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A COMPARISON OF FRUSTRATION PATTERNS AS REVEALED
BY PICTURE-FRUSTRATION STUDY SCORES
OF ORPHANS AND NON-ORPHANS

by

Aurelius Anthony Abbatiello

A Thesis Submitted to the Faculty of the Graduate School
of Loyola University in Partial Fulfillment of
the Requirements for the Degree of
Master of Arts

February

1952

LIFE

Aurelius Anthony Abbatiello was born in Chicago, Illinois, February 15, 1924.

He was graduated from St. Ignatius High School, Chicago, Illinois, June, 1942, and from Loyola University, February, 1948, with the degree of Bachelor of Philosophy.

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CHAPTER I

INTRODUCTION

Purpose of Thesis

The purpose of this thesis is to determine the differences in the frustration patterns of a group of orphan children as contrasted with a group of non-orphan children. It seems evident that such a difference exists from casual observation. This difference will exist largely as a function of environmental conditioning. The child from a normal home environment interprets life's situations in accord with his home experiences. Similarly, the child from the orphanage will also interpret these same situations in the light of his experience, acquired under the influence of supervisory figures in the orphanage.

The home environment prevalent in many institutions today lacks the ingroup relationships fostered by a home. The orphan child is not offered a great deal of the individual attention heaped casually day by day upon the non-orphan. H. Cameron states flatly, "In such surroundings (the institution) the mental life of the child may languish. His physical wants are cared for, but there the matter ends. In a rigid routine he is washed and fed,

but he may not be talked to or played with or stimulated in any way. His day is spent possibly lying in his cot, unnoticed and unnoticed."1

Indicative of the close intangible bonds developed in the ingroup relationship is the meeting of minds between parent and child. The attitudes encouraged by this relationship and for the most part unconscious to the child, are reflected and capable of detection in the unrestrained overt behavior of the child.

It seems logical to assume, then, that there will exist pattern responses ranging from typical to atypical frustration pattern for these two types of children. Varying amounts of frustration exhibited to socially frustrating situations will be evidenced in the child's behavior. Further, it is anticipated that on being tested with a projective measure the child will demonstrate quite satisfactorily an aggressive or resistive pattern of behavior.

Psycho-somatic Factors

Characteristic of a young child's success in in- out-group situations is the emphasis laid on physical factors. The child's environment demands that he be like his playmates. The frustration threshold in such a situation may be perceptibly lowered by a number of determinants, e.g., weight and height or

¹ H. C. Cameron, The Nervous Child, London, 1924, 126.

physical stature, and bodily condition.

Height, weight and bodily condition as attributes of the psycho-physical entity are of extreme importance to the child. As unimportant as these physical attributes may seem in the logical scheme, the child tends to exaggerate these attributes with the result that he becomes excessively critical of any deviation. The realization of a digression within himself may develop feelings of inadequacy in being unable to execute fully the demands made on him.

Comparative psychology as presented by H. Werner demonstrates in the greatest detail the rigidity of the mental outlook of a child.² Any deviation from the accepted pattern will cause a change in the child's outlook. Nonconformity may cause the in-group relationship among children to fail. Frustration, the resultant of a conflicting choice, in such situations is an almost inevitable result of nonconformity.

Turning to the more intangible aspect of the psycho-physical entity, we find that there are several symptomatic patterns relevant to a diagnosis of frustration. Aggressiveness in children becomes evident at a very tender age but the conditioning influence of the surrounding environment submerges this symptomatic mode of behavior until only the socially accepted avenues

² Heinz Werner, Comparative Psychology of Mental Development, trans. by E. Garside, New York, 1940.

of outlet are in evidence. An attempt is here made to quantify this phenomenon by means of a structured projective measure.

Regression is often a disconcerting complaint of parents whose child has displayed neurotic symptoms of insecurity. The frustrated child displaying this symptomatic behavior refuses to progress to future goals. Past successes are so satisfying and pleasureable in the light of the present that immediate happiness is achieved by reliving these experiences.

Fixation, another negative symptom of underlying frustration, is typical of the perplexed mind. The pressures of conflicting choices become so involved lacking the proper weighting that indecision predominates the actions of the overt behavior pattern. Dr. N. Maier distinguishes two forms of fixation on a qualitative basis.³ One form of fixation is produced under frustration, the other, under motivated learning.

Psycho-social Factors

By far the most potent of all personality molding forces, it is generally agreed, is the primary social experience with the family, particularly the mother. If a parent maintains toward the child a consistent attitude of indifference and hostility, the child's personality will be correspondingly affected thereby. His outlook on life, his attitude toward people, his entire psychical

³ Norman R. F. Maier, Frustration, The Study of Behavior Without a Goal, New York, 1949, 157.

development is tempered by this parental attitude. Life under a regime of indifference develops a psychical pattern of quite a different type than under one of complete overprotection.

By the same token two siblings in the same environmental situation who have been exposed to differences in attitude may manifest profound personality variations solely on this basis. In social situations aggression is manifested in various ways, i.e., having one's way, dominating situations, developing temper tantrums and manipulating the surroundings to centralize the self. A lack of aggression is characterized by a negation of these manifestations. It has been found claims D. M. Levy that 'the aggressive child shows "domination", the submissive child, timidity and withdrawal'.⁴

The in- outgroup situation within the institution does not duplicate that found in the family. Here the child considers himself common to the entire group with which he is housed. Prejudices and discrimination which result naturally from the family are little in evidence here. The fact that the institutional group is comparatively free of bias has been substantiated by first hand informants who have been exposed to this conditioning in the City of Childhood, Moosehart, Illinois.

Children at the age of five or six years have not been

⁴ D. M. Levy, Maternal Overprotection, New York, 1943, 197.

influenced to any great extent by direct formal education. The learned attitudes that naturally color responses to a stimulus are typical of those fostered by the home. A reflection of the parents' attitudes superimposed on the child's personality matrix forms a good portion of the child's mental outlook. Resistance to frustration is determined by the amount of adequate adjustment existing between the individual and the environment. Inadequate adjustment or nonconformance to personal standards will result in a lowered threshold for frustration. This lowering of the threshold permeates all the avenues open to social interaction, allowing the maladjustment, if such results, to be expressed through all phases of adjustment.

Moral standards taught to a child, although presented as a guide to socially acceptable conduct, have little or no meaning unless immediately applicable to the situation at hand. Those standards of conduct which have not been presented and yet appear become acceptable as products of trial and error learning, e.g., hearsay and unhampered observable practices. Such a set of heterogeneous standards is accepted by the younger set in the institution and applied to their activities.

In today's home quite the reverse is true. The child belonging to a small family is encouraged to develop bonds closely uniting the parents' activities with those of the child. These bonds are controlled by society's moral standards, adapted for home use by the parent for the good of the parent. Relationships

between children are also governed by these standards. The result of overt behavior in this light will be interpreted as acceptable or nonacceptable in conformance with adult norms.

Age and Environmental Factor

Preschool children are faithful products of the milieu. Within the age bracket the ingroup form of relationship completely occupies the mental energies of the child for he is not yet capable of caring for all his needs. Adopted habit patterns are only now becoming coordinated; coordination, wherewith he may be able to fulfill his needs. However, the experiential background is sufficient to emotionally color such acquired habit patterns negatively or positively. Those frustrating situations presented in the P-F Study of Dr. S. Rosenzweig have been devised to subtract the essential of resolution from ego-blocking or superego-blocking situations.

"Among features of the external environment that are likely to have a very important influence on a child's personality development," observes Dr. Jersild, "are the attitudes and practices of his elders."⁵ The physical surroundings, the socio-economic factor as well as the outgroup relationship from within the home may not mold the child's outlook as the mental attitudes of a parent will. The mimetic expressions of a child reflect in

⁵ A. T. Jersild, Child Psychology, New York, 1947, 585.

word and deed the developmental characteristics of the parent. Inherited inclinations to the performance of specific actions are bolstered by the nurture of mimicry. Another sibling may also serve as a template in providing reactions which may be adopted in whole or part, adequate to the resolution of a new problem. "Advancing to later childhood, deliberate copying becomes a more and more important factor in the growing personality, especially, for example, in the adoption of prejudices, beliefs and attitudes of one's elders."⁶

Frustration tolerance, then, in a child is tempered by the physical and mental milieu. The amount of said tolerance existent at the time of measure is a function of the assimilation of physical and mental patterns suspended in the milieu. The measureable amount of acceptance in terms of frustration tolerance is reflected in the score achieved on completion of the P-F Study.

Testing for frustration tolerance at this age removes the inherent difficulty imposed by the educative factor. The change made by education would certainly influence the obtained results to a considerable degree. The absence of school influence at this time enables one to gain greater insight into the frustration tolerance fostered by the ingroup environs. Formal education gives working definitions of common concepts to the child.

⁶ G. W. Allport, Personality, A Psychological Interpretation, New York, 1937, 157.

Beyond this point of presentation the child must make his concept conform to the general concept of the outgroup and justify in-group image concepts with those of society.

The purpose of this thesis, then, is to determine whether or not there are any significant personality differences between an orphan group of children and a non-orphan group of children as this is reflected in the type and amount of frustration and aggression shown by the Rosenzweig Picture-Frustration Study.

CHAPTER II

REVIEW OF RELATED LITERATURE

There are very few contemporary works of the past decade devoted wholly to an investigation similar in scope to the present one. Only recently has any attention been directed to frustration in the preschool child. The most noteworthy attempt to evaluate typical modes of response to common frustrating social situations in children has been the Picture-Frustration Study of Dr. S. Rosenzweig. The study of frustration patterns by him and his associates has resulted in the production of a structured projective measure for measuring "responses to frustration".

Relative to children and frustration phenomena in general, the following studies are representative.

Theoretical Treatises in Psychological Literature

The theoretical ramifications in the operation of the frustration phenomenon are best described by Dr. S. Rosenzweig.¹ His projective test technique for frustration consists of cartoon-

¹ S. Rosenzweig, "The Picture-Association Method and Its Application in a Study of Reactions to Frustration", *Journal of Personality*, 14, 1945, 3-23.

like pictures, each depicting a frustrating situation, each divisible into ego-blocking and superego-blocking situations. Both associative and projective set responses are to be elicited on presentation of this test. Scoring is accomplished by categorizing responses into extra-, intro- and impulsive, obstacle-dominant, ego-defensive and/or need-persistent behavior. Symbol scores are compiled and analysis thereof is achieved on a record blank.

In justification of his premise on frustration, Rosenzweig claims that his theory is a natural outgrowth of work in experimental psychoanalysis.² The various types of stress involving the self and the kinds of reaction categories postulated as well as the concept of the frustration phenomenon stems from this work.

A children's form of the P-F Study by S. Rosenzweig has made it possible to attempt the same projective technique with children.³ The scoring of the test as well as the interpretative concepts are comparable for each form of the test. Norms by age level for the various scoring categories and factors and for the Group Conformity Ratings reveal a decreasing extrapunitive-

² S. Rosenzweig, "An Outline of Frustration Theory" in J. McV. Hunt's Personality and the Behavior Disorders, New York, 1944, 379-388.

³ S. Rosenzweig, E. E. Fleming and L. Rosenzweig, "The Children's Form of the Rosenzweig Picture-Frustration Study", Journal of Psychology, Provincetown, Massachusetts, 26, 1948, 141-191.

and an increasing intropunitiveness and impunitiveness that may be expected with maturation, as contrasted with clinical applications

In discussing the determination of the presence of frustration,⁴ Miller quotes this statement from his book "Frustration and Aggression", "the occurrence of aggression always presupposes the existence of frustration, and contrariwise, frustration always leads to some form of aggression."⁵ By so doing, it is his expressed presumption that the determination of the presence of such a stimulus, when overt behavior is prevented, can be made by observing indirect or less overt acts.

Levy contends that many frustrations do not evoke aggressive responses in the sense of discharging hostility against a social object.⁶ Examples from animal behavior show that a distinction must be made between physiologic and social types of frustration. A review of the behavior patterns of one hundred experiments on children from two to thirteen years of age showed that the aggressive act is a continuous social process, an integrated unit of behavior involving the psycho-somatic organism, with various external influences brought to bear upon this act in

⁴ N. E. Miller, "I. The Frustration-Aggression Hypothesis", *Psychological Review*, 48, 1941, 337-342.

⁵ N. E. Miller, R. Sears, O. Mowrer, L. Doob and J. Dollard, Frustration and Aggression, New Haven, Connecticut, 1939.

⁶ D. M. Levy, "V. The Hostile Act", *Psychological Review*, 48, 1941, 358-361.

every phase of adjustment.

Experimental Studies in Psychological Literature

A search for possible relationships between factors of age, sex, gross environmental differences on one hand, and the frequency and type of aggressive behavior on the other was attempted by Muste in collaboration with Sharpe.⁷ Aggressive responses to experimental situations were studied. Results show that the number of aggressive responses increased with age among preschool age children from two distinct environments. The overall frequency of aggressive responses were greater among boys than among girls.

Fite, controlling the socializing influence of the nursery school environs, studied the attitude of children toward physically aggressive behavior.⁸ Each child was observed a total of twelve or fifteen hours. In the situation verbalization of the children's attitudes was said to be "a direct representation of parent attitudes. There appeared to be no consistent relationship between what the children had to say about 'rights' and 'wrongs' of aggressive behavior and the degree of aggression

⁷ M. J. Muste and D. F. Sharpe, "Some Influential Factors in the Determination of Aggressive Behavior in Preschool Children", *Child Development*, 18, 1947, 11-28.

⁸ M. D. Fite, "Aggressive Behavior in Young Children and Children's Attitudes Toward Aggression", *Genetic Psychological Monograph*, 22, 1940, 151-319.

shown by them."⁹ Attitudes were also influenced by experience with other children, by the child's own personality and by techniques used by teachers in handling aggression.

In developing a distinctive approach to the ascertaining of ingroup relationships Sears, in collaboration with Pintler and Sears' wife attempted to determine the effect of doll play on children and the reflection of social taboos projected therein.¹⁰ Two twenty minute projective doll play sessions were completed with one hundred and twenty-six children. It was found that boys from father-absent homes portrayed much less aggression than boys from father-present homes. The difference for girls was not reliable, and in the opposite direction. The boys exhibited more aggression toward fathers than toward mothers, and more toward the former when at home than when away. More self-aggression by the boys was observed among the father-present group than among the father-absent group.

Appel provides data relative to the motivation of nursery school children's behavior and the treatment of aggressive situations by adults.¹¹ Desire for the possession of property is

⁹ Ibid.

¹⁰ R. Sears, M. Pintler and P. Sears, "The Effect of Father Separation on Preschool Children's Doll Play Aggression", *Child Development*, 17, 1946, 219-243.

¹¹ M. H. Appel, "Aggressive Behavior of Nursery School Children and Adult Procedures in Dealing with Such Behavior", *Journal of Experimental Education*, 11, 1942, 185-199.

a more frequent course of aggression for two year olds than for four year olds, and more usual in the underprivileged groups. Difficulties due to cross-purposes appeared more often in the privileged schools. The aggressive tendencies of a given child depend "not only on age, intelligence and socio-economic status, but also on his individual life."¹²

Making every effort to create frustration by presenting conflict situations undisturbed by discriminative difficulties, Barker devised an experimental situation concerned chiefly with time lapse and vicarious trial and error (VTE) behavior that occurs during the resolution of conflict in test situations.¹³ Nineteen boys, age nine to eleven, were presented with sequences of forty-two pairings of seven liquids, in both "real" and "hypothetical" situations. Compiled results indicate an inverse relationship between the time required to resolve the conflict and the "distance" between alternatives, and between the amount of VTE behavior and the "distance" between alternatives in the preference series.

A measure of the strength of frustration by establishing the proportion of time spent in barrier and escape behavior was

¹² Ibid.

¹³ R. Barker, "An Experimental Study of the Resolution of Conflict by Children" in Q. McNemar's and M. A. Merrill's Studies in Personality, New York, 1942, 13-34.

attempted by Barker, Dembo and Lewin.¹⁴ Children, age two to five, were observed while playing with toys in a free play situation and in a frustrating situation. A seven point constructiveness-of-play scale was developed. Constructiveness scores in the free play situation correlated 0.73 with the MA and 0.79 with the CA; with the omission of four subjects the correlations became 0.81 and 0.81. Constructiveness scores decreased from the free play to the frustrating situation on the average, equivalent to 17.3 months MA. Children showing strong frustration patterns showed a greater reduction in constructiveness-of-play. Regression was linked to differentiation and disorganization, due to emotional tension or due to the person being in an overlapping situation, decrease in security, and a decrease in the extent of time perspective.

Social Literature

Justifying the cultural dynamics evident in projection, Frank conceives of the psycho-cultural approach to the individual personality as a dynamic process whereby the subject creates, maintains and defends his private world.¹⁵ The subject's private world arises from his taking over and utilizing all the patterns

¹⁴ R. Barker, T. Dembo and K. Lewin, "Frustration and Regression: An Experiment with Young Children", University of Iowa Student Child Welfare, 18, 1, 1941, xv, 314.

¹⁵ L. Frank, Projective Methods, Springfield, Illinois, 1948, 37.

of our cultural tradition, but doing so in his own peculiar idiomatic way, with the feelings that his experiences in childhood have established as his susceptibilities and his immunities and persistent affective reaction pattern.

It is characteristic of projective methods to provoke such emotional reactions as feelings of anxiety, guilt or hostility. These methods reveal characteristic patterns such as submissiveness, dominance, constriction, generosity, free flowing affectivity and describe dimensions of the personality process for which limitations can be given.

Alexander elaborating on the likelihood of eliminating frustration feels that theoretically it is conceivable to eliminate frustrations from life by control of the subjective needs and drives of man.¹⁶ The spoiled child exemplifies such a one whose pattern of needs and drives has been controlled. However, spoiling a child in early life finds him unsuited and unprepared to cope with unavoidable confronting frustrations in the struggle of life. Everyone, even the spoiled child, must be exposed intermittently to frustrations which prompt the individual to undertake groping efforts at their elimination.

J. L. Despert finds that children suffering from schizophrenia incited by frustration have a better chance for recovery,

¹⁶ F. Alexander, "A World Without Psychic Frustration", American Journal of Sociology, 49, March, 1944, 465.

while aided by the attending physician in the home environs.¹⁷ Although the prospect of complete recovery remains doubtful, results of this sort of treatment which allows the child to live at home with his family have been encouraging.

