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Maternal Employment, Marital Status, and Religiosity and the Social Adaptational Status of First Grade Children in Selected Oregon Schools

Grace Peng-Mi Chew

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Maternal Employment, Marital Status, and Religiosity
and the Social Adaptational Status of
First Grade Children in Selected Oregon Schools

by

Grace Peng-Mi Chew

Presented to the Faculty of
George Fox College
Graduate School of Clinical Psychology
in partial fulfillment
of the requirements for the degree of
Doctor of Psychology
in Clinical Psychology

Newberg, Oregon

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Approval

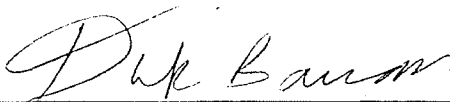
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7111 Wayne Wilson 11/11/94

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Newberg, Oregon

Abstract

This study attempted to examine whether certain maternal variables (i.e., maternal employment, marital status, and religiosity) could be used to accurately predict first-graders' social adaptational status (SAS), as measured by the Teacher Observation of Classroom Adaptation Scale (TOCA).

One-hundred-and-fifty volunteering mothers (or mother surrogates) and their first-grade child(ren) participated in this study. Familial and individual data were obtained through a structured mother interview. The participating children's teachers rated the children's SAS on the TOCA during the 9th and 15th weeks of the academic school year. Five

Christian-oriented private schools and two public schools participated in this study.

Data analysis was performed utilizing the Statistical Package for the Social Sciences (SPSS) stepwise regression program. Nine separate sets of regression analyses were performed. Utilizing the total sample of both public and Christian-oriented private schools, three regression equations were analyzed (i.e., male and female; female alone; and male alone). Three similar regressions were performed utilizing only the public school data; and likewise, the data from the Christian-oriented private schools only. Each of the regressions included the six dependent variables of the TOCA scale scores, resulting in 54 separate regression equations.

Two predictor variables were found to independently affect the first-graders' SAS at a significant level. Twenty-seven out of the 28 significant regressions selected RESPOMS as the primary predictor for children's adaptation in Social Contact, Authority Acceptance, Maturation, Concentration, and Global Adaptation. Maternal

Marital Status (RESPOMS) was found to affect the concentration of the females in all samples.

Importance of Religion of Mothers (IMPTRELR) was found to mainly affect females rather than males. Maternal religiosity positively correlated with children's sociability. Girls whose mothers were non-religious and divorced were found to have more difficulty accepting authority.

Employment Status of Respondent (RESPOEMP) was selected twice in conjunction with RESPOMS to predict first-graders' Maturation. This indicates that maternal employment status per se does not decisively affect children's social adaptation. However, the combination of maternal unemployment and divorced marital status positively correlated with children's SAS.

The major regression assumptions were not violated in this study.

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CHAPTER 1

INTRODUCTION

In the report of the National Mental Health Association (NMHA) Commission on the Prevention of Mental-Emotional Disabilities, Long (1986) indicated the need for and his hope for further development of strategies in promoting preventive mental health care programs. He stated that there is a substantial and rapidly expanding knowledge base that exists to direct efforts in the prevention of mental-emotional disabilities. However, although the present application of that knowledge is credible, it is still far from sufficient. He, therefore, suggested in the report that a prudent investment in prevention research and intervention over the next decade would dramatically lower the incidence of mental-emotional disabilities.

Mann (1978) described a three level strategy of mental health preventive care: primary prevention, secondary prevention, and tertiary prevention.

Primary prevention reduces the number of new incidences of a disease or problem. Secondary prevention focuses on early identification and treatment to prevent further severity and prevalence of the disease or problem. Tertiary prevention focuses on the prevention of relapse and on integration of the individual back into society.

Since early detection could lead to early treatment and remediation to prevent or decrease later manifestation of problems, a natural concern would be: What are the identifiable factors that contribute to one's social, emotional, and/or mental health and adaptability?

Mishler (1987) found that first graders who attended church once a week or oftener with an adult family member were found to achieve more up to their abilities. This is consistent with Bufford and Johnson's (1982) previous suggestion that churches and religious organizations can make a positive contribution to individuals' social and emotional needs. They specifically note the church's capacity to provide meaning for life and provide a community of mutual caregiving and support, as well as

suggesting that the church's encouragement of a commitment to a religious way of life could contribute to personal well-being which enhances mental health. One's religiosity can, therefore, potentially serve as an important force in the prevention of mental disorder.

Another possible predictor of one's mental/emotional health adaptation may be related to the familial structure of one's family of origin. In his study to examine the relationship between family structure and children's social adaptational behaviors, Kidwell (1988) found that children who were from intact (i.e., father/mother together) families were rated as more socially adapting than children from divorced and/or reconstructed (i.e., divorced and remarried) families.

Long and Long (1983) suggested yet another potential contributing factor for mental/emotional maladjustment in his study of latchkey children and their emotional health. He suggested that a lifetime of fear may be the legacy for latchkey children and that they have sublimated unexplained fears suffered as children. Long and Long (1983) studied 1,000

current and former latchkey children and their parents to examine the long term effects of these fears. Their results indicated that 50% of those adults who were former latchkey children suffered from "latchkey syndrome", which is characterized by loneliness, boredom, resentment toward parents, increased fears, social isolation, and a trend toward occupations that tend to be oriented around things rather than people. Their findings appear to be consistent with Woods' (1972) report that unsupervised girls of working mothers had significant personality adjustment and academic problems.

In view of these concerns, an important question emerges: Can any or all of the maternal variables (i.e., maternal employment, marital status and religiosity) be used as predictors of children's social adaptional status?

It was the aim of the present study to identify the possible precursors and their interactions that lead to psychological difficulties, subsequently preparing the way for the establishment of strategies for preventive programs alongside the efforts of others (Bufford & Buckler, 1987; Goldston, 1986;

Kellam, Branch, Agrawal & Ensminger, 1975; Long, 1986).

The Effect of Maternal Variables on Children

A child's early experiences are viewed as very important factors contributing towards his/her social and personality development. Among the noted psychologists who have heavily emphasized the importance of childhood experiences on their development are: Erikson (1963), Freud (1905), Mahler (1968), and Winnicott (1958). Meier (1975) stated that many psychiatrists estimated that 85% of adult personality is formed by the age of six. Paramount to a child's emotional and social development is the quality of attachment and the relationship the child has with his/her mother in the early childhood years. Since mother is generally the primary care taker of a child, her attitudes, practices, beliefs, behaviors and expectations directly affect the child's mode of responding and coping, which subsequently determines his/her later social adaptiveness or maladaptiveness (Hess, Holloway, Dickson, & Price, 1984; Poresky, & Henderson, 1982).

Maternal distress. Bond and McMahon (1984) were interested in examining the relationship of marital adjustment to maternal personal adjustment, maternal personality, maternal perception of child adjustment, maternal parenting behavior and child behavior. Their findings indicated that compared to mothers in the maritally nondistressed group, mothers in the distressed group perceived themselves as significantly more anxious and depressed and perceived their children as having significantly more behavior problems, particularly in the area of undercontrol. The behavioral data also indicated that the maritally distressed mothers tended to show less appropriate parenting behavior than did nondistressed mothers. Furthermore, children of maritally distressed mothers were significantly more deviant in their behaviors than the children of nondistressed mothers.

Lahey, Conger, Atkeson, and Treiber (1984) studied the behavioral and affective characteristics of mothers who physically abused their children. The research findings indicated that abusive mothers displayed significantly higher emotional and somatic

distress on three measures (i.e., Beck Depression Inventory, Emotional Distress and Physical Symptoms scales of the Cornell Medical Index, Trait Anxiety scale of the State-Trait Anxiety Inventory [STAI]). It was suggested that mothers who are in greater emotional and somatic distress may have a lower threshold for child misbehavior and may react more punitively to it.

Goodyer, Wright and Altham (1988) investigated how poor confiding relations in mothers' own lives, the presence of maternal distress and recent stressful life events were associated with school-age children's emotional disorder. Their research results showed that all three maternal variables were significantly and independently associated with emotional disorder in the school-age children. Their findings were consistent with Quinton and Rutter's (1985) research findings that depression and adversity in the lives of mothers are significantly associated with psychiatric disorders in children.

Zuravin (1989) studied a sample of 518 single mothers. The interest of this study was to examine the the relationship between maternal depression and

three types of mother-to-child aggression. The results of the study indicated that moderately, but not severely, depressed women were more likely to be physically violent towards their children. However, both moderately and severely depressed women are at increased risk for high frequencies of verbal/symbolic aggression.

Lancaster, Prior, and Adler (1989) studied 100 pairs of mother and child in a longitudinal research project. They attempted to investigate the extent to which maternal characteristics, such as psychological health problems, marital adjustment and confidence in mother/wife roles, influenced how mothers rated the behavior of their first-born children on the Preschool Behavior Questionnaire. The results suggested that maternal ratings of child behavior are strongly associated with psychological aspects of the mother. It was notable that the contribution of maternal psychological factors was more associated with the acting-out or externalizing types of behavior (eg., hostile-aggressive and hyperactive-distractible) than for anxiety-fearful behavior commonly seen in children.

In summary, the above research indicated that maternal mental or emotional stress is significantly related to child abuse and their children's social and emotional maladaptativeness. Zuravin (1989) asserted from his research findings that both moderately and severely depressed mothers are at increased risk for high frequencies of verbal/symbolic aggression towards their children. This is consistent with Lahey et al. (1984) findings which suggested that mothers who are in greater emotional and somatic distress may have a lower threshold for child misbehavior and may react more punitively to it. Research has also indicated that maternal psychological and marital distress, and poor confiding relations with others are all significantly associated with children's psychiatric disorder, acting-out and/or deviant behaviors.

Maternal attitudes and expectations. Poresky and Henderson (1982) studied 27 two-year-old infants and their mothers in their homes. Among other factors, they were interested in examining how maternal attitudes as parents affected infants' mental and psychomotor development. Using the Bayley

Scales of Infant Development, their findings indicated a significant correlation between maternal affective support and the infants' mental development.

Hess, Holloway, Dickson, and Price (1984) studied 67 pairs of mothers and their children and followed-up 47 of these pairs over a period of about 10 years. They were interested in examining the association between maternal behavior and preschool children's cognitive abilities. They assessed the children for school readiness at ages 5 and 6 and for their achievement on the mathematics and vocabulary subtests of the Iowa Tests of Basic Skills (ITBS) at 6th grade. The maternal variables they were focusing on in this longitudinal study were: (a) maternal expectation for child's achievement, (b) maternal performance on a referential communication task, (c) maternal strategies for controlling the child's achievement, and (d) maternal affective tone of mother-child interaction. The research findings indicated that all four of the maternal variables predicted at significant levels both school readiness and school performance at 6th grade. Although the

association was stronger with school readiness than with ITBS scores, the affective tone of the mother-child interaction during the preschool years added significantly to the prediction of ITBS scores. They further concluded that a mother's influence on children's achievement in school appears to be most effective during preschool years.

The above mentioned studies on maternal attitudes and expectations support the idea that a mother's attitude towards and expectation of her child(ren) directly and significantly affect her child(ren)'s mental and cognitive development. Her impact was found to be greatest during her child(ren)'s preschool years.

Maternal involvement and support. In addition to studies relating maternal psychological ill health or attitudes to children's social and/or emotional maladjustment, several studies have shown that positive maternal attributes are associated with children's social, mental, and/or emotional adjustments. For example, Zahn-Waxler, Radke-Yarrow, and King (1979) found that pro-socially-oriented toddlers tended to have mothers who forcefully stated

to their children that socially responsible behavior was expected.

White and Watts (1973) compared the child-rearing practices of mothers whose children were judged as being both socially and intellectually competent with those of mothers of children who were judged as being below average. It was found that mothers whose children were seen as being socially and intellectually competent spent more time with their children than did the mothers of below average children.

Egeland and Farber (1984) attempted to study how the infant-mother attachment relates to infants' growth and development. Their longitudinal study included 189 pairs of mothers and infants at both the 12th and 18th months. Their research findings were summarized as follows:

1. Mothers of securely attached infants were consistently more cooperative and sensitive with their infants as observed in a feeding and play situation than mothers of anxiously attached infants.

2. Anxious/resistant infants tended to lag behind their counterparts developmentally and were less likely to solicit responsive caretaking.

3. Anxious/avoidant infants, although robust, tended to have mothers who had negative feelings about motherhood, were tense and irritable, and treated their infants in a perfunctory manner.

4. Male infants were somewhat more vulnerable to qualitative differences in caretaking, while, for girls, maternal personality showed a stronger relationship to security of attachment.

5. Changes from secure to anxious attachments were characterized by initially adequate caretaking skills but prolonged interaction with an aggressive and suspicious mother.

6. Changes toward secure attachments tend to reflect growth and increasing competence among young mothers.

Puttalaz (1987) explored the relationship between maternal variables and children's social behavior. It was found that mothers who used positive verbal statements such as polite requests and suggestions and were less disagreeable and demanding had children who were more socially

accepted and more positive and less abrasive in interactions with their peers. It was also found that there was a relationship between a child's social knowledge, social status, and the mother's behavior. The quality of a child's solutions to hypothetical social problems were found to be predictable from maternal behavior; and a child's social problem solving skills would also predict social status. Puttalaz (1987) also found that mothers of high socio-metric status children, relative to mothers of low socio-metric status children, related in a more positive manner, and were more concerned with their children's feelings. High socio-metric status has also been related to peer popularity (MacDonald & Parke, 1984).

In summary, children who were seen as socially and intellectually competent were found to have mothers who used positive verbal statements, and who spent more time with them. It was also found that male children appeared to be more affected by the qualitative differences in caretaking than their female counterparts.

Summary

The impact a mother has on her child(ren)'s behavior has been repeatedly demonstrated by different research mentioned above. In particular, maternal variables such as a mother's personal level of distress, attitudes and expectations towards her child(ren), and the quality and amount of involvement she has with her child(ren), especially in the preschool years, were found to significantly affect a child's cognitive and intellectual development, psychological and social adaptation behaviors. High level of maternal distress with low social support were found to associate with increased child-abuse and deviant behaviors in children. Positive maternal attitudes and expectations were related to children's cognitive, psychomotor and intellectual development. Maternal qualitative and quantitative involvement was found to be correlated with their children's emotional, social, and intellectual competence.

Previous Studies on Maternal Employment

Benefits of maternal employment. Jacobson (1982) reported that:

working women now constitute 49 per cent of the work force and number about 40 million. From 1970 to 1980 the greatest increase of women in the work force were married women under age 35, particularly those with children under six years of age. (p.137)

For some families, maternal employment has long been sheer economic necessity, especially for mothers who are separated or divorced. For other mothers, entering or remaining in the work force increased their self-confidence and personal satisfaction. It contributed to a sense of achievement as well as financial benefits from work. Rapoport and Rapoport stated in their classic Dual-Career-Families (1971) that children from dual-career families are independent and resourceful. They help with household work, legitimatizing their right to share in the family goods. The children take pride in their parents' accomplishments and experience a greater range of male and female role models than in the conventional family.

Alvarez (1985) investigated the meaning of maternal employment for mothers and their perceptions

of their three-year-old children with a sample size of 152 white, two-parent families. The results suggested that regardless of part-time or full-time employment status, mothers whose involvement outside the home was a matter of personal preference rather than financial necessity reported more personal benefit from their employment. It was also indicated that employed mothers' positive motivation for working, low role conflict, and gains in self-worth were all associated with maternal favorable descriptions of their children.

In summary, several benefits of maternal employment were demonstrated by the literature summarized above. The benefits of maternal employment were: (a) provide for or increase family income (especially important and necessary among single parenting families), (b) increased maternal self-confidence and personal satisfaction if maternal employment had intrinsic value to the working mothers, (c) children of working mothers were found to be more independent and resourceful, (d) children of working mothers helped with household work more, (e) children of working mothers took pride in their

parents' accomplishment (esp., among daughters whose parents held prestigious professions), (f) children of working mothers were exposed to a greater range of male and female role models, and (g) increased maternal satisfaction from work was associated with a more favorable maternal perception of their children.

Maternal stress and mental health. Despite the benefits, working mothers are not without their problems. Shainess (1980) stated that:

the household tasks are still very inequitably shared by dual-career couples. Routinely, the wife did 85% of jobs like doing the laundry and dishes, regardless of the presence of children, or nature of her work....preparation of children for school was largely done by wives - and not one husband took sole care of children in emergencies or illness. Similarly, not one husband solely took charge of children on school holidays, nor took their children to work with him, either of necessity or as an opportunity to show the children the nature of his work. Wives mostly prepared the children for bed. Discipling of children was shared, as were

matters related to broad aspects of child care,
and of finances. (p.379)

Battle (1985), alluding to Pleck's (1981) report,
said,

The employed wife enjoys substantially less
leisure time and sleep than her husband. Women
who work and are mothers can find very little,
if any, time in the course of the day that they
can call their own, time to just relax and
unwind. If a professional woman happens to be
single, whether through choice or because of
divorce or other uncontrollable circumstances,
demands on her time are even greater. (p. 75)

Battle (1985) continued to state that working
mothers face difficult decisions about time
priorities and are torn between loyalty to the job
and responsibility at home. This constant conflict
and struggle often resulted in their feelings of
fatigue, guilt, inadequacy and anxiety which made
them less productive.

Hibbard and Pope (1987) studied employment
characteristics and health status among men and
women. Their findings suggested that the interaction

of single parenthood and holding jobs with low quality intrinsic work characteristics was related to poor mental health among women. Further, the findings showed that some family responsibilities interacted with job characteristics in affecting female health. Specifically, single motherhood in combination with employment in jobs with low quality intrinsic work characteristics and/or low social support and integration was related to poor health.

Alexander and Markowitz (1986) studied 167 pairs of mother and preschool children from an inner city, predominantly low-income, working-class population. They attempted to explore how maternal employment may be associated with their children's use of pediatric clinic services. Their results suggested that the effect of mother's labor force activity on her use of pediatric services was a complex phenomenon involving an interplay of a variety of factors. Overall, the use of clinic services varied for children with employed and nonemployed mothers, but more importantly, the variables associated with use differed by the mother's working status. The multivariate analysis revealed that maternal

employment indirectly influenced pediatric clinic use through its relationship with other predictor variables. Maternal employment was associated with a greater level of social support as well as greater daily stress. While greater social support was associated with less pediatric use, high maternal stress was found to significantly predict morbidity. The authors suggested that "to the extent that employment increases the stress mothers experience in their daily lives, work outside of the home could potentially increase use of pediatric clinic services." (p. 145). They concluded that employed mothers with high stress and low support were somewhat more likely to make four or more clinic visits than were other mothers.

Burden (1986) surveyed 293 employees, parent and nonparent, single and married, of a large corporation. The results indicated that parent employees, especially mothers who tended to have primary responsibility for homemaking and child care, reported considerably more difficulty with job-family management and child-related role strain. It was

particularly so if the female parent was single parenting.

In summary, the above research indicated that working mothers were found to experience a much greater amount of stress than non-employed mothers. Working mothers were torn between loyalty to their jobs and household responsibilities. They had substantially little time for leisure and sleep and were found to constantly struggle from feelings of fatigue, guilt, inadequacy and anxiety, which decreased their productivity. It was even more so if the mother was single parenting with little support from extended family or friends, and if her job had little intrinsic value to her. It was found that the added stress from work on top of the regular household responsibilities plus single parenthood in some families were significantly associated with maternal mental and/or physical ill health.

Psychological stresses and working mothers have not only been studied to assess the correlation for maternal physical and emotional well-being: it has also been of interest to researchers to explore the effects of maternal employment on the child's social

and behavioral adjustment (Howell, 1985; Jacobson, Smith & Spurlock, 1985).

Mother-child attachment. Easterbrooks and Goldberg (1985) attempted to study the effects of early maternal employment on toddler development and mothers' and fathers' parenting styles. With a sample of 75 20-month-old first-born-only children, they observed qualitative dimensions of parent-child relationships, quantitative dimensions of family time allocation, and parental child-rearing attitudes. Their results suggested that maternal employment was not related to toddler's security of attachment or problem-solving behavior. Rather, the toddler's security of attachment or problem solving behavior was related to the amount of time mothers spent with their children and to some child-rearing attitudes and behaviors of fathers and mothers.

Similar to Easterbrooks and Goldberg's (1985) findings, Zimmerman and Bernstein (1983) concluded, from studying a sample of 200 well educated, middle-class mothers who mostly worked part-time, that no evidence was found of negative effects on children's

social, emotional, and cognitive development attributable to maternal absence due to employment.

Vandell and Corasaniti (1988) explored the different types of after school care among 150 white, predominantly middle-class third graders from a suburban school system. Four types of after school care were outlined: (a) maternal care, (b) day-care center, (c) sitter's care, and (d) self/sibling care. Their results suggested that no differences were found between latchkey and mother-care children in terms of their classroom sociometric nominations, academic grades, standardized test scores, conduct grades, self-reports of self-competence, or parent and teacher ratings of the children. However, significant differences were found for children who attended day-care centers after school. These children received significantly more negative peer nominations, made lower academic grades, and had lower standardized test scores than either mother-care or latchkey children. As for the children who were attended by sitters after school, they were also found to receive more negative nominations from their peers than the latchkey and mother-care children;

nonetheless, they resembled the latchkey and mother-care children in other areas. The authors stated that these outcome differences were apparent in both divorced and intact families.

Nadelson and Notman (1981) reviewed some recent literature on maternal attachment in an attempt to consider how the separation of mother and child related to the mother working affects the child. They pointed out that, while investigations in this area were not conclusive, there was evidence that infants can form more than one attachment. They cited the mutuality of the relationship between mother and child, and pointed out the lack of evidence for a relationship between maternal employment and maternal deprivation. They stressed that separation was perhaps not the major factor responsible for attachment failure, but depression, fatigue, overwork, and so forth. They also stated that adolescent daughters of working mothers particularly from middle and upper socioeconomic groups were active and autonomous and admired their mothers, but were not usually tied to them. Less,

however, was reported to be known about the impact of maternal work on sons.

Owen, Easterbrooks, Chase-Lansdale, and Goldberg (1984) attempted to study the relationship between maternal employment status and the stability of attachments to mother and to father. Their sample included 59 (12 month-old) infants and their parents. No significant relationship was found between maternal employment and the quality of infant-mother attachment. There was also no overall difference in the quality of attachment to father when mothers were employed part-time, full-time, or not employed. They concluded from their research that maternal employment need not in itself represent a condition that provokes either continual fluctuation or a fundamental renegotiation in the child's attachments, as suggested by Thompson, Lamb, & Estes (1982). Rather, maternal employment and the accompanying family life-style can be a stable situation that lends as much stability to family relationships as the condition of maternal nonemployment.

Vaughn, Gove, and Egeland (1980) studied the quality of infant-mother attachment under three types

of child-care arrangements (i.e., out-of-home care before 12 months; out-of-home care between 12 and 18 months; and home-care). The results supported the importance of maternal accessibility to the infant during the first year of life for establishing a secure mother-infant attachment. They reported that at 12 months 47% of the infants whose mothers had returned to work/school were classified in the anxious-avoidant group. Forty-one percent of these infants whose mothers had returned to work/school prior to their 12th month remained in the anxious-avoidant group when they were evaluated at 18 months. However, infants whose out-of-home care began after 12 months did not show an increase in the proportion of anxious attachments.

In summary, the effect of maternal employment on the mother-child attachment remains rather inconclusive. Instead of a direct relationship, some research suggest that the impacts were more indirect depending on the interaction of various other factors. Easterbrooks and Goldberg (1985) suggested that 2 year-old children's security of attachment or problem-solving behavior were not directly related to

maternal employment. Rather, it was related to the amount of time mothers spent with their children and their parenting attitudes and behaviors. Nadelson and Notman (1981) suggested that the reason why maternal employment did not significantly affect the child may be due to the evidence that infants (at 12 months) can form more than one attachment. They also pointed out that perhaps instead of maternal employment, it was maternal depression, fatigue, overwork and so forth that may be more responsible for attachment failure. Although most research done on older infants (i.e., 12 months and older) and children suggested that maternal employment has no influence on the quality of mother-child attachment, Vaughn et al. (1980) found that maternal accessibility to the infant during the first year of life was vital to the establishment of a secure mother-infant attachment.

Mother-child interaction. Schubert, Bradley-Johnson and Nuttal (1980) studied the effect of maternal employment on mother-infant communication among 30 pairs of mothers and their 15-17 month-old infants. Their findings suggested that infants of

homemakers who preferred not to work initiated more interaction with their mothers than infants of working mothers during the first minutes of the observed play session. However, no significant differences were found during the last four minutes of observation. As such, the authors suggested that perhaps, at least in reference to the infancy period, the mother-infant relationship was not affected by maternal employment.

McHale and Huston (1984) investigated how paternal and maternal sex-role orientations, employment, and parental roles affected their infants. Their results suggested strongly that the extent of mothers' involvement with their children was affected by the extent to which they are involved in the work force. They stated from their findings of the extent of maternal involvement with their infants that:

The more the mother works outside the home, the less central the child is to her activities when she is at home or engaged in leisure activities outside the home. Mothers' work hours also were inversely related to the mothers' total amount

of involvement with their children, including both the extent to which they carried out child-care activities and the frequency with which they were involved in leisure activities and play with the child. (p.1357)

Stith and Davis (1984) conducted a study to provide a comparative assessment of maternal and nonmaternal infant caregiving practices in own-home and unregulated family day-care homes. Ten employed mothers, 10 nonemployed mothers and 10 substitute caregivers were included in the study. They concluded from their findings that no significant differences were observed in the quality of caregiving of employed and nonemployed mothers. Nonemployed mothers were found to provide more stimulating and responsive care to their infants than the sitters.

In summary, the extent of maternal interaction with child(ren) was found to be strongly affected by the extent of mother's involvement in the work force. It was found that the more involved a mother is with her work, the less total amount of time she has with her child(ren) for interaction and play.

In Schubert et al.'s (1980) report, it was stated that infants of homemakers who preferred not to work initiated more interaction with their mothers than infants of working mothers during the first minute of the observed play session. Although no significant differences were found during the last four minutes of observation, it was reported that the working mothers appeared to have tried a lot harder to elicit their infants' response.

Stith and Davis (1984) reported no significant differences were observed in the quality of caregiving of employed and nonemployed mothers; however, they found that nonemployed mothers were providing their infants with more stimulating and responsive care than the sitters. This has important implications especially for the employed mothers who are depending on the assistance of sitters for child care services during their working hours.

Children's social and psychological well-being.

Keith (1988) surveyed 387 adolescent males and females in an attempt to study the relationship of self-esteem, maternal employment, and work-family plans to sex-role orientations of late adolescents.

It was found that maternal employment differentially affected male and female children. While mothers' occupational status had little influence on the plans or sex-role attitudes of daughters, the results indicated that sons of women in high-status occupations were reluctant to get involved in a two-career family with children. In conclusion, Keith (1988) stated:

Burke and Weir (1976) posited that males in two-career families might experience lower self-esteem resulting from diminished support from their wives and from performing household tasks that are of lower status than those in their work outside the home. It can be tentatively concluded that the reluctance of sons of women in high-status occupations to get involved in a two-career family is shaped by experiences in their parents' two-job family. (p. 964)

Brodkin, Shrier, Angel, Alger, Layman, and Buxton (1984) studied the correlations of psychological distress in first-year medical students and their retrospective reports of maternal employment during their early childhood years. Their

findings suggested a significant association between student's reports of having full-time working mothers in early childhood and relatively high levels of psychological distress in medical school. Those who indicated that their mothers had been unemployed before the respondents' 6th birthdays scored lower than the class mean on the distress scale; and those whose mothers had had part-time employments reported relatively low levels of distress as compared with those whose mothers worked full-time during their early childhood years.

Devall, Stoneman, and Brody (1986) compared the responsibilities, activities, peer relations, and self-esteem of 60 boys and girls, ages 9 to 12, whose mothers were divorced/employed, married/employed, or married/nonemployed. Results on the main effects of maternal employment indicated that maternal employment decreased the children's participation in athletic activities and involvement with friends. Seemingly, maternal employment affected boys' perception of their involvements with activities and friends more than girls.

Galambos and Lerner (1987) did a longitudinal study to investigate the relative influence of maternal employment on young children characteristics. Using multiple regression analyses, their results indicated that child characteristics such as temperamental difficulty and the presence of physical problems may contribute towards discouraging their mothers from deciding to be gainfully employed in the child's early years.

In summary, the above findings suggest that sons appears to be more affected by maternal employment than daughters. More so than girls, boys of working mothers reported having less participation in athletic activities and involvement with friends. As a result, they reported having less friends and being more lonely most of the time. Brodtkin et al. (1984) also reported from their sample of first year medical students that there was a significant association between students' reports of having full-time working mothers in early childhood and relatively high levels of psychological distress in medical school. These findings, while still inconclusive at this point, are

suggestive of possible long-term affects of maternal employment on children's social and emotional health.

Summary

The effect of maternal employment on children's social, emotional, and intellectual development has been hotly debated and researched. Increasing amounts of research are pointing towards multiple maternal variables as contributing factors in children's development. This trend provides a direction for future studies. Both benefits and disadvantages of maternal employment were discussed. Some of the benefits include: maternal income; greater maternal confidence and satisfaction (if the job has intrinsic value to the mother); increased independence and resourcefulness of children of working mothers; and greater exposure of the male and female sex roles for the children. However, much research indicates that working mothers were more prone toward feelings of guilt, depression, fatigue, and stress. It would be especially so if they were extrinsically committed to their jobs and were experiencing role conflict without much social/emotional support.

Seemingly maternal employment per se cannot conclusively predict children's quality of attachment with their mothers. However, it was found that maternal employment before an infant reached 12 months-old affected the security of mother-child attachment, and resulted in increased childhood anxiety. Males were found to be affected more by maternal employment than females; and the timing and amount of involvement of maternal employment may possibly be related to children's emotional strength in the long run. Maternal employment during child(ren)'s early infancy or childhood years may be associated with child(ren)'s decreased ability to cope with stress in adulthood. Infants of nonemployed mothers initiated more interaction with their mothers; and the mothers were found to be providing more stimulating and responsive care to their infants than the sitters. Since nonemployed mothers were relatively less stressed-out, depressed, fatigued, they have more time to engage their child(ren) in leisure activities, play, athletics and socials. The increased amount of mother-child interaction, and maternal attention and involvement

may contribute towards their children's social, emotional, and intellectual development.

Previous Studies on Marital Status

The rate of divorce and remarriage in families has increased greatly over the past few decades. There has been much concern over both the parents' and children's adjustment to such an emotionally detrimental event. Most children of divorced or separated families were granted to maternal custody. It is of interest to this study to explore how maternal marital status affects children's social, psychological and intellectual functioning. Much research has been done relating the effect of intact versus nonintact families on children.

Manley and Kuperus (1984) conducted a study on children referred for psychiatric services in New Zealand. They found that children from divorced families were seen three times more often than children from intact families. And the children from families whose parents were separated appeared to be most vulnerable. They were found to be referred for psychiatric help six times more than children from intact homes. Most of these referrals were involved

with presenting problems such as conduct problems, enuresis, anxiety symptoms, developmental problems, depression, substance abuse, and eating disorders.

Fergusson, Dimond, and Horwood (1986) investigated the effects of family structure on behavior problems of six-year-old children. They stated that "children from broken homes were disproportionately represented amongst children rated to have behavior problems by their teachers, children attending psychiatric services, and children coming to the attention for juvenile offending" (p. 213). They also found that children who had experienced a previous family breakdown and then experienced subsequent parental reconciliation or remarriage with other adults demonstrated more aggressive/antisocial behaviors than children who remained in the same intact (i.e., two biological parents) families. Their study also indicated that the "greater the number of changes in the child's family history during early childhood the more likely it was that he or she would display behavior difficulties at age six" (p. 222).

Wadsworth, Burnell, Taylor, and Butler (1985) studied children from three types of families: (a) step-parent families, (b) single parent families, and (c) two biological parents families. They found that children from single parent families had the poorest "antisocial" scores, while the children from step-parent families were showing the next poorest antisocial scores. In contrast, children from two biological parent families indicated significantly better scores than the other two groups.

Conyers (1977) studied the school performance of junior highers. He found that on the average, junior highers from broken homes have higher rates of absenteeism, lower grades, and higher rates of truancy, suspension, expulsions, and dropouts than those students who were living with their biological parents.

Guidubaldi, Cleminshaw, Perry, and McLoughlin (1983) compared the school performance, behavioral and physical health of students from both single-parent and intact families. Having controlled factors such as socioeconomic status, parents' educational and occupational levels, and IQ scores,

they found that children from single parent homes showed lower academic achievement and more disciplinary problems, absences, tardiness, and health problems than students from intact families.

In a similar study, Kinard and Reinherz (1986) controlled factors such as children's gender, birth order, maternal employment, and maternal education while comparing children from single-parent and intact families. They found that among the third and fourth graders they studied, children from single-mother families had lower scores on language and total achievement than did children from intact families.

Dornbusch, Carlsmith, Bushwall, Ritter, Leiderman, Hastorf, and Gross (1985) controlled for gender, age, socioeconomic status, and maternal employment in their study. Drawing a sample of 7,000 12 to 17 year-olds, their nationally representative sample indicated that adolescents from single-parent (almost all were from single-mother) homes were most likely to be involved in deviant activity (i.e., truancy, running away from home, smoking, school discipline problems, and offenses that led to the

attention of the law) than were adolescents from intact families. The rate of deviant behavior among adolescence from reconstructed (i.e., mostly single mother with another adult) families fell in between the rates for children from intact families and those from single-parent families. The results of Dornbusch et al's (1985) study was confirmed by Steinberg's (1987) study. He found similar relationship between maternal marital status and adolescents' susceptibility to antisocial peer pressure.

Kellam, Ensminger, and Turner (1977) studied the effect of family structure on the social adaptational status (SAS) of children. The family structures under study were: (a) mother-alone, (b) mother-father, and (c) mother-other adult. Kellam et al. (1977) found that those children from mother-alone families were least likely to be socially adapting. The children from mother-other adult families were found to be better adapting than those from mother-alone families; and those children from mother-father families were found to be the most adapting of the three groups. In addition, they stated that mother-

grandmother families offer better prevention against social maladaptation than any other combination of mother-other adult (i.e., reconstructed) families.

In summary, maternal marital status is consistently found to be highly related to children's psychological, social, physical and intellectual development. Maternal emotional stress, lack of social support, and familial stability were found to be possible factors influencing children's and/or adolescents' proneness towards deviant behaviors and maladaptation.

Previous Studies on Religiosity

Religion has been studied for its relation to one's measure of physical and psychological health. Previous researchers who studied religion and quality of life, such as Campbell (1981), suggested that one's well-being is dependent on the satisfaction of three basic needs: the need for having, the need for relating, and the need for being. Ellison (1983), however, argued that a fourth dimension of basic need, a need for transcendence, has been ignored. He defines the need for transcendence as follows:

This refers to the sense of well-being that we experience when we find purpose to commit ourselves to which involve ultimate meaning for life. It refers to a non-physical dimension of awareness and experience which can best be termed spiritual. All of the great religions of the world recognize and call human beings to transcendence as the path to the highest levels of well-being. (p. 330-331)

Ellison (1983), hence, suggested that one's subjective spiritual well-being has both a religious as well as a social-psychological component. Religious well-being was defined as an individual's sense of well-being in relation to God; and social-psychological (or existential) well-being was defined as one's sense of life direction and purpose without referring to anything specifically religious. This concept of spiritual well-being is consistent with Moberg and Brusek's (1978) suggestion. They conceptualized spiritual well-being as having a vertical and a horizontal dimension.

Campise, Ellison, and Kinsman (1979) found, in their preliminary studies, that measures of religious

well-being, as well as measures of life purpose/satisfaction, were positively related to self-esteem. Additionally, negative self-esteem was consistently related to such things as depression, anti-social behavior, mistrust, lower intellectual achievement, defensiveness in relationships, serious marital conflict, neurosis and other emotional difficulties, and problems in establishing or maintaining intimate relationships (Ellison & Economos, 1981). There is also considerable empirical evidence suggesting a negative correlation between religious involvement and social problems, such as sexual permissiveness, drug abuse, and alcohol use, and a slightly negative correlation with deviant or delinquent acts (Burkett & White, 1974; Cardwell, 1969; Gorsuch & Butler, 1976; Rorbaugh & Jessor, 1975).

Religiosity is a complex phenomenon with numerous correlations and consequences that defy simple interpretation. Spilka, Hood, and Gorsuch (1985) suggested that although no comprehensive definition can easily describe or explain the total concept of religiosity, "operational definition" is

necessary in order to investigate and understand religious phenomena from an empirical psychological perspective. That is, to consider religion in terms of its measurable aspects and qualities. Spilka et al. (1985) stated:

When we see what the operational meaning is, we know functionally what the nature of the religious phenomena being studied must be. Then, by relating that operational definition to a host of other variables... the character of religion as viewed from this particular operational stance becomes even more explicit. For this reason, instead of listing numerous definitions of religion which may or may not have been empirically studied, we shall examine operational definitions to evaluate how they specify the nature of religion. (p. 32)

They further mentioned that two of the most widely used operational definitions of religion are: its personally conceived importance to the individual; and one's attendance at religious functions. For the purpose of this study, we will operationally measure maternal religiosity by the

mothers' profession of importance of religion in their lives and their frequency of attendance at religious functions.

There seems to be some contradiction in the research findings of the relationship between one's religiosity and mental health. The earlier research findings by Martin and Nichols (1962), Rokeach (1960), and Wilson and Miller (1968) suggested a negative picture of the religious believer. However, more recent research in this area suggested quite the opposite.

Rokeach (1960), using the Welsh Anxiety Index, concluded that believers, as compared with nonbelievers, were more tense, anxious, and symptomatic.

Martin and Nichols (1962) summarized nearly a dozen studies conducted in the 1950s and depicted the religious believers as being emotionally distressed, conforming, rigid, prejudiced, unintelligent, and defensive. However, they failed to replicate those earlier findings on a new sample, which consisted of 163 Purdue University students in 1962.

Wilson and Miller (1968) studied 100 students at the University of Alabama. His research findings suggested a positive correlation of 0.20 between Taylor Manifest Anxiety Scores and religiosity of the students.

Despite the above mentioned research results suggesting a positive relationship between religiosity and maladjustment in mental health, more recent research studies increasingly suggest the contrary.

Bohrnstedt, Borgatta, and Evans (1968) compared the Minnesota Multiphasic Personality Inventory results between 3,700 religious and nonreligious students attending the University of Wisconsin. The authors found few differences between the two samples, and the differences they did find actually favored the religious subjects.

Williams and Cole (1968) also found that highly religious participants in their studies were less anxious on MMPI and galvanic skin response indices; although a subgroup of sudden converts indicated higher manifest anxiety scores than regular church attenders and nonattenders.

Lindenthal, Myers, Pepper, & Stern (1970) at Yale studied about 1,000 persons in the New Haven area. Participants were given psychiatric evaluations to determine the degree of mental impairment. The results indicated that there was a negative relationship between mental impairment and church affiliation and attendance.

Stark (1971), gathering data through the Survey Research Center at Berkeley and the National Opinion Research Center at the University of Chicago, found a negative relationship between mental illness and religious commitment. He operationally attempted to measure religiosity through the following means: (a) Profession of religious affiliation, (b) Self-perception of the importance of religion to oneself, (c) Membership in a church congregation, and (d) Frequency of church attendance. All four measures of religiosity in this study indicated that the mentally ill were less religious than the normal controls. He also suggested from his findings that those who were less religiously orthodox were rated high on psychic inadequacy.

Bergin (1983), by means of meta-analysis (Glass, McGaw, & Smith, 1981), did a quantitative summary of the data findings from 24 usable previous empirical studies across samples through 1979. The results indicated that 23% of the 30 tabulated effects manifested the negative relationship between religion and mental health assumed by Ellis and others. A total of 47% indicated a positive relationship and 30% a zero relationship. In conclusion, 77% of the obtained results are contrary to the negative-effect-of-religion theory.

In Bergin's (1983) report, he also stated that: Another surprising empirical trend is that converts are as functional as or better off than nonconverts, even though the subgroup of sudden converts is sometimes more disturbed than gradual converts or nonconverts (Parker, 1977; Srole, Langer, Michael, Opler & Rennie, 1962; Stanley, 1965; Williams & Cole, 1968). Although some converts may be disturbed, the studies are consistent in indicating that conversion and related intense religious experiences are

therapeutic, since they significantly reduce pathological symptoms.

Such results were found by Galanter, Rabkin, and Deutsch (1979) in a study of changes in neurotic distress in 237 members of the Unification Church; by Galanter and Buckley (1978) in an evaluation of diminished neurotic symptoms and drug and alcohol use in 119 members of the Divine Light Mission, who had religious experiences; by Ness and Wintrob (1980) in a study of decreased emotional stress in 51 members of 43 Pentecostals, who experienced faith healing - "the more frequently people engaged in religious activities, the less likely they were to report symptoms of emotional distress," p. 202; by Pattison and Pattison (1980) in an examination of profound changes in sexual deviation following conversion experiences; and by Womack (Note 2) in an analysis of therapeutic effects of a Pentecostal church on alcohol and drug addicts. (p. 178)

In summary, most recent research studying the relationship between religiosity and one's

mental/emotional, marital, social, and physical health has indicated that one's religiosity is positively related to his/her general well-being. Religious people were most often found to be less anxious, enjoy better social and mental/emotional health.

Concept of Social Adaptation

Mental health has been conceptualized by Kellam et al. (1975) as consisting of two dimensions. The two dimensions are psychological well-being (PWB) and social adaptational status (SAS). He stated that "mental health is both an internal feeling of psychological well-being, related to affective status and self-esteem, as well as a state of cognitive competence of the individual" (p. 25) rated by significant others in his/her social circle. PWB was defined as the "area of inner good feeling and self-esteem which has been the traditional concern of mental health clinicians and whose absence is noted by a set of feelings and/or behaviors traditionally termed 'symptoms' of disordered psychological processes" (p. 25). SAS was defined as "the judgment of society of the adequacy of the individual's social

task performance" (p. 25). While PWB focuses on an intra-personal concept of mental health, SAS focuses on the inter-personal relations between the individual and society.

To defend SAS as a dimension of mental health. Kellam et al. (1975) alluded to the previous work by Charles Horton Cooley and George Herbert Mead whose study concerned how an individual's perception of how others see him/her affects his/her sense of self. Parsons' (1964) work was used to support the concept of social adaptation. He stated:

The primary criteria for mental illness must be defined with reference to the social role-performance of the individual. Since it is at the level of role structure that the principal direct interpenetration of social systems and personalities come to focus, it is as an incapacity to meet the expectations of social roles, that mental illness becomes a problem in social relationships and that criteria of its presence or absence should be formulated. (p. 258)

Kellam et al. (1975) believed that there was ample evidence to demonstrate the importance of relationships between the society at large, and the individual's mental health. It is with the hope that by gaining an understanding of how society affects the individual, programs for preventing mental health problems can be developed.

Concept of life course-social field. The concept of Life Course-Social Field was developed by Kellam et al. (1975). Kellam based the explanation of the Life Course-Social Field concept upon the developmental theories of Erikson (1959, 1963), Havighurst (1952) and Neugarten (1968). This concept examines the impact of the various social fields through which an individual passes during different stages of life. Some examples of the social fields that an individual may experience are the family environment, the classroom environment, the work environment, and the church. Within the context of each social field, the individual is required to perform certain specific social tasks. The adequacy of an individual's performance is judged by another individual within that social field which involves a

highly interactional process. SAS is the judgment of how well the individual fulfills the required social tasks within the social field. The person who defines the required social tasks to be performed within a social field, and who subsequently rates the adequacy of performance of each individual within the particular social field, is called the "natural rater". In Kellam's et al. (1975) definition,

The natural rater...is the person (or persons) who defines the social adaptation tasks to be performed in the field and assesses, formally and informally, each individual's performance of these tasks. Parents function in this capacity in the family of orientation-- as does the teacher in the classroom, certain members in the peer group, the spouse or mate in the heterosexual pair, the foreman in the work situation, and so on. (p. 23)

In the classroom, the teacher is usually the natural rater. As the natural rater, the teacher assesses and determines the tasks required of the individual, and judges the degree of adequacy in the individual's performance. As such, the rating

represents and reflects the teacher's subjective view of the individual child's performance. It is, therefore, to be noted that such rating may not be a completely objective measurement. "Society appoints teachers as natural raters in the classroom and their validity as raters is derived from this appointment. The teachers' personalities and other characteristics that influence their ratings are obviously important" (Kellam et al., 1975, p. 59). Putman (1989) adeptly summarized SAS as follows:

Social adaptational status (from this perspective) is distinguished from viewpoints which view societal reaction to deviant behavior as the main determinant of what is termed mental illness (Scheff, 1966; Spitzer & Denzin, 1968). Mental illness stems both from the individual and society. Mental illness is not merely a label applied by society (Szasz, 1960). Mental health problems stems from biological and psychological processes as well as social processes (Kellam et al., 1975). Social adaptational status relates to Parsons' role performance theory, which states that mental

illness needs to be defined within the context of the social role performance of the individual. Mental health is therefore viewed as the adequacy of the individual's role function in the major social fields appropriate to his or her stage in the life cycle. This is the aspect of mental health that is termed social adaptational status (Kellam et al., 1975; Kellam, Ensminger & Simon, 1980). (p. 13)

Another characteristic of social adaptational status is the degree of stability of ratings of social adaptation from the first grade to the end of the third grade year (Kellam et al., 1975). It is hence suggested from the longitudinal studies of SAS that early experiences of success or failure in school have a continued influence on the individual.

Kellam et al. (1975) also emphasized that "grades, IQ and achievement test scores were found to be associated with, but not identical to social adaptational status ratings made by teachers" (p. 69). Therefore, an individual's grades, IQ and achievement test scores may be considered to be quasi-social adaptational status measures.

Kellam and Schiff (1967) enlisted the assistance of 57 elementary teachers from 12 Woodlawn Elementary Schools with the attempt to develop a standardized, systematic measure of SAS. Having been requested, the teachers compiled a total of 435 social tasks (or behaviors) expected of first graders. Out of this list, the following five broad scales were developed:

1. Social Contact. This scale included such social tasks as shyness, timidity, friendless, alone too much, and aloof.
2. Authority Acceptance. This scale included the social tasks of fighting too much, steals, lies, resists authority, is destructive to others or property, obstinate, disobedient, and uncooperative.
3. Maturation. This scale included such tasks as acts too young physically and/or emotionally, cries too much, has tantrums, sucks thumb, is physically poorly coordinated, urinates in class, seeks too much attention.
4. Cognitive Achievement. This scale included such social tasks as does not learn as well as he/she is able, lazy, does not come prepared to work, underachiever, and lacks effort.

5. Concentration. This scale included such tasks as fidgeting, is unable to sit still in classroom, and restless.

Besides these scales, the researchers also added one other scale labeled the Global Adaptation scale (Kellam et al., 1975). This scale was added so that teachers could rate a child's overall adaptation. On this scale, if a child was rated as maladapted on any other five social adaptation scales, they were also rated as maladaptive on the global adaptation scale. Likewise, if a child was rated as adapting on the five social scales, they were also rated as adapting on the global adaptation scale. Nevertheless, the usefulness of the scale was that it allowed the teacher to rate the perceived severity of the maladapted social task(s) of a child independent of the child's overall global adaptation. This instrument was given the title of Teacher Observation of Classroom Adaptation scale (TOCA).

Teacher Observation of Classroom Adaptation Scale (TOCA). The TOCA scale provides a four-point likert scale that ranges from a score of 0 to 3 for the assessment of social adaptation. A score of 0 is

interpreted as being within normal range of adaptive behavior. A score of 1 is interpreted as mildly maladaptive behavior. A score of 2 is interpreted as moderately maladaptive behavior. A score of 3 is interpreted as severely maladaptive behavior. On the TOCA, a lower score is indicative of better social adaptation, while a higher score is indicative of increased severity in social maladaptiveness.

The TOCA was first used by Kellam et al. (1975) in 1964 to assess all the first graders (2,010 in total) in the Woodlawn district. The findings from this initial assessment were referred to as Cohort 1, which was subsequently used as a baseline for follow-up studies. The teachers' ratings of Cohort 1 indicated that 36.3% of the children were rated as mildly maladaptating, 19.4% were rated as moderately maladaptating, and 13.6% were rated as severely maladaptating. Kellam et al. (1975) stated that "in first grade, teachers viewed 69.3 percent of the children in this population as not performing adequately the stipulated social tasks of the first grade classroom. Only 30.7 percent of Cohort 1 received teachers ratings of adapting within minimal

limits" (p. 51). The results of the research greatly concerned the Woodlawn community. It suggested and motivated a series of follow-up studies from this initial assessment.

Kellam et al. (1975) reviewed ten teachers' ratings of 282 children at a six week interval and established the test-retest reliability of the TOCA scale. Moderate reliability was found with Gamma values ranging between .78 on the Social Contact scale, to .92 on the Authority Acceptance scale. The other Gamma values were: .82 on the Maturation scale; .85 on the Cognitive Achievement scale; .83 on the Concentration scale; and .85 on the Global scale. It was also found that there was a shift towards better adaptation on the retest ratings. This, according to Kellam et al., would imply that the children actually improved over the six-week rating or that the shift represents a placebo effect of the retesting procedures. Nonetheless, the authors concluded that the test-retest reliability of the TOCA was still sufficient to warrant further studies.

