

THE RELATIONSHIP BETWEEN LOCUS
OF CONTROL ORIENTATION AND
DEVELOPMENTAL AGE IN A
CHILD

A THESIS
SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF SCIENCE
IN THE GRADUATE SCHOOL OF THE
TEXAS WOMAN'S UNIVERSITY
COLLEGE OF NUTRITION, TEXTILES, AND HUMAN DEVELOPMENT

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I acknowledge my professors and colleagues who gave willingly of their knowledge and skills where my own were lacking.

I also acknowledge my husband, John Daryl Go, who continuously supported and encouraged my best efforts in this research endeavor.

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INTRODUCTION

As early as 1950 Erik H. Erikson claimed that the task of achieving autonomy is vital to a two-year-old child's development. Erikson was referring to the very early experience of control of self. Over the past three decades knowledge about control and human's perceptions of control has grown steadily. Researchers have found that the perception of not being in control is a central characteristic of all psychological views of neurotic anxiety (Mandler, 1966) and the same perception is a major cause of some forms of depression (Seligman, 1975).

Erikson's theory of the crisis of autonomy vs. shame and doubt and Margaret Mahler's observations and descriptions of separation-individuation in the small child both hint at the importance of experiencing autonomy or separateness of self from one's environment. Recognition of self as separate from one's environment is essential to one's development. According to Erikson if outer control is too rigid or imposed too early the child will feel he has failed and is powerless to control himself. This forces the child "to seek satisfaction and control either

by regression or by false progression" (Erikson, 1950, p. 82) rather than through normal development. Although many such theories suggest that an individual's locus of control orientation is related to development, few experimental studies have been conducted to confirm this idea. Most of the research on the relationship between development and locus of control has been done with animals. A child's locus of control orientation may lead either to feelings of helplessness or feelings of mastery. An experimental study which correlates locus of control to developmental age will increase the awareness of locus of control orientation and its effects on individual development.

Purpose of the Study

The overall purpose of the study is to measure children's locus of control orientations and to relate the locus of control orientations to the children's developmental age, using chronological age as a baseline. The specific purposes of the study are:

1. To determine the locus of control orientations of emotionally disturbed and developmentally delayed children as measured by performance on the Children's Embedded Figures Test (CEFT).

2. To determine developmental ages of the children

using the Denver Developmental Screening Test (DDST).

3. To determine if there is a significant positive relationship between locus of control orientation and developmental age in a child.

Hypothesis

Based on the available psychoanalytic literature a directional hypothesis has been formulated:

Ha: There is a significant positive relationship between a child's locus of control orientation and his or her developmental age.

Definitions

The locus of control construct was developed by social learning theorist, Julian B. Rotter. The construct refers to the degree to which individuals perceive themselves to be in control of events in their lives. Rotter (1966) labeled two widely varying degrees of perceptions as external and internal control. Belief in external control is evident when individuals perceive some type of reinforcement as following their own action, but not being entirely contingent upon that action. Conversely, when individuals perceive events as contingent upon their own behavior or upon personal characteristics we say this person has a belief in internal control (Rotter, 1966). Other terms closely related to internal control are self

control, autonomy, differentiation, and mastery. Lack of self control or autonomy, and helplessness are closely related to external control.

Seligman (1974) has developed a model of "learned helplessness" in an attempt to understand depressions in which the individual "believes himself to be powerless and hopeless, and has a negative outlook on the future which had begun as a reaction to having lost his control over relief of suffering and gratification" (p. 85). Seligman (1975) defines helplessness as "the perception of uncontrollability" (p. 188).

Another construct which seems to be related to the locus of control construct is "field-dependence-independence." Witkin et al. (1962) have reported findings in accord with the view that field-dependent persons experience the self, including one's needs and characteristics, and one's frame of reference as less separate and structured than do field independent persons. Field-dependent persons, like those with an external locus of control orientation tend to be less differentiated and more socially dependent. Similarly field independent characteristics are closely related to the concept of internal locus of control.

REVIEW OF LITERATURE

Although it is difficult to obtain valid test results for very young children, research findings suggest that locus of control orientation begins in infancy (Erikson, 1963; Stephens & Delys, 1973; Seligman, 1975) and is well established by the time the child reaches adolescence (Lifshitz & Ramot, 1978). At some primitive level the tiny infant calculates correlations between his or her voluntary responses and outcomes. For instance, the infant cries and the parent holds or feeds the infant. Seligman (1975) calls this correlation "synchrony"(p. 139). An infant's perception of synchrony between responses and outcomes is a basis for a belief in internal control.