Dr. Reymert, director of the Moosehart Laboratory for Child Research, seeks to establish standards for the diagnosis of the syndrome frustration.¹⁸ As propounded by him indicative signs established as sound criteria are crying, making excuses, becoming angry, showing nervous twitching, fidgeting and intentional slow-down. Test results obtained by his staff reveal that the brighter the child, the higher his frustration tolerance. Social climbers, on the other hand, have a low frustration tolerance.

Failure or frustration which are synonymous terms to Kraines does not in all cases develop neurotic manifestations.¹⁹ A dissatisfied individual because of the impracticality of the achievement of a certain goal learns to redirect his energy into some individually or socially constructive channels.

Going on to describe the results of frustration, he states, "Practically all experiences of failure or frustration,

¹⁷ "Remove Frustration", Science, Newsletter, 49, June 8, 1946, 356.

¹⁸ "Temper Test Needed", What's on Your Mind, Science Digest, 25, May, 1949, 39-40.

¹⁹ S. H. Kraines, "Can They Take It?", Parent's Magazine, 15, October, 1940, 15.

if left unsolved and if not handled in a proper mental hygienic fashion, result in tension. Tension is not only physical but psychological as well, and will tend to express itself in many vicarious or roundabout ways. We know many children and adults who constantly fidget, move about, bite their finger nails, and smoke innumerable cigarettes. All these are signs of tension, in other words, signs of frustration."²⁰

Psychiatrists have postulated a variety of aggressive patterns common to children between the ages of eighteen months and four or five years of age.²¹ But, if a child continues to display hostility through the years, the time has arrived to note its intensity and determine the possible cause. This form of destructiveness in early childhood, which may stem from a lack of security or tension in the ingroup relationships, may be perpetuated and become a fixed mode of behavior.

Lowrey, in commenting on over-timidity, says, "The over-tired, over-meek child is even more vulnerable than the over-aggressive child" to frustrating problems.²² "Aggressiveness can be channeled towards constructive ends. But, if the over-timid child loses touch with reality too much, he may never be able to accept

²⁰ Ibid., 42.

²¹ L. Lader, "Warning to Parents", This Week Magazine, April 29, 1950, 5.

²² Ibid.

stimulation and become socially adjusted."

Summary

The Rosenzweig Picture-Frustration Study as a psychological tool has been devised to measure the frustration phenomenon. This test is of a projective nature calculated to perceive stresses in the interaction of the self and the environment. The ability of such a technique to perceive stresses in both overt and covert behavior has been the controversial point upon which the quantification of this phenomenon lies.

Reactions of subjects to controlled frustrating situations seem to be a function of environmental conditioning for either sex. As illustrated by these reactions heredity seems to play a minor role in the frustration phenomenon. The strength of the conflict involved determines the amount of adjustive behavior to be displayed by a normal individual. However, regression may be the result of insurmountable conflicting alternatives.

The existent cultural milieu surrounding any individual fosters the generation of frustration. The life cycle of the individual with its concomitant demands and strives occasions the conception of frustration. It is only conceivable of eliminating frustration within certain limitations. Frustration tolerance of varying amounts is a factor of heredity by virtue of the fertility of a more diligent intellect. Sublimation is one avenue open to the aversion of the deleterious effects of frustration. In the form of aggression the child more liberally

endowed is less susceptible to the neurotic effects of frustration than is the over-meek child.

CHAPTER III

MATERIALS AND METHODS USED IN THE PRESENT STUDY

Sample Groups Studied

At the outset of this work it was stipulated that an effort would be made to select two groups of children representative of the populations of orphans and non-orphans at specified ages. The variables of religious background, social adjustment, age and physical development as well as observed mental capacity to a lesser degree were controlled as carefully as possible. Twenty children comprise the non-orphan group, twenty-four children, the orphan group.

The obvious limitations of such a small sampling has not proven to be as disconcerting as it might appear to be at first glance. The sampling represents a controlled selection of subjects. Subjects of the non-orphan group have been chosen from metropolitan elementary schools, John Ryerson, Bezin Orr, and Our Lady of the Angels. The economic, social and religious background of these children encompass as varied a combination as is possible to obtain in a metropolitan area. The criteria determining the selection of subjects for the non-orphan group are as follows:

(1) The child must be living with both parents and have lived therewith since the age of two years;

(2) The child must come from a family of one or more siblings;

(3) The child must not deviate mentally from the pattern of a normal child.

Subjects of the orphan group have been chosen from metropolitan orphanages, St. Joseph's Home for the Friendless, and Uhlich Orphanage. The economic, social and religious background of these children is that fostered by a home maintained by a religious faith, i.e., Roman Catholic and Lutheran Protestant. The criteria determining the selection of subjects for the orphan group are as follows:

(1) The child must have been an orphan since the age of two years;

(2) The child must have entered the home at or before the age of two years;

(3) The child must not deviate mentally from the pattern of a normal child.

The adequacy of this controlled sampling is substantiated by agreement of results obtained by the author with those obtained by Dr. S. Rosenzweig.¹ The standard deviations and

¹ S. Rosenzweig, E. E. Fleming, L. Rosenzweig, "The Children's Form of the Rosenzweig Picture-Frustration Study", *Journal of Psychology*, 26, 173.

means listed for the categories, factors and superego patterns numerically approximate rather closely those described herein. The population of this study numbers forty-four subjects while that of Dr. Rosenzweig numbers fifty-nine subjects representing a combined group population at two age levels, 4-5 and 6-7.

Rosenzweig P-F Study

It is assumed that responses to frustration will be apparent in the projected structured responses of a subject. It is assumed further that the tone of these responses will be clearly of an emotional type. Rosenzweig, in his attempts at picture frustration, clearly finds these projective responses in the outlining of normal family situations typical in a child's life.

Rosenzweig's test booklet contains printed instructions required for good rapport in its administration. In the administration of this test in the present study the instructions, read aloud, were as follows:

We are going to play a game. Here are some pictures of people doing and saying different things. Look at the pictures carefully one at a time. One person is always shown talking. [I'll] read what that person is saying. [Tell me] what you think the boy or girl would answer. The answer you give should be the first thing you think of. Do not make jokes. Work as fast as you can.²

There are two exceptions in these instructions as compared to those contained on the face of the test listed in the Appendix.

² Ibid., 142.

The original instructions require the subject to "Read what that person is saying." and "Write in the empty space what you think the boy or girl would answer." rather than the above. The fact that a preschool child could be expected neither to read nor write intelligibly necessitates these changes.

The test booklet contains twenty-four cartoon situations that a child may daily encounter in his immediate environs. These cartoons portray situations where there are needs of approval, affiliation, inviolacy, freedom, nurturance, etc.. Within these portrayals of projected needs are frustrating types of situations, e.g., deprivation, conflict and accusation. The frustrater varies, being either a peer subject in the guise of a playmate, brother or sister, or an authoritarian subject in the guise of mother, father, teacher or supervisor.

The test is divided into situations that have proven frustrating by observation, frustrating in the sense that they are ego-blocking or superego-blocking. Ego-blocking situations are portrayed in cartoons 1, 2, 3, 4, 5, 9, 10, 16, 17, 18, 20, 21, 23 and 24. These portrayals present situations wherein some obstacle, personal or impersonal, interrupts, disappoints or deprives the subject directly. Superego-blocking situations are portrayed in cartoons 6, 7, 8, 12, 13, 14, 19 and 22. Herein the subject is charged, accused or incriminated by another. Situations 11 and 15 are ambiguous.

Both ego- and superego-blocking situations are related.

Previous ego-blocking sees the present frustrater as the formerly frustrated in superego-blocking. The subject, on the other hand, may also read ego-blocking into a superego-blocking situation and vice versa. Scoring these unusual interpretations will follow the bent of the trends displayed throughout the test situation. But the sequence of the presentation of the cartoons must be followed closely in order to provide an adequate basis for the analysis of trends.

Methods of Data Analysis

In the organization of the P-F Study the assumption has been made that a child's projections consciously or unconsciously identify the portrayed frustrated character with the self, the subject's bias being reflected therewith. In an effort to measure this bias, scores representative of the direction of aggression and type of reaction displayed have been assigned to represent that type of response elicited. Under the heading of direction of aggression are enumerated extrapunitive, introjective and impulsive. The letters E, I and M serve as scoring symbols for each of these directions of aggression. Type of reaction accounts for obstacle-dominance, ego-defense or need-persistence within each direction of aggression. The letters E, I and M followed by an apostrophe signify an obstacle-dominant type of direction of aggression. The letters E, I and M without markings signify an ego-defensive type of direction of aggression. The lower case letters e, i and m signify a need-persistent type of

of direction of aggression. A brief summary of scoring factor definitions including two variants may be found in Appendix I.

In scoring responses it has been found that most require only one factor symbol. Two distinct trends within a response will demand the assignment of more than one symbol. If, however, the first few words of a response serve only as an introduction to a statement, the factor assigned to the statement will be that which best indicates the overall trend of thought. "Alright", "O.K." or "I don't care-" prefixing an extrapunitive expression serve as introductory expletives which can well be omitted in final scoring because of their casualness. Two or more distinct trends in thought must be scored separately.³

Of some importance is the combination score M'/E/, employed as a scoring symbol for responses whose trend is made not quite obvious by the statement of the subject. The fact that it stands enclosed by lines demonstrates its unitary nature. Of course, scoring should be based on explicit meanings but occasions do arise wherein obvious trends are manifest in thinly veiled responses necessitating the use of such a symbol.⁴

Within a given response the subject may indicate his being blocked by the frustrating situation at hand (O-D), he may direct active aggressiveness toward others or himself (E-D), or

³ Ibid., 147.

⁴ Ibid.

he may present the tester with a solution to the problem confronting him (N-P). The factor symbol to be assigned to this progressive development within the frustrating situation is the last to be achieved. If two distinct responses are presented which are unrelated in the sense that they are not the result of development, two factors are scored.⁵

The e factor is scored as the demand for assistance becomes persistent. If not, the E' factor takes precedence. If the persistence hinges on defiance with a definite refusal to conform, the response is scored in terms of the E factor. The E factor is also employed in cases wherein the response accuses the frustrator of being discriminatory against the frustrated. A variation in the scoring of superego situations occurs as the child is called to account for damage that has occurred and belittles the same. The impertinent response is scored with the E factor and not the M'.⁶

Conformity in the responses of children in lieu of their subordinate role to authority are scored with the m factor. If the response entertains tones of seeking permission or satisfaction with later compliance, the e factor is scored with the m. If, however, conformity is qualified ungraciously by indications of discomfort, the score becomes E' / /m. The phrases "Alright",

⁵ Ibid., 148.

⁶ Ibid., 149.

"O.K.", "I know but-", etc., if considered alone, provide evidence of being categorized under the M factor. But, these expressions may be introducing a response wherein the N-P factor is predominantly operative, herein the sense of frustration seems to be minimized yielding a score of m.⁷

Correlation of Data

Detailed scoring is noted on the Record Blank accompanying the test booklet. In addition to the name, age, grade, date, time required to complete the test and the name of the tester are: Item Scores which on computation yield the Group Conformity Rating; Profile and Deviation Patterns which present the score sums and percentages thereof; Super-Ego Patterns which list the direction of aggression in terms of superego frustration; Trends which place quantitative limitations on the Item Scores; and, Total Pattern which concisely presents the overall direction of aggression.

Considering the aforementioned more minutely, we find appropriately noted under the columns marked Item Scores the symbol assigned to each of the subject's responses. The scoring factor responses are divided in columnar arrangement as to reaction type. To compute the Group Conformity Rating from the Item Scores each scored symbol is compared with the correct symbol assigned that situation, thereby determining the correctness

⁷ Ibid.

of the given response. If more than one symbol has been accepted as a standard response that part or parts of the subject's response matching the criterion is scored. The total number of correct responses are then added. The resultant of this summation is converted into a percentage score on the basis of the total number of situations to which the child has responded.⁸

To complete the Profile and Deviation Pattern the total number of times the scoring factors appear in the entry are tallied for each category, and converted into percentage scores. Each category is equally weighted. As noted in the computation of the GCR, the percentage scores obtained for each type of reaction and direction of aggression is based on the number of situations to which the child has responded.⁹

The Super-Ego Patterns profile section has been adopted to provide a measure of the subject's defensiveness in social situations. Defensiveness is considered here as the denial of the commission of a wrong or the repudiation of the reprehensible motivation connected therewith. The symbols E and I as herein noted refer not to categories but to ego-defensive factors; M, to a category. The frequency of the appearance of E with and without the inclusion of E may now be more easily considered, as well as I

⁸ Ibid., 179.

⁹ Ibid.

with and without I. Since both M and I involve absolution from blame, these categories may be considered together.¹⁰

Subjects have been found to alternate consistently in their responses during the course of the test from one type of reaction and/or direction of aggression to another, thus necessitating the analysis of transpiring trends. Any such change in sequence is obviously important to a thorough understanding of reactions to frustrating situations since much depends upon a child's reactions to his own reactions. Similarly, it is possible for responses to predominate in one column of the Item Scores for the first half of the test and to alternate running the complete length of the remainder of the test in a second column. A positive trend, therefore, may be judged as one in which a category predominates the first half of the record; a negative trend, as one in which a category predominates the second half.¹¹

The formula for calculating these trends has been found to be $\frac{a-b}{a+b}$, where a represents the sum of the factor in the early half of the record; b , the amount in the latter half. According to statistical standards, a trend, to be meaningful, must be based on four or more items and have a minimum value of ± 0.33 . Trends one, two and three consider the direction of aggression in each of the

¹⁰ Ibid., 181.

¹¹ Ibid., 182.

three type of reaction columns listed under the symbols O-D, E-D and N-P. These trends consider within column changes comparing the frequencies of E, I and M in the two halves of the record. The fourth trend sees a consideration of the overall direction of aggression. The distribution of the factors within the three type of reaction columns regardless of direction is considered under Trend five.¹²

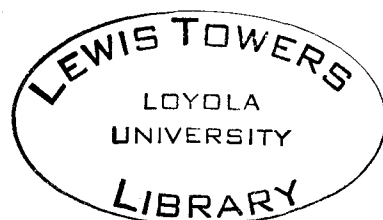
The Total Pattern considers the three factors appearing most frequently in the test record. The factor symbols are listed in their order of frequency and related by arithmetic symbol. The underlying consideration within this section of the profile accentuates frequency, type of reaction and direction of aggression are disregarded.¹³

Accompanying the Record Blank the author has added a rating scale wherein the immediate supervisor, teacher or tester rates the child as to obvious adjustive attributes, as well as the personal makeup of the child's mental pattern. This scale has been devised solely to complement the findings of the test record. Its value lies in its simplicity, the simplicity of a profile presented by an observer who subjectively rates the child in terms of adjustive behavior. Adequate adjustment to the in-

¹² Ibid., 183.

¹³ Ibid.

outgroup relationship can best be ascertained by unqualified observation provided, of course, that personal bias tempers the ratings to the least degree.



CHAPTER IV

PRESENTATION AND INTERPRETATION OF DATA

Keeping in mind the premise and its subsequent ramifications, the following histograms and tables are presented as graphic illustrations of the results compiled from each P-F Study. The graphs have been plotted in standard scores for categories and factors established by Dr. Rosenzweig which represent direct conversions of Study results. The tables in accord with Dr. Rosenzweig's thinking are presented as a guide to standardization, enabling on comparison to identify the results yielded by one Study to the sample tested.

Presentation of Data

Each child's results have been converted from these tables to standard scores and placed in their proper place.¹

Table IV outlines the spread of the sample population in standard scores for categories dealing with direction of aggression, E, I and M, and type of reaction, O-D, E-D and N-P.

¹ The standard scores here in question have been computed according to the formula $Z = \frac{10(X-X)}{SD} + 50$.

SD

Percentage scores converted into comparable standard scores represent a composite mean score for the age group specified. The numerical values required in the conversion are to be found recorded in the columns marked "%" within the Profile and Deviation Pattern of the Blank. The conversion of scores is achieved by simple interpolation. The scatter of scores in the distribution for categories E and O-D is limited by $\pm 2\sigma$; for categories I and E-D, by $+2\sigma$ and -2.5σ ; and, for categories M and N-P, by $+3\sigma$ and -2σ .²

Table V describes standard scores for the frequency in appearance of the factors E, I and M. Frequencies quoted as comparable to a given standard score represent a composite mean score for the age group. The frequency in appearance of each factor symbol within the Blank is tabulated in the Profile and Deviation Pattern. The overall spread of scores for the frequency of factor E is $\pm 2\sigma$; of factor I, $+3\sigma$ and -2.5σ ; and, of factor M, $+5.5\sigma$ and -2σ .³

Table VI lists standard scores for the frequency in appearance of the remaining factors E', I', M', e, i and m. Specified frequencies have been directly converted within this framework to standard scores. The numerical values for each of

² See Appendix II, Table IV, 78.

³ See Appendix II, Table V, 79.

these factors is also tabulated in the Pattern of the Blank. The overall variability of scores for the frequency of factors E' and e is $+3.5\sigma$ and -1.5σ ; of factors I' and i, $+3.5\sigma$ and -1.5σ ; and, of factors M' and m, $+3\sigma$ and -1.5σ .⁴

Table VII gives the standard scores comparable to given percentage scores achieved as a Group Conformity Rating. As in the case of the categories these percentage scores are representative of the mean for the age group. The values required in the conversion to standard scores are to be found on the Blank as a cumulative score, the percentage of which represents the summation of Item Scores. The variation of scores in this distribution is limited in terms of standard scores by $+2\sigma$ and -2.5σ .⁵

Interpretation of Data

The following histograms, sixteen in number, give an adequate overall picture of the results yielded by the administration of the P-F Study. Group A, the non-orphan group, and Group B, the orphan group, are both plotted on each of the graphs. Each category and factor, and the Group Conformity Rating are illustrated on a separate graph. The frequency with which each category, factor or rating appears is plotted on the vertical axis; the converted standard scores, on the horizontal axis.

⁴ See Appendix II, Table VI, 80.

⁵ See Appendix II, Table VII, 81.