The content validity of the TOCA has also been demonstrated. To formulate the TOCA, 53 teachers

from the 12 Woodlawn schools listed a total of 435 socially maladaptive behaviors among first graders. That list was then organized by two independent staff members into five different categories. The category construction yielded an agreement rate of 76.3% (Kellam et al., 1975; Kellam & Schiff, 1987).

Kellam et al. (1975) also demonstrated the construct validity of the TOCA. To determine if social adaptation was actually being measured, several characteristics of children and their school experiences were evaluated in relationship to the TOCA. The selection of these characteristics was based on empirical evidence from other investigators. Analysis of variance and Chi-square statistical methods were subsequently performed to examine if the TOCA ratings were able to distinguish between children with hypothetically favorable characteristics and children with less favorable characteristics. The results confirmed the construct validity of the TOCA. The following seven conclusions have been drawn:

1. Girls are better adapted than boys;
2. Older children (excluding repeaters) had better adaptational status than young children;
3. Children who had been to kindergarten had better adaptational status than those who had had no prior schooling;
4. Children who repeated first grade had worse adaptational status than non-repeaters;
5. Children who came to first grade from another school had worse adaptational status than children who were in the same school the previous year;
6. Children whose teacher left in the middle of the first grade subsequently had worse adaptational status than those who kept the same teacher all year; and
7. Children who changed schools during first grade had worse adaptational status than those who did not.

Previous studies on social adaptational status.

There were a variety of research studies on social adaptation prior to the Woodland studies. However, these studies frequently failed to distinguish between socially maladaptive behaviors (e.g., fighting in class or shyness), and symptoms of

psychiatric disorder (e.g., bizarre behaviors and manifest anxiety) (Kellam et al., 1975). Kellam also noted that the previous social adaptation studies did not utilize a standardized format. Consequently, the reported maladaptive behavior of children in the classroom setting ranged from between 10% to 51%.

Haggerty (1925), in his attempt to study the occurrence of early behavior symptoms, found that 51% of the 801 children selected for the study in one public elementary school exhibited undesirable behavior. A list of sixteen types of undesirable behavior was compiled from lists of problem behaviors the teachers had been requested to complete for the examiners. The undesirable behaviors included "...stealing, cheating, lying, imaginative lying, truancy, unnecessary tardiness, defiance to discipline, unpopularity with children, bullying, marked overactivity, speech difficulties, temper outbursts, masturbation actually known, masturbation suspected, obscene notes, talks or pictures and disinterest in school work" (p. 105). Among this group, the most frequently observed undesirable

behaviors were disinterest in school work, cheating, unnecessary tardiness, and lying.

Wickman (1928) studied 874 children in a Cleveland public school. In this study, Wickman categorized the 185 specific types of undesirable behaviors listed by 27 teachers into seven categories: (a) violations of general standards of morality and integrity, (b) transgressions against authority, (c) violations of general school regulations, (d) violations of classroom rules, (e) violations of school work requirements, (f) difficulties with other children, and (g) undesirable personality traits. The teachers were asked to rate the children's behaviors on two separate occasions with a two day interval. On the first rating the teachers were instructed to rate the children's behaviors separately; and on the second rating, to rate the children's total behavior. In the initial rating of separate behaviors, 6% of the children were not evidencing troublesome behavior, while 42% were rated as having insignificant to slight behavioral difficulties and 53% were rated having behavior traits that led to considerable or very serious

behavioral problems. In the second rating, it was found that 51% of the children were rated well-adjusted, with 42% having only minor behavioral problems and 7% with serious behavioral problems. The difference in the two ratings suggests that more children were rated as having severe behavioral problems when their specific behaviors were being examined than when their total behavior was taken into consideration.

MacClenathan (1934), then the principal of the Brooklyn Elementary School in San Diego, studied children's misbehavior among 625 students in her school. The teachers were requested to list the kinds of misbehavior they observed, and to note the frequencies and relative severity of these behaviors. A total of 123 (i.e., 19.68%) students were identified by the teachers as having behavior difficulties of some importance to extremely serious behavior problems. The most frequently reported problematic behaviors included: (a) inattention, (b) whispering, (c) lack of a sense of responsibility, (d) lack of perseverance, (e) lack of concentration, (f) idleness, (g) desire for attention, (h) lack of

courtesy, (i) lack of respect for authority, (j) being silly, (k) indifference, (l) nervousness, (m) aggressiveness, (n) unresponsiveness, and (o) fighting.

Rogers (1942) studied 1524 children in several Cleveland grade schools. He reported that 30% of the children in his study were found to have moderately serious problems, and 12% were considered to have serious problems. Apparently, a total of 42% of the children were viewed as maladjusted.

Ullmann (1952) studied the difference between male and female adaptation. His findings indicated that boys were more often rated as socially maladapted than their female age peers. Ullmann suspected that this was possibly related to girls' tendency to internalize their conflicts in such a way that they are not so readily observable. Another postulated suggestion was that girls tend to mature earlier than boys, and that girls have less role conflicts about sitting still and being submissive than do boys.

Andrew and Lockwood (1954) randomly selected 10% of 8500 students in the public system of Battle

Creek, Michigan, for a study on the mental health of children. Using a five-point scale, the teachers were instructed to evaluate the children on the following eleven items: (a) overall emotional adjustment, (b) social maturity, (c) tendency toward depression, (d) tendency toward aggressive behavior, (e) extroversion-introversion, (f) emotional security, (g) motor control and stability, (h) impulsiveness, (i) emotional irritability, (j) school achievement, and (k) school conduct. The results indicated that 19% of the children were considered maladjusted while the remaining 81% were rated as adequately adjusted.

Glidewell, Gliden, Damke and Kuntor (1959) studied the behavior of 830 third grade children from white families in the St. Louis County public school system. The children in this study were classified under one of four levels of adjustment: (a) well-adjusted, (b) no significant problems, (c) subclinically disturbed, and (d) clinically disturbed. The results indicated that among the children being surveyed, 20% were rated as well-adjusted; 52% were rated as having no significant

problems; 20% were rated as being subclinically disturbed; and 8% were rated as clinically disturbed. Combining the two disturbed categories, 28% of the children in this study were found to have some definite problems.

Bower (1960) studied clinically emotionally handicapped children. From the teachers' ratings, 4.4% of the children were considered to be overly aggressive or defiant most of the time; and 6.1% were overly withdrawn or timid most of the time. The overall results indicated that 87% of the clinically emotionally handicapped children were considered to be the most poorly adjusted children in the class.

Goldfarb (1963) randomly selected, for his study, 514 children from Baltimore elementary schools to be rated by their teachers. The children were rated on a five point scale. Children who were rated a 1 or 2 were considered to have only minor problems and not needing to be referred to mental health professionals. A rating of 3 was indicative of problem serious enough to possibly require referral; and ratings of 4 and 5 were considered to have problems severe enough to warrant a referral to

mental health professionals. Out of the 514 children surveyed, 227 (i.e., 44.16%) were seen by their teachers as having problems that were severe enough to warrant a referral to a mental health professional.

Kellam, Ensminger and Turner (1977) studied the relationship of social adaptational status and family structure, using first grade ratings and follow-up ratings in the third grade. They found that family type greatly influenced the child's social adaptational status and psychological well-being. For both the first and third grade ratings, children who were adapting were most likely to come from "mother/father" families and least likely to come from "mother alone" families. This study also concluded that the global scale was the most helpful scale in identifying adapting/maladapting behavior. It also indicated that first grade girls were better adjusted than their male counterparts.

Kellam, Ensminger and Simon (1980) studied the relationship between measures of mental health in first grade and teenage drug, alcohol, and cigarette use. With the ten year follow-up study, they found

that certain specific measures in first grade were correlated with adolescent substance use. The study identified three characteristics of first grades who were related to later drug use during adolescence:

1. Higher first grade Kuhlmann-Anderson Intelligence Quotient test scores or Metropolitan Readiness test scores predicted more frequent drug use for males and females. Drug and alcohol use was more frequent for males, and the antecedents for male adolescent substance use were clearer than for females.
2. Children who had been rated shy (maladaptive on the social contact scale) by the TOCA were the least likely to use drugs, whereas those who were rated aggressive (maladaptive on the authority acceptance scale) were the most likely to do so.
3. Children who were rated as adapting, or those who were maladapted on maturation, cognitive achievement or concentration, were at moderate risk of substance abuse in adolescence.

Nader, Rey and Brink (1981) studied 671 elementary school children over a two-year period. With this population, they explored how the public school system and community health care might address

the behavioral, educational, family and social problems of children. They found that 164 (i.e., 24%) of the children being studied were rated as having behavioral problems sufficient for mental health intervention. Those children who were identified as having problems were most likely to be found in lower socioeconomic groups, had lower reading achievement scores and higher rates of absenteeism, and tended to utilize health care resources more frequently.

Wojciechowska (1981) studied 60 Polish children of which 30 were from broken families and 30 from intact families. He was interested in examining whether children from broken families were more socially maladaptive than children from intact families. The results of this study indicated that the family structure from which the children came was not a reliable predictor for poor social adaption. Rather, social adaption appeared to be more related to maternal attitudes than familiy structure. Apparently, maternal focus of activity upon the child and awareness of her own values were found to affect

children's adaptation more than their family structure did.

Kellam, Brown, and Fleming (1982) studied how teenage drug, alcohol, and cigarette use was related to social adaptation status. They found three inferences from a log linear analysis:

1. Male first graders who had been found to be aggressive were one and a half times more likely to use beer, or wine, hard liquor, marijuana, and cigarettes in their adolescence compared to not-aggressive age peer males.

2. Shy but non-aggressive first graders were found to be more inhibited in the use of cigarettes and marijuana; and trends in this direction were also found for hard liquor, and beer or wine.

3. Those rated moderately/severely shy and moderately/severely aggressive in first grade indicated the most substance use in three of four categories of substance use ten years later. Cigarette and marijuana use also showed a clear relationship to the shy and aggressive ratings.

Kellam, Brown, and Fleming (1983) reviewed the inferences drawn from their above cited 1982 study

and stressed the importance of further investigation of the social adaptation measures of shyness and aggressiveness in relationship to teenage substance use, especially in populations outside of Woodlawn. They also stated their belief that shyness and aggressiveness were two different dimensions and not opposite ends of a continual spectrum. In this review, they also drew three major conclusions regarding the relationship between the age at which alcohol, cigarettes, and marijuana are first used and early social adaptation ratings:

1. Boys tended to initiate use of all substances at an earlier age than girls.
2. Substance use was initiated at an earlier age by those who as first graders performed better on the Kuhlmann-Anderson Intelligence Quotient Test and the Metropolitan Readiness Test.
3. Those girls who were rated by their teachers in first grade as being shy or having learning problems tended to initiate substance use at a later age.

Ensminger, Kellam, and Rubin (1983) examined the relationships between social adaptation measures in first grade and family antecedents of teenage

delinquency. It was found that males who were rated shy in the first grade were reportedly less delinquent in adolescence. Nonetheless, males who were rated aggressive or both aggressive and shy were reported to display more delinquent behavior. As for females, those who performed poorly on the cognitive tests were reported to have the least teenage delinquency tendency.

Kellam, Brown, Rubin, and Ensminger (1983) reported that antecedents to teenage psychiatric symptoms and substance abuse were clearly identifiable in first grade. They reported that having learning problems in first grade was the strongest predictor of psychiatric symptoms for males, whereas those who scored higher on readiness and IQ tests tended to have more substance use but fewer psychiatric symptoms.

Kellam, Stevenson, and Rubin (1983) found that first graders who were rated as shy tended to abuse chemical substances less frequently. Nevertheless, shyness in first grade was found to be associated with an increase in the degree of reported anxiety in adolescence.

Previous studies with this sample. Newenhouse (1987) studied the relationship between maternal spiritual well-being, as measured by the Spiritual Well-Being Scale (SWB), and the social adaptation of first grade children as measured by the TOCA. The definition of spiritual well-being was stated as follows: "(It is) the affirmation of life in a relationship with God, self, community and environment that nurtures and celebrates wholeness" (p. 150). Three findings were reported from his study:

1. The TOCA ratings appeared to be influenced by teacher variables;
2. Low to moderate negative correlations were found between maternal spiritual well-being scores and children's TOCA scores in Christian schools and low to moderate positive correlations in the public schools. These results suggested that children from the Christian schools were more adaptive socially when their mothers were scoring higher on the Spiritual Well-Being Scale (SWB). However, the reverse was true for children from public schools. As their mothers' SWB scores increased, their social

adaptability decreased. One of the two subscales of the SWB scale was that of Existential Well-Being (EWB), which attempts to measure an individual's sense of life direction and purpose without referring to anything specifically religious. EWB was found to be significantly correlated with better adaptive SAS scores in the Christian schools and with poorer adaptive SAS scores in the public school sample. It was, therefore, apparent that maternal sense of life satisfaction and life purpose, and not necessarily religious variables, were associated with children being rated as having better social role performance on social adaptational tasks;

3. Among several schools, a significant main effect for the sex of the child and maternal SWB was found. Mothers of male children were found to obtain moderate SWB scores while mothers of female children tended to score either high or low on the SWB.

Mishler (1987) studied the relationship between the frequency of church attendance and the social adaptation of children as measured by the TOCA. Children who attended church once a week or more with an adult family member were likely to be rated as

achieving up to their abilities. Furthermore, girls who attended church more frequently were found to be less shy, generally achieving more to their abilities and achieving higher overall adaptability.

Nonetheless, in one school sample, those children whose mothers had less than a four-year college education and who attended church more than once a week were rated as more maladaptive on the concentration scale on the TOCA.

Kidwell (1988) studied the relationship between family type and the social adaptation of first graders. A total of 113 childrearing families were involved in this study. Results suggested that children from mother/father family type were rated as being more socially adaptive than mother/alone and mother/other families. It was also found that children from Christian schools were rated as significantly more socially adaptive than children from the public schools.

Putman (1989) attempted to study if certain information concerning families could be used to accurately predict SAS among first graders, as

measured by the TOCA scale. The findings of his multi-regressional study are as follows:

1. Utilizing the total sample of 113, including both boys and girls from public and Christian schools, three predictive variables were found to be significant: (a) "How often the family attends community activities together" (ACTCOMM) accounted for 4.3% of the variance in Cognitive Achievement, (b) "How often the family did things together around the house" (ACTHOME) accounted for 7.1% of the variance in Concentration, and (c) ACTCOMM accounted for 8.1% of the variance in Global Adaptation.
2. It was found that the eighteen regression equations predicted girls' SAS better than they predicted the boys'. Twelve of the eighteen regression equations were significant predictors (among which eleven demonstrated medium to large effect sizes): (a) "How often the family attends church together" (ACTHRCH) accounted for 17.4% of the variance in Social Contact, (b) Both ACTHRCH and ACTHOME, accounting for 12.9% and 7.0% of the variance, respectively, were found to affect children's adaptation in Authority Acceptance, (c)

"How often the family assists the child in his/her homework" (ACTHMWK) and ACTCOMM, accounting for 10.3% and 9.5% of the variance, respectively, were found to affect children's ratings in Maturation, (d) ACTCOMMM accounted for 8.1% of the variance in children's Cognitive Achievement, (e) ACTHOME and ACTHMWK accounted for 38.1% and 7.4% of the variance, respectively, in children's Concentration ratings, (f) ACTCOMMM and ACTHMWK accounted for 13.2% and 10.9% of the variance, respectively, in children's Global Adaptation scores.

3. Four regression equations were found to affect the children's TOCA ratings from the public school sample: (a) ACTHMWK and "Total family income" (FAMILYINC) accounted for 18% and 14.2% of the variance, respectively, in children's Maturation ratings, (b) ACTHMWK accounted for 29.5% of the variance in Cognitive Achievement, (c) ACTCOMM accounted for 18.9% of the variance in Concentration, and (d) ACTHMWK accounted for 16.2% of the variance in Global Adaptation.

4. There were also four regression equations found to be significant among children from Christian

schools: (a) ACTHMWK accounted for 5.0% of the variance in Social Contact, (b) "How often the family goes somewhere for entertainment together" (ACTENTER) accounted for 10.9% of the variance in Authority Acceptance, (c) ACTENTER accounted for 5.2% of the variance in Concentration, (d) ACTCOMM accounted for 7.6% of the variance in Global Adaptation.

Moynihan (1988) studied 37 first graders from an Oregon public school system in 1987. He was interested in exploring how family structure and sex of children influenced the SAS of first graders. Although his results did not achieve statistical significance, he noted that none of the children from mother-alone and mother-other families received adaptive average global SAS (XGLOB) scores, while two thirds of all the children from intact families included in his study were rated as being adaptive. Boys from nonintact families appeared to be more maladaptive than girls; however, possibly due to the small sample size, this difference did not achieve statistical significance either. Moynihan (1988) nonetheless, found significant correlations between adaptive SAS and both the frequency of the child

spending time with an adult family member and the number of relatives the mother could turn to in time of trouble. Also, he found a significant correlation between adaptative SAS and the mother (or mother surrogate) having a minister or priest to turn to in time of trouble. Such findings suggested the relative importance of maternal personal support network and its significant influence on first graders' social adaptability behaviors.

Summary of Literature Review

Social adaptational status has been studied through a variety of methods. Most of these studies placed heavy emphasis on observable behaviors. There has been a particular interest in the study of maladaptive behaviors. The range of reported maladaptation in the school children populations studied extended as high as 69.3% and as low as 10%.

Longitudinal studies, following-up first graders through adolescence, indicated that it is possible to identify early social maladaptation which predicts later drug and alcohol use as well as psychiatric symptoms. It was also demonstrated that children's social adaptiveness is related to familial, maternal

influence as well as church involvement and children's gender.

Many research studies have found that children's social adaptability is significantly affected by their early childhood experiences, particularly with regards to their mothers. The present study attempts to investigate which among maternal variables have the greatest impact on the children's social adaptability behaviors. Hopefully, it may serve as a predictor for identifying those children under higher risk so that a model for possible promotion of children's social adaptational status can be established.

Synopsis and Rationale of the Study

Interest in the effects of early experiences has increased as accumulated data suggests that children who have difficulty adapting in early school years also have behavior problems in the adolescent years (Kellam et al., 1975; Kellam, Brown, & Fleming, 1983; Kellam, Ensminger, & Simon, 1980).

The literature review on the maternal variables and children's social and mental well-being strongly suggested a relationship between the two. Research

has indicated that maternal depression, attitudes, practices, behaviors, expectations, and involvement are all directly or indirectly related to children's social and emotional adaptability behaviors. Of particular interest in this study is to examine how different maternal variables interact and affect children's social adaptability behavior.

Kellam et al. (1975) developed the Life Course-Social Field Concept based on the developmental theories of Erikson, Havighurst and Neugarten. The Life Course-Social Field Concept was developed with the purpose and intention to better understand how certain social fields (such as home, school or church) affect the individual's adjustments and growth. Within the social field, the individual is expected to perform certain social tasks whereby the adequacy of his performance is evaluated by natural raters (e.g., teachers, parents, sunday school teachers). Such evaluation is termed as the individual's Social Adaptational Status.

Additional research on how different maternal variables influence children's social adaptational status may further contribute to the prevention of

mental illness, and also increase our understanding and hopefully our ability to implement primary prevention programs of mental health. As such, the goal of the present research is to explore if it is possible to discover, via multiple regression, a linear combination of maternal variables to predict the social adaptational status of first grade children.

Objectives of the Study

The objective of this research is to derive a formulation for a linear model, based on specific criteria derived from three sources: (a) Maternal employment, (b) Maternal marital status, and (c) Maternal religiosity. The research question in focus is: "Given certain information concerning maternal variables, can some or all of the variables be utilized to accurately predict social adaptation status among first graders, as measured by the Teacher Observation of Classroom Adaptation Scale?" The following steps will be carried out to achieve the objective of the present study:

1. Perform multiple linear regression on all the independent variables using stepwise regression.

2. Examine the effect of the independent variables upon each measure of social adaptational status.
3. Ascertain how well each of the variables statistically predicts social adaptation status.
4. Evaluate the practical effectiveness of the regression equation.
5. Test for violations of assumptions.

CHAPTER 2

METHODS

Larger, Multi-investigator Project

The present research was designed as an effort to replicate in part the Woodlawn Study of first-grade children in the Woodlawn area of Chicago from 1964 to 1979. The Woodlawn study enlisted the cooperation and participation of nine public schools and three parochial schools in the Woodlawn district near Chicago. The particular Woodlawn project was conducted by the Social Psychiatry Study Center, Department of Psychiatry, University of Chicago. The primary investigator was Sheppard G. Kellam, M. D. , who now serves as Chairman of the Department of Mental Hygiene in the School of Hygiene and Public Health at Johns Hopkins University. Dr. Kellam and Johns Hopkins University are presently conducting a more extensive investigation in the Baltimore Public Schools.

The present study is part of an effort to replicate in part the Woodlawn studies in a different geographical location (i.e., in the state of Oregon). The director of the large, multi-investigator project is Robert E. Buckler, M.D., M.P.H.. Previous research findings indicated that children's psychological well-being (PWB), social adaptation status (SAS), and educational achievement were largely influenced and affected by their family. It is the interest of the present study to explore the variables that contribute towards children's social adjustment and maladjustment. The Teacher Observation of Classroom Adaptation (TOCA) Scale (Kellam et al., 1975) was employed as a measuring instrument of children's SAS. Besides obtaining the children's TOCA scores, other familial and individual information about family structure, beliefs, attitudes, and values, socioeconomic and religious factors, were gathered by the investigators through mother interviews.

A total of seven schools agreed to participate in the current study. They were: (a) 1986-1987: Colton Public School, Columbia Christian Elementary

School, Portland Christian Grade School, Portland Adventist Elementary School, Tualatin Valley Junior Academy, the Hoodview Seventh Day Adventist School; and (b) 1987-1988: the West Orient Elementary School (east of Portland, Oregon). It was proposed that there be a longitudinal follow-up of the subjects over a ten-year period.

Subjects

Subjects for this project were the first grade children (with their families), who attended the participating school selected for this project, during the 1986-1988 academic school years. The seven schools included two private Christian schools, three Seventh Day Adventist schools, and two public schools. The subjects consisted of a volunteer sample of 150 families with first grade children. The focus of the investigation was on the first-grade children and their mothers or mother surrogate (a surrogate may include any adult in the household when there is no biological mother living in the household - i.e., father, step-mother, step-father, aunt, uncle, grandmother, grandfather, foster mother,

foster father). The research study sample is summarized in Table 1.

Instrumentation

Structured mother interview. A structured mother interview format was used to collect information about family and individual data. All 150 mothers (and mother surrogates) who participated in the research study were interviewed. The structured mother interview was comprised of the family and individual data questions used by Kellam et al. (1975), along with the Spiritual Well-Being Scale and Rotter Locus of Control Scale. The "Procedures" section to be mentioned later in this chapter will provide more detailed information on the interviewing process. A copy of the structured mother interview packet is found in Appendix D, including the questions and a nonidentified Spiritual Well-Being Scale and a nonidentified Rotter Locus of Control Scale.

Structured teacher interview. The primary component of the structured teacher interview involves the administration of the Teacher Observation of Classroom (TOCA) scale. The TOCA

Table 1

Schools Participated in the Studies, 1986-1987; and
1987-1988

School	Number of Families			Families		Attri-		Total	
	Families	Agreeing	Declining						
	(n)	(n) (%)	(n) (%)	(n)	(%)	(n)	(%)	(n)	(%)
1	53	37 70	16 30	2	5	35	66		
2	19	16 84	3 16	1	.06	15	79		
3	40	27 67.5	13 32.5	1	.04	26	65		
4	18	8 44	10 56	0	0	8	44		
5	19	3 16	16 84	0	0	3	16		
6	73	30 41	43 59	4	13	26	36		
7	74	40 54	34 46	3	7.5	37	50		
Total	296	161 54	135 46	11	7	150	51		

Note. School 1 = Portland Christian; School 2 = Columbia; School 3 = Portland Adventist; School 4 = Tualatin Valley Junior Academy; School 5 = Hoodview Seven Day Adventist; School 6 = Colton Public; School 7 = West Orient. School 1-6 were from the 1986-1987 study sample; school 7 was from the 1987-1988 study sample.

comprises six categories. A copy of the structured teacher interview is found in Appendix E. Five of the six scales measure specific social adaptation tasks, and the sixth scale is a global adaptation measure. The six categories are listed as follows: (a) Social Contact, (b) Authority Acceptance, (c) Maturation, (d) Cognitive Achievement, (e) Concentration, and (f) Global Adaptation. Each of the categories has ratings ranging from 0 to 3: 0 indicates adaptive behavior within minimal limits; 1 indicates mildly maladaptive behavior; 2 indicates moderately maladaptive behavior; 3 indicates severely maladaptive behavior. Therefore, a high SAS rating on the TOCA corresponds with social maladaptiveness, while a low SAS rating implies social adaptativeness.

Kellam et al. (1975) obtained test-retest reliability results from ten teachers who rated 282 Cohort I children six weeks after the initial "nine week" TOCA ratings. When the early and retest ratings were considered, the results demonstrated moderate reliability, having Gamma values ranging between .76 to .92.

Content validity is concerned with whether the instrument adequately represents and measures the behavior or content in view. The TOCA demonstrated content validity (Kellam et al., 1975; Kellam & Schiff, 1967). All the 57 first grade teachers from the Woodlawn schools were requested to submit lists of maladaptive behaviors first graders commonly display in the classroom. Fifty-three responded to the request and compiled a list of 435 maladaptive behaviors. With the help of two staff members from the Woodlawn mental health center, these maladaptive behaviors were subsequently organized into five categories. Both of the staff members were not involved with the project and worked independently. Their agreement rate was 76.3%.

The approximation of criterion-related validity of the TOCA was provided by Kellam et al. (1975) through the comparison of TOCA measures with intelligence test scores, achievement test scores, and grades (included conduct). These measures are more objective and useful since they are based on the children's performance. The TOCA scale was found to be moderately correlated to both the IQ scores and

grades; while a little weaker, although significant, relationship was found between the TOCA and achievement scores. It was, therefore, concluded that IQ scores, achievement scores and grades can be used as quasi-social adaptational status measures.

Construct validity is interested in assessing if the TOCA actually measures social adaptational status. Kellam et al. (1975) examined the construct validity by selecting several characteristics of children and their school experiences that should relate to TOCA if it actually measures social adaptational status. Using statistical analytical methods, including analysis of variance and chi-square tests, the following results were found:

- 1) Girls were better adapted than boys. 2) Older children (excluding repeaters) had better adaptational status than younger children. 3) Children who had been to kindergarten had better adaptational status than those who had had no prior schooling. 4) Children who repeated first grade had worse adaptational status than non-repeaters. 5) Children who came to first grade from another school had worse adaptational

status than children who were in the same school in the previous year. 6) Children whose teachers left in the middle of first grade subsequently had worse adaptational status than those who kept the same teacher all year. 7) Children who changed schools during first grade had worse adaptational status than those who did not. (p. 43)

Procedure

The administrators of the schools were initially contacted through telephone calls to encourage participation. Following the verbal description of the purpose of the study on the telephone, written research proposals were mailed to the administrators. A copy of this research proposal is found in Appendix F. A subsequent meeting with each of the individual school administrators was arranged to discuss the research proposal and to emphasize the importance of the cooperation of the school and teachers. After the approval by the administrators was granted, the first grade teachers were contacted to discuss the project, during which the teachers' questions were answered.

After securing the cooperation of the schools, the project was explained to parents either through a parent orientation meeting or through the telephone. The parents were given the opportunity to ask questions regarding the research project and the importance of their participation in the study was emphasized. A follow-up letter (Appendix G) was sent home with the first graders. The letter basically explained the purpose of the study again, and enclosed with it an endorsement from the child's school. A copy of the consent form which accompanied this letter is found in Appendix C.

Each of the participating schools provided the researchers with an official class roster, which included the names of the first graders and their parents' names, addresses, and telephone numbers. All of the researchers were enrolled as graduate students in the Doctor of Psychology program at Western Conservative Baptist Seminary in Portland, Oregon. About one to two weeks after the letter and consent form were sent home, researchers began contacting those families that had not returned the form to inquire regarding their decision. Once all

families had been contacted, the mothers in those families consenting to participate (either by written or verbal consent) were contacted to schedule the structured mother interview at the location of their choice (i.e., home, work, or school).

At the time of the structured mother interview, written consent to participate in the study was obtained from those mothers who had previously consented verbally when contacted by one of the researchers through the telephone. The main purpose for the structured mother interview was to obtain familial and personal data from the mothers (or the mother surrogates). The entire interview was approximately thirty minutes in length. The structured mother interview was conducted in the standardized format of General Interviewing Techniques (Guenzel, Berckmans, & Cannell, 1983) and all of the researchers completed the training program set forth in Guenzel et al. (1983).

Structured teacher interviews were scheduled with every first-grade teacher; and the outlined procedures as described in the Woodlawn study (Kellam et al., 1975) were followed except for the use of

substitute teachers to cover the classrooms.

Substitute teachers were not needed because the interviews were conducted outside of classroom time to avoid interference with regular teaching time.

The initial 5 to 10 minutes of the interview with the teachers involved the discussion focusing on the importance of the teacher's views of the students.

The teacher was given opportunity to raise questions regarding the study and was subsequently handed a copy of the TOCA scale to read and refer to during the interview. Then the teacher proceeded to rate each participating student from his/her class separately on the five scales of social adaptation and on the global scale. At the same time, the researchers recorded the teacher's responses. The structured teacher interview was terminated after a 5 to 10 minute discussion of how the teacher felt about rating the children. The first teacher ratings took place at the ninth week of classes, and it was followed by another at the end of the fifteenth week. This was designed to examine the test-retest reliability in the research project. Due to the smaller sample size, the structured teacher interview

in this study took relatively less time than the Woodlawn study.

Research Design

The central purpose of this study was to develop a set of specific, frequently associating variables which in linear combination would adequately predict the social adaptativeness of first grade children's behaviors. According to Kachigan (1982), the statistical technique that is considered most appropriate for accomplishing this purpose is multiple linear regression. The data was analyzed through the Statistical Package for the Social Science (SPSS) which was developed by Nie, Hull, Jenkins, Steinbrenner, and Bent (1975).

Multiple linear regression. The central purpose of this research study was to identify a set of specific, frequently associated variables which in linear combination would adequately predict the social adaptational status of first grade children. Kachigan (1982) suggested that the most appropriate statistical technique to establish this purpose is multiple linear regression. The identification of such a predictive model would provide the mental

health field with a number of specific variables that would have significant impact on the study of children's social adaptation. The following explanation of the utility of regression analysis is included since it would be the statistical technique of choice for the present study.

Regression has been defined as a statistical technique to analyze the relationship among variables. It has been widely used because it provides an effective tool for establishing relationships between a dependent variable (Y) and a set of independent variables ($X_1 \dots X_k$). Regression is distinguished from other statistical techniques by the fact that the goal is to express the dependent or response variable as a function of the independent or predictor variables (Gunst & Mason, 1980). After the relationship has been derived, it can be used to predict the values of the response variable, determine which variable(s) will most effect the response variable, or verify causal models hypothesized about the relationship.

The formula for the multiple regression equation is $Y' = a + b_1 x_1 + b_2 x_2 \dots + b_k x_k$. In this formula,

\hat{Y} is the predicted score of the dependent variable, x is the score of the independent variables, " a " is the intercept constant, and " b " the regression coefficient. The goal of the equation is to find the optimum prediction of the dependent or criterion variable.

Lewis-Beck (1980) outlined four assumptions which underlies the use of multiple linear regression: (a) There is no specification error. The relationship between X and Y is in fact linear. This would mean that there are no relevant independent variables excluded nor irrelevant independent variables included; (b) The error term conforms to certain conventions. The expected value for each observation of the error term is zero (zero mean). The variance of the error term is constant for all values of X (homoscedasticity), the error terms are uncorrelated (no autocorrelation), the independent variable(s) are uncorrelated with the error term, and the error term is normally distributed; (c) No measurement error. The dependent and independent variables are accurately measured; (d) Multicollinearity is absent. None of

the predictor variables are perfectly correlated with another predictor variable or linear combination of other independent variables. In addition to these assumptions, regression also has the assumptions of (a) continuous interval data, (b) simple random sampling, and (c) an absence of non-sampling errors (Babbie, 1973).

It is important in using multiple linear regression to determine the appropriate subset of predictor variables. Generally the researcher has a pool of independent variables which ideally include all the influential factors, but the final subset of variables that should be used in the model needs to be determined. It has been suggested by Montgomery and Peck (1982) that there are two conflicting goals in building a regression model that includes only a subset of available predictor variables: (a) To include as few predictors as possible, because the variance of the predicted \hat{Y} increases as the number of variables increases, and (b) to include as many variables as possible so that the "information content" in these factors can influence the predicted value of \hat{Y} . The goal is to find a model that is a

compromise between these two goals and is called selecting the best regression equation.

The selection technique utilized in this study was that of stepwise regression. Stepwise regression is actually a family of procedures that is designed to select from a group of predictor variables the one variable at each stage or step in building the equation which makes the largest contribution to the multiple correlation.

Since the regression models are frequently inappropriately used, caution in utilizing the technique should be warranted. Gunst and Mason (1980) listed three common abuses that can be traced to the inherent limitations of the data base. The first error is that of extrapolation, the error of predicting responses for values of predictor variables that are unrepresentative of the data base. The second error is related to generalization, the inference from a sample to a population or from one population to another when the two populations do not possess the same characteristics. The final error is that of causation. This is the mistake of ascribing a cause and effect relationship between the predictor

and response variables based solely on the results of a regression analysis.

Number and type of regression. Before commencing the data analysis, the number and type of multiple regressions to be examined in the study must first be determined. Of particular consideration were the following three questions: (a) Is it necessary to perform separate analysis for male and female? (b) Is it more appropriate to utilize both the 9th week TOCA ratings and the 15th week TOCA rating or to combine the two ratings (i.e., using the average rating of the two ratings)? (c) Is it necessary to separate the schools between public and private Christian-oriented schools.

In reference to the first question, two previous studies utilizing the 1986-1987 sample data had been able to identify differences in TOCA ratings based on gender. As mentioned above, both Newenhouse (1987) and Mishler (1987) found statistically significant main effects for the sex of the child. Newenhouse found that the mothers of females scored both below and above the mothers of males on the Spiritual Well-Being (SWB) scale in some schools.

Mishler found that females who attended church were rated as more adaptive on the social contact scale (SC), the cognitive achievement scale (CA), and on the global adaptation scale (GLOB).

Since the earlier findings had identified the importance of gender, it was decided that gender would not be merely an independent variable but to perform separate step-wise regression not only for the combined sample, but also for males and females separately.

Using t -tests, Mishler (1987) explored the second question of whether to utilize each rating (at the 9th and 15th weeks) or to combine them into one rating. Appendix H indicates the results of these paired-sample t -tests. Significant differences were found for the entire sample between CON1 (Concentration Scale, 9th week rating) and CON2 (Concentration Scale, 15th week rating): $t(110) = -2.30$, $p = .023$. The first graders in the Colton Public School were generally rated as being better adapted socially at the second (15th week) rating than at the original 9th week rating. Significant differences were also found between MAT1 (Maturation

Scale, 9th week rating) and MAT2 (Maturation Scale, 15th week rating): $t(20) = 3.08$, $p = .005$; CA1 (Cognitive Achievement Scale, 9th week rating) and CA2 (Cognitive Achievement Scale, 15th week): $t(260) = 4.19$, $p = .000$; and GLOB1 (Global Adaptation Scale, 9th week rating) and GLOB2 (Global Adaptation Scale, 15th week rating): $t(26) = 3.43$, $p = .002$. In the Portland Christian Grade School sample, children were rated as being more socially maladapted on the 15th week than on the 9th week. Statistically significant differences were found between MAT1 and MAT2: $t(35) = -2.45$, $p = .019$; and between CA1 and CA2: $t(35) = -3.17$, $p = .003$. Although the children were rated slightly more socially maladapted on the 15th week ratings in the Columbia school sample, the differences were not statistically significant. In the Seventh Day Adventist schools sample, children were rated as being more socially maladaptive on the 15th week ratings. There were significant differences found between MAT1 and MAT2: $t(34) = -2.07$, $p = .046$; between CON1 and CON2: $t(34) = -3.02$, $p = .006$; and between GLOB1 and GLOB2: $t(34) = -2.15$, $p = .039$. Due to the differences found in the two

ratings, it was decided for the purpose of data analysis that the average score of the first and second ratings be used. By using the average score, it allows consideration of the changes between the first and second ratings that would not be possible if only either of the rating were used exclusive of the other. This is also in keeping with Mishler (1987) and Newenhouse (1987) in their studies using the same research sample.

The third question is concerned if the sample data from the public and private Christian-oriented schools should be separately analyzed. Again, Newenhouse (1987) found significant differences between the public and the private Christian-oriented schools sample. He reported that the maternal Existential Well-Being (EWB), one of the two dimensions of maternal SWB, was most clearly correlated with children's social adaptational status (SAS) from different schools. Apparently, the maternal EWB correlated with better children's SAS in most of the private Christian-oriented schools and with poorer children's SAS ratings in the public school. Prompted by this finding, it was determined

that a third set of regression analyses separating the public from the private Christian-oriented schools be done.

Consequently, a total of nine sets of multiple regressions were performed in this study. Three sets of regressions (i.e., one for male and female combined; one for female alone; and one for male alone) would be performed in all of the three school types (i.e., the total sample of both public and private Christian-oriented schools; the public school alone; and the private Christian-oriented schools alone).

Data analyses. The SPSS subprogram of regression was employed to perform the stepwise selection procedure. The purpose was to determine the best linear combination of the six predictor variables, with the TOCA scale scores as the criteria.

Draper and Smith (1981) suggested that the best option of variable selection is the stepwise selection method. The reason being that it is more economical for the computer and it "avoids working

with more x 's than are necessary while improving the equation at every stage" (p. 310).

The default entry and removal criteria in the SPSS were used in the stepwise regression analysis:

1. Minimum F -to-enter (F_{IN}) was set at 3.84.
2. Minimum F -to-remove (F_{OUT}) was set at 2.71.
3. The minimum tolerance level was set at 0.01.

In the stepwise selection procedure, there are no set rules for entry and removal requirements (Draper & Smith, 1981; Montgomery & Peck, 1982). However, it was recommended that the removal level of significance not be smaller than the entry level of significance, in order that the predictors just admitted not be rejected (Draper & Smith, 1981). As there is no clear justification for removal settings and specific entry, the default criterions of the SPSS were used.

The level of significance was set at .05. This is a standard level of significance for many statistical methods. Also, Lewis-Beck (1980) stated that when theory and previous research indicate that the researcher's independent variables should impact

the dependent variables, the .05 level should be used.

Based on the procedures suggested by Kachigan (1982), the following statistics for the predictive equation were generated. First, the Multiple R was generated. This is the correlation between the weighted sums of the predictor variables and also the criterion variable. Second, the Multiple R Square was generated. This shows the proportion of the variance of the criterion variable is accounted for by all the predictor variables combined. Third, Adjusted R Square was generated. This is a downward adjustment to account for the possible over-inflation of R Square due to sampling error. Fourth, the Standard Error of Estimate was generated. This is the standard deviation of the predictor variable values about the criterion value. Fifth, the analysis of variance was generated. This is a test of the significance of the predictive equation through an analysis of the proportion of the criterion's variance attributed to the regression and to error related resources. The probability level of the resulting F statistic determines whether or not

the equation is significant (Norusis, 1986). Sixth, the Beta Weights or Coefficients were generated. These are the standardized z score forms of the predictor variables in the regression equation which are used to assess the relative importance of the individual predictor variables (Kachigan, 1982).

All of the three independent variables were treated as continuous data in the statistical analysis. A correlation matrix including all the three predictor variables and the children's TOCA scale score criteria was developed for the purpose of checking the size of inter-correlations among the predictor variables. This is because, when two or more predictor variables are highly correlated with each other, a condition known as multicollinearity occurs and the Beta coefficients are less reliable (Kachigan, 1982).

The next important procedure of the data analysis was the testing of the regression model assumptions. This was done through an examination of the final matrix, and the residuals. Residuals are the differences of what actually is observed and what is predicted by the regression equation (Draper &

Smith, 1981). By checking the regression equation, residual analysis can assist in the explanation of why the regression equation is not significant and prevent the mis-application of an equation which appeared to be significant. The basic residual statistics used in this study were a histogram of the standardized residuals, a normal probability plot of the standardized residuals against the expected residuals, the summary table of the residuals, and a listing of outliers in the casewise plot of standardized residuals (Norusis, 1984).

Summary

This chapter described the methods used in collecting and statistically analyzing the research data. The sample consists of 150 volunteer families and their first-grade children. The three predicting independent variables were maternal employment, marital status and religiosity; the dependent variables in this study were the scores on the TOCA scales.

The SPSS subprogram regression was utilized to perform a stepwise selection procedure to determine the best linear combination of the three predictor

variables for the criteria of the TOCA scores. A total of nine sets of stepwise multiple regressions were determined to be necessary to perform the task. Three sets of regressions (i.e., one for male and female combined; one for female alone; and one for male alone) would be performed in all of the three school types (i.e., the total sample of both public and private Christian-oriented schools; the public school alone; and the private Christian-oriented schools alone). The last procedure in the statistical analysis was to do the testing of the regression model assumptions.

CHAPTER 3

RESULTS

The purpose of this investigation was to examine if certain maternal variables could be used to accurately predict social adaptational status among first graders as measured by the Teacher Observation of Classroom Adaptation Scale (TOCA). Results of the statistical analyses used to answer these questions are presented in three sections: (a) Sample Characteristics, (b) Regression Analysis Results, and (c) Tests of Regression Assumptions.

Sample Characteristics

This section reviews the descriptive statistics for selected demographic variables and both the independent maternal variables and the dependent social adaptation variables. A complete set of descriptive statistics is found in Appendix H.

Social adaptation variables. The TOCA was administered at the 9th and 15th weeks. The results

of the TOCA ratings for the entire sample are described in Table 2.

Table 2

Teacher Observation of Classroom Adaptation (TOCA).
First and Second Rating

Variable	Mean	Std Dev	Min.	Max.	No.
SC	.42	.58	.00	3.00	147
AA	.37	.68	.00	3.00	147
MAT	.49	.67	.00	3.00	147
CA	.35	.57	.00	3.00	147
CON	.41	.63	.00	3.00	147
GLOB	.74	.66	.00	3.00	147

Note. Std Dev = Standard Deviation; Min. = Minimum; Max. = Maximum; No. = Number; SC = Social Contact; AA = Authority Acceptance; MAT = Maturation; CA = Cognitive Achievement; CON = Concentration; GLOB = Global Adaptation.

The mean score for the averaged Social Contact scale (SC) was .42 with a range of 0 to 3.00. A zero indicates adaptation within minimal limits and

comprised 54.7% of the sample, while 43.3% of the children received scores designating maladaptation. The mean Authority Acceptance scale (AA) was .37 with 66.7% of the children being rated as within minimal limits of acceptable behavior, and 31.2% receiving ratings of maladaptation from .5 to 3.0. The mean score for the averaged Maturity scale (MAT) was .49 with 52.7% of the children being rated as within minimal limits of acceptable behavior, and 45.3% were rated as maladaptive. The mean score for the averaged Cognitive Achievement scale (CA) was .35 with 62.0% of the children being rated within minimal limits of acceptable behavior, and 36.0% rated as maladaptive. The mean score for the averaged Concentration scale (CON) was .41 with 59.3% of the children rated as within minimal limits of acceptable behavior, and 38.6% rated as maladaptive. The mean score for the averaged Global Adaptation scale (GLOB) was .74 with 28.7% rated as adapting and 69.5% of the children rated as maladapted. The results of the averaged TOCA ratings for the nine analysis groups (private Christian and public school for males,

females, and the combined male/female group) are described in Appendix I.

Independent and demographic variables. The children in this sample ranged from 6 to 8 years of age and the average age was 6.31, with a standard deviation of .48. The mean score for total family income was 31.16, with a standard deviation of 12.37. The scores ranged from 2 (\$1,000 to \$1,999) to 52 (over \$51,000), for a total range of 50. The scale for respondent's importance of religion (IMPTRELR) had a mean of 5.4, with a standard deviation of 1.05. A score of 1 indicates that religion has no importance and a score of 6 designates that religion is extremely important and is central to the respondent's life. Over two-thirds of the mother's in this sample were employed, 69.3% reported maternal employment and 30.0% reported that they were not employed (.7% of the responses were missing). A large majority of the mothers in this sample reported being married; 88.7% reported 'married' status, while .7% reported they were separated from their spouse. About nine percent (9.3%) of the mother's reported a marital status of 'divorced'. Five of the mothers

reported that they had never been married. The descriptive statistics for the independent and demographic variables for the nine analysis groups (private Christian and public school for males, females, and the combined male/female group) are described in Appendix J.

Regression Results

Nine sets of stepwise multiple regressions were performed to determine what combination of the three predictor variables accounted for the most variance in each of the six criterion variables of the Teacher Observation of Classroom Adaptation scale (TOCA): (a) SC = Social Contact scale average score, (b) AA = Authority Acceptance average scale score, (c) MAT = Maturation average scale score, (d) CA = Cognitive Achievement average scale score, (e) CON = Concentration average scale score, and (f) GLOB = Global Adaptation average scale score. The following results were obtained.

Combined sample, males and females. In the combined school sample with both males and females, four of the six stepwise regression analyses were statistically significant.

Using Authority Acceptance (AA) as the criterion, one of the three predictors, respondent's marital status (RESPOMS), was selected. The resulting regression equation was $Y' = .01 + .29$ (RESPOMS). The regression equation had an overall F of 15.086, which was significant at $p = .0002$. This meant that there was a significant positive correlation between maternal marital status and the first graders' acceptance of authority. As the marital status of mothers progressed from being married to separated and/or divorced, the first graders were found to become increasingly maladaptive in their ability to accept authority. The stepwise regression results and accompanying analysis of variance summary are shown in Table 3. This predictor accounted for 9.5% of the variance in AA.

Cohen (1983) ranks R squared ranges into 3 groups: low, medium, and high effect sizes. A "Low" effect accounts for less than 10% of the variance in the criterion variable. R squared values from 10% to 24% are classified as "Medium" effects and R squared values of 25% and over are classified as "Large"

effect size. Using this classification scheme, the effect size for the predictor equation was low.

Using the Maturation Scale (MAT) as the criterion, two of the three predictors were selected: RESPOMS (marital status of respondent) and RESPOEMP (employment status of respondent). The resulting regression equation was $Y' = -.107 + .229 (\text{RESPOMS}) + .240 (\text{RESPOEMP})$. The regression equation had an overall F of 5.234, which was significant at $p = .0064$. This meant that there was a significantly positive correlation between both the maternal marital status and the maternal employment status, and the social maturation among first graders. This result suggests that if first graders' mothers were divorced and unemployed, the first graders were more likely to be found more socially immature than their age-peer. The stepwise regression results and accompanying analysis of variance summary are shown in Table 4. These two predictors accounted for 6.8% of the variance in MAT. In step 1, the predictor RESPOMS accounted for 4.3% of the variance in MAT. Including the additional predictor variable RESPOEMP, the incremental increase in R squared using both

Table 3

Stepwise Regression of the Combined Sample, both Male and Female, with Authority Acceptance (AA) as Criterion and Marital Status of Respondent (RESPOMS) as Predictor

Step	Variable	Multiple R	R Square	Beta	F	Sig.
1	RESPOMS	.308	.095	.308	15.086	.0002
Multiple R		=	.308			
R Square		=	.095			
Adjusted R ²		=	.089			
Standard Error		=	.651			

Analysis of Variance

	Degrees of Freedom	Sum of Squares	Mean Square
Regression	1	6.392	6.392
Residual	144	61.014	.424
F	=	15.086	
Sig.F	=	.0002	

(table continues)

Table 3 -- Continued

Variables in the Equation					
Variable	B	SE B	Beta	T	Sig. T
RESPOMS	.295	.076	.308	3.894	.0002
(Constant)	.012	.108		.110	.9126

Variables not in the Equation					
Variable	Beta In	Partial	Min Toler	T	Sig. T
RESPOEMP	-.011	-.012	.956	-.139	.8896
IMPTRELRL	-.053	-.056	.999	-.670	.5037

Note. RESPOMS = marital status of respondent;

RESPOEMP = employment status of respondent; IMPTRELRL

= importance of religion of respondent.