Erikson shares a similar view regarding young children at the age when they are toilet trained. "The development of the muscle system gives the child a much greater power over the environment" which is the beginning of the child's "battle for autonomy" (1963, p. 82). Erikson warns that the "imposition on the child of outer controls which are not in sufficient accord with his inner control at the time, is apt to produce in him a cycle of anger and anxiety" (p. 409). In general, researchers have had difficulty creating valid instruments for measurement

of locus of control in such young children, but we can be sure that orientation to locus of control has begun even before we are able to test for it in humans.

In Rotter's (1966) discussion of internal versus external control of reinforcement, he mentions the importance of an "individual's history of reinforcement" (p. 2). Individuals' histories of reinforcement greatly influence their beliefs about locus of control. For this reason every interaction with the environment has an influence upon the child's developing mastery or helplessness, and thus, upon their beliefs about locus of control. This is why Seligman suggests, "Rather than do things your child likes when the whim strikes you, wait for him to make some voluntary response, and then act" (1975, p. 151). A preventative measure against the debilitating effects of helplessness and depression is "a childhood of experiences in which one's actions are instrumental in bringing about gratification and removing annoyances" (Seligman, 1974, p. 107).

Data regarding the effects of social origins on locus of control expectancies are consistent with the "theoretical expectations that individuals who are restricted by environmental barriers and feel subjected to limited material opportunities would develop an externally oriented outlook on life" (Joe, 1971; Lefcourt, 1972;

Stephens & Delys, 1973).

Concerning the effects of sex differences on the child's developing locus of control orientation, many of the findings have been confounding or have had no significance. However, a few significant studies reveal that for females, internality is associated with achievement pressures from the mother (MacDonald, 1971): greater perceived paternal affection from the father; and physical contact, trust and security from both parents (Nowicki & Segal, 1974). For males, internality was associated with greater maternal predictability of standards and greater amounts of physical punishment from their fathers (MacDonald, 1971). These findings are difficult to interpret, but they are a basis for continued research in the area of sex differences.

Another factor influencing locus of control can be a specific situation. Seligman (1975) suggests that helplessness, or belief in external control, can be situation-specific. This means a child may have different expectancies about control in different situations. This could be a result of inconsistency in one environment (with one teacher at school, for instance) and predictability in another. The implications follow that if a child is able to discriminate between situations, his or her feelings of helplessness in one situation will not

carry over into other aspects of life.

How do locus of control expectancies affect behavior? A person's perceptions of locus of control do affect behavior in many ways. At times these perceptions may even cause a person to withdraw from interacting with his or her environment. The belief in external control can lead a person to believe that responding is useless (Seligman, 1975). This belief is then followed by apathetic, depressed, and withdrawing behaviors. Mandler (1966) discusses another result of lack of control of the environment: anxiety. "Whenever the organism is not able to draw upon some behavior or act that controls his environment, that is, whenever he is in a condition of helplessness, unable to control stimulation or environmental input in general, he will be in a state of anxiety" (Mandler, 1966, p. 363). The individual who has a strong belief in his or her own control will naturally interact more actively with the environment.

Seligman (1975) goes so far as to say that belief in control can affect life or death. "Can a psychological state be lethal? I believe it can. When animals and men learn that their actions are futile and that there is no hope, they become more susceptible to death. Conversely, the belief in control over the environment can prolong life" (p. 168). Most of the literature seems

to point to internal locus of control as being positive and most desirable. However, individuals at extreme ends of the control continuum may be more maladjusted than individuals in the middle range (Rotter, 1966; Joe, 1971). In other words a person who has delusions of control over the environment which are unrealistic needs as much help as someone who is suffering from helplessness. For this reason, more research should be done on people with middle range locus of control expectancies. In our society, however, there seem to be more who need increased belief in internal control than external control.