Figure 1 illustrates the distribution of Groups A's and B's scores for the category extrapunitive as concerned with direction of aggression.⁶ The spread of converted standard scores ranges from a score of 30 to one of 72.5. The greatest frequency in the appearance of this category in Group A's distribution is 5 within the interval 55-57.5. Group B's distribution marks its greatest frequency, 4, within the interval 40-42.5. The range of the distribution for Group A is 42.5 standard scores, the mean, 53.5 standard scores. Distribution B's range is 37.5 standard scores, the mean, 49.5 standard scores.

Figure 2 develops the distribution of Groups A's and B's scores for the category intropunitiveness as concerned with direction of aggression.⁷ The spread of scores extends from a score of 25 to one of 70. The greatest frequency in the appearance of this category in Group A's distribution is 6 in the interval 42.5-45. Group B's distribution yields its greatest frequency, 4, bimodally within the intervals 42.5-45 and 57.5-60. The range of the distribution for Group A is 32.5 standard scores, the mean, 46.75 standard scores. The range of scores in the latter distribution is 45, the mean, 51.6.

Figure 3 presents the distribution of Groups A's and

⁶ See Figure 1, 38.

⁷ See Figure 2, 39.

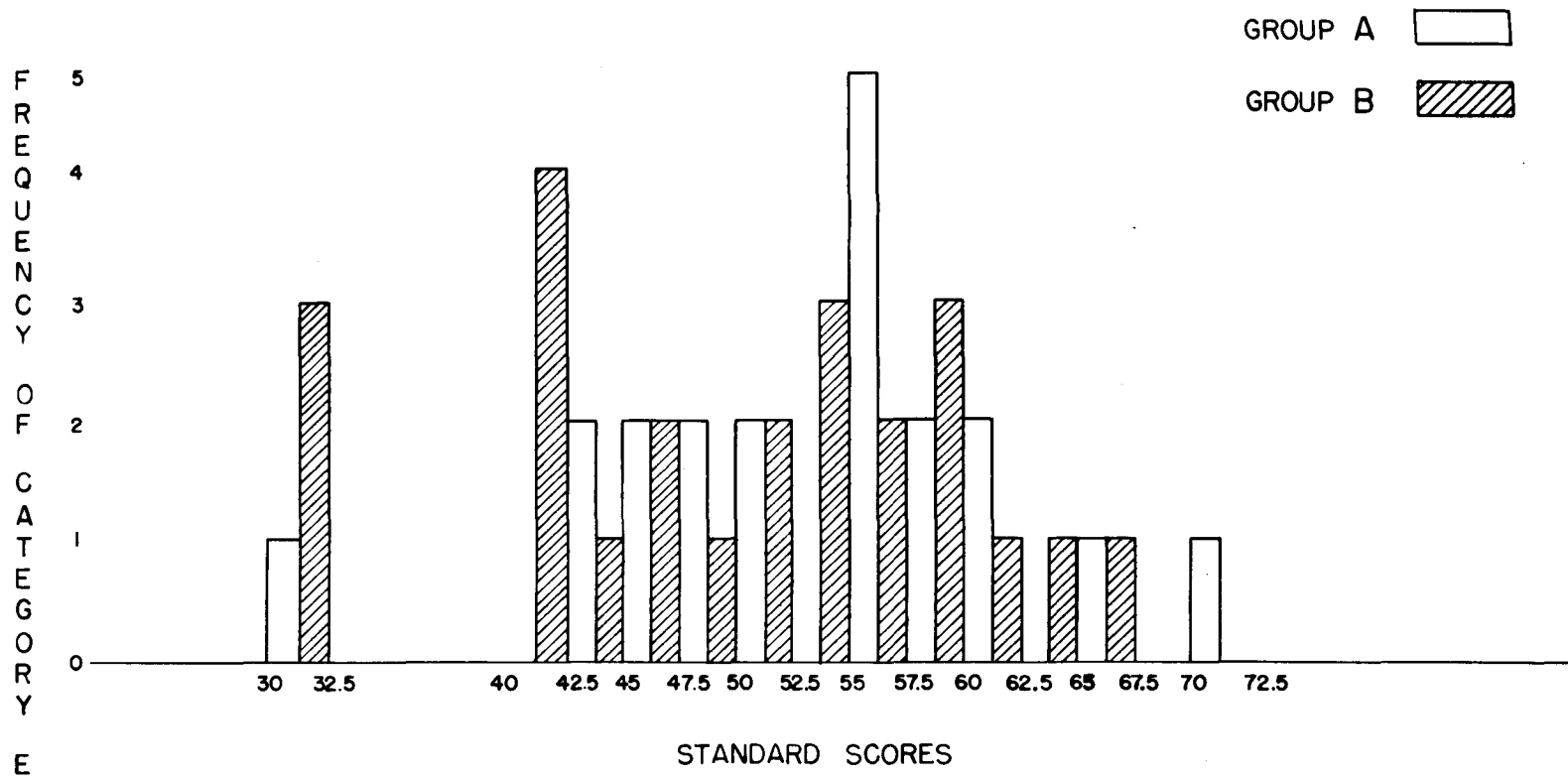
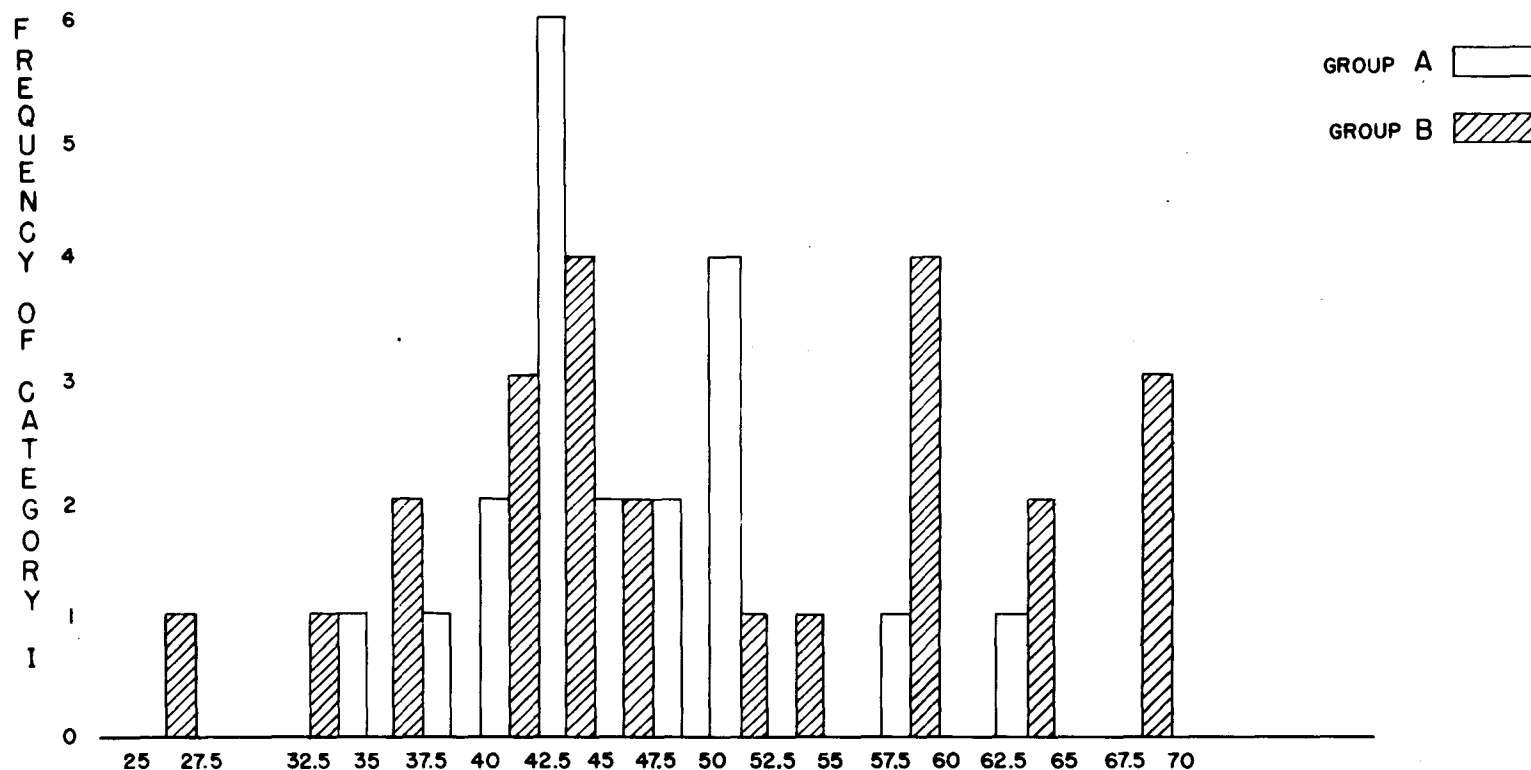


FIGURE 1

STANDARD SCORES FOR EXTRAPUNITIVENESS
AS CONCERNED WITH DIRECTION OF AGGRESSION
FOR GROUPS A & B
AGE LEVEL 4-7



STANDARD SCORES
 FIGURE 2
 STANDARD SCORES FOR INTROPUNITIVENESS
 AS CONCERNED WITH DIRECTION OF AGGRESSION
 FOR GROUPS A & B
 AGE LEVEL 4-7

B's scores for the category impunitiveness as concerned with direction of aggression.⁸ The scatter of standard scores ranges from a score of 32.5 to one of 80. The greatest frequency in the appearance of this category in Group A's distribution is 5 within the interval 52.5-55. The greatest frequency of Group B's distribution, 4, appears in the interval 40-42.5. The ranges of Groups A and B are 47.5 and 40 standard scores; the means, 50.13 and 52.9 standard scores respectively.

Figure 4 establishes the distribution of Groups A's and B's scores for the category obstacle-dominance as concerned with type of reaction.⁹ The dispersion of standard scores for this category ranges from a score of 30 to one of 67.5. The greatest frequency in the appearance of this category for Group A's distribution is 4 within the interval 42.5-45. Eight appears as the greatest frequency for the Group B distribution in the interval 45-47.5. The range in Group A's distribution is 37.5 standard scores, the mean, 48 standard scores. Group B's distribution contains a range of 32.5 standard scores, a mean of 47.8 standard scores.

Figure 5 illustrates the distribution of Groups A's and B's scores for the category ego-defense as concerned with type of

⁸ See Figure 3, 41.

⁹ See Figure 4, 42.

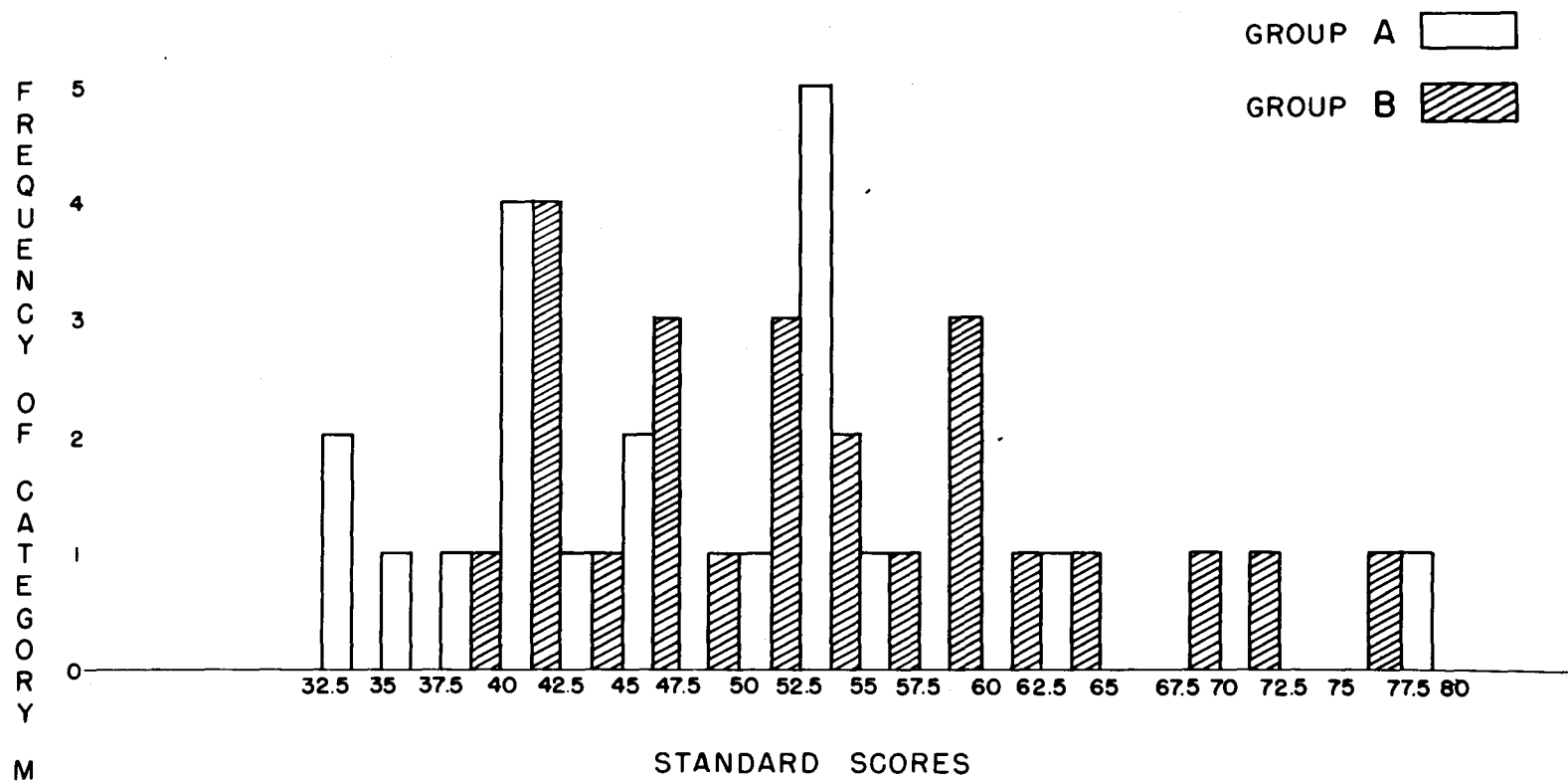


FIGURE 3

STANDARD SCORES FOR IMPUNITIVENESS

AS CONCERNED WITH DIRECTION OF AGGRESSION

FOR GROUPS A & B

AGE LEVEL 4-7

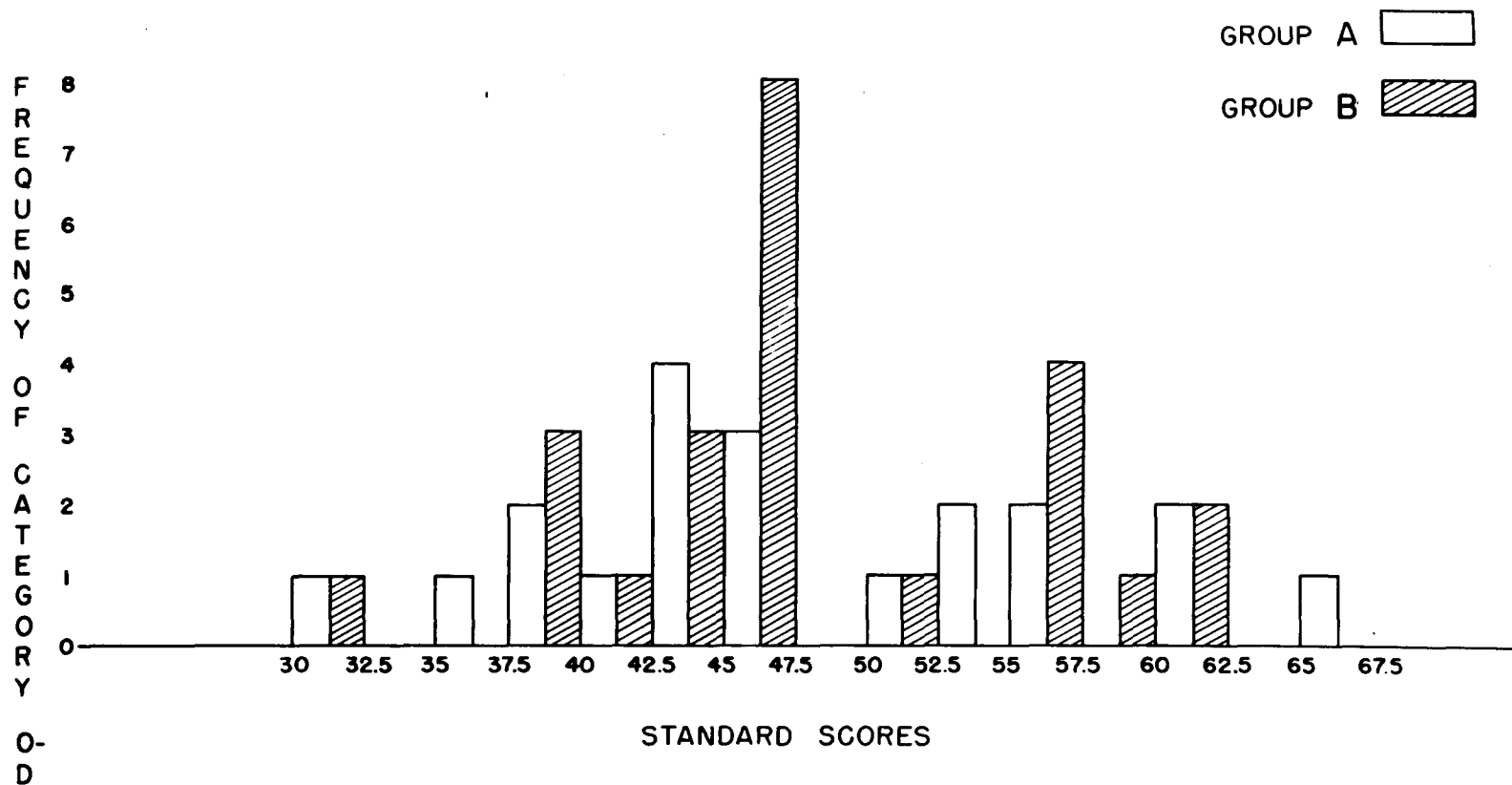


FIGURE 4

STANDARD SCORES FOR OBSTACLE - DOMINANCE
 AS CONCERNED WITH TYPE OF REACTION
 FOR GROUPS A & B
 AGE LEVEL 4-7

reaction.¹⁰ Here 27.5 and 67.5 limit the spread of standard scores. Group A's greatest frequency, 4, in its respective distribution for this category appears in the interval 42.5-45. Group B's greatest frequency, 5, appears in the same interval. The range of scores for Group A's distribution is 40, the mean, 49.63. The range of Group B's distribution is 35 standard scores, the mean, 49.3 standard scores.