Table 4

Stepwise Regression of the Combined Sample, both Male and Female, with Maturation (MAT) as Criterion and Marital Status of Respondent (RESPOMS) and Employment Status of Respondent (RESPOEMP) as Predictors

Step	Variable	Multiple R	R Square	Beta	F	Sig.
1	RESPOMS	.207	.043	.207	6.427	.0123
2	RESPOEMP	.261	.068	.163	5.234	.0064
Multiple R		=	.261			
R Square		=	.068			
Adjusted R Square		=	.055			
Standard Error		=	.658			

Analysis of Variance

	Degrees of Freedom	Sum of Squares	Mean Square
Regression	2	4.534	2.267
Residual	143	61.938	.433
F	=	5.234	
Sig. F	=	.0064	

(table continues)

Table 4 -- Continued

Variables in the Equation					
Variable	B	SE B	Beta	<u>T</u>	Sig. <u>T</u>
RESPOMS	.229	.078	.241	2.918	.0041
RESPOEMP	.240	.121	.163	1.978	.0499
(Constant)	-.107	.209		-.512	.6093

Variables not in the Equation					
Variable	Beta In	Partial	Min Toler	<u>T</u>	Sig. <u>T</u>
IMPTRELRL	-.018	-.018	.907	-.213	.8318

Note. RESPOMS = marital status of respondent;

RESPOEMP = employment status of respondent;

IMPTRELRL = importance of religion of respondent.

predictor variables accounted for an additional 2.5% of the variance in MAT. Both predictor variables had a low effect size.

Using Concentration (CON) as the criterion, one of the three predictors, respondent's marital status (RESPOMS), was selected. The resulting regression equation was $Y' = .39(\text{RESPOMS})$. The regression equation had an overall F of 25.65, which was significant at .0000. This suggests that there is a statistically significant correlation between maternal marital status and the concentration ability among first graders. First graders whose mothers were divorced were found to have more difficulty concentrating than those whose mothers were married. The stepwise regression results and accompanying analysis of variance summary are shown in Table 5. This predictor accounted for 15% of the Variance in CON.

Using Global Adaptation (GLOB) as the criterion, one of the three predictors, respondent's marital status (RESPOMS), was selected. The resulting regression equation was $Y' = .35 + .39(\text{RESPOMS})$. The regression equation had an overall F of 18.90, which

was significant at .0000. This meant that there was a significantly positive correlation between the maternal marital status and the global social maladaptiveness of the first graders. First graders whose mothers were divorced were found to be more globally maladaptive than those whose mothers remained married. The stepwise regression results and accompanying analysis of variance summary are shown in Table 6. This predictor accounted for 11.6% of the Variance in GLOB.

Combined sample, males only. In the combined school sample with males only, two out of six stepwise regression analyses were statistically significant.

Using Authority Acceptance (AA) as the criterion, one of the three predictors, respondent's marital status (RESPOMS), was selected. The resulting regression equation was $Y' = .06 + .33$ (RESPOMS). The regression equation had an overall F of 7.45, which was significant at .0079. This meant that there was a statistically significant positive correlation between maternal marital status and the ability to accept authority among all the first-grade

Table 5

Stepwise Regression of the Combined Sample. Both Male and Female, with Concentration (CON) as Criterion and Marital Status of Respondent (RESPOMS) as Predictor

Step	Variable	Multiple R	R Square	Beta	F	Sig.
1	RESPOMS	.389	.151	.389	25.652	.0000
Multiple R		=	.389			
R Square		=	.151			
Adjusted R Square		=	.145			
Standard Error		=	.583			

Analysis of Variance

	Degrees of Freedom	Sum of Squares	Mean Square
Regression	1	8.721	8.721
Residual	144	48.959	.340
F	=	25.651	
Sig. F	=	.0000	

(table continues)

Table 5 -- Continued

Variables in the Equation					
Variable	B	SE B	Beta	T	Sig. T
RESPOMS	.344	.068	.389	5.065	.0000
(Constant)	-7.823E-03	.096		-.081	.9354

Variables not in the Equation					
Variable	Beta In	Partial	Min Toler	T	Sig. T
RESPOEMP	.042	.045	.956	.534	.594
IMPTRELRL	.109	.119	1.000	1.430	.155

Note. RESPOMS = marital status of respondent;

RESPOEMP = employment status of respondent; IMPTRELRL

= importance of religion of respondent.

Table 6

Stepwise Regression of the Combined Sample, both Male and Female, with Global Adaptation (GLOB) as Criterion and Marital Status of Respondent (RESPOMS) as Predictor

Step	Variable	Multiple R	R Square	Beta	F	Sig.
1	RESPOMS	.341	.116	.341	18.898	.0000
Multiple R		=	.341			
R Square		=	.116			
Adjusted R Square		=	.110			
Standard Error		=	.622			

Analysis of Variance

	Degrees of Freedom	Sum of Squares	Mean Square
Regression	1	7.320	7.320
Residual	144	55.777	.387
F	=	18.898	
Sig. F	=	.0000	

(table continues)

Table 6 -- Continued

Variables in the Equation					
Variable	B	SE B	Beta	T	Sig. T
RESPOMS	.316	.073	.341	4.347	.0000
(Constant)	.349	.103		3.399	.0009

Variables not in the Equation					
Variable	Beta In	Partial	Min Toler	T	Sig. T
RESPOEMP	.029	.031	.956	.367	.7145
IMPTRELRL	.010	.011	1.000	.131	.8958

Note. RESPOMS = marital status of respondent;
 RESPOEMP = employment status of respondent; IMPTRELRL =
 importance of religion of respondent.

boys. First-grade boys whose mothers were divorced were found to have more difficulty accepting authority than those whose mothers remained married. The stepwise regression results and accompanying analysis of variance summary are shown in Table 7. This predictor accounted for 9.0% of the Variance in AA.

Using Global Adaptation (GLOB) as the criterion, one of the three predictors, respondent's marital status (RESPOMS), was selected. The resulting regression equation was $Y' = .39 + .30 (\text{RESPOMS})$. The regression equation had an overall F of 7.60, which was significant at .0073. This meant that there was a statistically significant positive correlation between maternal marital status and global social adaptation among first-grade boys. First-grade boys whose mothers were divorced were found to be more globally maladaptive socially than those boys whose mothers remained married. The stepwise regression results and accompanying analysis of variance summary are shown in Table 8. This predictor accounted for 9.2% of the Variance in GLOB.

Table 7

Stepwise Regression of the Combined Sample, Males only, with Authority Acceptance (AA) as Criterion and Marital Status of Respondent (RESPOMS) as Predictor

Step	Variable	Multiple R	R Square	Beta	F	Sig.
1	RESPOMS	.301	.090	.301	7.453	.0079
Multiple R		=	.301			
R Square		=	.090			
Adjusted R Square		=	.078			
Standard Error		=	.702			

Analysis of Variance

	Degrees of Freedom	Sum of Squares	Mean Square
Regression	1	3.669	3.669
Residual	75	36.922	.492
F =	7.453		
Sig. F =	.0079		

(table continues)

Table 7 -- Continued

Variables in the Equation					
Variable	B	SE B	Beta	<u>T</u>	Sig. <u>T</u>
RESPOMS	.328	.120	.301	2.730	.0079
(Constant)	.063	.164		.380	.7048
Variables not in the Equation					
Variable	Beta In	Partial	Min Toler	<u>T</u>	Sig. <u>T</u>
RESPOEMP	-1.842E-03	-.002	.954	-.016	.9871
IMPTRELRL	.065	.068	.995	.590	.5568

Note. RESPOMS = marital status of respondent;

RESPOEMP = employment status of respondent; IMPTRELRL

= importance of religion of respondent.

Combined sample, females only. In the combined school sample with females only, three of the six stepwise regression analyses were statistically significant.

Using the Authority Acceptance (AA) as the criterion, two of the three predictors were selected: RESPOMS (Marital Status of Respondent) and IMPTRELR (Importance of Religion of Respondent). The resulting regression equation was $Y' = .70 + .270$ (RESPOMS) + $(-.143)$ (IMPTRELR). The regression equation had an overall F of 7.029, which was significant at $p = .0017$. This meant that there was a statistically significant positive correlation between maternal marital status and the first-grade girls' ability to accept authority, but a negative correlation between maternal religiosity and the first-grade girls' authority acceptance. In other words, the first-grade girls whose mothers were divorced and non-religious, were found to have more difficulty accepting authority than the first-grade girls whose mothers remained married and were religious. The stepwise regression results and

Table 8

Stepwise Regression of the Combined Sample, Males only, with Global Adaptation (GLOB) as Criterion and Marital Status of Respondent (RESPOMS) as Predictor

Step	Variable	Multiple R	R Square	Beta	F	Sig.
1	RESPOMS	.303	.092	.303	7.604	.0073
Multiple R		=	.303			
R Square		=	.092			
Adjusted R Square		=	.080			
Standard Error		=	.640			

Analysis of Variance

	Degrees of Freedom	Sum of Squares	Mean Square
Regression	1	3.112	3.112
Residual	75	30.699	.409
F	=	7.604	
Sig. F	=	.0073	

(table continues)

Table 8 -- Continued

Variables in the Equation					
Variable	B	SE B	Beta	<u>T</u>	Sig. <u>T</u>
RESPOMS	.302	.110	.303	2.757	.0073
(Constant)	.386	.150		2.573	.0120

Variables not in the Equation					
Variable	Beta In	Partial	Min Toler	<u>T</u>	Sig. <u>T</u>
RESPOEMP	.105	.107	.954	.927	.3570
IMPTRELRL	.195	.204	.995	1.794	.0769

Note. RESPOMS = marital status of respondent;
 RESPOEMP = employment status of respondent; IMPTRELRL
 = importance of religion of respondent.

accompanying analysis of variance summary are shown in Table 9. These two predictors accounted for 17.6% of the variance in AA. In step 1, the predictor RESPOMS (Respondent's Marital Status) accounted for 11.8% of the variance in AA. Including the additional predictor variable IMPTRELR (Importance of Religion of Respondent), the incremental increase in R squared using both predictor variables accounted for an additional 5.8% of the variance in AA. The predictor variable RESPOMS had a medium effect size while the predictor variable IMPTRELR had a low effect size.

Using Concentration Scale (CON) as the criterion, one of the three predictors, respondent's marital status (RESPOMS), was selected. The resulting regression equation was $Y' = -.32 + .51$ (RESPOMS). The regression equation had an overall F of 42.90, which was significant at .0000. This meant that there was a statistically significant positive correlation between the maternal marital status and the concentration ability among the first-grade girls. The concentration ability among first-grade girls whose mothers were divorced was significantly

Table 9

Stepwise Regression of the Combined Sample, Females only, with Authority Acceptance (AA) as Criterion and Marital Status of Respondent (RESPOMS) and Importance of Religion of Respondent (IMPTRELRL) as Predictors

Step	Variable	Multiple R	R Square	Beta	F	Sig.
1	RESPOMS	.343	.118	.343	8.940	.0039
2	IMPTRELRL	.419	.176	-.241	7.029	.0017
Multiple R		=	.419			
R Square		=	.176			
Adjusted R Square		=	.151			
Standard Error		=	.567			

Analysis of Variance

	Degrees of Freedom	Sum of Squares	Mean Square
Regression	2	4.520	2.260
Residual	66	21.219	.322
F =	7.029		
Sig. F =	.0017		

(table continues)

Table 9 -- Continued

Variables in the Equation					
Variable	B	SE B	Beta	T	Sig. T
RESPOMS	.270	.091	.334	2.988	.0039
IMPTREL	-.143	.066	-.241	-2.153	.0350
(Constant)	.702	.382		1.841	.0701
Variables not in the Equation					
Variable	Beta In	Partial	Min Toler	T	Sig. T
RESPOEMP	-.012	-.013	.921	-.103	.9184

Note. RESPOMS = marital status of respondent;
 RESPOEMP = employment status of respondent;
 IMPTREL = importance of religion of respondent.

lower than those whose mothers remained married. The stepwise regression results and accompanying analysis of variance summary are shown in Table 10. This predictor accounted for 39.0% of the Variance in CON.

Using Global Adaptation Scale (GLOB) as the criterion, one of the three predictors, respondent's marital status (RESPOMS), was selected. The resulting regression equation was $Y' = .31 + .33$ (RESPOMS). The regression equation had an overall F of 11.448, which was significant at $p = .0012$. This meant that there was a statistically significant positive correlation between maternal marital status and global social maladaptation among the first-grade girls. First-grade girls whose mothers were divorced were found to be more globally maladaptive socially than those whose mothers remained married. The stepwise regression results and accompanying analysis of variance summary are shown in Table 11. This predictor accounted for 14.6% of the variance in GLOB.

Private school, males and females. In the private Christian school sample with both males and

Table 10

Stepwise Regression of the Combined Sample, Females only, with Concentration (CON) as Criterion and Marital Status of Respondent (RESPOMS) as Predictor

Step	Variable	Multiple R	R Square	Beta	F	Sig.
1	RESPOMS	.625	.390	.625	42.898	.0000
Multiple R		=	.625			
R Square		=	.390			
Adjusted R Square		=	.381			
Standard Error		=	.490			

Analysis of Variance

	Degrees of Freedom	Sum of Squares	Mean Square
Regression	1	10.310	10.310
Residual	67	16.103	.240
F	=	42.898	
Sig. F	=	.0000	

(table continues)

Table 10 -- Continued

Variables in the Equation					
Variable	B	SE B	Beta	<u>T</u>	Sig. <u>T</u>
RESPOMS	.512	.078	.625	6.550	.0000
(Constant)	-.320	.115		-2.782	.0070

Variables not in the Equation					
Variable	Beta In	Partial	Min Toler	<u>T</u>	Sig. <u>T</u>
RESPOEMP	-.015	-.019	.960	-.157	.8757
IMPTRELRL	5.537E-04	.001	.999	.006	.9954

Note. RESPOMS = marital status of respondent;

RESPOEMP = employment status of respondent; IMPTRELRL

= importance of religion of respondent.

Table 11

Stepwise Regression of the Combined Sample, Females only, with Global Adaptation (GLOB) as Criterion and Marital Status of Respondent (RESPOMS) as Predictor

Step	Variable	Multiple	<u>R</u>	Beta	<u>F</u>	Sig.
		<u>R</u>	Square			
1	RESPOMS	.382	.146	.382	11.448	.0012
Multiple <u>R</u>		=	.382			
<u>R</u> Square		=	.146			
Adjusted <u>R</u> Square		=	.133			
Standard Error		=	.611			

Analysis of Variance

	Degrees of	Sum of	Mean
	Freedom	Squares	Square
Regression	1	4.271	4.271
Residual	67	24.997	.373
<u>F</u>	=	11.448	
Sig. <u>F</u>	=	.0012	

(table continues)

Table 11 -- Continued

Variables in the Equation					
Variable	B	SE B	Beta	<u>T</u>	Sig. <u>T</u>
RESPOMS	.330	.097	.382	3.383	.0012
(Constant)	.309	.143		2.158	.0345

Variables not in the Equation					
Variable	Beta In	Partial	Min Toler	<u>T</u>	Sig. <u>T</u>
RESPOEMP	-.072	-.077	.960	-.630	.5307
IMPTRELRL	-.206	-.222	.999	-1.852	.0686

Note. RESPOMS = marital status of respondent;
 RESPOEMP = employment status of respondent; IMPTRELRL
 = importance of religion of respondent.

females, three out of six stepwise regression analyses were statistically significant.

Using Authority Acceptance Scale (AA) as the criterion, one of the three predictors, respondent's marital status (RESPOMS), was selected. The resulting regression equation was $Y' = .05 + .27$ (RESPOMS). The regression equation had an overall F of 8.267, which was significant at $p = .0053$. This meant that among the Christian school first graders a statistically significant positive correlation was found between maternal marital status and authority acceptance. Divorce status of mothers was correlated with increased difficulty in authority acceptance among the Christian school first graders. The stepwise regression results and accompanying analysis of variance summary are shown in Table 12. This predictor accounted for 10.0% of the variance in AA.

Using Concentration Scale (CON) as the criterion, one of the three predictors, respondent's marital status (RESPOMS), was selected. The resulting regression equation was $Y' = .16 + .26$ (RESPOMS). The regression equation had an overall F of 8.757, which was significant at $p = .0041$. This

Table 12

Stepwise Regression of the Private Christian School
Sample, Males and Females, with Authority Acceptance
(AA) as Criterion and Marital Status of Respondent
(RESPOMS) as Predictor

Step	Variable	Multiple R	R Square	Beta	F	Sig.
1	RESPOMS	.317	.101	.317	8.267	.0053
Multiple R		=	.317			
R Square		=	.101			
Adjusted R Square		=	.088			
Standard Error		=	.655			

Analysis of Variance

	Degrees of Freedom	Sum of Squares	Mean Square
Regression	1	3.547	3.547
Residual	74	31.752	.429
F =	8.267		
Sig. F =	.0053		

(table continues)

Table 12 -- Continued

Variables in the Equation					
Variable	B	SE B	Beta	<u>T</u>	Sig. <u>T</u>
RESPOMS	.273	.095	.317	2.875	.0053
(Constant)	.051	.139		.366	.7153

Variables not in the Equation					
Variable	Beta In	Partial	Min Toler	<u>T</u>	Sig. <u>T</u>
RESPOEMP	2.507E-03	.003	.961	.022	.9824
IMPTRELRL	-.121	-.127	.996	-1.096	.2766

Note. RESPOMS = marital status of respondent;
 RESPOEMP = employment status of respondent; IMPTRELRL
 = importance of religion of respondent.

meant that a statistically significant positive correlation was found between the maternal marital status and the concentration ability among the Christian school first graders. Christian school first graders with divorced mothers were found to have more difficulty in concentrating than the other Christian school first graders whose mothers remained married. The stepwise regression results and accompanying analysis of variance summary are shown in Table 13. This predictor accounted for 10.6% of the variance in CON.

Using Global Adaptation Scale (GLOB) as the criterion, one of the three predictors, respondent's marital status (RESPOMS), was selected. The resulting regression equation was $Y' = .41 + .25$ (RESPOMS). The regression equation had an overall F of 8.025, which was significant at $p = .0059$. This meant that a statistically significant positive correlation was found between maternal marital status and global social adaptation of the Christian school first graders. Christian school first graders whose mothers were divorced were found to be more globally maladaptive socially than their schoolmates whose

Table 13

Stepwise Regression of the Private Christian School
Sample, Males and Females, with Concentration (CON)
as Criterion and Marital Status of Respondent
(RESPOMS) as Predictor

Step	Variable	Multiple	R	Beta	F	Sig.
		R	Square			
1	RESPOMS	.325	.106	.325	8.757	.0041
Multiple R		=	.325			
R Square		=	.106			
Adjusted R Square		=	.093			
Standard Error		=	.604			

Analysis of Variance

	Degrees of	Sum of	Mean
	Freedom	Squares	Square
Regression	1	3.198	3.198
Residual	74	27.023	.365
F	=	8.757	
Sig. F	=	.0041	

(table continues)

Table 13 -- Continued

Variables in the Equation					
Variable	B	SE B	Beta	<u>T</u>	Sig. <u>T</u>
RESPOMS	.259	.087	.325	2.959	.0041
(Constant)	.160	.128		1.246	.2165

Variables not in the Equation					
Variable	Beta In	Partial	Min Toler	<u>T</u>	Sig. <u>T</u>
RESPOEMP	-.030	-.031	.961	-.266	.7907
IMPTRELRL	-.052	-.055	.996	-.469	.6408

Note. RESPOMS = marital status of respondent;
 RESPOEMP = employment status of respondent; IMPTRELRL
 = importance of religion of respondent.

mothers remained married. The stepwise regression results and accompanying analysis of variance summary are shown in Table 14. This predictor accounted for 9.8% of the variance in GLOB.

Private school, males only. In the private Christian school sample with males only, one of the six stepwise regression analyses were statistically significant.

Using Authority Acceptance Scale (AA) as the criterion, one of the three predictors, respondent's marital status (RESPOMS), was selected. The resulting regression equation was $Y' = .14 + .34$ (RESPOMS). The regression equation had an overall F of 4.809, which was significant at $p = .0347$. This meant that a statistically significant positive correlation was found between maternal marital status and authority acceptance among the Christian school first-grade boys. First-grade boys in Christian schools whose mothers were divorced were found to have significantly more difficulty accepting authority than their male schoolmates whose mothers remained married. The stepwise regression results and accompanying analysis of variance summary are

shown in Table 15. This predictor accounted for 11.5% of the variance in AA.

Private school, females only. In the private Christian school sample with females only, four of the six stepwise regression analyses were statistically significant.

Using Social Contact Scale (SC) as the criterion, one of the three predictors, the importance of religion of respondent (IMPTREL), was selected. The resulting regression equation was $Y' = 2.46 + (-.36)(IMPTREL)$. The regression equation had an overall F of 5.638, which was significant at $p = .0232$. This meant that a statistically significant negative correlation was found between maternal religiosity and social contact among the first-grade girls in the Christian school sample. The less importance their mothers ascribed to religion, the more difficulty the first-grade girls in Christian schools tended to have in making social contact. The stepwise regression results and accompanying analysis of variance summary are shown in Table 16. This predictor accounted for 13.9% of the variance in SC.

Table 14

Stepwise Regression of the Private Christian School
Sample, Males and Females, with Global Adaptation
(GLOB) as Criterion and Marital Status of Respondent
(RESPOMS) as Predictor

Step	Variable	Multiple	R	Beta	F	Sig.
		R	Square			
1	RESPOMS	.313	.098	.313	8.025	.0059
Multiple R		=	.313			
R Square		=	.098			
Adjusted R Square		=	.086			
Standard Error		=	.612			

Analysis of Variance

	Degrees of	Sum of	Mean
	Freedom	Squares	Square
Regression	1	3.003	3.003
Residual	74	27.694	.374
F	=	8.025	
Sig. F	=	.0059	

(table continues)

Table 14 -- Continued

Variables in the Equation					
Variable	B	SE B	Beta	<u>T</u>	Sig. <u>T</u>
RESPOMS	.251	.089	.313	2.833	.0059
(Constant)	.413	.130		3.179	.0022

Variables not in the Equation					
Variable	Beta In	Partial	Min Toler	<u>T</u>	Sig. <u>T</u>
RESPOEMP	.010	.011	.961	.092	.9272
IMPTRELRL	-.144	-.152	.996	-1.311	.1939

Note. RESPOMS = marital status of respondent;
 RESPOEMP = employment status of respondent; IMPTRELRL
 = importance of religion of respondent.

Table 15

Stepwise Regression of the Private Christian School
Sample, Males only, with Authority Acceptance (AA) as
Criterion and Marital Status of Respondent (RESPOMS)
as Predictor

Step	Variable	Multiple	R	Beta	F	Sig.
		R	Square			
1	RESPOMS	.339	.115	.339	4.809	.0347
Multiple R		=	.339			
R Square		=	.115			
Adjusted R Square		=	.091			
Standard Error		=	.732			

Analysis of Variance

	Degrees of	Sum of	Mean
	Freedom	Squares	Square
Regression	1	2.576	2.576
Residual	37	19.821	.536
F	=	4.809	
Sig. F	=	.0347	

(table continues)

Table 15 -- Continued

Variables in the Equation					
Variable	B	SE B	Beta	<u>T</u>	Sig. <u>T</u>
RESPOMS	.339	.155	.339	2.193	.0347
(Constant)	.142	.220		.645	.5226

Variables not in the Equation					
Variable	Beta In	Partial	Min Toler	<u>T</u>	Sig. <u>T</u>
RESPOEMP	-.021	-.022	.967	-.133	.8949
IMPTRELR	-.152	-.162	1.000	-.983	.3323

Note. RESPOMS = marital status of respondent;

RESPOEMP = employment status of respondent; IMPTRELR

= importance of religion of respondent.

Using Authority Acceptance Scale (AA) as the criterion, one of the three predictors, respondent's marital status (RESPOMS), was selected. The resulting regression equation was $Y' = -.08 + .23$ (RESPOMS). The regression equation had an overall F of 5.004, which was significant at $p = .0318$. This meant that a statistically significant positive correlation was found between maternal marital status and authority acceptance among the Christian school first-grade girls. Christian school first-grade girls whose mothers were divorced have more difficulty in accepting authority as compared to their female classmates whose mothers remained married. The stepwise regression results and accompanying analysis of variance summary are shown in Table 17. This predictor accounted for 12.5% of the variance in AA.

Using Maturation Scale (MAT) as the criterion, one of the three predictors, respondent's marital status (RESPOMS), was selected. The resulting regression equation was $Y' = .08 + .22$ (RESPOMS). The regression equation had an overall F of 4.506, which was significant at $p = .0409$. This meant that

Table 16

Stepwise Regression of the Private Christian School
Sample. Females only with Social Contact (SC) as
Criterion and Importance of Religion of Respondent
(IMPTRELRL) as Predictor

Step	Variable	Multiple	R	Beta	F	Sig.
		R	Square			
1	IMPTRELRL	.372	.139	-.372	5.638	.0232
Multiple R		=	.372			
R Square		=	.139			
Adjusted R Square		=	.114			
Standard Error		=	.435			

Analysis of Variance

	Degrees of	Sum of	Mean
	Freedom	Squares	Square
Regression	1	1.069	1.069
Residual	35	6.634	.190
F	=	5.638	
Sig. F	=	.0232	

(table continues)

Table 16 -- Continued

Variables in the Equation					
Variable	B	SE B	Beta	<u>T</u>	Sig. <u>T</u>
IMPTRELRL	-.359	.151	-.372	-2.375	.0232
(Constant)	2.458	.879		2.797	.0083

Variables not in the Equation					
Variable	Beta In	Partial	Min Toler	<u>T</u>	Sig. <u>T</u>
RESPOEMP	.126	.136	.998	.801	.4285
RESPOMS	-4.789E-04	-.001	.978	-.003	.9976

Note. RESPOMS = marital status of respondent;

RESPOEMP = employment status of respondent; IMPTRELRL

= importance of religion of respondent.

Table 17

Stepwise Regression of the Private Christian School
Sample, Females only, with Authority Acceptance (AA)
as Criterion and Marital Status of Respondent
(RESPOMS) as Predictor

Step	Variable	Multiple	R	Beta	F	Sig.
		R	Square			
1	RESPOMS	.354	.125	.354	5.004	.0318
Multiple R		=	.354			
R Square		=	.125			
Adjusted R Square		=	.100			
Standard Error		=	.519			

Analysis of Variance

	Degrees of	Sum of	Mean
	Freedom	Squares	Square
Regression	1	1.347	1.347
Residual	35	9.423	.269
F	=	5.004	
Sig. F	=	.0318	

(table continues)

Table 17 -- Continued

Variables in the Equation					
Variable	B	SE B	Beta	T	Sig. T
RESPOMS	.231	.103	.354	2.237	.0318
(Constant)	-.077	.156		-.492	.6258

Variables not in the Equation					
Variable	Beta In	Partial	Min Toler	T	Sig. T
RESPOEMP	.035	.037	.955	.215	.8308
IMPTRELR	-.029	-.031	.978	-.180	.8583

Note. RESPOMS = marital status of respondent;

RESPOEMP = employment status of respondent; IMPTRELR

= importance of religion of respondent.

a statistically significant positive correlation was found between maternal marital status and maturation among the Christian school first-grade girls.

Divorced mothers were positively correlated with socially immature first-grade girls in the Christian schools. The stepwise regression results and accompanying analysis of variance summary are shown in Table 18. This predictor accounted for 11.4% of the variance in MAT.

Using Concentration Scale (CON) as the criterion, one of the three predictors, respondent's marital status (RESPOMS), was selected. The resulting regression equation was $Y' = -.32 + .50$ (RESPOMS). The regression equation had an overall F of 29.335, which was significant at $p = .0000$. This meant that a highly statistically significant positive correlation was found between maternal marital status and concentration ability among Christian school first-grade girls. As compared to their same sex classmates, the Christian school first-grade girls with divorced mothers were found to have more difficulty concentrating in class. The stepwise regression results and accompanying analysis

Table 18

Stepwise Regression of the Private Christian School
Sample, Females only, with Maturation (MAT) as
Criterion and Marital Status of Respondent (RESPOMS)
as Predictor

Step	Variable	Multiple	R	Beta	F	Sig.
		R	Square			
1	RESPOMS	.338	.114	.338	4.506	.0409
Multiple R		=	.338			
R Square		=	.114			
Adjusted R Square		=	.089			
Standard Error		=	.514			

Analysis of Variance

	Degrees of	Sum of	Mean
	Freedom	Squares	Square
Regression	1	1.190	1.190
Residual	35	9.243	.264
F	=	4.506	
Sig. F	=	.0409	

(table continues)

Table 18 -- Continued

Variables in the Equation					
Variable	B	SE B	Beta	<u>T</u>	Sig. <u>T</u>
RESPOMS	.217	.102	.337	2.123	.0409
(Constant)	.076	.155		.490	.6273

Variables not in the Equation					
Variable	Beta In	Partial	Min Toler	<u>T</u>	Sig. <u>T</u>
RESPOEMP	-.026	-.027	.955	-.155	.8774
IMPTRELRL	-.183	-.192	.978	-1.140	.2624

Note. RESPOMS = marital status of respondent;
 RESPOEMP = employment status of respondent; IMPTRELRL
 = importance of religion of respondent.

Table 19

Stepwise Regression of the Private Christian School
Sample, Females only, with Concentration (CON) as
Criterion and Marital Status of Respondent (RESPOMS)
as Predictor

Step	Variable	Multiple	R	Beta	F	Sig.
		R	Square			
1	RESPOMS	.675	.456	.675	29.335	.0000
Multiple R		=	.675			
R Square		=	.456			
Adjusted R Square		=	.440			
Standard Error		=	.468			

Analysis of Variance

	Degrees of	Sum of	Mean
	Freedom	Squares	Square
Regression	1	6.433	6.433
Residual	35	7.675	.219
F	=	29.335	
Sig. F	=	.0000	

(table continues)

Table 19 -- Continued

Variables in the Equation					
Variable	B	SE B	Beta	T	Sig. T
RESPOMS	.504	.093	.675	5.416	.0000
(Constant)	-.316	.141		-2.241	.0315

Variables not in the Equation					
Variable	Beta In	Partial	Min Toler	T	Sig. T
RESPOEMP	-.057	-.076	.955	-.442	.6616
IMPTRELRL	-.047	-.063	.978	-.368	.7154

Note. RESPOMS = marital status of respondent;
 RESPOEMP = employment status of respondent; IMPTRELRL
 = importance of religion of respondent.

of variance summary are shown in Table 19. This predictor accounted for 45.6% of the variance in CON.

Using Global Adaptation Scale (GLOB) as the criterion, one of the three predictors, respondent's marital status (RESPOMS), was selected. The resulting regression equation was $Y' = .14 + .41$ (RESPOMS). The regression equation had an overall F of 12.146, which was significant at $p = .0013$. This meant that a statistically significant positive correlation was found between maternal marital status and global social maladaptation among the Christian school first-grade girls. As compared with their same sex classmates, the Christian school first-grade girls whose mothers were divorced were found to have more globally maladaptive social behaviors. The stepwise regression results and accompanying analysis of variance summary are shown in Table 20. This predictor accounted for 25.8% of the variance in GLOB.

Public school, males and females. In the public school sample with both males and females, four of the six stepwise regression analyses were statistically significant.

Table 20

Stepwise Regression of the Private Christian School
Sample, Females only, with Global Adaptation (GLOB)
as Criterion and Marital Status of Respondent
(RESPOMS) as Predictor

Step	Variable	Multiple R	R Square	Beta	F	Sig.
1	RESPOMS	.508	.258	.508	12.146	.0013
Multiple R		=	.508			
R Square		=	.258			
Adjusted R Square		=	.236			
Standard Error		=	.592			

Analysis of Variance

	Degrees of Freedom	Sum of Squares	Mean Square
Regression	1	4.258	4.258
Residual	35	12.269	.351
F =	12.146		
Sig. F =	.0013		

(table continues)

Table 20 -- Continued

Variables in the Equation					
Variable	B	SE B	Beta	T	Sig. T
RESPOMS	.410	.118	.508	3.485	.0013
(Constant)	.141	.178		.790	.4346

Variables not in the Equation					
Variable	Beta In	Partial	Min Toler	T	Sig. T
RESPOEMP	-5.940E-03	-.007	.955	-.039	.9689
IMPTRELRL	-.227	-.260	.978	-1.570	.1256

Note. RESPOMS = marital status of respondent;
 RESPOEMP = employment status of respondent; IMPTRELRL
 = importance of religion of respondent.

Using Social Contact Scale (SC) as the criterion, one of the three predictors, respondent's marital status (RESPOMS), was selected. The resulting regression equation was $Y' = .11 + .29$ (RESPOMS). The regression equation had an overall F of 5.171, which was significant at $p = .0261$. This meant that a statistically significant positive correlation was found between maternal marital status and social contact of first graders attending public school. In this public school sample, the first graders whose mothers were divorced were found to have more difficulty making appropriate social contact than their classmates whose mothers remained married. The stepwise regression results and accompanying analysis of variance summary are shown in Table 21. This predictor accounted for 7.0% of the variance in SC.

Using Authority Acceptance (AA) as the criterion, one of the three predictors, respondent's marital status (RESPOMS), was selected. The resulting regression was $Y' = -.05 + .34$ (RESPOMS). The regression equation had an overall F of 6.752, which was significant at $p = .0115$. This meant

Table 21

Stepwise Regression of the Public School Sample,
Males and Females, with Social Contact (SC) as
Criterion and Marital Status of Respondent (RESPOMS)
as Predictor

Step	Variable	Multiple R	R Square	Beta	F	Sig.
1	RESPOMS	.266	.071	.266	5.171	.0261
Multiple R		=	.266			
R Square		=	.071			
Adjusted R Square		=	.057			
Standard Error		=	.653			

Analysis of Variance

	Degrees of Freedom	Sum of Squares	Mean Square
Regression	1	2.202	2.202
Residual	68	28.958	.426
F	=	5.171	
Sig. F	=	.0261	

(table continues)

Table 21 -- Continued

Variables in the Equation					
Variable	B	SE B	Beta	T	Sig. T
RESPOMS	.292	.129	.266	2.274	.0261
(Constant)	.109	.174		.627	.5326

Variables not in the Equation					
Variable	Beta In	Partial	Min Toler	T	Sig. T
RESPOEMP	3.213E-03	.003	.947	.027	.9789
IMPTRELRL	.082	.086	.999	.703	.4847

Note. RESPOMS = marital status of respondent;
 RESPOEMP = employment status of respondent; IMPTRELRL
 = importance of religion of respondent.

that a statistically significant positive correlation was found between maternal marital status and authority acceptance among the public school first graders. As compared with their classmates in the public school, the first graders whose mothers were divorced were found to have more difficulty accepting authority. The stepwise regression results and accompanying analysis of variance summary are shown in Table 22. This predictor accounted for 9.0% of the variance in AA.

Using Concentration Scale (CON) as the criterion, one of the three predictors, respondent's marital status (RESPOMS), was selected. The resulting regression equation was $Y' = -.26 + .50$ (RESPOMS). The regression equation had an overall F of 21.41, which was significant at $p = .0000$. This meant that a statistically significant positive correlation was found between maternal marital status and concentration of the first graders in public school. In this public school sample, first graders whose mothers were divorced were found to have more concentration problems than their classmates whose mothers remained married. The stepwise regression

Table 22

Stepwise Regression of the Public School Sample,
Males and Females, with Authority Acceptance (AA) as
Criterion and Marital Status of Respondent (RESPOMS)
as Predictor

Step	Variable	Multiple R	R Square	Beta	F	Sig.
1	RESPOMS	.301	.090	.301	6.752	.0115
Multiple R		=	.301			
R Square		=	.090			
Adjusted R Square		=	.077			
Standard Error		=	.655			

Analysis of Variance

	Degrees of Freedom	Sum of Squares	Mean Square
Regression	1	2.897	2.897
Residual	68	29.175	.429
F	=	6.752	
Sig. F	=	.0115	

(table continues)

Table 22 -- Continued

Variables in the Equation					
Variable	B	SE B	Beta	<u>T</u>	Sig. <u>T</u>
RESPOMS	.335	.129	.301	2.598	.0115
(Constant)	-.050	.175		-.285	.7767

Variables not in the Equation					
Variable	Beta In	Partial	Min Toler	<u>T</u>	Sig. <u>T</u>
RESPOEMP	-.024	-.024	.947	-.200	.8422
IMPTRELRL	-.041	-.043	.999	-.350	.7276

Note. RESPOMS = marital status of respondent;
 RESPOEMP = employment status of respondent; IMPTRELRL
 = importance of religion of respondent.

results and accompanying analysis of variance summary are shown in Table 23. This predictor accounted for 23.9% of the variance in CON.

Using Global Adaptation Scale (GLOB) as the criterion, one of the three predictors, respondent's marital status (RESPOMS), was selected. The resulting regression equation was $Y' = .22 + .44$ (RESPOMS). The regression equation had an overall F of 12.15, which was significant at $p = .0009$. This meant that a statistically significant positive correlation was found between maternal marital status and global social maladaptation. In this public school sample, the first graders whose mothers were divorced were found to be more globally maladaptive socially. The stepwise regression results and accompanying analysis of variance summary are shown in Table 24. This predictor accounted for 15.1% of the variance in GLOB.

Public school, males only. In the public school sample with males only, four of the six stepwise regression analyses were statistically significant.

Table 23

Stepwise Regression of the Public School Sample,
Males and Females, with Concentration (CON) as
Criterion and Marital Status of Respondent (RESPOMS)
as Predictor

Step	Variable	Multiple	R	Beta	F	Sig.
		R	Square			
1	RESPOMS	.489	.239	.489	21.411	.0000
Multiple R		=	.489			
R Square		=	.239			
Adjusted R Square		=	.228			
Standard Error		=	.547			

Analysis of Variance

	Degrees of	Sum of	Mean
	Freedom	Squares	Square
Regression	1	6.411	6.411
Residual	68	20.361	.299
F	=	21.411	
Sig. F	=	.0000	

(table continues)

Table 23 -- Continued

Variables in the Equation					
Variable	B	SE B	Beta	T	Sig. T
RESPOMS	.499	.108	.489	4.627	.0000
(Constant)	-.263	.146		-1.795	.0771

Variables not in the Equation					
Variable	Beta In	Partial	Min Toler	T	Sig. T
RESPOEMP	.135	.151	.947	1.251	.2151
IMPTRELRL	.159	.183	.999	1.521	.1329

Note. RESPOMS = marital status of respondent;
 RESPOEMP = employment status of respondent; IMPTRELRL
 = importance of religion of respondent.

Table 24

Stepwise Regression of the Public School Sample.
Males and Females, with Global Adaptation (GLOB) as
Criterion and Marital Status of Respondent (RESPOMS)
as Predictor

Step	Variable	Multiple	R	Beta	F	Sig.
		R	Square			
1	RESPOMS	.389	.152	.389	12.151	.0009
Multiple R		=	.389			
R Square		=	.152			
Adjusted R Square		=	.139			
Standard Error		=	.636			

Analysis of Variance

	Degrees of	Sum of	Mean
	Freedom	Squares	Square
Regression	1	4.908	4.908
Residual	68	27.467	.404
F	=	12.151	
Sig. F	=	.0009	

(table continues)

Table 24 -- Continued

Variables in the Equation					
Variable	B	SE B	Beta	<u>T</u>	Sig. <u>T</u>
RESPOMS	.436	.125	.389	3.486	.0009
(Constant)	.220	.170		1.296	.1993

Variables not in the Equation					
Variable	Beta In	Partial	Min Toler	<u>T</u>	Sig. <u>T</u>
RESPOEMP	.059	.062	.947	.509	.6124
IMPTRELRL	.104	.113	.999	.929	.3563

Note. RESPOMS = marital status of respondent;
 RESPOEMP = employment status of respondent; IMPTRELRL
 = importance of religion of respondent.

Using Social Contact Scale (SC) as the criterion, one of the three predictors, respondent's marital status (RESPOMS), was selected. The resulting regression equation was $Y' = -.42 + .72(\text{RESPOMS})$. The regression equation had an overall F of 16.33, which was significant at $p = .0003$. This meant that a statistically significant positive correlation was found between maternal marital status and social contact among the public school first-grade boys. In this sample of public school male first graders, those whose mothers were divorced were found to have more difficulty making appropriate social contact than their classmates whose mothers remained married. The stepwise regression results and accompanying analysis of variance summary are shown in Table 25. This predictor accounted for 31.2% of the variance in SC.

Using the Maturation Scale (MAT) as the criterion, two of the three predictors were selected: RESPOMS (Marital Status of Respondent) and RESPOEMP (Employment Status of Respondent). The resulting regression equation was $Y' = -1.13 + .59(\text{RESPOMS}) + .67(\text{RESPOEMP})$. The regression equation had an

Table 25

Stepwise Regression of the Public School Sample.
Males only, with Social Contact (SC) as Criterion and
Marital Status of Respondent (RESPOMS) as Predictor

Step	Variable	Multiple R	R Square	Beta	F	Sig.
1	RESPOMS	.559	.312	.559	16.333	.0003
Multiple R		=	.559			
R Square		=	.312			
Adjusted R Square		=	.293			
Standard Error		=	.612			

Analysis of Variance

	Degrees of Freedom	Sum of Squares	Mean Square
Regression	1	6.112	6.112
Residual	36	13.473	.374
F	=	16.333	
Sig. F	=	.0003	

(table continues)

Table 25 -- Continued

Variables in the Equation					
Variable	B	SE B	Beta	<u>T</u>	Sig. <u>T</u>
RESPOMS	.722	.179	.559	4.041	.0003
(Constant)	-.421	.234		-1.802	.0799

Variables not in the Equation					
Variable	Beta In	Partial	Min Toler	<u>T</u>	Sig. <u>T</u>
RESPOEMP	.201	.233	.928	1.418	.1651
IMPTRELRL	.169	.202	.981	1.223	.2296

Note. RESPOMS = marital status of respondent;
 RESPOEMP = employment status of respondent; IMPTRELRL
 = importance of religion of respondent.

overall F of 9.455, which was significant at $p = .0005$. This meant that statistically significant positive correlations were found between maternal marital status and maturation and between maternal employment status and maturation. In this public school male first-grader sample, divorced mothers who were also unemployed were found to positively correlate with the social immaturity of their boys. The stepwise regression results and the accompanying analysis of variance summary are shown in Table 26. These two predictors accounted for 35% of the variance in MAT. In step 1, the predictor RESPOEMP accounted for 13.1% of the variance in MAT. Including the additional predictor variable RESPOMS, the incremental increase in R squared using both predictor variables accounted for an additional 21.9% of the variance in MAT. Both of the predictor variables had a medium effect size.

Using Concentration Scale (CON) as the criterion, one of the three predictors, respondent's marital status (RESPOMS), was selected. The resulting regression equation was $Y' = -.20 + .47$ (RESPOMS). The regression equation had an overall F

Table 26

Stepwise Regression of the Public School Sample.
Males only, with Maturation (MAT) as Criterion and
Marital Status of Respondent (RESPOMS) and Employment
Status of Respondent (RESPOEMP) as Predictors

Step	Variable	Multiple R	R Square	Beta	F	Sig.
1	RESPOEMP	.362	.131	.362	5.437	.0254
2	RESPOMS	.592	.351	.486	9.455	.0005
Multiple R		=	.592			
R Square		=	.351			
Adjusted R Square		=	.314			
Standard Error		=	.562			

Analysis of Variance

	Degrees of Freedom	Sum of Squares	Mean Square
Regression	2	5.963	2.982
Residual	35	11.037	.315
F =	9.455		
Sig. F =	.0005		

(table continues)

Table 26 -- Continued

Variables in the Equation					
Variable	B	SE B	Beta	T	Sig. T
RESPOEMP	.674	.193	.493	3.484	.0013
RESPOMS	.586	.170	.486	3.440	.0015
(Constant)	-1.134	.389		-2.919	.0061

Variables not in the Equation					
Variable	Beta In	Partial	Min Toler	T	Sig. T
IMPTRELRL	.109	.127	.836	.748	.4595

Note. RESPOMS = marital status of respondent;

RESPOEMP = employment status of respondent; IMPTRELRL

= importance of religion of respondent.

of 7.879, which was significant at $p = .0080$. This meant that a statistically significant positive correlation was found between maternal marital status and concentration among public school first-grade boys. As compared with their same-sex classmates in public schools, boys whose mothers were divorced were found to have more difficulty concentrating in class. The stepwise regression results and accompanying analysis of variance summary are shown in Table 27. This predictor accounted for 17.9% of the variance in CON.

Using Global Adaptation Scale (GLOB) as the criterion, one of the three predictors, respondent's marital status (RESPOMS), was selected. The resulting regression equation was $Y' = -.15 + .73$ (RESPOMS). The regression equation had an overall F of 16.423, which was significant at $p = .0003$. This meant that a statistically significant positive correlation between maternal marital status and global social maladaptation was found among the public school first-grade boys. As compared with their males classmates whose mothers remained married, those boys whose mothers were divorced were

found to be more globally maladaptive socially. The stepwise regression results and accompanying analysis of variance summary are shown in Table 28. This predictor accounted for 31.3% of the variance in GLOB.

Public school, females only. In the public school sample with females only, two of the six stepwise regression analyses were statistically significant.

Using Authority Acceptance Scale (AA) as the criterion, one of the three predictors, respondent's marital status (RESPOMS), was selected. The resulting regression equation was $Y' = -.10 + .37$ (RESPOMS). The regression equation had an overall F of 4.417, which was significant at $p = .0441$. This meant that a statistically significant positive correlation was found between maternal marital status and authority acceptance among the public school first-grade girls. Public school first-grade girls whose mothers were divorced were found to have more difficulty accepting authority than their same-sex classmates whose mothers remained married. The stepwise regression results and accompanying analysis

Table 27

Stepwise Regression of the Public School Sample,
Males only, with Concentration (CON) as Criterion and
Marital Status of Respondent (RESPOMS) as Predictor

Step	Variable	Multiple R	R Square	Beta	F	Sig.
1	RESPOMS	.424	.180	.424	7.880	.0080
Multiple R		=	.424			
R Square		=	.180			
Adjusted R Square		=	.157			
Standard Error		=	.574			

Analysis of Variance

	Degrees of Freedom	Sum of Squares	Mean Square
Regression	1	2.596	2.596
Residual	36	11.858	.329
F	=	7.880	
Sig. F	=	.0080	

(table continues)

Table 27 -- Continued

Variables in the Equation					
Variable	B	SE B	Beta	<u>T</u>	Sig. <u>T</u>
RESPOMS	.471	.168	.424	2.807	.0080
(Constant)	-.202	.219		-.922	.3627

Variables not in the Equation					
Variable	Beta In	Partial	Min Toler	<u>T</u>	Sig. <u>T</u>
RESPOEMP	.185	.197	.928	1.190	.2419
IMPTRELRL	.265	.290	.981	1.792	.0818

Note. RESPOMS = marital status of respondent;
 RESPOEMP = employment status of respondent; IMPTRELRL
 = importance of religion of respondent.

Table 28

Stepwise Regression of the Public School Sample.
Males only, with Global Adaptation (GLOB) as
Criterion and Marital Status of Respondent (RESPOMS)
as Predictor

Step	Variable	Multiple	R	Beta	F	Sig.
		R	Square			
1	RESPOMS	.560	.313	.560	16.423	.0003
Multiple R		=	.560			
R Square		=	.313			
Adjusted R Square		=	.294			
Standard Error		=	.615			

Analysis of Variance

	Degrees of	Sum of	Mean
	Freedom	Squares	Square
Regression	1	6.208	6.208
Residual	36	13.608	.378
F	=	16.423	
Sig. F	=	.0003	

(table continues)

Table 28 -- Continued

Variables in the Equation					
Variable	B	SE B	Beta	<u>T</u>	Sig. <u>T</u>
RESPOMS	.728	.180	.560	4.053	.0003
(Constant)	-.152	.235		-.646	.5227

Variables not in the Equation					
Variable	Beta In	Partial	Min Toler	<u>T</u>	Sig. <u>T</u>
RESPOEMP	.229	.267	.928	1.636	.1108
IMPTRELRL	.286	.342	.981	2.155	.0381

Note. RESPOMS = marital status of respondent;

RESPOEMP = employment status of respondent; IMPTRELRL

= importance of religion of respondent.

of variance summary are shown in Table 29. This predictor accounted for 12.8% of the variance in AA.

Using Concentration Scale (CON) as the criterion, one of the three predictors, respondent's marital status (RESPOMS), was selected. The resulting regression equation was $Y' = -.33 + .53$ (RESPOMS). The regression equation had an overall F of 13.843, which was significant at $p = .0008$. This meant that a statistically significant positive correlation was found between maternal marital status and concentration among the public school first-grade girls. As compared with their same-sex classmates whose mothers remained married, public school first-grade girls whose mothers were divorced were found to have more difficulty concentrating in class. The stepwise regression results and accompanying analysis of variance summary are shown in Table 30. This predictor accounted for 31.6% of the variance in CON.

Correlations Between Predictor and Criterion Variables

Appendix K shows the correlations between the predictors and the three criterion variables.

Table 29

Stepwise Regression of the Public School Sample.
Females only, with Authority Acceptance (AA) as
Criterion and Marital Status of Respondent (RESPOMS)
as Predictor

Step	Variable	Multiple	<u>R</u>	Beta	<u>F</u>	Sig.
		<u>R</u>	Square			
1	RESPOMS	.358	.128	.358	4.417	.0441
Multiple <u>R</u>		=	.358			
<u>R</u> Square		=	.128			
Adjusted <u>R</u> Square		=	.099			
Standard Error		=	.652			

Analysis of Variance

	Degrees of	Sum of	Mean
	Freedom	Squares	Square
Regression	1	1.876	1.876
Residual	30	12.741	.425
<u>F</u>	=	4.417	
Sig. <u>F</u>	=	.0441	

(table continues)

Table 29 -- Continued

Variables in the Equation					
Variable	B	SE B	Beta	T	Sig. T
RESPOMS	.366	.174	.358	2.102	.0441
(Constant)	-.098	.246		-.399	.6929

Variables not in the Equation					
Variable	Beta In	Partial	Min Toler	T	Sig. T
RESPOEMP	-.136	-.143	.967	-.777	.4433
IMPTRELRL	-.277	-.293	.970	-1.649	.1100

Note. RESPOMS = marital status of respondent;
 RESPOEMP = employment status of respondent; IMPTRELRL
 = importance of religion of respondent.