Although many psychological theories suggest a relationship between locus of control orientation and developmental age in a child, very few experimental studies have been conducted to confirm this idea. One such study by Ruble and Nakamura (1973) related "outer-directedness" (external locus of control orientation) to developmental level comparing subjects from four different grade levels, kindergarten through third graders. Findings of the study indicated that outerdirectedness decreased from kindergarten to third grade and that intrinsic reinforcement for problem-solving tasks was significantly more effective for the higher two grades than for the lower two grades. "This combination of findings seems to indicate that the developmental level of the

child is importantly related to how he will approach a task and attempt to solve it" (Ruble & Nakamura, 1973, p. 526). In other words these findings suggest that "extrinsic or social kinds of reinforcers are most effective for motivating young children . . ." whereas ". . . intrinsic and extrinsic reinforcers are equally effective for the older children" (p. 528). These results seem to point to a relationship between an external locus of control orientation and developmental level. However, in this study developmental level was not measured, but assumed according to the ages and grade levels of the children.

Research using children of the same chronological age, but with differing levels of development may provide clearer results. It is the intent of this researcher that a study of locus of control in young children will add to the knowledge and understanding about the relationship between developmental age level and locus of control orientation.

METHODS AND PROCEDURES

Subjects

The subjects of this study were ten children who were either developmentally delayed or emotionally disturbed. Each of the children was age five chronologically. The children were clients/patients from one of the children's services units at Texas Research Institute of Mental Sciences (TRIMS), namely the Early Childhood Therapy Clinic. These children came from a variety of socioeconomic and ethnic backgrounds. Five of the children were Anglo-American; three were Afro-American; and two were Mexican-American. Seven of the subjects were male and three were female. All were involved in therapeutic treatment at TRIMS Early Childhood Therapy Clinic. at the time of this study. Written permission was obtained from TRIMS and from each child's legal guardian. Anonymity was provided for all subjects.

Instrumentation and Scoring

Denver Developmental Screening Test

This validated instrument was designed and standardized to aid in the early discovery of children with developmental delays. The four measured areas of func-

tioning are (1) personal-social; (2) fine motor-adaptive; (3) language, and (4) gross motor. Results of the DDST are interpreted as normal, questionable, abnormal or untestable based on the number of delays on each test. The number of items passed which intersect the age line also aid in determining the results of the DDST. A delay is any failure which falls completely to the left of the child's age line. (See DDST manual.) The DDST manual (Frankenburg, Dodds & Fandal, 1973) gives the following guidelines for interpreting the results of a test:

- ABNORMAL ----- two or more sectors with 2 or more delays.
 ----- one sector with 2 or more delays plus 1 or more sectors with 1 delay and in that same sector no passes intersect the age line.
- QUESTIONABLE-- one sector with 2 or more delays.
 -- one or more sectors with 1 delay and in that same sector no passes intersect the age line.
- UNTESTABLE --- when REFUSALS occur in numbers large enough to cause the test result to be QUESTIONABLE or ABNORMAL if they were scored as failures.
- NORMAL ----- any condition not listed above.

For the purpose of statistical analysis it was necessary to translate the scores of each test into numerical values. The investigator formulated the following steps to make the necessary translation:

1. Each subject's test was analyzed in terms of

number of delays and the number of passes intersecting the age line in each of the four sectors of development.

2. Each child's performance was ranked in each sector independently on an ordinal scale from one to ten. Some rankings were shared by several children.

3. The sum of each child's ranks in the four sectors provided a numerical score. The highest score possible was 40; the lowest was 4. The actual range of scores was from 7 to 36.

Children's Embedded Figures Test

This validated instrument is a perceptual test which indicates individuals' cognitive styles, field dependence, and psychological differentiation (Witkin, Oltman, Raskin & Karp, 1971). The subject's task on each trial is to locate a previously seen figure within a larger complex figure which has been so organized as to obscure or embed the sought-after simple figure. Persons with an articulated cognitive style give evidence of a developed sense of separate identity — that is to say, they have an awareness of needs, feelings, and attributes which they recognize as their own and which they identify as distinct from those of others. Konstadt and Forman (1965) found that children who were field dependent on the CEFT were significantly more affected by approval or disapproval than children who were field independent. Therefore,

the CEFT was used to measure locus of control orientation. A high score indicates internal locus of control as opposed to an external locus of control. The CEFT has 25 items. Responses are scored 0 or 1, incorrect or correct. The total score equals the number of items passed, 25 being the maximum score possible. The range of scores for the group tested in this study was 2 to 14.

