

Statement of Permission to Copy

In presenting this professional paper in partial fulfillment of the requirements for an advanced degree at Montana State University, I agree that the Library shall make it freely available for inspection. I further agree that permission for extensive copying of this professional paper for scholarly purposes may be granted by my major professor, or, in his absence, by the Director of Libraries. It is understood that any copying or publication of this professional paper for financial gain shall not be allowed without my written permission.

Signature *Fredricka Leigh Chase*
Date *December 4, 1970*

SIGNIFICANT OTHERS: THEIR MEANING TO ADOLESCENTS

by

FREDRICKA LEIGH CHASE

A professional paper submitted to the Graduate Faculty in partial
fulfillment of the requirements for the degree

of

MASTER OF NURSING

Approved:

Mrs. Laura Walker RN PhD
Head, Major Department

Virginia E. Felton
Chairman, Examining Committee

F. Locking
Graduate Dean

MONTANA STATE UNIVERSITY
Bozeman, Montana

December, 1970

ACKNOWLEDGEMENTS

Appreciation is expressed first to Mrs. Margaret Barkley, Instructor of Psychiatric Nursing, who, besides advising my compilation of this paper, gave generously of her time and effort to assist and support me in numerous ways.

Special thanks are due to my graduate committee members: Dr. Laura Walker, Chairman of the Department of Nursing; Dr. Del Samson, Chairman of the Department of Sociology; and, Miss Virginia Felton, Instructor of Nursing. To many others who indirectly contributed to this research belongs the credit for the contents of this paper.

My deepest gratitude is extended to my parents; I am grateful for their enduring support and encouragement in the arduous task of achieving my education.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
A. Statement of the Problem	3
B. Statement of the Purposes	3
C. Hypothesis	4
D. Basic Assumptions	4
E. Definitions of Terminology	4
F. Limitations of the Study	6
G. Justification for the Study	8
II. REVIEW OF RELATED LITERATURE	12
III. METHODOLOGY	19
IV. ANALYSIS OF THE DATA	23
A. Population of Group I	23
B. Population of Group II	26
C. Population of Group III	29
D. Statistical Computations of the Data	32
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	37
A. Summary	37
B. Conclusions	38
C. Recommendations	40

CHAPTER	PAGE
APPENDIX A:	42
Connotation and Tendency Classifications of the Mental Hygiene Clinic Subjects' Definition of the Word 'Meaningful'	43
Connotation and Tendency Classifications of the Institution- alized Subjects' Definition of the Word 'Meaningful'	44
Connotation and Tendency Classifications of the Sentinal High School Subjects' Definition of the Word 'Meaningful'	45
Definition of 'Meaningful'	46
APPENDIX B:	47
Sample of the Rating Scale	48
APPENDIX C:	49
Verbal Responses of the Subjects	50
APPENDIX D:	51
Chi Square Assumptions	52
LITERATURE CITED	53

LIST OF TABLES

TABLE	PAGE
I. Tabulation of the Mental Hygiene Clinic Subjects' Rating Scale	25
II. Tabulation of the Sentinal High School Subjects' Rating Scale	28
III. Tabulation of the Institutionalized Subjects' Rating Scales	31
IV. Chi Square Analysis of Adolescents' Ratings of the Meaningfulness of Significant Persons	35
V. Connotation and Tendency Classifications of the Mental Hygiene Clinic Subjects' Definition of the Word 'Meaningful'	43
VI. Connotation and Tendency Classifications of the Institutionalized Subjects' Definition of the Word 'Meaningful'	44
VII. Connotation and Tendency Classifications of the Sentinal High School Subjects' Definition of the Word 'Meaningful'	45
VIII. Sample of the Rating Scale	48

ABSTRACT

Throughout the past century the term 'Significant Other' has been discussed by a myriad of authors, including Harry Stack Sullivan Abraham Maslow and Erik Erikson.

Only one large scale study is known by this researcher to have been conducted in this area, despite the numerous writings which exist on the subject.

The author explored, by means of a self-constructed Guttman-type rating scale, the persons whom adolescents perceived to be most meaningful in their lives. For the purpose of this study, special focus was given to adolescents' perceptions of the meaningfulness of their mother and their father.

Seventy-six rating scales were administered to three different populations. The three groups were composed of: sixteen adolescents who were out-patients at the Mental Hygiene Clinic in Missoula, Montana; thirty adolescents who were patients at the Warm Springs State Hospital in Warm Springs, Montana; and, thirty adolescents who were students at Sentinel High School in Missoula, Montana. The ages of these subjects ranged from thirteen through twenty-one years. The Institutionalized Subjects and The Mental Hygiene Clinic Subjects were defined as 'emotionally disturbed adolescents' and the Sentinel High School Subjects were defined as 'nonemotionally disturbed' adolescents.

The data collected was computerized at the computer center on the Montana State University campus, Bozeman, Montana, using chi square analysis. No significant differences were found between the emotionally disturbed adolescents' perception of the meaningfulness of their father and their mother and the nonemotionally disturbed adolescents' perception of the meaningfulness of their father and mother.

According to the findings of this study, the null hypothesis is supported. Emotionally disturbed adolescents do perceive their parents to be meaningful persons to them, not unlike the nonemotionally disturbed adolescents. This limited study implies that parents are 'Significant Others.'

CHAPTER I

INTRODUCTION

Social psychologists clearly state that a person's self-concept is built and achieved through interpersonal relationships with significant others. These significant others profoundly affect young people and pre-condition the development of self-concept.¹

At an early age, the most significant others in a child's life are usually his parents. Their provision for his primary needs of security and satisfaction have a strong influence upon him. Initially, the parents or parent substitutes affect the child's self-concept.

Although parents remain meaningful persons to the adolescent, a time comes when the adolescent begins to recognize the influence of his peers. Sometimes the adolescent feels that his parents have a legal and moral obligation to love and accept him.² His friends, however, do not have such a commitment; they accept him for what he is.

The theories of Fromm, Adler, Horney, Rogers and Maslow³ all emphasize that a person's most important motivations are acquired from

¹LaBenne, Wallace D. and Bert I. Greene. Educational Implications of Self-Concept Theory (Pacific Palisades, California: Goodyear Publishing Co., Inc., 1969), p. 20.

²Ibid., p. 14.

³See the bibliography for further reference to these authors.

his socio-cultural environment, represented by the persons with whom he has meaningful relationships. "Self concept is influenced by the relationships a person has with his family and peers in unstructured situations and later in more structured situations with teachers and peers."⁴

The question is raised whether emotionally disturbed adolescents have lacked a meaningful relationship with significant others, especially their parents. If emotionally disturbed adolescents possess low self esteem, do they then have fragmented interpersonal relationships?

The researcher felt that parents and other significant persons need to be aware of how adolescents perceive relationships. If such persons were more sensitive to adolescents' perception, dysfunctional communication would decline. It seemed to this writer that the major factor in a parent-child relationship is not how the parent acts, but how his actions are interpreted - i.e. perceived, by the child. Likewise, this factor is applicable to a psychiatrist-client, teacher-student, and a nurse-patient relationship.

LaBenne and Greene support the author's comment when they refer to Harry Stack Sullivan's theory. "What a person believes about himself is partly a function of his interpretation of how others see him. Since he really has no way of knowing precisely how other persons see him, he infers this from their behavior toward him. Therefore, his concept of

⁴Ibid., p. 17.

self rests in part on what he thinks others think of him."⁵ Such reactions can be referred to as a mirroring effect.

STATEMENT OF THE PROBLEM

Theorists claim that significant persons are inherent to the normal development of a human being. Erik Erikson believes that youth value their peer group more than parental figures.⁶ Other studies reveal findings of adolescents perceiving their parents as major points of reference.⁷ Whether or not emotionally disturbed and nonemotionally disturbed adolescents differ in the perception they possess of their parents is the problem presented within the contents of this paper.

STATEMENT OF THE PURPOSES

The main purposes of this study were:

1. To ascertain if adolescents perceive their parents as being 'very meaningful' persons to them.
2. To compare how meaningful nonemotionally disturbed adolescents

⁵Ibid., p. 13.

⁶Erikson, Erik H., Identity, Youth and Crisis (New York: W.W. Norton and Co., Inc., 1968).

⁷Bealer, Robert C., Fern K. Willets and Peter R. Maida, "The Rebellious Youth Subculture—A Myth, "Children, 11:2, March-April 1964, pp. 43-48.

perceive their parents with how meaningful emotionally disturbed adolescents perceive their parents.

HYPOTHESIS

An emotionally disturbed adolescent does not perceive his parents to be 'very meaningful' persons to him.