Table 30

Stepwise Regression of the Public School Sample.
Females only, with Concentration (CON) as Criterion
and Marital Status of Respondent (RESPOMS) as
Predictor

Step	Variable	Multiple	R	Beta	F	Sig.
		R	Square			
1	RESPOMS	.562	.316	.562	13.843	.0008
Multiple R		=	.562			
R Square		=	.316			
Adjusted R Square		=	.293			
Standard Error		=	.530			

Analysis of Variance

	Degrees of	Sum of	Mean
	Freedom	Squares	Square
Regression	1	3.885	3.885
Residual	30	8.420	.281
F	=	13.843	
Sig. F	=	.0008	

(table continues)

Table 30 -- Continued

Variables in the Equation					
Variable	B	SE B	Beta	T	Sig. T
RESPOMS	.527	.142	.562	3.721	.0008
(Constant)	-.330	.200		-1.650	.1094

Variables not in the Equation					
Variable	Beta In	Partial	Min Toler	T	Sig. T
RESPOEMP	.043	.051	.967	.275	.7852
IMPTRELRL	.035	.042	.970	.226	.8225

Note. RESPOMS = marital status of respondent;
 RESPOEMP = employment status of respondent; IMPTRELRL
 = importance of religion of respondent.

For the combined sample, males and females, there were three predictor and criterion variables that were significantly correlated. Authority Acceptance (AA) was significantly correlated with marital status of respondent (RESPOMS) ($r = .308$, $p < .001$); Concentration (CON) was significantly correlated with marital status of respondent (RESPOMS) ($r = .393$, $p < .001$); and the Global Adaptation measure (GLOB) was significantly correlated with marital status of respondent (RESPOMS) ($r = .341$, $p < .001$).

For the combined sample, males only, there were two predictor and criterion variables that were significantly correlated. Authority Acceptance (AA) was significantly correlated with Marital Status of Respondent (RESPOMS) ($r = .299$, $p < .01$) and Global Adaptation (GLOB) was significantly correlated with RESPOMS ($r = .305$, $p < .01$).

For the combined sample, females only, there were three predictor and criterion variables that were significantly correlated. AA was significantly correlated with RESPOMS ($r = .346$, $p < .01$); CON was significantly correlated with RESPOMS ($r = .636$, $p <$

.001); and the GLOB was significantly correlated with RESPOMS ($r = .381$, $p < .01$).

For the private Christian school sample, males and females, there were three predictor and criterion variables that were significantly correlated. AA was significantly correlated with RESPOMS ($r = .318$, $p < .01$); Concentration (CON) was significantly correlated with RESPOMS ($r = .330$, $p < .01$); and GLOB was significantly correlated with RESPOMS ($r = .312$, $p < .01$).

None of the predictor variables were significantly correlated with the criterion variables.

For the private Christian school sample, females only, there were two predictor and criterion variables that were significantly correlated. Concentration (CON) was significantly correlated with Marital Status of Respondent (RESPOMS) ($r = .698$, $p < .001$); and Global Adaptation (GLOB) was significantly correlated with RESPOMS ($r = .507$, $p < .01$).

For the public school sample, males and females, there were two predictor and criterion variables that were significantly correlated. CON was significantly

correlated with RESPOMS ($r = .491$, $p < .001$); and GLOB was significantly correlated with RESPOMS ($r = .392$, $p < .001$).

For the public school sample, males only, there were three predictor and criterion variables that were significantly correlated. Social Contact (SC) measure was significantly correlated with RESPOMS ($r = .591$, $p < .001$); CON was significantly correlated with RESPOMS ($r = .427$, $p < .01$); and GLOB was significantly correlated with RESPOMS ($r = .565$, $p < .001$).

For the public school sample, females only, there was only one predictor and criterion variable that was significantly correlated. CON was significantly correlated with RESPOMS ($r = .562$, $p < .001$).

Test of Regression Assumptions.

Four central assumptions of multiple regression analysis were explained in detail in an earlier section. They are: (a) the absence of specification error, (b) the absence of multicollinearity, (c) the absence of measurement error, and (d) the conformation of the error term to certain

conventions. The first two of these assumptions were tested through examination of the results of the regression analysis and the correlation matrices of the criterion variables for both males and females. The last two assumptions were tested through a study of the residuals of the regression analysis.

Overall, seven stepwise regression equations were statistically significant for males and ten equations were significant for females. Eleven of the possible 18 regression equations were statistically significant for the male and female combined sample. Of the 54 individual regression equations performed in this investigation, 28 were found to be statistically significant.

When separating the regression analyses into the three school classifications (i.e., public school only, private Christian school only, and public and private Christian school combined), all groups showed almost an equal number of significant regression equations. For the public school group, 10 equations were significant, and 9 equations were significant for both the private Christian school group and the combined group.

The second multiple regression assumption was tested by examining the inter-correlations between the three independent variables (see Appendix K). This assumption is important because when the independent variables are highly correlated, the Beta weights become less reliable. The majority of these inter-correlations for the nine groups were statistically unrelated.

These results suggest that the measurement error in the independent and dependent variables was essentially absence. Therefore, the first two assumptions have been met.

The third assumption was tested by examining the standardized residuals for each of the significant regression analyses. The residual analysis revealed that the majority of the standardized residuals for the regression equations fell between +3 and -3. This is considered to be in the acceptable range (Younger, 1979). A total of nine outliers were detected for all regression equations. This small number of outliers would not have seriously skewed the results of these analyses.

The final assumption which involved the conformation of the error term to certain conventions was examined by two residual statistics completed for each of the regression equations, a histogram of the standardized residuals and a normal probability plot of the standardized residuals against the expected residuals from a normal distribution. It was found that the residuals of each set of regression equation were approximately normally distributed.

Summary

This chapter presented the results of the multiple regression statistical analyses performed for the study's stated purpose. A total of nine sets of regression equations were performed to explore what combination of the three predictor variables accounted for the most variance in each of the six criterion variables of the Teacher Observation of Classroom Adaptation scale (TOCA). Statistical significance was found in each of the nine sets of analyses at the $p < .05$ level. A total of three regressions (i.e., males and females combined; males only; and females only) were performed on the entire sample from both public and Christian-oriented

schools. Likewise, three regressions were performed with the public school alone sample and the private Christian school alone sample.

Public and Christian-oriented private schools.

In the first regression set utilizing the total sample and both the public and private schools, two predictor variables were found to significantly affect the Teacher Observation of Classroom Adaptation (TOCA) scale: (a) the marital status of respondent (RESPOMS) accounted for 9.4% of the variance in Authority Acceptance (AA), (b) RESPOMS and the employment status of respondent (RESPOEMP) accounted for 6.8% of the variance in Maturation (MAT), (c) RESPOMS accounted for 15% of the variance in Concentration (CON), and (d) RESPOMS accounted for 11% of the variance in Global Adaptation (GLOB).

In the second regression set performed on the female sample from the combined schools, only one out of the three predictor variables was found to significantly affect the TOCA: (a) RESPOMS accounted for 11.8% of the variance in AA, (b) RESPOMS accounted for 39.0% of the variance in CON, and (c)

Marital Status of Respondent (RESPOMS) accounted for 14.6% of the variance in Global Adaptation (GLOB).

In the third regression set performed on the male sample from the combined schools, only one of the three predictor variable was found: (a) RESPOMS accounted for 9.0% of the variance in Authority Acceptance (AA), and (b) RESPOMS accounted for 9.2% of the variance in GLOB. (see Table 31)

Christian-oriented private schools. In the fourth regression set which was performed on the combined sample with both males and females from the Christian-oriented private schools, only one of the three predictor variables was found to be significant: (a) RESPOMS accounted for 10% of the variance in AA, (b) RESPOMS accounted for 10.6% of the variance in Concentration (CON), and (c) RESPOMS accounted for 9.8% of the variance in GLOB.

In the fifth regression set which was performed on the female sample from the Christian-oriented private schools, two of the three predictor variables was found to be significant: (a) Importance of Religion of Respondent (IMPTRRLR) accounted for 13.9% of the variance in Social Contact (SC), (b) RESPOMS

Table 31

Percentage of Variance Accounted for in the
Regression Equation for the Public and Christian-
Oriented Private Schools

Variable	^a		^b		^c	
	Male/Female		Male		Female	
SC	N/S		N/S		N/S	
AA	RESPOMS	9.4%	RESPOMS	9.0%	RESPOMS	11.8%
MAT	RESPOMS &		N/S		N/S	
	RESPOEMP	6.8%				
CA	N/S		N/S		N/S	
CON	RESPOMS	15%	N/S		RESPOMS	39.0%
GLOB	RESPOMS	11%	RESPOMS	9.2%	RESPOMS	14.6%

Note. SC = Social Contact; AA = Authority
 Acceptance; MAT = Maturation; CA = Cognitive
 Achievement; CON = Concentration; GLOB = Global
 Adaptation; RESPOMS = Marital Status of Respondent;
 RESPOEMP = Employment Status of Respondent.

^a N = 144. ^b n = 76. ^c n = 68.

accounted for 12.5% of the variance in AA, (c) RESPOMS accounted for 11.4% of the variance in Maturation (MAT), (d) Marital Status of Respondent (RESPOMS) accounted for 45.6% of the variance in Concentration (CON), and (e) RESPOMS accounted for 25.8% of the variance in Global Adaptation (GLOB).

In the sixth regression set which was performed on the male sample from the Christian-oriented private schools, only one of the three predictor variables was found significant; RESPOMS accounted for 11.5% of the variance in Authority Acceptance (AA). (see Table 32)

Public schools. In the seventh regression set which was performed on the combined sample of both males and females from the public schools, only one of the three predictor variables was found to be significant: (a) RESPOMS accounted for 7% of the variance in Social Contact (SC), (b) RESPOMS accounted for 9% of the variance in AA, (c) RESPOMS accounted for 23.9% of the variance in CON, and (d) RESPOMS accounted for 15.1% of the variance in GLOB.

In the eighth regression set which was performed on the female sample from the public school, only

Table 32

Percentage of Variance Accounted for in the
Regression Equation for the Christian-Oriented
Private Schools

Variable	^a		^b		^c	
	Male/Female		Male		Female	
SC	N/S		N/S		IMPTREL	13.9%
AA	RESPOMS 10%		RESPOMS 11.5%		RESPOMS	12.5%
MAT	N/S		N/S		RESPOMS	11.4%
CA	N/S		N/S		N/S	
CON	RESPOMS 10.6%		N/S		RESPOMS	45.6%
GLOB	RESPOMS 9.8%		N/S		RESPOMS	25.8%

Note. SC = Social Contact; AA = Authority
 Acceptance; MAT = Maturation; CA = Cognitive
 Achievement; CON = Concentration; GLOB = Global
 Adaptation; RESPOMS = Marital Status of Respondent;
 RESPOEMP = Employment Status of Respondent; IMPTREL
 = Importance of Religion of Respondent.

^a N = 75. ^b n = 39. ^c n = 36

one of the three predictor variables was found to be significant: (a) RESPOMS accounted for 12.8% of the variance in AA, and (b) RESPOMS accounted for 31.6% of the variance in CON.

In the ninth regression set which was performed on the male sample from the public schools, all three predictors were found to be significant: (a) Marital Status of Respondent (RESPOMS) accounted for 31.2% of the variance in Social Contact (SC), (b) Employment Status of Respondent (RESPOEMP) and RESPOMS accounted for 35.1% of the variance in Maturation (MAT), (c) RESPOMS accounted for 18.0% of the variance in Concentration (CON), and (d) RESPOMS and Importance of Religion of Respondent (IMPTRELR) accounted for 39.4% of the variance in Global Adaptation (GLOB). (see Table 33)

An examination of the regression equations, correlation matrix, and residuals was completed to test the central assumptions of multiple linear regression. The assumptions of specification error, multicollinearity, measurement error, and the error term did not appear to be violated.

Table 33

Percentage of Variance Accounted for in the
Regression Equation for the Public Schools

Variable	^a		^b	^c
	Male/Female		Male	Female
SC	RESPOMS 7%		RESPOMS 31.2%	N/S
AA	RESPOMS 9%		N/S	RESPOMS 12.8%
MAT	N/S		RESPOEMP & RESPOMS 35.1%	N/S
CA	N/S		N/S	N/S
CON	RESPOMS 23.9%		RESPOMS 18.0%	RESPOMS 31.6%
GLOB	RESPOMS 15.1%		RESPOMS & IMPTRELR 25.8%	N/S

Note. SC = Social Contact; AA = Authority
 Acceptance; MAT = Maturation; CA = Cognitive
 Achievement; CON = Concentration; GLOB = Global
 Adaptation; RESPOMS = Marital Status of Respondent;
 RESPOEMP = Employment Status of Respondent; IMPTRELR
 = Importance of Religion of Respondent.

^a ^b ^c
 $\underline{N} = 70.$ $\underline{n} = 37.$ $\underline{n} = 33.$

CHAPTER 4

DISCUSSION

The results of the present study are presented in six sections in this chapter. They are: (a) Discussion of results, (b) Limitations of the Research Project, (c) Recommendations for Future Research, (d) Summary of the Research, (e) Conclusions of the research, and (f) Research Implications.

Discussion of the Results

Using the SPSS regression subprogram, a stepwise selection procedure was employed to perform nine separate sets of regression analyses. The first three regressions were performed on the combined schools sample (i.e., both the public schools and the private Christian schools). Among these combined schools regressions, one was performed with the male and female combined sample, another with the males only sample, and the other with the females only sample. Similarly, three regressions were performed

with the public schools alone sample; and three with the private Christian schools sample. These nine regression sets combined with the six dependent variables of the Teacher Observation of Classroom Adaptation scale (TOCA) yielded fifty-four separate regression equations.

Discussion of combined sample. Two of the three predictor variables were found to significantly affect four of the TOCA scales in the stepwise regression performed on the combined schools, males and females, sample: (a) RESPOMS (Marital Status of Respondent) accounted for 9.4% of the variance in Authority Acceptance (AA), (b) RESPOMS and RESPOEMP (Employment Status of Respondent) accounted for 6.8% of the variance in Maturation (MAT), (c) RESPOMS accounted for 15% of the variance in Concentration (CON), and (d) RESPOMS accounted for 11% of the variance in Global Adaptation (GLOB).

Only one out of the six regression analyses performed with this combined schools, males and females, sample was found to produce two statistically significant predictor variables (i.e., RESPOMS and RESPOEMP). RESPOMS was the first

predictor variable to be selected in the stepwise procedure (see Table 5). In step 2, RESPOEMP was selected by the regression program and the overall ANOVA was statistically significant. However, with the addition of RESPOEMP predictor variable in step 2, the incremental increase in the amount of variance which the equation accounted for in the criterion variable only indicated an increase of 2.5%. Therefore, while the addition of RESPOEMP (Employment Status of Respondent) produced statistical significance, no practical advantages are gained with the addition of this predictor.

The regression effect size (Cohen, 1983) for RESPOMS (Marital Status of Respondent) in these analyses were low for Authority Acceptance (AA) and Maturation (MAT). The effect size for the Concentration (CON) and Global Adaptation (GLOB) analyses were in the medium range for the overall group.

The only predictor variable found in the combined schools sample for males and females separately was RESPOMS: (a) Using AA as the criterion, RESPOMS accounted for 9.0% of the variance

in combined male sample and 11.8% in the combined female sample, (b) Using CON as the criterion, RESPOMS accounted for 39.0% of the variance in the combined female sample, and (c) Using GLOB as the criterion, RESPOMS accounted for 9.2% of the variance in combined male sample and 14.6% in the combined female sample.

In the combined schools males and females sample, four of the six regression equations were found to be significant for the predictor variable RESPOMS (Marital Status of Respondent). Two analyses, Authority Acceptance (AA) and Maturation (MAT), had low effects and two, Concentration (CON) and Global Adaptation (GLOB), had medium effects. Children learn how to relate to others from the way they view and relate to the significant others in their early childhood. Some possible reasons why RESPOMS was found to account, to a low effect, for the variance in AA (Authority Acceptance) are:

1. Mothers who are single may have difficulty in maintaining a clear parent-child boundary.

Often a mother will set a son up to take the role of the missing father. She will rely on

him for support and treat him like a confidant.

If there is no son, then the mother will look to the daughter for friendship. (Kettermann, 1986, p. 684)

Single mothers, as mentioned about, have more of a tendency to confide in and relate to their children as peers. This tends to decrease the children's perception of their single (i.e., divorced) mothers as an authority figure;

2. Traditionally, males are perceived as the "rightful" authority figure in the family more than females. Therefore, it may be easier for children from a family headed by a male to accept authority than for children from a family headed by a female. Furthermore, single mothers have no back-up support from their spouse when their children challenge their authority. As such, children from single-mother families tend to have difficulty accepting authority;

3. Children from single-mother families may also have difficulty accepting authority because they may have decreased esteem of their father (the significant male) who had abandoned them. This hostility towards the first significant male in their

lives may later be generalized to other authority figures resulting in non-compliance to authority;

4. As mentioned in the literature review section, single mothers tend to be more stressed out than married mothers. Thus single mothers have a lower level of self-control over their own emotions and less tolerance for daily stressors. In addition, Zuravin (1989) studied 518 single mothers and found that moderately depressed single mothers were more likely to be physically violent towards their children; while both moderately and severely depressed single mothers were at increased risk for high frequencies of verbal/symbolic aggression. Children from such families, therefore, may have less respect for their single mothers who demonstrate less ability to handle their own emotions.

Some possible explanations for the reason why Maternal Marital Status (RESPOMS) was found to significantly affect children's Maturation (MAT) are:

1. It is possible that children from single mother families attempt to cope with the loss of their fathers through regression. According to Freud, regression is a form of defense mechanism whereby one

unconsciously adopts behavior typical of an earlier and safer time in one's life (Ewen, 1984). The loss of their fathers may cause a child to resume actions long since discarded, like thumb sucking or bed wetting, as a reassuring reminder of a time when no threatening loss of loved ones was present. Since children commonly regress to an earlier stage of development when they feel insecure, they are likely to be rated as less mature than other children by their teachers;

2. In general, married mothers' emotional needs may be better met than single mothers. Since their mothers themselves do not have a spouse who can give them on-going support or nurturance, children from single mother families may be attended to and nurtured less than children of married mothers. Receiving less attention and nurturance, children from such families may tend to appear less mature than their age peers.

Maternal Marital Status (RESPOMS) was found to predict to a medium effect children's ability to concentrate in school. This behavior may be associated with:

1. Depression over the loss of their fathers.

Children from single mother families may be more depressed than children living with both of their parents. If the children are depressed, then their ability to concentrate in school will be significantly affected;

2. Heightened sense of unprotectedness. Children in general are susceptible to injury, illness, and death. Swihart and Brigham (1982) state in their book on "Helping Children of Divorce" that,

Children feel a sense of loss of the family structure that served as a protection against the world. That is particularly the case with a child who felt very secure with a father who is now absent. (p. 36-37)

Children who lose their fathers through parental divorce may be more prone towards anxiety disorder, indicating a strong sense of insecurity. Consequently, their ability to concentrate in classroom is markedly decreased.

Maternal Marital Status (RESPOMS) was found to be a moderately good predictor of children's global social adaptation in school. It is obvious that

children from single mother families have mothers who have less available time to spend with them. They generally receive less attention and close supervision from their mothers who are constantly fighting for time due to the financial and household responsibilities. Their stressed-out mothers may have less patience and tolerance towards their mistakes. Under such circumstances, their mother may frequently over-react and even engage in emotional or physical abuse towards them. Not only do single mothers have less time and tolerance for their children, they may also struggle with less family income. This adds further stress and tension between single mothers and their children. With less supervision, emotional and financial resources, such children may be more prone towards delinquency, depression, defiance, anxiety, and immaturity (Fergusson, Dimond, & Horwood, 1986; Manley & Kuperus, 1984; Wadsworth, Burnell, Taylor, & Butler, 1985).

Maternal Marital Status (RESPOMS) did not significantly account for the variance in both Social Contact (SC) and Cognitive Achievement (CA).

Children's social contact may not be affected by the marital status of their mothers because: (a) they may have other siblings with whom they can relate to socially regardless of their mothers' marital status, and (b) they may have neighbors or friends at their child-care centers or their baby sitters to relate to other than their mothers (Nadelson & Notman, 1981).

It is interesting why RESPOMS did not affect children's Cognitive Achievement though. Research studies showed that fatherless children were found to perform significantly poorer academically among older children (Lessing, Zagorin, & Nelson, 1970; Maxwell, 1961; Risen, 1939; Santrock, 1973). It is speculated that perhaps the effect of fatherlessness is not as obvious among first graders - the population the present research studied - until later. Also, the result may be affected by the different amount of preschool education each child received before first grade rather than fatherlessness. This speculation is consistent with the findings from the research Mackie, Lloyd, and Rafferty (1974) conducted on 220 kindergarten children.

Discussion of the private Christian school sample.

The second series of the stepwise regression analyses were performed on the private Christian school sample. Among this private Christian schools, males and females sample, Maternal Marital Status (RESPOMS) was the only predictor variable found to significantly account for the variance in three of the six criterion variables: (a) RESPOMS accounted for 10.0% of the variance in Authority Acceptance (AA), (b) RESPOMS accounted for 10.6% of the variance in Concentration (CON), and (c) RESPOMS accounted for 9.8% of the variance in Global Adaptation (GLOB). Both criterion variables AA and CON had a medium effect size produced by the predictor variable RESPOMS in the regression analyses. Using GLOB as the criterion variable, the effect size was found to be in the low range.

Viewing the private school sample for males and females separately, both RESPOMS and Importance of Religion of Mother (IMPTRELRL) were found to be significant predictor variables: (a) Using Social Contact (SC) as the criterion, IMPTRELRL accounted for 13.9% of the variance in the female sample, (b) Using

AA as the criterion, RESPOMS accounted for 11.5% of the variance in the male sample and 12.5% of the variance in the female sample, (c) Using Maturation (MAT) as the criterion, Maternal Marital Status (RESPOMS) accounted for 11.4% of the variance in the female sample, (d) Using Concentration (CON) as the criterion, RESPOMS accounted for 45.6% of the variance in the female sample, and (e) Using Global Adaptation (GLOB) as the criterion, RESPOMS accounted for 25.8% of the variance in the female sample.

In the private Christian schools, male and female combined, sample, RESPOMS accounted for a medium effect in the variance of Authority Acceptance (AA) whereas this predictor variable only accounted for a small effect with AA in the combined schools, male and female sample. It is curious why RESPOMS appears to better predict the Christian school children in their response to AA than the combined schools.

Most children who attend Christian private schools have parents who profess to be Christians. One possible reason why children who come from intact Christian families tend to be more accepting of

authority is because the Bible commands children to be obedient to their parents, government, and people with authority granted them (Eph. 6:1-3; 1 Pet. 2:13-¹14).

However, it was also found that the Christian school children from divorced mother families tend to be less accepting of authority. Several reasons may account for this observation:

1. the children may be angry at God, feeling He could have sovereignly intervened to keep their fathers in their household. Such bitterness may lead to direct defiance of the Biblical command for one to be obedient to higher authorities; and
2. the children may be reacting to what they perceived to be their mothers' double standards. They may feel that if their mothers were truly Scripture abiding, they would not have agreed to be divorced in the first place. They may feel that since their mothers did not live by Biblical standards, they were not willing to do so either.

¹
New American Standard Bible, 1979, Thomas Nelson Publishers.

In the private Christian school sample, it was found that the maternal variables (Maternal Marital Status and Importance of Religion of Mother) were better at predicting social adaptational status in females verses males. Five of the six equations were significant for the females but only one (i.e., Authority Acceptance) of the six equations was significant for males.

This observation is not all together surprising because by the time a child reaches age 6 or 7, he generally has resolved his Oedipal complex which lead to an increase in identification with the same-sex parent. Since the father in a typical Christian home is viewed as the "head" of the family, male children's identification with their father may even be stronger. Consequently, maternal variables appear to have had less direct impact on males in this sample.

The only time the predictor variable IMPTRELR (Importance of Religion of Mother) was solely selected to be statistically significant in predicting children's social adaptation was when the criterion variable Social Contact (SC) was used. It

was found that the social contact of female children attending private Christian schools was more determined by their mothers' religious commitment than that of female children attending public schools. Christian-school girls whose mothers were more involved in church were found to have better social contact with others. This may be related to the additional social opportunities these girls often get by attending different church activities during weekdays and/or weekends. To the contrary, Christian-school girls whose mothers were non-religious were found to have difficulty making appropriate social contact in class.

Discussion of the public school sample. The last series of the stepwise regression analyses utilized the public school sample. In this sample, Maternal Marital Status (RESPOMS) was the only predictor variable to account for a statistically significant proportion of variance in four of the criterion variables: (a) RESPOMS accounted for 7.0% of the variance in Social Contact (SC), (b) RESPOMS accounted for 9.0% of the variance in Authority Acceptance (AA), (c) RESPOMS accounted for 23.9% of

the variance in Concentration (CON), and (d) RESPOMS accounted for 15.1% of the variance using Global Adaptation (GLOB) as the criterion. Using SC and AA as the criterion variables, the effect size was considered to be in the small range. Using CON and GLOB as the criterion, the effect size was considered to be in the medium range.

In the public school sample for males and females separately, two of the three predictor variables (RESPOMS and RESPOEMP) were found to be statistically significant: (a) Utilizing SC as the criterion, RESPOMS accounted for 31.2% of the variance in the male sample; (b) Using AA as the criterion, RESPOMS accounted for 12.8% of the variance in the female sample; (c) Using Maturation (MAT) as the criterion, both Maternal Employment Status (RESPOEMP) and Maternal Marital Status (RESPOMS) accounted for 35.1% of the variance in the male sample; (d) Using Concentration (CON) as the criterion, RESPOMS accounted for 18.0% of the variance in the male sample and 31.6% in the female sample; and (e) Using Global Adaptation (GLOB) as the

criterion, RESPOMS accounted for 31.1% of the variance in the male sample.

For the public school sample, RESPOMS was found to be the only predictor variable that affects children's social adaptation. Among the four criterion variables, RESPOMS was found to most significantly affect children's ability to concentrate in school. As compared to the Christian-school children, public-school children's ability to concentrate is more related to their mothers' marital status. From Brinkman's (1989) literature review, it was apparent that one's mental well-being is significantly affected by: (a) Belief in God, (b) Meaning and Purpose in Life, and (c) Social Support Network. Most children attending private Christian schools, unlike children from public schools, have parents who profess to be Christians. It is possible that RESPOMS does not affect Christian school children's concentration as severely as it does among the public school children because as compared to the public school children, the Christian school children may have more emotional support from their Christian teachers at school and an on-going social support

network at church. Perhaps with a similar reasoning, RESPOMS was found to significantly affect public school children's social contact (31.2% for males alone; 7.0% for males and females combined) while the same predictor variable does not affect Christian school children at any significant level at all.

Both RESPOMS (marital status of respondent) and RESPOEMP (employment status of respondent) were found to jointly affect public school males' maturation with large size effect. The result indicates that the public-schooled boys' maturation is severely affected if their mothers are both unemployed and divorced. This result may be related to the following:

1. Financial struggle of such families. Financial income of a divorced family is often significantly reduced after the divorce. It is especially so if the divorced mother, who is usually the custody parent, is unemployed. Due to financial restriction, involvement in many enriching social activities and entertainments may be curtailed. In addition, the physical maturation of such children may be affected by possible malnutrition, but this is very unlikely in the sample population. Furthermore, the familial

financial difficulty may induce emotional insecurity which also hamper children's maturation;

2. Divorced mothers who are also unemployed may be more prone towards physical and emotional abuse of their children due to their personal, emotional and financial pressures. In such circumstances, the mothers are less likely to be nurturing and patient with their children; especially towards their boys who might, in some way, resemble their husbands in looks or behaviors;

3. Unemployed divorced mothers tend to be so personally overwhelmed by their sense of inadequacy, shame and guilt that they are unable to project self-confidence or provide encouragement to their children. Alvarez (1985) researched the meaning of maternal employment for mothers and their perceptions of their three-year-old children. He said that regardless of part-time or full-time employment, as long as it carries intrinsic value to the working mothers, the working mothers were found to enjoy greater personal confidence and satisfaction. Increased maternal satisfaction from work is also associated with a more favorable maternal perception

of their children. It is hence possible that divorced mothers who are unemployed are less confident in themselves and less satisfied with life. Under such circumstances, it is not surprising that unemployed divorced mothers are less able to project a sense of security and personal confidence onto their children.

Maternal Marital Status (RESPOMS) was found to especially affect the concentration of the females in all samples (i.e., 39.0% for combined schools sample; 45.6% for the private Christian schools sample; and 31.6% for the public schools sample). Some possible reasons are: (a) Females tend to internalize blame more than males. As such, females tend to feel more personally responsible for their parents' divorce than their male counterpart. Therefore, they are more prone towards depression which severely disturbs their concentration; and (b) Female children tend to identify with their mothers more than male children. Therefore, they are more vulnerable to depression if their divorced mothers are depressed.

Limitations of the Research Project

The effects of the statistical analyses and interpretation of the results may be limited by several factors. First is the fact that the participating schools from which samples were drawn were not randomly selected. Rather, they were the schools that responded to the research study on a voluntary basis. Furthermore, the sample comprised of more children from private Christian schools than children from public schools ($n = 87$ and 63 respectively). Therefore, it is uncertain if the results would be characteristic of the general population.

Another limitation is related to the small sample size. A larger sample from both the private Christian school and public school may have provided more statistical significance and greater variability.

In addition, the participation rates in the various schools may serve as another limitation to the present study. The total sample represented about 51% of the entire potential sample from all the participating schools. The considerable variance in

participation among samples is also a possible limitation. In the Colton Public School, the participation rate was only 36% whereas in the Columbia Christian School the participating rate was 79% (see Table 1). With such limitations in view, the results need to be interpreted cautiously as with all volunteer samples.

One last limitation is related to the variability of the teachers' personality in rating TOCA scales. Kellam et al. (1975) stated that one important consideration in using the TOCA is the differences among the teachers' personalities and characteristics. The ratings are based on the teachers' personal observations and are therefore subjective in nature and may be affected by the teacher/child interaction.

Recommendations for Future Research

The following recommendations for future research are suggested:

1. This study was limited by a sample consisting of only two public schools ($n = 63$) verses five private Christian-oriented schools ($n = 87$). It is suggested that further studies would include an

equal number of participants from both public and private Christian schools with the hope of increasing the generalization of the research results.

2. It is recommended that similar research be replicated cross-culturally for more comparative studies.

3. The TOCA has been shown to be a useful instrument in the assessment of children's social (mal)adaptation. However, more research with the attempt to develop a scale which can more effectively measure the social adaptational status instead of the maladaptational status of children is encouraged.

Research Summary

The purpose of this study was to derive a formulation of a linear model, based on specific criteria derived from maternal variables. The research question in view was : "Given certain information concerning maternal variables, can some or all of the variables be utilized to accurately predict social adaptation status among first graders, as measured by the Teacher Observation of Classroom Adaptation Scale?" A series of carefully planned

steps were taken to insure that the study's purpose was carried out in an accurate, comprehensive manner.

The subjects of the research were 150 first graders and their families who agreed to participate in this study voluntarily. The first set of this research was performed in the 1986-1987 school year on one public school and five Christian-oriented private schools. The second set of research was done in the 1987-1988 school year in one public school. The data was gathered through interviews with the first graders' mothers, or their surrogate mothers, through interviews with the children's teachers, and the utilization of the TOCA scale.

A total of three maternal variables were selected to be predictor, or independent variables in the stepwise multiple linear regression analysis. The three predictor variables were: (a) maternal marital status, (b) maternal employment status, and (c) maternal religiosity. Each of the variables was selected because of its potential ability to account for a portion of the variance in TOCA scores. For each of the predictors, a complete description on

the rationale for inclusion and means of measurement was presented.

The dependent variables used in the study were the scores from the Teacher Observation of Classroom Adaptation scale (TOCA) developed by Kellam and Schiff (1967). TOCA consists of five categories of social adaptation tasks and a sixth category which measures global maladaptation. The six categories are: (a) Social Contact (SC), (b) Authority Acceptance (AA), (c) Maturation (MAT), (d) Cognitive Achievement (CA), (e) Concentration (CON), and (f) Global adaptation (GLOB). From the literature review of the reliability and validity of the TOCA scale, it was found that the TOCA scale has demonstrated reliability and validity for use as an instrument of measurement for assessing social adaptational status.

The data for the independent variables were gathered through interviews with the children's mothers, or mother surrogates. The interviewers were graduate students in the doctor of Psychology program at Western Conservative Baptist Seminary in Portland, Oregon. Each of the interviewers had undergone the

training program as set forth by Guenzel et al. (1983).

According to the procedure outlined by Kellam et al. (1975), the teacher of each participating first grader participated in a structured teacher interview. During the interview, the teachers rated each child on the TOCA scale. This rating took place in both the 9th and 15th week of classes.

Using the stepwise selection procedure of the SPSS subprogram Regression, a total of nine sets of regression analyses were performed. Three regression analyses were performed on the combined schools (i.e., both public and Christian-oriented private schools) sample. In the combined schools sample, the first of the three regressions was performed on the males and females combined group, another was performed on the males-alone group, and the other was performed on the females-alone group. Likewise, three regression analyses were performed with the public schools sample as well as with the Christian-oriented private schools. Interacting with the six dependent variables of the TOCA scale, a total of 54 regression equations were derived. The examination

of the research question resulted in the conclusions presented in the following section.

Research Conclusions

1. In the combined schools, males and females, sample, two of the three predictor variables were found to significantly affect four of the TOCA scales: (a) RESPOMS (marital status of respondent) accounted for 9.4% of the variance in Authority Acceptance (AA), (b) RESPOMS and RESPOEMP (employment status of respondent) accounted for 6.8% of the variance in Maturation (MAT), (c) RESPOMS accounted for 15% of the variance in Concentration (CON), and (d) RESPOMS accounted for 11% of the variance in Global Adaptation (GLOB).

2. In the private Christian schools, males and females sample, RESPOMS was the only predictor variable found to significantly account for the variance in 3 of the 6 criterion variables: (a) RESPOMS accounted for 10.0% of the variance in Authority Acceptance, (b) RESPOMS accounted for 10.6% of the variance in Concentration, and (c) RESPOMS accounted for 9.8% of the variance in Global Adaptation. Both criterion variables AA and CON had

a medium effect size produced by the predictor variable RESPOMS in the regression analyses. Using GLOB as the criterion variable, the effect size was found to be in the low range.

3. In the public schools, males and females sample, RESPOMS was the only predictor variable to account for a statistically significant proportion of variance in four of the criterion variables: (a) RESPOMS accounted for 7.0% of the variance in Social Contact (SC), (b) RESPOMS accounted for 9.0% of the variance in Authority Acceptance (AA), (c) RESPOMS accounted for 23.9% of the variance in Concentration, and (d) RESPOMS accounted for 15.1% of the variance using Global Adaptation as the criterion. Using SC and AA as the criterion variables, the effect size was considered to be in the small range. Using CON and GLOB as the criterion, the effect size was considered to be in the medium range.

4. Of all the 54 regression analyses performed, a total of 27 selected the predictor variable RESPOMS (Marital Status of Respondent) as the variable that predict children's social adaptation status at a statistically significant level. RESPOMS was found

to predict five out of the six categories of social adaptation as measured by the TOCA scale. They were: (a) Social Contact (SC), (b) Authority Acceptance (AA), (c) Maturation (MAT), (d) Concentration (CON), and (e) Global Adaptation (GLOB).

5. RESPOMS was found to especially affect the concentration of the females in all samples. It affected 39.0% of the variance of CON for the combined schools sample; 45.6% for the private Christian schools sample; and 31.6% for the public schools sample.

6. The predictor variable IMPTRELR (Importance of Religion of Respondent) was found to mainly affect females verses males. IMPTRELR was selected to significantly predict the social contact of the females attending private Christian schools. Also, IMPTRELR was selected together with RESPOMS to predict the authority acceptance of all the female first-graders who participated in the study. Female first-graders whose mothers claimed much personal importance of religion and were divorced were found to be socially maladaptative in accepting authority.

7. The predictor variable RESPOEMP (Employment status of respondent) was selected twice among the 54 regression equations. Both times it was selected in conjunction with RESPOMS to predict the Maturation of children's social adaptation. That is, children whose mothers were both divorced and unemployed were rated as significantly immature on the TOCA scale. This finding also indicated that the employment status of mothers per se did not apparently affect children's social adaptation significantly.

Suggestions for Preventive Interventions

1. It is vital that the impact of divorce on young children be addressed more frequently through mass media. Instead of opting for divorce, couples should be encouraged to seek professional help to resolve their marital problems.

2. More marriage enrichment seminars and conferences are needed to help promote the marital health of married couples.

3. Teachers and other professional health care personnel are cautioned not to scapegoat the socially maladaptive child too quickly. Intervention programs

should involve educating the mothers and other family members.

4. Divorced mothers are encouraged to seek more spiritual, emotional, and social support through getting involve in church or other community health activities with their children, especially daughters.

5. Divorced mothers are encouraged to seek employment that has personal intrinsic value. Through their work, divorced mothers can gain a sense of self-confidence and satisfaction. Feeling more fulfilled in life, divorced mothers may be more able to project self-confidence and satisfaction towards their children.

6. Divorced mothers who have difficulty coping with their loss and stresses should seek professional help so that their children can benefit from their treatment.

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Appendix A
Legend for Abbreviations

Teacher Observation of Classroom Adaptation (TOCA)

SC1 = Social Contact Scale score - 9th week rating
SC2 = Social Contact Scale score - 15th week rating
XSC = Average Social Contact Scale score - 9th and 15th week

AA1 = Authority Acceptance Scale score - 9th week
AA2 = Authority Acceptance Scale score - 15th week
XAA = Average Authority Acceptance Scale score - 9th and 15th week

MAT1 = Maturation Scale score - 9th week
MAT2 = Maturation Scale score - 15th week
XMAT = Average Maturation Scale score - 9th and 15th week

CA1 = Cognitive Achievement Scale score - 9th week
CA2 = Cognitive Achievement Scale score - 15th week
XCA = Average Cognitive Achievement Scale score - 9th and 15th week

CON1 = Concentration Scale score - 9th week
CON2 = Concentration Scale score - 15th week
XCON = Average Concentration Scale score - 9th and 15th week

GLOB1 = Global Adaptation Scale score - 9th week
GLOB2 = Global Adaptation Scale score - 15th week
XGLOB = Average Global Adaptation Scale score - 9th and 15th week

Structured Mother Interview (SMI)

CLASSID = Classroom and teacher
YEAR = Fall of school year data collected
FAMILYID = Family Identification
CHILDAGE = Age of child on last birthday

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CHILDSEX = Sex of the child
CHLDRACE = Race of the child
FAMTYPE = Family tyoe
FATHRAGE = Age of father or step-father on last
birthday
RESPOAGE = Age of respondent on last birthday
SCHFATHR = Number of years of school father
completed
SCHRESPO = Number of years of school respondent
completed
CGRDLEV = Child grade level
FAMLYINC = Total family income
RESPOEMP = Respondent employed
FATHREMP = Father employed
FATHRMS = Marital status of father
RESPOMS = Marital status of respondent
ACTENTER = Child goes to entertainment with adult
family member
ACTGAMES = Child plays games with adult family
member
ACTHOME = Child makes things at home with adult
family member
ACTHMWK = Child works on homework with adult family
member
ACTCHRCH = Child goes to church with adult family
member
ACTCOMM = Child goes to community activities with
adult family member
GODRES = God is responsible for how the child is
doing
LUCKRES = Luck is responsible for how the child is
doing
SOCTYRES = Society is responsible for how the child
is doing
TEACHRES = Teacher is responsible for how the child
is doing
FAMLYRES = Family is responsible for how the child
is doing
FRIENDRES = Friends are responsible for how the child
is doing
CHILDRES = Child is responsible for how the child is
doing
MINPREST = Respondent can turn to minister or priest
IMPTRELRL = Respondent's importance of religion
HUSCHMEM = Husband or other adult belongs to church

HCHDENOM = Husband or other adult belongs to which
church
HFRQATTN = Number of times husband or other adult
attends church
RCHMEM = Respondent belongs to church
RCHDENOM = Respondent belongs to which church
RFRQATTN = Number of times respondent attends church
SCHOOL = School of Child
SCHTYPE = Type of school child attends

Appendix B
Definition of Terms

Life Course-Social Field = a concept developed by Kellam et al. (1975) which focuses on the stages of life through which an individual passes, and the social fields (such as job, school, and home) relevant to each particular stage. Each social field has its own required social tasks and criteria for failure and success.

Primary Prevention = one of three levels of prevention traditionally recognized which focuses on preventing the occurrence of mental disorders (Kellam, et al., 1975)

Psychological Well-Being = the area of inner good feeling and self-esteem which has been the traditional concern of mental health clinicians and whose absence is noted by a set of feelings and/or behaviors traditionally termed 'symptoms' of disordered psychological processes (Kellam, et al., 1975).

Social Adaptational Status = the judgment by society of the individual's social task performance (Kellam, et al., 1975).

Appendix C

Agreement to Participate in Research Study

Agreement to Participate in Research Study

Project Director: Robert E. Buckler, M.D., M.P.H.

I, _____, agree to allow my son/daughter, _____ to participate as a volunteer in a scientific investigation which will involve assessment of classroom adaptation, educational measures and records, and a structured mother interview, and follow-up of these measures over at least 10 years. I authorize the school, over the period of the study to release educational records to the researchers for the purpose of this research.

Confidentiality will be maintained at all times by the investigators; a participant's actual identity will only be known by those investigators involved; this will not be accessible from the data base resulting from this research.

I understand that I am free to withdraw my consent and terminate any further participation at any time.

Mother's signature

Date

Address

City

State

Zip

Telephone Number

Appendix D

Structured Mother Interview Packet

FAMILY MEMBERS	B	REL TO C	C	MO/FA	D	RACE	E	AGE	F	SEX	G	EMPLOY	M	EDUC	I	MARITAL STAT
1. CHILD																
2. R																
3. FA																
4.																
5.																
6.																
7.																
8.																
9.																
10.																
11.																
12.																

MO=MOTHER FA=FATHER SI=SISTER BR=BROTHER AU=AUNT UN=UNCLE GM=GRANDMOTHER
 GF=GRANDFATHER C=COUSIN FM=FOSTER MOTHER PP=POSTER FATHER AM=ADOPTIVE MOTHER
 AF=ADOPTIVE FATHER HB=HALF BROTHER HS=HALF SISTER SB=STEPBROTHER SS=STEP SISTER
 SL=SISTER IN LAW BL=BROTHER IN LAW SP=STEPPFATHER SM=STEPMOTHER
 FL=FATHER IN LAW ML=MOTHER IN LAW

ID _____

A. As you know, I am here as part of a study on first-grade children. I need to talk to you mainly about (NAME OF SAMPLE CHILD).

1) To begin with, how many people live in this household? _____

2) Let's see, the name of your first grade child is (NAME). ENTER BELOW ON LINE 1.

3) May I have your first name, please? ENTER R'S NAME ON LINE 2.

4) Who are the other members of (NAME OF CHILD'S) immediate family living in the household with you and (NAME)? ENTER NAMES OF STEP-PARENTS OR FOSTER PARENTS IF ANY; BROTHER, SISTERS, AND OTHER FAMILY MEMBERS ON SUCCEEDING LINES.

5) What other persons live in the household with (CHILD)? ENTER NAMES OF UNRELATED PERSONS LIVING IN HOUSEHOLD. THEN ASK B-I FOR EACH PERSON. NOTE: IF THERE IS NO FATHER STEP-FATHER OR FOSTER FATHER IN THE HOME, LEAVE LINE 3 BLANK. IF ONE OTHER ADULT LIVES IN HH, CIRCLE THE LINE # ON WHICH YOU HAVE ENTERED HIS OR HER NAME AND REFER TO THIS PERSON BY NAME WHENEVER THE QUESTIONNAIRE SAYS "(HUSBAND/OTHER ADULT)". IF 2 OR MORE OTHER ADULTS LIVE WITH R, ASK HER WHICH ONE IS THE "SIGNIFICANT" ADULT.

B. What is his/her relationship to (CHILD)? ENTER B.

C. Is that a relative on (CHILD)'s mother's or father's side? ENTER C.

D. What is his/her race? ENTER D.

E. How old was he/she on his/her last birthday?
ENTER E.

F. SEX

G. Is he/she employed? ENTER Y OR N IN COLUMN G.

H. What is the highest grade he/she has completed?
ENTER H.

I. IF AGE 14+: Is (he/she) married, separated,
divorced, widowed or never married? ENTER I.

2. For statistical purposes, we need a general idea of
your total family income, plus that of any family
member living with you. Just give me the letter of the
category that includes your total family income for
1985. HAND CARD TO R

a. less than \$1000	aa. \$26000 - \$26999
b. \$ 1000 - \$ 1999	bb. \$27000 - \$27999
c. \$ 2000 - \$ 2999	cc. \$28000 - \$28999
d. \$ 3000 - \$ 3999	dd. \$29000 - \$29999
e. \$ 4000 - \$ 4999	ee. \$30000 - \$30999
f. \$ 5000 - \$ 5999	ff. \$31000 - \$31999
g. \$ 6000 - \$ 6999	gg. \$32000 - \$32999
h. \$ 7000 - \$ 7999	hh. \$33000 - \$33999
i. \$ 8000 - \$ 8999	ii. \$34000 - \$34999
j. \$ 9000 - \$ 9999	jj. \$35000 - \$35999
k. \$10000 - \$10999	kk. \$36000 - \$36999
l. \$11000 - \$11999	ll. \$37000 - \$37999
m. \$12000 - \$12999	mm. \$38000 - \$38999
n. \$13000 - \$13999	nn. \$39000 - \$39999
o. \$14000 - \$14999	oo. \$40000 - \$40999
p. \$15000 - \$15999	pp. \$41000 - \$41999
q. \$16000 - \$16999	qq. \$42000 - \$42999
r. \$17000 - \$17999	rr. \$43000 - \$43999
s. \$18000 - \$18999	ss. \$44000 - \$44999
t. \$19000 - \$19999	tt. \$45000 - \$45999
u. \$20000 - \$20999	uu. \$46000 - \$46999
v. \$21000 - \$21999	vv. \$47000 - \$47999
w. \$22000 - \$22999	ww. \$48000 - \$48999
x. \$23000 - \$23999	xx. \$49000 - \$49999
y. \$24000 - \$24999	yy. \$50000 - \$50999
z. \$25000 - \$25999	zz. \$51000 or more

IF REFUSES:

Like with other information in this questionnaire, your
answer will be kept strictly confidential. Your name
will not be connected with any of these answers and we
are not permitted to reveal or discuss anything from an
interview with any person or agency.

3. Some families do a lot of activities together while others do not. Thinking specifically about (NAME), about how often does he/she do the following activities with you or other adult family members? (HAND R CARD)

1=SEVERAL TIMES A WEEK 2=AT LEAST ONCE A WEEK
3=ABOUT EVERY TWO WEEKS 4=ONCE A MONTH
5=EVERY FEW MONTHS 6=LESS OFTEN

A. GO SOMEPLACE FOR ENTERTAINMENT (MOVIE, BALL GAME)

1 2 3 4 5 6

B. PLAY GAMES OR SPORTS OR DO OTHER RECREATIONAL ACTIVITIES TOGETHER

1 2 3 4 5 6

C. DO THINGS TOGETHER AROUND THE HOUSE, LIKE BUILD OR MAKE THINGS, COOK OR SEW

1 2 3 4 5 6

D. WORK ON HOMEWORK TOGETHER

1 2 3 4 5 6

E. GO TO CHURCH TOGETHER

1 2 3 4 5 6

F. GO TO COMMUNITY ACTIVITIES TOGETHER

1 2 3 4 5 6

4. Thinking about how (NAME) is doing overall, how much is each of the following responsible? How much is (READ A) responsible -- Would you say very, very much, very much, pretty much, some, a little, or not at all responsible for how (NAME) is doing? (REPEAT FOR B-G) (HAND R CARD)

	VERY VERY MUCH	VERY MUCH	PRETTY MUCH	SOME	A LITTLE	NOT AT ALL
GOD-----	6	5	4	3	2	1
LUCK-----	6	5	4	3	2	1

THE WAY SOCIETY IS--	6	5	4	3	2	1
THE WAY TEACHERS ARE	6	5	4	3	2	1
THE WAY FAMILY IS---	6	5	4	3	2	1
THE WAY FRIENDS ARE-	6	5	4	3	2	1
THE WAY HE/SHE IS---	6	5	4	3	2	1

5. Is there (EACH ITEM BELOW) that you could turn to in time of trouble?

A. A MINISTER OR PRIEST	Y	N
B. A DOCTOR OR LAWYER	Y	N
C. A SOCIAL WORKER	Y	N
D. A FAMILY MEMBER HERE IN THE HOUSEHOLD	Y	N
E. A FRIEND OUTSIDE THE HOUSEHOLD	Y	N
F. A RELATIVE OUTSIDE THE HOUSEHOLD	Y	N

IF YES TO E OR F: About how many friends and how many relatives (outside the household) could you turn to for help in time of trouble?