Testing Procedures

Letters of approval for using human subjects were received from the TRIMS Central Office Research and Review Committee and Texas Woman's University Human Research Committee. Copies of these documents are included in Appendix A. Parental consent was obtained for each of the 10 subjects in the study. The researcher individually tested each child on both the DDST and the CEFT. The DDST was administered first and then the CEFT. Time spent with each subject varied from 45 minutes to 1 hour depending on how quickly the test items were completed. Both tests were administered according to explicit instructions provided in the DDST and CEFT manuals.

Statistical Procedures

For the purpose of research analysis the major hypothesis is restated in the null form:

H_0 : There is no significant correlation between

a child's locus of control orientation and his or her developmental age.

Locus of control for this study was quantified by subjects' scores on the CEFT. Developmental age for this study was quantified by subjects' scores on the DDST scored as indicated the Instruments and Procedures section.

To statistically test the research null hypothesis the Spearman rank order correlation coefficient, Rho, was used (Minium, 1978, pp. 455-457). This procedure studies the correlation between rank ordered data. Before the Spearman Rho could be applied to the raw data the scores on the CEFT and the DDST were converted to ranks. Computationally the rho is computed on the raw data using the following formula:

$$\text{rho} = 1 - \frac{6 \sum D^2}{n(n^2-1)} \quad \text{where } D \text{ is the}$$

difference between a pair of ranks and n is the number of pairs of ranks. For this study there were n = 10 subjects. The statistical test for significance was used to compare the observed rho value with the table value (Minium, 1978, Table E, p. 539), with degrees of freedom n - 2, or 8 in this case, for the alphas used. All tests were made at the alpha level of 0.05. (The critical value for the test was 0.549.)

The literature indicates that if a significant correlation exists, the correlation should be positive. Hence a one-tailed test was made of the null hypothesis.

RESULTS AND DISCUSSION

To test the null hypothesis of interest the data in Table 1 was obtained for the $n = 10$ children in the study.

Table 1
Spearman's Rank Order Correlation Coefficient
Between CEFT and DDST Performance

Subject	Score on CEFT X	Score on DDST Y	Rank of CEFT R_x	Rank of DDST R_y	$D = R_x - R_y$	D^2
A	14	36	10	10	0	0
B	9	28	9	6	3	9
C	8	30	7	7	0	0
D	8	32	7	8	-1	1
E	8	7	7	1	6	36
F	6	33	5	9	-4	16
G	5	27	3.5	5	-1.5	2.25
H	5	22	3.5	4	-0.5	0.25
I	2	20	1.5	3	-1.5	2.25
J	2	18	1.5	2	-0.5	0.25
<u>n=10</u>						<u>=67.00</u>

$$\text{Rho} = 1 - \frac{6 \sum D^2}{n(n^2-1)} = 1 - \frac{6(67)}{10(10^2-1)} = 0.593$$

The computation of the Spearman Rho correlation coefficient between CEFT and DDST performance is also given in Table 1 and is equal to $\text{rho} = 0.593$. As this value is larger than the table value of 0.549 for degrees of freedom $= 10 - 2 = 8$ and an alpha level at 0.05, the null hypothesis is rejected.

Thus, there is a significant positive correlation between internal locus of control and developmental age for the subjects in this study.

The DDST is divided into four sectors: Personal-Social, Fine Motor-Adaptive, Language and Gross Motor. Since there is a significant correlation between the DDST and the CEFT it seems logical to study how the subscales of the DDST correlate with the CEFT. Therefore, separate analysis using Spearman Rho correlations were made on the correlations between DDST subscale scores and the CEFT scores. The results of this analysis appear in Table 2. The only statistically significant correlation among the DDST subscales is the positive correlation between performance on CEFT and performance on the language subscale of the DDST ($\rho = 0.630$). This correlation suggests a relationship between an internal locus of control and a high level of language development in an individual.

The other correlations shown in Table 2 are statistically insignificant. The correlation between personal-social development, as measured by the DDST, and internal locus of control, as measured by the CEFT, is a negative correlation ($\rho = -0.227$), but it is close to zero.