Figure 6 develops the distribution of Group A's and B's scores for the category need-persistence as concerned with type of reaction.¹¹ The spread of standard scores for both groups extends from a score of 35 to one of 77.5. The greatest frequency in the appearance of this category for Group A's distribution is 4 in the interval 42.5-45. The greatest frequency for Group B's distribution, 5, appears as a steady mode within the intervals 55-57.5 and 60-62.5. The range in Group A's distribution is 40 standard scores, the mean, 52.38 standard scores. Group B's distribution furnishes a range of 30 standard scores, a mean of 52.5 standard scores.

Figure 7 presents the distribution of Groups A's and B's scores for the frequency in appearance of the extrapunitive ego-defensive factor.¹² Standard scores within the distribution

¹⁰ See Figure 5, 44.

¹¹ See Figure 6, 45.

¹² See Figure 7, 46.

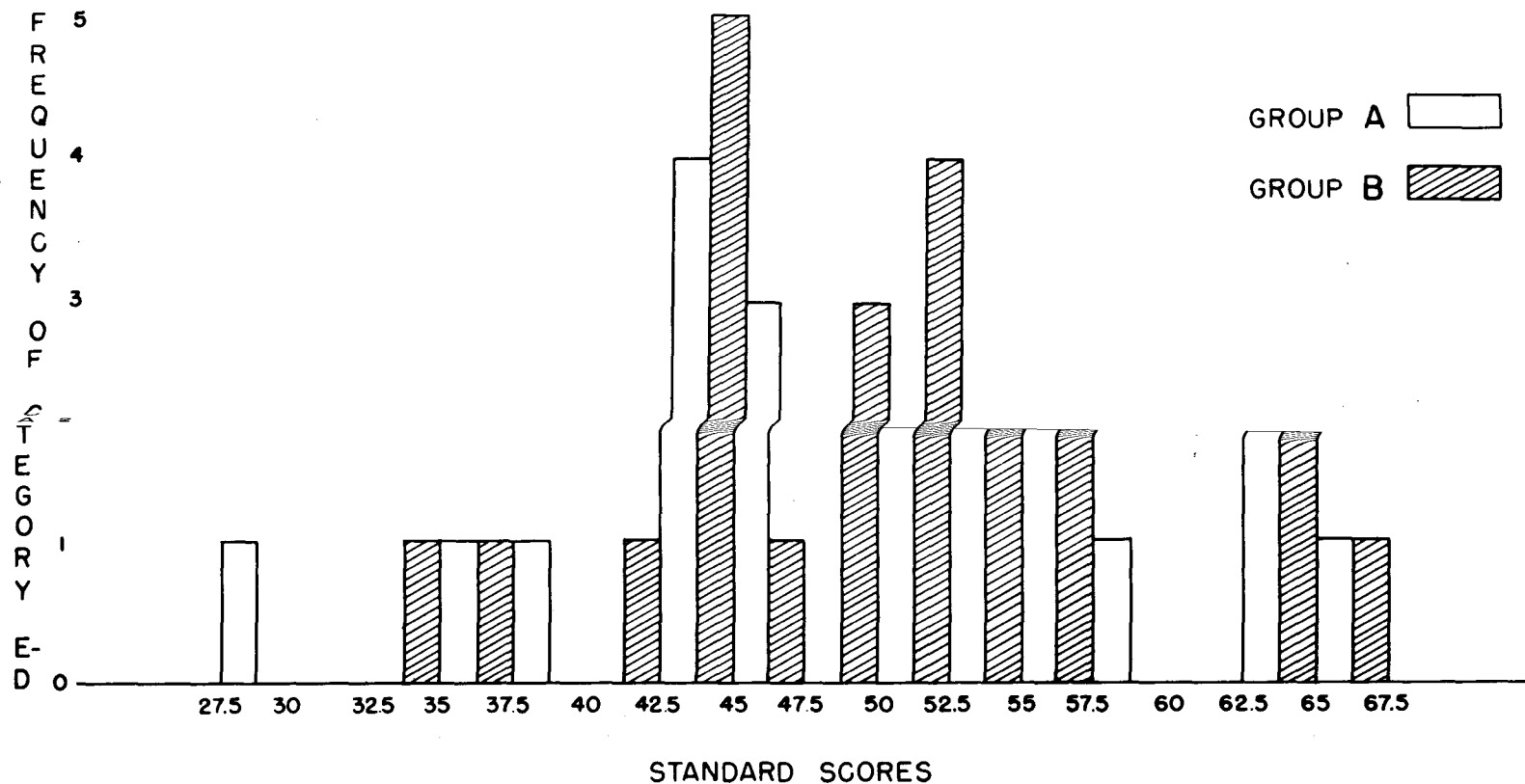


FIGURE 5

STANDARD SCORES FOR EGO-DEFENSE

AS CONCERNED WITH TYPE OF REACTION

FOR GROUPS A & B

AGE LEVEL 4-7

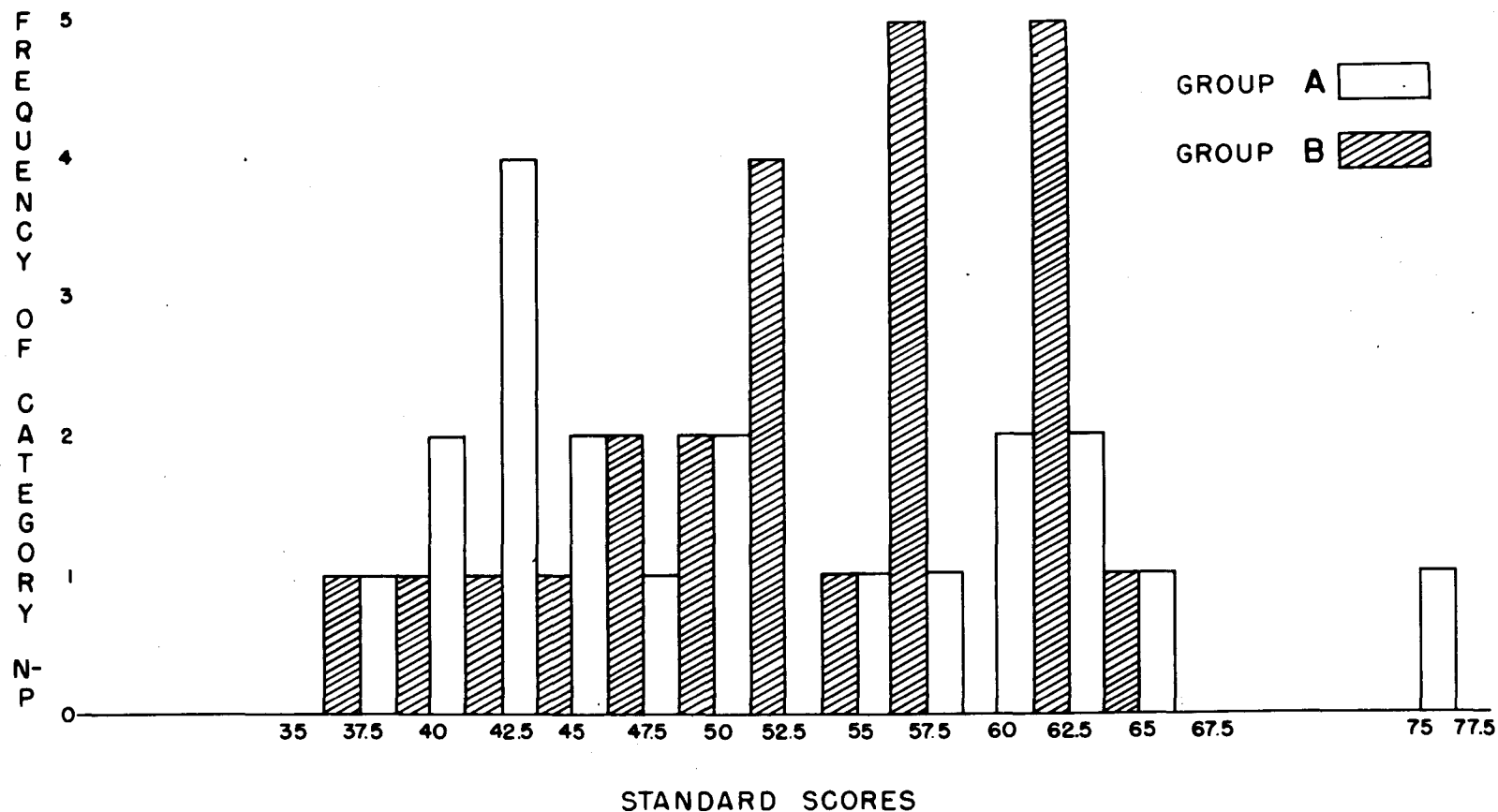


FIGURE 6

STANDARD SCORES FOR NEED-PERSISTENCE
AS CONCERNED WITH TYPE OF REACTION
FOR GROUPS A & B
AGE LEVEL 4-7

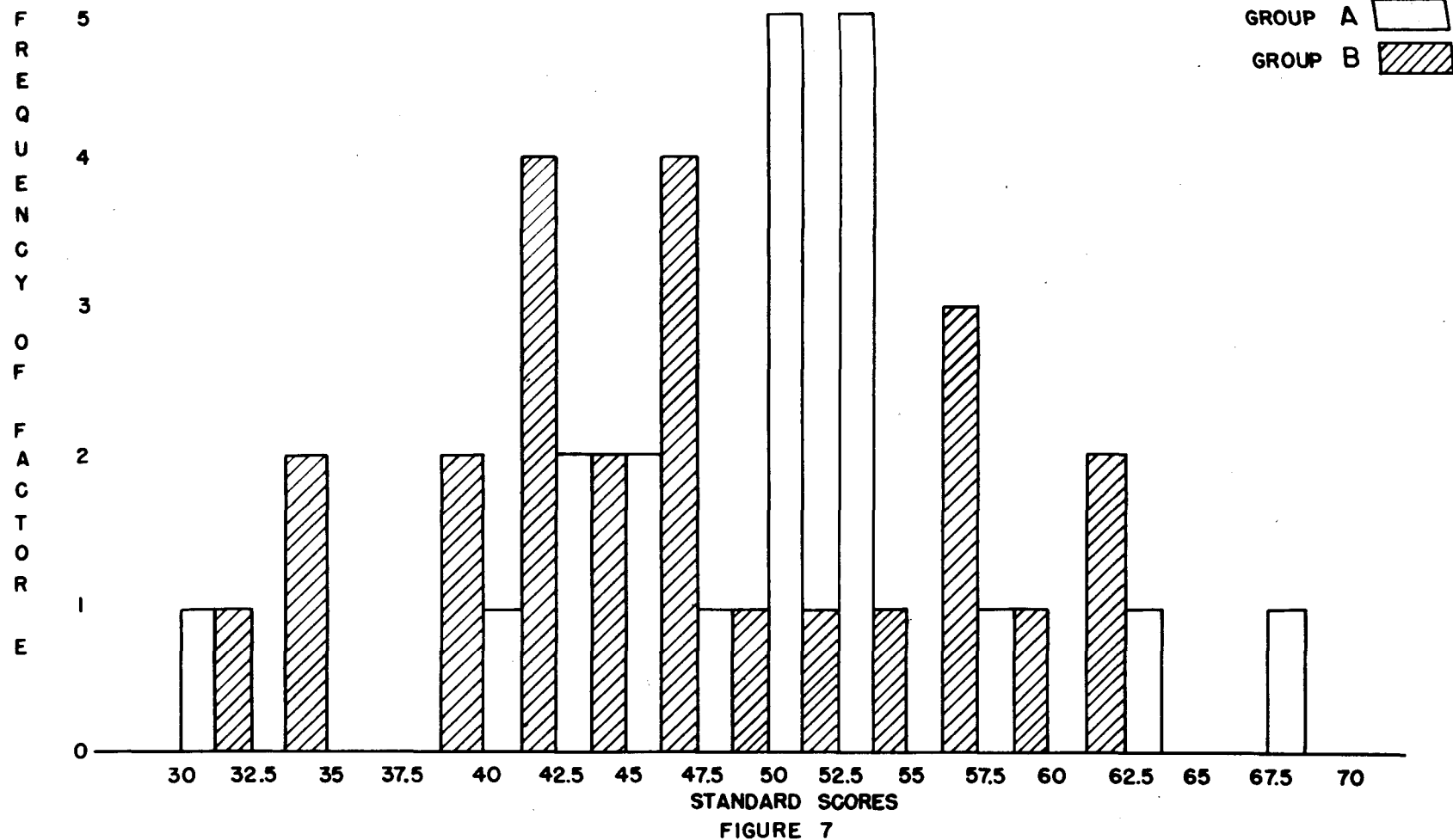


FIGURE 7

STANDARD SCORES FOR FREQUENCIES
OF EXTRAPUNITIVE EGO-DEFENSE FACTOR
FOR GROUPS A & B
AGE LEVEL 4 - 7

range from a score of 30 to one of 70. The greatest frequency in the appearance of this same factor's frequency in Group A's distribution is 5 within the adjoining intervals 50-52.5 and 52.5-55. The greatest frequency for Group B's distribution, 4, appears bimodally in the intervals 40-42.5 and 45-47.5. Group A's distributional range is 40 standard scores, the mean, 50.88 standard scores. The range in the latter distribution is 32.5 standard scores, the mean, 46.6 standard scores.

Figure 8 establishes the distribution of Groups A's and B's scores for the frequency in appearance of the intro-punitive ego-defensive factor.¹³ The overall distribution finds the spread of scores ranging from a score of 25 to one of 80. The greatest frequency in the appearance of the same frequency in Group A's distribution is 6 within the interval 42.5-45. The appearance of a quadrimodally within the intervals 35-37.5, 47.5-50, 52.5-55 and 57.5-60 provides the greatest frequency of the Group B distribution. The range of the distribution for Group A is 35 standard scores, the mean, 46.38 standard scores. Group B's distribution runs the gamut of 55 standard scores, its mean is 49.8 standard scores.

Figure 9 illustrates the distribution of Groups A's and B's scores for the frequency in appearance of the impunitive

¹³ See Figure 8, 48.

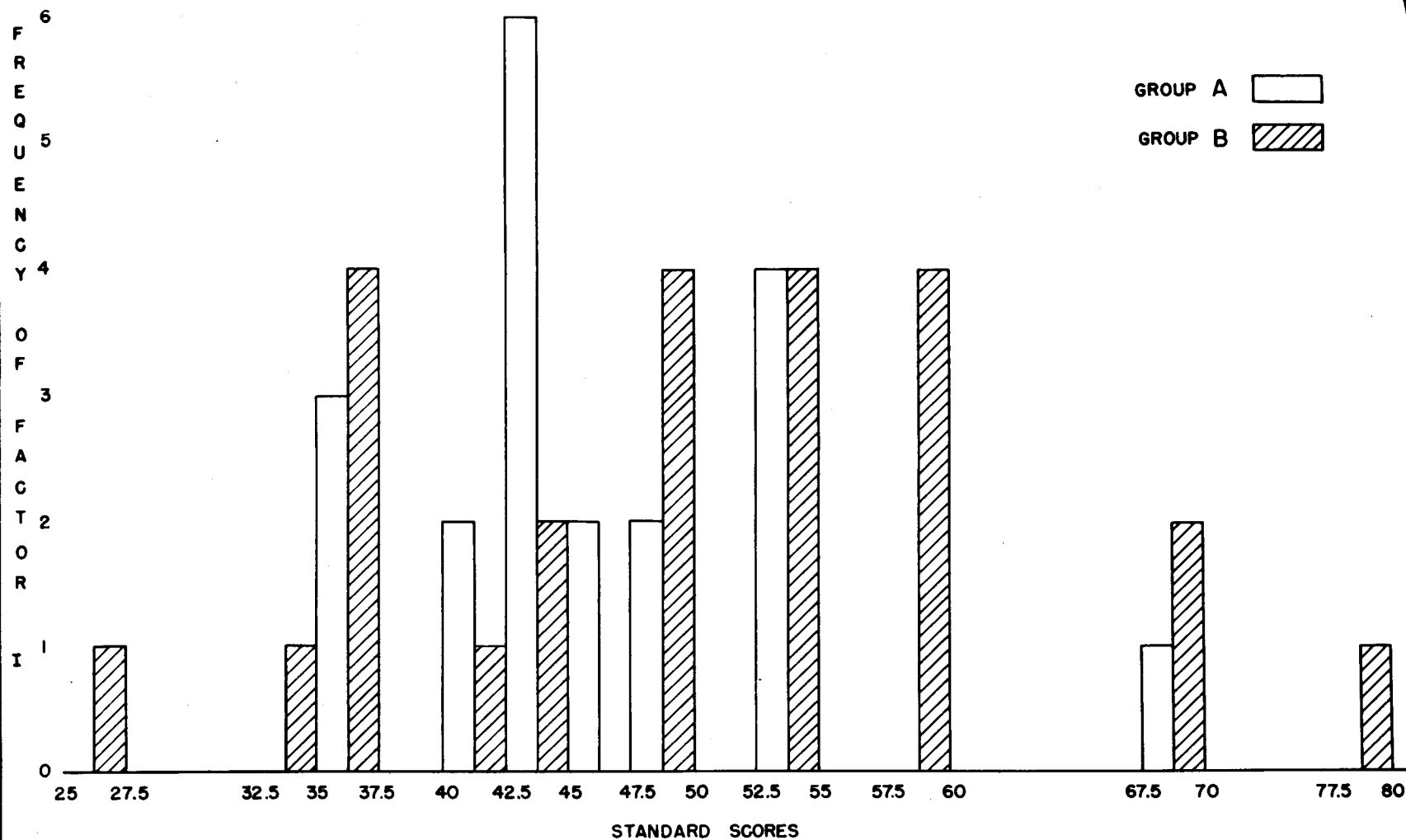


FIGURE 8
STANDARD SCORES FOR FREQUENCIES
OF INTROPUNITIVE EGO-DEFENSE FACTOR
FOR GROUP A & B
AGE LEVEL 4-7

ego-defensive factor.¹⁴ The overall spread of scores is limited by scores 35 and 102.5. The greatest frequency in the appearance of the same frequency in Group A's distribution is 5 within the interval 35-37.5. The latter distribution's greatest frequency, 7, appears in the interval 45-47.5. 67.5 standard scores constitute the extent of the range in the distribution for Group A, the mean is 50.38 standard scores. The range of Group B's distribution is 62.5 standard scores, the mean, 56.7 standard scores.

