23					a 2 c 1 b 1 d 0			
24					a 1 c 2 b 0 d 1			
25					a 0 c 1 b 2 d 1			
26						a 2 c 0 b 1 d 2	a 0 c 0 b 0 d 2	
27						a 2 c 1 b 0 d 2		
28							a 2 c 1 b 0 d 2	
29	a 2 c 1 b 0 d 1						a 1 c 2 b 0 d 2	
30							a 2 c 0 b 0 d 1	
31	a 1 c 0 b 2 d 1							a 1 c 0 b 2 d 1 a 0 c 2 b 1 d 1 a 0 c 1 b 2 d 1 a 1 c 1 b 0 d 2
32								
33								
34								
35						a 2 c 1 b 0 d 0		
36						a 2 c 0 b 1 d 0		
37	a 2 c 1 b 2 d 0							
RAW TOTAL	20	12	10	10	12	8	8	8
%								
	T	S	SE	C	P	I	LG	V

APPENDIX C

July 9, 1980

Dear Participant:

The attached questionnaires are to obtain information for a graduate thesis entitled "A Validation Study of the Weiss Focus Form I." This research is a part of partial requirements for the Master of Science in Marriage and Family Counseling at Texas Woman's University in Denton, Texas. This study is being conducted with the consent of the University, the Department of Child Development and Family Living, and Dr. Jacqueline Simpson, Committee Chairperson, Marriage and Family Counseling.

The purpose of this study is to validate a test that has been designed to measure the developmental level of the personality in adults. The information will be obtained through sending the Weiss Focus Form I to 200 participants who have been randomly selected from various organizations and schools. Complete confidentiality and anonymity will be maintained by returning the questionnaires without any name in the enclosed, stamped, self-addressed envelope. There are no identifying marks on the questionnaires or envelopes. The participation in this study is voluntary and you may choose to withdraw at any time. Please be informed that THE RETURN OF THIS QUESTIONNAIRE CONSTITUTES YOUR INFORMED CONSENT TO ACT AS A SUBJECT IN THIS RESEARCH.

To my knowledge there are no possible risks or discomforts involved in completing the questionnaires. Possible benefits of this study are to enhance the counselor's ability to work with the adult client; help provide a new tool for measuring adult developmental levels and to determine future directions and implications for future research on child rearing practices.

If you have any questions about this study or questionnaire, please feel free to contact me at 817-731-3430. If you desire to examine the results of this study, an abstract will be mailed upon your request or the final product in the form of this thesis may be reviewed at Texas Woman's University in December of 1980. You are not obligated in any way to complete this questionnaire unless you so desire. You are free to withdraw your consent and participation at any time.

Please be informed that this type of research has no requirement for physical activity or involvement and therefore no medical services or compensations are provided to subjects by the University as a result of injury from participation in this research. Please return these questionnaires in the self-addressed envelope at your earliest convenience. Your willingness and cooperation in this study are greatly appreciated.

Lynn Smith Busch
Graduate Student, Marriage and
Family Counseling

INSTRUCTIONS

Please complete the Weiss Focus Form I and return it in the envelope provided.

Do not place your name or any identifying marks on the test so that your anonymity will be insured.

If you would like to have the test results explained to you, I will be happy to make an appointment for that.

If you do desire an explanation of the results, please mark this test with a number or identifying mark that you will be able to refer to.

If you have any questions, please contact me at (817) 731-3430.

DEMOGRAPHIC INFORMATION

Please Answer the Following Questions

1. AGE
2. RACE
3. SEX
4. HIGHEST GRADE COMPLETED
5. OCCUPATIONAL TITLE

APPENDIX D

APPLICATION TO HUMAN RESEARCH COMMITTEE

Subject: Research and Investigation Involving Humans

Statement by Program Director and Approved by Department Chairman

This abbreviated form is designed for describing proposed programs in which the investigators consider there will be justifiable minimal risk to human participants. If any member of the Human Research Review Committee should require additional information, the investigator will be so notified.

Five copies of this Statement and a specimen Statement of Informed consent should be submitted at least two weeks before the planned starting date to the chairman or vice chairmen on the appropriate campus.

Title of Study: A Validation Study of the Weiss Focus Form I

Program Director(s): Dr. Jacqueline Simpson

Graduate Student: Lynn Smith Busch

Estimated beginning date of study: July 9, 1980

Estimated duration: August 1980

Address where approval letter is to be sent: _____

4929 Dexter

Fort Worth, Texas 76107

1. Brief description of the study (use additional pages or attachments, if desired, and include the approximate number and ages of participants, and where they will be obtained).

This study will seek to validate a recently developed personality scale called The Weiss Focus Form I. Approximately 100 males and female adult subjects will be given the Weiss Focus Form I and also The Taylor-Johnson Temperament Analysis. They will also be asked to fill out a demographic questionnaire. The subjects will be obtained from Texas Woman's University, Texas Christian University, Tarrant County Junior College, All Saints Episcopal Church and a Real Estate firm in Fort Worth.

2. What are the potential risks to the human subjects involved in this research or investigation? "Risk" includes the possibility of public embarrassment and improper release of data. Even seemingly nonsignificant risks should be stated and the protective procedures described in 3. below.

There do not appear to be any risks or discomforts involved in the completion of these instruments to any of the subjects.

3. Outline the steps to be taken to protect the rights and welfare of the individuals involved.

Unmarked questionnaires and self-addressed envelopes will be mailed to each participant to protect the rights and welfare of the individuals involved.

4. Outline the method for obtaining informed consent from the subjects or from the person legally responsible for the subjects. Attach documents, i.e., a specimen informed consent form. These may be properly executed through completion of either (a) the written description form, or (b) the oral description form. Specimen copies are available from departmental chairmen. Other forms which provide the same information may be acceptable. A written description of what is orally told to the subject must accompany the oral form in the application.

50

The statement "Please be informed that the return of this questionnaire constitutes your informed consent to act as a subject in this research" will be printed in capital letters and underlined on the cover letter of the questionnaire. See attached letter for the participants.

5. If the proposed study includes the administration of personality tests, inventories, or questionnaires, indicate how the subjects are given the opportunity to express their willingness to participate. If the subjects are less than the age of legal consent, or mentally incapacitated, indicate how consent of parents, guardians, other qualified representatives will be obtained.

The letter of instruction accompanying the instruments will state that the person is not in any way obligated to complete these instruments and also that they may, if they choose not to participate, withdraw at any time.

Signature of Approval _____ Date _____
Program Director

Signature of Approval _____ Date _____
Graduate Student

Signature Approval _____ Date _____
Dean, Department Head or Director

Date received by Committee Chairman: _____

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