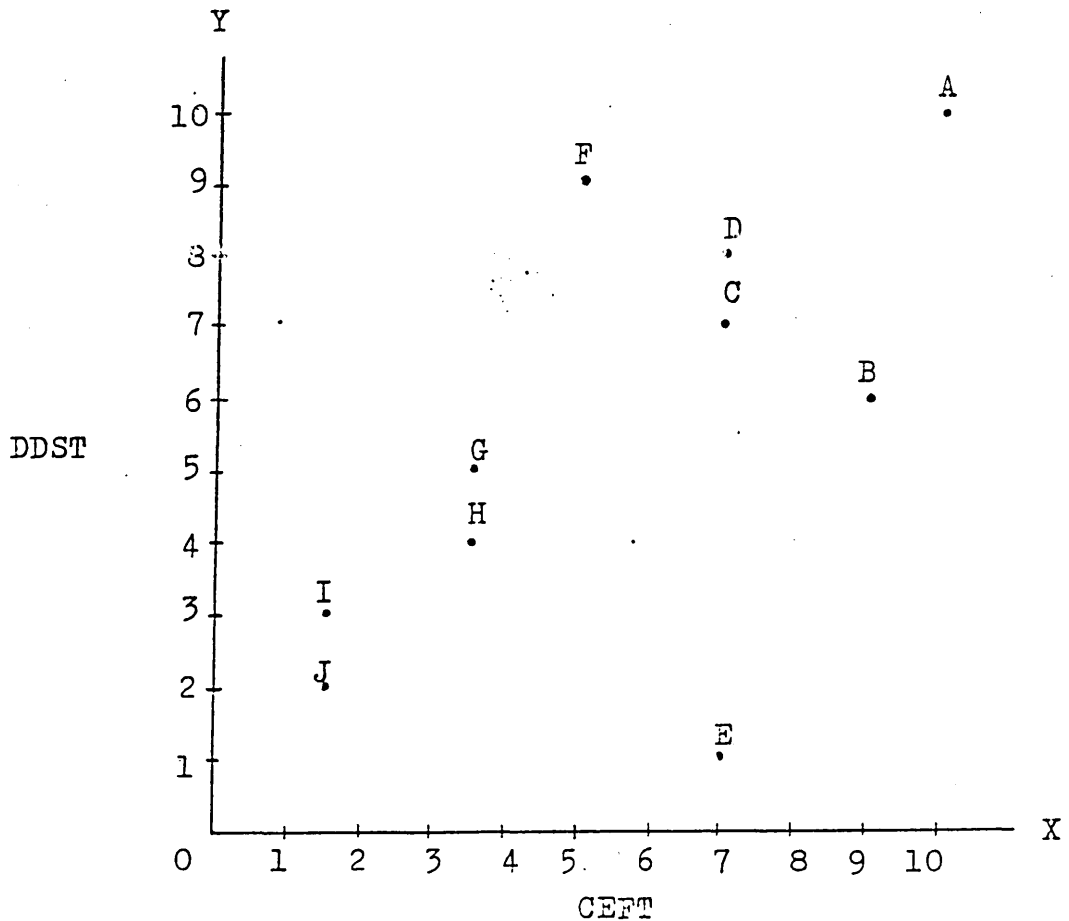
There is a statistically significant positive correlation between internal locus of control and developmental age for the subjects in this study. A graphic

Table 2
Spearman Rank Order Correlation Coefficients (Rho)
Between CEFT and the DDST Subscales

Measure of Locus of Control CEFT (X)	Measure of Developmental Level DDST (Y)	Rho of X to Y	Critical Value of Rho*	Outcome
CEFT	Overall DDST	0.593	0.549	significant positive rho
CEFT	Personal-Social	-0.227	0.549	insignificant
CEFT	Fine Motor-Adaptive	0.424	0.549	insignificant
CEFT	Language	0.630	0.549	significant positive rho
CEFT	Gross Motor	0.539	0.549	insignificant
*Level of significance for one tailed test: $\alpha = .05$ Degrees of freedom = $n - 2 = 8$				

display of these correlations is presented in Table 3.

Table 3
Paired Rankings of CEFT and DDST Scores



One can visually see the positive correlation between the performances on the two tests. The graph indicates the correlations in terms of each subjects rankings on the two tests.

Each of the children used in the study has an emotional disturbance or developmental delay of some

type and all are in treatment at TRIMS Early Childhood Therapeutic Nursery. A brief clinical profile of each of the children is provided in Table 4. The names of the children have been changed and the first letters of each of the names correlate to the letters A through J used in the graph presented in Table 3. The clinical profile (Table 4) includes the strengths and problem areas of each of the subjects in brief. The subject's raw scores on the CEFT and DDST are also listed in profile.