OF FRIENDS _____ # OF RELATIVES _____

6. I'm going to read a list of kinds of organizations. For each one, please tell me if you (OR YOUR HUSBAND/OTHER ADULT) belong to any.

A. Who belongs?

B. Do you (Does he/she) attend meetings regularly, or not?

	MEMBER		WHO BELONGS		ATTENDANCE			
					MOTHER		FATHER	
	Y	N	MO	FA	REG	NOT	REG	NOT
CHURCH & SYNAGOGUE GROUPS, CLUBS, CHOIR, RELIGIOUS GROUPS	1	2	1	2	2	1	2	1
SORORITIES, FRATERNAL ORGN'S AND LODGES SUCH AS ELKS, MASONS, MOOSE	1	2	1	2	2	1	2	1
SOCIAL CLUBS, CARD CLUBS, KENO CLUBS, ETC	1	2	1	2	2	1	2	1

7. Do you (OR HUSBAND/ OTHER ADULT) belong to a church?

MOTHER----	YES	NO	FATHER (OTHER ADULT)----	YES	NO
	1	2		1	2

8. Which church or synagogue?

<input type="checkbox"/> CATHOLIC	<input type="checkbox"/> JEHOVAH WITNESS
<input type="checkbox"/> NATION OF ISLAM OR BLACK MUSLIM	
<input type="checkbox"/> BAPTIST	<input type="checkbox"/> COMMUNITY
<input type="checkbox"/> AME ZION OF AME	<input type="checkbox"/> SEVEN DAY ADVENTIST
<input type="checkbox"/> CHRISTIAN SCIENCE	<input type="checkbox"/> UNITY
<input type="checkbox"/> METHODIST	<input type="checkbox"/> UNITED CHURCH OF CHURCH
<input type="checkbox"/> LUTHERAN	<input type="checkbox"/> PENTECOSTAL
<input type="checkbox"/> EPISCOPAL	<input type="checkbox"/> CHURCH OF GOD IN CHURCH
<input type="checkbox"/> PRESBYTERIAN	<input type="checkbox"/> HOLY GHOST
<input type="checkbox"/> OTHER _____	

9. How often do you (YOUR HUSBAND/OTHER ADULT) attend church services? HAND R CARD.

	MOTHER	FATHER (OTHER ADULT)
SEVERAL TIMES A WEEK	6	6
AT LEAST ONCE A WEEK	5	5
EVERY TWO WEEKS	4	4
ONCE A MONTH	3	3
EVERY FEW MONTHS	2	2
LESS OFTEN	1	1

10. How important would you say religion is to you, on a scale of 1 to 6, 1 being of no importance, have no religion; and 6 being extremely important, religious faith is the center of your life?

NO IMPORTANCE	1	2	3	4	5	6	EXTREMELY IMPORTANT
HAVE NO RELIGION							RELIGIOUS FAITH IS THE CENTER OF MY LIFE

11. Next, I'm going to read you some statements about what happens to a person in life--tell me whether you strongly agree, agree, disagree, or strongly disagree.

1=STRONGLY AGREE	3=DISAGREE
2=AGREE	4=STRONGLY DISAGREE

EVERY TIME I TRY TO GET AHEAD, SOMETHING OR SOMEBODY
STOPS ME.

1 2 3 4

PEOPLE LIKE ME DON'T HAVE MUCH OF A CHANCE TO BE
SUCCESSFUL IN LIFE.

1 2 3 4

THE TOUGHER THE JOB, THE HARDER I WORK.

1 2 3 4

GOOD LUCK IS MORE IMPORTANT THAN HARD WORK FOR SUCCESS.

1 2 3 4

IF A PERSON IS NOT SUCCESSFUL IN LIFE, IT IS HIS OWN
FAULT.

1 2 3 4

PEOPLE WHO ACCEPT THEIR CONDITION IN LIFE ARE HAPPIER
THAN THOSE WHO TRY TO CHANGE THINGS.

1 2 3 4

I WOULD MAKE ANY SACRIFICE TO GET AHEAD IN LIFE.

1 2 3 4

THE WAY MY CHILD(REN) (IS/ARE) TURNING OUT DEPENDS ON
THEIR INNER NATURE AND THERE IS LITTLE I CAN DO ABOUT
IT.

1 2 3 4

*The following two non-identified scales, the Spiritual Well-Being Scale and the Rotter Locus of Control Scale, were administered.

For each of the following statements circle the choice that best indicates the extent of your agreement or disagreement as it describes your personal experience:

SA=Strongly Agree
MA=Moderately Agree
A=Agree

SD=Strongly Disagree
MD=Moderately Disagree
D=Disagree

- | | |
|--|-----------------|
| 1. I don't find much satisfaction in private prayer with God. | SA MA A D MD SD |
| 2. I don't know who I am, where I came from, or where I'm going | SA MA A D MD SD |
| 3. I believes that God loves me and cares about me. | SA MA A D MD SD |
| 4. I feel that life is a positive experience. | SA MA A D MD SD |
| 5. I believe that God is impersonal and not interested in my daily situations. | SA MA A D MD SD |
| 6. I feel unsettled about my future. | SA MA A D MD SD |
| 7. I have a personally meaningful relationship with God. | SA MA A D MD SD |
| 8. I feel very fulfilled and satisfied with life. | SA MA A D MD SD |
| 9. I don't get much personal strength and support from my God. | SA MA A D MD SD |
| 10. I feel a sense of well-being about the direction my life is headed in. | SA MA A D MD SD |
| 11. I believe that God is concerned about my problems. | SA MA A D MD SD |

12. I don't enjoy much about life.	SA MA A D MD SD
13. I don't have a personally satisfying relationship with God.	SA MA A D MD SD
14. I feel good about my future.	SA MA A D MD SD
15. My relationship with God helps me not to feel lonely.	SA MA A D MD SD
16. I feel that life is full of conflict and unhappiness.	SA MA A D MD SD
17. I feel most fulfilled when I'm in close communion with God.	SA MA A D MD SD
18. Life doesn't have much meaning.	SA MA A D MD SD
19. My relation with God contributes to my sense of well-being.	SA MA A D MD SD
20. I believe there is some real purpose for my life.	SA MA A D MD SD

Please answer these items carefully but do not spend too much time on any one item. Be sure to find an answer for every choice. For each numbered question make an X on the line beside a or b, whichever you choose as the statement most true. In some instances you may discover that you believe both statements or neither one. In such cases, be sure to select the one you more strongly believe to be the case as far as you're concerned. Also try to respond to each item independently when making your choice; do not be influenced by your previous choice. Remember: select that alternative which you personally believe to be more true.

I MORE STRONGLY BELIEVE THAT

1. ____A. Children get into trouble because their parents punish them too much.
____B. The trouble with most children nowadays is that their parents are too easy with them.
2. ____A. Many of the unhappy things in people's lives are partly due to bad luck.
____B. People's misfortunes result from the mistakes they make.
3. ____A. One of the major reasons why we have wars is because people don't take enough interest in politics.
____B. There will also be wars no matter how hard people try to prevent them.
4. ____A. In the long run, people get the respect they deserve in this world.
____B. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.
5. ____A. The idea that teachers are unfair to students is nonsense.
____B. Most students don't realize the extent to which their grades are influenced by accidental happenings.
6. ____A. With the right breaks one cannot be an effective leader.

- ___B. Capable people who fail to become leaders have not taken advantage of their opportunities.
7. ___A. No matter how hard you try some people just don't like you.
- ___B. People who can't get others to like them don't understand how to get along with others.
8. ___A. Heredity plays the major role in determining one's personality.
- ___B. It is one's experiences in life which determine what they're like.
9. ___A. I have often found that what is going to happen will happen.
- ___B. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.
10. ___A. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.
- ___B. Many times exam questions tend to be so unrelated to course work that studying is really useless.
11. ___A. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
- ___B. Getting a good job depends mainly on being in the right place at the right time.
12. ___A. The average citizen can have an influence in government decisions.
- ___B. This world is run by few people in power, and there is not much the little guy can do about it.
13. ___A. When I make plans, I am almost certain that I can make them work.
- ___B. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.
14. ___A. There are certain people who are just not good.

- ___B. There is some good in everybody.
15. ___A. In my case, getting what I want has little or nothing to do with luck.
___B. Many times we might just as well decide what to do by flipping a coin.
16. ___A. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
___B. Getting people to do the right things depends on ability; luck has little or nothing to do with it.
17. ___A. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.
___B. By taking an active part in political and social affairs the people can control world events.
18. ___A. Most people can't realize the extent to which their lives are controlled by accidental happenings.
___B. There is really no such thing as "luck".
19. ___A. One should always be willing to admit his mistakes.
___B. It is usually best to cover up one's mistakes.
20. ___A. It is hard to know whether or not a person really likes you.
___B. How many friends you have depends on how nice a person you are.
21. ___A. In the long run the bad things that happen to us are balanced by the good ones.
___B. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.
22. ___A. With enough effort we can wipe out political corruption.
___B. It is difficult for people to have much control over the things politicians do in office.

23. ___A. Sometimes I can't understand how teachers arrive at the grades they give.
___B. There is a connection between how hard I study and the grade I get.
24. ___A. A good leader expects people to decide for themselves what they should do.
___B. A good leader makes it clear to everybody what their jobs are.
25. ___A. Many times I feel I have little influence over the things that happen to me.
___B. It is impossible for me to believe that chance or luck plays an important role in my life.
26. ___A. People are lonely because they don't try to be friendly.
___B. There is not much use in trying too hard to please people, if they like you, they like you.
27. ___A. There is too much emphasis on athletics in high school.
___B. Team sports are an excellent way to build character.
28. ___A. What happens to me is my own doing.
___B. Sometimes I feel that I don't have enough control over the direction my life is taking.
29. ___A. Most of the time I can't understand why politicians behave the way they do.
___B. In the long run the people are responsible for bad government on a national as well as on a local level.

Appendix E
Structured Teacher Interview

TEACHER OBSERVATION OF CLASSROOM ADAPTATION SCALE

Pupil's name_____ Teacher Code_____

School_____ Date_____

Room No._____ No. of weeks teaching

Teacher_____ this child _____

Rating Scale (0 - 3)

- 0 = within minimal limits of acceptable behavior
- 1 = mildly excessive
- 2 = moderately excessive
- 3 = severely excessive

Please rate each pupil from 0 to 3 for each of the following kinds of maladaptive behavior observed in the classroom, using the above rating scale. The examples given for each category of maladaptive behavior are merely illustrative suggestions, and should not be thought of as an exhaustive list.

1. EXCESSIVE LACKING IN INVOLVEMENT WITH CLASSMATES - e.g. shy timid, alone too much, day-dreamer, friendless, aloof ☐

2. EXCESSIVELY AGGRESSIVE BEHAVIOR - e.g. fights too much, steals, lies, resists authority, is destructive to others or property, obstinate, disobedient, uncooperative ☐

3. EXCESSIVELY IMMATURE BEHAVIOR - e.g. acts too young physically and/or emotionally, cries too much, has tantrums, sucks thumb, is physically poorly coordinated, masturbates, urinates in class, seeks too much attention ☐

4. EXCESSIVELY NOT WORKING UP TO HIS ABILITY - e.g. does not learn as well as your assessment of his ability indicates he is able to ☐

5. EXCESSIVELY RESTLESS - e.g. fidgets, is ☐

unable to sit still in classroom []

6. GLOBAL RATING OF CLASSROOM ADAPTATION -

This is not a summary of the other behavior ratings but a general overall rating of the child's state of classroom behavior adaptation. However, if a child has been rated as maladapted in one of the classroom behavior categories, he should have a maladapted rating in the global category. If he has received a '0' in each of the boxes above he should have a '0' in this box []

Appendix F
Research Proposal

WESTERN CONSERVATIVE BAPTIST SEMINARY
DEPARTMENT OF PSYCHOLOGY
RESEARCH PROPOSAL
August 1986

FACULTY INVESTIGATORS:

Robert E. Buckler, M.D., M.P.H., Project Director
Neal F. McBride, Ed.D., Ph.D.
Gerry E. Breshears, Ph.D.

STUDENT INVESTIGATORS:

Jeffrey M. Newenhouse, Project Coordinator
Terri L. Mishler
Brian E. Kidwell
Kathy D. Davis
James C. Putnam

Nature of the study:

This proposed research is a follow-up study to the 1964-1979 "Woodlawn Study" of first grade school children in the Woodlawn community in Chicago, which enlisted the cooperation and active participation of all twelve schools (nine public and three parochial) in the Woodlawn area, with the families of the first grade school children. The study was conducted by the Social Psychiatric Study Center, Department of Psychiatry, University of Chicago; the principal investigator was Dr. Sheppard Kellam who is presently Chairman of the Department of Mental Hygiene at the School of Hygiene and Public Health at Johns Hopkins University, where a more extensive and expanded investigation is currently being done in conjunction with the Baltimore Public Schools.

Purpose of the Study:

It is the purpose of this study to replicate aspects of the Woodlawn Study in a different geographic location, with a different population, such as this possible in the state of Oregon. It is hypothesized that within the social field are a number of individuals and organizations, and within the student's family are certain individual beliefs and behaviors which influence social adaptational

status (SAS), psychological well-being (PWB) and educational accomplishment. In this proposed research, SAS will be measured by the Teacher Observation of Classroom Adaptation Scale (TOCA). Family and individual data variables (e.g. family structure; beliefs, attitudes and values; socio-economic factors and religious factors) will also be collected. Longitudinal follow-up of the subjects is planned over at least a 10 year period.

Rationale

Two-Dimensional View of Mental Health:

In the Woodlawn Study, Dr. Kellam proposed a broadened view of community mental health consisting of two dimensions: psychological well-being and social adaptation. Social adaptation was found to be an important dimension of mental health which has only rarely been the subject of empirical study. Further research in this area is clearly needed.

Social Adaptational Status:

Social adaptation has been defined as a societal dimension measuring the adequacy of the individual's role performance as viewed by a significant other in a particular social field. In the school classroom the teacher is the nature rater, who is the significant other able to estimate the adequacy of an individual's social role performance. This is based on the life course-social field concept that Kellam et al (1975) developed.

Life Course-Social Field:

The life course-social field is concerned with the stages of life that all individual passes through and is based on the theoretical developments of Erikson (1963), Havighurst (1952), Neugarten (1968) and others. They emphasize the interactional process that occurs between individuals during the psychosocial development process. Within the social field are a number of individuals and organizations, and within the student's family are certain individual beliefs and behaviors which influence SAS,

psychological well-being (PWB) and educational accomplishment. Religion and religious beliefs and practices are important variables within the social field.

Teacher Observation of Classroom Adaptation Scale:

The Teacher Observation of Classroom Adaptation Scale (TOCA) was developed by Dr. Kellam to systematically measure the child's social adaptational status in a statistically reliable and valid manner. It has been used by teachers in several different school districts in the Chicago area and now is used in the Baltimore area. It was designed with teachers in mind. It is a short rating instrument and is easily scored. The teacher will be asked to rate the social adaptational status of the first graders who are in the study. The total time needed for the teacher to accomplish the rating will depend upon the number of students that she/he must rate. However, it takes approximately one hour for 30 students; for classes with approximately 20 students in the study the time required will be proportionally less.

Subjects/Participants:

In the schools that agree to participate in this study 10 first grade boys and first grade girls will be selected, randomly with replacement, from each classroom (i.e., if parent(s) of a selected child do not agree to participate in the study, another child of the same sex will be randomly chosen, & so forth). A minimum sample size of 250 students has been targeted.

Procedures:

Consistent with the Woodlawn and Baltimore studies, structured interviews will be used to obtain family data. The interviews will be scheduled by appointments, at the parent's convenience, in the parent's home or on school grounds. Structured interviews will last approximately 30 minutes. Data collected could begin as soon as it is possible

to determine which first graders will be in a given school classroom.

As stated above, structured teacher interviews will be conducted to obtain teacher ratings of the first grade school children. The teacher interviews will follow the format outlined by Kellam et al. (1975). The 40-50 minute interview begins with a 5-10 minute warm-up period to engage the teacher and the interviewer. Then the teacher will be asked to rate each first grader in their classroom who has been selected as part of the sample population of first grade school children. The Teacher Observation of Classroom Adaptation Scale (TOCA) will be used. Teachers will not write the ratings, but will be allowed to hold a copy of the TOCA while rating the children while the interviewer records the data. Termination will consist of 5-10 minutes of discussion regarding the procedure and ratings that had just been done.

Teacher ratings of the children's social adaptational status (SAS) will be obtained during the ninth and fifteenth weeks of classes. The initial rating at the ninth week is to allow the teacher sufficient time to get to know the children in their classroom. The follow-up rating at the fifteen week is to evaluate test-retest reliability. Kellam et al. (1975) suggested this time frame since a six week period is not felt to be a period of time in which the children would change significantly but was felt to be long enough so that the teachers would probably not remember their initial ratings of the children. These teacher ratings can occur anytime that is convenient for the school and the teacher during the ninth and fifteenth weeks. Some suggested times are one hour before classes or after classes.

The treatment of subjects/participants will be according to the ethical principles of the American Psychological Association (see Principle 9, Research with Human Participants, in the "Ethical Principles of Psychologists," APA, 1981).

Benefits for the Schools:

By using easily obtainable family data it may be possible to assess how certain family and individual variables affect the social adaptational status of children. From this, it may also be possible to determine which children may be prone to maladaptive behaviors and would benefit from preventive interventions. This would provide valuable information to the school, teachers and parents regarding a dimension of the mental health of their children. Indirectly, this study will assist in targeting prevention interventions in the future.

Results of the Study:

After initial data collection, the data will be coded and entered into an appropriate computer data base for analysis. Confidentiality will be maintained at all times by the investigators; an individual's actual identity will not be accessible from the data base. The results will be evaluated and a copy of the results and discussion will be given to the school superintendent of the participating school district. Parents will be given general results upon request.

RESEARCH PROPOSAL 1987

The research proposal of the 1987-1988 study is similar to the research proposal of the 1986-1987 study, except that it utilized the following personnels:

FACULTY INVESTIGATORS:

Robert E. Buckler, M.D., M.P.H., Project Director
Wayne E. Colwell, Ph.D.
Randal Roberts, Th.M.

STUDENT INVESTIGATOR:

Williams S. Moynihan

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Appendix G

Sample Letter to Parents

September, 1986

Dear Parents:

You and your first grader are being asked to participate in a research study which will examine how family variables, including family structure, family beliefs and values, socio-economic factors, spiritual well-being, locus of control, church attendance, importance of religion and other religious factors influence the social adaptation of first grade school children. This will form the basis for longitudinal follow-up over at least 10 years. Your participation and cooperation play an important part in the outcome of the study.

The study is designed to be a follow-up study to "The Woodlawn Study" which was done in the Woodlawn community of Chicago in the 1960's and 1970's by the University of Chicago. Presently a similar, expanded, more extensive prevention intervention follow-up is being done in conjunction with the Baltimore Public Schools. It is important that aspects of these studies be replicated in a different population, in a different geographic area of the country, such as would be provided here in Oregon. Our study will further refine, and help to determine generalizability, of these studies as well as to examine the effects of religious variables.

Confidentiality will be maintained at all times by the investigators; a participant's actual identity will only be known by those investigators involved; this will not be accessible from the data base resulting from this research.

Enclosed is an agreement to participate in this research study. Please fill this consent form out completely and return it to your child's school today. Approximately ten boys and ten girls will be chosen from each first grade classroom by a scientific random sample procedure. After we receive the signed consent form, if your child is selected by the scientific random sample, we will be contacting you to set up an interview appointment at your convenience, either at your home or at the school.

If you have any questions, please contact Terri Mishler, M.A. at 761-6335 or my graduate fellow, Jeff Newenhouse, M.A., at 239-7884 or 233-8561 ext. 317.

Thank you in advance for your participation and cooperation with this research study, which we feel will have important long-range results for both Christian education and the mental health of children and adults.

Sincerely,

Robert E. Buckler, M.D., M.P.H.

Appendix H
Descriptive Statistics

Descriptive Statistics for the Combined Sample, Males
and Females

Child's Gender	N	%
Male	76	52.7
Female	68	47.3

Variable	Mean	Std Dev	Min	Max	N
CHILDAGE	6.31	.48	6	8	150
FAMLYINC	31.16	12.37	2	52	148
RESPOEMP	1.30	.46	1	2	149
RESPOMS	1.25	.73	1	5	150
IMPTRELRLR	5.40	1.05	1	6	149
SC	.42	.58	.00	3.00	147
AA	.37	.68	.00	3.00	147
MAT	.49	.67	.00	2.50	147
CA	.35	.57	.00	3.00	147
CON	.41	.63	.00	3.00	147
GLOB	.74	.66	.00	3.00	147

Note. CHILDAGE = age of child; FAMLYINC = family income in \$1,000s; RESPOEMP = employment status of respondent; RESPOMS = marital status of respondent; IMPTRELRLR = importance of religion of respondent; SC = Social Contact; AA = Authority Acceptance; MAT = Maturation; CA = Cognitive Achievement; CON = Concentration; GLOB = Global Adaptation.

Descriptive Statistics for the Combined Sample, Males only

Child's Gender	N	%
Male	76	52.7

<u>Variable</u>	<u>Mean</u>	<u>Std Dev</u>	<u>Min</u>	<u>Max</u>	<u>N</u>
CHILDAGE	6.35	.51	6	8	80
FAMLYINC	32.32	12.87	2	52	79
RESPOEMP	1.35	.48	1	2	79
RESPOMS	1.24	.72	1	5	80
IMPTRELRL	5.46	1.05	1	6	80
SC	.39	.62	.00	3.00	77
AA	.45	.73	.00	3.00	77
MAT	.50	.67	.00	2.50	77
CA	.32	.50	.00	2.00	77
CON	.49	.63	.00	2.50	77
GLOB	.75	.67	.00	2.50	77

Note. CHILDAGE = age of child; FAMLYINC = family income in \$1,000s; RESPOEMP = employment status of respondent; RESPOMS = marital status of respondent; IMPTRELRL = importance of religion of respondent; SC = Social Contact; AA = Authority Acceptance; MAT = Maturation; CA = Cognitive Achievement; CON = Concentration; GLOB = Global Adaptation.

Descriptive Statistics for the Combined Sample.

Females only

Child's Gender	N	%
Female	68	47.3

<u>Variable</u>	<u>Mean</u>	<u>Std Dev</u>	<u>Min</u>	<u>Max</u>	<u>N</u>
CHILDAGE	6.26	.44	6	7	70
FAMILYINC	29.83	11.73	4	52	69
RESPOEMP	1.24	.43	1	2	70
RESPOMS	1.26	.76	1	5	70
IMPTRELR	5.33	1.04	2	6	69
SC	.45	.55	.00	2.00	70
AA	.28	.61	.00	3.00	70
MAT	.47	.68	.00	2.50	70
CA	.39	.65	.00	3.00	70
CON	.32	.62	.00	3.00	70
GLOB	.73	.65	.00	3.00	70

Note. CHILDAGE = age of child; FAMILYINC = family income in \$1,000s; RESPOEMP = employment status of respondent; RESPOMS = marital status of respondent; IMPTRELR = importance of religion of respondent; SC = Social Contact; AA = Authority Acceptance; MAT = Maturation; CA = Cognitive Achievement; CON = Concentration; GLOB = Global Adaptation.

Descriptive Statistics for the Private Christian
Schools Sample. Males and Females

Child's Gender	N	%
Male	39	52.0
Female	36	48.0

<u>Variable</u>	<u>Mean</u>	<u>Std Dev</u>	<u>Min</u>	<u>Max</u>	<u>N</u>
CHILDAGE	6.34	.48	6	7	76
FAMILYINC	29.71	12.87	4	52	75
RESPOEMP	1.30	.46	1	2	76
SC	.36	.47	.00	1.50	76
AA	.39	.69	.00	3.00	76
MAT	.43	.61	.00	2.50	76
CA	.32	.54	.00	3.00	76
CON	.48	.63	.00	3.00	76
GLOB	.72	.64	.00	3.00	76

Note. CHILDAGE = age of child; FAMILYINC = family income in \$1,000s; RESPOEMP = employment status of respondent; SC = Social Contact; AA = Authority Acceptance; MAT = Maturation; CA = Cognitive Achievement; CON = Concentration; GLOB = Global Adaptation.

Descriptive Statistics for the Private Christian
Schools Sample. Males only

Child's Gender	N	%
Male	39	52.0

<u>Variable</u>	<u>Mean</u>	<u>Std Dev</u>	<u>Min</u>	<u>Max</u>	<u>N</u>
CHILDAGE	6.31	.47	6	7	39
FAMLYINC	30.85	13.23	4	52	39
RESPOEMP	1.31	.47	1	2	39
SC	.35	.49	.00	1.50	39
AA	.55	.77	.00	2.50	39
MAT	.50	.68	.00	2.50	39
CA	.31	.41	.00	1.50	39
CON	.63	.61	.00	2.00	39
GLOB	.78	.60	.00	2.00	39

Note. CHILDAGE = age of child; FAMLYINC = family income in \$1,000s; RESPOEMP = employment status of respondent; SC = Social Contact; AA = Authority Acceptance; MAT = Maturation; CA = Cognitive Achievement; CON = Concentration; GLOB = Global Adaptation.

Descriptive Statistics for the Private Christian
Schools Sample. Females only

Child's Gender	N	%
Female	36	48.0

<u>Variable</u>	<u>Mean</u>	<u>Std Dev</u>	<u>Min</u>	<u>Max</u>	<u>N</u>
CHILDAGE	6.38	.49	6	7	37
FAMILYINC	28.47	12.54	4	52	36
RESPOEMP	1.30	.46	1	2	37
SC	.38	.46	.00	1.50	37
AA	.22	.55	.00	3.00	37
MAT	.35	.54	.00	1.50	37
CA	.34	.66	.00	3.00	37
CON	.32	.63	.00	3.00	37
GLOB	.66	.68	.00	3.00	37

Note. CHILDAGE = age of child; FAMILYINC = family income in \$1,000s; RESPOEMP = employment status of respondent; SC = Social Contact; AA = Authority Acceptance; MAT = Maturation; CA = Cognitive Achievement; CON = Concentration; GLOB = Global Adaptation.

Descriptive Statistics for the Public Schools

Sample, Males and Females

Child's Gender	N	%
Male	37	52.8
Female	33	47.2

<u>Variable</u>	<u>Mean</u>	<u>Std Dev</u>	<u>Min</u>	<u>Max</u>	<u>N</u>
CHILDAGE	6.27	.48	6	8	74
FAMILYINC	32.64	11.74	2	52	73
RESPOEMP	1.30	.46	1	2	73
SC	.48	.68	.00	3.00	71
AA	.35	.68	.00	3.00	71
MAT	.55	.73	.00	2.50	71
CA	.38	.61	.00	2.50	71
CON	.34	.62	.00	2.50	71
GLOB	.75	.68	.00	2.50	71

Note. CHILDAGE = age of child; FAMILYINC = family income in \$1,000s; RESPOEMP = employment status of respondent; SC = Social Contact; AA = Authority Acceptance; MAT = Maturation; CA = Cognitive Achievement; CON = Concentration; GLOB = Global Adaptation.

Descriptive Statistics for the Public Schools Sample.Males only

Child's Gender	N	%
Male	37	52.8

<u>Variable</u>	<u>Mean</u>	<u>Std Dev</u>	<u>Min</u>	<u>Max</u>	<u>N</u>
CHILDAGE	6.39	.54	6	8	41
FAMLYINC	33.75	12.51	2	52	40
RESPOEMP	1.40	.50	1	2	40
SC	.43	.73	.00	3.00	38
AA	.36	.69	.00	3.00	38
MAT	.50	.68	.00	2.00	38
CA	.33	.58	.00	2.00	38
CON	.36	.63	.00	2.50	38
GLOB	.71	.73	.00	2.50	38

Note. CHILDAGE = age of child; FAMLYINC = family income in \$1,000s; RESPOEMP = employment status of respondent; SC = Social Contact; AA = Authority Acceptance; MAT = Maturation; CA = Cognitive Achievement; CON = Concentration; GLOB = Global Adaptation.

Descriptive Statistics for the Public Schools Sample.

Females only

Child's Gender	N	%
Female	33	47.2

<u>Variable</u>	<u>Mean</u>	<u>Std Dev</u>	<u>Min</u>	<u>Max</u>	<u>N</u>
CHILDAGE	6.12	.33	6	7	33
FAMILYINC	31.30	10.77	10	52	33
RESPOEMP	1.18	.39	1	2	33
SC	.53	.62	.00	2.00	33
AA	.35	.68	.00	2.50	33
MAT	.61	.80	.00	2.50	33
CA	.44	.65	.00	2.50	33
CON	.32	.62	.00	2.50	33
GLOB	.80	.62	.00	2.50	33

Note. CHILDAGE = age of child; FAMILYINC = family income in \$1,000s; RESPOEMP = employment status of respondent; SC = Social Contact; AA = Authority Acceptance; MAT = Maturation; CA = Cognitive Achievement; CON = Concentration; GLOB = Global Adaptation.

Appendix I
T-Test Tables

T-Tests between Private Independent Christian and
Private Adventist Christian School Samples

Variable	Independent (n = 50)		Adventist (n = 37)		T-Value
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	
SC1	.44	.50	.16	.60	2.35*
SC2	.48	.61	.35	.77	.84
XSC	.46	.48	.26	.58	1.68
AA1	.36	.78	.43	.84	-.42
AA2	.32	.62	.44	.75	-.81
XAA	.34	.66	.46	.69	-.78
MAT1	.28	.64	.32	.71	-.30
MAT2	.52	.76	.68	.77	-.92
XMAT	.40	.63	.51	.60	-.84
CA1	.24	.56	.22	.48	.21
CA2	.46	.68	.38	.78	.49
XCA	.35	.57	.31	.51	.34
CON1	.34	.48	.38	.83	-.27
CON2	.42	.67	.94	1.10	-2.70**
XCON	.38	.50	.68	.84	-2.02*
GLOB1	.68	.62	.59	.90	.53
GLOB2	.70	.61	.94	.78	-1.59
XGLOB	.69	.55	.79	.75	-.73
FAMILYINC	28.34	12.15	31.63	13.76	-1.16
ACTCHRCH	1.76	.94	2.41	1.07	-2.99**
GODRES	5.56	.64	5.41	.87	.96
MINPREST	1.10	.30	1.00	.00	NV
IMPTRELR	5.84	.37	5.65	.79	1.51
HFRQATTN	5.04	1.20	4.00	1.58	3.27**
RFRQATTN	5.18	.96	4.46	1.21	3.09**

NOTE. N = 87. *P<.05. **P<.01. ***P<.001. NV = No variance in this sample. All two-tailed. See Appendix A for variable abbreviations legend. (Mishler, 1987)

T-Tests between Private Independent Christian and
Public School Samples

Variable	Independent (n = 50)		Public (n = 26)		T-Value
	M	SD	M	SD	
SC1	.44	.50	.65	.80	-1.43
SC2	.48	.61	.58	.64	-.64
XSC	.46	.48	.62	.56	-1.27
AA1	.36	.78	.69	1.05	-1.57
AA2	.32	.62	.58	.86	.47
XAA	.34	.66	.63	.89	-1.64
MAT1	.28	.64	.88	.99	-3.22**
MAT2	.52	.76	.50	.70	.11
XMAT	.40	.63	.69	.80	-1.74
CA1	.24	.56	.96	.92	-4.27***
CA2	.46	.68	.38	.64	.47
XCA	.35	.57	.67	.71	-2.15*
CON1	.34	.48	.50	.76	-1.12
CON2	.42	.67	.38	.70	.21
XCON	.38	.50	.44	.67	-.46
GLOB1	.68	.62	1.23	.65	-3.61***
GLOB2	.70	.61	.84	.54	-1.02
XGLOB	.69	.55	1.03	.53	-2.65**
FAMILYINC	28.34	12.15	29.38	11.32	-.36
ACTCHRCH	1.76	.94	4.04	2.05	-6.66***
GODRES	5.56	.64	3.92	1.55	6.47***
MINPREST	1.10	.30	1.35	.49	-2.72**
IMPTREL	5.84	.37	4.58	1.65	5.19***
HFRQATTN	5.04	1.20	2.48	1.94	6.96***
RFRQATTN	5.18	.96	2.76	2.02	7.04***

NOTE. N = 76. *P<.05. **P<.01. ***P<.001. NV = No variance in this sample. All two-tailed. See Appendix A for variable abbreviations legend. (Mishler, 1987)

T-Tests between Private Adventist Christian and
Public School Samples

Variable	Private Adventist (n = 50)		Public School (n = 37)		T-Value
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	
SC1	.16	.60	.65	.80	-2.79**
SC2	.35	.77	.58	.64	-1.19
XSC	.26	.58	.62	.56	-2.37*
AA1	.43	.84	.69	1.05	-1.09
AA2	.44	.75	.58	.86	-.65
XAA	.46	.69	.63	.89	-.88
MAT1	.32	.71	.88	.99	-2.61**
MAT2	.68	.77	.50	.70	.91
XMAT	.51	.60	.69	.80	-.99
CA1	.22	.48	.96	.92	-4.21***
CA2	.38	.78	.38	.64	-.01
XCA	.31	.51	.67	.71	-2.32*
CON1	.38	.83	.50	.76	-.59
CON2	.94	1.10	.38	.70	2.26*
XCON	.68	.85	.44	.67	1.16
GLOB1	.59	.90	1.23	.65	-3.09**
GLOB2	.94	.78	.84	.54	.53
XGLOB	.79	.75	1.03	.53	-1.41
FAMLYINC	31.63	13.76	29.38	11.32	.68
ACTCHRCH	2.41	1.07	4.04	2.05	-4.13***
GODRES	5.41	.87	3.92	1.55	4.83***
MINPREST	1.00	.00	1.35	.49	NV
IMPTRELR	5.65	.79	4.58	1.65	3.43***
HRQATTN	4.00	1.58	2.48	1.94	3.17**
RFRQATTN	4.46	1.22	2.76	2.02	4.13***

NOTE. N = 63. *P<.05. **P<.01. ***P<.001. NV = No variance in this sample. All two-tailed. See Appendix A for variable abbreviations legend. (Mishler, 1987)

Paired Sample T-tests between Ninth and
Fifteenth Week TOCA Ratings

SAMPLE:	1	2	3	4	5
TOCA:	<u>T-VALUE</u>				
SC	-.77	.42	-1.07	1.47	-1.29
AA	.87	.83	.30	1.00	.21
MAT	-1.60	3.08**	-2.45*	-1.47	-2.07
CA	-.13	4.19***	-3.17**	-1.38	-1.04
CON	-2.30*	1.00	-.72	-1.00	-3.02**
GLOB	.14	3.43**	.00	-.56	-2.15*

Note: * $p < .05$. ** $p < .01$. *** $p < .001$. All two-tailed.
 SC = Social Contact scales. AA = Authority
 Acceptance scales. MAT = Immaturity scales. CA =
 Cognitive Achievement scales. CON = Concentration
 scales. GLOB = Global Adaptation scales. Sample 1 =
 total sample ($n = 113$). Sample 2 = Colton Public ($n = 26$).
 Sample 3 = Portland Christian ($n = 35$).
 Sample 4 = Columbia Christian ($n = 15$). Sample 5 =
 Seventh Day Adventist ($n = 37$).
 (Mishler, 1987)

Maternal Employment, Marital Status, Religiosity - 313

Appendix J
Raw Data Table

DATA LIST FILE = 'CHEW.DAT' / CLASSID 1-4 YEAR 6-7
 FAMILYID 9-12 CHILDAGE 14 CHILDSEX 16 CHLD RACE 18
 FAM-TYPE 20 FATHERHH 22 MOTHERHH 24 GRMOHH 26 AUNTHH
 28 GRFAHH 30 UNCLEHH 32 SISTERHH 34 OTHFEMHH 36 BROHH
 38 OTHMALHH 40 FEMCOUHH 42 MALCOUHH 44 YGBROHH 46
 HLFSIBHH 48 OLDBROHH 50 OLDSISHH 52 TOTSIBHH 54
 YGSISHH 56 NON-SIBHH 58 ADULTSHH 60 FENRELHH 62
 TOTTPEOHH 64-65 MANRELHH 67 AGECHLD 69-70 AGEYCHLD
 72-73 FATHRAGE 75-76 RESPOAGE 78-79 AGE4TH 81-82
 AGE5TH 84-85 AGE6TH 87-88 AGE7TH 90-91 AGE8TH 93-94
 AGE9TH 96-97 AGE10TH 99-100 AGE11TH 102-103 AGE12TH
 105-106 FATHRSEX 108 RESPOSEX 110 SEX4TH 112 SEX5TH
 114 SEX6TH 116 SEX7TH 118 SEX8TH 120 SEX9TH 122
 SEX10TH 124 SEX11TH 126 SEX12TH 128 RCRESPON 130-131
 RC3RD 133-134 RC4TH 136-137 RC5TH 139-140 RC6TH 142-
 143 RC7TH 145-146 RC8TH 148-149 RC9TH 151-152 RC10TH
 154-155 RC11TH 157-158 RC12TH 160-161 SCHFATHR 163-
 164 SCHRESPO 166-167 CGRDLEV 169-170 SCH4TH 172-173
 SCH5TH 175-176 SCH6TH 178-179 SCH7TH 181-182 SCH8TH
 184-185 SCH9TH 187-188 SCH10TH 190-191 SCH11TH 193-
 194 SCH12TH 196-197 FAMLYINC 199-200 RESPOEMP 202
 FATHREMP 204 EMP4TH 206 EMP5TH 208 EMP6TH 210 EMP7TH
 212 EMP8TH 214 EMP9TH 216 EMP10TH 218 EMP11TH 220
 EMP12TH 222 FATHERMS 224 RESPOMS 226 MS4TH 228 MS5TH
 230 MS6TH 232 MS7TH 234 MS8TH 236 MS9TH 238 MS10TH
 240 MS11TH 242 MS12TH 244 ACTENTER 246 ACTGAMES 248
 ACTHOME 250 ACTHMK 252 ACTCHRC 254 ACTCOMM 256
 GODRES 258 LUCKRES 260 SOCTYRES 262 TESCHRES 264
 FAMLYRES 266 FRENDRS 268 CHILDRES 270 MINPRIST 272
 DOCLAW 274 SOCWRKER 276 FAMMEMHH 278 FRINDHH 280
 RELTVHH 282 NMFRIEND 284-285 NMRELATV 287-288 RELGRPR
 290 RRELGRPA 292 RELGRPFA 294 FARELGPA 296 SORFRATR
 298 RSORFRAA 300 SORFRAFA 302 FASORFRA 304 SOCCLUBR
 306 RSOCCLBA 308 FASOCCLB 310 FASOCCBA 312 IMPTRELR
 314 HUSCHMEM 316 HCHDENOM 318-319 HFRQATTN 321 RCHMEM
 323 RCHDENOM 325-326 RFRQATTN 328 CLOC1 330 CLOC2 332
 CLOC3 334 CLOC4 336 CLOC5 338 CLOC6 340 CLOC7 342
 CLOC8 344 SWB1 346 SWB2 348 SWB3 350 SWB4 352 SWB5
 354 SWB6 356 SWB7 358 SWB8 360 SWB8 362 SWB10 364
 SWB11 366 SWB12 368 SWB13 370 SWB14 372 SWB15 374
 SWB16 376 SWB17 378 SWB18 380 SWB19 382 SWB20 384
 RWBSCORE 386-387 EWBSCORE 389-390 SWBSCORE 392-394
 SC1 430 SC2 432 AA1 434 AA2 436 MAT1 438 MAT2 440 CA1
 442 CA2 444 CON1 446 CON2 448 GLOB1 450 GLOB2 452
 WKSTCH1 454-455 WKSTCH2 457-458.

VARIABLE LABELS CLASSID 'CLASSROOM AND TEACHER ID'
 /YEAR 'FALL SCHOOL YEAR DATA COLLECTED'
 /FAMILYID 'FAMILY ID'
 /CHILDAGE 'AGE OF CHILD LAST BIRTHDAY'
 /CHILDSEX 'SEX OF CHILD'
 /CHLDRACE 'RACE OF CHILD'
 /FAMTYPE 'FAMILY TYPE'
 /FATHERHH 'FATHER IN HOME'
 /MOTHERHH 'MOTHER IN HOME'
 /GRMOHH 'GRANDMOTHER IN HOME'
 /AUNTHH 'AUNT IN HOME'
 /GRFAHH 'GRANDFATHER IN HOME'
 /UNCLEHH 'UNCLE IN HOME'
 /SISTERHH 'SISTER IN HOME'
 /OTHFEMHH 'OTHER FEMALE RELATIVE IN HOME'
 /BROHH 'BROTHER PRESENT IN HOME'
 /OTHMALHH 'OTHER MALE RELATIVE IN HOME'
 /FEMCOUHH 'FEMALE COUSIN IN HOME'
 /MALCOUHH 'MALE COUSIN IN HOME'
 /YGBROHH 'NM YOUNGER BROTHERS, HALF-BROTHERS IN HOME'
 /HLFSIBHH 'NM HALF-SIBLINGS IN HOME'
 /OLDBROHH 'NM OLDER BROTHERS, HALF-BROTHERS IN HOME'
 /OLDSISHH 'NM OLDER SISTERS, HALF-SISTERS IN HOME'
 /TOTSIBHH 'TOTAL NM SIBLINGS, HALF-SIBS IN HOME'
 /YGSISHH 'NM YOUNGER SISTERS, HALF-SISTERS IN HOME'
 /NONSIBHH 'NM OTHER CHILDREN (NON-SIBS) IN HOME'
 /ADULTSHH 'NM ADULTS IN HOME'
 /FENRELHH 'NM FEMALE NON-RELATIVES IN HOME'
 /TOTPEOHH 'TOTAL NM PEOPLE IN HOME'
 /MANRELHH 'NM MALE NON-RELATIVES IN HOME'
 /AGEOCHLD 'AGE OLDEST CHILD IN HOME'
 /AGEYCHLD 'AGE YOUNGEST CHILD IN HOME'
 /FATHRAGE 'AGE FATHER OR STEPFATHER LAST BIRTHDAY'
 /RESPOAGE 'AGE RESPONDENT LAST BIRTHDAY'
 /AGE4TH 'AGE 4TH PERSON IN HOME'
 /AGE5TH 'AGE 5TH PERSON IN HOME'
 /AGE6TH 'AGE 6TH PERSON IN HOME'
 /AGE7TH 'AGE 7TH PERSON IN HOME'
 /AGE8TH 'AGE 8TH PERSON IN HOME'
 /AGE9TH 'AGE 9TH PERSON IN HOME'
 /AGE10TH 'AGE 10TH PERSON IN HOME'
 /AGE11TH 'AGE 11TH PERSON IN HOME'
 /AGE12TH 'AGE 12TH PERSON IN HOME'
 /FATHRSEX 'SEX FATHER OR STEPFATHER'
 /RESPOSEX 'SEX RESPONDENT'
 /SEX4TH 'SEX 4TH PERSON IN HOME'

/SEX5TH 'SEX 5TH PERSON IN HOME'
 /SEX6TH 'SEX 6TH PERSON IN HOME'
 /SEX7TH 'SEX 7TH PERSON IN HOME'
 /SEX8TH 'SEX 8TH PERSON IN HOME'
 /SEX9TH 'SEX 9TH PERSON IN HOME'
 /SEX10TH 'SEX 10TH PERSON IN HOME'
 /SEX11TH 'SEX 11TH PERSON IN HOME'
 /SEX12TH 'SEX 12TH PERSON IN HOME'
 /RCRESPON 'RELATIONSHIP TO CHILD OF RESPONDENT'
 /RC3RD 'RELATIONSHIP TO CHILD OF 3RD PERSON'
 /RC4TH 'RELATIONSHIP TO CHILD OF 4TH PERSON'
 /RC5TH 'RELATIONSHIP TO CHILD OF 5TH PERSON'
 /RC6TH 'RELATIONSHIP TO CHILD OF 6TH PERSON'
 /RC7TH 'RELATIONSHIP TO CHILD OF 7TH PERSON'
 /RC8TH 'RELATIONSHIP TO CHILD OF 8TH PERSON'
 /RC9TH 'RELATIONSHIP TO CHILD OF 9TH PERSON'
 /RC10TH 'RELATIONSHIP TO CHILD OF 10TH PERSON'
 /RC11TH 'RELATIONSHIP TO CHILD OF 11TH PERSON'
 /RC12TH 'RELATIONSHIP TO CHILD OF 12TH PERSON'
 /SCHFATHR 'NM YRS SCHOOL FATHER COMPLETED'
 /SCHRESPO 'NM YRS SCHOOL RESPONDENT COMPLETED'
 /CGRDLEV 'CHILDS GRADE LEVEL'
 /SCH4TH 'NM YRS SCHOOL 4TH PERSON COMPLETED'
 /SCH5TH 'NM YRS SCHOOL 5TH PERSON COMPLETED'
 /SCH6TH 'NM YRS SCHOOL 6TH PERSON COMPLETED'
 /SCH7TH 'NM YRS SCHOOL 7TH PERSON COMPLETED'
 /SCH8TH 'NM YRS SCHOOL 8TH PERSON COMPLETED'
 /SCH9TH 'NM YRS SCHOOL 9TH PERSON COMPLETED'
 /SCH10TH 'NM YRS SCHOOL 10TH PERSON COMPLETED'
 /SCH11TH 'NM YRS SCHOOL 11TH PERSON COMPLETED'
 /SCH12TH 'NM YRS SCHOOL 12TH PERSON COMPLETED'
 /FAMLYINC 'TOTAL FAMILY INCOME'
 /RESPOEMP 'RESPONDENT EMPLOYED'
 /FATHREMP 'FATHER EMPLOYED'
 /EMP4TH '4TH PERSON EMPLOYED'
 /EMP5TH '5TH PERSON EMPLOYED'
 /EMP6TH '6TH PERSON EMPLOYED'
 /EMP7TH '7TH PERSON EMPLOYED'
 /EMP8TH '8TH PERSON EMPLOYED'
 /EMP9TH '9TH PERSON EMPLOYED'
 /EMP10TH '10TH PERSON EMPLOYED'
 /EMP11TH '11TH PERSON EMPLOYED'
 /EMP12TH '12TH PERSON EMPLOYED'
 /FATHERMS 'MARITAL STATUS FATHER'
 /RESPOMS 'MARITAL STATUS RESPONDENT'
 /MS4TH 'MARITAL STATUS 4TH PERSON'

/MS5TH 'MARITAL STATUS 5TH PERSON'
/MS6TH 'MARITAL STATUS 6TH PERSON'
/MS7TH 'MARITAL STATUS 7TH PERSON'
/MS8TH 'MARITAL STATUS 8TH PERSON'
/MS9TH 'MARITAL STATUS 9TH PERSON'
/MS10TH 'MARITAL STATUS 10TH PERSON'
/MS11TH 'MARITAL STATUS 11TH PERSON'
/MS12TH 'MARITAL STATUS 12TH PERSON'
/ACTENTER 'C TO ENTERTAINMENT ADULT FAMILY MEMBER'
/ACTGAMES 'C PLAYS GAMES ADULT FAMILY MEMBER'
/ACTHOME 'C MAKES THINGS HOME ADULT FAMILY MEMBER'
/ACTHMWK 'C HOMEWORK WITH ADULT FAMILY MEMBER'
/ACTCHRCH 'C TO CHURCH WITH ADULT FAMILY MEMBER'
/ACTCOMM 'C TO COMMUNITY ACTIVITIES ADULT FAMILY
MEMBER'
/GODRES 'GOD RESPONSIBLE FOR HOW C DOING'
/LUCKRES 'LUCK RESPONSIBLE FOR HOW C DOING'
/SOCTYRES 'SOCIETY RESPONSIBLE FOR HOW C DOING'
/TEACHRES 'TEACHER RESPONSIBLE FOR HOW C DOING'
/FAMLYRES 'FAMILY RESPONSIBLE FOR HOW C DOING'
/FRIENDRES 'FRIENDS RESPONSIBLE FOR HOW C DOING'
/CHILDRES 'CHILD RESPONSIBLE FOR HOW C DOING'
/MINPRIST 'R TURN TO MINISTER OR PRIEST'
/DOCLAW 'R TURN TO DOCTOR OR LAWYER'
/SOCWRKER 'R TURN TO SOCIAL WORKER'
/FAMMEMHH 'R TURN TO FAMILY MEMBER IN HOME'
/FRINDHH 'R TURN TO FRIEND OUTSIDE HOME'
/RELTVHH 'R TUEN TO RELATIVE OUTSIDE HOME'
/NMFRIEND 'NUMBER FRIENDS TO TURN TO'
/NMRELATV 'NUMBER RELATIVES TO TURN TO'
/RELGRPR 'R BELONGS TO RELIGIOUS GROUP'
/RRELGRPA 'R ATTENDS REGULARLY OR NOT'
/RELGRPFA 'FATHER BELONGS TO RELIGIOUS GROUP'
/FARELGPA 'FATHER ATTENDS REGULARLY OR NOT'
/SORFRATR 'R BELONGS TO SORORITIES OR FRATERNAL ORG'
/RSORFRAA 'R ATTENDS REGULARLY OR NOT'
/SORFRAFA 'FATHER BELONGS TO SORORITIES OR FRATERNAL
ORG'
/FASORFRA 'FATHER ATTENDS REGULARLY OR NOT'
/SOCCLUBR 'R BELONGS TO SOCIAL CLUB'
/RSOCCLBA 'R ATTENDS REGULARLY OR NOT'
/FASOCCLB 'FATHER BELONGS TO SOCIAL CLUB'
/FASOCCBA 'FATHER ATTENDS REGULARLY OR NOT'
/IMPTRELR 'R IMPORTANCE OF RELIGION'
/HUSCHMEM 'HUSBAND, OTHER ADULT BELONGS TO CHURCH'