BASIC ASSUMPTIONS

1. Adolescence is normally a traumatic developmental period.
2. Adolescence need support from meaningful persons.
3. A major characteristic of people who seek psychiatric consultation is that of a former or present deficiency in need gratification.
4. Needs are gratified when meaning is found.

DEFINITIONS OF TERMINOLOGY

1. Adolescence. For the purposes of this study, the following criteria will define adolescence: (a) Sociologically, adolescence is the transitory period from dependent childhood to self-sufficient adulthood. (b) Psychologically, adolescence is the period when identity is becoming established to a greater degree than in former developmental periods. The person begins to become aware of and to experience the dichotomizing behaviors of childhood and adulthood. (c) Chronologically, adolescence encompasses the years from thirteen to twenty-one. (d) Physiologically,

during adolescence the onset of puberty occurs; biological manifestations become apparent.

2. Affect. The affective connotation emphasizes a "feeling tone, an emotion, or a degree of acceptance or rejection..."⁸

3. Ambivalence. The tendency to hold opposite or conflicting emotional values, thoughts and/or actions to the same idea or toward the same person.

4. Cognition. According to Bloom's Taxonomy, the cognitive connotation emphasizes remembering or reproducing something which has been learned. It involves the solving of an intellectual task with application of ideas, methods and procedures.⁹

5. Dissociation. The tendency of an individual to detach himself from his thoughts, feelings and/or actions.

6. Emotionally Disturbed Adolescent. An adolescent who is receiving or who has received psychiatric consultation within or outside of a mental hospital or clinic.

7. Introjection. The tendency to identify the self with another person or with an object. The subject assumes the desired or supposed feelings, thoughts and/or actions of another person.

⁸Krathwohl, David R., Benjamin S. Bloom and Bertram B. Masia, Taxonomy of Educational Objectives, Handbook II (New York: David McKay Co., Inc., 1969), p. 7.

⁹Ibid., p. 6.

8. Meaningful. See Appendix A and the first paragraph on page 8.
9. Nonemotionally Disturbed Adolescent. An adolescent who is not receiving or who has not received psychiatric consultation within or outside of a mental hospital or clinic.
10. Perception. The process of being consciously aware of external stimuli and relationships.
11. Projection. The tendency within a mental process by which thoughts, feelings and/or actions are referred to persons and/or objects outside of one's self.
12. Psychomotor. ... "muscular or motor skill. Some manipulation of material and objects, or some act which requires a neuromuscular coordination."¹⁰

LIMITATIONS OF THE STUDY

There were several limiting factors involved in this study.

The Guttman-type rating scale used in the survey was not standardized. Therefore, the reliability and validity of the instrument were not tested prior to execution of the study.

The three target populations were selectively chosen. Thus, no random sampling of subjects was included in the study.

The racial and socio-economic status of the subjects was not

¹⁰Ibid., p. 7.

considered.

The educational achievement of the subjects was not assessed. The levels of education acquired by the subjects varied from elementary to college.

Attention was not given to the time length of hospitalization for the institutionalized subjects. Some of these subjects said their parents meant much more to them after they had experienced confinement in a hospital environment. This factor may prove to be a limitation depending on whether the adolescent evaluated his parents upon his perception of them before or after his hospitalization.

Mental retardation resulting from genetic and/or birth defects was not considered. It is highly probable that several of the Warm Springs institutionalized subjects were mentally deficient. Medical charts of such subjects stated this possibility.

Intellectual impairment due to drug usage was not accounted for in the study. Some of the subjects in Warm Springs and in the Mental Hygiene Clinic were and/or had been drug abusers.

The prescribed medication consumption of subjects was not noted. All medications have the potential for causing physical and psychological effects. They can, therefore, effect a person's attitudes, feelings and thinking processes. These, in turn, could effect the responses on the rating scale and perhaps skew the results.

Although it was assumed that all subjects elicited honest answers

on the rating scale, the researcher knows that such an assumption is questionable. Several of the Mental Hygiene subjects were very uncooperative during the survey. They were reluctant to follow directions and to release the necessary information.

The researcher felt that since words are symbolic and their meanings are uniquely perceived by each and every human, a biased concept would be introduced in this study if the word 'meaningful' was defined. Therefore subjects were requested to write their own definitions of the word 'meaningful'.

JUSTIFICATION FOR THE STUDY

Meaning to and for human beings occurs in proportion to the degree that one's needs are met. Within the channels of all life processes, including adolescence, it is imperative that needs be gratified if good mental health is to exist.

Alfred Adler said that "Our inner life is nothing but forms of relationships."¹¹ It is from such relationships that a person develops into a healthy, mature and functional adult. These interpersonal relationships that a person engages in have the potential of being meaningful and of supplying his need satisfaction.

Today's youth seem to be in dire need of meaningful relationships.

¹¹Adler, Alfred, The Problem Child (Toronto: G.P. Putnam's Sons, 1967), p. 166.

Mass media communicates the idiom that the younger generation has no meaning, no purpose in life. Authors such as Seymour L. Halleck, M.D. attribute the unhappiness of youth to "overpopulation, war, perstience, ...In such a world values of the past have little meaning."¹²

One wonders if the accusations against the younger generation are valid. Do adolescence really lack meaningful relationships? If not, with whom do they perceive the existence of such contacts?

Leon Eisenburg maintains that the "capacity for engagement in meaningful social activity is clearly present in young people in every country in the world."¹³ The question arises: If a person has received guidance and support in early developmental stages, will he be able to cope with the "storm and stress"¹⁴ of adolescence? When a meaningful relationship with one's parents has been lacking or is insufficient, the individual may find himself unable to endure the frustrations of the adolescent era.

Throughout the book Toward A Psychology of Being, Maslow emphasizes the need of a significant person in everyone's life. Each and every human being craves a sense of his own self-constancy. This is obtained

¹²Halleck, Seymour L., M.D. "The Psychiatrist and Youth: Joint Efforts Toward Innovative Solutions, The American Journal of Psychiatry, 126:12, June 1970, p. 1768.

¹³Eisenberg, Leon, M.D., "A Developmental Approach to Adolescents," Children, 12:4, July-August 1965, p. 135.

¹⁴Muuss, Rolf E., Theories of Adolescence (New York: Random House Ind., 1966), p. 16.

through interactions with individuals in meaningful relationships. "If the satisfactions derived from the significance of participation with others ceases to confirm assumptions or to enrich values, then a person's sense of self-constancy becomes shaken or insecure, and his loyalties become formalized and empty or are given up altogether. He becomes alienated or seeks new significance, new loyalties, that are more operationally real."¹⁵

Earl C. Kelley defends today's youth from a sociometric point of view when he writes: "Human parents in the past have been able to provide the needed nurture for their young. But in the recent past a profound change has taken place under which our young grow up. We have become industrialized, and we have moved close together, depriving youth of many conditions under which it formerly thrived. This has happened all over the world, and the problem of proper nurture of our young is a world wide one."¹⁶

Perhaps youth are misplace segment of society."¹⁷ Perhaps our accusations of their thoughts, feelings and actions are invalid. Never-

¹⁵Maslow, Abraham H., Toward A Psychology of Being (New York: D. Van Nostrand Co., Inc., 1961), p. 57.

¹⁶Kelley, Earl C., In Defense of Youth (New Jersey: Prentice Hall Inc., 1963), p. 2.

¹⁷Coe, George A., What Ails Our Youth? (New York: Charles Scribner's Sons, 1925), p. 24.

theless, it seems to the researcher that emotionally disturbed and non emotionally disturbed adolescents want to know that they are valued by others and that significant others occupy a meaningful place in their life. When individuals receive satisfaction from interpersonal relationships, they experience personal worth and self respect; i.e. identity is discovered and life becomes meaningful.

CHAPTER II

REVIEW OF RELATED LITERATURE

Countless articles and books have been published pertaining to the subject of "meaningfulness." Frankl (1965), Horney (1950), May (1953) and Maslow (1962)¹⁸ have freely expressed their thoughts on this topic. Most authors who discuss interpersonal relationships cannot avoid some mention of the word 'meaningful.'

Most authorities concur that from the combination of very early experiences, focusing on physical and psychological care, the individual's self-concept is developed. Through the maturation of this inner identity during the adolescent years "one may achieve the 'meaningful purpose,' which may be one's family, science, art, literature, religion or other sublimated activities that give life it's purpose and flavor."¹⁹

Adolescence in American society is often described as a period of rebellion against parental norms with rejection of traditional mores, attitudes and values. Our rapidly changing world situations make it difficult for youth to make future plans. Youth experience innate drives to live in the present and to get the most out of each and every moment. In such an environment, traditional mores, attitudes and values

¹⁸See the bibliography for further reference to these authors.

¹⁹Parad, Howard J. (ed.), Crisis Intervention (New York: Family Service Association of America, 1967), p. 174.

lose meaning.