Figure 10 develops the distribution of Groups A's and B's scores for the frequency in appearance of the extrapunitive obstacle-dominant factor.¹⁵ The spread of scores ranges from a score of 35 to one of 85. The greatest frequency in the appearance of this same factor's frequency in the Group A distribution is 7 within the interval 45-47.5. 6 appears trimodally within the intervals 45-47.5, 55-57.5 and 72.5-75 as the greatest frequency of Group B's distribution. The range in Group A's distribution is 50 standard scores, the mean, 52.62 standard scores. The range in the second distribution has been calculated at 40 standard scores, the mean, at 57.9 standard scores.

Figure 11 presents the distribution of Groups A's and B's scores for the frequency in appearance of the intro-punitive

¹⁴ See Figure 9, 50.

¹⁵ See Figure 10, 51.

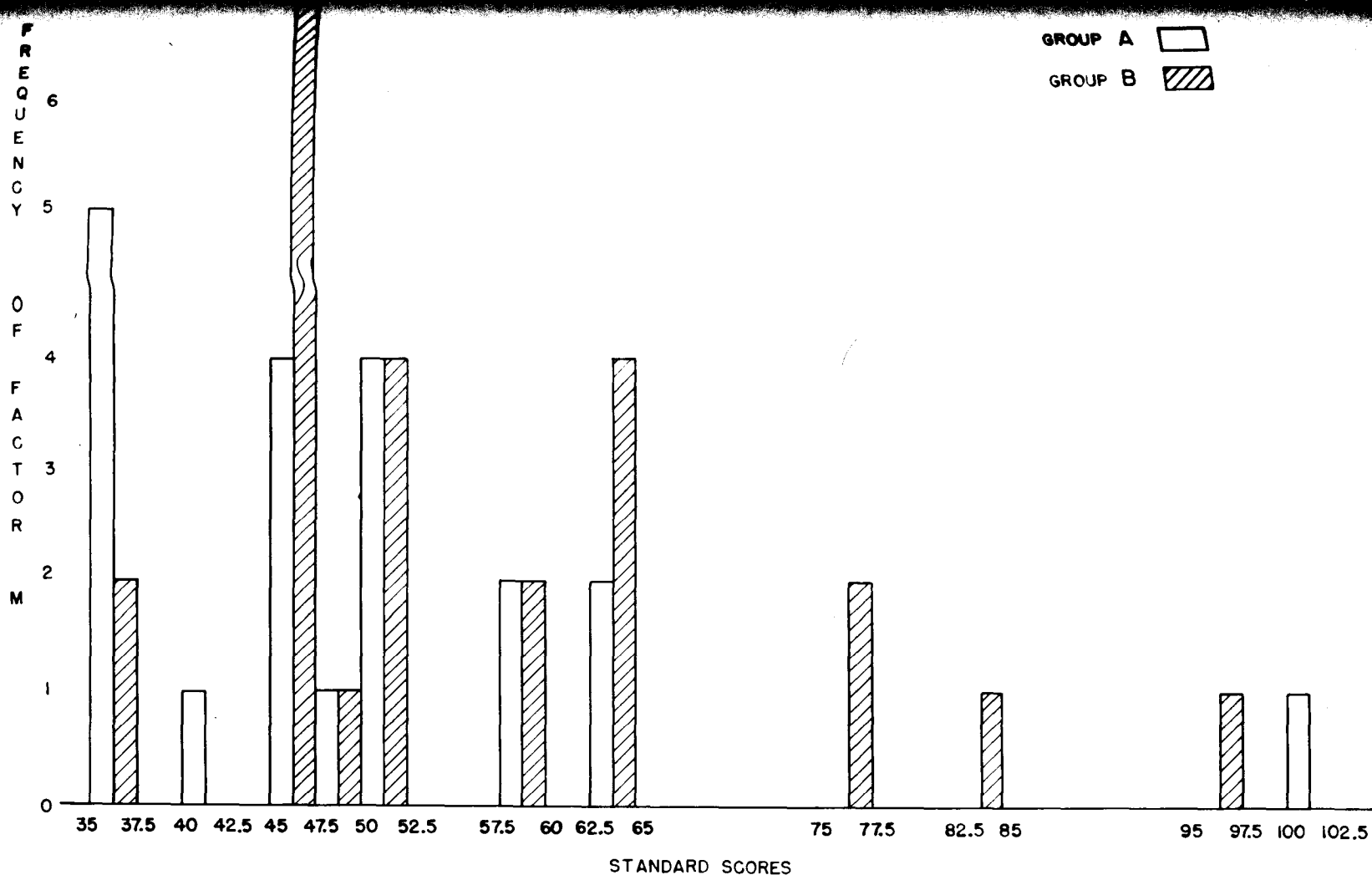


FIGURE 9

STANDARD SCORES FOR FREQUENCIES
OF IMPUNITIVE EGO-DEFENSE FACTOR
FOR GROUP A & B
AGE LEVEL 4-7

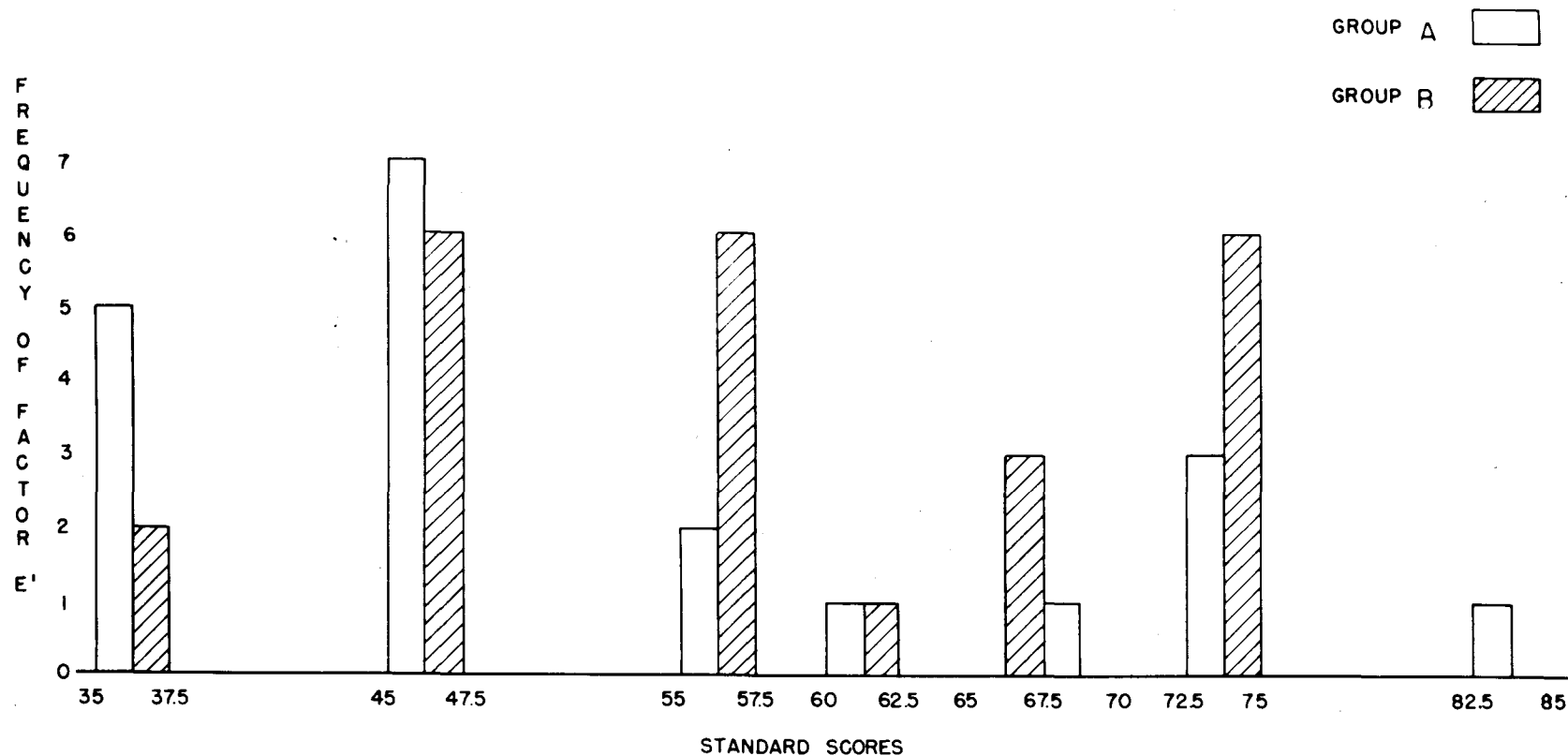


FIGURE 10

STANDARD SCORES FOR FREQUENCIES

OF EXTRAPUNITIVE OBSTACLE-DOMINANCE FACTOR

FOR GROUPS A & B

AGE LEVEL 4-7

obstacle-dominant factor.¹⁶ Standard scores are limited to a spread ranging from a score of 35 to one of 85. Group A's greatest distributional frequency in the appearance of the same frequency is 8 within the interval 35-37.5. Group B's greatest frequency, 11, appears in the same interval. The range of the Group A distribution is 50 standard scores, the mean, 51.63 standard scores. The range in Group B's distribution is 35 standard scores, the mean, 46.7 standard scores.

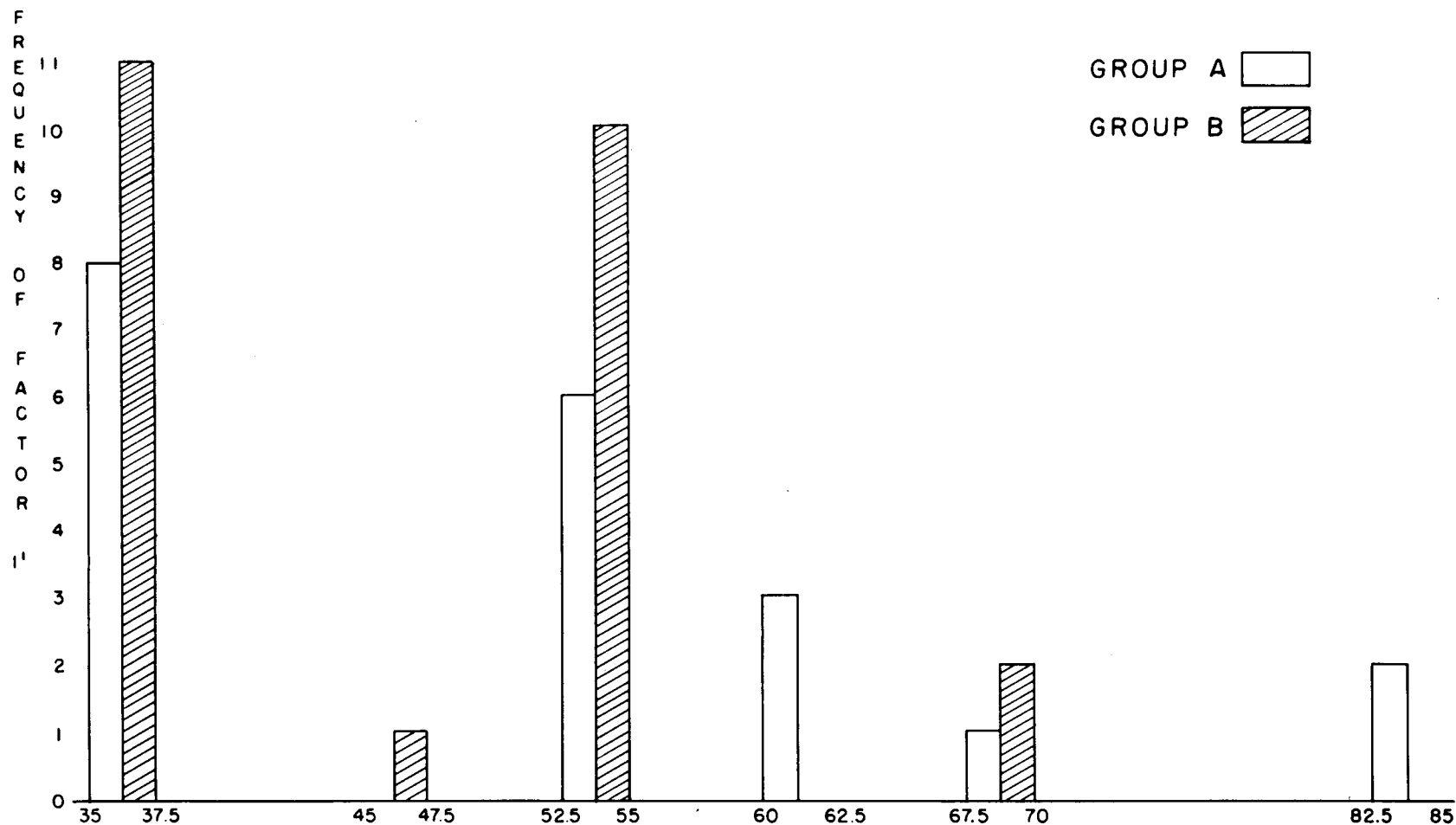
Figure 12 establishes the distribution of Groups A's and B's scores for the frequency in appearance of the impunitive obstacle-dominant factor.¹⁷ Standard scores spread from a score of 35 to one of 60. The greatest frequency in the appearance of this same factor's frequency in the Group A distribution is 10 within the interval 42.5-45. Group B's greatest distributional frequency, 9, appears in the same interval. The range in Group A's distribution is 25 standard scores, the mean, 45.38 standard scores. Group B's distributional range is 20 standard scores, the mean, 43.6 standard scores.

Figure 13 illustrates the distribution of Groups A's and B's scores for the frequency in appearance of the extrapunitive need-persistent factor.¹⁸ The overall spread of scores ranges

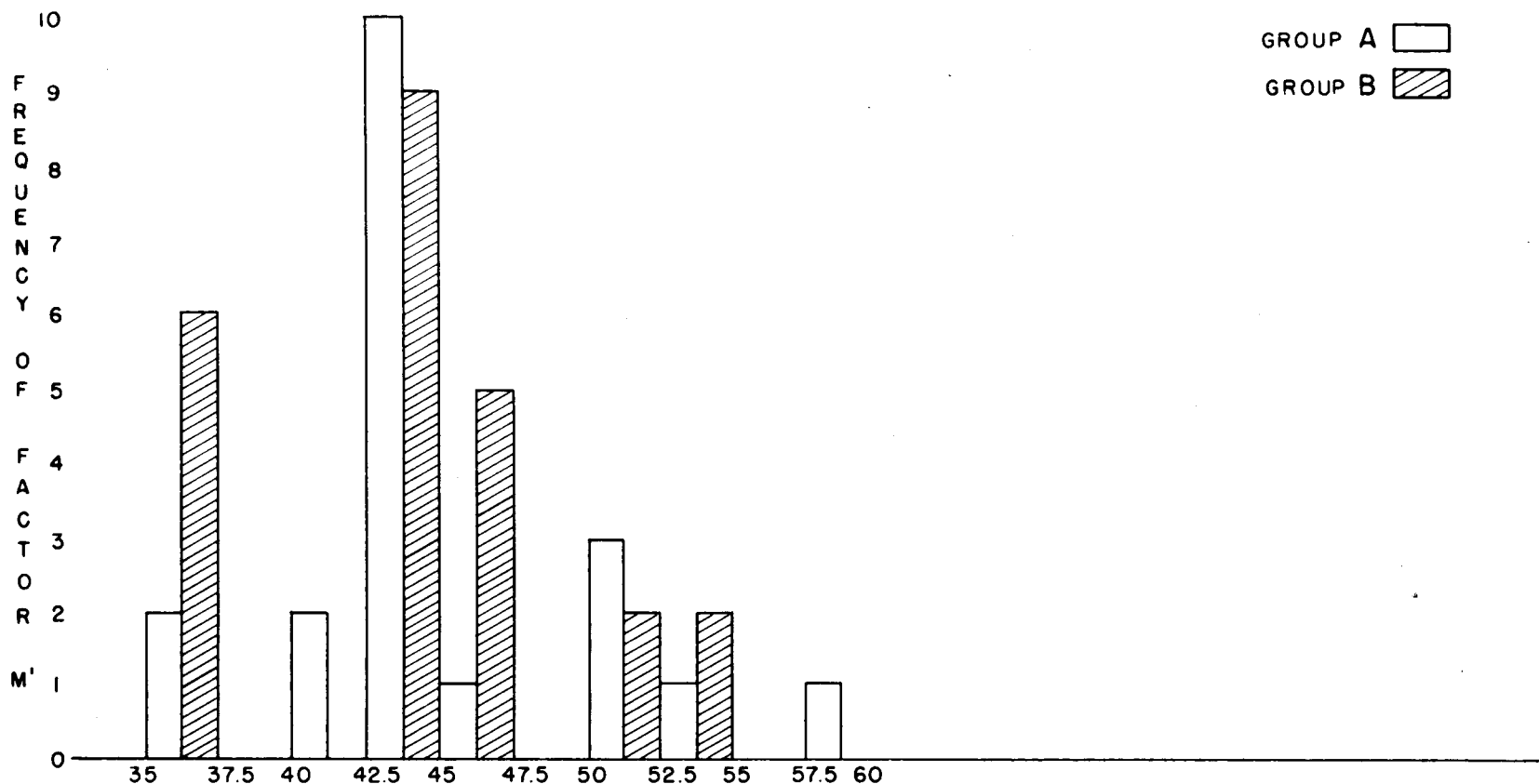
16 See Figure 11, 53.