/HCHDENOM 'HUSBAND, OTHER ADULT BELONGS TO WHICH
CHURCH'
/HFRQATTN 'NM TIMES HUSBAND, OTHER ADULT ATTENDS
CHURCH'
/RCHMEM 'R BELONGS TO CHURCH'
/RCHDENOM 'R BELONGS TO WHICH CHURCH'
/RFRQATTN 'NM TIMES R ATTENDS CHURCH'
/CLOC1 'COLEMAN LOC QUESTION 1'
/CLOC2 'COLEMAN LOC QUESTION 2'
/CLOC3 'COLEMAN LOC QUESTION 3'
/CLOC4 'COLEMAN LOC QUESTION 4'
/CLOC5 'COLEMAN LOC QUESTION 5'
/CLOC6 'COLEMAN LOC QUESTION 6'
/CLOC7 'COLEMAN LOC QUESTION 7'
/CLOC8 'COLEMAN LOC QUESTION 8'
/SWB1 'SWB QUESTION 1'
/SWB2 'SWB QUESTION 2'
/SWB3 'SWB QUESTION 3'
/SWB4 'SWB QUESTION 4'
/SWB5 'SWB QUESTION 5'
/SWB6 'SWB QUESTION 6'
/SWB7 'SWB QUESTION 7'
/SWB8 'SWB QUESTION 8'
/SWB9 'SWB QUESTION 9'
/SWB10 'SWB QUESTION 10'
/SWB11 'SWB QUESTION 11'
/SWB12 'SWB QUESTION 12'
/SWB13 'SWB QUESTION 13'
/SWB14 'SWB QUESTION 14'
/SWB15 'SWB QUESTION 15'
/SWB16 'SWB QUESTION 16'
/SWB17 'SWB QUESTION 17'
/SWB18 'SWB QUESTION 18'
/SWB19 'SWB QUESTION 19'
/SWB20 'SWB QUESTION 20'
/RWBSCORE 'RELIGIOUS WELL-BEING SCORE'
/EWBSCORE 'EXISTENTIAL WELL-BEING SCORE'
/SWBSCORE 'SPIRITUAL WELL-BEING SCORE'
/RLOCBEG 'ROTTER LOC QUESTIONS 1 THRU 15'
/RLOCEND 'ROTTER LOC QUESTIONS 16 THRU 29'
/RLOCTOT 'ROTTER I-E LOC SCORE'
/SC1 'TOCA ONE - SHY'
/SC2 'TOCA TWO - SHY'
/AA1 'TOCA ONE - AGGRESSIVENESS'
/AA2 'TOCA TWO - AGGRESSIVENESS'
/MAT1 'TOCA ONE - IMMATURITY'

/MAT2 'TOCA TWO - IMMATURITY'
 /CA1 'TOCA ONE - UNDERACHIEVEMENT'
 /CA2 'TOCA TWO - UNDERACHIEVEMENT'
 /CON1 'TOCA ONE - RESTLESSNESS'
 /CON2 'TOCA TWO - RESTLESSNESS'
 /GLOB1 'TOCA ONE - GLOBAL ADAPTATION'
 /GLOB2 'TOCA TWO - GLOBAL ADAPTATION'
 /WKSTCH1 'NM WKS TEACHER TEACHING C TOCA ONE'
 /WKSTCH2 'NM WKS TEACHER TEACHING C TOCA TWO'
 VALUE LABELS CLASSID 0101 'PORTLAND CHRISTIAN, MS
 KRELL'
 0102 'PORTLAND CHRISTIAN, MS REPSOLD'
 0201 'COLUMBIA CHRISTIAN, MS ORT'
 0301 'COLTON PUBLIC, MS HOFFMAN'
 0302 'COLTON PUBLIC, MS STANBRO'
 0303 'COLTON PUBLIC, MS NIMROD'
 0401 'PORTLAND ADVENTIST, MS DAVIDSON'
 0402 'PORTLAND ADVENTIST, MS YORK'
 0501 'TUALATIN VALLEY, MS WALTERS'
 0601 'HOODVIEW SDA,MS GARNER'
 /CHILDSEX 1 'MALE' 2 'FEMALE'
 /CHLDRAE 1 'WHITE' 2 'BLACK' 3 'KOREAN' 4
 'POLYNESIAN' 5 'AMERASIAN' 6 'HISPANIC' 7 'ASIAN'
 /FAMTYPE 1 'MOTHER AND FATHER' 2 'MOTHER ALONE' 3
 'MOTHER-OTHER'
 /FATHERHH 1 'NATURAL FATHER' 2 'STEPFATHER' 3
 'ADOPTIVE FATHER' 4 'FOSTER FATHER' 5 'NONE'
 /MOTHERHH 1 'NATURAL MOTHER' 2 'STEPMOTHER' 3
 'ADOPTIVE MOTHER' 4 'FOSTER MOTHER' 5 'NONE'
 /GRMOHH TO MALCOUHH 1 'YES' 2 'NO'
 /FATHRSEX TO SEX12TH 0 'NONE' 1 'MALE' 2 'FEMALE'
 /RCRESPON TO RC12TH 1 'MOTHER' 2 'STEPMOTHER' 3
 'ADOPTIVE MOTHER' 4 'FOSTER MOTHER' 5 'MATERNAL
 GRANDMOTHER' 6 'PATERNAL GRANDMOTHER' 7 'FATHER' 8
 'STEPFATHER' 9 'ADOPTIVE FATHER' 10 'MATERNAL
 GRANDFATHER' 11 'PATERNAL GRANDFATHER' 12 'MATERNAL
 AUNT' 13 'PATERNAL AUNT' 14 'MMATERNAL UNCLE' 15
 'PATERNAL UNCLE' 16 'MATERNAL COUSIN' 17 'PATERNAL
 COUSIN' 18 'BROTHER' 19 'HALF-BROTHER' 20
 'STEPBROTHER' 21 'SISTER' 22 'HALF-SISTER' 23
 'STEPSISTER' 24 'MATERNAL SISTER-IN-LAW' 25 'PATERNAL
 SISTER-IN-LAW' 26 'ADOPTIVE SISTER' 27 'ADOPTIVE
 BROTHER' 28 'FOSTER FATHER' 29 'MATERNAL BROTHER-IN-
 LAW' 30 'PATERNAL BROTHER-IN-LAW' 31 'MATERNAL
 MOTHER-IN-LAW' 32 'PATERNAL MOTHER-IN-LAW' 33
 'MATERNAL FATHER-IN-LAW' 34 'PATERNAL FATHER-IN-LAW'

Maternal Employment, Marital Status, Religiosity - 320

/FAMLYINC 01 'LESS THAN 1000' 02 '1000-1999'
 03 '2000-2999' 04 '3000-3999' 05 '4000-4999'
 06 '5000-5999' 07 '6000-6999' 08 '7000-7999'
 09 '8000-8999' 10 '9000-9999' 11 '10000-10999'
 12 '11000-11999' 13 '12000-12999' 14 '13000-13999'
 15 '14000-14999' 16 '15000-15999' 17 '16000-16999'
 18 '17000-17999' 19 '18000-18999' 20 '19000-19999'
 21 '20000-20999' 22 '21000-21999' 23 '22000-22999'
 24 '23000-23999' 25 '24000-24999' 26 '25000-25999'
 27 '26000-26999' 28 '27000-27999' 29 '28000-28999'
 30 '29000-29999' 31 '30000-30999' 32 '31000-31999'
 33 '32000-32999' 34 '33000-33999' 35 '34000-34999'
 36 '35000-35999' 37 '36000-36999' 38 '37000-37999'
 39 '38000-38999' 40 '39000-39999' 41 '40000-40999'
 42 '41000-41999' 43 '42000-42999' 44 '43000-43999'
 45 '44000-44999' 46 '45000-45999' 47 '46000-46999'
 48 '47000-47999' 49 '48000-48999' 50 '49000-49999'
 51 '50000-50999' 52 '51000 OR MORE'
 /RESPOEMP TO EMP12TH 0 'NO PERSON' 1 'YES' 2 'NO'
 /FATHERMS TO MS 12TH 0 'NO PERSON' 1 'MARRIED' 2
 'SEPARATED' 3 'DIVORCED' 4 'WIDOWED' 5 'NEVER
 MARRIED'
 /ACTENTER TO ACTCOMM 1 'SEVERAL TIMES A WEEK' 2 'AT
 LEAST ONCE A WEEK' 3 'ABOUT EVERY 2 WEEKS' 4 'ONCE A
 MONTH' 5 'FEW MONTHS' 6 'LESS OFTEN'
 /GODRES TO CHILDRES 1 'VERY VERY MUCH' 2 'VERY MUCH'
 3 'PRETTY MUCH' 4 'SOME' 5 'A LITTLE' 6 'NOT AT ALL'
 /MINPRIST TO RELTVHH 1 'YES' 2 'NO'
 /RELGRPR 1 'YES' 2 'NO'
 /RRELGRPA 1 'NOT REGULARLY' 2 'REGULARLY'
 /RELGRPFA 1 'YES' 2 'NO'
 /FARLGPA 1 'NOT REGULARLY' 2 'REGULARLY'
 /SORFRATR 1 'YES' 2 'NO'
 /RSORFRAA 1 'NOT REGULARLY' 2 'REGULARLY'
 /SORFRAFA 1 'YES' 2 'NO'
 /FASORFRA 1 'NOT REGULARLY' 2 'REGULARLY'
 /SOCCLUBR 1 'YES' 2 'NO'
 /RSOCCLBA 1 'NOT REGULARLY' 2 'REGULARLY'
 /FASOCCLB 1 'YES' 2 'NO'
 /FASOCCBA 1 'NOT REGULARLY' 2 'REGULARLY'
 /IMPTREL 1 'NO IMPORTANCE HAVE NO RELIGION' 6
 'EXTREMELY IMPORTANT CENTER OF MY LIFE'
 /HUSCHMEM 1 'YES' 2 'NO'
 /HCHDENOM 00 'NONE' 01 'CATHOLIC' 02 'NATION OF
 ISLAM-BACK MUSLIM' 03 'BAPTIST' 04 'AMA ZION OF AME'
 05 'CHRISTIAN SCIENCE' 06 'METHODIST' 07 'LUTHERAN'

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08 'EPISCOPAL' 09 'PRESBYTERIAN' 10 'JEHOVAHS
WITNESS' 11 'COMMUNITY' 12 'SEVENTH DAY ADVENTIST' 13
'UNITY' 14 'UNITED CHURCH OF CHRIST' 15 'PENTACOSTAL'
16 'CHURCH OF GOD IN CHRIST' 17 'HOLY GHOST' 18
'NAZARENE' 19 'CHRISTIAN METHODIST EPISCOPAL' 20
'NONDENOMINATIONAL' 21 'BIBLE' 22 'FOURSQUARE' 23
'QUAKER' 24 'CHURCH OD GOD' 25 'PLYMOUTH BRETHREN' 26
'COVENANT' 27 'CHURCH OF CHRIST' 28 'MENNONITE' 29
'INDEPENDENT' 30 'CHRISTIAN' 31 'COUNTRY CHURCH' 32
'EVANGELICAL' 33 'MORMON' 34 'ADVENT CHRISTIAN'
/HERQATTN 1 'LESS OFTEN' 2 'FEW MONTHS' 3 'ONCE A
MONTH' 4 '2 WEEKS' 5 'AT LEAST ONCE A WEEK' 6
'SEVERAL TIMES A WEEK'
/RCHMEN 1 'YES' 2 'NO'
/RCHDENOM 00 'NONE' 01 'CATHOLIC' 02 'NATION OF
ISLAM-BACK MUSLIM' 03 'BAPTIST' 04 'AMA ZION OF AME'
05 'CHRISTIAN SCIENCE' 06 'METHODIST' 07 'LUTHERAN'
08 'EPISCOPAL' 09 'PRESBYTERIAN' 10 'JEHOVAHS
WITNESS' 11 'COMMUNITY' 12 'SEVENTH DAY ADVENTIST' 13
'UNITY' 14 'UNITED CHURCH OF CHRIST' 15 'PENTACOSTAL'
16 'CHURCH OF GOD IN CHRIST' 17 'HOLY GHOST' 18
'NAZARENE' 19 'CHRISTIAN METHODIST EPISCOPAL' 20
'NONDENOMINATIONAL' 21 'BIBLE' 22 'FOURSQUARE' 23
'QUAKER' 24 'CHURCH OD GOD' 25 'PLYMOUTH BRETHREN' 26
'COVENANT' 27 'CHURCH OF CHRIST' 28 'MENNONITE' 29
'INDEPENDENT' 30 'CHRISTIAN' 31 'COUNTRY CHURCH' 32
'EVANGELICAL' 33 'MORMON' 34 'ADVENT CHRISTIAN'
/RFRQATTN 1 'LESS OFTEN' 2 'FEW MONTHS' 3 'ONCE A
MONTH' 4 '2 WEEKS' 5 'AT LEAST ONCE A WEEK' 6
'SEVERAL TIMES A WEEK'
/CLOC1 TO CLOC8 1 'STRONGLY AGREE' 4 'STRONGLY
DISAGREE'
/SWB1 TO SWB20 1 'STRONGLY AGREE' 6 'STRONGLY
DISAGREE'
/RLOCBEG TO RLOCEND 1 'ANSWER A' 2 'ANSWER B'
/SC1 TO GLOB2 0 'MINIMAL LIMITS OF ACCEPT BEHAVIOR'
1 'MILD EXCESSIVE' 2 'MODERATE EXCESSIVE'
3 'SEVERE EXCESSIVE'.

```

```

COMPUTE SC=(SC1+SC2)/2.
COMPUTE AA=(AA1+AA2)/2.
COMPUTE MAT=(MAT1+MAT2)/2.
COMPUTE CA=(CA1+CA2)/2.
COMPUTE CON=(CON1+CON2)/2.
COMPUTE GLOB=(GLOB1+GLOB2)/2.

```

Maternal Employment, Marital Status, Religiosity - 322

```
COMPUTE SCHOOL=0.
IF (CLASSID=101 OR CLASSID=102) SCHOOL=1.
IF (CLASSID=201) SCHOOL=2.
IF (CLASSID=301 OR CLASSID=302 OR CLASSID=303)
SCHOOL=3.
IF (CLASSID=401 OR CLASSID=402) SCHOOL=4.
IF (CLASSID=501) SCHOOL=5.
IF (CLASSID=601) SCHOOL=6.
IF (CLASSID=701 OR CLASSID=702 OR CLASSID=703)
SCHOOL=7.

IF (SCHOOL=1 OR SCHOOL=2 OR SCHOOL=4) SCHTYPE=1.
IF (SCHOOL=3 OR SCHOOL>=5) SCHTYPE=2.