Robert C. Bealer, Fern K. Willets and Peter R. Maida conducted an interesting study (1964) entitled "The Rebellious Youth Subculture—A Myth." They believed that the adolescent's relationship with his parents contributed immensely to future occurrences. "The degree to which adolescents see their parents as significant in their lives can be a convenient starting point for examining the empirical findings against a rebellious subculture."²⁰

In this study of four rural Minnesota high schools, 506 students were asked who were the most important reference points in their lives—family, school friends, or other significant persons. Over 75% of these subjects indicated that their parents were their most meaningful persons. Less than 10% of the subjects considered school chums to be their main points of reference.

Bealer, Willets and Maida also reported that a study of Oklahoma college freshman found the same high incidence of perceived importance of family.²¹ Furthermore, they also pointed out (1964) that "These studies are in accord with what has been found by outside observers who have noted the correlation of beliefs, attitudes and practices between

²⁰Bealer, Robert C., Fern K. Willets and Peter R. Maida, "The Rebellious Youth Subculture—A Myth, "Children, 11:2, March-April 1964, p. 43.

²¹Ibid., p. 44.

generations...a study of 1,088 students in thirteen different colleges found that most of these young people, particularly the females, conformed to the religious ideologies of their parents."²²

Such studies seem to indicate that an adolescent needs, values, and finds meaning in his parental relationships.

Shelia Weinberg, Catherine E. Schonberg and Darlene Y. Grier (1968) found that peer groups were of primary importance to the adolescent patient; the importance that adolescents attached to social relationships was apparent.

The data of this report was derived from observations of adolescents who were patients in public hospitals.

Most of the patients appear to establish relationships with each other very quickly and they are likely also to attach themselves to one or more staff members. Often they appear more willing to discuss their personal problems with a nurse or aide whom they have known only a short time than with their parents, they are even more in need of adult support outside the family than are small children...The American teenager is frequently described as distrustful of adults. Most of the staff expected adolescent patients to circumspect with them and were surprised to discover that teenagers are characteristically open about their feelings.²³

²²Ibid.

²³Weinberg, Shelia, Catherine E. Schonberg and Darlene Y. Grier, "Seminars in Nursing Care of the Adolescent, "Nursing Outlook", 16:12, December 1968, p. 20.

The Weinberg, Schonberg and Grier report was, like many reports pertaining to this subject, based merely upon the observation of behavior. Nursing personnel themselves observed and reported their subjective findings; no objective data was collected.

A few studies have been conducted to objectify the perception which adolescents have of their parents. This seems especially true in reference to nonemotionally disturbed adolescents. Research with emotionally disturbed adolescents is somewhat more available, especially with adolescents who have attempted suicide.

Joseph D. Teicher, M.D. conducted (September 1964 through May 1965) a study entitled "Why Adolescents Kill Themselves." He believed that "the profile of the suicidal adolescent includes long standing problems with family, a state of escalation during adolescence, and a final state of alienation—a chain reaction that dissolves the adolescents closest personal bonds."²⁴

He stated that "statistics portray great misery among a large population of adolescents. Suicide ranks the fourth most frequent cause of death for young people 15-19 years old."²⁵

²⁴Teicher, Joseph D., M.D., "Why Adolescents Kill Themselves," Mental Health Program Reports—4, NIMH. Information Publication No. 5026. (Washington, D.C.: United States Printing Office, January 1970), p. 53.

²⁵Ibid., p. 54.

Dr. Teicher studied fifty attempted suicidal victims ranging from fourteen to eighteen years of age. These subjects and their parents were interviewed at a Los Angeles County Medical Center twenty four to forty eight hours after their attempt. The control group for this investigation comprised thirty two adolescents without suicidal attempts.

Findings from Dr. Teicher's study were pertinent and relevant. The problem consistently portrayed in the disturbed adolescents was lack of sustained meaningful social relationships.

When asked whom they turned to in time of trouble, 25% of the suicidal adolescents replied 'no one.' None of the control subjects felt this isolated. Of the 46% of the adolescents who reported their suicidal attempts to another person, less than 50% reported it to their parents. Almost 66% of the fifty adolescents talked with other persons outside of their family realm. Teicher reported that 88% of the suicidal attempts occurred at home, frequently with parents located in the next room. "In every instance the lack of communication between family and child and lack of communication with peers was a very important factor in the period leading to suicide."²⁶

Teicher found that: "Many of the adolescents began their maelstrom descent toward suicide after a long period of alienation from parents... Many of the young suicide attempters described their alienation from

²⁶Ibid., p. 60.

parents as a process in which either the mother or father would nag them, would cut them off from their friends, would disapprove of their favorite friends, and thus made it difficult for them to have relationships outside the home, at the same time making life very difficult for them within the home."²⁷

In his process summary of suicidal adolescents, Dr. Teicher maintained that a long standing history of problems from childhood to adolescence was indicative of each case studied. He stated that there was a period in which problems seemed to escalate, usually at the initial threshold of adolescence. "Moreover, the problems mounted in a manner that excluded those of peers or friends. Finally, a stage characterized by 'chain reaction dissolution of any remaining meaningful social relationships.' This occurred in the days and weeks preceding the suicide attempt."²⁸

Other studies pertaining to suicide conducted by Ross,²⁹ and Rosenbaum and Richman³⁰ also supported promiancy of social isolation in sui-

²⁷Ibid., p. 58.

²⁸Ibid., p. 56.

²⁹Ross, Mathew, M.D., "Suicide Among College Students, "The American Journal of Nursing, 126:2, August 1969, pp. 220-225.

³⁰Rosenbaum, Milton, M.D. and Joseph Richman, Ph. D., "Suicide: The Role of Hostility and Death Wishes from the Family and Significant Others, "The American Journal of Psychiatry, 126: 11, May 1970, pp. 1652-55.

cidal cases. They reported that suicidal attempters found no available external support; i.e., they perceived significant persons and/or objects as having little, if any, meaning and value to them.

In a recent article (June 1970) written by Kenneth Keniston,³¹ it was pointed out that psychiatrists have much to learn from youth and youth have much to learn from psychiatrists. He felt that psychiatry is challenged theoretically and practically by contemporary youth. "Theoretically, the dissent and nonconformity of young people in America is difficult to explain with conventional psychological concepts...contemporary youths are often less interested in exploring the inner world than in changing the outer world."³²

Another psychiatrist, Chislaine Godene, has also expressed the difficulty in work with adolescents. In his article entitled "A Psychiatrist's Techniques in Treating the Adolescent" he said: "the psychiatrist has been chosen by his (the adolescent's) parents through consultation with the family doctor, teachers or friends, and the adolescent resents having to confide in someone who must be a parent ally."³³

Holly S. Gimple expressed her observations from experienced group

³¹Keniston, Kenneth, "We Have Much to Learn From Youth, "The American Journal of Psychiatry, 126: 12, June 1970, pp. 1767-68.

³²Ibid., p. 1767.

³³Gimple, Holly S., "Group Work With Adolescent Girls, "Nursing Outlook, 16:4, April 1968, p. 47.

work with adolescent girls: "Because of his strange confusing feelings an adolescent needs relationships with emotionally mature adults to help him in new experiences. Though parents may feel the importance and responsibility of their leadership, they are often bewildered by the changes in their child and his activities, and conflicts often arise."³⁴

Adolescence is a time when the processes of emancipation from parents accelerates. Perhaps the adolescent's parents are meaningful persons to him. Perhaps more meaning is perceived by the adolescent in his relationship with a nurse, a psychiatrist, or his peers.

³⁴Gimple, Holly S., "Group Work With Adolescent Girls, "Nursing Outlook, 16:4, April 1968, p. 47.

CHAPTER III

METHODOLOGY

The survey method of research was utilized in this study.

A Guttman-type rating scale devised by the researcher from a pilot study was given to subjects between the ages of thirteen and twenty-one years. This scale was administered in individual and group settings. (See Appendix B for a sample of the rating scale.)

After the researcher introduced herself and stated her purpose, the following instructions were verbally given to the subject or subjects:

1. Indicate your sex in the place provided.
2. Indicate your age in the place provided.
3. Indicate the number of older brothers you have and the number of younger brothers you have.
4. Indicate the number of older sisters you have and the number of younger sisters you have.
5. Go to the bottom of the page. Please answer the four following questions which I will now ask you.
 - 1) What is your marital status? Are you single, married, widowed, divorce or separated?
 - 2) Are you adopted? Answer 'yes' if you are and 'no' if you are not.

The last two questions are concerned with the process of communication. Communication includes, talking with your parents in person and/or

on the telephone, corresponding by mail.

3) Do you communicate with your parents? Yes or No.

4) Do your parents communicate with you? Yes or No.