Of particular interest is the surprisingly high positive correlation ($\rho = 0.630$) between performance on the CEFT and performance on the language subscale of the DDST. This significant positive correlation suggests a relationship between an internal locus of control and a high level of language development in an individual. This finding is in agreement with the psychoanalytic literature concerning the importance of verbalization to ego development. Anny Katan (1961) stresses that verbalization is the indispensable prerequisite for secondary process thinking. According to Anna Freud (1965), "The ego of the young child has the developmental task to master on the one hand orientation in the external world and on the other hand the chaotic emotional states which exist within himself. It gains its victories and advances whenever such impressions are grasped,

Table 4

Clinical Profile of Children in the Study

Subjects	Raw Scores		General Clinical Profile Strengths and Problems
	CEFT	DDST	
Alan	14	36	Attractive, likeable, articulate and intelligent. Low self-esteem, poor impulse control, acting out behaviors, difficulty with authority, sibling rivalry, poor socialization skills.
Ben	9	28	Creative imagination, expresses feelings freely, good coordination. Low self-esteem, separation anxiety, sibling rivalry, poor peer relations.
Carl	8	30	Attractive, intelligent, good coordination. Low self-esteem, poor impulse control, acting out behavior, sibling rivalry, poor socialization skills.
Dottie	8	32	Attractive, intelligent. Low self-esteem, attention deficit disorder, denial of feelings, acting out behavior, low frustration tolerance.
Ellen	8	7	Pleasant, attractive, bilingual. Poor self-esteem, problems with articulation of expressive language, oppositional behavior, passive-active conflict. (Possibility of Down's Mosaicism.)
Fran	6	33	Likeable, intelligent, articulate. Low self-esteem, anxiety, and oppositional behavior.
Greg	5	27	Likeable, attractive, good peer relations. Avoidance of feelings, enco- p- pre- sis and enuresis, low self-esteem.
Harold	5	22	Attractive, outgoing. Object relations disturbance, diffused self image, poor impulse control, developmental lang. disorder - expressive type.
Irving	2	20	Likeable, cute, affectionate. Low self-esteem, problems with articulation of expressive language.
John	2	18	Attractive, adequate physiological apparatus. Poor object relations, hypomotility, language delay. (DSM III diagnosis - Infantile Autism).

put into thoughts or words, and submitted to the secondary process" (p. 32). This statement indicates that the process of putting feelings into words promotes development of the ego processes. Robert Furman (1978) believes that the verbalization of affects in particular helps children to gain mastery and control of their actions. His paper, "Some Developmental Aspects of the Verbalization of Affect," focuses on the "transistion from actions to words and later from words to thoughts, emphasizing the role of the mother-child relationship" (p. 183). The reason for Furman's emphasis on the role of the mother-child relationship is that he, like Seligman (1975) believes that the response from the environment is the important factor in the child's earliest feelings of mastery or internal control.

The findings of this study indicate that the subjects who had higher levels of language development as measured by the DDST also had a more internal locus of control orientation as measured by the CEFT. This is especially interesting in light of the fact that no expressive language was required in performing the tasks for the CEFT. The subjects' responses were indicated by gestural communication. They pointed to the embedded figure in each picture and traced it with their fingers.

The strong relationship between language development

and internal locus of control suggests the importance of communication between the child and those in his or her environment. Perhaps simply waiting for a child to communicate feelings and needs before responding to them as Seligman (1975) suggests would be the best technique for influencing the development of internal locus of control within a child.

SUMMARY

The purpose of this study was to examine the relationship between children's locus of control orientations and their developmental ages using chronological age as a baseline. To investigate this relationship the Children's Embedded Figures Test and the Denver Developmental Screening Test were administered to ten subjects, who were five years of age and were receiving treatment for developmental delay or emotional disturbance. The directional hypothesis of this research was that a significant positive relationship exists between a high level of development and an internal locus of control orientation in young children.

The Spearman rank order correlation coefficient (Rho) was used to statistically test the null hypothesis. The analysis yielded a significant positive correlation between the variables of internal locus of control and higher levels of development, as measured by the CEFT and the DDST. Another significant finding was that there is a strong relationship between a high level of language development and an internal locus of control.