SAVE OUTFILE='CHEW.SYS'.
```

Maternal Employment, Marital Status, Religiosity - 323

0101 86 0001 7 2 1 1 1 1 2 2 2 2 2 2 1 2 2 2 0 0 1 0
 2 0 0 2 0 04 0 10 07 40 35 10
 1 2 1 01 07 18 16 14 01 03
 27 1 1 2 1 1 5 2 4 1
 1 2 5 6 1 3 5 5 3 5 1 1 2 1 1 2 04 00 1 1 1 1 2 1 2 1
 2 1 2 1 5 1 03 3 0 03 3 3 3 2 4 2 3 3 4 5 6 0 3 6 4 2
 3 5 1 2 5 5 3 2 4 2 5 2 2 52 47 099 222212122112111
 21212122222221 10 1 0 0 0 2 1 3 3 1 1 2 1 09 15

0101 86 0002 7 2 1 1 1 1 2 2 2 2 2 2 1 2 2 2 0 0 1 0
 2 0 0 2 0 04 0 11 07 36 32 11
 1 2 1 01 07 18 16 12 01 05
 37 1 1 2 1 1 5 3 4 2
 1 1 4 6 1 3 2 5 4 6 1 1 2 1 1 1 20 10 1 2 1 2 2 1 2 1
 2 1 2 1 6 1 18 6 1 18 6 4 4 2 4 3 2 4 4 6 6 1 1 6 6 1
 2 6 1 1 6 6 1 1 1 1 6 1 1 60 54 114 22221121121211
 12111122211212 14 1 1 0 0 1 1 0 0 0 0 1 1 09 15

0101 86 0003 7 1 1 1 1 1 2 2 2 2 2 2 2 2 2 2 0 0 0 0
 1 0 0 2 0 03 0 07 07 41 39
 1 2 01 07 17 15 01
 15 1 1 1 1 2 2 1
 1 2 4 5 1 3 5 5 3 6 1 1 1 1 1 10 08 1 2 1 2 2 1 2 1
 2 1 2 1 6 1 09 5 1 09 5 4 4 2 4 2 3 3 4 6 6 1 1 6 6 1
 1 6 1 1 6 6 1 1 6 1 6 1 1 60 60 120 222212122211121
 22212212221212 04 1 0 0 0 0 0 0 0 1 0 1 1 1 09 15

0101 86 0004 7 2 2 1 1 1 2 2 2 2 2 2 2 2 2 2 0 0 0 0
 1 0 0 2 0 03 0 07 07 37 34
 1 2 01 07 16 17 01
 52 1 1 1 1 4 1 1
 1 4 3 5 2 3 6 6 5 6 1 1 2 1 1 1 03 04 1 1 1 1 1 2 2 1
 2 1 2 1 5 1 19 2 1 19 3 2 3 1 3 2 4 4 4 6 5 1 3 6 4 2
 2 5 2 1 4 6 4 3 4 2 4 2 3 54 42 096 222212122211121
 22112112211222 08 0 0 0 1 0 0 0 0 0 0 1 0 1 09 15

0101 86 0005 7 1 1 1 1 1 2 2 2 2 2 2 1 2 2 2 1 0 0 0
 2 0 0 2 0 04 0 07 05 38 33 05
 1 2 1 01 07 18 21 16 01
 23 1 1 2 1 1 5 3 1 1
 2 1 4 5 1 2 6 5 5 5 1 1 2 1 1 1 10 12 1 2 1 2 2 1 2 1
 2 1 2 1 6 1 03 6 1 03 6 3 4 1 4 4 3 3 3 5 6 1 1 6 5 1
 1 6 3 1 6 6 1 3 6 1 6 1 1 57 57 114 222212212111121
 22212122222222 06 0 0 0 0 0 0 0 0 0 0 0 0 0 09 15

Maternal Employment, Marital Status, Religiosity - 324

0101 86 0006 7 1 1 3 2 1 2 2 2 2 1 2 1 2 2 2 1 0 1 0
 4 1 0 2 0 06 0 09 01 29 28 09 02 01
 1 2 1 2 1 01 08 18 21 18
 14 12 01 03 31 2 1 2 2 2
 1 1 5 5 5 4 3 1 1 2 6 5 1 3 3 5 3 2 1 1 1
 1 1 1 07 02 1 2 1 2 2 1 2 1 2 1 2 1 6 1 20 5 1 20 5 3
 3 2 3 1 3 3 3 6 6 1 2 6 4 1 2 6 2 1 4 6 2 1 5 1 6 1 2
 60 50 110 222212112111121 22211112222222 07 0 0 2
 2 0 0 1 1 1 2 2 2 09 15

0101 86 0007 6 1 3 1 1 1 2 2 2 2 2 2 1 2 2 2 0 0 1 0
 2 0 0 3 0 04 0 20 06 50 47 20
 1 2 1 01 07 18 18 14 01 14
 36 1 1 2 1 1 5 2 1 1
 1 2 2 6 2 2 5 5 5 5 1 1 2 1 1 1 10 10 1 2 1 2 2 1 2 1
 2 1 2 1 6 1 09 6 1 09 6 4 3 1 3 3 2 3 2 6 6 1 3 6 6 1
 2 6 1 1 3 6 1 1 6 1 6 1 1 60 54 114 121222222121221
 22112212211222 07 0 1 1 1 0 0 0 0 1 1 1 1 09 15

0101 86 0008 6 2 1 1 1 1 2 2 2 2 1 2 2 2 2 2 0 0 0 2
 4 1 0 3 0 05 0 21 05 44 43 05 19 21
 1 2 2 2 2 01 07 21 21 21
 14 12 01 13 13 31 2 1 2 2 2
 1 1 5 5 5 4 2 2 1 2 5 6 1 2 5 6 6 5 1 1 2
 1 1 1 08 15 1 2 1 2 2 1 2 1 2 1 2 1 6 1 20 6 1 20 6
 3 4 2 4 4 3 4 4 6 6 1 1 6 6 1 2 6 1 1 6 6 1 1 6 1 6 1
 1 60 59 119 222112122111121 22212222211211 04 0 0
 0 0 0 0 0 0 0 0 0 0 09 15

0101 86 0009 7 1 1 1 1 2 2 2 2 2 2 2 1 2 2 2 0 0 1 0
 2 0 0 2 0 04 0 09 07 43 42 09
 1 2 1 02 07 18 14 12 01 03
 29 2 1 2 1 1 5 5 2 4
 2 1 5 5 1 3 4 5 5 6 1 1 1 1 1 1 20 06 1 2 1 2 2 1 2 1
 2 1 2 1 6 1 03 6 1 03 6 3 4 2 4 3 3 3 3 4 6 1 2 6 5 2
 3 5 2 1 5 1 1 5 3 6 2 1 51 53 104 212222122111111
 22211112221222 08 1 1 1 2 0 1 0 1 1 2 1 2 09 15

0101 86 0010 6 2 1 1 1 1 2 2 2 2 1 2 2 2 2 2 0 0 0 1
 2 0 0 2 0 04 0 08 06 42 40 08
 1 2 2 01 07 21 18 16 01 02
 36 1 1 2 1 1 5 4 1 1
 1 1 4 6 1 2 4 6 3 6 1 1 2 1 1 1 03 05 1 2 1 2 2 1 2 1
 2 1 2 1 6 1 03 5 1 03 5 4 4 2 4 3 3 4 4 6 6 1 1 6 6 1
 1 6 1 1 6 6 1 1 6 1 6 1 1 60 60 120 222111222111121
 22212112221212 03 0 0 0 0 0 0 0 0 0 0 0 0 09 15

Maternal Employment, Marital Status, Religiosity - 325

0101 86 0011 6 2 1 1 1 1 2 2 2 2 2 2 2 2 2 2 0 0 0 0
 1 0 0 2 0 03 0 06 06 40 43
 1 2 01 07 14 15 01
 25 1 1 1 1 1 1 1
 1 2 1 6 2 3 4 6 5 5 1 2 2 1 1 1 05 02 1 2 2 1 2 1 2 1
 1 2 1 2 6 2 00 1 1 20 5 3 4 1 3 3 3 4 3 6 6 1 2 6 3 1
 2 6 3 1 6 6 2 1 5 1 6 1 1 60 51 111 221112222111121
 22212212221212 00 0 0 0 0 0 0 0 0 0 0 0 0 0 0 09 15

0101 86 0012 6 2 1 1 1 1 2 2 2 2 2 2 1 2 2 2 0 0 1 0
 2 0 0 2 0 04 0 09 06 42 36 09
 1 2 1 01 07 18 14 14 01 03
 52 1 1 2 1 1 5 3 4 1
 1 1 5 6 1 3 4 5 5 5 1 1 2 1 1 1 04 08 1 2 1 2 2 1 2 1
 2 1 2 1 6 1 03 6 0 03 6 3 4 1 4 2 4 3 3 6 6 1 1 6 6 1
 1 6 1 1 6 6 1 1 1 6 1 1 60 55 115 222212122111121
 22211222222211 07 0 1 0 0 0 0 0 0 0 0 0 0 1 09 15

0101 86 0013 6 2 1 1 1 2 2 2 2 2 2 2 1 2 2 2 0 0 1 0
 2 0 0 2 0 04 0 16 06 37 42 16
 1 2 1 02 07 18 12 12 01 09
 32 2 1 1 1 1 5 4 1 1
 1 2 6 5 3 1 4 5 1 5 1 1 2 1 1 1 03 04 1 2 1 2 2 1 2 1
 2 1 2 1 6 1 22 5 1 22 5 3 4 1 4 2 2 3 4 6 6 1 1 6 6 1
 1 6 1 1 6 6 1 1 6 1 6 1 1 60 60 120 222212222112121
 22212122221211 06 1 1 0 0 0 1 1 1 0 0 1 1 09 15

0101 86 0014 6 1 1 3 2 1 2 2 2 2 2 1 2 2 2 2 0 1 0 0
 2 1 0 2 0 04 0 06 04 31 30 04
 1 2 2 01 08 23 13 15 01
 26 1 1 2 1 1 5 2 2 1
 1 1 5 6 2 3 6 6 3 5 1 1 2 1 1 1 05 04 1 2 1 2 2 1 2 1
 2 1 2 1 6 1 09 4 1 09 5 3 4 4 4 3 2 3 3 6 6 1 1 6 5 1
 2 6 1 1 6 6 1 6 1 6 1 1 60 56 116 222122121112121
 21112122211222 11 1 1 0 1 0 1 1 1 1 1 1 1 09 15

0101 86 0015 7 1 1 1 1 1 2 2 2 2 1 2 2 2 2 2 0 0 0 0
 2 1 0 2 0 04 0 07 05 29 26 05
 1 2 2 01 07 21 15 12 01
 33 1 1 2 1 1 5 3 1 1
 2 1 4 5 2 2 4 5 3 2 1 1 2 1 1 1 70 06 1 2 1 2 2 1 2 1
 2 1 2 1 6 1 15 5 1 15 6 4 4 2 3 2 2 3 4 4 4 1 1 6 2 3
 3 6 3 1 6 6 3 3 4 1 6 1 1 54 46 100 222112122111221
 22212212221212 03 0 2 0 1 0 1 0 1 1 1 1 1 09 15

Maternal Employment, Marital Status, Religiosity - 326

0102 86 0016 6 1 1 1 1 1 2 2 2 2 1 2 2 2 2 2 0 0 0 0
 2 1 0 2 0 04 0 06 03 35 32 03
 1 2 2 01 07 21 19 15 01
 41 2 1 2 1 1 5 3 2 1
 1 2
 4 5 1 2 4 5 3 3 1 1 2 1 1 1 10 02 1 2 1 2 2 1 2 1 2 1
 2 1 6 1 21 5 1 21 5 3 4 2 4 2 4 4 4 6 6 1 1 6 6 1 2
 6 2 1 5 6 1 1 6 1 6 1 1 60 57 117 222212222111111
 22212212221212 02 0 1 0 0 0 0 0 1 0 2 0 1 09 15

0102 86 0017 6 1 1 1 1 1 2 2 2 2 1 2 2 2 2 2 0 0 0 0
 3 2 0 2 0 05 0 06 01 31 32 02 01
 1 2 2 2 01 07 21 21
 18 16 01 47 2 1 2 2
 1 1 5 5 5 2 1 1 1 4 6 3 4 5 6 4 6 1 1 2
 1 1 1 02 01 1 2 1 2 1 2 2 1 2 1 2 1 6 1 11 5 1 11 5 1
 4 2 4 4 3 4 4 4 6 1 5 6 6 1 1 6 1 1 6 6 1 2 5 1 6 1
 1 57 55 112 122122221121121 21211112212222 10 0 1 0
 0 3 2 0 0 0 0 2 1 09 15

0102 86 0018 6 2 1 1 1 1 2 2 2 2 1 2 1 2 2 2 0 0 1 1
 3 0 0 2 0 05 0 09 06 34 33 09 07
 1 2 1 2 01 07 18 21
 16 17 01 03 01 26 1 2 2 2
 1 1 5 5 2 1 2 2 2 3 6 2 2 5 6 3 6 1 2 2
 1 1 1 50 20 1 2 1 2 2 1 2 1 2 1 2 1 6 1 20 5 1 20 5
 4 4 1 4 2 2 4 3 5 6 1 3 6 2 1 1 6 2 1 6 6 3 1 4 1 6 1
 1 59 49 108 222212222112121 21112122221212 07 1 0 0
 0 0 0 0 0 0 0 1 0 09 15

0102 86 0019 6 1 2 1 1 1 2 2 2 2 1 2 1 2 2 2 1 0 0 2
 4 0 0 2 0 06 0 10 03 38 36 10 08 03
 1 2 2 2 1 01 07 21 21 18
 18 18 01 05 01 42 1 1 2 2 2
 1 1 5 5 5 6 6 3 1 1 3 5 2 3 4 5 3 4 1 1 2
 1 1 1 03 03 1 2 1 2 2 1 2 1 2 1 2 1 5 1 15 5 1 15 5 3
 4 2 4 2 1 3 3 6 5 1 1 6 4 3 2 1 5 6 2 1 4 1 6 1 1
 55 50 105 222212122111121 21111112221212 07 1 1 3 2
 2 2 1 1 1 1 2 1 09 15

0102 86 0020 6 1 1 1 1 1 2 2 2 2 2 2 2 2 2 2 0 0 0 0
 1 0 0 2 0 03 0 06 06 32 28
 1 2 01 07 16 13 01
 31 2 1 1 1 2 1 1 1 03 05 1 2 1 2 2 1 2 1
 1 1 6 5 1 1 6 6 5 6 1 1 2 1 1 1 03 05 1 2 1 2 2 1 2 1
 2 1 2 1 6 1 22 6 1 22 6 4 4 1 4 3 3 4 4 6 6 1 1 6 6 1

Maternal Employment, Marital Status, Religiosity - 327

1 6 1 1 6 6 1 1 4 1 6 1 1 60 58 118 222212111111121
22111112221211 08 1 2 2 2 1 3 1 1 1 2 1 2 09 15

0102 86 0021 6 1 1 1 1 1 2 2 2 2 2 2 1 2 2 2 0 0 1 0
2 0 0 2 0 04 0 09 06 40 37 09
1 2 1 01 07 18 16 15 01 02
34 1 1 2 1 1 5 4 5 3
3 2 5 6 1 3 6 6 3 6 1 1 2 1 1 1 04 04 1 2 1 2 2 1 2 1
2 1 2 1 6 1 23 6 1 23 5 4 4 1 4 2 3 4 4 6 6 1 2 6 6 2
2 6 1 1 6 6 2 1 5 1 6 1 1 59 56 115 22222112111121
22112112221221 08 0 0 0 0 0 0 0 0 0 1 0 1 0 09 15

0102 86 0022 7 2 1 1 1 1 2 2 2 2 1 2 1 2 2 2 0 0 2 1
4 0 0 2 0 06 0 19 07 46 42 19 15 10
1 2 2 1 1 01 07 21 18 18
18 14 01 13 09 03 20 1 1 2 2 2
1 1 5 5 5 2 2 2 1 2 4 6 2 2 5 4 4 4 2 1 2
1 1 1 10 05 1 2 1 2 2 1 2 1 2 1 2 1 6 1 16 6 1 16 5 2
2 2 3 3 3 3 4 4 5 1 3 5 3 3 4 4 4 3 4 4 3 3 3 4 3 3
43 36 079 22221222111111 21112122211222 10 0 0 0 0
0 0 0 0 0 0 0 0 09 15

0102 86 0023 6 1 1 2 5 1 2 2 2 2 2 2 2 2 2 0 0 0 0
1 0 0 1 0 02 0 06 06 35
2 01 14 01
11 1 5 4 1 1
1 2 5 6 1 2 5 5 4 6 1 1 2 2 1 1 50 05 1 2 2 1
2 1 6 1 03 5 4 4 2 4 3 2 4 4 6 6 1 4 6 4
1 1 6 1 1 6 6 1 1 3 1 6 1 1 60 52 112 222212122111121
22212112221212 04 0 0 3 1 1 0 0 1 1 0 1 1 09 15

0102 86 0024 6 1 1 1 1 1 2 2 2 2 1 2 1 2 2 2 0 0 1 2
4 0 0 2 0 06 0 12 06 37 32 12 11 09
1 2 2 1 2 01 07 21 18 21
14 12 01 06 05 03 36 2 1 2 2 2
1 1 5 5 5 2 1 1 1 1 3 5 2 3 5 5 3 5 2 2 2
1 1 1 02 02 1 2 1 2 2 1 2 1 1 2 1 2 6 1 24 6 1 24 6 4
4 1 4 2 1 4 4 6 6 1 6 6 1 1 6 1 1 6 6 1 1 3 1 6 1 1
60 55 115 222212222111121 21211122221222 06 1 1
0 0 1 1 0 1 1 1 1 1 09 15

0102 86 0025 6 2 1 1 1 1 2 2 2 2 1 2 2 2 2 2 0 0 0 2
3 0 0 2 0 05 0 12 06 35 36 12 09
4 2 2 2 01 07 21 21
19 16 01 06 03 26 2 1 2 2
1 1 5 5 2 3 1 1 2 5 5 1 2 3 5 2 6 1 1 2

Maternal Employment, Marital Status, Religiosity - 328

1 1 1 30 04 1 2 1 2 2 1 2 1 2 1 2 1 6 1 11 5 1 11 5 3
 4 1 4 2 2 3 4 6 6 1 2 6 5 1 1 6 1 1 5 6 1 1 2 1 6 1
 1 60 53 113 22222122121121 21212222221112 07 1
 1 1 0 0 1 0 0 1 0 1 1 09 15

0102 86 0026 7 2 1 1 1 1 2 2 2 2 1 2 1 2 2 2 0 0 1 3
 7 2 0 2 0 09 0 17 03 43 40 17 16 13 09 06 03
 1 2 1 2 2 2 2 2 01 07 18 21 21 21 21 21
 17 14 01 11 09 06 02 41 1 1 2 2 2
 2 2 2 1 1 5 5 5 5 5 5 2 2 1 1 1 4 6 1 3 6
 6 6 4 1 1 1 1 1 1 10 06 1 2 1 2 2 1 2 1 2 1 2 1 6 1
 20 6 1 20 6 3 4 1 4 2 2 3 4 6 6 1 1 6 6 1 1 6 1 1 6
 6 1 1 5 1 6 1 1 60 59 119 222212222111121
 22212212221212 02 0 0 0 0 0 0 0 0 0 0 0 0 0 09 15

0102 86 0027 6 2 1 1 1 1 2 2 2 2 1 2 1 2 2 2 0 0 1 1
 3 0 0 2 0 05 0 12 06 38 36 12 11
 1 2 2 1 01 07 21 18
 15 15 01 06 05 08 2 1 2 2
 1 1 5 5 4 3 2 1 2 6 5 1 2 4 5 4 5 1 1 1
 1 1 1 04 02 1 2 1 2 2 1 2 1 1 2 2 1 5 1 25 5 1 25 5 3
 3 2 4 2 2 4 4 4 6 1 3 6 4 3 3 6 3 1 4 4 3 3 6 1 6 1
 1 52 48 100 222212122 12121 2121122222211 09 1 1 0
 0 0 1 0 0 0 0 1 1 09 15

0102 86 0028 6 2 1 1 1 1 2 2 2 2 2 2 1 2 2 2 1 0 0 0
 2 0 0 2 0 04 0 06 03 33 30 03
 1 2 1 01 07 18 16 12 01
 37 2 1 2 1 1 5 2 1 2
 1 2 6 6 1 2 6 6 5 6 1 1 2 1 1 50 11 1 2 1 2 2 1 2 1
 2 1 2 1 6 1 03 5 1 03 5 3 4 1 4 2 1 4 4 6 1 1 6 6
 1 1 6 1 1 6 6 1 1 6 1 6 1 1 58 60 118
 222212221111121 22212112221212 03 1 2
 0 0 1 2 1 1 1 0 1 1 09 15

0102 86 0029 6 1 1 1 1 1 2 2 2 2 2 2 1 2 2 2 1 0 0 0
 2 0 0 2 0 04 0 06 04 26 25 04
 1 2 1 01 07 18 13 13 01
 28 1 1 2 1 1 5 1 1 1
 1 2 5 6 1 5 5 6 5 6 1 1 2 1 1 1 20 05 1 2 1 2 2 1 2 1
 2 1 2 1 6 1 15 5 1 15 5 3 4 2 3 2 2 3 3 6 6 1 3 6 4
 1 2 6 3 1 6 6 3 3 4 1 6 1 1 58 49 107 222112121111121
 21212122221212 05 0 0 0 0 0 0 0 0 0 1 0 1 0 09 15

0102 86 0030 6 1 1 1 1 1 2 2 2 2 2 2 1 2 2 2 2 0 0 0
 3 0 0 2 0 05 0 06 01 32 31 03 01

Maternal Employment, Marital Status, Religiosity - 329

1 2 1 1 01 07 18 18
 18 16 01 15 1 1 2 2
 1 1 5 5 5 1 2 1 2 5 6 1 2 3 6 3 5 1 2 2
 1 1 1 10 08 2 2 2 2 2 1 2 1 1 2 1 2 6 1 20 5 1 20 5 3
 4 1 4 3 3 3 3 6 6 1 1 6 3 1 1 6 1 1 6 6 1 2 5 1 5 1
 1 59 55 114 222212212111121 22112112221112 04 1 1
 2 1 0 1 0 0 1 0 1 1 09 15

0102 86 0031 6 2 1 1 1 1 2 2 2 2 1 2 1 2 2 2 1 0 0 0
 3 1 0 2 0 05 0 06 03 39 36 04 03
 1 2 2 1 01 07 21 18
 15 15 01 40 1 1 2 2
 1 1 5 5 4 1 1 1 2 5 3 1 2 3 5 3 5 1 1 2
 1 1 1 06 14 1 2 1 2 2 1 2 1 2 1 2 1 5 1 03 5 1 03 5 3
 3 2 3 3 2 3 3 4 4 1 3 6 4 4 3 4 3 3 4 3 3 4 4 3 5 3
 2 41 42 083 222122112111121 21111112222212 08 1 1 0
 0 0 0 0 0 0 0 1 1 09 15

0102 86 0032 7 2 1 1 1 1 2 2 2 2 2 2 1 2 2 2 1 0 1 0
 3 0 0 2 0 05 0 09 03 37 35 09 03
 1 2 1 1 01 07 18 18
 20 16 01 02 23 1 1 2 2
 1 1 5 5 2 3 1 5 3 3 4 2 2 3 6 4 3 1 1 1
 1 1 1 20 10 1 2 1 2 2 1 1 2 2 1 2 1 5 1 26 5 1 26 5 3
 4 1 4 3 3 3 4 5 6 1 1 6 5 2 2 6 1 1 6 5 1 1 5 1 6 1
 1 57 57 114 22222222111121 22212112221212 04 1 1
 0 0 0 2 0 1 0 1 1 09 15

0102 86 0033 6 1 1 3 2 1 2 2 2 2 2 2 2 2 2 0 0 0 0
 1 0 0 2 0 03 0 06 06 44 33
 1 2 01 08 15 12 01
 22 1 1 1 1 3 3 1
 1 1 5 6 1 1 3 6 4 5 1 1 1 1 1 1 04 06 1 2 1 2 2 1 2 1
 2 1 1 1 6 1 11 6 1 11 6 4 4 2 4 3 3 4 4 6 6 1 1 6 6 1
 3 6 1 1 6 6 1 1 4 1 6 1 1 60 56 116 222212222112121
 21212222221211 06 1 1 0 0 0 0 0 0 0 0 0 1 1 09 15

0102 86 0034 6 2 1 1 1 1 2 2 2 2 2 2 2 2 2 0 0 0 0
 1 0 0 2 0 03 0 06 06 35 37
 1 2 01 07 21 14 01
 04 1 1 1 1 1
 6 2 5 5 1 5 5 4 4 4 2 1 1 1 1 1 10 05 2 1 2 1 2 1 2 1
 2 1 2 1 6 1 03 5 1 03 5 3 3 1 4 3 2 3 3 2 4 1 3 6 1 2
 2 6 2 1 6 2 2 2 4 1 6 1 1 50 46 096 222221121211211
 22211122212221 15 0 0 0 0 0 0 0 0 0 0 0 0 0 09 15

Maternal Employment, Marital Status, Religiosity - 330

0102 86 0035 6 2 1 1 1 1 2 2 2 1 2 2 1 2 2 2 1 0 0 0
 2 0 0 3 0 05 0 06 02 32 27 02 21
 1 2 1 1 01 07 18 14
 17 14 01 14 19 1 1 2 1
 1 1 5 5 3 1 1 1 2 2 6 2 3 3 5 2 4 1 1 2
 1 1 1 05 03 1 2 1 2 2 1 2 1 2 1 2 1 6 1 03 5 1 03 5 2
 3 2 4 2 2 3 3 4 4 1 3 6 3 3 4 6 3 1 4 6 3 3 4 3 4 3
 3 50 38 088 22211222211111 22112122112222 07 1 0 1
 1 1 2 1 2 1 2 1 2 09 15

0201 86 0036 6 1 1 1 1 1 2 2 2 2 1 2 1 2 2 2 0 0 1 0
 3 1 0 2 0 05 0 09 02 30 30 09 02
 1 2 1 2 01 07 18 21
 14 14 01 03 34 2 1 2 2
 1 1 5 5 5 4 2 1 1 5 6 1 4 5 6 4 5 1 1 2
 1 1 1 10 15 1 2 1 2 2 1 2 1 2 1 2 1 6 1 27 6 1 27 6 3
 4 1 4 2 1 4 4 6 6 1 2 6 2 1 2 6 1 1 6 6 2 1 6 1 6 1
 1 60 53 113 222222122211121 22211112221212 07 0 0
 0 0 0 0 0 0 0 0 0 0 0 09 15

0201 86 0037 7 2 1 1 1 1 2 2 2 2 2 2 1 2 2 2 1 0 0 0
 2 0 0 2 0 04 0 07 03 34 33 03
 1 2 1 01 07 18 12 16 01
 45 1 1 2 1 1 5 2 2 3
 1 1 5 5 1 3 3 5 3 5 1 1 1 1 1 1 02 10 1 2 1 2 2 1 2 1
 2 1 2 1 6 1 27 5 1 27 6 4 4 2 4 1 2 3 3 6 6 1 1 6 5
 3 3 4 3 3 4 4 3 3 4 1 6 3 1 48 49 097
 222122221111121 22212122221211 05 1
 0 0 0 0 0 1 2 0 0 1 1 09 15

0201 86 0038 6 1 1 1 1 1 2 2 2 2 2 2 2 2 2 2 0 0 0 0
 1 0 0 2 0 03 0 06 06 37 36
 1 2 01 07 18 16 01
 24 2 1 1 1 2 2 1
 1 1 3 6 3 3 5 5 4 5 1 1 2 1 1 1 10 06 1 2 1 2 2 1 2 1
 2 1 1 2 6 1 27 6 1 27 6 3 4 2 4 3 3 3 3 6 4 1 3 6 3
 2 4 3 4 1 4 5 4 2 4 1 4 1 1 57 38 095 112222112221121
 22111112211122 12 0 0 0 0 0 0 0 0 0 0 0 0 09 15

0201 86 0039 6 1 5 1 1 1 2 2 2 2 2 2 2 2 2 2 0 0 0 0
 1 0 0 2 0 03 0 06 06 44 37
 1 2 01 07 20 19 01
 52 1 1 1 1 2 2 1
 1 1 3 6 1 3 4 5 3 4 1 1 2 1 1 1 03 01 1 2 1 2 2 1 2 1
 2 1 2 1 6 1 22 6 1 22 6 3 4 2 3 2 2 3 3 6 6 1 1 6 6 1
 1 6 1 1 6 1 1 1 6 1 6 1 1 55 60 115 222212222111121

Maternal Employment, Marital Status, Religiosity - 331

22211212122212 04 0 0 0 0 0 0 0 0 0 0 0 0 0 09 15

0201 86 0040 6 2 1 1 1 1 2 2 2 2 2 1 1 1 2 2 0 0 1 0
 4 0 2 2 0 06 0 16 06 42 39 06 10 16
 1 2 2 1 1 01 07 26 18 27
 18 13 01 03 09 15 1 2 2 2 2
 1 1 5 5 5 3 5 1 1 1 4 6 1 2 2 6 5 5 1 1 2
 1 1 1 06 03 2 2 2 2 2 1 2 1 2 1 2 1 6 2 00 6 2 00 6 3
 4 2 4 2 3 3 4 4 4 1 1 6 4 3 3 6 3 3 6 4 3 1 4 1 4 1
 1 52 46 098 222222112111121 22212112121212 05 1 1 0
 0 0 1 1 0 0 0 1 1 09 15

0201 86 0041 6 1 1 1 1 1 2 2 2 2 2 2 1 2 2 2 1 0 0 0
 2 0 0 2 0 04 0 06 02 36 33 02
 1 2 1 01 07 18 18 17 01
 27 2 1 2 1 1 5 2 1 1
 1 1 3 6 2 2 3 5 4 4 1 1 1 1 1 1 20 15 1 2 1 2 1 2 2 1
 2 1 2 1 6 1 27 5 1 27 6 4 4 2 4 3 3 3 4 5 6 1 2 6 3
 3 3 5 3 6 6 5 2 3 6 1 6 1 1 48 51 099
 122212222111121 22212112221112 03 0 0 0
 0 0 0 0 1 0 0 0 1 09 15

0201 86 0042 6 1 1 2 5 1 2 2 2 2 2 2 2 2 2 0 0 0 0
 1 0 0 1 0 02 0 06 06 35
 2 01 13 01
 08 1 3 2 1 1
 1 6 4 6 1 2 3 6 3 5 2 1 2 2 1 1 06 03 2 1 2 1
 2 1 5 2 00 1 4 4 1 4 2 4 4 4 6 6 1 1 6 6 1 1
 6 1 1 6 6 1 1 6 1 6 1 1 60 60 120 22222222111121
 21211112222112 07 0 0 0 0 0 0 0 0 0 0 0 0 0 09 15

0201 86 0043 6 1 1 1 1 1 2 2 2 2 1 2 2 2 2 2 0 0 0 1
 2 0 0 2 0 04 0 08 06 33 31 08
 1 2 2 01 07 21 18 16 01 02
 36 2 1 2 1 1 5 5 3 2
 1 1 6 6 1 2 6 6 5 5 1 1 2 1 1 1 10 03 1 2 1 2 2 1 2 1
 2 1 2 1 6 1 25 5 1 25 5 3 3 1 4 3 3 4 4 6 6 1 1 6 4
 1 1 6 1 1 6 6 3 1 6 1 1 58 54 111 21221212
 122221112 0 0 0 0 0 0 0 0 0 0 0 0 0 0 09 15

0201 86 0044 6 1 1 1 1 1 2 2 2 2 1 2 2 2 2 2 0 0 0 0
 2 1 0 2 0 04 0 06 03 32 28 03
 1 2 2 01 07 21 19 17 01
 09 2 1 2 1 1 5 2 1 1
 1 2 2 6 1 3 5 6 5 6 1 1 1 1 1 1 10 06 1 2 1 2 2 1 2 1
 2 1 2 1 6 1 03 5 1 03 5 3 4 2 4 3 1 3 4 6 6 1 1 6 6

Maternal Employment, Marital Status, Religiosity - 332

1 1 6 1 1 6 6 1 1 5 1 6 1 1 60 59 119
 222112222111121 22212212221212
 01 0 0 0 0 0 0 0 0 0 0 0 0 0 09 15

 0201 86 0045 6 2 1 1 1 1 2 2 2 2 1 2 2 2 2 2 0 0 0 1
 2 0 0 2 0 04 0 17 06 40 39 17
 1 2 2 01 07 21 15 16 01 10
 19 2 1 2 1 1 5 2 3 2
 1 2 6 5 2 3 4 5 3 5 1 1 2 1 1 1 06 03 1 2 2 1 2 1 2 1
 2 1 2 1 6 2 00 1 1 28 5 3 4 2 3 3 3 4 3 4 5 1 2 6 1
 3 6 3 1 5 6 2 2 3 1 6 1 1 57 47 104 22222212112121
 21112122111222 10 0 0 0 0 0 0 0 0 0 0 0 0 09 15

 0201 86 0046 7 1 1 1 1 1 2 2 2 2 1 2 2 2 2 2 0 0 0 0
 2 1 0 2 0 04 0 07 05 34 40 05
 1 2 2 01 07 21 20 18 01
 20 2 1 2 1 1 5 2 1 2
 1 2 5 6 2 3 5 6 5 5 1 1 2 1 1 1 03 03 1 2 1 2 2 1 2 1
 2 1 2 1 6 1 29 6 1 29 6 3 4 1 3 3 3 3 3 6 6 1 2 6 2
 1 2 6 1 1 6 6 2 1 5 1 6 1 1 60 52 112
 222112122112121 21112212221212 05 1 1 0
 0 1 1 0 1 1 1 1 1 09 15

 0201 86 0047 6 2 1 1 1 1 2 2 2 2 1 2 1 2 2 2 0 0 1 1
 3 0 0 2 0 05 0 16 06 43 39 16 14
 1 2 1 2 01 07 18 21
 18 17 01 10 08 36 1 1 2 2
 1 1 5 5 2 2 2 2 1 3 6 1 2 3 5 3 4 1 1 2
 1 1 1 10 04 1 2 1 2 2 1 1 2 1 2 2 1 6 1 27 6 1 27 6 4
 4 2 4 2 3 4 4 6 6 1 1 6 6 1 1 6 1 1 6 6 1 1 4 1 6 1
 1 60 58 118 212112122111121 22212112221212 04 0 0
 0 0 0 0 0 0 0 0 0 0 0 09 15

 0201 86 0048 7 2 1 1 1 1 2 2 2 2 2 2 2 2 2 2 0 0 0 0
 1 0 0 2 0 03 0 07 07 26 29
 1 2 01 07 12 14 01
 10 2 1 1 1 5 3 2
 1 4 4 6 3 4 5 5 3 5 1 1 2 1 1 1 07 03 1 1 1 1 2 1 2 1
 2 1 2 1 5 1 20 3 1 20 3 2 4 1 4 3 2 3 3 2 6 1 3 6 1 2
 4 2 3 1 4 6 3 2 2 1 2 1 1 50 36 086 222212122111122
 22212212211221 07 1 0 1 1 0 0 0 0 0 0 0 1 1 09 15

 0201 86 0049 7 1 1 1 1 1 2 2 2 2 1 2 2 2 2 2 0 0 0 1
 2 0 0 2 0 04 0 10 07 39 35 10
 1 2 2 01 07 21 13 13 01 04
 34 1 1 2 1 1 5 4 2 1

Maternal Employment, Marital Status, Religiosity - 333

2 2 6 6 1 2 5 5 4 5 1 1 2 1 1 1 03 10 1 2 1 2 2 1 2 1
 2 1 2 1 6 1 30 5 1 30 5 4 4 1 4 3 3 3 4 6 6 1 3 6 4
 1 3 6 3 1 4 4 2 2 4 1 6 1 1 57 47 104 222211112111111
 22212122221212 06 0 0 0 0 0 1 0 1 0 1 0 1 09 15

0201 86 0050 6 2 1 1 1 1 2 2 2 2 1 2 1 2 2 2 1 0 1 0
 4 1 0 2 0 06 0 13 01 30 26 13 03 01
 1 2 1 1 2 01 07 18 18 21
 16 12 01 07 12 2 1 2 2 2
 1 1 5 5 5 2 2 2 1 2 6 5 3 4 4 5 5 5 2 1 2
 1 1 1 03 08 2 1 2 1 2 1 2 1 2 1 6 2 00 5 2 00 5
 3 4 1 4 2 3 3 3 6 6 1 2 6 6 1 2 6 1 1 6 6 1 1 4 1 6 1
 1 60 56 116 222212122112211 21212222221211 08 0 0
 1 0 0 0 0 0 0 0 1 0 09 15

0301 86 0051 6 2 1 1 1 1 2 2 2 2 1 2 2 2 2 2 0 0 0 1
 3 1 0 2 0 05 0 09 05 33 26 09 05
 1 2 2 2 01 07 21 21
 14 12 01 04 39 1 1
 1 1 5 5 2 2 1 1 2 3 4 1 1 5 5 4 6 1 1 2
 1 1 1 03 12 2 1 2 1 2 1 2 1 2 1 5 2 00 1 2 00 1 3
 3 2 3 2 3 3 3 4 4 3 3 4 4 4 3 4 3 3 4 4 3 4 4 3
 38 40 076 1221221 2111122 21211112222112 08 0 0 0 0
 0 0 2 0 0 0 1 0 09 15

0301 86 0052 6 2 1 1 1 1 2 2 2 2 2 2 1 2 2 2 1 0 0 0
 2 0 0 2 0 04 0 06 04 32 31 04
 1 2 1 01 07 18 14 14 01
 28 2 1 2 1 1 5 5 2 1
 6 1 6 5 2 3 3 6 2 3 1 1 2 1 1 1 05 05 1 2 1 2 2 1 2 1
 2 1 2 1 6 1 11 5 1 11 5 4 4 1 4 3 4 4 4 6 6 1 1 6 6 1
 1 6 1 1 6 6 2 1 5 1 6 1 1 60 58 118 222212221112121
 21211122222211 10 0 1 0 1 3 2 2 1 1 1 2 1 09 15

0301 86 0053 7 1 1 3 2 1 2 2 2 2 2 2 1 2 2 2 1 0 1 0
 3 0 0 2 0 05 0 09 03 28 23 09 03
 1 2 1 1 01 08 18 18
 11 09 01 02 21 2 1 2 2
 1 1 5 5 6 1 4 6 3 3 5 1 4 3 6 4 3 1 2 1
 1 1 1 02 03 2 1 2 1 2 1 2 1 2 1 6 2 31 3 2 31 3 1
 4 2 4 2 4 3 3 6 6 1 1 6 4 1 3 6 2 1 5 6 6 1 2 1 6 1
 1 60 45 105 221222222112121 22211112222222 07 0 1
 0 1 1 1 2 2 1 1 1 1 01 06

0301 86 0054 7 1 1 1 1 1 2 2 2 2 1 2 2 2 2 2 0 0 0 0
 3 2 0 2 0 05 0 07 01 33 27 05 01

Maternal Employment, Marital Status, Religiosity - 334

1 2 2 2 01 07 21 21
 12 12 01 19 1 2 2 2
 1 1 5 5 4 4 2 3 6 5 2 2 4 5 5 5 6 1 1 1
 1 1 1 05 15 2 1 2 1 2 1 2 1 2 1 4 2 00 1 2 00 1
 3 3 1 3 3 3 3 3 1 4 1 1 4 3 4 4 3 3 3 4 4 3 4 4 4 4
 4 1 34 42 076 211221221121212 22111122212212 14 2
 0 0 0 0 0 1 0 0 0 1 0 09 15

0301 86 0055 6 2 1 2 5 1 2 2 2 2 2 2 2 2 2 2 0 0 0 0
 1 0 0 1 0 02 0 06 06 29
 2 01 13 01
 23 1 3 3 1 4
 6 6 6 3 1 3 4 4 3 4 1 1 2 2 1 1 12 12 2 1 2 1 2 1 2 1
 2 1 2 1 2 2 00 1 2 00 1 3 4 2 4 1 3 3 3 4 4 2 3 5 1
 4 4 2 5 5 6 2 4 4 6 4 6 4 2 32 40 072
 212212112111121 22212112222222 07 0 2
 3 2 3 2 3 2 3 2 3 2 09 15

0301 86 0056 6 2 1 1 1 1 2 2 2 2 2 2 1 2 2 2 1 0 1 0
 3 0 0 2 0 05 0 10 03 32 32 10 03
 1 2 1 1 01 07 18 18
 13 12 01 23 2 1 2 2
 1 1 5 5 5 2 2 2 6 5 2 3 3 6 6 3 5 2 1 2
 1 1 1 03 07 2 1 2 1 2 1 2 1 2 1 5 2 00 1 2 00 1
 3 4 3 4 3 3 2 4 6 4 1 3 6 2 1 3 4 4 3 4 4 3 3 4 3 4 3
 3 48 37 085 222222121112121 21112222221211 10 0 1
 0 0 0 0 2 0 0 0 1 0 09 15

0301 86 0057 6 1 1 1 1 1 2 2 2 2 1 2 2 2 2 2 0 0 0 0
 2 1 0 2 0 04 0 06 02 38 33 02
 1 2 2 01 07 21 16 14 01
 32 1 1 2 1 1 5 3 2 2
 1 2 2 1 2 5 6 3 6 1 1 2 1 1 1 03 03 1 2 1 2 2 1 1 2
 2 1 2 1 6 1 01 5 0 01 5 4 4 2 3 2 3 3 4 6 6 1 1 4 4
 1 3 6 3 3 4 4 3 3 4 3 6 2 1 49 48 097
 22222222111111 21112112121112 06 1
 0 1 0 0 0 0 0 0 0 1 0 09 15

0301 86 0058 6 2 1 1 1 1 2 2 2 2 2 2 1 2 2 2 0 0 1 0
 2 0 0 2 0 04 0 10 06 44 38 10
 1 2 1 01 07 18 16 14 01 05
 40 1 1 2 1 1 5 4 1 1
 6 5 2 4 5 5 5 6 5 6 1 1 2 1 1 1 03 04 2 1 1 1 2 1 2 1
 2 1 2 1 4 1 32 2 2 00 4 4 2 3 2 2 3 3 4 6 1 1 6 3 3
 2 6 3 1 5 2 2 4 3 6 3 3 49 48 097 212212221111121
 22111112222222 10 1 1 0 0 0 0 1 0 0 0 1 1 09 15

Maternal Employment, Marital Status, Religiosity - 335

0301 86 0059 6 2 1 1 1 1 2 2 2 2 2 2 1 2 2 2 1 0 0 0
 2 0 0 2 0 04 0 06 05 39 33 05
 1 2 1 01 07 18 20 16 01
 52 1 1 2 1 1 5 2 2 1
 3 6 5 2 2 3 5 6 4 6 2 1 2 1 1 1 07 18 2 1 2 1 2 1 2 1
 1 2 1 1 2 2 00 1 2 00 1 4 4 1 3 2 2 3 4 5 6 2 1 5 6 2
 1 4 3 2 6 5 1 4 4 4 6 4 1 43 56 099 221212122111111
 22112112221212 04 1 1 0 0 1 0 1 0 0 0 1 1 09 15

0301 86 0060 6 2 1 1 1 1 2 2 2 2 2 2 1 2 2 2 1 0 0 0
 2 0 0 2 0 04 0 06 03 35 33 03
 1 2 1 01 07 18 16 15 01
 33 1 1 2 1 1 5 2 2 1
 1 5 4 5 2 2 2 5 3 6 2 1 2 1 1 1 06 08 2 1 2 1 2 1 2 1
 1 2 2 1 5 1 07 2 2 00 2 4 4 2 4 2 3 4 4 5 6 1 1 6 5 2
 2 5 2 1 6 5 1 2 5 2 6 2 1 53 56 109 222222112111121
 21112122221212 08 2 2 2 2 1 2 2 1 0 0 1 1 09 15

0302 86 0061 6 1 1 1 1 1 2 2 2 2 2 2 1 2 2 2 0 0 1 0
 2 0 0 2 0 04 0 09 06 28 28 09
 1 2 1 01 07 18 12 12 01 04
 24 1 1 2 1 1 5 2 1 1
 2 6 3 1 1 2 3 5 2 6 1 1 2 1 1 1 10 10 2 1 2 1 2 1 2 1
 2 1 2 1 2 2 00 1 2 00 1 3 4 1 4 2 2 4 4 5 4 5 2 5 3
 6 2 3 3 5 6 2 3 5 5 6 6 5 3 25 46 071
 222212121111121 22111112121211 08 0 0
 0 0 0 0 0 0 0 0 0 0 0 0 09 15

0302 86 0062 7 1 6 1 1 1 2 2 2 2 1 2 1 2 2 2 2 0 0 0
 4 1 0 2 0 06 0 07 02 34 30 06 04 02
 1 2 1 1 2 01 07 18 18 21
 18 15 01 41 1 1 2 2 2
 1 1 5 5 5 2 1 1 2 1 4 5 2 3 4 6 4 6 1 1 1
 1 1 1 15 99 1 2 1 2 2 1 2 1 2 1 2 1 6 1 33 6 1 33 6 4
 4 2 4 2 3 3 4 6 6 1 1 6 3 2 1 6 1 1 6 6 1 1 5 1 6 1 1
 59 56 115 221211222111121 22112212122212 04 0 0
 0 0 0 0 0 0 1 1 1 1 09 15

0302 86 0063 6 2 1 1 1 1 2 2 2 2 1 2 2 2 2 2 0 0 0 2
 3 0 0 2 0 05 0 18 06 46 44 11 18
 1 2 2 2 01 07 21 21
 14 14 01 12 40 1 1 2 1
 1 1 5 5 2 1 1 1 2 4 6 2 3 4 6 4 5 1 1 1
 1 1 1 15 05 1 2 1 2 2 1 2 1 2 1 2 1 6 1 20 6 1 20 6 3
 4 1 4 3 2 3 4 4 6 1 2 6 5 1 2 6 2 1 6 6 2 2 3 1 6 1 1

Maternal Employment, Marital Status, Religiosity - 336

57 52 109 222212122111121 22212122221112 05 0 0
0 1 0 0 0 0 0 0 0 1 09 15

0302 86 0064 7 2 1 1 1 1 2 2 2 2 1 2 2 2 2 2 0 0 0 1
2 0 0 2 0 04 0 12 07 32 32 12
1 2 2 01 07 21 12 12 01
16 1 1 2 1 1 5 4 5 2
6 6 4 2 1 4 5 4 4 5 2 2 2 1 1 1 04 10 2 1 2 1 2 1 2 1
2 1 2 1 4 2 00 1 2 00 1 3 3 2 4 3 2 3 3 5 6 3 3 4 4 5
5 3 4 4 4 3 3 4 5 4 4 4 3 33 40 073 211221122111121
11111122222222 13 1 1 2 0 2 1 0 0 0 0 2 1 09 15

0302 86 0065 6 2 1 1 1 1 2 2 2 2 1 2 2 2 2 2 0 0 0 0
2 1 0 2 0 04 0 06 02 36 38 02
1 2 2 01 07 21 12 14 01
41 1 1 2 1 1 5 3 2 1
3 6 6 4 2 3 3 5 3 3 2 1 2 1 1 1 06 04 2 1 2 1 2 1 2 1
2 1 2 1 4 2 00 1 2 00 1 2 4 1 4 3 3 4 3 6 4 1 3 6 4 3
4 6 3 1 6 5 3 2 5 1 6 2 2 55 45 100 221222112112121
22111112212222 10 2 0 2 1 0 0 1 0 0 0 2 1 09 15

0302 86 0066 6 2 1 1 1 1 2 2 2 2 1 2 1 2 2 2 0 0 1 3
5 0 0 2 0 07 0 17 06 37 36 17 14 12 09
1 2 2 2 2 1 01 07 21 21 21 18
14 13 01 12 09 07 04 39 1 1 2 2 2 2
1 1 5 5 5 5 2 1 1 2 2 3 6 3 2 4 6 3 5 1 1 2
1 1 1 01 06 1 2 1 2 2 1 2 1 2 1 2 1 5 1 01 4 1 01 4 3
3 2 3 2 3 3 3 6 5 1 1 6 5 1 2 6 2 1 6 6 2 2 6 2 6 1 1
58 55 113 112212222112211 22212112221212 05 2 1 0
0 0 1 0 0 0 0 1 1 09 15

0302 86 0067 6 2 1 1 1 1 2 2 2 2 1 2 1 2 2 2 1 0 0 1
4 1 0 2 0 06 0 09 03 40 39 09 04 03
1 2 2 2 1 01 07 21 21 18
14 12 01 04 26 1 1 2 2 2
1 1 5 5 5 5 4 2 1 1 6 5 2 2 3 6 6 4 6 2 1 2
1 1 1 05 03 2 1 2 1 2 1 2 1 2 1 2 1 00 1 00 1 2
3 1 4 3 3 3 3 2 5 5 3 3 6 6 3 3 4 6 3
31 46 076 122112111 11121 2 111 12222211 07 2 1 0 0
1 0 1 0 0 0 0 1 1 09 15

0302 86 0068 7 1 1 2 5 1 2 2 2 2 1 2 2 2 2 2 0 0 0 1
2 0 0 1 0 03 0 09 07 36 09
2 2 01 00 21 18 01
16 1 2 3 5 2 1 1
1 2 2 3 2 1 3 4 3 3 1 1 2 1 1 1 12 10 1 2 2 1

Maternal Employment, Marital Status, Religiosity - 337

1 2 6 00 1 11 5 3 4 2 3 3 2 3 3 6 6 1 2 6 4 1 2
6 2 1 6 6 2 2 6 1 6 1 1 59 54 113 222212212221121
22112112112211 09 0 0 2 2 2 1 0 0 1 2 2 1 09 15

0302 86 0069 7 2 1 3 2 1 2 2 2 2 1 2 2 2 2 0 0 0 1
2 0 0 2 0 04 0 09 07 52 36 09
1 2 2 01 08 21 12 16 01 04
41 1 1 2 1 1 5 2 5 1
3 6 4 2 2 2 2 3 3 6 2 2 2 1 1 1 04 07 2 1 2 1 2 1 1 1
2 1 1 2 3 2 00 1 2 00 1 4 4 1 3 1 4 4 2 3 5 3 1 3 4 3
2 4 2 4 6 3 2 4 6 6 6 4 2 31 53 084 222212122111111
22212212221212 03 1 0 2 1 1 0 1 0 1 1 1 1 09 15

0302 86 0070 6 2 1 1 1 1 2 2 2 2 2 2 1 2 2 2 1 0 2 0
4 0 0 2 0 06 0 14 05 38 35 14 13 05
1 2 1 1 1 01 07 18 18 18
12 14 01 08 07 38 1 1 2 2 2
1 1 5 5 5 1 1 1 1 2 4 6 5 4 4 4 4 5 1 1 2
1 1 1 02 02 1 2 2 1 2 1 2 1 2 1 4 2 00 1 1 01 5 3
3 3 3 3 3 3 3 5 4 3 1 4 3 3 5 4 5 3 4 4 2 2 5 2 4 2 3
44 39 083 12222 122111121 22111212211212 07 0 0 0 0
1 0 0 0 0 0 1 0 09 15

0302 86 0071 6 2 1 1 1 1 2 2 2 2 1 2 1 2 2 2 1 0 0 1
3 0 0 2 0 05 0 11 05 38 30 11 05
1 2 2 1 01 07 21 18
12 12 01 06 13 1 1 2 2
1 1 5 5 6 4 2 1 6 6 5 1 5 5 4 6 4 1 1 2
1 1 1 03 02 2 1 2 1 2 1 2 1 1 2 2 1 4 2 00 1 2 00 1 1
2 1 4 3 2 2 3 6 6 1 3 6 2 2 5 6 4 2 6 3 4 3 6 3 6 3 1
49 44 093 221212112112121 21111122112121 12 0 1 1
0 0 0 1 0 0 0 1 1 09 15

0302 86 0072 7 1 1 1 1 1 2 2 2 2 2 2 1 2 2 2 0 0 2 0
3 0 0 2 0 05 0 11 07 48 44 11 11
1 2 1 1 01 07 18 18
18 14 01 05 45 1 1 2 2
1 1 5 5 2 2 1 1 2 2 5 2 3 3 5 3 6 1 1 1
1 1 1 05 06 1 2 1 2 2 1 2 1 2 1 2 1 6 1 34 5 1 34 5 3
3 1 3 2 2 3 3 6 6 1 6 2 2 6 3 6 2 1 5 2 1
52 45 097 2 12 1 1 12121 222122 122 2 2 1 1 0 1
0 0 1 1 0 0 1 1 09 15

0302 86 0073 6 2 1 1 1 1 2 2 2 2 2 2 1 2 2 2 1 0 1 0
3 0 0 2 0 05 0 09 04 33 32 09 04
1 2 1 1 01 07 18 18

Maternal Employment, Marital Status, Religiosity - 338

12 12 01 03 23 2 1 2 2
 1 1 5 5 5 4 2 2 2 5 6 1 3 3 6 3 1 1 2
 1 1 1 08 05 1 2 2 2 2 1 2 1 2 1 2 1 6 2 00 5 1 11 5 3
 3 2 3 3 2 4 3 6 6 1 3 6 6 1 2 6 1 1 6 6 1 1 3 1 6 1 1
 60 54 114 222212122111121 22212112221212 04 1 0 0
 0 2 1 0 0 1 0 1 1 09 15

0303 86 0074 6 2 1 1 4 4 2 2 2 2 2 2 1 2 2 2 0 0 1 0
 2 0 0 2 0 04 0 09 06 35 45 09
 1 2 1 04 28 18 12 14 01 03
 10 1 1 2 1 1 5 3 2 1
 1 6 4 4 6 5 3 6 4 5 2 1 1 1 1 1 10 07 2 1 2 1 2 1 2 1
 2 1 2 1 6 2 00 1 2 00 1 1 4 1 4 3 3 3 3 6 6 6 2 4 1
 2 6 1 1 6 6 3 1 2 2 5 1 2 50 48 098 212222121122111
 21111122111221 16 0 1 0 0 2 1 0 1 1 0 1 1 09 15

0303 86 0075 6 1 1 1 1 1 2 2 2 2 1 2 2 2 2 2 0 0 0 0
 2 1 0 2 0 04 0 06 03 45 44 03
 1 2 2 01 07 21 16 12 01
 25 2 1 2 1 1 5 6 1 2
 2 2 5 4 1 1 1 2 1 1 1 02 05 1 2 1 2 1 1 1 1
 2 1 2 1 6 1 34 5 1 34 5 3 3 2 4 3 2 3 3 4 4
 2222 22 1 1 1 2 11 22 0 0 0 0 2 1 2 1 2 0
 2 1 09 15

0303 86 0076 6 1 1 1 1 1 2 2 2 2 2 2 1 2 2 2 2 0 0 0
 3 0 0 2 0 05 0 06 03 31 25 05 03
 1 2 1 1 01 07 18 18
 13 12 01 16 1 1 2 2
 1 1 5 5 1 2 1 1 6 5 5 2 4 2 5 4 6 2 1 2
 1 1 1 07 08 2 1 2 1 2 1 2 1 2 1 6 2 00 1 2 00 1 3
 4 1 4 2 3 3 4 6 6 2 6 5 2 1 6 2 3 6 6 1 2 6 6
 54 57 111 212 212111121 121121122112 1 06 0 0 3 3
 1 0 2 1 1 2 2 2 09 15

0401 86 0077 6 2 1 1 1 1 2 2 2 2 2 2 1 2 2 2 1 0 0 0
 2 0 0 2 0 04 0 06 04 37 34 04
 1 2 1 01 07 18 21 16 01
 52 2 1 2 1 1 5 3 4 2
 1 3 4 4 2 4 6 5 5 5 1 1 2 1 1 1 10 01 1 2 2 1 2 1 2 1
 1 2 2 1 6 2 00 1 1 12 4 3 4 2 3 3 3 3 3 6 6 1 1 6 4 2
 2 6 2 1 6 5 2 1 4 1 6 1 1 58 53 111 212222112221111
 121121212212 1 13 0 0 0 0 0 0 0 0 0 0 0 0 09 15

0401 86 0078 6 1 1 1 1 1 2 2 2 2 1 2 2 2 2 2 0 0 0 1
 2 0 0 2 0 04 0 08 06 39 39 08

Maternal Employment, Marital Status, Religiosity - 339

1 2 2 01 07 21 16 16 01
 14 1 1 2 1 1 5 1 2 1
 1 4 4 5 2 5 4 6 3 6 1 1 2 1 1 1 03 06 2 1 2 1 2 1 2 1
 2 1 2 1 4 2 00 2 2 00 2 4 4 2 3 3 2 4 3 2 5 3 2 2 2 4
 3 4 4 4 5 3 4 4 4 4 5 4 3 30 40 070 222122122112111
 21111122221112 09 0 0 2 1 1 2 1 2 2 2 2 2 09 15

0401 86 0079 7 2 1 2 5 1 2 2 2 2 2 2 2 2 2 0 0 0 0
 1 0 0 1 0 02 0 07 07 33
 2 01 13 01
 12 1 5 4 1 6
 4 2 5 6 1 3 4 6 2 3 1 1 1 2 1 1 10 01 1 2 2 1
 2 1 6 00 1 12 5 4 4 2 4 3 4 3 4 6 6 1 1 6 5 1 2
 6 1 1 6 6 1 2 3 1 6 1 1 59 55 114 212212222112121
 21211112221212 07 0 0 1 0 2 1 1 0 3 3 2 2 09 15

0401 86 0080 7 1 1 2 5 1 2 2 2 2 1 2 2 2 2 2 0 0 0 0
 2 1 0 1 0 03 0 07 05 32 05
 2 2 01 21 15 01
 46 1 2 3 5 2 2 1
 1 2 5 6 1 3 5 6 3 5 1 1 2 2 1 1 02 02 1 2 2 1
 2 1 6 00 1 12 5 4 4 2 4 2 3 3 3 6 6 1 1 6 3 1 3
 6 3 1 6 5 3 2 4 2 4 2 3 56 42 098 212212222111121
 22212122121221 07 0 0 3 1 3 1 1 0 2 1 3 1 09 15

0401 86 0081 7 1 1 1 1 1 2 2 2 2 1 2 2 2 2 2 0 0 0 1
 3 1 0 2 0 05 0 10 04 42 36 10 04
 1 2 2 2 01 07 21 21
 14 16 01 51 1 1 2 2
 1 1 5 5 3 1 4 1 2 6 6 2 2 5 6 4 5 1 1 2
 1 1 1 05 03 1 2 1 2 2 1 2 1 2 1 2 1 5 1 12 4 1 12 5 4
 4 1 4 3 4 3 4 5 6 1 2 6 5 2 2 5 2 1 6 5 2 2 5 2 6 1
 1 54 54 108 222112222121121 22212122221111 05 0 0 1
 0 1 1 2 0 2 1 2 1 09 15

0401 86 0082 6 1 1 1 1 1 2 2 2 2 2 2 2 2 2 2 0 0 0 0
 1 0 0 2 0 03 0 06 06 30 30
 1 2 01 07 18 14 01
 52 1 1 1 1 5 2 5
 6 3 5 5 1 3 3 6 4 3 1 1 1 1 1 07 03 1 2 1 2 2 1 2 1
 2 1 1 2 6 1 12 4 1 12 5 3 4 2 3 3 3 3 6 6 1 1 6 4 6
 1 6 1 1 6 6 1 2 5 1 6 1 1 54 57 111 222112222111121
 21112222221212 04 0 0 1 1 1 1 0 1 0 1 1 1 09 15

0401 86 0083 7 2 1 1 1 1 2 2 2 2 1 2 2 2 2 2 0 0 0 0
 2 1 0 2 0 04 0 07 03 31 30 03

Maternal Employment, Marital Status, Religiosity - 340

1 2 2 01 07 21 18 16 01
 25 1 1 2 1 1 5 2 1 2
 1 2 4 6 1 5 5 6 4 5 1 1 2 1 1 1 04 16 1 2 1 2 2 1 2 1
 2 1 2 1 6 1 07 5 1 07 5 3 3 2 4 2 2 3 3 6 6 1 1 6 5 2
 2 6 2 1 6 6 1 1 5 1 6 1 1 59 57 116 222112122121111
 21212122222222 08 0 0 0 0 0 0 0 0 0 0 0 0 0 09 15

0401 86 0084 7 2 1 1 1 1 2 2 2 2 2 2 1 2 2 2 0 0 1 0
 2 0 0 2 0 04 0 15 07 42 41 15
 1 2 1 01 07 18 16 13 01 09
 22 1 1 1 1 1 5 4 3 2
 6 2 3 5 1 2 4 4 3 4 1 1 2 1 1 1 20 50 1 2 1 2 2 1 2 1
 2 1 2 1 6 1 12 5 1 12 5 3 4 1 3 2 3 3 2 5 5 1 3 6 4 2
 3 5 2 1 6 6 2 1 5 1 6 1 1 57 50 107 222212112121121
 22211122111122 08 0 0 1 0 1 0 0 0 0 0 2 1 2 09 15

0401 86 0085 6 1 1 1 1 1 2 2 2 2 2 2 2 2 2 2 0 0 0 0
 1 0 0 2 0 03 0 06 06 3533
 1 2 01 07 14 14 01
 46 1 1 1 1 5 1 1
 1 6 6 5 2 3 6 6 5 5 1 1 2 1 1 1 30 60 1 1 1 1 2 1 2 1
 2 1 2 1 3 1 03 1 1 06 1 4 4 1 4 2 3 4 4 4 6 1 1 6 6 3
 1 5 1 1 6 3 1 1 5 2 6 1 1 51 59 110 221222112112121
 22111122211221 11 0 0 1 0 0 0 0 0 0 0 0 1 0 09 15

0401 86 0086 6 2 1 1 1 1 2 2 2 2 2 2 1 2 2 2 2 0 0 0
 3 0 0 2 0 05 0 06 01 37 37 03 01
 1 2 1 1 01 07 18 18
 20 17 01 40 2 1 2 2
 1 1 5 5 5 1 1 6 1 1 3 1 3 3 6 4 6 1 1 2
 1 1 1 20 06 1 2 1 2 2 1 2 1 2 1 2 1 6 1 12 5 1 12 5 3
 4 1 3 2 3 2 4 5 5 1 2 1 6 2 3 6 2 1 6 6 1 1 5 1 6 1
 1 50 54 104 222222122111121 21212222121212 06 0
 0 0 0 0 0 0 0 0 0 0 0 0 0 0 09 15

0401 86 0087 7 1 1 1 1 1 2 2 2 2 1 2 2 2 2 2 0 0 0 0
 2 1 0 2 0 04 0 07 03 30 30 03
 1 2 2 01 07 21 16 16 01
 34 1 1 2 1 1 5 5 1 1
 1 1 3 6 2 2 5 6 5 5 1 1 2 1 1 1 10 10 1 2 1 2 2 1 2 1
 2 1 2 1 6 1 12 5 1 12 5 3 4 2 4 3 2 3 4 5 6 1 1 6 6 5
 1 6 2 1 6 6 1 2 6 1 6 1 1 54 59 113 222112212121121
 22212122221212 03 0 0 0 2 0 1 0 0 0 0 0 1 09 15

0401 86 0088 6 1 7 1 1 1 2 2 2 2 2 2 1 2 2 2 0 0 1 0
 2 0 0 2 0 04 0 14 06 47 47 14

Maternal Employment, Marital Status, Religiosity - 341

1 2 1 01 07 18 16 16 01 08
 52 1 1 2 1 1 5 2 1 1
 1 2 5 5 4 5 6 6 4 6 1 1 2 1 1 1 08 02 1 2 1 2 1 2 1 1
 2 1 2 1 6 1 12 5 1 12 4 3 4 1 3 3 2 2 3 6 6 1 1 6
 4 2 2 6 2 1 6 6 2 2 6 1 6 1 1 58 55 113
 122122222121121 21112121111212 09 0
 0 0 0 0 1 0 0 1 1 1 1 09 15

0402 86 0089 6 1 1 1 1 1 2 2 2 2 2 2 1 2 2 2 1 0 0 0
 2 0 0 2 0 04 0 06 04 32 35 04
 1 2 1 01 07 18 13 15 01
 51 1 1 2 1 1 5 5 6 5
 1 2 4 5 2 3 5 6 4 6 1 1 2 1 1 1 03 08 1 2 1 1 2 1 2 1
 2 1 2 1 4 1 12 1 1 12 5 3 3 2 1 2 3 3 3 4 6 1 3 6 4 3
 3 4 1 1 5 4 1 2 4 3 6 3 1 47 51 098 222212212121121
 22212122221212 05 0 1 0 1 0 1 0 0 0 1 0 1 09 15

0402 86 0090 6 2 1 1 1 1 2 2 2 2 1 2 2 2 2 2 0 0 0 0
 2 1 0 2 0 04 0 06 04 31 33 04
 1 2 2 01 07 21 14 16 01
 1 1 2 1 1 5 3 1 1 6 2
 5 6 1 3 4 6 4 6 1 1 2 1 1 1 99 08 1 2 1 2 2 1 2 1 2 1
 2 1 6 1 12 5 1 12 5 4 4 1 2 2 2 4 4 6 6 1 1 6 6 1 1 6
 1 1 6 6 1 1 3 1 6 1 1 60 57 117 212212112121121
 221121222211221 11 0 0 0 1 0 1 0 1 0 2 0 1 09 15

0402 86 0091 7 2 1 2 5 1 2 2 2 2 2 2 2 2 2 2 0 0 0 0
 1 0 0 1 0 02 0 07 07 36
 2 01 15 01
 22 1 3 6 2 2
 1 2 6 6 1 3 5 2 2 5 1 1 2 2 1 1 12 03 1 2 2 1
 2 1 6 00 1 12 5 4 3 1 3 2 3 3 4 6 6 1 2 6 3 1 2
 6 2 1 6 6 2 6 4 1 3 1 1 55 51 106 222112222111121
 21212122222221 07 0 1 3 3 0 3 0 3 0 3 3 3 09 15

0402 86 0092 6 2 1 1 1 1 2 2 2 2 2 2 1 2 2 2 1 0 0 0
 2 0 0 2 0 04 0 06 03 32 32 03
 1 2 1 01 07 18 18 16 01
 23 1 1 2 1 1 5 3 1 1
 1 2 3 6 2 1 4 5 4 6 1 1 2 1 1 1 12 06 1 2 1 2 2 1 2 1
 2 1 2 1 6 1 12 5 1 12 5 3 4 2 3 3 2 3 3 6 6 1 1 6 6 1
 2 6 1 1 6 6 1 1 6 1 6 1 1 60 59 119 222212122111121
 22212122221112 05 0 0 0 0 0 0 0 0 0 0 0 0 09 15

0402 86 0093 6 2 1 1 1 1 2 2 2 2 2 2 1 2 2 2 2 0 0 0
 3 0 0 2 0 05 0 06 01 33 31 04 01

Maternal Employment, Marital Status, Religiosity - 342

1 2 1 1 01 07 18 18
 13 16 01 41 1 1 2 2
 1 1 5 5 3 3 1 1 3 5 3 1 1 2 5 3 5 1 1 1
 1 1 1 05 04 1 2 1 2 2 1 2 1 1 2 4 1 12 4 1 12 4 2
 3 2 4 2 3 3 4 4 6 1 2 6 5 3 3 5 2 1 6 5 1 2 5 3 6 1
 1 52 54 106 222112122111121 21212122221211 06 0 2 0
 0 0 1 0 0 0 0 0 1 09 15

0402 86 0094 7 2 1 1 1 1 2 2 2 2 2 2 1 2 2 2 2 0 0 0
 3 0 0 2 0 05 0 07 02 34 30 04 02
 1 2 1 1 01 07 18 18
 12 12 01 22 1 1 2 2
 1 1 5 5 3 2 2 1 2 4 6 1 3 3 5 4 5 1 1 1
 1 1 1 10 03 1 2 1 2 2 1 2 1 2 1 2 1 6 1 12 5 1 12 5 3
 4 1 4 1 3 3 4 6 6 1 1 6 5 2 2 6 3 1 6 6 3 1 5 2 6 1 1
 58 53 111 222212212111121 21212122221212 05 0 0 0 0
 0 0 0 0 0 0 0 0 0 09 15

0402 86 0095 7 2 1 1 1 1 2 2 2 2 1 2 2 2 2 2 0 0 0 1
 2 0 0 3 0 04 0 26 07 52 50 26
 1 2 2 01 07 21 16 13 01 16
 38 2 1 1 1 1 5 5 3 2
 1 2 3 6 3 2 5 5 5 5 1 1 2 1 1 1 05 06 1 2 1 2 2 1 2 1
 2 1 2 1 6 1 12 5 1 12 5 4 4 2 3 3 3 3 4 6 6 1 1 6 6 1
 1 6 1 1 6 6 1 1 6 1 6 1 1 60 60 120 222211122111121
 21212122222212 08 0 0 0 0 0 0 0 0 0 0 1 0 1 09 15

0402 86 0096 6 2 1 2 5 1 2 2 2 2 2 2 1 2 2 2 1 0 0 0
 2 0 0 1 0 03 0 06 03 30 03
 2 1 01 18 15 01
 22 1 2 3 5 2 2 1
 1 2 4 5 1 3 4 5 4 5 1 1 1 2 1 1 30 30 1 2 2 1
 2 1 6 00 1 12 5 3 4 2 4 3 3 3 4 5 6 1 3 6 4 2 2
 6 2 3 6 5 2 3 5 1 6 2 1 52 52 104 222212222112121
 21212112221212 05 0 0 0 0 0 0 0 0 0 0 1 0 1 09 15

0402 86 0097 6 2 1 3 2 1 2 2 2 2 2 2 2 2 2 2 0 0 0 0
 1 0 0 3 0 04 1 06 06 28 28 26
 1 2 1 01 08 15 15 01 12
 33 1 2 1 5 3 5 2 1 1
 2 4 3 6 2 3 3 4 4 5 1 1 1 1 1 1 05 04 2 1 1 1 2 1 2 1
 2 1 2 1 6 1 12 3 2 00 2 3 4 1 3 3 2 3 3 3 6 3 1 6 6 4
 1 6 1 6 3 1 4 6 4 6 3 1 41 58 099 222212122112121
 22112122221212 07 0 2 0 0 0 0 0 2 0 0 0 2 09 15

Maternal Employment, Marital Status, Religiosity - 343

0402 86 0098 6 1 4 1 1 1 2 2 2 2 2 2 2 2 2 2 0 0 0 0