6. In the middle of the page you will see a list of persons with whom you have most likely been associated with at one time or another. If the person listed on the left has been 'very meaningful' to you, place a check in column 1. Place a check in column 2 if you feel the person is 'somewhat meaningful' to you. Check column 3 if you feel the person has 'no meaning' to you. Check column 4 if the person is 'somewhat meaningless' to you. Check column 5 if you feel the person is 'very meaningless' to you. Do not place more than one check after each person listed. If you do not have sisters and/or brothers, leave those items blank. The item 'A Clergyman' means your minister, pastor or priest. The item 'A Professor' refers to a teacher.

7. The subject or subjects were requested to briefly write their definition of the word 'meaningful' on the reverse side of the rating scale if time permitted.

The target population was composed of adolescents between the years of thirteen through twenty-one. Eighty-two subjects responded. However, due to discrepancies in following directions correctly, the sample shrinkage left seventy-six rating scales for analysis.

Three sample populations within the seventy-six subjects were

compared.

One group consisted of the adolescents who came to the Mental Hygiene Clinic in Missoula, Montana. These subjects were defined as 'emotionally disturbed adolescents.' The data collected from this population was difficult to obtain primarily because the desired age group entered the clinic during a time of crisis; i.e., they were under the influence of drugs or requesting recommendation for an abortion.

Sixteen of the nineteen rating scales acquired within the clinic setting were adequately completed and tabulated for analysis. Approximately 75% of these tabulated scales were completed by adolescents who were participants in group therapy. These persons had been receiving clinic consultation for a period of time; this was not their initial clinic visitation.

Thirty-one students from Sentinel High School in Missoula, Montana composed the second group of subjects. These subjects were chosen upon recommendation of a full time guidance counselor at the high school. He described these adolescents as adjusted with normal emotional dispositions. For the purpose of this study, these subjects were defined as 'nonemotionally disturbed adolescents.' Thirty of the thirty-one rating scales obtained were used in the statistical analysis.

A third sample population was drawn from the hospitalized adolescents at the Warm Springs State Hospital in Warm Springs, Montana. The term 'emotionally disturbed adolescence' defined this group. Two of the

thirty-two rating scales were eliminated due to incompleteness. Thirty tabulated rating scales were analyzed.

The major variable tested in the investigation was the degree of meaning for his parents as perceived by the adolescent. The factor of an adolescent referred to as 'emotionally disturbed' or 'nonemotionally disturbed' provides the variable for basis of comparison.

The data for this study was collected between January 6th and March 13th, 1970.

CHAPTER IV

ANALYSIS OF THE DATA

Population of Group I

The researcher obtained nineteen rating scales from out-patients at the Mental Hygiene Clinic in Missoula, Montana who were between the ages of thirteen and twenty years. Sixteen rating scales were adequately completed and tabulated for statistical analysis. Three rating scales were invalid because they were not completed according to given instructions.

Among most of the out-patient adolescents, the researcher observed that their clinic visitation occurred during a crisis period. Such clients were either under the influence of drugs and/or were seeking recommendation for an abortion. Under such circumstances it did not seem therapeutic, appropriate and/or reliable for the researcher to obtain data from them. The majority of data collected from this target population was obtained from participants in group therapy sessions.

Seven of the clinic subjects were male; nine were female. Two of the subjects were fourteen years of age; five of the subjects were fifteen years of age; two of the subjects were sixteen years of age; four of the subjects were seventeen years of age; three of the subjects were nineteen years of age.

The one 'only child' subject indicated that his father was (4) 'somewhat meaningless' and that his mother was (2) 'somewhat meaningful.'

Of the four 'oldest child' subjects: three subjects indicated that their father and mother were (1) 'very meaningful' and one subject indicated that his father and mother were (2) 'somewhat meaningful.'

Of the six 'middle child' subjects: three indicated that their father was (1) 'very meaningful'; one indicated that his father was (2) 'somewhat meaningful'; and two subjects indicated that their father was deceased by writing the word 'dead' after the item 'father.' Four of these subjects indicated that their mother was (1) 'very meaningful'; one subject indicated that his mother was (2) 'somewhat meaningful' and one subject indicated that his mother was (3) 'meaningless.'

Of the five 'youngest child' subjects: two subjects indicated that their father was (1) 'very meaningful'; three subjects indicated that their father was (2) 'somewhat meaningful.' Three subjects indicated that their mother was (1) 'very meaningful'; two subjects indicated that their mother was (2) 'somewhat meaningful.'

All sixteen subjects indicated that they were single. Two of the subjects were adopted. One of these subjects indicated that his mother and his father were (1) 'very meaningful' to him. He also answered questions 3 and 4, regarding communication between his parents and himself, affirmatively. The other adopted subject indicated that his father was (4) 'somewhat meaningless' and that his mother was (2) 'somewhat meaningful.' This subject replied negatively to questions 3 and 4. (See Appendix C for a summary of the verbal questions.)

Ten of the subjects offered written definitions of the word 'meaningful.' See Appendix A for the classification and discussion of this data.

Table I contains the distribution of answers given on the rating scales of the Mental Hygiene Clinic Subjects.

TABLE I

TABULATION OF THE MENTAL HYGIENE
CLINIC SUBJECTS' RATING SCALES

AGE. 14yrs. 2; 15yrs. 5; 16yrs. 2; 17yrs. 4; 19yrs. 3.
SEX. Males: 7. Females: 9. Total = 16.
NUMBER OF OLDER BROTHERS: 9. NUMBER OF YOUNGER BROTHERS: 8.
NUMBER OF OLDER SISTERS: 7. NUMBER OF YOUNGER SISTERS: 7.
ONLY CHILD: 1. OLDEST CHILD: 4. MIDDLE CHILD: 6. YOUNGEST CHILD: 5.

ITEM	1	2	3	4	5
Your Father	7	6		1	
Your Mother	9	6	1		
A Brother	8	6	1		1
A Sister	7	5	1		2
Grandparents	3	9	1	2	
A Psychiatrist	4	8	2	2	
A Registered Nurse	2	3	4	1	5
A friend your age	10	6			
An older friend	10	6			
A girlfriend or boyfriend	8	6	1		
A Clergyman	1	7	5	1	2
A Professor		7	4	3	2

Population of Group II

Thirty-one students from Sentinal High School in Missoula, Montana were given the rating scale to complete. These students were chosen upon recommendation of the High School guidance counselor. For the purpose of this study, they were defined as 'nonemotionally disturbed adolescents.' A group setting with all thirty-one subjects present provided the environment for the data collection. One of the rating scales from this population was excluded because this subject was adopted. At the time of analysis the researcher felt the exclusion of this rating scale would contribute to the selectiveness of this group.

Fourteen male subjects and sixteen female subjects constituted this target population. Two of these subjects were fourteen years of age; eleven of these subjects were fifteen years of age; eight of these subjects were sixteen years of age; eight of these subjects were seventeen years of age; one subject was eighteen years of age.

The one 'only child' subjects all indicated that his father was (4) 'somewhat meaningless' and that his mother was (2) 'somewhat meaningful.'

The eight 'oldest child' subjects all indicated that their father and mother were (1) 'very meaningful.'

Of the thirteen 'middle child' subjects: twelve subjects indicated that their father was (1) 'very meaningful'; one subject indicated that his father was (2) 'somewhat meaningful.' All thirteen of these subjects indicated that their mother was (1) 'very meaningful.'

Of the eight 'youngest child' subjects: six subjects indicated that their father was (1) 'very meaningful'; two subjects indicated that their father was (2) 'somewhat meaningful.' Seven of these subjects indicated that their mother was (1) 'very meaningful'; one subjects indicated that his mother was (2) 'somewhat meaningful.'

None of these thirty subjects indicated each person on the rating scale to be (1) 'very meaningful.'

All of the Sentinal High School Subjects were single. Twenty-nine subjects replied affirmatively to question number three. Twenty-eight subjects replied affirmatively to question number four. (See Appendix C for answers to the verbal questions.)

Ten of these subjects offered written definitions to the word 'meaningful.' See Appendix A for the classification and discussion of this data.

Table II contains the distribution of answers given on the rating scales of the Sentinal High School Subjects.

TABLE II

TABULATION OF THE SENTINAL HIGH
SCHOOL SUBJECTS' RATING SCALES

AGE. 14yrs. 2; 15yrs. 11; 16yrs. 8; 17yrs. 8; 18yrs. 1.
SEX. Males: 14. Female: 16. Total = 30.
NUMBER OF OLDER BROTHERS: 11. NUMBER OF YOUNGER BROTHERS: 15.
NUMBER OF OLDER SISTERS: 15. NUMBER OF YOUNGER SISTERS: 15.
ONLY CHILD: 1. OLDEST CHILD: 8. MIDDLE CHILD: 13. YOUNGEST CHILD: 8.