17 See Figure 12, 54.

18 See Figure 13, 55.



STANDARD SCORES
 FIGURE II
 STANDARD SCORES FOR FREQUENCIES
 OF INTROPUNITIVE OBSTACLE-DOMINANCE FACTOR
 FOR GROUPS A & B
 AGE LEVEL 4-7



STANDARD SCORES

FIGURE 12

STANDARD SCORES FOR FREQUENCIES
OF IMPUNITIVE OBSTACLE-DOMINANCE FACTOR
FOR GROUPS A & B
AGE LEVEL 4-7

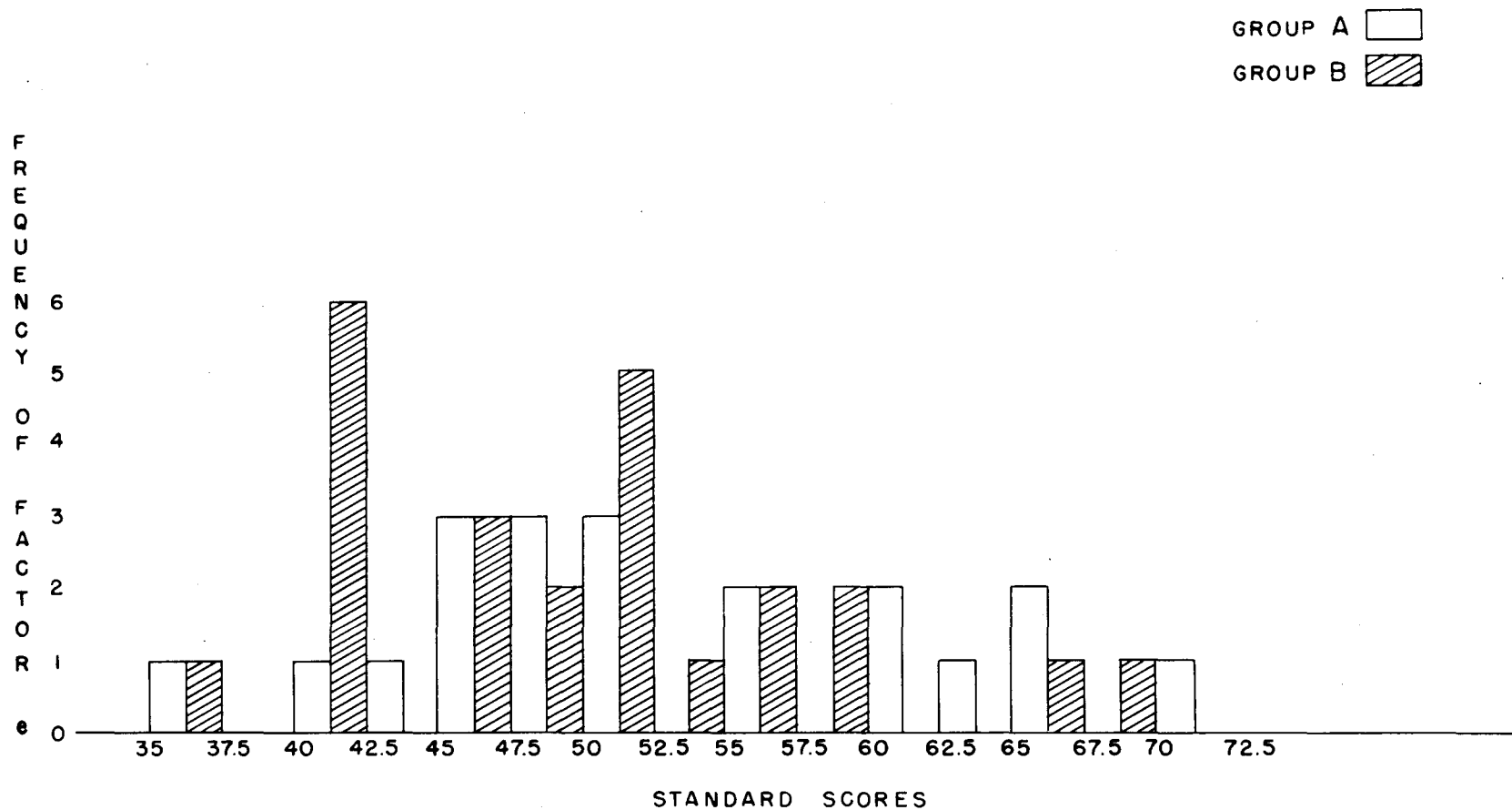


FIGURE 13

STANDARD SCORES FOR FREQUENCIES
OF EXTRAPUNITIVE NEED-PERSISTENCE FACTOR
FOR GROUPS A & B
AGE LEVEL 4-7

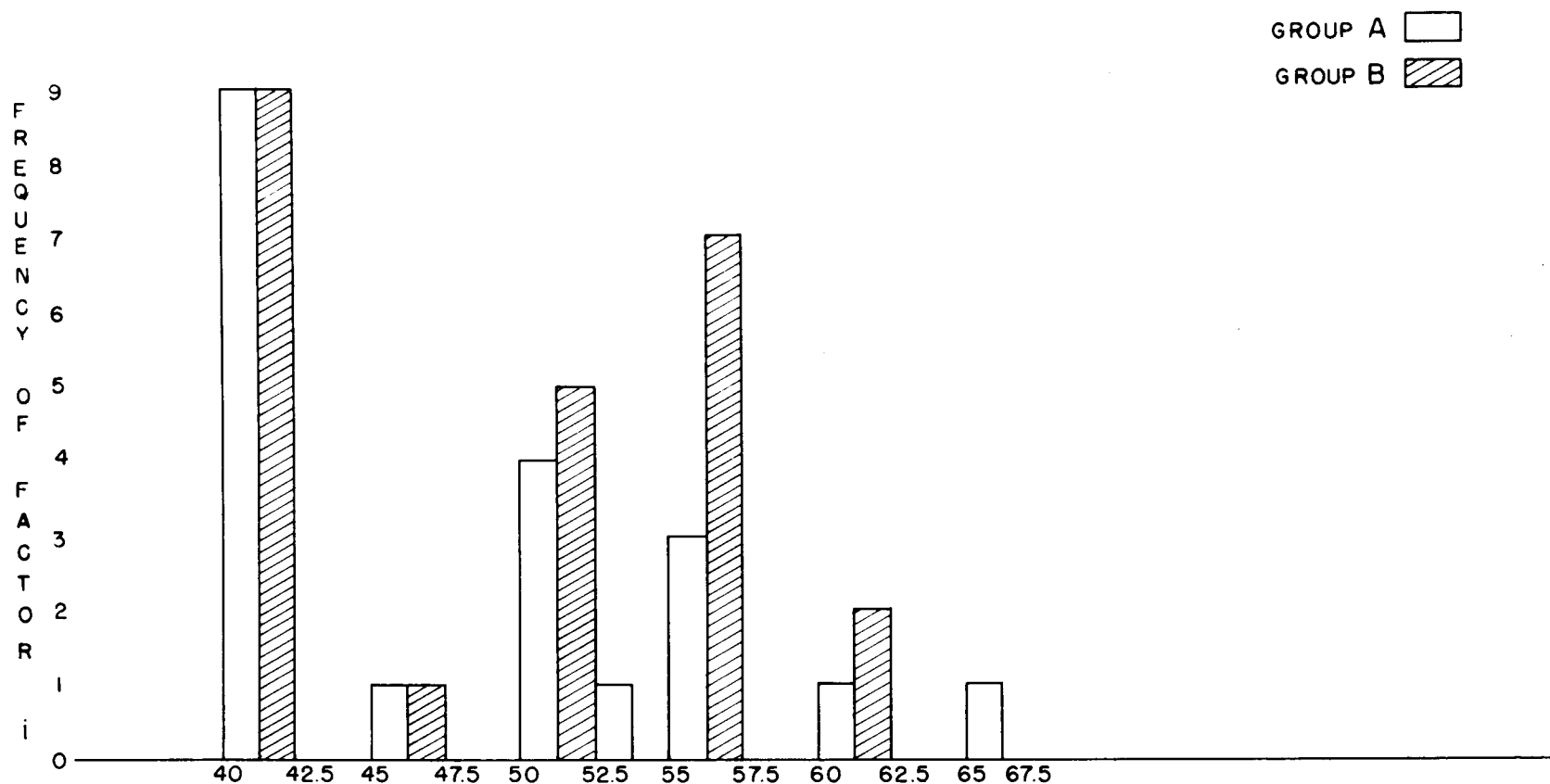
from a score of 35 to one of 72.5. The frequency, 3, appears greatest within the adjacent intervals 45-47.5, 47.5-50 and 50-52.5 for the distribution of Group A scores. The interval 40-42.5 contains the greatest frequency of Group B's distribution, 6. The range of scores within the Group A distribution is 37.5 standard scores, the mean, 53.13 standard scores. Group B's distributional range is 35 standard scores, the mean, 49.8 standard scores.

Figure 14 develops the distribution of Groups A's and B's scores for the frequency in appearance of the intro-punitive need-persistent factor.¹⁹ The standard scores within this histogram spread from a score of 40 to one of 67.5. The greatest frequency in the appearance of this same factor's frequency in the Group A distribution is 9 within the interval 40-42.5. The greatest frequency in the appearance of this factor for Group B's distribution is the same within the same interval. The range, however, in the Group A distribution is 27.5 standard scores, the mean, 48.63 standard scores. The range in Group B's distribution is 22.5 standard scores, the mean, 49.6 standard scores.

Figure 15 presents the distribution of Groups A's and B's scores for the frequency in appearance of the impunitive need persistent factor.²⁰ Thirty-five and 80 are the limits of

¹⁹ See Figure 14, 57.

²⁰ See Figure 15, 58.



STANDARD SCORES

FIGURE 14

STANDARD SCORES FOR FREQUENCIES
OF INTROPUNITIVE NEED-PERSISTENCE FACTOR
FOR GROUPS A & B
AGE LEVEL 4-7

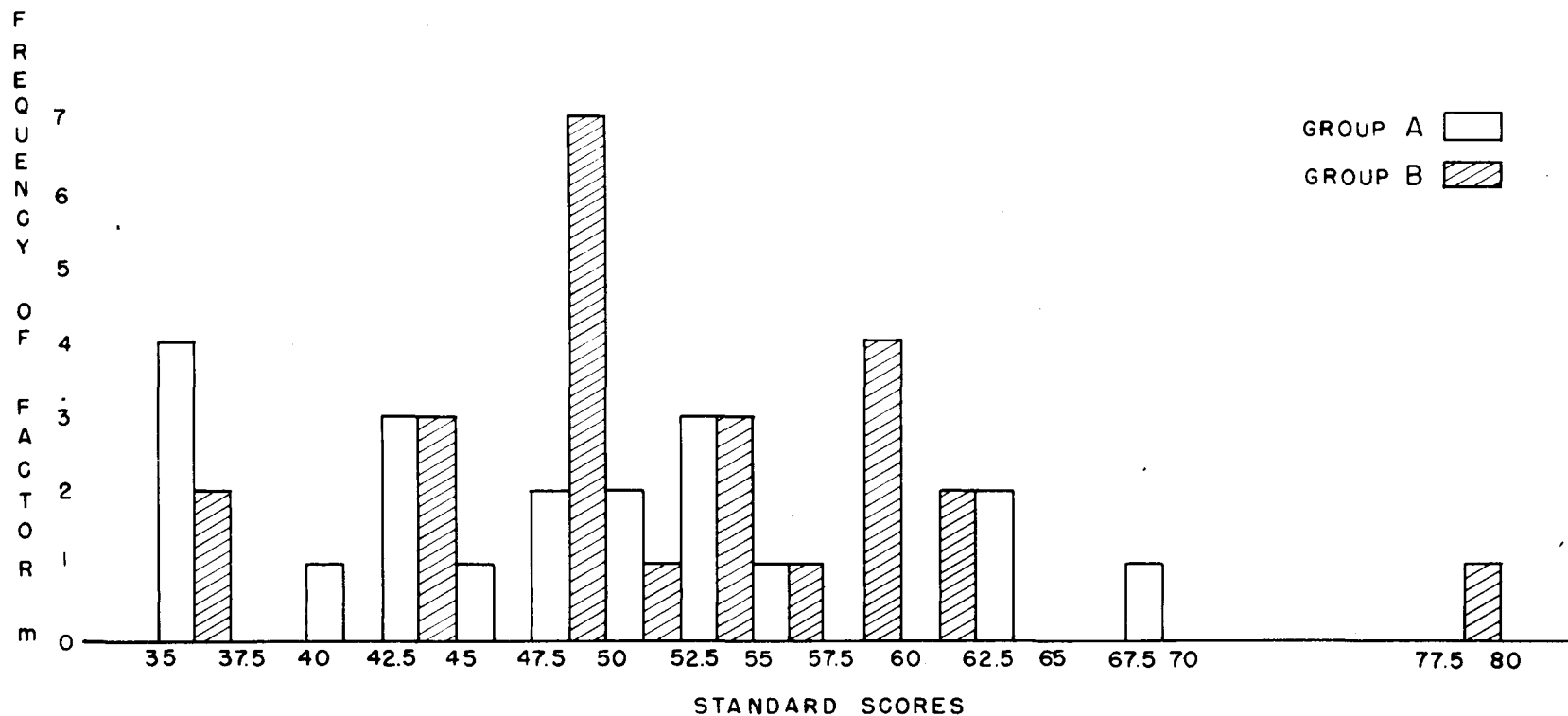


FIGURE 15
STANDARD SCORES FOR FREQUENCIES
OF IMPUNITIVE NEED-PERSISTENCE FACTOR
FOR GROUPS A & B
AGE LEVEL 4-7

the spread of scores. The greatest frequency in the appearance of this same factor's frequency in the Group A distribution is 4 within the interval 35-37.5. Group B's distribution poses its greatest frequency, 7, within the interval 47.5-50. Within the Group A distribution the range of scores is 35, the mean, 49. The range in the Group B distribution is 45 standard scores, the mean, 52.1 standard scores.

Figure 16 establishes the distribution of Groups A's and B's scores for the group conformity rating. The spread of scores stretches from a score of 27.5 to one of 70.²¹ The greatest frequency in the appearance of this rating score in the Group A distribution is 3 appearing trimodally within the intervals 37.5-40, 47.5-50 and 52.5-55. On the other hand, Group B's distribution exhibits its greatest frequency, 3, quadrimodally within the intervals 35-37.5, 42.5-45, 45-47.5 and 52.5-55. The range of the distribution of scores within Group A is 32.5 standard scores, the mean, 46.88 standard scores. The range of scores within the latter distribution is 40 standard scores, the mean, 47.5 standard scores.

The pertinent question arising in the interpretation of such a study is concerned with the level at which the subject's responses issue. This query unfortunately possesses no precise

²¹ See Figure 16, 60.

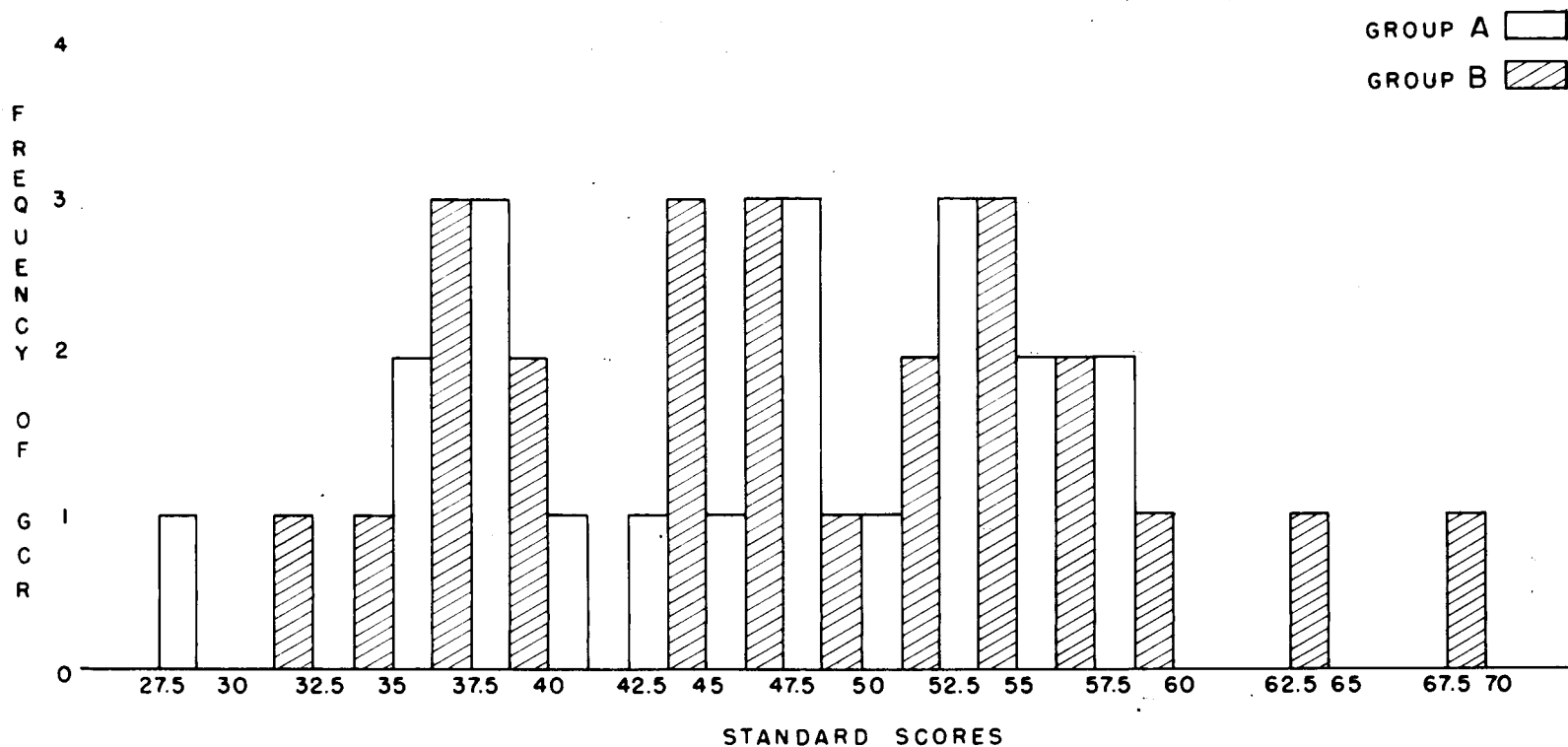


FIGURE 16

STANDARD SCORES
OF GROUP CONFORMITY RATINGS
FOR GROUPS A & B
AGE LEVEL 4-7

answer. Since the child is a naive subject in his projections, his responses will undoubtedly reflect the real answers he would give in a real frustrating situation. It is then this level of projection we assume to have recorded as scores representative of the median in each group. Sex differences shown by the records seem to be insignificant; therefore, need not be considered. To complete the interpretation and present the significance of the results yielded by the P-F Study, computed norms for both groups are to be compared with each other.