Conclusions

Based on the data presented in this study, the following conclusions have been formulated:

1. A relationship exists between developmental age level and locus of control. The higher the level of overall development a child has achieved the more internal his or her locus of control orientation tends to be.

2. Language development in particular is related to locus of control orientation. The higher the level of language development the more internal a child's locus of control seems to be.

Implications

Although no causality can be established, the data have demonstrated that a relationship exists between internal locus of control and level of development, particularly the level of language development, in individuals. The importance of the relationship of language to the belief in control of self seems to be in the interactions the child has with the environment. It is through these continuous interactions that the young child forms a perception of himself and his effect on the environment.

The subjects in this study were either developmentally delayed or emotionally disturbed and are receiving

treatment at this time. Those children with more external locus of control orientation may benefit greatly from a treatment plan emphasizing the importance of acquiring language skills, specifically the verbalization of needs and feelings, for interacting with others. A treatment strategy in which the therapist would wait for the child to communicate his or her needs before responding may guide the child towards a more internal locus of control orientation because the child would then feel that he or she had some influence on the response of the therapist.

Recommendations

It is recommended that this study be replicated using subjects from different populations to discover if the relationship between internal locus of control and developmental age level can be generalized to other populations.

Data from this study regarding the relationship between language development and internal locus of control suggest the need for further investigation. For instance, an in depth study using subjects with various types of language disorders may provide clearer understanding of the factors affecting the relationship of language development to internal locus of control orientation.

Appendix A
Human Subjects Approval
from TRIMS and TWU
(reduced by 72%)



TEXAS DEPARTMENT OF MENTAL HEALTH AND MENTAL RETARDATION

TEXAS RESEARCH INSTITUTE OF MENTAL SCIENCES
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JOSEPH C. SCHOOLAR, Ph.D., M.D.
DIRECTOR

John J. Kavanagh, M.D.
Commissioner

January 18, 1982

Neil R. Burch, M.D.
Chairman, Institutional Review Board
TRIMS
1300
Moursund
Texas Medical Center
Houston, TX 77030

Dear Dr. Burch:

Your research protocol #81-0071, "The Relationship Between Locus of Control Orientation and Developmental Age in a Child," by Joanne J. Carlson Go, has been approved as a not-at-risk protocol. A copy of the approved protocol with appropriate signatures is being forwarded to Ms. Go.

The principal investigator should submit a progress report at least every twelve months until the research is completed and her final findings to the Chairman of the Central Office Research Review Committee.

If we can help, please let us know.

Sincerely,

Joseph C. Schoolar
Joseph C. Schoolar, Ph.D., M.D.
Chairman, Central Office Research
and Review Committee

cc: Joanne J. Carlson Go ✓
Melanie Wolf Greenberg, M.P.H.

TEXAS WOMAN'S UNIVERSITY
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HUMAN SUBJECTS REVIEW COMMITTEE

Name of Investigator: Joann J. Go Center: Denton

Address: 3424 Purdue #1 Date: July 13, 1981

Houston, Texas 77005

Dear Ms. Go:

Your study entitled The Relationship Between Locus of

Control Orientation and Developmental Age in a Child

has been reviewed by a committee of the Human Subjects Review Committee and it appears to meet our requirements in regard to protection of the individual's rights.

Please be reminded that both the University and the Department of Health, Education, and Welfare regulations typically require that signatures indicating informed consent be obtained from all human subjects in your studies. These are to be filed with the Human Subjects Review Committee. Any exception to this requirement is noted below. Furthermore, according to DHEW regulations, another review by the Committee is required if your project changes.

Any special provisions pertaining to your study are noted below:

 Add to informed consent form: No medical service or compensation is provided to subjects by the University as a result of injury from participation in research.

 Add to informed consent form: I UNDERSTAND THAT THE RETURN OF MY QUESTIONNAIRE CONSTITUTES MY INFORMED CONSENT TO ACT AS A SUBJECT IN THIS RESEARCH.

 The filing of signatures of subjects with the Human Subjects Review Committee is not required.

 Other:

XX No special provisions apply.

cc: Graduate School
Project Director
Director of School or
Chairman of Department

Sincerely,

Marilyn Hinson

Chairman, Human Subjects
Review Committee

at Denton

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