	1	2	3	4	5	.
Your Father	26	3		1		
Your Mother	28	2				
A Brother	16	7				
A Sister	20	4				
Grandparents	11	14	2	1		
A Psychiatrist			12	4	11	
A Registered Nurse	1	3	13	6	7	
A friend your age	13	17				
An older friend	5	22	2	1		
A girlfriend or boyfriend	11	14	2	1		
A Clergyman	5	14	6	4	2	
A Professor	1	23	2	2	2	

Population of Group III

The third group of subjects was composed of nineteen male and eleven female adolescents who were hospitalized at the Warm Springs State Hospital in Warm Springs, Montana. One subject was thirteen years old; two subjects were fourteen years old; one subject was fifteen years old; five subjects were sixteen years old; three subjects were seventeen years old; three subjects were eighteen years old; four subjects were nineteen years old; six subjects were twenty years old; five subjects were twenty-one years old.

Although thirty-one rating scales were collected from this population, thirty rating scales were adequately completed for analysis.

In this group, the one subject who was an 'only child' indicated that his father and his mother were (1) 'very meaningful.'

Of the seven subjects who were an 'oldest child': six indicated that their father and their mother were (1) 'very meaningful.' One subject indicated that her father and her mother were (3) 'meaningless.' This subject also indicated on the rating scale that her father and mother were separated. It is noted that three of the seven 'oldest child' subjects checked (1) 'very meaningful' for all of the persons listed on the rating scale.

Of the fifteen 'middle child' subjects: thirteen indicated that their father was (1) 'very meaningful'; one indicated that his father was (2) 'somewhat meaningful'; one indicated that his father was (3)

'meaningless.' Eleven of these fifteen subjects indicated that their mother was (1) 'very meaningful'; three subjects indicated that their mother was (2) 'somewhat meaningful'; one subject indicated that his mother was (3) 'meaningless.'

Two of the fifteen 'middle child' subjects checked (1) 'very meaningful' for all of the persons listed on the rating scale.

Of the seven 'youngest child' subjects: four indicated that their father was (1) 'very meaningful'; two indicated that their father was (2) 'somewhat meaningful'; one indicated that his father (5) 'very meaningless.' Four of these subjects indicated that their mother was (1) 'very meaningful'; two indicated that their mother was (2) 'somewhat meaningful'; one indicated that his mother was (3) 'meaningless.'

One of the seven 'youngest child' subjects checked (1) 'very meaningful' for all of the persons listed on the rating scale.

Of the four institutionalized subjects who were adopted: three indicated that their father was (1) 'very meaningful'; one indicated that his father was (2) 'somewhat meaningful.' One of these subjects indicated that his mother was (1) 'very meaningful'; two indicated that their mother was (2) 'somewhat meaningful'; one indicated that his mother was (3) 'meaningless.'

Twenty-eight of the thirty subjects were single. One was divorced and one was separated. (See Appendix C for a summary of the verbal questions.)

Eighteen of the thirty institutionalized subjects offered written definitions of the word 'meaningful.' See Appendix A for the Classification of this data.

Table III contains the distribution of answers given on the rating scales of the Institutionalized Subjects.

TABLE III

TABULATION OF THE INSTITUTIONALIZED
SUBJECTS' RATING SCALES

AGE. 13yrs. 1; 14yrs. 1; 16yrs. 5; 17yrs. 2; 18yrs. 3;
19yrs. 4; 20yrs. 5; 21yrs. 5.
SEX. Males: 19. Females: 11. Total = 30.
NUMBER OF OLDER BROTHERS: 17. NUMBER OF YOUNGER BROTHERS: 18.
NUMBER OF OLDER SISTERS: 14. NUMBER OF YOUNGER SISTERS: 16.
ONLY CHILD: 1. OLDEST CHILD 7. MIDDLE CHILD 15. YOUNGEST CHILD: 7.

ITEM	1	2	3	4	5	.
Your Father	24	3	2		1	
Your Mother	22	5	3			
A Brother	24	3				
A Sister	16	3	2			
Grandparents	15	11			1	
A Psychiatrist	14	14	1			
A Registered Nurse	14	10	3	3		
A friend your age	18	7	3			
An older friend	19	6	2			
A girlfriend or boyfriend	23	3	3			
A Clergyman	15	10	4	1		
A Professor	13	10	2	3	2	

Statistical Computations of the Data

The data collected in this study was statistically analyzed by computer at the Computer Center of Montana State University, Bozeman, Montana. Chi Square computation was used as the means for comparing the three target populations. (See Appendix D.) The level of significance was determined at the .05 level. Chi square equal to 9.49 designated the .05 level of significance.

The statistical findings were described in reference to three groups: Group I, The Mental Hygiene Clinic Subjects in Missoula, Montana (N = 16); Group II, The Sentinel High School Subjects in Missoula, Montana (N = 30); Group III, The Institutionalized Subjects at Warm Springs State Hospital in Warm Springs, Montana (N = 30).

A Chi Square comparison of Group I with Group II on their perception of the meaningfulness of 'Your Father' was not significant at the .05 level.

	1	2	3	4	5
GROUP I	7	6		1	
GROUP II	26	3		1	

$\chi^2 = 7.05$. This rating is not significant at the .05 level.

A Chi Square comparison of Group I with Group III on their perception of the meaningfulness of 'Your Father' was significant beyond the .05 level.

	1	2	3	4	5	.
GROUP I	7	6		1		
GROUP II	24	3	2		1	

$\chi^2 = 10.15$. This rating is significant beyond the .05 level.

A Chi Square comparison of Group II with Group III on their perception of the meaningfulness of 'Your Father' was not significant at the .05 level.

	1	2	3	4	5	.
GROUP II	26	3		1		
GROUP III	24	3	2		1	

$\chi^2 = 4.00$. This rating is not significant at the .05 level.

A Chi Square comparison of Group I with Group II on the perception of the meaningfulness of 'Your Mother' was not significant at the .05 level.

	1	2	3	4	5	.
GROUP I	9	6		1		
GROUP II	28	2				

$\chi^2 = 9.36$. This rating is not significant at the .05 level.

A Chi Square comparison of Group I with Group III on their perception of the meaningfulness of 'Your Mother' was not significant at the .05 level.

	1	2	3	4	5	.
GROUP I	9	6		1		
GROUP III	22	5	3			

$\chi^2 = 2.51$. This rating is not significant at the .05 level.

A Chi Square comparison of Group II with Group III on their perception of the meaningfulness of 'Your Mother' was not significant at the .05 level.

	1	2	3	4	5	.
GROUP II	28	2				
GROUP III	22	5	3			

$\chi^2 = 5.01$. This rating is not significant at the .05 level.

The .05 level of significance means that in five chances out of 100, the occurring results will happen by chance. In other words, 95% of the time one can predict the results.

The only chi square comparison which showed significant difference was the computation which resulted between Group I, the Mental Hygiene Clinic Subjects, and Group III, The Institutionalized Subjects, on their perception of the meaningfulness of 'Your Father.'

A Chi Square analysis comparing each of the persons who were rated by the three populations was also computerized.

Among the twelve persons investigated on the rating scale, chi square analysis revealed that six ratings were significant beyond the .05 level. The six persons who showed differences from the subjects perception of their meaningfulness were: "Your Father", "A Psychiatrist", "A Registered Nurse", "An older friend", "A Clergyman", "A Professor".

Table IV shows the chi square analysis of the three groups of adolescents' perceptions of all the persons investigated in the rating scale.

TABLE IV

CHI SQUARE ANALYSIS OF ADOLESCENTS'
RATINGS OF THE MEANINGFULNESS
OF SIGNIFICANT PERSONS

GROUP I = Mental Hygiene Clinic Subjects
GROUP II = Sentinal High School Subjects
GROUP III = Institutionalized subjects
The .05 LEVEL OF SIGNIFICANCE: $\chi^2 = 15.5$

- A. A comparison of GROUPS I, II and III on their perception of the meaningfulness of 'Your Father.'

	1	2	3	4	5
GROUP I	7	6		1	
GROUP II	26	3		1	
GROUP III	24	3	2		1

$\chi^2 = 15.68$. This rating is significant beyond the .05 level.

- B. A comparison of GROUPS I, II and III on their perception of the meaningfulness of 'Your Mother.'

	1	2	3	4	5
GROUP I	9	6			
GROUP II	28	2			
GROUP III	22	5	3		

$\chi^2 = 10.64$. This rating is not significant at the .05 level.

- C. A comparison of GROUPS I, II and III on their perception of the meaningfulness of 'A Brother.'