TABLE I

SIGNIFICANCE OF CALCULATED DIFFERENCES
IN P-F STUDY SCORING CATEGORIES
BY PERCENTAGE FOR GROUPS A AND B*

Age Level 4 - 7

Derived Function	E	I	M	O-D	E-D	N-P	GCR
M _a	59.34	18.63	22.01	16.09	56.78	27.12	53.22
SD _a	17.46	5.96	12.97	6.76	12.77	13.04	8.26
M _b	51.38	21.13	27.47	16.35	56.36	27.27	53.66
SD _b	19.38	9.7	12.26	5.73	10.5	10.03	9.42
Diff.	7.97	2.5	5.46	0.27	0.42	0.15	0.44
CR	1.4	1.03	1.39	0.14	0.11	0.04	0.16
P	0.5	0.5	0.5				

* N_a-20; N_b-24.

Inspection of Tables I and II reveals that for direction of aggression the extrapunitive type of response for Group A subjects is greater than that for Group B subjects. Impunitiveness and intro-punitiveness, on the other hand, tend to be favored by subjects in Group B rather than those in Group A, and follow in that order. In a like manner the ego-defensive type of reaction category predominates in Group A subjects. Need-persistence and obstacle-dominance follow the bent of direction of aggression responses favoring Group B subjects in that order. In spite of these differences, none may be considered significant statistically.

TABLE II

SIGNIFICANCE OF CALCULATED DIFFERENCES IN P-F STUDY FACTORS
BY FREQUENCY FOR GROUPS A AND B*

Age Level 4 - 7

Derived Function	E'	E	e	I'	I	i	M'	M	m
Mn _a	1.7	9.08	3.43	0.93	2.6	0.93	1.23	1.9	2.13
SD _a	1.31	3.11	1.75	0.74	1.41	0.87	0.71	2.03	1.47
Mn _b	2.23	7.29	2.73	0.6	3.38	1.06	1.06	2.78	2.71
SD _b	1.12	3.49	1.64	0.48	2.12	0.76	0.53	2.14	1.5
Diff.	0.53	1.79	0.7	0.33	0.78	0.14	0.17	0.88	0.58
CR	1.39	1.75	1.32	1.65	1.43	0.53	0.85	1.38	1.27
P	0.5	0.1	0.5	0.5	0.5		0.5	0.5	0.5

* N_a-20; N_b-24.

Statistics for the Children's Form of the P-F Study have been computed for each group, A and B, and are presented in Table I for each of the six scoring categories, E, I, M, O-D, E-D and N-P, and the Group Conformity Rating, GCR. The figures enumerated in Table II are presented for each of the P-F Study factors. These computed results are given in terms of means and standard deviations for each group as well as the mean difference, critical ratio and probability of reliability for the complete sample.²²

Differences in scores between Groups A's and B's subjects seem to be noteworthy with regard to type of reaction responses. For direction of aggression responses a discernible difference of means is apparent and is maintained consistently through all three categories, E, I and M. As observable in Table I, the mean for extrapunitive direction of aggression responses drops 7.97 points from Group A to Group B. While the drop in differential is not great between groups, the trend does exist. A reciprocal trend is observable for mean scores of intropunitive and impunitive category responses. The differential, 2.50 and 5.46 respectively, is somewhat greater for category M than for that of I. Since categories I and M compared with that of E have certain

²² The means, standard deviations and critical ratios here in question have been computed according to the formulae $M = \frac{\sum X}{N}$, $\sigma = \sqrt{\frac{\sum x^2}{N}}$ and $CR = \frac{D}{\sqrt{\frac{\sigma^2_a + \sigma^2_b}{(N-1)_a (N-1)_b}}}$ respectively.

characteristics in common, the fact that the two categories follow the same tendency is not surprising. The resultant mean scores of direction of aggression responses taken in their entirety suggest that as the child becomes accustomed to a normal home environment the bonds of the ingroup yield less and extrapunitive-ness appears more frequently than do intropunitiveness and impunitiveness. Caution is necessary, however, in these interpretations since none of the differences are significant statistically.

TABLE III

SIGNIFICANCE OF CALCULATED DIFFERENCES IN P-F STUDY
 SUPEREGO FACTORS AND PATTERNS
 BY PERCENTAGE FOR
 GROUPS A AND B*

Age Level 4 - 7

Derived Function	<u>E</u>	<u>I</u>	<u>E+I</u>	<u>E-E</u>	<u>I-I</u>	<u>M+I</u>
	%	%	%	%	%	%
Mn _a	8.69	3.35	12.97	19.94	5.65	11.3
SD _a	6.41	2.38	8.54	9.44	5.09	9.32
Mn _b	7.55	3.1	10.64	16.04	9.74	13.83
SD _b	5.86	3.74	7.11	12.48	7.86	8.69
Diff.	1.14	0.25	2.33	3.9	4.09	2.54
CR	0.6	0.26	0.95	1.15	2.03	0.9
P			0.5	0.5	0.05	0.5

* N_a-20; N_b-24.

It is of further interest to consider the manner in which certain of the variants of E and I-E and I alter in frequency with environmental change. The means and standard deviations of these factors and patterns of factors of the two groups as well as the mean difference, critical ratio and probability of reliability for the complete sample are presented in Table III. It will be noted that E tends to decrease from subjects of Group A to those of Group B. E without E is more markedly decreased. I without I, on the other hand, increases from subjects of Group A to those of Group B in a notable trend while I does not. Thus it is suggested that the tendency to excuse oneself from blame, I factor, is static within the two groups but the tendency to excuse others, M factor, increases in the subjects from Group A to Group B. In view of the fact that both factors, M and I, have much in common, these factors are combined in the S-E Patterns section of the Record Blank. The rise in the mean percentage score of M+I from subjects of Group A to those of Group B is interesting but not sufficiently so to be considered conclusive here. The tendency for this type of combined response to increase from subjects of Group A to those of Group B may be taken to reflect a greater socializing influence in the milieu of Group B subjects. The I-I pattern alone, however, manifests a difference which can be attributed to other than chance factors that may have been operating in this study.

CHAPTER V

CONCLUSION

Summary of Study, Purpose and Methods

To ascertain the success which the author has had in proving the premise of this work, it will be necessary to summarize the aims and objectives of the preceding study. This research has attempted to study the difference in the frustration pattern of children in a normal home and those in an orphanage. The fact that this difference does exist is suggested by personal observation and seemingly is a function of environmental conditioning. The conditions promoting the existence of such a difference in orphan and non-orphan frustration patterns appear to be of degree and not of kind.

The sample groups consisted of twenty children in the non-orphan group and twenty-four children in the orphan group. The psychosomatic factors influencing the characteristic mental pattern of each of these children within each group has been discussed to acquaint the reader with their implications for this study on frustration. The psycho-social factors entering into this effort are often bound together so intricately with the

psychosomatic aspects of the problem that individual consideration of each is extremely difficult. The factor of age and the environment as peculiar to each group has been discussed. The fact that the author has limited the age of these children from four to seven years of age is important from the standpoint of learning. The children within this age group have been exposed but little to the curricula of formalized learning.

A review of related literature shows that little has been written that bears directly on the subject in hand. There is considerable, however, that has been said in psychological studies of the subject, but little beyond the work of Dr. Rosenzweig and his colleagues has dealt directly with frustration in pre-school age children. Social works deal with the subject only by implication having been considered here simply to round out the discussion of frustration.

The materials used in this study were the Rosenzweig Picture-Frustration Study with its accompanying record blank and a rating scale introduced by the author. The P-F Study consisting of twenty-four anonymous frustrating cartoon situations was administered to each child and scored on a record blank for each child in either group. The Group Conformity Rating for item scores, the Profile and Deviation Pattern, the Superego Pattern and Trends have been computed, converted to a standard score and tabulated individually. Each subject has also been rated on obvious personal characteristics by his immediate supervisor. A

copy of each of these materials may be found in Appendix III of this work.

The data accumulated on the blanks have been plotted as histograms for each category and factor involved in the Study. For the sake of ready comparison in the interpretation of this data, tables of standard score equivalents have also been presented. The frequency distributions compiled from this data have been statistically analyzed. The differences of these groups in terms of statistical functions are discussed to corroborate further the conclusions to be drawn from the results of this study.

Conclusions

With respect to the statistical findings of the foregoing survey, it is hereby tentatively concluded that no significant difference seems to exist in the frustration pattern of a non-orphan and an orphan. One exception, however, is notable in Table III of the preceding chapter at a 0.05 level of confidence, the Superego Pattern intropunitiveness without negative intropunitiveness (I-I). The factor extrapunitiveness (E) as illustrated in Table II of the preceding chapter does not inspire the same confidence as the above at a 0.10 level, but indicates that such may become significant if the size of the sample were increased. If, on further study, a difference could be shown to exist between Groups A and B, it would not be construed as one of kind but rather one of degree.

Children in either group soon come to realize the formal

simplicity of the ingroup and its influence. The outgroup, on the other hand, is comprised of other relationships, which vary in scope and intensity. Its immensity serves as a confining barrier and a threat to the child's loss of identity with the ingroup. The orphan child inhabits an environment wherein identification with the ingroup probably means little in terms of social acceptability; therefore, the sense of belongingness may not be as pressing. His ingroup relationships are defined by an authoritarian subject who can neither demand nor deny affection extended to him by the child. The scope of the orphan's ingroup is so diversified as to suggest little belongingness, thereby losing a great deal of its integrity.

Extrapunitiveness as a characteristic of belongingness seems to appear more frequently in the aggression pattern of subjects in a normal home environment. The trend in the case of intropunitiveness and impunitiveness is the reverse for the non-orphan group. Group A, as a consequence, probably possesses less intropunitive and impunitive characteristics in its frustration pattern. Although not to be considered definitive, such significance for the extrapunitive factor at a 0.10 level of confidence suggests a possible trend in the verification of the hypothesis.

It may also be concluded by an evaluation of the statistical data that in both groups there exists a tendency to excuse oneself from blame or censure. But more usual in the orphan group than the non-orphan group is the tendency to excuse others from

blame, intro-punitiveness, inflicting possible harm on oneself as a result. The group difference for the superego pattern combining intro-punitiveness with negative intro-punitiveness rising in favor of the latter group at a 0.05 level of confidence seems to indicate that there prevails in the milieu of these orphans a greater socializing influence.

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APPENDIX I

SCORING FACTORS FOR THE ROSENZWEIG PICTURE-FRUSTRATION STUDY

Brief definitions of the eleven scoring factors, including two variants, are as follows:

Obstacle-Dominant Factors

- E' The presence of the frustrating obstacle is insistently pointed out.
- I' The frustrating obstacle is construed as not frustrating or as in some way beneficial; or, in some instances, the subject emphasizes the extent of his embarrassment at being involved in instigating another's frustration.
- M' The obstacle in the frustrating situation is minimized almost to the point of denying its presence.

Ego-Defensive Factors

- E Blame, hostility, etc., are turned against some person or thing in the environment.
- E In this variant of E the subject aggressively denies that he is responsible for some offense with which he is charged. (Most often applicable to superego situations.)
- I Blame, censure, etc., are directed by the subject upon himself.
- I A variant of I in which the subject admits his guilt but denies any essential fault by referring to unavoidable circumstances. (Most often employed in superego situations.)

- M Blame for the frustration is evaded altogether, the situation being regarded as unavoidable; in particular, the "frustrating" individual is absolved.

Need-Persistent Factors

- e A solution for the frustrating situation is emphatically expected of someone else.
- i Amends are offered by the subject, usually from a sense of guilt, to solve the problem.
- m Expression is given to the hope that time or normally expected circumstances will bring about a solution of the problem; patience and conformity are characteristic.

APPENDIX II

STANDARD SCORES FOR PERCENTAGES OF CATEGORIES
AND GROUP CONFORMITY RATINGS, AND FREQUENCIES
OF SCORING FACTORS

TABLE IV

STANDARD SCORES FOR PERCENTAGES OF CATEGORIES
CONCERNED WITH DIRECTION OF AGGRESSION
AND TYPES OF REACTION*

Age Level 4 - 7

Standard Scores	Category	%	Category	%
70	E	89.5	O-D	32.5
65		80.0		29.0
60		72.5		25.0
55		62.5		21.5
50		54.0		18.0
45		45.0		14.0
40		32.0		9.5
35		24.5		6.0
30		7.5		2.5
70	I	40.0	E-D	82.0
65		34.5		77.5
60		30.5		71.0
55		25.5		64.0
50		21.5		57.5
45		17.0		50.5
40		12.0		44.5
35		7.0		37.5
30		4.5		31.0
25		2.0		24.0
80	M	60.0	N-P	
75		54.0		57.5
70		48.0		51.0
65		42.5		44.0
60		35.5		37.5
55		30.5		30.5
50		24.0		24.0
45		18.0		18.0
40		12.0		10.5
35		5.5		4.0
30		0.5		

* S. Rosenzweig, E. E. Fleming and L. Rosenzweig, "The Children's Form of the Rosenzweig Picture-Frustration Study", *Journal of Psychology*, 26, 185-186.

TABLE V
STANDARD SCORES FOR FREQUENCIES
OF FACTORS E, I AND M*

Age Level 4 - 7

Factor	Standard Scores	Frequencies
E	70	17.0
	65	14.6
	60	12.9
	55	11.0
	50	8.7
	45	6.8
	40	4.5
	35	2.5
	30	0.5
I	80	9.4
	75	8.4
	70	7.4
	65	6.4
	60	5.4
	55	4.4
	50	3.4
	45	2.4
	40	1.4
M	35	0.6
	30	0.2
	105	10.4
	100	9.6
	95	8.8
	90	8.0
	85	7.2
	80	6.4
	75	5.6
	70	4.9
	65	4.1
	60	3.2
	55	2.5
	50	1.7
	45	0.9
	40	0.2

* S. Rosenzweig, E. E. Fleming and L. Rosenzweig, "The Children's Form of the Rosenzweig Picture-Frustration Study", Journal of Psychology, 26, 187.

TABLE VI

STANDARD SCORES FOR FREQUENCIES OF REMAINING FACTORS
E', I', M', e, i AND m*

Age Level 4 - 7

Standard Scores	Factor	Frequencies	Factor	Frequencies
85	E'	5.2	e	
80		4.6		
75		4.1		8.3
70		3.6		7.3
65		3.0		6.0
60		2.5		5.0
55		1.9		4.0
50		1.4		2.8
45		0.9		1.8
40		0.3		0.5
85	I'	3.2	i	
80		2.8		
75		2.5		
70		2.1		4.3
65		1.9		3.5
60		1.5		2.6
55		1.1		1.8
50		0.8		1.0
45		0.4		0.2
40		0.1		
80	M'		m	8.3
75				7.3
70		5.5		6.3
65		4.5		5.3
60		3.7		4.3
55		2.8		3.3
50		2.0		2.3
45		1.2		1.3
40		0.3		0.3

* S. Rosenzweig, E. E. Fleming and L. Rosenzweig, "The Children's Form of the Rosenzweig Picture-Frustration Study", Journal of Psychology, 26, 188.

TABLE VII

STANDARD SCORES FOR PERCENTAGES OF GROUP CONFORMITY RATINGS*

Age Level 4 - 7

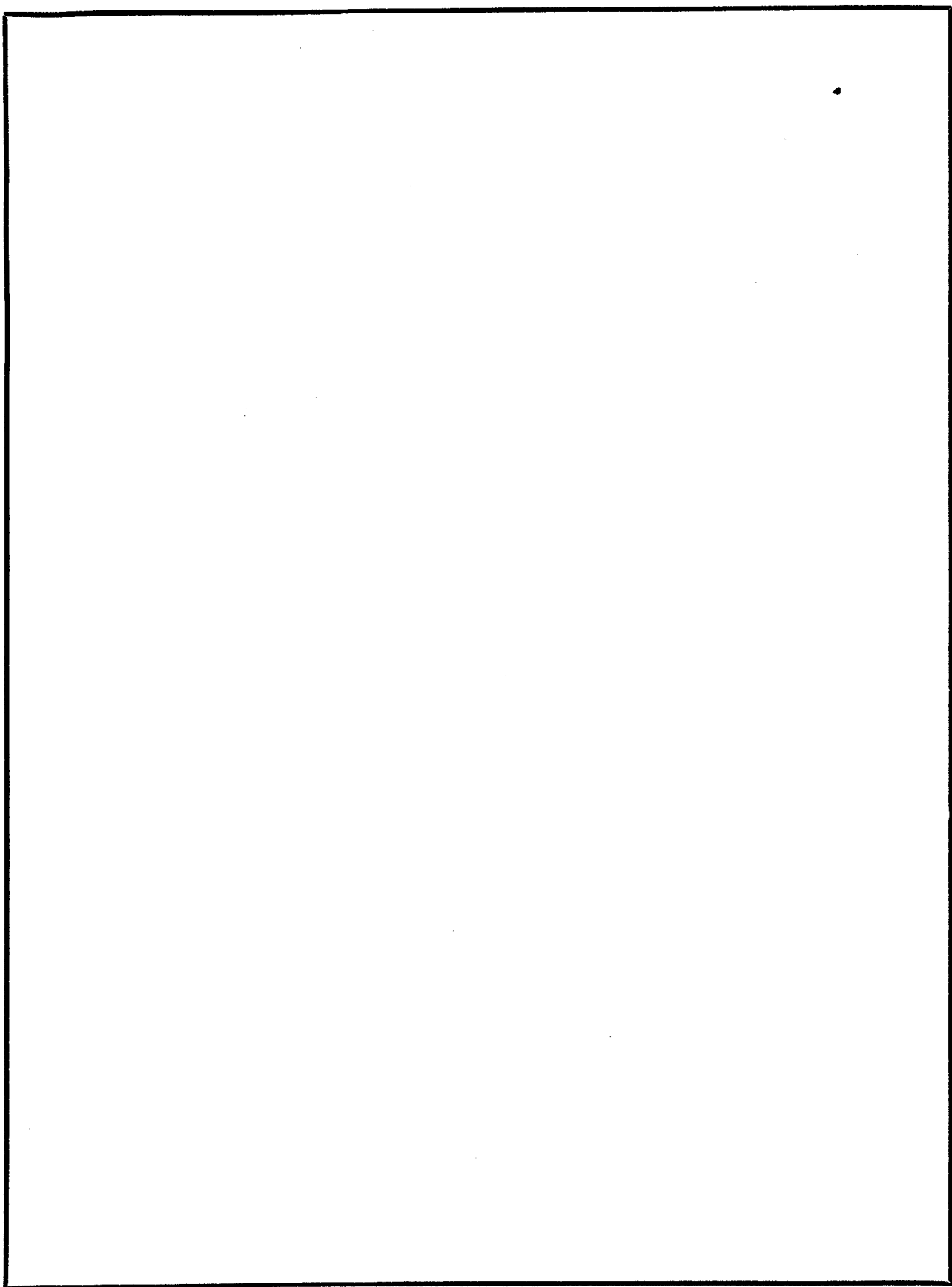
Standard Scores	%
70	75.5
65	71.0
60	66.0
55	61.0
50	56.0
45	51.0
40	46.5
35	41.5
30	37.0
25	32.0

* S. Rosenzweig, E. E. Fleming and L. Rosenzweig, "The Children's Form of the Rosenzweig Picture-Frustration Study", Journal of Psychology, 26, 188.