 1 0 0 3 0 03 0 06 06 44 29
 1 2 01 07 12 14 01
 18 1 1 1 1 6 1 6
 1 2 6 6 6 2 6 6 6 5 1 2 2 1 1 1 01 02 1 2 1 2 2 1 2 1
 2 1 2 1 6 1 12 5 1 12 5 2 3 2 3 2 2 2 4 6 6 1 3 6 0 1
 3 6 3 1 6 6 1 3 4 1 6 1 1 58 50 108 2212122 111122
 22112212121122 06 0 3 0 0 0 0 0 0 0 0 0 0 2 09 15

0402 86 0099 7 1 1 1 1 1 2 2 2 2 1 2 2 2 2 2 0 0 0 0
 2 1 0 2 0 04 0 07 05 30 31 05
 1 2 2 01 07 18 16 14 01
 04 1 1 2 1 1 5 2 2 3
 3 2 5 5 1 4 3 5 4 5 1 1 2 1 1 1 12 20 1 2 1 2 2 1 2 1
 2 1 2 1 6 1 12 5 1 12 5 3 3 2 4 2 2 3 4 6 6 1 1 6 6 2
 1 6 1 1 6 4 3 3 4 1 6 1 1 55 56 111 222122222111121
 22212222221111 04 0 0 0 0 0 0 0 0 0 0 0 0 0 09 15

0402 86 0100 7 1 1 1 1 1 2 2 2 2 2 2 2 2 2 2 0 0 0 0
 1 0 0 2 0 03 0 07 07 39 30
 1 2 01 07 12 12 01
 31 1 1 1 1 3 1 2
 1 2 3 6 2 2 6 5 2 4 1 1 1 1 1 10 05 1 2 1 2 2 1 2 1
 2 1 2 1 6 1 12 6 1 12 6 3 3 2 3 2 3 3 3 6 6 1 1 6 4 2
 3 6 2 1 6 6 2 1 6 1 6 1 1 59 54 113 1222111 111 121
 221122 222 211 07 0 0 0 2 0 1 0 0 0 3 0 1 09 15

0402 86 0101 6 1 1 1 1 1 2 2 2 2 1 2 2 2 2 2 0 0 0 0
 2 1 0 3 1 05 0 06 04 27 24 04 18
 1 2 2 2 01 07 21
 12 11 01 12 28 1 1 2 1
 1 1 5 5 1 2 1 6 5 4 6 2 2 6 6 4 6 1 1 2
 1 1 1 03 05 2 1 1 1 2 1 2 1 2 1 2 1 6 1 12 2 2 00 2 2
 4 2 4 1 2 3 4 4 4 1 1 6 4 3 4 1 1 6 3 3 3 4 3 6 3 1
 44 50 094 212212221112121 21112222121111 09 0 0 0 0
 0 0 0 0 0 0 0 0 09 15

0402 86 0102 6 1 1 1 1 1 2 2 2 2 1 2 1 2 2 2 1 0 0 0
 3 1 0 2 0 05 0 06 01 30 31 02 01
 1 2 2 1 01 07 21 18
 15 13 01 32 1 1 2 2
 1 1 5 5 4 3 2 4 2 5 5 2 2 3 5 5 6 1 1 2
 1 1 1 15 12 1 2 1 2 2 1 2 1 2 1 2 1 6 1 12 5 1 12 5 3
 4 2 4 3 3 3 4 6 6 1 1 6 6 3 2 6 1 1 6 6 2 1 6 1 6 1
 1 58 58 116 22222222211121 22212212222211 05 0
 0 0 0 0 1 0 0 0 3 0 1 09 15

Maternal Employment, Marital Status, Religiosity - 344

0501 86 0103 7 1 1 1 1 1 2 2 2 2 1 2 1 2 2 2 0 0 1 0
 3 1 0 2 0 05 0 10 01 36 37 10 01
 1 2 1 2 01 07 18 21
 17 16 01 03 51 1 1 2 2
 1 1 5 5 2 2 3 6 2 3 4 2 2 4 5 4 5 1 2 2
 1 1 1 05 01 1 2 1 2 2 1 2 1 2 1 2 1 6 1 12 5 1 12 5 3
 4 2 4 3 3 3 3 6 5 1 1 6 4 3 2 6 3 1 6 4 3 1 3 1 6
 1 1 56 49 105 222122122111121 22112 12121112 04
 0 0 0 1 2 1 0 0 0 0 1 1 09 15

0501 86 0104 7 1 1 2 5 1 2 2 2 2 1 2 1 2 2 2 1 0 0 0
 3 1 0 1 0 04 0 07 04 31 04 05
 2 2 1 01 21 18
 14 01 02 1 2 2
 3 5 5 4 3 1 1 2 3 6 1 3 5 2 2 2 1 2 2 1
 1 1 04 02 1 2 2 1 2 1 6 00 1 12 5 2 3
 1 3 3 3 3 3 6 6 1 1 6 5 1 2 6 2 1 6 6 3 1 6 1 6 1 1
 60 55 115 222112221111121 212122222 2121 07 3 2 1 0
 1 2 1 2 2 3 2 2 09 15

0501 86 0105 6 1 1 1 1 1 2 2 2 2 2 2 1 2 2 2 1 0 0 0
 2 0 0 2 0 04 0 06 04 31 31 04
 1 2 1 01 07 18 16 16 01
 45 1 1 2 1 1 5 2 1 1
 6 2 3 6 1 3 4 6 5 5 1 1 2 1 1 1 10 10 1 2 1 2 2 1 2 1
 2 1 2 1 6 1 12 5 1 12 5 3 4 3 4 3 1 3 4 6 6 1 2 6 6 2
 2 6 2 1 6 5 1 2 6 1 1 55 55 110 222112122111121
 22112122222212 06 0 0 0 1 0 0 0 0 0 1 0 1 09 15

0501 86 0106 6 2 1 1 1 1 2 2 2 1 1 2 1 2 2 2 0 0 1 1
 3 0 0 3 0 06 1 13 06 36 36 13 09 21
 1 2 1 2 1 01 07 18 21 15
 10 12 01 06 03 22 1 1 2 2 1
 1 1 5 5 5 2 2 1 1 2 3 6 2 2 4 5 5 6 1 1 1
 1 1 1 03 04 1 2 2 1 2 1 2 1 2 1 2 1 6 2 00 1 1 12 5 3
 3 2 3 3 2 3 4 6 6 1 1 6 6 1 1 1 1 6 1 1 1 6 1 6 1 1
 1 35 45 080 22 11 21 21 1 2221 0 0
 0 0 0 0 0 0 0 0 0 0 0 0 09 15

0501 86 0107 8 1 1 1 1 1 2 2 2 2 1 2 1 2 2 2 1 0 0 0
 3 1 0 2 0 05 0 08 03 39 39 07 03
 1 2 2 1 01 07 21 18
 16 16 01 26 1 1 2 2
 1 1 5 5 4 4 1 2 2 5 4 2 4 3 5 3 6 1 1 2
 1 1 1 20 12 1 2 1 2 2 1 2 1 2 1 2 1 5 1 12 5 1 12 5 3

Maternal Employment, Marital Status, Religiosity - 345

4 2 3 3 2 3 3 4 5 2 2 5 4 3 4 3 3 5 4 3 4 4 2 5 2 2
43 45 088 222222121122122 11112122111222 15 1 0 0 0
0 1 0 0 0 0 1 1 09 15

0501 86 0108 6 2 1 2 5 1 2 2 2 2 2 2 2 2 2 0 0 0 0
1 0 0 1 0 02 0 06 06 44
2 01 12 01
24 1 3 4 4 3
6 2 6 6 1 3 5 6 4 4 1 1 2 1 1 1 05 04 1 2 2 1
2 1 6 00 1 12 5 2 3 2 4 2 3 3 2 2 4 1 4 6 2 3
4 4 3 1 1 2 3 4 1 3 2 3 1 41 30 071 222212112112121
2121222222121 09 0 0 2 1 0 1 1 1 2 2 1 1 09 15

0501 86 0109 6 1 1 1 1 1 2 2 2 2 1 2 2 2 2 0 0 0 1
2 0 0 2 0 04 0 09 06 09
1 2 2 01 07 21 16 17 01 03
2 1 2 1 1 5 5 2 2 4 2
4 6 1 1 5 6 3 5 1 1 2 1 1 1 10 10 1 2 1 2 2 1 2 1 2
1 2 1 6 1 12 5 1 12 5 4 4 1 4 1 4 3 4 6 6 1 1 6 3 1
1 6 1 1 6 6 1 1 4 1 6 1 1 60 55 115 22222122111121
22212122221112 06 2 1 0 0 0 2 1 1 0 1 1 1 09 15

0501 86 0110 6 1 1 1 1 1 2 2 2 2 2 2 1 2 2 2 1 0 0 0
2 0 0 2 0 04 0 06 04 39 37 04
1 2 1 01 07 18 20 17 01
30 2 1 2 1 1 5 4 2 1
1 2 2 6 2 3 3 5 3 5 1 1 2 1 1 1 06 04 1 2 1 2 2 1 2 1
2 1 2 1 6 1 12 5 1 12 5 3 4 2 4 2 1 3 4 4 5 1 1 6 2 1
3 6 2 1 5 6 1 1 2 1 6 1 1 58 47 105 22222112121211
21112222221112 09 0 0 0 0 0 0 0 0 0 0 0 0 0 09 15

0601 86 0111 7 1 1 2 5 1 2 2 2 2 2 2 1 2 2 2 1 0 0 0
2 0 0 1 0 03 0 07 03 35 03
2 1 01 18 14 01
26 1 2 3 5 3 2 1
6 2 4 5 2 1 3 5 4 3 1 1 2 1 1 1 05 02 1 2 2 1
2 1 4 00 1 12 4 3 4 2 4 2 3 3 3 6 6 2 1 6 6 2
2 6 1 1 6 5 1 1 5 1 6 1 1 57 58 115 222212122111121
21212122221212 06 0 0 0 0 0 0 0 09

0601 86 0112 7 1 1 1 1 1 2 2 2 2 1 2 2 2 2 2 0 0 0 1
2 0 0 2 0 04 0 09 07 40 40 09
1 2 2 01 07 21 12 12 01 03
34 2 1 2 1 1 5 2 2 2
2 2 2 6 1 2 2 5 1 5 1 1 2 2 1 2 03 00 1 2 1 1 2 1 2 1
2 1 2 1 6 1 12 2 1 12 5 4 4 2 4 4 3 4 4 6 5 2 4 6 6 3

Maternal Employment, Marital Status, Religiosity - 346

2 6 2 1 6 5 2 2 2 2 5 2 1 53 48 101 2 11 111121 2
21 1222 0 0 0 0 0 0 09

0601 86 0113 6 1 1 3 5 1 2 2 2 2 1 2 1 2 2 2 1 0 0 0
3 1 0 2 1 05 0 06 02 30 02 05
1 2 2 1 01 21 35 18
12 01 12 36 1 2 2
3 3 5 5 2 4 2 2 5 6 6 1 2 5 4 2 5 1 1 1
2 1 1 04 03 1 2 2 6 00 1 12 1 3
4 1 4 3 3 4 4 6 6 1 1 6 3 3 3 4 3 1 6 6 3 3 6 3 6 3 3
50 49 099 222 0 0
0 0 0 0 09

0701 87 0001 7 1 1 1 1 1 2 2 2 2 1 2 1 2 2 2 1 0 2 2
3 1 2 2 0 06 0 07 01 39 33 05 03 01
1 2 1 1 2 01 07 18 18 21
21 17 01 00 00 00 30 2 1 2 2
2 1 1 5 5 5 5 4 3 1 1 2 2 5 1
3 3 6 3 5 1 1 2 1 1 1 03 01 1 2 1 2 2 1 2 1 2 1 2 1 6
1 35 5 1 35 5 3 3 2 3 3 2 3 3 6 6 1 3 6 4 1 3 4 3 1
4 5 4 3 4 3 6 1 1 00 00 000 222222111221122
21212122212221 00 0 0 0 0 0 0 0 0 0 0 0 0 0 09 15

0701 87 0002 7 1 1 2 5 2 2 2 2 2 1 2 2 2 2 2 2 0 2 1
1 2 2 1 0 03 0 10 07 00 30
2 01 21 12 01
37 1 2 2 3 4 1
1 6 5 3 3 4 5 5 5 4 2 1 2 2 1 1 02 04 2 1 2 1
2 1 4 00 1 4 4 1 3 2 2 4 4 4 5 3 1 4 2 3 3
4 4 3 6 4 2 3 4 3 6 3 1 00 00 000 222122222121121
22111122211212 00 1 0 2 0 0 1 0 0 0 0 2 1 09 15

0701 87 0003 6 1 1 3 1 5 1 1 1 2 2 2 2 2 2 2 2 0 2 2
0 2 2 3 0 05 0 06 00 28 52 16 52
1 2 2 1 06 07 11 13
12 12 01 12 10 46 2 1 1 2
2 1 1 5 3 1 1 1 3 4 6 1 4 3 4 4 3 1 1 2
1 1 1 06 06 1 2 2 1 2 1 2 1 1 2 1 1 6 2 00 1 1 14 6 3
3 2 3 3 3 3 3 6 6 1 1 6 6 1 1 1 1 1 6 1 1 1 1 6 1
1 00 00 000 221112222121121 21212122221221 00 0 0 0
0 0 2 0 0 0 0 0 1 09 15

0701 87 0004 6 1 1 1 1 1 2 2 2 2 2 2 2 2 2 2 0 2 1
3 2 2 2 0 06 0 17 06 50 46 17 14 11
1 2 2 2 2 01 21 21 21
21 17 01 11 09 06 52 1 1 1 2

Maternal Employment, Marital Status, Religiosity - 347

2 1 1 5 5 5 5 1 4 3 1 2 1 4 2 4
 5 6 5 6 1 1 2 1 1 1 10 05 1 2 1 2 2 1 2 1 2 1 2 1 6 1
 01 5 1 07 5 4 4 2 3 3 2 3 3 4 5 1 1 6 4 3 3 6 3 3 6 6
 6 3 4 0 6 1 1 00 00 000 121122122111121
 22212122122212 00 0 0 0 0 0 0 0 0 0 0 0 0 0 09 15

0701 87 0005 6 2 1 1 3 3 2 2 2 2 2 2 2 2 2 2 0 2 2
 0 2 2 2 0 05 0 09 03 35 35 09 03
 1 2 1 2 03 09 20 23
 18 16 03 00 31 1 1 2 2
 1 1 5 5 3 2 2 1 3 4 6 2 2 5 6 4 6 1 1 1
 1 1 1 10 08 1 2 1 2 2 1 2 1 1 2 2 1 6 1 07 4 1 07 4 3
 4 1 3 000 212211122121121 21212122211211 00 0 0 0 0 1
 2 1 0 0 1 1 1 09 15

0701 87 0006 6 1 1 1 1 1 2 2 2 2 1 2 1 2 2 2 2 0 1 1
 3 2 2 2 0 06 0 14 06 52 38 14 12 08
 4 2 2 2 1 01 07 21 21 18
 14 16 09 07 03 52 1 1 2 2 2
 1 1 5 5 5 2 3 4 2 4 5 4 2 4 3 4 4 4 2 1 2
 1 1 1 06 10 2 1 2 1 2 1 2 1 2 1 2 1 4 2 00 2 2 00 2 3
 3 2 3 3 3 3 3 3 4 1 1 4 4 3 3 4 3 3 6 4 3 3 4 4 6 3 1
 00 00 000 112112221111121 21112112221212 00 0 0 0 0 0
 0 0 0 0 0 0 0 09 15

0701 87 0007 6 2 1 1 1 1 2 2 2 2 2 2 1 2 2 2 1 0 2 2
 1 2 2 2 0 04 0 06 01 32 31 01
 1 2 1 01 07 18 12 12 01 00
 44 1 1 2 1 1 5 5 6 5
 1 6 6 4 2 2 3 6 5 5 2 1 2 1 1 1 02 04 2 1 2 1 2 1 2 1
 2 1 2 1 6 2 00 1 2 00 1 3 4 1 4 1 2 4 3 4 4 2 1 5 4 6
 5 2 4 3 5 4 3 5 2 3 6 5 2 00 00 000 221122122111121
 21112122222212 00 2 2 0 0 2 3 2 2 2 1 2 3 09 15

0701 87 0008 6 1 1 1 1 1 2 2 2 2 2 2 2 2 2 2 0 0 0
 0 2 2 2 0 03 0 06 06 53 36
 1 2 01 07 12 09
 21 2 1 1 1 6 2 1
 1 1 6 6 5 5 6 6 5 6 1 1 2 1 1 1 03 04 1 1 2 1 2 1 2 1
 2 1 2 1 6 1 15 6 1 15 6 2 3 2 3 3 2 3 3 6 6 1 6 1
 1 6 1 1 6 6 1 1 3 1 6 1 1 00 00 000 222122121112221
 21211222221112 00 0 1 2 1 2 2 1 2 1 2 2 2 09 15

0701 87 0009 6 1 1 3 5 1 2 2 2 2 2 2 1 2 2 2 2 1 2 2
 0 2 2 2 0 04 0 08 06 30 29 08
 0 2 1 01 18 13 01 02

Maternal Employment, Marital Status, Religiosity - 348

46 1 1 2 3 3 5 4 5 2
 2 6 4 3 1 3 6 6 4 6 2 1 2 1 1 1 07 02 2 1 2 1 2 1 2 1
 2 1 2 1 6 2 00 1 2 00 1 3 4 2 3 1 4 3 3 6 5 1 1 5 3 1
 2 6 3 1 5 6 3 3 3 3 6 1 1 00 00 000 222112121112121
 22212122121111 00 3 3 0 0 0 2 0 0 0 0 3 2 09 15

0701 87 0010 6 1 1 1 1 1 2 2 2 2 1 2 2 2 2 2 0 2 2
 1 2 2 2 0 04 0 07 06 38 33 07
 1 2 2 01 07 21 14 13 02
 29 2 1 2 1 1 5 6 6 3
 2 6 6 3 2 3 4 5 4 4 2 1 2 1 1 1 06 06 2 1 2 1 2 1 2 1
 2 1 2 1 4 2 00 1 2 00 1 4 4 2 4 2 2 3 3 4 4 3 3 4 4 3
 3 4 3 3 4 3 3 3 4 3 6 4 3 00 00 000 211222122111121
 22111112222212 00 0 0 1 2 2 2 1 1 0 0 2 1 09 15

0701 87 0011 6 1 1 1 1 1 2 2 2 2 2 2 1 2 2 2 2 0 1 2
 1 2 2 2 0 04 0 10 06 41 32 10
 1 2 1 01 07 18 12 12 05
 34 1 1 2 1 1 5 2 2 2
 2 2 2 5 3 4 4 5 3 5 1 1 2 1 1 1 15 06 1 2 1 2 2 1 2 1
 2 1 2 1 6 1 07 5 1 07 5 3 4 2 4 3 2 4 3 6 6 1 1 6 6 1
 1 6 1 1 6 6 1 1 6 1 6 1 1 00 00 000 222222122111121
 22212112111211 00 0 0 0 0 0 0 0 0 0 0 0 0 0 09 15

0701 87 0012 6 1 1 1 1 1 2 2 2 2 2 2 1 2 2 2 1 0 2 2
 1 2 2 2 0 04 0 06 04 31 30 04
 1 2 1 01 07 18 12 14 00
 37 2 1 2 1 1 5 2 5 1
 1 1 5 6 1 4 3 6 4 5 1 1 2 1 1 1 03 01 1 2 2 1 2 1 2 1
 1 2 2 1 6 2 00 1 1 20 6 4 3 2 4 2 3 3 3 6 6 1 5 6 3 1
 3 6 2 1 5 6 5 1 5 1 6 1 1 00 00 000 222112221111121
 22211122221212 00 1 2 1 2 1 2 1 0 1 2 1 2 09 15

0701 87 0013 6 1 1 1 1 1 2 2 2 2 1 2 2 2 2 2 0 2 2
 1 1 2 2 0 04 0 06 04 35 32 04
 1 2 2 01 07 21 12 12 00
 41 2 1 2 1 1 5 1 4 1
 1 5 4 5 2 6 6 6 5 5 1 1 2 1 1 1 15 07 2 1 2 1 2 1 2 1
 1 2 2 1 5 2 00 1 1 15 2 3 4 2 4 3 2 3 4 6 6 1 1 6 4 1
 2 6 1 1 6 6 2 2 4 1 6 1 1 00 00 000 122122221111121
 22112122122212 00 0 1 0 0 0 1 0 0 0 1 0 1 09 15

0702 87 0014 6 1 1 1 1 1 2 2 2 2 1 2 2 2 2 2 0 2 2
 2 2 2 2 0 05 0 06 05 31 31 05 05
 1 2 2 2 01 07 21 21
 14 14 00 00 51 1 1 2 2

Maternal Employment, Marital Status, Religiosity - 349

1 1 5 5 5 3 2 1 2 4 3 3 4 4 5 5 5 1 1 2
 1 1 1 05 05 2 1 2 1 2 1 1 2 2 1 2 1 4 1 07 2 1 07 2
 3 3 2 3 3 3 3 4 4 2 2 4 4 3 3 4 3 3 4 4 3 3 4 3 4 3
 3 00 00 000 222212222112121 21111122211211 00 1 0 0
 0 0 0 0 0 1 0 1 0 09 15

0702 87 0015 6 2 1 1 1 1 2 2 2 2 1 2 2 2 2 2 2 0 2 2
 1 2 1 2 0 04 0 09 06 37 35 09
 1 2 2 01 07 21 16 15 03
 32 1 1 2 1 1 5 5 2 1
 1 1 1 5 2 2 4 6 3 5 1 2 2 1 1 1 01 02 1 2 1 2 2 1 2 1
 2 1 2 1 6 1 08 5 1 08 5 3 4 1 4 1 3 4 2 5 1 1 6 2 3
 4 6 4 1 6 6 3 3 4 3 6 3 1 00 00 000 211222122112121
 2221111222221 00 0 0 0 0 0 0 0 0 0 0 0 0 09 15

0702 87 0016 6 2 1 1 1 1 2 2 2 2 1 2 2 2 2 2 2 0 2 1
 2 1 2 2 0 05 0 14 03 35 35 14 03
 1 2 2 2 01 07 21 21
 13 13 09 00 40 1 1 2 2
 1 1 5 5 1 2 1 2 2 3 3 2 4 5 6 5 5 1 1 2
 1 1 1 40 15 1 2 2 1 2 1 2 1 2 1 3 2 00 1 1 01 5 3
 3 2 3 2 2 3 2 6 6 1 1 4 6 2 3 6 1 1 6 6 1 1 5 5 6 4 1
 00 00 000 212221221112221 21112122222212 00 1 0 0
 0 0 0 0 0 0 0 1 0 09 15

0702 87 0017 7 2 1 1 1 1 2 2 2 2 1 2 1 2 2 2 1 0 1 1
 5 1 2 2 0 08 0 13 03 39 40 13 11 09 05 03
 4 2 2 1 1 2 1 01 07 21 18 18 21 18
 16 16 01 08 06 04 00 00 34 2 1 2 2 2
 2 2 1 1 5 5 5 5 5 5 6 4 1 2 5 6 1 3 2
 5 2 6 1 1 2 1 2 1 00 05 1 2 2 1 2 1 2 1 1 2 1 2 6 2
 00 1 1 01 5 3 4 2 3 2 2 3 4 6 6 1 2 6 5 1 2 6 4 3 5 6
 4 1 4 3 4 3 1 00 00 000 222222222121121
 22212212222212 00 0 0 0 0 0 0 0 0 0 0 0 0 09 15

0702 87 0018 7 1 1 1 1 1 2 2 2 2 2 2 1 2 2 2 2 0 1 2
 1 2 2 2 0 04 0 09 07 30 30 09
 1 2 1 01 07 18 12 12 04
 16 2 1 2 1 1 5 6 1 2
 1 6 4 6 4 2 4 6 4 6 1 1 1 1 1 06 30 2 1 2 1 2 1 2 1
 2 1 2 1 4 2 30 1 2 30 1 2 2 3 3 3 2 2 3 4 4 1 3 4 4 3
 3 4 3 3 3 3 3 5 5 3 4 3 3 00 00 000 2222211222221
 21211122212211 00 0 0 0 0 0 0 0 0 0 0 0 0 09 15

0702 87 0019 6 2 1 1 1 1 1 2 1 2 2 2 2 2 2 2 0 2 2
 0 2 2 4 0 05 0 06 00 38 34 73 81

Maternal Employment, Marital Status, Religiosity - 350

1 2 2 1 01 07 06 11
 14 15 01 12 14 20 1 1 2 2
 1 1 1 1 3 2 1 1 2 4 6 2 3 5 5 5 5 1 1 2
 1 1 1 05 03 1 2 2 1 2 1 2 1 2 1 2 1 6 1 09 4 1 09 5 3
 3 2 3 2 3 3 3 4 4 3 3 4 4 3 3 4 3 3 4 3 4 3 3
 00 00 000 222112222112121 22212112122211 00 2 1 0
 0 1 0 0 0 0 0 1 1 09 15

0702 87 0020 6 2 1 1 2 1 2 2 2 2 2 2 2 2 2 1 1 2 2
 1 2 2 2 0 04 0 06 01 30 29 01
 1 2 1 01 08 19 12 14 01 00
 31 1 1 2 1 1 5 2 1 1
 1 6 5 3 3 4 5 6 6 6 1 1 2 1 1 1 12 12 2 1 2 1 2 1 2 1
 2 1 2 1 3 2 00 1 2 00 1 3 3 2 3 2 2 2 3 4 6 2 1 5 6 3
 3 6 2 2 5 4 1 4 3 4 6 3 1 00 00 000 112212122112121
 21111122121211 00 0 0 0 0 1 0 0 0 0 0 1 0 09 15

0702 87 0021 7 1 1 1 1 1 2 2 2 2 1 2 1 2 2 2 1 0 2 1
 3 2 2 2 0 06 0 08 03 45 37 08 04 03
 1 2 2 1 1 01 07 21 18 18
 09 08 02 00 00 26 2 1 2 2 2
 1 1 5 5 5 1 5 1 1 6 6 6 2 5 2 6 5 4 2 2 2
 1 2 1 00 03 2 1 2 1 2 1 2 1 2 1 2 1 6 2 00 1 2 00 1 1
 1 2 3 2 2 3 2 4 4 1 1 4 1 1 4 4 4 4 1 4 4 4 1 1 1 1 4
 00 00 000 222222221212212 21211222222221 00 1 2 0 0
 2 1 1 0 0 0 1 1 09 15

0702 87 0022 6 2 1 2 5 1 2 2 2 2 2 2 2 2 2 2 0 2 2
 0 2 2 1 0 02 0 06 00 00 32
 0 2 01 00 12 01
 13 1 3 3 4 6 2
 4 6 6 2 1 3 4 6 3 5 2 1 2 1 2 1 00 02 2 1 2 1
 2 1 4 2 00 1 3 3 2 3 2 2 3 3 4 5 1 3 4 4 3 4
 4 3 3 6 4 3 3 4 4 6 3 3 00 00 000 222222221111121
 21112122211211 00 0 0 0 0 1 0 0 0 1 0 1 0 09 15

0702 87 0023 6 2 1 3 5 1 2 2 2 2 2 2 2 2 2 2 0 2 2
 0 2 2 2 0 03 0 06 00 00 34
 0 2 01 00 00 18 01
 52 1 0 3 3 2 2 1
 1 3 4 5 2 2 4 6 5 5 1 1 1 1 1 04 07 1 2 1 2
 1 2 5 1 14 4 4 4 2 3 3 3 4 4 6 6 1 1 6 4 1 1
 6 2 2 6 6 1 2 5 2 6 1 1 00 00 000 221212122111121
 22211112222212 00 1 0 0 0 0 0 0 0 0 0 1 0 09 15

Maternal Employment, Marital Status, Religiosity - 351

0702 87 0024 6 1 1 1 1 1 2 2 2 2 2 2 1 2 2 2 1 0 2 2
 1 2 2 2 0 04 0 06 03 31 28 03
 1 2 1 01 07 18 12 12 00
 31 1 1 2 1 1 5 3 1 2
 1 2 4 6 2 1 4 6 3 6 1 1 2 1 1 1 03 06 1 3 2 2 1 2 2 1
 2 1 2 1 6 2 09 2 1 09 3 4 4 2 4 3 1 4 3 6 6 1 1 6 6 1
 1 6 1 1 6 6 1 1 6 1 6 1 1 00 00 000 221112221111121
 21111122222211 00 0 0 0 0 0 0 0 0 0 0 0 0 09 15

0702 87 0025 6 1 1 1 1 1 2 2 2 2 1 2 1 2 2 2 1 1 1 1
 3 2 2 2 0 06 0 13 06 40 39 13 12 08
 1 2 1 1 2 01 07 18 18 21
 19 16 08 07 03 25 2 1 2 2 2
 1 1 5 5 5 2 4 1 2 1 5 6 1 3 3 6 3 6 1 2 2
 1 1 1 14 12 1 2 1 2 2 1 2 1 2 1 2 1 6 1 03 6 1 03 6 3
 4 2 4 3 2 3 3 6 6 1 3 6 3 1 2 6 1 1 5 6 2 1 3 1 5 1 1
 00 00 000 222222112122121 21111122211122 00 1 1 0
 0 0 0 0 0 0 0 1 1 09 15

0702 87 0026 6 1 1 1 1 1 2 2 2 2 2 2 1 2 2 2 2 0 1 2
 2 2 2 2 0 05 0 09 06 37 37 09 07
 1 2 1 1 01 07 18 18
 07 14 04 02 52 2 1 2 2
 1 1 5 5 1 3 4 1 2 4 4 2 2 5 6 5 4 1 1 2
 1 1 1 10 10 2 1 2 1 2 1 2 1 1 2 1 2 6 1 01 2 1 01 4 1
 4 2 4 1 1 3 3 6 6 1 1 6 6 1 1 6 1 1 6 6 1 2 6 1 6 1 1
 00 00 000 221112222111121 22212112221212 00 0 0 0 0 0
 0 0 0 0 0 0 0 09 15

0702 87 0027 6 1 1 1 1 1 2 2 2 2 1 2 2 2 2 2 2 0 2 1
 0 2 2 2 0 04 0 09 06 32 32 09
 1 2 2 01 07 21 12 12 04
 21 1 1 2 1 1 5 4 3 2
 1 6 6 3 4 3 5 5 5 2 2 2 1 1 1 10 10 2 1 2 1 2 1 2 1
 1 2 1 2 3 2 00 1 2 00 1 2 3 2 3 3 2 3 3 2 5 1 3 4 2 2
 2 4 3 2 6 5 3 4 2 4 6 5 2 00 00 000 212212122121211
 21112221212211 00 0 0 0 0 0 0 0 0 0 0 0 0 09 15

0702 87 0028 7 1 1 1 1 1 2 2 2 2 1 2 2 2 2 2 2 0 2 1
 2 2 2 2 0 05 0 12 07 41 41 12 10
 1 2 2 2 01 07 21 21
 20 18 07 05 52 1 1 2 2
 1 1 5 5 4 1 1 1 2 3 5 4 3 5 6 4 4 1 1 2
 1 1 1 03 06 1 2 1 2 1 2 1 2 2 1 2 1 5 1 08 5 1 08 5 3
 3 2 4 2 3 3 3 5 6 1 1 6 4 2 2 5 2 2 6 5 3 3 6 2 6 2
 1 00 00 000 222122221111222 21112222211122 00 0 0

Maternal Employment, Marital Status, Religiosity - 352

0 0 0 0 0 0 0 0 0 0 09 15

0703 87 0029 7 2 1 1 1 1 2 2 2 2 1 2 1 2 2 2 1 0 2 2
 2 1 2 2 0 05 0 07 04 29 29 05 04
 1 2 2 1 01 07 21 18
 12 12 00 00 29 1 1 2 2
 1 1 5 5 3 1 2 1 2 2 4 2 2 5 6 6 6 1 1 2
 1 1 1 03 15 2 1 2 1 2 1 2 1 2 1 2 5 1 01 5 1 01 5 2
 3 2 4 3 3 3 3 4 4 1 1 5 2 2 3 4 3 3 6 4 2 3 4 3 6 1 1
 00 00 000 212212121112121 22112122211111 00 0
 0 0 0 0 0 0 0 0 0 0 0 09 15

0703 87 0030 6 1 1 1 1 1 2 2 2 2 1 2 2 2 2 2 2 0 2 2
 1 1 2 2 0 04 0 06 02 32 29
 1 2 2 01 07 21 12 12 00
 51 1 1 2 1 1 5 5 1 1
 1 2 5 5 3 2 4 6 6 6 1 1 2 1 1 1 20 20 2 1 2 1 1 2 1 2
 2 1 2 1 6 2 00 1 1 01 6 3 4 1 3 1 3 3 4 6 6 1 1 6 5 1
 2 5 1 1 6 6 1 1 6 2 6 2 1 00 00 000 222222211 1121
 22112112211222 00 0 0 0 0 0 0 0 0 0 0 0 0 09 15

0703 87 0031 6 1 1 1 1 1 2 2 2 2 1 2 1 2 2 2 2 0 1 2
 2 1 2 2 0 05 0 08 03 34 34 08 03
 1 2 1 2 01 07 18 21
 12 12 03 00 36 1 1 2 2
 1 1 5 5 3 4 2 1 6 6 6 4 4 5 6 4 3 1 1 2
 1 1 1 10 09 2 1 2 1 2 1 2 1 2 1 3 2 00 1 2 00 1 4
 4 2 4 3 2 4 3 3 5 1 2 6 4 4 2 4 2 1 6 2 3 2 6 5 6 3 2
 00 00 000 122212122111222 22112122212222 00 0 0 0 0
 0 0 0 0 0 0 0 0 09 15

0703 87 0032 6 2 1 1 1 1 2 2 2 2 2 2 1 2 2 2 2 0 1 2
 1 2 2 2 0 04 0 08 06 37 32 08
 1 2 1 01 07 18 14 15 03
 41 2 1 2 1 1 5 2 1 1
 1 6 3 1 2 2 5 6 5 5 2 1 2 1 1 1 15 06 2 1 2 1 2 1 2 1
 2 1 2 1 4 2 00 1 2 00 1 3 4 2 4 2 3 3 3 3 4 3 3 3 6 4
 3 3 3 4 6 3 1 4 4 4 4 1 00 00 000 111222222111121
 22112212221111 00 0 0 0 0 0 1 0 0 0 0 0 1 0 09 15

0703 87 0033 6 1 1 1 1 1 2 2 2 2 2 2 1 2 2 2 2 0 1 2
 1 2 2 2 0 04 0 10 06 36 35 10
 1 2 1 01 07 18 18 17 05
 35 1 1 2 1 1 5 4 1 1
 1 5 4 2 3 3 4 5 5 6 1 1 2 1 1 1 05 03 2 1 2 1 2 1 2 1
 2 1 2 1 1 1 01 2 1 01 2 3 4 1 3 2 4 3 4 4 6 3 3 4 6 3

Maternal Employment, Marital Status, Religiosity - 353

3 4 1 3 6 4 1 4 5 4 6 3 3 00 00 000 122112122111121
21211112122112 00 0 0 0 0 0 0 0 0 0 0 0 0 09 15

0703 87 0034 6 2 1 1 1 1 2 2 2 2 1 2 2 2 2 2 0 1 2
1 2 2 2 0 04 0 09 06 41 36 09
1 2 2 01 07 21 17 17 04
27 1 1 2 1 1 5 3 1 2
1 6 5 2 2 2 4 6 4 5 2 1 2 1 1 1 04 03 2 1 2 1 2 1 2 1
1 2 1 2 5 2 00 1 2 00 1 4 4 2 3 3 3 4 3 4 6 3 1 3 4 3
1 5 1 5 6 5 1 5 5 2 6 1 1 00 00 000 111212222121121
12112112112111 00 0 0 0 0 0 0 0 0 0 0 0 0 09 15

0703 87 0035 6 2 1 1 1 1 2 2 2 2 1 2 1 2 2 2 1 0 2 2
2 1 2 2 0 05 0 06 01 33 33 04 01
1 2 1 2 01 07 18 21
15 12 00 00 41 1 1 2 2
1 1 5 5 2 1 1 1 2 5 5 3 3 5 5 4 5 1 1 2
1 1 1 10 06 1 2 1 2 2 1 2 1 2 1 2 1 6 1 33 6 1 33 6 4
4 2 4 2 3 3 3 6 6 1 2 6 5 1 2 5 2 1 6 6 2 2 5 1 6 1 1
00 00 000 222112122211121 22212222222111 00 0 0 0
0 0 0 0 0 0 1 0 1 09 15

0703 87 0036 6 1 1 1 1 1 2 2 2 2 1 2 1 2 2 2 1 0 2 1
2 1 2 2 0 05 0 06 03 34 32 04 03
1 2 2 1 01 07 21 18
16 16 00 00 40 2 1 2 2
1 1 5 5 5 1 2 1 5 5 4 2 4 5 5 3 5 1 1 2
1 1 1 10 10 2 1 2 1 2 1 2 1 1 2 1 2 5 1 08 2 1 08 2 3
3 1 3 4 3 4 4 5 6 1 1 6 5 2 2 6 2 1 6 6 1 2 6 3 6 2 2
00 00 000 221122112111121 22112112111212 00 0
0 0 0 0 0 0 0 0 0 0 0 09 15

0703 87 0037 6 2 1 1 1 1 2 2 2 2 2 2 1 2 2 2 1 0 2 2
1 2 2 2 0 04 0 06 02 28 29 02
1 2 1 01 07 18 12 12 00
27 2 1 2 1 1 5 3 1 2
1 1 5 4 1 3 4 5 4 4 1 1 2 1 1 1 03 03 2 1 2 1 2 1 2 1
2 1 2 1 6 1 10 6 1 10 6 3 2 2 4 3 2 4 4 1 6 1 1 6 6 1
2 6 1 1 6 6 1 1 3 1 6 1 1 00 00 000 212222122122212
21212121212121 00 0 0 0 0 0 0 0 0 0 0 0 0 09 15

Appendix K
Correlations Tables

Correlations Between the Predictor
and Criterion Variables in the Combined Schools.
Males and Females, Sample

	SC	AA	MAT	CA	CON	GLOB
RESPOEMP	.0008	-.0694	.1062	.0321	-.0398	-.0494
RESPOMS	.0697	.3077**	.2090	.1462	.3927**	.3413**
IMPTREL	-.0018	-.0472	.0194	-.0183	.1117	.0154

N = 144 2-tailed Significance: ** p < .001

CRITERION VARIABLES

SC = SOCIAL CONTACT SCALE
AA = AUTHORITY ACCEPTANCE SCALE
MAT = MATURATION SCALE
CA = COGNITIVE ACHIEVEMENT
CON = CONCENTRATION SCALE
GLOB = GLOBAL ADAPTATION

PREDICTOR VARIABLES

RESPOEMP = EMPLOYMENT STATUS OF RESPONDENT
RESPOMS = MARITAL STATUS OF RESPONDENT
IMPTREL = IMPORTANCE OF RELIGION OF RESPONDENT

Correlations Between the Predictor and Criterion Variables in the Combined Schools. Males only. Sample

	SC	AA	MAT	CA	CON	GLOB
RESPOEMP	.0576	-.0561	.2173	.1946	.0075	.0279
RESPOMS	.1918	.2992*	.2079	.0543	.1745	.3053*
IMPTREL	.1731	.0919	.1341	.1181	.2216	.2145

N = 76 2-tailed Significance: * $p < .01$

CRITERION VARIABLES

SC = SOCIAL CONTACT SCALE
 AA = AUTHORITY ACCEPTANCE SCALE
 MAT = MATURATION SCALE
 CA = COGNITIVE ACHIEVEMENT
 CON = CONCENTRATION SCALE
 GLOB = GLOBAL ADAPTATION

PREDICTOR VARIABLES

RESPOEMP = EMPLOYMENT STATUS OF RESPONDENT
 RESPOMS = MARITAL STATUS OF RESPONDENT
 IMPTREL = IMPORTANCE OF RELIGION OF RESPONDENT

Correlations between the Predictor
and Criterion Variables in the Combined Schools.

Females only. Sample

	SC	AA	MAT	CA	CON	GLOB
RESPOEMP	-.0638	-.1243	-.0248	-.1039	-.1306	-.1490
RESPOMS	-.0706	.3455*	.2127	.2108	.6364**	.3809*
IMPTREL	-.2190	-.2576	-.1109	-.1285	-.0335	-.2170

N = 68 2-tailed Significance: * $p < .01$;

** $p < .001$

CRITERION VARIABLES

SC = SOCIAL CONTACT SCALE

AA = AUTHORITY ACCEPTANCE SCALE

MAT = MATURATION SCALE

CA = COGNITIVE ACHIEVEMENT

CON = CONCENTRATION SCALE

GLOB = GLOBAL ADAPTATION

PREDICTOR VARIABLES

RESPOEMP = EMPLOYMENT STATUS OF RESPONDENT

RESPOMS = MARITAL STATUS OF RESPONDENT

IMPTREL = IMPORTANCE OF RELIGION OF RESPONDENT

Correlations between the Predictor
and Criterion Variables in the Private Schools.
Males and Females, Sample

	SC	AA	MAT	CA	CON	GLOB
RESPOEMP	.1286	-.0587	.0088	-.0461	-.0863	-.0549
RESPOMS	-.1277	.3179*	.1991	.1315	.3303*	.3118*
IMPTREL	-.0677	-.1010	-.1231	-.1158	-.0353	-.1219

N = 75 2-tailed Significance: * p < .01

CRITERION VARIABLES

SC = SOCIAL CONTACT SCALE
AA = AUTHORITY ACCEPTANCE SCALE
MAT = MATURATION SCALE
CA = COGNITIVE ACHIEVEMENT
CON = CONCENTRATION SCALE
GLOB = GLOBAL ADAPTATION

PREDICTOR VARIABLES

RESPOEMP = EMPLOYMENT STATUS OF RESPONDENT
RESPOMS = MARITAL STATUS OF RESPONDENT
IMPTREL = IMPORTANCE OF RELIGION OF RESPONDENT

Correlations between the Predictor and Criterion
Variables in the Private Schools, Males only, Sample

	SC	AA	MAT	CA	CON	GLOB
RESPOEMP	.1550	-.0818	.0829	.1116	-.0035	.0107
RESPOMS	-.1944	.3392	.1011	.0453	-.0014	.0989
IMPTREL	.1162	-.1512	-.1145	-.1834	-.0770	-.1079

N = 39

CRITERION VARIABLES

SC = SOCIAL CONTACT SCALE

AA = AUTHORITY ACCEPTANCE SCALE

MAT = MATURATION SCALE

CA = COGNITIVE ACHIEVEMENT

CON = CONCENTRATION SCALE

GLOB = GLOBAL ADAPTATION

PREDICTOR VARIABLES

RESPOEMP = EMPLOYMENT STATUS OF RESPONDENT

RESPOMS = MARITAL STATUS OF RESPONDENT

IMPTREL = IMPORTANCE OF RELIGION OF RESPONDENT

Correlations between the Predictor and Criterion
Variables in the Private Schools, Females only, Sample

	SC	AA	MAT	CA	CON	GLOB
RESPOEMP	.0951	-.0323	-.0919	-.1532	-.1823	-.1188
RESPOMS	-.0644	.3604	.3411	.1854	.6979**	.5065*
IMPTREL	-.3665	.0178	-.1321	-.0738	.0420	-.1431

N = 36 2-tailed Significance: * $p < .01$;

** $p < .001$

CRITERION VARIABLES

SC = SOCIAL CONTACT SCALE
AA = AUTHORITY ACCEPTANCE SCALE
MAT = MATURATION SCALE
CA = COGNITIVE ACHIEVEMENT
CON = CONCENTRATION SCALE
GLOB = GLOBAL ADAPTATION

PREDICTOR VARIABLES

RESPOEMP = EMPLOYMENT STATUS OF RESPONDENT
RESPOMS = MARITAL STATUS OF RESPONDENT
IMPTREL = IMPORTANCE OF RELIGION OF RESPONDENT

Correlations between the Predictor
and Criterion Variables in the Public Schools,
Males and Females, Sample

	SC	AA	MAT	CA	CON	GLOB
RESPOEMP	-.0961	-.0520	.2010	.1101	.0097	-.0433
RESPOMS	.2790	.2987	.2369	.1729	.4913**	.3920**
IMPTREL	.0603	-.0418	.1314	.0465	.1462	.0914

N = 69 2-tailed Significance: ** $p < .001$

CRITERION VARIABLES

SC = SOCIAL CONTACT SCALE
 AA = AUTHORITY ACCEPTANCE SCALE
 MAT = MATURATION SCALE
 CA = COGNITIVE ACHIEVEMENT
 CON = CONCENTRATION SCALE
 GLOB = GLOBAL ADAPTATION

PREDICTOR VARIABLES

RESPOEMP = EMPLOYMENT STATUS OF RESPONDENT
 RESPOMS = MARITAL STATUS OF RESPONDENT
 IMPTREL = IMPORTANCE OF RELIGION OF RESPONDENT

Correlations between the Predictor and Criterion
Variables in the Public Schools, Males only, Sample

	SC	AA	MAT	CA	CON	GLOB
RESPOEMP	-.0139	-.0088	.3470	.2573	.0518	.0505
RESPOMS	.5907**	.2423	.3644	.0691	.4268*	.5654**
IMPTREL	.2257	.1941	.2841	.2434	.3165	.3540

N = 37 2-tailed Significance: * p < .01;

** p < .001

CRITERION VARIABLES

SC = SOCIAL CONTACT SCALE
 AA = AUTHORITY ACCEPTANCE SCALE
 MAT = MATURATION SCALE
 CA = COGNITIVE ACHIEVEMENT
 CON = CONCENTRATION SCALE
 GLOB = GLOBAL ADAPTATION

PREDICTOR VARIABLES

RESPOEMP = EMPLOYMENT STATUS OF RESPONDENT
 RESPOMS = MARITAL STATUS OF RESPONDENT
 IMPTREL = IMPORTANCE OF RELIGION OF RESPONDENT

Correlations between the Predictor and Criterion
Variables in the Public Schools. Females only. Sample

	SC	AA	MAT	CA	CON	GLOB
RESPOEMP	-.2003	-.1962	.0847	-.0155	-.0605	-.1646
RESPOMS	-.0788	.3583	.1258	.2558	.5619**	.1990
IMPTREL	-.1476	-.3309	.0050	-.1320	-.0624	-.2523

N = 32 2-tailed Significance: ** p < .001

CRITERION VARIABLES

SC = SOCIAL CONTACT SCALE
AA = AUTHORITY ACCEPTANCE SCALE
MAT = MATURATION SCALE
CA = COGNITIVE ACHIEVEMENT
CON = CONCENTRATION SCALE
GLOB = GLOBAL ADAPTATION

PREDICTOR VARIABLES

RESPOEMP = EMPLOYMENT STATUS OF RESPONDENT
RESPOMS = MARITAL STATUS OF RESPONDENT
IMPTREL = IMPORTANCE OF RELIGION OF RESPONDENT

Intercorrelations between the Criterion Variables
with the Combined School, Males and Females, Sample

	SC	AA	MAT	CA	CON	GLOB
SC	1.0000					
AA	.1301	1.0000				
MAT	.3903**	.4636**	1.0000			
CA	.3303**	.4490**	.5934**	1.0000		
CON	.1499	.5657**	.5685**	.5681**	1.0000	
GLOB	.5458**	.6262**	.7332**	.6441**	.6669**	1.0000

N = 144 2-tailed Significance: ** $p < .001$

CRITERION VARIABLES

SC = SOCIAL CONTACT SCALE
 AA = AUTHORITY ACCEPTANCE SCALE
 MAT = MATURATION SCALE
 CA = COGNITIVE ACHIEVEMENT SCALE
 CON = CONCENTRATION SCALE
 GLOB = GLOBAL ADAPTATION SCALE

Intercorrelations between the Criterion Variables
with the Combined School, Males only, Sample

	SC	AA	MAT	CA	CON	GLOB
SC	1.0000					
AA	.0862	1.0000				
MAT	.3235*	.5104**	1.0000			
CA	.2520	.5006**	.5328**	1.0000		
CON	.2403	.5789**	.4970**	.6304**	1.0000	
GLOB	.5267**	.6428**	.7095**	.6318**	.6611**	1.0000

N = 76 2-tailed Significance: * $p < .01$; ** $p < .001$

CRITERION VARIABLES

SC = SOCIAL CONTACT SCALE
 AA = AUTHORITY ACCEPTANCE SCALE
 MAT = MATURATION SCALE
 CA = COGNITIVE ACHIEVEMENT SCALE
 CON = CONCENTRATION SCALE
 GLOB = GLOBAL ADAPTATION SCALE

Intercorrelation between the Criterion Variables
with the Combined School, Females only, Sample

	SC	AA	MAT	CA	CON	GLOB
SC	1.0000					
AA	.2188	1.0000				
MAT	.4790**	.4122**	1.0000			
CA	.4133**	.4478**	.6570**	1.0000		
CON	.0566	.5322**	.6558**	.5564**	1.0000	
GLOB	.5758**	.6175**	.7596**	.6718**	.6845**	1.0000

N = 68 2-tailed Significance: ** $p < .001$

CRITERION VARIABLES

SC = SOCIAL CONTACT SCALE
 AA = AUTHORITY ACCEPTANCE SCALE
 MAT = MATURATION SCALE
 CA = COGNITIVE ACHIEVEMENT SCALE
 CON = CONCENTRATION SCALE
 GLOB = GLOBAL ADAPTATION SCALE

Intercorrelations between the Criterion Variables
with the Private School. Males and Females. Sample

	SC	AA	MAT	CA	CON	GLOB
SC	1.0000					
AA	.1079	1.0000				
MAT	.3573*	.5020**	1.0000			
CA	.2858	.3683*	.5432**	1.0000		
CON	.0664	.5621**	.5870**	.4847**	1.0000	
GLOB	.4211**	.6668**	.7124**	.6307**	.7082**	1.0000

N = 75 2-tailed Significance: * $p < .01$; ** $p < .001$

CRITERION VARIABLES

SC = SOCIAL CONTACT SCALE
AA = AUTHORITY ACCEPTANCE SCALE
MAT = MATURATION SCALE
CA = COGNITIVE ACHIEVEMENT SCALE
CON = CONCENTRATION SCALE
GLOB = GLOBAL ADAPTATION SCALE

Intercorrelations between the Criterion Variables
with the Private School, Males only, Sample

	SC	AA	MAT	CA	CON	GLOB
SC	1.0000					
AA	.1969	1.0000				
MAT	.2975	.5177**	1.0000			
CA	.2440	.5582**	.4997*	1.0000		
CON	.1988	.5573**	.4731*	.6790**	1.0000	
GLOB	.3955	.6765**	.6733**	.7066**	.7143**	1.0000

N = 39 2-tailed Significance: * $p < .01$; ** $p < .001$

CRITERION VARIABLES

SC = SOCIAL CONTACT SCALE
 AA = AUTHORITY ACCEPTANCE SCALE
 MAT = MATURATION SCALE
 CA = COGNITIVE ACHIEVEMENT SCALE
 CON = CONCENTRATION SCALE
 GLOB = GLOBAL ADAPTATION SCALE

Intercorrelations between the Criterion Variables
with the Private School. Females only. Sample

	SC	AA	MAT	CA	CON	GLOB
SC	1.0000					
AA	.0093	1.0000				
MAT	.4667*	.4405*	1.0000			
CA	.3311	.2914	.6560**	1.0000		
CON	-.0520	.5142*	.7285**	.4184**	1.0000	
GLOB	.4627*	.6966**	.7757**	.6097**	.7110**	1.0000

N = 36 2-tailed Significance: * $p < .01$; ** $p < .001$

CRITERION VARIABLES

SC = SOCIAL CONTACT SCALE
 AA = AUTHORITY ACCEPTANCE SCALE
 MAT = MATURATION SCALE
 CA = COGNITIVE ACHIEVEMENT SCALE
 CON = CONCENTRATION SCALE
 GLOB = GLOBAL ADAPTATION SCALE

Intercorrelations between the Criterion Variables
with the Public School, Males and Females, Sample

	SC	AA	MAT	CA	CON	GLOB
SC	1.0000					
AA	.1538	1.0000				
MAT	.4072**	.4389**	1.0000			
CA	.3604*	.5313**	.6322**	1.0000		
CON	.2360	.5726**	.5845**	.6683**	1.0000	
GLOB	.6452**	.5865**	.7557**	.6566**	.6365**	1.0000

N = 69 2-tailed Significance: * $p < .01$; ** $p < .001$

CRITERION VARIABLES

SC = SOCIAL CONTACT SCALE
AA = AUTHORITY ACCEPTANCE SCALE
MAT = MATURATION SCALE
CA = COGNITIVE ACHIEVEMENT SCALE
CON = CONCENTRATION SCALE
GLOB = GLOBAL ADAPTATION SCALE

Intercorrelations between the Criterion Variables
with the Public School, Males only, Sample

	SC	AA	MAT	CA	CON	GLOB
SC	1.0000					
AA	.0155	1.0000				
MAT	.3532	.5098*	1.0000			
CA	.2563	.4857*	.5712**	1.0000		
CON	.3054	.5854**	.5420**	.6382**	1.0000	
GLOB	.6142**	.6228**	.7483**	.5916**	.6290**	1.0000

N = 37 2-tailed Significance: * $p < .01$; ** $p < .001$

CRITERION VARIABLES

SC = SOCIAL CONTACT SCALE
AA = AUTHORITY ACCEPTANCE SCALE
MAT = MATURATION SCALE
CA = COGNITIVE ACHIEVEMENT SCALE
CON = CONCENTRATION SCALE
GLOB = GLOBAL ADAPTATION SCALE

Intercorrelations between the Criterion Variables
with the Public School. Females only. Sample

	SC	AA	MAT	CA	CON	GLOB
SC	1.0000					
AA	.3471	1.0000				
MAT	.4737*	.3763	1.0000			
CA	.4838*	.5878**	.6797**	1.0000		
CON	.1471	.5575**	.6381**	.7137**	1.0000	
GLOB	.6900**	.5442**	.7832**	.7441**	.6576**	1.0000

N = 32 2-tailed Significance: * $p < .01$; ** $p < .001$

CRITERION VARIABLES

SC = SOCIAL CONTACT SCALE
 AA = AUTHORITY ACCEPTANCE SCALE
 MAT = MATURATION SCALE
 CA = COGNITIVE ACHIEVEMENT SCALE
 CON = CONCENTRATION SCALE
 GLOB = GLOBAL ADAPTATIOON SCALE

Intercorrelations between the Predictor Variables in
the Combined Schools, Males and Females, Sample

	RESPOEMP	RESPOMS	IMPTREL
RESPOEMP	1.0000		
RESPOMS	-.2094	1.0000	
IMPTREL	.2167*	.0180	1.0000

N = 144 2-tailed Significance: * $p < .01$

PREDICTOR VARIABLES

RESPOEMP = EMPLOYMENT STATUS OF RESPONDENT

RESPOMS = MARITAL STATUS OF RESPONDENT

IMPTREL = IMPORTANCE OF RELIGION OF RESPONDENT

Intercorrelations between the Predictor Variables in
the Combined Schools, Males only, Sample

	RESPOEMP	RESPOMS	IMPTREL
RESPOEMP	1.0000		
RESPOMS	-.2127	1.0000	
IMPTREL	.2106	.0761	1.0000

N = 76

PREDICTOR VARIABLES

RESPOEMP = EMPLOYMENT STATUS OF RESPONDENT

RESPOMS = MARITAL STATUS OF RESPONDENT

IMPTREL = IMPORTANCE OF RELIGION OF RESPONDENT

Intercorrelations between the Predictor Variables in
the Combined Schools, Females only, Sample

	RESPOEMP	RESPOMS	IMPTREL
RESPOEMP	1.0000		
RESPOMS	-.2012	1.0000	
IMPTREL	.2132	-.0341	1.0000

N = 68

PREDICTOR VARIABLES

RESPOEMP = EMPLOYMENT STATUS OF RESPONDENT

RESPOMS = MARITAL STATUS OF RESPONDENT

IMPTREL = IMPORTANCE OF RELIGION OF RESPONDENT

Intercorrelations between the Predictor Variables in
the Private Schools, Males and Females, Sample

	RESPOEMP	RESPOMS	IMPTREL
RESPOEMP	1.0000		
RESPOMS	-.2002	1.0000	
IMPTREL	.1739	.0663	1.0000

N = 75

PREDICTOR VARIABLES

RESPOEMP = EMPLOYMENT STATUS OF RESPONDENT

RESPOMS = MARITAL STATUS OF RESPONDENT

IMPTREL = IMPORTANCE OF RELIGION OF RESPONDENT

Intercorrelations between the Predictor Variables in
the Private Schools. Males only. Sample

	RESPOEMP	RESPOMS	IMPTREL
RESPOEMP	1.0000		
RESPOMS	-.1806	1.0000	
IMPTREL	.2557	.0026	1.0000

N = 39

PREDICTOR VARIABLES

RESPOEMP = EMPLOYMENT STATUS OF RESPONDENT

RESPOMS = MARITAL STATUS OF RRESPONDENT

IMPTREL = IMPORTANCE OF RELIGION OF RESPONDENT

Intercorrelations between the Predictor Variables in
the Private Schools, Females only, Sample

	RESPOEMP	RESPOMS	IMPTREL
RESPOEMP	1.0000		
RESPOMS	-.2201	1.0000	
IMPTREL	.0561	.1543	1.0000

N = 36

PREDICTOR VARIABLES

RESPOEMP = EMPLOYMENT STATUS OF RESPONDENT

RESPOMS = MARITAL STATUS OF RESPONDENT

IMPTREL = IMPORTANCE OF RELIGION OF RESPONDENT

Intercorrelations between the Predictor Variables in
the Public Schools, Males and Females, Sample

	RESPOEMP	RESPOMS	IMPTREL
RESPOEMP	1.0000		
RESPOMS	-.2274	1.0000	
IMPTREL	.2758	-.0186	1.0000

N = 69

PREDICTOR VARIABLES

RESPOEMP = EMPLOYMENT STATUS OF RESPONDENT

RESPOMS = MARITAL STATUS OF RRESPONDENT

IMPTREL = IMPORTANCE OF RELIGION OF RESPONDENT

Intercorrelations between the Predictor Variables in
the Public Schools. Males only. Sample

	RESPOEMP	RESPOMS	IMPTREL
RESPOEMP	1.0000		
RESPOMS	-.2628	1.0000	
IMPTREL	.2486	.1448	1.0000

N = 37

PREDICTOR VARIABLES

RESPOEMP = EMPLOYMENT STATUS OF RESPONDENT

RESPOMS = MARITAL STATUS OF RESPONDENT

IMPTREL = IMPORTANCE OF RELIGION OF RESPONDENT

Intercorrelations between the Predictor Variables in
the Public Schools, Females only, Sample

	RESPOEMP	RESPOMS	IMPTREL
RESPOEMP	1.0000		
RESPOMS	-.1816	1.0000	
IMPTREL	.2672	-.1720	1.0000

N = 32

PREDICTOR VARIABLES

RESPOEMP = EMPLOYMENT STATUS OF RESPONDENT

RESPOMS = MARITAL STATUS OF RESPONDENT

IMPTREL = IMPORTANCE OF RELIGION OF RESPONDENT

Appendix L
Curriculum Vitae

CURRICULUM VITAE

Grace Peng-Mi Chew

June 1990

CAREER OBJECTIVE:

To work as an effective Educator and Psychologist.

Present Position:

Clinical Psychology Intern at Minirth-Meier Clinic.

Minirth-Meier Clinic
2100 North Collins Boulevard
Richardson, TX 75080
(214) 669-1733

EDUCATION:

Doctor of Psychology; (anticipated graduation)
December, 1990; George Fox College Graduate School of
Clinical Psychology, Newberg, Oregon.

Doctoral Dissertation; Maternal Employment, Marital
Status, and Religiosity, and the Social Adaptational
Status of First Grade Children in Selected Oregon
Schools.

Master of Arts in Clinical Psychology; Summer, 1989;
Western Conservative Baptist Seminary, Portland,
Oregon.

Master of Arts in Christian Education; May, 1987;
Dallas Theological Seminary, Dallas, Texas.

Bachelor of Arts in Psychology; August, 1985;
University of Texas at Austin, Austin, Texas.

Undergraduate Research Program; January - August 1985;
Research in Childhood Depression and Suicide under the
supervision of Dr. Ramirez, Psychology Department of

University of Texas at Austin.

Professional Experience:

Therapist at The Counseling Center of Vancouver,
Vancouver, Washington; January - December, 1989.

Co-therapist at CODA, Alcohol & Drug Outpatient Groups,
Portland, Oregon; April - June 1989.

Group therapist at Pacific Gateway Hospital, Adolescent
Inpatient Unit, Portland, Oregon; August - December
1988.

Counseling Intern at Dallas Theological Seminary,
Dallas, Texas; August, 1986 - May, 1987.

PROFESSIONAL MEMBERSHIP:

Student member of American Psychological Association.

HONORS:

Data- Base Research Award, CAPS West 1989 Convention,
Sponsored by Brea Neuropsychiatric Hospital,
Sacramento, California.

Who's Who Among Students in American University and
Colleges, 1987, fifty-third annual edition.

REFERENCES:

Available Upon Request.