	1	2	3	4	5
GROUP I	8	6	1		1
GROUP II	16	7			
GROUP III	24	3			

$\chi^2 = 11.83$. This rating is not significant at the .05 level.

- D. A comparison of GROUPS I, II and III on their perception of the meaningfulness of 'A Sister.'

	1	2	3	4	5
GROUP I	7	5	1		1
GROUP II	20	4			
GROUP III	16	3	2		

$\chi^2 = 11.76$. This rating is not significant at the .05 level.

- E. A comparison of GROUPS I, II and III on their perception of the meaningfulness of 'Grandparents.'

	1	2	3	4	5
GROUP I	3	9	1	2	
GROUP II	11	14	2	1	
GROUP III	15	11			

$\chi^2 = 11.29$. This rating is not significant at the .05 level.

- F. A comparison of GROUPS I, II and III on their perception of the meaningfulness of 'A Psychiatrist.'

	1	2	3	4	5
GROUP I	4	8	2	2	
GROUP II			12	4	11
GROUP III	14	14	1		

$\chi^2 = 60.65$. This rating is significant beyond the .05 level.

TABLE IV (con't.)

- G. A comparison of GROUPS I, II and III on their perception of the meaningfulness of 'A Registered Nurse.'

	1	2	3	4	5
GROUP I	2	3	4	1	5
GROUP II	1	3	13	6	7
GROUP III	14	10	3	3	

$\chi^2 = 33.62$. This rating is significant beyond the .05 level.

- H. A comparison of GROUPS I, II and III on their perception of the meaningfulness of 'A friend your age.'

	1	2	3	4	5
GROUP I	10	6			
GROUP II	13	17			
GROUP III	18	7	3		

$\chi^2 = 9.89$. This rating is not significant at the .05 level.

- I. A comparison of GROUPS I, II and III on their perception of the meaningfulness of 'An older friend.'

	1	2	3	4	5
GROUP I	10	6			
GROUP II	5	22	2	1	
GROUP III	19	6	2		

$\chi^2 = 20.82$. This rating is significant beyond the .05 level.

- J. A comparison of GROUPS I, II and III on their perception of the meaningfulness of 'A girl or boy friend.'

	1	2	3	4	5
GROUP I	8	6	1		
GROUP II	11	14	2	1	
GROUP III	23	3	3		

$\chi^2 = 13.20$. This rating is not significant at the .05 level.

- K. A comparison of GROUPS I, II and III on their perception of the meaningfulness of 'A Clergyman.'

	1	2	3	4	5
GROUP I	1	7	5	1	2
GROUP II	5	14	6	4	2
GROUP III	15	10	4	1	

$\chi^2 = 17.15$. This rating is significant beyond the .05 level.

- L. A comparison of GROUPS I, II and III on their perception of the meaningfulness of 'A Professor.'

	1	2	3	4	5
GROUP I		7	4	3	2
GROUP II	1	23	2	2	2
GROUP III	13	10	2	3	2

$\chi^2 = 28.46$. This rating is significant beyond the .05 level.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The main purposes of this study, as stated in Chapter I, were: 1. To ascertain if adolescents perceive their parents to be 'very meaningful' persons to them, and, 2. To compare how meaningful non emotionally disturbed adolescents perceive their parents with how meaningful emotionally disturbed adolescents perceive their parents. Furthermore, it was hypothesized that emotionally disturbed adolescents do not perceive their parents to be 'very meaningful' persons to them. The author believed that if adolescents had received parental support in early developmental periods, the adolescent phase would not lead to psychiatric disturbances.

The subjects in the study were seventy-six adolescents between the ages of thirteen through twenty-one years, composing three populations: 1. Institutionalized Subjects from Warm Springs State Hospital, Warm Springs, Montana, 2. Mental Hygiene Clinic Subjects from the clinic in Missoula, Montana, and 3. Sentinal High School Subjects from Missoula, Montana. The Institutionalized Subjects and the Mental Hygiene Clinic Subjects were defined as 'emotionally disturbed adolescents' for the purpose of this study. The Sentinal High School Subjects were defined as 'non emotionally disturbed adolescents' for the purpose of this study.

A Guttman-type rating scale was constructed by the author as the instrument for the rating of twelve different people. Four verbal questions were also asked. Optional data obtained at the researchers request was also collected and categorized. This data consisted of the adolescents' definitions of the word 'meaningful.'

Conclusions

The findings presented in the previous chapter reveal one significant difference between each of the three groups. That difference was identified by chi square analysis of the responses for the Mental Hygiene Clinic Subjects' and the Institutionalized Subjects' perceptions of the meaningfulness of "Your Father". Therefore, the difference was found between the two groups which were defined as 'emotionally disturbed adolescents.' None of the statistical findings indicated a significant difference in the perception of meaningfulness which emotionally disturbed adolescents had for their parents compared with the meaningfulness which nonemotionally disturbed adolescents had for their parents. The researcher concludes that adolescents do perceive their parents to be very meaningful persons and that no significant statistical difference exists between the perceived meaning that emotionally disturbed adolescents have for their parents and the perceived meaning that nonemotionally disturbed adolescents have for their parents.

According to the findings, the null hypothesis is supported. Emotionally disturbed adolescents do perceive their parents to be meaning-

ful persons to them, not unlike the nonemotionally disturbed adolescents in the study.

The author believes that the following consideration accounts for the significant difference in the perception of the meaningfulness of the father figure which was found between the two defined 'emotionally disturbed adolescent' groups.

In parental relationships, the more stable appears to exist between the mother and the child. A child usually experiences more contact with the mother figure than with the father figure. The father works during the day, engaging in activities which require him to function outside of the home. Conversely, the mother functions within the home, and is primarily responsible for the child's nurturance, growth and development. In situations which involve divorce or separation of parents, children most frequently remain in maternal custody.

A five year exploratory and descriptive study (1956-62) conducted by Dr. Masterson supports the above explanation when it concludes that: "The fathers of adolescents in the schizophrenia and personality disorder categories played an inadequate role because they were either absent from the home, uninterested in their adolescent, psychiatrically ill themselves, or excluded from the family by a domineering mother."³⁵

³⁵Masterson, James F., Jr., M.D., The Psychiatric Dilemma of Adolescence (Boston: Little, Brown and Co., 1967), p. 35.

In Chapter I, it was mentioned that some of the institutionalized subjects verbalized that their parents meant much more to them after their confinement in the hospital environment. This factor may help explain the significant statistical difference in the father figure as perceived by the Institutionalized and Clinic Subjects. In comparison with the Clinic Subjects, the Institutionalized Subjects rated their fathers more meaningful. The separation from the home environment perhaps contributed to this difference.

Recommendations

A further avenue of research would be to focus upon the construction and refinement of a tool similar to the one used in this study. The ratings numbered 1, 2, 3, 4 and 5 were quite vague and ambiguous, making differentiation difficult and perhaps less reliable than desired. Deleting the categories number 4 and 5 would reduce the redundancy of the ratings and would provide for greater clarification. In the Guttman-type rating scale, the classifications do not refer to definite positive or negative values. Definitions which attribute a positive or negative value to each of the numbered categories, would lend to greater validity and reliability of the instrument.

The definitions of the word 'meaningful' given by the subjects indicate to the author that they either felt that the persons were meaningful to them or they wished that the persons were meaningful to them. The categorical responses in Appendix A could be beneficial in assign-

ing values to terminology of a new tool.

Further questions for investigation can be raised from the significant difference found between the Institutionalized and the Clinic Subjects' perceptions of their father. One may desire to study explanations behind the findings of the significant statistical differences which were revealed among the groups in relation to their perception of 'Your Father', 'A Psychiatrist', 'A Registered Nurse', 'An older friend', 'A Clergyman', and 'A Professor.'

Evidence of the disturbances in the communication of emotionally disturbed persons is revealed from the chart of the subjects' verbal responses in Appendix C. According to the tabulations of the responses to questions three and four, 50% of the Clinic Subjects' replied that they did not communicate with their parents. Approximately 78% of these same subjects also replied that their parents did not communicate with them. These percentages differ markedly from the answers given by the Institutionalized and the Sentinal High School Subjects. In reference to the major role which communication plays in interpersonal relationships, the researcher strongly recommends further investigation of the communication mechanisms which occur between adolescents and their parents.

APPENDIX A

The following illustrations were formulated by the author from information received in the data collection.

The definitions of the categorical terminology are found on pages 4-6.