APPENDIX III

ROSENZWEIG PICTURE-FRUSTRATION STUDY MATERIALS

(Form for Children)



Name _____

Age _____ Birthday _____

Address _____

Grade _____

Institution _____

Present Date _____

ROSENZWEIG P-F STUDY

(Form for Children)

Instructions

We are going to play a game. Here are some pictures of people doing and saying different things. Look at the pictures carefully one at a time. One person is always shown talking. Read what that person is saying. Write in the empty space what you think the boy or girl would answer. The answer you give should be the first thing you think of. Do not make jokes. Work as fast as you can.

I gave the last one to your brother.

1

Give back my scooter.

2

If I were a rich man I could buy that doll for you.

5

You are too little to play with us.

6

I didn't mean to tell on you.

3.

I'm sorry I cannot fix your truck.

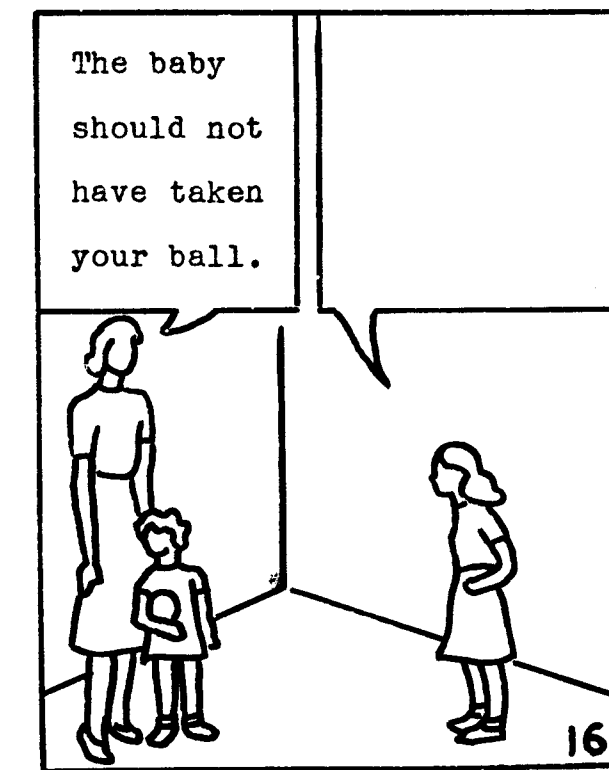
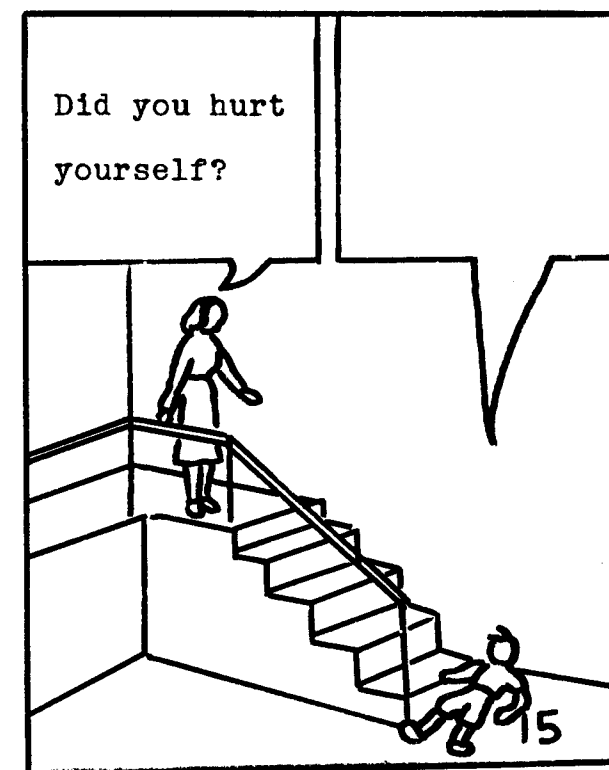
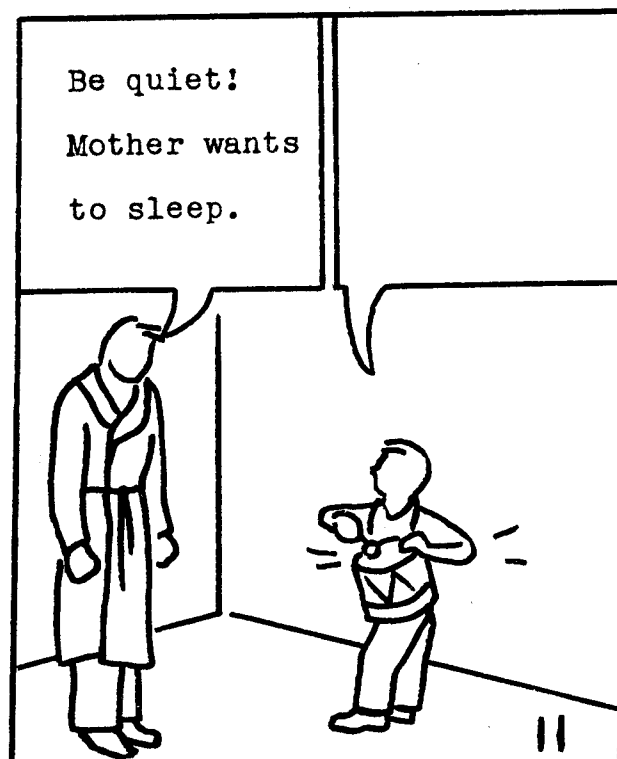
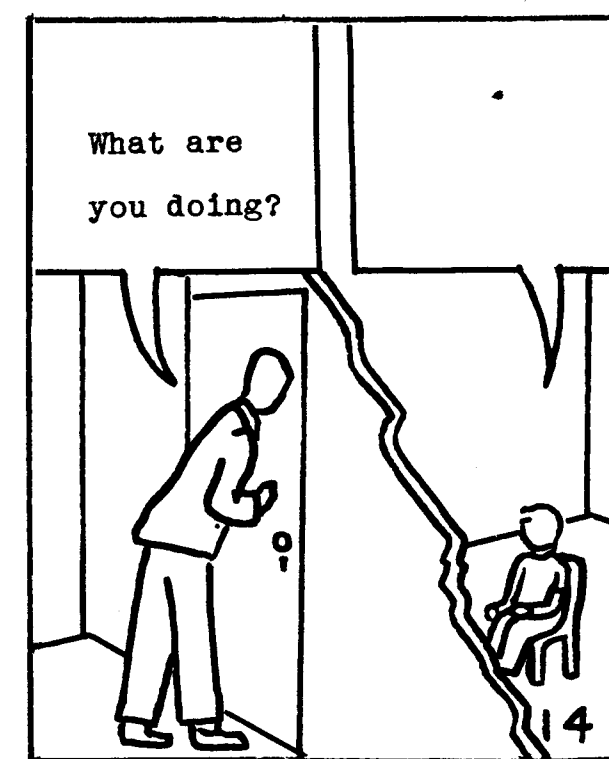
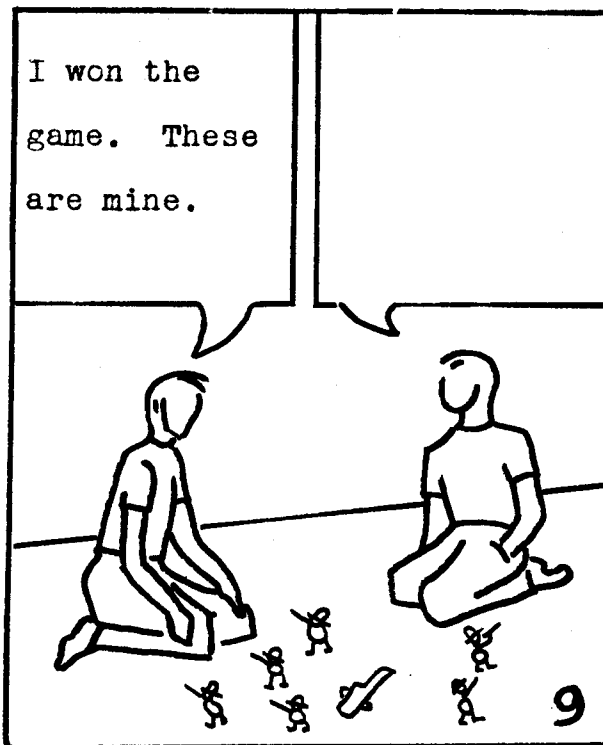
4

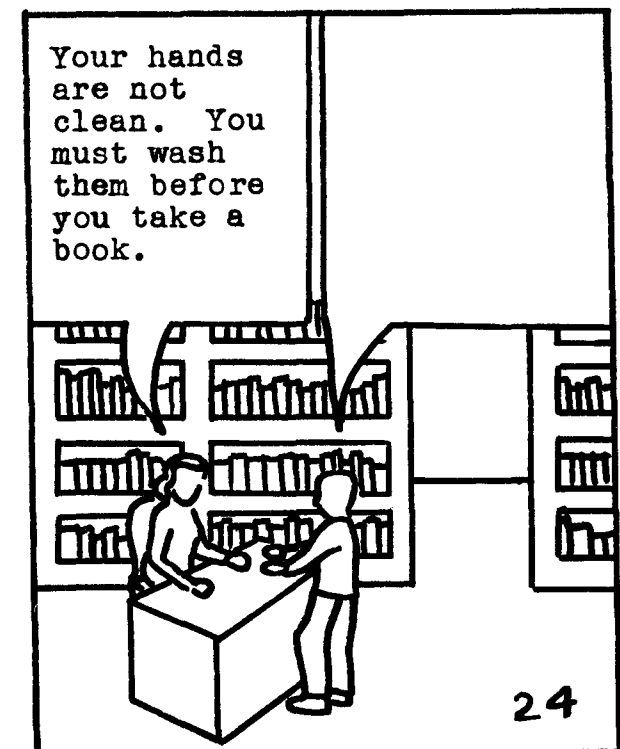
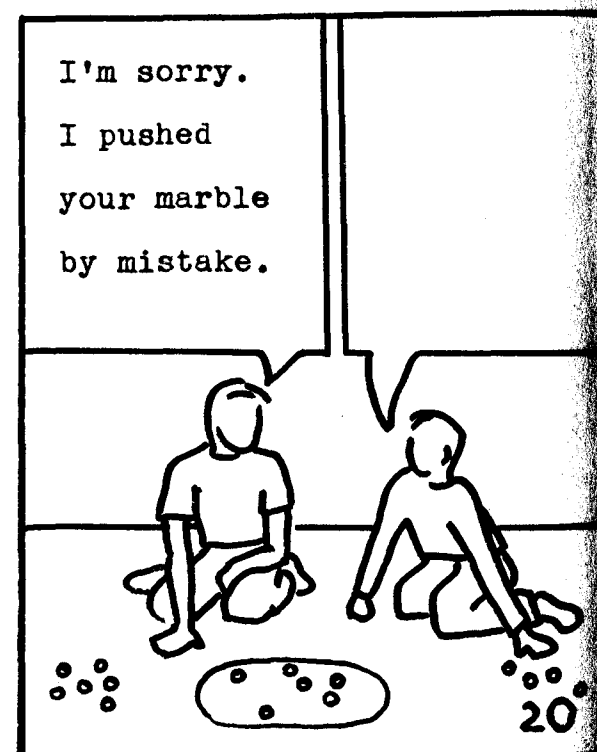
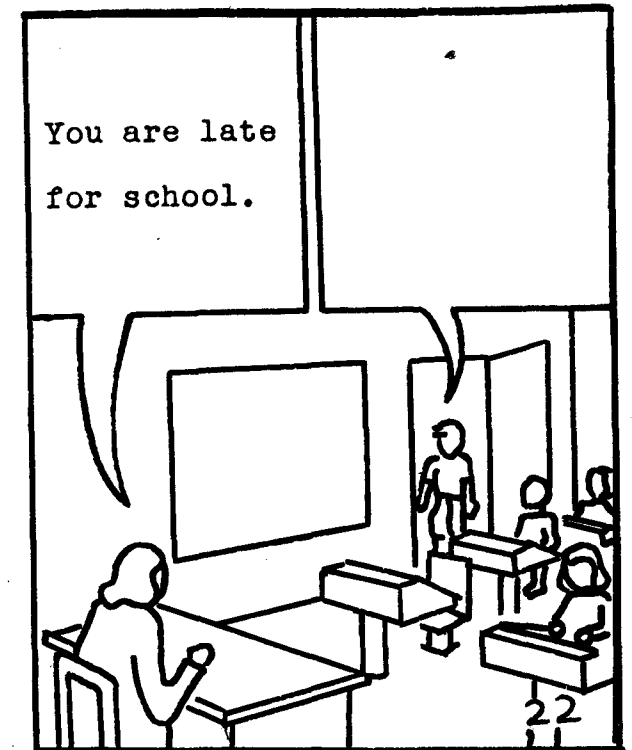
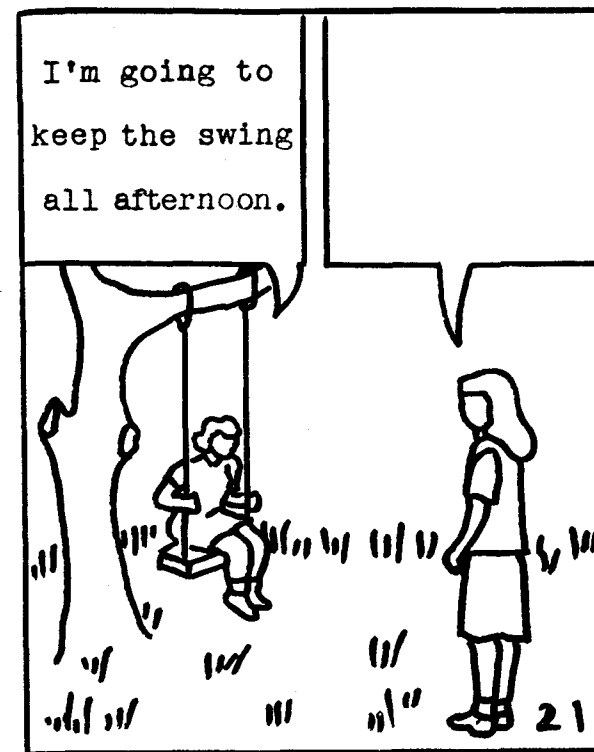
You are a bad child. You picked my flowers.

7

You broke my best doll.

8





Name _____

Date of Test _____

Sex _____

Duration of Test _____

Age _____

Examiner _____

Item ScoresProfile and Deviation Pattern

O-D

E-D

N-P

1.	E'	E	•
2.		E	
3.		M	
4.			•
5.	E'		•
6.		E	
7.		I	
8.		I	1
9.		E	
10.		I	
11.			m
12.		E	
13.		E, I	
14.	M'		
15.	E', I'		
16.		E, M	
17.			m
18.		E	
19.		I	
20.		M	
21.		E	
22.		I	
23.	M'	M	•
24.			m

O-D

E-D

N-P

Total

%

E

I

M

Total

%

S-E PatternsE = = %I = = %E + I = = %E - E = = %I - I = = %M + I = = %Trends

1.

2.

3.

4.

5.

Total PatternComments

RATING SCALE
to accompany the
PICTURE-FRUSTRATION STUDY

This rating scale has been compiled to bear out the trends evidenced in the tabulated results of the P-F Study. Fill in the appropriate blanks to the best of your knowledge basing your choice on your actual acquaintance with the traits enumerated.

Check (✓) below your degree of acquaintance with the applicant:

_____ Acquainted personally _____ Know him well as a student
_____ Know only as member of class _____ Do not remember him at all

Check (✓) to indicate your opinion:

	Superior	Above Average	Average	Below Average	No Knowledge
Personal Appearance					
Health (Physical)					
Emotional Stability					
Cooperativeness					
Intellectual Capacity					
Leadership Qualities					
Initiative					
Acceptance of Responsibility					
Character					
Integrity					
Ability to Communicate with Others					
Willingness to Accept Direction					

CRITICAL DESCRIPTION:

(In the space below elaborate on the choices you have made on the rating scale of the personality traits enumerated. Any other comments you wish to insert will be appreciated.)

Name _____ Date _____
Position _____
Address _____

APPROVAL SHEET

The thesis submitted by Aurelius Anthony Abbatiello has been read and approved by three members of the Department of Psychology.

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the thesis is now given final approval with reference to content, form, and mechanical accuracy.

The thesis is therefore accepted in partial fulfillment of the requirements for the Degree of Master of Arts.

January 25, 1957
Date

Frank Kobler
Signature of Examiner