TABLE V

CONNOTATION AND TENDENCY CLASSIFICATIONS OF THE MENTAL HYGIENE CLINIC SUBJECTS' DEFINITION OF THE WORD 'MEANINGFUL'										
A-Affective C-Cognitive P-Psychomotor				Am-Ambivalent D-Dissociative I-Introjective Pr-Projective						
DEFINITION OF 'MEANINGFUL'				CONNOTATION / TENDENCY						
MENTAL HYGIENE CLINIC SUBJECTS				A	C	P	Am	D	I	Pr
1. "Meaningful means someone who has a lot of effect on me."				X					X	
2. "Meaningful affects my life intensely whether it be in hate or love."				X					X	
3. "Meaningful to me means someone I think a lot of in respect, love and understanding. Someone you can turn to when you have problems or happiness you want to share."				X					X	
4. "Meaningful to me means important, someone to lean on if I need it. Also someone close to me and one that I love."				X					X	
5. "Meaningful is a bit euphemistic, but I suppose it means that which is important and worthwhile to me."				X					X	
6. "Meaningful-to love and respect. Someone I need to be happy or content. Someone I might be lost without. I depend on them for love, etc."				X					X	
7. "Meaningful -- how involved I have or would like to become."				X						X
8. "Meaningful -- how well we get along."				X			X			
9. "Meaningful is something I have a positive feeling for."				X						X
10. "A person is meaningful to me if I base my thoughts and/or actions on what is favorable to him. I may love someone very much and yet that person may not be extremely meaningful to me."										
						X	X			

TABLE VI

CONNOTATION AND TENDENCY CLASSIFICATIONS
OF THE SENTINAL HIGH SCHOOL SUBJECTS'
DEFINITION OF THE WORD 'MEANINGFUL'

A-Affective
C-Cognitive
P-Psychomotor

Am-Ambivalent
D-Dissociative
I-Introjective
Pr-Projective

DEFINITION OF 'MEANINGFUL'	CONNOTATION / TENDENCY						
	A	C	P	Am	D	I	Pr
SENTINAL HIGH SCHOOL SUBJECTS							
1. "Meaningful to me is the impression and feeling I have towards something I admire or consider valuable. It could be of material value or an idea or thought. When something strikes me as meaningful it leaves me with a stronger feeling than of just being there. It is special to me and I regard it highly with respect."	X					X	
2. "People, places, experiences and ideas are all meaningful to me. For these things to have meaning to me I must be able to love and respect what they stand for. I can only achieve this love and respect through belief, pleasure, work and even sacrifice. When I have achieved love and respect, these add purpose, pleasure and pride to my life, making all things much more meaningful."	X					X	
3. "Meaningful - something that is just not common, it is significant. A meaningful experience is something that would have a lasting affect on me. It would probably make me aware of something I had not noticed before. It would help me learn."	X					X	
4. "To me something which is meaningful is anything that appeals to my emotions. This appeal may vary from a strenuous athletic foot to relative with who I am very close, yet in all cases I must be enjoying or better myself or it will not have any appeal and thus be meaningless."	X					X	
5. "Something meaningful to me either has influence on me or signifies something to me. Meaningful also means worthwhile to me."	X					X	
6. "Those people that affect me in a subtly pleasing manner are meaningful to me. They are the people I care about and those that care about me. Having a meaning involves a relationship that is understood-a warm feeling or a kind of attachment that doesn't need to be put into words. The further a person deviates from this definition the less meaningful he becomes."	X			X			
7. "This is really hard because there are so many ways that something can be meaningful. Even if I just understand something it will be meaningful to me. I'll think about it a lot or look forward to it! A person who has impressed me in anyway is meaningful to me. The way I see it, everything and everybody is meaningful to somebody; and the extent of their meaningfulness depends on how much they impress that somebody! (To be meaningful is to make an impression; deep or shallow.)"			X	X			
8. "Meaningful is an adjective describing something or someone that offers something to the person it means something to. It might be an emotion, a feeling, a thought or even a material gift."			X		X		
9. "My definition of meaningful is anything that is of creativity or doing something rewarding for benefit of oneself or for others."		X	X				

TABLE VII

CONNOTATION AND TENDENCY CLASSIFICATIONS
OF THE INSTITUTIONALIZED SUBJECTS'
DEFINITION OF THE WORD 'MEANINGFUL'

A-Affective
C-Cognitive
P-Psychomotor

Am-Ambivalent
D-Dissociative
I-Introjective
Pr-Projective

DEFINITION OF 'MEANINGFUL'	CONNOTATION / TENDENCY						
	A	C	P	Am	D	I	Pr
INSTITUTIONALIZED SUBJECTS							
1. "The word meaningful means a loved one. It means wonderful parents, grandmother and brother. The word means love, closeness. It means that people are ready and willing to help you out. They lend a helping, they make you happy. Yes, meaningful is love, patience and understanding on the part of parents and friends, such as your doctor and clergy."	X					X	
2. "Meaningful means to me a person who is deeply close to me."	X					X	
3. "Meaningful to me is a person who is helpful to me in some ways."	X					X	
4. "Someone close to me."	X					X	
5. "A person that helps a lot."	X					X	
6. "Meaningful- - having an effect on your life or well being for which you are subconsciously indebted."	X					X	
7. "Meaningful to me means loving everyone, friend or enemy."	X						X
8. "Meaningful to me is caring or having a respect for someone. Extra feeling towards someone you respect or you care for them a lot more than others."	X						X
9. "Yes I do have meaning for my parents and sisters. I love them."	X						X
10. "Meaningful is love and respect for another person."	X						X
11. "Meaningful is important and close to you. Also, to care and be cared for."	X			X			
12. "Meaningful means something to me, for instance, really like a friend, a boy and love to my relatives in which it depends how they are, but it really doesn't matter as long as I have someone."	X			X			
13. "Meaningful — respect, love."	X				X		
14. "Meaning — value of expression."	X				X		
15. "Meaningful: 1. Things you understand. 2. Someone who means a lot to you. 3. Understanding. 4. A part in loving someone. 5. Things you feel towards things."	X				X		
16. "Although I have not proven myself meaningful, I think I need friends, security and someone to be with at all times."		X				X	
17. "Meaningful means to me that I care for a certain person very much and that I would do almost anything for that person."			X				X
18. "These people you have in your 'test' or whatever, are all very meaningful for what they stand for, but mostly for what they have done for me. I am 'handicapped' the people say and so I am at their 'mercy', but the big thing I have to do is get well! So I can continue in the world...What my parents, friends have done for me will always be an impact on my life. For them that understand and for the ones that keep going in their own little 'status quo' would, for the first time in my life, see how fortunate I am."	X						X

TABLE VII (con't)

DEFINITION OF 'MEANINGFUL'	CONNOTATION / TENDENCY						
	A	C	P	Am	D	I	P
SENTINAL HIGH SCHOOL SUBJECTS							
10. "The definition of meaningful varies with each individual. To me, something meaningful is something which affects me (usually in more than a superficial way); it is something I can think about, an experience that I don't forget after a moment or two; it is a personal thing. Meaningful connotes, to me, something that I can relate to. Anything that affects me is meaningful — people, experiences — it must touch a part of me in some way."		X				X	

APPENDIX B

TABLE VIII

SAMPLE OF THE RATING SCALE

Age_____.

Sex_____.

Number of Brothers. Older?_____. Younger?_____.

Number of Sisters. Older?_____. Younger?_____.

Please place a check in each of the following columns according to the degree of meaning that each item has for you.

Check number 1 if the item is very meaningful to you.
 Check number 2 if the item is somewhat meaningful to you.
 Check number 3 if the item has no meaning to you.
 Check number 4 if the item is somewhat meaningless to you.
 Check number 5 if the item is very meaningless to you.

ITEM	1	2	3	4	5
Your Father					
Your Mother					
A Brother					
A Sister					
Grandparents					
A Psychiatrist					
A Registered Nurse					
A friend your age					
An older friend					
A girlfriend or boyfriend					
A Clergyman					
A Professor					

APPENDIX C

VERBAL RESPONSES OF THE SUBJECTS

KEY

I—Institutionalized Subjects
 C—Mental Hygiene Clinic Subjects
 S—Sentinel High School Subjects

QUESTIONS	I		C		S	
	YES	NO	YES	NO	YES	NO
1. What is your marital status?						
Single?	28	—	16	—	30	—
Married?	—	—	—	—	—	—
Divorced?	1	—	—	—	—	—
Separated?	1	—	—	—	—	—
Widowed?	—	—	—	—	—	—
2. Are you adopted?	4	26	2	14	—	30
3. Do you communicate with your parents?	25	6	8	8	29	1
4. Do your parents communicate with you?	25	5	7	9	28	2

APPENDIX D

CHI SQUARE ASSUMPTIONS

36

n

$$\chi^2 = \sum_{i=1}^n \frac{(O-E)^2}{E}$$

i=1

Assumptions underlying the use of the Chi Square test for significance are: The Chi Square test can be used only with observations which can be classified into categories and which are independent of one another. The null hypothesis is assumed. This states that no actual differences exist between observed and expected frequencies. (Differences between observed and expected frequencies are significant and cannot reasonably be explained).³⁷

³⁶Ferguson, George A., Statistical Analysis in Psychology and Education (2nd ed.; New York: McGraw-Hill Book Co., 1966), p. 192.

³⁷Celeste McCollough and VanAtta Loche, Statistical Concepts (New York: McGraw Hill Book Co., 1963), p. 99.

LITERATURE CITED

BIBLIOGRAPHY

Books

- Adler, Alfred. The Problem Child. Toronto: G.P. Putnam's Sons, 1963.
- Becker, Ernest. The Birth and Death of Meaning. New York: The Free Press, 1962.
- Berelson Bernard and Gary A. Steiner. Human Behavior. New York: Harcourt, Brace and World, Inc., 1964.
- Berrien, F.K. and Wendell H. Bash. Human Relations: Comments and Cases. New York: Harper and Brothers, 1957.
- Bettelheim, Bruno. Love Is Not Enough. New York: Collier Books, 1965.
- _____. Truants From Life. New York: The Free Press, 1955.
- Bloom, Benjamin S. (ed.). Taxonomy of Educational Objectives. Handbooks I and II. New York: David McKay Co., Inc., 1968.
- Burton, Genevieve. Personal, Impersonal and Interpersonal Relations. 2nd. ed. New York: Springer Publishing Co., Inc., 1964.
- Cohen, L. Jonathan. The Diversity of Meaning. New York: Herder and Herder, 1963.
- Coe, George A. What Ails Our Youth? New York: Charles Scribner Son's, 1925.
- Erickson, Erik H. Identity, Youth and Crisis. New York: W.W. Norton and Co., Inc., 1968.
- _____. Youth: Change and Challenge. New York: Basic Books, Inc., 1963.
- Ferguson, George A. Statistical Analysis in Psychology and Education. 2nd ed. New York: McGraw-Hill Book Co., 1966.
- Fleming, C.M. Adolescence—Its Social Psychology. New York: Grove Press, Inc., 1962.
- Frankl, Victor E. The Doctor and the Soul. New York: Alfred A. Knopf, Inc., 1965.
- Friedenberg, Edgar Z. The Vanishing Adolescent. Boston: Beacon Press, 1960.

- Fromm, Eric. Psychoanalysis and Religion. New Haven: Yale University Press, 1950.
- Hall, Calvin S. and Gardner Lindzey. Theories and Personality. New York: John Wiley and Sons Inc., 1967.
- Horney, Karen. Neurosis and Human Growth. New York: W.W. Norton and Co., Inc., 1950.
- Kelley, Earl C. In Defense of Youth. New Jersey: Prentice Hall Inc., 1963.
- Lubman, Samuel, M.D. (ed.). Emotional Forces In the Family. Philadelphia: J.B. Lippincott Co., 1959.
- Maslow, Abraham. Toward A Psychology of Being. New York: D. Van Nostrand Co., Inc., 1962.
- Masterson, James F. Jr. The Psychiatric Dilemma of Adolescence. New York: Little Brown and Co., 1967.
- May, Rollo. Man's Search For Himself. New York: W.W. Norton and Co., Inc., 1953.
- _____. The Meaning of Anxiety. New York: The Ronald Press Co., 1955.
- McArthur, Charles. "Distinguishing Patterns of Student Neuroses," Emotional Problems of the Student. New York: Appleton-Century Crofts Inc., 1961.
- McCullough, Celeste and Van Atta Loche. Statistical Concepts. New York: McGraw-Hill Book Co., 1963.
- Muuss, Rolf E. Theories of Adolescence. New York: Random House, 1966.
- Ostrovsky, Everett S. Children Without Men. New York: Collier Books, 1966.
- Parad, Howard J. (ed.). Crisis Intervention. New York: Family Service Association of America, 1967.
- Rogers, Carl R., On Becoming a Person. Boston: Houghton Mifflin Co., 1961.

- Ruesch, Jurgen, M.D. Therapeutic Communication. New York: W.W. Norton and Co., Inc., 1961.
- Schutz, William C. FIRO-A Three Dimensional Theory In Interpersonal Behavior. New York: Holt, Rinehart and Winston Inc., 1960.
- Staton, Thomas F., Ph. D. Dynamics of Adolescent Adjustment. New York: MacMillan Co., 1963.
- Sullivan, Harry Stack. The Interpersonal Theory of Psychiatry. New York: W.W. Norton and Co., Inc., 1953.
- Taylor, Donald L., M.D. Marriage Counseling, New Dimensions in the Art of Helping People. Springfield, Illinois: Charles C. Thomas, 1965.

Periodicals

- Bealer, Robert C., Fern K. Willets and Peter R. Maida, "The Rebellious Youth Subculture—A Myth." Children, 11:2, March-April 1964, 43-48.
- Bullock, Grace M. and Betty Sue Johnson, "A Study of Differences In Casual Thinking Between Schizophrenic and Nonschizophrenic Patients." Nursing Research, 19:2, March-April 1970, 129-31.
- Byers, Mary Lou, "The Hospitalized Adolescent," Nursing Outlook, 15:8, August 1967, 32-34.
- Evans, James L., M.D., "The College Student In the Psychiatric Clinic: Syndrome and Subculture Sanctions," The American Journal of Psychiatry, 126:11, June 1970, 1736-42.
- Eisenberg, Leon, M.D., "A Developmental Approach To Adolescents," Children, 12:4, July-August 1965, 131-35.
- Fuszard, Sister Mary Blaise, "Acceptance of Authoritarianism In the Nurse By the Hospitalized Teenager," Nursing Research, 18:5, September-October 1969, 426-31.
- Gimpel, Holly S., "Group Work With Adolescent Girls," Nursing Outlook, 16:4, April 1968, 46-48.
- Goldin, Phyllis and Barbara Russel, "Therapeutic Communication," The American Journal of Nursing, 69:9, September 1969, 1928-32.
- Goldsborough, Judith, "Involvement," The American Journal of Nursing, 69:1, January 1969, 66-68.
- Godene, Ghislaine D., M.D., "A Psychiatrist's Techniques in Treating Adolescents," Children, 12:4, July-August 1965, 136-39.
- Halleck, Seymour L., M.D., "The Psychiatrist and Youth: Joint Efforts Toward Innovation Solutions," The American Journal of Psychiatry, 126:12, June 1970, 1768-70.
- Hargreaves, William A., "Rate of Interaction Between Nursing Staff and Psychiatric Patients," Nursing Research, 18:5, September-October 1969, 218-25.
- Hays, J.S., "Focusing on Feelings," Nursing Outlook, 10:5, May 1962, 332-333.

- Hughes, H. Stuart, Ph. D., L.H.D., "Emotional Disturbance and Social Change," The American Journal of Psychiatry, 126:1, July 1969, 21-28.
- Keniston, Kenneth, "We Have Much To Learn From Youth," The American Journal of Psychiatry, 126:12, June 1970, 1767-68.
- Meyer, Margrit, "Family Ties and the Institutionalized Child," Children, 16:6, Nov.-Dec. 1969, 226-31.
- Moore, Judith Ann, R.N., M.S., "Encountering Hostility During Psychotherapy Sessions," Perspectives In Psychiatric Care, 6:2, 1968, 58-65.
- Mordock, John B., M.D., Mary H. Ellis and James L. Greenstone, M.S., "The Effects of Group and Individual Therapy on Sociometric Choice of Disturbed, Institutionalized Adolescents," International Journal of Group Psychotherapy, 19:4, Oct. 1969, New York: International Universities Press, Inc.
- Rosenbaum, Milton, M.D. and Joseph Richman, Ph. D., "Suicide: The Role of Hostility and Death Wishes from the Family and Significant Others," The American Journal of Psychiatry, 126:11, May 1970, 1652-55.
- Ross, Mathew, M.D., "Suicide Among College Students," The American Journal of Psychiatry, 126:2, Aug. 1969, 220-25.
- Schindler-Rainman, Eva, "Communicating With Today's Teenagers-an Exercise Between Generations," Children, 16:6, Nov.-Dec. 1969, 218-23.
- Schoel, Doris R., "Help For the Maladjusted Teenager," Nursing Outlook, 12:2, 28-31.
- Teicher, Joseph D., M.D., "Why Adolescents Kill Themselves," Mental Health Program Reports-4, NIMH Information, Publication No. 5026, Washington D.C.: U.S. Government Printing Office, Jan. 1970, pp. 53-62.
- Weinberg, Sheila, Catherine E. Schonberg and Darlene Y. Grier, "Seminars in Nursing Care of the Adolescent," Nursing Outlook, 16:12, Dec. 1968, 18-23.